

Managing Information and Data Tools for Associate/Assistant Deans

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Assistant and Associate Deans Should be Politically Engaged!



“Data is what distinguishes the dilettante from the artist.”

George V. Higgins (b. 1939), novelist,
Guardian (London, 17 June 1988)



Outline

- General observations about gathering and presenting data
- Sharing Data Between Similar Institutions
- Completing Surveys
- Making Data Public (on-line posting)
- My Favorite Reports



“Just the Facts” – Part 1

- There are very different reporting expectations at public vs. private institutions
- Generating “standard” reports, can be time consuming, dull, and thankless
 - It is OK to question their usefulness
- Any error in reporting is a HUGE error.
 - It is easy to lose trust in data



“Just the Facts” – Part 2

- Ad hoc reports address specific questions
- You should gain access to university databases and learn how to report from them, even if most reporting is largely done by others
- You can influence many important decisions by collecting and effectively presenting relevant data



You Are Not Alone, But You Can't Always Depend On Others

- Institutional Research
- Financial Aid
- Registrar
- Admissions
- IT Operations
- Provost and President's Offices
- Grants and Contracts/ Compliance Office
- Departments and Programs
- Alumni Association
- Development Office
- Office of Public Affairs

Be thankful for but suspicious of data provided by others. Always do a reality check.



Avoid

- Independent databases located on your desk top
 - Store important data in central databases
- Absolute dependence on others for critical data; The vacation problem
- Reporting on data that is not pertinent to the Graduate School
- Believing that ownership of data equates with power or status



Simple Truths about Reports

- Reports should be generated in real time, dated and the source of the data indicated
- Reports should be generated to answer specific questions
- Do not overwhelm your target audience with data
- Always gather more information than requested by knowing the “next question”



Sharing Data Between Similar Institutions

- Pros
 - Terrific for benchmarking
 - Assists in creating clear communications
 - Helps avoid re-inventing the wheel
- Cons
 - If security is not maintained, data can be misused causing embarrassment, political problems, and legal problems.



Surveys Can Be Overwhelming

- Some surveys must be completed
 - Know in advance how the data will be presented and prepare your responses accordingly
 - Distribute the data collection process when possible
 - You are probably the only person doing a reality check, even when others prepare the survey response



Reviewing a Survey Report

- Does the data make sense?
- What have I learned?
- How might the university, school, or departments be criticized by others viewing the data?
 - Do we have an answer/response?
- Who might be embarrassed or offended by the release of the data?
- Have the proper actions been taken to allow the data to be released?



Do Not Feel Obligated To Respond To All Surveys

- Who will the survey benefit?
- How much time will collection of the data require?
- How much time by departments will the survey involve?
- Do you know how the results will be presented and used?
- Do you trust that confidential information will be kept secure?
- Is permission from the Human Subjects Committee required?
- Is release of the data ethically and politically correct?
- Are apples and apples being compared?
- Cost/Benefit



Be both helpful and wise!

Making Data Public (posting on-line)

- Increasingly popular
- Potentially problematic in terms of department/faculty relations
- Warmly received by students



On- Line Admissions and Graduation Data Summary

Ph.D. Admissions Data - Fall 2004 Entering Class	
Number of applicants	7769
Number of students enrolled	414
Ph.D. Degree Information	
Number of registered students, Fall 2004	2330
Number of degrees awarded 2003-2004	316
Median years to Ph.D.	6.3
Percent of students awarded Ph.D.	68%
Notes: Median years to Ph.D. for degrees awarded in 1993-94 thru 2002-03. Calculated from first enrollment to degree conferral date in May or December. Percent of students awarded Ph.D. for students who entered the Graduate School from Fall 1984 thru Fall 1993.	



