Creating Common Insights
Managing Data Inconsistencies and Varied Perspectives

SHEEO Strengthening Data Literacy Among Higher Education Stakeholders

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Arkansas State University System

- Manage system-wide data collection, analysis, reporting, cost accounting, common course numbering, ERP optimization, etc.

- Part-time faculty, IPEDS Educator, support AIR on several training programs

4-year

2-year

36,400+ students served

650+ academic programs

3,400+ staff and faculty
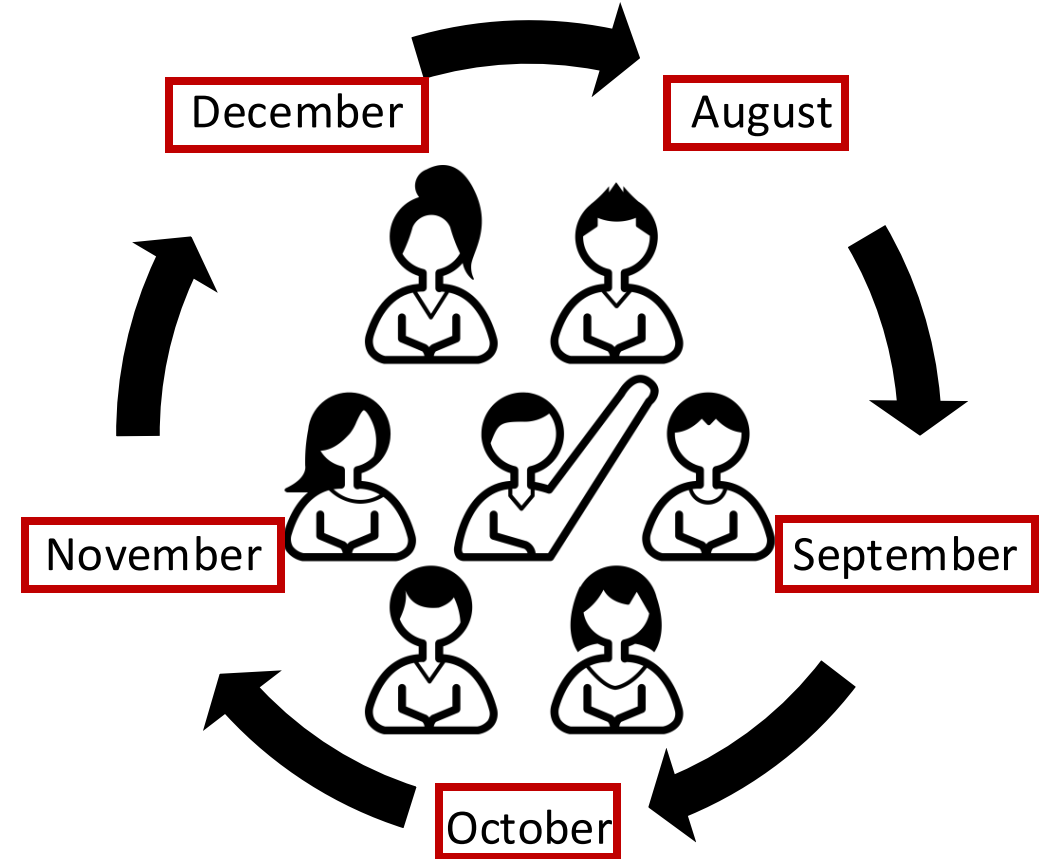
$315 million budget

Overview of this session

- Examples of data inconsistencies

- Data literacy across stakeholders

- Strategies for addressing data inconsistencies

Examples of data inconsistencies
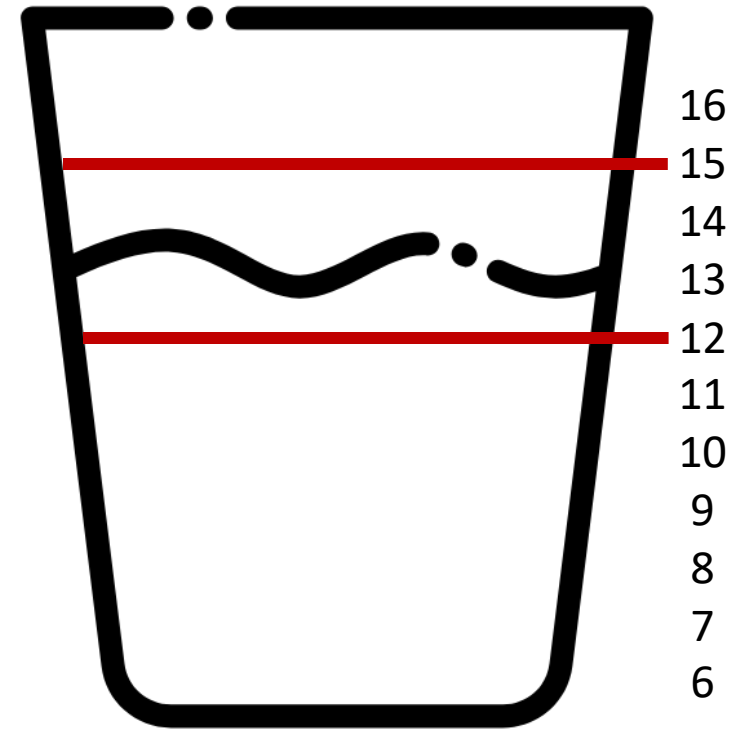
Who is enrolled?

