



Strengthening Skills for Data-Informed Governance

Pre-Assessment: Building Data Competency

Your Personal Learning Journey Starts Here

As Texas community colleges navigate the state's new outcomes-based funding model, data-informed governance has never been more critical. This self-assessment will help you reflect on your current comfort level with data-informed governance and guide your personal learning journey through the modules.

This assessment should be completed after viewing the introductory module and before beginning Module 1. Estimated time to complete: 8-10 minutes

How to Use This Assessment

For Your Individual Use: Use the assessment to identify your strengths and the areas you may need to focus on for further development, setting learning goals and creating a personalized learning pathway.

For Board Development: Use the assessment as a foundation to share insights with fellow trustees about collective learning needs, plan board retreat discussions, and set board development goals.

How to Use Your Results: After completing the assessment, review your responses to identify patterns and opportunities. An optional scoring sheet is provided at the end. Areas where you scored lower (1-2) represent learning opportunities, while higher scores (4-5) show strengths you can build on and share with colleagues.

Your responses will help you to:

- Focus on the modules that will benefit you most
- Prepare for meaningful discussions with your CEO & fellow trustees
- Contribute to your board's overall effectiveness

Getting Started: Complete this assessment honestly. There are no “wrong” answers, only opportunities to grow. You will revisit this assessment at the end of the learning series to measure your progress and growth.

Section 1: Foundations of Data-Informed Governance

Rate your agreement with each statement (1 = Strongly Disagree, 5 = Strongly Agree)

Statement	1	2	3	4	5
I can explain the principles of data-informed governance in my own words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand the difference between <i>data-driven</i> & <i>data-informed</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can distinguish between governance decisions & operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I see the value of using data in governance practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I routinely use data to inform my questions or decisions as a trustee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 2: Using Data Strategically

Rate your agreement with each statement (1 = Strongly Disagree, 5 = Strongly Agree)

Statement	1	2	3	4	5
I can write or evaluate objectives that are measurable & aligned with the college's strategic priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand how to connect board objectives to data needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel confident interpreting charts, graphs, & dashboards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to ask appropriate follow-up questions when data are presented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand what <i>leading</i> & <i>lagging indicators</i> are	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 3: Sense-Making with Data

Rate your agreement with each statement (1 = Strongly Disagree, 5 = Strongly Agree)

Statement	1	2	3	4	5
I can identify patterns or trends in student success data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand how to balance quantitative data with qualitative insights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can assess risks & uncertainties in decisions informed by data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to work in partnership with the CEO on data initiatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 4: Monitoring, Culture, & Ethics

Rate your agreement with each statement (1 = Strongly Disagree, 5 = Strongly Agree)

Statement	1	2	3	4	5
I understand how to use data to evaluate the effectiveness of board decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know when & how to adjust policies based on outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand my role in building a culture of data-informed decision-making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand my role & responsibilities for data privacy & ethical data stewardship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am familiar with our board's policies regarding data governance & privacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 5: Current Practice

How often do you currently do the following? (1 = Never, 5 = Always)

Practice	1	2	3	4	5
I use data to inform my questions during board meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I reference data when discussing policy decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I connect data discussions back to our college's strategic priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I partner with my fellow trustees & our CEO to identify data needs for board decision-making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 6: Reflection Questions

What strengths do you bring to your board service that help you use data effectively?

When reviewing data, what questions do you most often ask?

What challenges do you face when interpreting data presented to the board?

Next Steps

Review Your Responses

Look through your completed assessment and notice patterns in your answers.

- Questions where you scored 1-2 → these represent areas for growth
- Questions where you scored 4-5 → these are your current strengths
- Questions where you scored 3 → these are emerging skills that can be further developed

If you prefer to score your responses and assign a competency level, a rubric is provided on the next page.

Plan Your Learning Journey

- Pay extra attention to those modules that align with your lower-scored areas
- Use your higher-scored areas to contribute to board discussions & peer learning
- Choose 2-3 specific areas where you want to see improvement by the end of the module series

For Individual Development: Note which modules you're most excited to explore and think about how you can apply new skills in upcoming board meetings.

For Board Development: Share insights with fellow trustees about collective learning interests. Discuss which areas the board might want to strengthen and plan board retreat discussions around these topics.

And remember, this assessment is just a starting point. You'll retake it after completing all modules to measure your growth and celebrate your progress.

Scoring Rubric (Optional)

Calculating Your Scores

- Add your responses for each section (each question is worth between 1 & 5 points)
- Record the score for each section in the column: Score/#Questions
- Calculate the average by dividing the total score by the # of questions in each section
- Use the competency level table to identify & record the corresponding competency

Scoring Table

Section (total points possible)	Score/#Questions	Average	Competency Level
Section 1: Foundations (25)	____/5		
Section 2: Using Data Strategically (20)	____/4		
Section 3: Sense-Making with Data (20)	____/4		
Section 4: Monitoring, Culture & Ethics (25)	____/5		
Section 5: Current Practice (20)	____/4		

Competency Level Table

Average Score	Competency Level	Guidance
1.0 – 2.5	Developing	Focus on foundational learning
2.6 – 3.5	Progressing	Building skills; practice with examples
3.6 – 4.5	Proficient	Solid understanding; apply to board work
4.6 – 5.0	Advanced	Strong competency; consider mentoring peers