

Institutional Data Usage Survey

**Manufacturing Engineering Technologist and
Technician Education (METTE) Project**

Data Sharing and Planning Meeting

January 10, 2014



VARC

VALUE-ADDED RESEARCH CENTER
UNIVERSITY OF WISCONSIN-MADISON

Overview

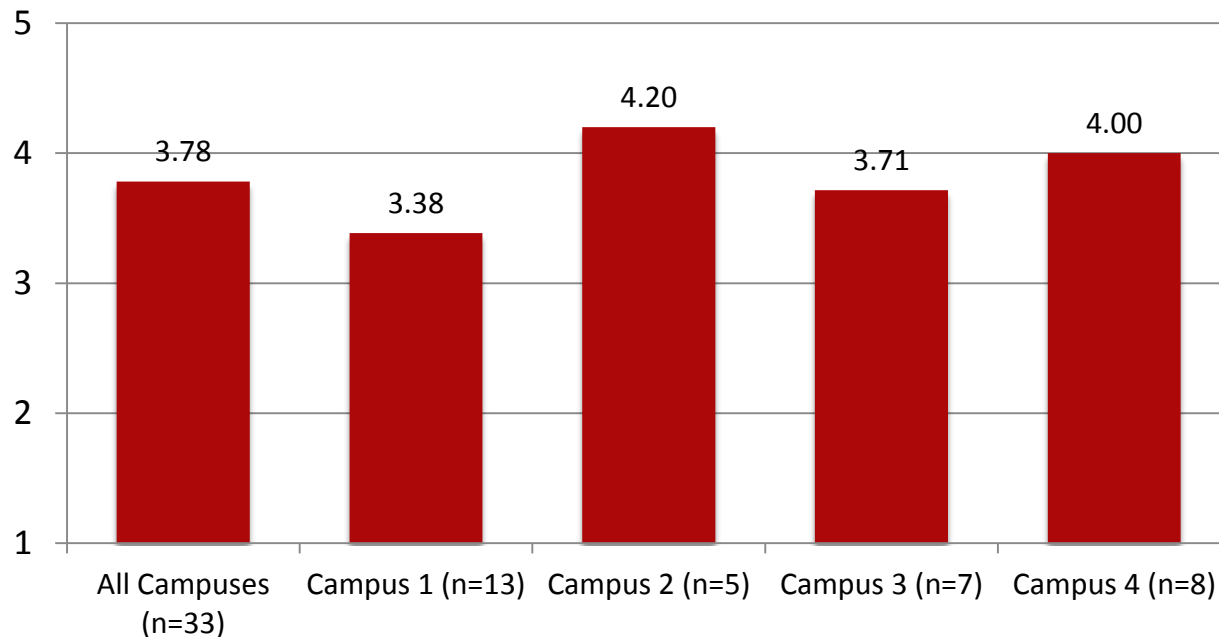
- Based on the EDUCAUSE “Analytics Maturity Index”
- Adapted for METTE sites to:
 - ▣ Inform the ongoing external evaluation of the METTE project
 - ▣ Provide information for understanding potential areas of need around institutional data usage (overall and by campus)
- Respondents rank their agreement with 32 statements covering six major analytics categories (plus opportunity for open-ended comments):
 - ▣ Governance/Infrastructure, Data/Reporting/Tools, Investment, Expertise, Process, & Culture

Overview (continued)

- ~47 potential respondents across the four METTE sites:
 - ▣ Staff directly involved in METTE project
 - ▣ Members of each site's Local Leadership Team (LLT)
 - ▣ Staff involved in institutional data usage at the sites
- Received 33 responses
 - ▣ Campuses ranged from 5 to 13 total responses; smaller size = less representative sample
- METTE sites randomized to preserve anonymity; mean scores were calculated across campus and category

