

Creating Common Insights: Managing Data Inconsistencies and Varied Perspectives

Eric Atchison

*Vice President for Strategic Research
Arkansas State University System*





Creating Common Insights

Managing Data Inconsistencies
and Varied Perspectives



SHEEO

Strengthening Data Literacy Among Higher Education Stakeholders

Eric Atchison

Vice President for Strategic Research
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



38,000+ students served
650+ academic programs
3,400+ staff and faculty
\$315 million budget

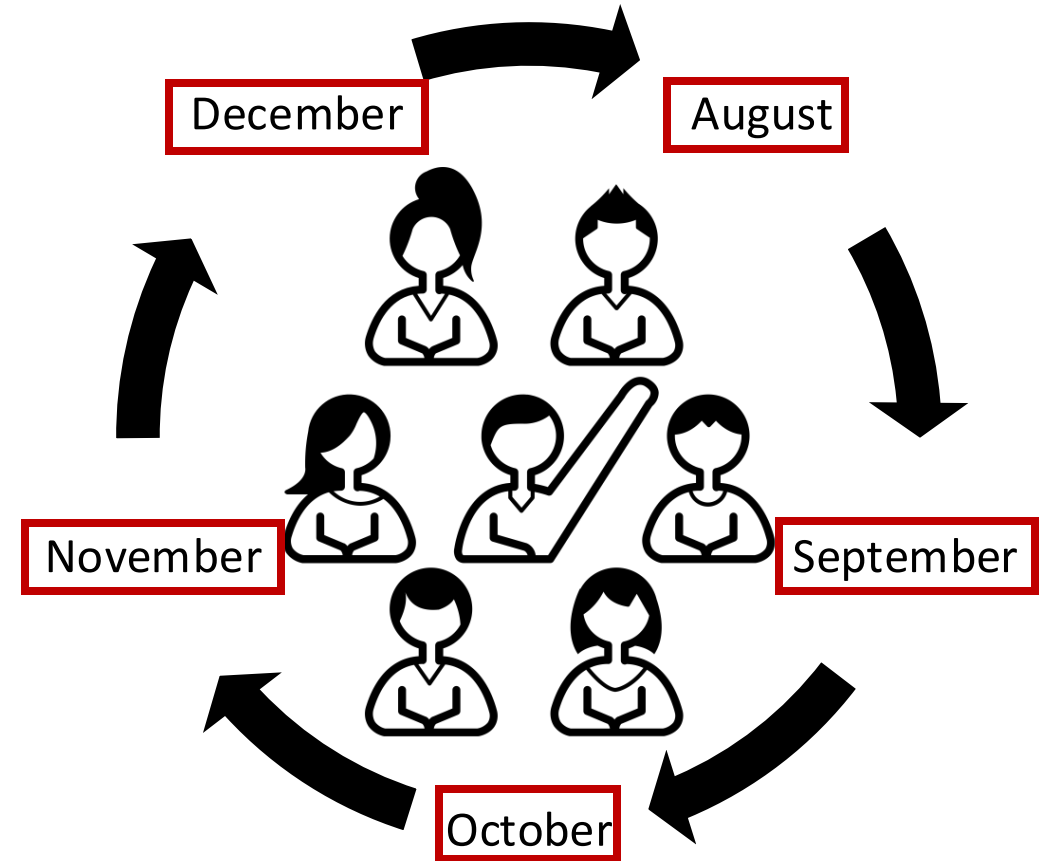
Overview of this session

- Examples of data inconsistencies
- Data literacy across stakeholders
- Strategies for addressing data inconsistencies

Examples of data inconsistencies

Who is enrolled?

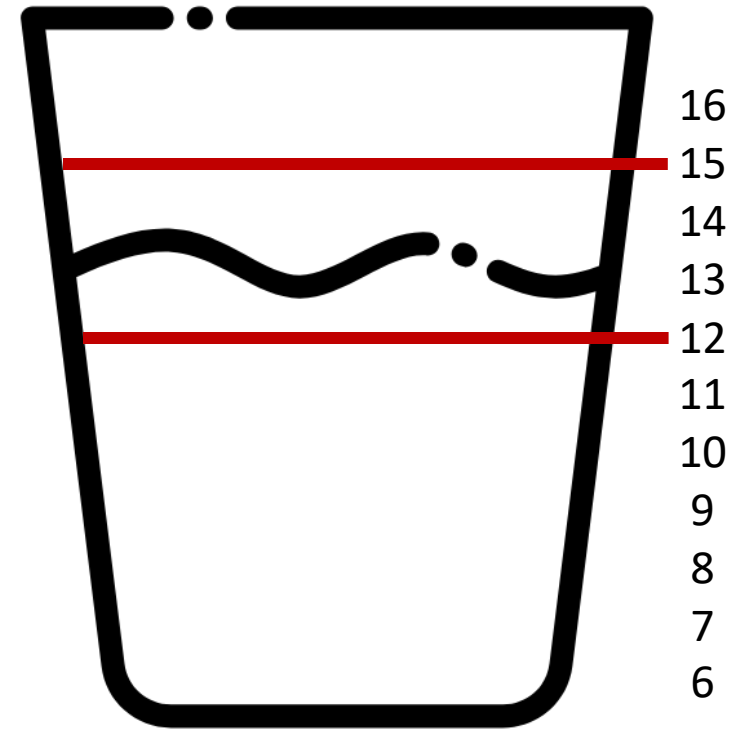
- Source:
 - Legislative / agency requirements
- Consequences:
 - Public confusion
 - Performance goals



Examples of data inconsistencies

Full-time or part-time?

