

Building a Data-Informed Decision Culture: The Primer I Wish I had

Michael Le M.A.



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@MichaelDataLe

Building a Data-Informed Decision Culture: The Primer I Wish I had

Geek Professor Drops Rap Video, Tries to Dance
<https://www.youtube.com/watch?v=bSP3z0LmWEg>

Humboldt Made- Overview
<https://www.youtube.com/watch?v=EONxJCyrpJ4>

Humboldt State in 60 Seconds
<https://www.youtube.com/watch?v=8Erhxfqk8-l>

Klamath Connection Program at Humboldt State
https://www.youtube.com/watch?v=R28_Y2Kjo1w

Before the presentation, 4 videos were shown.

<https://www.youtube.com/watch?v=bSP3z0LmWEg>

<https://www.youtube.com/watch?v=EONxJCyrpJ4>

<https://www.youtube.com/watch?v=8Erhxfqk8-l>

https://www.youtube.com/watch?v=R28_Y2Kjo1w

Building a Data-Informed Decision Culture: The Primer I Wish I had

STATEMENT OF ASPIRATIONAL PRACTICE FOR INSTITUTIONAL RESEARCH

AN EXPANDED DEFINITION OF "DECISION MAKERS"

Senior leaders have been, and will continue to be, priority consumers of data and information provided by the institutional research function. They are not, however, the only decision makers who impact an institution's achievement of its mission. Other decision makers include students shaping their own experiences, faculty shaping their teaching and connections with students, and staff shaping program designs and direct interactions with students.

Top-down policies and structures alone do not ensure informed choices and commitments to successful pathways. Broadly engaging all stakeholders in data-informed decisions (tactical, operational, and strategic) is essential for institutional excellence. This hybrid model positions students, faculty, staff, and other decision makers as key consumers and clients of institutional research, and is foundational to a change agency vision of institutional research as a driver for institutional improvement.

Staff as Decision Makers

Staff members have frontline responsibilities for fostering student development of academic and civic behaviors, establishing challenge and support structures for many student learning outcomes, and ensuring the safety and well-being of employees in college settings. Congregation of data by campus stakeholders and robust case on out-of-class and life experiences informs planning, design, and implementation of student success initiatives and structures.

Activating Data-Informed Staff Decision Making

- Staff members and staff committees have access to data and information to support decisions about policies and structures for which they have management oversight.
- Individual staff members have access to data and information to support them in designing their work, with special emphasis on disaggregation of data to address the unique needs of specific students.

STRUCTURES AND LEADERSHIP FOR INSTITUTIONAL RESEARCH

The complexity of modern higher education demands investment in leadership and staffing for strategic, tactical, and operational decisions. Use of data for institutional research cannot be restricted to one office. With greater access to data sources and data tools, and increased investment in research data, institutional research...

LEADERSHIP FOR THE INSTITUTIONAL RESEARCH FUNCTION

A Chief Institutional Research Officer (CRO) at a commensurate level of others who manage valuable resources (e.g., Chief Financial Officer and Chief Information Officer) is essential to provide leadership to build and maintain the institutional research function. This role is broader than a traditional director of institutional research in that the CRO is responsible for the tactical and strategic direction of the institutional research function.

The CRO leads by supporting and coordinating all institutional research, institutional effectiveness, assessment, accreditation, mandatory reporting, business analytics, and other data-focused decision support activities. The position ensures an effective institutional research function, internally driven and reinforced through purchased and shared services. It requires a significant focus on building relationships with individuals throughout the institution, understanding data and information structures and capacities, and connecting disparate pieces of information.

Activating Leadership for the Institutional Research Function

- The Chief Institutional Research Officer (CRO) initiates strategic plans for growing and maintaining an institution's analytic and data capacities.
- The CRO communicates the value of data-derived information in a holistic model of decision making that includes professional judgment, institutional mission, and environmental factors.

AN EXPANDED DEFINITION OF "DECISION MAKERS"

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This presentation is rooted in the philosophy of an expanded definition of decisions makers outlined in the Statement of Aspirational Practice for Institutional Research released by the Association for Institutional Research (AIR). The philosophy states that "Top-down policies and structures alone do not ensure informed choices and commitments to successful pathways. Broadly engaging all stakeholders in data-informed decisions (tactical, operational, and strategic) is essential for institutional excellence. This hybrid model positions students, faculty, staff, and other decision makers as key consumers and clients of institutional research, and is foundational to a change agency vision of institutional research as a driver for institutional improvement."



Michael Le, M.A.



Research Associate, Office of Institutional Effectiveness
Humboldt State University



Research Consultant
The RP Group



- ✓ AIR Forum Strategy Committee (2017-2019)
- ✓ eAIR Visual Display of Data Contributor (2015 – Current)
- ✓ Forum Proposal Reviewer (2016 – Current)

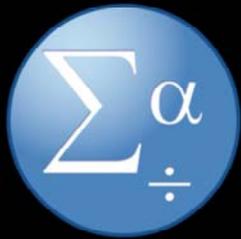


- ✓ Fact book and Dashboard Committee (2015 – Current)



- ✓ Co-Curator (2017 – Current)

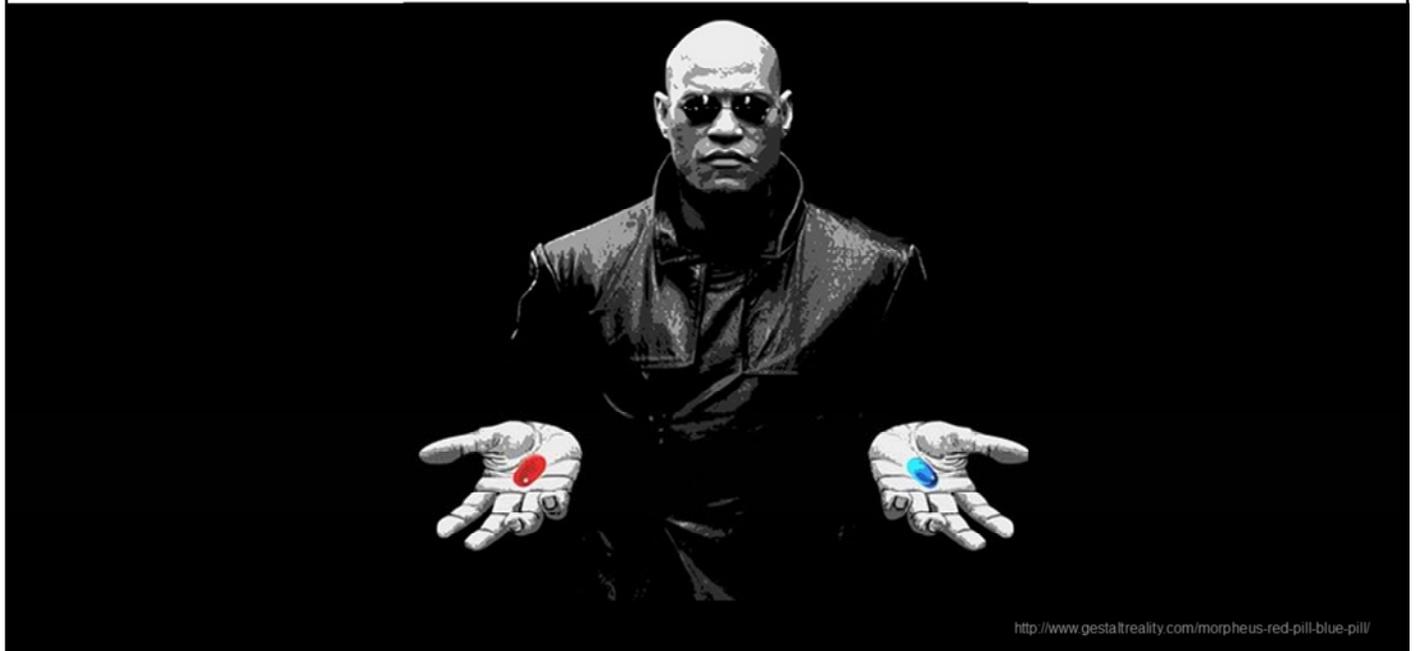
Blue Pill or Red Pill



I've been working in Institutional Research for about 7 years. Four of those years I have been fortunate enough to use Tableau. Out of grad school, my primary data analysis and dissemination tools were IBM SPSS, Microsoft Excel, and Microsoft Word. All this work would then be locked up into a PDF.

Shortly after starting at Humboldt State as a full-time analyst, my Director ask me to "check out Tableau." I was resistant at first, but after seeing a demo I decided to give it a try.

Blue Pill or Red Pill



But I was swindled. I was never given a choice between the red pill or the blue pill. For those who don't know, this phrase was made famous in 1999 by the movie the Matrix.

