

# Guided Pathways to Success in Kentucky



**Greg Heileman**  
Associate Provost

**UK** University of  
Kentucky.

# What is the Purpose of Analytics?

**The Big Why:**

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- To support data-informed decision-making

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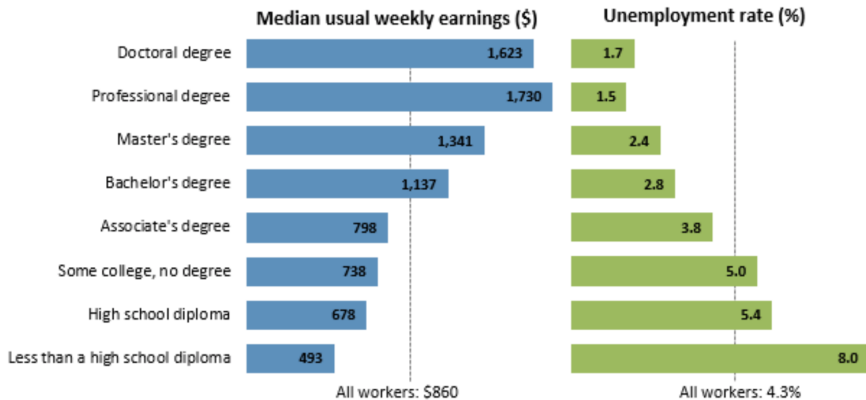
- To support data-informed decision-making
- To assess effectiveness of interventions/programs
- Reporting/compliance

**Takeaway #1: Analytics is Storytelling**

An open book is shown from a low angle, with its pages slightly curved. A green plant with long, thin leaves and a seed head is growing out of the left side of the book. The background is a soft, out-of-focus green field. The overall scene suggests a connection between nature and learning.

# Higher Education in America

## Earnings and unemployment rates by educational attainment, 2015

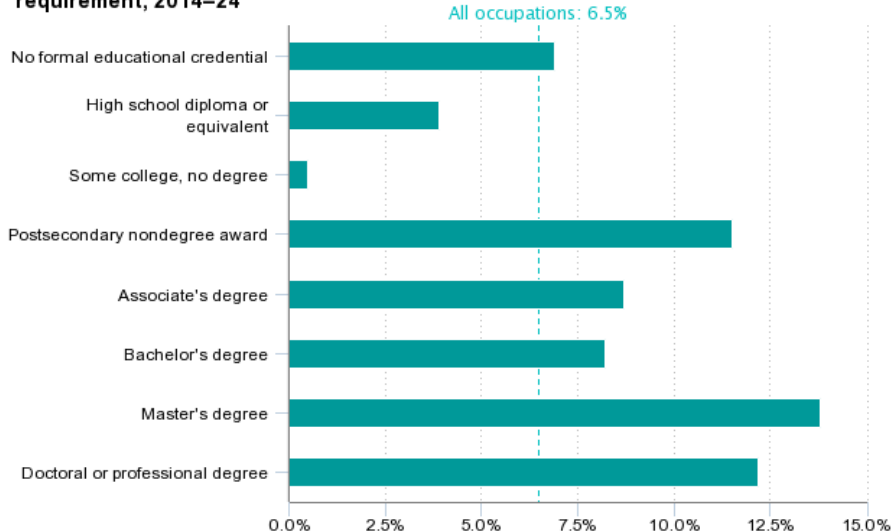


Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.

Source: U.S. Bureau of Labor Statistics, Current Population Survey



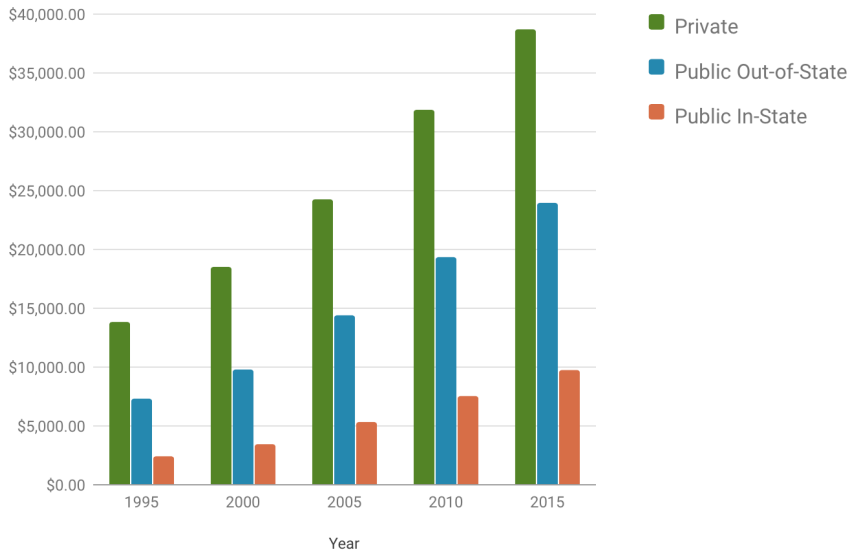
## Projected percentage change in employment by typical entry-level educational requirement, 2014–24



Hover over chart to view data.

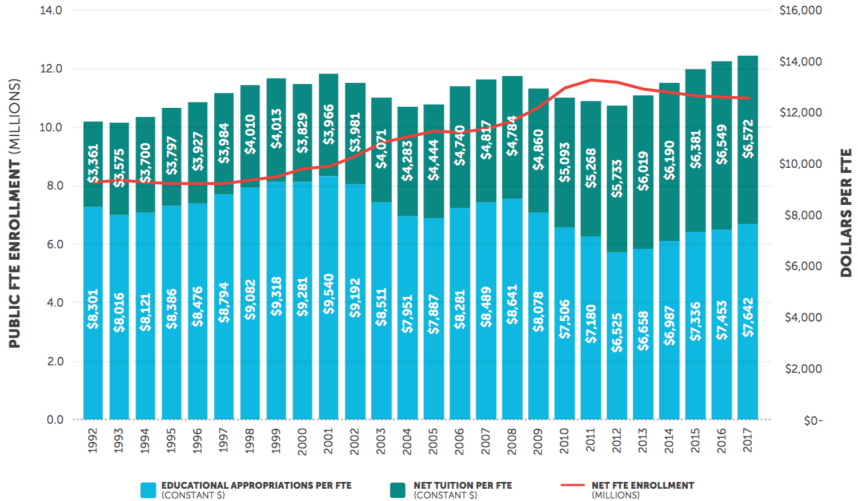
Source: U.S. Bureau of Labor Statistics.

# Cost of Higher Education

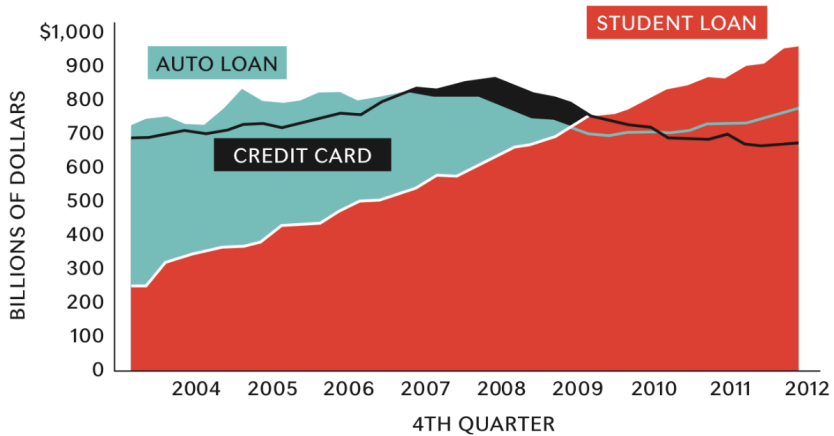


# Cost of Higher Education

PUBLIC FTE ENROLLMENT AND EDUCATIONAL APPROPRIATIONS PER FTE, U.S., FY 1992-2017



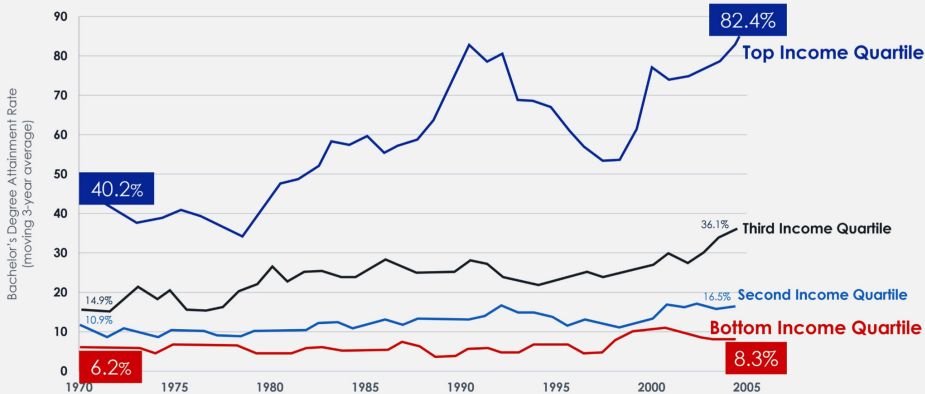
# U.S. Personal Debt



Source: Federal Reserve Bank of New York

# Attainment Gap

Baccalaureate Degree Attainment by Age 24 by Family Income Quartile



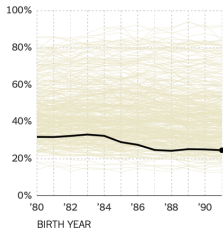
Source: New York Times, "The Reproduction of Privilege," March 12, 2012

# Who We Serve

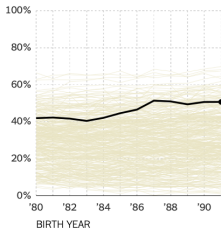
How access at University of Kentucky has changed

Peer schools are shown in yellow

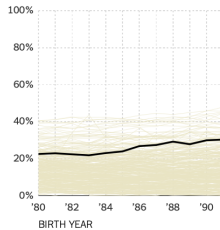
**Students from...  
Bottom 60%**



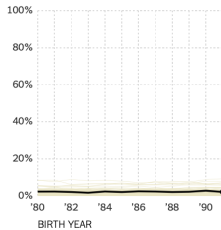
**Top 20%**



**Top 10%**



**Top 1%**



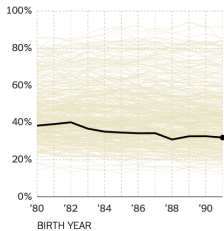
Source: The Equality of Opportunity Project

# Who We Serve

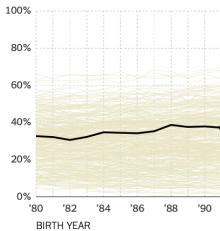
## How access at University of Louisville has changed

Peer schools are shown in yellow

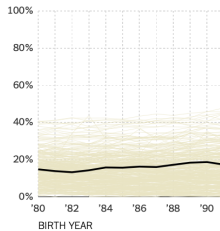
### Students from... Bottom 60%



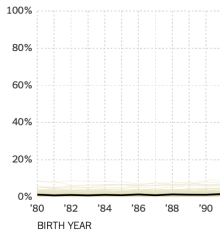
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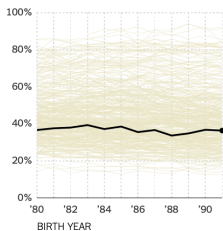
Source: The Equality of Opportunity Project

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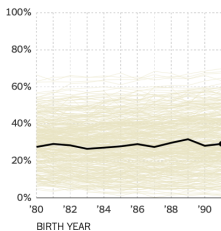
## How access at Northern Kentucky has changed

Peer schools are shown in yellow

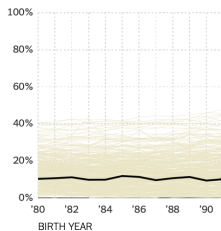
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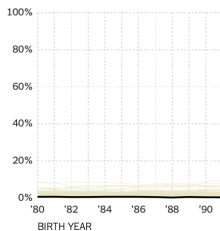
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Source: The Equality of Opportunity Project

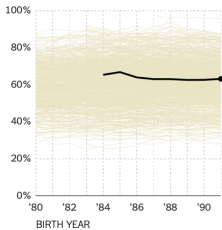


# Who We Serve

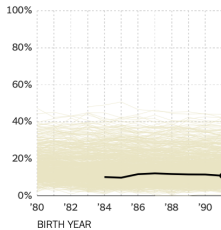
How access at Kentucky Community and Technical College System has changed

Peer schools are shown in yellow

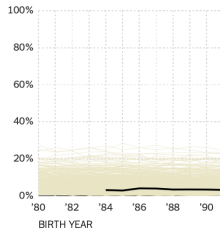
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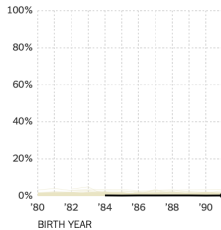
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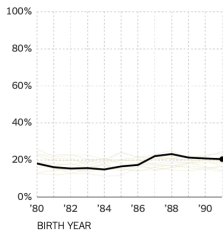
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# Who We Serve

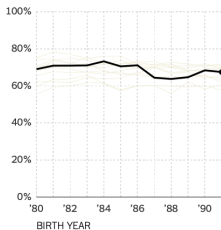
## How access at Harvard has changed

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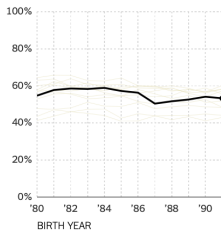
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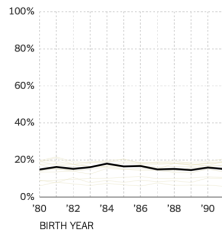
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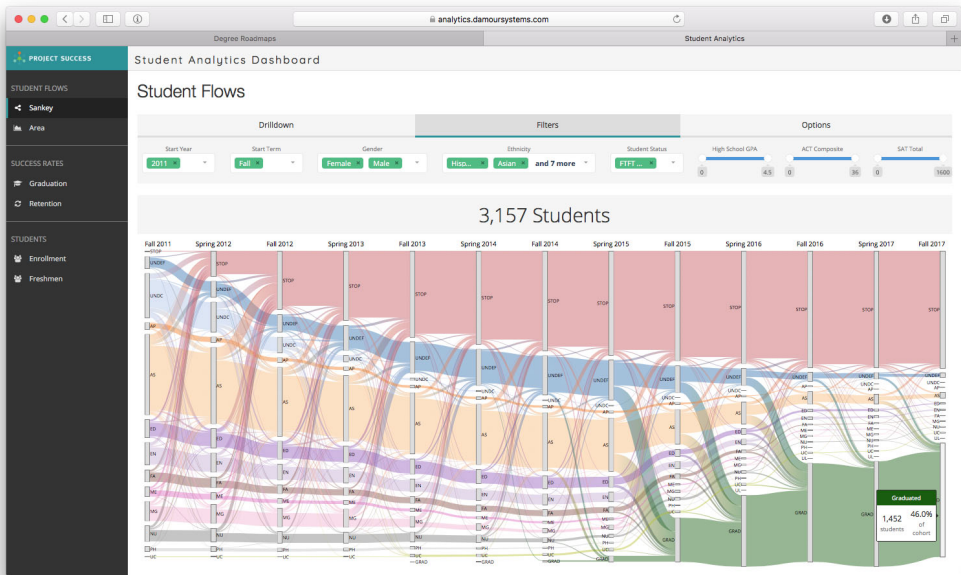


