

Taking Initiative: How an IR Department Can Inform and Shape University Practice and Educational Effectiveness

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Alliant International University



- Professional Practice University in a multicultural/international context
 - Graduates in professional practices areas of psychology, business, and education primarily
 - Multicultural/international commitment and focus
- 6 U.S. campuses plus international campuses and programs (Mexico, Tokyo, Hong Kong)
- 4300+ students
- 3 new IR staff in 2007-08

Domain G



What is Domain G?

- Accrediting Requirement for the American Psychological Association (APA)
 - C-20 Disclosure of Education/Training Outcomes & Information Allowing for Informed Decision-Making to Prospective Doctoral Students
 - Domain G of the *Guidelines and Principles for Accreditation of Programs in Professional Psychology (G&P)* requires that doctoral graduate programs provide potential students, current students and the public with accurate information on the program and with program expectations.

Domain G Components

1. Time to Completion
2. Program Costs
3. Internship Acceptance Rates
4. Attrition Rates
5. Licensure Information



Time to Completion – Requirement

APA Implementation Regulation:

- Programs provide mean & median number of years for time to completion
- Spans seven years
- Programs provide % of students completing program in fewer than 5,6, or 7 years

Time to Completion – Data Gathering Rules

- Assumed APA was looking for what happens to students who enter our programs in a traditional way; not looking for what happens to students who, for one reason or another enter the program via a different path (e.g., transfers)
- Leaves and other absences not counted
- Advanced Standing defined as 15 or more units

Time to Completion – Final Product

Time to Degree - STUDENTS MATRICULATING FALL 1997 OR AFTER				
Graduating 7/1/2000-6/30/2007			2000-2007	2000-2007
Los Angeles			N	%
Clinical Psychology PsyD		Total Number	364	
	Bachelor's level entry	Mean	4.0 years	
		Median	3.9 years	
		< 4 years	282	78.3%
		>= 4 and < 5 years	65	18.1%
		>= 5 and < 6 years	12	3.3%
		>= 6 and < 7 years	0	0.0%
		>= 7 years	1	0.3%
		Total	360	100.0%
	Credit for Previous Graduate	Mean	3.9 years	
	Work*	Median	4.0 years	
		< 4 years	4	100.0%
		>= 4 and < 5 years	0	0.0%
		>= 5 and < 6 years	0	0.0%
		>= 6 and < 7 years	0	0.0%
		>= 7 years	0	0.0%
		Total	4	100.0%

Program Costs – Requirement

APA Implementation Regulation:

- Programs expected to make available the costs, per student for the current first year cohort.
 - Student tuition, tuition per credit hour for part time students, and fees.
- Provide information on financial aid, grants, loans, tuition remission, assistantships, and fellowships, etc.

Program Costs – Final Product

- Cost per Unit
- Internship Cost
- Cost for Dissertation Extension
- Additional Fees: Student Technology Fee; Student Association Fee; Testing Lab and Assessment Course Fee
- Estimated Cost of Personal Psychotherapy

Internships – Requirement

- APA Implementation Regulation: “Programs are expected to provide data for at least the most recent seven years of graduates showing their success in obtaining internships. These data should show the number and percentage of students in the following categories:
 - Those who obtained internships
 - Those who obtained paid internships
 - Those who obtained APPIC member internships
 - Those who obtained APA/CPA accredited internships
 - Those who obtained internships conforming to CDSPP guidelines (school psychology only)
 - Those who obtained two year half-time internships

NOTE: In calculating the percentages, the program must use the **total number of students** applying for internship that year. (*Policy Statements and Implementing Regulations – APA*)

