



URM

NON-URM

Operationalizing IR's New Vision Through Campuswide Data Champion Teams

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≤ 4 YEARS

5 YEARS

6 YEARS

> 6



URM

Learning Outcomes

Participants in this session will identify key components of Data Champions Program development, logistics, and outcomes.

Expanding the network...

NON-URM

≤ 4 YEARS

5 YEARS

6 YEARS

> 6

Systemwide Overview and Context

- **Graduation Initiative 2025**

- Administrative Barriers,
- Academic preparation and related policies
- Financial Aid policies and practices
- **Creating a culture of inquiry**
 - Data access
 - Meaning-making capacity
 - Collaborative problem solving
 - Data-informed decision making



CSULB Faculty & Staff Data Fellows for Student Success



www.csulb.edu/data-fellows

Lizzet Rojas

Student Success Data Analyst, College of Liberal Arts
California State University, Long Beach



Purpose of Data Fellows

- Empower Data Fellows to access institutional data and to cultivate a broader understanding and application of available data within colleges and units
- Deepen shared understanding of institutional questions
- Foster a culture of ownership of data and solutions
- Positively impact student success across the university
- Facilitate interactions so that teams can leverage skills and experiences



Data Fellows Participants

Teams

- Year 1: 9 teams
 - 7 college teams (made up of 1 faculty, 1 staff or advisor, and 1 associate dean) and 2 unit teams (Undergraduate Advising and Student Affairs, each with 3 participants)
- Year 4: 14 teams (including teams for each college as well as additional units)

Coordination and Staffing

- Vice Provost for Academic Planning
- 2 Associate Deans
- Associate Director for Student Success Analytics in Institutional Research
- 2 Staff (Student Success Data Analyst & Project Specialist)



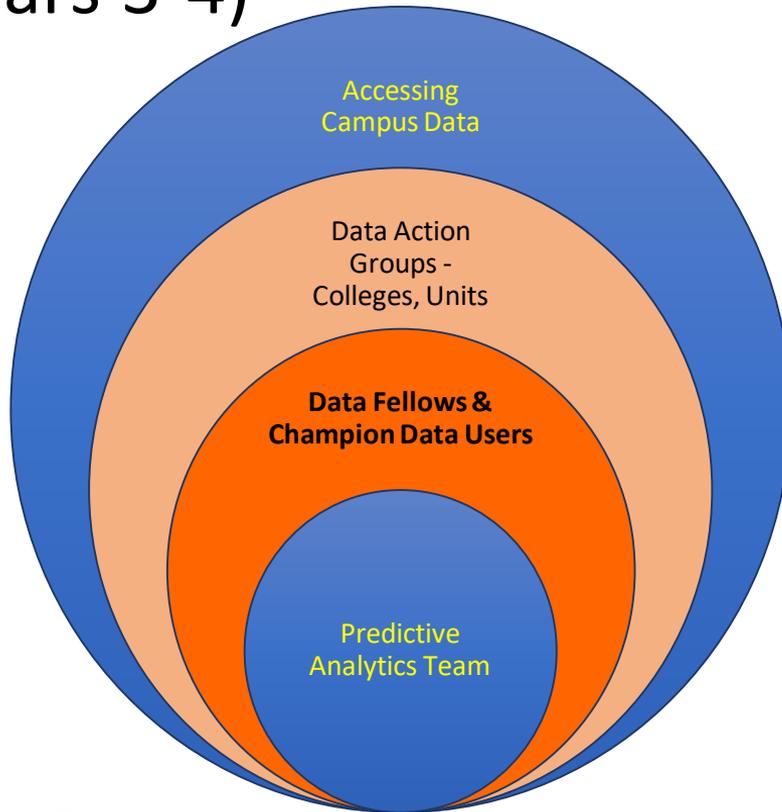
Data Fellows Structure

- Data Fellows bi-monthly meetings in an active learning classroom
 - Sessions include data presentations, guided practice, discussion, and teamwork time
 - Enhanced role for interactions between Institutional Research and data consumers
 - Reporting in the form of team presentations, symposiums, and annual reports on research projects
- Introduction of Champion Data User meetings to create data experts



Expanding Beyond Data Fellows

(Years 3-4)



Predictive Analytics Teams:

Impact of Class Scheduling at CSULB on 4- and 2-year Graduation Rates

by Burkhard Englert (COE) and Chung-min Lee (CNSM)

