



THE CHEESECAKE

Learning to collaborate with internal campus offices
on research

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Amey (2010) framework

1. Partnerships are process-oriented
2. Partnerships are nonrational
3. Partnerships require motivation



“How people understand the intent and goals of the partnership is critical to its success. Leaders have to frame the partnership for others effectively and recognize that how they communicate about the collaboration will likely change as it evolves”
(Amey, 2010, p.22)



Overview

- Context
- Starting the Process
- Analysis
- Share Findings
- Reflection
- Cheesecake



Context

Our Office



Our Partner

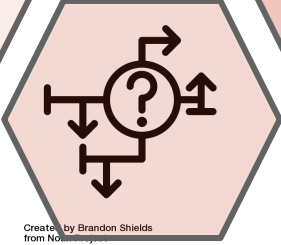


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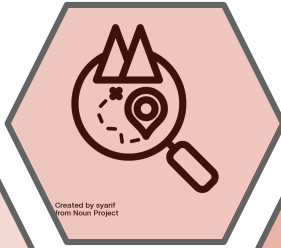




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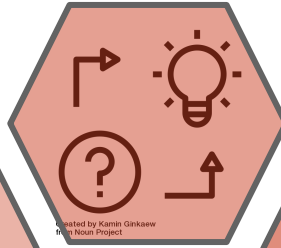
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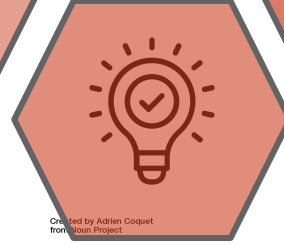
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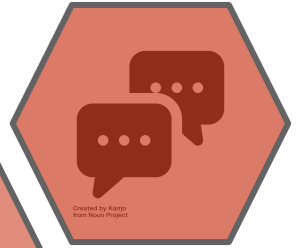
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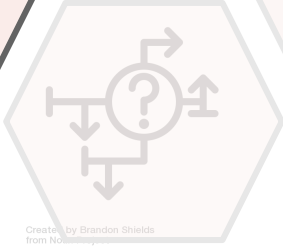
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Step 1: Starting the Process





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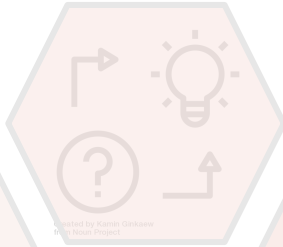
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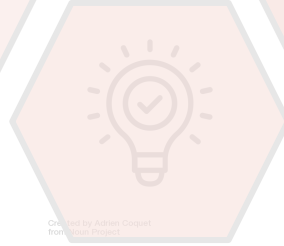
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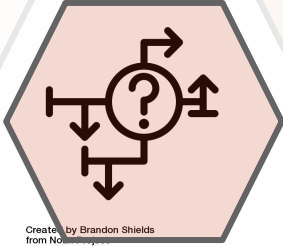
Initial Thoughts

- Grow the partnership
- Build our reputation
- Guiding and scaffolding





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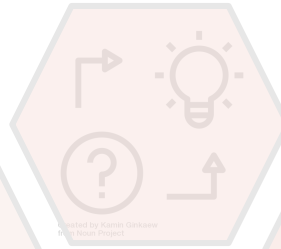
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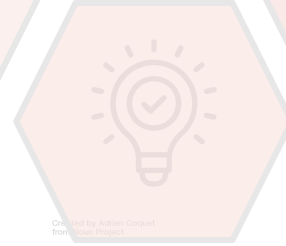
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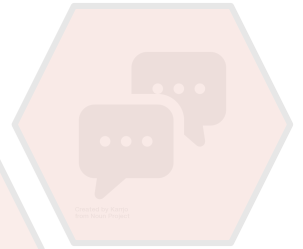
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Internal Questions

What data are they asking for? // What data can we reasonably provide?

Project positionality?



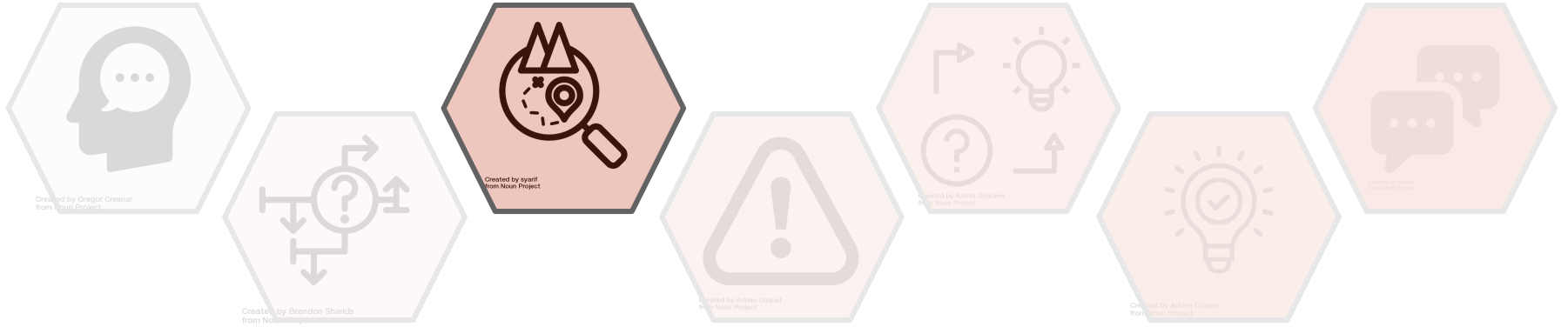
Email

Attached are the two cohorts of the students we would like to know more about. One is from a "representative," non-pandemic year (Fall 2018-Spring 2019, Cohort A) and the other is from a pandemic year, when we were completely online (Fall 2020-Spring 2021, Cohort B). Both lists include last name, student ID, and number of visits to the writing center within these time periods.