Red Pill or Blue Pill



MOVIECLIPS.COM

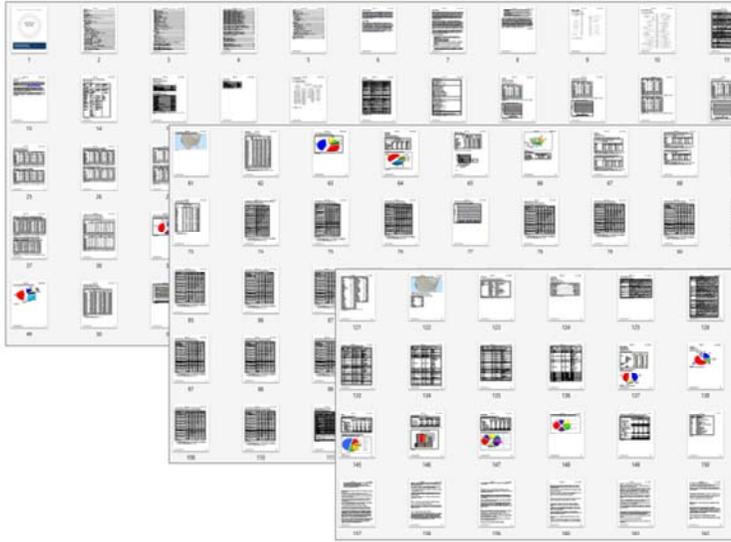
<https://www.youtube.com/watch?v=2rmFTE0wMJ8>

"You take the blue pill, the story ends. You wake up in your bed and believe whatever you want to believe. You take the red pill, you stay in Wonderland, and I show you how deep the rabbit hole goes." The term "red pill" refers to a human that is aware of the true nature of the Matrix. I believe you all are here today because like me, you too took the red pill. I'm using that term to describe learning about modern analytics. Once you learn about modern analytics, there is no going back.

Blue Pill

But before we talk about the red pill, let's talk about the blue pill.

Blue Pill



Academic Year 2013-2013

Retention and Graduation, First Generation Upper Division Transfer (2006-2011)

Table SS: Retention and Graduation, First Generation Upper Division Transfer (2006-2011)

RETENTION		2006	2007	2008	2009	2010	2011
A. No. of First Generation upper division transfer.		70	186	154	239	281	322
B. No. of students from line A who returned for a second year.		57	142	106	198	239	253
		81%	76%	69%	83%	85%	79%
C. No. of students from line A who returned for a third year.		38	94	75	118	151	
		54%	51%	49%	49%	54%	
D. No. of students from line A who returned for a fourth year.		14	36	28	35		
		20%	19%	18%	15%		
E. No. of students from line A who returned for a fifth year.		6	6	15			
		9%	3%	10%			
F. No. of students from line A who returned for a sixth year.		3	6				
		4%	3%				
GRADUATION		2006	2007	2008	2009	2010	2011
G. No. of students from line A who graduated within four years.		42	97	80			
		60%	52%	52%			
H. No. of students from line A who graduated within five years.		46	103				
		66%	55%				
I. No. of students from line A who graduated within six years.		49					
		70%					

Source: Banner/CMS

Note:

- i) All the Retention and Graduation tables are calculated based on both full-time and part-time UG students.
- ii) Graduation Rates reflect complete 4, 5, 6 year rates. (e.g., a six-year graduation rate is only reported when six full academic years have elapsed since the cohort term).
- iii) Graduation rates are calculated from ERSD for 2006 to present cohorts.

In addition to learning Tableau, my Director had a another request for me. That same year, our sister campus produced a 163 page fact book. My boss emailed it to me and said, "Our fact book will be amazing if we can put 200+ pages in it."

This notion was common at the time and based on the idea that data democratization occurred by curating data into tables, organized by an index, and published electronically. My first use for Tableau, like many others was to twist and torment the tool to produce tables to be locked-up into a PDF. I would use it to extract data from our data warehouse, and export the tables as images. Doing this would allow the campus to be data driven because every metric they would want would be in the fact book. Right? Well, perhaps not.





Home • Crime in the U.S. • 2015 • Crime in the U.S. 2015 • Tables • Table 1

U.S. DEPARTMENT OF JUSTICE • FEDERAL BUREAU OF INVESTIGATION • ORIGINAL JUSTICE INFORMATION REPORT

2015
 CRIME IN THE UNITED STATES

Criminal Justice Information Service

Home Offenses Known to Law Enforcement

Table 1
 Crime in the United States by Volume and Rate per 100,000

Overview Data Declaration Download

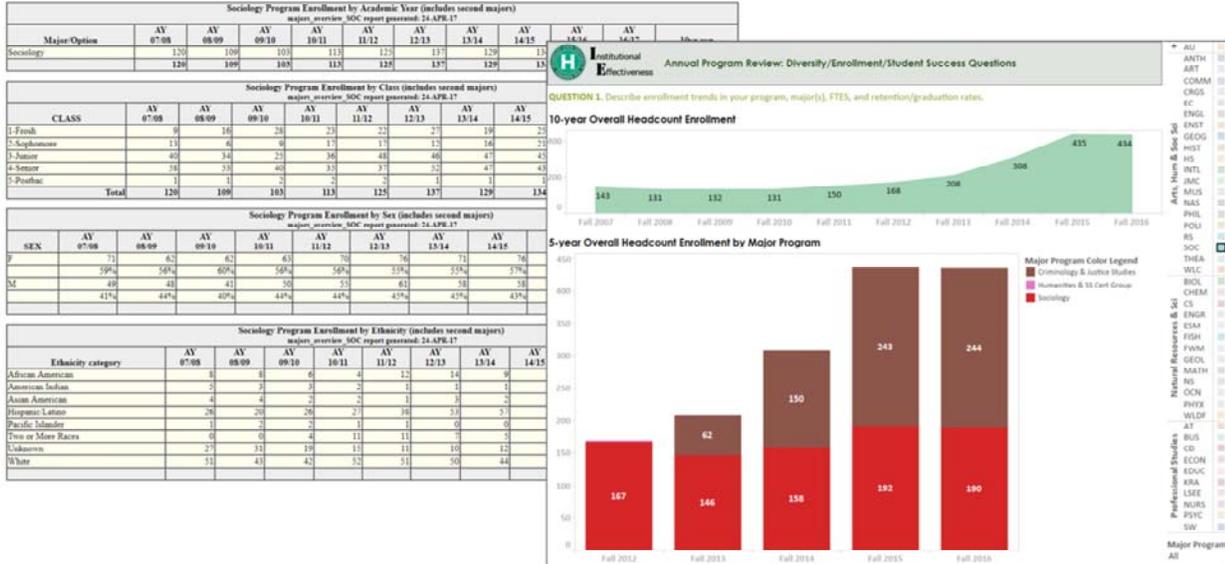
Year	Population ¹	Violent crime ²	Violent crime rate	Murder and nonnegligent manslaughter	nonnegligent manslaughter rate
1996	265,228,572	1,688,540	636.6	19,645	7.4
1997	267,783,607	1,636,096	611.0	18,208	6.8
1998	270,248,003	1,533,887	567.6	16,974	6.3
1999	272,690,813	1,426,044	523.0	15,522	5.7
2000	281,421,906	1,425,486	506.5	15,586	5.5

<https://ucr.fbi.gov/crime-in-the-u.s/2015/crime-in-the-u.s.-2015/tables/table-1>

But that's not to say that static tables do not have their place.

Every year, the FBI releases a report that is considered the gold standard for tracking crime statistics in the United States: the Crime in the United States report, a collection of crime statistics gathered from over 18,000 law-enforcement agencies in cities around the country. The 2015 report contained 81 tables of information. There's some good stuff in and researcher rely on this. In no way am I slamming data tables, because as it turns out that, we need these things!

Blue Pill

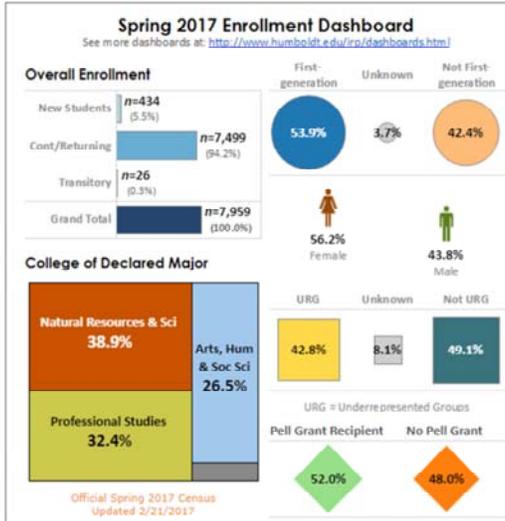


http://pine.humboldt.edu/anstud/cgi-bin/filter.pl?relevant=pindex_U_out
<http://www2.humboldt.edu/irp/dashboards.html>

But we can make the data tables more accessible!

Another task I was asked to do was to change a bunch of HTML data tables into useful and insightful visualizations. I began turning the data tables into dashboards that utilized visual analytics. Many of these dashboards are available publicly on our website. At Humboldt State, we have been using data tables for Program Review for years.

