

NC STATE

“How will you use that?”

Improving the data request process and its life cycle

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NCAIR

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Jackie Ross

M.S. in Experimental Psychology

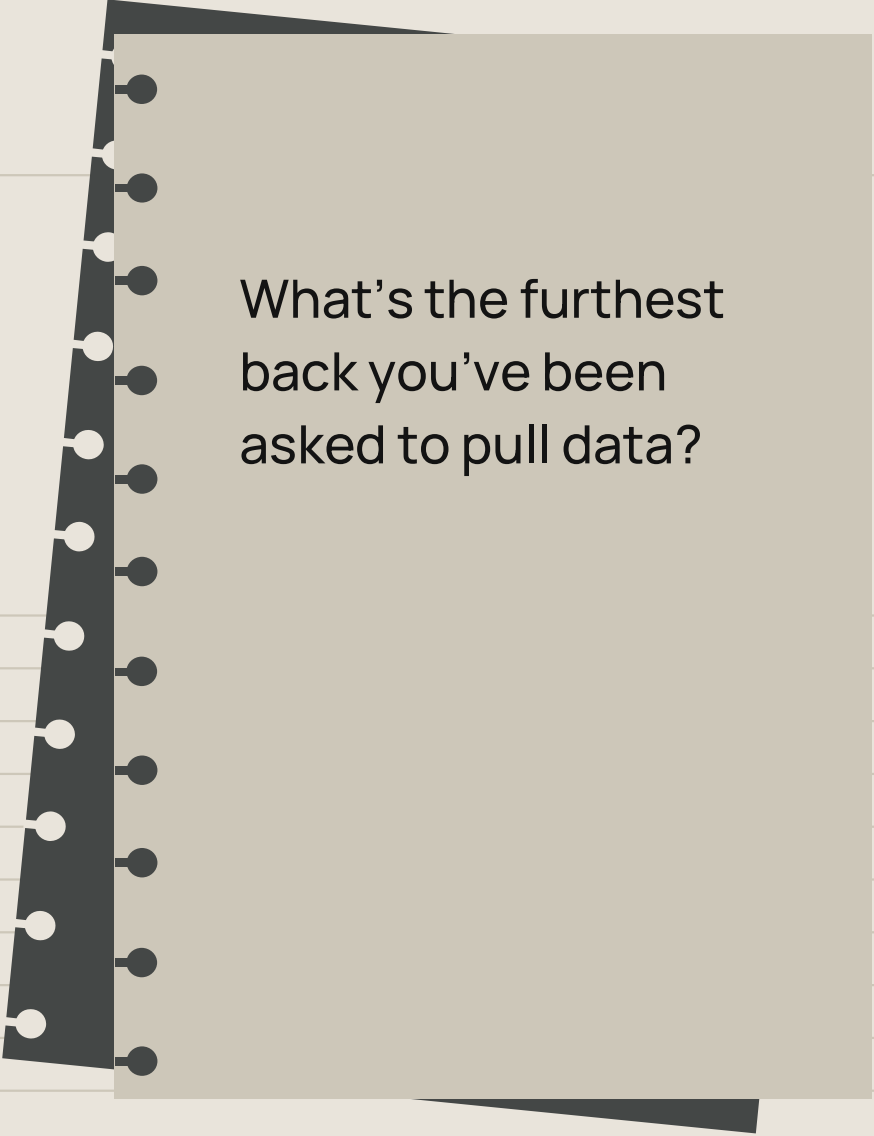
UNCG alum

Five years at Durham Tech

Almost three years at NC State

Has run a marathon and will not let it go

It's not an ice breaker



What's the furthest
back you've been
asked to pull data?

Why talk about data requests?

Data requests may seem like the most annoying part of the job.

- take away time from scheduled tasks
- come at the wrong time
- can ask for things you've never heard of
- can come with unrealistic deadlines

What do you think about doing data requests?

Data requests often reveal what the campus community is really interested in.

- Offer insight to what is being asked of others
- Show what people want to know more about
- Show what are the data literacy gaps on campus
- Present an opportunity to support change

DISCUSSION

How does your institution handle data requests?

