



# Relaunching an Institutional Research and Planning (IRP) Office to Advance Student Success and Faculty Eminence

Michele J. Hansen, Ph.D., Associate Vice President, IRP

Jay V. Johnson, MA, PMP, Assistant Vice President, Institutional Research and Reporting

Association for Institutional Research (AIR) Forum May 30, 2024



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# Presentation Overview

- OSU data and analytics context
- Organizing Institutional Research to advance Student Success and Faculty Eminence (Academic Plan)
- Frameworks and values guiding the organization of institutional research (Statement on Analytics, Statement of Aspirational Practice)
- Critical elements to ensure success moving forward
- Questions and feedback



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# About Ohio State...

65,405

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Student Headcount:  
Autumn 2023

\$1.45B

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R&D Expenditures  
FY2023

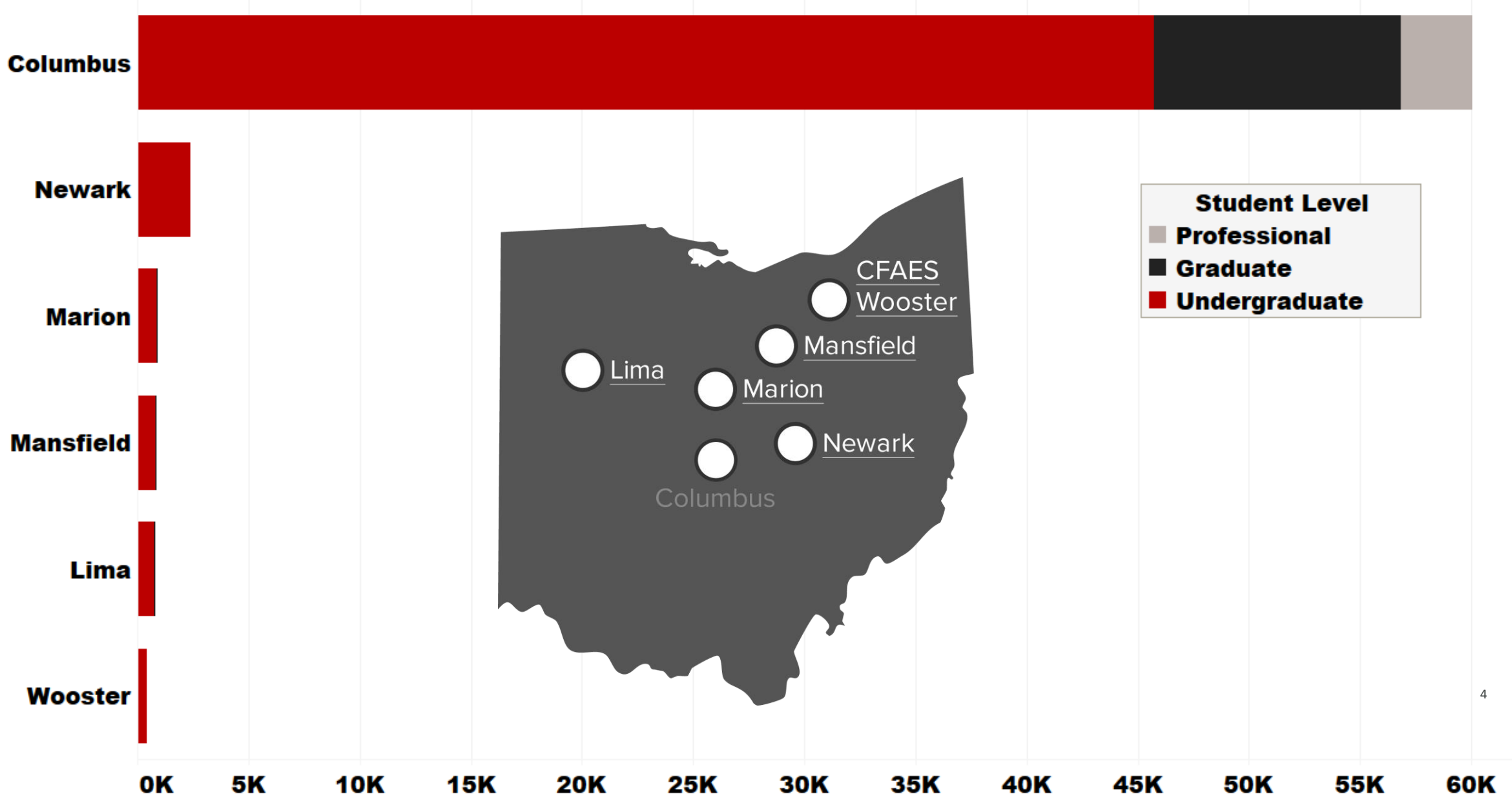
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Campuses and  
Wexner Medical Center

