

# Helena College Non-Academic Program Review

Year: 2021-22

Review: Institutional Research and Assessment 2021-22

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Status: Published

## Section 1: Mission, Goals, Objectives

### Narrative:

The long-standing Director of Institutional Research and Effectiveness, Mike Brown, resigned from the position in spring 2020, at the conclusion of accreditation activities for the year. The position was vacant for about three months until Jessie was asked to fill the role in a one-year interim appointment. Because of this transition, the primary focus of the department shifted to completing the basic duties and functions as Jessie received training from Mike, and some of the more ambitious projects, such as the creation of a data dictionary and the development of Tableau dashboards, were put on hold for a year. Mike had also served as Accreditation Liaison Officer. The Dean/CEO took over that role following his departure, with plans for the new Director of Institutional Research and Effectiveness to eventually resume that role.

### Mission:

Mission: The Office of Institutional Research & Effectiveness provides data, analysis and coordination for accreditation, assessment, planning and reporting in support of Helena College's mission, core themes and strategic priorities in a manner that promotes efficiency, integrity, broad-based participation, continuous improvement, and transparency.

This department's activities, as described in the mission statement, directly assist college leadership in determining fulfillment of its mission, achievement of the vision, and accomplishment of the strategic plan. This department also provides data and support to all areas of campus to aid them in assessing their effectiveness at fulfilling the college's mission.

### Recommendations:

This department has not completed a program review prior to this year.

### Strategic Goals:

As of fall 2021, 9 of 13 goals are completed, in progress or ongoing, a success rate of 69%. Most of the remaining 4 deferred goals are part of the AY 2021-22 plan. These include creating a data dictionary, disaggregating student data, and learning Tableau in order to develop a dashboard to monitor SEP KPIs.

More than half of the action items aligned with strategic goal 5, which is a logical priority for the department. Serving on the SEP Committee, providing data for the situational analysis, and publishing the final report supported the strategic enrollment plan (5.4) and resource prioritization and allocation (5.1). Development of annual work plans, changes to program reviews, and related trainings provided the college with useful performance metrics (5.3). Still to be completed are a Tableau dashboard of SEP data and a distribution of CCSSE and SENSE survey results (5.4), as well as the disaggregation of student data (5.3).

Three action items supported the provision of "relevant and enriching instruction [and] academic programs" (2.1), many of which involved accreditation and assessment activities. Work on the annual plans and development of the student learning outcomes database comprised the assessment activities. The IDEA Committee is still developing meaningful reports around the student learning outcomes.

The department also accomplished one goal in support of a diversity and inclusion action plan (4.2) - partnering with the Diversity & Inclusion Committee to distribute and analyze the results of a campus climate survey. In support of transfer pathways (1.1), the Institutional Researcher (IR, aka Director of Institutional Research & Effectiveness) attempted to establish relationships with colleagues at UM and partner with OCHE on projects, which is an ongoing activity.

### Strengths:

### Successes:

The office of Institutional Research & Effectiveness has had a number of successes and strengths over the past three years. A notable strength of the department has been the familiarity with student data and the ease with which reports could be generated for a variety of purposes. It allows the institutional researcher to serve as a valuable resource of data and context for all areas on campus. Much of that knowledge was passed on to the new director over the course of her first year.

Some of the department’s most significant successes include:

1. Implementation of annual work plans. As a result of a recommendation from NWCCU, Helena College has begun improving assessment efforts across campus. The annual work plans encourage every area on campus to participate in assessment and document continuous improvement.
2. Strategic enrollment planning. The IR was instrumental in providing the data necessary for a comprehensive situational analysis leading to an ambitious plan for maintaining and growing our enrollment.
3. SPAA was reorganized to IDEA Committee. Although the change may seem insignificant to many, in the last three years, the committee has become an engaged group and is helping to move the campus in a positive direction.

### Challenges:

The department has faced one significant challenge during the time period under review. Between AY 2018 and AY 2020-21, the college had three different Deans/CEOs. As college leadership changes, so do the strategic priorities, or at least the approaches to accomplishing those priorities. The department has largely been able to stay on track with data reporting and implementing assessment practices, but other goals have been deferred as new projects come up, such as SEP taking a large portion of the director’s time in AY 2018-19 and AY 2019-20.

Another challenge has been the reliance on others for data needs and a lack of suitable resources to understand the data available. Data governance at Helena College is distributed across the IT department, the Registrar’s office, and a few other areas. While that reduces the burden on any one department, it can also be difficult to ensure data is accurate and consistent across all areas, and to fully understand the breadth of data available at Helena College. There is little documentation to help employees navigate the various sources of data.

Of course, with changes in staffing often come new ideas and ways of doing things not previously considered. It is hoped that some stability in campus leadership and continued training for the new director will support continued progress in tracking institutional effectiveness.

## Section 2: Procedure for Operation

### Procedures:

The new director has attempted to carefully document the essential data gathering and reporting tasks carried out each year. This procedure manual contributes to consistency and clarity in data reporting. The manual is generally updated as changes occur or new procedures are developed, though sometimes the director is too busy to document procedures in detail. As the director becomes more familiar with the regular reporting tasks, the manual is likely to become more streamlined and should be a valuable resource for the department.

In addition to a procedure manual, there is a list of passwords and a data collection calendar. The data collection calendar is especially helpful for planning and time management. There is also an established practice of saving reference materials obtained from the MUS, IPEDS, and other key reporting sources, organized by the year in which they were used.

The department has a few resources for campus-wide use. The web pages for Institutional Research were updated in fall 2021. Documentation for annual work plans and program reviews are now current and available to download. These documents should be updated at least once a year. A data dictionary is planned to be completed in AY 2021-22, which will improve data-informed decision-making across campus.

## Section 3: Staff Profile

### Staff:

| Name        | Title  | FTE  | Years | Highest Education |
|-------------|--|------|-------|-------------------|
| Jessie Pate | Director of Institutional Research & Effectiveness | 1.00 | 8.00  | Masters           |

### Changes in Staffing Needs:

This department has had one employee for the majority of its existence. A grants coordinator reported to the director for a year or two, but that position has since been eliminated and grant writing activities have not been fully taken over by any one area. It is unclear what the institution’s plans are for a similar position in the future.

The director will eventually become the Accreditation Liaison Officer for the institution. Increased familiarity with and efficiency in regular data reporting should lead to the time necessary to take on the additional responsibilities.

