

A photograph of the University of Louisville campus. In the background is the Old College Building, a large red brick building with a prominent white portico and a dome. The building is surrounded by green trees. In the foreground, there is a large, circular stone seal of the University of Louisville, featuring a profile of a person's head and the text "UNIVERSITY OF LOUISVILLE" and "1798". To the left of the seal is a brick wall with the word "UNIVERSITY" partially visible. A red banner is overlaid on the left side of the image.

**UNIVERSITY OF
LOUISVILLE.**

Blue Survey to Advance Institutional Research and Initiatives

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Bluenotes Americas 2017



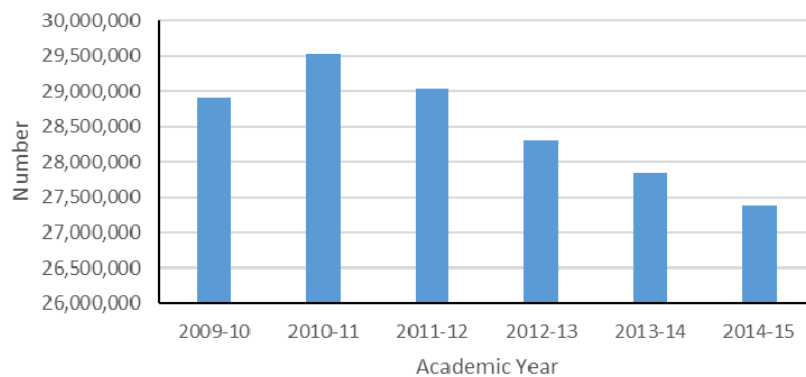
Overview

- Data use in higher education
 - Intersection of institutional and faculty research
 - Faculty involvement in community-engaged scholarship
 - Collaborative Research Opportunities
 - Challenges
 - Blue Survey Considerations
 - Conclusion
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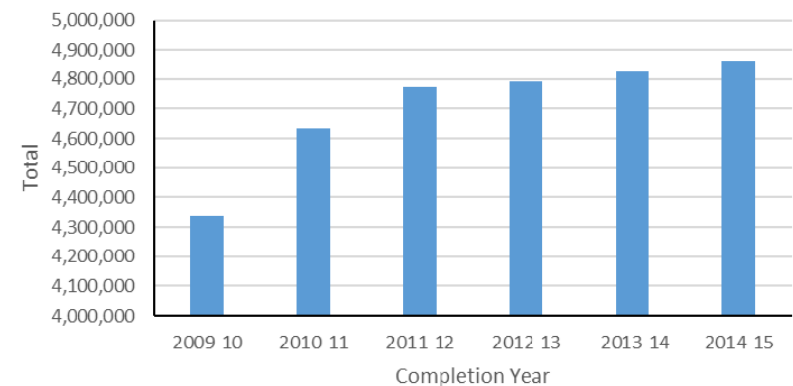


Data Use in Higher Education (cont.)

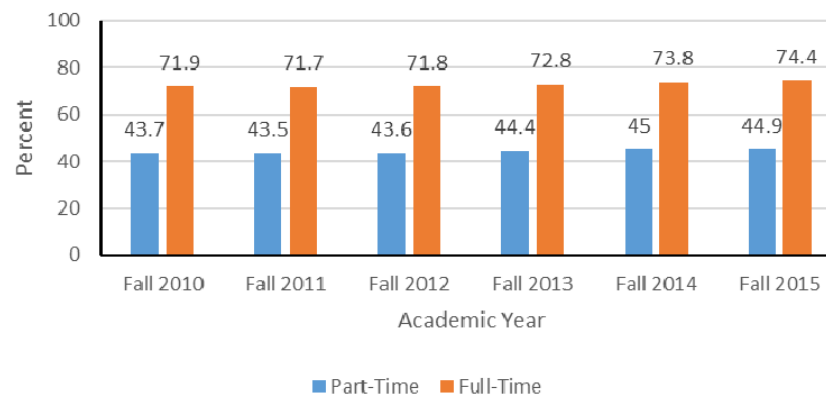
Number of students enrolled in postsecondary institutions annually (NCES, 2017)



Number of degrees/certificates awarded at postsecondary institutions



Retention Rates in Postsecondary Institutions
(NCES, 2017)





University of Louisville

- Fall 2016 enrollment: 22,640
 - 77% full-time
 - 26% out-of-state
- For Cohort 2010, 6-year graduation rate was 52.8%
- For Fall 2015, freshman-to-sophomore retention rate was 80.2%
- For 2015-16, 56% of degrees were bachelor's
- 8 years in a row, "Veteran Friendly"
- Carnegie Classifications:
 - Community Engagement
 - RU/VH (Research Universities/Very High Activity)



