About This Guide

In this Data Champion's Program companion guide, Data Champions will find general information about the program, Fall and Spring schedules, workshops preparation materials, and resources and guidelines for completing all requirements of the Data Champion program. This ever evolving guide will continue to be updated and refined as new data resources are discovered. We welcome any and all feedback to ensure this guide is as useful as possible and meets the needs of all our Data Champions. For the most recent version of this guide please visit the Data Champion’s Team Drive.
Guide Table of Contents

Meet the Data Champion Program Team

Introduction to the Data Champion Program
   Data Champion Program Goals, Objectives, and Responsibilities
   Data Champion Program Timeline

Data Sharing and Security
   Confidentiality Agreement
   Data Sharing Guide

Identifying Student Success Challenges
   Workshop 1 Introduction and Preparation Worksheet
   Graduation Initiative 2025 & SDSU Strategic Goal Resources
   Illustrated Guide to Understanding Graduation Rates
   New Aztec Landscape... Coming Soon!

Defining Challenges using Data Resources
   Workshop 2 Introduction and Preparation Worksheet
   Data Champion’s Data Resource Vault
   Metrics, Metrics, Metrics... Coming Soon!
   Top 10 Data Visualization Tips... Coming Soon!

Illustrations of Campus Student Success Studies
   Workshop 3 Introduction and Preparation Worksheet
   Project Workflow Guide
   Sample Campus Student Success Studies... Coming Soon!

Data Champion Projects
   Project Proposal Guidelines
   Final Project Guidelines
   Sample Data Champion Projects

Acknowledgements

Appendix
Meet the Data Champion Program Team
Data Commissioners

Program sponsors and advocates.

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Data Champion Partners

Analytic Studies and Institutional Research (ASIR) - ASIR’s key mission is campus decision support. ASIR is committed to providing access to comprehensive and strategic information, conducting in-depth analyses, and utilizing effective reporting tools to support data-informed decision-making at all levels of the University. ASIR

CO-Student Success Initiatives – The Primary aim of the Student Success Initiative team is to ensure that all students have the opportunity to graduate in a timely manner according to their personal goals, positively impacting their future and producing the graduates needed to power California and the nation.

Division of Academic Engagement and Student Achievement (formerly DUS) - The mission of DAESA is to promote student success by providing for all undergraduate students specific academic pathways to world-class intellectual resources and transformative experiences. DAESA

Other Academic Affairs: ITS, SIMSR Operations - The SIMS/R group provides support for the Student Information Management System. This includes the development and maintenance of the SIMS/R database, and generating reports to support admissions, registration, advising, and curriculum decisions campus wide.

Student Affairs Research and Assessment (SARA) - The Division of Student Affairs is a partner in the university learning community. Education is enhanced, both inside and outside of the classroom, through high-impact programs and services that advance student learning, development, and success. Student Affairs
Data Crew

Campus data partners and key collaborators.

