Advisory Research Group Meeting

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Office of Institutional Planning, Research, and Effectiveness

September 30, 2022

Agenda Items	Item Facilitator(s)	Segment Time
1. Introduction and icebreaker	Kelly Locke	9:00 - 9:15 am
2. Data literacy and shifting the data mindset on campus	Milena Angelova	9:15 - 9:25 am
3. Data access: Data sources available to college practitioners	Milena Angelova	9:25 - 9:35 am
4. Developing 2022-23 ARG Goals (goals/objectives/actions)	Kelly Locke, Milena Angelova	9:35 - 9:55 am
5. Meeting Closing (next meeting agenda items)	Kelly Locke	9:55 -10:00 am

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- **Why** – Why am I in the ARG group?

- **What** – What do I aspire to achieve (in and/or through ARG)?

- **How** – How can I achieve my aspirations/goals?

Shifting Data Culture on Campus to Data Informed Decision Making as an Overarching goal of ARG ?!

Can the IR Office alone change data culture on campus?

Can the classified staff alone change data culture?

Can faculty or counselors alone change data culture?

To change data culture we need to work together in team and create data community, but the first step starts with ourselves as individuals.

What is Data Literacy?

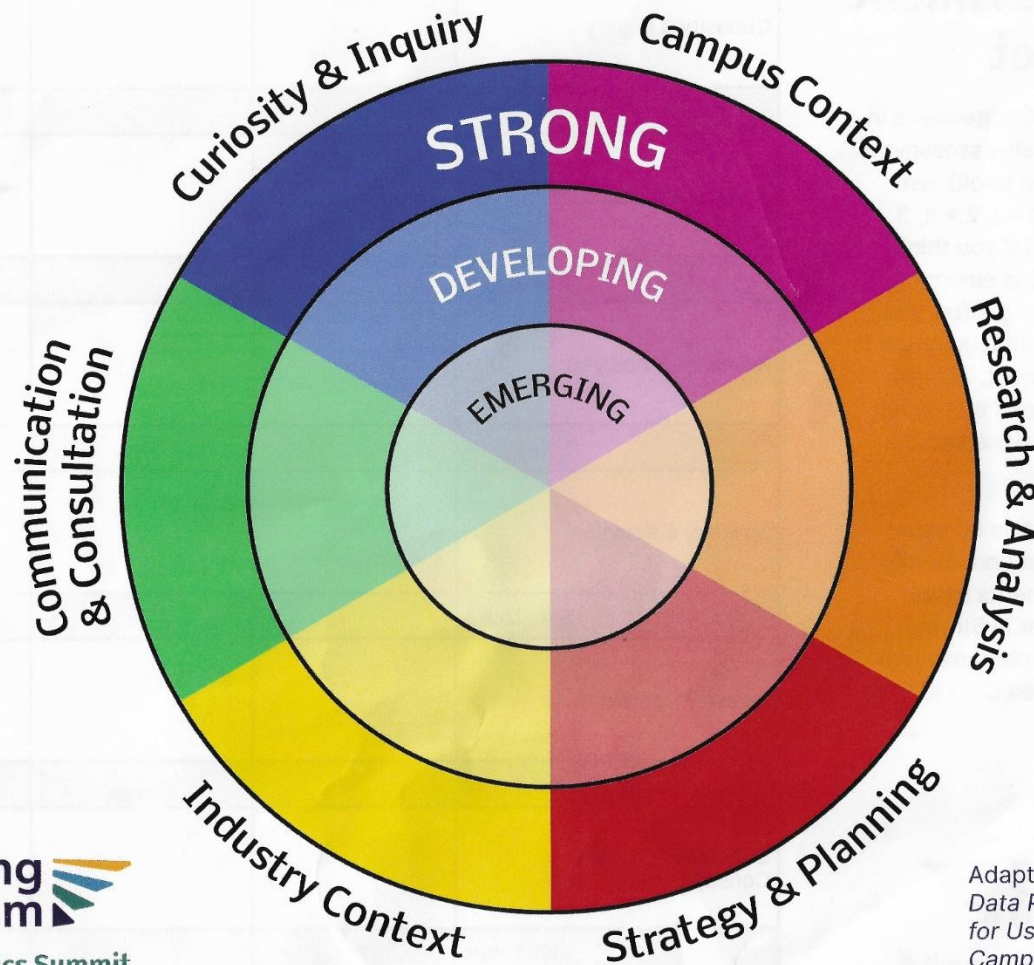Data literacy is simply our fluency in finding, understanding, communicating and using data to achieve our goals.