Office of Academic Planning & Accountability

➤ Teams

- Academic Planning & Accountability
- Institutional Research & Planning
- Institutional Effectiveness

➤ Roles & Responsibilities

- Oversee the preparation of the USP
- Coordinate and supervise institutional studies, research planning, and institutional effectiveness
- Respond to requests for institutional information
- Enrollment projections
- Liaison with the CPE on institutional research activities reporting
- Assistance program review process



Institutional Assessment Framework

revised August 4, 2016

The University of Louisville pursues excellence and inclusiveness in its work to educate and serve its community through:

1. teaching diverse undergraduate, graduate, and professional students in order to develop engaged citizens, leaders, and scholars
2. practicing and applying research, scholarship and creative activity, and
3. providing engaged service and outreach that improve the quality of life for local and global communities.

The University is committed to achieving preeminence as a nationally recognized metropolitan research university.

PROCESSES SUPPORTING ALL MISSION CRITICAL THEMES

- Strategic Planning and Implementation Group (SPIG)
 - Office of the President's Shared Goals
 - University Scorecard
 - Unit Scorecards
- Unit/Department/Program Annual Goals, Assessment & Feedback

Educational Excellence

- Academic Common Market
- Academic Program Reviews (every 10 years, with follow-up progress report every 5 years)
- Annual Assessment of Student Learning Outcome Reports (SLOs)
- Annual General Education Student Learning Assessment
- Annual Performance Evaluations – Faculty
- Beginning College Survey of Student Engagement (BCSSE)
- CAAP Writing Essay
- Collegiate Assessment of Academic Proficiency (CAAP) Critical Thinking
- Council on Postsecondary Education (CPE) New Program Approval Process
- Faculty Survey of Student Engagement (FSSE)
- Faculty Survey of Student Engagement for Graduate Student Instructors (FSSE-G)
- Graduating Student Survey
- Graduation Card Initiative
- National Survey of Student Engagement (NSSE) (every 3 years)
- Recent Graduate Survey
- Student Course Evaluations
- Student Perception Survey – Current Students

Research, Scholarship, & Creative Activity

- Academic Analytics
- Annual Performance Evaluations – Faculty
- Center/Institute Review (3 then 5 years)
- Council of Graduate Schools (CGS) / Graduate Record Examination (GRE) Survey of Graduate Enrollment and Degrees
- Integrated Postsecondary Education Data System (IPEDS) Academic Library Survey
- National Science Foundation (NSF) / National Institutes of Health (NIH) Survey
- Position Retention Analysis
- Science, Technology, Engineering, & Mathematics (STEM) National Science Foundation (NSF) / Louis Stokes Alliances for Minority Participation (LSAMP) Annual Report

Diversity, Opportunity, & Social Justice

- Academic Program Reviews
- Analytic Support for Commission on Diversity & Racial Equity (CODRE)
- Analytic Support for Commission on the Status of Women (COSW)
- Best for Vets Business Survey
- Best for Vets Colleges Survey
- Campus Climate/Cultural Diversity Survey
- Cardinal Covenant Analysis
- Council on Postsecondary Education (CPE) – Kentucky Equal Opportunity Employer (EEO) Plan
- Decanal Reviews
- Department Chair Reviews
- Diversity Assessment Plans (all units)
- Faculty and Staff Exit Survey
- Faculty Salary Peer Institution Analysis
- GI Jobs – Military Friendly Survey
- The Chronicle's Great Colleges to Work
- Transfer Workout Group Analysis