- Source:
  - Legislative / agency requirements

- Consequences:
  - Public confusion
  - Performance goals

December

August

November

September

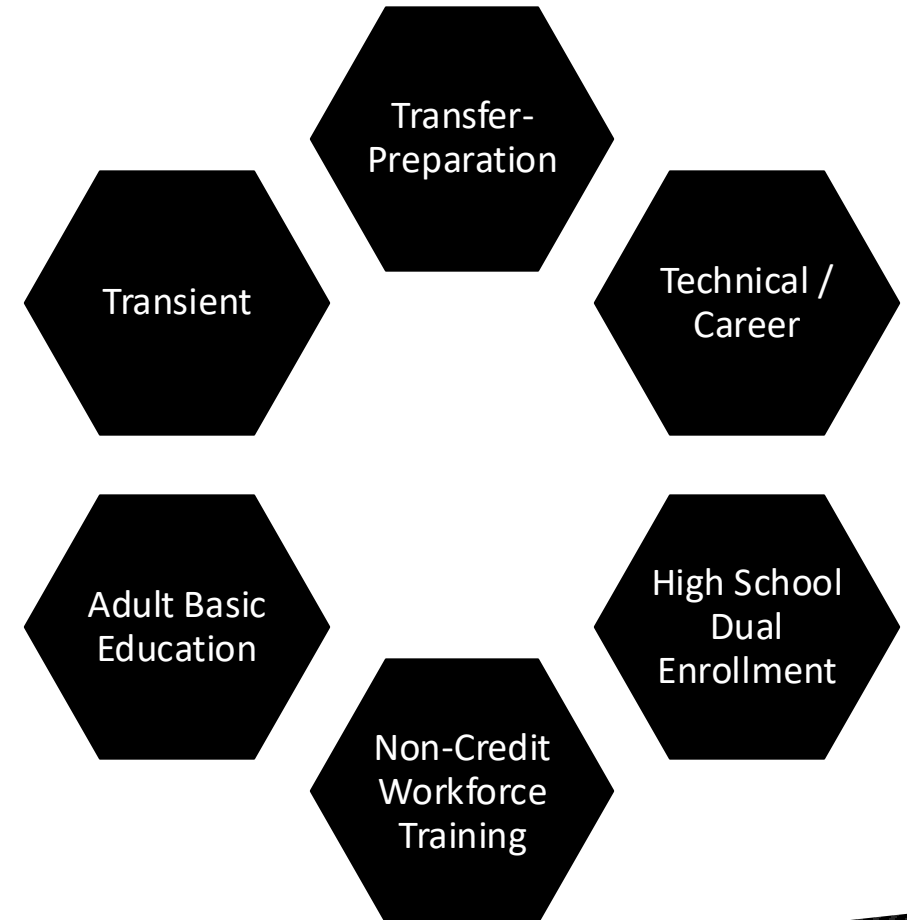October

Examples of data inconsistencies

Full-time or part-time?

- Source:
  - Variety of initiatives

- Consequences:
  - Inconsistent reporting (e.g., FTE)
  - May cause confusion with stakeholders

16
15
14
13
12
11
10
9
8
7
6

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Examples of data inconsistencies

How do we measure success?

- Source:
  - Historical measures

- Consequences:
  - Incomplete view of mission
  - Perspectives of value

Transfer-Preparation

Technical / Career

Transient

High School Dual Enrollment

Adult Basic Education

Non-Credit Workforce Training

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Examples of data inconsistencies

How do we measure success?

- Source:
  - Historical measures

- Consequences:
  - Incomplete understanding
  - Perspectives of value

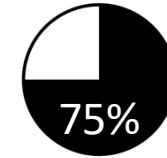# Examples of data inconsistencies

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Technical / Career

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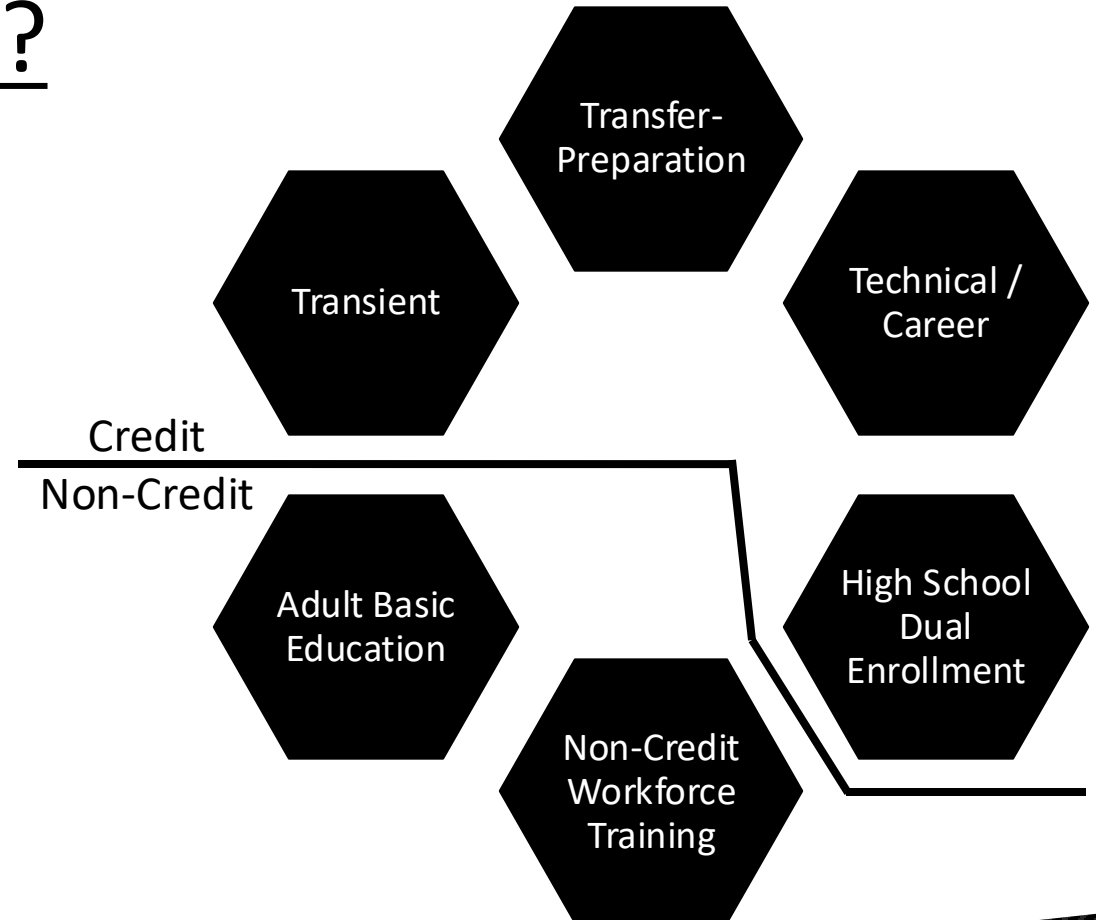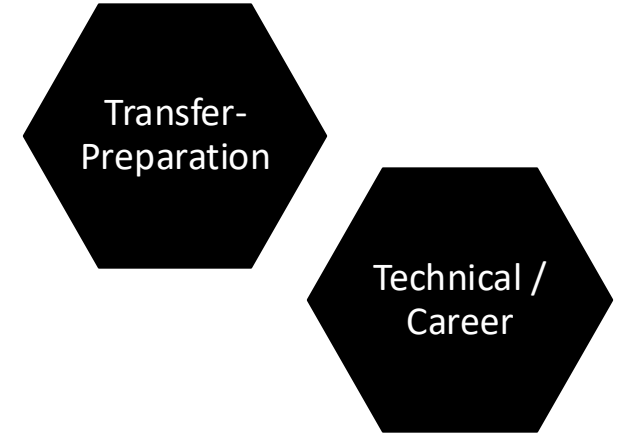
Data literacy across stakeholders

