

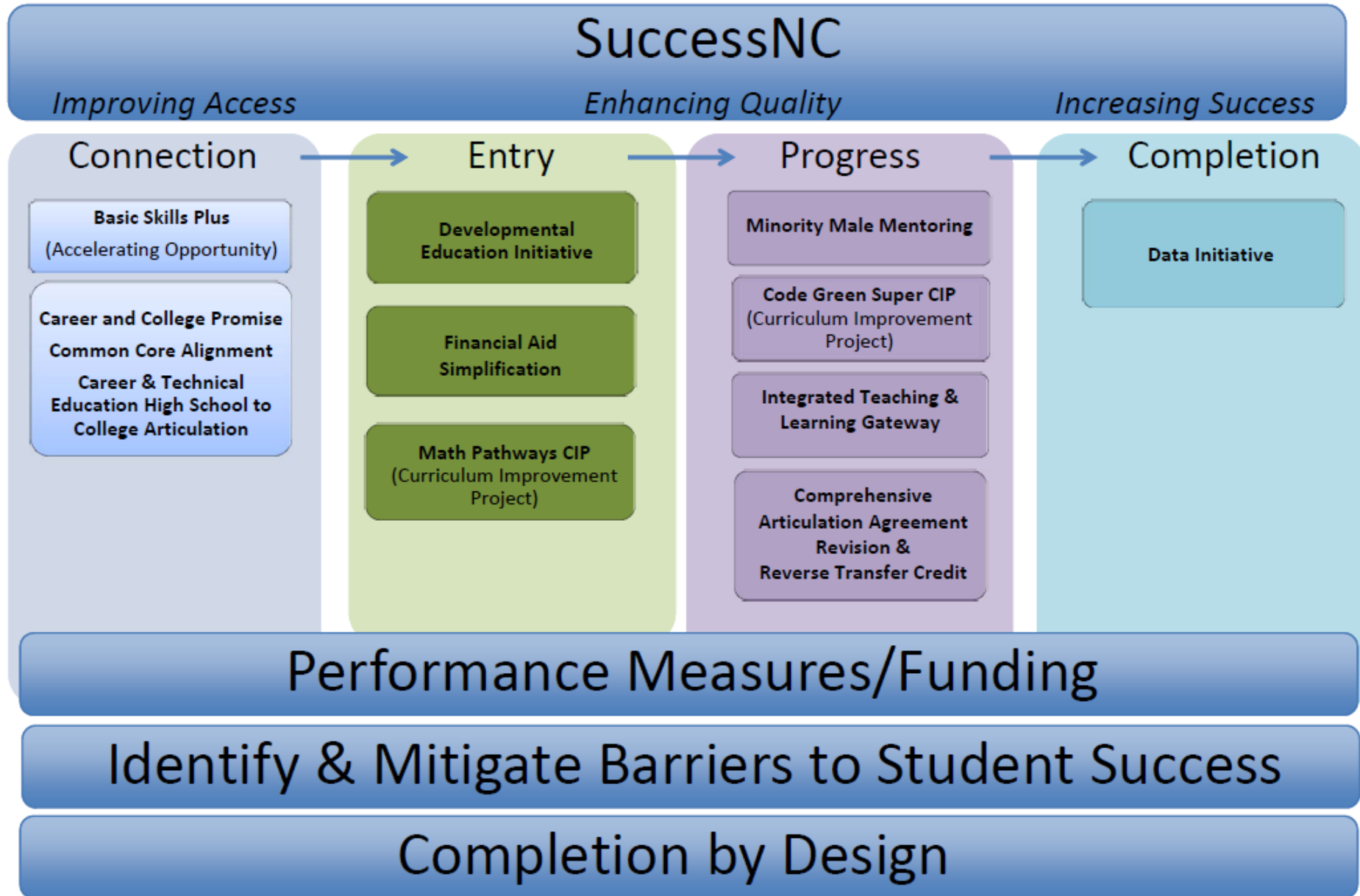
Data Initiative Overview

Chris Cline, Associate VP for Business Intelligence and Project Management Office

Bill Schneider, Associate VP for Research and Performance Management

Data Initiative Facilitators

Student Success Framework



Student Success Framework

SuccessNC

Improving Access

Enhancing Quality

Increasing Success

Connection

Basic Skills Plus
(Accelerating Opportunity)

Career and College Promise
Common Core Alignment
Career & Technical Education High School to College Articulation

Entry

Developmental Education Initiative

Financial Aid Simplification

Math Pathways CIP
(Curriculum Improvement Project)

Progress

Minority Male Mentoring

Code Green Super CIP
(Curriculum Improvement Project)

Integrated Teaching & Learning Gateway

Comprehensive Articulation Agreement Revision & Reverse Transfer Credit

Completion

Data Initiative



Performance Measures/Funding

Identify & Mitigate Barriers to Student Success

Completion by Design

Data Initiative Overview

The Data Initiative includes the **review**, **assessment** and **revision** of our current data collection and reporting processes that results in a **robust data system** which provides **accurate** and **accessible** information fostering a culture of **data-driven decision making** which addresses research questions and informs policies.