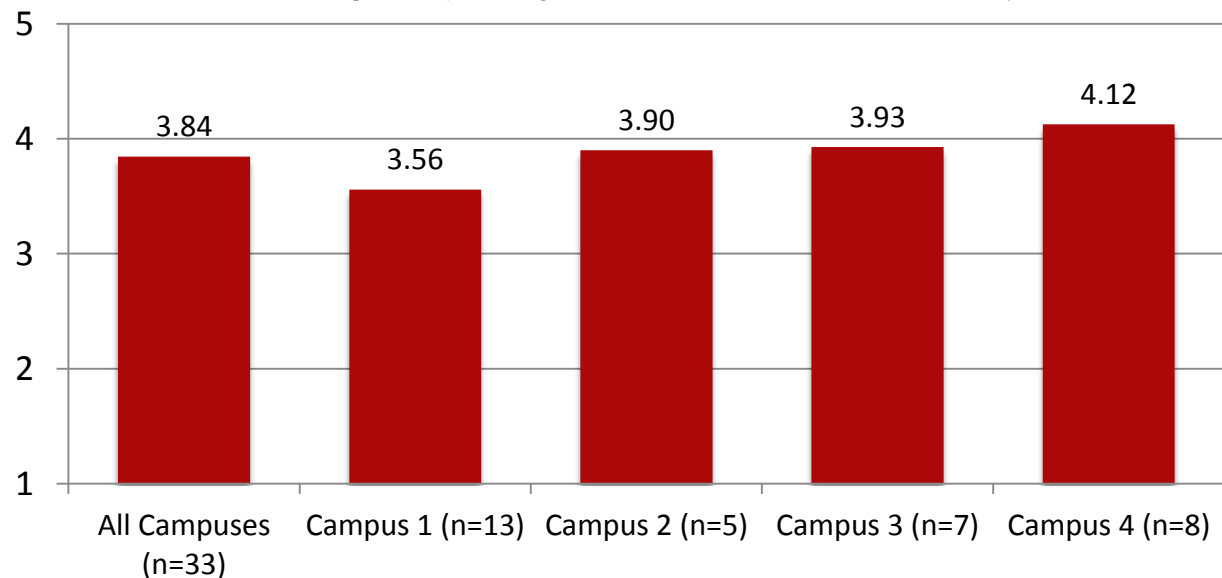
Summary of Results

- Across all four campuses, mean composite score = 3.78 (on 5-point scale); some variation across sites



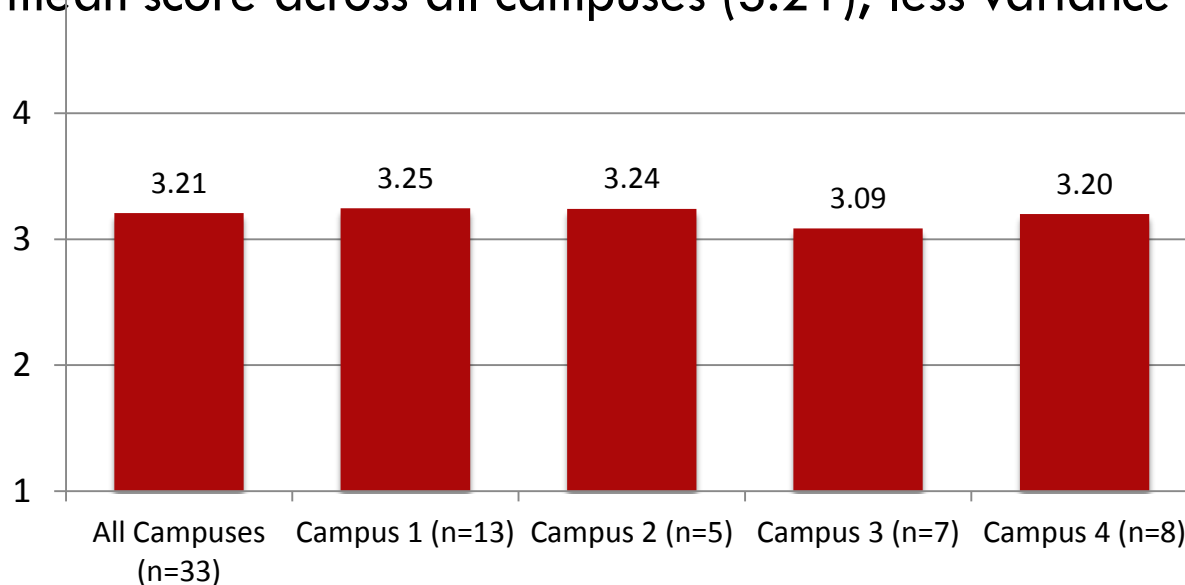
Results: Culture Domain

- Investigates institutions' attitudes toward using data for long-term planning and decision-making
 - ▣ Sample question: We have a culture that accepts the use of data to make decisions
 - ▣ Highest mean score across all campuses (3.84)
 - ▣ Most variation across campus (range from 4.12 to 3.56)

