

## General Education

OIR should provide timely and useful information about the students, the institution and JMU's relationship to other institutions. OIR should be proactive in helping us to develop strategies for tracking performance of all sorts (as you have been in our discussions of Gen Ed). One piece of information I hope can be available is thorough tracking and analysis of the success of students in different majors and with different backgrounds both at JMU and beyond. In other words, more information about how and why students are succeeding at JMU and in their lives beyond, and also what indicators are connected to lack of success. I know you did some good tracking studies of transfer students, and I'm suggesting that we expand such studies.

## Continuing Education

I would want to say, "The OIR provided accurate and appropriate information on which administrative decisions were based that has lead JMU to become one of the major institutions of higher education in the United States. OIR is responsive to inquiries for specific information on which day-to-day decisions are made. Requests for information were always responded to in a timely and cooperative manner. OIR has provided innovative research into distance education that has allowed JMU to become a major player in virtual learning. With the addition of a virtual college many policy decisions were based on information provided by the OIR."

How is the best way to measure learning when contact hours and seat time are not a part of the learning process?

## Procurement

Since I do not know what the state will require of you in the future, I am unsure as to my answer. In the past, I have needed statistics on JMU, its students, facilities , etc, to assist in the development of RFP for service contracts and negotiation with the offerors. This has been a grat help and saved JMU money

## Karen Lee

In 5 years, I'd love to say (much as I do now!):OIR cared deeply about the accuracy and clear interpretation of their reported information OIR worked closely with Records, Admission, Financial Aid, and other data entry sources, to be sure the intent and timing of data entry/data modification matched OIR's use of the data. OIR acted in JMU's best interest when data was unavailable OIR provided leadership or facilitation in bringing departments together on shared issues of data collection, data standards, data quality, and data timeliness (Since JMU has no data manager, OIR is among those with the expertise to help this occur) OIR helped JMU meet the challenge of meaningful access to information, campus-wide.

- A faculty/staff online guide to the major pieces of corporate data that JMU uses all the time for day-to-day service. Ex: Term: Term is the academic term students register for. In the institution's databases it is coded as CYYT for century, year and term number. For example 0988 is Fall 1998. Prior to October 1998, coding YYSS was used, but has been replaced to enable year 2000 and beyond to sort in chronological order.
- Some canned OLAP reports that give access to a term's high level info; as well as longitudinal info for the "top ten fields". Available at least to all directors/managers at JMU.

## Nursing

I believe it could assist much more with departmental research and information flow methods. It would be helpful to have you attempt to understand our needs for data collection and the unique problems we have relative to the university-wide systems. I understand the need for data collected systematically across all departments but it would be helpful to have someone assist us in making those needs and our needs more compatible and functional. I'm thinking about things relative to faculty, faculty productivity, graduates, etc. Often what we need or the way we need information doesn't easily mesh with the university system. I also think the various data sources on campus need to become better integrated and coordinated. The

particularly troubling area is the faculty planning forms, and related systems relative to teaching, etc. I'm aware that some of your constraints related to Richmond, but I perceive that we need to spend inordinate amounts of energy trying to make data fit the system ... and it doesn't reflect what we do or work well for us.

Wow - Frank -- sounds like I'm being negative ... not my intention ... but this is an area I've had a lot of frustration. My point really is to look at a more coordinated process that considers the needs of the units as well as the needs of the big picture. Not sure I've really answered your question ... but maybe this is helpful.

## Randy Mitchell

In response to the first question, I would want to say that OIR has been instrumental in measuring and articulating student success -- retention, graduation, and other meaningful data. In effect, have our efforts in these areas made a difference? Also, I would want to say that the staff in the area approached these statistics from the perspective of dealing with real live students, not just numbers or statistics. I would want to say that the staff took special efforts to help constituents analyze and interpret numbers, not just receive those numbers.

In response to the second question, I would like any information that demonstrates how advising, involvement, and utilization of services benefit the success of our students. Unfortunately, I'm not quite sure yet how this information will be gathered and evaluated. As we begin to develop evaluation and assessment measures for student success, we'll have a better sense of what's needed. In the meantime, keep us in mind...

## Facilities Management

In five years I would like to say that we have developed an ongoing partnership with OIR regarding assessments and room inventories. This would have made a major improvement in FM's ability to alter our processes to stay "in synch" with customer's expectations. I would remember the qualities of understanding, concern and assistance.

