

Data-Driven Policymaking

Strategies on how to strategically leverage institutional data to bolster student success and make informed decisions.

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Colleges and
Universities
are complex
environments

We know many of the things we need to do to make an impact, but ...

Top 10 Questions College and Universities should be able to answer in order to enhance student success:

1. How many students do we lose on the way? (retention)
2. Are those returning students actually sophomores? (progress)
3. Why aren't our students accumulating the credit they need to be on track? (course retention/withdrawals)
4. What are some of the other reasons our students aren't accumulating the credits they need? (success rates in high enrollment courses)
5. Who's struggling with math? (success rates in math 101 courses)

Top 10 Questions College and Universities should be able to answer in order to enhance student success:

6. How many students who need remediation succeed at our institutions? (development education success)
7. What is the role—or lack thereof—of the major in student success? (success of students in different major fields of study)
8. How efficient are we in getting students to a degree without excess credits? (course-taking and course completion)
9. What pathways do students take on their journey to a degree? (course-taking)
10. How do pieces of student success—or failure—fit together? (a comprehensive analysis of student pathways)

What is Institutional Research?



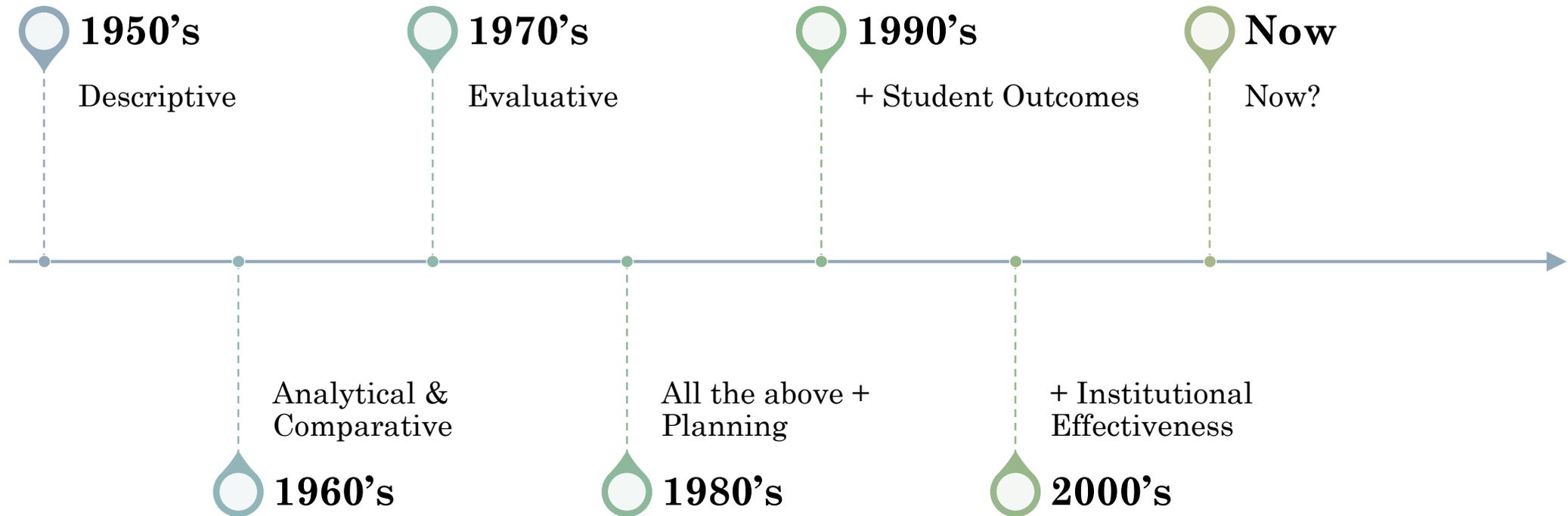
❖ *“Research leading to improved understanding, planning, and operations of institutions of post-secondary education.” (AIR)*

❖ *“Provides information to senior leaders that will be used for decision making. Sometimes we are involved in decision-making, sometimes not.” (U of Delaware)*

❖ *“Accurate, timely, unbiased, research-based information regarding the University and its role in higher education that serves as a catalyst in support of the University’s mission, effective operations of the University, and customers of the University.” (UH Fact Book 2000)*

What is Institutional Research?

Brief History



Adapted from “The Role of Institutional Research: From Improvement to Redesign” (Peterson, 1999)

Duties and Functions

Identify information needs



This functional area reflects the iterative process of identifying relevant stakeholders and their decision support needs. It includes anticipating questions through review of data, information, and research and policy studies, including those related to institutional, state, national, and international conversations around higher education. It also includes assisting stakeholders in developing and refining research questions.