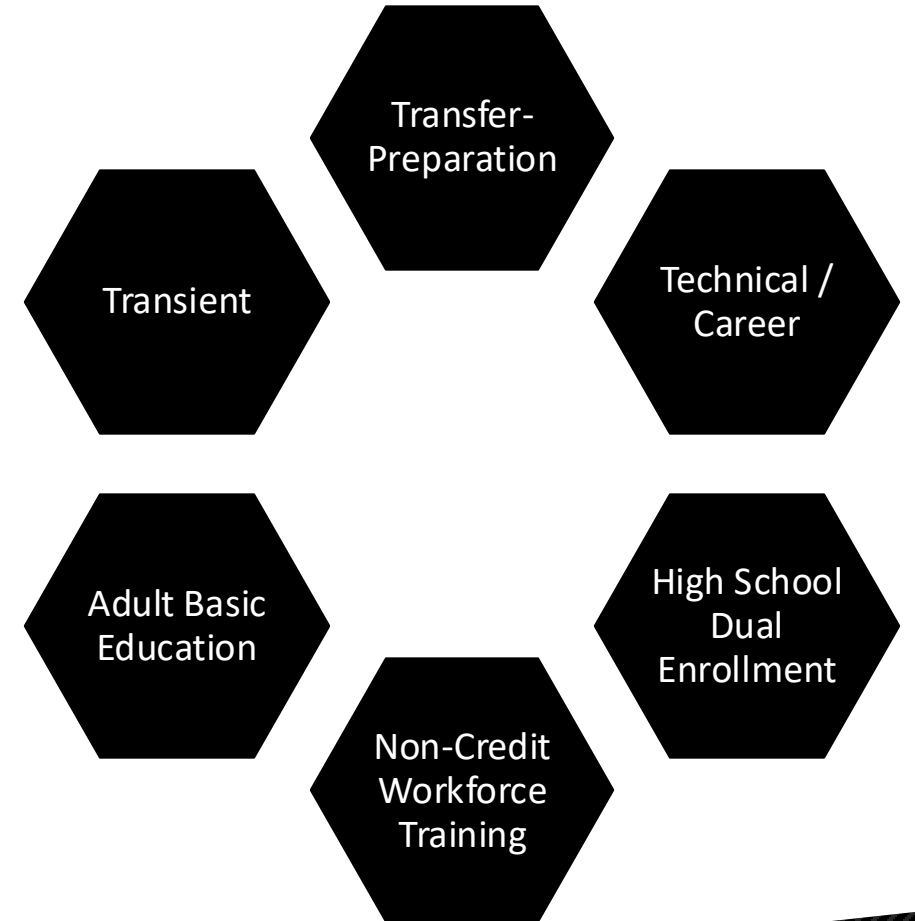
- Source:
 - Variety of initiatives
 - Scholarship eligibility
- Consequences:
 - Inconsistent reporting (e.g., FTE)
 - May cause confusion with stakeholders



Examples of data inconsistencies

How do we measure success?

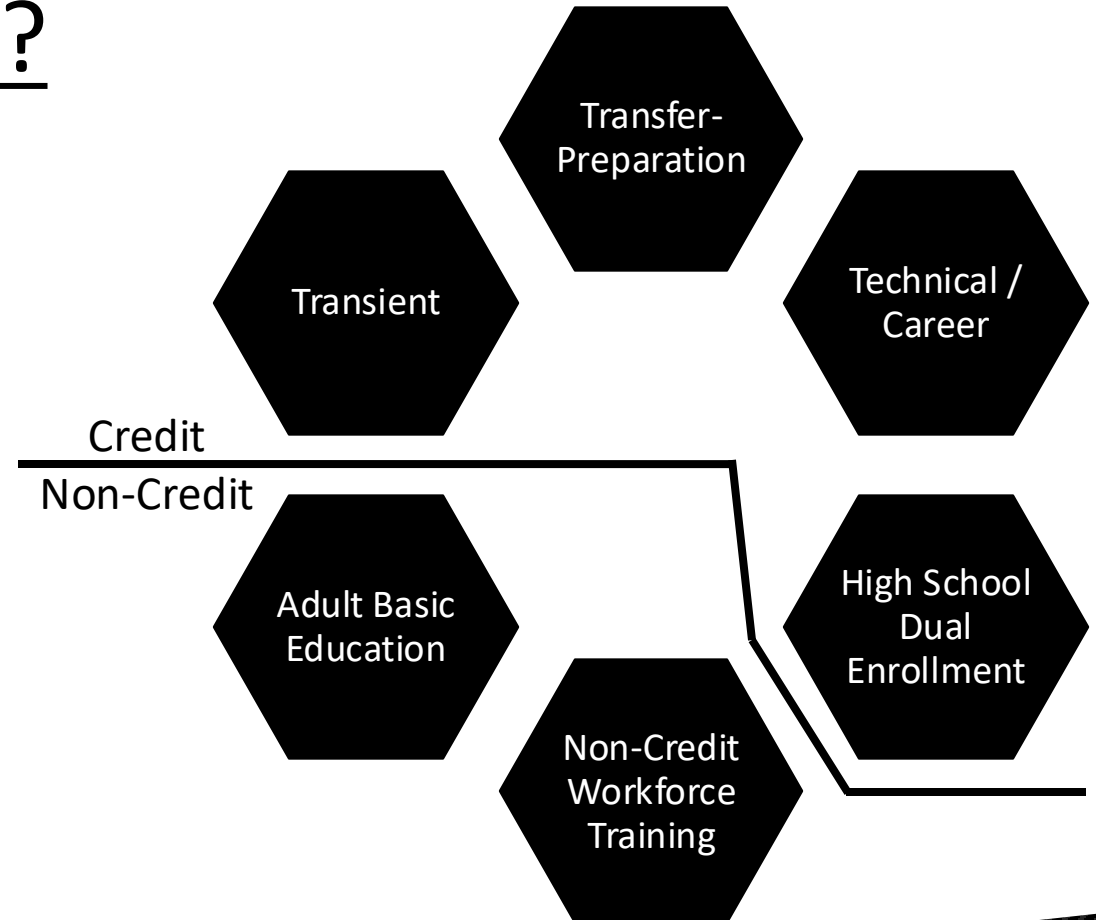
- Source:
 - Historical measures
- Consequences:
 - Incomplete view of mission
 - Perspectives of value



Examples of data inconsistencies

How do we measure success?