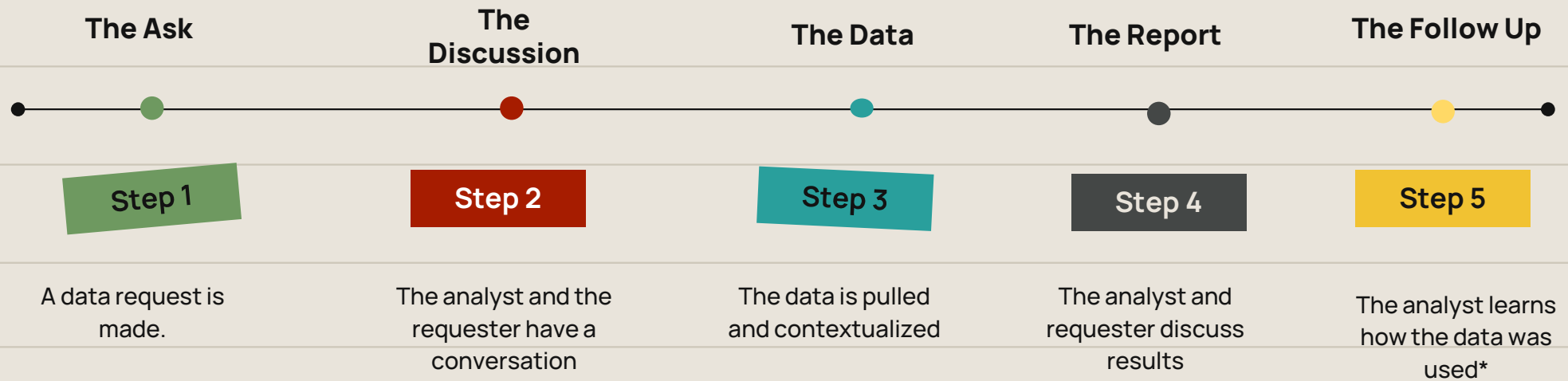
What is the intake process like?

Do you have a ticketing system?

Are there guidelines for due dates etc?

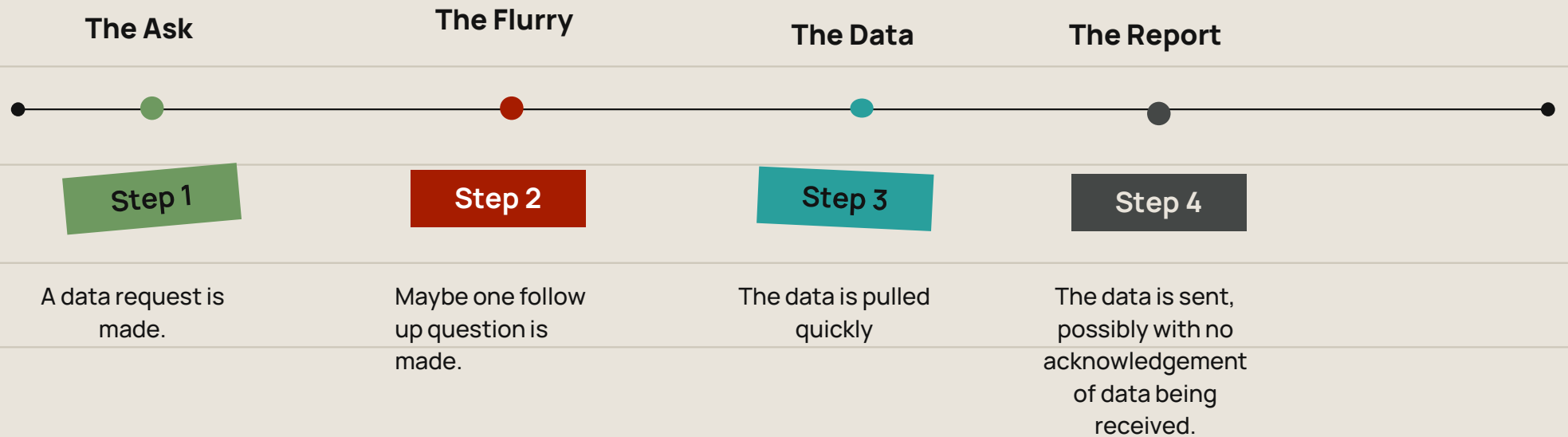
TIME: 5 minutes

Data Request Life Cycle: The Dream



*This is a dream scenario

Data Request Life Cycle: Reality



DISCUSSION

Where do you find the biggest pain points in the life cycle of a data request at your institution?