"I am not a data person!"

What is my current data identity?

What is your Current Data Identity?

Adapted from *You Are A Data Person: Strategies for Using Analytics on Campus*, A. Parnell (2021)

3. Honesty about one's abilities is critical. It is acceptable for one to have ratings that vary widely across the six components. The long-term goal of developing one's data identity is to make progress in each area, not to achieve perfection.

To complete the self-assessment exercise, one should take the following steps:

1. Read the statements in each section and for each row and related subcategory, and select the one box that best describes current ability.
2. Review all 24 selected boxes and note the components that have more self-ratings of Strong Ability or Developing Ability and which have more self-ratings of Emerging Ability.
3. Note two core components for which several Strong Ability or Developing Ability self-ratings were selected.
4. Consider how the combination of those two components can add to project work with colleagues.
5. Review the remaining components for which self-assessment ratings of Emerging Ability or Developing Ability were applied.
6. Develop a list of actions that can provide more experience for emerging or developing areas. (As a reminder, chapter 3 provides examples.)
7. Complete the self-assessment exercise again in one year.

Curiosity and Inquiry, as shown in the previous table, comprises the following subcomponent areas: issue clarity, question formulation, historical context, and stakeholder impact. Those who have abilities in this component are especially skilled at identifying topics that should be discussed as well as the people who could be most impacted.

Table 7.2 displays the subcomponent areas of Research and Analysis, which are methodology, technical expertise, data integration, and computation. Professionals who have these skills can contribute to projects that require the gathering, monitoring, and reporting of information.

Communication and Consultation is displayed in Table 7.3 and comprises the subcomponent areas of delivery type, audience, interpretation, and follow-up. The primary focus points of these subcomponents are the ability to connect issues to numerous audiences and convey relevant information using a variety of methods.

Table 7.4 displays the Campus Context subcomponents, which are: student information, programs and initiatives, strategic plan, and campus mission. Those who have abilities related to these areas can offer valuable insights about the institution's programs and services and students' experiences.

TABLE 7.1
Data Identity Self-Assessment Component—Curiosity and Inquiry

Curiosity and Inquiry—The Ability to Formulate and Ask Clear Questions

Subcomponent Areas	Emerging Ability	Developing Ability	Strong Ability
Issue Clarity *Skill: Identifying a problem to be addressed*	Recognize a change in a campus trend.	Determine the scope and scale of an issue across other areas of the campus.	Articulate how an issue, if unaddressed, will impact various aspects of campus operations.
Question Formation *Skill: Determining what information is needed*	Gather information that could be relevant to the cause of an issue.	Decipher between information that would be valuable to have versus information that is interesting but less useful.	Transform a list of relevant questions into a set of priority questions to be addressed.
Historical Context *Skill: Understanding relevant work that was conducted in the past*	Summarize themes from prior reports, briefs, or other resources related to an issue.	Identify results from prior projects that are relevant to a new issue.	Determine whether an issue is significant enough to pursue with a new effort or if it can be addressed with previous solutions.
Stakeholder Impact *Skill: Knowing how an issue connects to members of the campus community*	Converse with colleagues who have prior experience related to an issue.	Understand why various stakeholders would want an issue resolved.	Determine which stakeholders are most and least affected by an issue.

