

Data, Metrics, and Communications

September 18, 2024

NADOHE

Moderator



Diley Hernandez

**Associate Vice Provost for
Strategic Initiatives
Georgia Institute of Technology**

Panelists



Kevin Swartout

**Senior Executive Vice President
Rankin Climate**



Liz Halimah

**(Retired) Associate Vice Provost & Chief
Policy Officer, Graduate,
Undergraduate & Equity Affairs
University of California**

Professional Perspectives

How have your roles influenced your professional perspectives and your approach to engaging with data, and communicating its impact to others?

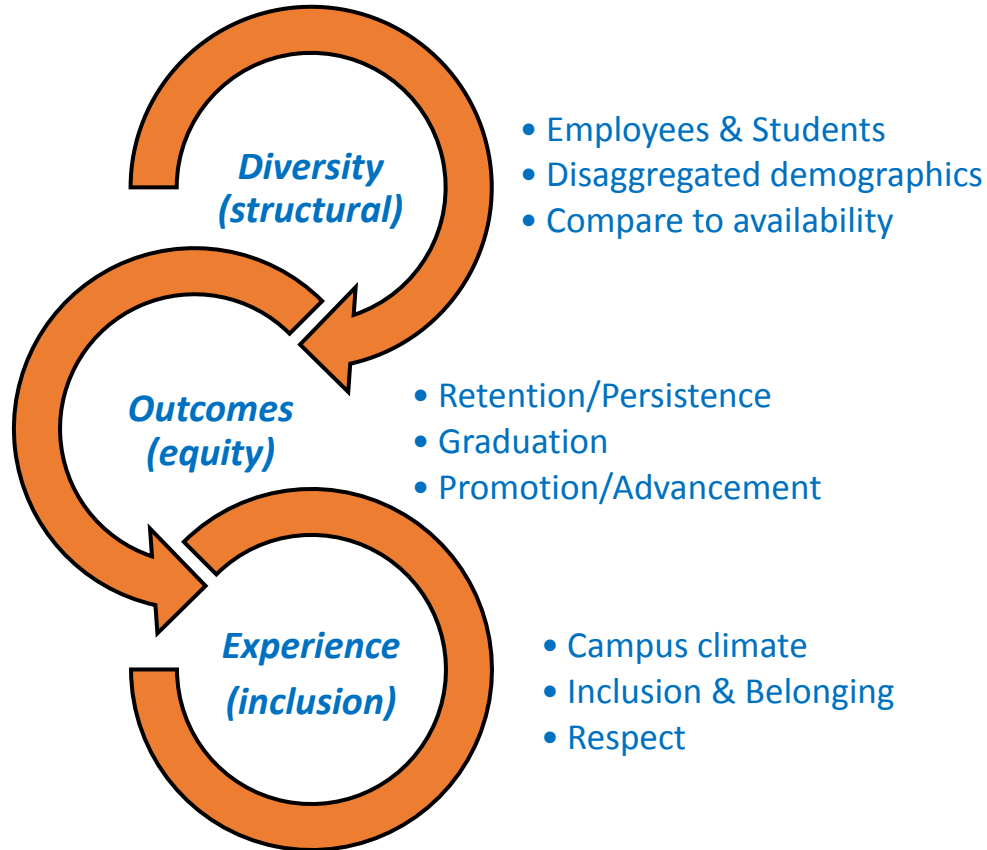
Capturing Your Impact

How do professionals decide on specific metrics to capture their impact?

How do you know if you have the critical outcomes you need for understanding your institutional assets and challenges, so you can set yourself on a strategic decision-making plan?

What strategies would you recommend for understanding/capturing nuances within those outcomes?

