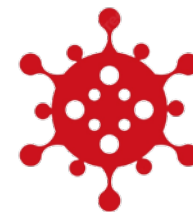
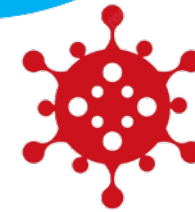




Data-informed decision making during COVID disruption

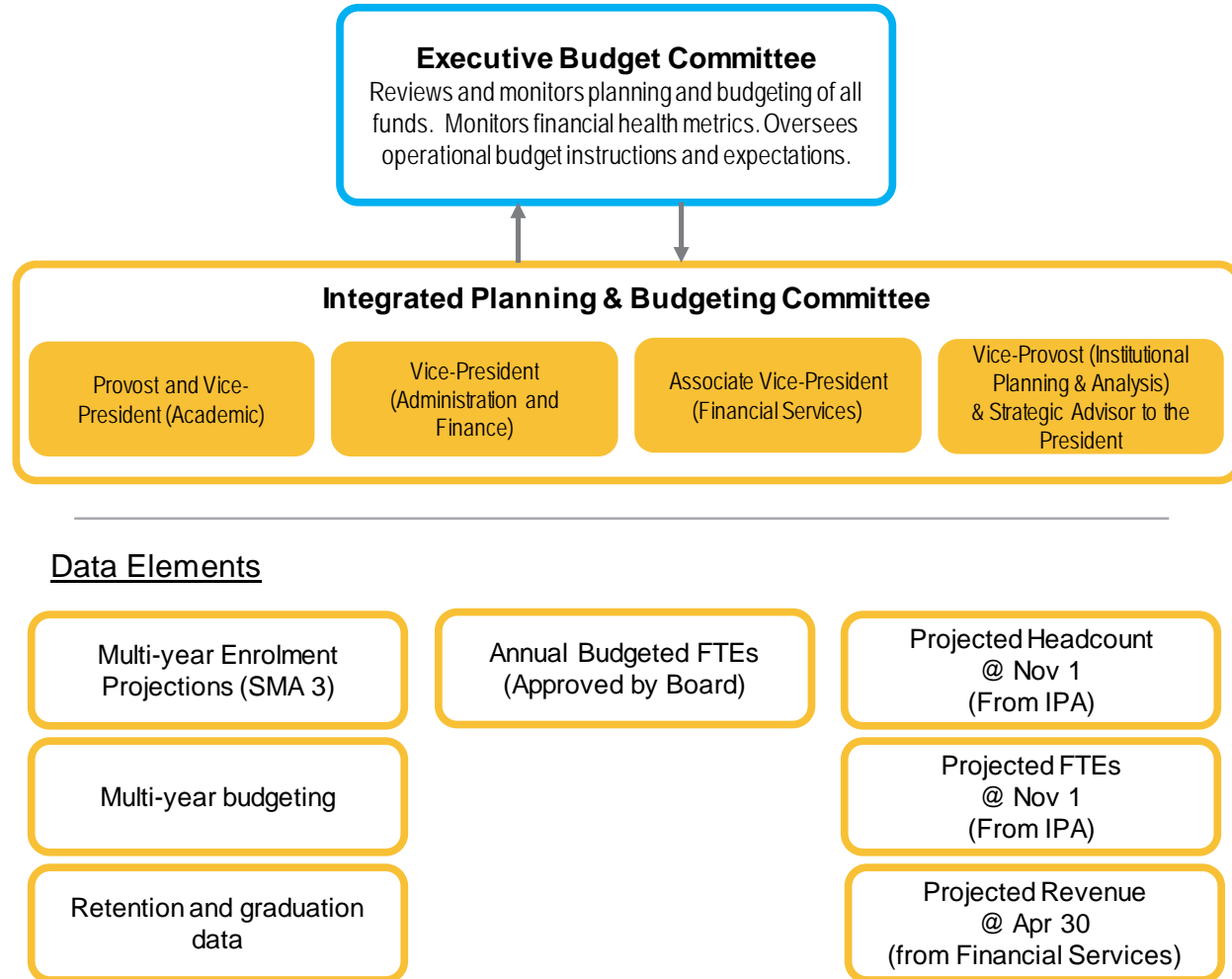


What Data Did We Have That Was Useful

Integrated Planning and Budgeting Committee

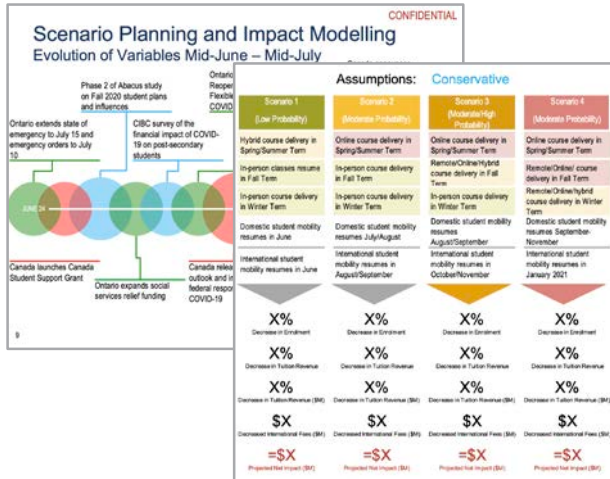
Context:

- Lakehead has an Integrated Planning and Budgeting (IPB) Committee (IPB)
- On a regular basis, IPB receives:
 - A suite of reports from Institutional Planning and Analysis based on an annual enrolment projection cycle that illustrate how projected enrolment is tracking to planned enrolment and budgeted FTE by faculty, level of study & immigration status
 - A suite of reports from Financial Services that track projected revenue
- This information is used by IPB to:
 - Monitor planned enrolment and planned revenue throughout the year
 - Inform proactive mitigation strategies that could include financial controls, instructions to SEM Executive, Deans, Faculties, Recruitment, and International as appropriate
 - Identify financial mitigation tactics and related timing for discussion with Executive Budget Committee and Board



What Data Did We Create

Scenario Planning of Enrolment and Tuition Impact (Spring/Summer 2020)



Purpose:

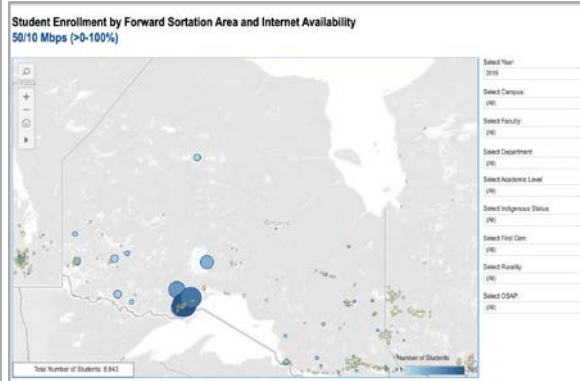