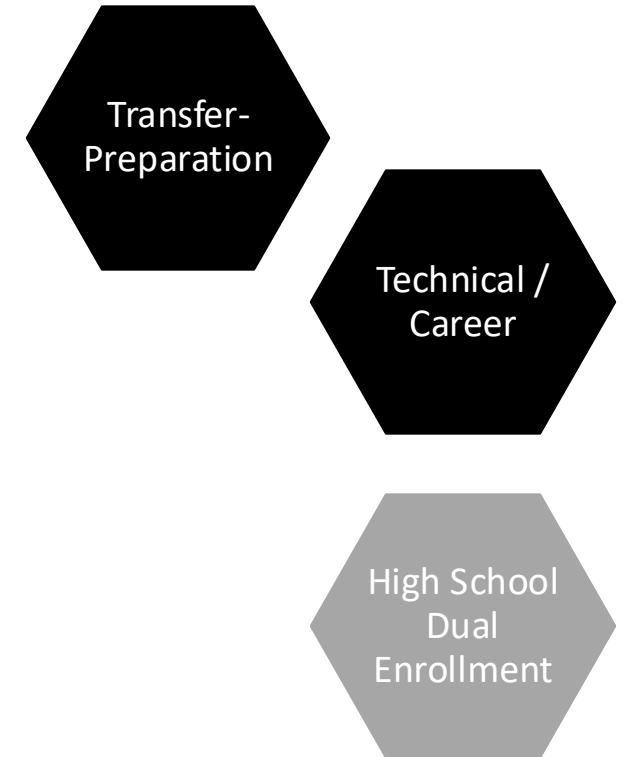
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Examples of data inconsistencies

How do we measure success?

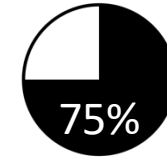
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Data literacy across stakeholders

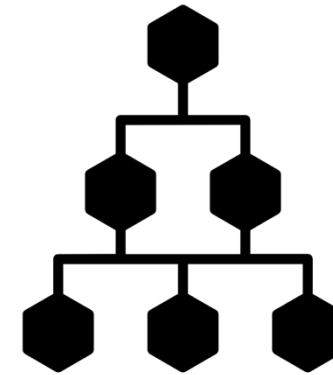
- Broad policy goals

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



- State / institutional strategic planning

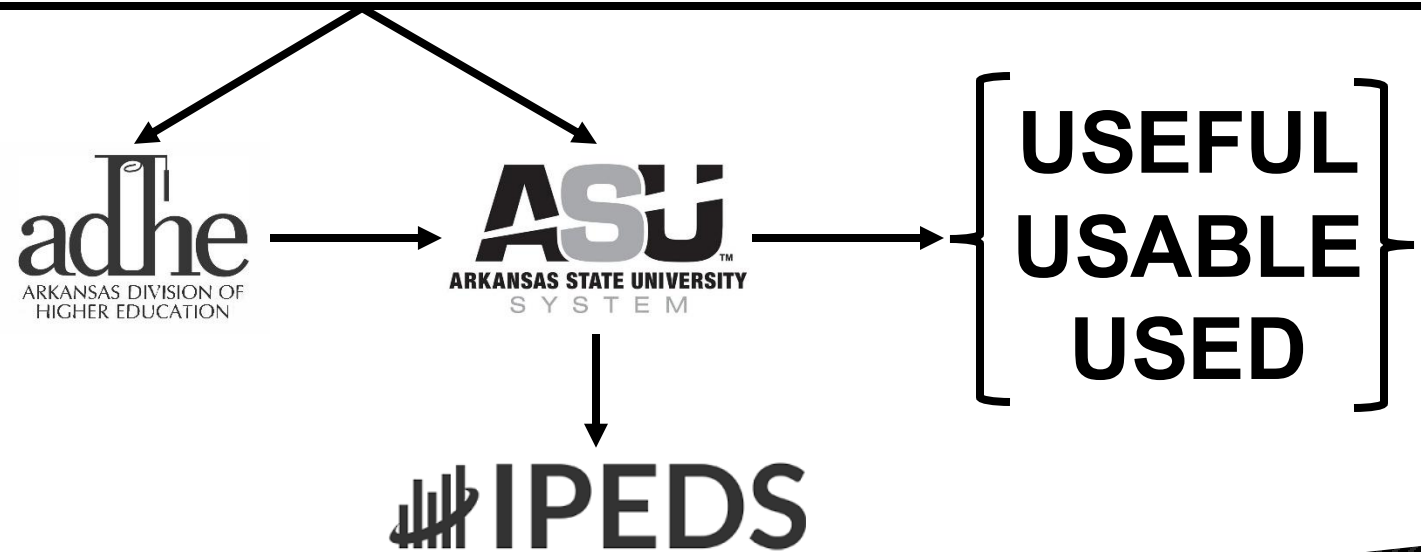
- Enhance Student Well-Being
- Example KPIs:
 - First-year retention rate.
 - Four- and six-year graduation rates.
 - Well-being survey data