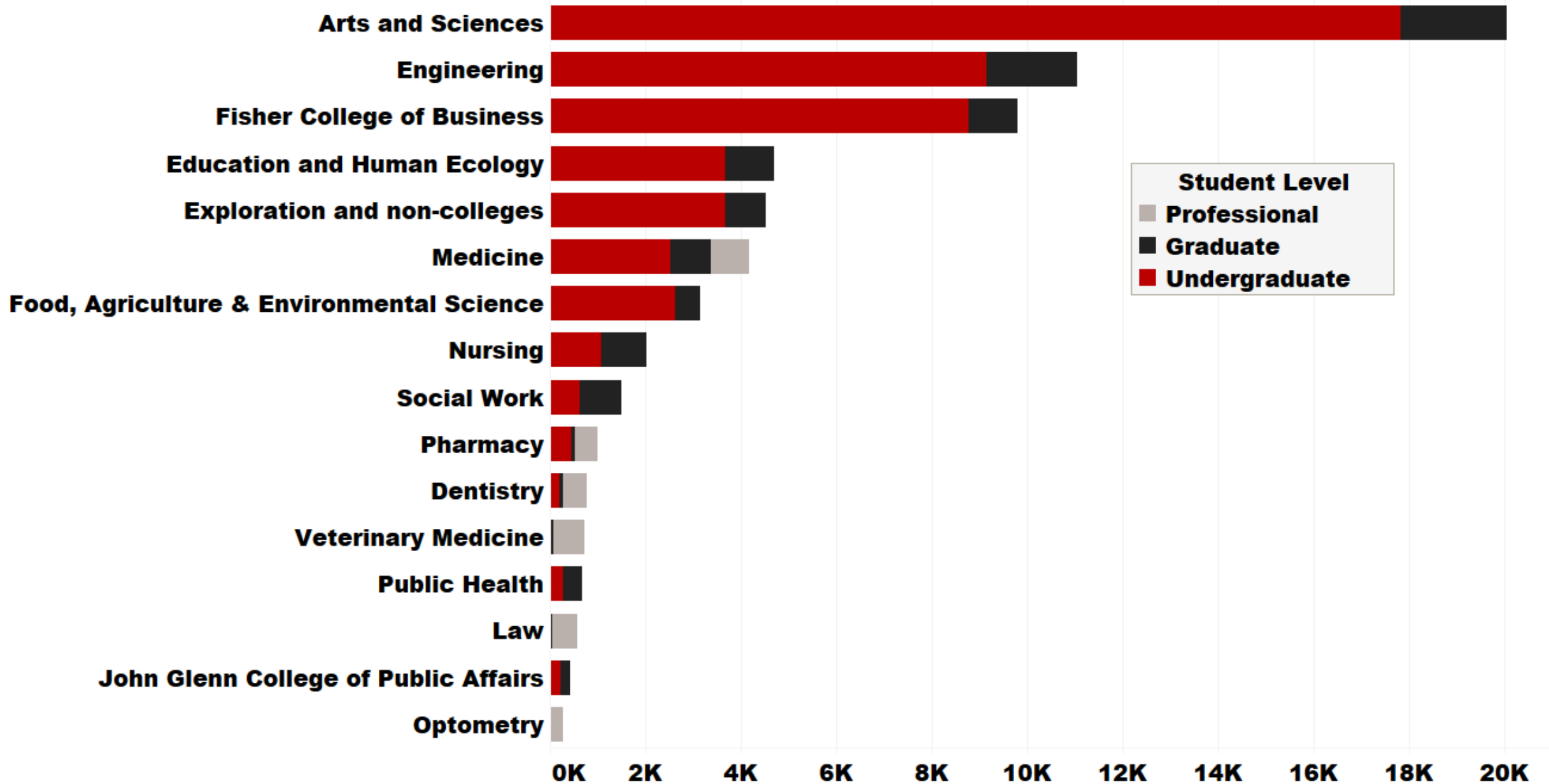
# Student Headcounts by Campus

## Fall 2023



# Columbus Campus Headcounts

## Fall 2023

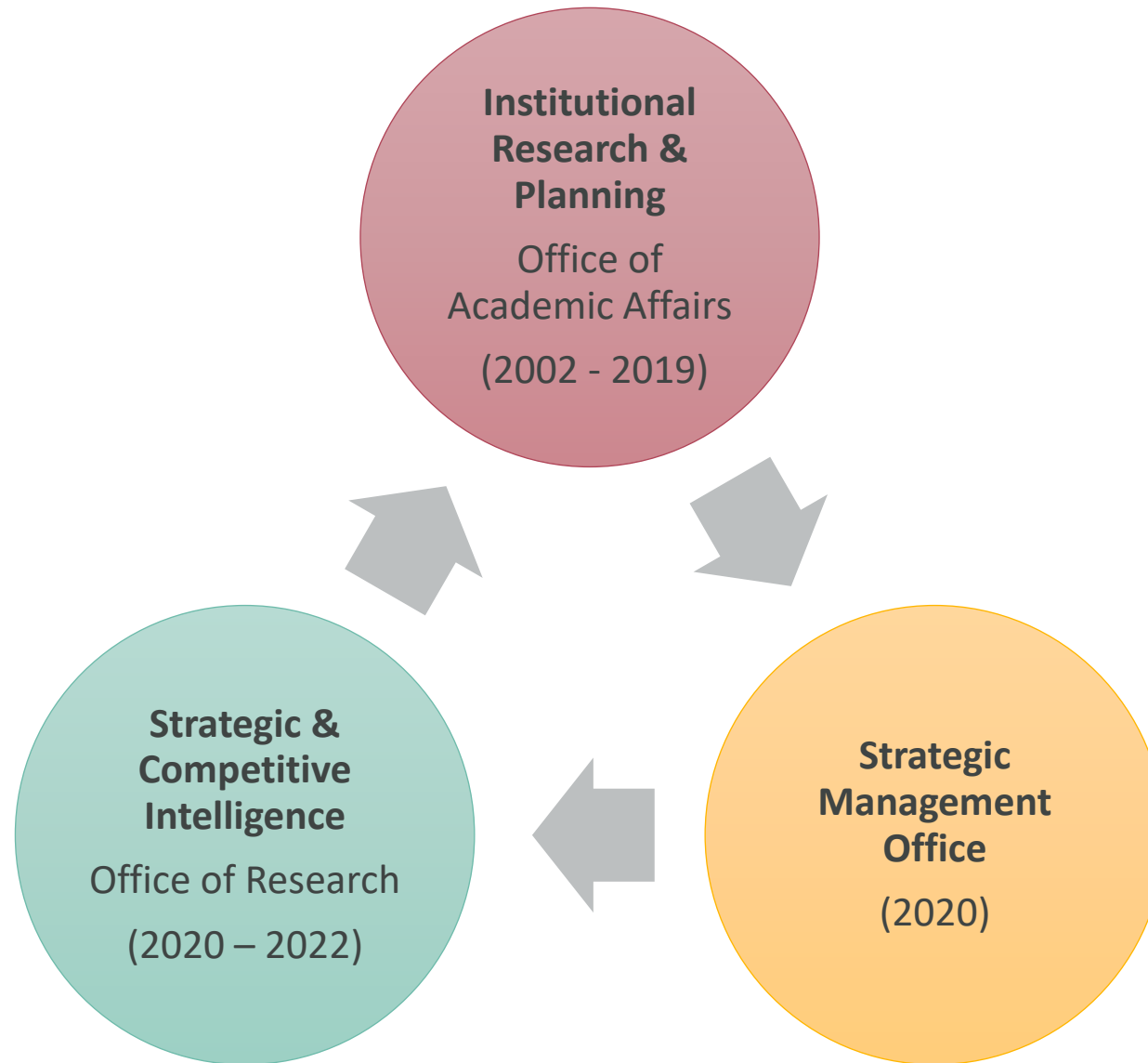


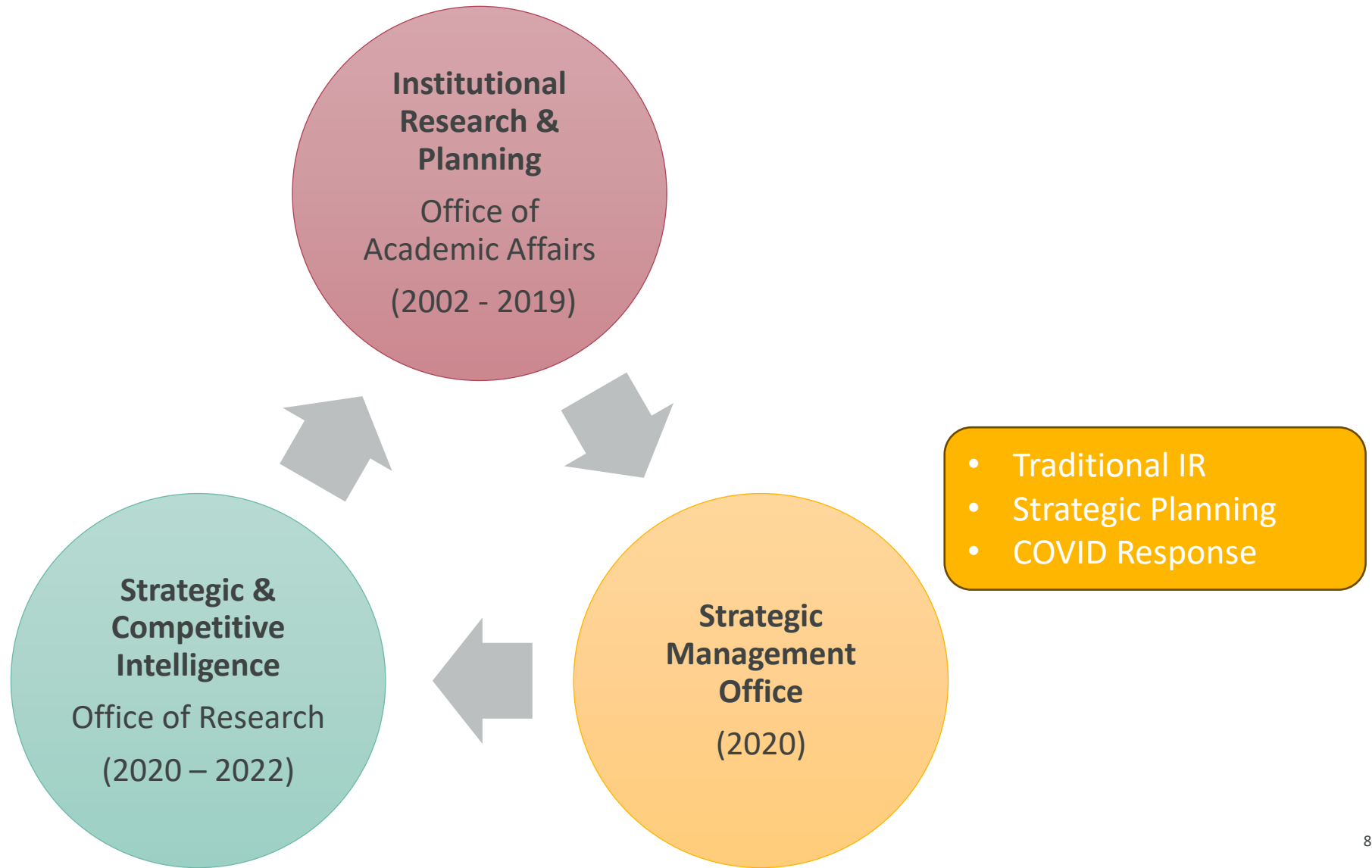
**Institutional  
Research &  
Planning**

Office of  
Academic Affairs

(2002 - 2019)









October 07, 2020

# How Transparent Is Your College's COVID Dashboard?

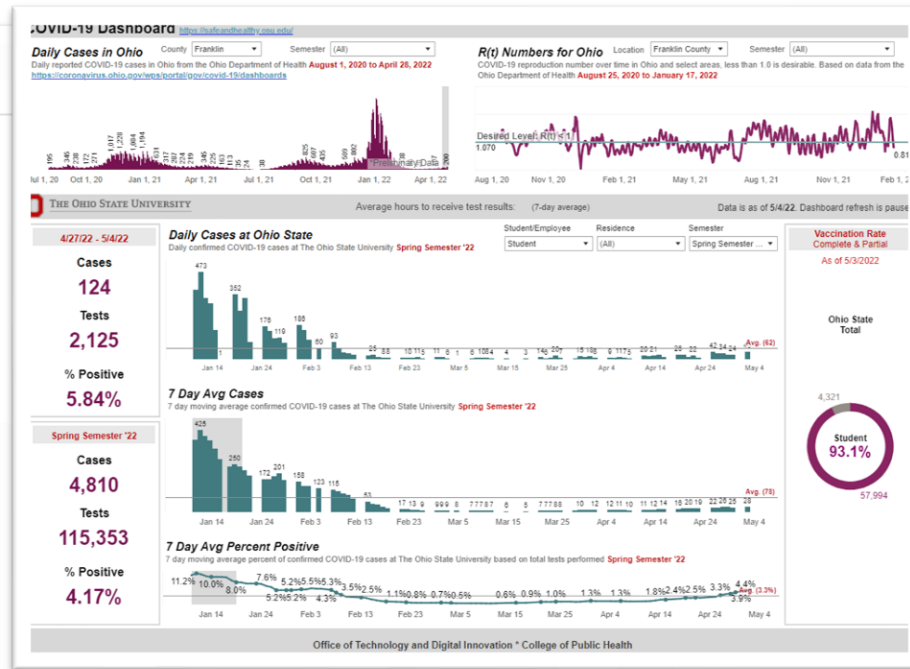
Many colleges created dashboards showing their COVID-19 infection and testing data. But a lack of standards for testing and reporting has made for varying levels of transparency.

By Elizabeth Redden



**A**bsent a national standard for how higher education institutions should report COVID-19 cases on their campuses, many colleges have taken to publishing information on cases on online dashboards. But observers say the dashboards vary greatly in terms of completeness and transparency. A lack of transparency or completeness can deprive students, employees and families of crucial contextual information they need to make decisions about their safety and make it hard to make comparisons across institutions.

"I think different states, state departments of health and state legislators really could play a role in advocating for what is the expected



Task Name	Q1			Q2			Q3			Q4			Q1		
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
<b>- CALENDAR</b>															
First day of Fall Semester															
Last day of in-person, on-campus instruction															
End of Fall Semester															
Last week of semester - distance															
Final exams - distance															
Limited number of academic, clinical, athletic operations return															
University child care facilities reopen															
<b>- ON-CAMPUS HOUSING AND DINING</b>															
<b>Residence halls</b>															
Building prep															
First-year and returning students notification of room availability															
Occupancy notification															
Assignments															
Protective measures installed/planned															
Assignment Notification															
