



# Beginnings of a Learning Organization

Driving change through collaboration, productive inquiry, and information sharing

Michael Rothlisberger

# What is holding us back?



Sea of data

What is helpful?



“Go Chair better”

In what ways? With what information? With what resources?



What is important? Why?

Values of institution **and** units **and** individuals



Not convincing, but collaborating

Ownership vs. obedience



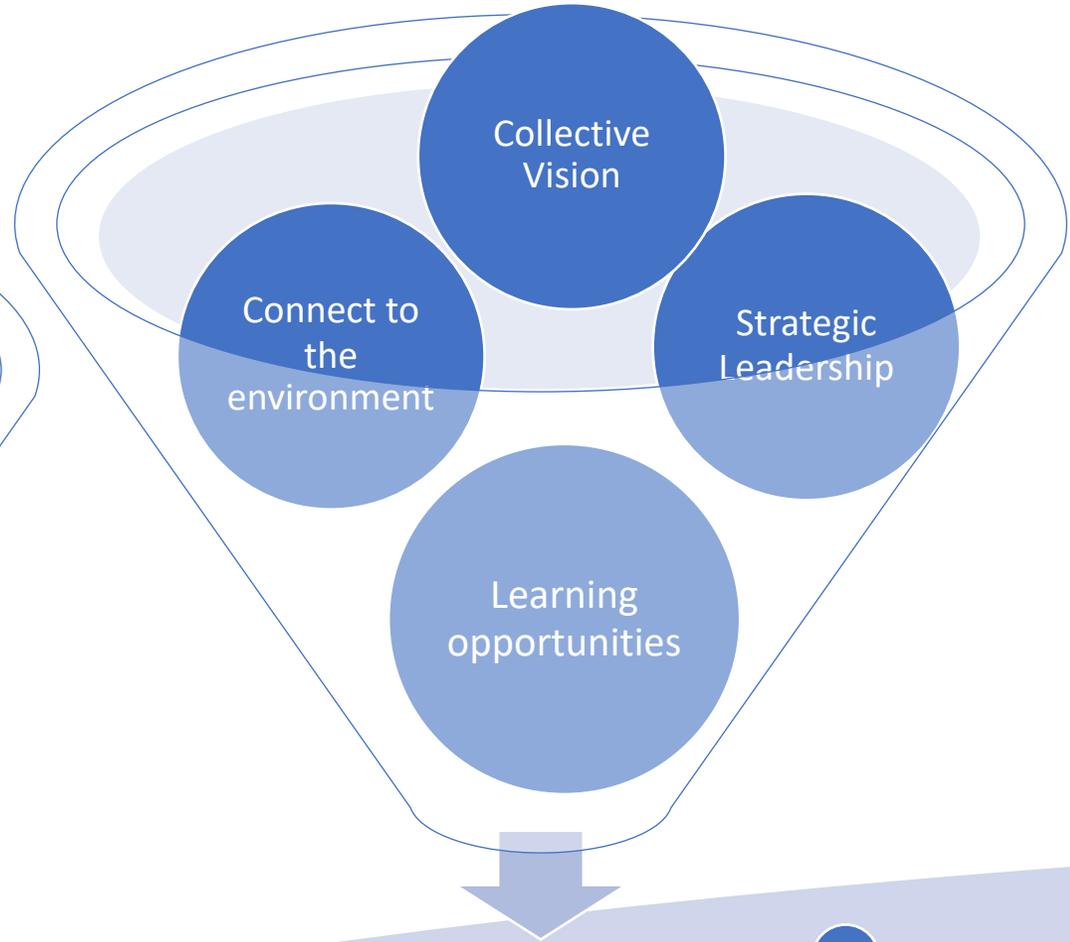
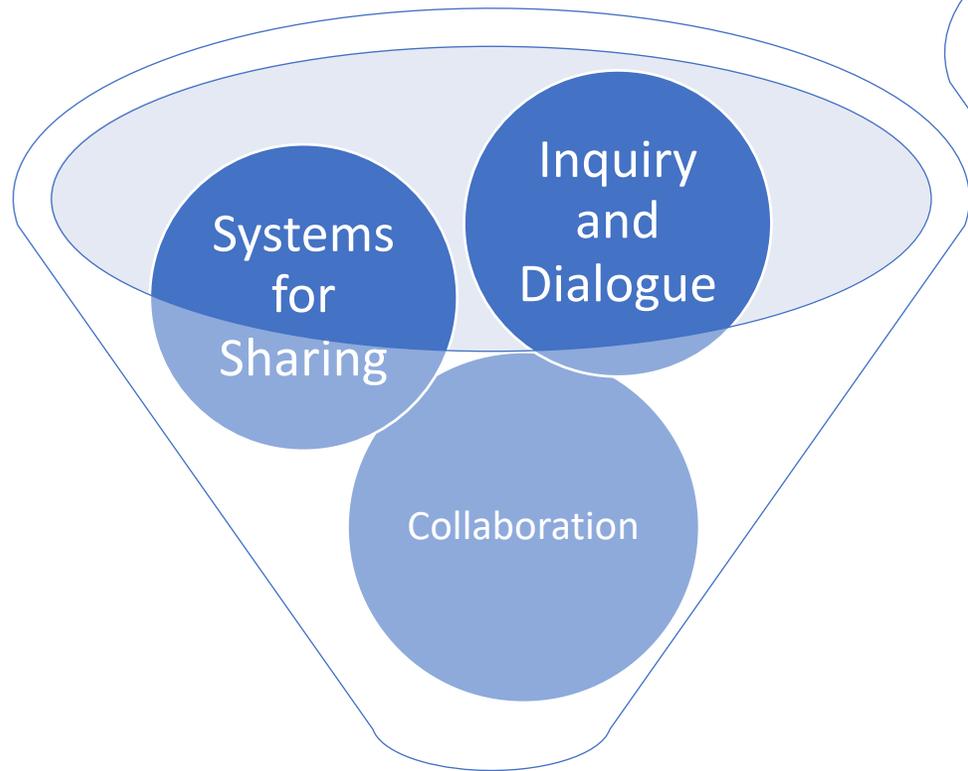
*Supporting*

How?