Measuring DEI

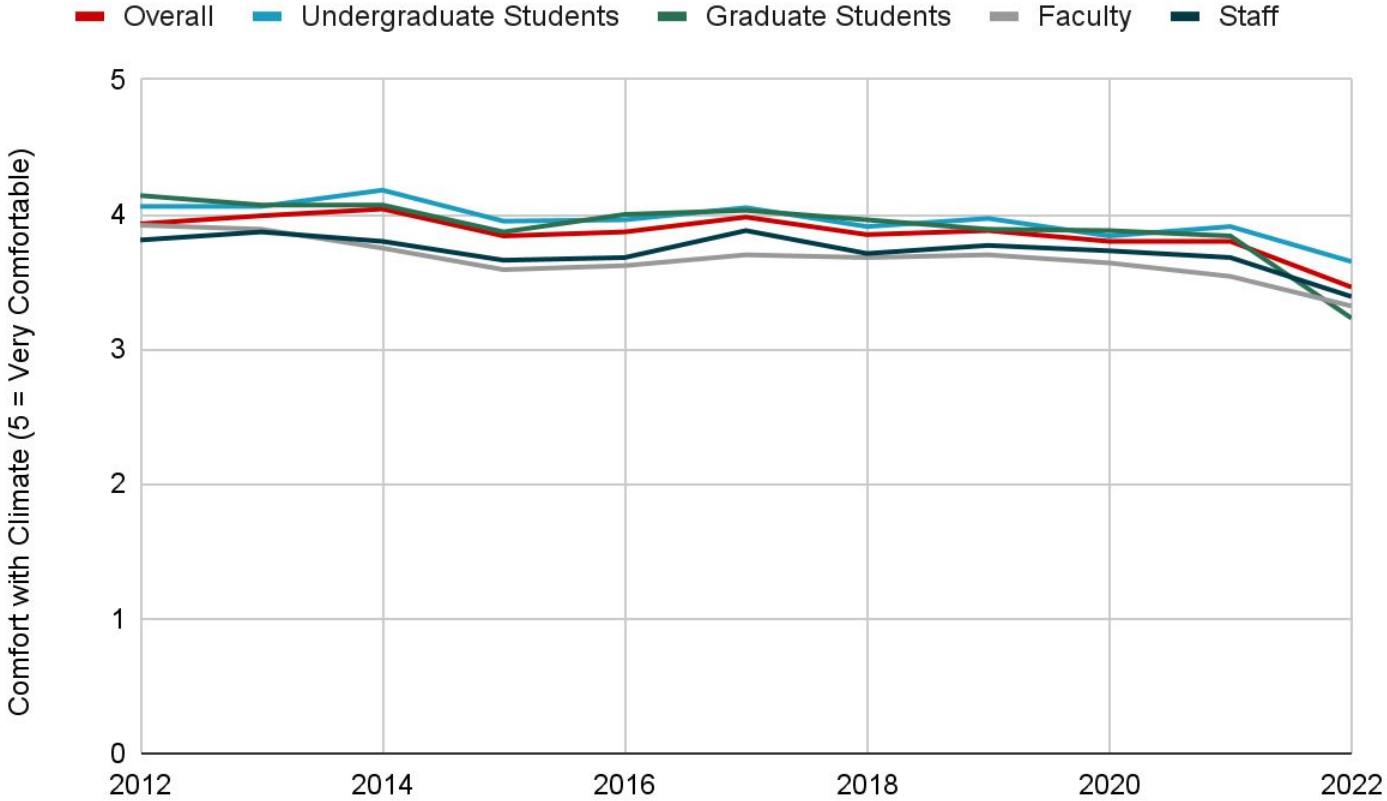


Measuring DEI

Overall, how comfortable are you with the climate at Rankin University?

- Very comfortable
- Comfortable
- Neither comfortable nor uncomfortable
- Uncomfortable
- Very uncomfortable

Measuring DEI



Accessing and Leveraging Existing Assets

Where would you recommend DEI professionals begin when trying to access and leverage data within their own institutions?

How can they best access existing information and build partnerships with others who may have complementary expertise or resources?

What strategies or creative approaches would you recommend for professionals working in smaller institutions, or with limited resources, to make meaningful progress despite infrastructure and funding challenges?

- **Institutional Research**

(Data Warehouse)

- **Academic Personnel**

- **Human Resources**

- **Undergraduate Admissions**

- **Graduate Dean**



- **IPEDS**

- **Survey of Earned Doctorates**

- **College Board**

- **State/County/Local Depts. of Education**

- **Bureau of Labor Statistics**

- **US Census**

Opportunities and Best Practices

What do you see as some key opportunities and best practices in translating data into actionable insights that help institutions address existing issues and gaps, and transform their campuses into spaces where everyone can thrive?