TIME: 5 minutes

Data Request Mindset

Research Methods Lite

- Every data request is a mini-research project

Going from “give me a number” to an active part of change implementation

If we treat each requester as a collaborator and encourage deeper

- reflection, **we can create positive change for the employees and students served**

**Sometimes we have to
work against...**



**“I am not a data
person”**

Evaluating the Request itself

Time Frame

Does the time frame make sense?

How do we (or do we not) account for COVID?

Is 10 years the right fit? Or is 5 better?

Population

Does the requested population help answer the question at hand?

Is this population so niche the headcount is 10 students?

Dependent Variable

How does "the thing" work in tandem with the time frame and population?

Does a student's parenting status tell us anything about their course success rate?

Questions to ask

Questions to ask the requester

01 **Area Challenges**

Is there a challenge or concern specific to the area that this request is trying to address?

What is the history of that challenge or concern?

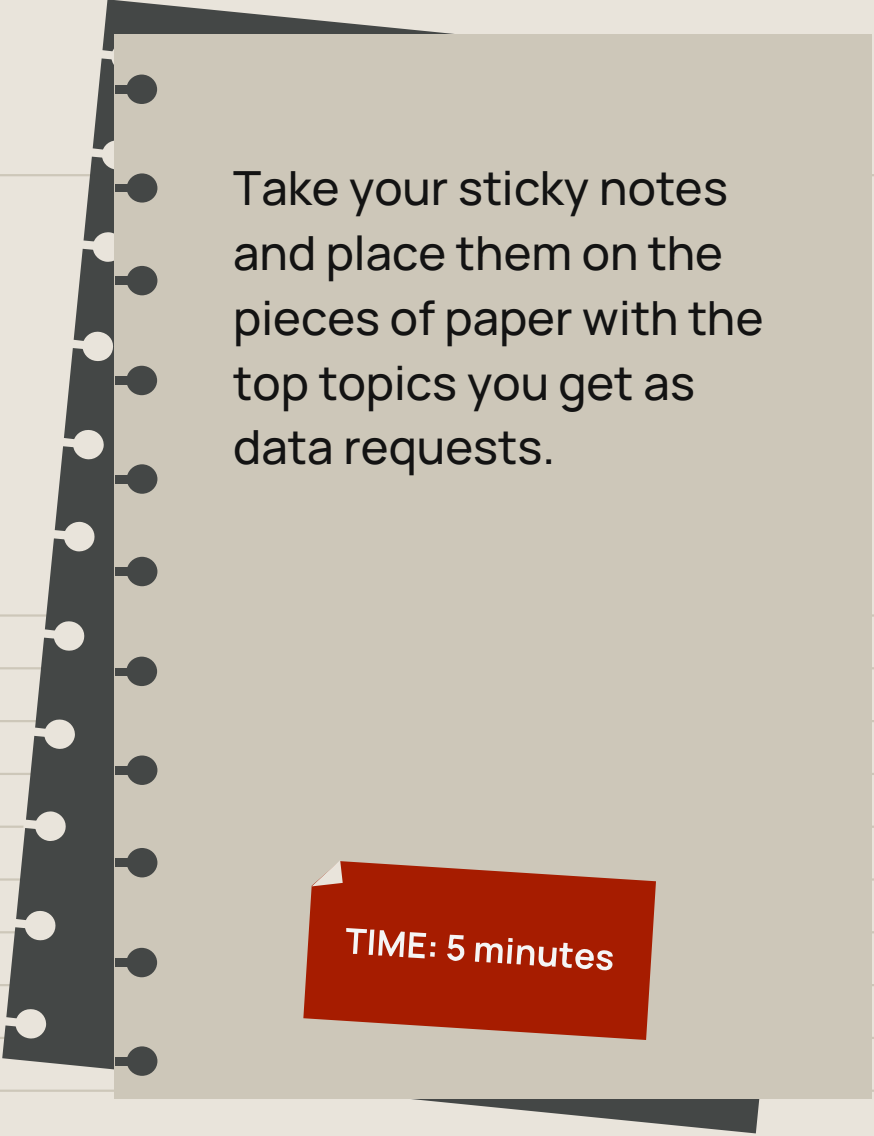
02. **Audience**

Who else will be using this data and how?