Collect, analyze, interpret, and report data and information



This functional area reflects the technical tasks employed by institutional research to provide data, information, and analysis for decision support. It involves an understanding of the data available to answer pressing questions about student access and success and institutional operations and the process by which previously unavailable data are collected. The process of collecting and reporting required and requested data is encompassed in this area. This function also incorporates applied research methods to analyze data to provide information for decision making, including appropriate interpretation of analysis results.

Plan and evaluate



Planning may include operational, budgetary, and strategic planning in which institutional research collaborates with other units at the institution, state, or related organizations. It may also include program review, particularly for accreditation purposes. Formative and summative evaluation processes conducted at an institution use IR data and analysis for planning and decision making purposes.

Serve as stewards of data and information



This functional area highlights institutional research's role in ensuring an institution-wide data strategy. Compliance issues such as privacy and security and ethical issues such as determining what data and information should be used for various purposes, and whether interpretations are correct and appropriately used, are also critical to this area. This area also includes the contribution of IR to data quality assurance activities. IR's role in ensuring data are appropriately accessible and usable to those who need them to make decisions is inherent in this function as well.

Educate information producers, users, and consumers



This functional area encompasses the training and coaching related to the use of data, analysis, and information to inform decision making. Education can be focused on ensuring the ability to collect, access, analyze, and interpret information independently and in collaboration with other stakeholders. The function also includes a collaborative role in convening discussions related to information needs and connecting internal and external producers and users of data with one another for purposes of informing decision making. Scholarship to inform and improve data, information, and analysis for decision support is also included in this function .

What's done in my office



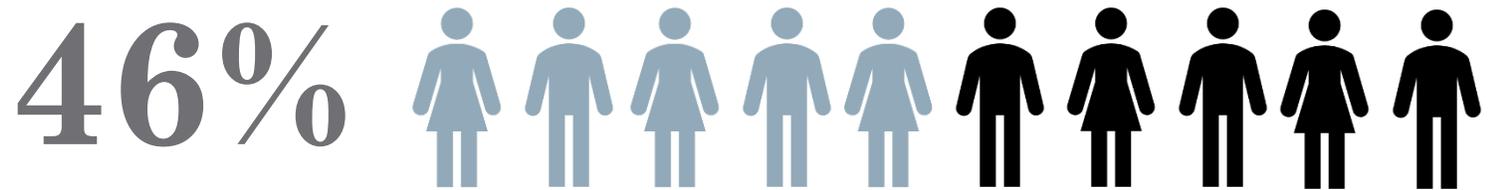
Role of IR

- Must be knowledgeable about all aspects of colleges, from pedagogy to finance
- To give the right information, we must know what is going on in our institutions and what is happening in the world outside of our walls

We are all engaged in the work of building better institutions that are better at teaching and more supportive of student learning tomorrow than they were today.

Numbers Matter

- Proportion of students who enter community colleges with the goal of earning a degree or certificate that have attained that goal, transferred to a baccalaureate institution, or are still enrolled 6 years later.





Why do credits matter?

15% compared to 74%

Institutional Research

EPCC > Administration > Institutional Research

Institutional Research

[Institutional Data](#)

[Fact Books](#)

[FAQs](#)

[Institutional Review Board](#)

The mission of this office is to assist in decision-making by providing analysis and reporting in a timely and supportive manner with accuracy and accountability.

The Office of Institutional Research provides accurate and timely information to State and Federal agencies, as well as information dissemination services to residents of our service area and to the College community.

Institutional Research is an integral and crucial element in the College's planning and evaluation process. Research is conducted and used throughout the year in planning and evaluating.

[External Request Form](#)

Accessing Data: Things to Consider

How to request it?

Populations of interest

Aggregated vs disaggregated

Timeframes and trends

Does the data exist, or does it have to be collected?

How will the data be used?