Desk Coverage- Full-time to Students (Hsg Admin)															
Move summer students															
Early Arrivals - Including RA/CA/RM's															
Move in															
<b>- Res Life</b>															
Desk Coverage- Full-time to Students															

**Strategic Management Office (2020)**

- Traditional IR
- Strategic Planning
- COVID Response

- Traditional IR
- Research
- Technology Commercialization
- Corporate Engagement
- Economic Impact

**Institutional  
Research &  
Planning**  
Office of  
Academic Affairs  
(2002 - 2019)

**Strategic &  
Competitive  
Intelligence**  
Office of Research  
(2020 – 2022)

**Strategic  
Management  
Office**  
(2020)

- Traditional IR
- Strategic Planning
- COVID Response



## ERIK Strategic Plan

Working with collaborators across the university, the Enterprise for Research, Innovation and Knowledge (ERIK) recently released a multi-year strategic plan that affirms and strengthens our connections to the university's strategic vision, ensures alignment and a shared ambition across the university.

More than 300 faculty and staff members across the university share a shared ambition drivers all while we pursue our strategic vision.

### Our ambition

Ohio State will achieve transformative research, innovation and knowledge, build a vibrant community and drive economic growth.

- Inspire a culture of research and innovation

- Traditional IR
- Research
- Technology Commercialization
- Corporate Engagement
- Economic Impact

**Strategic & Competitive Intelligence**  
Office of Research  
(2020 – 2022)

## The Ohio State University's Economic Impact

The Ohio State University's impact is felt in every corner of our state, and a new report details the university's significant role as a catalyst for growth and economic prosperity across Ohio.

Ohio State educates over 68,000 students annually, employs 7,800 faculty members and over 41,000 staff and student employees, and has an operating budget of \$7.9 billion. Through its people and their activities, Ohio State contributes more than \$19 billion annually to the state's economy and supports nearly 117,000 jobs.