TABLE 7.2

Data Identity Self-Assessment Component—Research and Analysis

Research and Analysis — The Ability to Select and Use Appropriate Methodologies

Subcomponent Areas	Emerging Ability	Developing Ability	Strong Ability
Methodology *Skill: Determining how to address an issue with data and information*	Repurpose, with permission, a single data collection resource that is documented as applicable for researching an issue.	Consult with colleagues who have relevant experience to develop a data-informed approach for addressing an issue.	Identify, without need for guidance, the most ideal and reasonable data approach among varying options to address an issue.
Technical Expertise *Skill: Using various tools and platforms to study and display data and information*	Use resources with little customization to deliver information.	Prepare custom reports and other summaries that are visually appealing and tailored to consumers' specific needs.	Design digital, cloud-based, or online resources that colleagues can use to conduct simple analyses on their own.
Data Integration *Skill: Understanding connections among data and information from multiple sources*	Gather data from the primary systems used within an office or department.	Refer to various data dictionaries, warehouses, and databases to align data to examine an issue.	Assess weak areas of campus-wide data integration and develop processes for increasing efficiency across systems.
Computation *Skill: Using proven research methods to accurately measure outcomes*	Prepare simple calculations of data or syntheses of information.	Develop formulas and codes to produce replicable analyses of data and information.	Conduct sophisticated and advanced-level quantitative and qualitative studies of campus data trends.

TABLE 7.3

Data Identity Self-Assessment Component—Communication and Consultation

Communication and Consultation – The Ability to Clearly Discuss Findings with Multiple Audiences

Subcomponent Areas	Emerging Ability	Developing Ability	Strong Ability
Delivery Type *Skill: Sharing information in a format that is easy to understand*	Decipher when a verbal and/or written method is most applicable.	Select the appropriate amount of information to share in a variety of settings.	Explain all information using clear terms and descriptions.
Audience *Skill: Determining which information is of most interest to varying individuals*	Gather information about individuals' current work portfolios.	Provide practical examples to connect material to individuals' lived experiences.	Translate information to make a topic relevant for a variety of campus professionals.
Interpretation *Skill: Explaining myriad concerns and viewpoints in a consistent and clear manner*	Identify common interests among multiple people engaged in a discussion.	Connect ideas, perspectives, and questions across a group of colleagues involved in a discussion.	Transform multiple individual viewpoints into a cohesive narrative.
Follow-Up *Skill: Identifying opportunities for ongoing collaboration*	Maintain a list of ideas and topics for future exploration.	Share project results with new audiences to further refine conclusions.	Provide advice regarding special topics to colleagues across the institution as needs arise.

TABLE 7.4
Data Identity Self-Assessment Component—Campus Context

Campus Context – Knowledge of Current Issues and Trends Within the Institution

Subcomponent Areas	Emerging Ability	Developing Ability	Strong Ability
Student Information *Skill: Understanding various characteristics of the campus student population and their progress*	Review campus fact books or other reports that contain information about student outcomes.	Engage with students who have differing backgrounds to learn about their campus experiences.	Prepare written or verbal syntheses of various student issues over multiple years.
Programs and Initiatives *Skill: Knowing how various campus activities are organized and operated*	Support activities conducted primarily by one office or unit on campus.	Participate in campus activities in collaboration with colleagues from multiple departments or divisions.	Lead institution-wide activities and, in some instances, manage relationships with external partners.
Strategic Plan *Skill: Understanding the most immediate campus priorities*	Connect individual job responsibilities to specific objectives in the campus strategic plan.	Align office or department work plans with strategic plan goals and objectives.	Manage activities that contribute to the institution's accreditation or financial stability.
Campus Mission *Skill: Working on projects that address the primary purposes for which the institution operates*	Identify how individual work addresses students' needs and progress.	Lead office or department projects that directly impact students' progress.	Collaborate with colleagues across the campus on activities that further the mission.

Industry Context, as shown in Table 7.5, comprises the subcomponent areas of news and events, sector knowledge, functional knowledge, and student trends. Professionals who have industry context are aware of activities that take place in external settings, particularly at other institutions, and can offer perspectives that are informed by knowledge of broader national trends.

Table 7.6 displays the Strategy and Planning subcomponents, which are role alignment, project management, resource allocation, and progress monitoring. These areas are primarily related to the ability to develop a sequence of activities and determine the timing and investments necessary to complete each step of a process.

Interpreting Results

The self-assessment exercise should illuminate that every professional has a role in creating and sustaining a climate of data use on campus. With regard to specific combinations of data identity components and related abilities, there are 15 different combinations of two data identity components. These combinations are listed as follows and displayed in Table 7.7 in no particular order.

