



# The First Year

*Learnings From My First Year in an Institutional Effectiveness Department*

Lisa Kimble, Administrative Secretary /Research Assistant



## INTRODUCTIONS

Name /Institution/Title

How did you come to your position in IR?

Length of time in your position

# Various Roles

- Receptionist
- Executive Secretary
- Assistant
- Office Manager
- Interviewer
- Trainer
- Interior Designer
- Communicator
- Researcher
- Coordinator
- Other Related Duties as Assigned



# Transition

- There is a mountain of information you will encounter when moving into the IE/IR Department.



# Primary Functions of IR



## Research

“Institutional research is **research leading to improved understanding, planning and operating** of institutions of postsecondary education”

(Association for Institutional Research)



## Reporting

Are the institution's policies and programs effective in achieving the institution's mission?

Petersons, Chronicle of Higher Education,  
National Community College  
Benchmarking Project

IPEDS, Perkins, DAX  
(Potential for fines/reprimands)



## Assessment

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes and provides evidence of seeking improvement based on analysis of its results.

(SACSCOC)

Southern Association of Colleges and Schools  
Commission on Colleges)

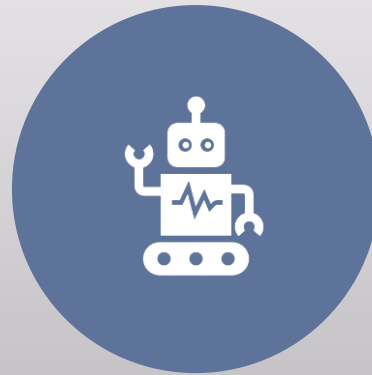
ACHE

Alabama Committee on Higher Education  
[www.ache.edu](http://www.ache.edu)

# Knowledge Base of an IR Professional



FAMILIARITY WITH  
FUNDAMENTAL CONCEPTS



TECHNOLOGICAL,  
TECHNICAL, AND ANALYTICAL  
SKILLS



FAMILIARITY WITH  
INFORMATION RESOURCES

# My Experiences

## Workshops/ Online Training

- SQL Workshop
- SQL Training on Lynda.com
- Microsoft Publisher Training
- Perkins Briefing Workshop
- IPEDS Keyholder Essentials

