Doing Data Right

How Information Sharing Can Help Bring in (and Keep) Your Class

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Points of Interest

1. Why Data is Important

2. What Data Points to Consider

3. How We Can Use Data

4. Implementation – Putting it all Together

Why Data is Important

Importance of Data in Decision Making

Impact on Enrollment and Retention

- Data is objective – no hidden agendas, no room for politics

- Establishes a baseline for making sound decisions

- Trends and patterns help with predictions

- Allows for proactive vs. reactive activity

- Enables work efficiencies

- Helps us understand where to make changes – and get campus buy in

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What Data Points to Consider

Which Data Points Should be Collected?

Impacts on Enrollment and Retention

- What data does your campus have?
  - What is in your admission CRM?
  - What is in your financial aid database?
  - Other institutional student information systems?

- How do you measure it?
  - Know how the information is defined
  - Know who collects it – and how

- Where is it maintained?
  - Which source is more relevant/accurate?
  - Who is the gate keeper?

Which Data Points?

Good vs. Bad Data

- Accuracy

- Completeness/missing values

- Source

- Creating variables (distance from campus – zip code, county, high school)

- Competing/supporting data (out of state flag vs. residency)

- Institutional knowledge may provide necessary context

- Relevance – does too much data obscure the view?

- Start somewhere – if it's important, begin a process for tracking

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How Can We Use Data

We've Got Data, Now What?

Four Steps
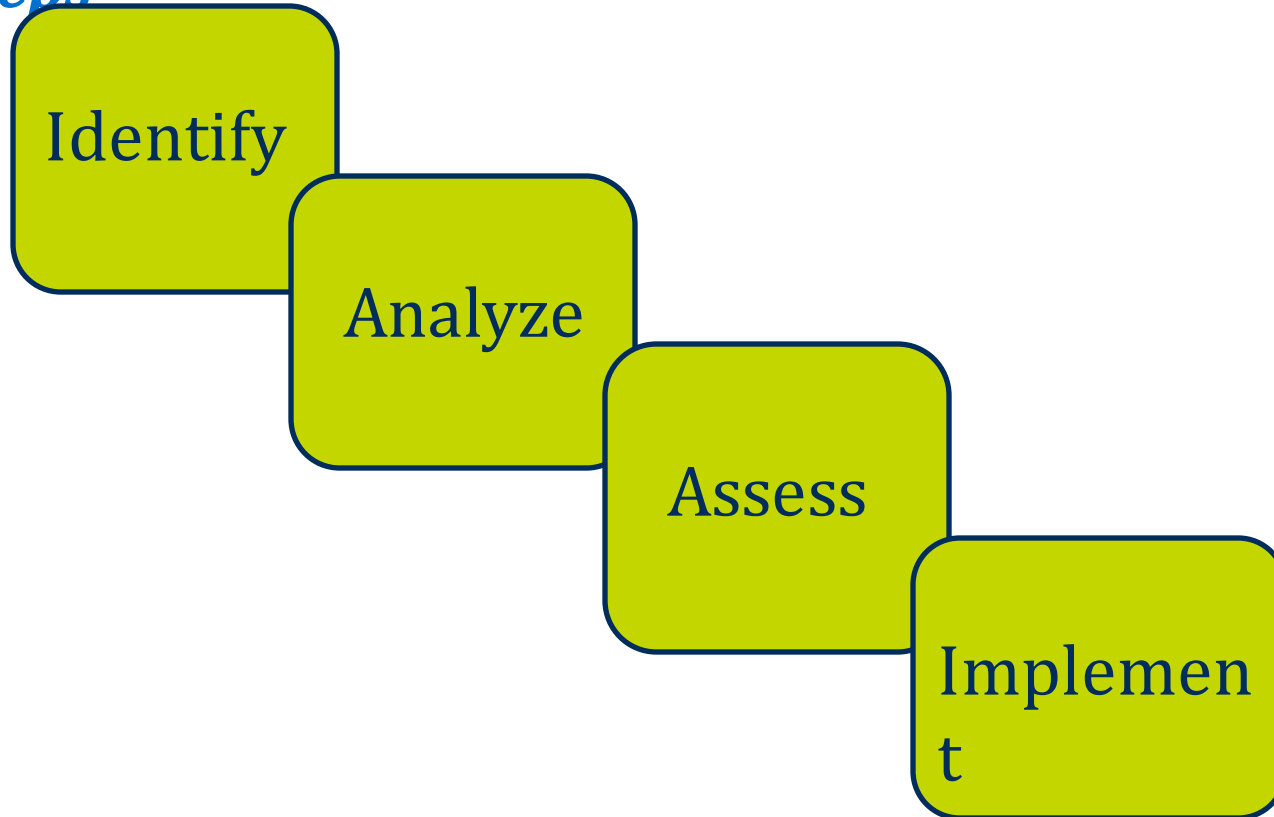
Identify

Analyze

Assess

Implement

Scenario 1:
Test Optional

Identify

Test Optional Admission

- What is the campus goal?
  - More applications
  - Improved access
  - Equity
  - To remain competitive