Blue Pill



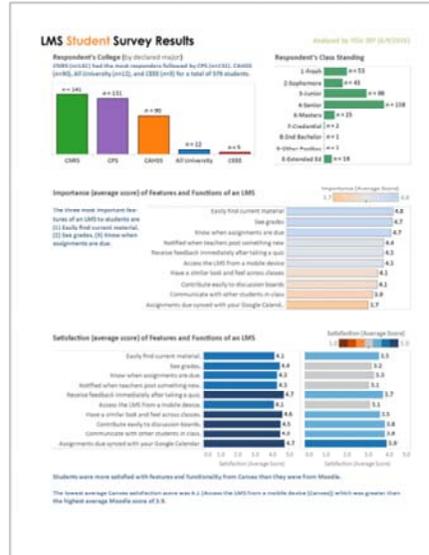
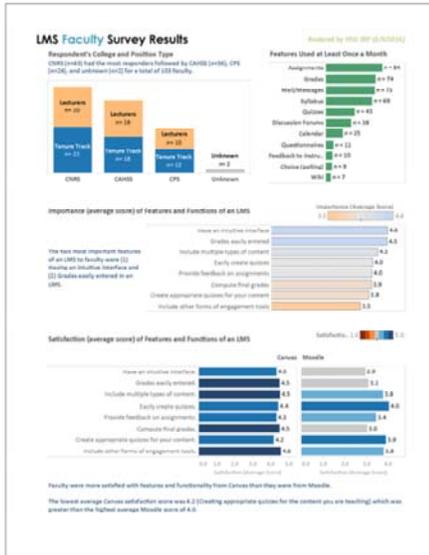
First-generation
 Unduplicated Headcount: n=4,288 (53.9%)

First generation: At the time of CSU application, neither parent graduated from a 4-year college.

Unduplicated Headcount: The number of students, each student counted only once during the reporting period, regardless of the number of majors the student declares.

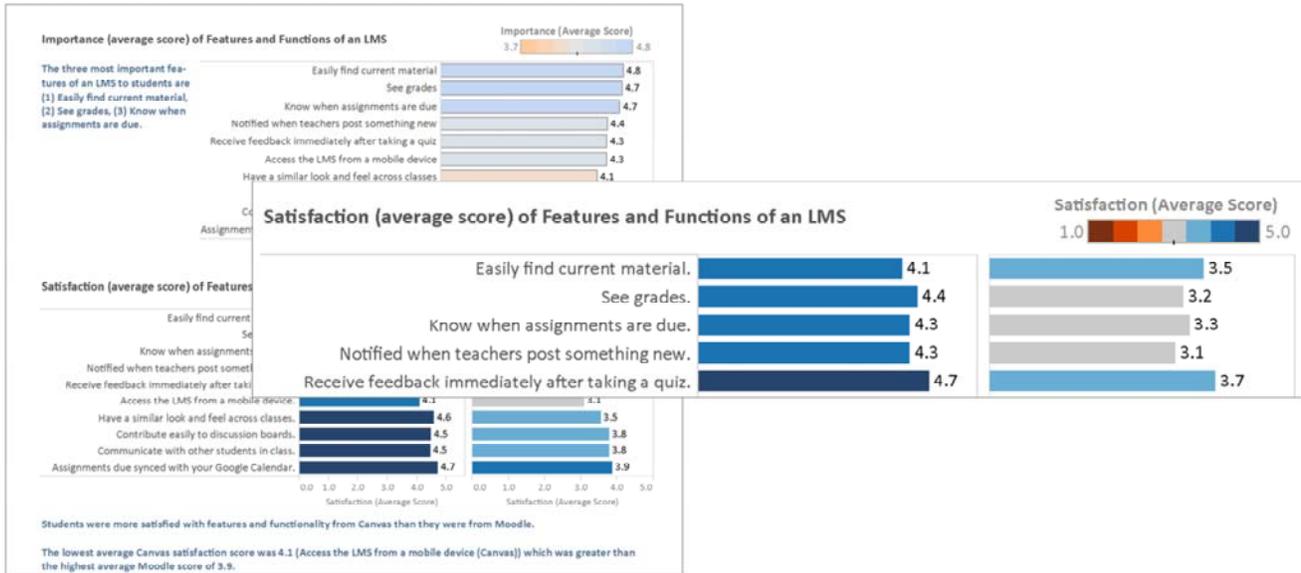
As education users evolved, I did too. Eventually I began producing infographics and using hover over tool tips to educate my campus about our various metrics. I was in a meeting once and a VP pulled up this dashboard. After citing the proportion of first generation students, that same VP was able to use the tool tip to answer a question about how first generation is defined.

Blue Pill



While I still do my significant testing in IBM SPSS, I used Tableau to visualize the results. This an example of a survey that I analyzed and used Tableau to create an executive summary.

Blue Pill



On the top of this summery I order the survey items from most to least important as ranked my participants. Then I ordered the satisfaction questions by importance so you could quickly see the difference from the top 5 most important items. While neither was ranked as horrible, one was clearly the victor.



Lisa Castellino

to Michael

Perfect. And thanks. There is NO WAY IN HELL a typical IR shop can move that fast. Nice work.

Lisa Castellino, PhD
Associate Vice President, Office of Institutional Effectiveness,
Humboldt State University

It feels good to be able to do this kind of stuff. You get Monday morning emails like this from your boss. I should mention that this is pretty incredible, given that most emails from my boss do not read like this.





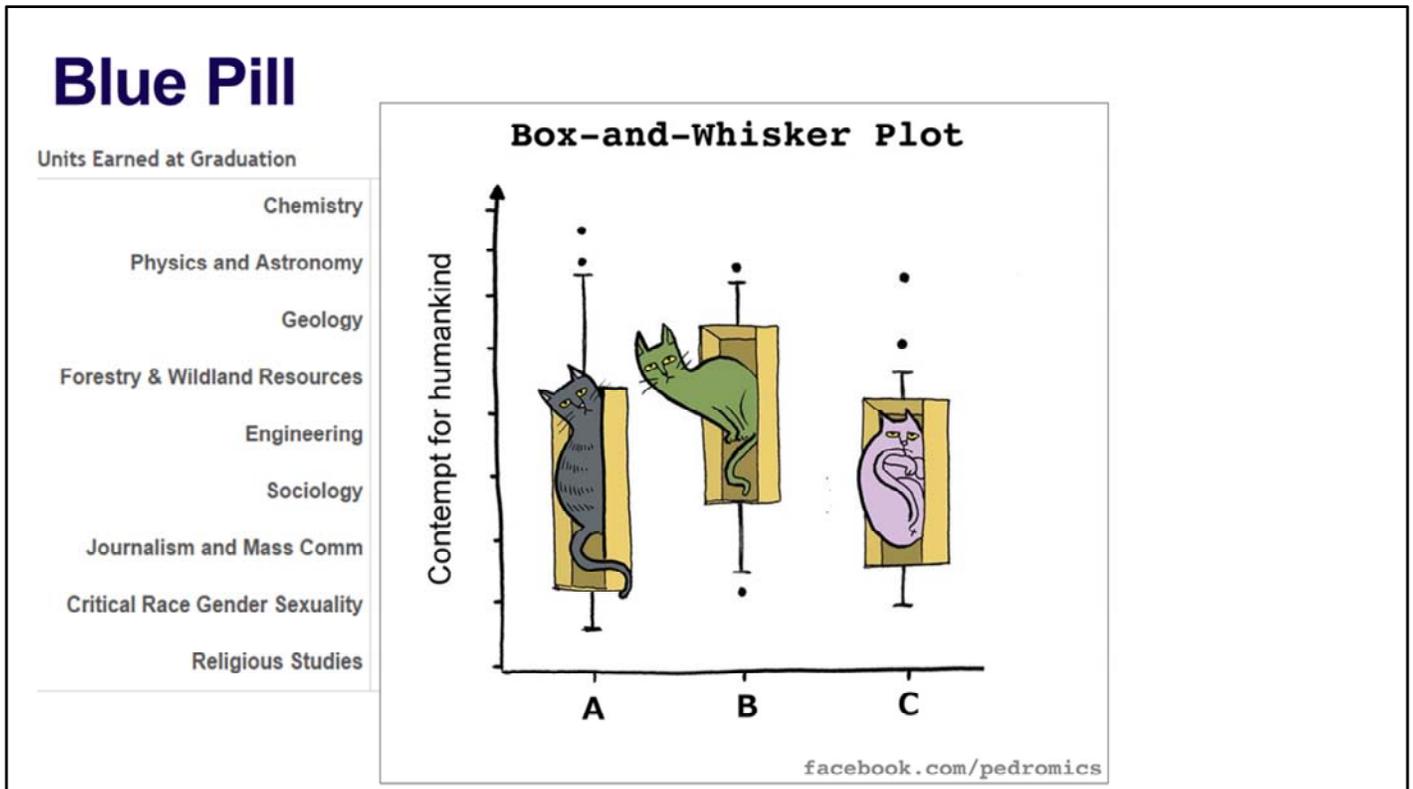
TIP #1
Fail Fast, Fail Forward

My first tip for you is fail fast, fail forward. You need to be willing to prototype something, not just pilot. But once you do so, you have to be able to take criticism. The stuff you design, the stuff you create – it starts out as your work, but belongs to the institution. To be great, sometimes you have to adopt the whole vision, not just your vision.