To identify potential enrolment and tuition revenue impacts resulting from evolution of domestic and international responses to the pandemic in the lead up to Fall 2020.

Application:

Findings shared with:

- Integrated Planning and Budgeting Committee and Executive Budget Committee to inform proactive mitigation strategies
- Board of Governors

Student Access to Internet (Summer 2020)



Purpose:

To identify if students from rural and remote communities in Northern Ontario had access to internet in support of online learning during the pandemic.

Application:

Findings shared with:

- Internal (SEM) Groups to inform student support initiatives
- Provincial and federal government to help inform government strategies related to internet access

Student Marks Analysis (Academic Year 2020-21)

Change in Average Course Mark by Course

Course Faculty	Course Department	Course Code	2019-20	2020
Business	Business Administration	BUIS-1011	72.23, n=229	78.26, 8.4%, n=87
		BUIS-1018	71.39, n=469	73.90, 2.7%, n=90
		BUIS-1026	68.52, n=258	76.40, 10.7%, n=47
		BUIS-1056	61.23, n=27	68.17, 11.2%, n=94
		BUIS-1211	71.90, n=173	66.78, -4.1%, n=34
		BUIS-1213	71.94, n=158	70.68, -1.7%, n=53
		BUIS-1236	65.96, n=43	73.29, 11.1%, n=21
		BUIS-1212	68.46, n=260	74.62, 23.4%, n=63
		BUIS-2012	62.33, n=483	78.15, 25.4%, n=106