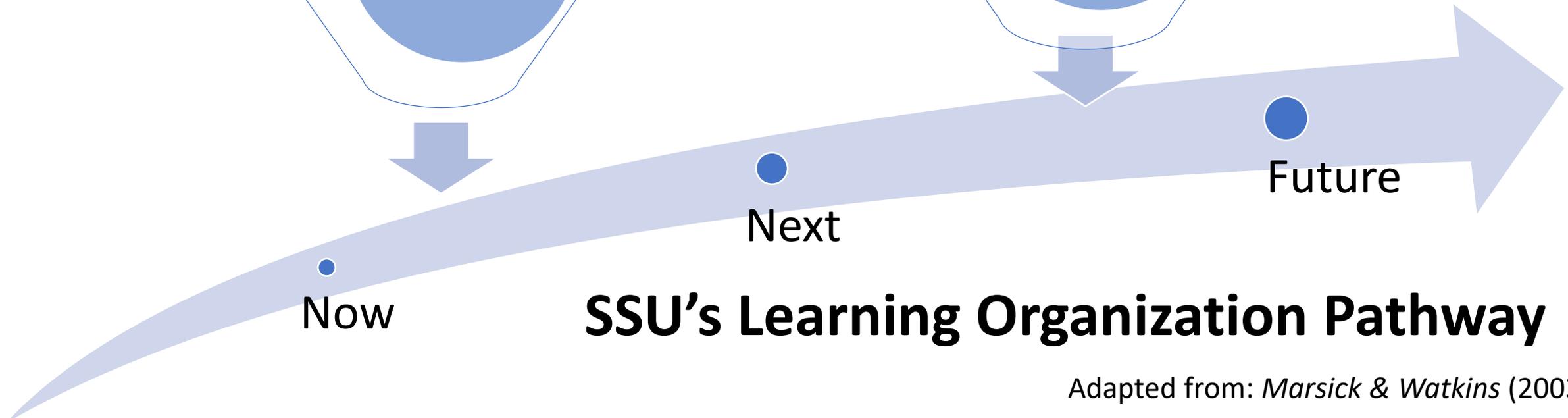
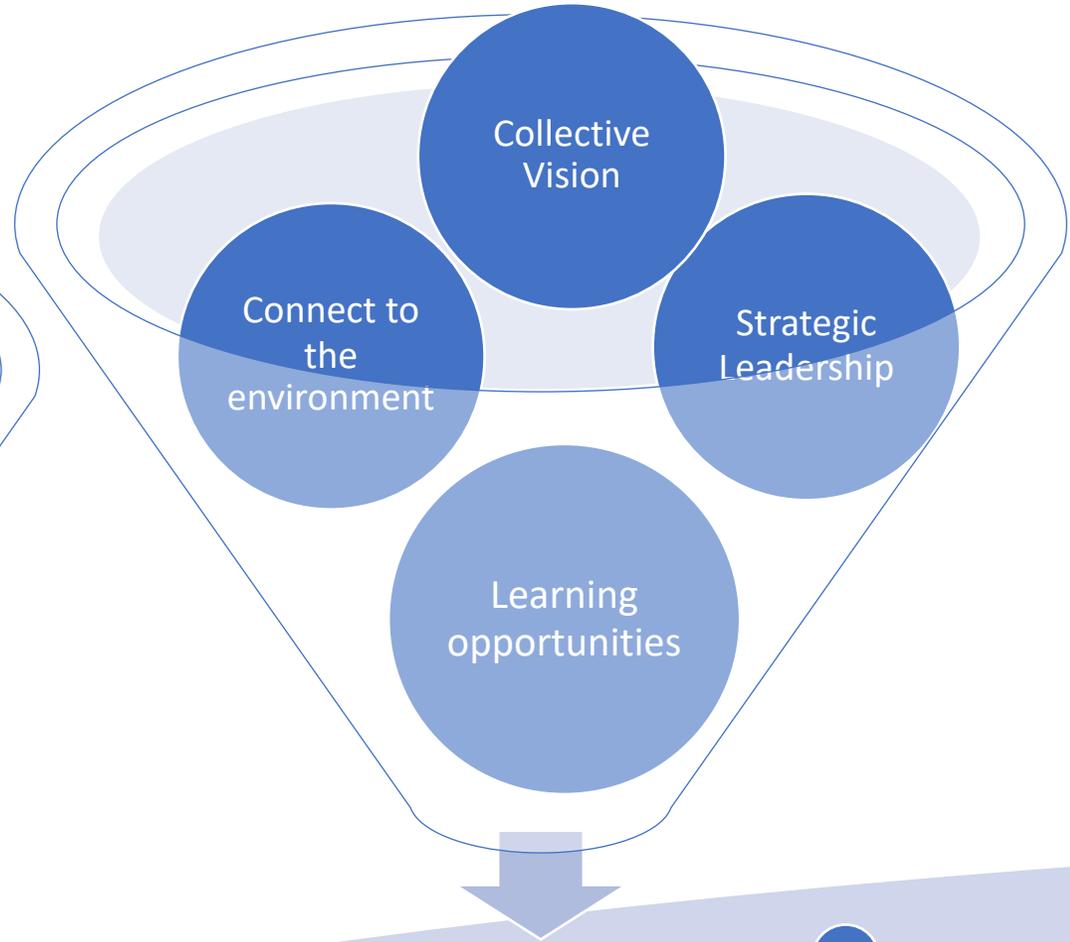
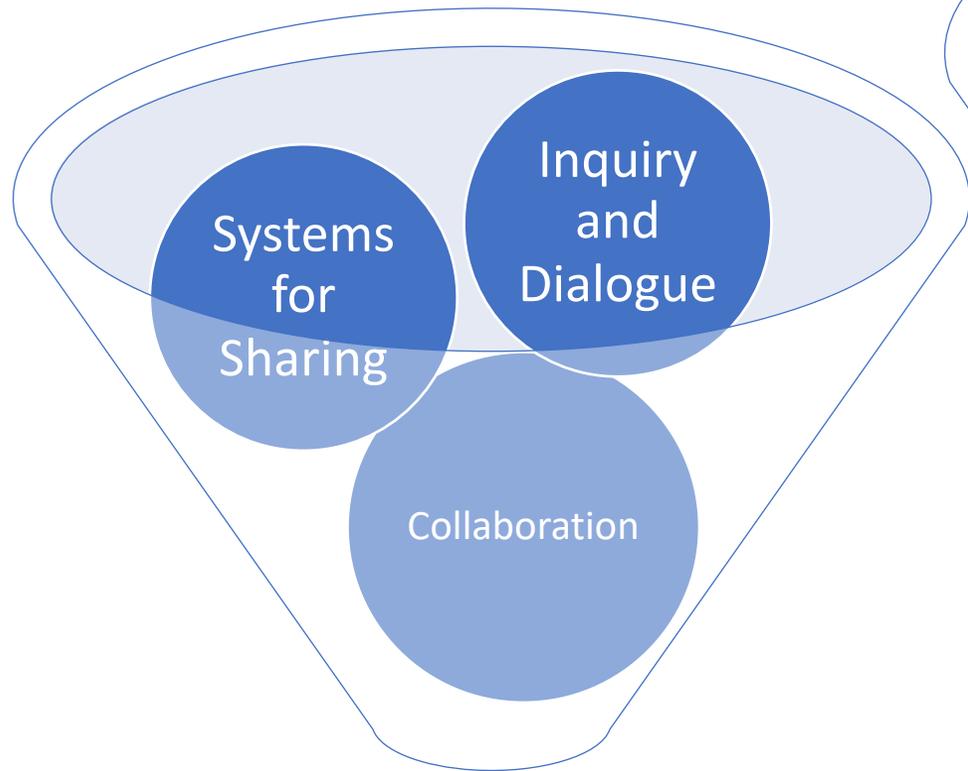
Common language and focus

