

INSTITUTIONAL EFFECTIVENESS & PLANNING (IE&P)



Welcome to the new communication from the Office of Institutional Effectiveness & Planning. We hope that this will be an effective way to continue to support the UNI community with data informed decision making and communicate important continuous improvement efforts.

On July 1, 2021, the Office of Institutional Research & Effectiveness changed its name to the Office of Institutional Effectiveness & Planning (IE&P). Our new name reflects the evolution of the work carried out by the office as well as a change in reporting structure. Reporting directly to the President, the IE&P office provides the campus community with resources needed to engage in improvement initiatives and advance UNI's mission and strategic vision. The office integrates planning by identifying and aligning existing evaluation initiatives, reporting on findings and patterns, and most importantly making actionable recommendations for continuous improvement.

Services offered by the IE&P Office:

Decision Support: As engaged members of the UNI community, we have the opportunity to lead data informed decisions for constituents on campus. The IE&P office supports leaders in the process of continuous improvement.

Strategy Development & Implementation: We provide support in developing strategic and operational plans that include clearly defined goals, initiatives, and action plans.

Data Stewardship and Information: Provide direction for institution-wide use of data and analytics. IE&P leads UNI's data needs for decision makers.

Research: IE&P collects and analyzes clear and accurate data, monitors trends, and assists in answering questions by turning data into information.

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Meet the Staff



Kristin Moser is Assistant to the President for Institutional Effectiveness & Planning. She works to advance the institution's strategic agenda and priorities, guiding the university in data-informed self-evaluation in support of its mission, strategic goals, and institutional decision making. She believes in responsible data stewardship and strives to serve campus with integrity and transparency. Outside of work, she enjoys hiking with her family and accumulating eye rolls from her teenage son.



As Planning and Assessment Coordinator, **Ericka Gonzalez-Smith** assists in strategizing assessment and strategic planning efforts by supporting strategic departmental outcomes and action plans. In addition to continuous improvement efforts, Ericka supports accreditation activities and institutional reporting obligations. She is a dedicated mother of two and enjoys spending time with family.



Rachel Emerson-Dines is the Data Analyst for Institutional Effectiveness & Planning. In her current role, she leads data reporting and analytics projects with strategic enrollment management, along with servicing a wide range of data and analysis requests for partners across campus. In her free time, she enjoys the outdoors, traveling, and spending time with family.



Megan Vogt-Kostner is the Senior Research Analyst in the Office of Institutional Effectiveness & Planning. In her current role as Senior Research Analyst she works alongside many campus partners to support their strategies of evaluation and assessment while making data informed decisions. Her main research interests include the assessment of first-year initiatives, student success after graduation, and campus-wide surveying. Outside of work you can find Megan drinking coffee while enjoying time outside with her husband and two small children.



Shefei Schultz is the Data Scientist of Institutional Effectiveness & Planning. As the newest member of the team, she serves to develop algorithms and maintain dashboards. She has a B.A. in Economics and is pursuing a B.S. in Computer Science from the University of Northern Iowa. Prior to her coding life, she was an accountant and a buyer who can TIG weld.

Data Literacy

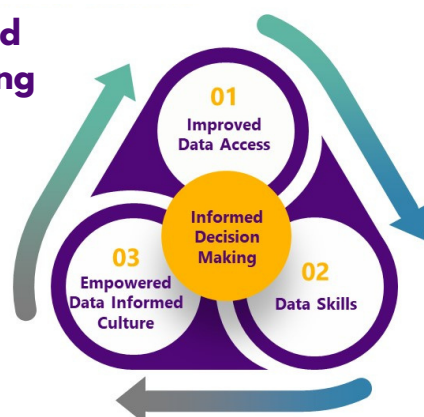
UNI has an abundance of data, with various units across the institution contributing to the collection and reporting of data to inform decision making across all levels of the institution. As an office, we strive to support the UNI community in using available data to make decisions that better the institution and improve student outcomes. The term data literacy refers to the ability to read, work with, interpret and communicate multiple types of data. Data literacy is a skill that empowers faculty and staff to transform data into actionable information by asking the right questions and ultimately making informed decisions. As engaged members of the UNI community we have the obligation to make data informed decisions. In order to cultivate a data informed culture, data is made available and presented in a way that is easy to understand.