Course Success Rates

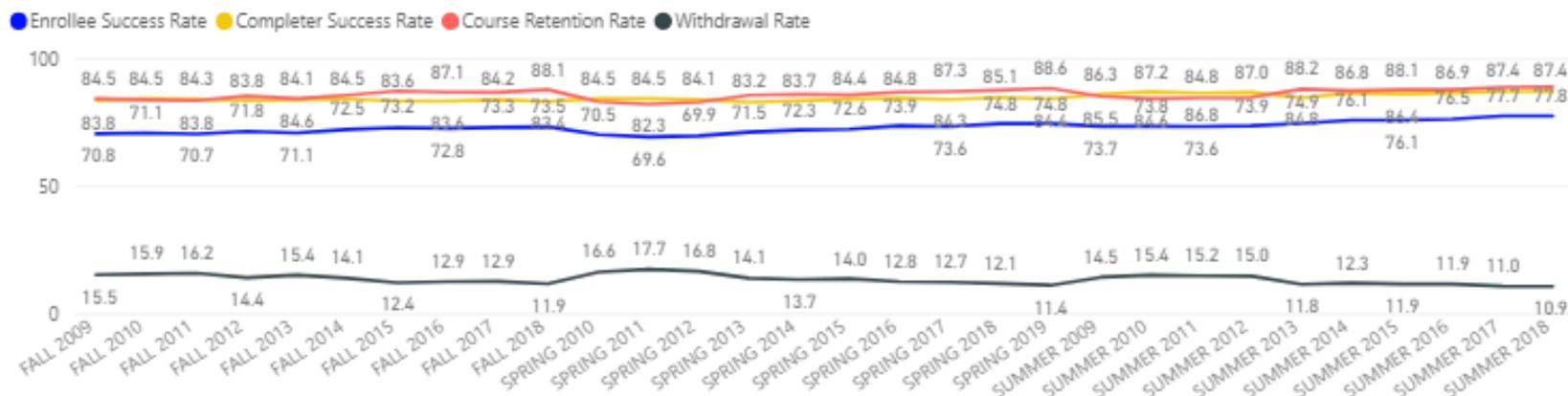
by Fiscal Year and Term

Values are for ALL CNM unless filters are selected

Enrollee Success Rate, Completer Success Rate, Course Retention Rate and Withdrawal Rate by Fiscal Year



Enrollee Success Rate, Completer Success Rate, Course Retention Rate and Withdrawal Rate by Term



- Term**
- FALL 2009
 - FALL 2010
 - FALL 2011
 - FALL 2012
 - FALL 2013
 - FALL 2014
 - FALL 2015
 - FALL 2016
 - FALL 2017
 - FALL 2018
 - SPRING 2010
 - SPRING 2011
- Fiscal Year**
- 0910
 - 1011
 - 1112
 - 1213
 - 1314
 - 1415
 - 1516
 - 1617
 - 1718
 - 1819

- School**
- Applied Technologies
 - Business & Information Technology
 - Communication, Humanities, & Social Sciences
 - Health, Wellness & Public Safety
 - Math, Science & Engineering
 - Organizational Learning
 - School of Adult & General Education

Definitions:

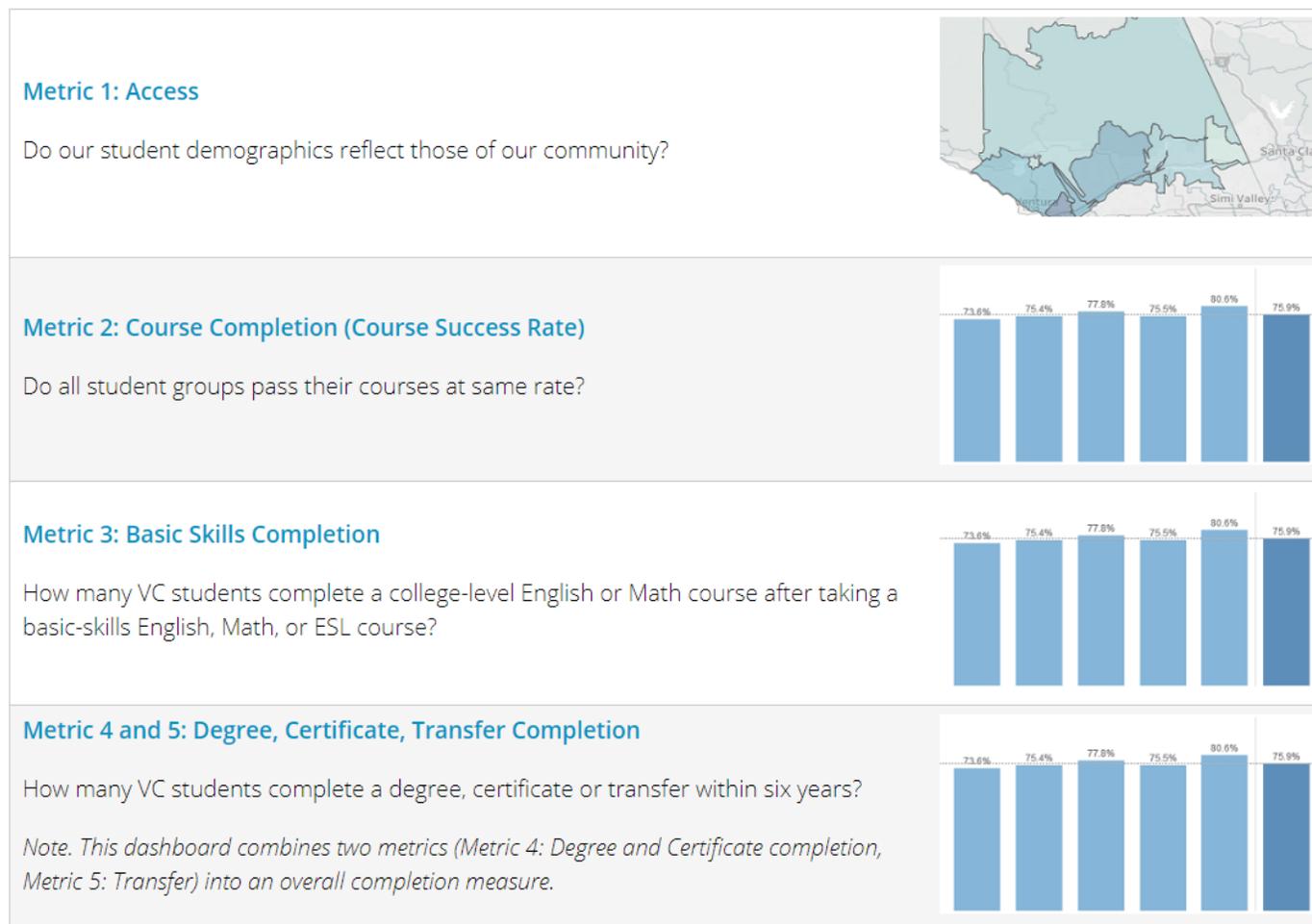
- Enrollee Course Success Rate: The number of C or better grades divided by all applicable grades for everyone who enrolled in a given course. $(A+B+C+CR) / (A+B+C+CR+D+F+NC+W)$

- Completer Course Success Rate: The number of C or better grades divided by all applicable grades for everyone who did not withdraw from the given course. $(A+B+C+CR)/(A+B+C+CR+D+F+NC)$

Equity Dashboard

In 1992, the California Community Colleges Board of Governors adopted a student equity policy. The goal of this policy was to improve access to and completion of higher education among student groups who have been historically underrepresented in higher education. In 2014, the State of California began to provide formal funding to colleges for the specific purpose of closing gaps in access and success among underrepresented groups. This funding stipulates that each college must develop an annual student equity plan, in which the college analyzes data on five key equity metrics, identifies gaps between student groups, and then develops interventions to close those gaps. For more information about the Student Equity Plan, visit the [VC Student Equity Committee website](#) and the [CA Chancellor's Office Student Equity website](#).

Click the dashboards below to view data on the five key equity metrics for Ventura College.