## Conferences

- ALAIR
- SAIR

## AIR Data & Decisions Academy

- Fundamental Statistics for Decision Support
- Foundations of Data Management



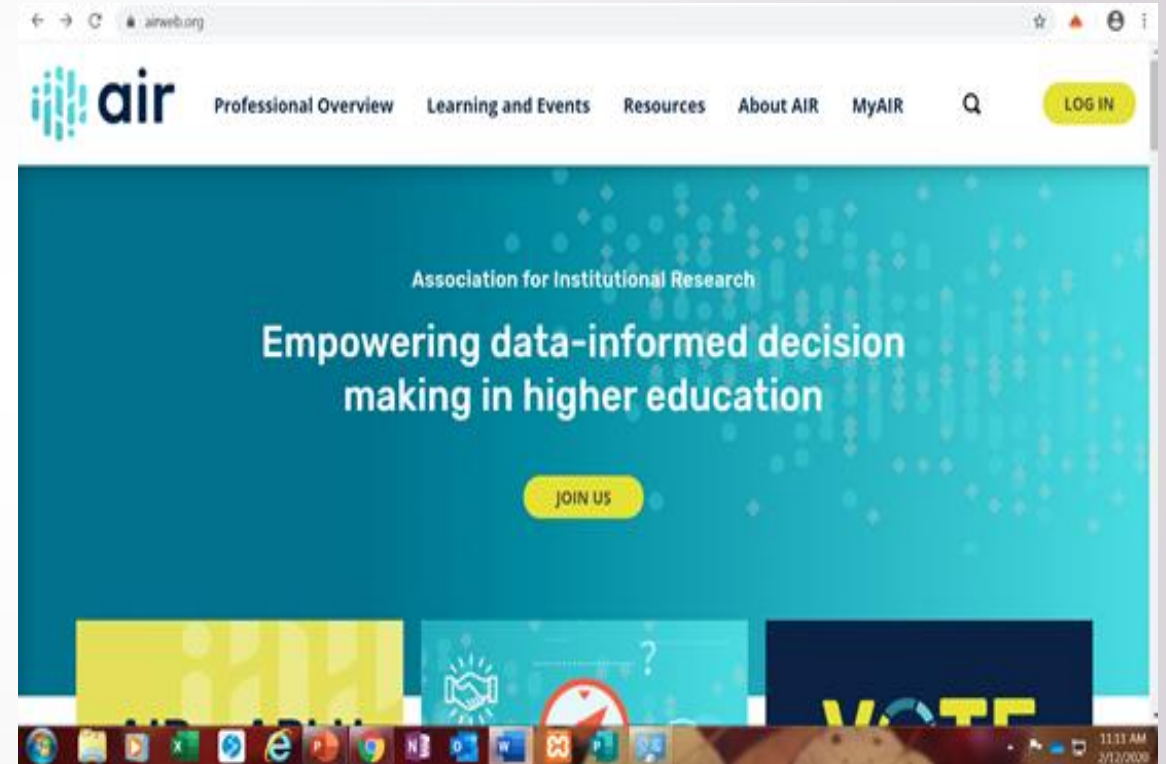
SAIR,  
Greenville SC  
2019



# Association of Institutional Research

<https://www.airweb.org/>

- Mission Statement:
  - AIR is a global association that empowers higher education professionals at all levels to utilize data, analytics, information, and evidence to make decisions and take actions that benefit students and institutions and improve higher education.
  - [A Holistic Approach to IR - Spring 2020, March 30 – May 24<sup>th</sup>](#)



# Working Relationships

- Independent
- Collaborative




# Fall Facts 2018

Non-Credit Headcount Enrollment by Area	
Continuing Education (CEU)	436
Testing/Assessment & Certification (TAC)	112
WorkKeys (WKY)	34
Training for Business and Industry (TBI)	14
Employment Skills Training (SKT)	0
<b>Total Number of Non-credit Students</b>	<b>596</b>


  

JSCC Personnel	
Faculty/Instructional-PT	274 33.0%
Clerical and Secretarial	180 21.7%
Faculty/Instructional-FT	144 17.3%
Other Professional	82 9.9%
Service and Maintenance	47 5.7%
Instruction/Research Assistants	46 5.5%
Technical and Paraprofessional	22 2.7%
Skilled Crafts	20 2.4%
Executive/Administrative/Mgmt.	15 1.8%
<b>Total JSCC Personnel</b>	<b>830</b>



Prepared by  
 Office of Institutional Effectiveness  
 Jefferson State Community College  
 2601 Carson Road  
 Birmingham AL 35215-3098  
 (205) 865-7905

Source of Fall Facts Data:  
 Jefferson State Community College  
 Student Information Systems Data



www.jeffersonstate.edu

## Fall Facts

### Fall Semester 2018

Credit Student Enrollment Summary	
Headcount.....	9,082
Credit Hours Produced.....	73,411
Full-time Equivalent Enrollment (FTE).....	4,894
Average Number of Hours Taken.....	8.08

Find Your Place at Jefferson State

Jefferson State Community College		
Fall Facts		
Fall Semester 2018		
<b>Credit Headcount Enrollment</b>		
Headcount	9,082	
FTE	4,894	
<b>Credit Student Demographics</b>		
<b>Gender</b>		
Female	5,560	61.2%
Male	3,518	38.7%
Unknown	4	0.0%
<b>Age</b>		
Under 18	1,532	16.8%
18 to 21	3,919	43.1%
22 to 29	2,269	24.9%
30 to 39	824	9.0%
40 to 49	348	3.8%
50-64	171	1.8%
65 and up	19	0.2%
Unknown	0	0.0%
Average Age	23.2	
<b>Ethnicity</b>		
White	6,133	67.5%
Black/African American	1,850	20.3%
Hispanic (Ethnicity)	434	4.7%
Multi-racial	265	2.9%
Non-Resident Aliens	172	1.8%
Asian	161	1.7%
American Indian/ Alaskan Native	34	0.3%
Unknown	24	0.2%
Native Hawaiian/ Pacific Islander	9	0.1%
<b>Student Location by County</b>		
Jefferson	3,791	41.7%
Shelby	2,444	26.9%
St. Clair	1,040	11.4%
Chilton	508	5.5%
Other-in-state	1,153	12.7%
Out-of-state	146	1.6%