Data Initiative Motivation

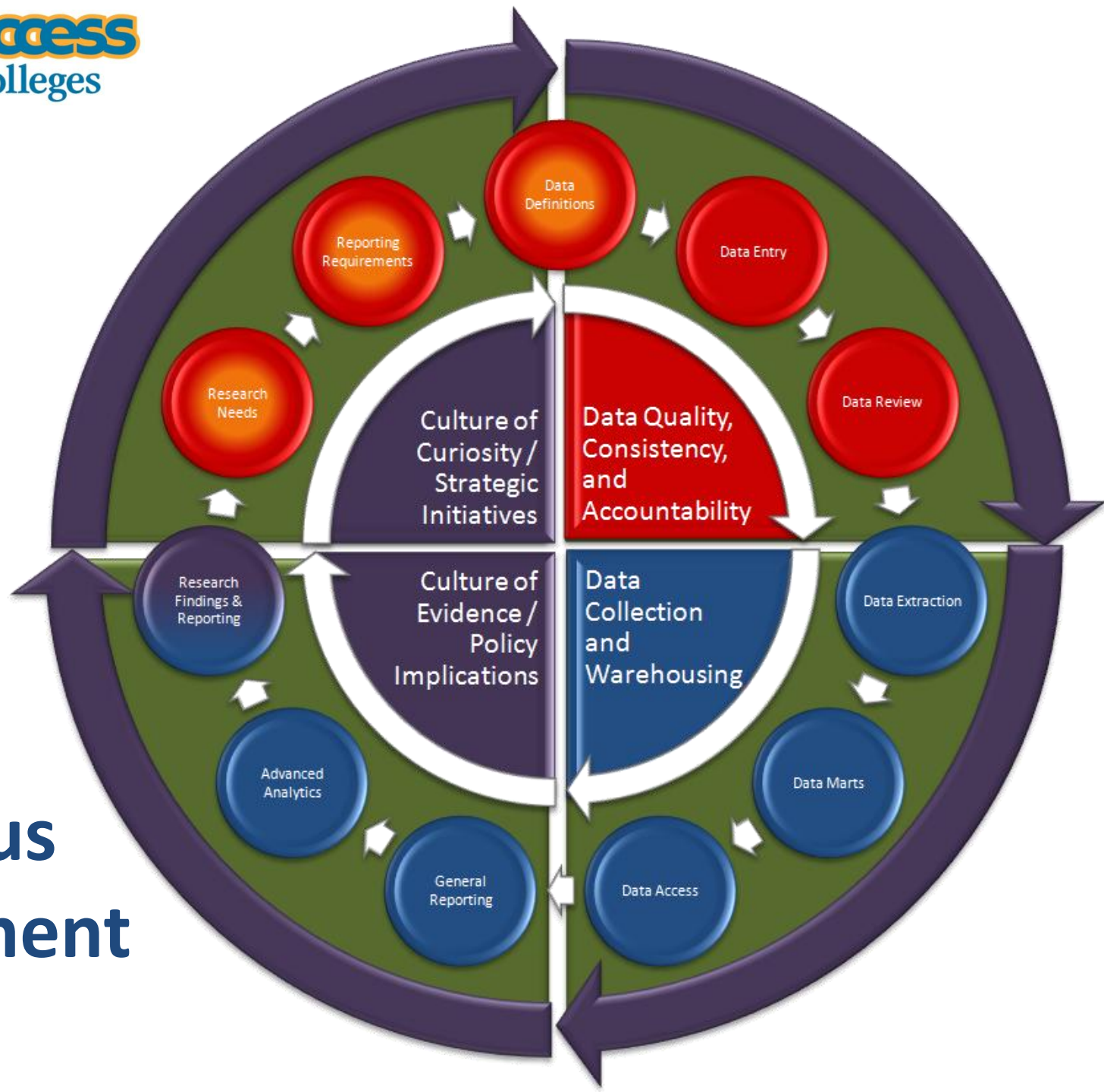
- Concerns over data quality at the college and state level
- Increasing demands for data from federal, state, and grant-providing agencies/organizations
- Expectations of collaboration between state agencies to share data
- The disconnect between data access and decision makers at the college and state level
- Increasing demands on colleges from accreditation bodies to practice and exhibit informed decision-making
- Current reporting tools do not adequately supporting the increasing research and reporting demands
- The need to ensure policies are based on sound data

Data Initiative Objectives

- Expand the individual and collective inquisitiveness of stakeholders within the NC Community College System to **ask research questions that inform decisions and policies.**
- **Develop data definitions** based on research needs and reporting requirements.
- **Ensure data quality and consistency** through appropriate and uniform entering and collecting of information across the System so data extracted are valid and reliable.
- Incorporate a **data review process** that ensures accountability through the validation of submitted data.

Data Initiative Objectives

- Develop focused **topic-based data marts** that will serve a wide variety of analytical research needs including, but not limited to, strategic initiatives, grants, and business and student centric needs.
- Expand **information accessibility** by making all data users aware of the availability of predefined reports, web-based dashboards, statistical software, and training.
- **Enhance advanced analytical capabilities** to empower researchers focusing on specific topics and initiatives.
- **Utilize research findings and reports to educate policy makers** on the extent to which various factors impact outcomes, including student enrollment, student learning, student completion, faculty and staff development, budget allocation, etc.



Continuous Improvement Cycle

Culture of Curiosity / Strategic Initiatives

Culture of Curiosity

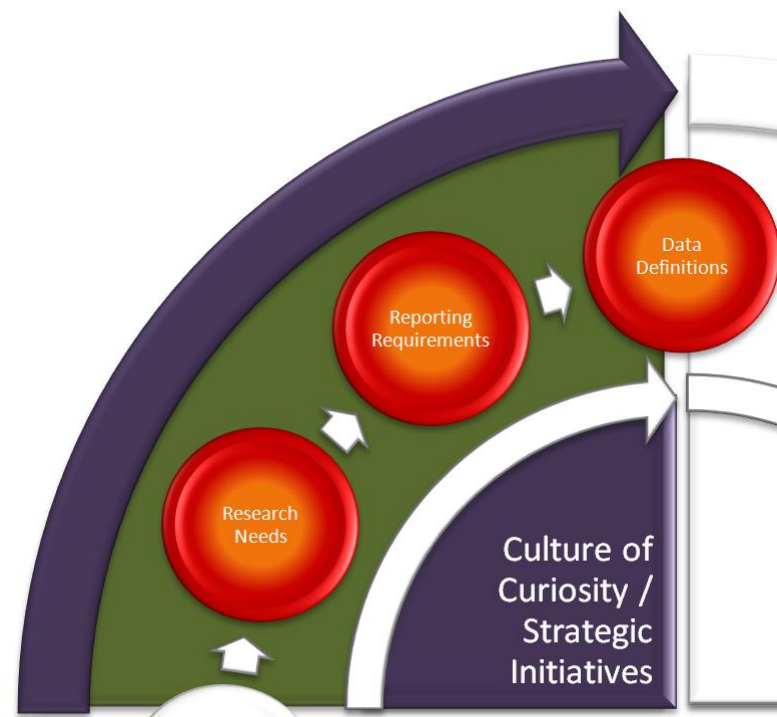
Represents individual and collective inquisitiveness to ask research questions that inform decisions and policies

Data Needs

- Strategic Initiative Variables
- Reporting Mandates
- Research Needs

Data Definitions

Developed based on research needs and reporting requirements



Data Quality, Consistency, and Accountability

Data Quality and Consistency

Ensures information is collected and entered appropriately and uniformly across the system so data extracted for reporting purposes is valid and reliable

Data Entry

Proper understanding of data definitions will sustain the quality of the data collection and reporting processes

Data Review

Process which ensures accountability through the validation of data submitted for reporting purposes

Data Definitions

Direct what, where, when, and how information is entered into the data collection systems



Data Collection and Warehousing

Data Collection and Warehousing

Centralized and technical processes that impact the way in which data is transferred and transformed between data systems and stored for reporting purposes