1. Curiosity and Inquiry + Research and Analysis
2. Curiosity and Inquiry + Communication and Consultation
3. Curiosity and Inquiry + Campus Context
4. Curiosity and Inquiry + Industry Context
5. Curiosity and Inquiry + Strategy and Planning
6. Research and Analysis + Communication and Consultation
7. Research and Analysis + Campus Context
8. Research and Analysis + Industry Context
9. Research and Analysis + Strategy and Planning
10. Communication and Consultation + Campus Context
11. Communication and Consultation + Industry Context
12. Communication and Consultation + Strategy and Planning
13. Campus Context + Industry Context
14. Campus Context + Strategy and Planning
15. Industry Context + Strategy and Planning

These two-component combinations highlight opportunities for professionals to contribute specific strengths to a collaborative effort. As an example, five different two-component combinations are described as personas that a

TABLE 7.5

Data Identity Self-Assessment Component—Industry Context

Industry Context — Knowledge of Current Issues and Trends in Higher Education

Subcomponent Areas	Emerging Ability	Developing Ability	Strong Ability
News and Events *Skill: Following recent developments that impact the majority of campuses across the country*	Read articles from national newspapers, research and policy organizations, and other sources.	Attend or present at events that focus on current higher education topics.	Summarize themes of current national issues to inform office or department work.
Sector Knowledge *Skill: Understanding topics related to most institutions of the same type (examples: two-year, four-year, public, private)*	Identify peer institutions and review information from the fact book and other publicly available resources.	Review reports, briefs, and other resources that provide benchmarking information about other campuses in the sector.	Summarize themes of current sector issues to inform office or department work.
Functional Knowledge *Skill: Understanding topics related to a department on most campuses (examples: business office, student affairs, academic affairs)*	Converse with a professional from another campus about how the function operates at their institution.	Review reports, briefs, and other resources from national associations or other organizations focused on the campus function.	Engage with colleagues to assess how office or department practices compare to national standards or metrics.
Student Trends *Skill: Understanding various national characteristics and themes related to college students and their progress*	Review documentaries, reports, presentations, interviews, student reflections, and other sources that describe students' college experiences.	Collaborate with colleagues in the office or department to compare national student trends to the campus population.	Analyze national datasets to compare current student trends to national student outcomes.

TABLE 7.6

Data Identity Self-Assessment Component—Strategy and Planning

Strategy and Planning — The Ability to Select and Execute a Course of Action

Subcomponent Areas	Emerging Ability	Developing Ability	Strong Ability
Role Alignment *Skill: Selecting the appropriate people to engage in work together*	Connect each project task to a person with related experience.	Provide guidance or coaching to individuals who need assistance to complete specific tasks.	Form groups, as needed, of professionals who have similar abilities to increase project scale.
Project Management *Skill: Determining the order and time in which activities will be conducted*	Prepare a project work plan and timeline.	Select the processes by which the project activities will be completed.	Realign or reprioritize project activities across all areas of work as needed.
Resource Allocation *Skill: Deciding the appropriate amount of personnel and financial investment for a project or activity*	Identify gaps between needed project resources and those that are available.	Prepare a budget for all project expenses.	Analyze the return on the time, personnel, and financial investments for the project.
Progress Monitoring *Skill: Evaluating the extent to which a project reached the target outcome*	Determine project scope, goals, and primary objectives.	Identify a set of potential project risks and options for managing each.	Select a set of metrics by which outcomes will be measured.

TABLE 7.7
15 Two-Component Combinations of Data Identity

	Curiosity and Inquiry	Research and Analysis	Communication and Consultation	Campus Context	Industry Context	Strategy and Planning
Curiosity and Inquiry		1	2	3	4	5
Research and Analysis			6	7	8	9
Communication and Consultation				10	11	12
Campus Context					13	14
Industry Context						15
Strategy and Planning						

higher education professional may have in relation to specific roles. Those five example roles are: connector; curator; recruiter; trend observer; and mission monitor. The following personas do not reflect exact levels of ability for each component area but instead focus on the strengths of the five different two-component combinations.

