“It’s my data, and I need it now”

How to plan ahead and successfully navigate last-minute data requests

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AGENDA

- Pair & Share activity
- Higher Education – Assessment landscape
- Building a Culture of Evidence
- 5 strategies
  - Ask the Right Questions
  - Pull Together the Guiding Team
  - Develop an Assessment Plan and Calendar
  - Utilize a Data Repository
  - Share Data Proactively
- Handling Data Crises: Small Group Discussions
- Q&A
PAIR AND SHARE

- Share an example of a data crisis you have experienced
  - What were the challenges you faced?
  - Why was it an urgent need?
  - Did you have strategies to turn to?
Why are data requests more frequent?
## Building a Culture of Evidence

### Measuring a Culture of Evidence for

<table>
<thead>
<tr>
<th>A Culture of Good Intentions</th>
<th>A Culture of Justification</th>
<th>A Culture of Strategy</th>
<th>A Culture of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intentionality (Thoughtfulness in action or decision)</td>
<td>People have a sense that they are doing good things.</td>
<td>People can describe what they are doing (i.e. operational or procedural specificity).</td>
<td>People can describe what they are accomplishing (i.e. strategic pertinence, how what they are doing relates to mission and goals).</td>
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<tr>
<td>Perspective (Relative to position, institutional role and general point of view)</td>
<td>Incidental / Opportunistic. Recognize data is important, but do not make any particular efforts to collect it.</td>
<td>After-the-Fact. Data is used retroactively as justification for predetermined positions or prior decisions.</td>
<td>Before-the-fact. Assessment is designed with an end in mind. (e.g. identification of learning outcomes, how the data will be used)</td>
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<tr>
<td>Critical Linkages (Connections that manage movement and relationships)</td>
<td>Unclear / Opaque. Data, when collected, is not shared beyond assessors, so connections cannot be made.</td>
<td>Cloudy. Assessment conducted from a defensive posture, especially related to questions of budgetary and operational efficiency.</td>
<td>Translucent. Assessment understood and shared, but only with allies or key partners. Scope is limited to mid-managers.</td>
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<tr>
<td>Initiatives and Directions (Goals, programs, projects, and plans)</td>
<td>Determined by whim, interest, opportunity.</td>
<td>Administration initiates assessment and it is done only when asked for or required.</td>
<td>Directors own and initiate assessment. Data describes the current situation.</td>
</tr>
<tr>
<td>Planning Processes (Strategic planning, goal setting, measuring outcomes)</td>
<td>Vague and individualized. Success is vague or interpretive, and evaluated based on “feel,” intent and effort. Collective or strategic planning does not exist.</td>
<td>Sporadic and limited to immediate question or application. Data linked retroactively to strategic context, goals, expectations, etc. but not planning-oriented.</td>
<td>Organized, routinized, and localized. Data informs deliberate cyclical or episodic strategic planning exercises.</td>
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5 Strategies for Last Minute Data Requests

• Ask the Right Questions
• Pull Together the Guiding Team
• Make it Routine
• Utilize a Data Repository
• Share Data Proactively

Photo by Ryan Johns on Unsplash
ASK THE RIGHT QUESTIONS

- Who
  - Who is the audience?
  - Who is asking for the data?
- What
  - What do they need? (data, visuals, etc)
  - What population?
  - What timeframe?
- When
  - When is this due? (Deadline)
- Where
  - Where should I send it?
- Why
  - Why is it needed?
- How
  - How should I share/present the data?
THE GUIDING TEAM

- Assessment champions across division/university
- Departmental staff who own unit-specific assessment
Make it Routine
Utilize a Data Repository
Eagle Access Card Swipe

- Utilized across campus for events and office visits
- Units have access to utilization and demographic reports
- Able to pull from the data variables aggregated across the system
- Doesn’t mitigate data requests, but does make them manageable
Student Engagement

44.1%  
% of Activated Students

22%  
Cohort Activation %

26,086  
# of Activated Students

6,503  
Unique Logins Last 30 Days

3,061  
Unique Logins Last 7 Days
Share Data Proactively

Tell your story

- Methods
  - Qualtrics Reports
  - Graphs
  - Word clouds
  - Publications
  - Websites
  - Infographics
  - Executive Summaries
Tools for Telling Your Story

- Visualizing Data
- Qualtrics
- Power Bi
- Presentations
- Publications
- Social Media
- Campus News
**Graduate Outcomes**
MAY 2017

UNT alumni are prepared for success after graduating from college. Whether they are entering the workforce or enrolling in graduate school, UNT graduates are achieving impressive outcomes.

**Engagement**
- 60% positively engaged
  - Employed full-time
  - Employed part-time
  - Enrolled in a program of continuing education (e.g., graduate school, professional degree)
  - Not seeking employment or continuing education
  - Other full-time employed, unpaid, postgraduate fellowship, contract worker
  - Participating in a volunteer or service program
  - Planning to enroll in a program of continuing education
  - Seeking employment

**Salary**
- Average Salary: $44,672
- Average full-year salary in Texas (Texas Census: $40,508)

**Preparedness**
- 71% felt very prepared for a career in their academic program
- 50% said their current role is related to their major/degree

**Internships**
- 41% completed an internship
- 25% completed more than one internship
- 36% received course credit for their internship
- 29% of internships led to full-time employment offers

**Employers**
Top companies hiring UNT students:
- Amazon
- AT&T
- Baylor Scott & White
- Cummins
- Denton Independent School District
- DCTC
- Enterprise Rent-A-Car
- Fidelity Investments
- Fort Worth Independent School District
- Gisd
- Grant Thornton
- JCPenney
- Lockheed Martin
- Lone Star College System
- Northwest Independent School District
- PwC
- Southwest
- State Farm
- Teach For America
- UNT
- Walmart

*Data based on undergraduate student response from the May 2017 graduating student survey.*
### Q2 - How did you find out about the Business Career & Internships Fair?

<table>
<thead>
<tr>
<th>Source</th>
<th>Response</th>
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<tbody>
<tr>
<td>A friend or another student</td>
<td></td>
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<tr>
<td>Academic Advisor referral/email</td>
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<tr>
<td>Campus flyers and signs</td>
<td></td>
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<tr>
<td>Eagle Careers</td>
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<tr>
<td>Career Center website</td>
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• Small groups of 4
  • Think back to your data crises from the beginning of our session
    • How did you handle it?
    • How could you apply the strategies we discussed today?
    • What strategies did we not discuss that would have been helpful?
    • What lessons did you learn?
Thank you!

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