Achieving the Dream

Data and Analytics Summit

Leveraging Analytics to Optimize Student Success

#ATDSAS16
ATTENDEE DATA

222 attendees

Over 75% from institutions of higher ed
DATA & ANALYTICS SUMMIT: ATTENDEE DATA

- **222** attendees
- **82** institutions
- **19** non-ATD institutions
- **3** funding organizations
- **8** ed tech partners
- **6** national associations
Designed to provide an assessment of capacities within an institution to aid in both conversation and strategic actions that may guide institutional change.
Institution’s capabilities to collect, access, analyze, and use data to inform decisions, and to use powerful technology to support student success.
## Plenary Sessions

<table>
<thead>
<tr>
<th>Title</th>
<th>Capacity</th>
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<tbody>
<tr>
<td>Data Insights</td>
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<td>Approach and Strategy to Maximize the use of Analytics in Community Colleges</td>
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### Data & Technology
- Data Insights
- Approach and Strategy to Maximize the use of Analytics in Community Colleges
- Succeeding with Institutional Analytics—Challenges and Opportunities
- Building a Culture of Evidence and Inquiry
- The Importance of Data Strategy: The Unique Position of Community Colleges

### Leadership & Vision

### Teaching & Learning

### Strategy & Planning

### Engagement & Communication

### Equity

### Policies & Practices
### Thursday Concurrent Sessions

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<td>Identifying Loss Points by Examining Program Course Success</td>
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<tr>
<td>Accountability and Institutional Improvement: How the VFA Can Support the Work of ATD at Your College</td>
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<td>Meeting Student Success Challenges with Technology</td>
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<td>Using Data to Drive Integrated Student Support Redesign</td>
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### Data & Technology

- Leadership & Vision
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<td>Focus on What Matters: It’s Better to Lead Than Lag</td>
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<td>Higher Education Top IT Issues: How to Embrace a Digital Strategy and Live to Tell the Tale</td>
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<td>Set Your Data Free! Empowering Faculty with Course-Level Data to Drive Student Success</td>
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### Capacities
- Data & Technology
- Leadership & Vision
- Teaching & Learning
- Strategy & Planning
- Engagement & Communication
- Equity
- Policies & Practices
"Retention is Tomorrow"
Making Space for Data Insights

September 8, 2016
“It is information that gives order, that prompts growth, that defines what is alive.”

ATD Today
ACHIEVING THE DREAM

OUR WORK

INCUBATION of new ideas that help colleges redefine practices based on evidence of what works.

DISSEMINATION of knowledge back to the field to accelerate improvement of network and non-network colleges.

DESIGNED SUPPORTS using a powerful capacity-building framework that helps colleges introduce solutions at scale.
ACHIEVING THE DREAM REACH
INSTITUTIONAL CAPACITY FRAMEWORK (ICAT)

Designed to provide an assessment of capacities within an institution to aid in both conversation and strategic actions that may guide institutional change.
STRENGTHS OF THE ICAT FRAMEWORK

- Helps colleges understand 7 capacity areas essential to cultivating a student-focused culture.

- Elevates value of capacity-building in systemic institutional transformation to help colleges move beyond an intervention-only focus.

- Assists colleges in gauging where they are, assessing their capacity building needs, and informing action.
STRENGTHS OF THE ICAT FRAMEWORK

- Integrates and aligns efforts colleges may have already begun to implement (guided pathways, integrated planning and advising, and development education redesign) and assesses readiness for future efforts.

- Provides opportunity for tailored coaching services and supports to assist colleges in optimizing capacity.
Distribute Data Responsibility:
• Institutional Research
• Information Technology
• Cross-Functional Data Team

Build Capacity:
• Data Coach
• Data Insight Webinar Series
• Data and Analytics Summit
• Data Discovery Guide
• Institutional and Benchmark Data
NATIONAL STUDENT CLEARINGHOUSE DATA REPORTS

Provides ATD and Network colleges access to the most comprehensive longitudinal cohort tracking data set and the inclusion of transfer as an enrollment status.

- Persistence from fall-to-spring and fall-to-fall
- Full-time equivalent enrollment weeks
- Attainment of a certificate or degree
- Transfer to other postsecondary institutions, public or private, in-state or out-of-state
“Recognizing our common metrics can help us develop a strong, clear picture of community college student achievement to share with policymakers and the public.”

Dr. Karen A. Stout, President & CEO, Achieving the Dream

“Collaborating with ATD to explore how we can best use these metrics to guide institutional improvement will truly benefit our member community colleges and provide reporting data that is specific to the community college and its students.”

Dr. Walter Bumphus, CEO, American Association of Community Colleges
Four Ingredients for Gaining Insight

Making Space for Data Insights
- Strong capacity in ATD’s seven areas, with especially deep strength in the data and technology capacity area, and an effective analytical ecosystem. These are the fundamentals.

- An understanding of what we want from the data including a basic understanding of “process design.”

- A new mindset that values the hidden potential of qualitative research including a commitment to bringing the student voice authentically into the process.