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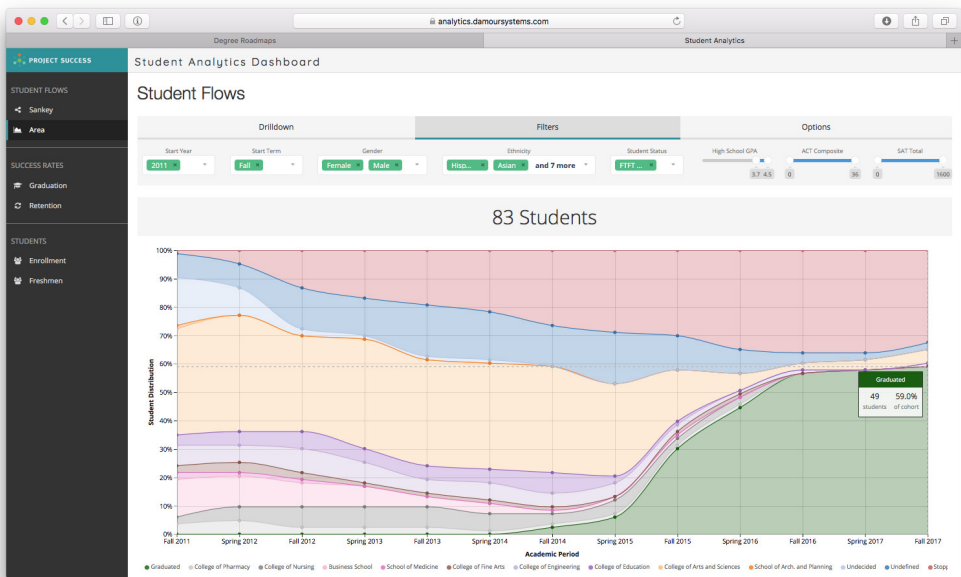
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# Storytelling





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# Our Story

## Higher Education's Task:

- Increase access/equity

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Places a premium on: **Data-informed decision making**

Pressures to: **Replicate the success of others**

# Analytics Stampede

A herd of brown horses is running across a dusty field. The horses are in motion, kicking up dust. The background is a dramatic sky with large, billowing clouds of dust or smoke, suggesting a stampede. The overall scene is dynamic and powerful.

How many of you have been here?

## Headline in the Chronicle of Higher Education:

*Big State University Improves Graduation Rates by Training Advisors as Mimes!*

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Email from an administrator later that day:

*Dear <Insert your name here>,  
Please see the attached article from the Chronicle.*

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## Email from an administrator later that day:

*Dear <Insert your name here>,  
Please see the attached article from the Chronicle.  
What are we doing about advisor mime training?  
How soon can we get this up and running?  
Why didn't we think of this!*

## Know Thyself

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- Student success depends on local conditions ... what works at one place may not work at another.



STRATEGY =  
TAKE THE RIVER



TACTICS =  
USE A BOAT



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- Think about your college/university as a system ... and evaluate improvement opportunities accordingly.

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**Takeaway #2: Analytics should inform strategies and tactics, not initiate them**

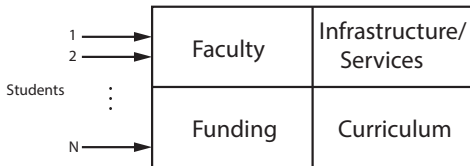


# Student Success – Improvement Framework

Faculty	Infrastructure/ Services
Funding	Curriculum

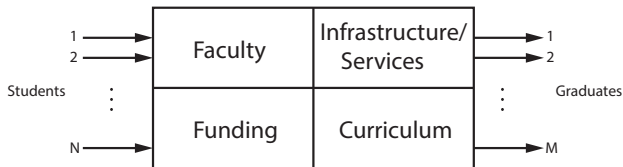
- The university as an interconnected **system**.

# Student Success – Improvement Framework



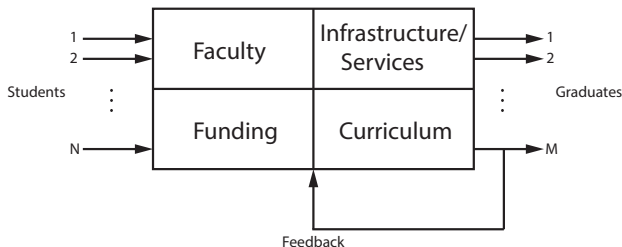
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- Input: **Students**. Measurable characteristics: preparation, background, demographics, etc.

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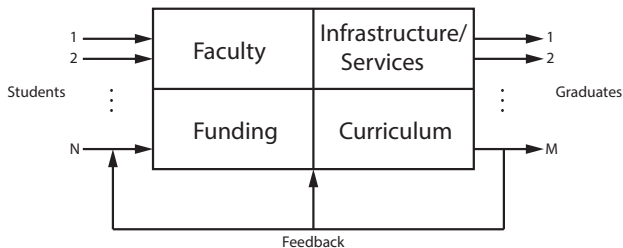
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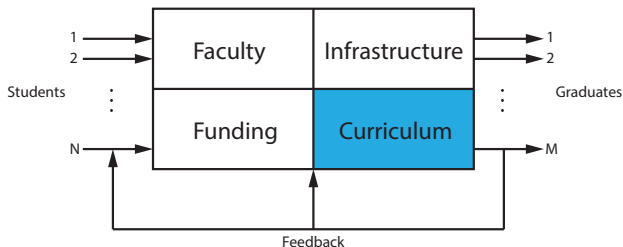
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- In this talk we'll focus on the **curriculum** piece of the system.

# Analytics Maturity

As a part of continuous improvement, we're all working to improve our analytics capabilities.

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*—Rita Mae Brown*

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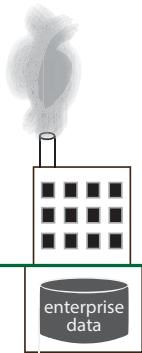
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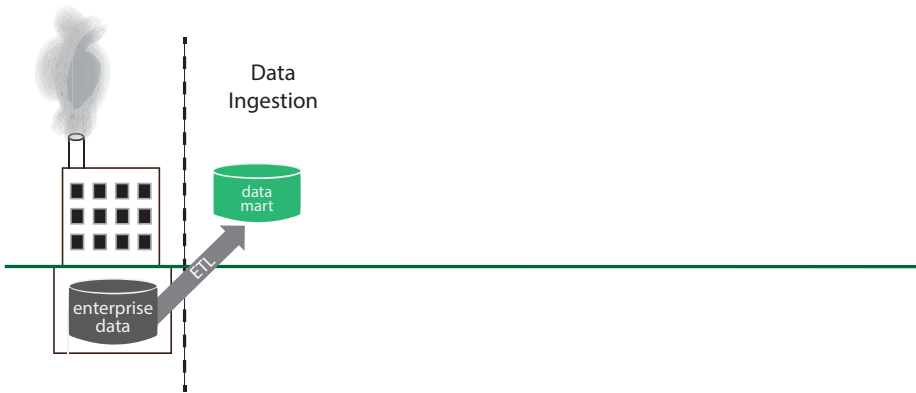
*—Rita Mae Brown*

**Takeaway #3: Analytics is a process, not a product**

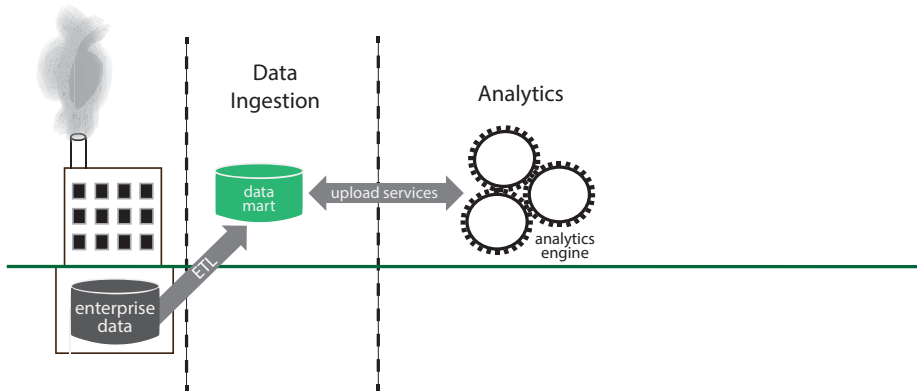
# Analytics Workflow



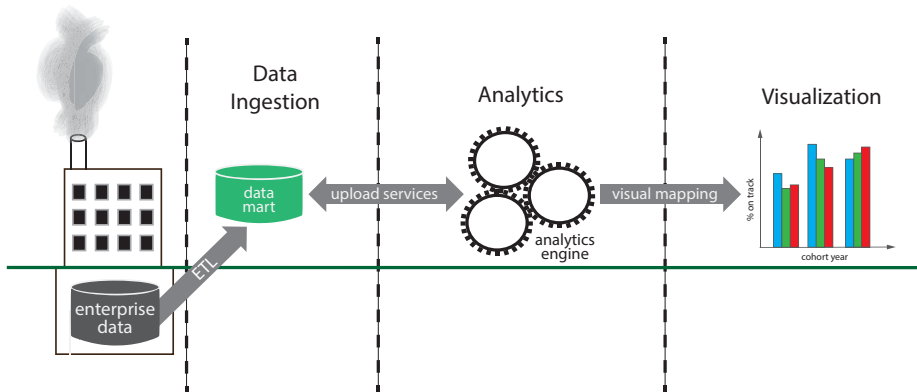
# Analytics Workflow



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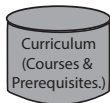


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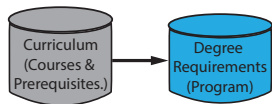




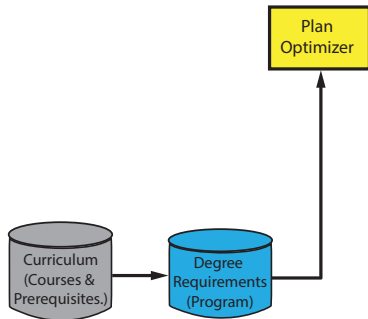
# Curricula and Degree Plans



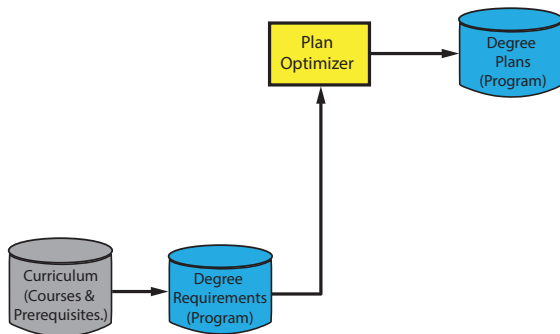
# Curricula and Degree Plans



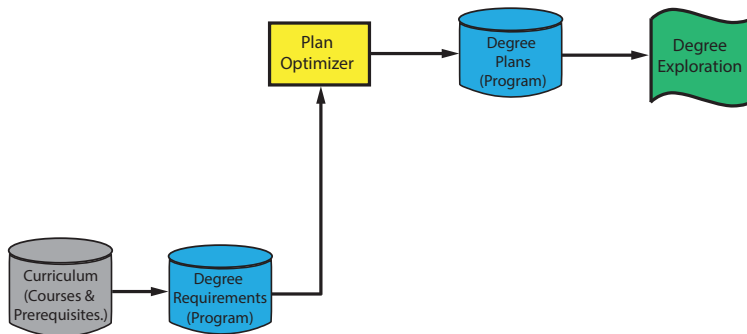
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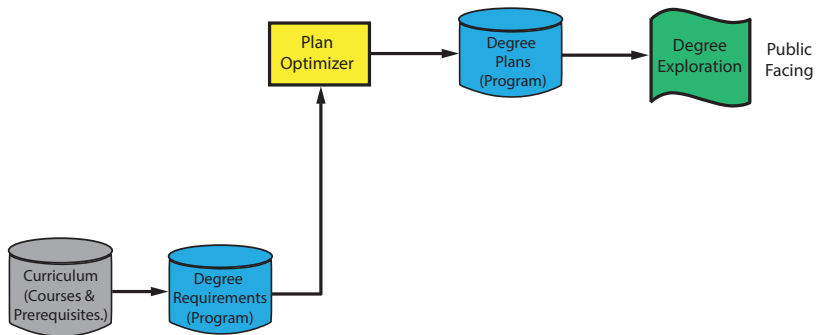
# Curricula and Degree Plans



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# Curricula and Degree Plans



# Degree Plans – Explore Careers

degrees.lanecollege.edu

Degree Roadmaps Degree Roadmaps Degree Roadmaps Editor Damour Services Degree Roadmaps Editor Degree Roadmaps

LANE COLLEGE

Search or jump to...

## COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES.

Instructional programs that focus on the computer and information sciences and prepare individuals for various occupations in information technology and computer operations fields.

[SEE MAJORS](#)

COMMUNICATION, JOURNALISM, AND RELATED PROGRAMS.

COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES.

FOREIGN LANGUAGES, LITERATURES, AND LINGUISTICS.

ENGLISH LITERATURE




# Degree Plans – Explore Careers

## Career Opportunities:

---

With a degree in Mechanical Engineering from UNM, students are ready to:

- Work in robotics, manufacturing, aerospace, biotech, and more
- Develop alternative energy resources
- Design aircraft and automotive vehicles
- Conduct atmospheric research

Career	Median Salary
Mechanical Engineers 	\$83,060
Mechanical Engineering Technologists  	\$61,580
Mechanical Drafters	\$52,200
Mechanical Engineering Technicians	\$53,530

\* Data obtained from the Occupational Information Network (O\*NET) under sponsorship of the U.S. Department of Labor/Employment and Training Administration (USDOL/ETA).