Residency		
US Citizens	8,766	96.1%
Non-Resident Aliens	172	2.2%
Resident Aliens	113	1.5%
Other	19	0.0%
Unknown/Not Reported	12	0.0%
<b>Credit Enrollment Characteristics</b>		
Full-time Students	2,659	29.3%
Part-time Students	6,423	70.7%
<b>Method of Delivery</b>		
Traditional	5,585	61.5%
Multiple Methods	2,049	22.6%
Internet Only	1,448	15.9%
<b>Campus/Site</b>		
Shelby Campus	3,915	43.1%
Jefferson Campus	2,575	28.4%
St. Clair-Pell City	621	6.8%
Chilton-Clanton	621	6.8%
Multiple Sites	1,350	14.9%
<b>Degree Seeking</b>		
Transfer Programs	3,743	41.2%
Career Programs	3,544	39.0%
Non-Degree Seeking	1,795	19.7%
<b>Credit</b>		
Collegiate Credit	8,143	89.7%
Collegiate Credit/Remedial	866	15.5%
Remedial Only	72	0.8%
Audit Only	1	0.0%
<b>Type</b>		
Sophomores	3,742	41.2%
Dually Enrolled	2,003	22.0%
First-time Freshmen	1,698	18.7%
Other Freshmen	1,613	17.8%
Accelerated High School	25	0.3%
Audit Only (Unclassified)	1	0.0%

Credit Enrollment by Program		
Program	Enrollment	
Transfer-AS	3,361	37.0%
Non-Degree Seeking	1,795	19.7%
Associate Degree Nursing	1,096	12.0%
Transfer-AA	382	4.2%
Manufacturing Technology	294	3.2%
Computer Science	258	2.8%
Office Management/Supervision	251	2.7%
Physical Therapist Assistant	244	2.6%
Emergency Medical Services	199	2.1%
Veterinary Technology	181	1.9%
Radiologic Technology	168	1.8%
Office Administration	162	1.7%
Child Development	152	1.6%
Funeral Services	133	1.4%
Culinary	113	1.2%
Accounting Technology	93	1.0%
Medical Laboratory Technology	77	0.8%
Building Science Technology	60	0.6%
Respiratory Care Therapy	32	0.3%
Criminal Justice	31	0.3%
<b>Total Credit Enrollment</b>	<b>9,082</b>	
<b>Credit Hour Production</b>		
<b>Fall 2018</b>	<b>73,411</b>	
Freshman Classes	43,028	58.6%
Sophomore Classes	26,132	35.6%
Developmental Classes	4,251	5.8%
Shelby/Hoover Campus	36,154	49.2%
Jefferson Campus	21,365	29.1%
St. Clair-Pell City	5,651	7.7%
Chilton-Clanton	5,204	7.1%
Exempt Dually Enrolled	5,001	6.8%
Exempt TBI	36	0.0%

# Fall Facts 2017

## Non-Credit Headcount Enrollment by Area

Testing, Assessment/Certification	1,213	52.4%
Continuing Education	324	25.8%
Community Education	88	7.0%
Training for Business and Industry	88	7.0%
Employment Skills Training	88	7.0%
Workshops	100	7.4%

Unduplicated Number of Non-Credit Students: 1,624

Source: Banner Data (Argus Report)

## JBOC Personnel

Faculty/Instructional-FTE	142	53.4%
Central and Secretarial	174	21.5%
Faculty/Instructional-FTE	142	18.3%
Other Professionals	80	10.0%
Service and Maintenance	68	8.7%
Instructor/Assistant Assistants	34	4.2%
Student Crafts	22	2.7%
Technical and Paraprofessional	22	2.7%
Executive/Administrative/Mgr	22	2.7%

