North Idaho College

Data Standards and Guidelines

Data Assurance
Group 10-1-2018

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Section 1 Quantitative Data: Background and Definitions

1.1 Background
North Idaho College (NIC) faculty and staff require reliable and continuous access to data to support national reporting projects, state reporting projects, institutional initiatives, defined action projects, division, program, department, and course analysis needs. The college's data is a valuable resource and asset that must be protected as such. The privacy of college students and employees must be protected to the greatest possible extent.

1.2 Philosophy
The Institutional Research (IR) function at NIC consists of a core IR team who provide structure, guidance and education regarding use and interpretation of data. The IR staff work collaboratively with key employees in Information Centers throughout the institution, who serve as data stewards and expert reporters for their unique functional areas. The IR team at North Idaho College is committed to supporting a data-literate and data-informed institution.

1.3 Data Definitions
     1.3a. Personally Identifiable Data: Student and employee record information that identifies a specific individual. This information may be used to identify an individual or link an individual to other groups where the individual may be identified.

     1.3b. Aggregate Data: Summed and/or categorized data that can answer research questions about populations or groups. The data is compiled from record-level data to ensure that identities of individuals or organizations cannot be determined by a reasonably foreseeable method.

     1.3c. Census Data: Enrollment numbers are not considered official except for the Census Day which is October 15th in the fall and March 15th in the spring and the End of Term snapshot. Preliminary enrollment numbers may be provided in select cases after the start of the registration period, but are not official until after the Census Date.

     1.3d. Record-Level Data: Data in which each record is related to a single individual or organization.

1.4 User Roles and Access
The NIC DataMart was established in 2006 and has been the primary reporting platform for North Idaho College until the acquisition of CROA. CROA, better known as Colleague Reporting and Operating Analytics, was acquired in 2016 and rolled out to campus in the Fall of 2018. Both reporting platforms report against the Colleague Operational Data Store (ODS). The ODS is populated nightly with student, employee and financial data from the Colleague ERP information system. Additionally, census reporting against

Colleague snapshots (point in time data) allow for trend reporting generated out of the Institutional Research Office.

- Viewers – The Viewer role allows a user to view CROA reports to which they have access to.
- Report Writers – The Report Writer role allows a user to view CROA reports to which they have access to in addition to having the ability to copy a CROA report to their personal folder under My Documents. From their personal folder, a Report Writer can open the report up in Design mode and modify it using the available objects within the report.
- Super Users – The Super User role allows a user to view CROA reports to which they have access to as well as copy a CROA report to their personal folder under My Documents and edit the report in Design mode. The Super User also has access to the Query Panel. The Query Panel provides access to the universe objects to which the Super User has access to, allowing for new report creation.

The North Idaho College Public Folder in CROA is made up of primary functional report folders and subfolders. Summary level and role-based reports are housed in the primary functional folders. All CROA users have access to these folders. Subfolders within each primary functional folder may contain reports with personally identifiable information (PII) and are restricted to only those users needing access. CROA permissions are folder based, not report based.

To request access to CROA for someone or yourself, contact the IT Help Desk at (208) 769-3280, send an email to helpdesk@nic.edu or submit a ticket directly at www.nic.edu/it. Specify what folders you are seeking access to. Respective data custodians may be contacted to approve the access request.

Basic CROA navigation training is provided by the IT Help Desk. Knowledge articles and training guides will be made available. Advanced training for report writers will be provided by contracted professional services and NIC staff over time.

The Office of Planning and Effectiveness is the primary point of contact for CROA. Any and all requests for information and reporting should be directed to reporting@nic.edu. Requests will be routed to appropriate personnel responsible for the information request.

- Information Centers across campus have identified Super User report writers that can create CROA reports and respond to information requests.
  - Office of Planning and Effectiveness
  - Admissions Office
  - Registrar's Office
  - Financial Aid Office
  - Student Accounts Office
  - Office of Business and Finance
  - Human Resources Office
- The Information Technology department is a technical resource for CROA responsible for the integrity and security of the data, ongoing development of the CROA platform and a provider of end user training.