- Broad policy goals
  - Lumina Foundation Goal 2040
  - Adults in the U.S. labor force having college degrees or other credentials of value leading to economic prosperity: 75%

- State / institutional strategic planning
  - Enhance Student Well-Being
  - Example KPIs:
    - First-year retention rate.
    - Four- and six-year graduation rates.
    - Well-being survey data
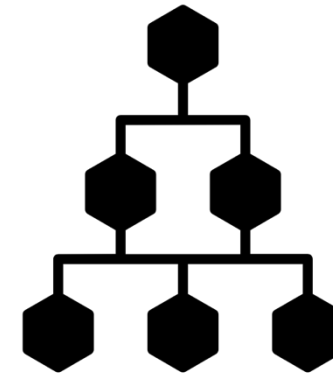
Strategies for addressing data inconsistencies

- Understand your data ecosystems

- Measure what matters

- Ensure value

Understand your data ecosystems

System consistency and institutional autonomy
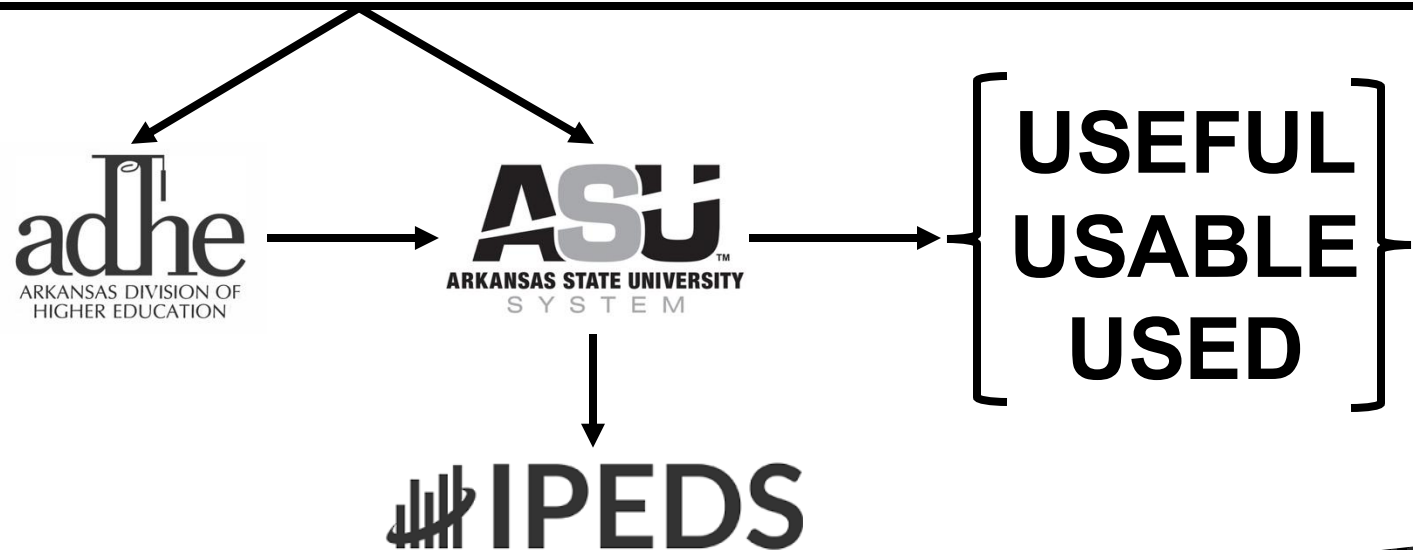
Understand your data ecosystems

Admissions process

- Where is data generated?

- What metrics matter?