## Contact Information:

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**Anna Mae Apodaca: Coordinator, Program Advisement**  
**(505) 277-2762**  
[aapodaca@unm.edu](mailto:aapodaca@unm.edu)



# Degree Plans – Explore Plans

desu.degrees.damoursystems.com

Degree Roadmaps Degree Roadmaps Degree Roadmaps Editor https://admin.damoursystems.com/ Degree Roadmaps Editor Degree Roadmaps

Delaware State University SEARCH

SEARCH

SHOW ARCHIVED

	Degree	Online	Plan	Credits	Information	Degree Plan
<b>Agriculture and Related Sciences</b>						
PROGRAM	<b>BS-Agriculture</b>					
	BACH		1 Plan	120 Credits	INFO	PLAN
CONCENTRATION	<b>AGED</b>					
	BACH		1 Plan	123 Credits		PLAN
CONCENTRATION	<b>AGRIB</b>					
	BACH		1 Plan	122 Credits		PLAN
CONCENTRATION	<b>APSC</b>					
	BACH		1 Plan	121 Credits		PLAN
CONCENTRATION	<b>EBUM</b>					
	BACH		1 Plan	122 Credits		PLAN
CONCENTRATION	<b>PSAG</b>					
	BACH		1 Plan	122 Credits		PLAN
CONCENTRATION	<b>PSHO</b>					
	BACH		1 Plan	123 Credits		PLAN
CONCENTRATION	<b>PVMD</b>					
	BACH		1 Plan	123 Credits		PLAN
PROGRAM	<b>BS-Food and Nutritional Sciences</b>					
CONCENTRATION	<b>DIET</b>					
			1 Plan	125 Credits		PLAN
CONCENTRATION	<b>FS</b>					
			1 Plan	123 Credits		PLAN
CONCENTRATION	<b>NS</b>					
			1 Plan	123 Credits		PLAN
CONCENTRATION	<b>PM</b>					
			1 Plan	127 Credits		PLAN
CONCENTRATION	<b>PPA</b>					
			1 Plan	120 Credits		PLAN
CONCENTRATION	<b>Pre-Allied Health Sciences</b>					
			1 Plan	119 Credits		PLAN

# Degree Plans – Pathways

desu.degrees.damoursystems.com

Delaware State University

Search or jump to...

## DIET

Agriculture and Related Sciences

125 Credit Hours

Majors / BS-Food and Nutritional Sciences / DIET / Degree Plan

Plan Grid Graph

### Term 1

16 Credit Hours

ENGL 101 - English Composition I	Minimum Grade: C	Credit Hours: 3
BIOL 101 - General Biology I	Minimum Grade: C	Credit Hours: 4
HMEC 191 - University Seminar I - Human Ecology	Minimum Grade: C	Credit Hours: 1
HMEC 215 - Introduction to Nutrition	Minimum Grade: C	Credit Hours: 3
MTSC 121 - College Algebra	Minimum Grade: C	Credit Hours: 3
MVSC 101 - Lifetime Fitness and Wellness	Minimum Grade: C	Credit Hours: 2

### Term 2

17 Credit Hours

ENGL 102 - English Composition II	Minimum Grade: C	Credit Hours: 3
BIOL 102 - General Biology II	Minimum Grade: C	Credit Hours: 4
HMEC 192 - University Seminar II - Human Ecology	Minimum Grade: C	Credit Hours: 1
HMEC 105 - Principles and Analysis of Food Preparation	Minimum Grade: C	Credit Hours: 3
Art/Humanities		Credit Hours: 3
PSYC 201 - Introduction to General Psychology	Minimum Grade: C	Credit Hours: 3

### Term 3

14 Credit Hours

CHEM 101 - General Chemistry I	Minimum Grade: C	Credit Hours: 4
NTRS 321 - Biometrics	Minimum Grade: C	Credit Hours: 3
BIOL 208 - Anatomy and Physiology II	Minimum Grade: C	Credit Hours: 4

# Degree Plans – Pathways

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Delaware State University

Search or jump to...

## DIET

### Agriculture and Related Sciences

125 Credit Hours

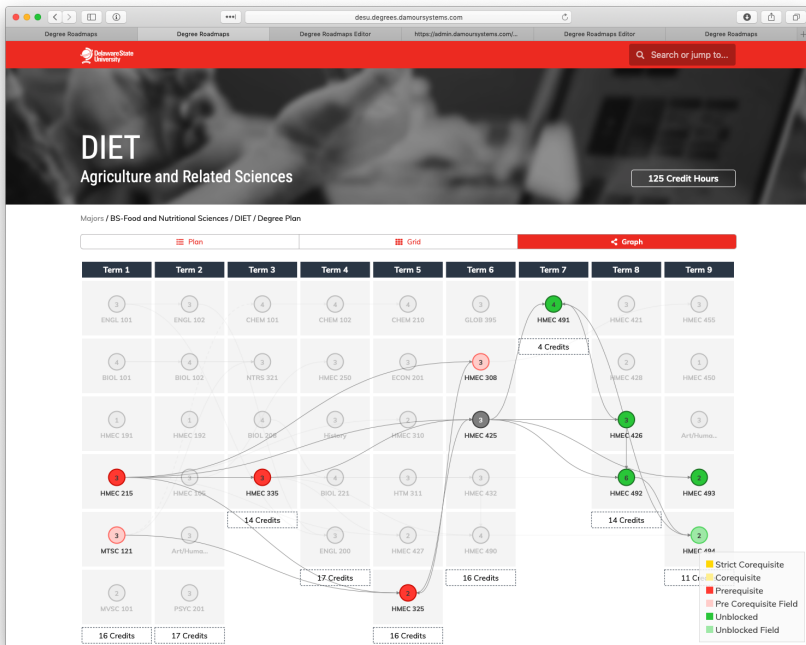
Majors / BS-Food and Nutritional Sciences / DIET / Degree Plan

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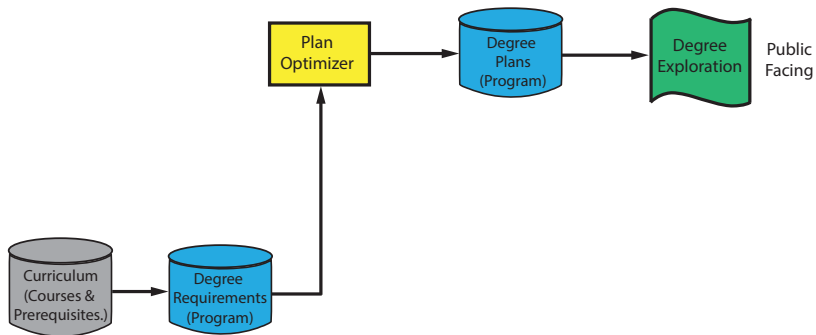
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Term 7	Term 8	Term 9
ENGL 101 English Composition I 3 Credits	ENGL 102 English Composition II 3 Credits	CHEM 101 General Chemistry I 4 Credits	CHEM 102 General Chemistry II 4 Credits	CHEM 210 Organic Chemistry I 4 Credits	GLOB 395 Global Societies (Non-Ed Majors) 3 Credits	HMEC 491 Food Service Management Practicum I 4 Credits	HMEC 421 Institutional Food Service 3 Credits	HMEC 455 Nutritional Biochemistry 3 Credits
BIOL 101 General Biology I 4 Credits	BIOL 102 General Biology II 4 Credits	NTRS 321 Biometrics 3 Credits	HMEC 250 Introduction to Food Science 3 Credits	ECON 201 Principles of Macroeconomics 3 Credits	HMEC 308 Advanced Nutrition 3 Credits	4 Credits	HMEC 428 Research Methods 2 Credits	HMEC 450 Senior Seminar 1 Credit
HMEC 191 University Seminar I - Human Ecology 1 Credit	HMEC 192 University Seminar II - Human Ecology 1 Credit	BIOL 208 Anatomy and Physiology II 4 Credits	History 3 Credits	HMEC 310 Introduction to Dietetic Practices 3 Credits	HMEC 425 Medical Nutrition Therapy I 3 Credits	HMEC 428 Medical Nutrition Therapy II 3 Credits	Art/Humanities 3 Credits	
HMEC 215 Introduction to Nutrition 3 Credits	HMEC 105 Principles and Analysis of Food Preparation 3 Credits	HMEC 335 Nutrition Through Life-Cycle 3 Credits	BIOL 221 Fundamentals of Microbiology 4 Credits	HTM 311 Food Production Management 3 Credits	HMEC 432 Community Nutrition 3 Credits	HMEC 492 Clinical Nutrition Practicum II 3 Credits	HMEC 493 Food Service Management Practicum 3 Credits	
MTSC 121 College Algebra 3 Credits	Art/Humanities 3 Credits	14 Credits	ENGL 200 Speech 3 Credits	HMEC 427 Nutrition Education and Counseling 2 Credits	HMEC 490 Community Nutrition Practicum 4 Credits	14 Credits	HMEC 494 Enrichment Practicum 2 Credits	
MVSC 101 Lifetime Fitness and Wellness 2 Credits	PSYC 201 Introduction to General Psychology 3 Credits		17 Credits	HMEC 325 Human Nutrition Assessment 3 Credits	16 Credits		11 Credits	
16 Credits	17 Credits			16 Credits				

- Strict Corequisite
- Corequisite
- Prerequisite
- Pre Corequisite Field
- Unblocked
- Unblocked Field

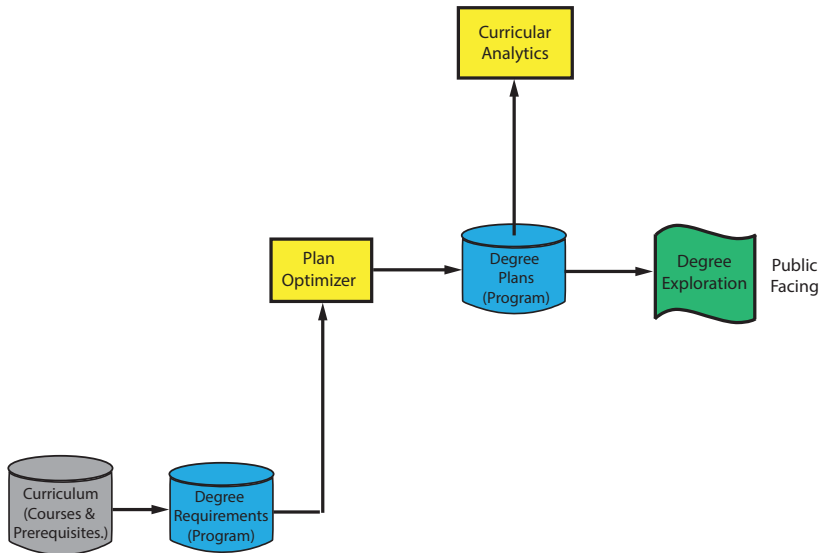
# Degree Plans - Pathways



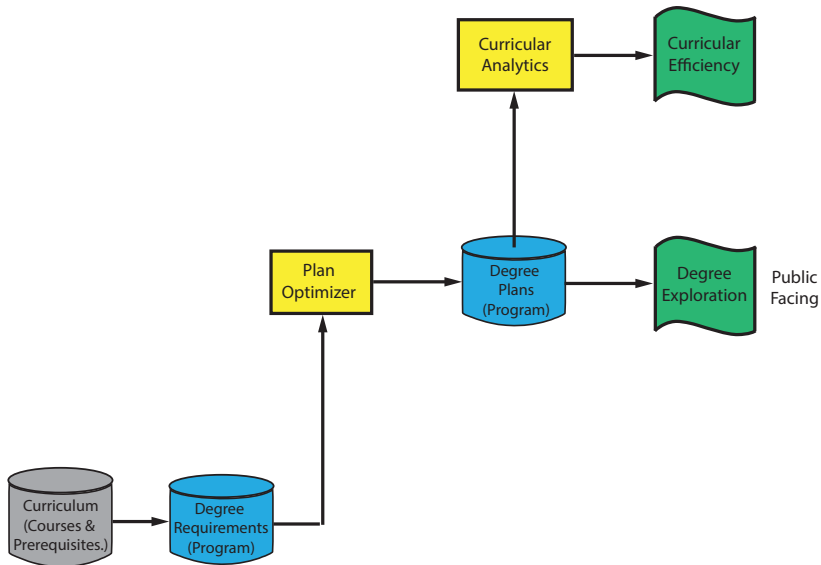
# Analytics Journey



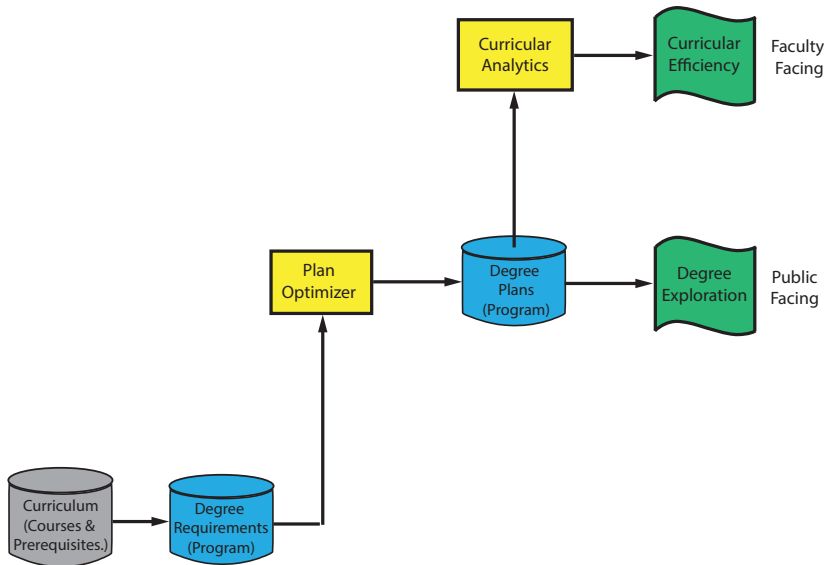
# Analytics Journey



# Analytics Journey



# Analytics Journey





# Curricular Analytics

- We created a **curricular analytics** framework that provides predictive analytics around teaching and curricular reforms.