Shooting for a Better, Fast, and More Efficient System: A Study on Students' Timely Progress to Graduation

by Xuemei (Sherry) Su (CBA), Ming Chen (CBA), and Hongyu Chen (CBA)

Rising Tides & Changing Trends: Utilizing Survival Analysis and Qualitative Inquiry to Examine Challenges to Freshman Timely Degree Progress
by Avery Olson (CEEE), Erika Baldwin (CED), and Don Haviland (CED)

Exploring Available Data Sets

Year 1:

- Chancellor's Office Dashboard
- Institutional Research Website
- EAB – Data Analytics
- CS Link – Live data reports
- "Local" data – college data collection

Years 2-4:

- Continuing with above data sets, but also introduced Institutional Research's Dashboards on Tableau Platform
 - New "Clean Sheet" design – "Drive the race car!"

“Clean Sheet” Design

POC SSD 2.0

File Data Worksheet Dashboard Analysis Map Format Help

SSD_2_0

Columns: F. NTH NATIVE INDEX

Rows: B. COHORT YEAR TER, Measure Names

UNIVERSITY RATES

		F. NTH NATIVE INDEX				
		SEMESTER 9 / 4 ..	SEMESTER 10	SEMESTER 11 / ..	SEMESTER 12	SEMESTER 13 / ..
FALL 05	A. HEADCOUNT	4,383	4,383	4,383	4,383	4,383
	C. GRADUATION COUNT	537	900	1,706	1,999	2,338
	D. GRADUATION RATE - WITHIN UNIVERSITY	12.3%	20.5%	38.9%	45.6%	53.3%
	E. PERSIST COUNT	2,379	1,944	1,132	840	498
	F. PERSIST RATE - WITHIN UNIVERSITY	54.3%	44.4%	25.8%	19.2%	11.4%
	G. RETENTION COUNT	2,916	2,844	2,838	2,839	2,836
	H. RETENTION RATE - WITHIN UNIVERSITY	66.5%	64.9%	64.8%	64.8%	64.7%
	FALL 06	A. HEADCOUNT	4,467	4,467	4,467	4,467
C. GRADUATION COUNT	565	983	1,811	2,167	2,529	
D. GRADUATION RATE - WITHIN UNIVERSITY	12.6%	22.0%	40.5%	48.5%	56.6%	
E. PERSIST COUNT	2,530	2,107	1,206	829	468	
F. PERSIST RATE - WITHIN UNIVERSITY	56.6%	47.2%	27.0%	18.6%	10.5%	
G. RETENTION COUNT	3,095	3,090	3,017	2,996	2,997	
H. RETENTION RATE - WITHIN UNIVERSITY	69.3%	69.2%	67.5%	67.1%	67.1%	
FALL 07	A. HEADCOUNT	4,217	4,217	4,217	4,217	4,217
C. GRADUATION COUNT	589	961	1,781	2,125	2,528	
D. GRADUATION RATE - WITHIN UNIVERSITY	14.0%	22.8%	42.2%	50.4%	59.9%	
E. PERSIST COUNT	2,442	2,037	1,187	836	450	
F. PERSIST RATE - WITHIN UNIVERSITY	57.9%	48.3%	28.1%	19.8%	10.7%	
G. RETENTION COUNT	3,031	2,998	2,968	2,961	2,978	

UNIVERSITY RATES COLLEGE PERSIST RATES COLLEGE GRAD RATES DEPARTMENT PERSIST RATES DEPARTMENT GRADUATION R... MIGRATION: COHORT TO ENR... MIGRATION: ENROLLED TO CO...



Complicating the Questions: One College's Journey

Year 1 Projects

1. Investigate the various pathways to completing the GE Written Communication (A1) requirement, including the role that programs and practices such as the Early Start Writing Program play in the process.
2. Create a data toolbox for CLA Department Chairs

Year 2 Projects

1. Evaluate the effectiveness of early start writing
2. Evaluate the factors contributing to retention and time to degree in the Economics Department
3. What promotes or impedes graduation for Cohort 2013?



Complicating the Questions: One College's Journey

Year 3

1. Develop a culture of data among department chairs
2. Research Study: Identifying Factors that Facilitate and Impede 4-year graduation, with emphasis on understanding how migration patterns are related to student success
3. CLA Internship Analyses (are we serving a representative population of our students with internships?)

Year 4

1. Evaluate major switching patterns among first-time freshmen
2. Creating a culture of data use and an infrastructure in which CLA department chairs can ask and answer data-driven questions specific to their programs, students, and curricula.