*The Economic Impact of The Ohio State University* is an analysis of the regional and statewide economic impact of Ohio State in 2019 and was commissioned by the Enterprise for Research, Innovation and Knowledge in collaboration with units and colleges across the university. The study also features estimated economic impacts of campus locations and university units including the Wexner Medical Center, Athletics, Ohio State Extension, and the Transportation Research Center, Inc., an affiliate of Ohio State.

[Read the full report](#)

### By the Numbers

Ohio State spending along with student and visitor spending in 2019 had significant impacts across the state.

**\$19.6 billion**

Annual economic impact by Ohio State

**116,819 jobs**

Both direct and indirect, supported by Ohio State

**\$663.1 billion**

In tax revenue to state and local governments

- Traditional IR
- Research
- Technology Commercialization
- Corporate Engagement
- Economic Impact

**Institutional  
Research &  
Planning**  
Office of  
Academic Affairs  
**Relaunch 2023**

**Strategic &  
Competitive  
Intelligence**  
Office of Research  
(2020 – 2022)

**Strategic  
Management  
Office**  
(2020)

- Traditional IR
- Strategic Planning
- COVID Response

# Data Context and Landscape

15 Colleges

Center for Study of Student Life

Human Resources

Enrollment Management Analysis and Reporting

Business and Finance

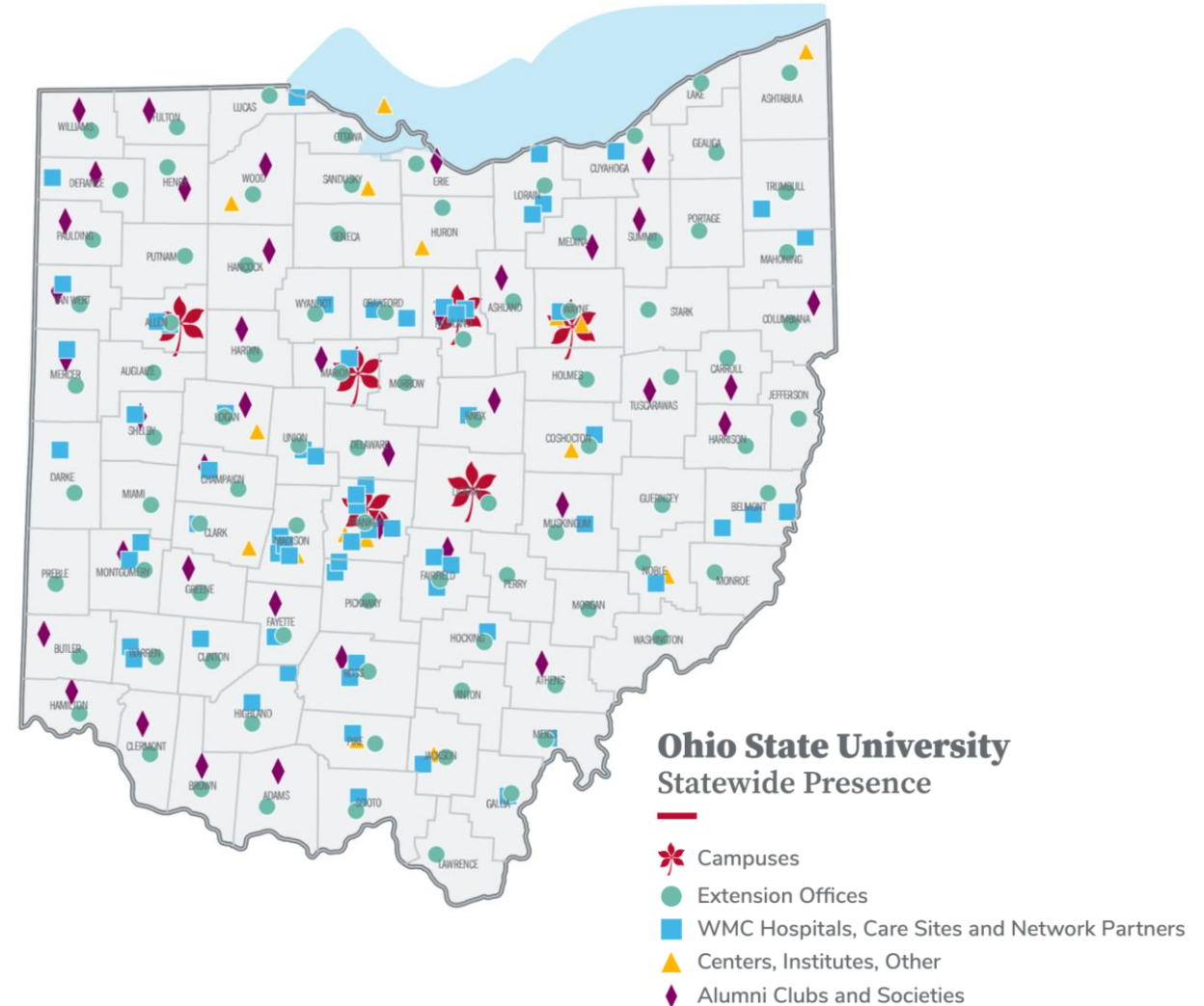
Global Strategies and International Affairs

Advancement

Undergraduate and Graduate Education

Centers and Institutes

And more!



# IR Leadership and Creating a Data-Informed Decision Cultures

## Matrix Network Model of Institutional Research

We work collaboratively with analysts in Colleges and in units to ensure that we are effectively leveraging expertise and analytics across complex OSU environment.





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## IRP Vision

Empower the Ohio State community to ethically use data and analytics to make evidence-supported decisions. Become a national model in creating data-supported decision cultures.