- Do we have the ability to measure them?
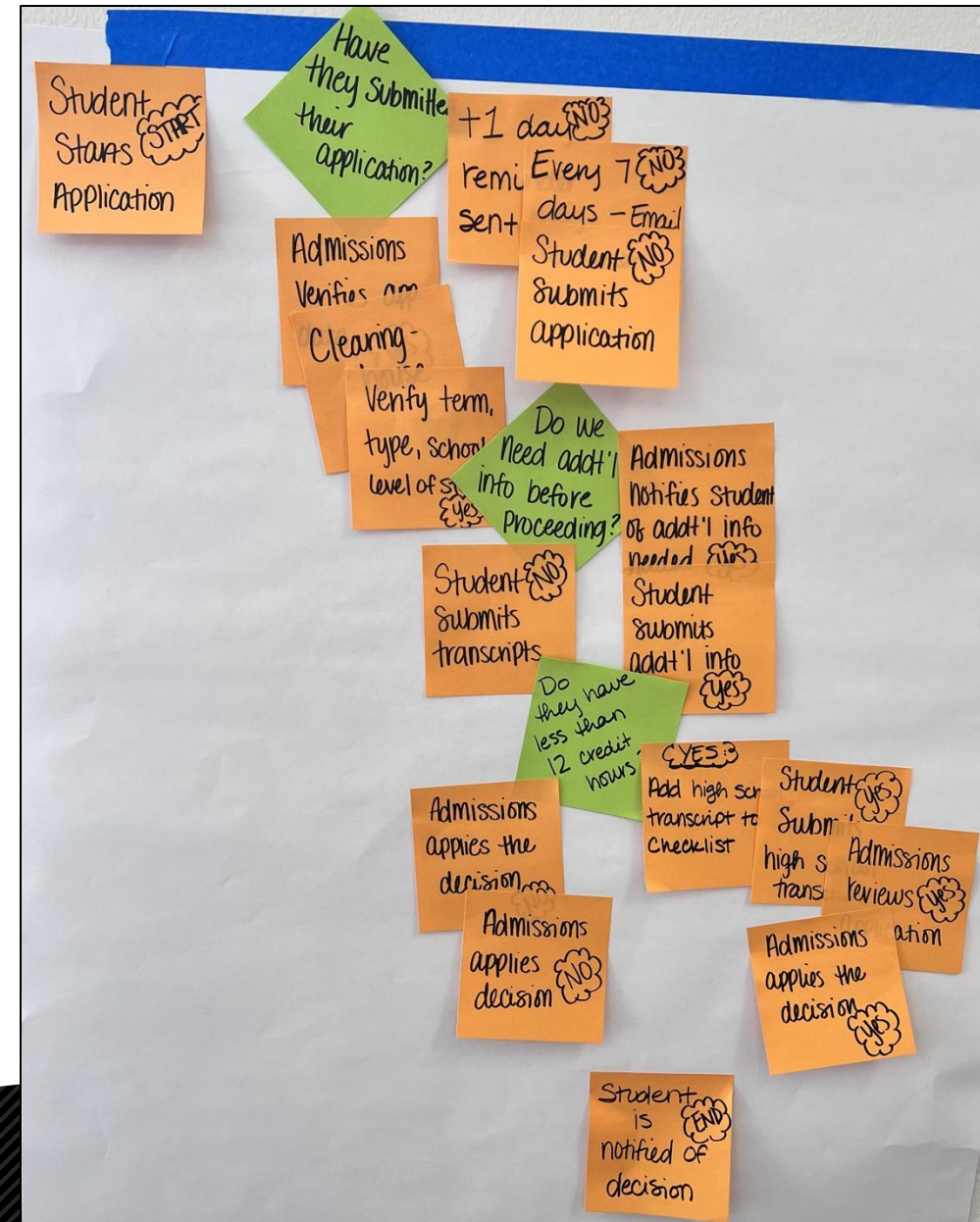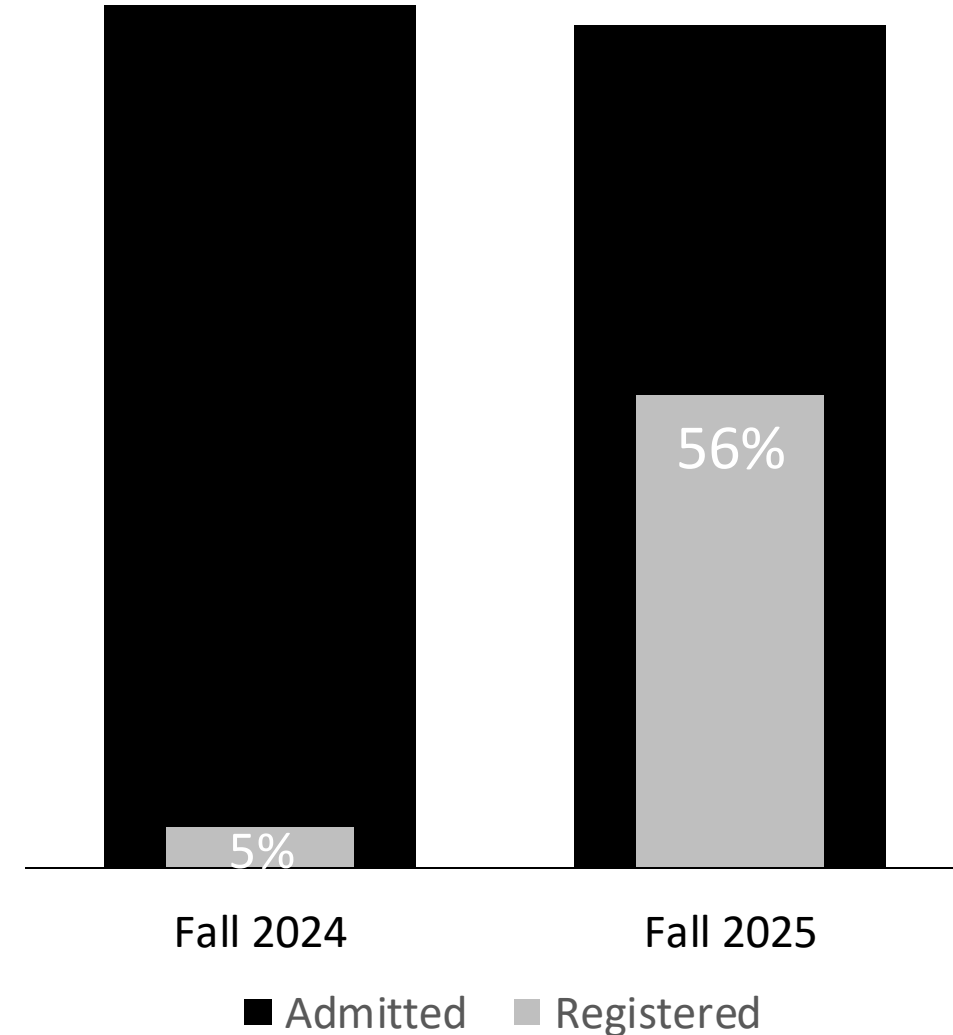
Understand your data ecosystems

Admissions process

Fall 2024   **Fall 2025**

- Admitted with official transcripts
  - 42   - 41
- Sent degree audit
  - 0   - 41
- Registered by 4/11
  - 2   - 23