We would like to know if you would be able to:

1. Compare WC cohorts and the student body as a whole in terms of retention, GPA (current or at graduation) and maybe total credit hours
2. Separate cohorts into: students who visited 2-3 times (Cohort A 2018-2019 and Cohort A 2020-2021) vs. students who visited 4+ times (Cohort B 2018-19 and Cohort B 2020-2021) and run the same comparison
3. Further separate cohorts A and B into:
 - First generation students
 - Transfers
 - Students who come in with AP or IB credit
 - Students who come in with dual enrollment credit
 - Honors, College Park Scholars, Gemstone, Freshman Connection students
 - Gender, race/ ethnicity
4. Look at SAT or ACT verbal scores for cohorts A and B upon entering the university; compare with overall GPA upon graduation (or latest). Compare that with SAT and ACT verbal scores for the entire class of entering freshmen and with GPAs upon graduation.
5. Of those two cohorts, which students were enrolled in 101X? Compare the WC 101X students with overall 101X GPA/ grades and retention rates
6. How many students were enrolled in 2018-19 and in 2020-21 in the Academic Writing Program and in the Professional Writing Program each semester, including winter but not summer?

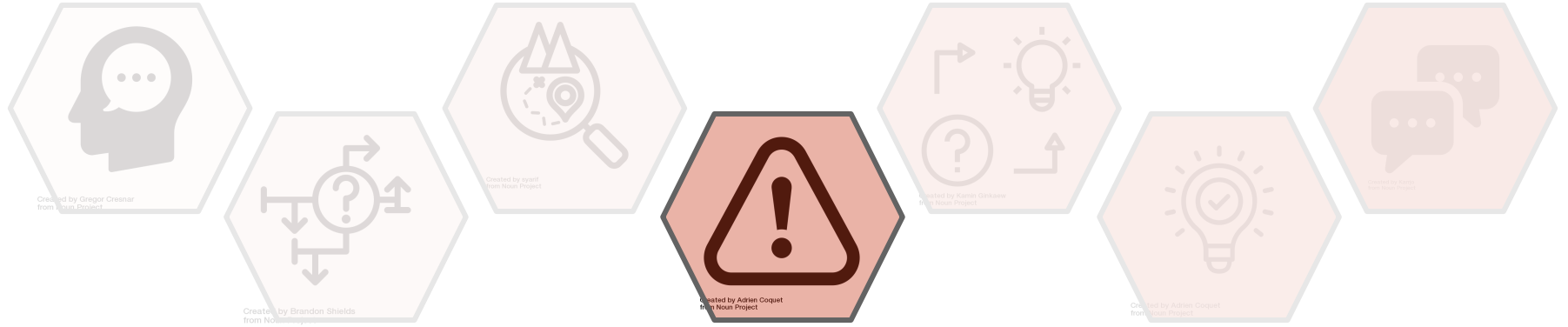




Explore the Data

Link WC data with our data

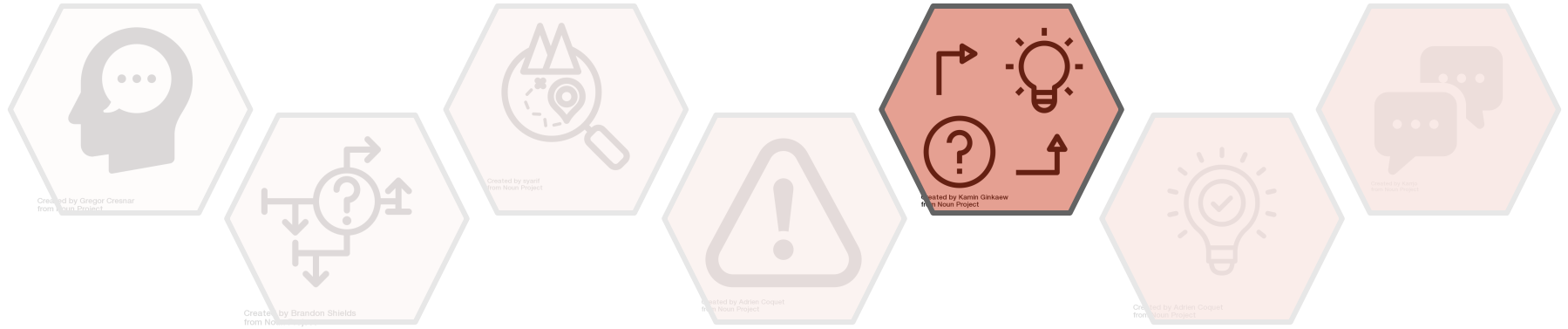




Road Block

Unclean data!!!





Response: Questions

- Locus of control?
- Output uniformity?
- How to frame requests?

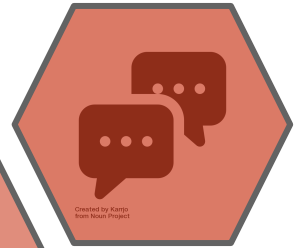
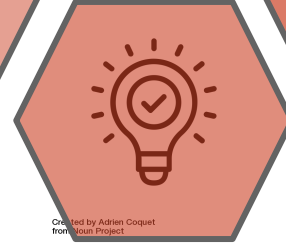
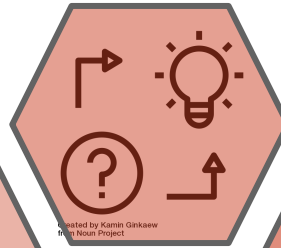
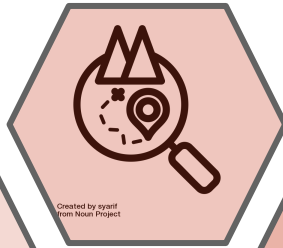
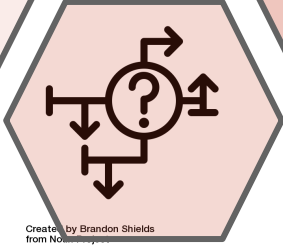




Response: Action

- Some WC involvement
- Some IRPA decisions
- Initial request as guide





Reflection

- What did we do well?
- What could we have done better?
- How would a different decision change these outcomes?