All on the same page



# SSU's Learning Organization Pathway

Adapted from: *Marsick & Watkins (2003)*



Now

Next

Future

# SSU's Learning Organization Pathway

Adapted from: Marsick & Watkins (2003)



## Systems for Sharing

- Does not need to be high-tech
- Clear, common language
- Focused on goals
- Continually refined by learning of organization



## Inquiry and Dialogue

- We aren't pushing a prescription
- Create mechanisms for discussion, sharing, and refinement of shared information
- Provoke more questions
- Get to what we don't know, but need to

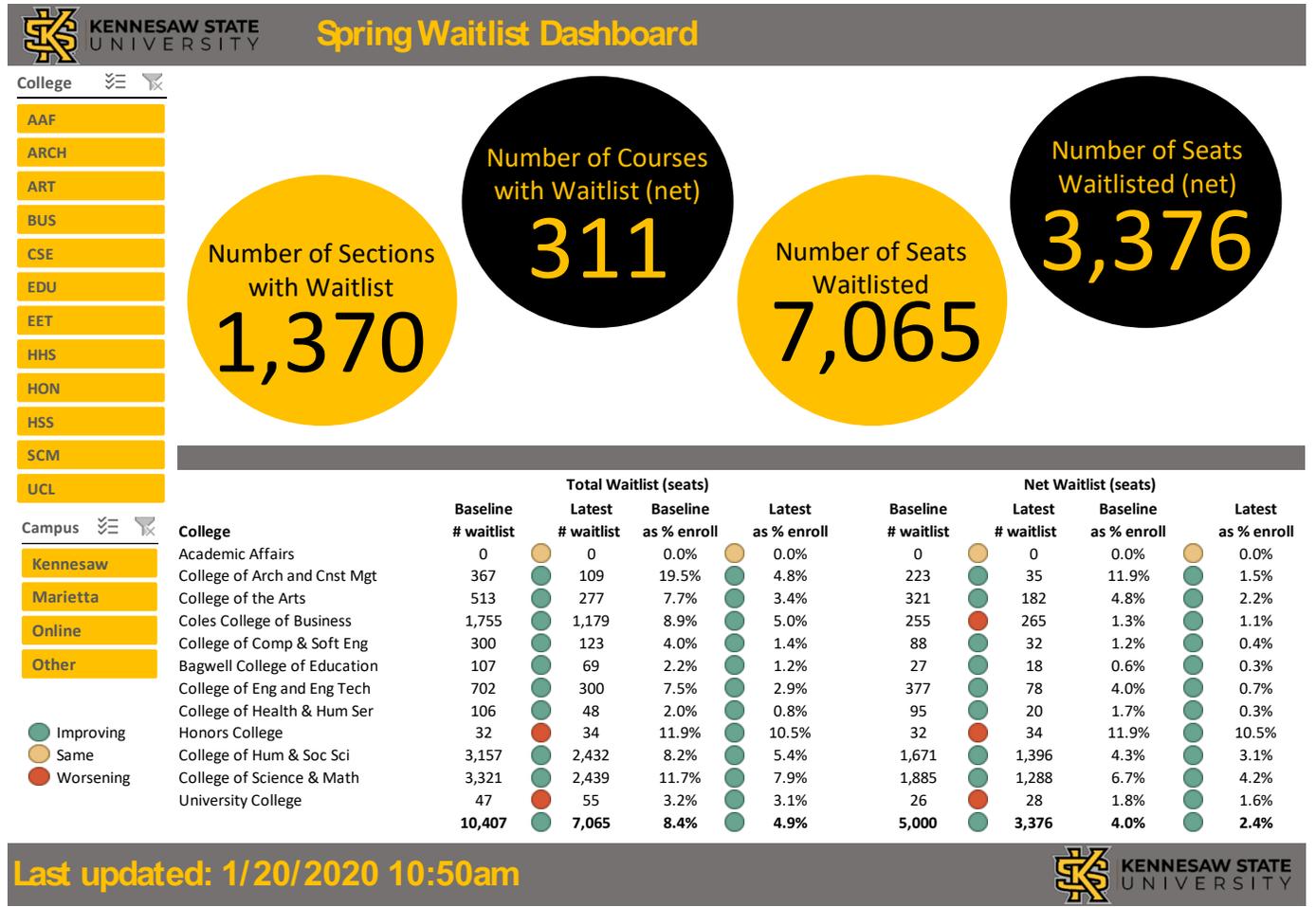


## Collaboration

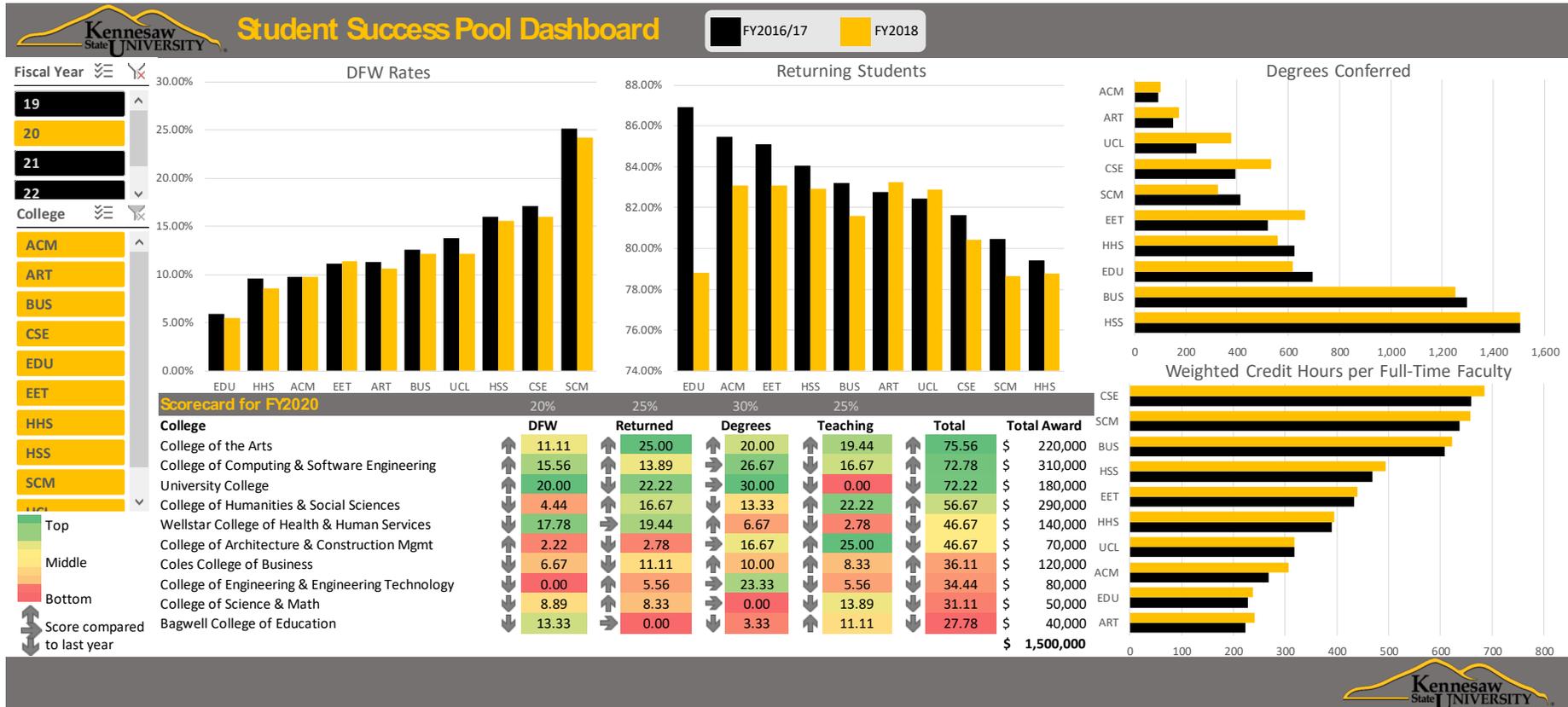
- Get people involved – we aren't convincing a solution, but working together to find one
- Different in every context – encourage working together and in sub-groups
- Consensus is secondary to active involvement