Data Extraction, Transformation, and Loading

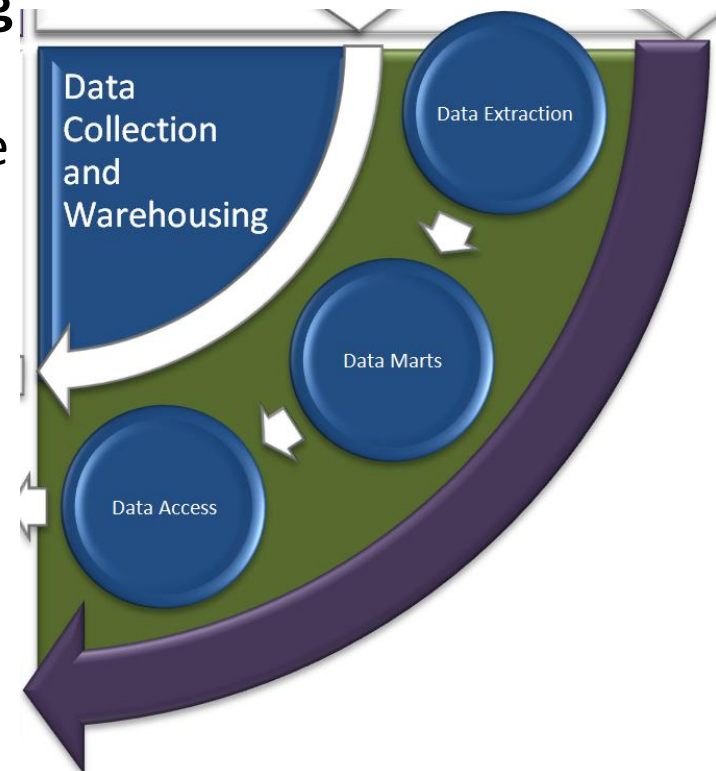
Procedural routines of extracting data files from local systems to a centralized warehouse

Data Marts

The creation of specific data sets dedicated to strategic initiatives and research focus areas

Data Access

The ability to query variables within data marts for basic informational purposes and detailed research needs



Culture of Evidence / Policy Implications

Culture of Evidence / Policy Implications

- Determination of optimal decisions and policies based on the analysis and reporting of collected data
- Likely to result in development of additional research and evaluation needs

General Reporting

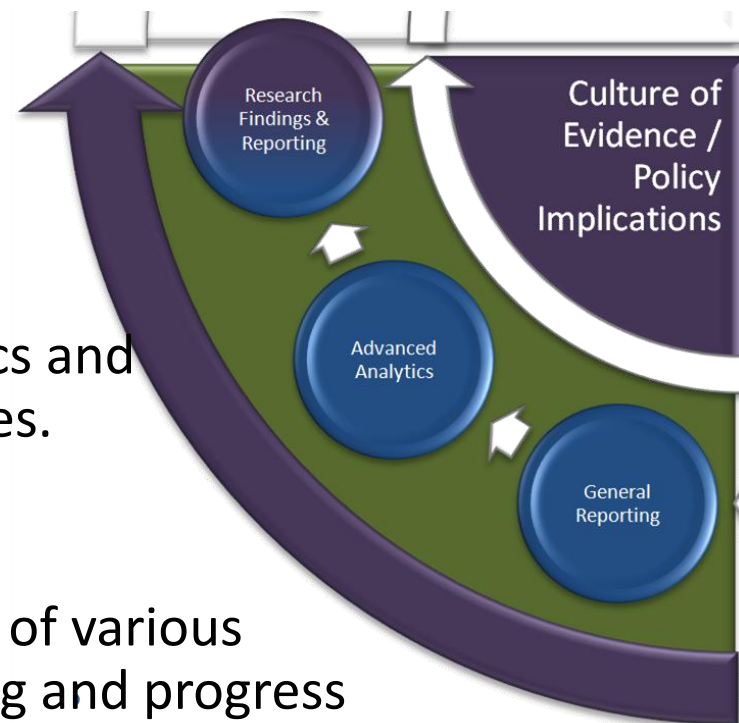
Automated informational reports updated routinely

Advanced Analytics

Research and analysis focused on specific topics and initiatives to inform current and future practices.

Research Findings & Reporting

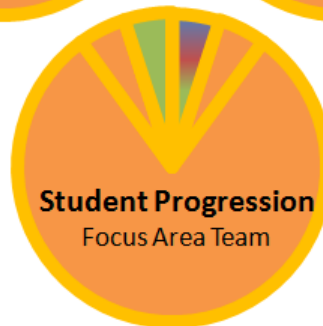
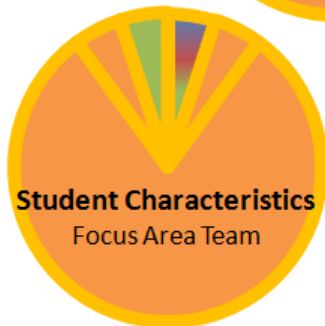
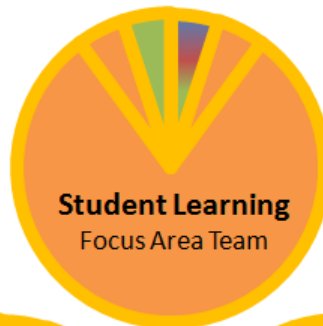
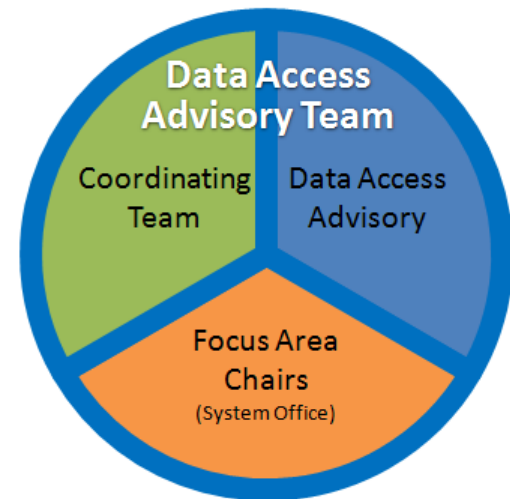
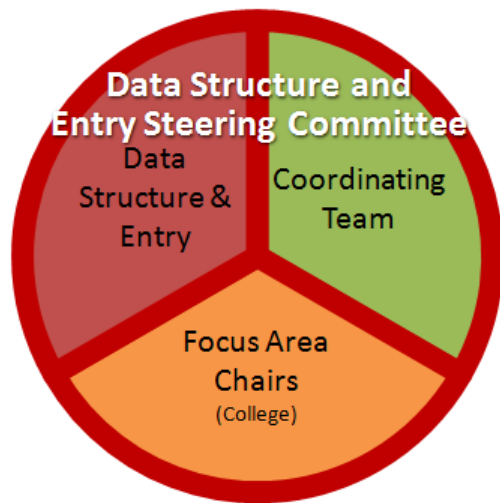
Educate policy makers on the extent of impact of various factors on outcomes, including student learning and progress