Internship – Final Product

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Campus: Fresno														
Program: PhD Clinical Psychology														
	2001-2002		2002-2003		2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Total # of students who applied for APA or APPIC internships for academic year	22		18		14		18		10		6		1	
Obtained APA Internships	17	77%	13	72%	9	64%	14	78%	6	60%	2	33%	1	100%
Obtained APPIC Internships	5	23%	5	23%	5	36%	4	22%	4	40%	4	67%	0	0%
Total # of students who applied for CAPIC internships for academic year	0		0		0		0		0		0		0	
Obtained CAPIC Internships	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
CAPIC Full-time	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
CAPIC Half-time	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
CAPIC Paid	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Total # of students who applied for any internship for academic year*	26		20		14		18		10		10		1	
Total who obtained any internship	26	100%	20	100%	14	100%	18	100%	10	100%	10	100%	1	100%
Total who obtained any paid internship	23	88%	16	80%	12	86%	18	100%	10	100%	10	100%	1	100%
Total who obtained half-time internship	1	4%	2	4%	0	0%	0	0%	0	0%	0	0%	0	0%

Alliant reserves the right to correct/update this data at any time due to updated information or errors of fact.

*Includes all students who applied for any of the internship types listed (APA, APPIC, CAPIC).

Attrition – Requirement

APA Implementation Regulation:

- Programs report the # and % of students who fail to complete program once enrolled.
 - Provided by cohort for all students who have left program in the last seven years, or for all students who have left since the program became initially accredited (whichever time period is shorter).

Attrition – Data Gathering Rules

- Assumed APA was looking for what happens to students who enter our programs in a traditional way; not looking for what happens to students who, for one reason or another enter the program via a different path (e.g. transfers)
- If a student has not been enrolled for more than a year counted as having left the program.
- Does not include Spring Admits

Attrition – Final Product

Los Angeles Psyd Program					
Year of Enrollment	# Enrolled	# Graduated with Doctorate	# Still Currently Enrolled	# No longer Enrolled	Notes on Attrition
2000	59	53	0	6	1 student transferred to another CSPP program
2001	60	53	0	7	2 students transferred to another CSPP program
2002	70	55	2	13	3 students transferred to another CSPP program
2003	67	36	18	13	4 students transferred to another CSPP program
2004	82	0	79	3	
2005	75	0	71	4	2 students transferred to another CSPP program; 1 student transferred to a non-CSPP Alliant program
2006	60	0	59	1	1 student transferred to another CSPP program

1) Attrition Data is current as of November 2007.

2) Average Annual Attrition is defined as the total cohort attrition divided by the number of years since the cohort entered or the total number of years taken by the last students completing the program, whichever is less.

3) CSPP allows students to request transfer to other programs within CSPP or Alliant to accommodate personal circumstances and/or educational/professional goals. Transfers between programs must be approved and students must be in good academic standing.

Licensure – Requirement

APA Implementation Regulation:

- Programs are expected to report # and % of graduates who become licensed psychologists within the preceding decade.
- Program licensure rates are to be updated at least every 3 years.

Licensure – Final Product

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and/or educational/professional goals. Transfers between programs must be approved and students must be in good academic standing.

Licensure

The licensure data below is based on the known licensure status of alumni and was gathered from alumni and licensing boards across the United States. There were some alumni for whom licensure data was unavailable. Additionally, licensure requirements for international students vary by country. Also some alumni are practicing in areas such as administration, academia or research that do not require licensure. Therefore the licensure rates reported may be higher than depicted.

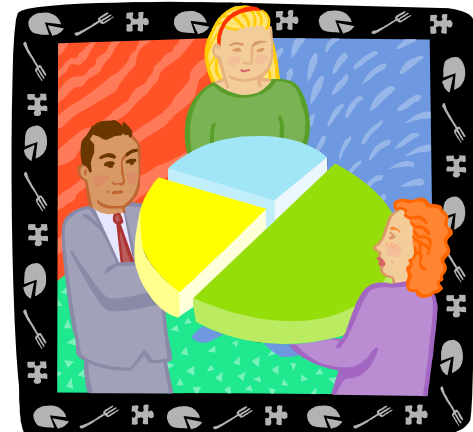
Licensure Data – San Diego PsyD Clinical Psychology	
Total number of graduates 1997-2005	194
Number for whom information is currently available	162
Number of licensed psychologists of those who graduated during the period	152
Number of those who are accruing hours or continuing to make progress toward doctoral level licensure (available information)	6
% Licensed / Total Graduated 1997-2005	78.4%
% Licensed / Number for whom information is currently available	93.8%

Alliant reserves the right to correct/update this information at any time due to updated information or errors of fact.