Feb. 10 – Apr. 11

5%   56%

Fall 2024   Fall 2025

■ Admitted   ▨ Registered

Measure what matters

Measure what matters

Measure what matters

- Cultivate institutional data exploration teams
  - Review data related to equitable outcomes for all populations,
  - Identify gaps in student success for marginalized populations, and
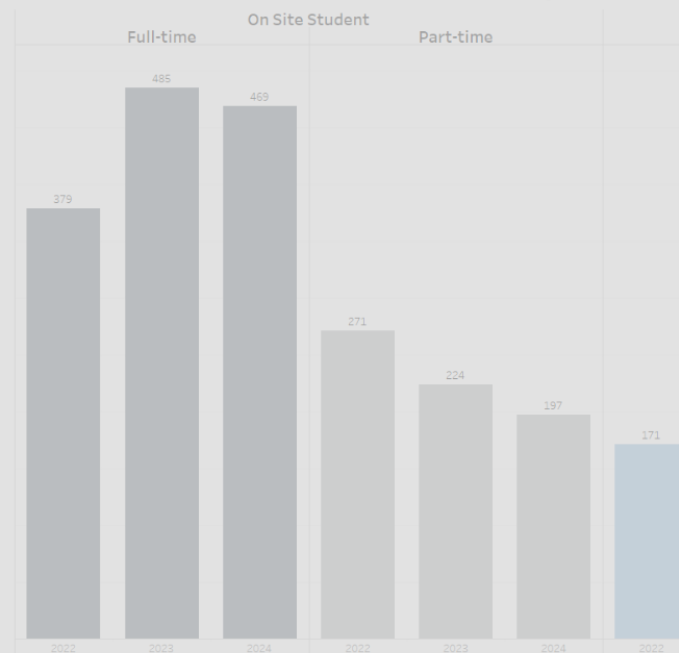 - Communicate student stories with the institution at large.
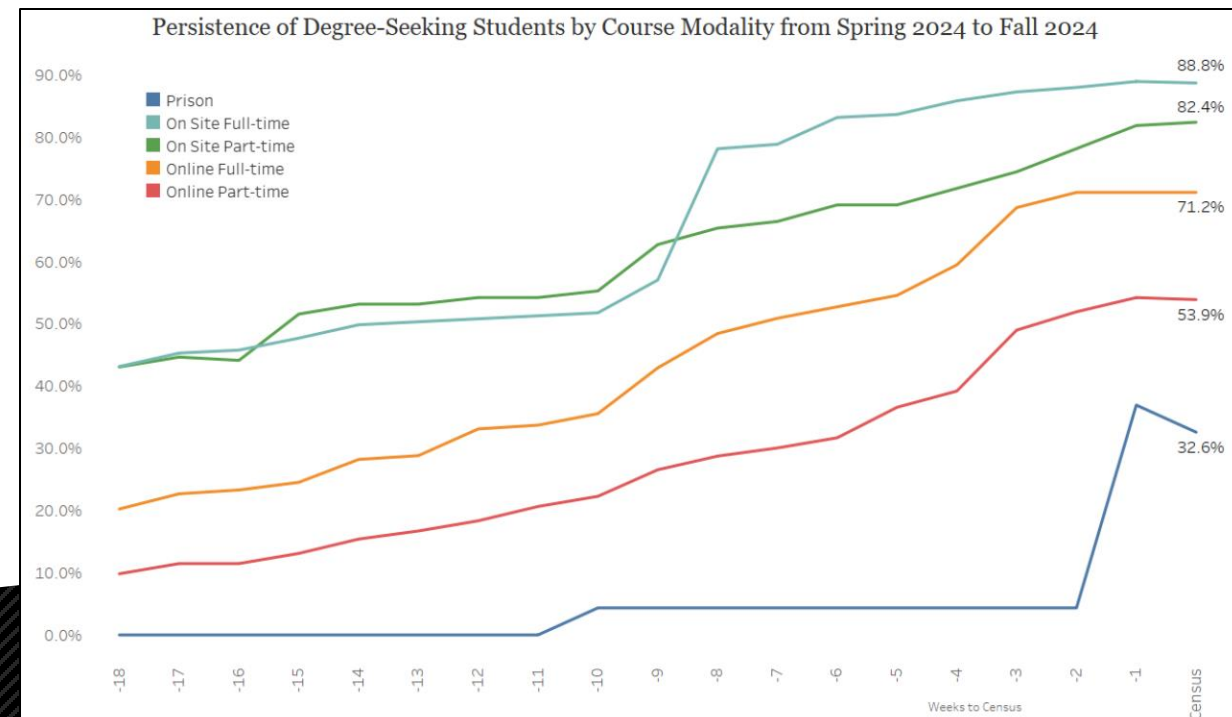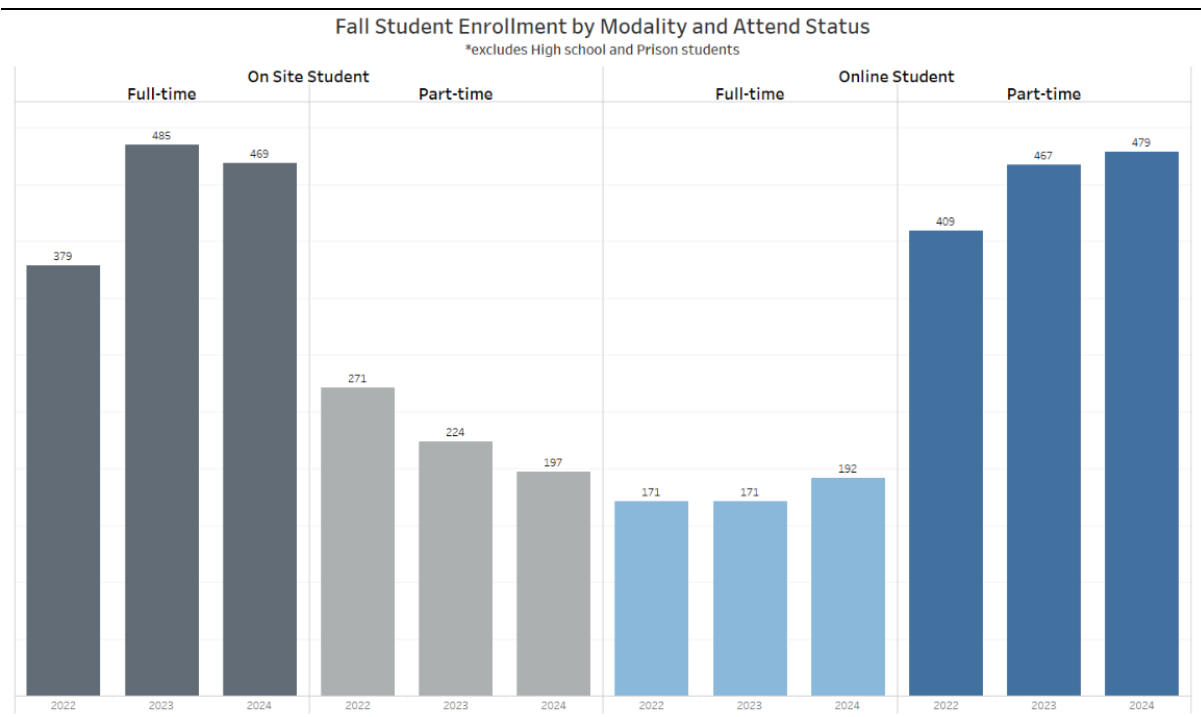
Measure w[...]