Additional Data Initiative Benefits

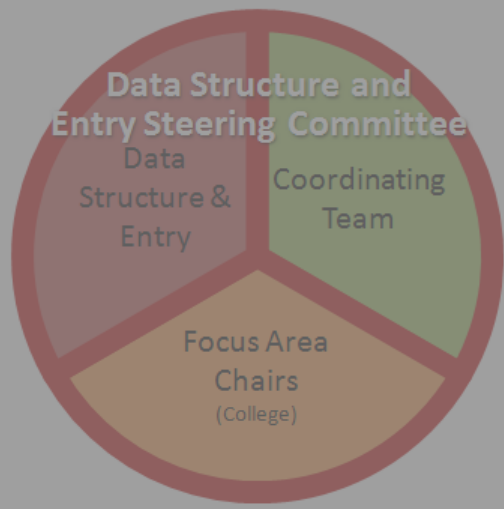
- Decreased institutional research resources on mandated reports, thus **increasing resources** to research student progression and program effectiveness
- Access to **comprehensive comparison data** with peer colleges
- **Dashboard tools** providing quick access to data for decision makers including presidents, vice-presidents, deans, department chairs, directors, and others
- **Increased collaboration** across departments and divisions at the college





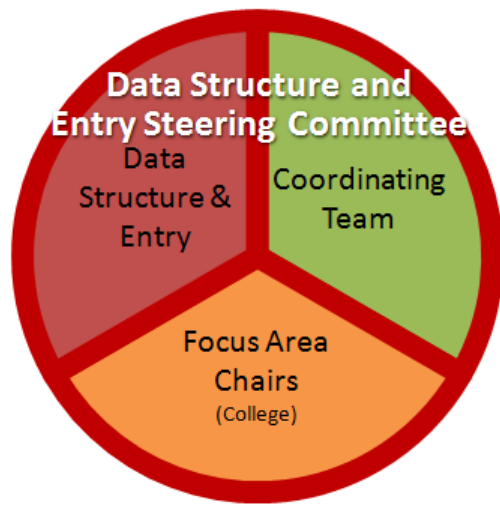
Initiative Representation

	Orange	Red	Blue	Green	Unduplicated
System Office	51	13	13	11	65
Colleges (52)	105	11	11	7	127
Other	4				4
Total	160	24	24	18	196



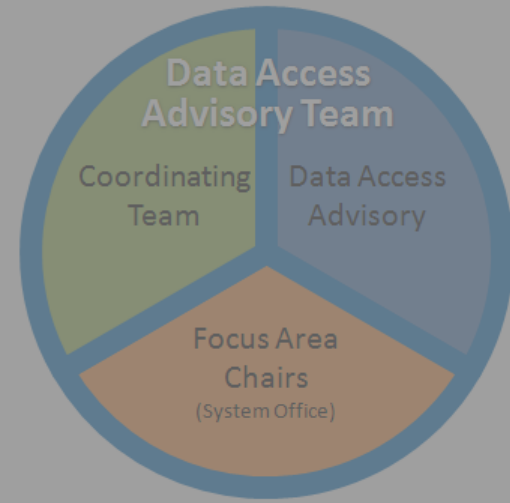
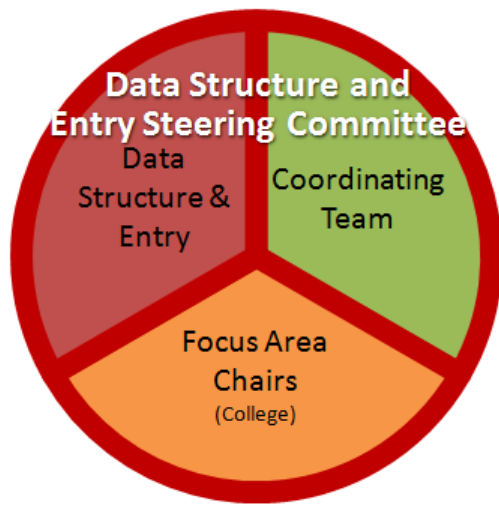
Data Initiative Coordinating Team

- Guiding committee for the initiative
- Identify general areas of informational needs that support college and statewide priorities
- Appoint Focus Area Teams and identify team chairs
- Participate in the Data Structure & Entry Steering Committee or the Data Access Advisory Team
- Review recommendations made by Data Structure & Entry Steering Committee
- Review recommendations made by Data Access Advisory Team
- Address and resolve any issues the other teams cannot come to agreement to including policy
- Oversee Communication Plan



Data Structure & Entry Steering Committee

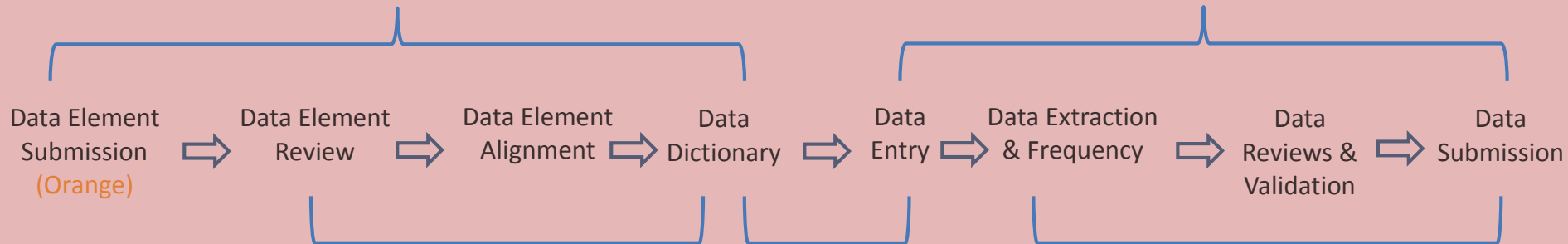
- Oversee Focus Area Team progression
- Recommend processes and training that ensure data quality and consistency through appropriate and uniform entering of information across the System
- Develop a college-level data review process that ensures accountability through the validation of data prior to submission
- Recommend data collection processes and frequencies
- Identify problems within current and previous data collections and recommend data element revisions within data warehouse
- Collect recommendations made by Focus Area Teams and share with Data Initiative Coordinating Team