Strategies for addressing data inconsistencies

- Understand your data ecosystems
- Measure what matters
- Ensure value

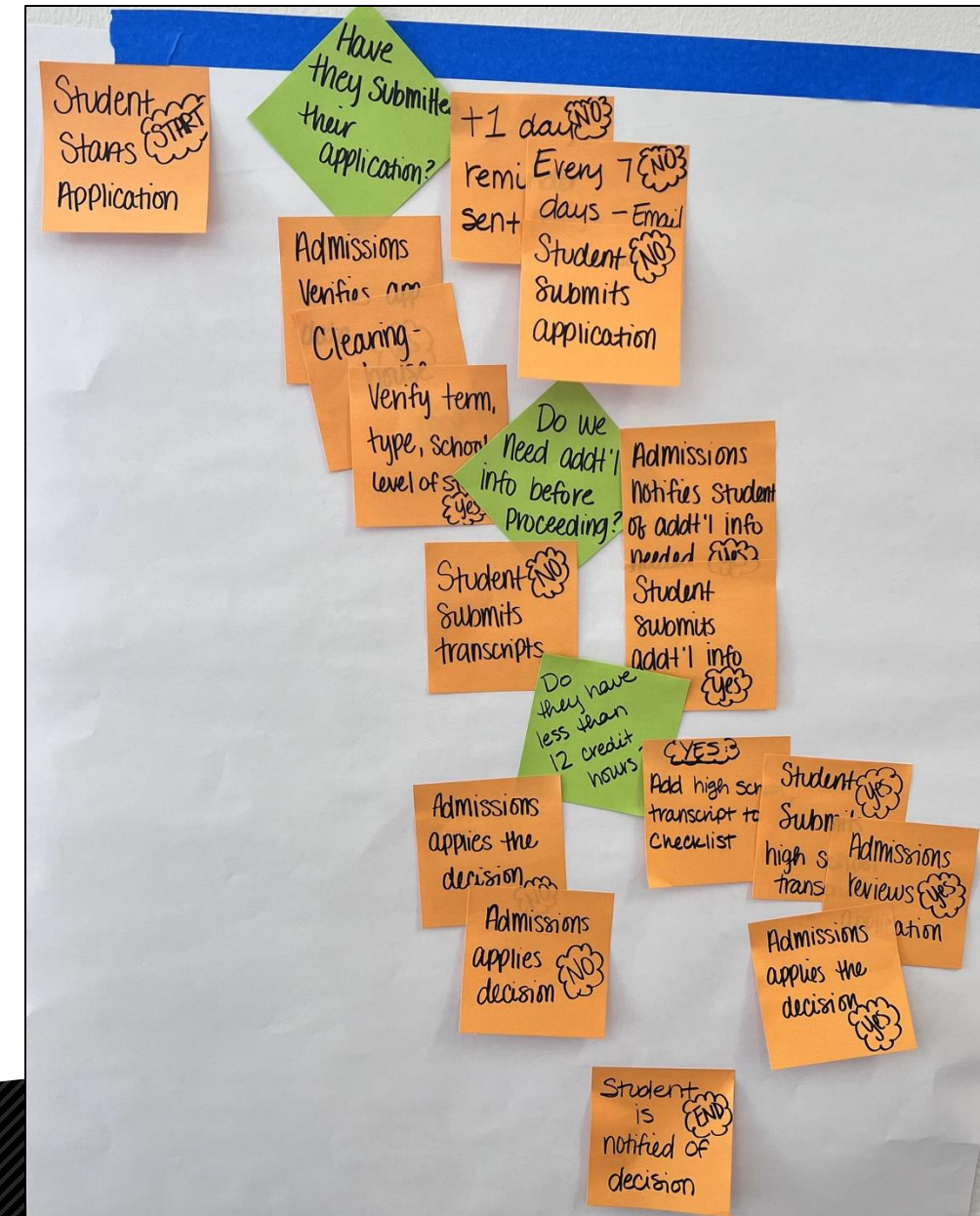
Understand your data ecosystems



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

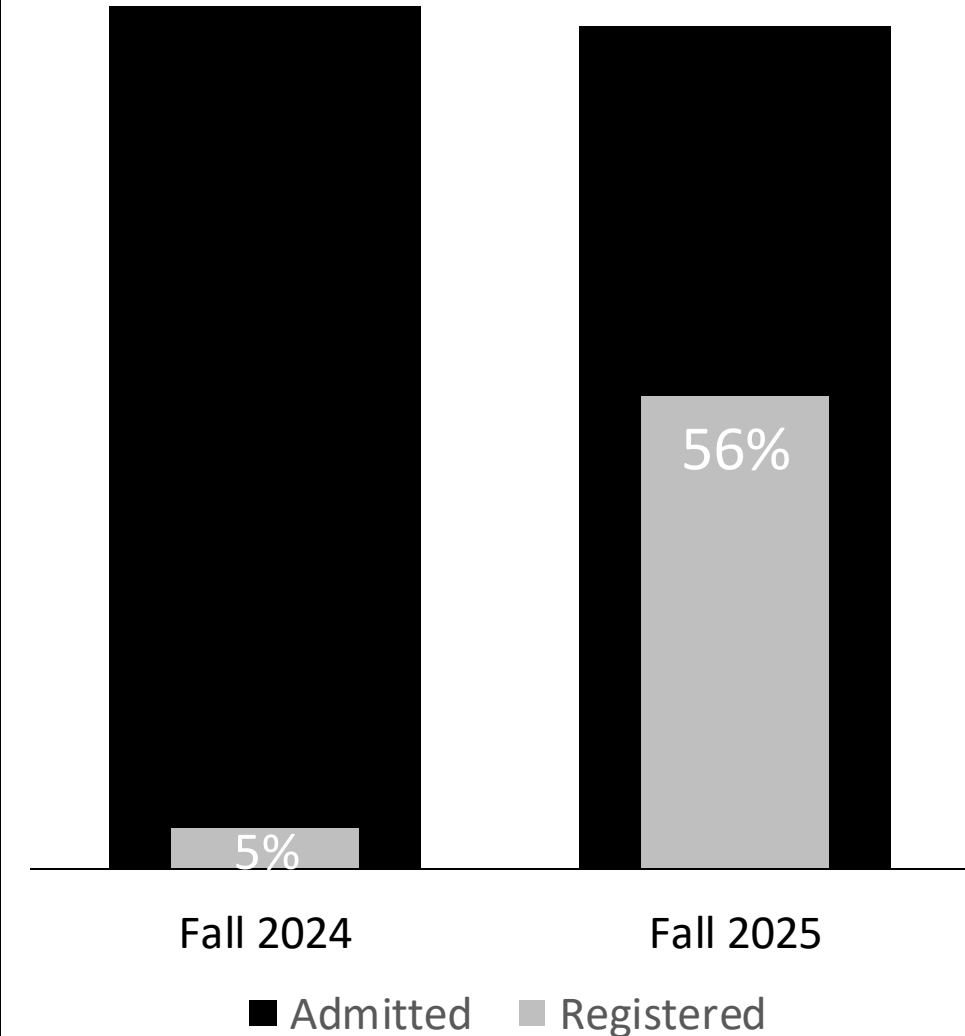
Fall 2024

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

Fall 2025

- 41
- 41
- 23

Feb. 10 – Apr. 11



Measure what matters

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2024 Survey of Community College Outcomes



First Look: The 2024 Survey of Community College Outcomes

In 2024, 121 schools from across all five states in the Fifth District participated in the Survey of Community College Outcomes. View the results and analysis below.