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College of Engineering

Theresa Garcia  Natasha Forbes-Celise  Yusuf Ozturk
Data Champions

College of Health and Human Services

- Mark Reed
- Ignatius Nip
- Jason Ramirez

College of Professional Studies and Fine Arts

- Bey-Ling Sha
- Kotaro Nakamura
- Annie Foral
- Lanie Lockwood
- Donna Conaty

College of Sciences

- Emilio Ulloa
- Amy Gonsalves
- Estralita Martin
- Cathie Atkins
Data Champions

Division of Graduate and Research Affairs

- Ed Balsdon
- Lisa Kath
- John Crockett

Division of Student Affairs

- Henry Villegas
- Jeff Harlig

Housing Administration & Residential Education

- Anwar Cruter
- Natalie Wong
- Eric Hansen
- John Godfrey

Library & Information Access

- Kara Bauer
- Adam Dilla
- Sallee Spearman
- Lisa Lamont
## Coach Assignments

<table>
<thead>
<tr>
<th>COACH NAME</th>
<th>TITLE</th>
<th>COACH TYPE</th>
<th>AREA OF EXPERTISE</th>
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<tbody>
<tr>
<td>HIDAHIS MESA</td>
<td>Research Analyst</td>
<td>Primary</td>
<td>Data organization, data exploration, dashboards, action research</td>
</tr>
<tr>
<td>ARTHUR PASTERNAK</td>
<td>Research Analyst</td>
<td>Primary</td>
<td>Data organization, data exploration, dashboards, action research</td>
</tr>
<tr>
<td>CYNDI CHIE</td>
<td>Analyst Programmer</td>
<td>Primary</td>
<td>Data organization, APEX, SIMSR</td>
</tr>
<tr>
<td>RICH LEVINE</td>
<td>Professor</td>
<td>Primary</td>
<td>Statistical methods, data mining, contextual relevance, action research</td>
</tr>
<tr>
<td>REY MONZON</td>
<td>Director, SARA</td>
<td>Primary</td>
<td>Survey development, statistical methods, data organization</td>
</tr>
<tr>
<td>ANNA JOST</td>
<td>Research Analyst</td>
<td>Primary</td>
<td>Survey development, statistical methods, data organization</td>
</tr>
<tr>
<td>JEANNE STRONACH</td>
<td>Director, ASIR</td>
<td>Primary</td>
<td>Data organization, data exploration, dashboards, action research</td>
</tr>
<tr>
<td>JUANJUAN FAN</td>
<td>Faculty</td>
<td>Subject Area</td>
<td>Statistical methods</td>
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<tr>
<td>BERNIE DODGE</td>
<td>Faculty</td>
<td>Subject Area</td>
<td>Learning Design</td>
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<tr>
<td>MAUREEN GUARCELLO</td>
<td>Instructional Designer</td>
<td>Subject Area</td>
<td>Statistical methods, contextual relevance</td>
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<tr>
<td>XI YAN</td>
<td>Data Scientist</td>
<td>Subject Area</td>
<td>Statistical methods</td>
</tr>
<tr>
<td>JOSH BEEMER</td>
<td>Graduate Research Asst, ASIR</td>
<td>Subject Area</td>
<td>Statistical methods</td>
</tr>
<tr>
<td>CRIS MANLANGIT</td>
<td>Student Asst, ESIT</td>
<td>Subject Area</td>
<td>Statistical methods</td>
</tr>
<tr>
<td>STEPHEN SCHELLENBERG</td>
<td>AVP, Student Achievement</td>
<td>Subject Area</td>
<td>Contextual relevance, action research</td>
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<table>
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<tr>
<th>DATA CHAMPION TEAM</th>
<th>TEAM LEAD</th>
<th>PRIMARY COACH</th>
<th>SECONDARY COACH</th>
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</thead>
<tbody>
<tr>
<td>ARTS AND LETTERS</td>
<td>Audrey Beck</td>
<td>Hidahis Mesa</td>
<td>Stephen Schellenberg</td>
</tr>
<tr>
<td>BUSINESS</td>
<td>Andy Baker</td>
<td>Arthur Pasternak</td>
<td>Maureen Guarcello</td>
</tr>
<tr>
<td>EDUCATION</td>
<td>Sandy Kahn</td>
<td>Arthur Pasternak</td>
<td>Maureen Guarcello</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>Natalya</td>
<td>Hidahis Mesa</td>
<td>Xi Yan</td>
</tr>
<tr>
<td>HEALTH AND HUMAN SERVICES</td>
<td>Mark Reed</td>
<td>Juanjuan Fan</td>
<td>Rich Levine</td>
</tr>
<tr>
<td>PROFESSIONAL STUDIES AND FINE ARTS</td>
<td>Lanie Lockwood</td>
<td>Cyndi Chie</td>
<td>Cris Manlangit</td>
</tr>
<tr>
<td>SCIENCES</td>
<td>Amy Gonsalves</td>
<td>Rich Levine</td>
<td>Josh Beemer</td>
</tr>
<tr>
<td>GRADUATE AND RESEARCH AFFAIRS</td>
<td>Lisa Kath</td>
<td>Jeanne Stronach</td>
<td></td>
</tr>
<tr>
<td>LIBRARY ADMINISTRATION</td>
<td>Sallee Spearman</td>
<td>Jeanne Stronach</td>
<td>Bernie Dodge</td>
</tr>
<tr>
<td>STUDENT AFFAIRS</td>
<td>Jeff Harlig</td>
<td>Rey Monzon</td>
<td>Anna Jost</td>
</tr>
<tr>
<td>HOUSING ADMINISTRATION AND RESIDENTIAL EDUCATION</td>
<td>John Godfrey</td>
<td>Anna Jost</td>
<td>Rey Monzon</td>
</tr>
</tbody>
</table>
Program Overview
Data Champions Program

Fall 2017 - Spring 2018

The Data Champions Program brings together selected campus administrators, faculty, and staff in an effort to facilitate data-informed decision-making in support of student success. The program is motivated by the CSU Graduation Initiative 2025 (GI2025), SDSU strategic goals, and efforts to expand University data capabilities. By becoming proficient in the data tools available, Data Champions will be empowered to identify potential predictors of and barriers to student success and to collaborate with colleagues to develop data-informed programs and initiatives.