On-Line Employment Data (from Exit Survey)

Reported Career Data		
Initial Position at Time of Dissertation Submission		
	Number	Percent
Faculty	339	29%
Postdoctoral position	373	32%
Non-academic position	170	14%
Not yet employed and seeking	249	21%
Not seeking employment	50	4%
Total responses to survey	1181	100%
No data available	18	
Ph.D.s awarded (2000-01 thru 2003-04)	1199	
Notes: These data are collected at the time the dissertation is submitted to the Graduate School. This can be several months or more prior to Commencement. Actual percentage obtaining employment may be higher.		



On-Line Employment Data (5 Years Out)

Position Held Five Years After Graduation		
	Number	Percent
Faculty	353	56%
Postdoctoral position	41	7%
Non-academic position	209	33%
Seeking employment	10	2%
Not seeking employment	17	3%
Total responses to survey	630	100%
No data available	307	
Ph.D.s awarded (1995-96 thru 1997-98)	937	

<http://www.yale.edu/graduateschool/academics/data.html>



My Favorite Reports

- Quick lookups
 - Transcripts
 - Milestones
 - Financial Summary
 - Dissertation Advisor
 - Contact Information
- Individual Department Summaries
- Department comparisons that address faculty myths



**Stipend Source, 1995-2005
by year, by term**

Year	Fall								Spring							
	AR	DP	Other	TF	TG	UF	1st Yr UF	1st Yr TF	AR	DP	Other	TF	TG	UF	1st Yr UF	1st Yr TF
1996-97	15			9		11	7	1	14			9		12	8	
1997-98	12			10		11	6		12			14		10	6	2
1998-99	12		1	12		10	7		13		1	13		10	7	
1999-00	18		2	12		6	6	2	14		2	11		5	5	2
2000-01	17	1	3	10		11	9	3	19		3	15		12	9	5
2001-02	25		7	16		8	6	4	24		7	21		8	6	6
2002-03	25		3	21		8	8	2	25		3	22		8	8	3
2003-04	29		4	19		11	11	4	30		4	16		10	10	5
2004-05	35		2	22		12	11	2	33		2	18		12	11	2

Data as of February 5, 2005.

Key:
 AR = Assistant Research paying stipend
 DP = Department, including funds distributed by the department from external sources (granting agencies, corporations, etc) (minimum of \$5,000)
 UF = University Fellowship, including Endowed Fellowships originating in the Graduate School
 Other = NSF, NIH, Medical School, HHMI, Misc. Private Funds, Misc. Fed. Funds, Various Outside Fellowship
 TF = Student serving as a Teaching Fellow during the term
 TG = Training Grant paying stipend

Admissions Summary, 1999-2004

Year	Total Applications	Offers of Admissions	Acceptances of Offers	Actual First Year Class		
				F	M	Total
1998	104	17	7	2	6	8
1999	94	18	6	1	5	6
2000	159	26	12	1	11	12
2001	196	20	7		7	7
2002	215	20	8		8	8
2003	286	29	13	1	11	12
2004	187	26	15	2	13	15

Enrollment Summary, 1995-2005 (by gender)

Year	Fall			Spring		
	F	M	Total	F	M	Total
1996-97	4	25	29	4	23	27
1997-98	4	24	28	3	22	25
1998-99	4	24	28	4	23	27
1999-00	5	26	31	5	22	27
2000-01	6	28	34	6	28	34
2001-02	3	34	37	3	34	37
2002-03	3	36	39	3	33	36
2003-04	3	41	44	2	41	43
2004-05	4	49	53	4	48	52



Fall 2004 Data	Primary Students	Joint Students	Corrected Students¹	Faculty²	Students/faculty
Department A	4	3	7	8	0.8
Department B	11	12	23	22	1.1
Department C	11	23	34	30	1.1
Department D	47	13	60	46	1.3
Department E	33		33	25	1.3
Department F	19		19	10	1.9
Department G	13	3	16	7	2.3
Department H	84	3	87	34	2.6
Department I	29	7	36	14	2.6
Department J	31		31	12	2.6
Department K	145	2	147	56	2.6
Department L	53	3	56	20	2.8
Department M	29	21	50	17	2.9
Department N	37	3	40	13	3.1
Department O	26	20	46	14	3.3
Department P	97		97	28	3.5
Department Q	66	25	91	26	3.5
Department R	84	20	104	29	3.6
Department S	47	27	74	20	3.7
Department T	37		37	7	5.3
Department U	137	1	138	23	6.0
Total	1040	185	1225	461	2.7

¹ Corrected Students places students from "programs" (Applied Math, CB&B, Investigative Medicine, INP, MD/PhD), into their advisor's primary Graduate School Department.

