LOYOLA UNIVERSITY CHICAGO

THE OFFICE OF INSTITUTIONAL EFFECTIVENESS

Updated February 2, 2024
PRESENTATION OVERVIEW

• Overview of OIE
• OIE Functional Areas
• OIE Organizational Chart
• OIE Work Prioritization Process
• Questions to Consider
REFLECTION QUESTIONS

• What do you think the purpose of an institutional effectiveness office is?
• What are the best ways to convey that purpose and the office’s priorities to the LUC community?
• What are the best ways we can partner with you and your team?
What is the Role of Institutional Effectiveness (OIE)?

Organizational Business Processes

- Improves
- Creates
- Data Entered
- Data Extracted for Reporting

Quality Assurance

Informs
MISSION

Our charge in the Loyola University Chicago Office of Institutional Effectiveness (OIE) is to embody Loyola’s Jesuit Catholic values. We guide leaders to reflect on information, analysis, and planning to optimize institutional effectiveness and advance equity and social justice. We empower university leaders to ethically engage in evidence-informed decision-making that is grounded in sound data governance.
Our vision at the Loyola University Chicago Office of Institutional Effectiveness (OIE) is a culture of evidence-informed decision-making which aligns with our Jesuit Catholic values to improve our institutional capacity, quality, and stewardship.
Rooted in the Jesuit values and mission of the University, the Loyola University Chicago Office of Institutional Effectiveness (OIE)

- Provide leadership as a trusted partner working, with ITS and others across campus, to implement all aspects of data governance for officially reported institutional data.
- Engage the LUC community in discernment and dialogue examining how business processes influence data collected so that the reporting out of that data informs responsible improvements in institutional business practices and student learning.
- Advance continuous improvement by advocating for responsible and improved use of how data in institutional decision-making processes.
- Ensure that all of this is done in a timely manner, to the highest level of quality, and in alignment with Loyola’s mission, values, and strategic objectives.
OIE FUNCTIONAL AREAS
ORGANIZATION OF RESPONSIBILITY

Legend: Blue = Context
Green = Established and Moving Forward On Schedule
Yellow = In Progress
Red = Not yet begun

President (Mark C. Reed)
Provost (Margaret Callahan)
Associate Provost for OIE (Marilee Bresciani Ludvik)

Institutional Reporting (Catherine Robert)
IPEDS Key Holder (Brian Erdman)
Compliance and Regulatory Reporting
Official Institutional Reporting
Official Institutional Peer Comparisons
AD Hoc Reporting Requests

Institutional Survey Research (Blase Masini with Eilene Edejer at 50%)
Providing Official Survey Data for Institutional Decision-Making and Reporting Purposes
Faculty, Students, Staff Survey Administration Coordination and Analysis Support

Statistical Modeling from Official Institutional Data (Nick Rose with Meng-Jia Wu at 10%)
Institutional Analytic Studies
Student Success Research
Predictive Modeling
Forecasting

Academic Program Review Data Support and Impact Evaluation
Annual Assessment Impact Evaluation
Program Evaluation

Accreditation Evidence Support (Stacy Wenzel)

Data Governance (Vacant)

Data Informed Planning Support
OIE/ITS Dashboard Alignment (Marian Chen)
Dean’s Evaluations
Data Quality and Integrity
Faculty Annual Review (F180) Reporting Support
Data Management/Access
Faculty Analysis
Data Literacy
Course Evaluation (Arisa Fernando)
Data Retention (led by the Registrar)
Data Security and Architecture (led by ITS)
OIE
Organization Chart
DRAFT THEORETICAL FRAMEWORK -- OVERVIEW DEFINITION OF INSTITUTIONAL EFFECTIVENESS DATA COLLECTION AT LUC

I=INPUTS
1. Admissions Funnel Data and Yield Analysis*
2. Financial Aid Yield Analysis*
3. Enrollment Data*
4. FAFSA Applications Data*
5. Placement Test Data*
6. Intrapersonal competencies aligned with Jesuit Catholic principles (possibly administered during LUC 101)*
7. Compassion, Social Justice, Self-Efficacy, Strength of Religious Faith, a
8. Moral Identity
9. Growth Mindset (Citation Dweck, 1999)
10. Readiness to Act with Empathy (Citation Jazaieri et al., 2014)
11. Self-Regulation (Citation Schwarzer, Diehl, & Schmitz, 1999)
12. Student expectations of their experience and their success at LUC (possibly administered during LUC 101)
13. Slate Intent to Enroll Survey Results of Admit Withdrawn and Deposited students*
14. Number of applications for open faculty and staff positions** and ***
15. Engagement/touches with institutional and school-based awareness channels (paid, social, owned) and rates of conversion in the recruitment cycle*

E=EXPERIENCE
1. Persistence Analysis (including financial aid)*
2. GPA*
3. Frequency and type of student engagement in-class and out-of-class (via Engage and other tracking mechanisms)*
4. Levels of student engagement in-class and out-of-class*
5. Repeat instrument(s) used under Input for “interpersonal competencies aligned with Jesuit Catholic principles.”
6. Sense of Belonging (Measurement(s) TBD)* and ** and ***
7. Campus Climate Study for students, faculty, and staff (In planning process)
8. Learning Management System analytics
9. NSSE Engagement Survey (first-year and Seniors)*
10. Annual Academic Program Monitoring
11. Academic Program Review (in-class and out-of-class)* and **
12. DSD Program Review * and ***
13. Faculty and Staff Retention Data
14. Peer Comparison Data * and ***
15. Salary Equity Analysis ** and ***
16. Policy and Practice Equity Analysis
17. Number and Frequency of Professional Development Offerings ** and ***
18. Sophomore Satisfaction Survey *
19. Junior Satisfaction Survey *
20. Graduate Student Satisfaction Survey *
21. Faculty Research, Teaching, and Service Productivity (measured in 2023-24 Interfolio) **
22. Office of Research Services dashboards **
23. Data Sets created to report IPEDS and CDS *, **, and ***
24. NCAA Reporting *
25. Community Engagement Collaborate *
26. Current student engagement on relevant social media and direct communication channels *

O=OUTPUTS
1. Graduation Rates*
2. Time to Degree*
3. Terms to Degree*
4. See outcomes measurement draft plan at DRAFT LUC Graduating Student Outcomes Data Collection Plan.docx (sharepoint.com) *
5. Peer Comparison Data * and ***
6. Identifying alignment of academic program outcomes and intrapersonal competencies with career readiness skills desired by employers, graduate schools, and service agencies/community organizations.*
7. Community Social Impact of LUC alumni, students, faculty, and staff
8. Community Economic Impact of LUC alumni, students, faculty, and staff
9. APR Impact Analysis Report * and **
10. Repeat instrument(s) used under Input for “interpersonal competencies aligned with Jesuit Catholic principles.” Test for change over time at cohort level (independent samples pre-post) and individual (dependent samples pre-post) *
11. Employer Satisfaction *
12. Faculty and Staff Satisfaction ** and ***
OIE OVERVIEW OF PROJECTS

Can be Found Here - Overview All OIE_Projects.xlsx
HOW OIE PLANS TO PRIORITIZE PROJECT REQUESTS
(PROCESS FORTHCOMING)

Advisory Board Review of OIE
Prioritized Project Recommendations
QUESTIONS TO CONSIDER

• What is missing from this overview that you expect from an OIE office?
• What are the best ways to invite in collaborations on work projects across the university?
Questions and Comments?
mludvik@luc.edu

THANK YOU

LOYOLA
UNIVERSITY CHICAGO

Preparing people to lead extraordinary lives