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Benchmarking Tool

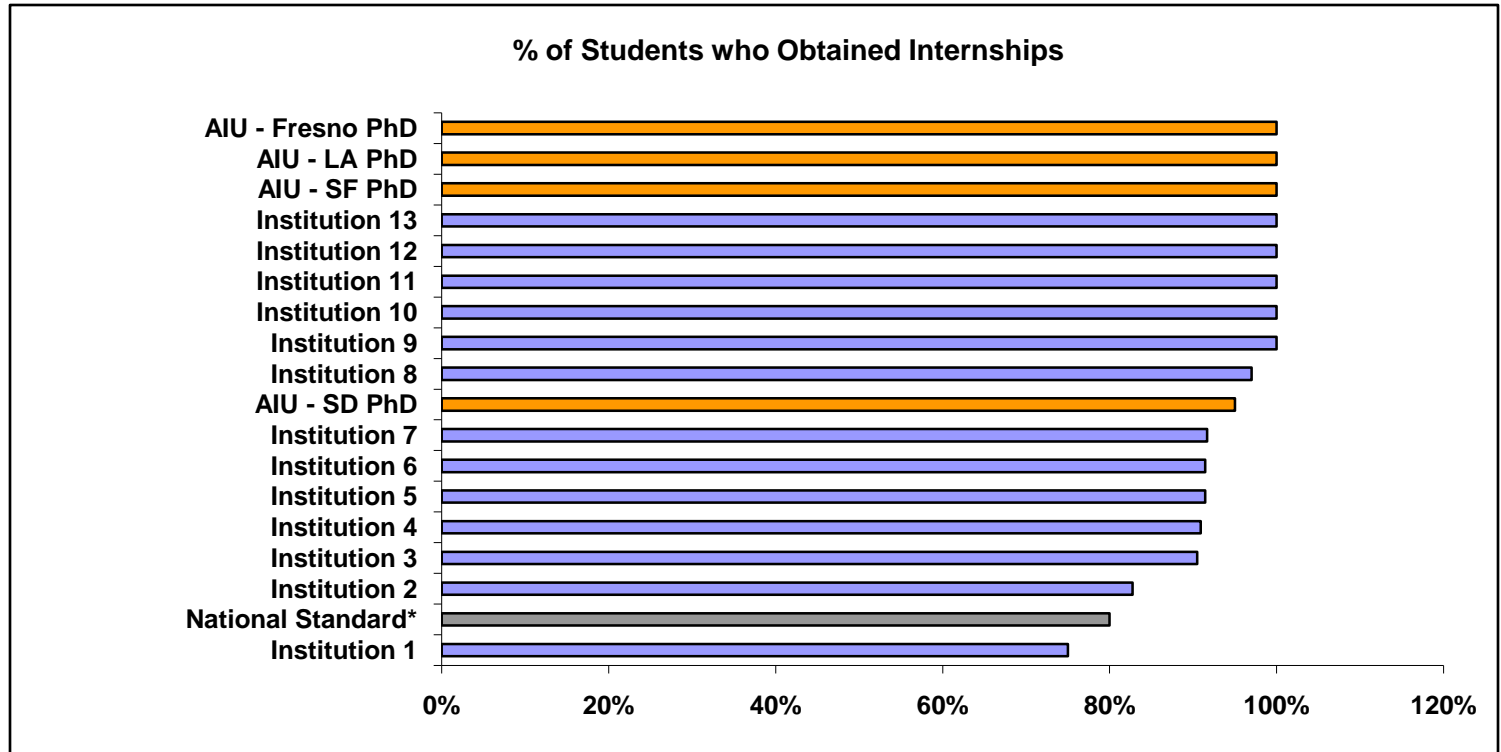
- **Purpose:**
To provide a comparison tool for Program Directors to help them evaluate program effectiveness and efficiency



Benchmarking Implementation

1. Peer Institutions

2. National Standards



Diversity Project



Three Perspectives on Student Diversity

- Diversity as an Institutional Value
- Offices of Institutional Research, Student Affairs, and I-MERIT
- Reports focus:
 - Student demographics, particularly in relation to our higher education environment
 - Student satisfaction levels by diverse populations
 - Student ratings of incorporation of diverse issues