- Know your research
  - Historically, non submitters are more likely to be first generation, non-white, and Pell recipients
  - Consider financial impact to campus
  - Number of test optional campuses continue to climb

- Think about how merit will be awarded?
  - Will a test optional admit be eligible for the highest award?
  - If provided, will test scores be considered as well (If so, will the student or the campus benefit)?

Analyze

Define admit pool by current quality group using campus "actuals".
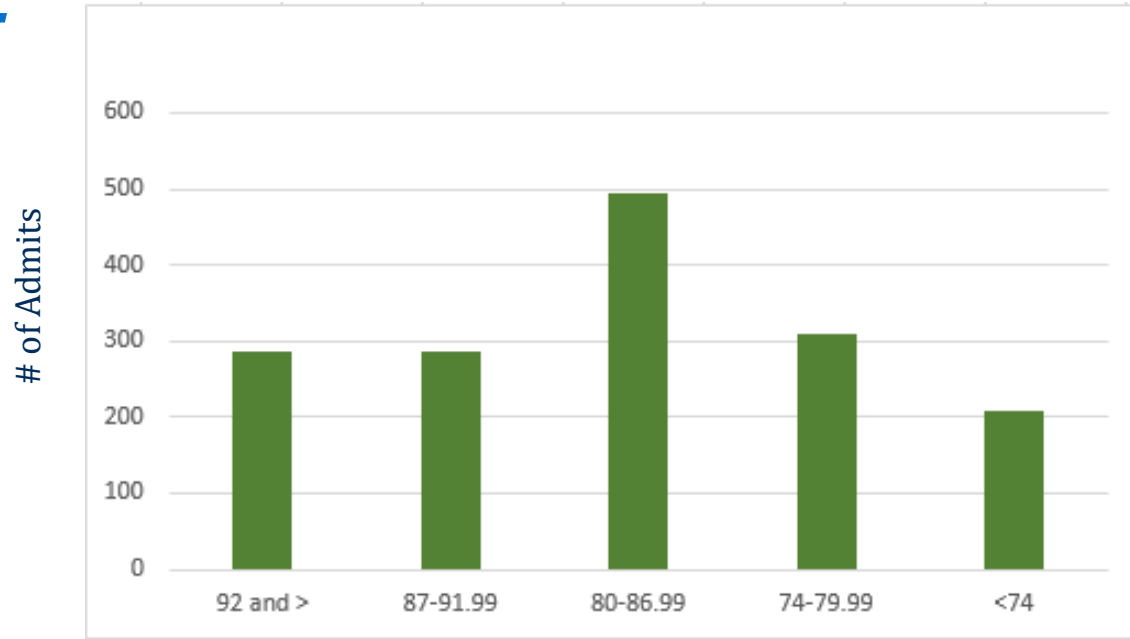
**Quality Groups by Current Calc Index Breaks**

Analyze

Admitted Student Data: Where are they now?

FY Students	HS GPA Mean	Range	Stnd Deviation	ACT Mean
Current Top Merit	3.98	3.73-4.0	0.05	31.3
Merit Level 2	3.91	3.44-4.0	0.11	26.8
Merit Level 3	3.77	3.07-4.0	0.17	23.4
Merit Level 4	3.5	2.82-3.99	0.19	22.8
Merit Level 5	3.14	2.19-3.81	0.24	20.9

Note: GPA range; Standardized score can act as a "governor" when assigning quality level