“Mike, honestly these aren’t that impressive.”

**Analyst from American Express
Also my good high school friend – she’s allowed to say what we’re all thinking**

But even then, you need an informed opinion. Last year at the Tableau Conference, my high School friend who is now a Programmer Analyst at American Express said to be after my presentation, “Mike, honestly these aren’t that impressive.”



But here's the climate I'm in. I want faculty to use these dashboards, but when I produced a series of box and whisker plots to show the median number of units students earned at Graduation by department, my faculty asked me... What the hell is a box a whisker plot. Despite hover over information, I might as well have showed them...

What I originally failed to understand and what my friend didn't know was that while my audience was well educated, most of them had never seen a box and whiskers plot since their undergraduate years.



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FOR PUBLICATION

TIP #2

**Don't think that an evening out
with Mike is going to be fun...**

So my second tip to you is this: don't think that an evening out with me is going to be fun... unless you want to talk about box and whisker plots. If that's the case, I'm your fun guy!

Blue Pill



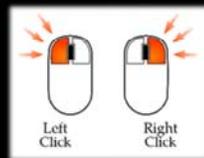
But seriously, I had to do some soul searching and when in doubt I turned to the tech for a solution.

Blue Pill

1990 - Microsoft Solitaire



1992 - Minesweeper



1992 - Hearts



<http://mentalloss.com/uk/go/32106>

What was the purpose of:

The intention was that Solitaire would get a generation of computer users, most of which were familiar with a command-line input to teach themselves how to drag and drop, without realizing that's what they were doing.

What about Minesweeper. This game was design to make the idea of left and right clicking second nature for Windows users.

In 1992, the game Hearts was introduced, why? It was a way to get people interested in (and hopefully impressed by) the networking capabilities of their new system.

TIP #3

Allow yourself to be Inspired!

Clickbait can be a good thing. Find inspiration wherever you can. Chances are if they got you with clickbait, there might be something there.

Red Pill

So I went to work and I built a workbook that was very simple and introduced my campus to some easy to understand data visualizations.

Red Pill

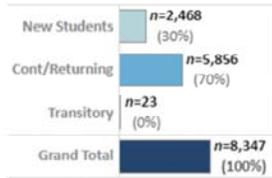


This workbook is an example of a Governed Workbook. A Governed workbook/dashboard is a visualization developed by an analyst and locked so that the user can only answer a very specific question. We're going to revisit this idea of a Governed Workbook later, but for now I'm going to show you a few examples from this workbook.

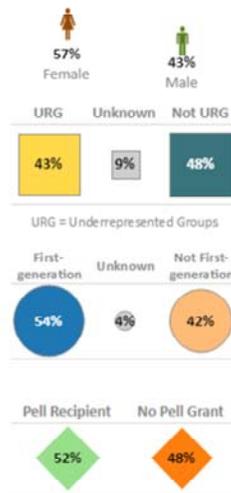
Red Pill

What is the Biological Sex composition of your Major?

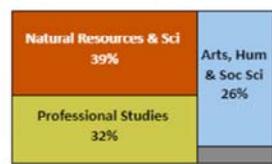
Overall Enrollment



Demographic Information



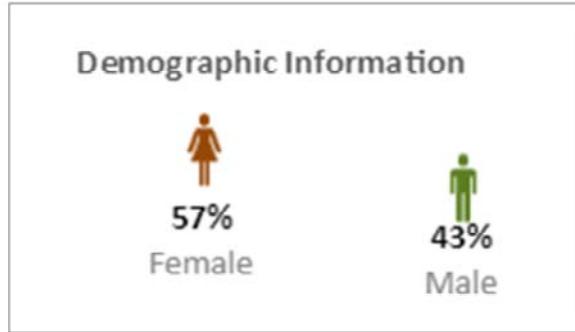
College of Declared Major



Updated 9/11/2017

See more dashboards at:

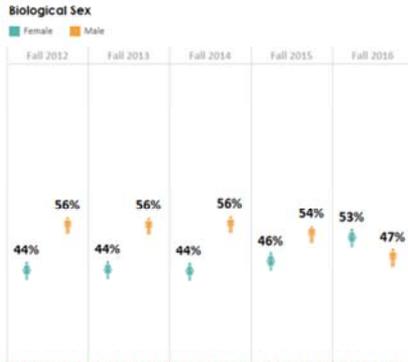
<http://www.humboldt.edu/irp/dashboards.htm>



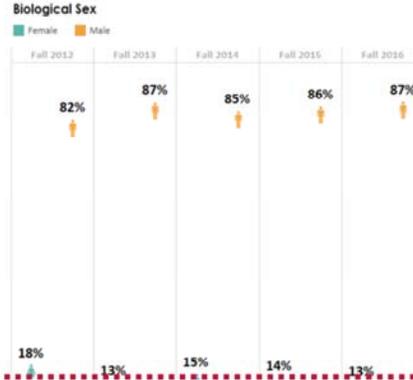
Let's start with something simple. From the infographic earlier we know that the university is 57% female.
What about the math Department?

Red Pill

Math



Computer Science



		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Female	Headcount	47	44	41	37	39
	Percent	43.9%	44.0%	43.6%	46.3%	52.7%
Male	Headcount	60	56	53	43	35
	Percent	56.1%	56.0%	56.4%	53.8%	47.3%

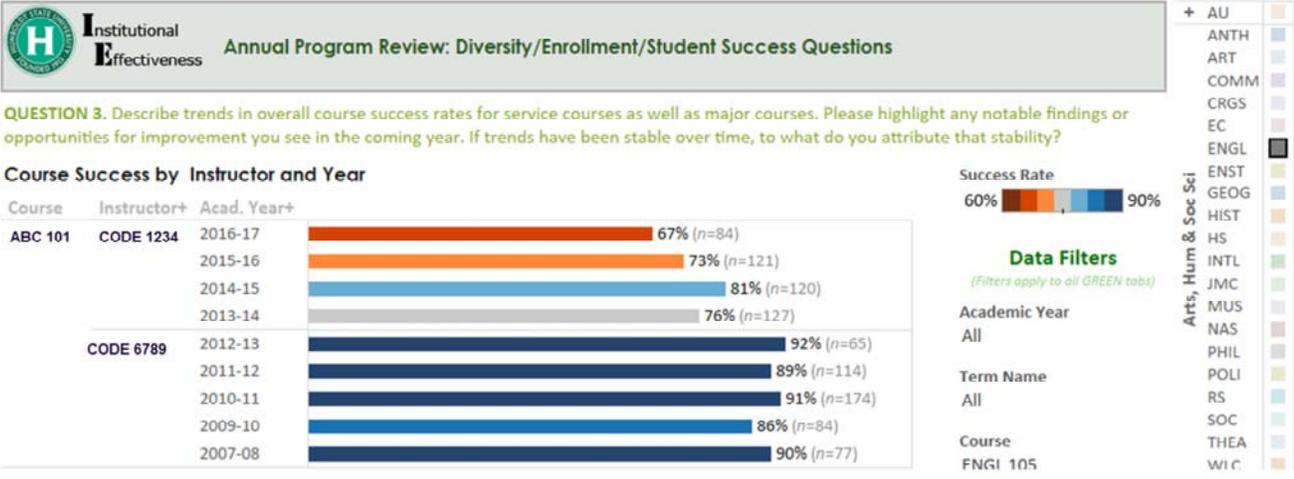
		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Female	Headcount	13	13	17	22	24
	Percent	17.6%	12.9%	15.2%	14.0%	12.7%
Male	Headcount	61	88	95	135	165
	Percent	82.4%	87.1%	84.8%	86.0%	87.3%

The key to this example is to know that the math department and computer science department on my campus is chaired by the same person.

So what do you think the Math Department is? What about the computer science department? Did you notice the tables down here? I didn't want people to just know the percentages, I wanted them to know the counts too. Check this out!

Red Pill

Student Success by Instructor



In another section of the workbook we have data for all classes offered over the last 10 years by instructor by term. I was nervous about putting this out there, but the Provost insisted and I complied. This is an example of one course and two instructors who taught it. You can clearly see a change in success rates between 2012-2013 and 2013-2014. Now it could be that we suddenly got a different type of student, but it's more likely it's an instructor effect. So what do we do with this data? What do you think Instructor CODE 1234 thought about this? Well, I showed it to them.



SLIDE REDACTED
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Red Pill

Program Review Made Easy

Join the Center for Teaching and Learning (CTL) and the Office of Institutional Effectiveness (OIE) for an exploration of Program Review. Participants will learn about the connection between academic assessment, curriculum development/teaching strategies, and student success. Workshops are open to all faculty and staff.