(Program Description Credit: 2016-2017 CSUN Data Champions Program Overview)

Each unit will have a team that includes at least one associate dean, one faculty member and one staff member. Data Champion Captains and Coaches will assist Data Champions by providing resources and outlets for ongoing discussion of the Graduation Initiative 2025 goals. Coaches will also provide hands-on training, consultation on institutional data, feedback, and promote collaboration among the Data Champions.

Program Overview

Fall 2017

Data Champions will attend training sessions centered on inquiry-based activities and discussions. Through these sessions Data Champions will build their understanding of institutional data and information resources in order to identify a significant student success issue facing their unit for which data can help provide actionable solutions.

Spring 2018

In the spring, Data Champion teams will be paired with a Data Coach to begin executing their proposed projects. Twice-monthly Data Champion meetings will be scheduled to discuss progress and results.
Program Goals and Objectives

Program Goals:

- Promote campus-wide evidence-based decision-making.
- Encourage collaboration across units to enhance student success.
- Communicate goals of GI 2025 and help campus units take ownership.
- Engage faculty and staff in strategic planning and policy decisions.

Data Champions Program Learning Outcomes:

- Achieve an understanding of Graduation Initiative 2025, student success metrics, and how these initiatives relate to the goals of each Data Champion’s specific unit.
- Build data literacy by exploring data resources such as CSU and SDSU dashboards.
- Identify predictors of and barriers to student success within each Data Champion’s specific unit.
- Learn best practices for summarizing and visualizing institutional data.
- Communicate inferences drawn from institutional data to key university stakeholders.
- Promote awareness of information resources across campus – Be a Data Champion!
Data Champion Responsibilities

Fall 2017

- Attend all four Data Champion workshops.
- Complete all workshop preparatory assignments on time.
- Consult with and provide updates to unit leadership on project ideas and progress.
- Explore and provide feedback on the Data Champion Program, ASIR internal portal, SDSU Student Success Exploration & Analytics dashboards, and CSU Dashboards.
- Submit a draft proposal for data project by Friday, December 15th.

Spring 2018

- Submit a final proposal in January 2017 (date TBA).
- Attend Spring 2018 Data Champion Program meetings (dates TBA).
- Execute the proposed data project in Spring 2018.
- Present findings from data project at the final Spring 2018 Data Champions Program meeting and at appropriate campus venues (e.g., dept/college meetings, etc.).
- Work with Data Champions Program personnel to develop a plan to promote data literacy and data-informed decision making at the Champions’ administrative unit.

Program Bonuses and Support

Through successful completion of all requirements of the program, Data Champion faculty and staff can earn up to $1,000 in the fall term and an additional $2,000 at the end of spring for a total bonus of $3,000.

<table>
<thead>
<tr>
<th>Bonus Description</th>
<th>Amount</th>
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<tr>
<td>Fall 2017 Bonus ($200 base + $200 per meeting for four meetings)</td>
<td>$1,000</td>
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<tr>
<td>Spring 2018 Bonus ($200 base + $200 per meeting for four meetings)</td>
<td>$1,000</td>
</tr>
<tr>
<td>Spring 2018 Bonus (upon approval of submitted Communication/Implementation Plan)</td>
<td>$1,000</td>
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</table>
Summary:
Data Champion coaches are a resource to help Data Champion teams understand the data, find existing data resources, help identify proper methods and help interpret results. Each team will be assigned a primary coach who will regularly meet with teams to answer questions and facilitate communication with subject area coach experts as necessary.

Primary Coach Duties
- Review proposals and provide comments (reflecting comments from all coaches)
- Collect any survey/participation/other data from team to be linked to ASIR data
- Help develop data sets including linking external data to ASIR/SIMSR data
- Communicate weekly with teams about project and help move the project forward
- Meet regularly with Data Champion teams
- Answer questions, provide clarification
- Attend Spring workshops and present information as needed
- Provide guidance about data and analysis
- Facilitate meetings with subject area experts
- Review results and provide input on presentation of findings

Subject Area Coach Duties
- Provide guidance to Data Champion teams in area of expertise e.g., statistical methods, APEX, survey development, dashboard development etc.
- Develop training materials and present information at the Spring workshops
- Communicate/meet with Data Champions as necessary
- Attend Spring workshops
- Review results and provide input on presentation
## Fall 2017 Workshop Schedule

<table>
<thead>
<tr>
<th>Workshop 1</th>
<th>Friday, Oct. 20&lt;sup&gt;th&lt;/sup&gt;</th>
<th>Friday, Oct. 27&lt;sup&gt;th&lt;/sup&gt;</th>
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<tr>
<td>Preparation Due</td>
<td>11:30 AM – 1:00 PM</td>
<td>EBA 410 – Lunch Provided</td>
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<td><strong>Workshop 1 Prep</strong></td>
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</table>

