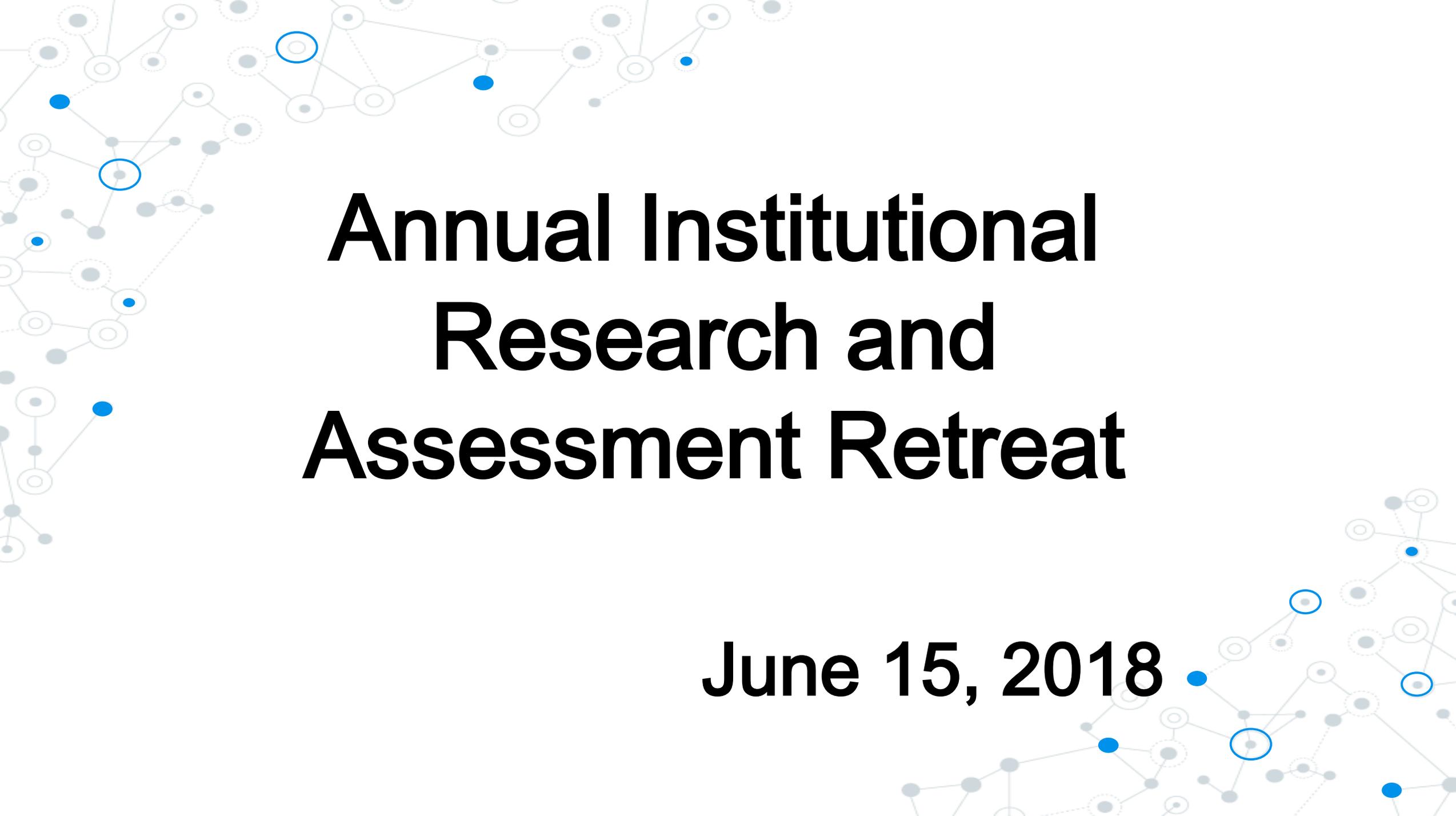


2018 Institutional Research and Assessment Councils' Joint Retreat

Date: June 15, 2018
Time: 8:30am – 4:30pm
Location: Hunter College - West Building, Faculty Dining Room, 8th Floor

Agenda

- 8:30am Sign-in/Breakfast
- 9:30am Welcome
- 10:00am Ice Breaker Activity
- 10:45am Article Discussion: A New Vision for Institutional Research (*and Assessment*)
- 12:30pm Lunch
- 1:30pm Table Topic Discussions
- Coordinating Campus Surveys
 - Developing/Strengthening Campus and University-wide Data Governance
 - Communicating Information and Evidence
 - Shifting the Culture
 - Assessment Pathways Learning Outcomes
- 2:45pm Break
- 2:55pm Panel Discussion
- 4:15pm Wrap up

A decorative background featuring a network diagram with nodes and connecting lines. The nodes are represented by circles of varying sizes and colors, including light gray, dark gray, and blue. Some nodes are highlighted with a blue outline. The lines connecting the nodes are thin and light gray, creating a complex web-like structure.