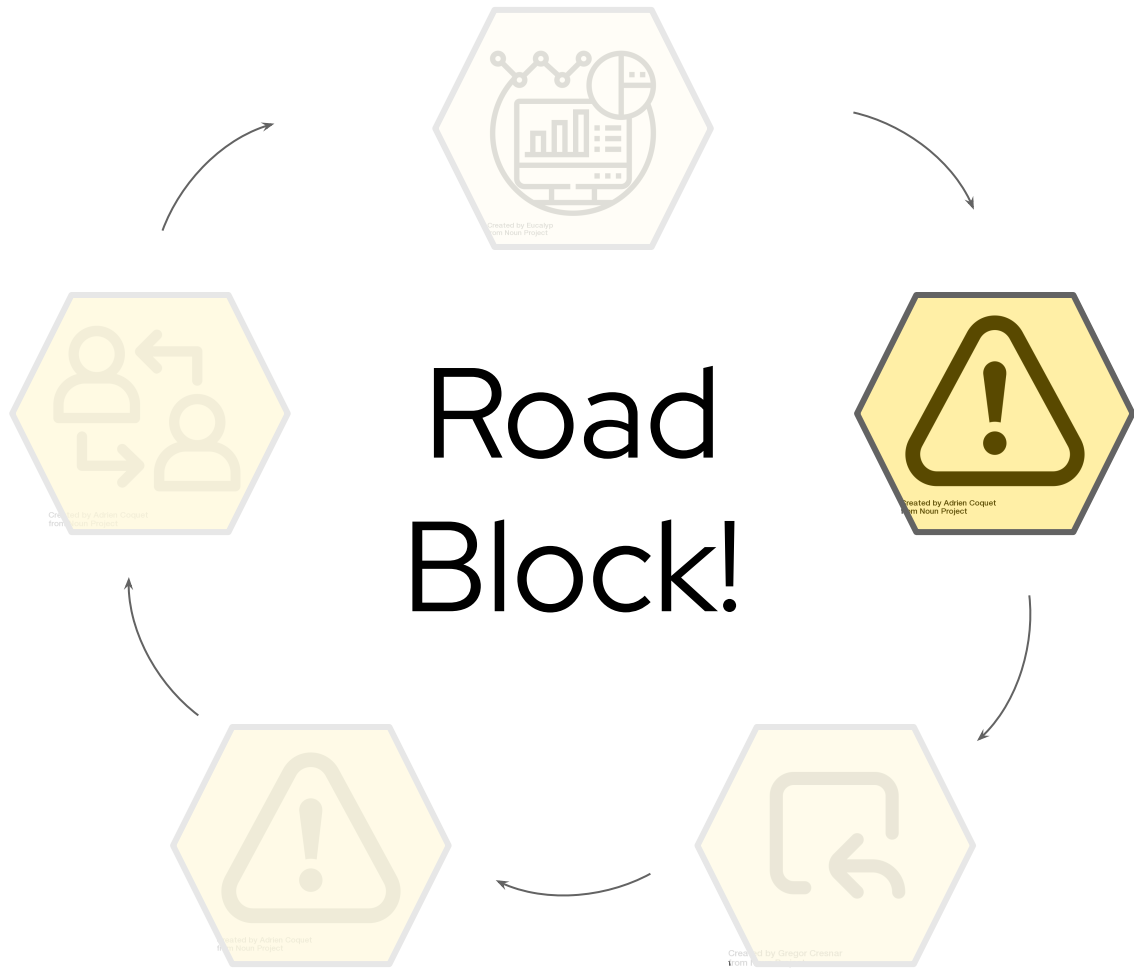


Step 2: Analysis



- Time Consuming
- Data Sources

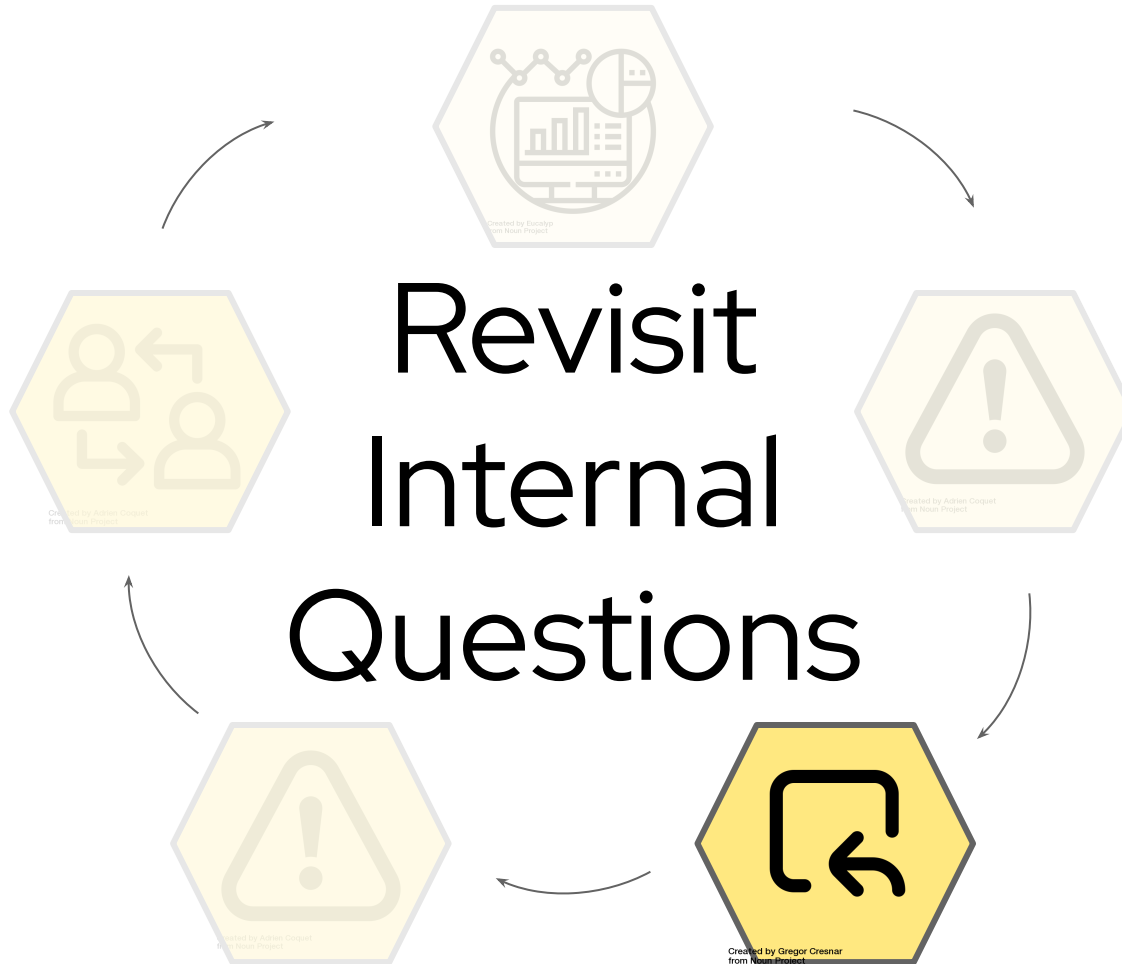


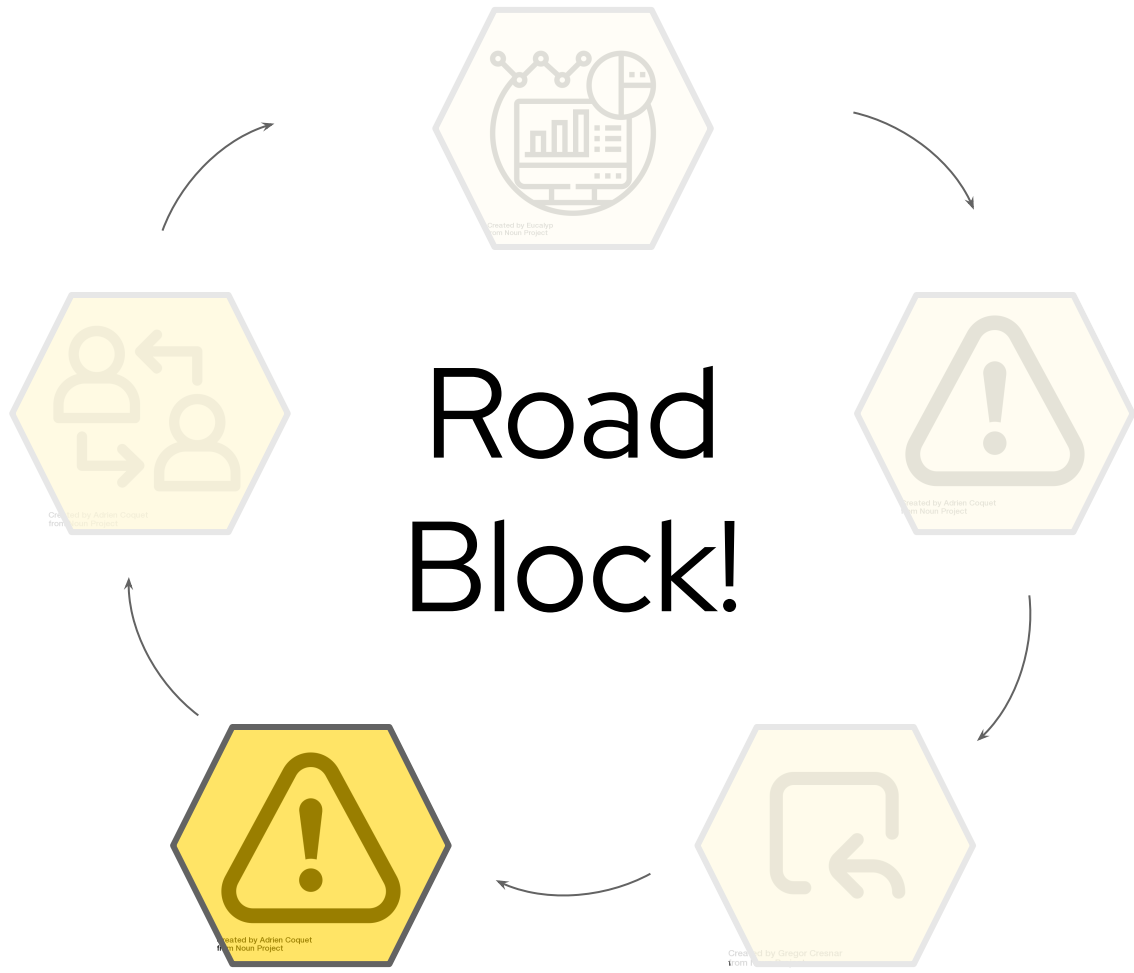


- Challenges with Data
- Grad and Retention Rate