INTERNATIONAL AND MULTICULTURAL EDUCATION
RESEARCH, INTERVENTION AND TRAINING
ALLIANT INTERNATIONAL UNIVERSITY

Diversity Project Questions

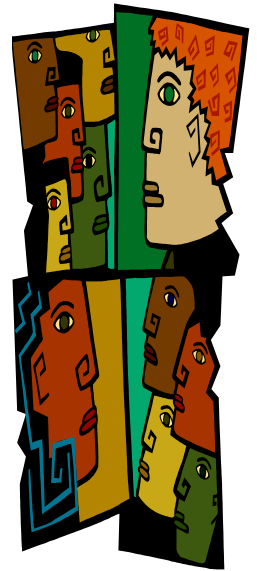
1. What are Alliant's student demographics and how have they changed over the last few years?
2. Are the demographics of enrolled students similar to the demographics to graduating students?
3. How do our student demographics compare with those of our peers/competitors?
4. Is there any information on demographics by discipline?
5. Do we reflect the diversity of California and other segments of higher education in California?
6. Do we reflect the diversity of the United States and other segments of higher education in the US?
7. What are our peers/competitors saying on their websites about their diversity initiatives?



Diversity Project Components

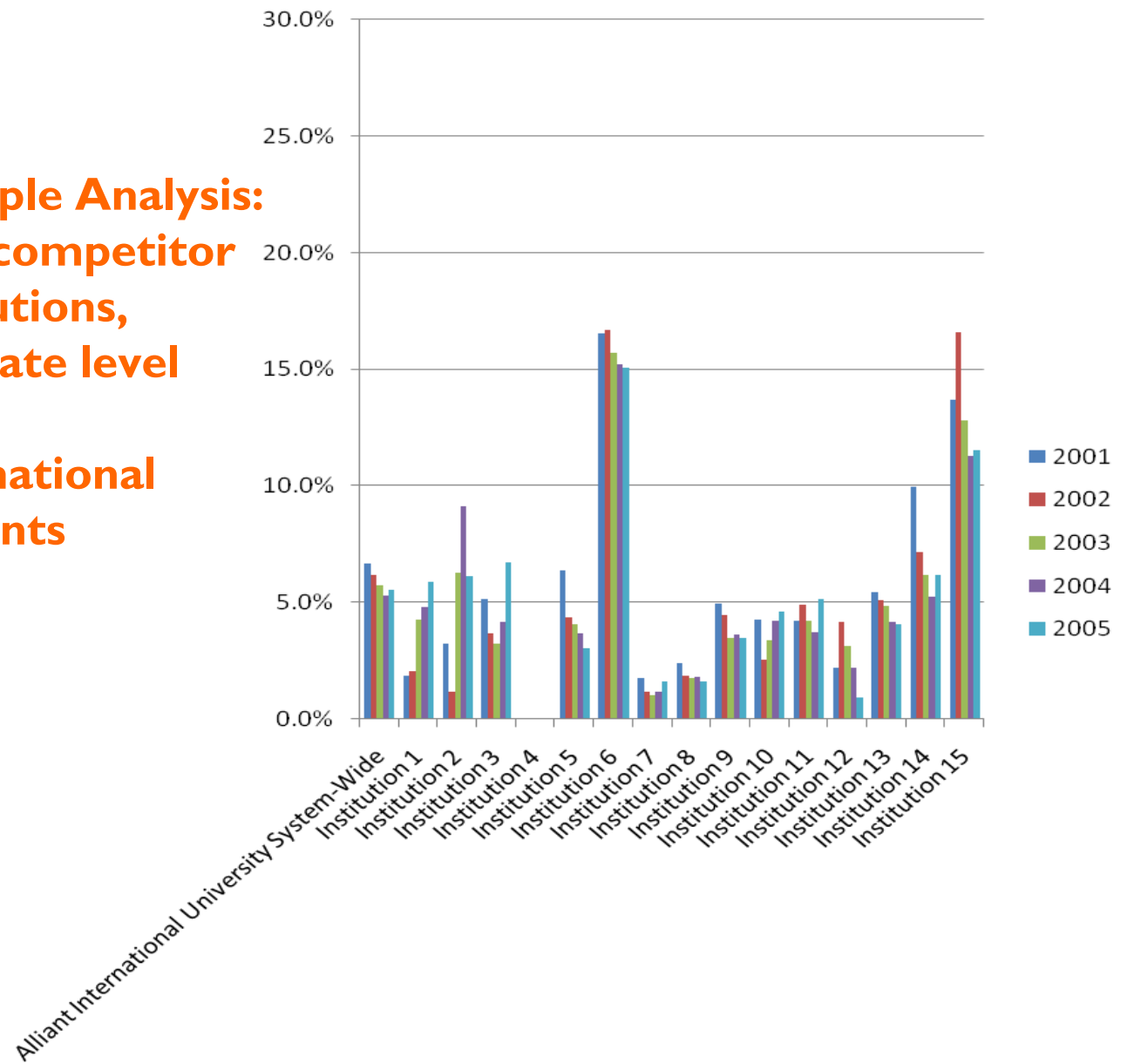
Alliant student demographic data placed in the context of:

- Peer/competitor institutions
- National and State of California population
- Higher education demographics



**Example Analysis:
Peer competitor
institutions,
graduate level**

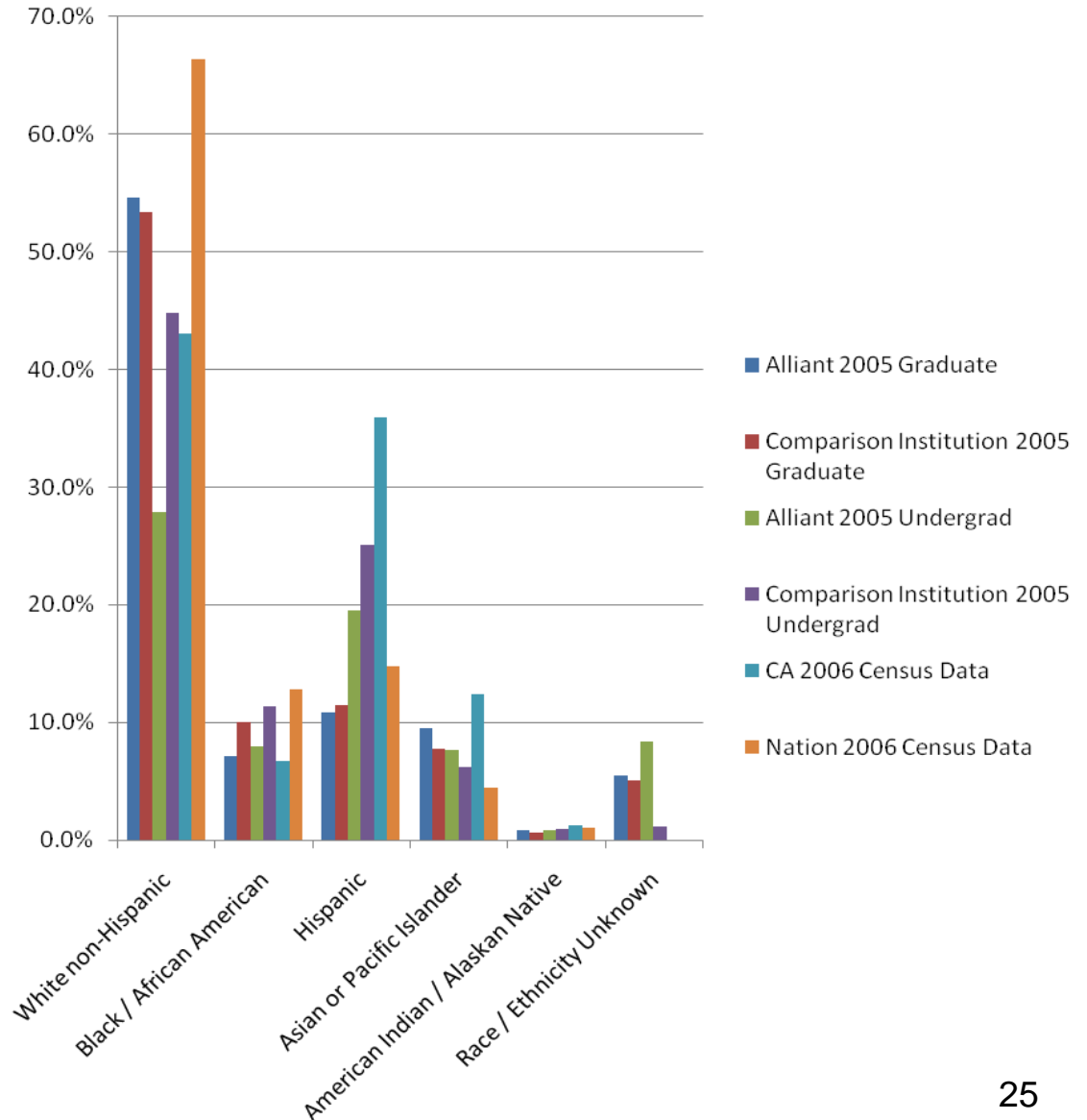
**International
Students**



Example Analysis: Does Alliant reflect the diversity of CA and higher education in CA?

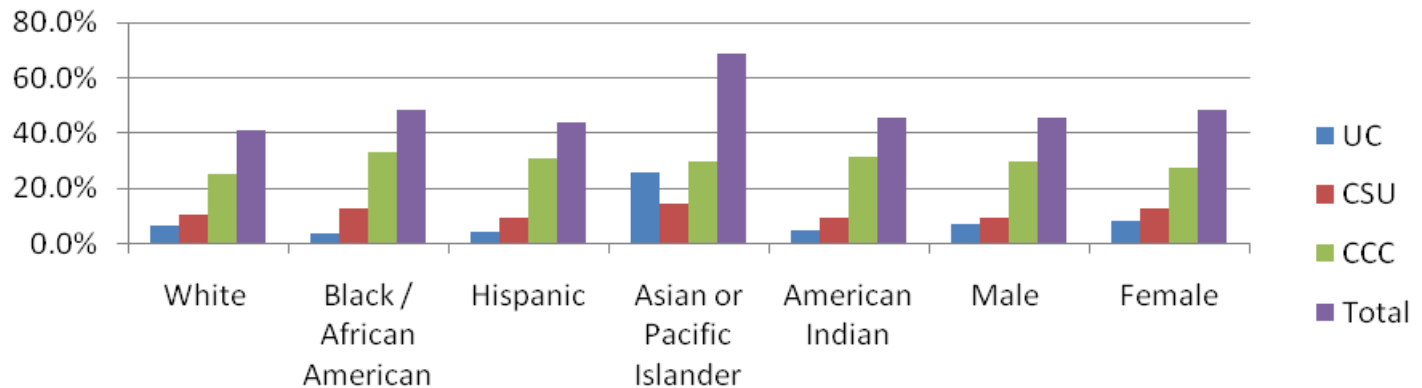
Data:

- National Center for Education Statistics (NCES)
- National Census, State of California Census
- State of California Department of Finance



Example Analysis: Higher Education Demographics

	White	Black / African American	Hispanic	Asian or Pacific Islander	American Indian	Male	Female
UC	6.0%	3.5%	3.8%	25.3%	4.7%	6.6%	8.2%
CSU	10.3%	12.2%	9.2%	14.2%	9.3%	9.2%	12.4%
CCC	24.7%	32.7%	30.9%	29.3%	31.4%	29.6%	27.4%
Total	41.0%	48.4%	43.9%	68.8%	45.4%	45.4%	48.0%



Presented to Provost's Council



- Recommendations for more data
 - Led to survey of program directors & persistence project
- Recognition of some wide variations in schools/centers
- Ultimately lead to improved student services

Informing and Shaping University Practice

- Projects had the goal of helping to change culture of University operation
 - Engaging: To have high expectations that data is available and can be arranged to answer questions
 - Informing: To demonstrate capacity to produce multiple sources of data and can array and arrange data to provide more sophisticated information about different aspects of the key issues (data triangulation)
 - Shaping: Make data real to assist in decision-making to answer questions or move to the next step