# IRP Mission

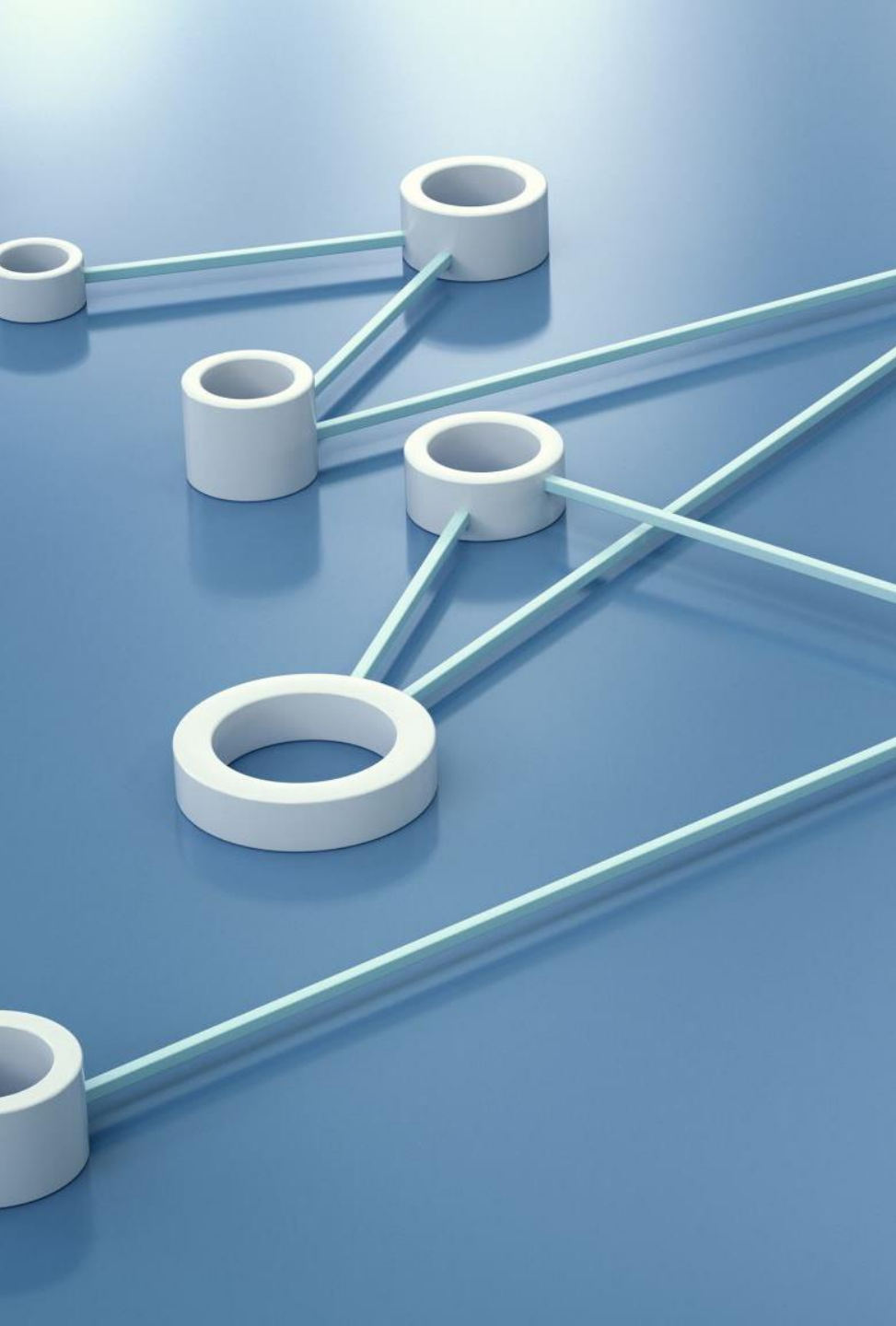
Institutional Research and Planning (IRP) provides accurate, timely, consistent, actionable data and integrates analytics across multiple domains (student, faculty, human resources, fiscal, research, facilities, and more) to support evidence-based decision making at The Ohio State University. We provide leadership in translating data and analytics into insights that empower university stakeholders to achieve maximum effectiveness regarding Ohio State's strategic vision, mission, values, and goals.

Our mission is to:

- Provide leadership, vision, and strategic direction in building an evidence-supported decision culture at The Ohio State University by championing and collaborating with campus stakeholders in broadening data sharing, data governance, actionable insight development, operational effectiveness, and professional skill development.
- Engage in institutional research, official reporting, institutional effectiveness activities, data visualization, survey research, assessment and accreditation data support, mixed-methods research, and advanced analytics to enhance the success and learning of our students as well as overall university and operational effectiveness.
- Promote culturally responsive and inclusive institutional analytics and assessment practices that consider all the student, faculty, and staff populations we serve.
- Enhance data literacy by leveraging data and analytics across Ohio State. This entails ensuring that all stakeholders and decision makers understand how to access, navigate, interpret, and translate all data reports, analyses, tools, and resources into insights.







# Why Institutional Research and Planning?

- Respond to the growing and complex data reporting and analytics needs of at OSU.
- Provide data and insights to advance Academic Plan Goals.
- Improve operational efficiencies and reduce duplication.
- Develop new synergies.
- Leverage data and analytics expertise.
- Strengthen collaborations and create new partnership opportunities.
- Provide data and analytics support for executive leadership and all decision makers across OSU.
- Advance student academic success, degree completion, well-being and social mobility.

# Integrated and Accessible Data and Analytics

## Need to respond to myriad challenges facing higher education today:

- Address shifts in enrollment (demographics, enrollment cliff, market share)
- Augment public perceived value of higher education degrees and address declines in college-going rates. Demonstrate value of degree and use an integrated approach to understand outcomes post graduation.
- Support our students to ensure access and academic success (academic, social, financial, thriving, well-being, sense of belonging, social mobility).
- Address equity gaps.
- Address student mental health issues.
- Cost containment and affordability – use of data to make better decisions about resource allocation and reduce college student debt.
- Evaluate our programs to ensure student and faculty success at every turn.
- Use our data and analytics to better understand and predict student outcomes and address barriers.
- Navigate the use of and ethics of Artificial Intelligence (AI) and Generative AI.
- Be prepared to address changing workforce needs and demands.



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# Faculty Eminence

- Maintain a premier faculty.
- Implement creative, contemporary, and quality faculty recruitment, hiring, and relocation processes.
- Create and maintain a diverse and inclusive academic community on all campuses, while placing value on the multiple ways faculty contribute to the mission of the university.
- Create conditions that enable faculty to innovate, create field-defining scholarship, and tackle society's most intractable problems.
- Ensure educators succeed in the classroom and in other learning environments.
- Focus on the well-being of the academic community and the quality of academic life for all faculty on all campuses.



# IRP Structure

Institutional Research and Reporting	Institutional Effectiveness and Survey Research	Advanced Analytics
<ul style="list-style-type: none"><li>• Strategic and Academic Plan Metrics and KPIs</li><li>• OSU Statistical Summary/Fact Book</li><li>• Innovative accessible IRP Website</li><li>• Buckeye Data Digest/College Profiles</li><li>• Common Data Sets</li><li>• Mandated Reporting (IPEDS, HLC)</li><li>• College Profiles</li><li>• External Surveys and Data Exchanges- Association of American Universities Data Exchange (AAUDE)</li><li>• Peer comparisons, benchmarking, and rankings.</li><li>• Official external reporting: State and Federal Reporting</li><li>• Integrated Official Reporting and Data Visualization (College Profiles):<ul style="list-style-type: none"><li>○ Admissions</li><li>○ Student enrollment</li><li>○ Holistic student perspective (academic, social, engagement)</li><li>○ Student Success (graduation and retention rates, employment outcomes)</li><li>○ Faculty and Staff</li><li>○ Research</li><li>○ Fiscal</li></ul></li></ul>	<ul style="list-style-type: none"><li>• University Higher Learning Commission</li><li>• Mid-term Higher Learning Commission report</li><li>• Annual departmental learning outcomes reports</li><li>• University and discipline-based accreditation data support</li><li>• Data support for academic unit reviews</li><li>• Data support for Academic Center and Institute Reviews</li><li>• Assessment of student learning support</li><li>• Data support for formal Deans performance reviews</li><li>• Campus-wide survey research</li><li>• Campus climate studies</li><li>• Faculty Affairs Data Support (strategic faculty recruitment, retention, and advancement studies)</li><li>• Faculty compensation and salary equity studies</li></ul>	<ul style="list-style-type: none"><li>• Advanced analytics and statistics</li><li>• Predictive analytics (factors that predict student success and degree completion)</li><li>• Student success and learning studies</li><li>• Effectiveness and impact investigations</li><li>• Rigorous program evaluation and Return on Investment (ROI) studies</li><li>• Mixed-methods studies</li><li>• Data Science</li><li>• Learning analytics</li><li>• Research for publication and peer-reviewed</li></ul>