Annual Institutional Research and Assessment Retreat

June 15, 2018

Namaste مرحبا Willkommen Bem Vindo Selamat Datang
Bienvenidos Namaste Bienvenue Croeso Welcome Bienvenidos أهلا وسهلا
Benvenuti Welkom Bienvenue Welcome Croeso
Welkom Bienvenue Bem Vindo
Bienvenidos مرحبا Welcome Welkom Croeso
Selamat Datang أهلا وسهلا أهلا وسهلا Namaste
Welcome Bienvenue Bem Vindo
Willkommen Willkommen Selamat Datang Croeso
добре дошъл Benvenuti Willkommen
Καλώς ήλθατε Benvenuti

Ice Breaker BINGO

🎯 Add instructions



A background network diagram consisting of interconnected nodes and lines. Some nodes are solid blue circles, while others are grey circles with a dashed outline. Some nodes are highlighted with a solid blue circle.

A New Vision for Institutional Research and Assessment



A New Vision for **Institutional Research**

By Randy L. Swing
and Leah Ewing Ross



Traditional Model

- ① IR and assessment as service provider with a small set of key decision makers (i.e., President, VPs, Provosts, Deans, Chairs, etc.)
- ① Decisions makers are a ranked set of users with higher- and lower-priority clients
- ① As the “one source of the truth,” this limits capacity. There are too few resources, which results in unmet demand for service