One FTE is sufficient for the time being. An additional classified staff member to help with basic data collection and reporting would allow the director to focus on bigger projects, though a full time position may not be necessary. The director sees the potential for a new position that would benefit more than one department: one person working part time as a data analyst to support IR and part time as a database administrator or application developer to support management of the assessment database and possibly take over some reporting duties from IT. There has been talk of moving some of the assessment database administration to IT, but it has not yet happened, as IT continues to be busy with other projects.

### Staff Professional Development:

Institutional Research Staff Prof. Dev.

Jessie Pate

March 2021: IPEDS Data & Benchmarking, 3 hrs

Feb 2021: I Have a New Job in Institutional Research, 2 hrs

Feb 2021: Introduction to Data Analysis, 16 hrs

Dec 2020: Intermediate Access, 24 hrs

Dec 2020: Data Equity Workshop, 8 hrs

Nov 2020: NWCCU Conference

Nov 2020: Intermediate Excel

August 2020: Intro to Excel

July 2020: Intro to Access

## Section 4: Organization context and Impact

### Collaborations & Dependencies:

The office of Institutional Research & Effectiveness collaborates most closely with the Dean's office to support strategic planning and decision-making. As chair of the IDEA Committee, the director is able to collaborate with representatives from across campus to monitor institutional development and mission fulfillment. The director works closely with the faculty member responsible for developing and maintaining the college's assessment database, which has become an essential tool in measuring institutional effectiveness. In AY 2020-21, the committee worked with the Executive Council of the [Faculty] Senate to improve the academic program review process, and with the Director of K-12 Partnerships to re-design the non-academic program review process. Also in AY 2020-21, the director collaborated with two areas to distribute two new student surveys. The director worked with the Institutional Diversity Officer and the Diversity & Inclusion Committee to develop and distribute the college's first campus climate survey. The director also worked with TRIO and student wellness to administer the National College Health Assessment, in partnership with Healthy Colleges Montana. Successful administration of the surveys also required collaboration with marketing and IT. The results of these surveys will enable the college to support wellness and a positive campus environment for all students. These surveys will likely be distributed every three years.

One productive collaboration has been the shared management of Vector Solutions, a professional development tracking platform, with the Director of eLearning & Faculty Development. Having another director committed to effective use of the program has been extremely helpful in our efforts to encourage campus-wide use, though there is work to be done in this area. The Professional Development Committee has also been supportive of its use, especially for submission and approval of applications for funding. The director is part of the Strategic Enrollment Planning Team. The previous director gathered and presented the data necessary to perform the initial situational analysis at set performance indicators. The current director is still a member of the team, though the data needs have decreased for the last two years.

The majority of the relationships with other areas on campus are closer to dependencies or services in nature, though they could be strengthened into collaborations. The IR office relies on IT, Enrollment Services, Financial Aid, Human Resources (HR), and the Business Office for data and information.

This department relies on the IT department to manage Banner, and the systems administrator provides especially helpful support in understanding and querying the database. IT occasionally provides data, such as employee information that IR does not have access to. The IR office also relies on IT to support use of basic office technology and other software, such as Tableau, Qualtrics, and Vector Solutions. Because the systems administrator and the department as a whole are very busy, it can be difficult to get what is needed in a timely manner or establish a more collaborative partnership with key employees in the department.

The department relies on Enrollment Services and Financial Aid to understand the data available from both areas. The directors of these two areas both have many years of experience, and are very familiar with the Banner data specific to their areas. More collaborative relationships with these two areas may lead to a better understanding and more efficient management of the available data, as well as more streamlined reporting of data.

The director occasionally requires information or support from HR and the Business Office. Our staff member in HR does not always have access to the needed data, so extra time and communication is required when the HR department at UM needs to be contacted. The Director of Business Services has been very helpful in obtaining and explaining financial data. For the most part, these are satisfactory dependencies.

### New Collaboration:

Effective data management is essential for data-informed decision-making, strategic planning, and monitoring mission fulfillment. A data governance committee may be useful in involving all key employees in discussions about how data is collected, stored, reported, and used. This committee would include key employees from IT, Enrollment Services, Financial Aid, and the Business Office. Such a committee is often recommended for effective data management, but more research is needed to determine the need for it at Helena College.

It would also be helpful to collaborate more closely with faculty and academic division directors as the Director of Institutional Research & Effectiveness works toward becoming the Accreditation Liaison Officer. Assessment is a significant part of accreditation and measuring institutional effectiveness, and faculty play a major role in our assessment activities.

Finally, the department should collaborate with faculty and with directors of student support services to more effectively utilize the results of student engagement surveys, such as the CCSSE, SENSE, campus climate survey, and NCHA. These surveys require time - and some require money - to administer and they can provide valuable insights into student experiences at Helena College. Many areas on campus have expressed a desire to more fully analyze and utilize these results to improve the services we offer and ensure we are helping students succeed.

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## Section 5: Stakeholders, Data, and Assessment

### Primary customers/stakeholders:

This department is responsible for nearly all reporting of public data about Helena College. It is responsible for completing the IPEDS surveys each year, which is required as a condition of receiving Title IV funding. Other federally-mandated reporting includes the Student Right to Know information, Net Price Calculator figures, and reporting of veteran enrollment and benefits. Most external reporting is limited to those that are required, as time does not allow for participating in optional data gathering efforts, such as the Common Data Set.

Internally, the entire campus can be seen as a primary consumer of the data and information produced by the office of Institutional Research & Effectiveness. The director is available to help any employee obtain and use data about Helena College, though only a small portion of employees work with the department on a regular basis. The director produces enrollment and completion reports primarily for the Dean's Cabinet, but the information is available to all employees. A report is developed each semester for K-12 Partnerships, and the HC Foundation requested an overview of academic program performance in AY 2020-21. The director has historically worked with areas on campus applying for grant funding, specifically TRIO and applications for Title III.

Ad hoc requests for data come in throughout the year. Many can be quickly completed with data readily available, but others take more time to respond to. It is important that employees submit requests for data at the beginning of their project or application process, to allow plenty of time for discussion about the needed data and collection of that data.

### Service to stakeholders/customers:

There is currently no formal means to assess the department's effectiveness in fulfilling its mission in relationship to stakeholders. Most assessment occurs as a result of informal conversations with stakeholders about the content, format, and frequency of reports, dashboards, etc. Over the next three years, the director would like to develop more consistent and concrete methods for assessing effectiveness of the department.

### Decision Making Support:

This department collects a wide variety of quantitative and qualitative data to support decision-making across campus. Data collected to support decision-making within the department is limited, however. It would be helpful to track the number of ad hoc requests that are received each semester, as well as the nature of those requests. It would also be helpful to gather feedback from the campus about the annual work plan and program review forms in the assessment database. The director would like to meet with each department on campus to discuss their data needs and identify ways to improve the way data is collected and reported.