Community Engagement

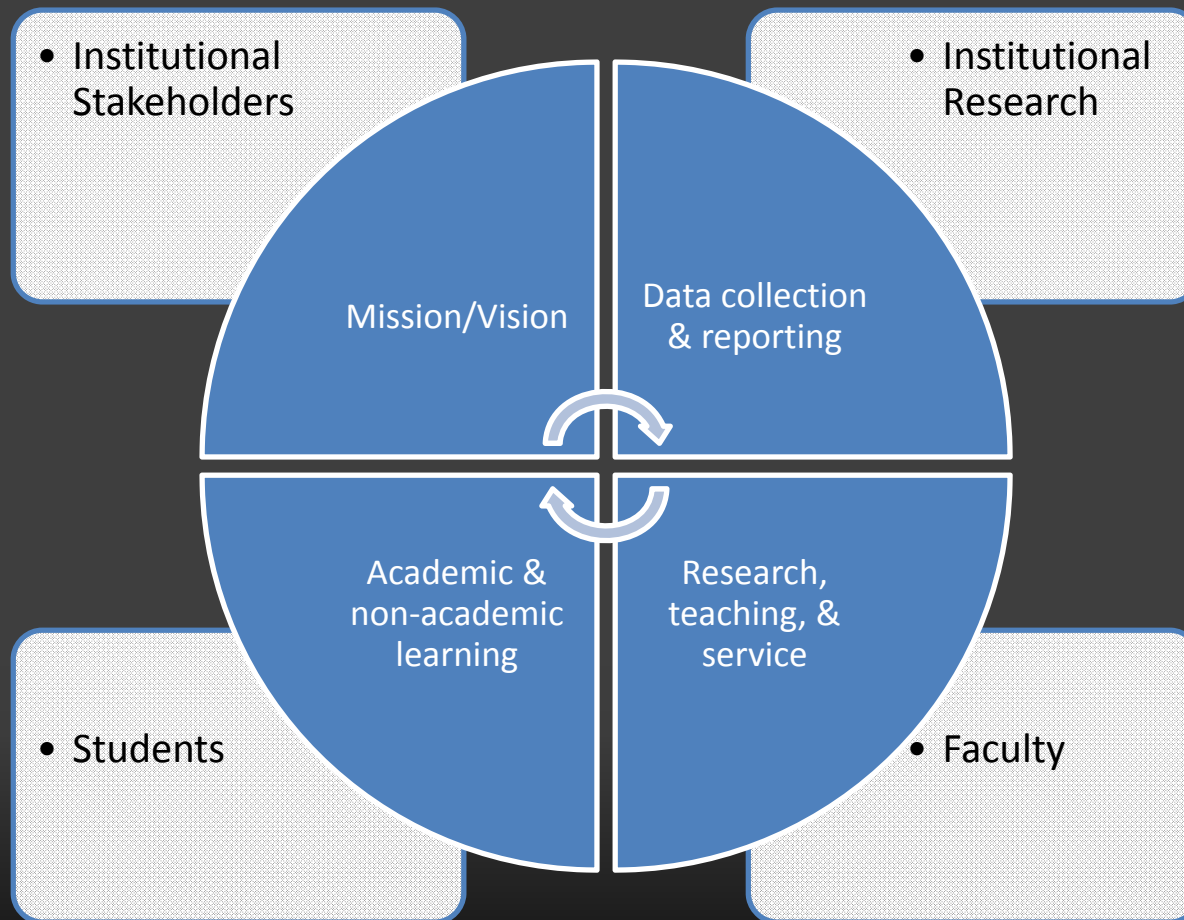
- Academic Program Reviews
- Annual Performance Evaluations – Faculty
- Cardinal Covenant Analysis
- Coalition of Urban Serving Universities Survey
- Community Based Learning (CBL) curricula
- Community Engagement Partnership Data Collection & Reporting
- Community Engagement Plans for Academic & Administrative Units
- Community Partner Survey
- Louisville Metro Mayor's 55K Degrees Support

Creative and Responsible Stewardship

- AASHE Sustainability Initiative (STARS)
- Annual Outcomes Assessment Reports
- Annual Performance Evaluations
- Board of Overseers Visiting Committee Reports
- College and University Professional Association (CUPA), Oklahoma, and American Association of University Professors (AAUP) Faculty Surveys
- Council on Postsecondary Education (CPE) Academic Program Productivity Reviews (5 years)
- CPE Annual Accountability Report
- CPE KEY Indicators
- CPE Licensures and Certification Exams
- CPE Student Feedback System-Student Placement
- Education Advisory Board (EAB) – Student Success Collaborative (SSC)
- Equifax
- Greek Student Retention Analysis
- HepData
- Housing Student Retention Analysis
- Integrated Postsecondary Education Data System (IPEDS) Benchmarking
- Office of Academic Planning and Accountability (OAPA) Satisfaction Survey
- Orientation Assessment
- Predictive Student Retention Model
- Program/Unit Accreditation (where applicable)



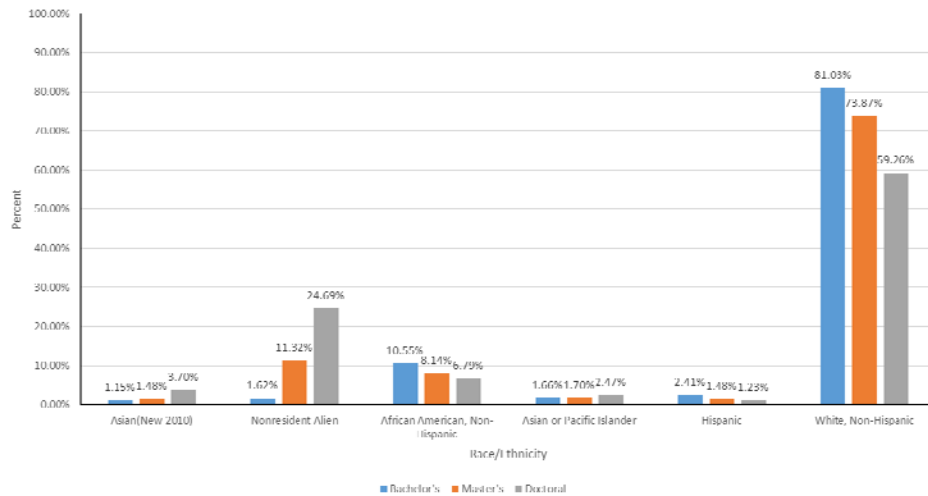
Intersectionality of Institutional & Faculty Research