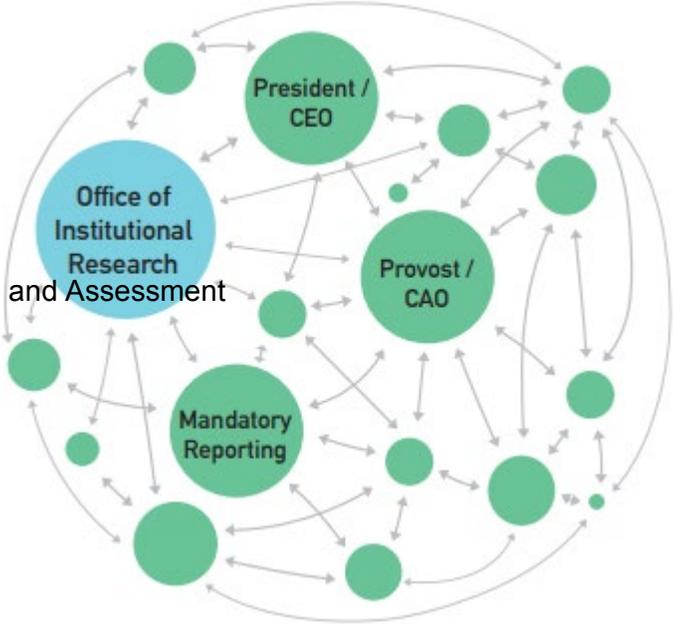


IR/Assessment Models

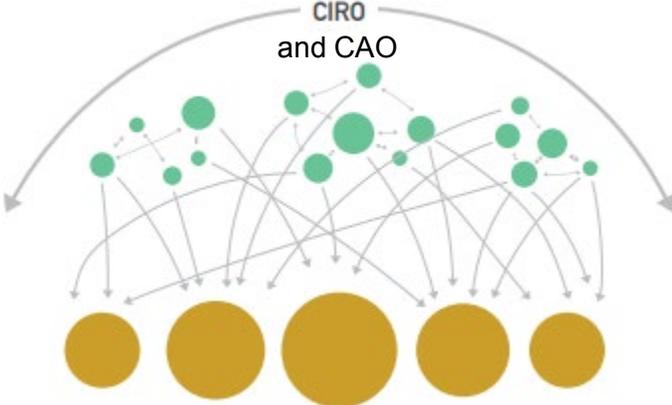
Traditional



Federated

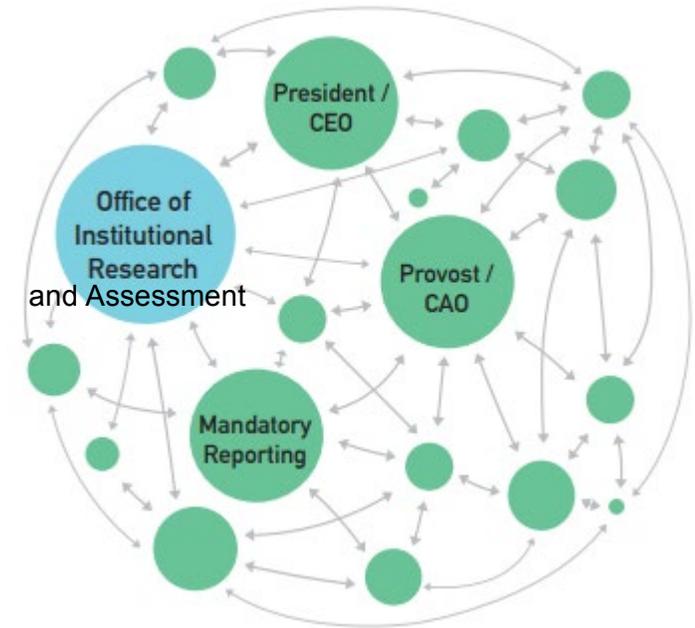


Matrix



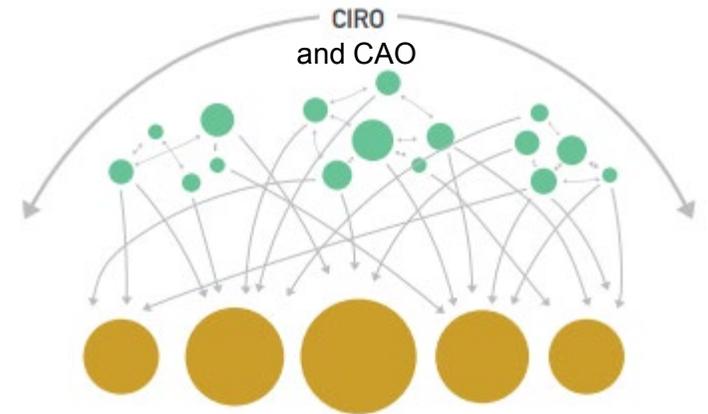
Federated Model

- ⊙ IR and assessment are center for analytics
- ⊙ Decisions makers are a ranked set of users with higher- and lower-priority clients
- ⊙ Increase in non-traditional users
- ⊙ Focus becomes helping users develop an appropriate level of data and assessment literacy

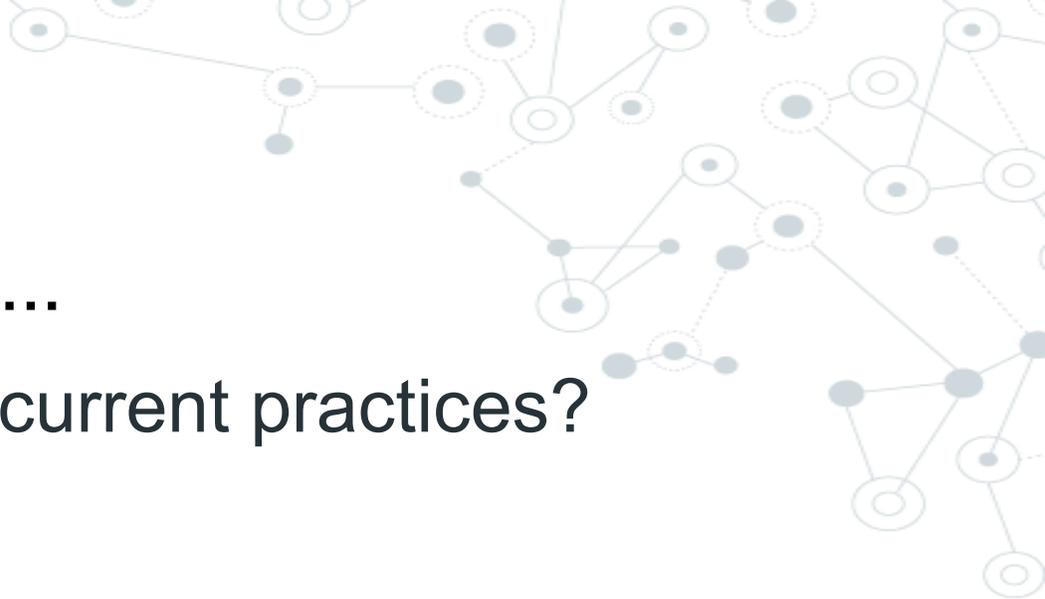


Matrix Model

- ◎ Specialists in data analytics and assessment are embedded in various teams (i.e., groups of offices)
- ◎ Specialists work more closely with “low-priority clients” on an as needed basis
- ◎ Information flows up to the “high-priority clients”



Group Discussion



Thinking about your College's current practices...

