

2016 RP Group Awards

Award Nomination Form | Submit by January 10, 2016

To submit your nomination, please upload a completed copy of this form, a copy of your project or study and all relevant materials for review to the following site:

<https://personal.filesanywhere.com/Dropbox/db.aspx?v=8a6a658d5b5ea8b86ba5>

Please note: To ensure we can correctly identify your documents, please save them with the author's last name and a title that reflects the entry, such as "LastName_Title_of_Study"

Title of Project/Study:

How to Increase Data Democracy and Develop a Culture of Inquiry within Faculty and Staff

Author(s), Title(s), and Institution(s):

- **Chialin Hsieh, Dean of Planning, Research, and Institutional Effectiveness**
- **Tracy Huang, Planning and Research Analyst**
- **Janet Stringer, Dean of Science and Technology**
- **Michael Hoffman, Math Faculty and Student Equity Coordinator**
- **Anniqua Rana, Dean of Athletics, Library, and Learning Resources**

Name of Person Submitting Nomination: **Chialin Hsieh** (if different from author)

Award Category (select one): ___ Excellence in Planning
 ___ **Excellence in College/District Research**
 ___ Excellence in Statewide/Regional Research
 ___ Excellence in Thesis/Dissertation

Project/Study Completion Date: **Fall 2015**

Address: **4200 Farm Hill Blvd,**

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Name of College/District CEO: **Larry Buckley**

Names of Project/Study-Related Documents Uploaded to File Sharing Site:

hsieh_data democracy and develop a culture of inquiry1.docx

hsieh_data democracy and develop a culture of inquiry2.pdf

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Project Summary (In one to two pages, please address the following items)

- a. Provide a summary of your project/study including its purpose, methodology, findings and value to the field.

Purpose:

The purpose of this project was to establish data democracy and a culture of inquiry in at Cañada College.

Methodology:

In trying to develop a culture of inquiry at our college, we discovered that access to relevant and timely data was a roadblock for faculty and staff. Therefore, we developed a Data Dashboard tool using the ARGOS reporting system. Cañada College worked with our District Technology group to design the Dashboard system and then Ellucian was contracted to support modifications and maintenance of the system. All 3 schools in the San Mateo County Community District have access to the Data Dashboard, but Cañada College has been utilizing the system more than our sister colleges. Since initial development, the system has been modified and fine-tuned based on feedback from users.

The next step was to provide appropriate training to faculty and staff across campus to allow appropriate access to data to plan and carry out research on their own or in consultation with the research office. The research office would then be able to focus on research planning and analysis and assisting everyone with their research efforts.

We have developed various levels of access to the data, have developed procedures for access, and trained various user groups. Intensive, routine, and specific trainings have been provided based on users' needs. Trainings have occurred during Flex days, professional development events, inquiry project meetings, division meetings, program meetings, president cabinet meetings, special arranged meetings, etc. Training is also provided at basic and more advanced levels. Training materials are posted on the [Cañada PRIE Data Dashboard website](#), including a user manual, videos, etc.

Findings and Value to the Field:

Research is now embedded in the college. All faculty and staff can ask questions and then immediately analyze data to improve their own practice. Faculty and staff no longer have to wait for the research office to have the time to address their question. "Research" is a way for everyone to do their job more effectively and efficiently.

As more faculty and staff are trained in the use of the Data Dashboard, more projects are being designed and carried out in departments and grant programs. The data is being used to inform decisions about interventions and program effectiveness that impact the success of our students.

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Examples of completed/ongoing projects ([Student Equity Professional Development Inquiry projects](#)) that have utilized the easy access to student data in the Data Dashboard:

- HOPE Project: To identify the obstacles to ESL students as they transition to college level English and to infuse high impact strategies (pedagogical, student services delivery, student attitudes, behaviors and pathways, etc.) into all services for ESL students.
- Pre-Statistics Project: To increase the number of students, who placed in pre-college level math, who successfully complete Math 200 Statistics. To also increase the number of faculty prepared to teach the Path to Stats course.
- A2B (Associate's Degrees to Bachelor's Degrees) Project: To increase the number of students who have 30+ transferable units who utilize transfer services to successfully transfer to 4-year institutes.
- Accelerated math programs for STEM students: To increase the success rates in Fast Track to Calculus - with an emphasis on Latino students.
- Proactive Registration Project: To increase the persistence rate of basic skills students by providing an intervention designed around proactive registration.
- Early Childhood Education (ECE) Course Blocker Project: To understand the major academic barriers facing current ECE students' population, to understand who our ECE students are, and what are our ECE students' professional goals? To understand how long it takes our ECE students to be transfer ready?
- Students Transitioning Out of Probation (STOP): To stop the chain of events (that lead to students being placed on academic probation) before and act immediately after students find themselves on academic probation.
- Interactive Enrollment Project: Deans are using this Interactive Enrollment Dashboard to monitor the course enrollment/FTES/WSCH/productivity each term before school starts to assist in making decisions about adding courses or canceling courses.

The beauty of this process is that it is a faculty/staff led process. Researchers are on the side to support faculty and staff. Thus, we have “generalized” the researcher’s role by providing appropriate tools, training, and inquiries (asking questions) to increase data democracy and culture of inquiry. Ready access to data has allowed everyone to ask and answer questions about student success.

Now the word on the street is “you can find the data in the Data Dashboard” instead of “ask PRIE”! Researchers are now able to focus on higher level analyses that examine college level interventions and their impact on student success.

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- b. Describe how your project/study meets the award criteria (see *Awards Description and Evaluation Criteria*).

The category is Data Democracy and Culture of Inquiry.

Innovation: *Project demonstrates innovative applications (e.g., creative use of technology, research methodology, statistical techniques, research design, etc.)*

- Cañada College Data Dashboard—open access to faculty, staff, and administrators with proper training
- Collaboration with Student Equity Inquiry projects using logic model and data-driven decision making process.

Research & Assessment Methods (as applicable): *Project uses a rigorous research design; Project uses appropriate sampling method; Project has appropriate definition of variables included in the stud; Project uses adequate control of extraneous variables; Project has a robust analysis, whether quantitative or qualitative; Project has supportable conclusions*

- Research and assessment methods are varied depending on the needs of the project.
- Research office is assisting these projects on their logic model design—forming problem statements, input, output, short-term outcomes, and long-term outcomes.

Facilitating Evidence-Driven Planning and Decision-Making: *Project uses the process and/or results to facilitate discussions on planning and decision-making*

- Open access Data Dashboard to faculty, staff, and administrators.
- Logic model for the project structure.
- Team work to create and implement intervention
- Using data to valid and provide the effectiveness of the project

Diversity: *Project demonstrates an understanding of issues related to equity and diversity; Project provides a methodology to address equity gaps (e.g., by ethnicity, gender, age or socioeconomic status)*

- Because of the Data Dashboard, faculty and staff can analyze their interventions to address equity gaps by examining student’s ethnicity, gender, age group, and socioeconomic status.
- The findings of the equity gaps are helping project teams to better re-design their intervention and target specific student groups who need specific support.

Meaningfulness: *Project has relevance and probable usefulness to other colleges/districts; Project has demonstrated significance of the issue addressed*

The beauty of this process is that it is faculty/staff led process. Researchers are on the sideline to support faculty and staff on their action research. We “generalize” the

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researcher's role by providing appropriate tools, training, and inquiries (asking questions) to increase data democracy and culture of inquiry. Research (action research) is no longer researcher's trade mark or patent. It has been gradually integrated into the college's culture.

Communication: *Project is written with clarity of communication; Project was communicated appropriately to target audience*

- The communication around data inquiry and/or the Data Dashboard happens in department meetings, division meetings, College Cabinet/Council meetings, Flex day training sessions, in person meetings, project meetings, Student Equity Inquiry meetings, drop in meetings, etc.
- The completed projects or the completed data analysis are posted at the [Action Research Website](#) in the Planning, Research, and Institutional Effectiveness Website to show case faculty and staff's work.

Partnerships/Collaboration: *Project demonstrates a collaborative effort that maintains a focus on successful student outcomes*

The research office collaborates with the Student Equity Inquiry projects, grant programs, and other college projects—providing assistance on utilization of the Data Dashboard, analysis of the baseline data, supporting creation of the intervention, designing the evaluation process, evaluating the effectiveness of the intervention, and refine the intervention.