Metrics. YIKES!

What to track, why to track it, how to do it.

(More than you'll ever want/need to know about keeping statistics on your program.)

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THE UNIVERSITY OF IOWA

Devise your instruments to gather your data

- Intake form (handout)
- Self identification form (handout)
- Program evaluation form (handout)

Select database to gather data

Use data to create your annual report

What Data To Track?

- What are the numbers you serve?
- What is the average length of service?
- What is your success/ failure rate?
- Do you serve more females than males?
- Which colleges/departments do you serve?
- What occupations do you deal with?
- How many of your clients are hired by the University/community businesses?

What Data To Track? (continued)

- How many cities are your clients employed in?
- What is the total of all starting salaries?
- What is the satisfaction of clients you’ve served?
- How did they hear about the program?
- Has the standard of living increased/decreased/stayed the same since the client became employed?
- What services provided did your clients find most useful?
- Would they recommend the program to others?
- What are they saying about the program?

Decide on distribution

- President
- Provost/Chancellor
- Associate Provost(s)/ Associate Chancellor(s)
- Central Human Resources
- Advisory Board
- Key community constituents
- On-line reference
- Other?

Pros and Cons of Data Collection

CONS

You can "live or die" by the numbers!

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Your data may not represent the program
in a good light on a given year.

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Tight labor market makes for difficult placements.

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Internal budget cuts which effect internal hiring.

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Getting only the "tough" referrals.
(i.e. oceanographer in Iowa!)

Cons (continued)

Impact of long absences upon small staff size.
(i.e. maternity leave, surgery, etc.)

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Referrals of clients with visa issues.

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Time needed to gather and compute annual report.

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Lack of IT personal knowledge or support
to develop and maintain database.

Cons (continued)

These statistics are sometimes elusive.

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Some data is comparing apples to oranges (i.e. part-time positions obtained versus full-time positions.)

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Are people reading it?????

Pros and Cons of Data Collection

Pros

Show program effectiveness and ROI,
which lends itself to program credibility.

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Showcase your accomplishments.

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Enables you to answer random
questions about your program.

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Helps maintain program's visibility.

Pros (continued)

Helps you make case for increased budgeting.

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Helps track local demographic trends.

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Helps us all with benchmarking.

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Allows you to share program successes
with potential clients.

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Aligns program with business metrics model.

Survey Sampling

- 48 schools in 23 states as well as Canada, Europe, contacted
- 18 respondents
- 37.5% response rate
- Anonymous feedback

NOTE: Small percentage non-academic

Survey Results

1. Tracking statistics

YES: 88.9%
NO: 11.1%

2. Statistics tracked

- ✓ Number of clients per year: 100%
- ✓ Number of successfully employed clients; partner of faculty or staff (if your program serves both faculty and staff); which colleges/departments utilize program: 66.7%
- ✓ Male versus female clients; how client found out about program: 53.3%
- ✓ Job titles of new positions: 46.7%
- ✓ Whether client has U.S. work authorization: 40%
- ✓ Minority status; client needing employment outside university; number of months assisting client; whether client lost contact with the program: 33.3%

Statistics tracked (continued)

- ✓ Client job target within university only; client seeking part-time versus full-time work; clients no longer needing services; number of job leads provided to client; number of unsuccessful recruiting efforts; “other”: 26.7%

- ✓ If program was factor in client’s relocation decision; number of businesses which hired clients; number of departments within university which hired clients: 20%

- ✓ Whether client would recommend program; whether client’s job a good match for skills; starting salary; overall satisfaction with new job; found job quicker with help of program; other sources used in job search; trends in program utilization: 13.3%

“Other” responses

Community information inquiries ● Information kits provided ● Cost of living reports provided ● Family doctor referrals ● Job funding assistance ● Self employment ● Referral to vice provost ● Specifics of approved funding matrix.

3. Reasons for Collecting Data

- ✓ To show program effectiveness: 93.3%
- ✓ To be able to answer questions regarding the program: 86.7%
- ✓ To maintain program credibility: 73.3%
- ✓ To maintain program visibility: 66.7%
- ✓ To make a case for future/increased funding, To show return on investment: 53.3%

Reasons for Collecting Data (continued)

- ✓ For my own purposes: 40%
- ✓ To track key demographic trends; to establish program benchmarks: 33.3%
- ✓ Because I was instructed to do so, “other”: 6.7%
- ✓ “Other” responses: for annual report

4. Collection of Data

- ✓ Conversation with client: 80%
- ✓ Staff fills out electronic data collection form: 60%
- ✓ Staff fills out paper data collection form; Client fills out electronic data collection form; “Other”: 20%
- ✓ Client fills out paper data collection form: 13.3%

“Other” responses

Regular correspondence ● Contact with client and departmental information ● Client information is input into an Access database ● From referral people.

5. Technology used in data collection

- ✓ “Other”: 46.7% Filemaker (Pro), MS Office (e-mail) telephone, web-based program created in-house.
- ✓ MS Word: 33.3%
- ✓ MS Access, MS Excel: 26.7%

6. Methods used to collect data

- ✓ In person: 93.3%
- ✓ Phone, e-mail: 86.7%
- ✓ Website: 26.7%
- ✓ Other: 20%
- ✓ U.S. Mail 13.3%

"Other" responses: Survey Monkey; both departmental survey and participant survey; Career Management System

7. What is done with data collection

- ✓ Distribute to university administrative officers: 80%
- ✓ Present results in presentations and/or speeches, publish in annual report: 73.3%
- ✓ Use for own purposes: 40%
- ✓ Other: 20%
- ✓ Publish information on website: 13.3%
- ✓ Distribute to community constituents: 6.7%

“Other” responses: Currently, information is being presented to senior management on an annual basis. With input from the survey, I anticipate including on website, in the annual reports; use it to garner grants; have distributed annual report statistics occasionally. We use most data internally.

8. Recipients of data

- ✓ Provost/Vice Chancellor: 53.3%
- ✓ Dean(s), Human Resources: 46.7%
- ✓ Departmental Executive Officer(s): 40%
- ✓ Other: 33.3%
- ✓ President/Chancellor: 26.7%
- ✓ University governing board, Affirmative Action officer: 13.3%

"Other" responses:

Associate Vice Chancellor Academic Human Resources

Steering committee

Associate Provost for Academic and Faculty Affairs

Survey Summary

- Most schools surveyed are collecting *some* data.
- Need to demonstrate program effectiveness and ROI.
- Everyone has an audience to show data collection.
- Need to be able to answer questions about the program.
- Most programs converse with client to get data and then transfer data into an electronic form.
- Most technology used for data collection is NOT necessarily a Microsoft product.

THE END

The University of Iowa

QUIZ !!

- **Give us one example we discussed of the pros of collecting data on your program.**

- **How many respondents were there in the survey? (18)**

- **Which office did the survey find is the hottest office to distribute your annual report? (Provost/V. Chancellor)**

- **Who among us has the least used technology for gathering data? (U. of Iowa!)**