- Institution-lev[...]
  - Review data [...] [...pop]ulations,
  - Identify gaps [...] [...pop]ulations, and
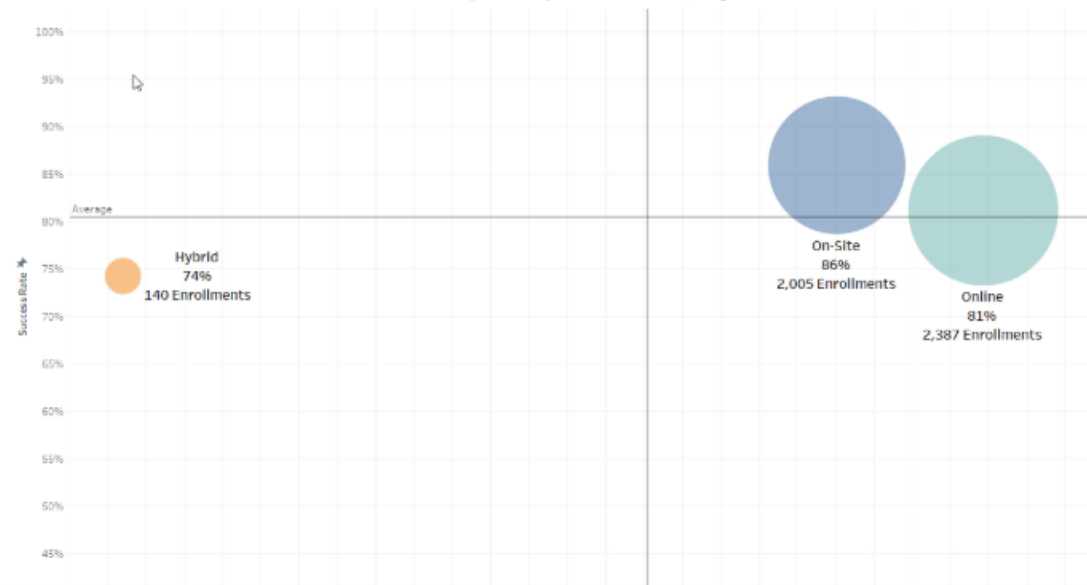 - Communicate [...] [...]large.

Hello Elizabeth!

Last month, we shared data about attendance status for students at ASUN. This month we plan to build on that by adding another equity dimension: Modality. We have heard many of you ask questions related to on-line versus in-class learners. We hope to demystify some of the questions around different modalities for students with course outcomes, enrollment stats, and persistence rates. First, some data definitions:

- **Online Student** = the majority of the student credits hours for a specific term are online.
- **On-Site student** = the majority of the student credit hours for a specific term are in person at one of our campuses.
- **Course Success Rate** = the number of students receiving a grade of A, B, C, or S in the course / the total number of students enrolled in the course

