

# **Assessment /Accountability: Empowering the Campus Stakeholder**

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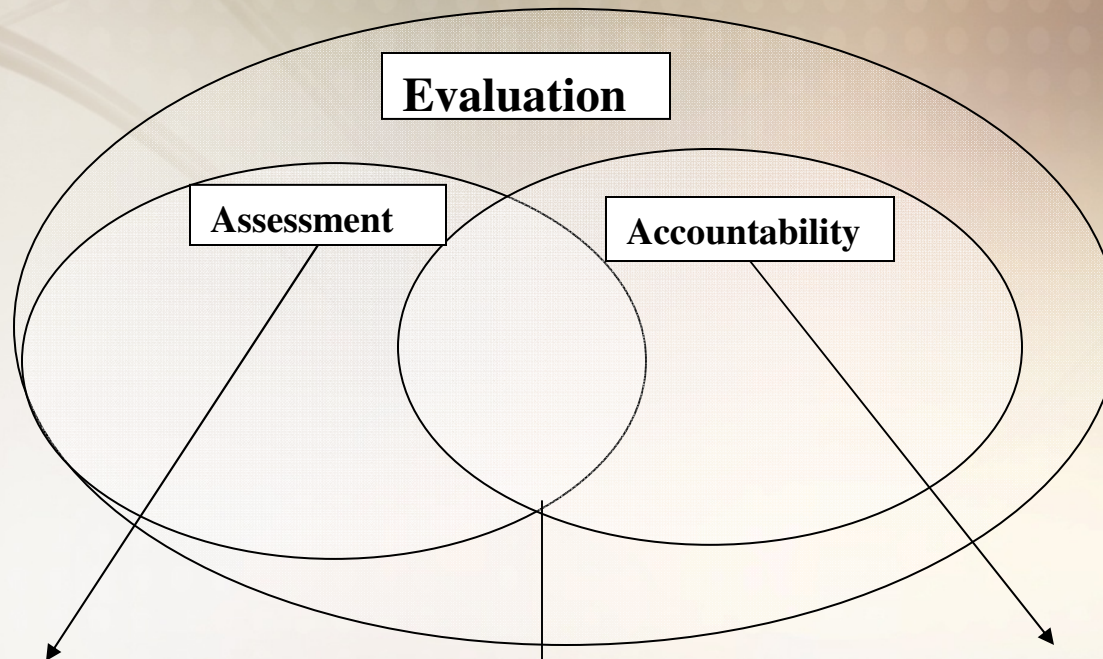
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# Participant Learning Outcomes

- Differentiate between Assessment and Accountability and describe implications.
- List and explain four advantages to using pivot tables to help develop campus data users and help develop culture of evidence
- Describe three emerging “imperatives” that IR Offices must address
- Describe the disadvantages of using pivot tables

# Assessment and Accountability Conceptualizing the Relationship



**WHO:** Self-initiated  
**WHY:** e.g., Goal of self-improvement , Improve student learning  
**WHEN:** Iterative and ongoing cycle  
**HOW Directed:** Best Practice, Accreditation

**THE  
GREY  
ZONE**

**WHO:** Usually other initiated  
**WHY:** Public oversight/monitoring  
**WHEN:** Usually Summative, End of Year.  
**HOW Directed:** Legislative, e.g., AB 1417

# IR's Own Perfect Storm

- Increased accountability demands
- Increased assessment requests –SLO's
- Over movement toward data-driven decisions and emerging culture of evidence
- Shortage of trained staff and turnover
- Equals stress and **demand for increases in productivity**

# Introduction Tour- Pivot Tables

- Jump to Tour

# Introduction to Pivot Tables

- Static view vs. Dynamic
- Interactive
- Allows user to interact with the data and pose questions that they could pursue
- Can lead to higher level questions
- Thus helps user to become more sophisticated as a information consumer

# One College's Request for Program Review Support

- Total WSCH at census
- Subject/course level with WSCH, FTES
- Enrollment (head count)
- Fill rate
- Number of sections
- Contract FTEF
- Overload and adjunct FTEF
- Total FTEF
- Completion rate

# One College's Request (continued)

- Retention rate
- Persistence rate
- Number of degrees awarded
- Number of certificates awarded
- Number of classes canceled
- Number of classes closed by last day of registration
- Number of distance ed. sections
- Number of sections offered at alternative times and/or locations



# Pivot Table Responses

- Conduct tour of Pivot Table features
- Review College “B”’s Template
- Explain uses of the various data sets
- Provide prompting questions that can be examined using the Toolkit
- Contrast the static display to the dynamic interactive displays

# Pivot Table Approach -3 years

- Started when SPSS OLAP cubes were too complex
- “Experimented with faculty and admin.
- Develop along broad range of topic areas
- Allowed for stripping data of personal ID
- Allowed for large amounts of data on CD
- Allowed for multi-purpose uses