## Section 6: Budget and Efficiencies

### Changes in revenue and expenses:

The expenses for personal services in index H01045 have decreased over the last three years. In AY 2018-19, the index covered the full salary and benefits for the Director of Institutional Research & Effectiveness, as well as at least a portion of the pay and benefits for the computer systems analyst. In AY 2020-21, the Director of Institutional Research & Effectiveness and Grants Coordinator salaries and benefits were paid out of this department's index, as well as a portion of the pay and benefits for the computer systems analyst. It is unclear why a position in another department was paid out of this index. In AY 2020-21, only the director's salary and benefits were paid out of H01045.

Operating and capital vary from year to year for Institutional Research & Effectiveness, as the index, H01045, is often designated for paying for surveys and NWCCU expenses that are not incurred annually. Student engagement surveys are administered every three years, and NWCCU expenses vary based on the activities for the year, from site visits to submitting records of substantive changes. For example, the CCSSE was administered in FY19, and the college was able to administer the SENSE in FY20 free of charge, as a benefit for participating in a pilot program. NWCCU expenses were higher in FY20 to cover both an ad hoc report fee and a substantive change fee.

Another reason for the decrease in operating and capital expenses is the change in directors. The former director worked remotely in AY 2018-19 and AY 2019-20, which required funding to travel to campus and an allowance for a communication device. The new director, who began in AY 2020-21, is able to work on campus. Travel expenses may be needed in the future to attend the annual NWCCU conference when it is no longer held virtually.

In AY 2018-19, H01045 was used to pay for Tableau software. The IT department has paid for Tableau for the last two years.

#### Improved Efficiency:

Efficiency has been improved by the hiring of a new director who is able to work on campus, eliminating the need to pay for two or three annual visits from the former director's remote worksite.

As of summer 2021, the Montana University System is paying for a limited number of Tableau Desktop and Tableau Prep licenses for each institution in the system, meaning Helena College does not need to pay for access to this program out of either the IR or IT budget, while also potentially gaining an ability to more easily share data system-wide. The MUS has also consolidated licenses for Qualtrics under one umbrella license, though this will impact the IT budget. It is expected that such efforts to combine licenses for platforms, services, and tools - not just among UM affiliates, but also within the MUS as a whole - will lead to increased efficiencies and sharing of data and ideas.

#### Resource Needs:

As mentioned in Section 3, a possible expansion of the department may include a classified staff person in the role of a data or research analyst. This person would be responsible for the day-to-day tasks of gathering data and simple reporting (which could reduce the burden on the IT department for similar data). This would enable the college to participate in more optional data reporting projects, such as the Common Data Set, which is used by publishers such as College Board, Peterson's and U.S. news. It would also enable the director to spend more time on larger projects and initiatives for the college. This position could possibly also serve as a database administrator or application developer to support the maintenance or further development of the assessment database. More research would be needed to determine the need for such a position.

The director will appreciate continued funding for professional development, both to continue building skills related to data analysis and reporting, and to stay current in the field of institutional research. As the new director becomes more familiar with the current trends and best practices in institutional research, it is likely that more resource needs will become apparent.

## Section 7: Recommendations and Preliminary Implementation Plan

| Rec # | Title                     | Recommendations  |
|-------|---------------------------|--|
| 1     | Data Governance Committee | <p><b>Recommendation:</b><br/>Research the need for, and potentially establish, a data governance committee.</p> <p><b>Rationale:</b><br/>A data governance committee will improve the management of data at Helena College. The Association for Institutional Research (AIR) has published a standard of duties and functions of institutional research. One of the functional areas entails serving steward of data and information across campus. AIR’s holistic approach to IR recommends a data governance committee to support the department in promoting the quality, security, and accessibility of data. Providing accurate information, acting as responsible data stewards, and protecting the privacy and confidentiality of data is also part of the AIR Statement of Ethical Principles.<br/>AIR Duties and Functions of Institutional Research: <a href="https://www.airweb.org/ir-data-professional-overview/duties-and-functions-of-institutional-research">https://www.airweb.org/ir-data-professional-overview/duties-and-functions-of-institutional-research</a><br/>AIR Statement of Ethical Principles: <a href="https://www.airweb.org/ir-data-professional-overview/statement-of-ethical-principles/principles">https://www.airweb.org/ir-data-professional-overview/statement-of-ethical-principles/principles</a></p> <p><b>Success Target:</b><br/>Successful establishment of a data governance committee will result in the following:<br/> <ul style="list-style-type: none"> <li>- Committee membership and structure</li> <li>- Meeting frequency and length</li> <li>- Committee charge, decision-making authority, and scope of responsibility</li> </ul>                     If it is determined that a data governance committee is not necessary, the process should at least result in clarifying which roles on campus are responsible for which types of data, and how that data is managed.</p> <p><b>Success Strategy:</b><br/> <ul style="list-style-type: none"> <li>- Director of IR will research functions, duties, and responsibilities of effective data governance committee.</li> <li>- Director of IR and Cabinet (?) will determine membership.</li> <li>- Committee will convene and develop guidelines for effective committee operations.</li> </ul></p> <p><b>Success Resource:</b><br/>Successful implementation of this recommendation would require the time of the IR to research data governance committees, and the time from key employees to serve on the committee.</p> <p><b>Resp. Party:</b><br/>Institutional Research and Effectiveness</p> <p><b>Cabinet Feedback:</b><br/>Cabinet agrees with this goal and Jessie's ranking of 4th priority for the upcoming three years. The priority for this goal may move up based on system actions. Cyber security and data integrity findings are a major part of the most recent legislative audit of both MSU and UM, which may drive system initiatives.</p> |