Total JBOC Personnel: 266

Prepared by  
Office of Institutional Effectiveness  
Jefferson State Community College  
2801 Carmin Road  
Birmingham, Alabama 35215-0108  
(205) 866-7100



www.jeffersonstate.edu

## Fall Facts Fall Semester 2017

### Credit Student Enrollment Summary

Headcount	8,842
Credit Hours Produced	71,334
Full-time Equivalent Enrollment (FTE)	4,734
Average Number of Hours Taken	8.04

Source for Fall Facts Data:  
State Enrollment Report Data Files  
(Except where noted)

## Jefferson State Community College Fall Facts Fall Semester 2017

### Credit Headcount Enrollment

Headcount	8,842
FTE	4,734

### Credit Student Demographics

<b>Gender</b>		
Female	5,369	60.7%
Male	3,473	39.3%
<b>Age</b>		
Under 18	1,229	13.9%
18 to 21	3,872	43.8%
22 to 29	2,331	26.4%
30 to 39	827	9.4%
40 to 49	382	4.3%
50-64	178	2.0%
65 and up	19	0.2%
Unknown	3	0.0%
Average Age	21.6	

<b>Ethnicity</b>		
White	5,743	65.0%
Black/African American	1,895	21.4%
Hispanic ( ethnicity)	454	5.1%
Multi-racial	287	3.2%
Asian	159	1.8%
Non-Resident Aliens	196	2.2%
American Indian/Alaskan Native	30	0.3%
Unknown	120	1.4%
Native Hawaiian/Pacific Islander	5	0.1%

<b>Student Location</b>		
Jefferson County	3,897	44.2%
Shelby County	2,374	26.8%
St. Clair County	1,069	12.1%
Chilton County	494	5.6%
Other in-state	847	9.6%
Out-of-state	81	0.9%

### Residence

US Citizens	8,906	96.2%
Non-Resident Aliens	196	2.2%
Resident Aliens	125	1.3%
Other	4	0.0%
Unknown/Not Reported	1	0.0%

### Credit Enrollment Characteristics

Full-time Students	2,848	29.9%
Part-time Students	6,794	70.1%

### Method of Delivery

Traditional	6,432	61.4%
Internet Only	1,431	16.2%
Multiple	1,079	12.4%

### Campus Site

Shelby Campus	3,914	44.3%
Jefferson Campus	2,891	30.0%
St. Clair-Pell City Campus	607	6.9%
Chilton-Clanton Campus	585	6.6%
Multiple Sites	1,075	12.2%

### Course Seeking

Transfer Programs	3,936	44.5%
Career Programs	1,869	21.1%
Pre-Career Programs	1,718	19.3%
Non-Degree Seeking	1,789	20.2%

### Credit

Collegiate Credit Only	7,373	83.4%
Collegiate Credit/Remedial	1,263	14.3%
Remedial Only	204	2.3%
Audit Only	2	0.0%

### Type

Sophomores	3,783	42.8%
Other Freshmen	1,695	18.9%
First-time Freshmen	1,716	19.4%
Dually Enrolled	1,844	20.9%
Accelerated High School	29	0.3%
Audit Only (Unclassified)	2	0.0%

### Credit Enrollment by Program

<b>Program</b>	<b>Enrollment</b>	
Transfer-AA	1,337	40.3%
Associate Degree Nursing	1,052	11.9%
Transfer-AA	401	4.5%
Physical Therapist Assistant	276	3.1%
Office Management/Supervision	255	2.9%
Manufacturing Technology	242	2.7%
Computer Science	223	2.5%
Child Development	172	1.9%
Veterinary Technology	169	1.9%
Radiologic Technology	169	1.9%
Funeral Services	135	1.5%
Emergency Medical Services	130	1.5%
Culinary	118	1.3%
Office Administration	112	1.3%
Accounting Technology	87	1.0%
Medical Laboratory Technology	86	1.0%
Building Science Technology	70	0.8%
Criminal Justice	52	0.6%
Fire Science	7	0.1%
Non-Credit Seeking	1,263	17.8%
Total Credit Enrollment	8,842	