Success Rates by Modality of Courses for Spring 2024

Hybrid
74%
140 Enrollments

On-Site
86%
2,005 Enrollments

Online
81%
2,387 Enrollments

Fall Student Enrollment by Modality

On Site Student

Full-time: 379 (2022), 485 (2023), 469 (2024)
Part-time: 271, 224, 197, 171

[...] by Course Modality from Spring 2024 to Fall 2024
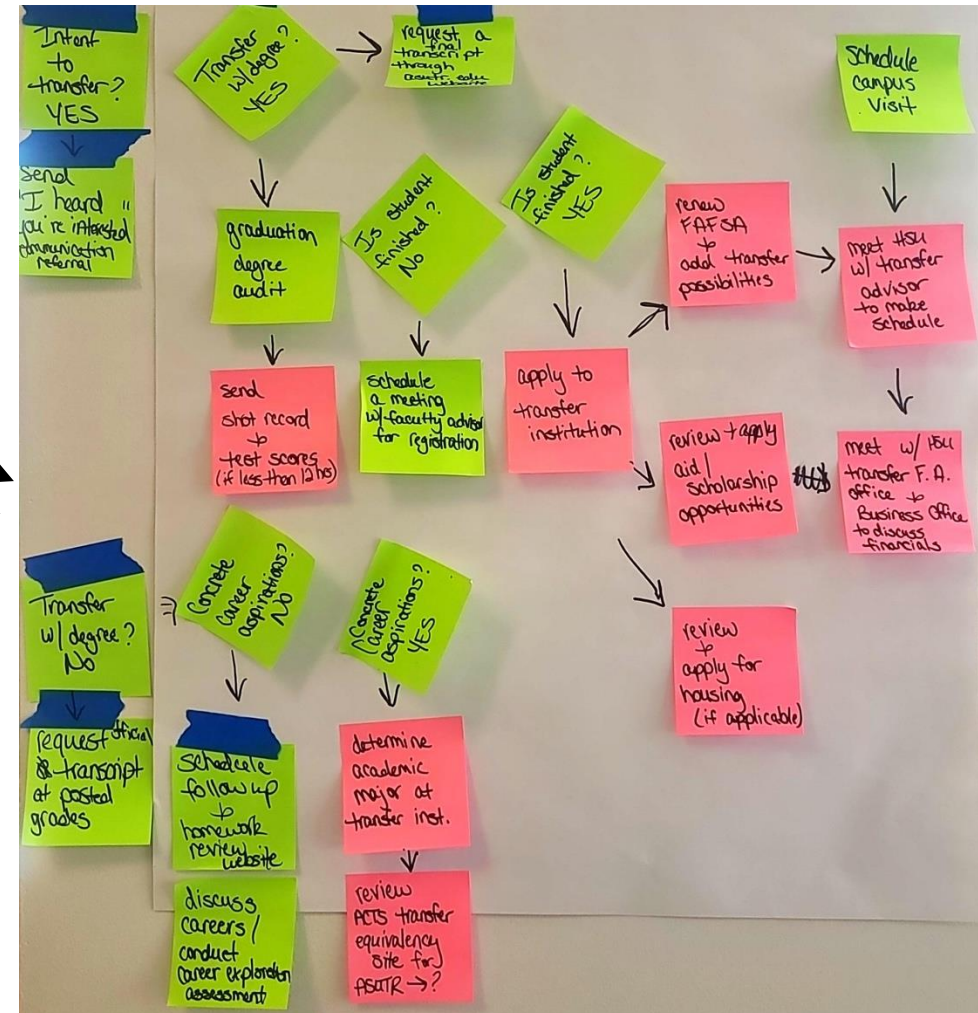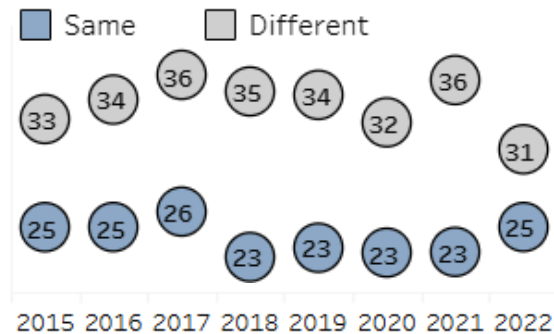
88.8%
82.4%
71.2%
53.9%
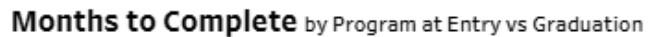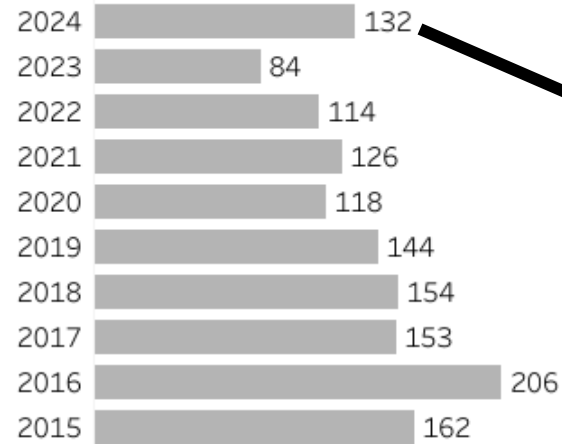32.6%
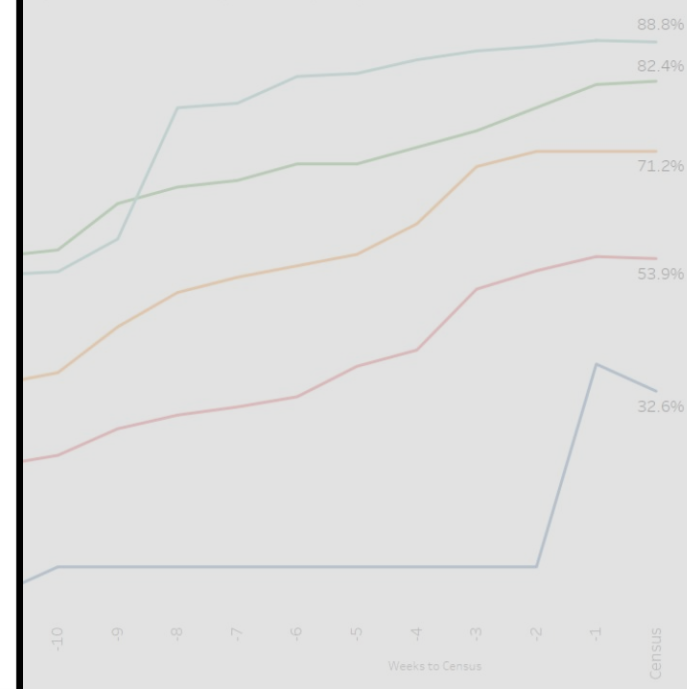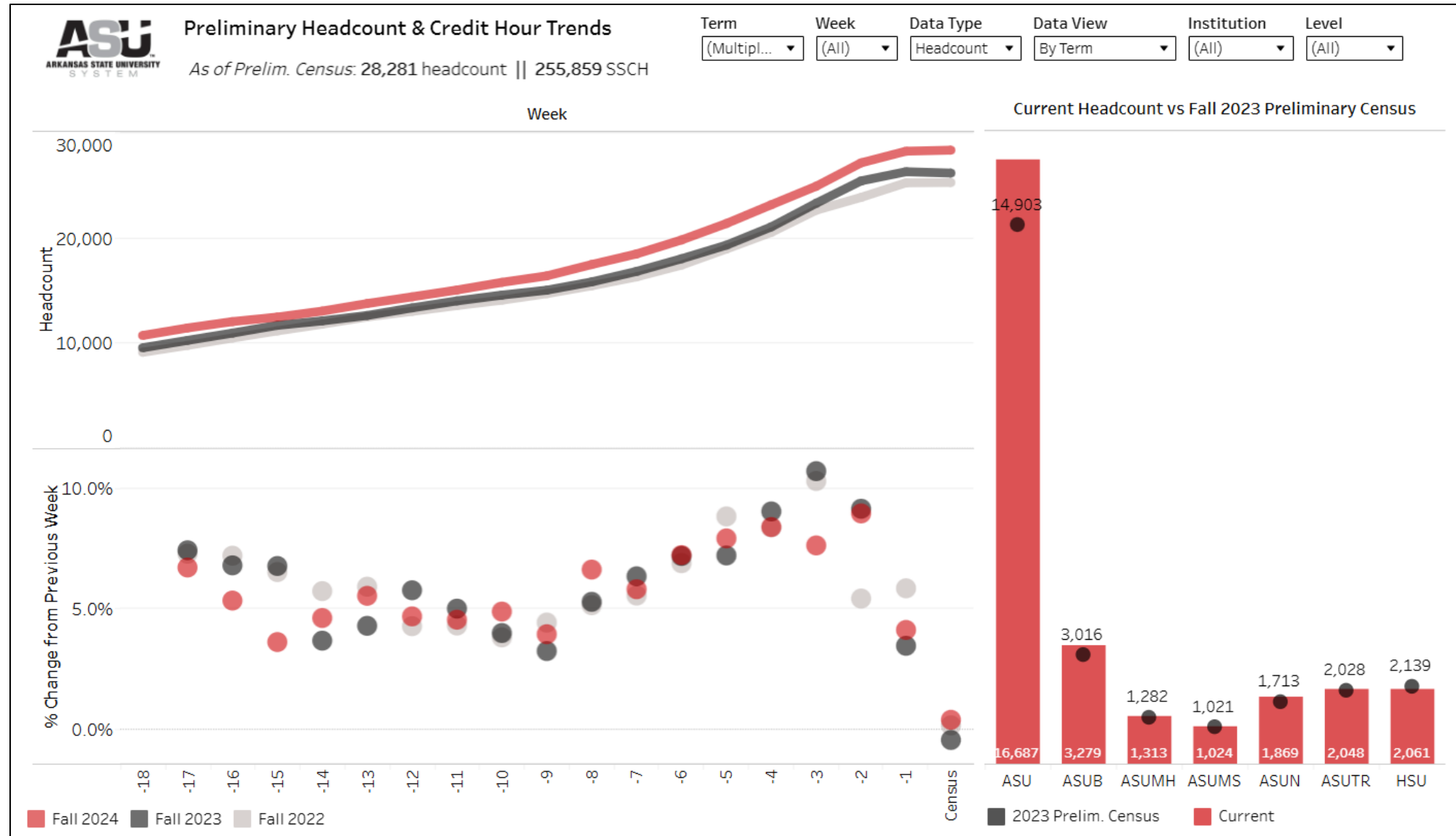
Ensure value