Assess

Quantity of admits attempt to replicate current state.
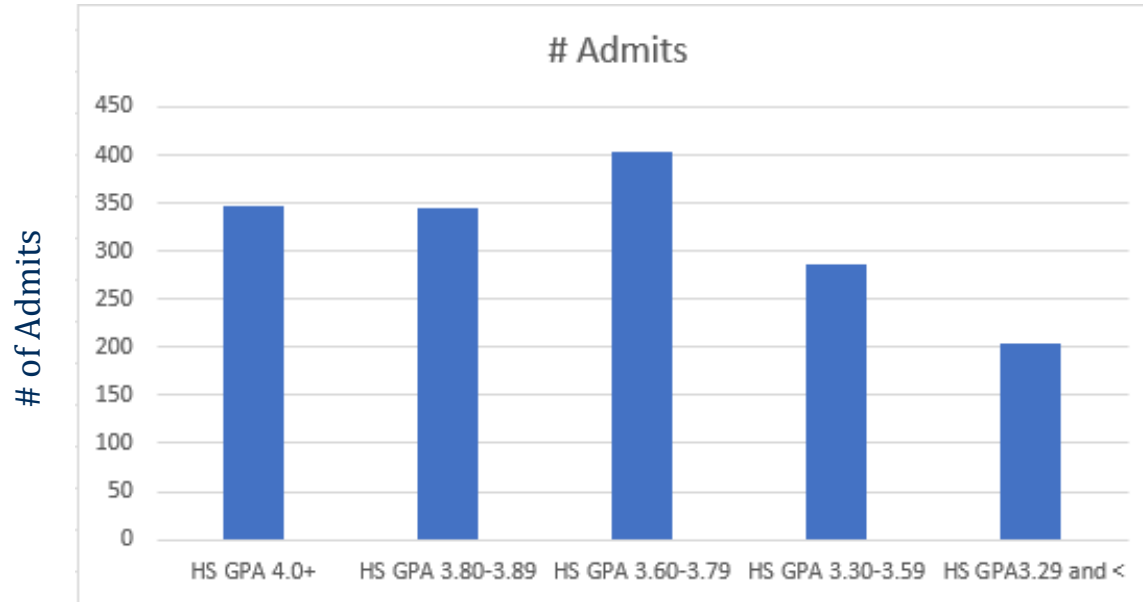
Quality Groups by Recommended GPA Breaks

Note: Goal is for proportional change and a limit to financial exposure;
There will be winners and losers to any quality band adjustments

Evaluate

What is the financial exposure? Possible yield changes as students relocate? Is either/or "best" merit affordable?

"Winners"		"Losers"		No Change
	168		0	176
	221		90	124
	94		64	155
	59		93	135
	0		64	141

46% of the admit pool would not change merit level;
34% of the admit pool would move up at least one level;
20% of the admit pool would move down at least one level

Calculate Cost of New Merit Offers

Top Award: 105 students move "up" from tier 2, 61 from tier 3, and 2 from tier 4

Tier 2 Award: 185 students move "up" from tier 2 and 36 from tier 3; but 90 move "down" from tier 1

Tier 3 Award: 84 students move "up" from tier 4 and 10 from tier 5; but 19 move "down" from tier 1 and 45 from tier 2

Tier 4 Award: 59 students move "up" from tier 5; but 12 move "down" from tier 2 and 81 from tier 3

Tier 5: 13 move "down" from tier 3 and 51 from tier 4

Scenario 2: Using Key Variable Metrics

Identify

The need to accurately plan enrollment outcomes.

- What is the campus goal?
  - Predict enrollment changes throughout an enrollment cycles
  - Provide adequate time to adjust budgets (increases or decreases)
  - Manage campus expectations
  - Inform retention efforts

- Know your Research
  - What key variables best predict *your* student yield or retention behavior
  - Watch for market changes (more admits don't necessarily mean higher enrollment)
  - Consider populations (Athletes? Transfer? Commuters?)