Purpose:

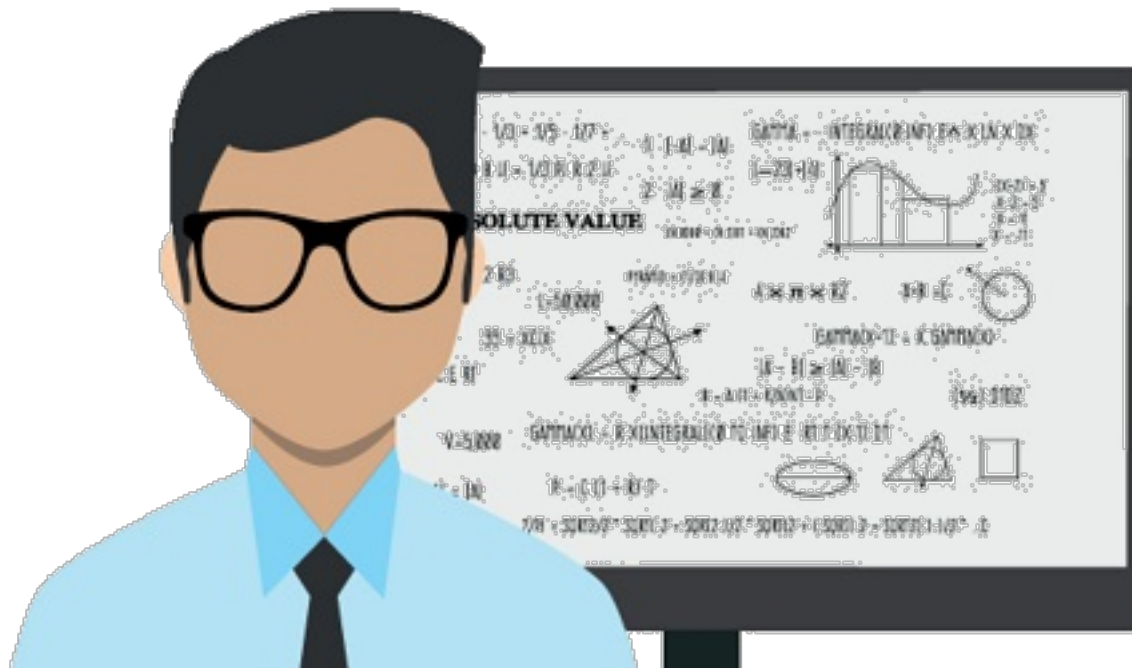
To identify if average course marks were impacted by the shift to online learning during the pandemic.

Application:

Findings shared with Provost, Registrar and Deans and Senators to help inform numerous discussions relating to the impact of online learning on the student experience.

What Else Would My Dream Data Suite Have Included?

- Out of this world scenario planning that could have predicted EVERYTHING we've experienced in the last 2 years



What Else Would My Dream Data Suite Have Included?

- More IPA resources.



Measures in Place at the Outset of the Pandemic

- **Crisis Management Group**
 - Brought together Academic and Administration to facilitate problem solving, communication, discussion, planning
- **COVID-19 Website: Back to Mac Website**
- **Virtual Learning Task Force**