San Diego State University Data Champion Program



Data Champion Program Development

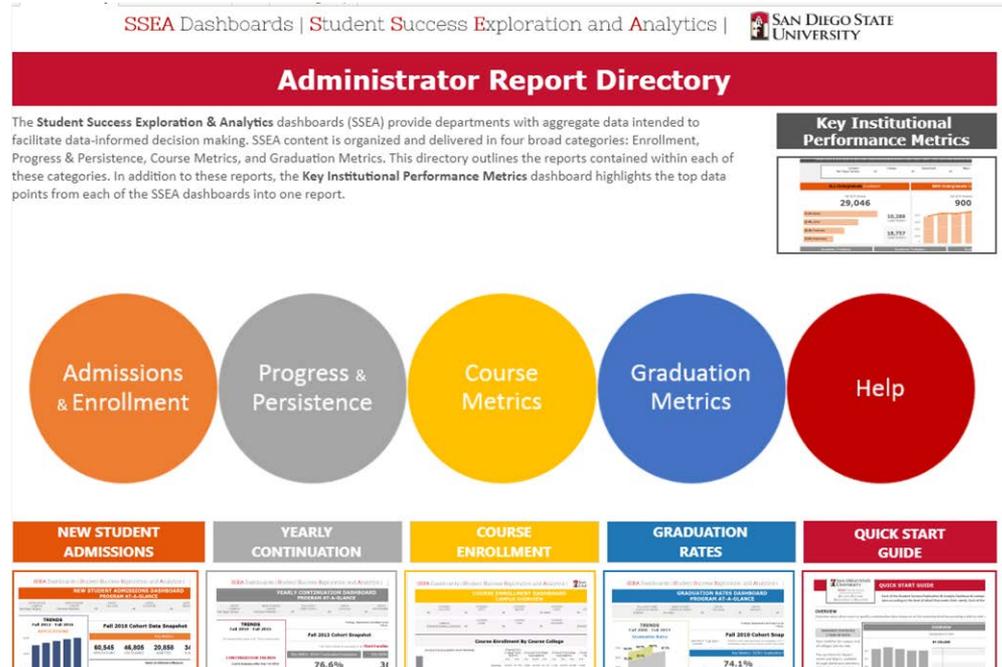
3rd CSU DC Program

- ASIR Website Remodel (2015-16)
- Student Success Exploration and Analytics Dashboard Development (2016-17)
- Data Champion Program (2017-18 & 2018-19)

5 Funding Partners

- CSU Chancellor's Office
- SDSU: Academic Affairs, Student Affairs, Learning Analytics Working Group
- NSF Big Data Grant

\$75,000 in funding

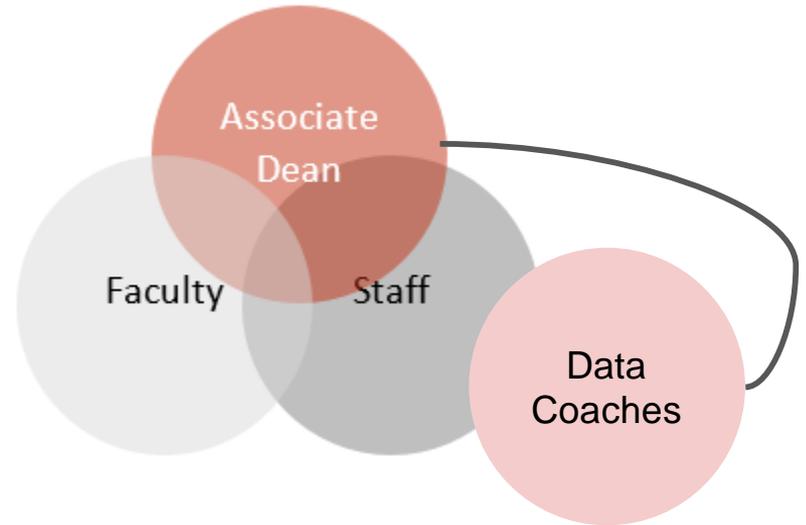




Data Champion Teams

11 Teams | 38 Champions | 14 Coaches

- All Seven Colleges
- Student Affairs
- Library Administration
- Housing Administration & Residential Education
- Graduate and Research Affairs
- Eight (8) Primary Coaches
 - 4 - Institutional Research
 - 2 - Student Affairs Research and Assessment
 - 1 - Student Information Systems Analyst, ITS
- Seven (7) Subject Area Experts



Data Champion Data Resources

Data Resources

- ASIR Website
- SDSU Student Success (SSEA) Dashboards
- CO Student Success Dashboards
- NEW: Comprehensive Longitudinal Data Set
 - NEW: Self-Service Tableau Dashboard
- NEW: Supplemental Data Sets

Data Governance

- FERPA & Data Security/Privacy Training (CSU Skillport)
- Confidentiality Agreement

Guide to Being a Data Champ. Available at <https://asir.sdsu.edu/data-champions-program/>

Data Champion's Data Resource Vault



Where do I go to find general information about SDSU?