Session Dates:

Nov 13 • 1:00 - 1:50 pm
Nov 14 • 11:30 - 12:00 pm
Nov 14 • 12:30 - 1:20 pm
Nov 14 • 1:30 - 2:20 pm
Nov 15 • 2:00 - 2:50 pm
Nov 16 • 12:00 - 12:50 pm
Nov 16 • 1:00 - 1:50 pm
Nov 17 • 12:00 - 12:50 pm

Sign up: <https://training.humboldt.edu/>

Center for Teaching and Learning		Office of Institutional Effectiveness	
 Julie Alderson Programming Coordinator	 Kim Vincent-Layton Instructional Designer	 Michael Le Research Associate	 Mark Wicklund, OIE Assessment Coordinator

Center for Teaching and Learning

Julie Alderson



Programming
Coordinator

Kim Vincent-Layton



Instructional
Designer

Office of Institutional Effectiveness

Michael Le



Research
Associate

Mark Wicklund, OIE



Assessment
Coordinator

Next week I am cohosting 9 hands-on workshops titled: Program Review Made Easy. Creating change is a big job, but I have found my change agents to help me!

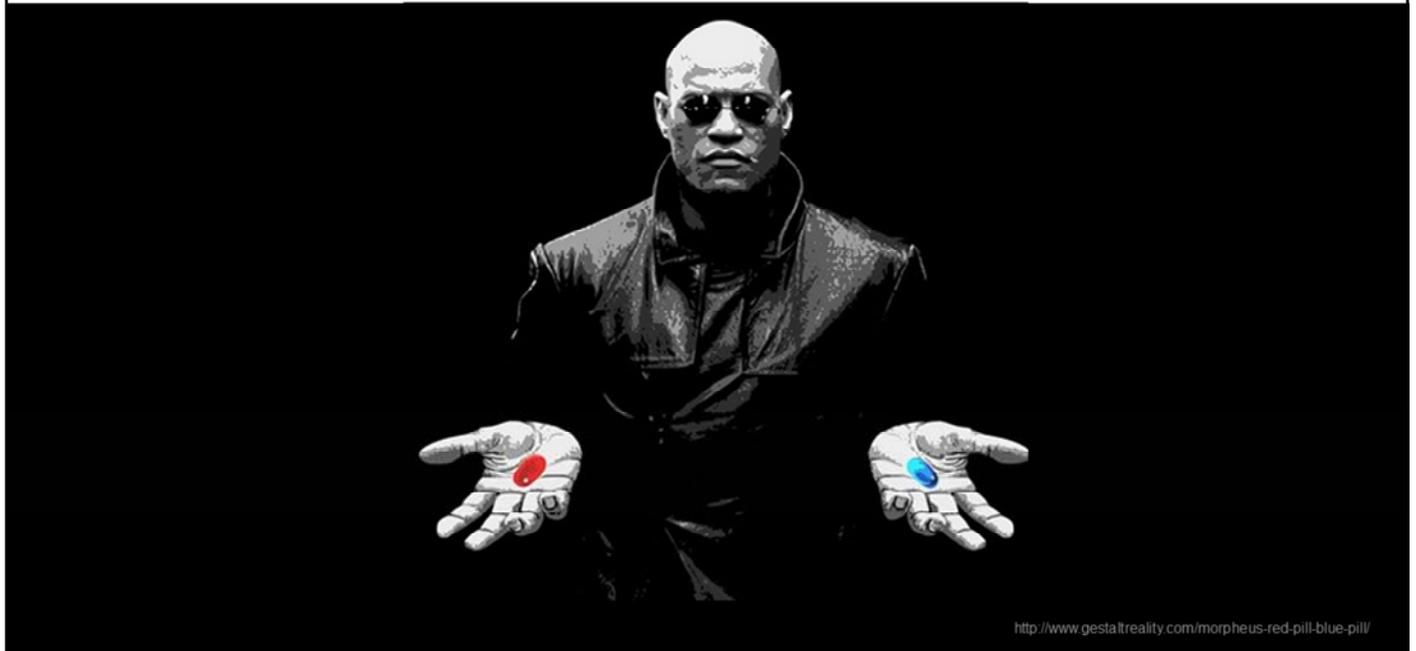


TIP #4

Find Your Change Agents

Find Your Change Agents. A change agent is anyone who helps an organization transform by improving business processes and interpersonal interactions. Leaders focused on change management or change control are often labeled change agents

Blue Pill or Red Pill



As institutional researchers, we can take the blue pill and continue on with how we have been doing IR work... but once you take the Red pill there is no going back. Decision support means building a data-informed decision culture. As an example of where I think we're heading, I want to talk about a consultant survey we recently administered on our campus.

Red Pill

Parking Survey

* 7. On which days do you typically come to campus?

Monday
 Tuesday
 Wednesday
 Thursday
 Friday
 Saturday
 Sunday

8. What time do you typically arrive on campus?

Before 6:00 a.m.
 6:00 - 6:59 a.m.
 7:00 - 7:59 a.m.
 8:00 - 8:59 a.m.
 9:00 - 9:59 a.m.
 10:00 - 10:59 a.m.
 11:00 - 11:59 a.m.
 12:00 - 12:59 p.m.
 1:00 - 1:59 p.m.
 2:00 - 2:59 p.m.
 3:00 - 3:59 p.m.
 4:00 - 4:59 p.m.
 5:00 - 5:59 p.m.
 After 6:00 p.m.
 N/A - I don't have a "typical" arrival time

1. On which days do you typically come to campus?
2. What time do you typically arrive on campus?
3. What time do you typically depart from campus?

This 42 question survey asked things like: On which days do you typically come to campus? What time do you typically arrive on campus? What time do you typically depart from campus?

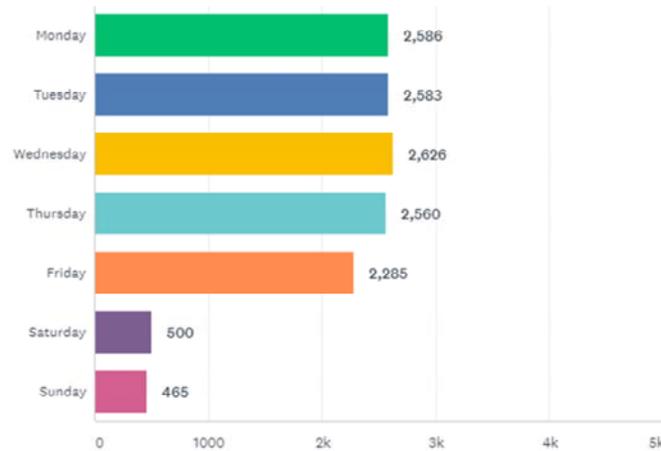
This sounds reasonable right? If we want to get an sense of how many people are on campus and at what time, this is a good way to do it. But us seasoned IR professionals know how this goes. We analyze it and don't learn anything new. But we're going to be asked to use our fancy visual tools to make this look good.

Red Pill

Parking Survey

On which days do you typically come to campus?

Answered: 2,733 Skipped: 478



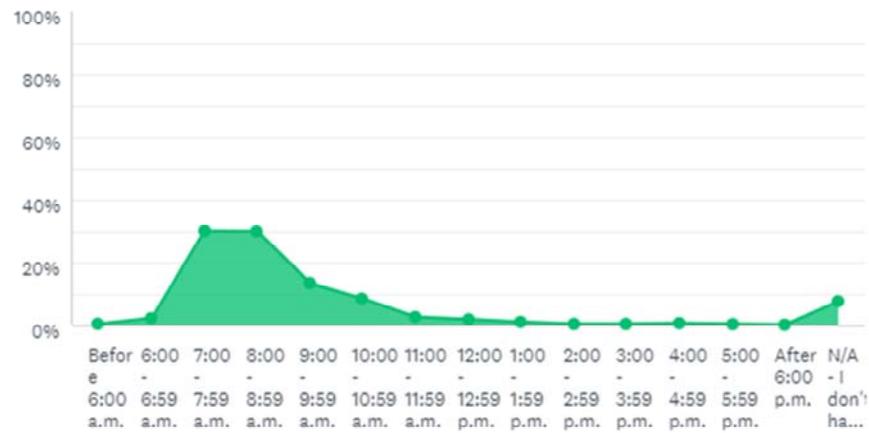
Monday through Friday are popular times to be on campus. Is that shocking to anyone? Look the number of responses! With over 2,500 responses I must have powerful data!

Red Pill

Parking Survey

What time do you typically arrive on campus?

Answered: 2,728 Skipped: 483



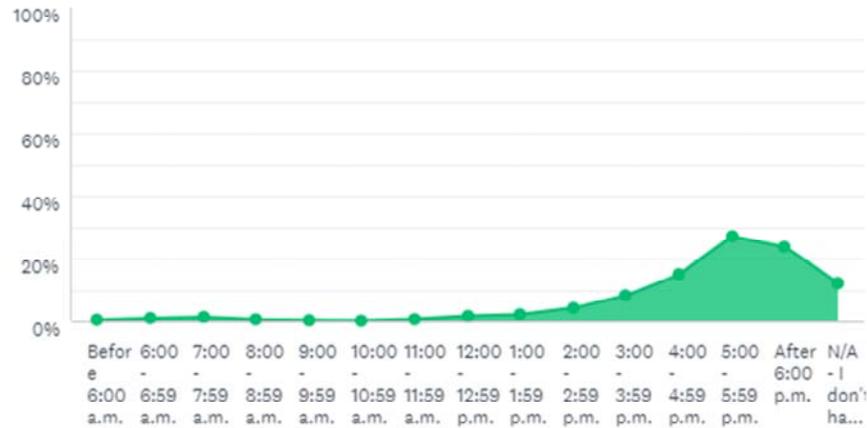
Most people come in the morning.