Data Structure & Entry Steering Committee

Data Flux

Colleague



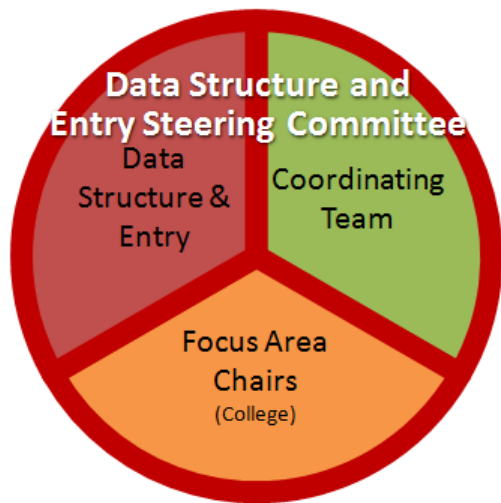
Current Data Challenges Subcommittee

- Informer
- Colleague
- Data Warehouse

Data Element Review Subcommittee

Data Entry Subcommittee

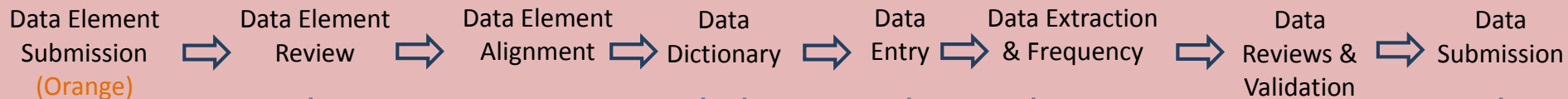
Data Validation & Submission Subcommittee



Data Structure & Entry Steering Committee

Data Flux

Colleague



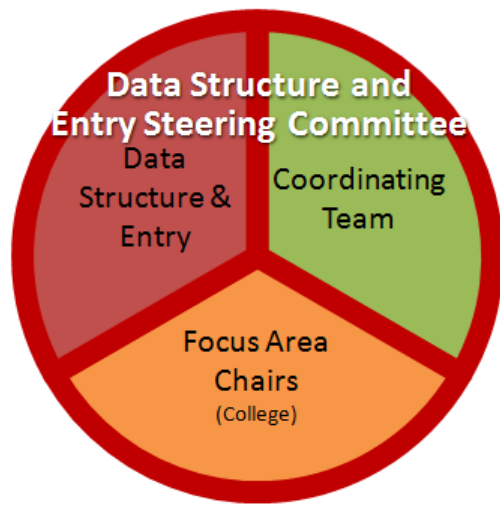
Current Data Challenges Subcommittee

- Informer
- Colleague Transactional Reports
- Data Warehouse

Data Element Review Subcommittee

Data Entry Subcommittee

Data Validation & Submission Subcommittee

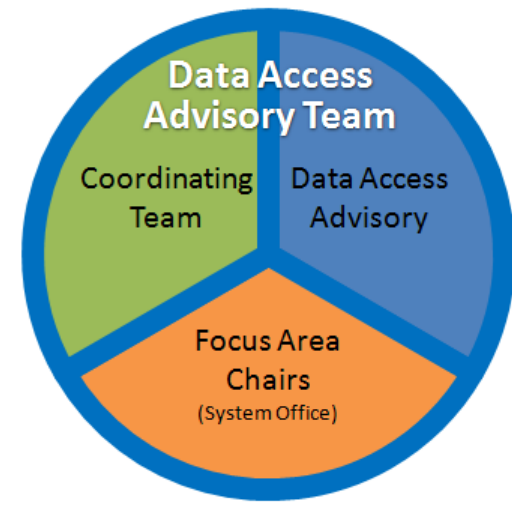
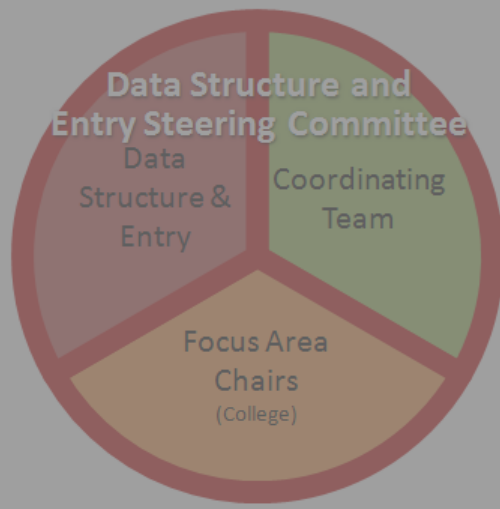


Data Structure & Entry Steering Committee

www.rccc.edu/evaluations/datainitiativestate

Current Data Challenges Subcommittee

- Informer
 - Colleague
- Transactional Reports
- Data Warehouse



Data Access Advisory Team

- Establish reporting tools and appropriate access to data at the college and system levels
- Ensure data quality and consistency through appropriate extraction processes of information across the System so data extracted are valid and reliable
- Make recommendations for data extraction, data access, and reporting tools
- Expand information accessibility by making all data users aware of the availability of predefined reports, web-based dashboards, statistical software, and training
- Enhance advanced analytical capabilities to empower researchers focusing on specific topics and initiatives
- Develop Professional Development Plan tied to objectives within the initiative

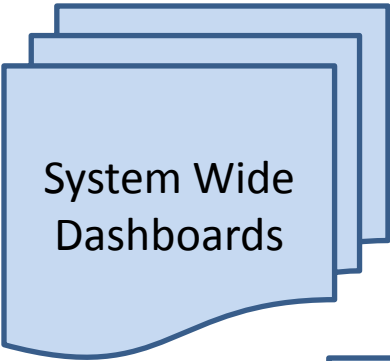
The SAS Grant

- Thousands of hours to get us to this point
- We have a **SIGNED AGREEMENT** between SAS and NCCCS
 - Education Analytical Suite (Dashboards)
 - SAS[®] Enterprise Miner[™] (Predictive tools)
 - SAS[®] Visual Data Discovery (Data Flux)

Next Steps

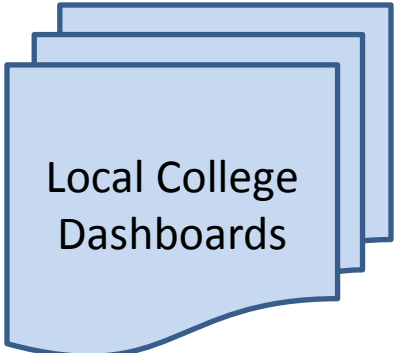
- Hosting of the software and gathering of requirements
- Learn the software and how to best leverage it
- Rollout to NCCCS SO and Colleges

Dashboards



System Wide Dashboards

System wide consistent dashboards that aggregate all 58 colleges for one centralized master view of the system. What data is important across all?