Selected Best Practices

- **University of California**

- Annual Accountability Report:

- <https://accountability.universityofcalifornia.edu/2024/welcome.html>

- 2030 Goals:

- <https://www.universityofcalifornia.edu/about-us/information-center/uc-2030-dashboard>

- **Tufts University:** Diversity Overview

- <https://www.tufts.edu/strategic-themes/diversity-and-inclusion>

- **University of Oregon:** Facts and Figures

- <https://inclusion.uoregon.edu/facts-and-figures>

As a publicly funded institution, the University of California is accountable to the people of California for how well it performs.

The 2024 UC Accountability Report provides the seventeenth annual comprehensive assessment of the University's progress in meeting key teaching, research and public service goals across its 10 campuses. The data will inform the University's strategic planning, budgeting and performance management, as well as help the governing Board of Regents identify the most important policy issues facing UC.

This version includes 139 individual indicators across 13 chapters, including 67 indicators that link directly to UC Information Center dashboards for expanded insights and data interactivity. The report assesses progress in areas like [undergraduate success](#), [financial aid](#), [diversity](#), [research](#) and [university finances](#).

We welcome your [feedback](#) on the report. Contact: irap@ucop.edu

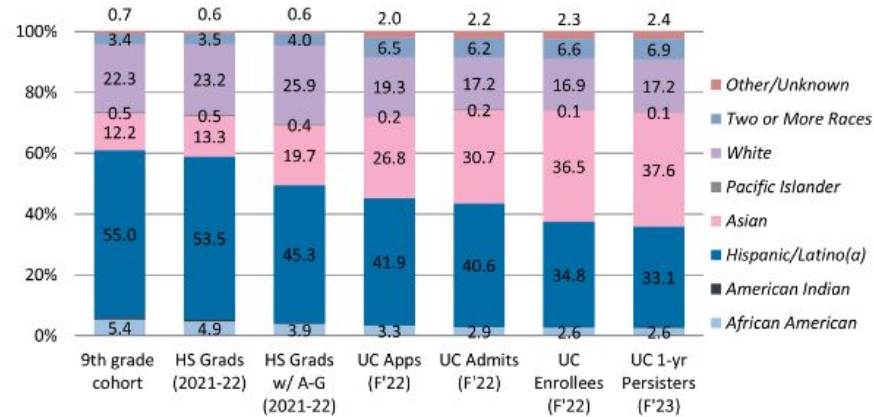
Chapters

- Executive Summary
- 1. Undergraduate Admissions and Enrollment
- 2. Undergraduate Students – Affordability
- 3. Undergraduate Student Success
- 4. Graduate Academic and Graduate Professional Students
- 5. Faculty and Other Academic Employees
- 6. Staff
- 7. Diversity
- 8. Teaching and Learning
- 9. Research
- 10. Public Service
- 11. University of California Health
- 12. Institutional Performance
- 13. Honors and Rankings
- Glossary

7.1 UNDERGRADUATE PIPELINE

UC freshman enrollees do not reflect the diversity of California's high school graduates, with A-G completions and UC applications being two opportunities for improvement.

7.1.1 Racial/ethnic distribution of the UC undergraduate pipeline, Universitywide, Fall 2022 new freshman cohort from California public high schools



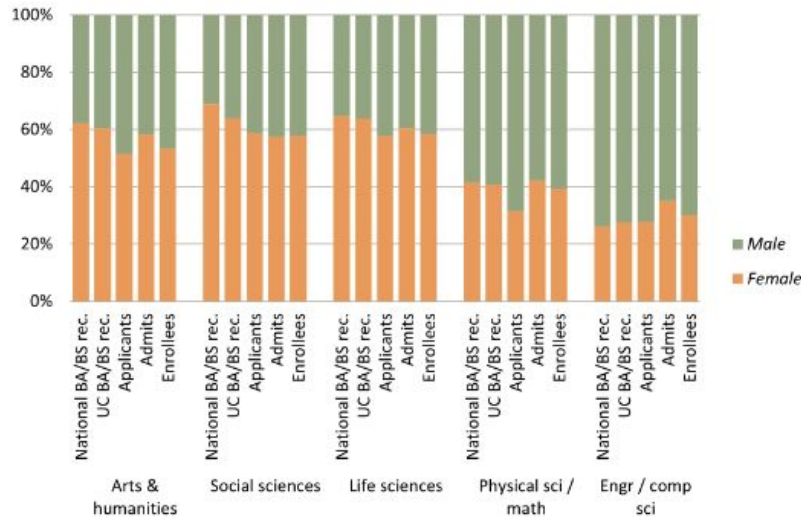
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Sources: California Department of Education; UC Data Warehouse

Source: University of California Accountability Report 2024

In graduate academic doctoral programs, UC is approaching parity with the gender diversity of U.S. institutions, except in some STEM disciplines.