03. **Insights**

What do you hope to learn from this request?

Activity



Take your sticky notes and place them on the pieces of paper with the top topics you get as data requests.

TIME: 5 minutes

Examples

University

NC STATE

The Civil Engineering department is looking to establish metrics and benchmarks for student course success.

Trend Report

Analyze Data:

- County of residence
- Student type
- Pass rate
- Repeat rate
- Credit type

Background

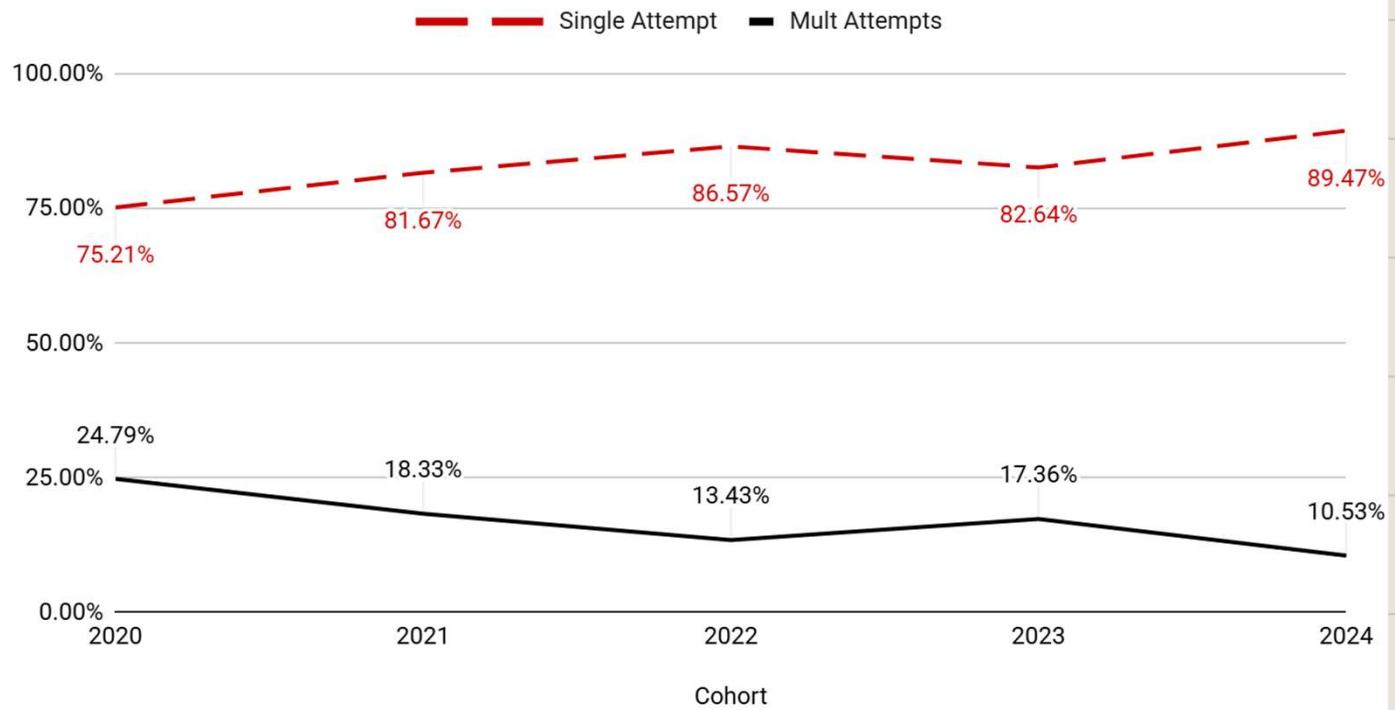
Initial request: Looking to understand factors that impact pass rates of classes and how many times students are repeating a course in order to pass.

Discussion revealed the underlying questions of:

- Are we failing to give students the support they need?
- What is a “reasonable” fail rate
- Can we create benchmarks around it?

