Data Analysis Committee  
January 16, 2007 – 3:00 p.m.  
Founders Hall, Room 2147

PRESENT: Jeanne Butler, Tim Burkink, Andrea Childress, Karin Covalt, Mary Daake, Daryl Kelley, Rick Miller, Glen Powell, Kim Schipporeit, Sarah von Schrader, and Gail Zeller

ABSENT: Donna Alden and Mary Sommers

The Committee met in Room 2147 at the above date and time.

Old Business:
The group divided into two subcommittees:

Group 1 – Campus-Wide Database
This committee will determine what capabilities we need in a campus-wide assessment database, including what format we will use, necessary fields, etc., and whether commercial software is available that will suit our purposes or if we will have to develop our own. By the end of this semester, we will have resolved how we will move forward with this database. Members of this subcommittee include:
   Sarah von Schrader, Chair
   Donna Alden
   Andrea Childress
   Rick Miller
   Glen Powell
   Gail Zeller

Group 2 – Key Assessment Indicators
This group will identify assessment data that can be used by different decision makers that will be accessible through the campus-wide database. The subcommittee will develop a questionnaire to send to Deans SrVCAASL, chairs, etc. to identify the types of data they need for reports, etc. The members of the subcommittee include:
   Jeanne Butler, Chair
   Tim Burkink
   Mary Daake
   Daryl Kelley
   Kim Schipporeit
   Mary Sommers

New Business:
Group 1 viewed a portion of weaveonline commercial database demonstration.
Discussion regarding what data that would be on the database yielded several main areas, including

- Integrated Postsecondary Education Data System (IPEDS) of the National Center for Education Statistics (NCES)
- Student information systems (SIS)
- Faculty level data (variables from the departmental and college reports from Richard Miller, e.g. workload, publications, scholarship)
- Student learning outcomes data (e.g. departmental assessment data, GS assessment data)

Childress informed the group that Central Administration is currently working on building an institutional database. At this point this database is being designed for SIS data. She said that she would present more information about the CA database at our next meeting, and investigate the possibility of incorporating all data into one database. Childress also offered to contact Blackboard about a new database product that they have recently released. Childress will be on vacation at the time of the next DA meeting. It was agreed that learning more about the CA database was important so the meeting may be changed to a time that will work with her schedule. The first Monday of the month does not work with NSS faculty schedules, so the third Monday was considered.

**Group 2** began by having each member identify the type of reports they run or request, how often, etc.

Schipporeit advised that shortly after the first week of the semester, she runs approximately 30 lists that are distributed to various offices. She also keeps a notebook of daily reports. Ad hoc reports on student information are done as requested, *i.e. how many students in CJX have a math score of Y?* Most departmental requests are for student-oriented data. If the reports requested include student specific date, FERPA comes into play. Requests from Deans are more likely to include questions regarding student majors, faculty release time or load. First generation data is collected by Financial Aid.

Every three years, Registrar’s office compiles a graduating student satisfaction survey, and those results are incorporated into assessment. The survey is done electronically using student ID numbers, and has a 38-48% return rate.

Daake advised that Academic Advising utilizes reports on transfers, majors of students, advisors, number of students assigned to an advisor; once a semester, students who have not registered; list of students on probation or suspended.

There was a consensus that we may wish to track where our graduates attend grad school and their employment after graduation. Often departments are better at collecting this data than the Alumni Association since faculty may develop personal relationships with students. Industrial Technology has excellent contact with their graduates. E-contact seems the way to keep in touch. Even with undergrad traditional students, often cell-phone is the only contact.

As we work on a questionnaire to send to various users asking what info they need or would like to access, we should consider: who should maintain the requested data; who will readily access what data to make decisions (NSSE data; assessment