# Larger Project

- Assembled through collaboration
- Dashboard is output, not solution; frames other activities
- Commonly understood metrics
- Everyone using the same measures
- Provides focus on targets



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# Simple but pertinent information

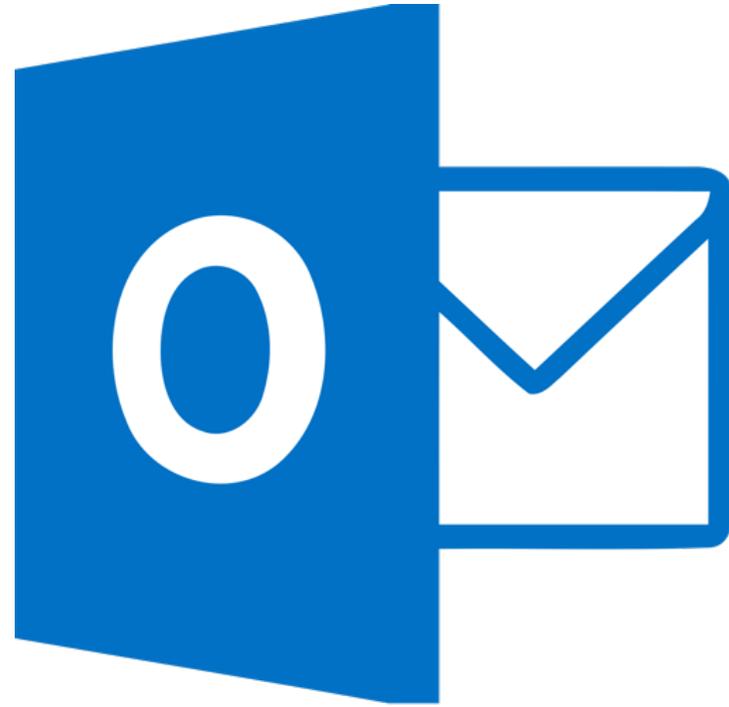
- Frequently updated
- Everyone on the same page
- Provides information that can inform behavior
- Enough detail for action, enough overview for understanding
- May have had access to the information before, but now it is succinct, relevant, timely and in one place

Row Labels	Full Name	Max Capacity	Seats Filled	Seats Available	Waitlisted Seats	Net Available	Sum of %Full
CLASS		10732	6769	3963	269	4066	63.07%
ENGL 1102		572	566	6	53	-19	98.95%
PSYC 1101		80	80	0	15	-15	100.00%
AFRS 1501		150	153	-3	76	-13	102.00%
POLS 1101		360	358	2	15	-13	99.44%
COMM 2810		30	30	0	9	-9	100.00%
HIST 2112		130	129	1	9	-8	99.23%
ENGL 2222		150	149	1	9	-8	99.33%
CRJU 1101		40	40	0	8	-8	100.00%
HIST 2111		120	120	0	5	-5	100.00%
PHIL 2030		25	25	0	4	-4	100.00%
SOCI 3360		30	30	0	4	-4	100.00%
POLS 2401		49	49	0	3	-3	100.00%
SOCI 1160		60	60	0	3	-3	100.00%
PSYC 2103		40	40	0	3	-3	100.00%
CRJU 4301		40	40	0	2	-2	100.00%
CRJU 3121		40	40	0	2	-2	100.00%

Presented around a theme of focus that is **context specific**

- Addresses focus at hand
  - But conversation must also consider things outside of the measures
- Used as a tool to frame discussion
- Avoid “complete representativeness”

<b>Production per Faculty Member</b>	<b># Sections</b>	<b>#Course Credit Hours</b>	<b># Seats</b>	<b>#Student Credit Hours</b>	<b>Average Class Size</b>
<b>Fictional College</b>					
<b>Department 1</b>	<b>4.18</b>	<b>12.03</b>	<b>78.33</b>	<b>230.63</b>	<b>19.18</b>
<b>Department 2</b>	<b>3.84</b>	<b>11.37</b>	<b>64.11</b>	<b>189.05</b>	<b>16.63</b>
<b>Department 3</b>	<b>3.63</b>	<b>9.19</b>	<b>45.63</b>	<b>131.88</b>	<b>14.35</b>
<b>Department 4</b>	<b>4.41</b>	<b>11.31</b>	<b>70.25</b>	<b>190.38</b>	<b>16.83</b>
<b>Department 5</b>	<b>3.94</b>	<b>11.44</b>	<b>76.83</b>	<b>218.06</b>	<b>19.05</b>
<b>Department 6</b>	<b>4.26</b>	<b>12.52</b>	<b>124.00</b>	<b>363.48</b>	<b>29.04</b>
<b>College Total</b>	<b>4.11</b>	<b>11.51</b>	<b>79.34</b>	<b>228.67</b>	<b>19.86</b>