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| <p>2</p> | <p>ALO Transition</p> | <p><b>Recommendation:</b><br/>Transition the role of Accreditation Liaison Officer to the Director of Institutional Research &amp; Effectiveness.</p> <p><b>Rationale:</b><br/>At most higher education institutions, the role of ALO is often served by the Chief Academic Officer (CAO), a dean of academic affairs, or an institutional researcher. The previous Director of Institutional Research &amp; Effectiveness had served as the ALO for a number of years, and Dean/CEO, as CAO, took on the role of ALO after he left. The Dean would like for the new director to resume this responsibility.</p> <p><b>Success Target:</b><br/>The Director of Institutional Research will become the Accreditation Liaison Officer within the next three years.</p> <p><b>Success Strategy:</b><br/>The director would like to gradually become more involved in completing ALO duties, working with the Dean/CEO as accreditation-related tasks arise, including:</p> <ul style="list-style-type: none"> <li>- Ad Hoc report related to use of assessment data to improve teaching and learning, due in March 2022</li> <li>- Annual reports, summer 2022 and 2023</li> <li>- Other documentation, such as those required for substantive changes or new programs</li> <li>- Y6 report (also in collaboration with Assistant Dean of Administrative Affairs), due spring 2023</li> <li>- Y7 report, due spring 2024</li> </ul> <p>In fall 2021, the director was nominated to be a peer evaluator for NWCCU, the college’s accrediting body. Serving as a peer evaluator provides valuable insight into what exactly NWCCU is looking for in accreditation visits, and is an opportunity to see how other, similar schools are satisfying accreditation requirements.</p> <p><b>Success Resource:</b><br/>The director will require time for training and collaborative work on accreditation activities. The budget for the department will need to include funding for report fees and accreditation visits as they occur. Funds for training and attendance at the annual NWCCU conference will also be needed. Much of this funding is already planned for, but the expenses will be regularly incurred by the department.</p> <p><b>Resp. Party:</b><br/>Dean's Office</p> <p><b>Cabinet Feedback:</b><br/>Recommendation includes a transition over time with Jessie working with Sandy to train and minimize issues during our upcoming report-writing and visit schedule.<br/>Responsibility will be assigned to Dean’s office (current ALO) to plan for transition.</p> |
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| <p>3</p> | <p>Data Inventory</p> | <p><b>Recommendation:</b><br/>                 Conduct an inventory of data, data sources, and data needs across campus.</p> <p><b>Rationale:</b><br/>                 This inventory will enable the director to gain a solid understanding of how best to serve as a steward of institutional data, which is part of both the AIR Duties and Functions of IR and the AIR Statement of Ethical Principles. It will also support the provision of accurate and contextualized data and ensure transparency of the data, both components of these professional statements. It will also foster new collaborations and ensure high-quality service to stakeholders, as described in sections 4 and 5.<br/>                 The inventory would also facilitate the accomplishment of Key Recommendation #4, the publication of a suite of dashboards for visualization and analysis of data</p> <p>AIR Duties and Functions of Institutional Research: <a href="https://www.airweb.org/ir-data-professional-overview/duties-and-functions-of-institutional-research">https://www.airweb.org/ir-data-professional-overview/duties-and-functions-of-institutional-research</a><br/>                 AIR Statement of Ethical Principles: <a href="https://www.airweb.org/ir-data-professional-overview/statement-of-ethical-principles/principles">https://www.airweb.org/ir-data-professional-overview/statement-of-ethical-principles/principles</a></p> <p><b>Success Target:</b><br/>                 An ideal inventory would encompass the following:<br/>                 - Identification of the data managed or owned by each area of campus<br/>                 - Summary of data used by each area of campus<br/>                 - List of data each area would like to have<br/>                 - Determination of ability or strategy to obtain desired data</p> <p><b>Success Strategy:</b><br/>                 - Meet with directors of each area to discuss their data needs and the data they manage.<br/>                 - Compile results of meetings into an inventory<br/>                 - Use the inventory to develop meaningful dashboards (Recommendation #4)</p> <p><b>Success Resource:</b><br/>                 Accomplishment of this recommendation will require time on the part of the IR and directors of each area.</p> <p><b>Resp. Party:</b><br/>                 Institutional Research and Effectiveness</p> <p><b>Cabinet Feedback:</b><br/>                 Ties to our strategic plan and requests from campus community, necessary step for creating dashboards and providing information to campus in order to continue and improve data-informed decision making. This is particularly important as Tricia works on updating the budgeting process to ensure close connection to strategic planning<br/>                 Will need to identify both what we currently track and what we don't to look for gaps.<br/>                 Responsibility – Director of IR and Effectiveness, connecting to Assistant Dean</p> |
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| <p>4</p> | <p>Dashboards</p> | <p>Recommendation:<br/>                     Publish a suite of dashboards to support measurement of student achievement, mission fulfillment, progress toward strategic plan, and data-informed decision-making across campus.</p> <p>Rationale:<br/>                     A central repository of easily-accessible and easy-to-understand data about Helena College will support increased data literacy of all employees at the College and demonstrate transparency about the institution to external audiences, including prospective students, other higher education institutions, and our regional accreditors. Much of the information is already available in a variety of Excel workbooks stored on a shared drive, but this data is difficult to find, static, cumbersome to manipulate and analyze.<br/>                     These dashboards would support four of AIR’s Duties and Functions of Institutional Research:<br/>                     - Collect, analyze, interpret, and report data and information<br/>                     - Plan and evaluate<br/>                     - Serve as a steward of data and information<br/>                     - Educate information producers, users, and consumers<br/>                     Sections 4 and 5 speak to this recommendation.<br/>                     AIR Duties and Functions of Institutional Research: <a href="https://www.airweb.org/ir-data-professional-overview/duties-and-functions-of-institutional-research">https://www.airweb.org/ir-data-professional-overview/duties-and-functions-of-institutional-research</a></p> <p>Success Target:<br/>                     Publication of dashboards on Helena College website and/or internal site, as appropriate. These dashboards will cover:<br/>                     - Student performance indicators, disaggregated and benchmarked<br/>                     - Mission fulfillment and strategic plan progress, disaggregated and benchmarked<br/>                     - Survey results<br/>                     - Assessment data<br/>                     - Definitions and sources of metrics</p> <p>Success Strategy:<br/>                     - Learn to use Tableau to create dashboards – year 1<br/>                     - Identify data to be reported and determine most useful visualizations for the data (Related to Recommendation #3: inventory of data needs and sources)<br/>                     - Develop a timeline for publication of dashboards over a period of 1-2 years.<br/>                     - Establish a timeline for updating dashboards</p> <p>Success Resource:<br/>                     - Training in the use of Tableau<br/>                     - Possibly additional training in creating effective data visualizations<br/>                     - Time to develop dashboards<br/>                     - Intranet may be useful for publishing dashboards with protected or sensitive information</p> <p>Resp. Party:<br/>                     Institutional Research and Effectiveness</p> <p>Cabinet Feedback:<br/>                     Natural next step upon complete of #3, and supports all the same goals.<br/>                     There will also be some reporting functions that will come from the CRM that will complement the dashboards identified in this goal. Other schools in MT and OCHE may have existing dashboards that provide good ideas and potential support from colleagues across the system.</p> |
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**Cabinet**

**Cabinet Overall Feedback:**

All agreed, this was a very thorough and well-written program review that took into account the strategic needs of the college when making recommendations.