- Enrollment Terms



- Adjust framing of question

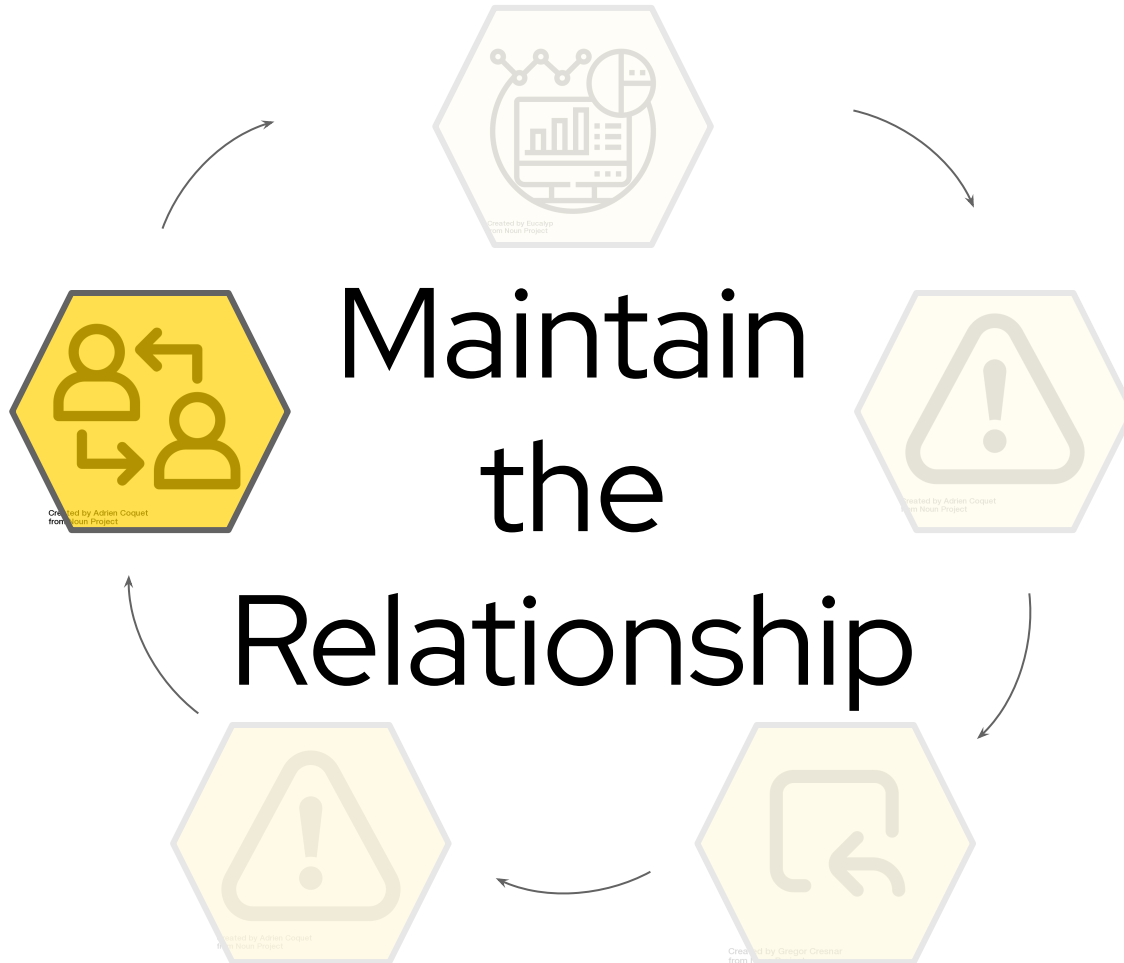




- Additional Requests
- College, Department, Major

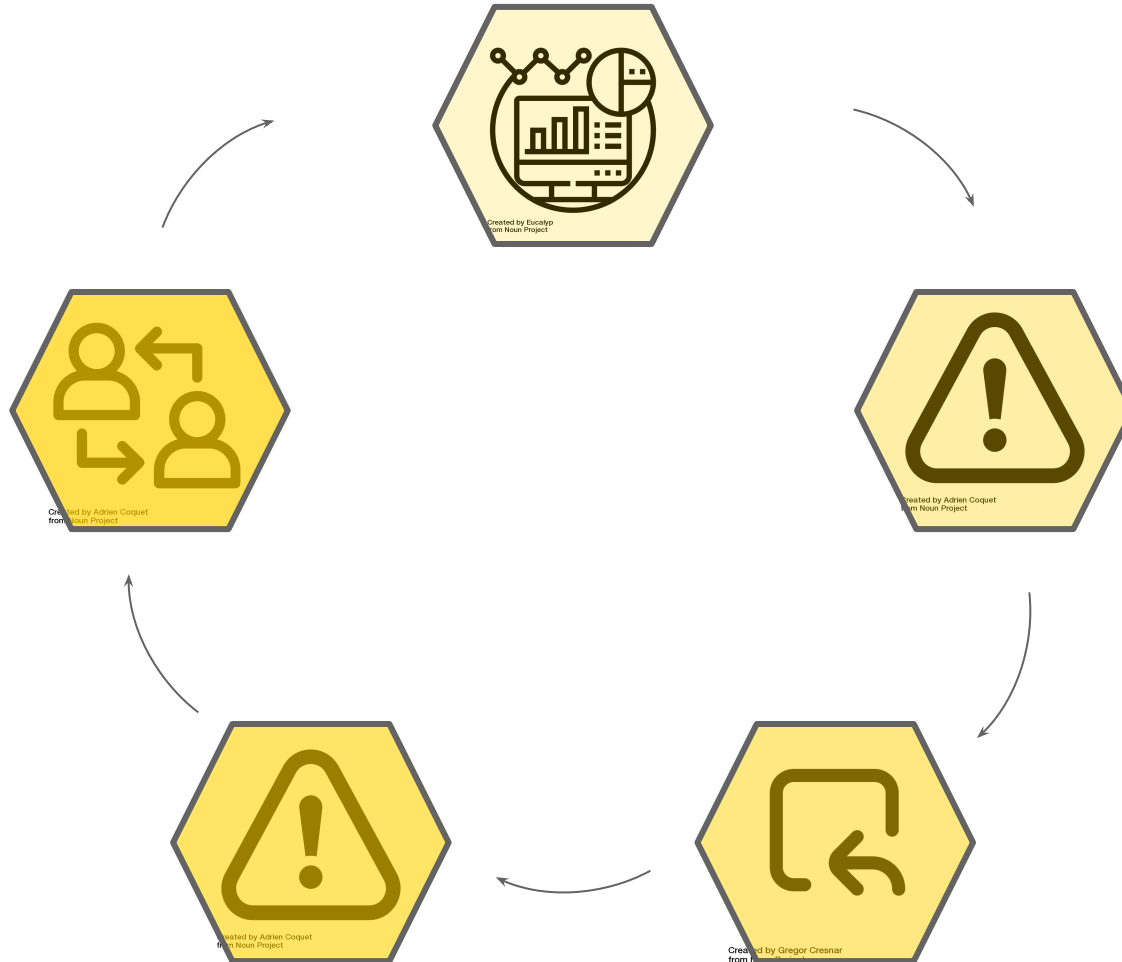


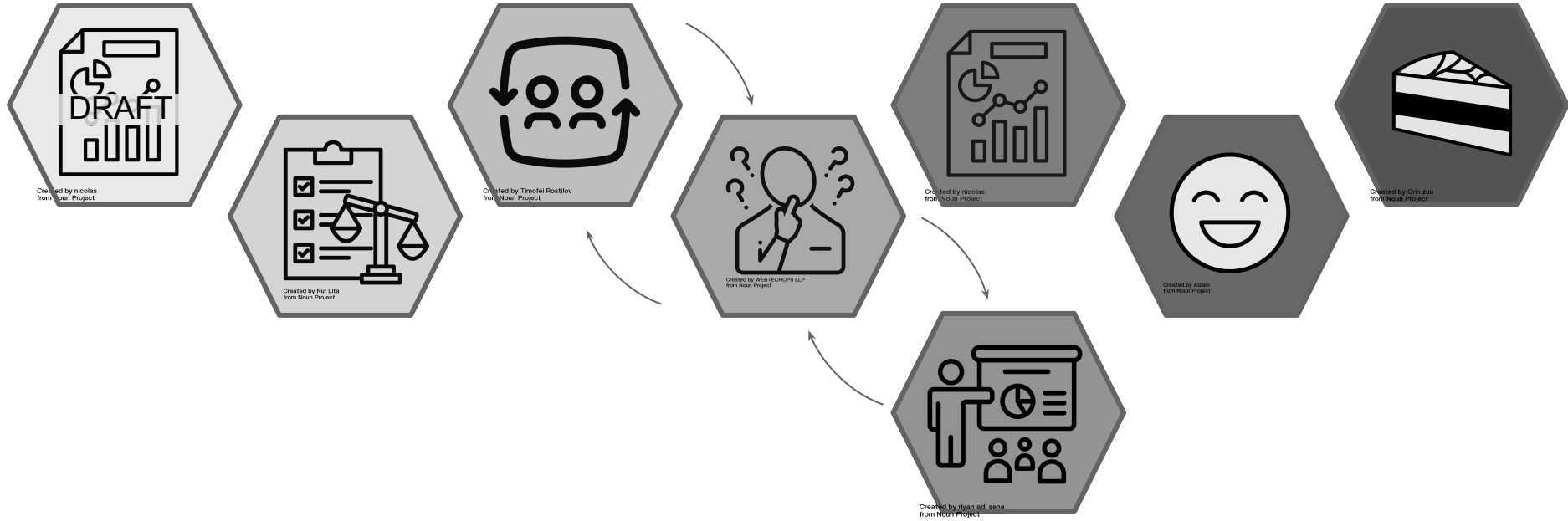
- Communication
- Nonrational



Reflection

- What did we do well?
- What could we have done better?
- How would a different decision change these outcomes?
- How would working with a different partner office impact this workflow?





Step 3: Sharing Findings

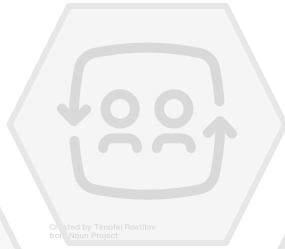




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Writing the Report

- Fulfil all analysis requests
- Explain data decisions and methodology
- Cater to a wide audience