Regular communication, support, and check-ins

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# Savannah State University

## Dashboards, Data and Dollars: A Process for Strategic Resource Alignment

Sametria R. McFall, PhD, MPA

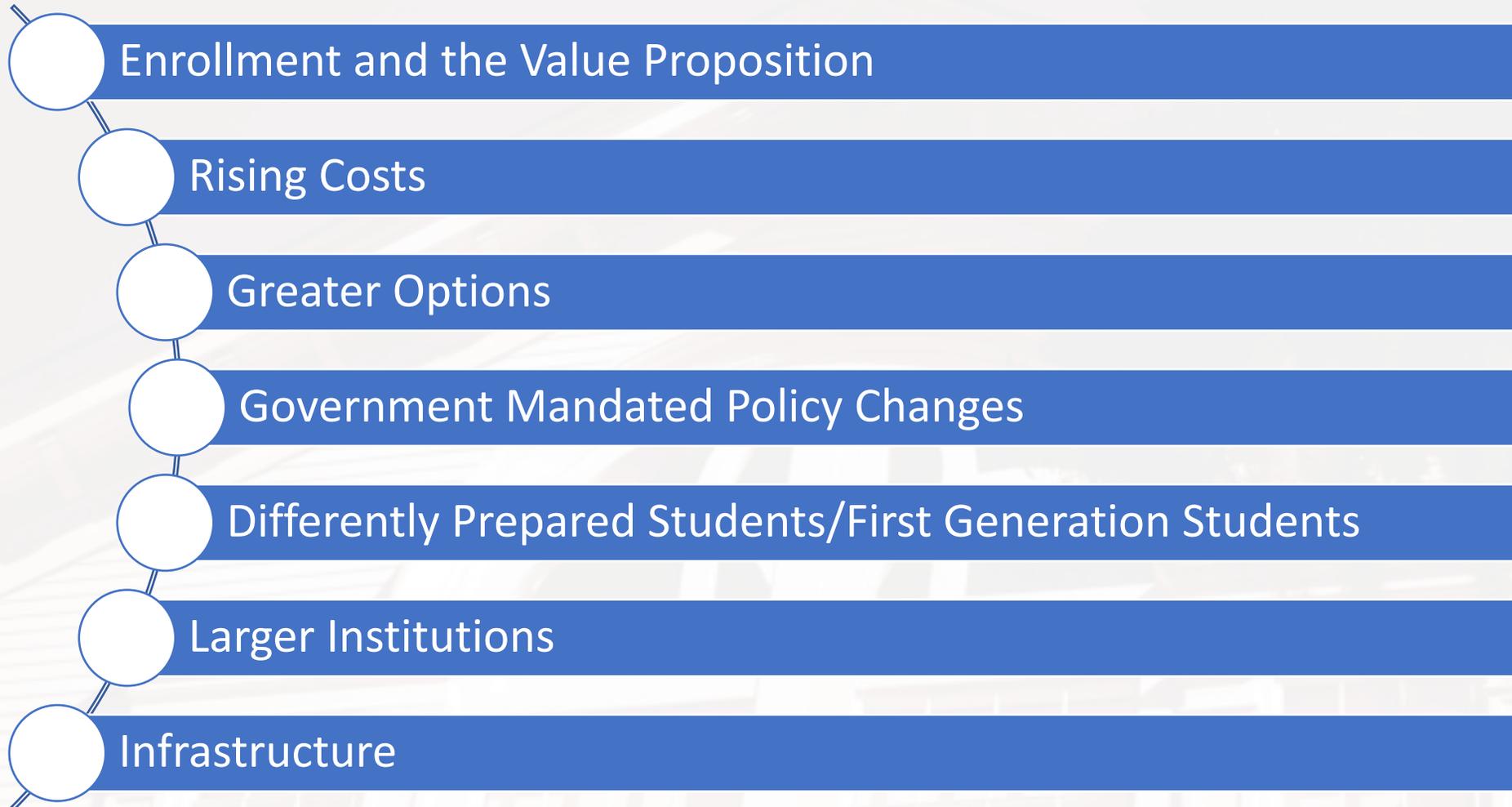
Assistant Vice President  
Academic Affairs