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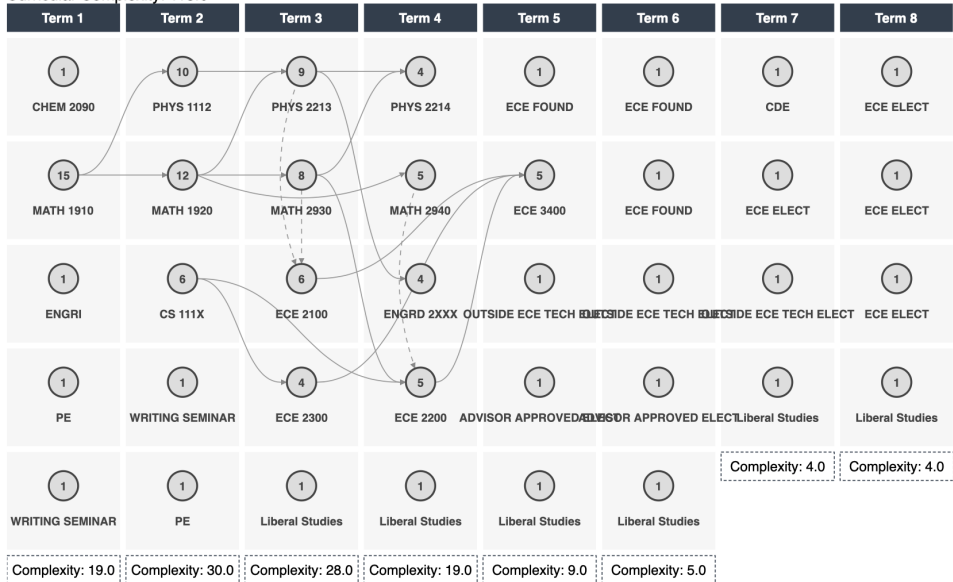
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  - **Structural complexity** – concerned with the manner in which curricula are organized.
- **Is it possible to improve outcomes without changing how you teach?**

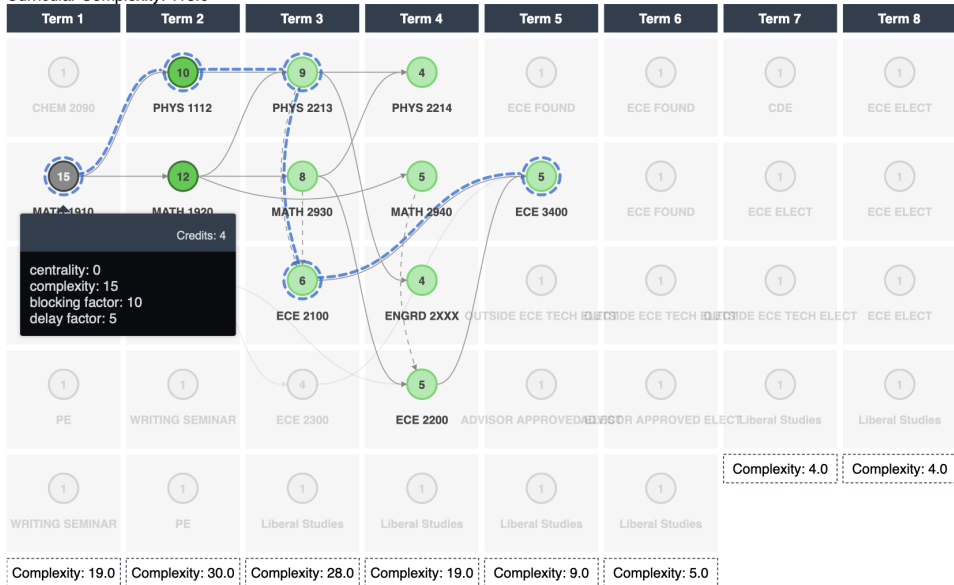
# Structural Complexity – Institution 1

Curricular Complexity: 118.0



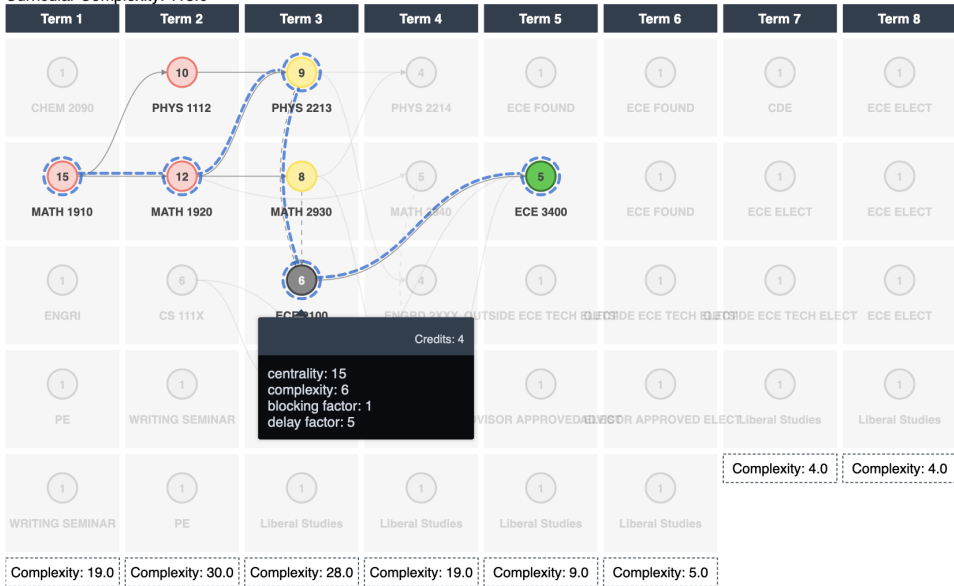
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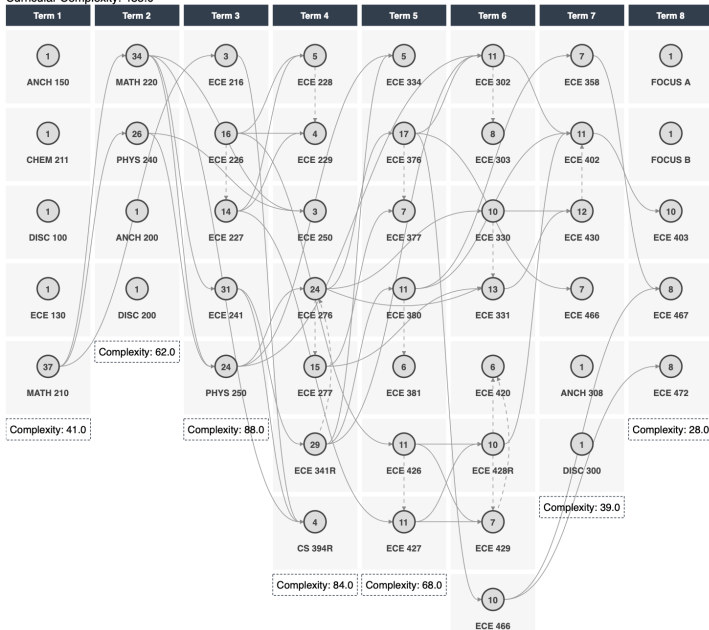
Curricular Complexity: 118.0