You can access various forms of data through [UNI's report center](#), [program vitality metrics](#), as well as [institutional reports](#).

In order to engage in data-informed decision making, we recommend the following:

1. **Know what you are looking for:** Clearly define the question(s) you need to answer with data. What do you want to know? What do you expect to find in the data?
2. **Select appropriate data points:** Before you search for new data, what data do you have access to? Do the data you have pertain to the nature of your inquiry (e.g., outcomes assessment)? Use data sources that will answer or clarify the information you are looking for. If you are unsure where to access the data you need please reach out to our office and we will be happy to support you.
3. **What can we learn from existing data:** Upon review of the data, what are the results? What does the data show? What trends can be observed from the data? What is missing?
4. **Making Decisions:** Review data sources and articulate an answer to your inquiry. Is there a need for additional data?

Data Informed Decision Making Process





Fall Census Data

Every fall, various types of data are compiled and an annual snapshot is captured in the UNI Data Warehouse. As most data are dynamic; the numbers are always in flux. In order to allow for consistency in reporting, and for comparable data from year to year, a "snapshot" of data is taken at the same point in time during each semester (i.e. the census date). This data is then shared, analyzed and used by the institution for reporting and decision making that influences the day to day direction of the institution. Census date data are also used for federal and state reporting purposes, as well as for survey responses and internal studies. As you review the various census data sets, please keep in mind the following definitions.

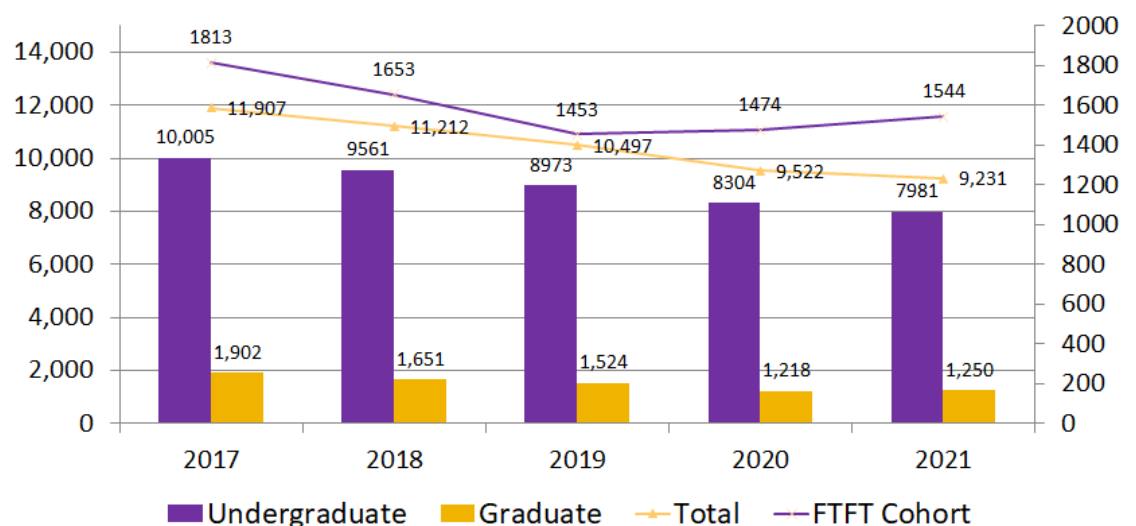
Census: All student enrollment headcounts as of the official census date, which is the 10th day of classes.

FTFT (First Time Full Time) Freshman Cohort: Cohorts are established for tracking and reporting on a group of students over time. The FTFT freshman cohort consists of students in their first year of courses who have not previously attended another institution after graduating from high school or completing a high school equivalency program and who are attending UNI full-time in their first semester.

Retention Rate: The rate at which students return to school from one semester to the same semester the following year.