[Analytic Studies and Institutional Research Website](#) – The ASIR public website is a great place to start when looking for data. The many data visualizations and easy to read data tables can help users answer basic [enrollment](#), [demographic](#), and [outcome](#) questions about SDSU or a particular college. The ASIR Website also includes an extensive [data resource page!](#)

Where do I go to find more specific aggregate information about my particular department or majors?

[Student Success Exploration and Analytics Dashboards](#) – The SSEA dashboards provide users with similar aggregate information found on the ASIR website but to a greater degree of granularity. Dashboards in SSEA can be filtered to the departmental and major level and require Tableau access. The [SSEA Dashboard directory](#) is a great place to start learning about all of the reports and [help documents](#) available throughout this resource.

Other Tableau Reports –

- [District Profiles](#) – The district profiles summarize student profiles and outcomes by high school and community college institutions of origin. To request access to this report contact oir@mail.sdsu.edu
- [Student Affairs Research and Assessment Reports](#) – SARA reports provide aggregate student information for student support programs such as EOP and Compact Scholars.

Where do I go if I need access to individual student level records?

While the vast majority of questions can be answered using the resources listed above, there are times when individual student reports are needed for advising and targeted interventions.

[Student Data Requests via the Registrar's Office](#) – Request for individual student data can be made through the Registrar's Office and are generally provided to you through an APEX report. For the Data Champion projects, we will be facilitating access to individual, anonymized data when necessary.

[Enrollment Services Data Center & APEX \(SIMS/R\) Reports](#) – APEX reports have been developed for curriculum, schedule building and other administrative and advising functions. Improvements in APEX user management will soon allow broader access to these reports.

[Data Champions: Data Sharing Guide](#) – To access the data, please complete the FERPA training and sign the electronic Confidentiality Agreement.



Data Champion Program Outcomes

Actionable Project Examples

Team	Research Question	Finding(s)	Recommendation(s)
College of Education	Why are Juniors being delayed in Pre-Major Status?	Juniors delayed in pre-major status take longer to graduate; Large proportion of Juniors delayed in Pre-major status identified as New Transfer students from two feeder community colleges.	Expand CC outreach, communication, and recruitment strategies; Create New Transfer Student Student Success Coordinator
College of Health and Human Services	What proportion of Kinesiology majors repeat at least one key science course and how does course repetition impact major change and timely graduation?	26% repeat at least one key course; repeating key course associated with lower likelihood of changing majors; repeating key course on average resulted in one extra term to degree	Implement supplemental instruction model in key science courses; target at-risk students for participation in SI



Data Champion Lessons Learned

RECOMMENDATION 1: INTEGRATE WITH COLLEGE STUDENT SUCCESS TEAMS

In this next iteration of the Data Champion Program, program participants will expand on their year one projects by working directly with their College Student Success Team. This integration will allow participants to leverage established infrastructure and boost intra-unit collaboration.

BIGGEST CHALLENGE: **TIME**

“Balancing the day-to-day demands with time to focus on the Data Champions project required creative strategies to meet the demands of both.”

It's about time...

100%

of Data Champion participants felt the program was time well spent, however...

...55%

reported **Time** was the biggest challenge in program participation.

RECOMMENDATION 2: MAKE TIME FOR DATA CHAMPIONS

Based on the pilot program, the best Data Champions candidates are those who possess curiosity, confidence with data, a collaborative spirit, and a high level of dedication. Direct supervisors can support Data Champions by allocating time for project completion and providing input on the action-research project.

RECOMMENDATION 3: PROVIDE ADDITIONAL STATISTICS SUPPORT

Survey results indicated that many teams needed help to organize data and run statistical analyses. 2018-19 Data Champions Program will include funding to hire a pool of graduate statistics students who can be deployed to help in this capacity.