Jessie ranked the recommendations in order of needed completion as 2,3,4,1. Cabinet members agree, with the caveat that Recommendation 1 (regarding data governance committee) may need to be moved up based on system priorities. Cyber security and data integrity findings are a major part of the most recent legislative audit of both MSU and UM, which may drive system initiatives.

### File Attachments

| Attachment # | Attachment Title            | Attachment URL  |
|--------------|-----------------------------|---|
| 14           | IR AWP 3-Year Summary       | <a href="http://hc-curriculum.helenacollege.edu/ViewAttachment.aspx?id=14">http://hc-curriculum.helenacollege.edu/ViewAttachment.aspx?id=14</a> |
| 15           | IR Budget 3-Year Comparison | <a href="http://hc-curriculum.helenacollege.edu/ViewAttachment.aspx?id=15">http://hc-curriculum.helenacollege.edu/ViewAttachment.aspx?id=15</a> |

Area: Institutional Research

| Plan Developer | Year    | Goal # | SGO   | Goal Status | Action Item  | Results   | Future Actions   | Comments   |
|----------------|---------|--------|-------|-------------|--|---|--|--|
| Brown, Michael | 2018-19 | 1      | SG5.4 | Completed   | <p>1. Provide data support for SEP Steering Committee, designated work groups, and contracted consultant to include collection of existing data, development of new data, orientation to data and assistance with analysis. Including institutional and work group situational analyses and the development of Key Performance Indicators.</p> <p>2. Co-chair the SEP Program and Services Excellence and Innovation Work Group to include planning work, collection, orientation to, and analysis of relevant data for situational and SWOT analysis as well as developing a final action plan with relevant performance indicators.</p>      | <p>Most all of the requested data was provided to steering committee, consultant and working groups for completing their situational analyses. Steering Committee and working groups have been notified about updates to data sets. The Program and Services work group completed its situational analysis and 5 priorities for action which were provided to the SEP Steering Team to inform the development and prioritization of action plans.</p>   | <p>1. Continue updating data sets and reports related to SEP. 2. Findings from SEP work group will inform data collection related to program effectiveness and to make improvements to program review process.</p>   | <p>Need to update SEP data, or at least see what group wants updated</p>   |
| Brown, Michael | 2018-19 | 2      | SG2.1 | Completed   | <p>1. Reconfigure SPAA Committee (now IDEA) membership to allow more in-depth review and discussion of assessment data, while maintaining representational participation from major campus stakeholders (professionals, staff, faculty, students)</p> <p>2. Solidify and implement HC's new assessment plan by development of annual area plans, data collection processes for seven new core theme indicators, and implementation of student learning outcome assessment database.</p> <p>3. Begin preparation activities for AY1920 accreditation activities (Ad Hoc Report Fall 2019, Year Three Report and Ad Hoc Report Spring 2020).</p> | <p>1. IDEA committee membership was reconfigured to include senior administrators, faculty member working on assessment database, and presidents of faculty, staff and student senates. 2. Annual area plans were developed but implementation and completion was delayed. 99% of areas have completed annual area plans. Assessment Database was piloted in spring 2019 and will be implemented in AY1920. 3. IDEA Committee has completed planning and begun work on accreditation activities for AY1920. The Ad-Hoc Report in response to Recommendation 3 has been completed and is ready for submission in September 2019. The example programs for the Mid Cycle Evaluation Report have been selected (Nursing, Computer Technology), 3 examples of Mid Cycle Evaluation Reports have been reviewed, and an outline for Helena College's Report has been developed. The Ad Hoc Report in response to Recommendation 4 is due in spring 2020 and will be drafted following the completion of the Mid Cycle Evaluation Report in fall 2019. 4. The IDEA Committee is scheduled to review institutional progress on strategic goal objectives and current status of core</p> | <p>1. Continuous improvement will be made to the Annual Work Plans based on user experience and review by Director of Institutional Effectiveness and database developer (CT Faculty). Faculty will engage in implementation of Assessment Database by confirming course and credential level outcomes, mapping of course outcomes to credential outcomes, and by planning the entry of course-level assessment data into the database during AY1920. 2. Accreditation activities for AY1920 will be completed in a timely and effective manner. Recommendations 3 &amp; 4 will be either be satisfied and/or the college will demonstrate sufficient progress towards resolving them. 3. Work will continue on developing data collection process for new core theme indicators</p> | <p>1. IDEA membership has remained the same - new people in roles, but same roles represented. Added another staff to represent student affairs. 2. AWP's are continuously improved, but process is largely consistent. Assessment database has been slow to implement, but use is gradually increasing as division directors work with faculty. requirements for participation have been set, though not enforced. 3. Dean is ALO and preparing for spring 2022 accreditation activities.</p> |