- A commitment, across the college, to engage with the data. This is part of space making.
One: The Fundamentals

Making Space for Data Insights
Institution’s capabilities to collect, access, analyze, and use data to inform decisions, and to use powerful technology to support student success.
5. **Are data collected at various points along the student experience continuum?**

<table>
<thead>
<tr>
<th>The college does not have the data it needs to answer important questions about any phase of the student experience.</th>
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<tbody>
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<td>Example: The college spends most of its time on things like overall graduation rates, which reveal little about the student experience; the college struggles to comprehend the barriers their students encounter due to limited data.</td>
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<thead>
<tr>
<th>The college has the data it needs about some phases of the student experience from interest to application, college entry, all points of progression, to completion and beyond.</th>
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<tbody>
<tr>
<td>Example: There is a commonly used set of indicators (e.g., course completion rates, persistence rates, credit milestones, and graduation rates) plus regular administration of standardized surveys (e.g., CCSSE) but the college has not drilled down to understand the student experience in its entirety.</td>
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<th>The college has the data it needs to answer important questions about most phases of the student experience.</th>
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<td>Example: There is a robust set of data that is disaggregated by student group and at various levels (institutional, program, course levels), but the college is working on some important research questions (e.g., what happens to students post college graduation?) to fully understand the student experience.</td>
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<th>The college has the data it needs to track student cohorts over time and answer important questions about all phases of the student experience.</th>
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<td>Example: There is a depth of knowledge about why students attend, who attends and does not attend, who is at risk of failure, what prevents students from timely progression and completion, circumstances at point of graduation (excess credits and overall cost to students) and quality/value of the credential earned like time-to-completion at transfer institution or labor market value of graduates; the college uses data to inform program and service redesign and eliminate barriers throughout the student experience.</td>
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<table>
<thead>
<tr>
<th>Do Not Know</th>
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### 6. Are student success data translated into meaningful information?

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<tr>
<th>Data are rarely disseminated in a format that is easily understood by others outside of Institutional Research (e.g., without graphic and/or narrative synthesis to help translate the data findings).</th>
<th>Data are occasionally disseminated in a format that is easily understood by others outside of IR.</th>
<th>Data are often disseminated in formats easily understood by lay staff through a variety of mediums to address different data synthesis styles.</th>
<th>Data are consistently presented and synthesized to tell a meaningful story and can readily be translated into action.</th>
<th>Do Not Know</th>
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<td>Example: Crisp bullet points are used with some graphic displays of data, but this is done primarily for data presentations to senior leadership.</td>
<td>Example: The frequent use of score cards, highly visual data briefs, interactive dashboards, use of infographics, and other tools/techniques to help translate data into meaningful information.</td>
<td>Example: Consistent use of data visualization techniques; strong capacity within the college to organize data in effective ways; high expectations for quality presentation of data (e.g., low quality presentation is not accepted).</td>
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### 7. Do data analyses yield insights about the past and future?

| The college focuses data efforts primarily on answering informational questions related to “what happened” in the past with regard to student success. | The college uses qualitative data to answer “why it happened” or gain insight on what happened in the past with regard to student success. | The college uses predictive modeling to forecast “what will happen” or which students are likely to be successful or unsuccessful. | The college strategically leverages data to proactively answer “how we make it happen” with regard to student success outcomes. | Do Not Know |
|---|---|---|---|
| Example: Use of predictive data so that unproductive behaviors or practices can be prevented before students drop out, stop out, or fail. | Example: Use of evidence-based practices, evaluation data, and other information that keeps the college grounded in what is or is not working; college uses data to inform scaling decisions and overall continuous improvement efforts. | |

@AchieveTheDream @DrKASTout #ATDSAS16
The Anatomy of an Analytical Culture

The Building Blocks

- Reporting & Analysis Tool
- Mission / Commitment
- Planning Systems
- Training & Development
- Organizational Structure / Architecture

Analytical Ecosystem
THE ANATOMY OF
AN ANALYTICAL
CULTURE

THE BUILDING BLOCKS

Mission / Commitment

- Explicit commitment to data-informed decision making
- Leadership buy-in, involvement, and investment
Planning Systems

- Deep, broad, and inclusive strategic and annual planning systems
- Measurable long, medium, and short-term goals aligned with key performance indicators
- Touches whole organization
Organizational Structure / Architecture

- Values and supports IR and IT
- Solid data & technology governance systems
- Venue for honest faculty, staff, administrator, and student discussions
Training & Development

- Provided to employees at all levels to gain prescribed level of analytical competence
REPORTING & ANALYSIS TOOLS

- E.g. Kaplan and Norton’s* balanced scorecard
- Shared with and easily accessed by all employees
- Unit and course-based success cards to consider the “what if?”

* HBR 1992
Two: Understanding What We Want from the Data—Shaping the Hypothesis

Making Space for Data Insights
“All that’s missing is the mindset to use it.”

Todd Rose in the *End of Average*, about moving beyond traditional ways of data gathering.
Making Space for Data Insights

Three: Uncovering the Hidden Potential of Qualitative Research
A leader’s mind must hold “a vivid picture of the road network, the river-lines and the mountain ranges without ever losing a sense of [his] immediate surroundings.”

*The Seventh Sense*(19%)
QUALITATIVE APPROACHES

- In-depth interviews including focus groups
- Direct Observation
- Written documents including social media analysis
- Mystery Shopper
Four: Engaging with the Data

Making Space for Data Insights
“In fact, information is an organization’s primary source
Of nourishment; it is so vital to survival that its
Absence creates a strong vacuum.
If information is not available, people make it up”

Margaret Wheatley
Your Questions
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<td>Inside Higher Education (2016)</td>
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<td>AmazonFresh Is Jeff Bezos' Last Mile Quest For Total Retail Domination</td>
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<td>The Seventh Sense: Power, Fortune, and Survival in the Age of Networks</td>
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<td>By Aiman Zeid</td>
<td>John Wiley Sons Inc. (2014)</td>
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<td>Achieving the Dream Annual Reflection Letters</td>
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