

ARC Institutional Data Use Statement

Using data to better understand the students at American River College paves the way to developing new, innovative approaches for better outcomes, greater institutional efficiency, and much more. Data are an institutional strategic asset and should be used as such. This institutional data use statement describes the primary functions of the office of institutional research at ARC and how the college can make use of data for decision support.

A renewed commitment to the use of data provides opportunities to help the college advance its strategic planning goals, improve quality and efficiency, strengthen student outcomes, and enhance teaching, learning, and advising. The self-reflective process associated with examining disaggregated institutional data at the department and course level supports the development of best practitioners.

Thoughtful application of the following principles creates the conditions for leveraging the meaningful use of data to make decisions and take action:

- There is a commitment to social justice and equity and a focus on the strategic priorities of the institution.
- There is a team-based approach with an unrelenting expectation for collaboration across departments, divisions, and the college.
- Fundamentally data must be recognized as an institutional strategic asset, not the property of individuals or individual offices.
- The responsible use of data is a non-negotiable priority. Attention to the protection of sensitive data is imperative.
- Avoiding the intentional or unintentional misuse of data requires an investment in institution-wide development of awareness, transparency, and training. Additionally, it is important to clarify expectations for data use and protection and for data privacy.
- The college supports the following [aspirational practice for institutional research](#)
 - A wide variety of employees across the institution are actively involved in turning data into decision-support information
 - Office of institutional research works in conjunction with other departments and units to produce an organization-wide institutional research function
 - There is a broad view of decision makers, meaning that while senior leadership continues to be a priority consumer of data and information provided by institutional research, other decision makers include students shaping their own experiences, faculty shaping their teaching and interactions with students, and staff shaping program designs and direct interactions with students.
 - The institution is committed to a student-focused paradigm for decision support in which data and analytics are transparent and are intentionally focused on improving the student experience.
 - The role of institutional research encompasses coaching a wide array of data consumers, managing institution-wide data and analytical requirements, and balancing information supply and demand.

- The function of institutional research connotes the institution-wide use of data and analytics, not just the products of an office of institutional research. Building out this function requires coaching and professional development of employees across the institution in a purposeful and intentional process that increases capacity for data-informed decisions to permeate the institution. Developing data-informed strategy includes professional judgment, innovation, experience, theory, and wisdom in decision-making. The goal is for data literacy to be as ubiquitous as expectations for writing, speaking, and computer skills.

How does the office of institutional research support practitioners regarding the use of data?

1. Data on Demand Factbook -- <https://arc.precisioncampus.com/#!/login>
 - Self-service, customized data reports (e.g. enrollment activity, course success, retention, degrees and certificates awarded)
 - Accessible by all faculty, staff, and administrators
 - Filters for disaggregating data (e.g. age, gender, race)
 - Data reported to the course level of detail
2. Equity Reports
 - Developed for faculty in support of the Equity Action Institute
 - Equity data reports include (as of 2019)
 - Instructor Grade Metrics Comparison
 - Grade Distribution, by Race/Ethnicity
 - Grading Variability
 - Disproportionate Impact
3. Individual data requests
 - Individuals may submit a research request
 - The timing of response from the research team is contingent upon workload and the prioritization of existing projects
4. Individual meetings
 - Members of the research team meet with individuals to clarify research requests and interpret results
5. Support for institutional planning processes
 - Standard data sets provided for annual unit planning and program review
6. Facilitated workshops
 - Support for accessing and interpreting data (e.g. data on demand, equity reports)
 - Mechanisms to protect against the misuse of data
 - Encourage faculty dialogue and support for annual unit planning and program review
7. Self-paced tutorials (forthcoming)

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What additional functions does OIR serve?

8. Administering surveys -- [ARC guidelines for the creation and administration of surveys](#)
9. Data for faculty position requests
10. Qualitative research (e.g. focus groups)
11. Accreditation reporting
12. Compliance reporting
13. Grant evaluation
14. Maintaining existing and developing new reporting capabilities for ARC's Integrated Planning Portal
15. Experimenting with reporting options for possible inclusion on ARC's Data on Demand site
16. Provide evaluation support for ARC's processes, governance structures, and programs
17. Other reporting

Notes:

Why does OIR provide this data?

- Intended use for data -- primary purpose is that this is institutional data, not personal data.
- Attempt to keep focus on students
- Filtered to maintain anonymity of faculty
- Focus on improving outcomes

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- Democratization of data

References:

- [A New Vision for Institutional Research](#)
- [Analytics Can Save Higher Education. Really.](#)