Red Pill

Parking Survey

What time do you typically depart from campus?

Answered: 2,731 Skipped: 480



And then leave in the evening. Do we have a model? No? Why not? 2,731 people answered this question. We had to have learned something? I know, let's visualize it in Tableau - that will make the difference!

I would argue that we are looking at the problem incorrectly and using the old tools we have to answer the question.

Red Pill



We need to look at the problem differently.

TIP # 5

Do not be afraid of change

Change is coming, whether we like it or not. Ask yourself, is my thinking of the problem and solution what's holding us back.

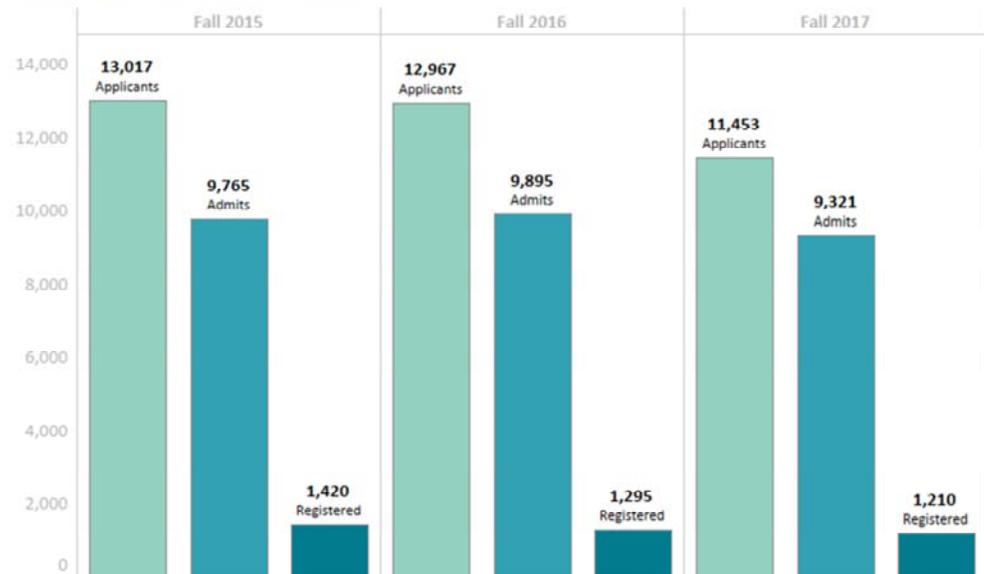


This is a map of the first floor of our university library. The red borders are concrete walls. The color indicates the strength of wifi emitting from various routers. You can see that we have several. A project that I have started is to map out the flow of students as they enter the library and move from router to router. Had I thought about this project differently, I would have realized I could prototype the flow of students in and out of the library. This can scale to campus. This could answer the question of how many people are on campus and where.

But I didn't have time to complete this project.

Red Pill

Applicant to Registered by Year

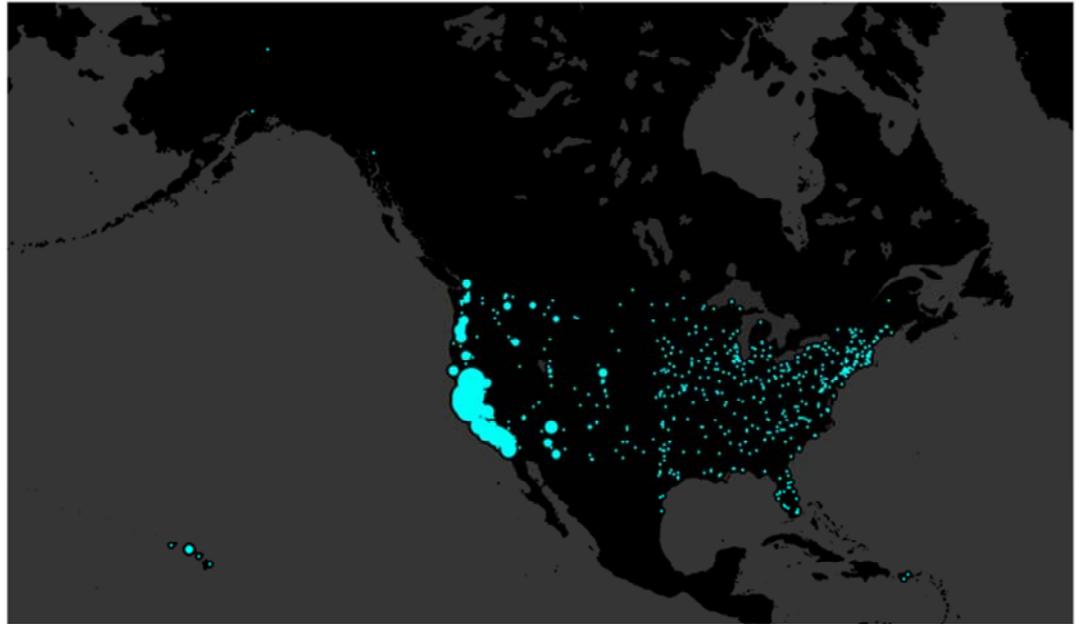


Chaos To Order: Integrating National Clearinghouse Data into a Data Warehouse.

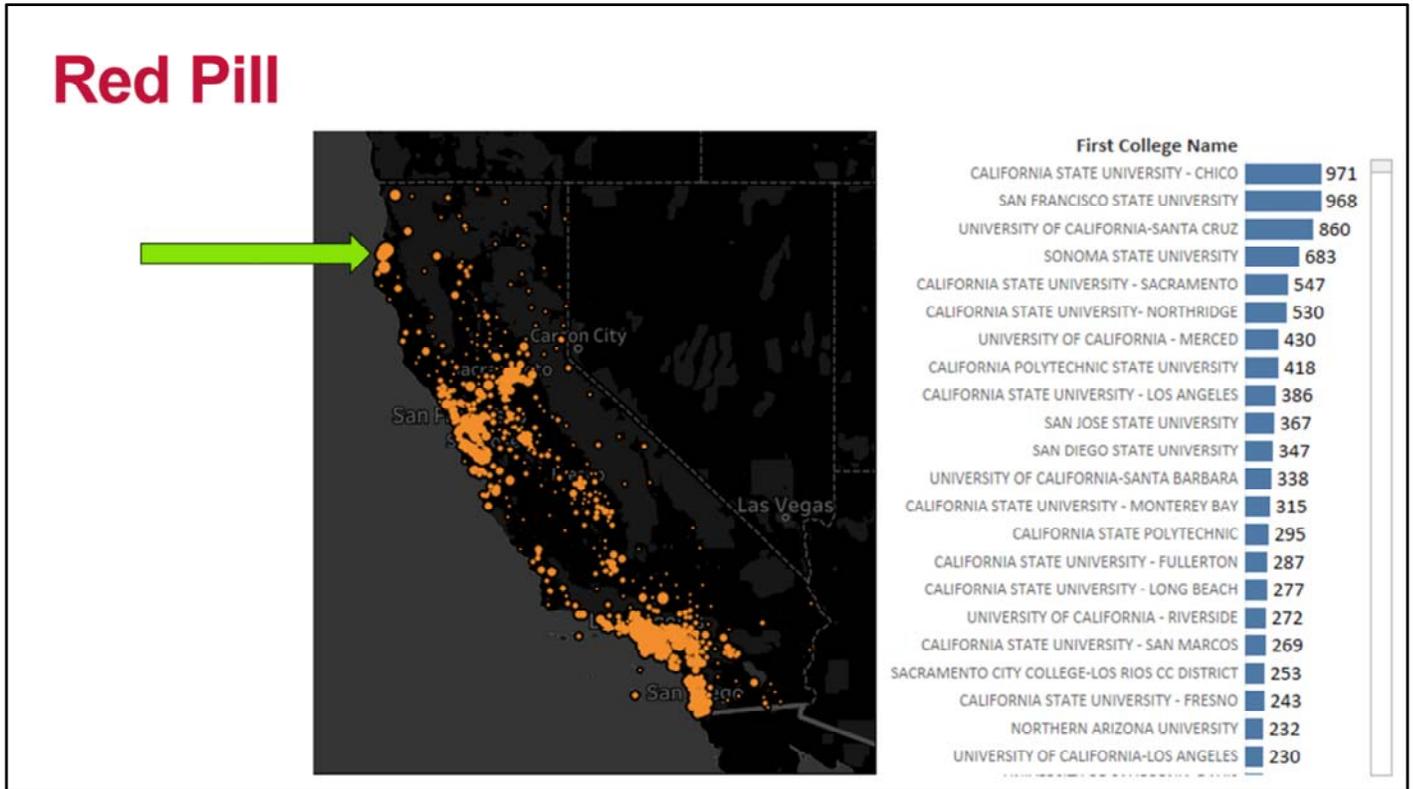
Ward Headstrom, Data Scientist
Ronda Stemach, Data Administrator
Michael Le, Research Associate