RECOMMENDATION 4: FUND ASSIGNED TIME

Feedback suggests supporting faculty assigned time may yield better results. Since faculty assignments are already set for 2018-19, identifying faculty for 2019-20 Data Champions Program should start soon.



— CSUN —
DATA
CHAMPIONS



California State University, Northridge's Data Champions Program

Program Objectives

- Promote data literacy among faculty
- Build capacity in using data for decision making
- Develop faculty leaders in student success efforts
- Engage faculty expertise in examining program-specific student data



— CSUN —
DATA
CHAMPIONS



CSUN COUNTS

Who are CSUN students and how have they changed over time?

	CSUN	College	Department
In Fall 2017, how many undergraduates did we have?	35,609		
In Fall 2007, how many undergraduates did we have?	29,484		
In Fall 2017, what percentage of the undergraduate population did students from under-served communities represent?	55.8%		
In Fall 2007, what percentage of the undergraduate population did students from under-served communities represent?	39.5%		
In Fall 2017, what percentage of the undergraduate population was Pell Grant eligible?	56.9%		
In Fall 2007, what percentage of the undergraduate population was Pell Grant eligible?	34.9%		

Navigation: www.csun.edu/counts → Build Your Own Reports → Characteristics of All Students

CSU STUDENT SUCCESS DASHBOARD

In which courses do students struggle?

	My College	My Department
Which three courses have the greatest impact in terms of enrollment and DFU rate?		
What are the top three courses with the highest rate of non-passing grades?		

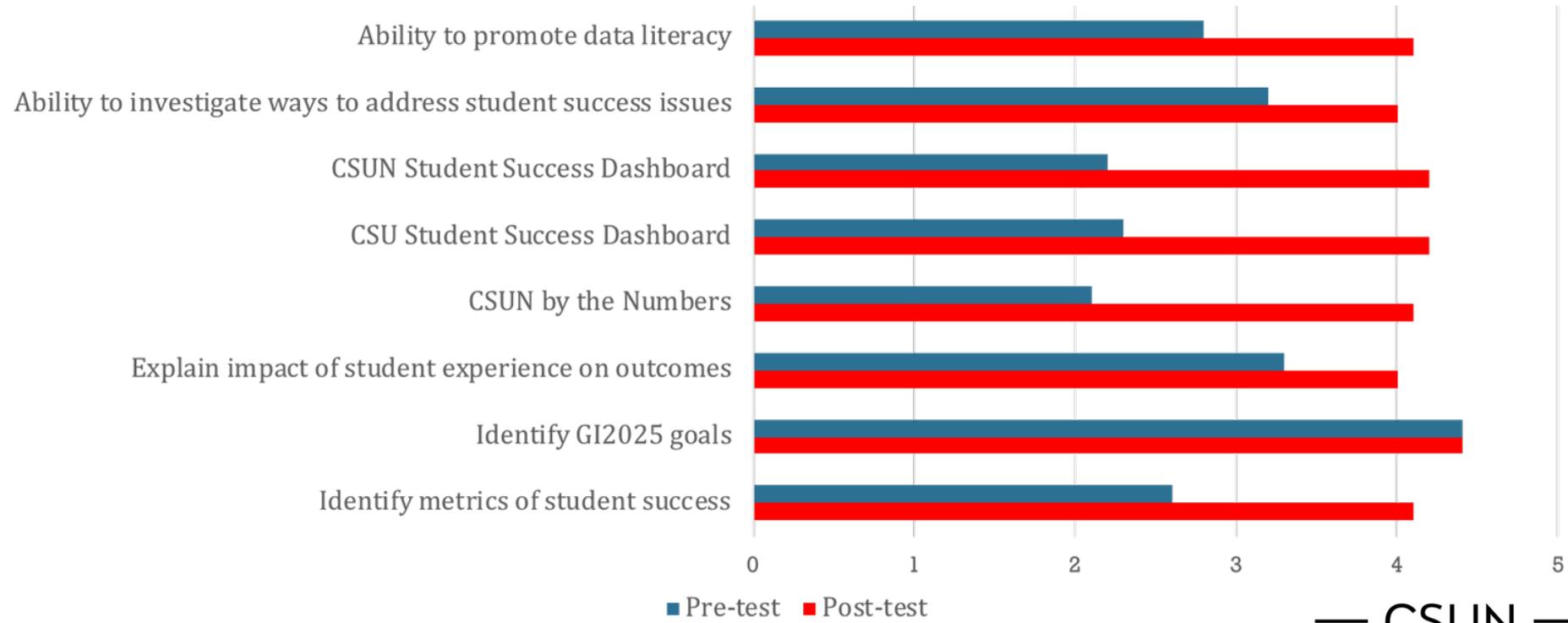
Where are the gaps in course outcomes?