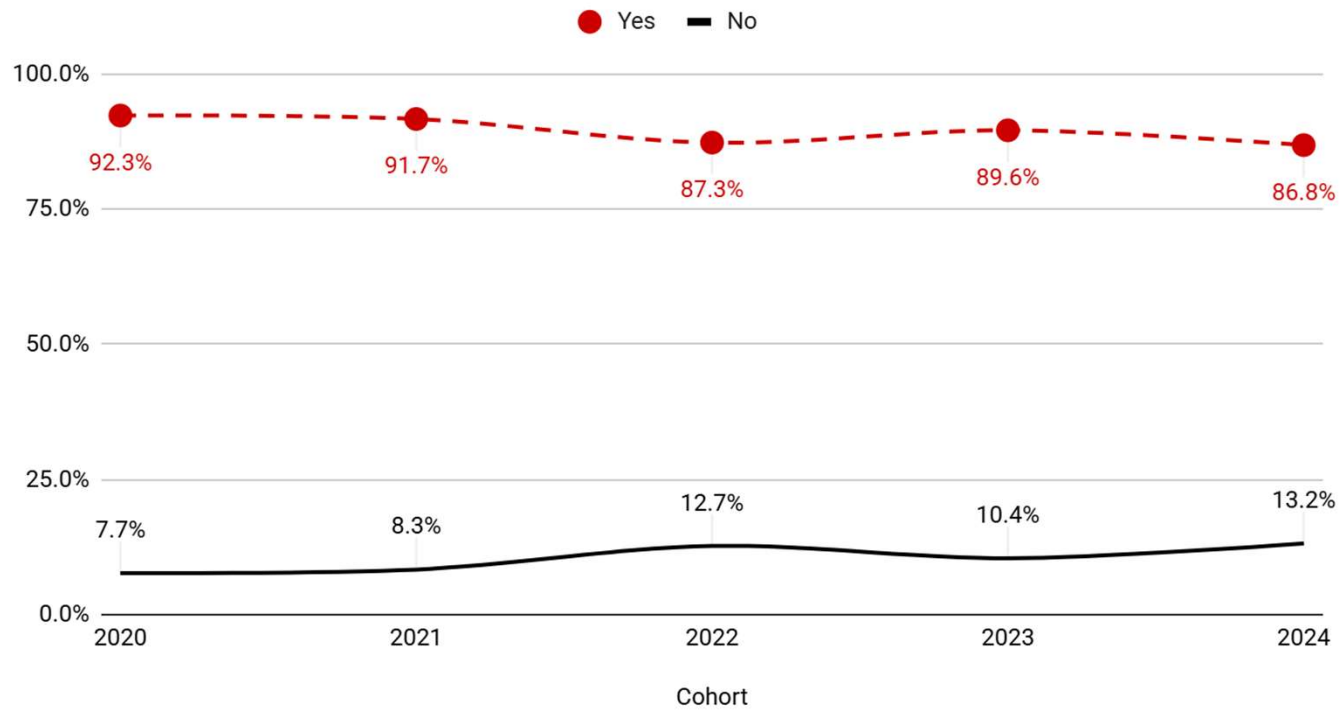
Findings

Rate of Multiple Attempts Over Time



Findings

Rate of Passing Grade



Conclusion

- Program has evidence that foundational classes are maintaining success. Lets them know they needed tweaks at the boundaries of their teaching vs. wholesale changes.
- Expressed that they can show they are maintaining high quality student support as enrollment grows.

Community College



The automotive technology department wants to expand their program, grow enrollment, and better understand the job outlook.

They are working on program development goals.

Survey!

Ask employers:

- Willingness to pay for certain skills
- Interest in hybrid cars
- Evidence of livable wages
- Evidence for hiring practices

Background

Initial request: employer survey with a couple of open ended questions

Discussion revealed the program was struggling with:

- ROI and job market research companies
- Updating their curriculum for current car types

Survey was developed to target those specific challenges.