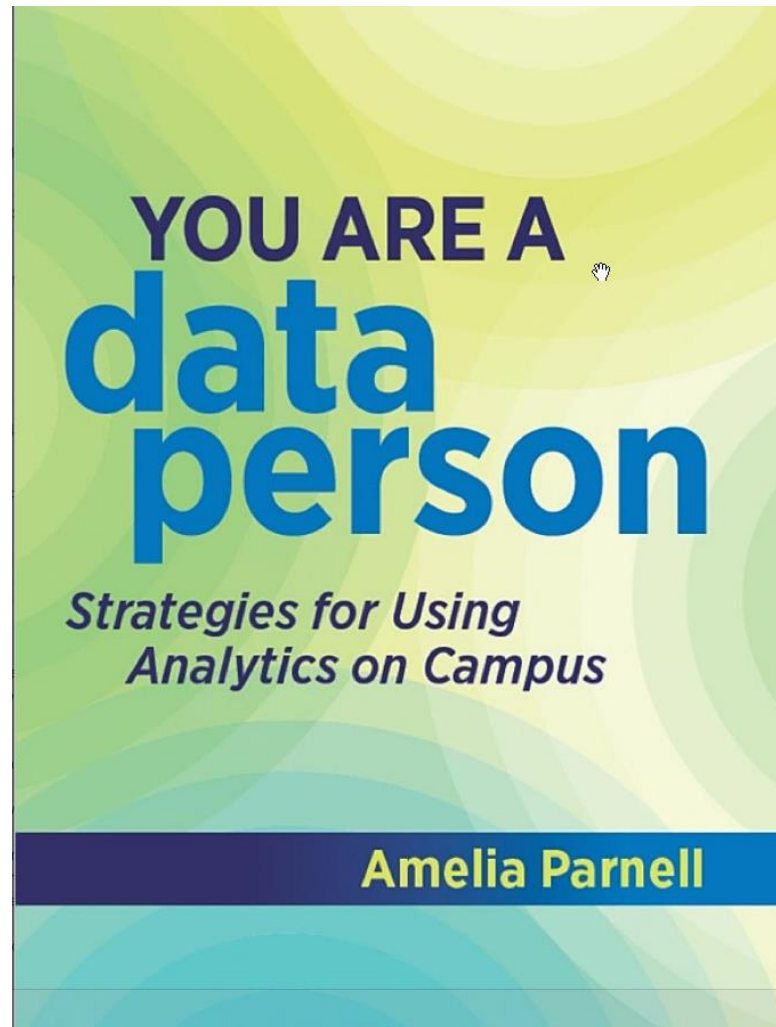## Persona Example 1: The Connector—Curiosity and Inquiry + Campus Context

Professionals who have a combination of Curiosity and Inquiry and Campus Context may be comfortable in the role of a connector. This persona has a natural ability to network with colleagues and identify similarities across emerging issues. For example, someone with this combination could find it easy to connect stakeholder impact to a specific program or initiative, which would help explain why the effort is important and to whom. In essence, the connector has the ability to bring current issues and the people who care about those issues together.

Persona Example 2: The Curator—Research and Analysis + Communication and Consultation

Professionals who have a combination of Research and Analysis and Communication and Consultation could have the role of a curator. This persona is adept at not only finding the most relevant pieces of information to share in a discussion but delivering it in ways that are easy for colleagues to understand. For example, a curator could combine the ability to compute data with skill at interpreting the results for a variety of audiences. This pair of abilities is helpful to any data-informed project.

Persona Example 3: The Recruiter—Communication and Consultation + Campus Context

Those who have the combination of Communication and Consultation and Campus Context could have the role of a recruiter. The recruiter persona is one that is especially skilled at brokering support from colleagues and soliciting their help with projects. Someone in this role typically has a deep understanding of various campus issues and can easily explain the nuance of why certain trends are worth colleagues' attention. That pair of abilities is excellent for data-informed projects that directly connect to the campus mission.

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YOU ARE A
**data
person**

*Strategies for Using
Analytics on Campus*

Amelia Parnell

External Data Sources:

CCCCO Student Success Metrics (SSM): [SSM Dashboard](#)

Internal Data Sources:

Hartnell Profile: [Hartnell Profile Dashboard](#)

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"Allow yourself to dream about what is possible without thinking about financial or any other constrains."

Dr. Manuel Perez

- Aspirations

- Goals

- Objectives

- Metrics

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October 28, 2022 9:00 am – 10:00 am

November 25, 2022 9:00 am – 10:00 am