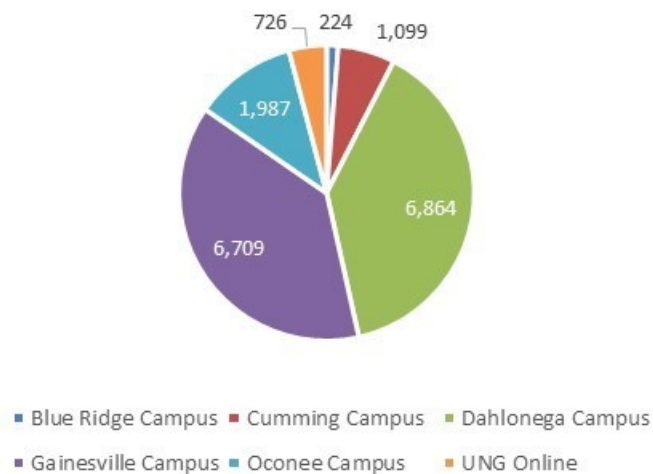


INSTITUTIONAL EFFECTIVENESS NEWSLETTER: SPRING 2021 EDITION

Spring 2021 Census Enrollment: 17,609



DATA LITERACY: WHAT'S THAT ABOUT?

FROM THE DESK OF DR. HOLLY VERHASSELT

Faculty and staff at UNG have access to a variety of data resources on campus, including Banner reports, dashboards, and custom reporting. Depending on what you're looking for, these reports can be short and straightforward or they can be significantly more complex. Access to data is only one part of using data to support decision-making. The other piece is whether you can make sense of that data and use it to tell a story. This ability is often referred to as **data literacy**, which Gartner (2019) defines as, "the ability to read, write and communicate data in context, including an understanding of data sources and constructs, analytical methods and techniques applied — and the ability to describe the use case, application and resulting value." (Source: <https://www.gartner.com/smarterwithgartner/a-data-and-analytics-leaders-guide-to-data-literacy/>).

In a nutshell, data literacy addresses how you interpret the data and turn that information into action. It encompasses several skills, so the next few newsletters will include a review of basic components of data literacy:

- ◆ Asking the right questions;
- ◆ Identifying relevant information needs;
- ◆ Understanding the role of 'big data;'
- ◆ Presenting your data to others; and,
- ◆ Using data to "tell a story".

Basic data literacy doesn't require anyone to be a statistician or a professional researcher, so these posts will focus on using data for program improvement. If you have questions about how the IE office can help you address the data needs of your program or department, please let me know.

Want to Learn More?

Check out our [Spring 2021 Dashboard](#) to dig deeper into the data!

Need more? Submit a request via our [Service Now Portal!](#)

UNG'S 5TH YEAR INTERIM REPORT: ASSESSMENT & ACCREDITATION SPECIAL SERIES

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) is the regional body for the accreditation of degree-granting higher education institutions in the Southern states. To maintain our accreditation status, UNG submits compliance reports to SACSCOC at assigned intervals. These reports cover almost every aspect of how we function - including financial stability, space allocation, degree and appropriateness of student support services, student achievement, faculty qualifications, and academic program oversight.

The SACSCOC Fifth Year Interim Report was developed to respond to the U.S. Department of Education's requirements: (1) that accrediting bodies continuously monitor institutions to ensure compliance, and (2) that accrediting bodies have a mechanism for reviewing multiple sites initiated since last reaffirmation. It is an abbreviated compliance certification that allows us to 'check-in' with SACSCOC midway between decennial reviews. It includes 22 standards and also requires us to report on the impact of our Quality Enhancement Plan (QEP).

Dr. Holly Verhasselt, Associate Provost for Institutional Effectiveness, is overseeing the completion and submission of the Fifth-year Interim Report as per her role as UNG's SACSCOC Accreditation Liaison. Content experts at UNG in each of the standard areas participated in an informational training and have begun writing content and identifying supporting documentation for their standards. In their work, these content experts may reach out to you for information or documentation. Please be ready to provide them with any necessary information.

The standard narratives will be completed this fall and moved into Xitracs, the software UNG uses for compliance submission. The final document will be submitted to SACSCOC in spring 2022.

If you have any questions or would like more information regarding the SACSCOC Fifth-Year Impact Report, please contact Dr. Holly Verhasselt (holly.verhasselt@ung.edu) or visit the [UNG Fifth-Year Interim Report webpage](#).

MEET THE STAFF: LINDA ROWLAND

DIRECTOR OF INSTITUTIONAL RESEARCH



Tell us about your background:

I'm originally from Colorado, but I finished high school in Echols County in South Georgia. I earned a B.S. in Applied Mathematics at Valdosta State University and immediately began working there as an Institutional Research Analyst. After a decade of working in IR, I earned my M.Ed. in Educational Leadership at VSU and the next year became the Director of Institutional Research at NGCSU, now UNG.

What brought you to IR:

Right after graduating with my bachelor's, I saw the ad for an IR Analyst and it sounded like the perfect first job. It definitely was and I have enjoyed working in IR for over 20 years.

What's the most fun thing about working in this field?

The most fun thing about being in IR is that, while we do have routine tasks, every day includes the possibility to do new and different analytical projects — and I get to work with a great team of people!

What's the hardest thing about working in this field?

I think the hardest thing about working in IR is telling people no. There are times, for various reasons, when we can't help someone and that can be frustrating for us and them.

One thing you've learned from working at UNG:

One thing I've learned from working at UNG is how important community is. I love working somewhere that is so people-focused.