7.2.2 Gender distribution of U.S. BA/BS degree recipients from US and UC institutions compared to UC doctoral applicants, admits, and enrollees, Universitywide, 2021-22



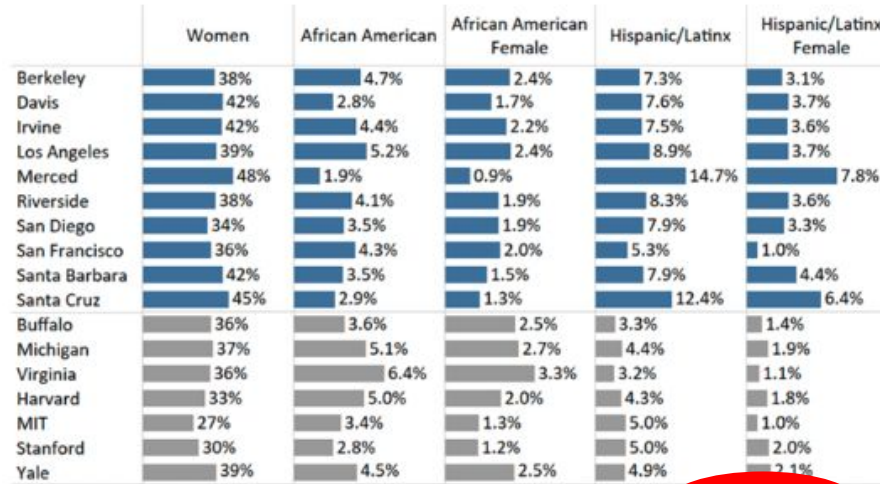
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Sources: Integrated Postsecondary Educational Data System, UC Information Center Data Warehouse

5.2 ACADEMIC WORKFORCE DIVERSITY

UC has greater diversity in terms of women and Hispanic/Latinx faculty than most of its peers.

5.2.2 Percent of tenure and tenure-track faculty who are women and/or African American or Hispanic/Latinx, UC and comparison institutions, Fall 2022



[Expand Image](#)

Source: IPEDS

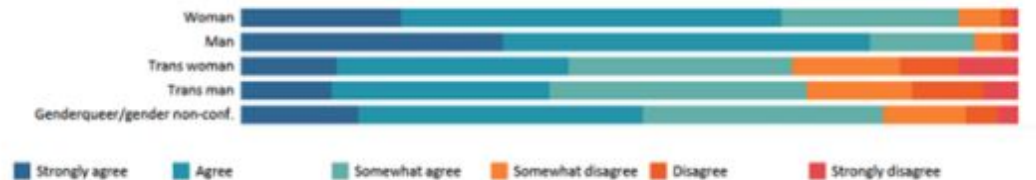
IPEDS data does not capture race and ethnicity for employees who are not U.S. citizens or permanent residents. Therefore, the UC data shown here may differ from other analyses of faculty demographics.

Source: University of California Accountability Report 2024

7.4 UNDERGRADUATE CAMPUS CLIMATE

Undergraduates who identify as asexual, bisexual, gay or lesbian, queer, or pansexual are less likely to feel respected on campus than those who do not.

