



Making Sense of University Data to Improve Student Success

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Overview

- *Explain Data Retreat Model used by the UT University Assessment Committee*
- *Discuss how the UAC data retreat model might be adapted to your own university*



The University of Toledo

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Who are we?

The University of Toledo

- Public metropolitan Research 1 Institution
 - Approximately 20,500 undergraduate and graduate students
 - Offers more than 300 undergraduate, graduate, and professional programs

Assessment at UT

- University Assessment Committee (UAC)
 - Consists of one liaison from each college and each student service area related to student learning
 - Approximately 309 academic programs and service units submit annual assessment reports



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Why did we do this?

- The UAC supports and guides program plans and assessment reports across the university.
- In 2014, we moved from a compliance model to a recommending body.
- In 2016, HLC commended our process but asked the question, “How does the work you are doing inform decision-making?”
- UAC determined that looking at university data more holistically would inform the type of decisions that need to be made



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What was the process?

1. Developed a one-day retreat for UAC members
2. Identified data sources
3. Formed teams to review data
4. Identified themes that emerged from the sources
5. Shared findings across the teams
6. Prioritized recommendations to be shared with the Provost
7. Assessed our process



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UAC Hard at Work, January 2018



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What was the result?

Provost Andrew Hsu
Office of the Provost
3340 University Hall



OFFICE OF THE PROVOST
THE UNIVERSITY OF TOLEDO
Office of Assessment, Accreditation and Program Review

Dear Provost Hsu,

The University Assessment Committee (UAC) recently completed its second annual retreat, designed to review institutional-level data related to student learning and success. The review included the following documents: a summary of the 2016-2017 annual academic program and service unit assessment reports, selected National Survey of Student Engagement (NSSE) reports, including additional modules focused on writing and information literacy, the Spring 2017 Collegiate Learning Assessment Institutional Report, and data from the senior and first destination surveys. We recognize that in some cases the data may not yet reflect the positive impact of initiatives intended to address these areas. Based on our review and analysis of the data from these various sources, the UAC offers the following recommendations:

- 1) Continue to focus on the university's support for student engagement in high impact practices as defined by the National Survey of Student Engagement, and consider how to best match the needs of our student population with our services.

Evidence of Need:

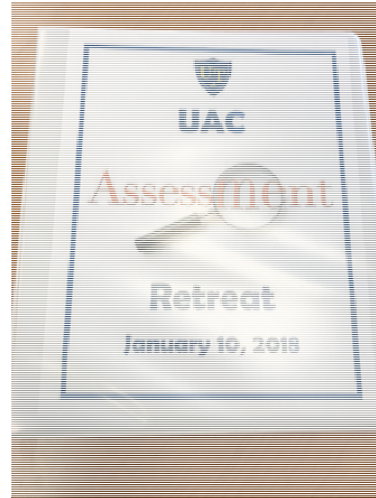
The National Survey of Student Engagement's High Impact Practices Report showed that first-year UT students remain less likely than our benchmark comparison institutions (Great Lakes Public, Carnegie Class,



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Discussion

- In what ways have you participated in a similar process?
- How might this process be adapted to your institution?



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Thank you!

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