Section 2 Data Requests

2.1 Data Request Definition
Any request for personally identifiable data, aggregate data, census data, and/or record-level data submitted by any North Idaho College employee or other stakeholder pertaining to:

1. National or State Reporting
2. Data to support Accreditation
3. Institutional Initiatives and/or Defined Action Projects
4. Academic Division Requests
5. Program/Department Requests
6. Course-Level Data Requests
7. Employee, Community, or Student Surveys

Requests will only be processed through a formal request process. Employees may submit requests by emailing reporting@nic.edu. This process is in place for all requests including, but not limited to:

1. Formal Data Analysis
2. Lists of Information
3. Research related to enrollment, retention, completion, and matriculation

2.2 Data Request Prioritization
All data requests will be prioritized by the Planning & Effectiveness Office using the prioritization scale below. Project priority may be adjusted to accommodate deadlines.

Highest Priority
1. National Reporting Projects (scheduled and ad-hoc)
2. State Reporting Projects (scheduled and ad-hoc)
3. Accreditation-related Data
4. Public Information Requests
5. Institutional Initiatives and/or Defined Action Project
6. Division Requests
7. Program/Department Requests
8. Course-Level Requests
9. All Other Requests
Lowest Priority

Section 3 Data Standards and Distribution

3.1 Data Guidelines

      3.1a. Sample Size. As a general rule, the Office of Planning and Effectiveness will not provide information when a dataset containing student data has fewer than ten records. An exception to this general rule may be made in the case of small departments and/or a specific justified legitimate educational interest.*

      3.1b. Approval. All requests received by the Office of Planning and Effectiveness from individuals below the director or division chair level will be required to obtain director or division chair approval before any data is distributed to the individual.

      3.1c. Clarification. The more detailed and specific the data request, the more likely the Planning & Effectiveness Office will be to provide the most complete dataset possible. The Planning & Effectiveness Office reserves the right to clarify all requests. Be clear about the research questions you are trying to answer.

3.2 Sign Off Procedures

The following is the flow that will be used to move reports from staging to production.

Colleague Reporting, Operations, and Analytics (CROA).

To ensure accurate and valid reports, report writers and module managers will work with the IR and IT teams to create and manage CROA reports.

Report Writers

- Ensure the report name is descriptive and is well described in the report's description properties. Save the report in your staging area.
- When your report is complete and ready for review, email your Module Manager. Be sure to include the name of the report and the name of your CROA My Documents folder.

Module Managers/Super Users

- Review report for accuracy and work with report writer as needed.
- Email Report Production Manager to let them know the report has your approval and is ready to be moved into production.
- Be sure to include the name of the report, where it is saved, and name of the recommended CROA North Idaho College public folder.

Report Production Managers

- Review report for descriptive name and adequate report description.
- Review protocol for report distribution i.e. which folder(s) the validated report will reside and moved the report into that folder(s).

- Email report writer ('cc' module manager where appropriate). Include the name of the report and production folder where it is saved on the report server.
- Catalog report.

3.3 Data Distribution

    3.3a. Aggregate Data. The Office of Planning and Effectiveness will provide aggregate data and will work to educate data requestors to understand the data points.

    3.3b. Personally Identifiable Data. Reports with personally identifiable data may not be transmitted by any unsecure method such as NIC email or SharePoint.

    3.3c. Confidentiality Agreement. All reporting users will be required to sign a FERPA compliance and professional confidentiality agreement which will be held on file in Human Resources.

    3.3d. FERPA. The following *FERPA statement should accompany all data requests containing student-level data: *"The data contained in this report is protected by FERPA. Only those with a legitimate academic interest are entitled to the information in this report. This data can only be used for the purpose for which it was requested. Sharing this data with a third-party or usage outside of the requested specifications is prohibited."*

Section 4 Qualitative Data: Background

4.1 Background

<u>4.1a</u>. North Idaho College faculty and staff require reliable and continuous access to survey data as a means to evaluate student/employee satisfaction, efficacy and accessibility of services, and as a means for collecting data from students.

<u>4.1b.</u> Survey Gizmo is the official survey tool used by the college. The Office of Planning and Effectiveness maintains this account. Sub-accounts may be provided to particular offices on campus, as needed. Offices that wish to maintain their own sub-accounts must receive training to utilize the tool and ensure best practices in survey design and dissemination.

<u>4.1c</u>. Survey data is a valuable resource and asset that must be protected as such. The privacy of college students and employees must be protected to the greatest possible extent. In order to ensure human research protections, all internal surveys must be first approved by the NIC Institutional Research Board (IRB).