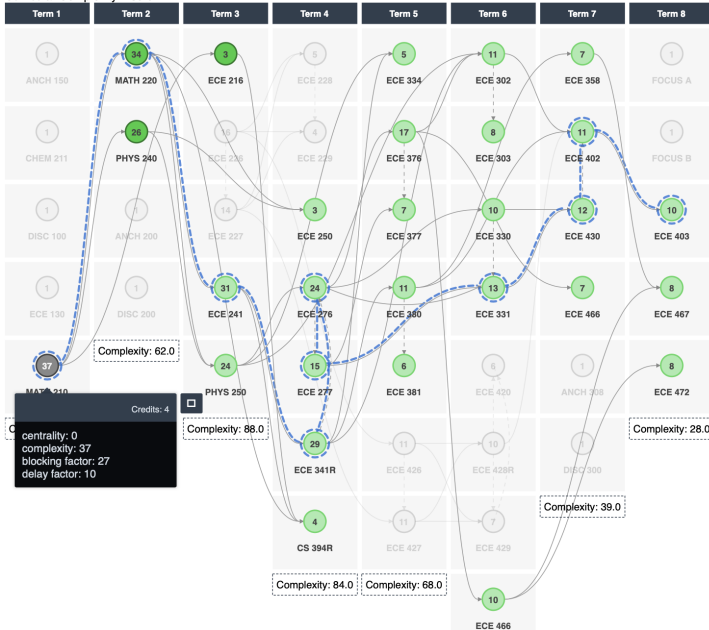
# Structural Complexity – Institution 2

Curricular Complexity: 485.0



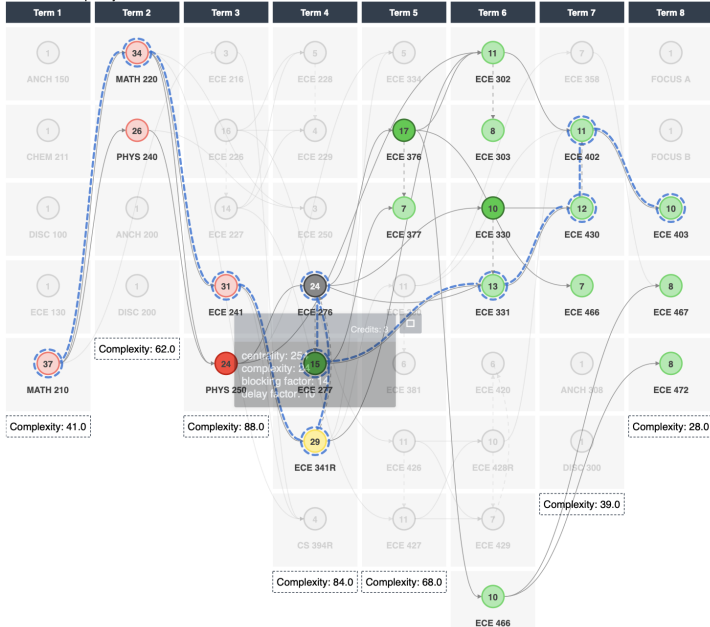
# Structural Complexity – Institution 2

Curricular Complexity: 485.0



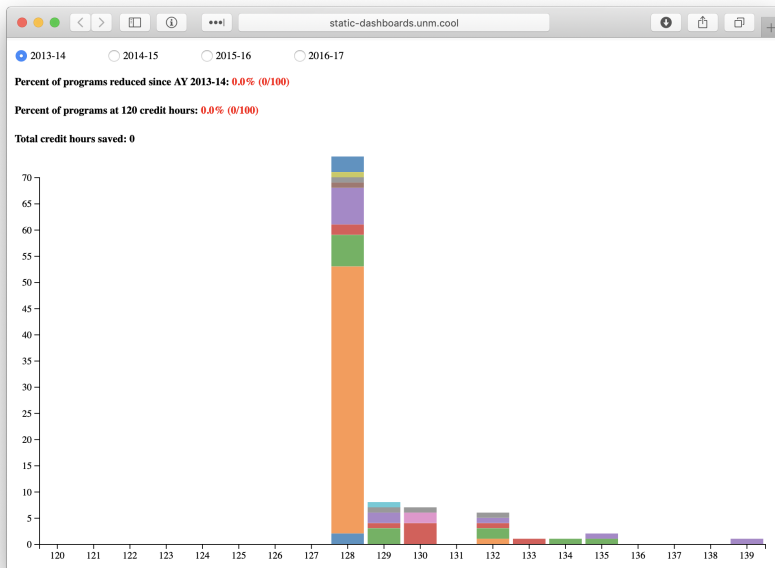
# Structural Complexity – Institution 2

Curricular Complexity: 485.0



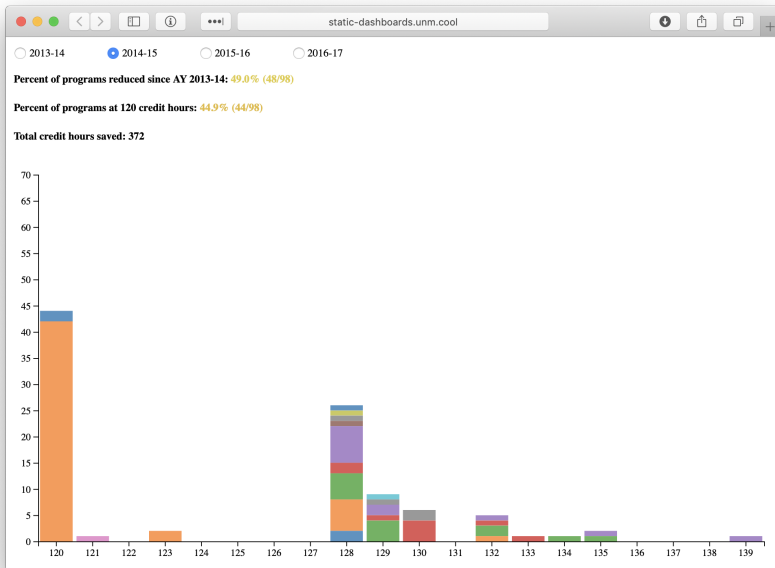
# Curricular Analytics in Action

## University of New Mexico —



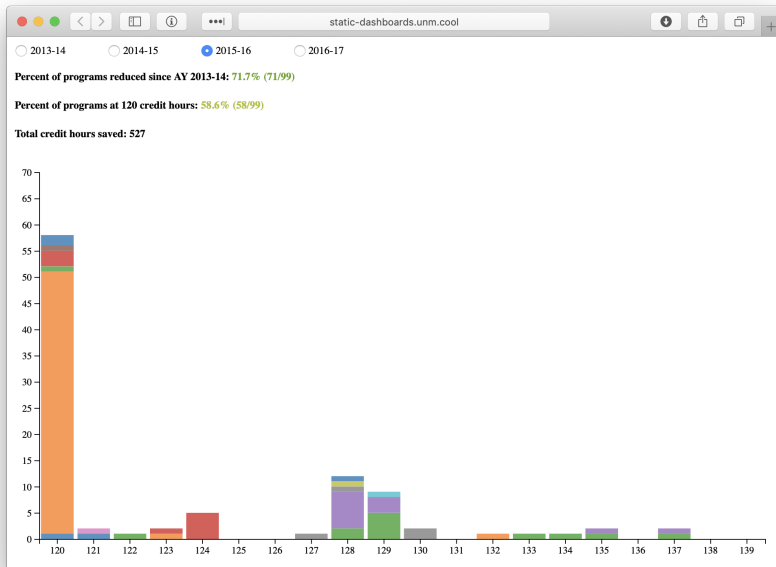
# Curricular Analytics in Action

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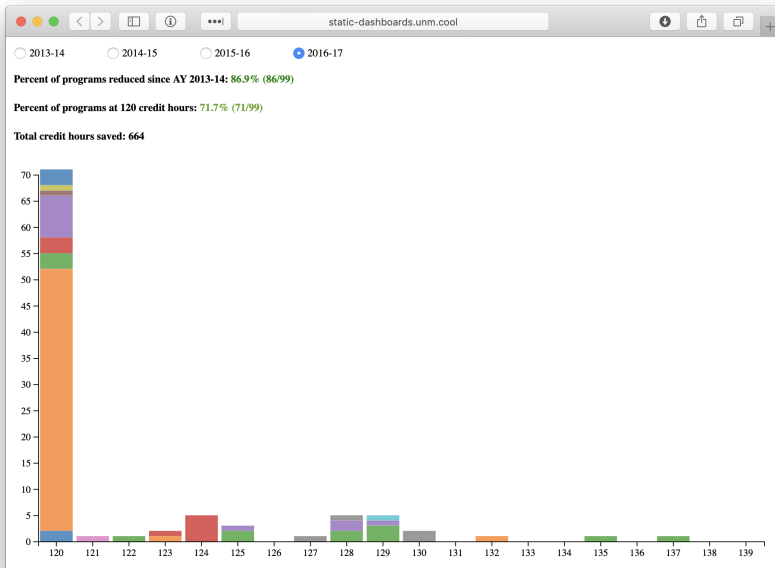
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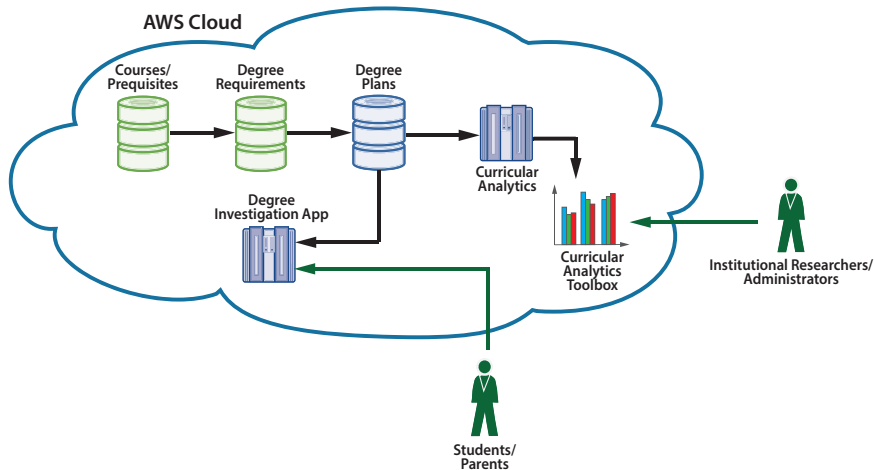
## University of New Mexico —

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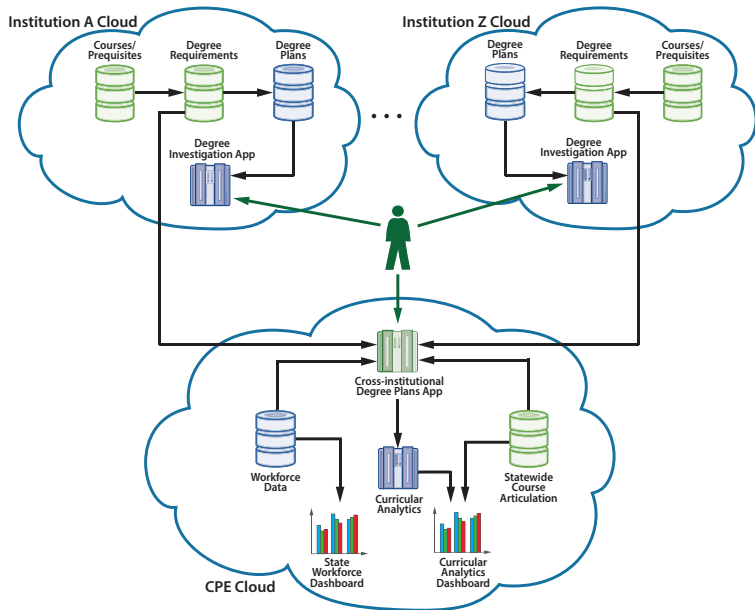
~ 300% increase!

- **Saves students at least \$35M/year.**
- Very little change in the six-year graduation rate ... the pathways were made more efficient.

