

Creating a Data Culture

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Scanning the QR code on your mobile device will allow you to access electronic version of this Data Fellow's project.

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Research Questions

- Create infrastructure in which department chairs can ask and answer data-driven questions specific to programs, students, and curricula.
- Help chairs develop data-driven questions in interactive, supportive settings.
- Use data for conversations about planning, strategies, and future data research initiatives at the chair/program level.
- In response to feedback, AY 19-20 target: GE distribution patterns, student success rates for assessment, enrollment management, scheduling.

Introduction

The CLA is a broad and diverse college with different data needs and different data access skills. Throughout the college there are some similar and overlapping needs, especially in self-studies, assessment, and scheduling. CSULB has a variety of data sets with which most chairs are unfamiliar.

Our goal was to present data research opportunities at all levels and to help chairs develop their own research questions.

In this process, we found a need in the CLA to focus efforts on analyzing data related to changes in GE requirements. In year two of the project that was the focus of analysis, presentation, and exploration.

Methods

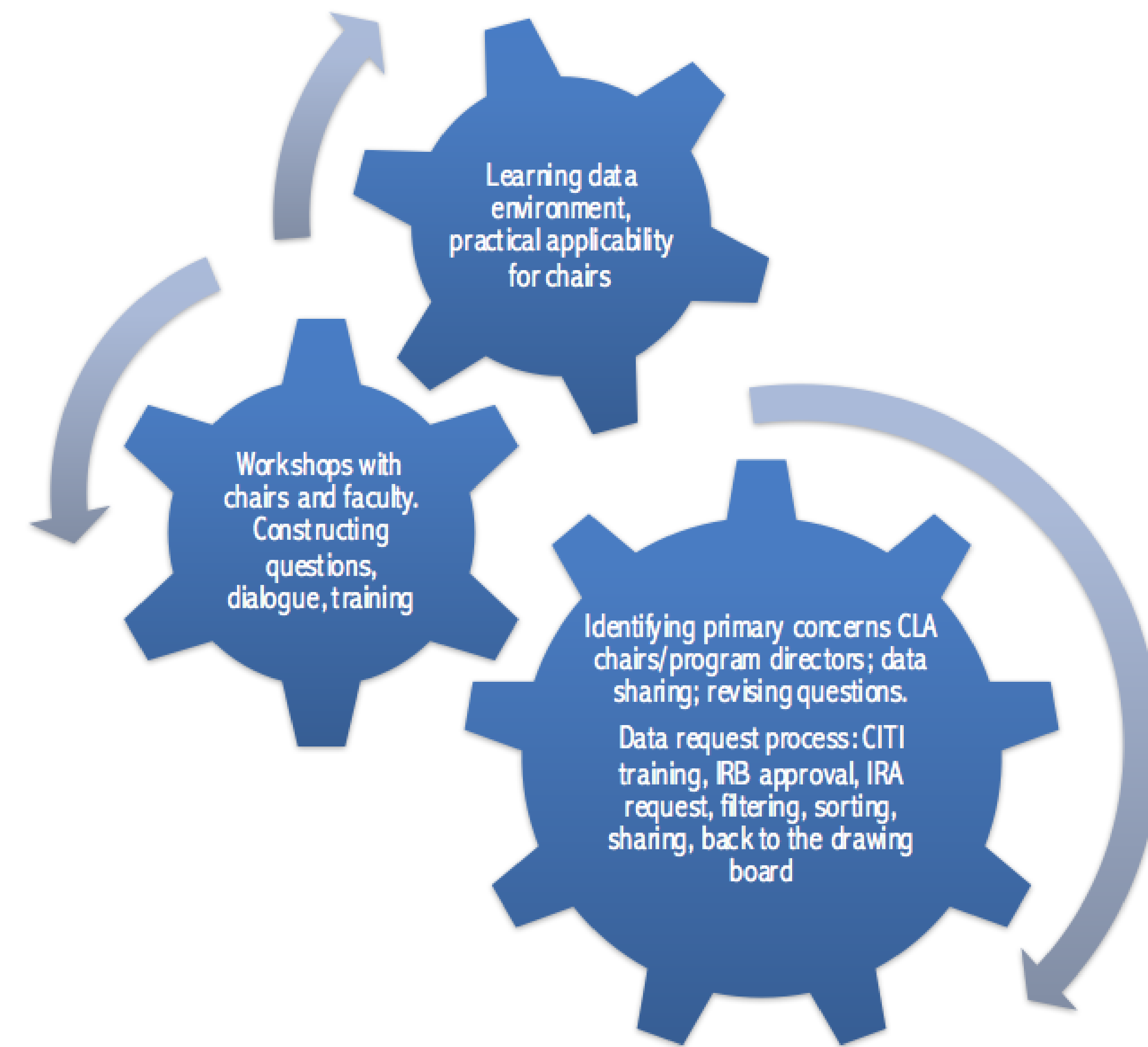
Our data team studied several data sources relevant to chair needs, and chronicled our process for other chairs pursuing their own projects.

The data sources we consulted were CSLink, EAB, Tableau, Beach Data, and the CSU Student Success Dashboard. We looked at intersections between these data sets, as we realized that useful data at the program level could not all be found in one place.

