Data to Action: WWW? Or HHHH?

Why do we need data?
What data do we need?
Where do we get data from?

How should we use data?
How to make an impact with data?
How to make sure the data works for you?
How to ensure you work with the data?

Data to Action
Best Practices in Evidence-Based Decision Making for International Student Success

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WHY DATA MATTERS?

DATA INSPIRES PROGRESS
- FOR THE STUDENTS
- FOR THE UNIVERSITY
- FOR THE SOCIETY

Understanding your students
Taking informed decisions
Improving your performance

WHAT KIND OF DATA DO WE NEED?

Defining the right question to go for the right data

WHAT IS YOUR FOCUS
- Attracting (international) students?
- Increasing retention?
- Improving student satisfaction?
- Understanding graduate employability outcomes?
- Provide better feedback to students?
- Revising curriculum?
- Enhance teaching & learning?

WHAT KIND OF DATA DO WE NEED?
- Demographics
- Enrollment & Completion of Studies
- Student Experience & Satisfaction
- Student Engagement & Attendance
- Employability Outcomes

WHERE DO YOU GET YOUR DATA FROM?

Data should be:
- Fit for purpose
- Reliable
- Accurate
- Consistent

DATA EVERYWHERE

One data source might not be enough (combine & connect)
One time is not enough (update & compare)

HOW TO USE THE DATA?

Evaluate performance – ‘Know Thyself’
Provide strategic input to key decisions
Develop targeted communications
Convince leadership & discuss (smoothly) with administrative units using evidence
Optimize resource allocation

Select Data
Analyze Data
Update Data
Archive & Compare Data
MAKING AN IMPACT

Examples

Attracting International Students (Germany)

- Increased in number of international students by 15%
- Increased in percentage of international students to 35%
- Improved career and employability outcomes

Remodeling Career Services (Finland)

- Improved career and employability outcomes
- Improved student and alumni engagement

Source: EAIE graduate workshop, Geneva 2018

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- Using data at a regional level
- Data to inform policy and programing
- Debunking myths about barriers for international students
- Being intentional about sharing data results with stakeholders
- How survey questions are worded leads to vastly different responses
Future Plans and career prospects

- Would remain in their province of study if they had an attractive job offer in their field.
- Given the choice, would you like to have the opportunity to stay in the province after graduation and become a permanent resident?
- Employment Plans following current program of study: Work Permanently In Canada (become a Canadian Resident)
- Do you plan to apply for permanent resident status in Canada?
- What do you plan to do after your current program of study?

Framing of post graduation question:

- Graduate: "Would you like to remain in your province or territory if you had an attractive job offer in your field?"
- "Given the choice, would you like to have the opportunity to stay in the province after graduation and become a permanent resident?"
- "Employment Plans following current program of study: Work Permanently In Canada (become a Canadian Resident)"
- Do you plan to apply for permanent resident status in Canada?
- What do you plan to do after your current program of study?"
Utilizing Needs Assessments to Guide Projects

The student needs assessment is foundational to the program’s success and student-focused design. It supports student-related outcomes and is embedded into program design, delivery, and monitoring. The assessment is long to determine individual student needs while providing insight into group needs. The results help in designing activities, workshops, mentorship, and one-on-one career and cultural coaching.

Results of the Student Needs Assessments (Stay in Nova Scotia Cohort 2) identified 3 top student needs as:

1. Networking support and opportunities: 34 students
   - Workshop: Normalizing Communication in Atlantic Canada’s Professional Environment
   - Workshop: Networking 101 (Retreat)
   - Workshop: Networking 102 (BEST)
   - Networking Event: Meet and Mingle (with EduNova mentors, members, alumni)

2. Immigration support
   - Workshop: Immigration Pathways 101 (Retreat)
   - Workshop: NSOI and Immigration Pathways 102
   - Immigration Resources

3. Building a personal brand and personal pitch: 21 students
   - Workshop: Personal Branding with a Spotlight on your Pitch workshop (BEST)
   - Personal Branding with a Spotlight on LinkedIn workshop (BEST)
   - Personal Branding with a Spotlight on your Pitch workshop (BEST)

Outcomes:

- 82% of 2016-17 cohort retained; 100% of 2017-18 cohort retained
- Quality of eligible students across institutions rose over time; 170 applicants in fall 2018 for 50 available seats in the program.
Using data to make evidence-based decisions, strategies and investments at your institution

• Quality data – response rate strategies; right questions
• Feedback session with stakeholders; external advice on using data
• Comparative data year on year
• Action plan using data – includes investments, new strategies and expectation management
THANK YOU!

Q&A / Discussion

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