Last Updated Feb. 25, 2025

Measure what matters



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Students who earned a degree, diploma,
certificate or industry recognized credential

+

Students who transferred without an award

+

Students who persisted and are in good standing

Students in cohort

**Richmond Fed
Success Rate** =

Credit cohort: Measured 4 years after student entry

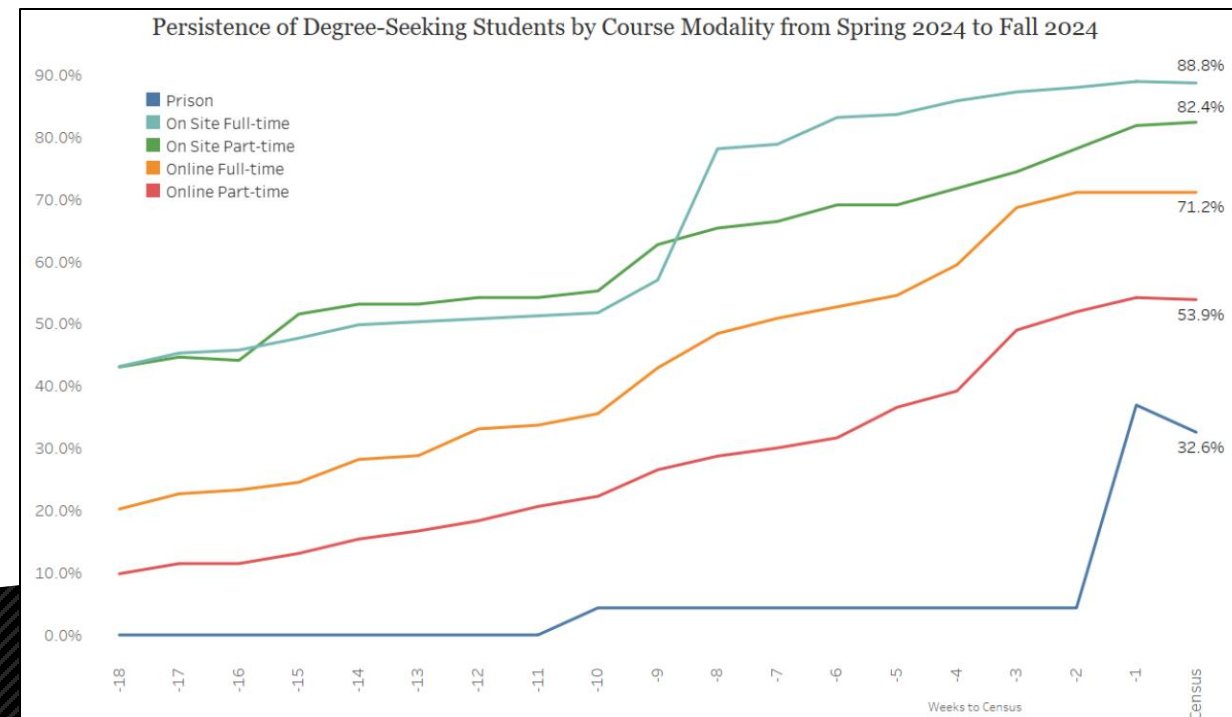
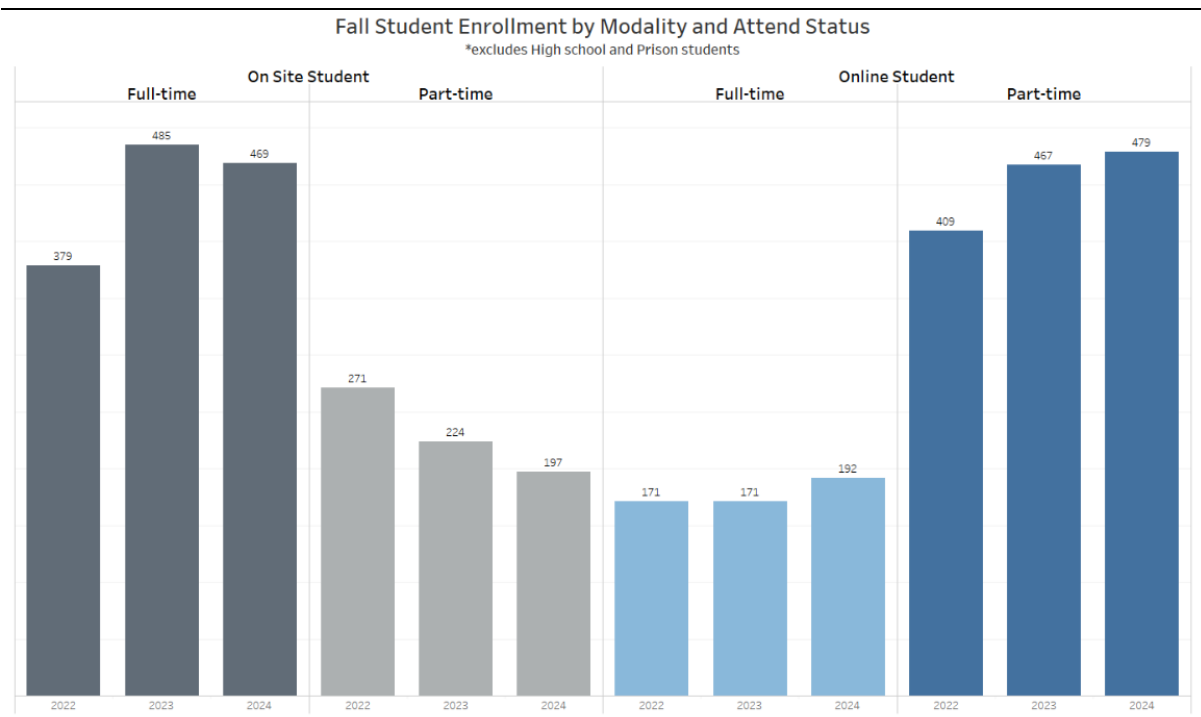


Outcomes. View the results and analysis below.