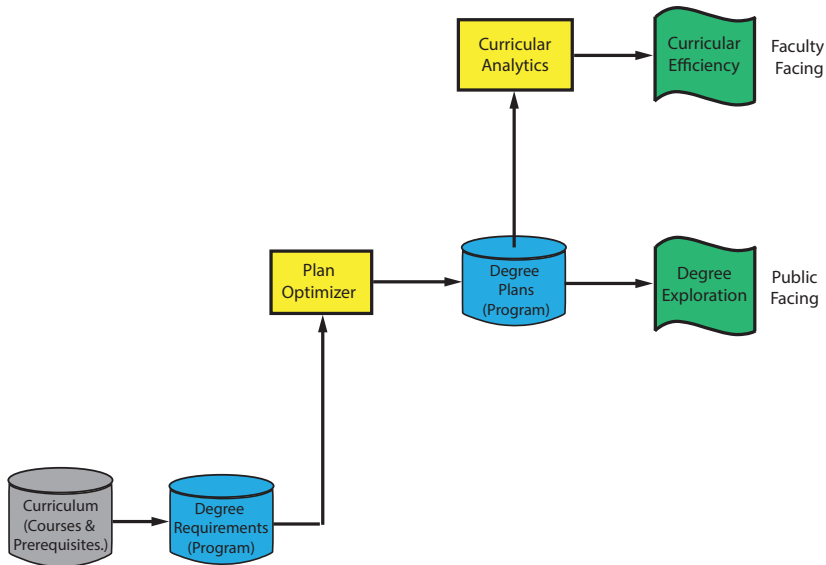
# Institutional Infrastructure



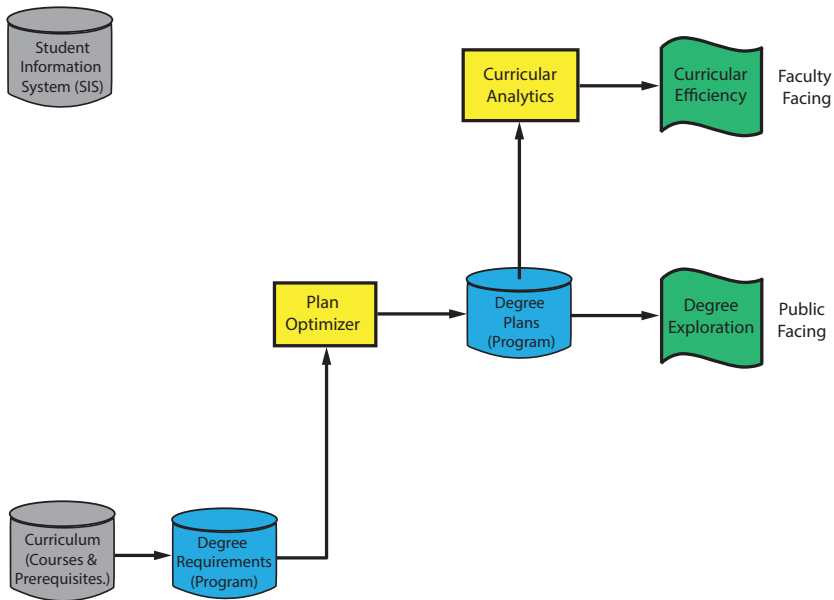
# Statewide Infrastructure



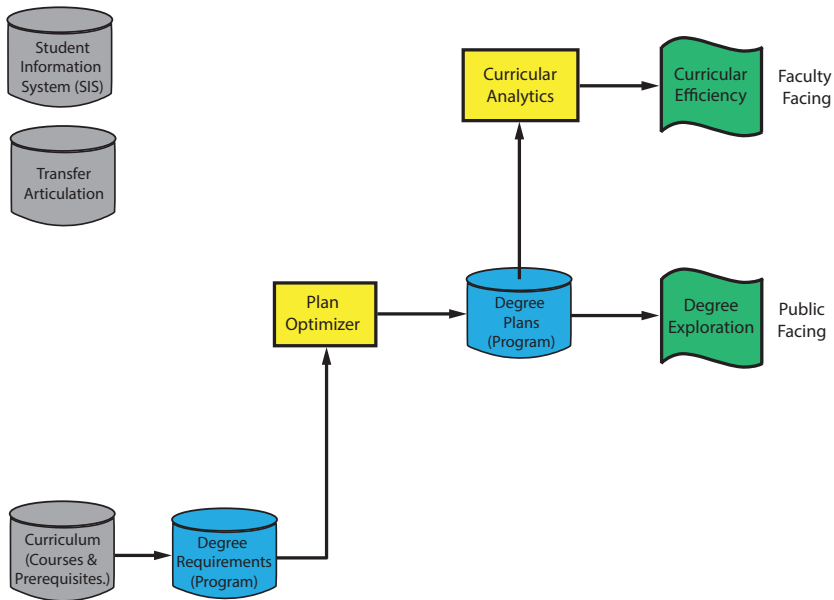
# Analytics Journey



# Analytics Journey

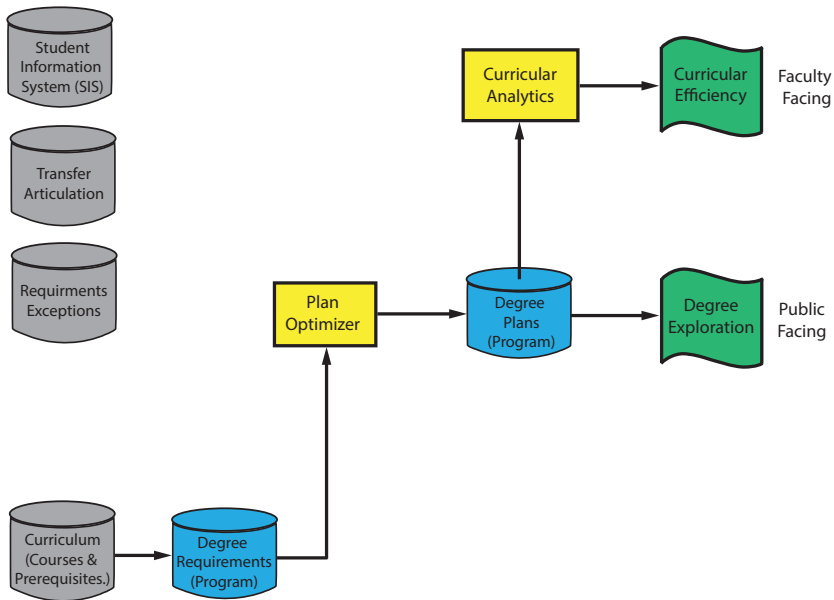


# Analytics Journey

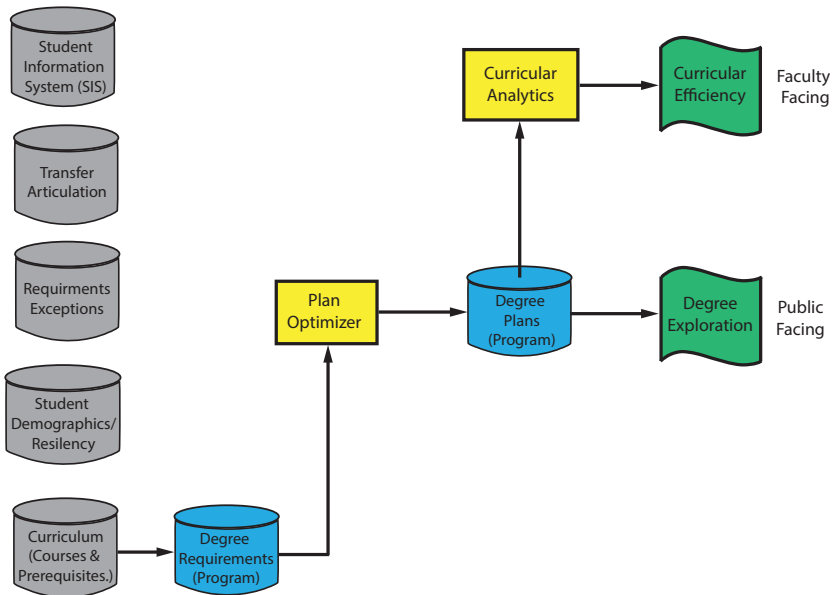




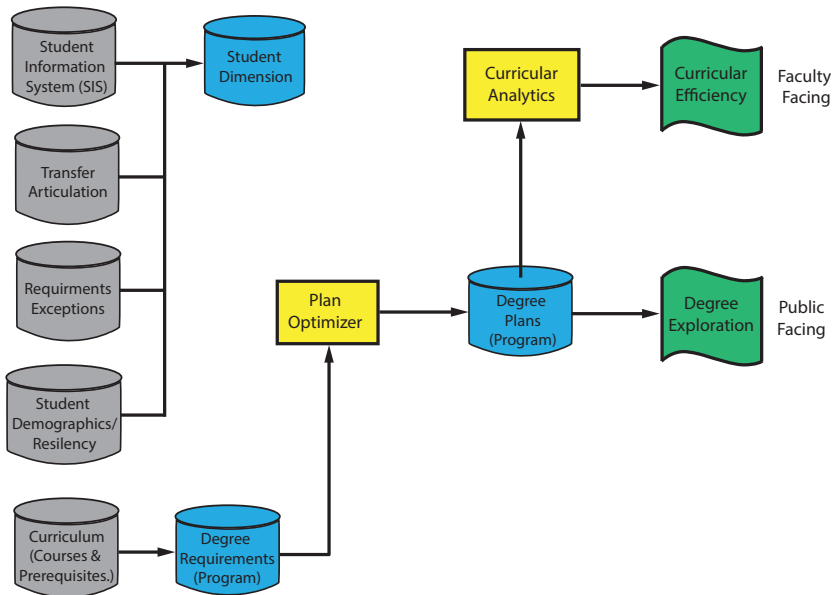
# Analytics Journey



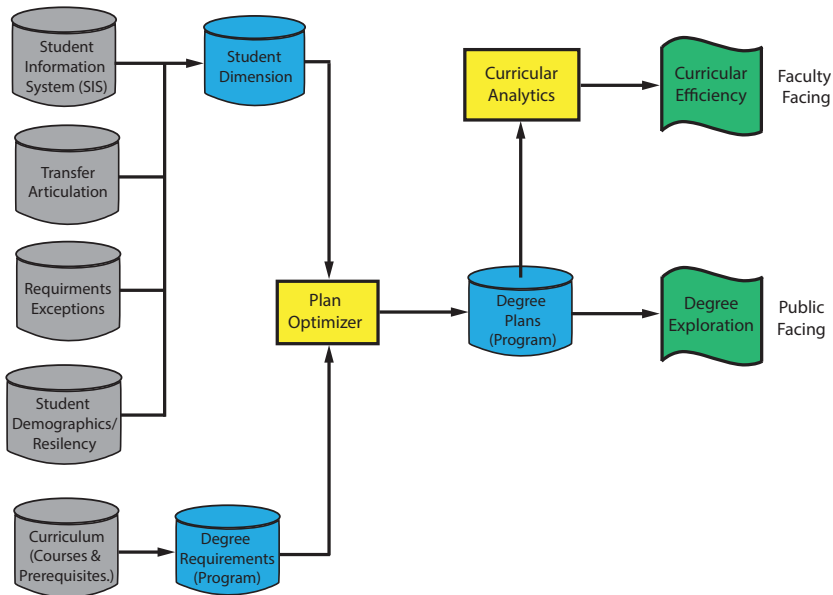
# Analytics Journey



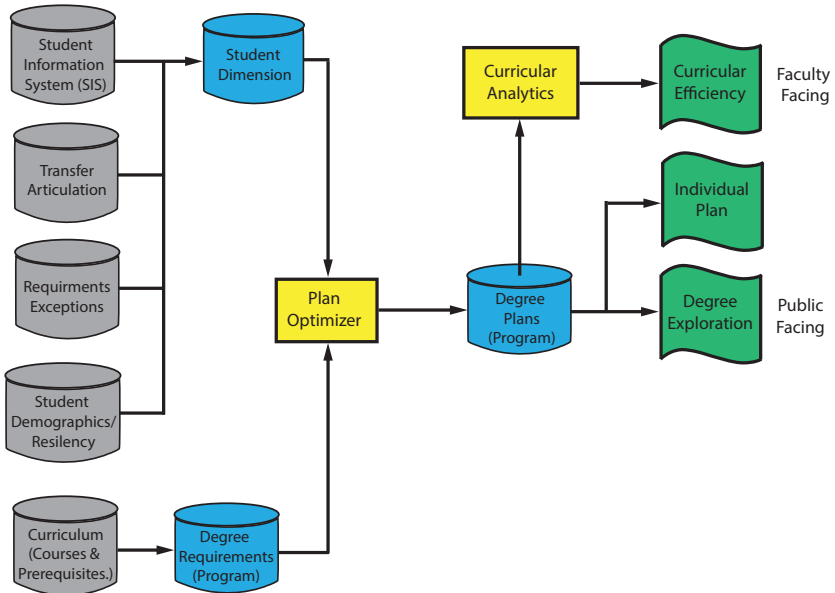
# Analytics Journey



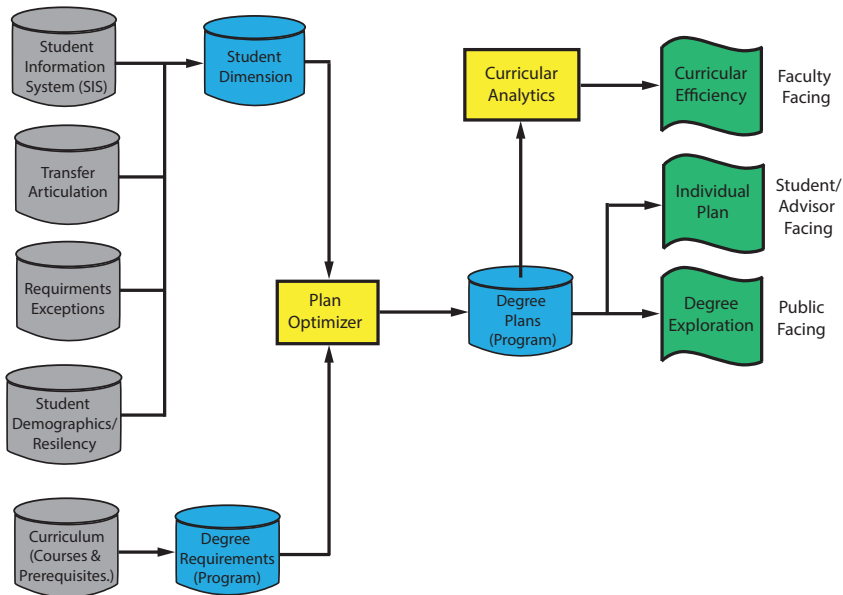
# Analytics Journey



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# Degree Plan Analytics

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  - First-year courses selected to improve chances of success (ease a student into college).
  - Spread curricular complexity evenly across all terms.
- If we can quantify these things, we can construct optimization algorithms that take a curriculum as input, and produce an optimized (personalized) degree plan as output.

# Napoleon's Grande Armée – March to Moscow

## Carte Figurative des pertes successives en hommes de l'Armée Française dans la Campagne de Russie 1812-1813.

Devisé par M. Marmad, Inspecteur Général des Lignes et Chémicaux en retraite Paris, le 20 Novembre 1869.

Les nombres d'hommes présents sont représentés par les largeurs des zones colorées à raison d'un millimètre pour dix mille hommes; ils sont de plus écrits en lettres des zones. Le rouge désigne les hommes qui entrent en Russie; le noir ceux qui en sortent. Les renseignements qui ont servi à dresser la carte ont été puisés dans les ouvrages de M. M. Chiers, de Ségur, de Fersen, de Chambray et le journal inédit de Jacob; publication de l'Armée depuis le 23 Octobre. Leur exactitude jure à l'œil la diminution de l'armée; j'ai supposé que les corps de Leine, Tesome et du Maréchal Davoust qui avaient été détachés sur Minsk et Mohilew et qui rejoignent les Cosaques à Witebsk, avaient toujours marché avec l'armée.

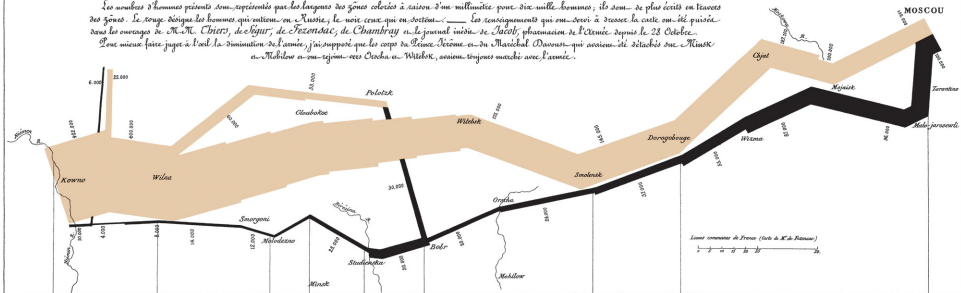
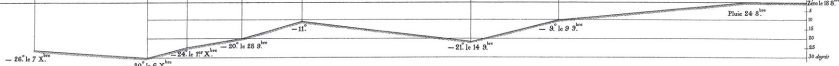
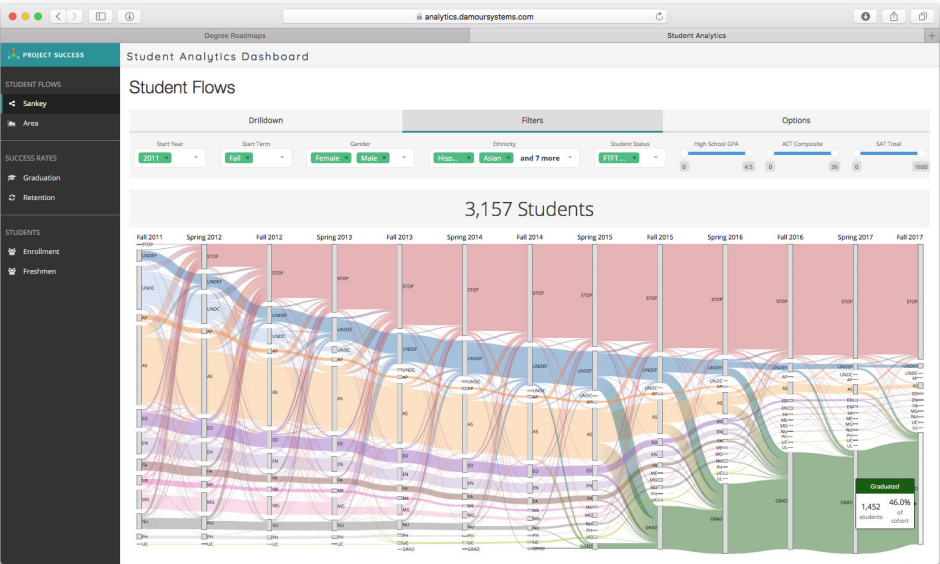


TABLEAU GRAPHIQUE de la température en degrés du thermomètre de Réaumur au dessous de zéro.

Les Campagnes passent au galop le Niléwa, gelé.



# Sankey Flows



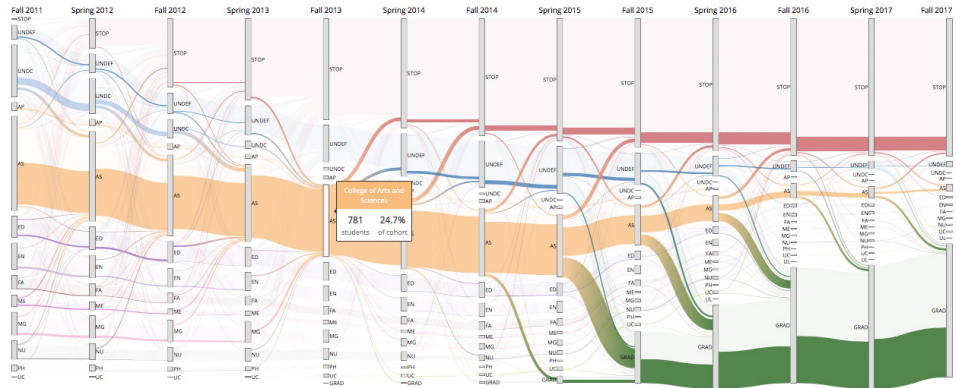
# Sankey Flows

Drilldown Filters Options

Start Year: 2011 Start Term: Fall Gender: Female Male Ethnicity: Hisp... Amer... and 7 more Student Status: FIFT... High School GPA: 0 to 4.5 ACT Composite: 0 to 36

SAT Total: 0 to 1600

3,157 Students



# Sankey Flows

Drilldown

Filters

Options

Start Year

Start Term

Gender

Ethnicity

Student Status

High School GPA

ACT Composite

2011

Fall

Female

Male

Hisp...

Amer...

