

 TEXAS A&M UNIVERSITY
COMMERCE

Sustaining a Continuous Conversation on Continuous Improvement

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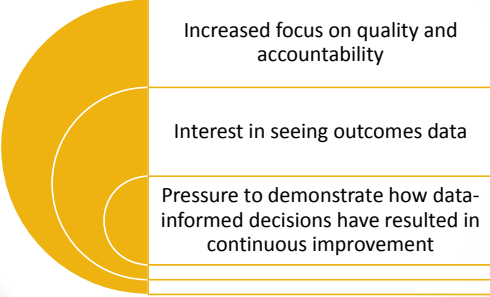
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Founded 1889
Public, R2, Doctoral
13,000

Landscape of Higher Ed



- Increased focus on quality and accountability
- Interest in seeing outcomes data
- Pressure to demonstrate how data-informed decisions have resulted in continuous improvement

Implications



- Help more people join the conversation
- Equip more people to use data and conduct assessments

Opportunities Disguised as Challenges

Challenges

- Lack of training
- Lack of exposure

Opportunities

- Skill set development
- Shift from compliance mindset

Professional Development

When asked about what would be especially helpful when assessing student learning,



2017 NILOA National Survey of
Chief Academic Officers

Professional Development

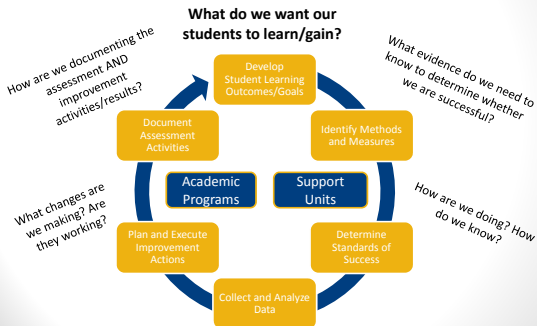
Individuals need help to understand the data and data tools available

Building a
Data-Informed
Decision
Culture

2017 A Holistic Approach to Institutional Research



Ongoing Efforts for Continuous Improvement



What do we want our students to learn/gain?

What evidence do we need to know to determine whether we are successful?

How are we doing? How do we know?

What changes are we making? Are they working?

How are we documenting the assessment AND improvement activities/results?

Accessible Data Resources

- Interactive Dashboard (Live Facts)
- University Performance/Accountability Reports
- Departmental Data Viewer
- University Highlights by Academic Term (Fact Book)
- University Highlights by Academic Year (Fast Facts)
- WebFUCUS Report Request and Information
- Resources
- IPEDS Glossary - NCES
- Glossary of Terms - THECB
- Texas A&M University-Commerce Graduation Exit Survey
- Common Data Set
- NISE Survey

Series Events

Institutional Effectiveness FALL SERIES
This event series offers professional development opportunities for continuous improvement within academic programs and support units.
Register at TAMUC.EDU/IER

Institutional Research FALL SERIES
This event series offers professional faculty and staff professional development opportunities related to the utilization of institutional data.
Register at TAMUC.EDU/IER

Our Model for Professional Development

Open Access

Active in Nature

Non-Prescriptive

Utilizing Existing Venues



- Webinars
- Faculty/Staff Professional Development Day
- Collaborating with Campus Partners

Holistic Approach

IR Series

- Dashboards 101
- Understanding NSSE Survey and Utilizing the Survey Data
- THECB Accountability System, 60x30 Goals

IE Series

- Results Reporting for Academic Programs
- Program and Curriculum Mapping
- Communicating Your Story with Institutional Effectiveness Processes
- Peer to Peer: Review of Institutional Effectiveness Forms

Creating New Opportunities

- SACSCOC Principles "Training" Day
- Quality Day 2017 – Planning for the Pride
- Quality Day 2018 – Peers of the Pride



Utilize the Feedback

Department of Institutional Effectiveness and Research
Institutional Effectiveness Spring Series Academic Program
Survey Report

Institutional Effectiveness Spring Series Academic Program Survey Report
By Program Overall Response Percentages

As it can be observed through the graph above, faculty mostly answered "Agree to Strongly Agree". These responses were made from a few exceptions in question 1 and question 3. Faculty think these responses would not help them in teaching or they would not get helpful information or self-improvement. These questions are about having greater feedback knowing the responses were not helpful for the future program. We should do some improvements to these kinds of surveys. For instance, add actual real life examples instead of education or include some individual activity to have the appropriate and life.

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Thank you and we welcome
your questions!

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