Area: Institutional Research

| Plan Developer | Year    | Goal # | SGO   | Goal Status | Action Item   | Results   | Future Actions   | Comments  |
|----------------|---------|--------|-------|-------------|---|---|--|---|
| Brown, Michael | 2018-19 | 3      | SG5.1 | Deferred    | 1. Complete training on Tableau data visualization software and develop initial dashboards for selected key performance indicators 2. Improve data literacy across campus by creating web-based data dictionary 3. Inventory and create process for approving and scheduling institutional surveys  | 1. Tableau training in progress. Dashboards have not been completed. 2. Data dictionary not completed 3. Survey inventory and request process not completed   | Action items will be deferred to AY1920.   | 1. New IR starting over at Tableau training. 2. Data dictionary planned for AY 2021-22 3. Survey inventory de-prioritized,  |
| Brown, Michael | 2018-19 | 4      | SG1.1 | Ongoing     | Establish relationships with IR colleagues at UM affiliate campuses and Rocky Mountain Association of Institutional Research to share best practices and resources, and increase proficiency with IR tools. Partner with OCHE to support HC data collection and reporting   | 1. At this point in time most contact is with IR colleagues at UM. 2. Professional development request to attend RMAIR Conference was submitted and approved; however, participation was cancelled due to unexpected personal/family issue. 3. Transfer success data was requested and recieved from OCHE. Data requested from Carroll College, but not received. 4. MUS-MT DOLI workforce development data was used to inform program reviews, SEP and program effectiveness profiles. | Will follow up with Carroll College on securing transfer success data. Will continue efforts to connect and share information with UM Affiliate colleaguess.   | 1. Relationships with UM continue, new IR statewide group is slowly forming. 2. RMAIR not pursued. 3. OCHE partnership is developing.   |
| Pate, Jessie   | 2019-20 | 1      | SG5.1 | Completed   | 1. Edit and publish to campus the comprehensive situational analysis and action plans resulting from strategic enrollment planning in AY1819. 2. Provide support to the SEP Steering Team and designated design teams including reporting of performance indicators, collection of existing and new data, and orientation to data and assistance with analysis.       | 1. Comprehensive Situational Analysis published to campus in March 2020. 2. Updated data was provided to the design teams between the Fall and Spring semesters. The group went on hiatus in the Spring.  | 1. Data for the Comprehensive Situational Analysis will be updated annually. The entire document will be reviewed within three to five years. 2. Continue serving on SEP committee and providing relevant data as necessary.   | 1. Needs update and review. 2. Little data needed since SA published, though IR remains on committee.   |
| Pate, Jessie   | 2019-20 | 2      | SG2.1 | Ongoing     | 1. Implement changes to annual work plans (effective AY2021) and review process (AY1920) as recommended by IDEA Committee. 2. Implement SEP Programs and Services Working Group's recommendations to improve internal program review process. 3. Create training opportunities and resources on best practices for annual work planning and internal program reviews. | 1. Recommended changes are slated to be implemented before AY2021 plans are released on September 8, 2020. IDEA Committee to discuss review process at August meeting. 2. Improvements to the internal program review process have not been made. 3. Because improvements have not been made to the process, no training on program review process was given. No training was given on Annual Work Plans, either.   | 1. Continue working with IDEA Committee and Assessment team to identify ways to improve Annual Work Plan forms. 2. In AY2021, ECOS will begin working on improvements to the internal program review process for academic programs. The Director of K-12 Partnerships will convene a committee to work on improvements to non-academic program reviews. 3. And updated guide to Annual Work Plans will be published in Fall 2020 to reflect changes to the AY1920 Annual Work Plans. Training for the program review process will be developed after the process has been changed. | 1. Plans are going well, mostly small improvements made each year. 2. New process finalized and will be implemented for AY 2021-22. 3. Guide for AWP's developed and updated. Also made a video about effective action items and indicators. Training will be provided on program review throughout year as implemented in AY 2021-22 |

Area: Institutional Research

| Plan Developer | Year    | Goal # | SGO   | Goal Status | Action Item   | Results   | Future Actions   | Comments   |
|----------------|---------|--------|-------|-------------|---|---|--|--|
| Pate, Jessie   | 2019-20 | 3      | SG5.1 | Deferred    | 1. Complete training on Tableau data visualization software and develop initial dashboards for selected key performance indicators. 2. Improve data literacy across campus by creating web-based data dictionary. 3. Inventory and create process for approving and scheduling institutional surveys.                                 | 1. Attended training. Dashboards were not published. 2. Data dictionary was not completed. 3. Inventory was not completed.  | 1. New IR will pursue training and may develop dashboards related to enrollment and course completion. 2. Consider publishing a data dictionary in the next AY. 3. Consider creating a survey inventory in the next AY. .  | 1. Still in progress. 2. Still planned. 3. Back burner.  |
| Pate, Jessie   | 2019-20 | 4      | SG2.1 | Completed   | 1. Attend NWCCU Annual Conference on November 19-22, 2019. 2. Complete and submit NWCCU Year 3 Self-Evaluation Report and Ad Hoc Report on Recommendation 4. 3. Facilitate NWCCU Year 3 Evaluation Visit on March 26-27th. 4. Develop and publish reports on assessment of student learning outcomes at the course and program level. | 1. Attended conference and reported on new standards/regulations to IDEA Committee. 2. Year Three Mid-Cycle Self Evaluation Report published April 2020. Ad Hoc Self-Evaluation Report for Recommendation 4 published March 1, 2020. NWCCU accepted both reports on 7/22/2020. 3. Year 3 Mid-Cycle Evaluation Visit was conducted virtually on March 26-27. 4. Some reports generated with limited data from Spring 2019 and Fall 2019, but the reports were insufficient for effective review. | 1. Dean/CEO is ALO for AY1920 and will stay up-to-date on information about accreditation. 2. Next report due Spring 2022 (Ad Hoc Report, follow-up on recommendation 4 and Spring 2020 Ad Hoc Report). 3. Next visit is Year Six Compliance visit, in 2023. 4. Once data is available from one full academic year (AY20, Fall 2019 and Spring 2020), more informative reports can be run for review by faculty and administrators, most likely during AY21. | 1. Attended. Still true. 2. Completed and submitted. Onto the next ones. 3. Visit facilitated virtually. 4. Still working on it. |