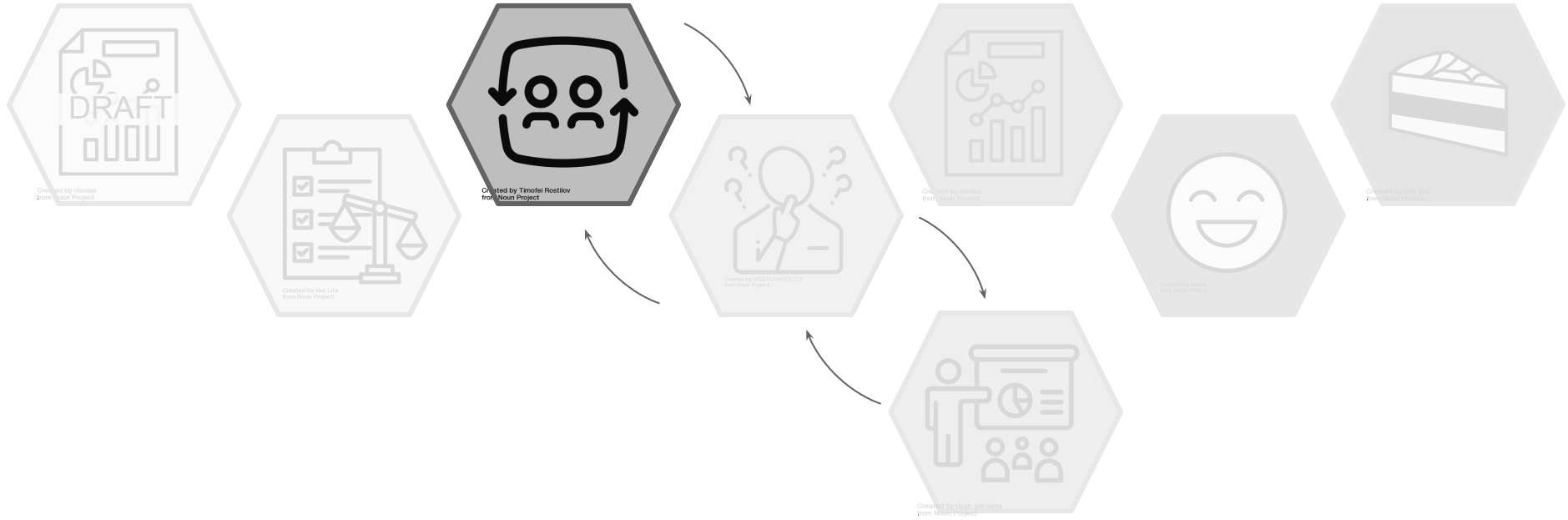




Considerations for Writing

- Digestibility
- Meeting partner's expectations
- Prevention of data misuse
- Awareness of our own biases from data familiarity