Experiences in Presenting More Data

- People who don't meet frequently need data support and help with interpretation
 - Integrated: bringing together multiple sources of data is difficult
 - Simple/understandable: a shortened/simplified version of the data and an analysis of the data and conclusions
 - Actionable: They want data to be useful, e.g., recommendations on next steps with their data

APA Domain G

- Engaging
 - Short-term:
 - Program Directors have engaged individually with the data
 - Program Directors have been engaged as a group with Dean and Associate Dean
 - Program Directors have been connected directly to IR staff
 - Program Directors have engaged their faculty in evaluation and programmatic recommendations
 - Long-term:
 - Expectations are that the focus on the issues continues over time
 - Cross-school comparisons and benchmarking gives Program Directors additional reasons to remain engaged and see the results over time



APA Domain G

- Informing
 - Short-term:
 - Similar programs occasionally have significant differences in results
 - Because of the multi-year requirements, trends are available which is particularly important in lengthy programs
 - Compiled data focuses attention on national standards and national norms – issues of educational effectiveness
 - Long-term:
 - Data is gathered – and published – annually, so people **know** their data and work in the context of data – a culture change
 - Examining the the data improves accuracy

APA Domain G

- Shaping University Practices
 - Short-term:
 - Recommendations for changing data entry will improve the process
 - Annual data collection processes and timelines are established
 - Long-term:
 - Sections of accreditation self studies will be easier to produce as data collection and analysis is the norm rather than the exception
 - The accuracy of self-study data will be improved through less reliance on single-administration surveys and analysis of data samples vs. cohort populations

Diversity Project



- Engaging
 - Short-term:
 - Appreciation of the roles of multiple offices with data on a critical area of importance
 - Value of multiple perspectives
 - We can – and should – use data that had been used on an individual basis in an aggregated way
 - Supplementary set of data was developed to answer some additional questions
 - Program directors needed to be involved in understanding the data – rather than only the Deans/Center Directors
 - Long-term:
 - Need to examine trends and data external to the University

Diversity Project

- Informing
 - Short-term:
 - Recognition of the wide variation across Schools and Centers on some dimensions of the data
 - We are diverse – but not as diverse in some demographic characteristics as we might have thought in comparison to some other institutions in our regions
 - Consensus among data sources highlights needs
 - Long-term:
 - Need to close the gap between goals and achievement of goals
 - Multiple perspectives are critical to understanding complex problems – perceptions and data may disagree
 - Short surveys can yield good information and create engagement

Diversity Project

- Shaping University Practices
 - Short-term:
 - Disaggregation of data as a regular practice
 - Early incorporation of the academic perspective
 - Simplify data, draw conclusions, and bring recommendations for discussion
 - Long-term:
 - Recommendations from a larger set of regularly collected diversity data related to student demographics, persistence, and program director perceptions are refocusing the University on improving student writing, dissertation and other support
 - Improvements recommended in student services

Diversity Project

- Shaping University Practices (cont).
 - Long-term:
 - Ongoing refinement of a small set of peers for comparison purposes
 - Monitor trends in enrollment and student success
 - Promote increased environmental scanning



Conclusion

- Challenges and Obstacles
 - Don't always expect busy people immediately affected by the data will care about the data or want to do anything with it – at least the first time around.
 - Presenting data may just lead to additional requests for more data before it becomes meaningful: a 2 month project can turn into a 6 month project before actions are taken.
 - Changing data collection and entry processes is time consuming.



Conclusion (cont.)

- Lessons Learned
 - Take initiative! A pre-existing group can be a springboard and ally for data collection.
 - Enlist academic support. Program directors and other academic leaders want to be involved and will help solve problems; get them involved early.
 - Make the most out of the data. Make it simple and actionable.
 - Take the opportunity to use data problems to help your registrars and others get what they need to improve data.

Conclusion (cont.)

- Successes
 - Expectations of IR will increase – quickly!
 - Leadership wants for more and better data, especially when national norms and benchmarks are included as they see the value in what is produced.
 - Relatively simple data projects can produce big improvements for students – the main goal.



Thank you...

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