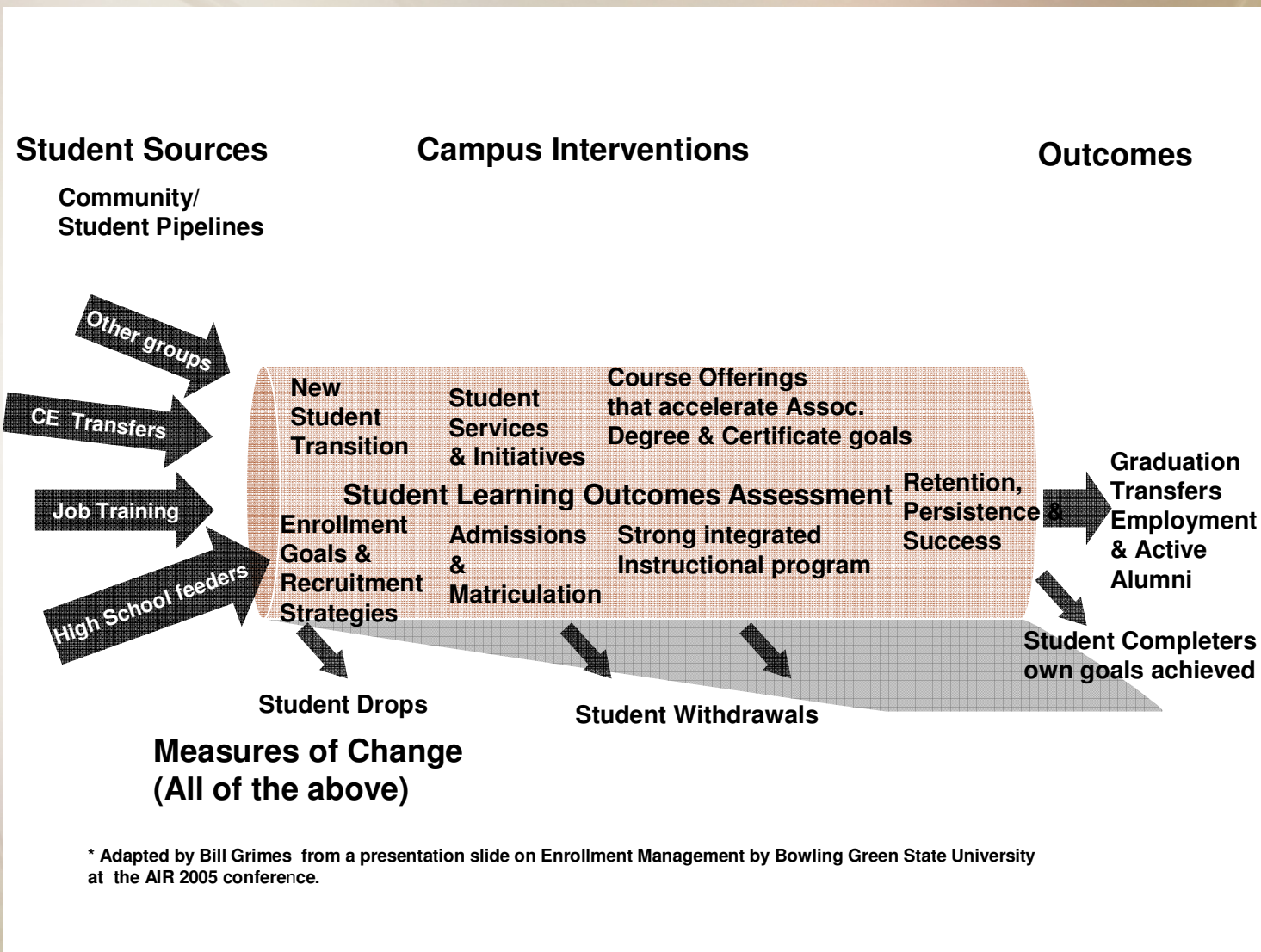
# Steps to Implementation

- Developed series of Pivot Tables encompassing the requested information
- Conduct presentation to end users
- With users, identify essential informational displays
- Allow for selection of agreed upon template views of the information
- Conduct training sessions with end users

# Future Development

- Expand data sources – end user groups
- Scalability – expanding with campus based researchers
- Pivot Tables as a tool to engage stakeholder


# Enrollment Management Pipeline



# Concerns/Cautions Regarding Use

- “A thousand answers without a question”
- Can easily lead to “causal leaps”
- Too many choices for most end users
- *Takes time and multiple training session for most users*
- *Open to choosing an early exclusion that “colors” all data views downstream*

# How our IR Office Resolves Conflict



**FIGHT!**

# Final Observations

- A work in progress that gets changed following each meeting with the campus-  
“this is a good thing”
- Excel 2007 expands the functions greatly
- Training a campus in pivot table use involves a number of strategic decisions



# Pivot Table Resources

- **Other Resources**
- [DataPig Technologies](#)
- [Mr Excel](#)
- [UCLA Statistics Website](#)

# Questions



**Web Site: [www.sdccd.edu/research/](http://www.sdccd.edu/research/)**

# Contact Information

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