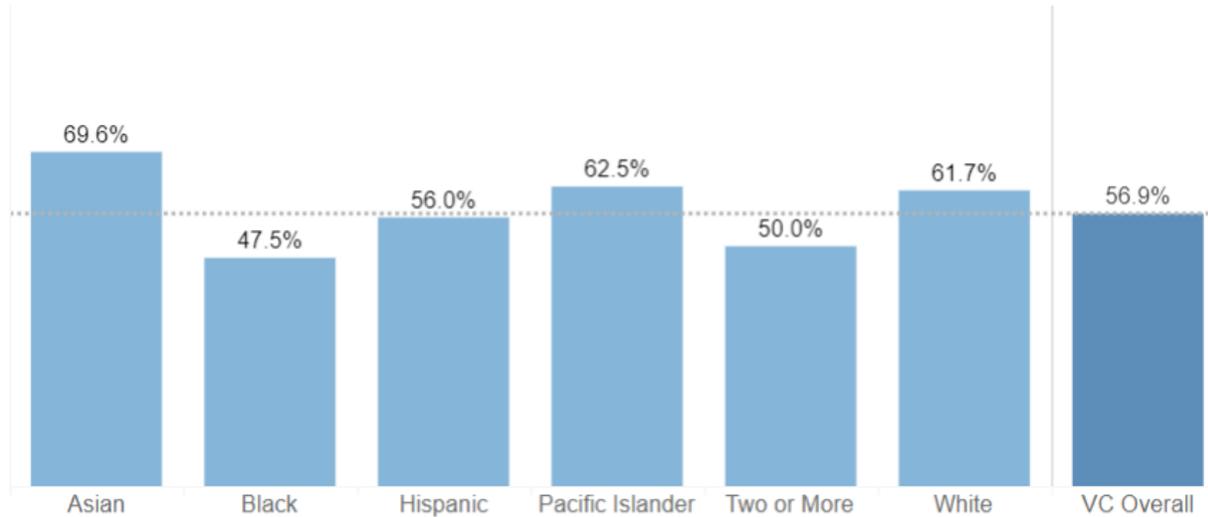


Using Data to Help Close Equity Gaps

Basic Skills Completion

Select Basic Skills Subject: English
 Select Demographic Variable: Ethnicity
 Select Year of Entry: 2012-2013

Basic Skills Completion Rate [?](#)



Proportionality Analysis [?](#)

	Entering Students	BS Completion	Entering %	Completion %	PI
Asian	23	16	1.8%	2.2%	1.23
Black	59	28	4.5%	3.8%	0.84
Hispanic	916	513	70.4%	69.4%	0.99
Native American					
Pacific Islander	32	20	2.5%	2.7%	1.10
Two or More	36	18	2.8%	2.4%	0.88
Unknown					
White	230	142	17.7%	19.2%	1.09
Total	1,302	739	100.0%	100.0%	1.00

Using Data
Facilitate
Difficult
Conversations

Look Beyond Student Data

- Financial Analysis
- Resource Allocation
- Equity among staff and faculty
- Faculty/Counselor workloads
- IR serves many other departments
 - Human Resources
 - Financial Aid Offices
 - Campus Safety



Barriers for IR Offices

Presenting data
in meaningful
way

IR playing a
support function
and not a
leading function

Limited
Resources

Sharing vision
and need of IR
with executive
leaders.

Lack of buy-in
from college
constituents

Trust of the data
at the campus...

Getting clean
data!

Barriers for Policymakers

Accessing Data

Prioritizing
data needs

Getting data
you can drill
down

Getting key
stakeholders on
the same page

Fostering a
data-driven
culture

Connecting
data to policy

Collaborate and partner with your IR offices!

INSTITUTIONAL RESEARCHERS



We eat data for breakfast.

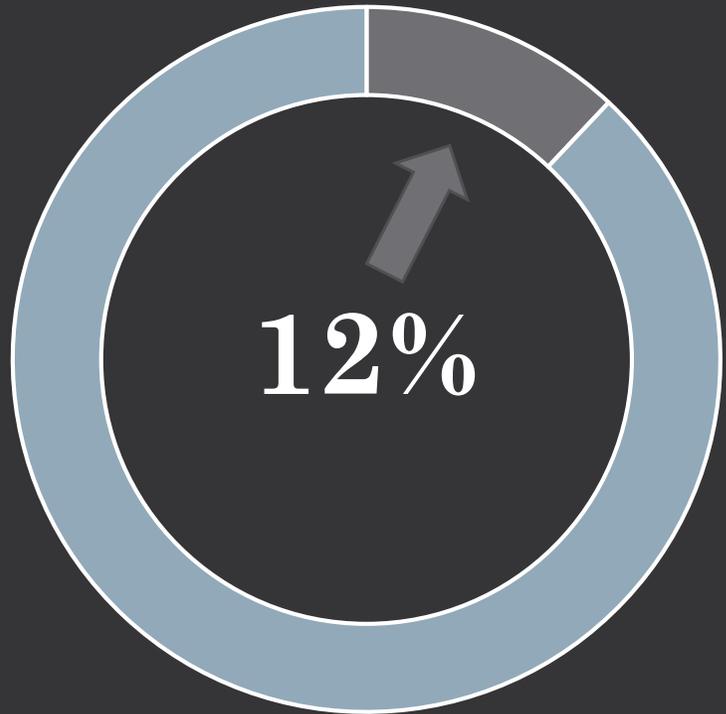


It suggests policymakers take the following steps to help higher education serve ALL students better:

1. Safeguard and strengthen student consumer protection
2. Improve higher education data
3. Hold campuses responsible for providing college opportunity
4. Invest in colleges that are committed to equity
5. Enforce meaningful consequences

Source: <https://edtrust.org/the-equity-line/how-policymakers-can-help-higher-education-better-serve-students/>

Leadership Matters



Of College Presidents ranked the use of institutional research and evidence among the top 5 areas of growing importance for presidents in the future.

Thank you!

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