7.4.3 Response to "Students of my sexual orientation are respected on this campus" and "I feel that I belong at this university" by sexual orientation, Spring 2022



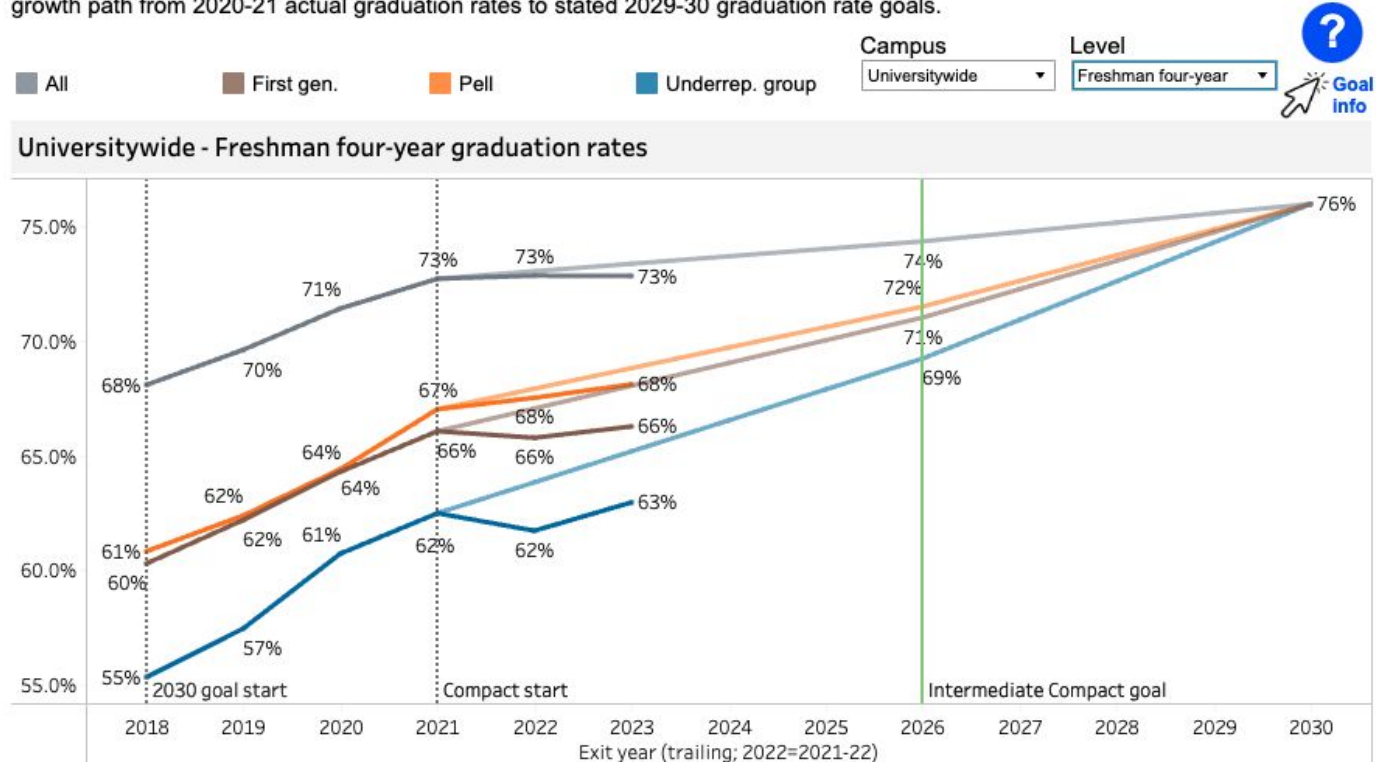
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Source: UCUES. Students could choose more than one identity.

University of California 2030 Goals

Goal #2 - Increase graduation rates and close equity gaps: Progress toward goals

The line chart displays actual graduation rates for a set of groups (darker lines) alongside transparent lines depicting a straight growth path from 2020-21 actual graduation rates to stated 2029-30 graduation rate goals.



Source: University of California 2030 Goals Website

Opportunities and Best Practices

Have you seriously considered leaving Rankin University in the past year?