### Credit Hour Production

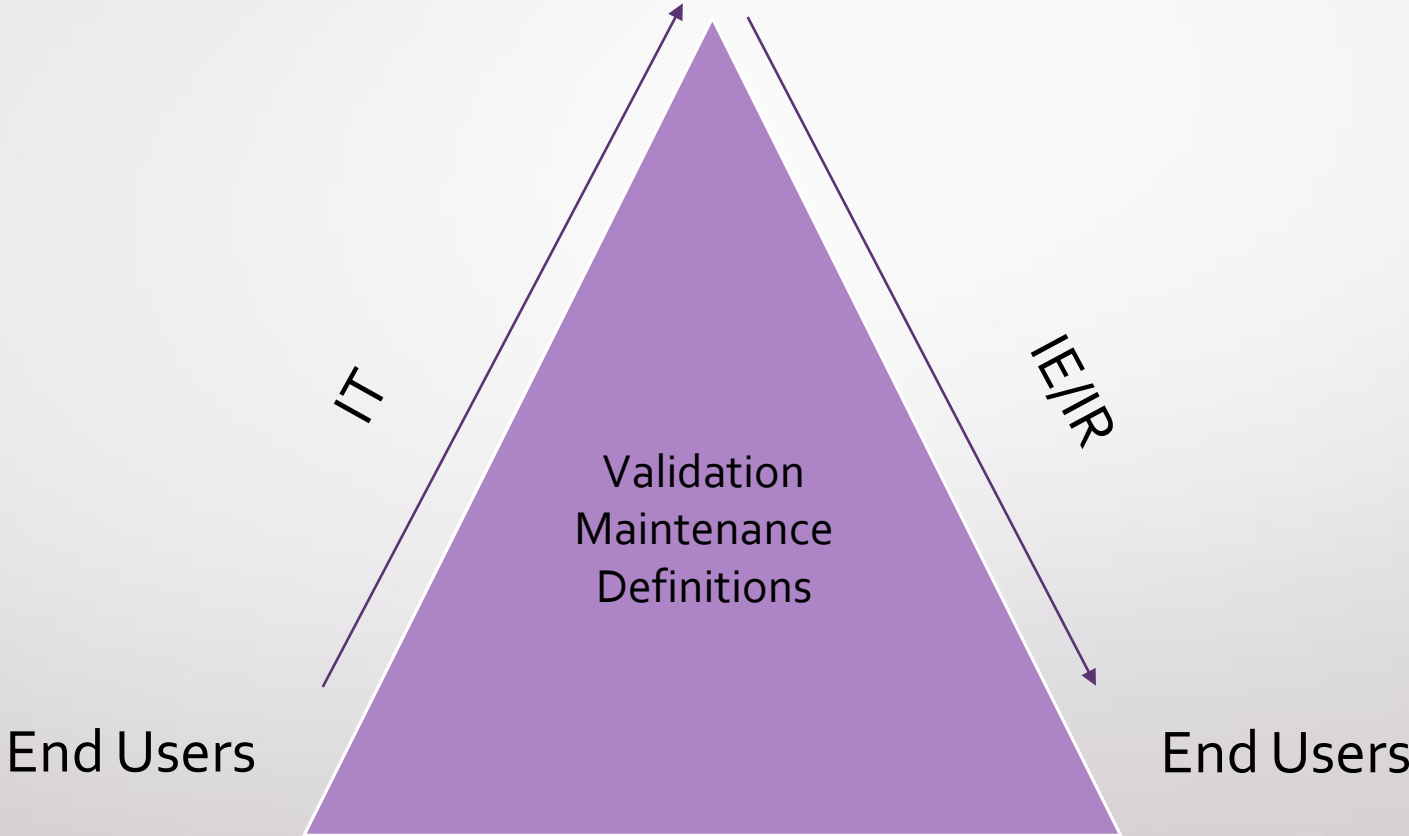
<b>Fall 2017</b>	<b>71,334</b>	
Freshman Classes	35,091	50.6%
Sophomore Classes	22,272	31.2%
Developmental Classes	5,149	7.2%
Shelby-Hoover Campus	35,091	49.2%
Jefferson Campus	22,272	31.2%
St. Clair-Pell City Campus	5,164	7.2%
Chilton-Clanton Campus	4,803	6.7%
Exempt Dually Enrolled	1,732	2.4%
Exempt TR	42	0.1%