Local College Dashboards

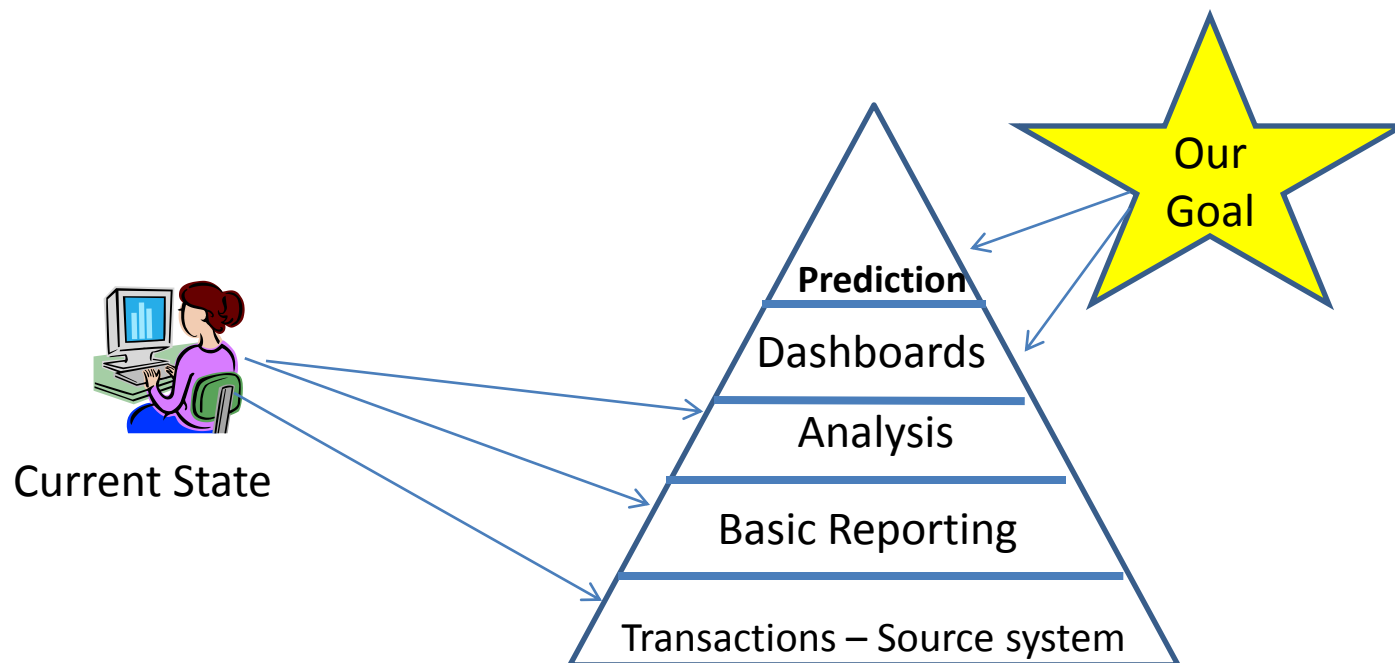
Local dashboards that are consistent across all 58 colleges but contain only information on their data. The data source could be the DW or local DW.



Adhoc Reports

Local dashboards that are real-time, pulling data from their systems for local fire drills.

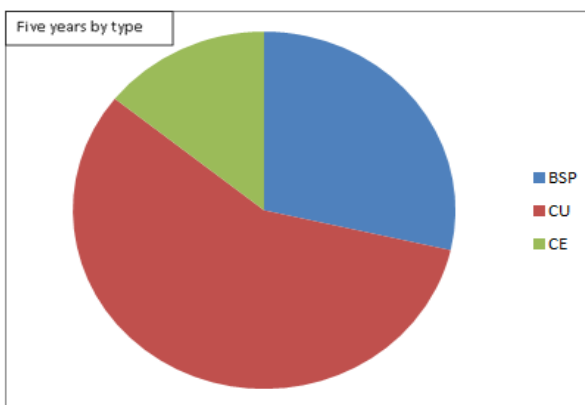
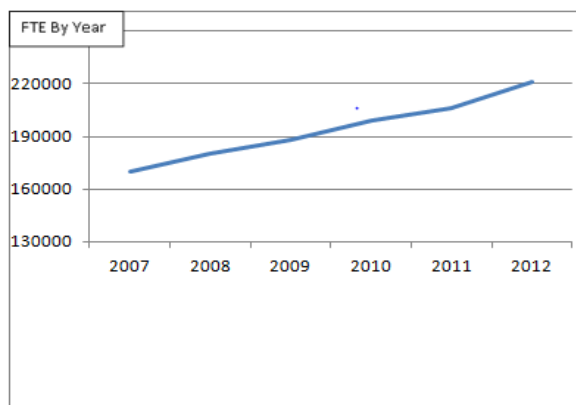
Dashboards



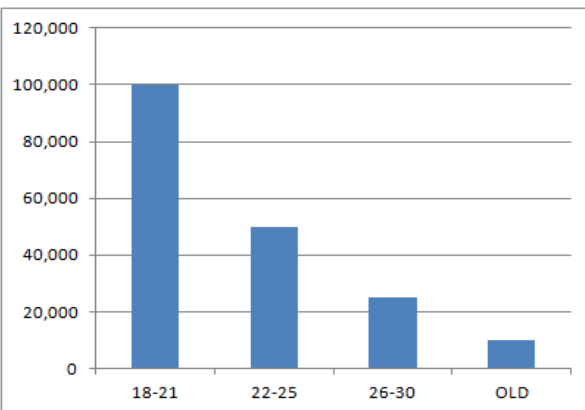
The higher up the data pyramid the higher the data maturity and more insight into the organization.

Sample Dashboard

SAMPLE DATA

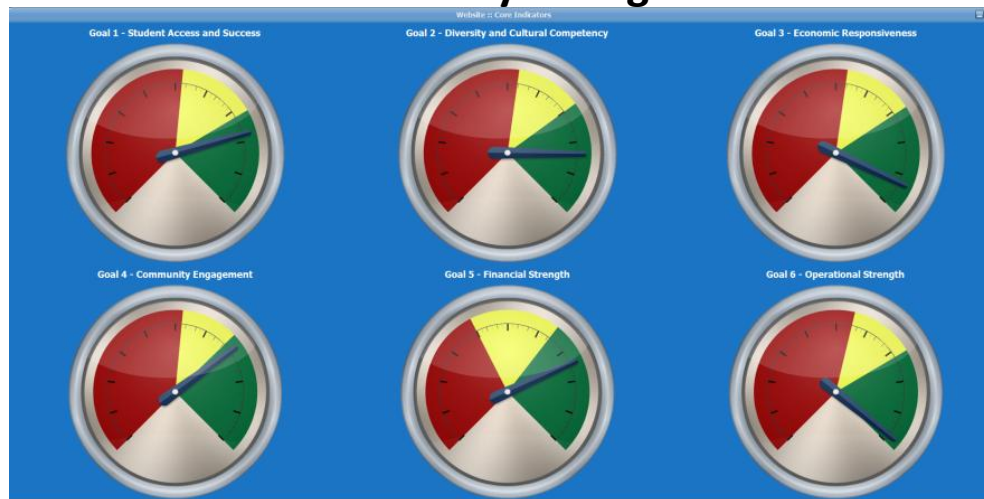


- Transactional Reports**
- FTE by Gender
 - Gender by FTE
 - Roster Reports
 - GED Status Alert
 - First Year Student Tracking
 - IPEDS/NCHED Annual Reports
- Data Quality Reports**
- Valid Birthdates
 - Standard System Edit
 - Enrollment Conditions Met