² Faculty are based on primary Graduate School appointments from data from 4D and DataWarehouse databases per XZXZX



**Department X Graduate Students per Faculty
data as of 6/24/2005**

Ladder Faculty	Rank	# of Students
Faculty Member A	PROF	2
Faculty Member B	PROF	5
Faculty Member C	PROF	3
Faculty Member D	PROF	4
Faculty Member E	PROF	4
Faculty Member F	PROF	5
Faculty Member G	PROF	4
Faculty Member H	PROF	3
Faculty Member I	PROF	6
Faculty Member J	PROF	4
Faculty Member K	PROF	4
Faculty Member L	PROF	1
Faculty Member M	PROF	2
Faculty Member N	ASST PROF	3
Faculty Member O	ASST PROF	3
Faculty Member P	ASST PROF	1
Faculty Member Q	ASST PROF	3
Faculty Member R	ASST PROF	2
Faculty Member S	ASST PROF	2
Faculty Member T	ASST PROF	3
Faculty Member U	ASST PROF	3
Faculty Member V	ASST PROF	3
Faculty Member W	ASST PROF	2
Students/Ladder Track Faculty		3.1
<i>Non-Ladder Track Faculty</i>		
Non-Ladder A	EMERITUS	1
Non-Ladder B	EMERITUS	1
Non-Ladder C	Prof ABC Study Ctr	1
Non-Ladder D	Assoc Prof Clinical	1
Non-Ladder E	Assoc Prof ABC Study Ctr	1
Non-Ladder F	Asst Prof Clinical	1
Non-Ladder G	Asst Prof Clinical	1
Non-Ladder H	Asst Prof Clinical	2
Students/Non-Ladder Track Faculty		1.1
Total Graduate Students		81
Total Graduate Students/Ladder Faculty		3.5



Summary of Report:

Admissions Summary: 1993-2002

Applications	
Total Number of Applications	1938
Average Number of Applications, per year	194
Average Number of Applications, Domestic, per year	57
Average Number of Applications, International, per year	137
Average Number of Applications, URM, per year	3

Offers of Admission	
Average Number of Offers per year	56
Average Offer Rate, Total (Offers of Admission/Total Applications)	30%
Average Offer Rate, Domestic (Offers of Admission/Total Applications)	51%
Average Offer Rate, International (Offers of Admission/Total Applications)	30%
Average Offer Rate, URM (Offers of Admission/Total Applications)	33%
Average GRE Scores, Offers of Admission (1998-2002)	
Verbal	605 (80%)
Quantitative	773 (93%)
Analytical	714 (85%)

Acceptance of Offers	
Average Number Accepting Offers per year	17
Average Acceptance Rate, Total (Matriculants/Offers of Admission)	30%
Average Acceptance Rate, Domestic (Matriculants/Offers of Admission)	30%
Average Acceptance Rate, International (Matriculants/Offers of Admission)	30%
Average Acceptance Rate, URM (Matriculants/Offers of Admission)	0%
Average GRE Scores, Acceptance of Offers (1998-2002)	
Verbal	615 (82%)
Quantitative	770 (92%)
Analytical	703 (83%)

Enrollment, Courses Offered, and Time to Ph.D.

Average Entering Class Size (1992-2002)	17
Average Number of Ph.D.'s Awarded per year (1996-2002)	12
Average Rate of Completion of Ph.D. (1984-1994)	73%
Median Years to Degree (1984-1994)	6.3 years
Average Number of Graduate Courses (500 + level) Offered per year, (1996-2002)	22



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