Survey

6. When you are thinking about hiring a candidate, rate if a skill would increase a candidate's pay rate:

Yes, I would pay someone more for this skill

No, I would not pay someone more for this skill

ASE Certifications in
Automotive Electrical
and Electronic Systems

Community college
training in Plug-In Hybrid
Systems

Community college
training in Electric
Vehicle Systems

Community college
training in Hybrid Vehicle
Systems

Findings

- Employers reported that they would be willing to pay a potential candidate more money if they:

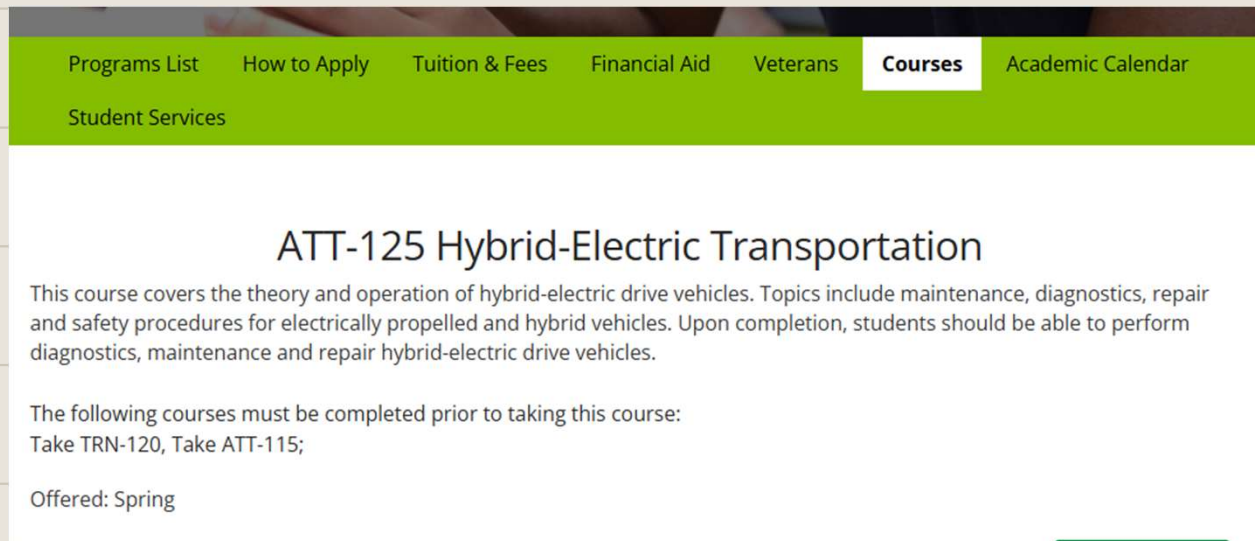
- Had training in plug-in hybrid systems
- Had training in hybrid vehicle systems

- They also reported that they do most of their marketing via word of mouth, not by posting on job sites.

Conclusion

Program had evidence to show why job reporting softwares were not an accurate assessment of their job market.

Program used hybrid car data to apply for funding for a hybrid car



The screenshot shows a website navigation bar with a green background and white text. The navigation items are: Programs List, How to Apply, Tuition & Fees, Financial Aid, Veterans, Courses (highlighted with a white background), and Academic Calendar. Below the navigation bar is a white content area with the following text:

ATT-125 Hybrid-Electric Transportation

This course covers the theory and operation of hybrid-electric drive vehicles. Topics include maintenance, diagnostics, repair and safety procedures for electrically propelled and hybrid vehicles. Upon completion, students should be able to perform diagnostics, maintenance and repair hybrid-electric drive vehicles.

The following courses must be completed prior to taking this course:
Take TRN-120, Take ATT-115;

Offered: Spring

DISCUSSION

Do you have an example of how engaging with a requester has created a positive outcome for the institution/program?

TIME: 5 minutes

NEXT STEPS

Dashboards

**Data
Literacy**

**Follow
Ups**

Dashboards

Frequently requested topics from data requests can inform unique dashboards.

The existence of dashboards can help cut down on more routine requests.

Leaving room for unique and niche questions.

Does your institution have dashboards?

How do you decide when to develop new ones? Or what types of data to add?

Data Literacy

Commonly asked questions showcases:

- What is confusing
- What is most relevant

“Real life” examples make data literacy trainings more effective.

Is your institution creating data literacy training content?

Could you do custom trainings that use examples for specific areas?

Follow Ups

The expectation of a follow up

- Can help cut down on “just curious”
- Improves how data is reported out
- Increases understanding of how data is utilized.

How often do you hear back from data requesters?

Closing Discussion

Thinking back to those challenges in your data request process

What is one tool from the presentation you could apply to smooth it out?

5 minutes



Thank You!

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