# What I Learned Along The Way

- **Fundamentals of Data Management**

- Databases
  - **Relational** – database organized around tables in which info can be updated simultaneously
  - **Transactional** – live database that changes as transactions are added
  - **Data Warehouse** – A subset of Transactional data captured at determined times and frozen in flat files for analysis
- Data Security Access, Confidentiality
  - **FERPA** – The Family Educational Rights and Privacy Act –Establishes guidelines for data disclosure
  - **Solomon Amendment** –requires the sharing of student directory info with US Military & Atty. Gen.  
<http://www.ed.gov/policy/gen/guide/fpco/ferpa/mndirectoryinfo.html/>
- Data Maintenance
  - Diligently check for errors
  - There are two sets of terminology identifying data, that which is used by the end user uses, and that which an analyst utilizes, you will need to become familiar with both.

# Data Base



File Name	# of Records	# of Errors	File Creation Date
Assessments (ASSESS)	35,255	0	3/9/2020
Academic Awards (AWARD)	13,333	0	3/9/2020
Financial Aid (FINAID)	6,305	0	3/9/2020
Job Accounts (JOBACCTS)	1,165	0	3/9/2020
Jobs (JOBS)	1,058	15	3/9/2020
Personnel (PER)	903	0	3/9/2020
Registration (REG)	18,778	0	3/9/2020
Schedule Details (SCHDET)	1,133	0	3/9/2020
Schedule Instructor (SCHINS)	1,086	0	3/9/2020
Schedule Master (SCHMST)	916	200	3/9/2020
Special Populations (SPECPOP)	1,864	0	3/9/2020
Students (STU)	7,911	2	3/9/2020

# What I Learned Along the Way

## Data Request Fulfillment Considerations

- What question is being answered? May be different than what end user asked
- Who will see data? Internal vs. External
- Cross -checking Data
- Documenting Programs & Processes
  - Takes notes- define research question(s), determine where data (for analysis) is obtained, have a specific description of the data components or variables, a research plan detailing the who, what, when, and how for the project, maintain a copies reports produced.
- Cultivate a reputation of accuracy, honesty, and trust. (AIR Code of Ethics)



# What I Learned Along the Way

## Data Management Concepts

- Maintaining source information
- Maintain a Data Dictionary \*
- Proofing Data
- Data Glossary

“Association for Institutional Research (2012). *Glossary* [Course paper: Foundations of Data Management]. Tallahassee, FL: Association for Institutional Research.”

# Best Practices

in no particular order...

- Meet Face to Face whenever possible – If something can be construed negatively, pick up the phone
- 10 minute team huddles – share projects, keeps everyone on board
- Identifying what I can't do, ask for help
- Coordinate data requests, What can others do?
- Utilize Calendars and Whiteboards, to keep up with commitments/deadlines
- Give/Get the context to ensure that data is interpreted/used appropriately, Be able to explain where data comes from
- Use Headers or Footers to show when data was pulled where data is stored, or Departmental info..... *(Prepared by Institutional Effectiveness)*

# Best Practices

- Verify, crosscheck data
- Managing Expectations, be timely & proactive
- Designated Training Time
- Personal Commitment
- Be service oriented
- Networking at conferences and on campus
- Create a Resource Binder
- Attend SAIR, ALAIR and AIR conferences if you can
- Ensure Consistency of Reporting – same #s going out