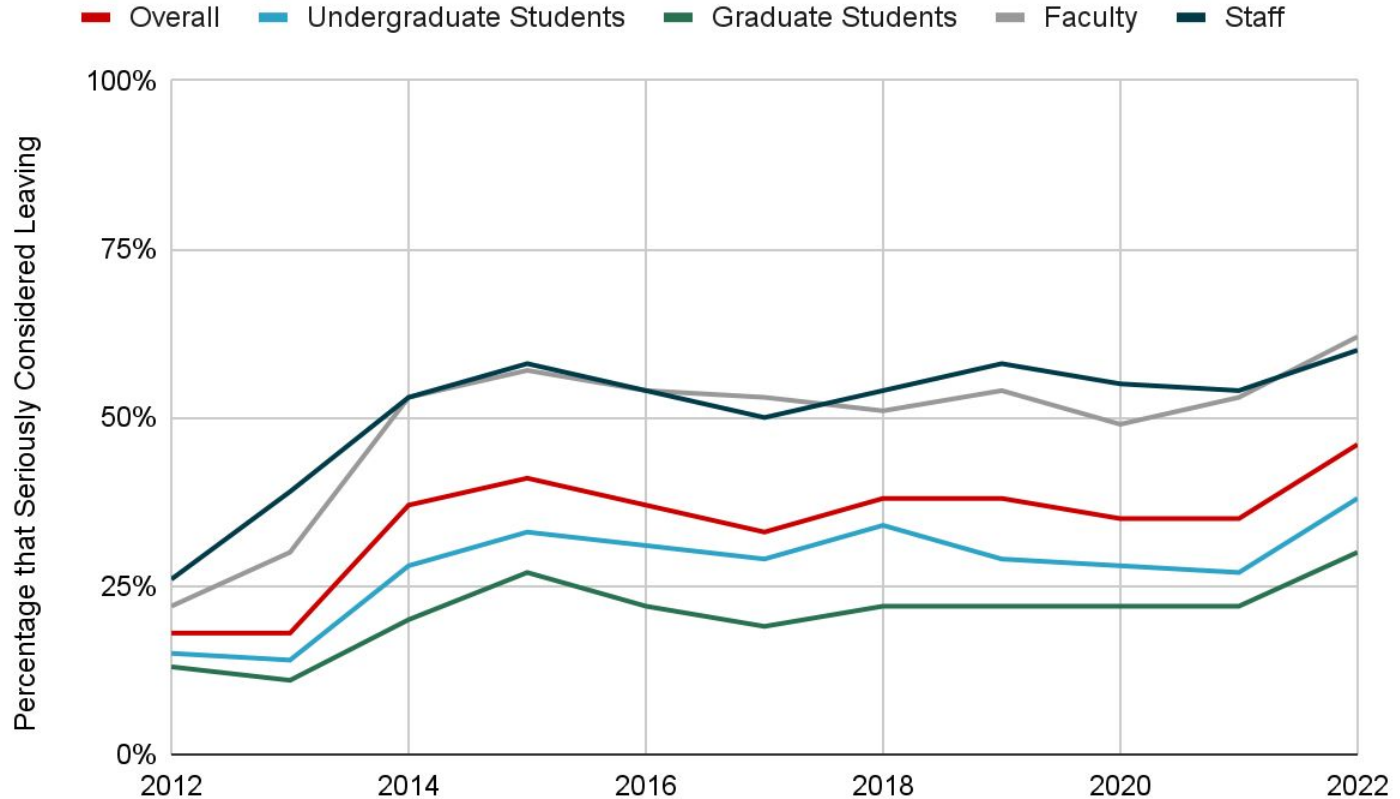
- No
- Yes

Opportunities and Best Practices

Why did you seriously consider leaving Rankin University? **(Mark all that apply.)**

Why did you decide to stay? **(Mark all that apply.)**

Opportunities and Best Practices



Other resources

- Association of Institutional Research
 - Conferences (national and regional)
 - IPEDS Workshops
- National Conference on Race and Ethnicity (NCORE)
- NADOHE webinars and institutes
- Claremont Graduate University
 - Certificate in Analytic Evaluation methods
- AAU, APLU, ACE, AACU
- NIH, NSF, DoE, and other federal agencies

DEI Data Tips

DO

- Use data-driven advocacy
- Anticipate the question(s)
- Partner with Institutional Researchers
- Start with the data; end with the stories
- Communicate using “social math” (e.g., “one in four”)
- Invest in data analysis

DEI Data Tips

- Suffer from “analysis paralysis”
- Rely strictly on data to tell your story
- Gather data for the sake of gathering
- Say “I’m not a data person...”

DON'T

Questions?



Contact us.

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Kevin Swartout:

Liz Halimah: lizhalimah2@gmail.com

Thank you for attending:
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Please take a moment to
complete this brief survey:



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