**Friday, November 3<sup>rd</sup>**

Optional SSEA Dashboard Training
11:00 AM – 12:30 PM - EBA 410

<table>
<thead>
<tr>
<th>Thursday, Nov. 9&lt;sup&gt;th&lt;/sup&gt;</th>
<th>Friday, Nov. 17&lt;sup&gt;th&lt;/sup&gt;</th>
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<td>Preparation Due</td>
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<td><strong>Workshop 2 Prep</strong></td>
<td>EBA 410 – Lunch Provided</td>
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(Postponed until Spring Semester)

Optional Stats Refresher

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<th>Monday, Nov. 27&lt;sup&gt;st&lt;/sup&gt;</th>
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<tr>
<td>Preparation Due</td>
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<tr>
<td><strong>Workshop 3 Prep</strong></td>
<td>EBA 410 - Lunch Provided</td>
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<tr>
<th>Wednesday, Dec. 13&lt;sup&gt;th&lt;/sup&gt;</th>
<th>Friday, Dec. 15&lt;sup&gt;th&lt;/sup&gt;</th>
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<tr>
<td>Proposal Draft Due</td>
<td>11:30 AM – 1:00 PM</td>
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<tr>
<td><strong>Proposal Guidelines</strong></td>
<td>EBA 410 – Lunch Provided</td>
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</table>
## Spring 2018 Workshop Schedule

<table>
<thead>
<tr>
<th>Workshop</th>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Details</th>
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<tr>
<td>Workshop 5</td>
<td>Friday, January 26th</td>
<td>11:30 AM – 1:00 PM</td>
<td>EBA 410 – Lunch Provided</td>
<td>Data Sharing, FERPA, Team/coach meetings</td>
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<td>Workshop 6</td>
<td>Friday, February 23rd</td>
<td>11:30 AM – 1:00 PM</td>
<td>EBA 410</td>
<td>Optional Survey Design &amp; Qualtrics Training</td>
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<td>Workshop 7</td>
<td>Friday, March 23rd</td>
<td>11:30 AM – 1:00 PM</td>
<td>EBA 410</td>
<td>Optional Stats Refresher &amp; How-To Tableau Training</td>
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<td>Written Update Due to Coaches</td>
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<td>Workshop 8</td>
<td>Friday, May 4th</td>
<td>10:00 AM – 3:00 PM</td>
<td>EBA 410 - Lunch Provided</td>
<td>Team Presentations</td>
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Data Sharing and Security
Confidentiality Agreement

It is the policy of Enrollment Services and San Diego State University that any and all information regarding or pertaining to prospective students and/or current or former students is confidential and shall be considered and handled with discretion and confidentiality. This information includes, but is not limited to:

Student demographics
Academic Performance (GPA, SAT scores, class rank, etc.)
Outcomes (probation, graduation, grades)

I, _________________________________, accept responsibility for maintaining the confidentiality and security of student information, whether that information is in hard copy, electronic, audio, visual, or other formats, and I agree that I will comply with the policies of Enrollment Services, and San Diego State University. I am committed to protecting the privacy of student records and adhering to the regulations identified in the Federal Family Education Rights and Privacy Act (FERPA) of 1974. At the completion of my Data Champion project I agree to delete all data shared by the Data Champions program with my team.

_____________________________________
Signature

_____________________________________
Date
Step 1: Complete Data Security Administrative Tasks

- Complete FERPA training.
- Read and sign electronic Confidentiality Agreement

Step 2: Access Data

- Once FERPA training is complete and Confidentiality Agreement signed, you can access the Excel file.
- Open the file from ASIR’s SDSU SharePoint site (SDSUid login required for access)
  - If necessary, login to SDSU intranet/SharePoint site

  ![ASIR SharePoint interface]

  - Click on the 3 circles next to file name and choose Open → Open in Excel
  - Click OK to open Excel on your desktop
  - The file is very large and takes a few minutes to load.

Step 3: To make changes to the data set:

- Download and save as a new file
- In Excel, choose File ----> Save as (select your OneDrive or secure file server)
- File can be loaded into statistical package
- Any downloaded copies of the data should be stored in personal OneDrive directory or secured file server and deleted at the end of the DC program.
Step 4: Understanding the Data

- Review the Data Champions Data Set Dictionary to understand the data fields, values and how the information was derived.
- Review the Update Summary for new additions (each Friday).
- Use pivot table functionality in Excel to easily create frequencies across variables and better understand the data set (see screenshot below).
- Request additional data for section-based inquiry or for other data be linked to existing data set.