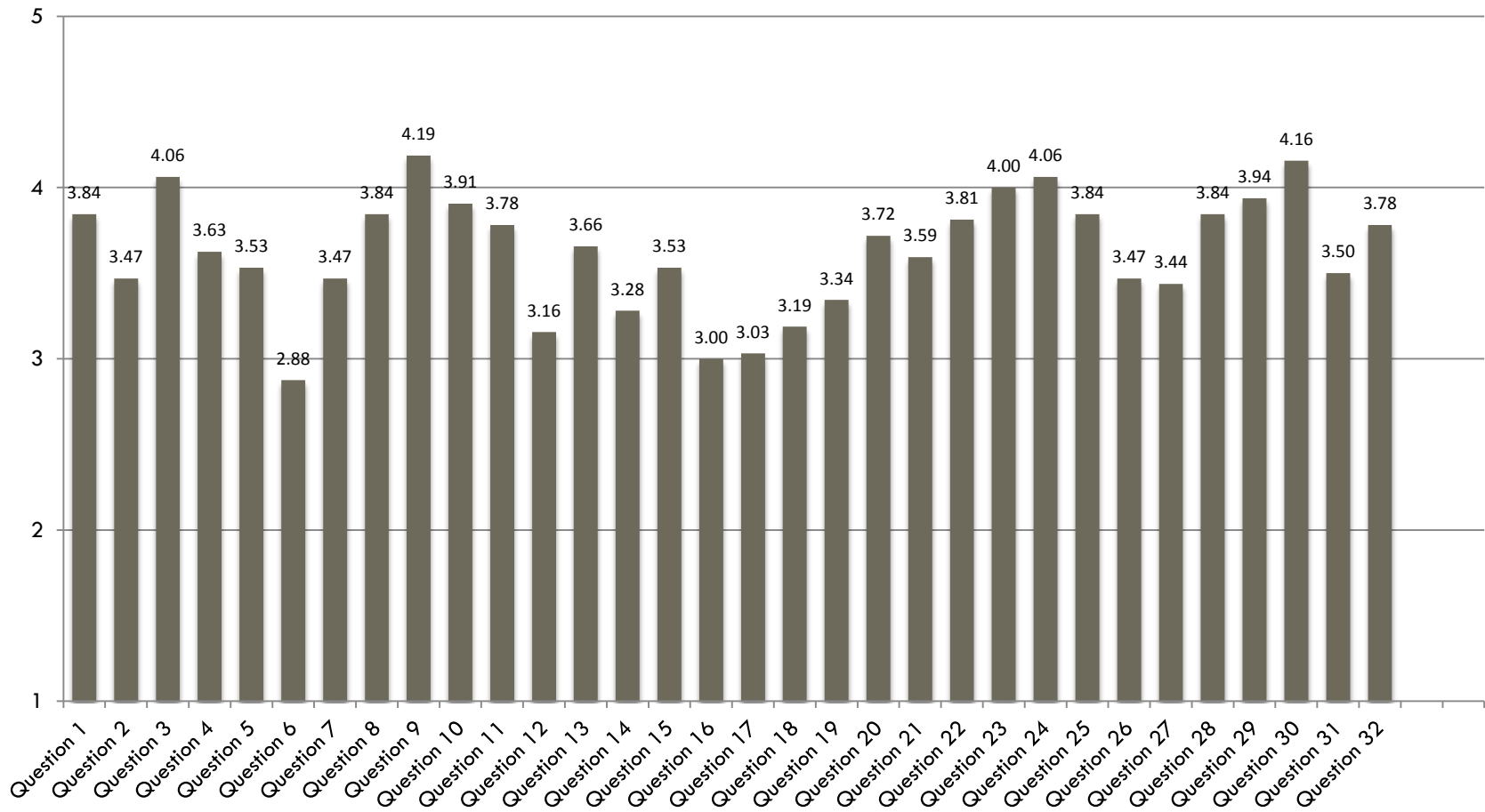


Results: Investment Domain

- Investigates institutions' commitment to data analysis through employing the appropriate number of staff and dedicating funds to training and data management
 - ▣ Sample question: Our funding level for data management is sufficient to meet our current needs
 - ▣ Lowest mean score across all campuses (3.21); less variance



Question-Level Analysis



Statement Agreement

- Three questions produced means that were substantially **lower** than for the other questions:
 - “We have a process for eliminating, phasing out, or updating reports that are no longer used or of value” (mean 2.88; Data/Reporting/Tools Domain)
 - “We have an appropriate number of data analysts” (mean 3.00; Investment Domain)
 - “We invest in data analysis training” (mean 3.03; Investment Domain)

Statement Agreement

- Four questions showed the **highest** levels of cross-campus agreement (mean scores >4.0)
 - ▣ “We have policies that specify rights and privileges regarding access to institutional and individual data” (mean 4.19; Governance/Infrastructure Domain)
 - ▣ “Use of data is part of our strategic plan” (mean 4.16; Process Domain)
 - ▣ “Our data are collected for a purpose” (mean 4.06; Data/Tools/Reporting Domain)
 - ▣ “Our administration largely accepts the use of data analysis” (mean 4.06; Culture Domain)

Open-ended Questions

- Please briefly describe 1 or 2 ongoing or recently-completed data analysis-driven initiatives or projects with which you are involved
- Please comment on how these initiatives or projects will improve student success and/or institutional quality over the next five years

Open-ended Questions

- ❑ If we are reaching students sooner...they do less floundering in the wrong choices and are more successful in college. If we can continue to build more dual credit/career pathway options for HS students, they can come in more prepared academically, but also aware of their chosen career field.
- ❑ If we can identify trends in completion rate by delivery method, we can improve those weak courses, helping students to be more successful.
- ❑ Increases options for students and lessens the amount of "repeat" courses based on appropriate program plans for transfer opportunities. Improves completion rates for both associates and bachelors degrees for our students.

Next Steps

- Key findings to be included in this year's External Evaluator report
- Next administration in Fall 2014
 - Comparisons to non-METTE sites within WTCS?
 - Comparisons across different types of respondents at METTE sites, in order to determine if perceptions of institutional data usage vary by role (assuming sufficient sample size)?
 - Ex: administrators vs. instructors