	My College	My Department
What are the three courses with the largest gaps?		
What are the three courses with the largest gaps AND the highest enrollment?		

Navigation: www.csun.edu → portal → data spectrum → CSU Student Success Dashboard → Faculty Dashboard



Confidence



Data Champions Symposium

Wednesday, May 9th.
12PM - 2PM



AGENDA

Welcoming Remarks

Yi Li, *Provost of Academic Affairs*

Overview of Data Champions Program and Symposium

Janet Oh, *Senior Director of Institutional Research*

Data Champions Video

Second Year Data Champions

Lunch

PechaKucha Presentations

First and Second Year Data Champions

Closing Remarks

Elizabeth Adams, *Associate Vice President of Undergraduate Studies*

PECHAKUCHA PRESENTATIONS

Student Focus Group Project

Elise Fenn, Psychology

Jonathan Martinez, Psychology

Svetlana Tyutina, Modern & Classical Languages & Literatures

Student Experiences, Group A

Sakile Camara, Communication Studies

Alexandra Cole, Political Science

Rob Gressis, Philosophy

Laura Wimberley, Oviatt Library

Student Experiences, Group B

Sara Berzenski, Psychology

Mario Giraldo, Geography

Carlos Guerrero, Chicano/a Studies

Debbie Ma, Psychology

Magdy Rizk, Art

PECHAKUCHA PRESENTATIONS

Pathways Through the Major, Group A (EU 106)

Grishma Bhavsar, Health Sciences

Stephanie Benjamin, Health Sciences

Vibhav Durgesh, Mechanical Engineering

David Liu, Accounting & Information Systems

Mary-Pat Stein, Biology

Pathways Through the Major, Group B (EU 108)

Ardavan Asef-Vaziri, System & Operations Management

Stephanie Bluestein, Journalism

Dave Keating, Communication Studies

Soma Patra, Economics

Jun Zhan, Accounting & Information Systems

STEM

Ravi Abrol, Chemistry

Anwar Alroomi, Civil Engineering & Construction Management

Ali Al-Sharadqah, Mathematics

Maryam Tabibzadeh, Manufacturing System Eng. & Management

Casey terHorst, Biology

Coursework

Eric Garcia, Oviatt Library

Zach Helsper, Tseng College

Roxanne Moschetti, Child & Adolescent Development

Eunai Shrake, Asian American Studies

Ayda Vardumyan, Tseng College

Suggestions for DC programs

- Faculty...
 - Need ample support (e.g., sufficient training in data tools, feedback about projects, access to any additional resources)
 - Collaboration with others desirable
- Projects...
 - Should align with faculty's skills & interests
 - Should align with college's questions/goals re: student success
 - Early communication with administration about project objectives and methods is very important
 - Should be narrow in scope
 - ...but have the potential to lead to additional lines of inquiry
 - Make it clear faculty are not expected to solve all student success & retention issues!

Additional suggestions

- Select faculty that will be good ambassadors of the program and proponents of the data tools, not just good researchers
 - Bigger picture: Create a climate of inquiry among all faculty
 - A positive DC experience → continued buy-in, more meaningful research and greater enthusiasm
- When disseminating findings, avoid “the wall”
 - Many faculty are interested in data tools and want to use them to inform their teaching...but, if the information is framed in an accusatory way, they will stop listening
 - Offer suggestions for enhancing their strengths
 - Encourage them to challenge their assumptions



Reflection and Shared Themes

- Establishing a **culture of inquiry**, allowing us to be more critical in our understanding of problems - it's not the student, it's us (moving from deficit approach) - the power of data to move mindsets
- Increasing **faculty sense of ownership** of the data - it's not someone from admin telling faculty what's going on, but it's a personal responsibility, something to help with; staff and faculty as decision makers
- **Challenges assumptions** about why students aren't doing well - not relying on what we assume to be true;
- **Iterative process**: one set of data leads to more questions, the wish for more data and tools;
- **Revealing gaps** as questions keep coming up unanswered; Allows us to develop context for what's going;
- **Building Capacity**: Fellows/Champions learn how to **focus their questions and topics**, creating a menu of questions, modeling question-asking, and how to make sense of complex data;

Thank you!

San Diego State University

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