Red Pill

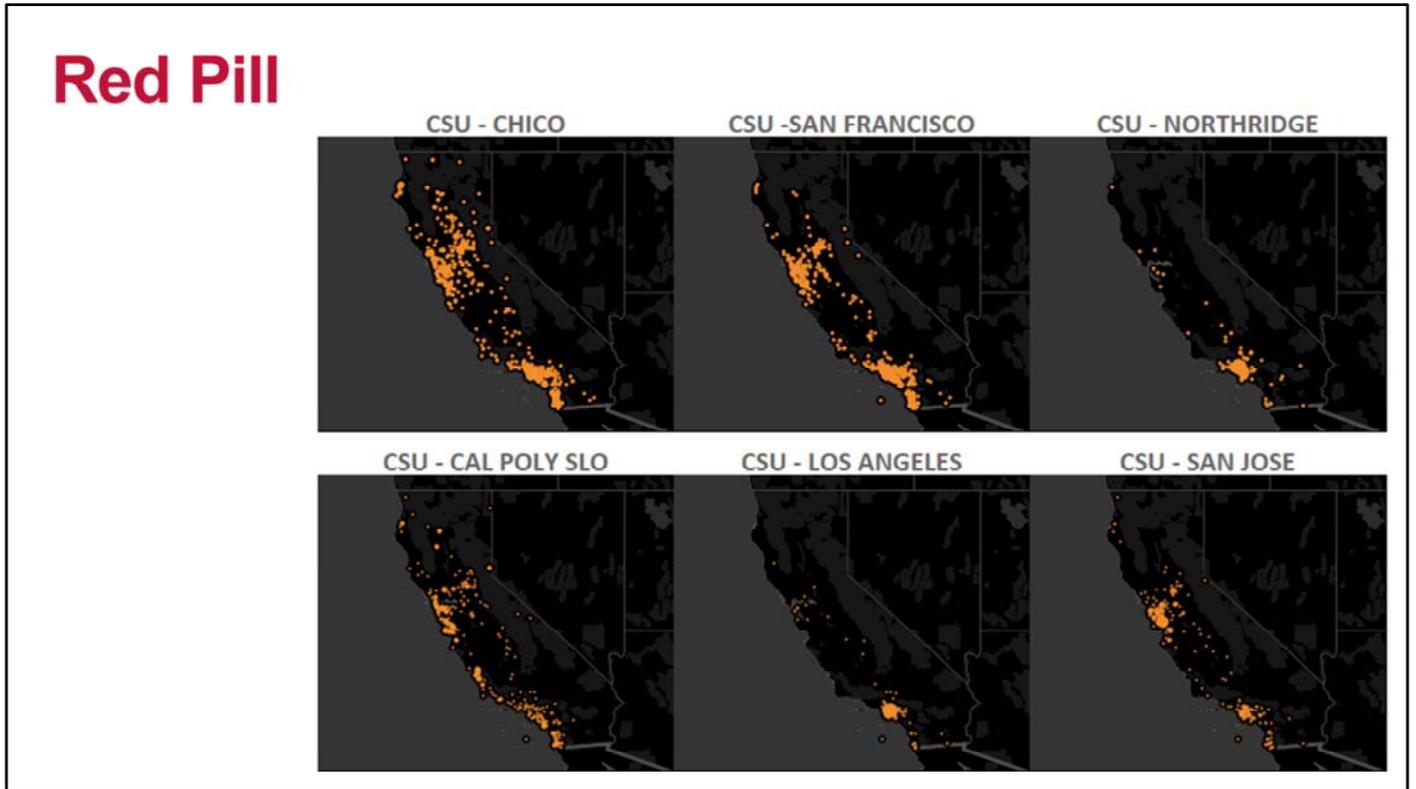
All Admitted, but did not attend HSU



Instead of surveying, we used the National Student Clearing House to match students and find out where they attended if they did not come to us.



We then mapped this by their origin HS. We're all the way up here. We attract about 87% of our FTUG Cohort from outside of our local area.

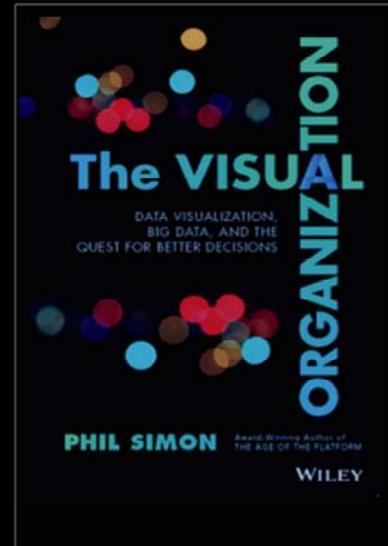


What we found was interesting! Useful, we're not sure, but fascinating!

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Four-Level Visual Organization

Big Data	3	4
Small Data	1	2
	Static	Interactive



Simon, P. (2014). *The Visual Organization: Data Visualization, Big Data, and the Quest for Better Decisions*. John Wiley & Sons

In his book, *The Visual Organization: Data Visualization, Big Data, and the Quest for Better Decisions* – Phil Simon describes a four-level model of a visual organization.

- 0 – No data
- 1 – Small data, static
- 2 – small data, interactive
- 3 – Big data, static
- 4 – Big data, interactive

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Governed Dashboard or Workbook

Created by an analyst to answer a specific question or show Key Performance Indicators. Cannot be edited by users.



Ungoverned Dashboard or Workbook

Created by an analyst to answer a specific question or show Key Performance Indicators. May be edited by users.



Curated Dashboard or Workbook

Created by users and validated by the organization's analyst.



Data Democracy

Curated data sources that users and analyst use to create original work.

Freepik from www.flaticon.com

To move from box 1 to 2 and 2 to 3, we need tools. You're not likely to get an unlimited supply of analyst, so you need to create a culture of using data and using that data to make decisions. The slide before and this one, is really the core of what I didn't know. I never new about big data. I never knew about this best practice, but in some circles it's as common as a table of data in a PDF.

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SLIDE REDACTED
FOR PUBLICATION

Let me back up for a minute. Remember this infographic? Well there are elements here in here I didn't mention. See the colors, shapes, and charts types? No one told me I would need to research fonts and colors, not just from a psychological perspective, but also from an artistic perspective. These are standards that we can set in many tools, but many we're using now make this difficult.

This data is used to create pre-census infographics.

SLIDE REDACTED
FOR PUBLICATION

SLIDE REDACTED
FOR PUBLICATION

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Meet the Humboldt State Class of 2017

MOST COMMON

Names: Emily, Samantha, Ashley, David, Jacob, Andrew

Birth Month: July

Majors: Biology, Criminology & Justice Studies, Environmental Science & Mgmt, Psychology, Undeclared, Zoology

ETHNICITY

African American, Asian, Hispanic, Multiracial, Native American, Unknown, White

ORIGIN

Central CA, Local, Los Angeles, NorCal, Other Coast, Out of State, Sacramento, San Diego, SF Bay

HEAD COUNT

hello 1,214 New Freshmen Lumber

all data are preliminary

HUMBOLDT STATE UNIVERSITY

Another fun fact: The most common names of this year's freshmen class are Emily, Samantha, Ashley, David, Jacob and Andrew. If you're an incoming student looking for some new friends, try yelling one of these names out in your dormitory hallway. Odds are, someone will respond.

Demographics: Meet the Class of 2017

Gabrielle Nicole So if I just go shout Emily ! I should confuse a lot of people
Haha · Reply · 6 · August 24 at 1:34pm

Humboldt State University And send lots of "Happy Birthday" emails in July.
Like · Reply · August 25 at 9:05am

Here's what made the final version. Which section do you think got the most attention?

Instead, here's what the paper had to say about it.

Students had fun with it and the whole thing was a non-issue.

<https://lostcoastoutpost.com/2017/aug/24/demographics-meet-hsus-latest-batch-freshmen/>

<https://www.facebook.com/HumboldtState/posts/1508299162525900>



But here's the key. No product is going to magically give you a data informed decision making culture. You have to commit to building that! These tools show you the pathway forward, but you have to accept it. Whether you use Tableau, Power BI, or Qlik - none of them have this part solved.

Red Pill



I really do believe that this needs to be an individualized decision tailored to you, your department, and your campus. Unlike Neo, you can't be the only person to change your perspective. Although, it can start with you, you need to make it your own.