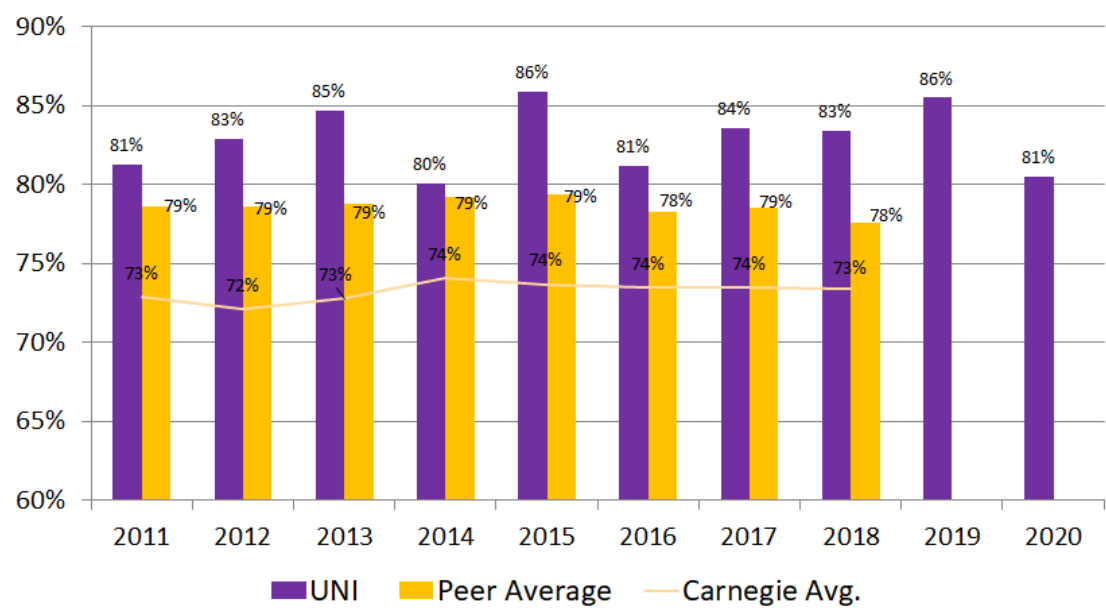
Additional definitions can be found in the [UNI Data Cookbook](#).

Enrollment

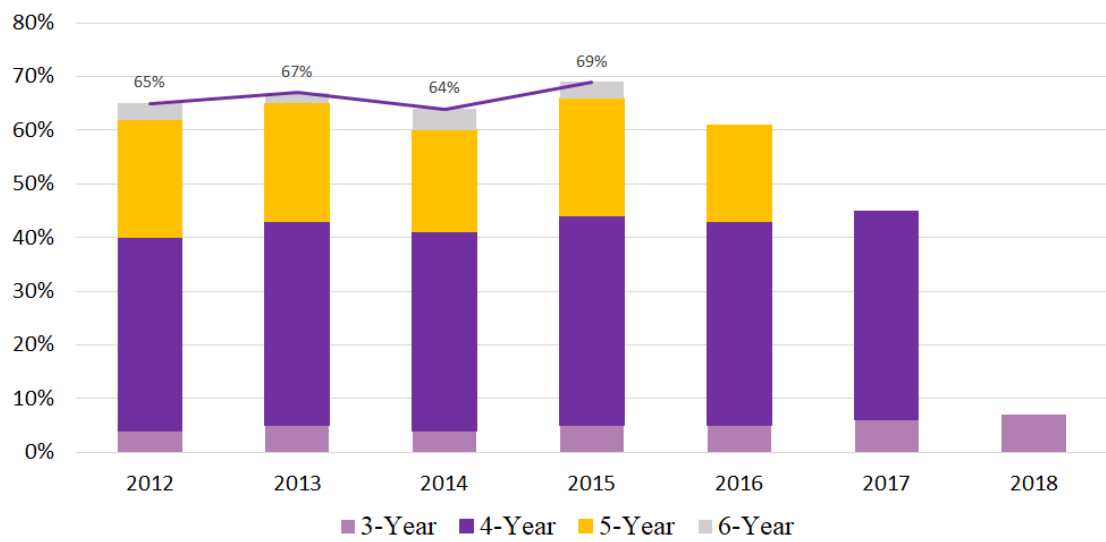


[Click here for an interactive enrollment dashboard.](#)

Retention Rates



Graduation Rates



Vision:

The Office of Institutional Effectiveness & Planning (IE&P) provides leadership in the innovative use of campus wide data for decision making by challenging institutional thinking and framing critical issues within the context of continuous improvement.