Ensure value

- Use visualizations to illustrate complexity
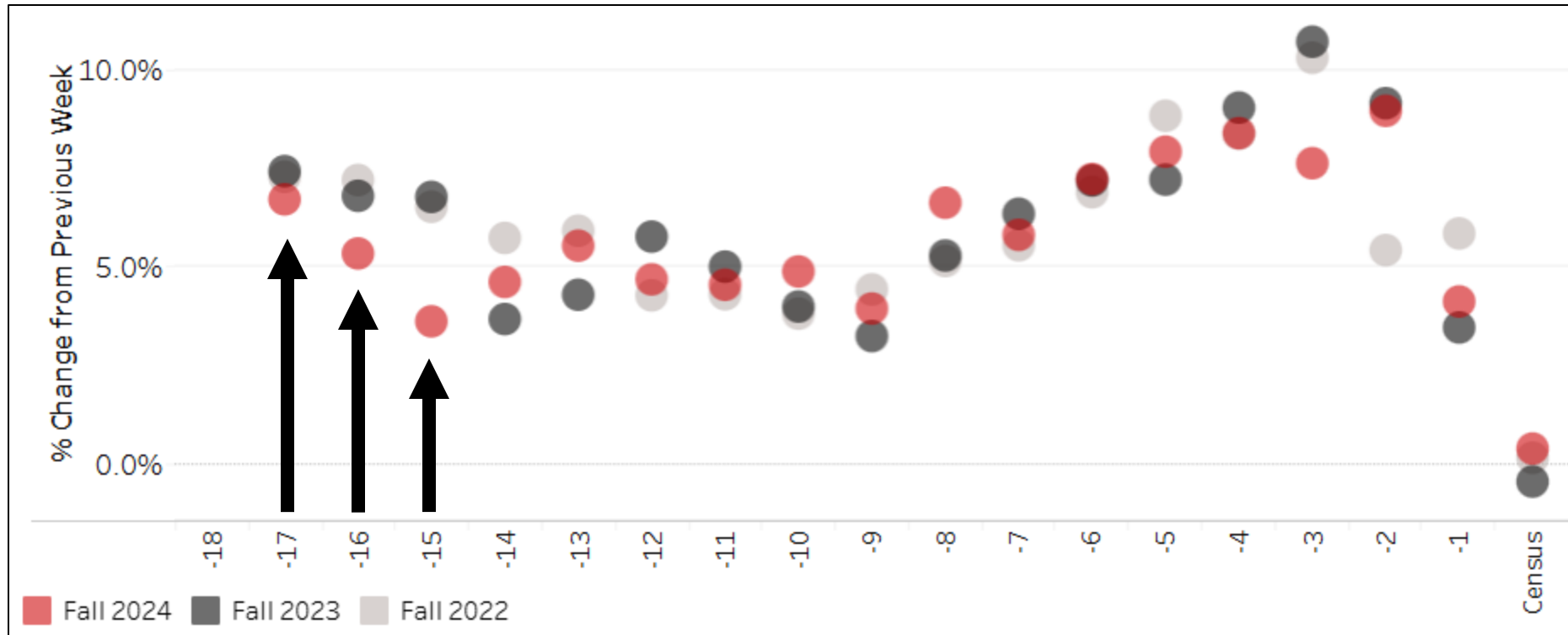
Ensure value

- Map broad outcomes back to process / procedures

Guiding questions

- How do we better tell our student success story?

- How do we modernize our data systems?

Thank you

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