Other Resources

FERPA Guidelines

ASIR SharePoint access:
All Data Champions are set up as visitors but you must follow the ASIR site:
Workshop 1: Identifying Student Success Challenges
Consult with unit leadership and colleagues to identify student success challenges and connect these with the CSU Graduation Initiative 2025. Your Data Champion Project Proposal will likely develop from one or more challenges identified in this list.

### Workshop One

**Identifying Student Success Challenges**

<table>
<thead>
<tr>
<th>Issue/Area of Inquiry</th>
<th>How it relates to GI 2025 and Student Success</th>
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<tbody>
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**Workshop Goals:**

- Appreciate role of GI2025 in student success.
- Appreciate challenges in meeting the GI 2025 goals.
- Identify common student success challenges and themes among DC colleges and administrative units.

**How to Prepare:**

- Complete [Data Champion Background Survey](#).
- Review [Data Champions Program Outline](#).
- Review [Graduation Initiative 2025 & Strategic Goals Guide](#).
- Briefly review [ASIR website](#) and basic campus statistics.
- Complete workshop preparation worksheet below.
- Prepare for discussion at workshop: *How do your student success goals tie into GI 2025 goals? How may they (seemingly!) not tie in?*
Graduation Initiative 2025

What is the Graduation Initiative 2025?
Graduation Initiative 2025 is the California State University’s ambitious initiative to increase graduation rates for all CSU students while eliminating opportunity and achievement gaps. The goal put forth by the CSU is that all students have the opportunity to graduate in a timely manner according to their personal goals, positively impacting their future and producing the graduates needed to power California and the nation. (1)

Why were these targets set?
Research from the Public Policy Institute of California indicates that California will face a deficit of nearly 1.1 million degrees by the year 2030. Graduating more students at the CSU represents California’s largest opportunity to meet the demand for highly educated workers while also providing significant opportunities to diverse populations.

What are the SDSU Full-Time First-Time Freshman Targets?
4-Year GI2025 FT-FTF Graduation Rate Target = 54%.
6-Year GI2025 FT-FTF Graduation Rate Target = 86%.

4-Year FT-FTF Graduation Rate for Fall 2013 Cohort = 39.6%.
6-Year FT-FTF Graduation Rate for Fall 2011 Cohort = 75.3%.

What are the SDSU Full-Time New Upper Division Transfer Targets?
2-Year GI2025 FT-NUDT Graduation Rate Target = 51%.
4-Year GI2025 FT-NUDT Graduation Rate Target = 91%.

2-Year FT-NUDT Graduation Rate for Fall 2015 Cohort = 50.2%.
4-Year FT-NUDT Graduation Rate for Fall 2013 Cohort = 85.3%.

How does SDSU plan to achieve these targets?
To achieve 2025 goals, SDSU primarily plans to focus on enrollment management, advising, student success support services, and success in low completion rate courses.

How are graduation rates calculated?
View our Illustrated Guide to Understanding Graduation Rates!
Graduation Rates Illustrated

By now you may be wondering, how exactly are graduation rates calculated? Or if you already know, you may still be surprised by a few graduation rate calculation nuisances. The following examples will specifically look at the Full-Time First-Time Freshmen (FT-FTF) six year graduation rate, but the same principles apply to the FT-FTF 4-year and New Upper-Division Transfer (NUDT) 2-year and 4-year graduation rates.

A few key terms:
Cohort: A cohort is a group of students entering the university in a particular semester.
Full-Time: An undergraduate student taking 12 or more units at fall matriculation is considered Full-Time.

FAQ
How are summer terms counted in the graduation rates? When calculating graduation rates, students graduating in summer terms are included in the rates similar to spring graduates. For example, first-time freshmen entering in Fall 2019 and graduating by summer of 2025 will count towards the Fall 2019’s six-year graduation rate.

What if first-time freshmen entering in Fall 2019 are still enrolled after summer 2025 and graduate at a later date? They will earn their Bachelor’s degree but will not count towards the six-year graduation rate.

Who is not counted in the graduation rate? Students who enter the university as part-time students in their first semester do not count towards SDSU’s graduation rate. This population has declined significantly over time.
College and Department graduation rates are a bit trickier to interpret than overall graduation rates because college and department graduation rates are calculated based on the student’s declared major at fall matriculation.

**Fall 2019 Cohort**

The Denominator = 4
For example, if 4 First-Time Freshmen from the Fall 2019 Cohort begin their first semester at SDSU in the College of Liberal Arts, these students are the only students that will count towards CAL’s graduation rate.

\[
\frac{3}{4} = 75\%
\]

Fall 2019 CAL FT-FTF Graduation Rate

The Numerator = 3
The college graduation rate is based on how many of these students go on to graduate from any college. For example, if 3 of 4 students who entered SDSU in CAL graduate by summer 2025, the CAL Fall 2019 6-year FT-FTF graduation rate will be equal to 75%.