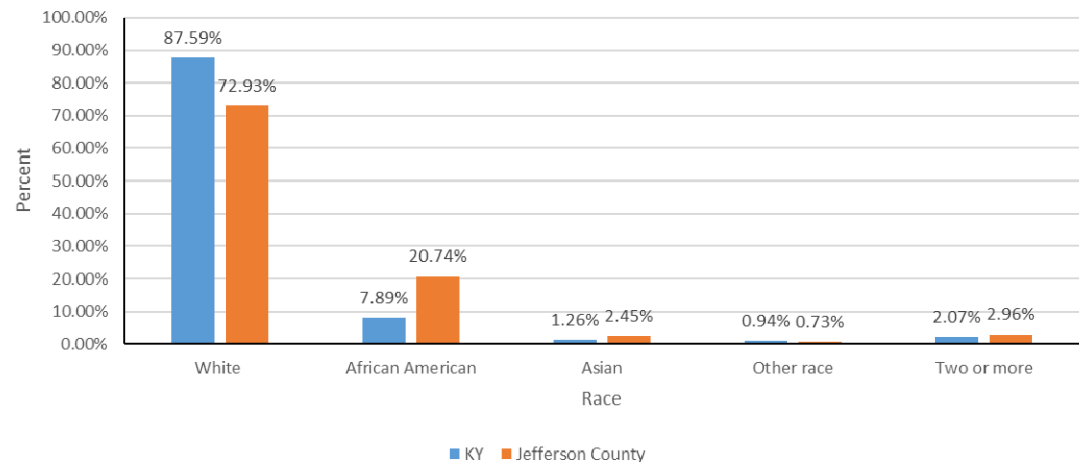


Who is Earning UofL Degrees?

5-Year UofL Degrees Conferred by Degree Type, Ethnicity, & Gender



2011-15 ACS 5-Year Estimate: Race across KY & Jefferson County





Carnegie Classification: Community Engagement Classification

- 361 U.S. colleges & universities with designation
- For 2010 classification
 - Supporting evidence in both Curricular Engagement & Outreach & Partnerships
- 2008/2015 UofL Designated

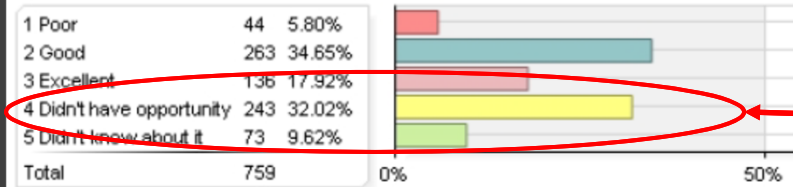




Graduating Senior AY 2015-16

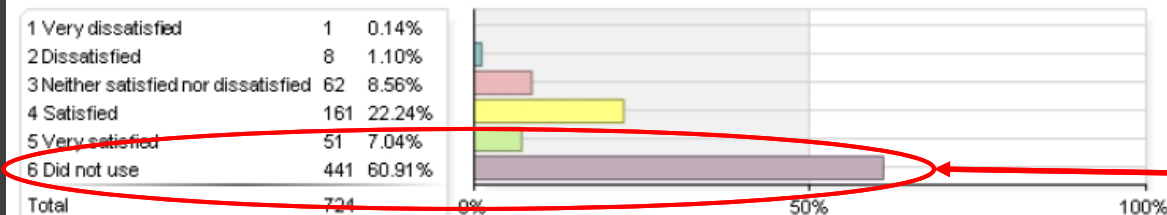
(N = 829 out of 2,660)