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Video Recorded with permission by Michael Le. Huntington Beach, 2017

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FBI: UCR

Home • Crime in the U.S. • 2016 • Crime in the U.S. 2016

U.S. DEPARTMENT OF JUSTICE • FEDERAL BUREAU OF INVESTIGATION • CRIMINAL JUSTICE INFORMATION SERVICES DIVISION

2016
CRIME in the UNITED STATES

Criminal Justice Information Services Division

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About *Crime in the U.S. (CIUS)*

About the Uniform Crime Reporting (UCR) Program

This year, CIUS has been streamlined and updated. UCR staff have strategically trimmed the amount of tables and refined the presentation of data in this year's publication.

all of the spreadsheets and PDFs from this publication

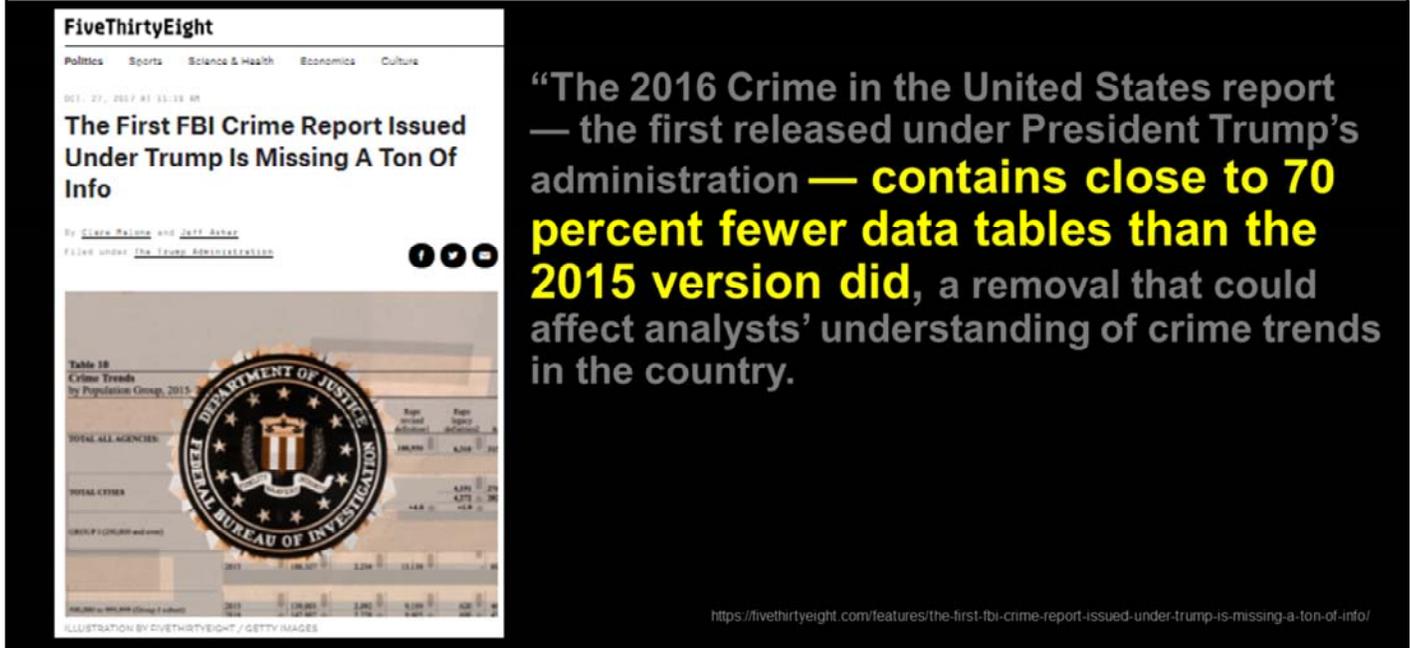
[Lookup New Table Numbers](#)

[ucr.fbi.gov/crime-in-the-u.s/2016/crime-in-the-u.s.-2016](https://www.fbi.gov/crime-in-the-u.s/2016/crime-in-the-u.s.-2016)

As we do this work, we need to be careful of how we do it. The good folks over at the FBI Criminal Justice Information Services Division tried doing this. This year, the Crime in the U.S. (CIUS) report has been streamlined and updated. Uniform Crime Reporting (UCR) staff have strategically trimmed the amount of tables and refined the presentation of data in this year's publication.

<https://www.fbi.gov/news/pressrel/press-releases/fbi-releases-2016-crime-statistics>

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FiveThirtyEight
Politics Sports Science & Health Economics Culture

OCT. 27, 2017 9:55:33 AM

The First FBI Crime Report Issued Under Trump Is Missing A Ton Of Info

By [Clare Paloma](#) and [Jeff Berke](#)
Filed under [The Trump Administration](#)

“The 2016 Crime in the United States report — the first released under President Trump’s administration — contains close to 70 percent fewer data tables than the 2015 version did, a removal that could affect analysts’ understanding of crime trends in the country.”

**Table 1B
Crime Trends
by Population Group, 2015**

	Page Number (2015)	Page Number (2016)
TOTAL ALL AGENCIES	18,956	4,318
TOTAL CITIES	4,371	96

ILLUSTRATION BY DUSTYTRIVEIGHT / GETTY IMAGES

<https://fivethirtyeight.com/features/the-first-fbi-crime-report-issued-under-trump-is-missing-a-ton-of-info/>

According to an analysis by FiveThirtyEight, the 2016 Crime in the United States report — the first released under President Trump’s administration — contains close to 70 percent fewer data tables than the 2015 version did, a removal that could affect analysts’ understanding of crime trends in the country.

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Washington, D.C.
FBI National Press
(202) 324-3691

September 25, 2016

FBI Release

“The estimated number of violent crimes in the nation increased for the second straight year, rising 4.1 percent in 2016 when compared with 2015 data, according to FBI figures released today. Property crimes dropped 1.3 percent, marking the 14th consecutive year the collective estimates for these offenses declined.

The 2016 statistics show the estimated rate of violent crime was 386.3 offenses per 100,000 inhabitants, and the estimated rate of property crime was 2,450.7 offenses per 100,000 inhabitants. **The violent crime rate rose 3.4 percent compared with the 2015 rate**, and the property crime rate declined 2.0 percent.

These and additional data are presented in the 2016 edition of the FBI's annual report Crime in the United States. This publication is a statistical compilation of offense, arrest, and police employee data reported by law enforcement agencies voluntarily participating in the FBI's Uniform Crime Reporting (UCR) Program. **The UCR Program streamlined the 2016 edition by reducing the number of tables from 81 to 29**, but still presented the major topics, such as offenses known, clearances, and persons arrested. Limited federal crime, human trafficking, and cargo theft data are also included.

<https://www.fbi.gov/news/pressrel/press-releases/fbi-releases-2016-crime-statistics/>

The removal comes after consecutive years in which violent crime rose nationally, and it limits access to high-quality crime data that could help inform solutions.

TIP # 6

**Do not sacrifice what you have
for what you want**

Let's assume best intentions. Let's assume that the 70% reduction in data tables is to be helpful. But the moral is to not sacrifice the progress that you have made. It just makes change more painful.

What Next?

The image displays two side-by-side screenshots of a mobile application interface for event details. The left screenshot shows the top portion of the event page, including the Platinum Sponsor, event title, date, location, and a description. The right screenshot shows the bottom portion, including the event description and a list of presenters.

Left Screenshot:

- Header: Details
- Platinum Sponsor
- Culture of Analytics**
- November 10, 10:15 AM - 11:00 AM
- Club Room 1
- ★★★★★ No Ratings
- Description
- [Evaluate this Session](#)
- Institutions today are on a journey to become data-driven. The pace and growth of data demands that every employee in your organization becomes a "data person" but shedding the hangover of the last 30 years of BI might be difficult. How can you leverage empowered analytics (self-service) to change the way your organization works?
- In this session, we'll cover:
- The definition of a modern analytic culture
- How to get there

Right Screenshot:

- Header: Details
- Description
- your organization becomes a "data person" but shedding the hangover of the last 30 years of BI might be difficult. How can you leverage empowered analytics (self-service) to change the way your organization works? In this session, we'll cover:
- The definition of a modern analytic culture
- How to get there
- The stages of this journey
- Presenters
- Austin Banta** (AB) - Tableay Consultant, Tableau
- Tamara Phillip** (TP) - Enterprise Account Manager, Tableau

What Next?

← Details

Assessment

Data-Informed Decision Cultures

November 10, 11:15 AM - 12:00 PM

Golden Gate Parlor D

★ ★ ★ ★ ★ No Ratings

Description

[Evaluate this Session](#)

Data-informed decision cultures are rooted in an institution's approach to data use and data capacity. These cultures recognize and support expanded sets of decision makers (data use) and the IR function (data capacity). Yet realization of a data-informed decision culture is not a destination. Rather, it is a journey that requires institutional commitment to use of data in decision making, and the leadership of a dedicated senior-level administrator who thinks and

← Details

Description

different lenses with which to examine these cultures, and encourages dialog about the ways in which IR professionals can help institutions achieve and sustain them.

Presenters

- KG** **KC Greaney** Santa Rosa Junior College ★
- KP** **Kristina Powers** President K Powers Consulting, Inc. ★
- LR** **Leah Ross** Association for Institutional Research ☆
- MT** **Mike Tamada** Reed College ☆

What Next?

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Data and Decisions for Higher Education

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