

# DATA: YOU CAN DO IT TOO!

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# LEARNING OUTCOMES

# Attendees will (hopefully) learn...

- What data an Student Disability Services office must, should and can be tracking
- Reasons why an SDS office should track data
- Methods for how an SDS office can track data and information
- Tools, strategies and templates to track and evaluate data in an SDS office



**YOUR PRESENTER**

# About Me

- Senior Accommodation Specialist – 7 years
- Office of Access and Learning Accommodation (OALA) at Baylor University
  - *Student case load*
  - *Information management (Accommodate)*
  - *Data / assessment (six years or so)*
  - *Document formatting, grammar assistance, t-shirt design, etc.*
- Previous: middle school social studies, summer camp counselor, metal fabrication

# Data Background (not fancy)

- B.A. in Journalism-News/Editorial – M.S. Ed. in Curriculum and Instruction (both Baylor)
- Fantasy baseball / fantasy football / soccer analytics / NCAA basketball analytics
- Partially completed Khan Academy courses on High School Statistics and Statistics & Probability
- Two weeks of an accounting course at the University of Louisville
- I like knowing things

# Data Background (not fancy)

- Self-taught with lots of help
- Google
  - *“Excel.....” / “Google sheets.....”*
- Vendor questions – **Accommodate**, Clockwork, AIM, Maxient, **Ellucian**, **Microsoft**, Google, etc.
- On campus – Institutional Research, assessment, accreditation, etc.

# DISCLAIMER:

## I work at Baylor.

I am aware of the uncommon institutional advantages of a large, expensive, private, (religious) university. I will talk a lot about what we do, but I've tried to make as many considerations for the different types of campuses as my knowledge allows. If I say something that you don't know how (or is impossible!) to translate to your campus, I'm happy to have a further conversation.

- Mostly sufficient budget
- Staff of 14 and 3 GAs
- Microsoft 365
- Qualtrics
- LinkedIn Learning
- Adobe Creative Cloud
- The New York Times
- Zoom AND Webex(?)





**WHAT DO WE  
TALK ABOUT  
WHEN WE TALK  
ABOUT DATA?**

# Foundational Thoughts (from a social studies teacher)

- The "Old" Way: LAND = GOLD
  - *Natural resources are the foundation of every tangible thing in a society*
  - *Measure by weight, volume, output etc.*
- The "New" Way: INFORMATION = GOLD
  - *Person resources are the foundation of non-tangible things in a society*
  - *Measure by initiatives, actions, interactions, etc.*

# Foundational Thoughts (from a social studies teacher)

- DATA = DOLLARS

- *For-profit: more in your pockets to buy tacos and soccer jerseys*
- *Non-profit: more in your budgets for our initiatives and actions (and survival)*

- DATA = lots of other things too

- *Job security*
- *Legitimacy*
- *Expectation*
- *Perspective*
- *Insight*
- *Support*



**BUT WHY?**



**BECAUSE WE  
HAVE TO**

# Big Picture Ideas

- What do you **NEED** to know?
  - Executive leadership request (demand)
  - Assessment
  - Budget
  - Operations
- What do you **want** to know? **Why?**
- How can you improve?
- What is interesting?
- What is useful?
- (What was a waste of my time?)



**WHAT IF WE  
DIDN'T?**

# Concerns

- TIME – When will I do this?
- Ability – Who will do this?
- Cost – Who will pay for this?
- Availability – Where can I find this?
- Confidentiality – How do I maintain compliance (and ethics!)?
- Meaning – What do these numbers mean?
- Parameters – Where do I start and where do I end?



# TIME – When will I do this?

- A little bit at a time
- Several times through the year
- Example:
  - *I collect semester end data on our study days every year. This includes number of students, test bookings (except finals), students who requested their letters of accommodation for that semester, etc.*
  - *For things like referral data and intake yield, I do every summer for the previous year. These don't work cleanly semester to semester.*

**Ability** – Who will do this?

■ **You will!**

■ **That's the whole  
point of this session!**

# Cost – Who will pay for this?

- Little to no upfront cost for collecting and managing data on a basic level
- **HOPEFULLY** you can leverage resources and tools already at your disposal
- If not, request funding from whoever is requesting data OR or would benefit from data.