3. Community-based or service learning



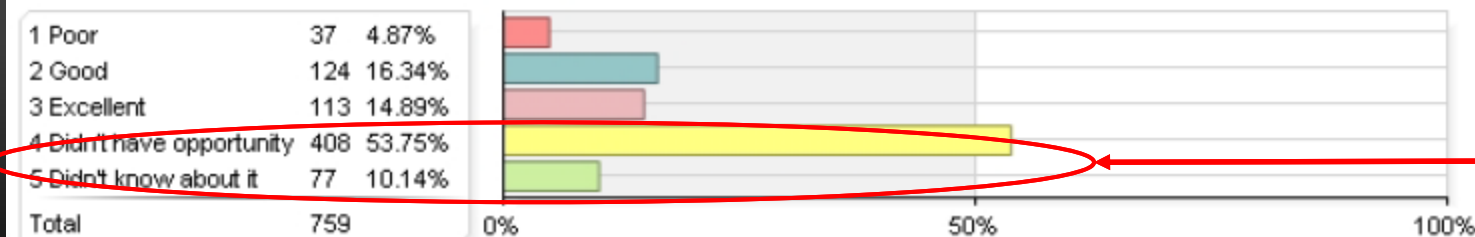
41.64%

13. Community services or volunteer work



67.95%

4. Work on a research project with a faculty member outside of courses or program requirements

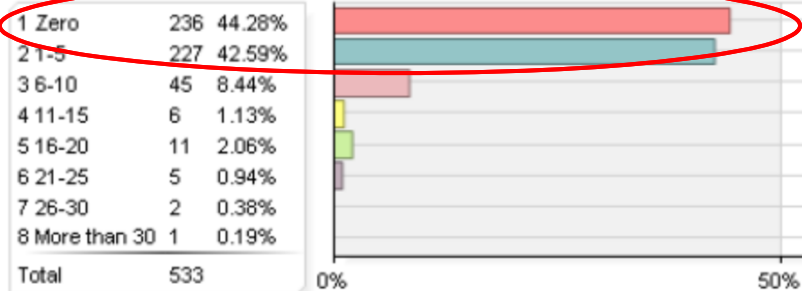


63.89%



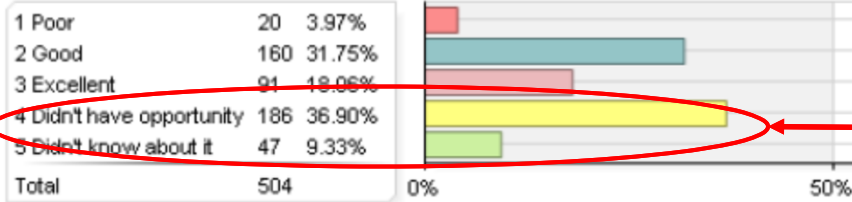
Graduating Master's & Doctoral Student AY 2015-16 (N = 577 out of 1,831)