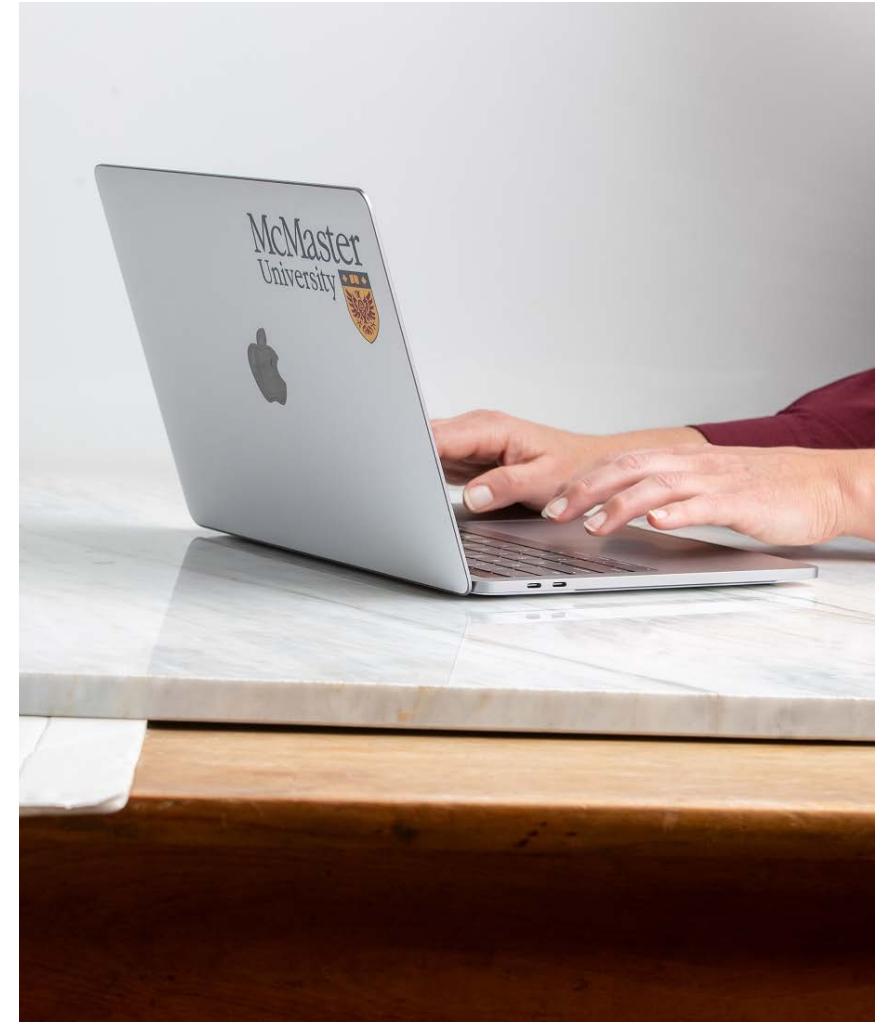
Measures Created During the Pandemic

- **COVID-19 Expert Task Force with researchers**
- **Released funds to manage COVID-19**
- **Faculty supports for teaching and learning**
- **Robust structures so research could continue**
- **Innovative student supports**
 - Archway Program (student mentoring), Online career fairs for students, Career Access Professional Services, Individual career counselling, Programs for international students



Measures Needed Moving Forward

- **Corridor Funding**
 - Poses many challenges along with domestic tuition freeze and grant freeze
- **SMA3 Metrics**
 - Need to be reconsidered post COVID-19
- **Additional Student Supports**



COVID Disruptors:

Importance of Planning and Data in Unknown Times

Lori A. Livingston, PhD
Provost and Vice-President, Academic



Disruptors

- **Hurricane Juan (2003)**
- **“White Juan” (2004)**
- **H1N1 Pandemic Planning (2005)**
- **H1N1 Pandemic (2009-2010)**
- **COVID-19 (2020)**



What data did we have that were helpful?

- **Percentage (%) of all courses linked to our Learning Management System (LMS)**
- **Number (n) of course instructors not actively connected to the LMS**
- **Informed decisions pertaining to:**
 - **How quickly we could restart courses in online environment**
 - **Which instructors needed immediate support to get connected**



What data did we manipulate to support further decision making?

- **Student vaccination status**
- **Student approved accommodation status**
- **Course/course component mode requiring on campus instruction**
- **Informed decisions pertaining to:**
 - **De-registration of students from on campus courses they could not attend/complete**

What data do we not have, wish I had, and still need?

- **Student/staff/faculty access to high speed internet (local, provincial, national, international)**
- **Geographic location of our current/future students, staff and faculty**
- **Will inform decisions pertaining to:**
 - **Flex work arrangements**
 - **Student demand for program access, flexibility**
 - **Future program planning**