# Availability – Where can I find this?

- \*It's already there\* (probably)
- Any (most?) software for information management has a reporting function
- You might have to look in new places and try new things
- It might involve some translating of formats
  - *I've done a lot(!) of trial and error*

# HIPAA vs HIPPA vs HIPPO

	HIPAA	HIPPA	HIPPO
Name	Health Insurance Portability and Accountability Act	Health Information Privacy Protection Act	Hippopotamus
Protects health coverage for people who change jobs.	✓	✗	
Requires medical providers to give patients access to their personal health information	✓	✗	
Requires medical providers to protect the privacy of health information	✓	✓	
Prohibits stores and restaurants from asking for proof of vaccination	✗	✓	
Prohibits stores and restaurants from requiring you to wear a mask	✗	✓	
Prohibits anyone from asking you for any health information for any reason	✗	✓	
History	Passed by Congress and signed into law by President Bill Clinton in 1996.	Invented by people on the internet during the COVID-19 pandemic.	
Is it a real law?	✓	✗	✓



apply unless you are a medical professional

# Meaning – What do these numbers/info mean?

- Probably the hardest part – a little of art with the science of data
- You are probably the best authority on the meaning due to your close work with the subjects
- BUT give some time for reflection – conclusions may not be obvious

# Parameters – Where do I start and where do I end?

- This can vary significantly on each campus
  - *Term type and length*
  - *Fiscal year*
  - *Reporting / assessment period*
  - *Schedule availability*
- Another science with a bit of art
- Different metrics we track have different parameters
  - *Test room bookings – by semester (no crossover)*
  - *Intake yield – by calendar year or multi-year period (possible or likely crossover)*



**IT'S NOT A TOY,  
IT'S A TOOL**



# Basic Tools

- Workflow/information management process (SDS and institution-wide) – Accommodate, AIM, Clockwork, Banner, Maxient, PeopleSoft, Salesforce, Keap, etc.
  - *Not a necessity, but if you use these, they have reports.*
- Microsoft Excel / Google Sheets
- Qualtrics / Survey Monkey / Google Forms / Microsoft Forms

# Workflow / Information Management Process

- EVERYTHING (or almost everything) is here
- How can you find it? What do you want?
  - *Make friends on campus!*
- Do you need to use multiple platforms?
  - *Ex. To find students with a disability who are also first generation*
- Learning the reporting aspects can have a significant learning curve

# Microsoft Excel / Google Sheets

- Data storage
- Metric calculation
  - *They can do lots of math and most of it is easy*
- Vast resources online
- Have worked mostly the same for 20+ years

# Qualtrics / Survey Monkey / Google Forms / Microsoft Forms

- Surveys!
- Ask questions and get answers
- Analysis tools usually built-in (something I'm still exploring)
- Data easily exportable

# Survey Advice

- Main questions to consider: What do you want to know? How can you learn it?
- Surveys can be as simple or as complex as you want
  - *10 min or less is best*
  - *Allow partial responses*
  - *Remind multiple times*

# Survey Advice

- Anonymous
- Concise questions
- Simple, short answer choices
- Consistent format
  - *Tense*
  - *Sentence structure*
  - *Answer choices*
- Consider a “control” question: “If reading this, choose average.”

# Survey Advice

- Send from a person's email address, not an office or technical robot address
  - *Ex. Not “oalasurveynoreply@baylor.edu”*
- Consider using a “TL;DR”
  - *One sentence summary at the bottom of an email that includes*
- Try to keep questions similar for year over year data – longitudinal?
- (Yes, this is a lot of front-end work.)



**EXAMPLES**



# Examples

- Master Data sheet
- SLOPE
- Annual Report
- Qualtrics survey



**WHAT DO I DO  
WITH ALL THIS  
STUFF I FOUND?**

# OUTCOMES

- Mention in passing – “Fun fact!”
- Graphs
- Blurbs
- Analysis tools usually built-in (something I’m still exploring)
- Data easily exportable

# Reports / Analysis

- The best option usually combines:
  - *Numbers*
  - *Graphs*
  - *Text*
  - *Conclusions*
- This process can be **VERY** messy!

# Projections

- Witchcraft
- More art than science
- Requires significant contextual knowledge
- Linear, exponential, adjusted, etc.
- Compare with an available University data



**THE REST IS UP  
TO YOU!**

QUESTIONS ON  
LITERALLY ANYTHING?



EMAIL QUESTIONS:

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