- Think about any changes to the admit pool.
  - Decrease in Pell eligible students?
  - Erosion or upticks in local market?
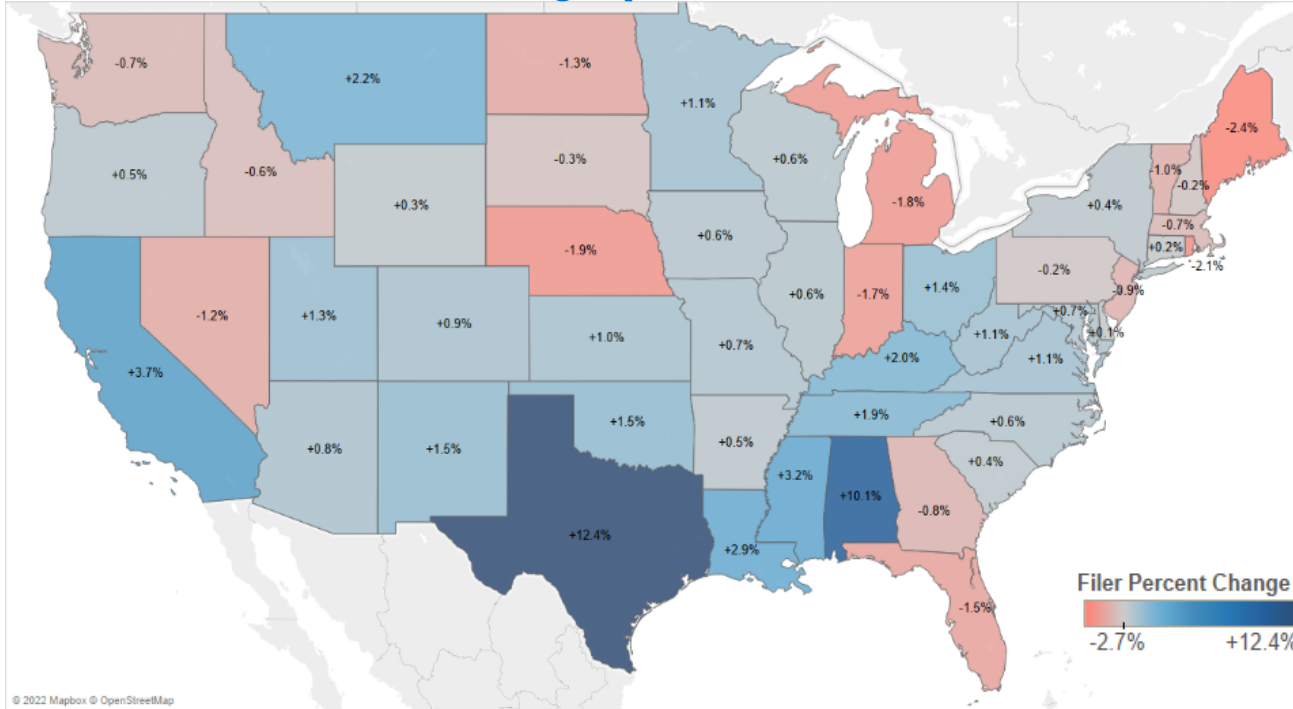 - Increase or decrease to application type?

Analyze

Determine what to track year-over-year.
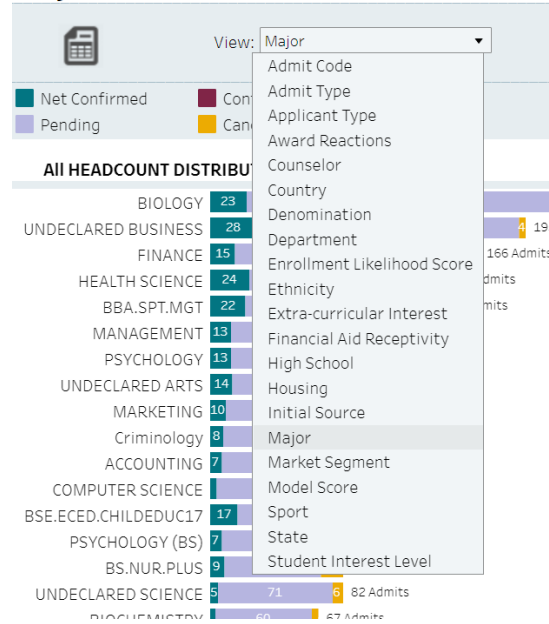
Estimated FAFSA Filing Rates

Change in Estimated Filer Rate – Week 27 – through April 1

Estimated Filer Rate Change			
	2021-22	2022-23	Change
Totals	1,829,969	1,906,347	2.0%

Estimated Filer Rate Change			
	2020-21	2021-22	Change
Totals	1,969,529	1,832,956	-4.0%

Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates, 2020, www.knocking.wiche.edu*

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Assess

Campus Application : Focus on Primary Yield Regions

MARKET	YEAR	DATA POINT	#ADMITS	#FILERS	%FILERS
Primary 1	2022	2/8/2022	511	357	69.9%
	2021	1/26/2021	611	365	59.7%
	2020	2/13/2020	541	387	71.5%
Primary 2	2022	2/8/2022	107	79	73.8%
	2021	1/26/2021	102	70	68.6%
	2020	2/13/2020	89	67	75.3%
Primary 3	2022	2/8/2022	393	267	67.9%
	2021	1/26/2021	359	224	62.4%
	2020	2/13/2020	353	249	70.5%

Evaluate

Solution/Recommendation: Proactive Outreach

- Filing rates are improved compared to 2021 but not quite at 2020 levels.
  - Continue to press "filing" messaging to students and parents.
  - Create measureable goals for counselors to increase filers by territory.
  - Provide examples of sample awards: income profiles with estimated aid (website/print/digital) to encourage completion.
  - Offer in-person financial aid nights to select high schools.
  - Provide appointment opportunities for families.