We would need to have periodic information regarding customer (student, faculty, staff, parents, visitors) feedback pertaining to the conditions of JMU facilities (ongoing assessments, not necessarily specifically aimed at facilities-related information, but with some aspects that we could use). Information regarding building room inventories should be linked with our AutoCad drawings for internal and customer use.

## Academic Affairs

How about (5 years hence) . . . "OIR has played a major role in guiding the development of our information systems. Their efforts have helped produce systems that provide current, dependable data that supports management decisions. Simultaneously, these systems (through OIR's efforts) seamlessly transform the unique ways in which we require information to effectively manage our resources into the reporting formats required of all state institutions."

A "ready reference" (on the OIR website?!) that describes how our current practices (faculty work load, room utilization, expenditure patterns, enrollment, credit hour production, etc.) translates into SCHEV reporting, future funding decisions, etc. as well as data on expected (dated) performance measure targets would be very helpful.

## Dining

We think your department should provide information that helps us make meaningful management decisions. The information you provide to the campus community should allow dining services to identify new and improve existing sales markets. Your office should save us time by providing information (rather than us doing the research)

- Demographic information" such as:
- Where students work on/off campus and what do they get paid.

- Average amount of financial aid rec'd by students
- Pay comparisons for surround counties, states, local companys for classified and temp.
- Benefits comparo (we realize that hr does some of this....these are just thoughts)
- Meal plan charges at other institutions
- Where students live in the H'burg community
- Number of boarders vs. non-boarders on campus any economic information about students and their families.

## Education and Psychology

I have appreciated the willingness of your office and personnel to work with us on our specialized needs in teacher education. My concern here, and maybe something to build into your plan and future resource requests, would be support for the teacher ed. data collection and reporting. Right now all of that comes out of part-time T&R requests I have to make and this is dicey given that part-time gets zeroed out each year in budget building.

The second thought I have about future planning for OIR is that it is my dream/wish that OIR could provide (1) all the data on enrollment, enrollment trends, faculty/peronnel resources and utilization patterns, budget resources and utililization for each academic program, and (2) appropriate comparative analysis with identified like programs within the institution as is required for a program undergoing Academic Program Review. In other words, the data collected and shared back to programs for planning purposes by OIR should be the data reflected in the APR process. This would help programs and administrators greatly in planning.

## CISAT

I think there is sometimes conflict between OIR's emphasis on reporting to outside sources, and my, and other internal managers, emphasis on data that would help us manage better. A good example example is two recent meetings with you, Chuck DeHart, Bob Reid and myself. We thought the meetings were to talk about data that would be useful to us. You and Chuck seemed interested on overall university data for external reporting that had little meaning to us. I don't necessarily think this is bad, just that its not much help to us.

Perhaps we should recognize that internally useful data and externally necessary data are incompatible, and establish different data bases for different purposes. I understand that you must supply the data to SCHEV and others in the form they request, even if such data has little meaning for internal use.

I would like to see a USEFUL set of data detailing credit hours by organizational unit, such as a department, for example. The current table 2-10, because it includes graduate assistants, has little meaning.

The academic side is facing decisions about resource allocations, particularly with retirements, where we could benefit from more available data about productivity to use in resource allocation. This is just one example.

I realize your goals and mine might differ. I do, however, appreciate the accurate data you generate and wish we could get more decisions based upon, or at least considering, accurate data.

## Residence Life

I've thought about your questions off and on for a while now. I think the main thing I want and need from your office is information about JMU and information about in-state and peer institutions.

I need stuff like freshman class size, projections for two and three years out, square footage of our buildings, building codes and room number info, etc.

I also would like to be able to compare our operations and numbers to those of other institutions: rent rates, dorm capacity, benchmark numbers, etc. I guess in the future maybe I'd like to say how it continues to be easy and pleasurable working with you all, and that there were efforts to make information accessible via the Web or some means so that I could access appropriate information at my leisure.

I have no areas of concern. My interactions are minimal. IT would be nice if I could do meaningful cost and productivity formulae via the net with just a type in the numbers effort of my part - i.e. if you had spreadsheets prepared on the Web that had formulae which would run my benchmark calculations if I typed in the numbers. Maybe it could even give me comparisons from other institutions on general statistics that are available to us.

Mark Warner

Become more proactive. Try to move out of the IR paradigm. R&D in business could be useful to look at.

- Could be helpful in policy analysis
- Funding formulas
- Enrollment growth
- Technology
- Student success
- Enrollment of different students—older and multicultural, taking courses part-time, evening, and weekend
- Space issues
- Credit hour production
- Different types of faculty—contract vs. tenure