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# IRP Team

- Jay V. Johnson M.A., PMP, Assistant Vice President for Institutional Research and Reporting
- Mitsu Narui, Ph.D., Director of Institutional Effectiveness and Assessment
- Mohammed Rahman, Ph.D., Senior Advanced Analytics Scientist
- Mary-Butler Ravneberg, M.A., Director of Faculty Analytics
- Negash Negash, B.A., Data Analytics & Visualization Specialist
- Ansel J Oakleaf, MTDA, Reporting and Analytics Senior Analyst
- Katie Smillie, M.S., Senior Data Analytics Specialist
- Arlyn Robert, B.A., Graduate Research Associate
- Wu Xie, M.S., M.Ed., Graduate Research Associate
- Elizabeth Murphy, Executive Assistant



# Recent Studies, Projects, and Future Priorities



# Examples of Studies and Projects

## Student Success

- National Survey of Student Engagement (NSSE) Analyses and Reporting (modules in Advising and Diversity and Inclusion).
- Predictive Analysis of Factors that Predict Student Academic Success based on the College Student Inventory (CSI) for the Regional Campuses.
- Investigation of Pharmacy Student Departure From Major and Success factors.
- Exploration of how changes in US News Rankings methodology affected OSU ranking-focus on social mobility (graduation rates of Pell Eligible and First-Generation students) .
- Student Technology Loan Program- Needs Assessment Survey Report
- College of Food, Agriculture, and Environmental Sciences (CFAES) graduate student advising study (students and faculty advisor surveys).

## Faculty

- Faculty Instructional Workload.
- Mixed-methods study of the barriers facing associate professors prolonged in rank for more than 8 years and what institutional supports can we provide.
- Analysis of Promotion and Tenure Process Survey.
- Reporting on Performance Reviews for Deans.
- Data support for Campus-Wide Faculty Compensation Study.
- Serve on Student Evaluation of Instruction(SEI) Committee.


## Campus-Wide Data and Analytics Support

- Building Team and Data/Analytics Infrastructure and capacity.
- New IRP Website.
- Buckeye Data Digest/College Profiles.
- Data Support for Academic Unit Reviews.
- Compliance and reporting (e.g., AAU Data Exchange IPEDS, USNWR, THE, NSF/NIH Survey of Graduate Students in STEM).
- Re-established Survey Coordinating Committee.
- Served on Tracking Post-Graduation Outcomes Committee.
- Course Enrollment Optimization Tool show low enrollment courses and more.
- Reporting and Analytics Environment (RAE) Support.
- Participated in Love Data Week activities in collaboration with Library: Data Trivia: What Do You Know About OSU Students?; Data and Analytics: Analyzing and Interpreting with a DEI Lens, Resource Fair: Finding Secondary Data.

# IRP Website <https://irp.osu.edu/>

## Institutional Research and Planning

Home ▾ Institutional Data Surveys ▾ Assessment ▾ University Accreditation Research Briefs and Presentations About ▾ 🔍



Empowering Ohio State to use data and analytics to shape the future.



### Buckeye Data Digest

Dynamic, accurate, relevant Ohio State data



### Benchmarking

Ranking and discovering areas for opportunity



### Statistical Summary

PDF factbook and statistical summary



### Internal Reports

Enabling evidence-informed decisions





# — Associate Professors Prolonged in Rank

- Mixed-methods study employed to investigate the factors associated with career stagnation among associate professors in rank for eight years or more.
- Nationally, this stagnation particularly affects women and people of color.
- Full professorship is often viewed as an important prerequisite for future opportunities and professional growth in academic leadership.
- Workgroup formed to implement practices to address the results of the study.
- Mixed-methods approach was useful approach in understanding the complex issue of why some associate professors may be prolonged in rank.
- Began with quantitative investigation, administered questionnaires to associate professors prolonged in rank, deans and department chairs, conducted in-depth interviews with associate professors.



# Initial Descriptive Quantitative Study

- There were currently 327 Tenure-Track Associate Professors who remain in the associate rank for more than 8 Years. This represented 36.4% of Tenure-Track Associate Professors at OSU.
- The average time in rank at Associate Professors was 8.01 years and the median was 5.69 years among tenure-track faculty.
- Men Associate Professors remain in associate rank (8.65 years) longer than Women (7.24 years) and 38% of men remain in associate rank more than 8 years compared to 35% of women.
- White men (9.49 years, N=339), Latino Men (8.82 years, N=17), and African American women (7.97 years, N=26) remain in Associate Professor rank the longest.





# Survey of Associate Professors Prolonged in Rank



# Methodology

- 319 Associate Professors at rank 8 years or longer
- 125 pre-cleaned responses (39% response rate)
- Survey administered September 6 to October 2
- Demographic, quantitative, and qualitative questions
- Separate link to opt-in to participate in interviews

# Plan for promotion

Plan for promotion	N	%
I do not plan to seek promotion to full professor	32	28%
Very soon (plan to seek within the next academic year)	24	21%
Soon (plan to seek within the next 2 or 3 years)	38	33%
Not very soon (plan to seek within the next 4 to 5 years)	20	18%

# Impact Level

1 = Not Impactful at all → 3 = Neutral → 5 = Very Impactful

	Average	Count
Having enough time to devote to research in addition to teaching and service	3.95	107
Feeling that my case is not strong enough with regard to research	3.76	107
Concerns about work/life balance	3.22	108
Lack of support and mentoring from my department chair	3.12	107
Lack support and mentoring from my colleagues and co-workers in my department/unit	3.05	108
Feeling overwhelmed by the process of developing my case and dossier.	2.92	107
Personal factors not related to work	2.92	108
Getting feedback that my case is not strong enough with regard to research	2.91	107
Perception that the dossier process does not allow me to accurately tell my...	2.90	107
Lack of ongoing support in developing my case and dossier from my department	2.88	108
Not seeing a clear way of how to advance to the rank of full professor.	2.87	107

Please indicate the level of impact the following factors had in terms of your decision not to seek promotion to full professor (either for the first time or to seek promotion again after a failed attempt)

# Satisfaction Level

1 = Very Unsatisfied → 3 = Neutral → 5 = Very Satisfied

	Average	Count
Opportunities to serve on important committees at OSU or your department/college	3.64	107
Opportunities to serve in an administrative capacities	3.42	107
Promotion and tenure workshops offered by OSU	3.15	106
Clear and transparent policies and requirements for promotion to full professor	3.00	107
Availability of workshops and professional development focused on building dossiers and cases for full professor	2.98	107
Mentoring and support available by colleagues and co-workers outside of my department	2.94	106
Opportunities for career or professional advancement	2.93	107
Resources available to help guide me through the P&T process from beginning to end	2.90	107
Clarity of my unit or department's expectations for promotion	2.81	107
Level of guidance from unit or department Chair of Promotion of Tenure	2.77	107

# Actionable Items

- Please describe what professional development and resources would be helpful in seeking promotion to full professor – **62 responses**
- Please describe what suggestions you have to improve the promotion and tenure process – **68 responses**

## 1. Clear, Transparent, and Efficient Promotion Processes

Transparency about what counts towards promotion and how various achievements are weighted.