Area: Institutional Research

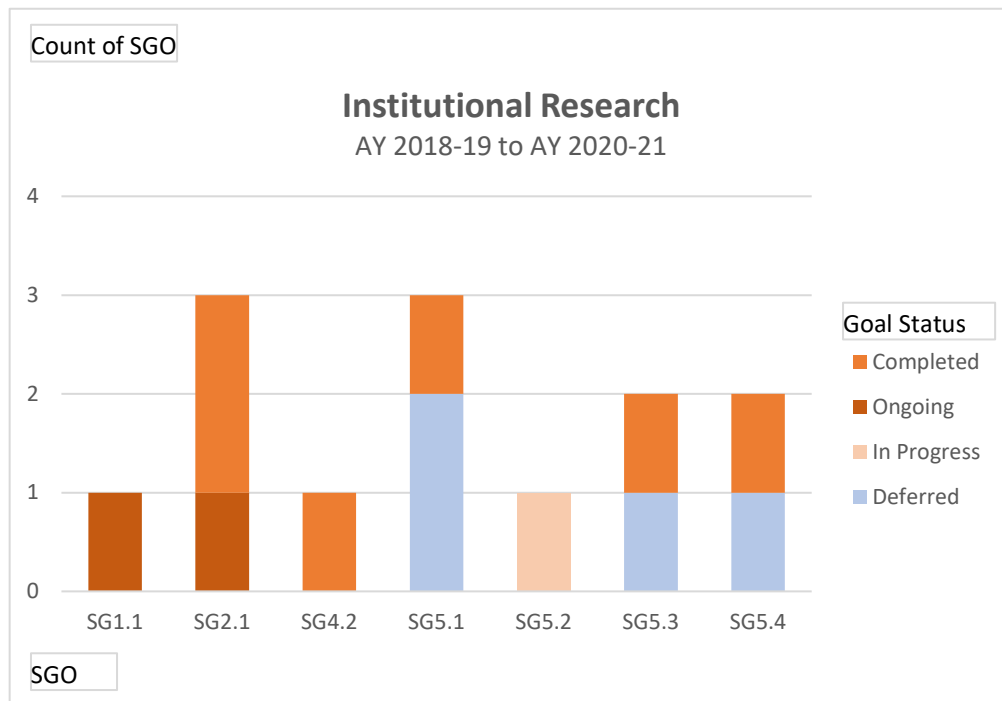
| Plan Developer | Year    | Goal # | SGO   | Goal Status | Action Item   | Results   | Future Actions  | Comments   |
|----------------|---------|--------|-------|-------------|---|---|---|--|
| Pate, Jessie   | 2020-21 | 1      | SG5.3 | Completed   | 1. Implement changes to annual work plans (effective AY 2020-2021) and review process, as recommended by IDEA Committee. 2. Work with ECOS (for academic program reviews) and the non-academic program review ad hoc committee to improve the non-academic program review process. 3. Create training opportunities and resources on best practices for annual work plans and internal program reviews. | 1 Mid-Year Changes to the initial plan development and review seem to have improved the process. Required fields made for more complete plans and the supervisor review step increased the quality of the plans overall (**should compare review of previous years to this year for numbers). Final Optional mid-year updates were completed for one-third to one-half of the plans. Areas are currently in the process of wrapping up their work plans. 2. Mid-Year Initial proposal from non-academic ad-hoc committee was reviewed by IDEA Committee. Ad-hoc committee is ironing out a few things, next steps pending January meeting. Phil, Bryon, and Jessie met with people involved with academic review at GFCMSU. After comparing their process to the existing process and proposals from non-academic committee, Jessie is working up a tentative proposal for the next ECOS meeting. Final Non-academic program review proposal was approved by IDEA Committee. The first group of areas to complete the review in AY2122 were notified in mid-May and have met once to discuss the process. An update academic program review process was developed in the spring and approved by ECOS Faculty. | 1. Compare the results of the IDEA Committee review of annual work plans from AY1920 and AY2021 to see if there was measurable improvement in completeness and quality of plans. The IDEA Committee will discuss any potential updates to the database over the summer, in time for implementation in AY2122. 2. Faculty Senate will approve the necessary changes to the bylaws. Five-year reports will be prepared for program data, annual work plans, assessment & mapping, budget, and professional development. Areas selected for program review in AY2122 will be notified in October and begin training. | 1. Continue to make small improvements. 2. Process rolling. 3. Plan guide and video created. Training for program reviews offered as needed. |
| Pate, Jessie   | 2020-21 | 2      | SG5.2 | In Progress | 1. Complete training on Excel, Access, Tableau data visualization software, institutional research, and strategic planning in order to improve skills necessary for data reporting and improving data delivery to campus. 2. Improve data literacy across campus by creating a web-based data dictionary.   | 1. Mid-Year Jessie has taken 2 courses on Excel and will soon have completed 2 courses on Access. She has dipped her toes into Tableau, but has a long way to go. Have been reading a few articles/chapters about assessment. Should read more in IR book, plans to watch webinars on AIR website. Final Jessie has also attended more than 10 webinars related to institutional research, as well as a course in Data Analytics. Jessie has not completed Tableau training due to a significant interruption in the spring semester. 2. Mid-Year Not started, as I am still learning it all myself! Final Not completed.   | 1. Complete Tableau training and begin creating dashboards and visualizations in AY2122. Continue institutional research training with Holistic Approach to IR course, IPEDS courses, and SQL/Database courses, as well as webinars as they come up. 2. Complete data dictionary in AY2122  | 1. Planned for AY 2021-22. 2. Still planned.   |

Area: Institutional Research

| Plan Developer | Year    | Goal # | SGO   | Goal Status | Action Item   | Results   | Future Actions   | Comments                                       |
|----------------|---------|--------|-------|-------------|---|---|--|--|
| Pate, Jessie   | 2020-21 | 3      | SG5.3 | Deferred    | As Chair of IDEA Committee, implement new reporting processes for disaggregating special populations, as required by the NWCCU revised standards.   | Mid-Year In progress. Have attended NWCCU conference and a data equity workshop, all of which are helping to frame the issue. No reports yet. Final Not completed.  | Continue working with IDEA Committee to gather and report disaggregated student success data.  | Still in the works.                            |
| Pate, Jessie   | 2020-21 | 4      | SG4.2 | Completed   | Collaborate with Chief Diversity Officer to develop, distribute, and evaluate a campus climate survey, which will inform a diversity, equity, and inclusion strategic plan.   | Mid-Year Working closely with CDO to distribute survey Feb 8-26. Are adapting the EAB campus climate survey to fit our population and needs. Also adapting the survey for employees. Final Survey was successfully distributed. 80 out of 127 employees (63%) and 162 of 624 students (26%) participated. Worked with CDO to review results. The CDO and Diversity & Inclusion Committee developed recommendations for Cabinet.   | Establish a timeline for administrating the Campus Climate Survey in the future. Assist with implementation of recommendations as necessary.   | Survey done.                                   |
| Pate, Jessie   | 2020-21 | 5      | SG5.4 | Deferred    | As a member of the SEP Steering Committee, share data relevant to SEP and Guided Pathways. 1. Share results of 2019 CCSSE and SENSE surveys to key groups for evaluation (Directors will be first group to review, possibly followed by faculty and SEP committee, all from different perspectives). 2. Create a Tableau dashboard for reporting relevant data to campus community. | 1. Mid-Year Led a data narrative exercise with directors. Preliminary takeaways still need to be shared with SEP steering committee. Also planning to ask directors to writeup their own takeaways. Would like to do a similar exercise with faculty, but haven't figured out exactly what yet. Also still planning to publish results campus-wide for any interested constituents, possibly in a Tableau dashboard. Final No further updates as SEP Committee has not required data for their work yet. Did not complete a data narrative with faculty. 2. Pending Tableau training! | 1. Will likely wait until the next CCSSE and SENSE are administered in 2022 to complete a data narrative or similar exercise with faculty, and repeat with directors. 2. Still plan to publish the results for SEP and any other interested areas on campus. | 1. Still need to do. 2. Also still need to do. |



| Count of SGO<br>Row Labels | Column Labels |             |          |           | Grand Total |
|----------------------------|---------------|-------------|----------|-----------|-------------|
|                            | Deferred      | In Progress | Ongoing  | Completed |             |
| SG1.1                      |               |             | 1        |           | 1           |
| SG2.1                      |               |             | 1        | 2         | 3           |
| SG4.2                      |               |             |          | 1         | 1           |
| SG5.1                      | 2             |             |          | 1         | 3           |
| SG5.2                      |               | 1           |          |           | 1           |
| SG5.3                      | 1             |             |          | 1         | 2           |
| SG5.4                      | 1             |             |          | 1         | 2           |
| <b>Grand Total</b>         | <b>4</b>      | <b>1</b>    | <b>2</b> | <b>6</b>  | <b>13</b>   |



