Late last quarter the WASC (Western Association of Schools and Colleges) five-member Capacity Review team visited Stanford to meet with faculty, administrative staff and students from around campus as part of the second stage of the three-stage WASC reaccreditation process.

This was the first of two site visits that will be conducted on-campus. The second site visit is scheduled for 2012. The University has been working on its reaffirmation of accreditation since early 2007; this effort has included the participation of more than 50 faculty and staff and has been led by an executive committee composed of John Bravman, Judy Goldstein, Brad Osgood and Stephanie Kalfayan and now includes Harry Elam who has taken the place of John Bravman.

The WASC five-member visiting team consisted of faculty and administrators from Caltech, MIT, Princeton, UC Irvine, and the University of Hawaii at Manoa. The team was led by the President of Caltech, Jean-Lou Chameau.

The visit consisted of 21 sessions relating to undergraduate and graduate education, finance and resources, academic leadership, academic resources, the Study of Undergraduate Education at Stanford (SUES), student affairs and residential education, and University diversity initiatives, as well as institutional research.

Rana Glasgal, Associate Vice Provost for Institutional Research and Decision Support, and Jenny Bergeron, Manager of Assessment and Evaluation, hosted an hour-long presentation on institutional research work products as well as the implementation of assessment cycles for both schools offering undergraduate degrees and for co-curricular programs. The session was attended by faculty and staff who were instrumental in the process, including Russell Berman (Professor of Comparative Literature), Susan Stephens (Professor of Classics), Susan Weersing (Associate Dean of Undergraduate Studies in Humanities and Sciences), Anne Egger (Undergraduate Program Coordinator in Earth Sciences), and Ken Hsu (Vice Provost for Student Affairs and Director of the Graduate Life Office).

The sessions were very well received, and the visiting team reported that they were impressed by “the vibrant tradition of self-evaluation and assessment that they found here at Stanford”. Stanford eagerly awaits recommendations from the WASC commission, and continues to move forward with projects that will be part of the Educational Effectiveness Review, the second of the two accreditation site visits. More information about Stanford’s accreditation can be found at http://wasc.stanford.edu/.
The campus-wide Business Intelligence (BI) effort has been proceeding with several major initiatives, described below. For more information, please contact Rana Glasgal (rana@stanford.edu).

Research dashboard now live

The new research metrics dashboard is now available to authorized users. The dashboard, implemented in Oracle Business Intelligence Enterprise Edition software (OBIEE), shows high-level time-series research data over several dimensions in a flexible, easy-to-use format. The dashboard displays the data using drillable graphs, so the user can select a year, organization, or agency of choice and drill into that dimension for further detail just by clicking on a bar in the graph itself. Customized filters and views are available so that a user can create whatever graphs or tables they find most useful, and save those customized views for future use. The high-quality graphics can be downloaded into PowerPoint for easy presentations, or into Excel or csv format. While the user community for this new dashboard is limited right now, wider rollout is expected during the winter quarter.

Data governance organization to be created

To take a next crucial step in the development of Business Intelligence, the Systems Governance Group (SGG) approved a new position proposed by the BI Steering Committee, a Data Governance Manager (DGM). The DGM will develop and administer a new data governance process at Stanford across our many administrative systems, databases, and organizations. This person will be responsible for data quality processes and programs, and will work with subject area data stewards and technical staff to ensure that data is collected, stored, shared and reported accurately, in accord with the needs of the University. This will be Stanford’s first long-term, systematized effort on data quality. The DGM will also work cooperatively with the committee responsible for data privacy and security, which has been in place for many years now.

Work on HR metrics dashboard begins in January

The BI Steering Committee recommended that the next area for development of metrics and dashboards is Human Resources. A project to gather requirements and build an HR dashboard begins in January, and will continue for most of the fiscal year. The project will create a dashboard with similar features and look and feel as the research dashboard recently completed.

The BI Steering Committee is excited about these initiatives and looks forward to the implementation of the HR dashboard, and to improved data quality via the data governance function. Contact Rana (BI Program Manager) with any questions and suggestions. Also, If you know of anyone with the skills to become Stanford’s data governance manager, please let Rana know. The position description will be posted to http://jobs.stanford.edu in late January.

This assessment was conducted between 2005 and 2010; Stanford participated in the data gathering phase between Fall 2006 and Spring 2007. Nearly every U.S. doctoral program in each of 62 fields were rated. In all, the assessment covers 4,838 programs at 212 universities. This extensive analysis of the many aspects of graduate education is intended to provide data allowing comparisons among the similar programs.

The NRC provides these rankings, and all of the data from which they were derived, in Excel spreadsheets; other tools for working with the data are available via the Chronicle of Higher Education, PhDs.org, and others.

IRDS, in collaboration with VPGE, produced a wide variety of summary and explanatory materials for campus stakeholders. These resources, published in the NRC section of the IRDS website were also used by people across the country. Some highlights:

- A Chronicle of Higher Ed blog post refers readers to our explanation of the study methodology
- UC Riverside asked to use our NRC FAQ as an inspiration for their own
- Over the three days surrounding the release of these data, 1374 people visited the IRDS website, primarily exploring our NRC resources; this is about 70 times greater than our normal web traffic (approximately 20 visitors per day)

This entry was posted on Friday, January 14th, 2011 at 11:40 am and is filed under Institutional Research.
Stanford plans to administer the Enrolled Student Survey, the Senior Survey, and the Class of 2012 Junior Exit Survey this spring.

