



ALUMNI COALITIONS OF PRACTICE

DATA INFORMED DECISION MAKING

Co-Chairs:

Joe Argiro, Central Ohio Technical College

Thomas Benjamin, Lorain County Community College

Data-Informed Decision-Making (DID-M)

Coalition Charge:

- To identify a **common problem (or practice)** among Ohio community and technical colleges
- directly related to the **use of data to inform decision-making,**
- and to **develop collateral** demonstrating an easily-replicable solution to the identified problem (or to strengthen a practice)
- **that will be shared** with Academy alumni, college leadership, and the broader 2-year college community of Ohio.

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Contributors:

Co-Chairs:

Joe Argiro, Institutional Research Analyst, Central Ohio Technical College

Thomas Jay Benjamin, Director of Institutional Research, Lorain County Community College

Contributors:

Erika Fenik, Director of Institutional Effectiveness, Lorain County Community College (editor)

Angela Fernandez, Dean, Business and Public Services, Sinclair College

Mollie Miller, Director of Institutional Research and Effectiveness, Cincinnati State Technical & Community College

Dr. Jeanette Passmore, Assistant Vice President of Student Affairs, Rhodes State College (editor)

Dr. Michael Pfahl, Associate Vice President, Academic Affairs, Owens Community College

Dr. Matthew Williamson, Director of Institutional Research, Belmont College

OACC Advisor:

Anne Foster, Director of Institutional Effectiveness, Ohio Association of Community Colleges

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The Process and Final Topic Selection:

- **OACC Community of Practice Program Launch and Co-Chair Recruitment (autumn 2023)**
- **Participant Recruitment and Topic Selection (autumn 2023)**
- **Participant Survey**
 - What common challenges emerged between institutions related to leveraging data for decision-making?
 - Data sharing with students, faculty, staff, and community; Breaking data silos within institutions; Expanding data use on campus; Storytelling
 - Data system implementation and sustainability; Evaluating technology vendors
 - Instructional costs and productivity
 - Matching technology and staffing needs; Staff development for technology and data use
 - Predictive/big data, artificial intelligence; Collection and analysis of qualitative data
 - Using external and community data for planning and research
- **Monthly/Biweekly Virtual Meetings on Zoom (over AY2023-24)**

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Final Topic Selection:

How Ohio's Public Community and Technical Colleges Leverage External Data to Inform Decision-Making and Institutional Effectiveness

- Case Study Report – Institutional Examples Written by DID-M Contributors
- Overview and Descriptions of Community and External Data Sources
- Reference Links Organized by Topic

Data-Informed Decision-Making (DID-M)

External Data Sources:

1. Labor Market Information: Employment Data & Projections – Sinclair College
2. Labor Market Information: Job Postings and Profiles – Owens Community College
3. Graduate Employment Outcomes – Belmont College
4. Community Data – Belmont College
5. Peer Data – Cincinnati State Technical & Community College
6. Transfer Data – Lorain County Community College
7. Civic Engagement and Voter Registration – Owens Community College & Lorain County Community College
8. Economic Development and Planning Data – Central Ohio Technical College & Lorain County Community College

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Labor Market Information: Employment Data & Projections



- **Sinclair College (Dean Angela Fernandez)**
 - **Curriculum Development** – Analyze labor market trends to identify in-demand skills.
 - **Program Review and Development** – Align with industry needs and identify new programs.
 - **Workforce Training** – Develop and provide custom training programs that help reduce skill gaps.
 - **Internships and Job Placement** – Forge partnerships with companies that bridge the education-to-employment pipeline.
 - **Advising** – Provide students with information about labor market trends and job prospects.
 - **Resource Allocation** – Prioritize investment in areas with strong growth potential and high employer demand; Inform proposals for grant applications.
 - **Assessment and Evaluation** – Collect and analyze data to ensure program relevancy.

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Community Data: U.S. Census Bureau

- Decennial Census, Economic Census, Census of Governments, American Community Survey, American Time-Use Survey, Small Business Pulse Survey, Household Pulse Survey, QuickFacts
 - **Belmont College (Dr. Matthew Williamson)**
 - IR disseminates data about the current and projected demographics of the United States and the college's service area; Population estimates, demographic breakdowns, commuting patterns, technology and internet access, and educational attainment.
 - Couple with data on/from high school senior enrollment, the Ohio Department of Education and Workforce, location quotients from the Census Bureau, and internal enrollment reports.
 - Dashboard with trends on different topics; Accelerates analysis for stakeholders.
 - Wide use around campus; Ex. Marketing promotes academic programs with industry-recognized certifications based on characteristics of the service region.



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Appendix:

Case Study Rationale and Introduction:

"Beyond the traditional postsecondary education environment, many agencies collect data, provide research tools, and generate analyses that college stakeholders can leverage to broaden information sharing on campus and increase organizational awareness of important factors impacting operations.

This report intends to provide overviews of a range of data sources external to Ohio's public community and technical colleges. It includes case studies highlighting how institutions leverage the data for institutional improvement and inform strategic direction. Each section presents and describes data sources related to each topic, includes links to the references, and details specific instances of informed data use by one or more public Ohio colleges."