**The University of Montana**  
**Multi-Year Comparison of Operating Accounts**  
**H01045**

Fund: 411000    General Operating  
 Orgn: 442552    Program Assessment Committee

| Account Type Levels / Accounts           | 2019           | 2020           | 2021          |
|--|----------------|----------------|---------------|
| <b>60 Personal Services</b>              |                |                |               |
| <b>61 Salaries and Wages</b>             |                |                |               |
| 61124 Contract Professional              | 65,696         | 84,033         | 14,025        |
| 61125 Classified Employee                | 52,341         | 4,317          | 42,397        |
| 61131 Classified Employee-Overtime       | 4,484          | 411            | 0             |
| 61133 Termination Pay-Sick Leave         | 0              | 3,477          | 0             |
| 61134 Termination Pay-Vacation           | 0              | 2,647          | 0             |
| <b>Salaries and Wages:</b>               | <b>122,521</b> | <b>94,886</b>  | <b>56,422</b> |
| <b>63 Other Compensation</b>             |                |                |               |
| 61311 Communication Device Allowance     | 0              | 267            | 0             |
| <b>Other Compensation:</b>               | <b>0</b>       | <b>267</b>     | <b>0</b>      |
| <b>64 Employee Benefits</b>              |                |                |               |
| 61401 FICA                               | 6,802          | 5,391          | 3,313         |
| 61402 Retirement                         | 4,929          | 415            | 5,006         |
| 61403 Group Insurance                    | 25,296         | 12,121         | 11,067        |
| 61404 Workers Compensation               | 112            | 338            | 216           |
| 61409 Medicare Tax                       | 1,591          | 1,261          | 775           |
| 61410 State Unemployment Tax             | 536            | 238            | 143           |
| 61411 Teachers Retirement                | 0              | 3,538          | 0             |
| 61415 TIAA-CREF Retirement               | 6,357          | 5,141          | 0             |
| 61415A TIAA-CREF 1% HB95                 | 657            | 531            | 0             |
| 61499 Benefits-General                   | 0              | 0              | 0             |
| <b>Employee Benefits:</b>                | <b>46,279</b>  | <b>28,974</b>  | <b>20,520</b> |
| <b>Personal Services:</b>                | <b>168,800</b> | <b>124,127</b> | <b>76,942</b> |
| <b>70 Operating and Capital</b>          |                |                |               |
| <b>71 Other Services</b>                 |                |                |               |
| 62102 Consultant & Professional Services | 2,400          | 2,675          | 200           |
| <b>Other Services:</b>                   | <b>2,400</b>   | <b>2,675</b>   | <b>200</b>    |
| <b>72 Supplies</b>                       |                |                |               |
| 62203 Clothing & Personal Supplies       | 0              | 0              | 11            |
| 62214 Printing Supplies                  | 0              | 0              | 44            |
| 62249 Minor Software < \$100,000         | 2,205          | 0              | 0             |
| <b>Supplies:</b>                         | <b>2,205</b>   | <b>0</b>       | <b>55</b>     |
| <b>73 Communication</b>                  |                |                |               |
| 62304 Postage & Mailing                  | 0              | 409            | 0             |
| <b>Communication:</b>                    | <b>0</b>       | <b>409</b>     | <b>0</b>      |

**The University of Montana**  
**Multi-Year Comparison of Operating Accounts**  
**H01045**

Fund: 411000      General Operating  
 Orgn: 442552      Program Assessment Committee

| Account Type Levels / Accounts          | 2019             | 2020             | 2021            |
|---|------------------|------------------|-----------------|
| <b>70 Operating and Capital</b>         |                  |                  |                 |
| <b>74 Travel</b>                        |                  |                  |                 |
| 62405 In State Other                    | 216              | 132              | 0               |
| 62408 In State Lodging                  | 96               | 36               | 0               |
| 62412 Out of State Commercial Transport | 1,625            | 1,780            | 0               |
| 62417 Out of State Meals                | 69               | 0                | 0               |
| 62499 Travel-General                    | 0                | 0                | 0               |
| <b>Travel:</b>                          | <b>2,007</b>     | <b>1,948</b>     | <b>0</b>        |
| <b>78 Other Expenses</b>                |                  |                  |                 |
| 62809 Education Training Costs          | 0                | 0                | 0               |
| 62817 Meetings & Conference Costs       | 0                | 500              | 0               |
| 62899 Other Expenses-General            | 0                | 0                | 0               |
| <b>Other Expenses:</b>                  | <b>0</b>         | <b>500</b>       | <b>0</b>        |
| <b>Operating and Capital:</b>           | <b>6,612</b>     | <b>5,532</b>     | <b>255</b>      |
| <b>Orgn 442552 Total:</b>               |                  |                  |                 |
| Income (Credits)                        | <b>\$0</b>       | <b>\$0</b>       | <b>\$0</b>      |
| Expenses (Debits)                       | <b>\$175,411</b> | <b>\$129,659</b> | <b>\$77,197</b> |

**The University of Montana**  
**Multi-Year Comparison of Operating Accounts**  
**H01045**

**Fund: 411000    General Operating**  
**Orgn: 442552    Program Assessment Committee**

| Account Type Levels / Accounts | 2019      | 2020      | 2021     |
|--------------------------------|-----------|-----------|----------|
| Income (Credits)               | \$0       | \$0       | \$0      |
| Expenses (Debits)              | \$175,411 | \$129,659 | \$77,197 |
| <b>Fund 411000 Total:</b>      |           |           |          |

**The University of Montana  
Multi-Year Comparison of Operating Accounts**

| <u>Account Type Levels / Accounts</u> | <u>2019</u> | <u>2020</u> | <u>2021</u> |
|---------------------------------------|-------------|-------------|-------------|
| <b>Grand Total:</b> Income (Credits)  | \$0         | \$0         | \$0         |
| Expenses (Debits)                     | \$175,411   | \$129,659   | \$77,197    |