Making it less cumbersome. This includes making the Dossier system more efficient and consistent.

Guidance and workshops targeted specifically for regional campus members.

## 2. Embracing Diverse Contributions: Shifting Away from One-Size-Fits-All Success Metrics

Valuing higher teaching loads and other forms of academic contributions equally with research.

Recognizing co-authored works and not just single-authored books for their significance.

Valuation of editorial roles in journals as significant contributions.

Recognition for service roles, community engagement, and other non-traditional achievements.

## 3. Mentorship & Professional Development

Support from peers who have gone through the promotion process and chair, departmental leadership.

Mentoring on setting up a yearly plan of goals and annual check-ins & "accountability groups" for discussing research progress.

Workshops, writing groups, and departmental or inter-departmental support structures (how to highlight research in dossiers).

Research mentoring for administrators transitioning back to faculty roles.

## 4. Resource Allocation and Support

Leave time/course releases for research, budgets for research, dossier consultations, and administrative help with grant applications.

Considering the mental health of professors.

## 5. Institutional Commitment and Cultural Shift

Ensure that faculty feel valued, foster a more collaborative and less competitive culture.



# Ohio State Lima, Marion, Mansfield, Wooster Combined and Newark College Student Inventory (CSI) Survey Predictors of Student Academic Success (first semester GPA above 2.00 and 2.50)

- **The Predicted Academic Difficulty Scale.** Predictors of academic difficulty include such factors as study habits, verbal and writing confidence, math and science confidence, desire to finish college, interactions with previous teachers, and high school GPA.

- **The Dropout Proneness Scale.** This scale measures the student's overall inclination to drop out of school before finishing a degree. The scale was developed empirically by comparing students who stayed in school after their first term with those who did not.

+ **Study Habits Percentile:** This scale measures the student's willingness to make the sacrifices needed to achieve academic success. It focuses on a student's effort, rather than interest in intellectual matters or the desire for a degree

+ **Senior year average GPA:** ('D Average'=1; 'D+ Average'=1.3; 'C Average'=2; 'C+ Average'=2.3; 'B Average'=3; 'B+ Average'=3.3; 'A Average'=4)

+ **Safety Net Cash** (local item): How likely is it that you could come up with \$400 in cash in the event of a financial emergency during the school year?

- **Food Insecurity:** During the last 30 days, how frequently have you experienced food insecurity (lack of access to healthy food)? ('Never'=1; 'Occasionally'=2; 'Frequently'=3; 'Very frequently'=4)

+ **Sex:** (Female=1; Male=0)

- **First-generation college student:** Neither parent earned a 4-year college degree or above.

- **Verbal Confidence percentile:** This scale measures the degree to which the student feels capable of doing well in courses that heavily emphasize reading, writing, and public speaking. (Percentile score ranges from 0 to 100)

- **Transportation Issues:** How often have you missed classes due to transportation issues this semester? (recoded 'Never'=0; 'Rarely/once a semester'=1; 'Once a month'=1; 'Once a week'=1; 'Daily'=1)



# College Student Inventory (CSI) Survey

## Predictors of Student Success

Combined (Mansfield, Lima, Marion, and Wooster), N=887 (Response Rate=77.8%)

**Predictors for GPA 2.0 or above**

**Predictors for GPA 2.5 or above**

**Predictors for 1-year Retention**

*Four Constructs as Predictors*

- Predicted Academic Difficulty

- Predicted Academic Difficulty

- Predicted Academic Difficulty  
- Dropout Proneness

*Entering Factors as Predictors*

+ Safety Net Cash

+ Safety Net Cash

- First-generation college student

- Parent Money Management

+ Study Habits percentile

+ Commitment to College percentile

+ Study Habits percentile

- Career Plans percentile

- Career Plans percentile

+ Senior year average GPA

+ Senior year average GPA

+ Senior year average GPA

+ Sex (Female)

+ Sex (Female)

- Degree Sought (Professional)



# College Student Inventory (CSI) Survey

## Predictors of Student Success

Newark, N=1103 (Response Rate=88.4%)		
Predictors for GPA 2.0 or above	Predictors for GPA 2.5 or above	Predictors for 1-year Retention
<i>Four Constructs as Predictors</i>		
- Predicted Academic Difficulty - Dropout Proneness	- Predicted Academic Difficulty - Dropout Proneness	- Predicted Academic Difficulty - Dropout Proneness
<i>Entering Factors as Predictors</i>		
- First-generation college student	- First-generation college student	- First-generation college student
- Transportation Issues	- Utilize Food Resources	+ Housing Residence Halls
+ Study Habits percentile	- Transportation Issues	- Transportation Issues
- Verbal Confidence percentile	+ Study Habits percentile	+ Commitment to College percentile
- Discuss emotional tensions with counselor	- Verbal Confidence percentile	- Career Plans percentile
+ Senior year average GPA	+ Commitment to College percentile	+ Senior year average GPA
	+ Senior year average GPA	- Plan to work (Greater than 20 hours)

# Current Priorities (January – July 2024)

## Student Success

- New First Year Students and transfer/campus change students longitudinal datasets for analyses and advanced analytics.
- Conduct a comprehensive analysis on 4-year Graduation rates and factors associated with success and identify barriers, including using data from NSC.
- Conduct analyses of alternative pathways to competitive majors (engineering, nursing, finance,) for premajors and students who switch majors what majors are they successful in.
- Update High Impact Practices dashboard (interactive report displaying student participation in HIPS by student characteristics).
- First Generation Success Coalition Data mapping/environmental scan.
- HLC Quality Initiative (focus on transfer students) .
- Support assessment of student learning and GE/launch course.

## Faculty

- Continued work on Faculty Instructional Workload.
- Data analytics lead for Campus-Wide Faculty Compensation Study.
- Data support for Collaborative on Academic Careers in Higher Education (COACHE) Faculty Job Satisfaction and Faculty Retention and Exit Survey.
- Follow-up on Associate Faculty Prolonged in rank mixed-methods study.
- Continue to provide support for the Student Evaluation of Instruction (SEI) Committee.

## Campus-Wide Data and Analytics Support

- We want to be strategic partners and work collaboratively with leaders (OAA, Deans, Department Chairs) to discover new insights and address the most complex issues with data.
- Build data support for Academic Unit Review, Accreditation, and Assessment.
- Establish set of reports that drill down to department/unit to support Academic Unit Review.
- Continue to work with OTDI and others to support the Reporting and Analytics Environment (RAE).
- Data enablement and democracy.
- ODHE Campus Climate Sexual Assault Survey data support.
- Continued work on Course Enrollment Optimization Tool show low enrollment courses and more (is a collaborative project)
- Assist with the Nuventive implementation (integrated with LMS Carmen to provide summaries of direct learning assessments) .

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# Future Directions and Aspirations

- Integration of data sources (graduation surveys, state and federal alumni tracking systems, vended products) to understand longer term student outcomes post graduation.
- More comprehensive and equitable data and analytics support for the Colleges (Deans and Department Chairs).
- Full data support for regional campuses (new Deans).
- Robust suite of data reports to understand enrollment, successes, and outcomes of online education (for leadership and Colleges).
- Build capacity to fully support Provost and academic plan metrics and progress.