Last Updated Feb. 25, 2025

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

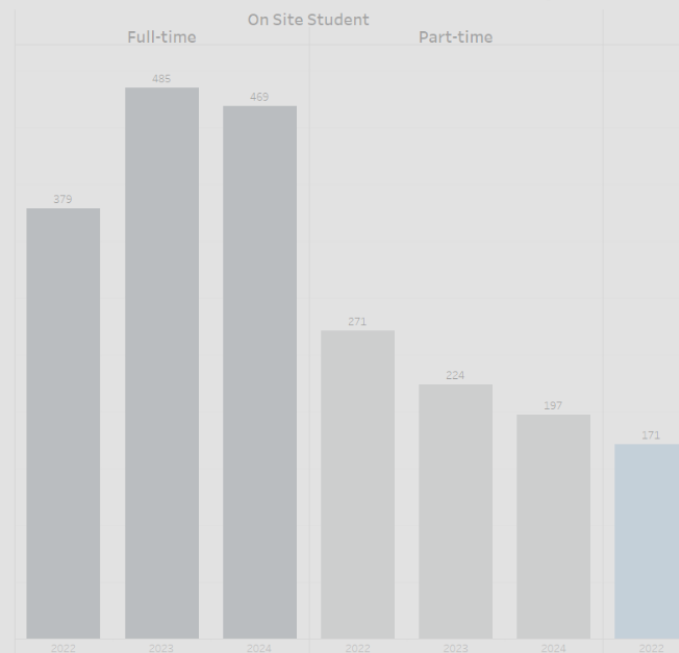
- Institution-level
 - Review data
 - Identify gaps
 - Communicate

Hello Elizabeth!

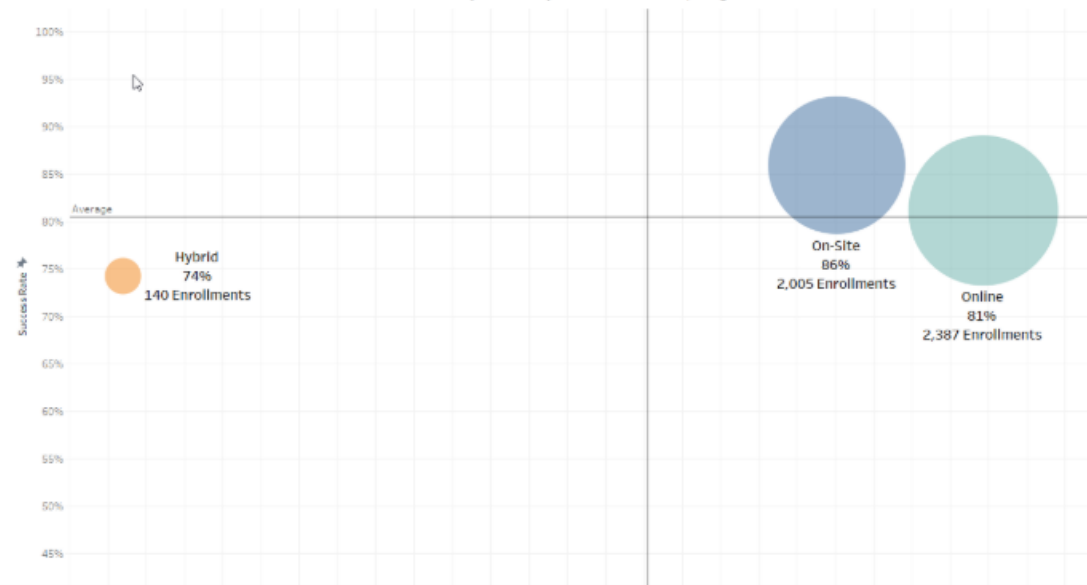
Last month, we shared data about attendance status for students at ASUN. This month we plan to build on that by adding another equity dimension: Modality. We have heard many of you ask questions related to on-line versus in-class learners. We hope to demystify some of the questions around different modalities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

Fall Student Enrollment by Modality
*excludes High school and Prison

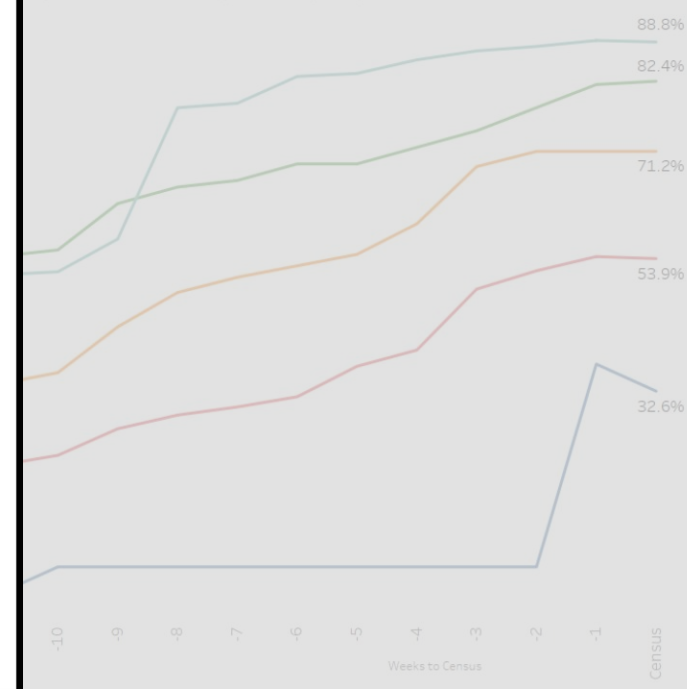


Success Rates by Modality of Courses for Spring 2024



pulations,
ulations, and
large.