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0

4.5

0

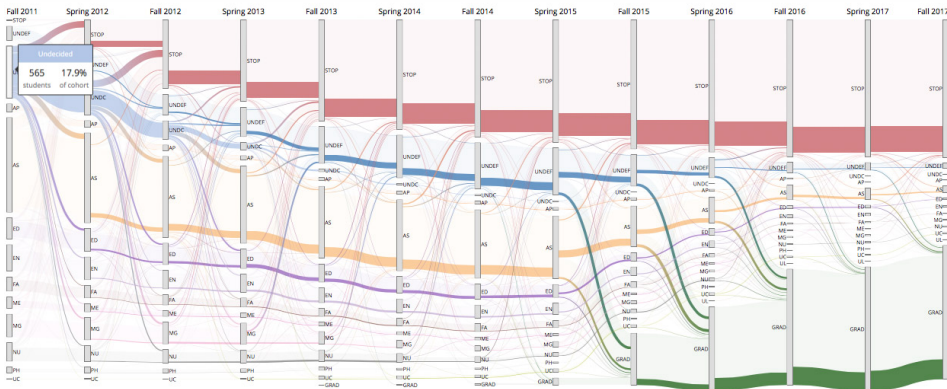
36

SAT Total

0

1600

## 3,157 Students



# Sankey Flows

Drilldown

Filters

Options

College

EN - College of Engineering

Department

All - Departments

Major

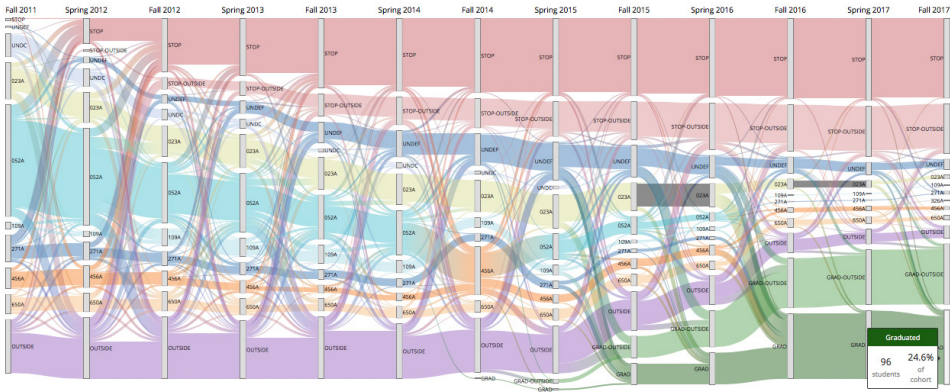
All - Majors

Program

All - Programs

Reset

## 391 Students



# Sankey Flows

Drilldown

Filters

Options

College

Department

Major

Program

EN - College of Engineering

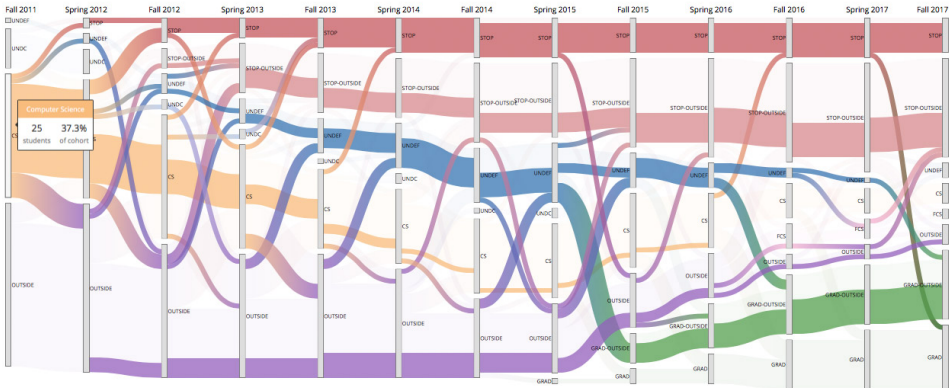
650A - Computer Science

All - Majors

All - Programs

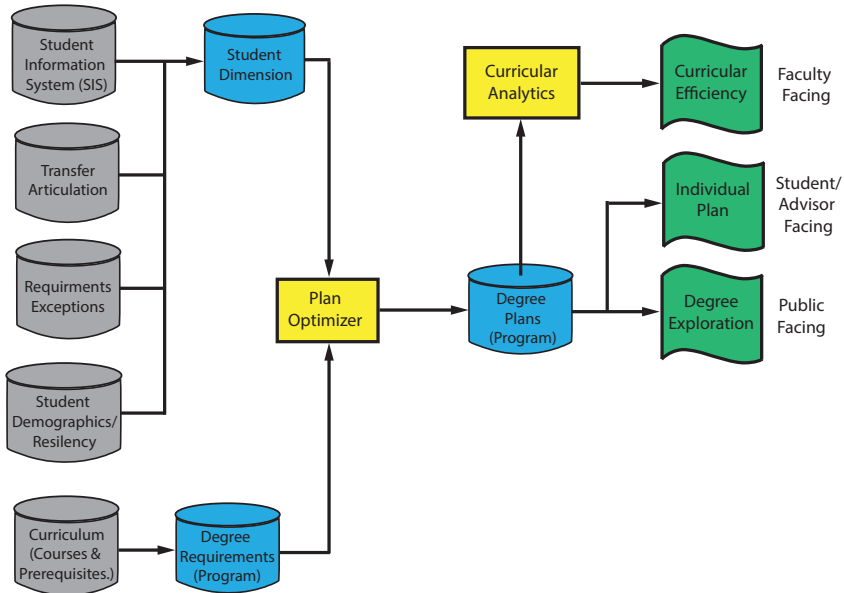
Reset

67 Students

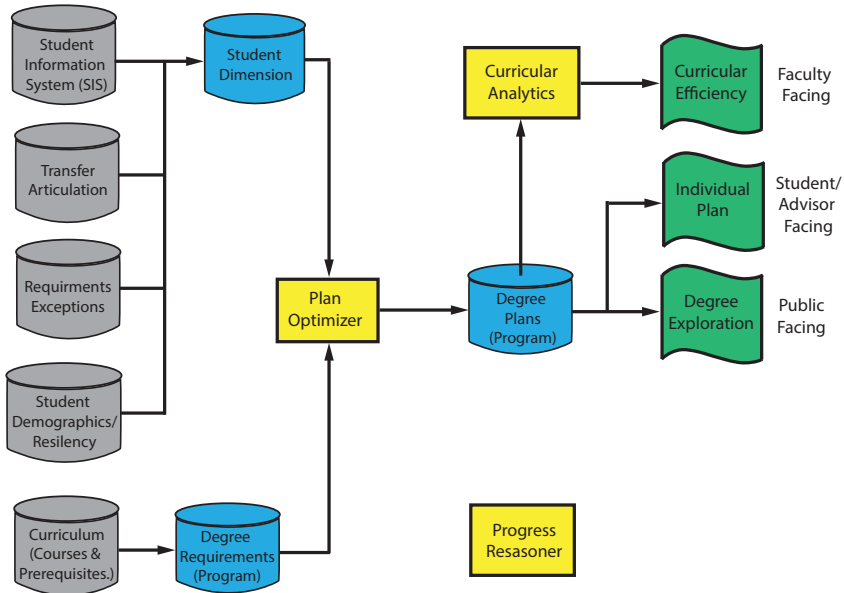




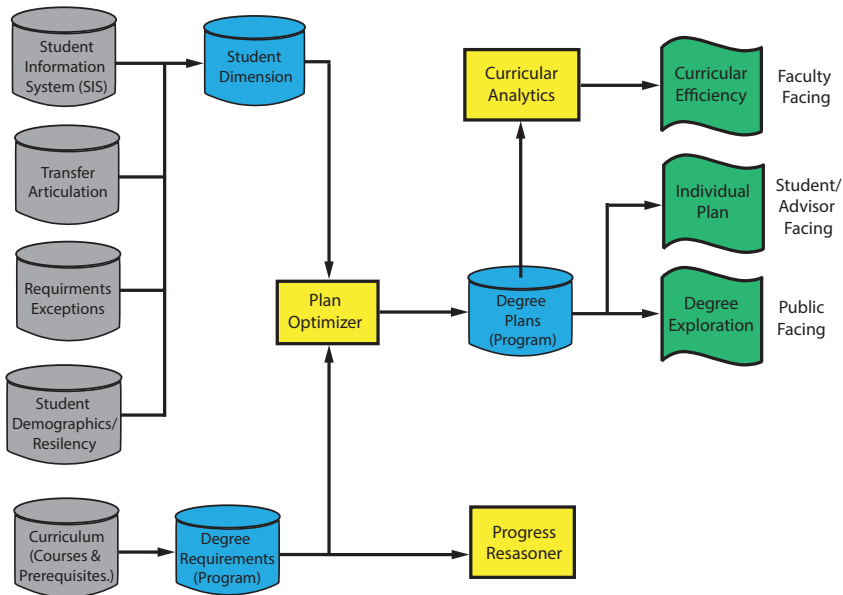
# Analytics Journey



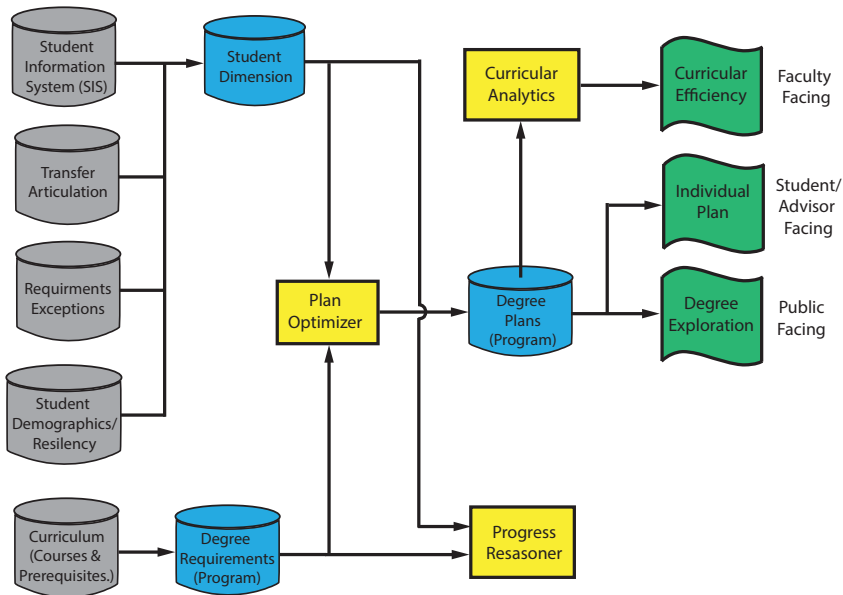
# Analytics Journey



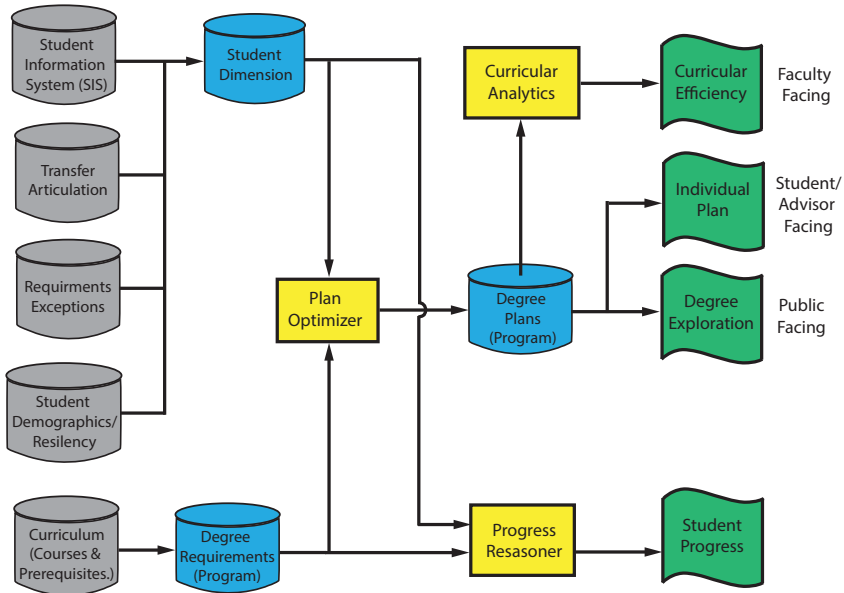
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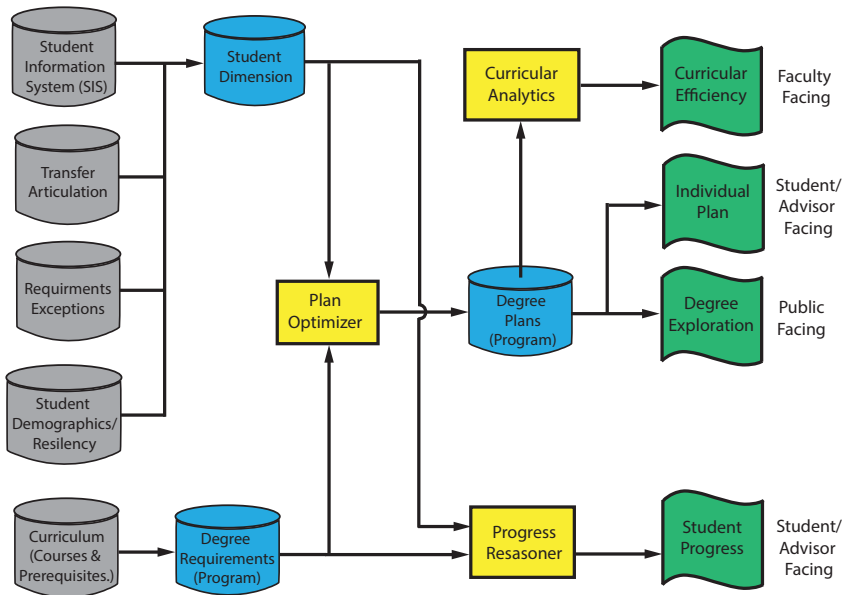
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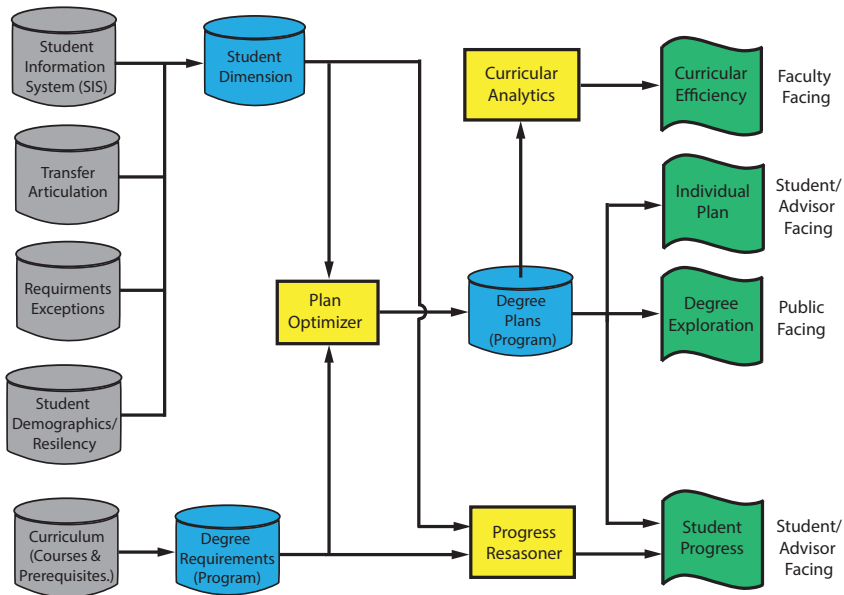
# Analytics Journey



# Analytics Journey



# Analytics Journey



# Analytics Journey

**STUDENT ID:** 1C.....B

**MINOR:** N/A

**MAJOR:** Computer Engineering

**CONCENTRATION:** N/A

ADMITTED TO PROGRAM  
Fall 2010

GPA  
2.77

ATTEMPTED CREDIT HOURS  
213

COMPLETION  
93%

This degree audit should be used for analysis and advising purposes only. This audit may contain errors, and should not be considered an official transcript.