**CAUTION!**
Notice that even though 2 of the FT-FTF who started in CAL graduated in HHS and BUS, they still count toward the CAL Fall 2019 FTF six-year graduation rate. Note: Graduation rates at the program and degree levels are calculated in a similar manner.

**FAQ**
Who is not counted in the CAL’s graduation rate? Fall 2019 first-time freshmen who graduated in the College of Liberal Arts but did not matriculate in this college.

In the scenario above, do the two students who graduated in HHS and BUS also count towards the HHS and BUS graduation rates? No. Since these students entered the university as CAL majors, they only count towards the CAL graduation rate.
Workshop 2:
Defining Challenges using Data Resources
**Workshop Two**

**Defining Challenges Using Data**

**Workshop Goals:**
The goal of this workshop is to promote exploration of information resources to identify student success challenges with objective metrics. The aim is to narrow focus on the most impactful and actionable student success challenges.

**How to Prepare:**
- Complete workshop preparation worksheet below to continue to refine student success challenges for the DC project proposal.
- Prepare for discussion at workshop: What opportunity gaps do you identify using the data resources? What are data resources you wish you had access to?

*Use this form to explore student success challenges identified in Workshop One. Identify and submit form for top three challenges facing your unit. Use data resources to answer these questions and to collect other information to quantify and define the issues. List other questions you have and where you had trouble finding relevant information.*

<table>
<thead>
<tr>
<th>Student Success Issue:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How many students does this issue affect? Explain how the number of students is summarized (e.g., number of students enrolled in a course over a specific time period).</td>
<td></td>
</tr>
<tr>
<td>What are the outcomes for the affected students? Which outcomes are most salient?</td>
<td></td>
</tr>
<tr>
<td>Is there a comparable students to whom the outcomes of affected students can be compared? What is the rationale for the comparison? How many students?</td>
<td></td>
</tr>
<tr>
<td>What are the outcomes for both groups?</td>
<td></td>
</tr>
<tr>
<td>Which courses and/or programs are related to these students or issue?</td>
<td></td>
</tr>
<tr>
<td>What are the course and/or programs outcomes overall, for specific students?</td>
<td></td>
</tr>
<tr>
<td>What faculty issues are related to this challenge?</td>
<td></td>
</tr>
<tr>
<td>How have other institutions tackled this challenge?</td>
<td></td>
</tr>
<tr>
<td>What other data would be helpful to defining and/or solving this challenge that you were not able to find?</td>
<td></td>
</tr>
</tbody>
</table>
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.

**APEX 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.
Where do I go if I want to compare my data with other CSU campuses?

**CSU Student Information Dashboards** – Like SDSU’s Analytic Studies and Institutional Research public website, the CSU Student Information Dashboards provide users with basic enrollment, demographic, and outcome information for all CSU campuses. These dashboards also provide labor market outcome statistics for CSU graduates employed in state of California. Additional CSU statistics are also available through the CSU Analytics Studies website.

**CSU Student Success Dashboards** – The CSU student success dashboards were created to specifically support the Graduation Initiative 2025 and to provide campuses with actionable data. The faculty student success dashboards are a highly recommended resource for all faculty interested in learning more about their program, and comparing key metrics such as course failure rates, to similar programs at other CSU institutions.

**CA Board of Education (CBEDS)** – A rich resource of K-12 student data and statistics.

Where do I go if I want to compare my data with other universities or the national higher education landscape?

**Integrated Postsecondary Education System (IPEDS)** – IPEDS gathers information from every college, university, and technical and vocational institution that participates in the federal student financial aid programs. The Higher Education Act of 1965, requires that institutions report data on enrollments, program completions, graduation rates, faculty and staff, finances, institutional prices, and student financial aid. These data are made available to students and parents through the College Navigator college search Web site and to researchers and others through the IPEDS Data Center [resource: About IPEDS: What is IPEDS?].

**National Center for Education Statistics (NCES)** – The National Center for Education Statistics (NCES) is the primary federal entity for collecting and analyzing data related to education in the U.S. and other nations. NCES fulfills a Congressional mandate to collect, collate, analyze, and report complete statistics on the condition of American education [resource About US: About NCES]. The NCES is a great resource for learning more about general higher education policies and their impact on higher education.

**Education Trust** – The Education Trust is a non-profit policy advocacy organization that has developed several useful higher education data resources such as College Results Online – which compares the cost and outcomes of universities serving similar students, the Pell Graduation Rate Tool – which monitors the graduation rate outcomes of pell-recipients throughout the nation, and the California Financial Aid Tracker – which monitors financial aid application rates.

Add your own!