by Course Modality from Spring 2024 to Fall 2024



Ensure value



Preliminary Headcount & Credit Hour Trends

As of Prelim. Census: 30,339 headcount || 274,040 SSCH

Term

(Multi... ▼

Week

(All) ▼

Data Type

Headcou... ▼

Data View

By Term ▼

Institution

(All) ▼

Type

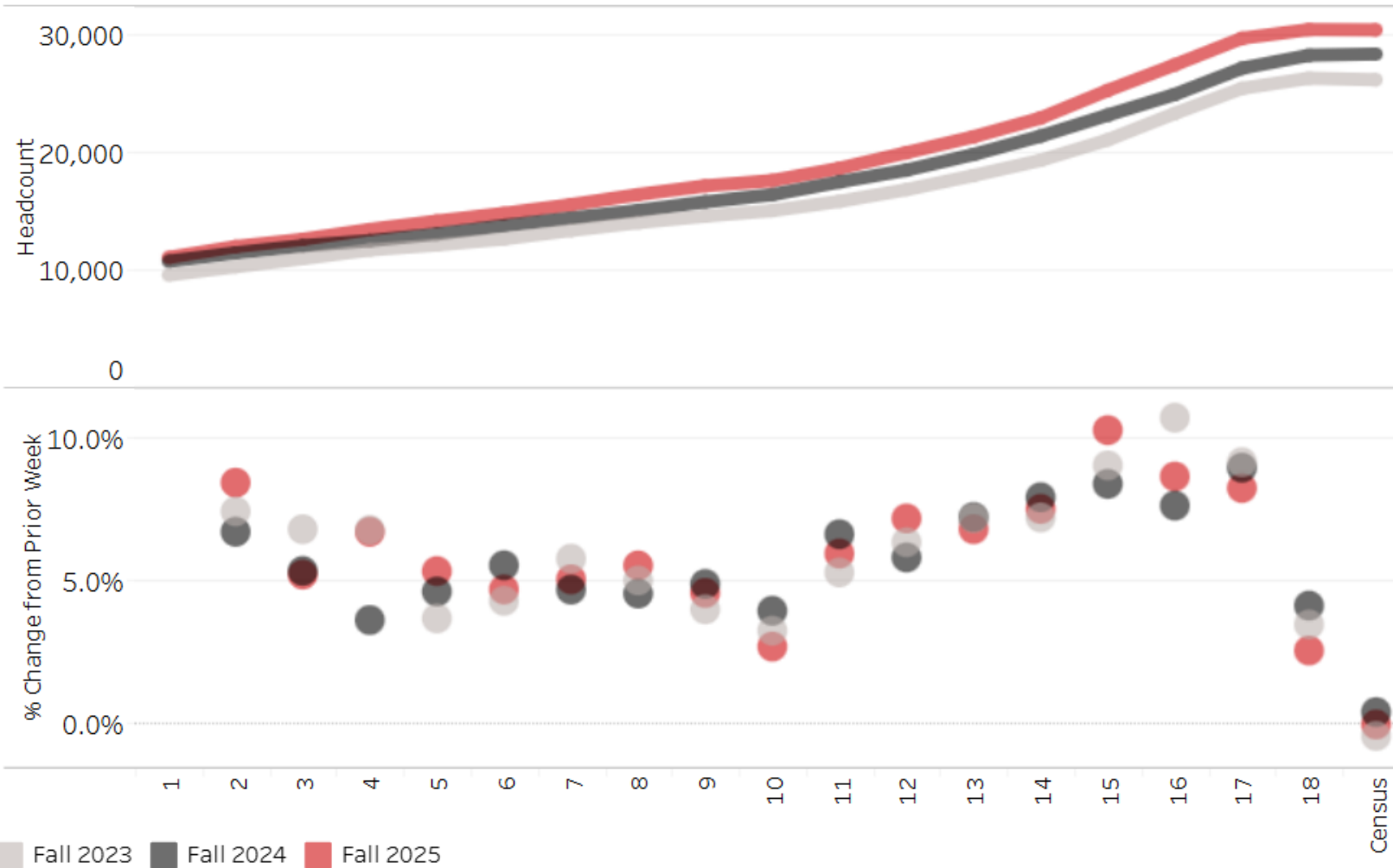
(All) ▼

Level

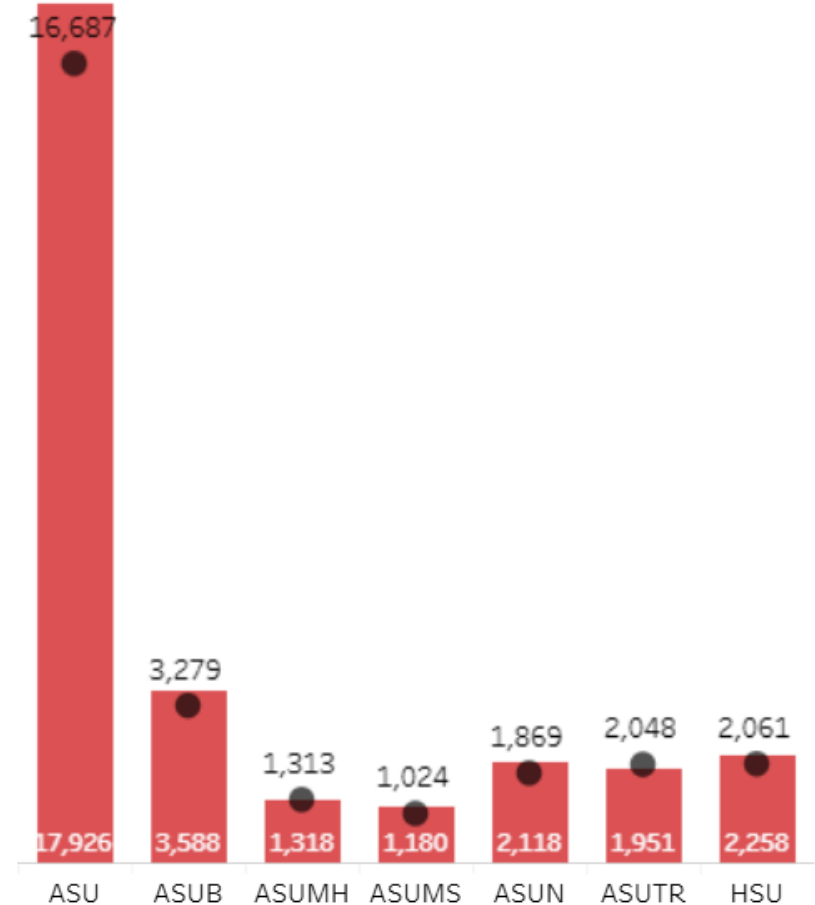
(All) ▼

Compare Week

Census ▼



Current Headcount vs Fall 2024 Preliminary Census



Ensure value