4. Doing community service or volunteer work



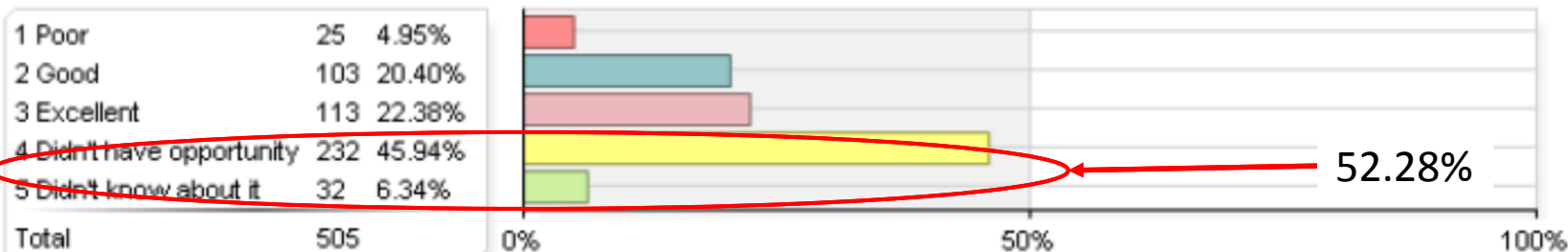
86.87%

3. Community-based or service learning



46.23%

4. Work on a research project with a faculty member outside of courses or program requirements



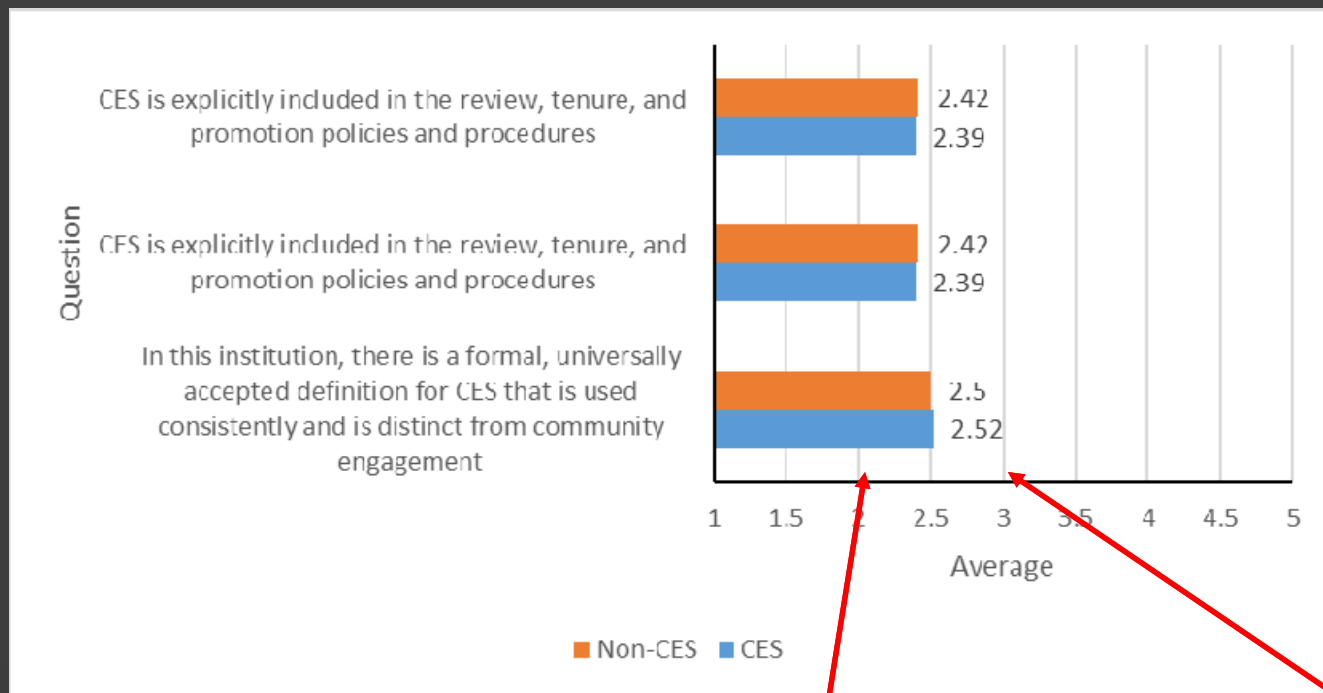
52.28%



Faculty Involvement in CES-Activities

- What are faculty perceptions of the value of CES research in tenure, promotion, and retention decisions?
- What are faculty level of engagement with the university?
- What is faculty motivation to be involved in CES?