# Frameworks Guiding IRP Work



Frameworks  
and Values  
Guiding  
Organization  
of Institutional  
Research

- Joint Statement on Analytics
- AIR Statement of Aspirational Practice
- AIR Statement of Ethical Principles

“Analytics is the use of data, statistical analysis, and explanatory and predictive models to gain insight and act on complex issues.”

“We strongly believe that using data to better understand our students and our own operations paves the way to developing new, innovative approaches for improved student recruiting, better student outcomes, greater institutional efficiency and cost-containment, and much more.”

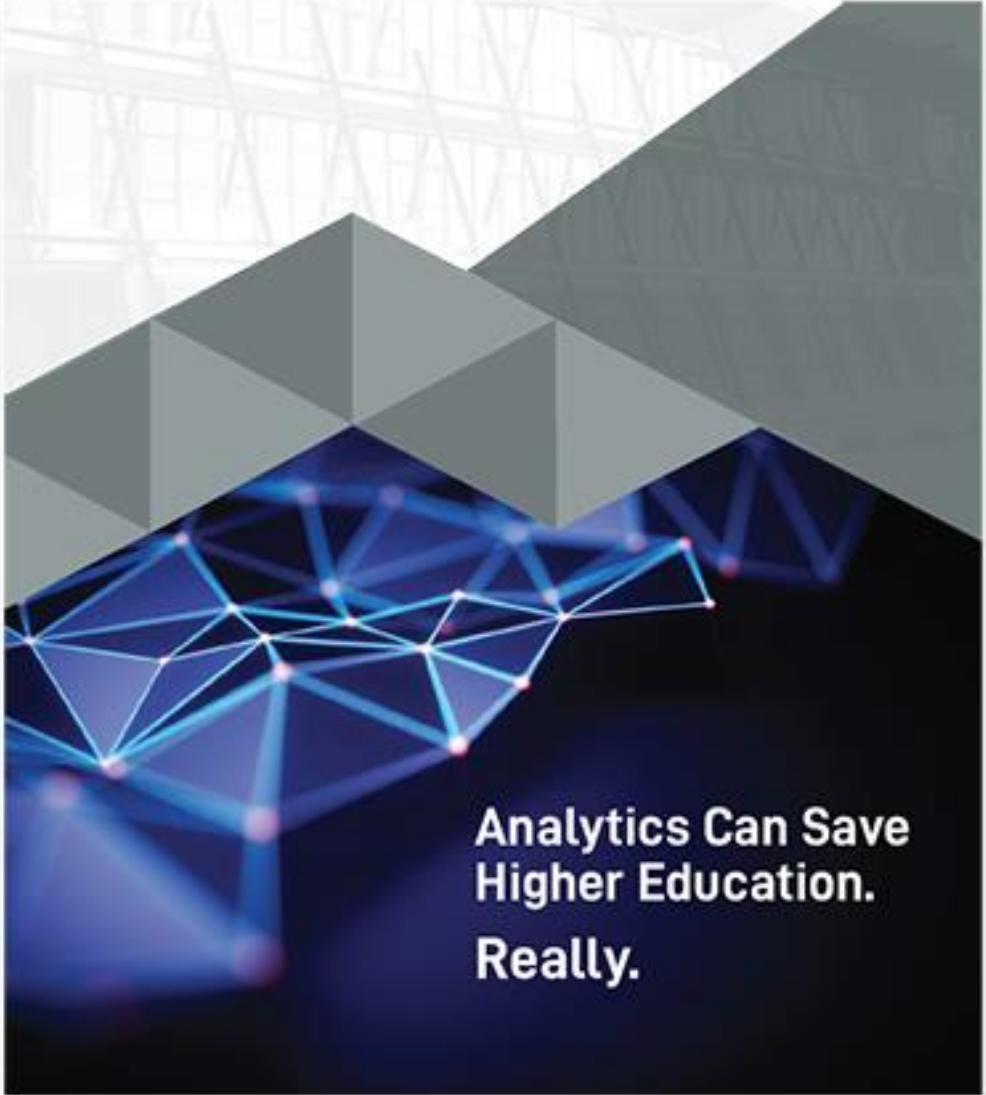
“Data are an institutional strategic asset and should be used as such.”

---Joint Statement on Analytics









1. Go big-make an institutional commitment to analytics.
2. Analytics is a team sport-build your dream team.
3. Prepare for some detours on the road to success.
4. Invest in what you can-You can't afford not to.
5. Analytics has real impact on real people - Avoid the pitfalls
6. Tick-tock, Tick-Tock-The time to act is now.



**Analytics Can Save  
Higher Education.  
Really.**

A Joint Statement on Analytics from:

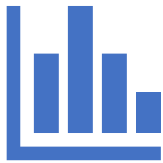
   



Student success at the center



Expanded definition of decision makers



Structures and leadership for institutional research



Leadership for the institutional research function



## STATEMENT OF ASPIRATIONAL PRACTICE FOR INSTITUTIONAL RESEARCH

2016

- “We act with integrity”
- Statements and key words

## AIR Statement of Ethical Principles

The Association for Institutional Research affirms the following overarching principles regarding the use of data to facilitate insights and improve decision making. These principles guide us as we promote the use of data, analytics, information, and evidence to improve higher education.

### We act with integrity:

We recognize the **consequences** of our work. The analytic algorithms and applications we build and/or implement, as well as the policy decisions incorporating information we analyze and disseminate, impact people and situations.

We acknowledge that the individuals whose information we use have **rights**, derived from both legal and ethical principles that can cross national borders. We make intentional efforts to protect their information from misuse or use that could cause them harm.

We protect **privacy** and maintain **confidentiality** when collecting, compiling, analyzing, and disseminating information.

We act as **responsible data stewards**. We secure the data and information over which we have control, following generally accepted guidelines and professional standards for physical and electronic security and data sharing.

We provide **accurate and contextualized** information. We do not knowingly or intentionally mislead the consumers of our information.

We deliver information and analyses **appropriate** to the questions being asked, to the quality of the data available, and to the context in which the questions are asked.

We seek to be **fair and transparent**, minimizing our own personal biases in our research assumptions, methodologies, and conclusions.

We avoid **conflicts of interest**, and disclose them when unavoidable, particularly with third parties and vendors. We act in the best interests of our institutions, students, and stakeholders.

We strive to make our work **accessible** to those who need data, information, and analysis to generate insight and make decisions.

We share **knowledge** of the Institutional Research field and its application so we may facilitate insights and promote common understanding to our institutions and stakeholders.

We value lifelong learning and the enhancement of our field. We draw on and contribute to relevant and emerging **scholarship** and educate ourselves on developing trends. We utilize those methods and techniques for which we have, or can obtain, appropriate knowledge and capabilities.

We recognize that technological advancements have and will continue to impact our work. We remain committed to serving as educators and role models on the ethical use of data to benefit students and institutions and to improve higher education.

Approved by the AIR Board of Directors September 13, 2019

# Questions/Discussion/Ideas for Engagement with IRP?