Financial Aid Appointment Request 2022

Student Information

First Name

Birthdate

Last Name

ID#

Primary Email:

*Confirm Email Address

Primary Phone

Preferred Address
Country
United States
Street

City

Scenario 3

Identify

Increasing Diversity for Underserved Populations

- What is the campus goal?
  - Regional public
  - State goal to increase diversity
  - Reduce number of top tier scholarships from 411 to <200
  - Develop need-based award
  - Ensure compliance with legal mandates

- Challenge
  - Not enough funding to provide need-based funds to everyone

- Developed Diversity Promise Scholarship
  - "The aim of this scholarship is to eliminate financial barriers for our underserved student populations to promote access to an equitable education."

Analyze

Define Who is Underserved

- Under-represented student of color (black or African American, Latino or Latinx, Hispanic, Pacific Island, Native American)

- Socio-economic (low income)

- First generation

- Geographic

- LGBTQIA+

- Disabled

- From single-parent household

- Homeless

- Non-traditional student

Analyze

Who are the targeted students?

- Some variables aren't collected

- Campus opted to use a collection form (application)

- Allowed the students to self-identify

- Required short essay explaining why the student needed the funds and discuss their background.

Do you identify as any of the following *

- [ ] LGBTQIA+
- [ ] Disabled
- [ ] Single Parent
- [ ] Live in a single parent household
- [ ] First Generation Student
- [ ] Homeless/At Risk of being homeless
- [ ] Non-traditional Student
- [ ] Black/African American
- [ ] Hispanic
- [ ] Latino/Latinx
- [ ] Pacific Islander
- [ ] Native American
- [ ] Asian
- [ ] Other: _____

Analyze

Who are the targeted students?

- How many students are potentially in the pool?

- Using the metrics available define potential reach.

- Out of 15,000+ admits the pool was manageable.

MatrixPopName	(All)
Ethnic_Cd	(Multiple Items)
Flag_Underrepresented	Y
Flag_First_Generation	(All)
Enr_Status	(All)

Count of StudentId	Column Labels					
Row Labels	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5	Grand Total
EFC $0		17	19	36	48	120
EFC $1 - $5,711	1	21	21	34	29	106
EFC $5,712 - $12,000	1	13	10	6	11	41
EFC $12,001 - $23,000	1	17	7	7	11	43
EFC $23,001 & Above		5	2	4		11
No Need Merit Only	7	98	123	94	63	385
No Need	1	6	5	8	194	214
Grand Total	11	177	187	189	356	920

Assess

	Admitted	Deposited	Yield
In State	190	102	53.7%
Out of State	128	64	50.0%
Flagged as under-represented	135	56	41.5%
Flagged as first generation	20	14	70.0%
Pell eligible	130	76	58.5%
Lowest academic tiers	157	76	48.4%

Did we reach the desired students?

⌄

Overall yield: 44.4%

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Evaluate

Did need-based awards support goals?

Yes! And within budget.

Average awards $2,260

Total spend $373K

Implementing Data Analysis

We've got the data. Now what?

How do we get gatekeepers on our side?

How do we set expectations for stakeholders and consider campus culture?

What happens if you don't have good data?

Overcoming Resistance

Historical Viewpoints (...we've tried that before)

- Build consensus – do we agree there is a problem?

- Focus on market changes that may force a new way of thinking

- Build a case – get help looking at root causes

- Create alliances to secure good data – collaboration is needed

- Remember that cultural shifts can be threatening – transparency is key

- Cultivate support from senior leadership

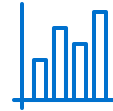# Overcoming Resistance

Making the Case

Check your data. Check it again. Triple check it.

Create clear and concise presentations – easy to read with a story to tell.

Focus on one issue at a time.

Let the data speak for itself.

Rely on outside help when necessary – Third party with no agenda.

Thank You

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