The data team worked through the complete process of IRB approval for data sets with/out student-level data, and writing a successful IR&A data request for an analysis of success in GE courses (WI, GI, HD) and GE classification by enrollment.

We had multiple share-out and discussion sessions with chairs about our findings across three semesters.

Process



Our team's goal was to promote a culture of data awareness and aid in the development of data research to serve chair's needs: planning, scheduling, hiring, self-studies, assessment, etc.

Our primary focus was to help faculty develop their starting points and to interface with the data and human resources available.

Conclusion / Discussion

We discovered the limits of available data for answering the full range of questions that chairs have. However, for most chairs, the new data available on the Beach Data IR&A website is comprehensive and accessible, and should be the primary resource for most programs.

We found high value in chair-to-chair conversations and networks of support. The open and transparent sharing of research processes and data results were the most valuable outcome of our work according to the feedback we received from members of the college.

For many chair tasks, the collection and use of data is daunting and constructed from the ground up, as opposed to in collaboration and according to already known processes. Communication between faculty, advisors, chairs, and data experts could be valuable in improving the accuracy and utility of the data generated.

The study on GE courses (HD, GI, WI) revealed a distribution pattern that was illuminating to members of the college, and helped individual programs understand their role in the bigger picture. Different program directors are using this data to anticipate change and plan for the future.

Implications for Action

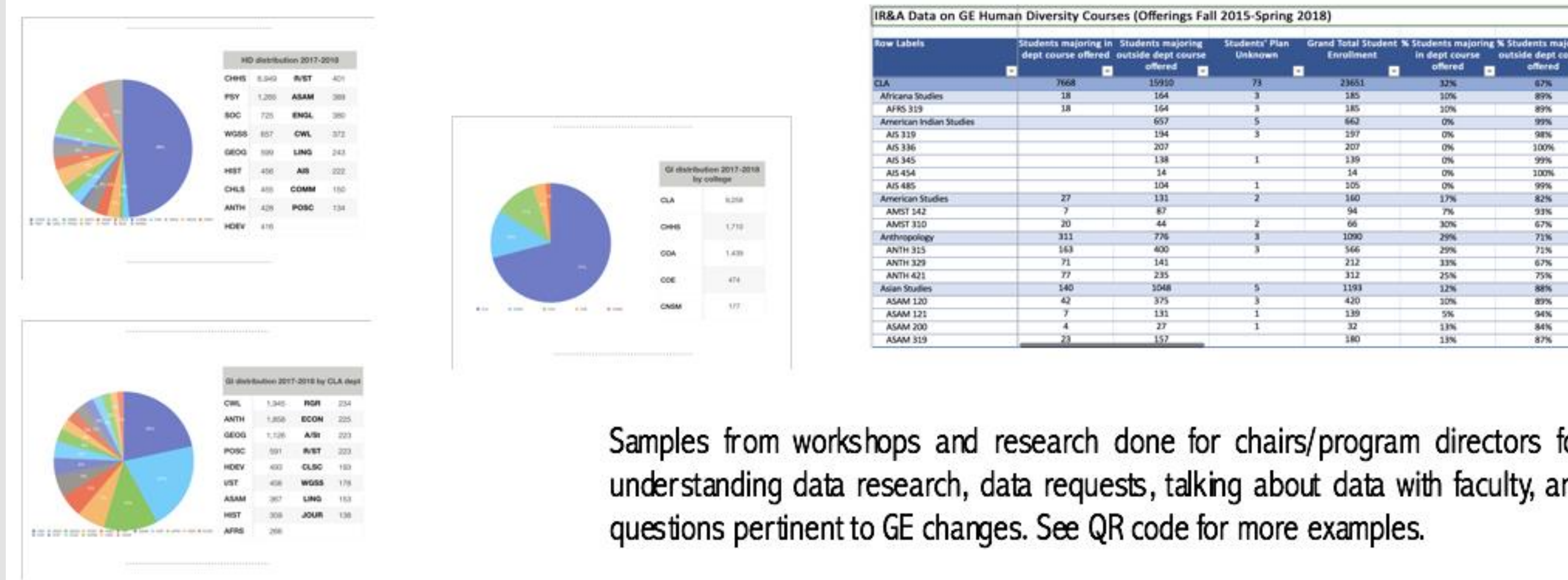
There is a clear need for ongoing training for the technical aspects of data use on campus relevant to administering department programs, enrollment management, advising, student success, and contributions to university-wide educational programs.

We advocate facilitating conversations between chairs and data experts to help refine questions and discern data needs for self-studies, advising, assessment, scheduling, and enrollment management.

The new GEEC will benefit from using available data in assessment of student success *in* GE offerings and also *because of* GE offerings (backward and forward-looking assessment of GE designations). We suggest using this available data to understand the implications for students and programs.

Next Steps / Future Directions

- Institutionalize training for new chairs on data use and data possibilities.
- Cultivate data-oriented conversation and collaboration.
- Use human resources available in the college: e.g., faculty/staff data expertise, and research & communication expertise.
- Bi-annual college-level data summits.
- Create metric for assessment of GE courses using available data sets.



Samples from workshops and research done for chairs/program directors for understanding data research, data requests, talking about data with faculty, and questions pertinent to GE changes. See QR code for more examples.