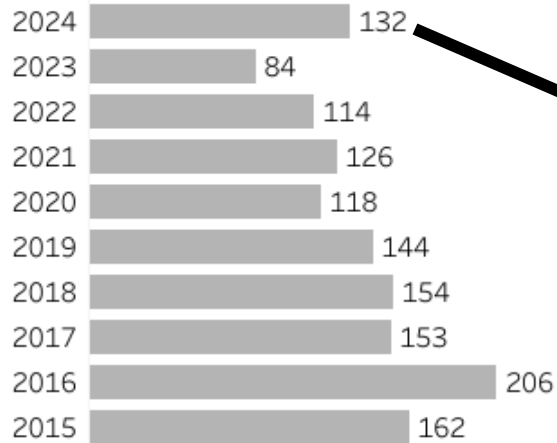
- Use visualizations to illustrate complexity



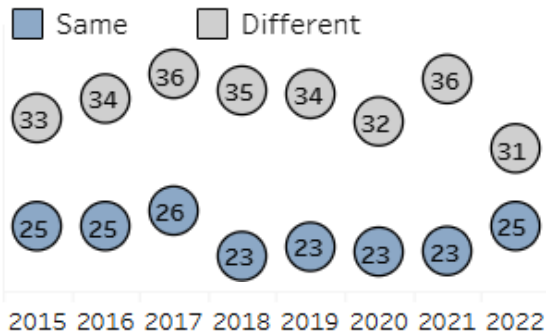
Ensure value

- Map broad outcomes back to process / procedures

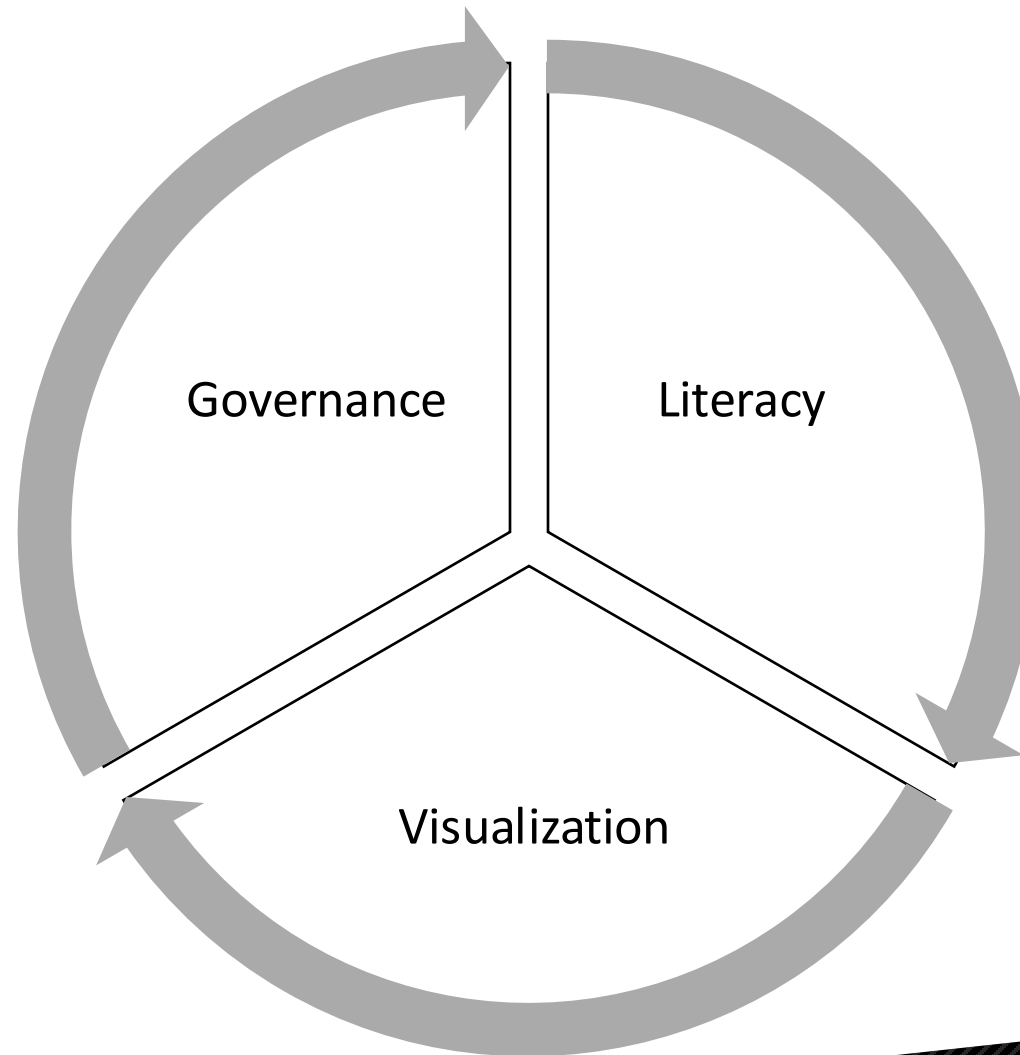
New Transfer Enrollment



Months to Complete by Program at Entry vs Graduation



Maximizing our data story



Guiding questions

- How do we better tell our student success story?
- How do we modernize our data systems to answer new questions?



Thank you