SSU is a unit of the University System of Georgia



# Dashboards, Data and Dollars: A Process for Strategic Resource Alignment

## Threats to Historically Black Colleges and Universities





# Dashboards, Data and Dollars: A Process for Strategic Resource Alignment

## Threats to Strategic Processes

Too Much  
Data/Information

Ineffective  
Communication

Self Preservation  
Mindset

Common Goals  
Different Strategies

Fatigue



# Dashboards, Data and Dollars: A Process for Strategic Resource Alignment

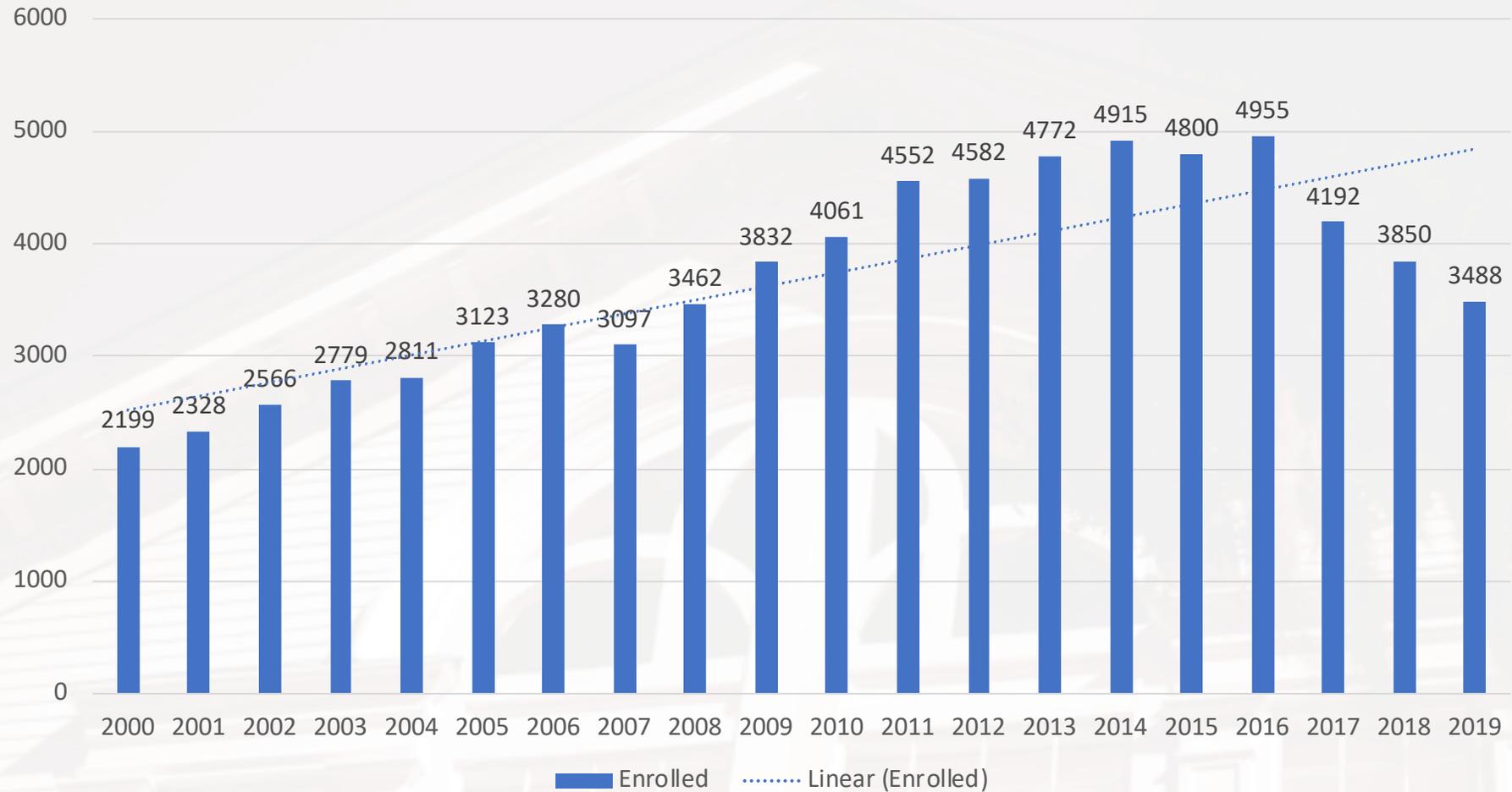
## Savannah State University Then and Now

- Established in 1890
- The oldest public historically black college or university in the state of Georgia
- The oldest institution of higher learning in the city of Savannah
- Developed to educate Black citizens during a time of pervasive discrimination
- Increasingly diverse
- Tripled in building/space acquisition since its inception
- Upward trajectory through 2016
- Recent decline in enrollment



# Dashboards, Data and Dollars: A Process for Strategic Resource Alignment

Enrollment by Term





# Dashboards, Data and Dollars: A Process for Strategic Resource Alignment

## Why Focus on Data?



Fiscal Climate



Alignment of Resources to  
Institutional Priorities



Focus on Student Success



SACSCOC Reaffirmation &  
Accreditation



# Dashboards, Data and Dollars: A Process for Strategic Resource Alignment

The Process...

Working  
Group

Dean and  
Department  
Chair Buy-in

Traditional  
Metrics

Common  
Metrics



# Dashboards, Data and Dollars: A Process for Strategic Resource Alignment

## The Process...

- Number of Declared Majors
- Number of FT and PT faculty per Department
- Student to FT Faculty Ratios
- Faculty Qualifications
  - Rank, Tenure Status, Terminal Degree, etc.
- Faculty Productivity
  - Number of Courses per Faculty & Semester Credit Hours Generated
- Number of Degrees Conferred
- DFW Rates
- Retention/Progression of Majors
- Number of Under-Enrolled Courses
- Number of Credit Hours Required for Degree Program
- Waitlist for Courses



# Dashboards, Data and Dollars: A Process for Strategic Resource Alignment

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# Dashboards, Data and Dollars: A Process for Strategic Resource Alignment

## The Process...

Semester

- Spring 2020
- Fall 2019
- Spring 2019
- Fall 2018
- Spring 2018
- Fall 2017
- Spring 2017
- Fall 2016

Type

- Lower Division
- Upper Division
- Graduate

WARNING! To use this slicer, you must refresh the pivot table after each selection (under the data tab)