<u>4.1d</u>. In addition to creating and administering internal surveys. The Office of Planning and Effectiveness also oversees the administration and collection of national surveys. At this time, the college participates in the Community College Survey of Student Engagement, the Survey of Entering Student Engagement, and the Ruffalo Noel Levitz Student Satisfaction Inventory.

Section 5 Survey Types and Requests

5.1 Survey Types
The Office of Planning and Effectiveness will assist faculty and staff in the design and administration of the following survey types:
1. Employee Satisfaction Survey
2. Student Satisfaction Survey
3. Training Evaluation Survey
4. Event Evaluation Survey
5. Non Returning Student Survey
6. Graduate Exit Survey
7. Graduate Follow Up Survey

5.2 Survey Request Process and Prioritization

5.2a. Survey requests will only be received through a formal request process. Employees may submit requests through the data request link found on the North Idaho College website, or through an email sent to reporting@nic.edu

5.2b. Survey requests that are received from faculty and staff must have director or division chair approval. This approval must accompany the formal survey request as part of the request, or as an attachment to the request.

5.2c. Survey requests associated with academic research must have IRB approval. This approval must accompany the formal survey request as part of the request, or as an attachment to the request.

5.2d. Survey requests intended for an audience outside the purview of North Idaho College will not be considered except in cases of stakeholder outreach. These surveys must first be approved by the Office of Planning and Effectiveness.

5.2e. Survey requests intended to satisfy personal curiosity or assumptions will not be considered.

5.2f. All survey requests will be prioritized by the Office of Planning and Effectiveness using the prioritization scale below. Project priority may be adjusted to accommodate deadlines.

Highest Priority
1. National Reporting Projects
2. State Reporting Projects
3. Institutional Initiatives and/or Defined Action Project
4. Division Requests
5. Program/Department Requests
6. Course-Level Requests
7. All Other Requests
Lowest Priority

Section 6 Survey Creation and Distribution Standards

6.1 Survey Creation
In order to create a survey that meets best practices, the Office of Planning and Effectiveness will work with faculty and staff to complete the survey creation cycle. These steps include:
1. Defining the topic
2. Identifying survey audience
3. Developing questions, introduction, and plans for follow up
4. Obtain IRB approval (if applicable)
5. Pilot a test survey
6. Administer/distribute the survey
7. Analyze and report results
8. Make recommendations for decisions based on results

6.2 Survey Distribution

6.2a. Surveys will be distributed using the Survey Gizmo tool. Distribution of the survey can be done via email or by creating a direct link. Planning and Effectiveness staff will work with requestors to provide the best distribution strategy as part of the survey creation cycle.

6.2b. In some cases, campus departments have been granted Survey Gizmo sub-account privileges and have received survey training. These offices should still consult Planning and Effectiveness when designing and disseminating their surveys.

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* The Family Educational Rights and Privacy Act (FERPA) makes it clear that "school officials with legitimate educational interests" may be given access to personally identifiable information about students. However, the law does not say specifically who those persons are, nor does it stipulate how to determine the limits of a legitimate educational interest, although the U.S. Department of Education could rule, as a matter of law, that a school official did not have "legitimate educational interest" in accessing information contained in education records. Agencies or schools maintaining personally identifiable data about students should have written criteria for determining which school officials have a legitimate educational interest in specific education records because this must be included in the annual notification to parents, as specified in FERPA. Agencies or schools could make broad decisions based on legal requirements and good practices. The intent to follow this practice should be stated in the school's or agency's written policy and must be included in the annual notification of rights under FERPA. The Family Policy Compliance Office has a model notification that contains sample language.

In determining the school officials who might need access to education records, it is more practical to establish broad position criteria than to list exactly who, or what individual positions, qualify. General criteria such as the following might be useful:

- a person employed by the agency or school in an administrative, counseling, supervisory, academic, student support services, or research position, or a support person to these positions; or
- a person employed by or under contract to the agency or school to perform a special task.

Identifying a person as a "school official" does not automatically grant him or her unlimited access to education records. The existence of a legitimate educational interest may need to be determined on a case-by-case basis. A sample policy statement of what constitutes legitimate educational interest might include substantiation such as the following:

- The information requested is necessary for that official to perform appropriate tasks that are specified in his or her position description or by a contract agreement.
- The information is to be used within the context of official agency or school business and not for purposes extraneous to the official's areas of responsibility or to the agency or school.
- The information is relevant to the accomplishment of some task or to a determination about the student.
- The information is to be used consistently with the purposes for which the data are maintained.