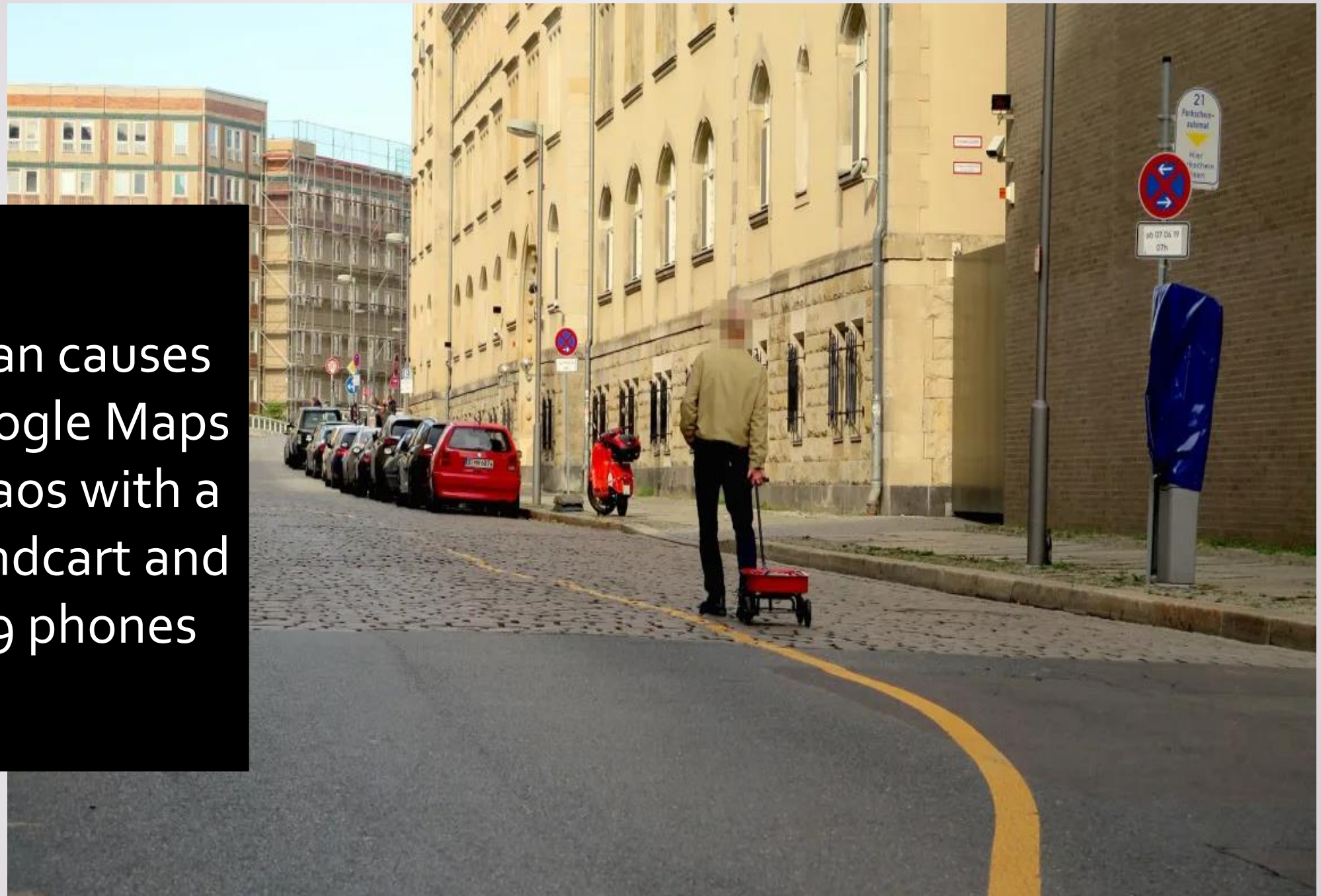
# Becoming More Effective: Tools of Transformation

Newcomers Workshop, Eric Atchinson and Meaghann Wheelis 2019 SAIR Conference



1. Establish priorities
2. Strive for attaining/maintaining valid and reliable data.
3. Distill complex or voluminous data into information that has utility for the report users. Remember your audience and get to know their needs.
4. Staying aware of institutional issues and perspectives is imperative
5. Assist data custodians in error detection and correction. Strive for attaining/maintaining harmonious rapport
6. Promote effective use of information produced by IR.

Man causes  
Google Maps  
chaos with a  
handcart and  
99 phones



# Becoming a Life Long Learner

- Expect the increasing appetite for information and analysis to continue
- Be open to learning new information, and using new tools, techniques systems, software and hardware as you move forward in your career.
- “The one –off of education followed by a career will no longer work; you must commit to constantly update your skill set.”

Questions?

Lisa Kimble 205-856-7905

lkimble@jeffersonstate.edu



This Photo by Unknown Author is licensed under [CC BY-NC-ND](#)