Internal Review

Leverage in-office expertise and fresh eyes

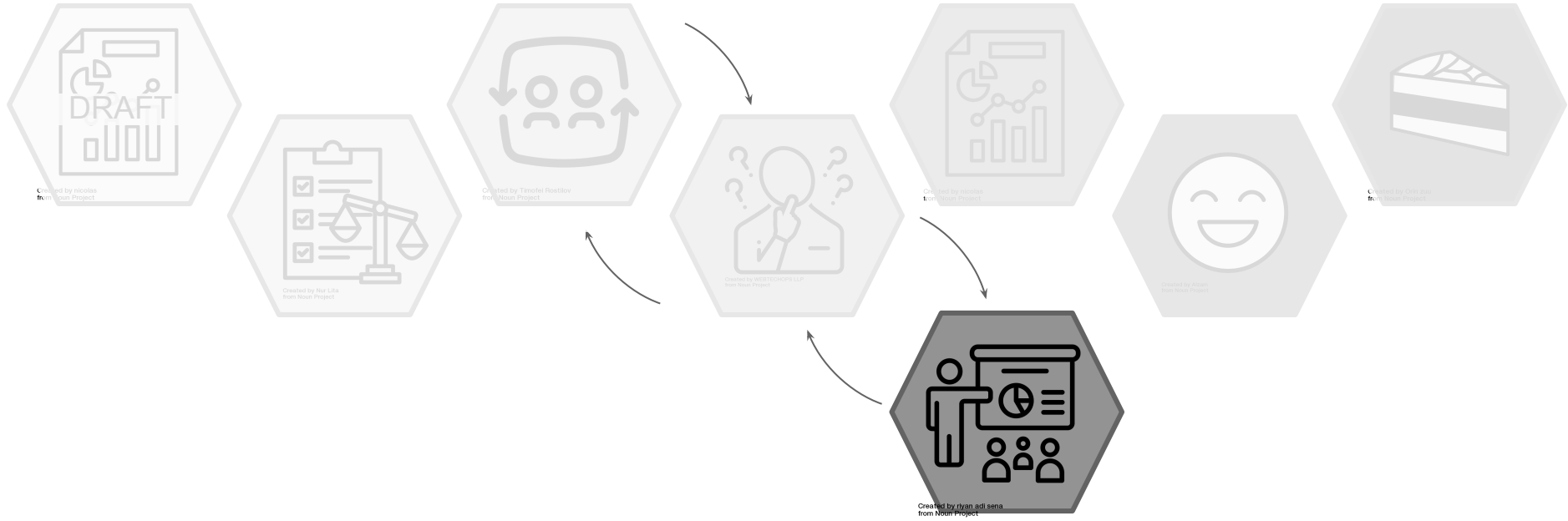




Considerations for Sharing

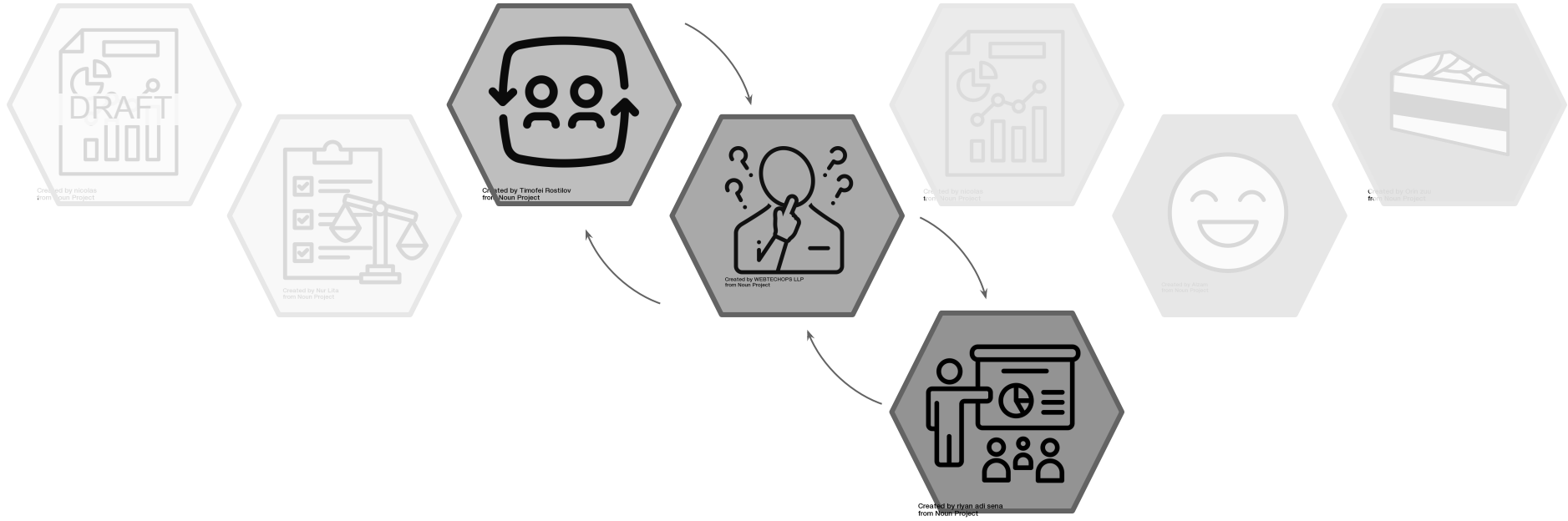
- Background vs. main body vs. appendix
- Tables vs. visualizations
- Prevention of data misuse
- Science vs. art of data analysis





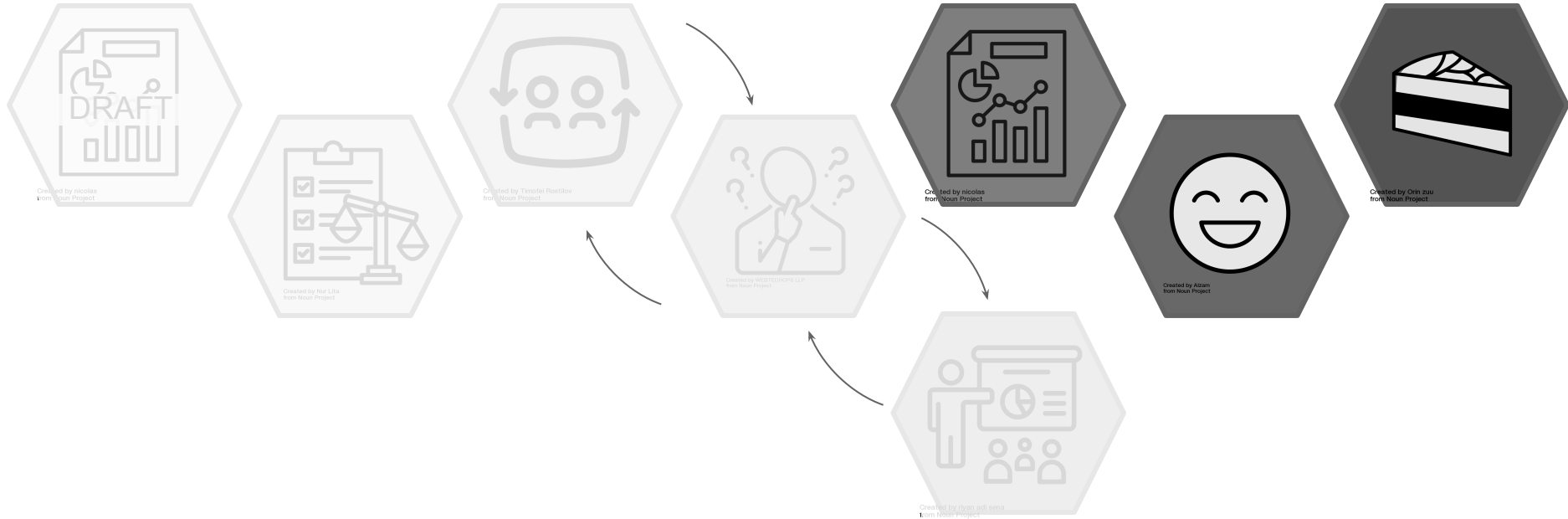
The "First Look" Meeting





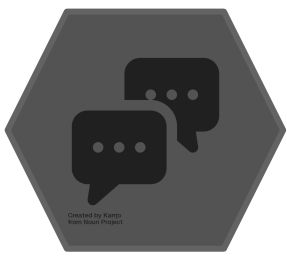
Revised Considerations for Sharing*



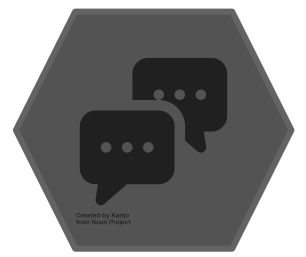


Final Report → Cheesecake!



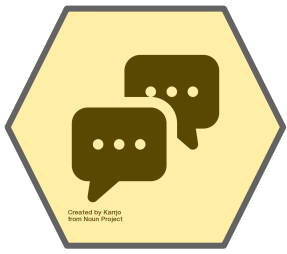


Reflection

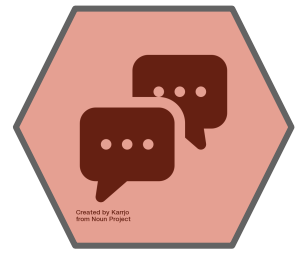


- What did we do well?
- What could we have done better?
- How did decisions in previous steps influence this outcome?





Closing Reflection



- What aspects of this partnership are familiar to your context?
- What aspects are different?
- What parts of this approach would you modify to fit your context?
- What is one idea from our conversations today that you plan to bring back to your office?



Thank you!

Keep the conversation going: irpa@umd.edu