\*All figures are per FT Faculty per semester

Row Labels	# Sections	#Course Credit Hours	# Seats	#Student Credit Hours	Average Class Size
CLASS					
English, Languages and Cultures	4.18	12.03	78.33	230.63	19.18
Political Science and Public Affairs	3.84	11.37	64.11	189.05	16.63
Social Work	3.63	9.19	45.63	131.88	14.35
Fine Arts, Humanities and Wellness	4.41	11.31	70.25	190.38	16.83
Journalism and Mass Communications	3.94	11.44	76.83	218.06	19.05
Social and Behavioral Sciences	4.26	12.52	124.00	363.48	29.04
CLASS Total	4.11	11.51	79.34	228.67	19.86
COBA					
ACCT, CIS & GLIB	3.47	10.18	98.53	295.35	29.02
Business	3.95	11.58	121.05	356.89	30.82
COBA Total	3.72	10.92	110.42	327.83	30.03
COST					
Chemistry & Forensic Sciences	3.82	8.27	87.64	200.73	24.26
Marine & Environmental Sciences	3.21	9.79	49.50	155.86	15.93
Mathematics	4.27	12.69	88.12	261.85	20.63
Biology	4.75	9.19	143.81	311.25	33.88
Engineering Technology	3.50	11.83	69.93	234.87	19.85
COST Total	3.90	10.66	86.21	235.48	22.10
COTE	4.14	12.43	38.00	114.00	9.17
Grand Total	3.99	11.16	84.53	240.23	21.53



# Dashboards, Data and Dollars: A Process for Strategic Resource Alignment

## The Process...

### Additional Metrics

- Research/Contracts and Grants
- Course Releases
- DFWI Rates
- Waitlists
- Qualitative Measures
  - Number of Declared Majors
  - Student to FT Faculty Ratios
  - Faculty Productivity
    - Number of Courses per Faculty & Semester Credit Hours Generated
- Retention/Progression of Majors



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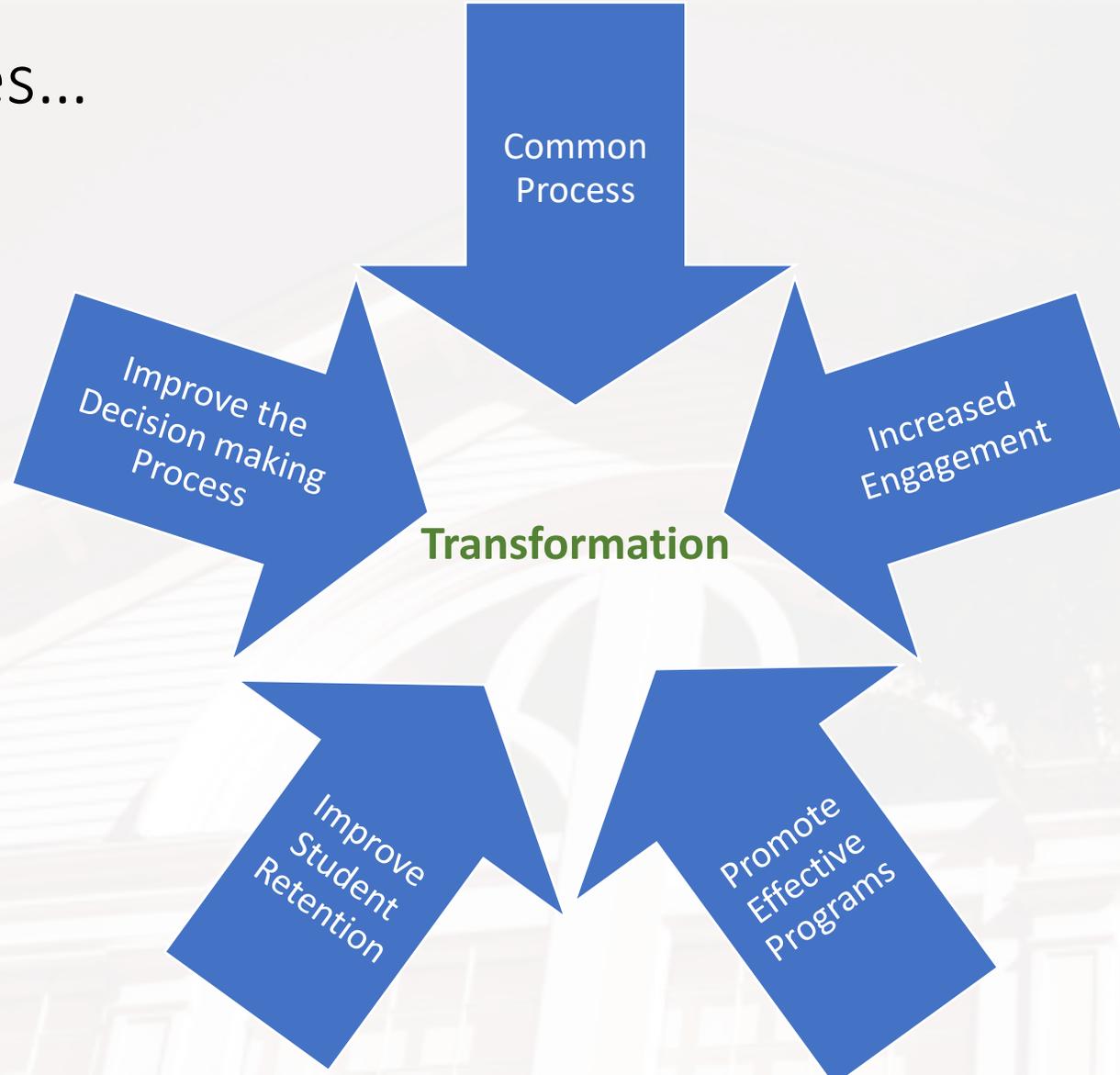
The Process...





# Dashboards, Data and Dollars: A Process for Strategic Resource Alignment

Outcomes...





# Dashboards, Data and Dollars: A Process for Strategic Resource Alignment

Brynjolfsson, Erik, and Kristina McElheran. 2016. "The Rapid Adoption of Data-Driven Decision-Making." *American Economic Review*, 106 (5): 133-39.

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