Have a great resource you would like to share with your fellow data champions? Share it with us!
Workshop 3: Illustrations of Campus Student Success Studies
**Workshop Three**

**Illustrations of Student Success Studies**

**Workshop Goals:**
The goal of this workshop is to help Data Champions conceptualize the details of their projects through review of completed student success studies and research frameworks.

**How to Prepare:**
- Review [Program Evaluation Guide](#).
- Consult with unit leadership and complete workshop preparation worksheet below for the top student success challenge to be developed into a DC Project proposal.
- Prepare for discussion at workshop: *What are the goals of my DC project? What steps must be completed to execute my proposal? What challenges may impede my project execution?*

*Begin brainstorming for your DC project proposal. This is an opportunity to continue perusing the data resources consulting with unit leadership as you focus your project with respect to feasibility, data elements required, impact on student success.*

<table>
<thead>
<tr>
<th>Student Success Issue:</th>
</tr>
</thead>
<tbody>
<tr>
<td>List existing data resources that will support selected project.</td>
</tr>
<tr>
<td>List additional data needed (e.g., raw data, new survey, focus group etc.). How will you collect this additional data? How much will it take you to compile it? How feasible is the data collection?</td>
</tr>
<tr>
<td>Identify methods that may be required for your project. (E.g., data visualizations, descriptive summaries, statistical analyses. Try to be specific in order to gauge feasibility and time commitment.)</td>
</tr>
<tr>
<td>Project timeline, including data collection if needed and project reporting (e.g., written report, dashboard, presentations to unit/campus leadership).</td>
</tr>
<tr>
<td>Expected project outcomes (actionable and related to student success and GI 2025).</td>
</tr>
</tbody>
</table>
Project Workflow Guide

Planning
- Collect Background Information (Optional Guide)
- Conduct Literature Review (Optional Guide)
- Draft Research Proposal (Guide)
- Explore Data (Optional Guide)

Data Curation
- Identify data resources
- Review data documentation
  - Document new data fields
- Data compilation and organization
  - Create mechanism to extract data from necessary sources, creating and documenting new variables, etc.
  - Prepare data for cleaning and variable selection
- Compile and import the data into statistical analysis environment (e.g. Excel, R, SAS, SPSS)

Data Analysis
- Choose the analysis approach
- Execute the statistical procedure
- Organize scripts and save the query and output

Data Reporting
- Draft project executive summary
- Present study results
- Publish Results and Collect Feedback

Feedback and Refinement
Every project is unique! This project workflow guide is just a guide. Depending on the needs and focus of your particular project, you may not need to follow every step in this guide. This guide is also not exhaustive, and projects may require additional steps in order to be executed effectively.

Context matters! A great analyst always takes a project’s context into consideration. Understanding stakeholders, knowing your audience, and familiarizing yourself with your topic of interest as much as possible will ultimately help you determine the best plan of action for your particular project.

Research is iterative! Many of the steps in this guide will need to be revisited multiple times throughout the research process. Patience and flexibility, is key to the completion of a successful analysis project!

Research and Evaluation Resources

- ASIR Program Evaluation Analysis Visual Flowchart
- The Manager’s Guide to Evaluation
- AEA 365 | A Tip-A-Day by and for Evaluators

Add your Own!
Have a great resource you would like to share with your fellow data champions? Share it with us!
Workshop 4: Data Champion Projects
Data Champion projects will focus on using data to investigate and identify ways in which the DCs’ college/department/unit can help improve student success relative to the CSU Graduation Initiative 2025 and student progress to degree.

**Specific Project Aims/Introduction:**
One or two sentence description of main purpose for project. What student success questions are you addressing? What questions does the project hope to answer?

**Background:**
Why is project important? What relevant policies or historical trends have motivated project? How does project align with the Graduation Initiative 2025 and SDSU strategic goals and what impact can project outcomes potentially have on the university? How can answers to these questions inform practices in your unit?

**Plan of Work**
- Who are the populations of interest?
- How will “success” be measured?
- What must be accomplished in order to meet project objectives?
- What data can be compiled from existing resources?
- What new data must be compiled?
- What is the project time-line?

**Sample Content:**
Collaborate with program leaders and key stakeholders to:
- Document program history and identify any important or significant changes in implementation.
- Assess extent to which program is currently evaluated.
- Gather any additional data or participation measures not currently stored in SIMS/R or in ASIR.

Analytics:
- Gather, clean, and organize data from SIMS/R and ASIR data-warehouse. SIMS/R covariates presented in the appendix. Assimilate data collected by program.
Methods:
What methods will be applied to conduct the analyses? Summary of intended study design (e.g., surveys, focus groups, and/or data collection) and data analysis approaches (e.g., descriptive summaries, data visualizations, and/or statistical analysis to be performed).