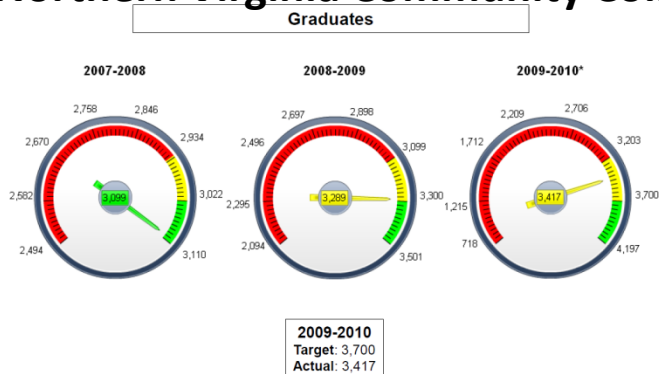


Sample Community College Dashboards

Lincoln Land Community College



Northern Virginia Community College



NOVA Definition: The number of graduates that complete a program of study (degree, certificate, including career studies) in a given year.
*2009-2010 preliminary data used.

Grand Rapids Community College

GRCC Dashboard

updated 11/01/12

1.0 Academic Alignment

GRCC collaborates closely with other educational providers to provide a seamless transition across all education sectors.

Indicator of Success	Current Year	Prior Year	Benchmark	Trend
1. Number of articulation agreements with four-year institutions.	35	30	NA	↑
2. Percent of students participating in transfer programs within 3 years.	19%	15%	17%	↑
3. Student satisfaction with GRCC preparation as reported after graduation or transfer (percent reporting "Well" or "Very Well" on follow-up survey).	57.5%	67.7%	NA	↓
4. Incidence of developmental education - Percent of enrolled students that require any dev ed (math or english/reading) based on the institution's placement testing (Michigan metric)	48.6%	51.5%	62%	↑

2.0 Access

GRCC minimizes the barriers of time, place, cost, and educational preparation levels to that all members of the community have an opportunity to participate in college programs.

Indicator of Success	Current Year	Prior Year	Benchmark	Trend
1. Percent of GRCC credits offered as non-traditional course offerings.	20%	18%	NA	↑
2. GRCC student body mirrors the KISD region in terms of minority representation.	GRCC 27.3% Kent Co. 24.6%	GRCC 27.6% Kent Co. 24.3%	NA	↑
3. Students who enroll in AFP classes at GRCC are subsequently able to successfully complete college level coursework.	Math 59.9% English 64.0%	Math 66.7% English 60.2%	Math 65.6% English 71.0%	→
4. Incidence of developmental education - Percent of enrolled students that require any dev ed (math or English/reading) based on the institution's placement testing (Michigan metric) (NOTE: Also an indicator for Academic Alignment end).	48.6%	51.5%	62%	↑
5. Grant dollars for a full Pell grant recipient are adequate to cover tuition, fees, and books for a full time student at GRCC. (Fulltime pell dollars less GRCC costs).	\$951	\$1,359	NA	↑

3.0 Community Outreach

GRCC enriches the community through educational and civic programming and partnerships.

Indicator of Success	Current Year	Prior Year	Benchmark	Trend
1. Community satisfaction with GRCC (percent "satisfied" on a community survey).	82%	82%	NA	↑
2. Number of lecture/events/symposiums/conferences/athletic events on GRCC campus open to the general public (percent of Kent County population attending at least one event).	18.1%	12.8%	9.4%	↑
3. Number of collaborative partnerships established to enrich the community.	56	NA		

Focus Area Teams

- “Engine” of this initiative
- Research and recommend data elements that assist in addressing the informational needs associated with decision-making, performance management, federal/state reporting, accreditations, grant requirements, and informational requests
- Develop data definitions and dictionaries based on research needs and reporting requirements
- Help develop focused topic-based data marts that will serve a wide variety of analytical research needs



Focus Area Team Chairs

Basic Skills	Kristen Corbell	Coordinator for Research Projects, NCCCS
	Kathi McLendon	Dean, Community Development, CPCC
Course Sections	Barbara Boyce	Associate VP for Workforce Development, NCCCS
	Marlowe Mager	Coordinator of Research and Institutional Effectiveness, Haywood
External Sources	Pamela Senegal	Vice President, Economic and Community Development
	Matt Meyer	Associate VP for STEM Innovations, NCCCS
Faculty/ Staff	Kara Bosch	Director College Administrative Support, Training and Reporting, CPCC
	Nancye Gaj	Team Leader/Director Professional Development & Instructional Support College & Career Readiness, NCCCS
Finance/ Facilities	Elizabeth Thomas	Controller, Sandhills CC
	Kim Van Metre	Systems Accounting and Special Projects Manager, NCCCS
Student Characteristics	Brian S. Merritt	Dean of Student Learning, Central Carolina CC
	Alan Tucker	Director of Program Quality & Accountability, NCCCS
Student Course Success & Learning Outcomes	Jason Chaffin	QEP Director/English Instructor, Cape Fear CC
	Frank Scuiletti	Program Coordinator, NCCCS
Student Progression	Stacy Holliday	Director, Campus Innovations and Student Success Initiatives, Davidson
	Cynthia Liston	Associate VP for Policy Research & Special Projects, NCCCS
Student Support	Daniel Alvarado	Associate Director, Student Leadership & Development, NCCCS
	Beverly Watts	Director of Dev Studies and Quality Enhancement, McDowell



Basic Skills

Team Description	Types of Elements	Reporting Examples
<p>Enrollment and progression data related to students in Basic Skills programs. Established and implemented based on immediate federal reporting needs.</p>	<ul style="list-style-type: none"> • Accelerating Opportunity • Adult High School • Basic Skills Plus • Compensatory Education • GED • Level Completion • NRS Assessments • Placement 	<ul style="list-style-type: none"> • Enrollment • Level Completion • NRS • Perf Measure: Basic Skills Progression • Perf Measure: GED Completion • Student Progress