- ◎ Which IR/Assessment model fits your current practices?
 - What office(s) are the keepers of information?
 - How does information flow to stakeholders?

- ◎ What changes would need to be made at your College to support a Federated or Matrix model of practice?

- ◎ What challenges exist that would prevent your College from implementing a Federated or Matrix model of practice?





**Out to
LUNCH!**

Table Talk Discussions

- ◎ Use the guiding questions to discuss best practices around the selected topic.
- ◎ Within each discussion consider the following:
 - Links between IR and Assessment
 - How duplication of efforts or gaps can be eliminated between offices
 - How technology can be leveraged to assist in the process
- ◎ Select one person to report out on the group's discussion.

BREAK TIME



Panel Discussions



- Coordinating Campus Surveys
- Assessment of General Education Learning Outcomes
- Communicating Information and Evidence
- Shifting the Culture
- Developing/Strengthening Campus and University-wide Data Governance

Table Topic Descriptions

1. Coordinating Campus Surveys	
<p>Overview: As we increasingly rely on surveys to collect information about students, faculty, and staff, we run the risk of duplicating each other's efforts, creating conflicts over competing survey priorities, and causing survey fatigue throughout our community. Further, as the creators of surveys are not always schooled in effective survey design, data collected often doesn't yield information that is truly useful and, in some cases, doesn't comply with privacy requirements.</p>	<p>Discussion Questions: What policies and processes exist at your College to coordinate the development and administration of campus surveys? How can we best address the challenges of rogue surveys (those not that are not under the control of our offices)? How do you communicate with other offices and faculty that administer campus surveys? What technological advances can we employ to foster greater collaboration with others who also have a need to administer surveys?</p>
2. Developing/Strengthening Campus and University-wide Data Governance	
<p>Overview: A proliferation of university-wide and campus-specific data systems has made access to student information widely available. As a result, data is made available to those who may not have sufficient knowledge, training and skills needed to keep sensitive data secure, and to adhere to methodological and reporting standards. This environment necessitates a data governance structure essential to providing the guidance and boundaries to protect student and employee data, for ensuring appropriate levels of standardization, and to engendering trust in the data used for decision-making.</p>	<p>Discussion Questions: What structures and processes exist at your College to address data governance issues? What challenges are these able to address and improve? More specifically, how can Campuses and/or the University develop a data governance structure that helps stakeholders better understand who has access and at what level, as well as how data are defined, produced, used, and stored to enable and enhance institutional effectiveness? How can Campuses and/or the University enhance data literacy of stakeholders?</p>
3. Communicating Information and Evidence	
<p>Overview: Clear communication of information is critical to supporting data-informed decision-making on campus. Several factors must be considered when preparing data to share, including the nature of the data, audience, purpose of the analysis, and timing. Further, as new technology and data analytic tools provide an abundance of ways in which information can be presented, including in written, oral, and visual formats, we are often confronted with the difficult challenge of determining the most effective methods for sharing data on campus.</p>	<p>Discussion Questions: What process do you use to determine how best to communicate information and evidence? Do certain methods of communication work best for some stakeholders over others? Describe the process used to identify the form of communication as well as the end product. How did the stakeholders responded to the information as presented? Overall, how did the communication of the information and evidence assist in the data-informed decision making process?</p>
4. Shifting the Culture	
<p>Overview: Change is often met with resistance, making efforts to bring innovation and transformational ideas to fruition and with community-wide support an immense challenge. This is particularly true in areas around assessment of student learning or institutional programming and services, using data to drive decisions, and redesigning programming or processes to be more efficient.</p>	<p>Discussion Questions: What strategies or processes has your campus used to work towards transformative change? What changes are being made? Who initially resisted the change? What is the current culture as a result of the change? What are the challenges in working towards these changes? How can the process be improved?</p>
5. Assessment of General Education Learning Outcomes	
<p>Overview: Ensuring that students acquire the knowledge, skills and abilities that our General Education curriculum demands requires robust assessment. It is critical that we have clearly defined curricular goals, processes that assess outcomes, and mechanisms that enable faculty to use the results to inform program improvement.</p>	<p>Discussion Questions: How does your campus assess pathways learning outcomes? What goals have been developed? What methods are used for assessment? What challenges is your college experiencing in this process? How can the process be improved and scaled?</p>