Deliverables:
How will results be communicated to campus and program leaders? These results may help inform program evaluation reports, program funding requests, proposed initiatives for refining and improving the program, and future program assessments.

Sample Content:

- Executive summary of all findings to be shared with program administrators and campus leadership.
- Study results delivered via a collection of visualizations or dashboards as well as a report.
- Presentations at appropriate venues to communicate results of the project and share experience using data resources.
- Other deliverables as appropriate for selected project.

Proposal Due Date:
Wednesday, December 13th, 2017. Project proposal draft should be shared for review via Data Champions Workshop 4: Proposals Google Drive folder. Final proposals will be due in January.

Additional Resources:
Sample Project Proposal – Math Learning Center Project Proposal

UC Berkeley Office of Undergraduate Research & Scholarships: Writing Research Proposals.
University of Michigan’s - The Proposal Writer’s Guide
The Professor Is In - Dr. Karen’s Famous and Foolproof Research Proposal Template
UIUC University Library - Writing a Research Proposal: Parts of a Proposal
Social Science Research Council - On the Art of Writing Proposals
Final Report Guidelines

Report Due Date: Friday, September 7th, 2018.
Upload report to Google Team Drive Final Report folder. Final report abstracts will be posted on ASIR Website. Final report should include each of the following subsections.

Executive Summary
The Executive Summary may be based off the abstract submitted for the presentation at the final DC Program spring semester meeting the beginning of May. Executive summary should include a brief summary of the project’s aims, background, key findings, and recommendations.

Data Gathering and Methodology
What data collection strategies and methods were used to gather project findings?
- Project data sources & population(s) of interest
- Metrics developed; including success metrics and metrics developed to define population(s) of interest
- Study design (e.g., surveys, focus groups, and/or data collection)
- Data analysis approaches (e.g., descriptive summaries and/or statistical analyses performed)

Findings
- Date tables and visualizations which illustrate project’s findings and tell a data story

Strategic Planning
How do the project findings help inform the unit’s student success initiatives?
- Recommendations for new initiatives and refining existing ones.
- Recommendations for improvements in processes (e.g., course scheduling, advising etc.)
- Recommendations for further research

Communication and Outreach
How will results be communicated to campus and program leaders?
- Identify key stakeholders and appropriate communication venues
- Proposed and/or planned presentation timeline

Program Reflections
How has participating in the Data Champions program helped facilitate campus culture of evidence-based decision-making?
- Project successes and challenges
- Brief discussion of the alignment of the final project with initial proposal ideas during the Fall workshop
- Data Champions learning outcomes self-assessment
- Recommendations for Data Champions program improvement

Appendix
- Surveys or additional instruments used to collect or gather data
- Final Spring presentation PowerPoint (in page outline form)
- Supplemental material--additional graphics, descriptive summaries, and/or analyses
Sample Data Champion Projects

Project ideas from CSU Long Beach Data Champions:

Qualitative Projects
- Conduct student focus groups to identify causes of delayed graduation
- Analyze NSSE & FSSE surveys

Academic Pathway Projects
- Investigate major switching patterns
- Profile academic characteristics of a successful pre-major

Special Population Projects
- Identify retention risks for undeclared students
- Investigate the problem of ITEP/BA switching

Program Evaluation Projects
- Evaluate effectiveness of Early Start writing program

Course Projects
- Analyze high DFW and gate-way courses
- Explore course taking patterns and focus on eliminate bottleneck courses
- Examine the needs of students enrolled in the Developmental English course
Acknowledgements

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Attributions

**Images** Designed by Doodler/Freepik, and modified for guide.

Cover:
- [Boy reading a book](#)

Meet the Data Champions:
- [Business Woman in a Presentation](#)
- [Business background Design (man with megaphone)](#)
- [Business Woman Looking Through a Telescope](#)

Program Goals and Objectives:
- [Boss and employees working together](#)

Program Timeline:
- [Time administration with employee with alarm clock](#)

Graduation Initiative 2025:
- [Man painting a ladder on the wall](#)

Illustrated Guide to Understanding Graduation Rates:
- [Graduation Hat](#)
- [Boss choosing an employee](#)
- [Man being chosen](#)

Data Resource Vault:
- [Creative Businessman character (Man with Vault)](#)
- [Businessman with a laptop](#)

Project Workflow Guide:
- [Businessmen Drawing Design](#)
- [Ideas in the Head](#)
- [Businesswoman character relaxing](#)

Project Proposal Guidelines:
- [Businesswoman with Blank Paper](#)

Sample Data Champion Projects:
- [Businessman with a bulb in the head](#)