Student Characteristics

Team Description	Types of Elements	Reporting Examples
Enrollment related data focused on student admission, entry, background, and characteristics.	<ul style="list-style-type: none">• Academic Background• Demographics• Program of Study• Student Status• Transfer Enrollment• Transfer Credit	<ul style="list-style-type: none">• Customized Industry Training Legislative Report• Enrollment• IPEDS 12-Month Enrollment• IPEDS Fall Enrollment• IPEDS Student Financial Aid• NCHED A-1.2 Undergraduate• Program Analysis• Student Characteristics



Student Support

Team Description	Types of Elements	Reporting Examples
Information focused on financial, academic, and personal support, special accommodations provided to students. Includes assessments of financial and remediation needs.	<ul style="list-style-type: none"> • Advising • Campus Organizations • Career Planning • Counseling • Course placement • Financial Aid Award • Financial Aid Source • Placement Scores • SAT/ACT • Scholarship Awards • Skills Lab Hours 	<ul style="list-style-type: none"> • IPEDS Student Financial Aid • NCHED A-10U Student Financial Aid Summary • NCHED A-6 Academic Library Survey • SACS Compliance



Student Progression

Team Description	Types of Elements	Reporting Examples
<p>Student cohort tracking that includes success rates relating to retention, graduation, transfer, and employment.</p>	<ul style="list-style-type: none"> • CRC • Certifications • Cohort Identification • Graduation Information • Retention • Stackable Credentials • Transfer Rates 	<ul style="list-style-type: none"> • Completions • Graduation Rates • IPEDS Completions • IPEDS Graduation Rates • Perf Measure: Credit Accum • Perf Measure: Six Year Success • Program Analysis • Retention Rates • SACS Compliance • Student Progress • Transfer Rates • Transition Reporting

Student Course Success and Learning Outcomes



Team Description	Types of Elements	Reporting Examples
Student course progression and performance data and associated learning outcomes.	<ul style="list-style-type: none"> • Course Outcomes • Final Grades • Midterm Grades • Pre&Co/Reqs • Skills Mastery • Student Course Progression 	<ul style="list-style-type: none"> • Course Analysis • Course Sections • Grade Distributions • Perf Measure: Developmental Success in Credit Math • Perf Measure: Developmental Success in Credit English • SACS Compliance • Student Course Success • Student Learning Outcomes Analysis



External Sources

Team Description	Data Sources	Reporting Examples
<p>Data collected by outside agencies and/or housed outside of Colleague which assist in the evaluation of student and institutional performance.</p>	<ul style="list-style-type: none"> • Career Readiness Cert • Commerce • Customized Industry Training • DPI • Independent Colleges • Licensure Agencies • National Student Clearinghouse • Small Business Center • Survey Data • Census • UNC-GA 	<ul style="list-style-type: none"> • Certification and Licensure • Employment • Perf Measure: Transfer Performance • Perf Measure: Licensure & Certification • SACS Compliance • Service Area Characteristics • Transfer Analysis



Faculty/Staff

Team Description	Types of Elements	Reporting Examples
Employee and position characteristics that include salaries, employee background, employment status, and position details.	<ul style="list-style-type: none"> • Classification • Credentials • Demographics • Faculty/Staff Degree Level • Position Descriptions • Position Titles • Salary 	<ul style="list-style-type: none"> • Employee Characteristics • Employee Retention • Faculty Credentials • IPEDS Human Resources • Faculty Workload Analysis • SACS Compliance



Course Sections

Team Description	Types of Elements	Reporting Examples
Course information and section data that includes course availability, section logistics (where, when and how, length, etc.) and section enrollments.	<ul style="list-style-type: none"> • Census Date • Contact Hours • Course • Credit Hours • Instructor • Location • Managed/Open Enrollment • Method of Instruction • Pre & Coreqs • Transfer Articulation • Scheduled Hours • Staff Assignment 	<ul style="list-style-type: none"> • Class Fill Rates • Course Cancellation Rates • Course Enrollments • FTE • IPEDS 12-Month Enrollment • NCHED A-1.1 Supplement 3: Types of Instruction • Instructional Cost • SACS Compliance • Staff Information Report



Finance/Facilities

Team Description	Types of Elements	Reporting Examples
<p>Budgetary and facilities information that includes summary, financial data and detailed facilities data.</p>	<ul style="list-style-type: none"> • Department Codes • Facility Data • Funding Types • Resource Allocation • Operational Costs • Operational Revenues • Expenditures • Program Costs • Tuition/Fees 	<ul style="list-style-type: none"> • Budget Allocation • Energy Efficiency • Facility Utilization • IPEDS Finance • NCHED A-3 Student Tuition, Fees, and Charges • SACS Compliance • Year End Financial Reports

Completed Milestones

Communicate to Colleges the 2012 System Priority –Data Initiative	January 2012
SAS Dashboard & Reporting tool demonstration to State Board	February 2012
Appointment of Data Initiative Coordinating Team	March 2012
Knowledge Break Sessions held for System Office Staff	March 2012
Data Initiative Coordinating Team meets for first time	March 2012
Basic Skills Focus Area Team (Group 1) Launched	March 2012
Appointment of Data Access Advisory Team and the Data Structure & Entry Steering Committee	April 2012
Basic Skills Focus Area Team meets twice and drafts 70 elements	April 2012
Data Initiative Kickoff	May 2012

Recent and Forthcoming Milestones

9 categories of focus areas and their scope were finalized by the Data Initiative Coordinating Team	July 2012
SAS Dashboard & Reporting tool demonstration to Presidents' Association	July 2012
Solicited Focus Area Interest through survey to list serves and professional associations	August 2012
Initiative presence at System Conference	October 2012
Finalization of SAS Partnership Agreement	October 2012
Focus Area Team membership agreements for remaining eight focus area teams	October 2012
Data Structure & Entry Steering Committee to meet formally for first time	November 2012
Data Access Advisory Team to meet formally for first time	November 2012
Focus Area Teams Launch and Training	March 2013

Upcoming Focus Area Team Events

Focus Area Team Training – Thursday, March 14, 9:00-4:30

- Will provide attendees with an understanding of:
 - Data Initiative's objectives, desired outcomes, and timeline
 - Focus Area Team roles, responsibilities, best practices, and resources
 - Expectations of individual team members
- Will provide teams with primary list of elements, instructions for reporting, and guidelines for interacting with other teams

Professional Development Session – Thursday, April 11, 9:00-5:00

- The culture of inquiry will be presented in order to facilitate group discussion that will spawn research needs, thus generating data elements necessary for collection (Rob Johnstone)

Focus Area Team Meeting – Friday, April 12, 8:30-3:00

- Will provide you the opportunity to formally meet with your Focus Area Team for the first time

Hope • Opportunity • Jobs

Questions?

Contact Chris Cline or Bill Schneider

Chris Cline

clinec@nccommunitycolleges.edu

Bill Schneider

schneiderb@nccommunitycolleges.edu