The **Enrolled Student Survey** is part of a group of surveys conducted every four years by the Consortium on Financing Higher Education (COFHE), a data sharing consortium of our peer institutions. This survey will be administered to the entire undergraduate student body and will allow Stanford to compare itself to its peers on variables related to academic engagement, faculty and advising, self-reported learning gains, extra-curricular activities and health and well-being.

The **Senior Survey**, now administered every year at Stanford, will be given to undergraduates through the “Apply to Graduate” process in Axess. Because this is an off-year for the COFHE-wide Senior Survey, comparative data will not be available. However, valuable data pertaining to Stanford students’ academic and co-curricular experiences while here at Stanford, as well as their post-graduate plans, will be collected. Stanford has been conducting this survey for many years and therefore has a rich longitudinal set of information about Stanford students at the time of their graduation.

The **longitudinal survey of the Class of 2012** is in its third year. This year we will be collecting information from students at the end of their junior year on variables related to the WASC accreditation proposal themes *The Small College Experience in a Research University* and *Educating Students for Global Challenges*. This suite of surveys tracks students from the Class of 2012 through their four years here at Stanford and will provide a comprehensive view of the evolving characteristics, beliefs, and expectations of the Class of 2012. For more information about surveys being conducted at Stanford, please contact Jenny Bergeron, Manager of Assessment and Evaluation (jbergero@stanford.edu).

This entry was posted on Friday, January 14th, 2011 at 11:30 am and is filed under Accreditation, Survey Research.
Information Sources: Common Data Set and Fact Book

Each year, Stanford compiles and publishes two rich sources of publicly-available information about Stanford. These are great sources of data to be aware of and to keep handy for future use. Links to both of these (and more) can be found in the More Stanford Data section on the right-hand side of every page of the IR&DS website.

Stanford Facts

Compiled by University Communications, Stanford Facts contains useful information about Stanford’s history, its students, financial aid, majors, faculty, and finances. In addition to the website, this is available in a small booklet format, which can also be downloaded as a PDF.

Common Data Set

Created by a consortium of guidebook and magazine publishers in cooperation with Institutional Research professionals, the Common Data Set (CDS) was designed to provide data with consistent definitions across colleges and universities. Data from the CDS is used for US News and other national rankings. It is a rich source of information on Stanford’s enrollment, financial aid, faculty composition, and admissions in current and previous years.

Many other colleges and universities also publish CDS data on their websites (often, though not always, through Institutional Research offices), so this is also an extremely valuable source of comparative data.

This entry was posted on Friday, January 14th, 2011 at 11:20 am and is filed under Institutional Research.
IR&DS is offering individualized Business Objects training sessions by appointment. Training will be provided in our office for individuals or groups of two. Larger groups of three to six people can be accommodated in our conference room in Building 60 but will not be as “hands-on”. Sessions will last between 1½ and 2 hours, depending on trainee(s) requirements. Please send requests for one-on-one or small group training to dss-support@lists.stanford.edu.

This entry was posted on Friday, January 14th, 2011 at 11:10 am and is filed under Decision Support.
Higher Ed Opportunity Act Resources

IRDS has published a collection of the many pieces of information that campuses are required to publicly disclose by the Higher Education Opportunity Act of 2008.

Colleges and universities are now required to publicly disclose particular pieces of information of interest to prospective and current students, from the new financial aid calculator and preferred lenders for student loans to required textbooks, public safety information, and more.

This information is linked to from Stanford’s central Student Gateway (at the lower right, under “SEE ALSO”). IRDS will keep the compiled information and web links up to date.

This entry was posted on Friday, January 14th, 2011 at 11:00 am and is filed under IR&DS: General.
In December, IR&DS staff took time out from the usual daily frenzy of email, data, and phone calls to do some thinking about the purpose and vision of IR&DS. The group examined the current and ever-changing landscape for higher education, Stanford, and technology and thought about how this landscape affects our work. We also took some time to think broadly about what we want to have accomplished as a group in 5-10 years. While this planning exercise is not yet complete, we did finish a review of our Mission Statement, last revised in the summer of 2008. We found that the Mission Statement is still relevant and accurate, and made only a few changes, highlighted below.

IR&DS’s mission is to facilitate institutional decision making at Stanford by:

- Providing integrated analysis and research needed by University decision makers
- Publishing reports that provide insight into the performance of the institution
- Assessing and evaluating Stanford’s academic and co-curricular support programs
- Building data collections and facilitating access to data with training and tools
- Disseminating and facilitating best practices in the collection, use, and interpretation of data
- Advocating for data quality and integrity

IR&DS accesses, utilizes, analyzes, and reports on data from all of the major administrative systems at Stanford, including student, faculty, course, research, and financial data. IR&DS performs and facilitates complex analyses for both departments and central offices, including collaborating with other universities to provide comparative data, and proactively publishing management reports.

As always, our Mission Statement can also be found on our website.

This entry was posted on Friday, January 14th, 2011 at 10:50 am and is filed under IR&DS: General.
Ferzana Havewala left IR&DS and Stanford in late September to move to Texas with her husband. She will be pursuing a doctorate while her husband begins his dream job. We wish her the best as she pursues further education! Anyone who previously worked with Ferzana should contact Jenny Bergeron (jbergero@stanford.edu) with any needs going forward.

A job description has been posted to fill this vacancy. The job title is Assessment and Evaluation Specialist, and the description can be found at [http://jobs.stanford.edu/](http://jobs.stanford.edu/), job number 40234. We will continue to accept applications until the position is filled.