Additional Questions

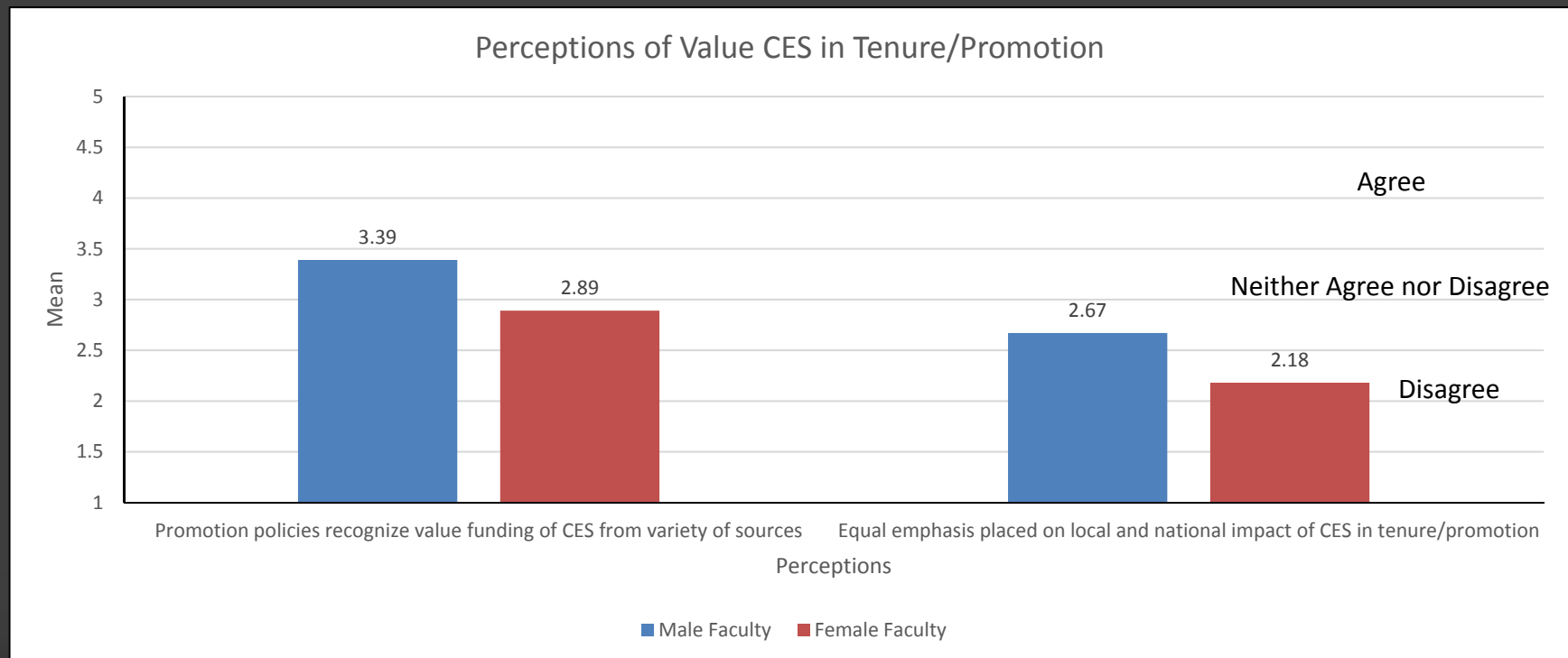


Disagree

Neither Agree nor Disagree

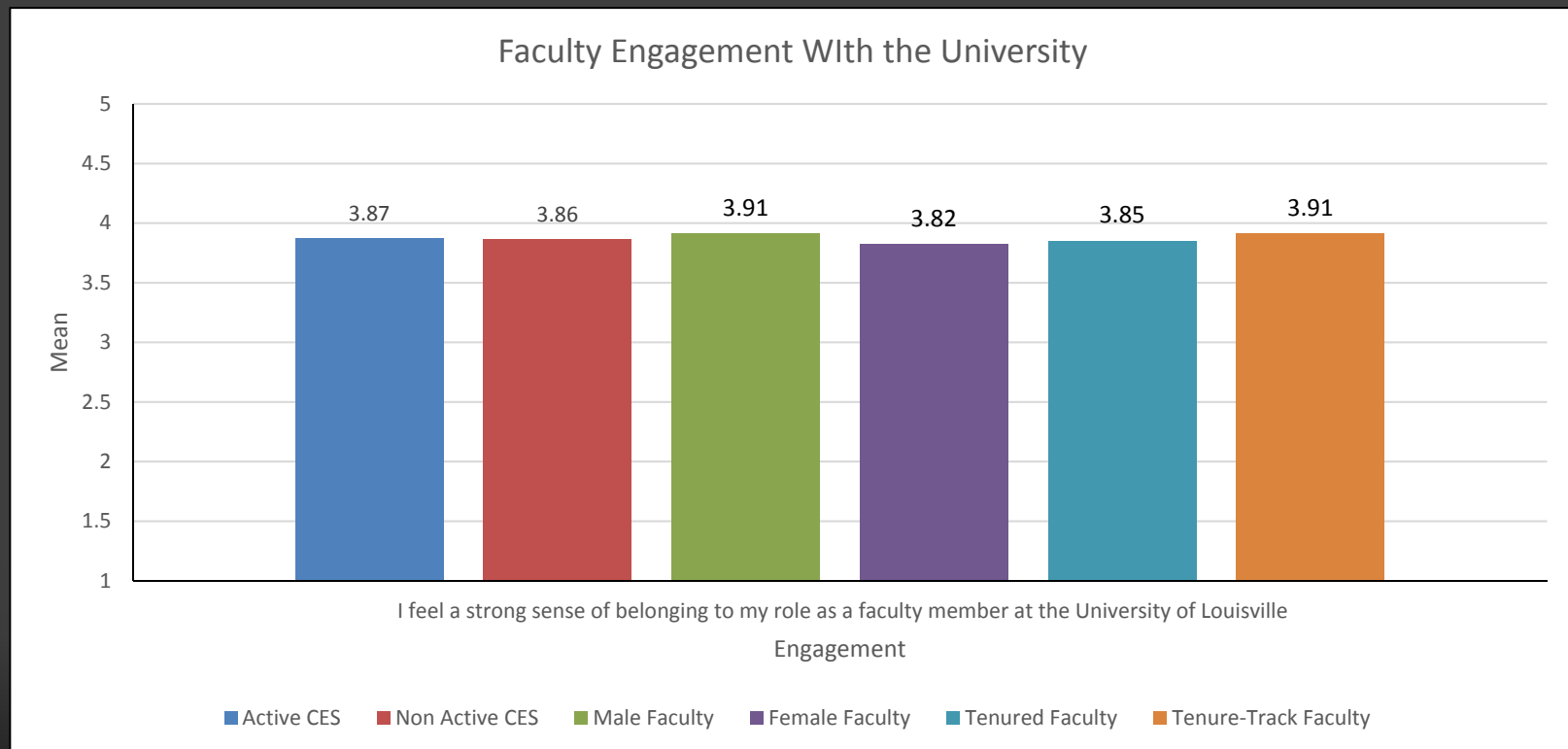


Perceptions of Value CES in Tenure/Promotion



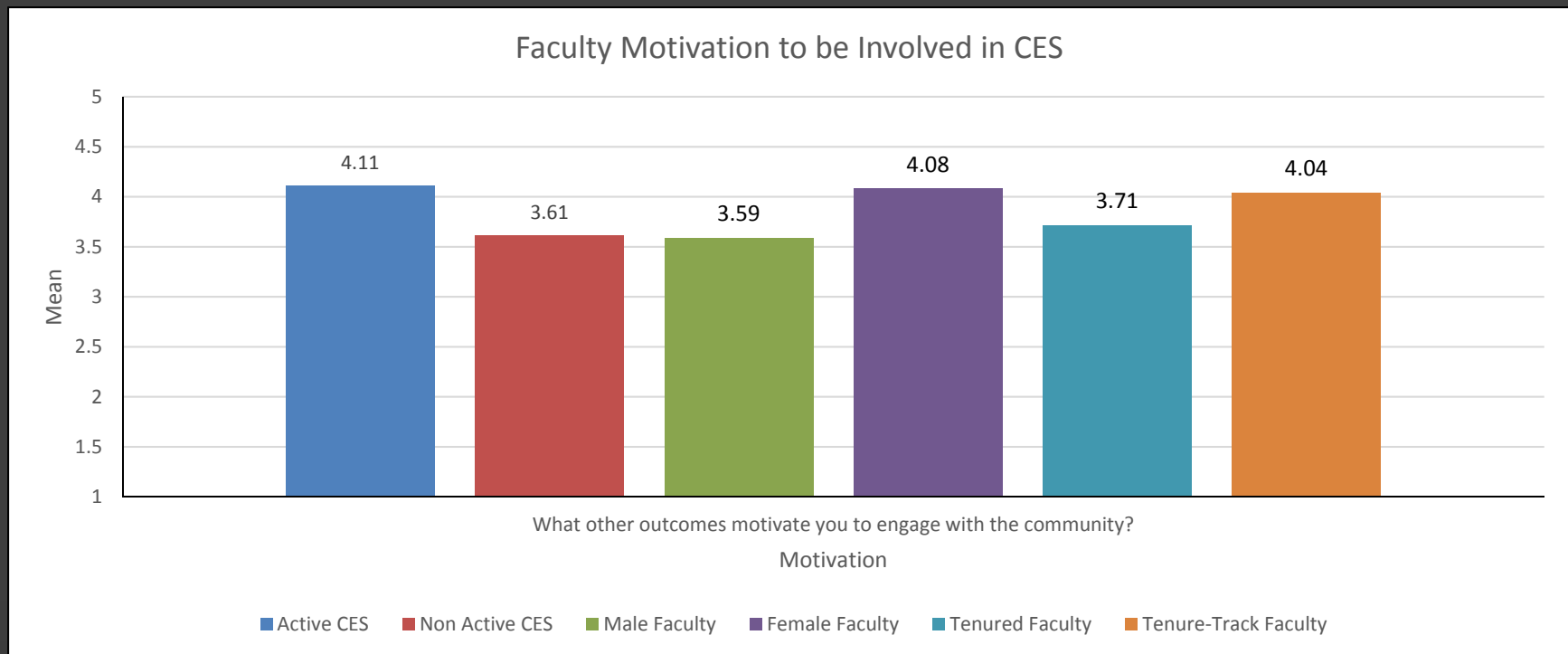


Faculty Level of Engagement with the University





Faculty Motivation to be Involved in CES





Collaborative Research Opportunities

- Facilitates the data collection
 - Easy access to targeted study participants
 - Link responses to institutional data (demographics)
 - Saves time/money
 - Buy-in from an institutional office increases the likelihood of survey participation



Blue Survey Considerations

- Personalized introduction page
 - Diverse item types
 - Embed images (e.g., title page, header)
 - Text scroll box
 - Video-based questions
 - Help or example features within program
 - Generate custom graphs/figures (beyond bar charts)
 - Interface dashboard for institutional administration & staff & faculty
 - Data formatting
-



Example of Data Formatting

Q10_For which of the following areas do you feel you may need su	Q6_Do you have the following degrees?_ Bachelor's	Q5_What year is your anticipated graduation?_What year is your a	Q17_What are top 3 things you would like to get out of your invo
Academic advising Study skills Writing	Yes	D/A	– Masters Degree - Better instructional methods - Become a more relatable teacher
Public speaking Writing	Yes	D/A	Buy-in for the CFDC teaching model; a bachelor's degree...that would be enough.
Academic advising Study skills Writing	No	2020	– Learn best practices for instruction - Earn credit towards and complete my masters degree by Spring 2018 - Learn through the experiences of those in my cohort
Academic advising Other	Yes	D/A	1) Master's degree



Conclusion

- Blue system has much potential to:
 - advance university research
 - build w/in and across institution collaboration
- Promote training opportunities for programs & institutional researchers
- Provide forums to learn about needs of those active in the use of institutional and programmatic data

Questions?