## EFFICIENCY RATING

53

CREDITS COUNTED TOWARDS DEGREE:

112

CREDITS NOT COUNTED TOWARDS DEGREE

101

## REQUIREMENTS COMPLETED

✓ ECON

✓ Social and Behavioral Sciences

✓ Mathematics

✓ Foreign Language

✓ ENGL 110 or (ENGL 111 and ENGL 112) or ENGL 113

✓ PHYC 161L

✓ PHYC 160

✓ MATH 163

✓ ECE 420

✓ ECE 344L

✓ ECE 340

✓ ECE 330

✓ ECE 206L

✓ ECE 203

✓ Fine Arts

✓ Physical and Natural Sciences

✓ Humanities

✓ ENGL 219 or ENGL 220 or CJ 130 or PHIL 156 or JHON 201

✓ Tech Elective

✓ PHYC 161

✓ ENGL 219

✓ ECE 440

✓ ECE 419

✓ ECE 331

✓ ECE 314

✓ ECE 213

✓ ECE 238L

✓ ECE 231



# Analytics Journey

## REQUIREMENTS NOT COMPLETED



● MATH 162

● ECE 300

## COURSES NOT COUNTED



● CS 105L: A Not applicable towards degree

● THEA 130: A Not applicable towards degree

● PENP 114: B- Not applicable towards degree

● CS 151L: A Not applicable towards degree

● PENP 115: A+ Not applicable towards degree

● ECOP 105: CR Grade Not Sufficient

● MATH 264: D+ Grade Not Sufficient

● ECE 213: IF Grade Not Sufficient

● PHYC 168: CR Grade Not Sufficient

● MATH 101: A Transferred Course

● CHEM 111: WF Withdrew

● ECE 437: W Withdrew

● MATH 264: W Withdrew

● CS 152L: W Withdrew

● ENGL 102: WP Withdrew

● MATH 327: W Withdrew

● MATH 123: WP Withdrew

● ECE 412: W Withdrew

● ECE 321L

● UNIV 101: A+ Not applicable towards degree

● MATH 123: C+ Not applicable towards degree

● PENP 101: A- Not applicable towards degree

● MATH 120: B- Not applicable towards degree

● MATH 150: D Grade Not Sufficient

● SPAN 212: F Grade Not Sufficient

● MATH 121: D Grade Not Sufficient

● PSY 105: C- Grade Not Sufficient

● CHEM 111L: NC Grade Not Sufficient

● MATH 150: WP Withdrew

● ECE 340: W Withdrew

● MATH 264: W Withdrew

● MATH 327: W Withdrew

● ECE 203: W Withdrew

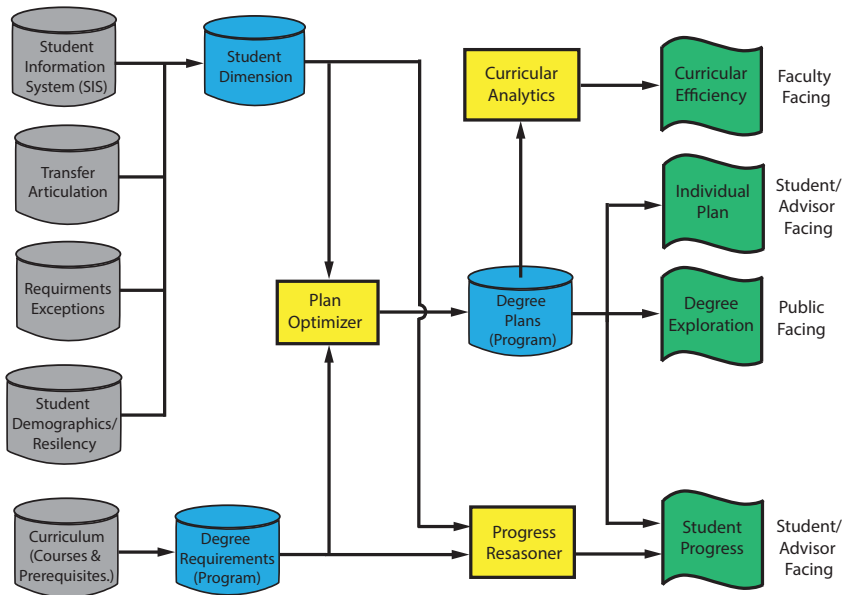
● ARTH 101: W Withdrew

● MATH 121: WP Withdrew

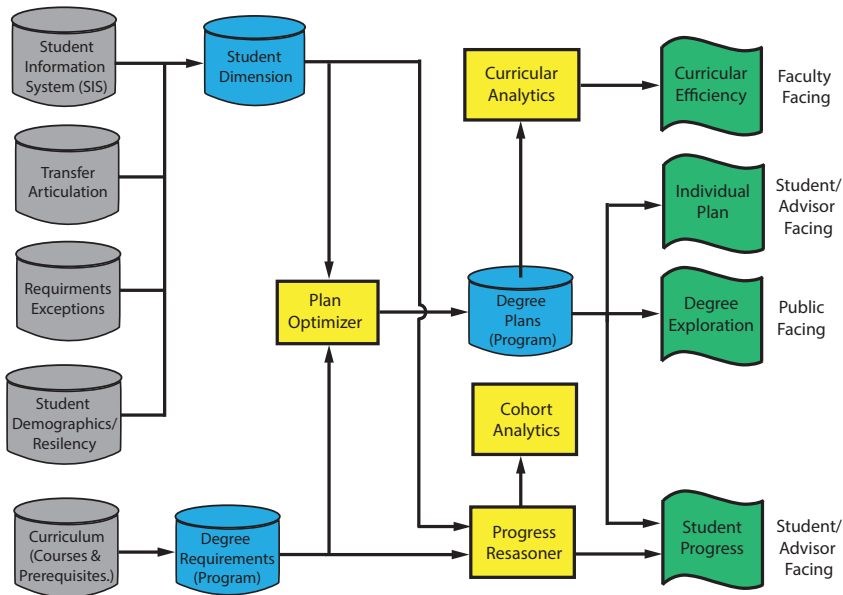
● ANTH 101: W Withdrew

● ECE 345: W Withdrew

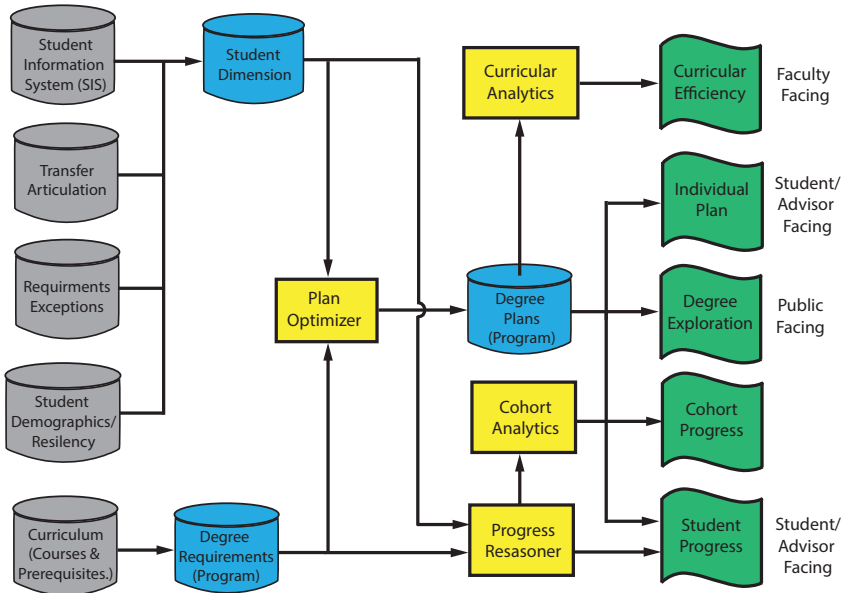
# Analytics Journey



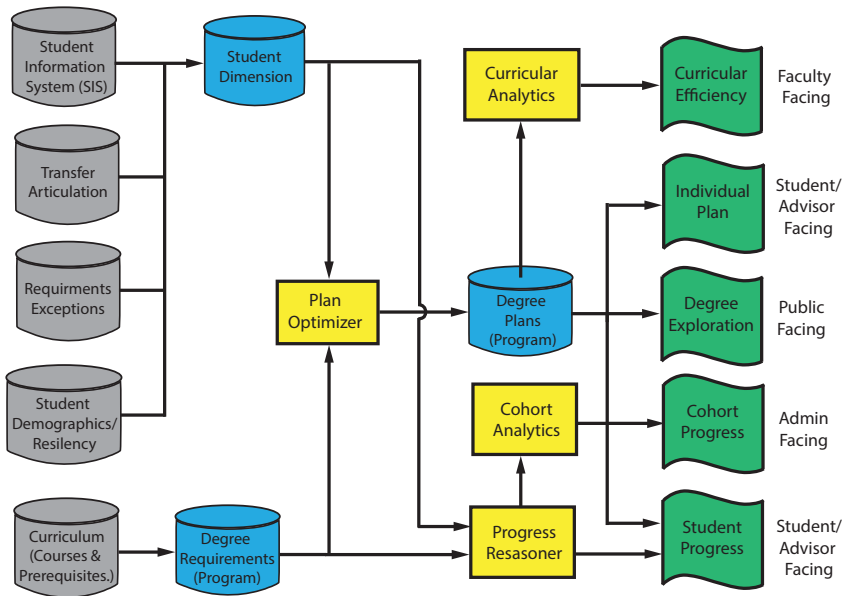
# Analytics Journey



# Analytics Journey



# Analytics Journey



# Analytics Journey

## COLLEGE OF FINE ARTS

This dashboard is meant to be used for cohort analytics purposes only. As the data may contain errors, it should not be used as an official audit of student progress. All analytics are computed relative to the 2015-2016 academic year.

STUDENTS  
456

AVERAGE GPA  
3.46

AVERAGE CREDIT HOURS  
110

AVERAGE COMPLETION  
68%

### EFFICIENCY RATING

80

AVG CREDITS COUNTED TOWARDS DEGREE:

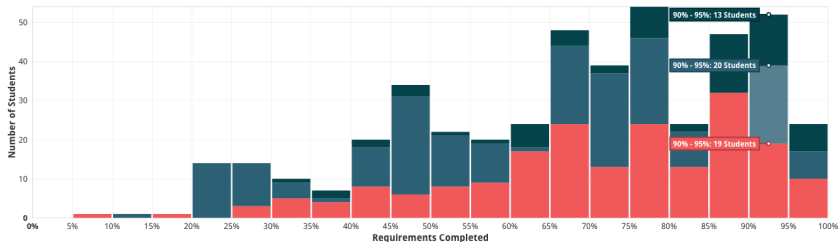
88

AVG CREDITS NOT COUNTED TOWARDS DEGREE:

22

### STUDENT PROGRESS HISTOGRAM

● Off Track Students ● On Track Students ● Students Ahead



# Analytics Journey

## SCHOOL OF ENGINEERING

This dashboard is meant to be used for cohort analytics purposes only. As the data may contain errors, it should not be used as an official audit of student progress. All analytics are computed relative to the 2015-2016 academic year.

STUDENTS  
1006

AVERAGE GPA  
3.46

AVERAGE CREDIT HOURS  
124

AVERAGE COMPLETION  
61%

### EFFICIENCY RATING



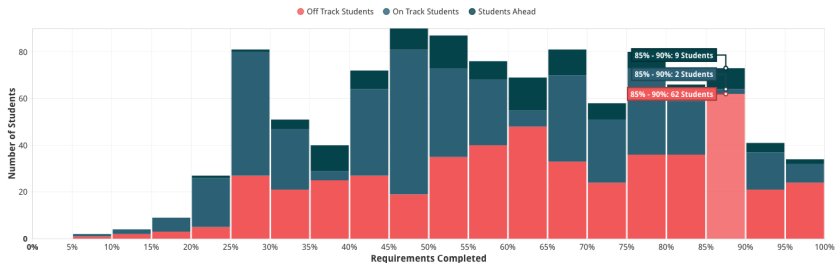
AVG CREDITS COUNTED TOWARDS DEGREE:

75

AVG CREDITS NOT COUNTED TOWARDS DEGREE

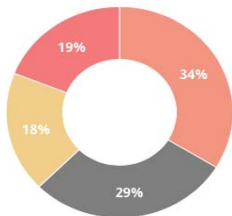
49

### STUDENT PROGRESS HISTOGRAM



# Analytics Journey

COURSES NOT COUNTED

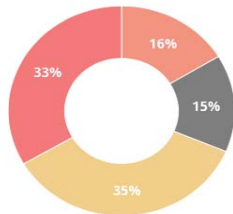


● Grade Not Sufficient ● Withdraws ● Transfer  
● UNM

Fine Arts

1

COURSES NOT COUNTED




● Grade Not Sufficient ● Withdraws ● Transfer  
● UNM

Engineering



# Analytics Journey

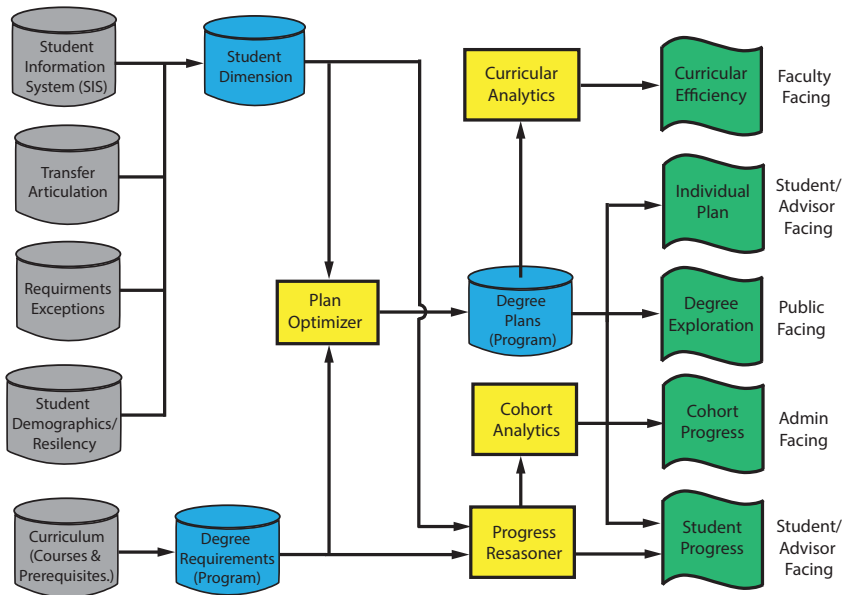
## Grade Not Sufficient

Course	Count		Course	Count	
MUS 101	75		PHYC 167	250	
ISM 100	47		PHYC 168	149	
ARTS 123	44		ECOP 105	130	
MUS 214	24		MATH 163	115	
HIST 101	19		MATH 264	109	
ENVS 101	19		MATH 162	106	
SOC 101	19		PHYC 161	77	
MUSE 215	19		PHYC 160	71	
DEV 100	10		.....	--	

Fine Arts

Engineering

# Analytics Journey



# Analytics for Action

**Action Analytics versus Reporting Analytics:**

## Action Analytics versus Reporting Analytics:

- Reporting analytics need to ... be correct, or you might get in trouble.

### Statutory Requirements for Reporting IPEDS Data

#### General Mandate

NCES is authorized by law under the Section 153 of the Education Sciences Reform Act of 2002 (P.L. 107-279). Accordingly, NCES "shall collect, report, analyze, and disseminate statistical data related to education in the United States and in other nations, including -

- collecting, acquiring, compiling (where appropriate, on a state by state basis), and disseminating full and complete statistics on the condition and progress of education, at the pre-school, elementary, secondary, and postsecondary levels in the United States, ...;
- conducting and publishing reports and analyses of the meaning and significance of such statistics;
- collecting, analyzing, cross-tabulating, and reporting, to the extent feasible, so as to provide information by gender, race, ...; and
- assisting public and private educational agencies, organizations, and institutions in improving and automating statistical and data collection activities..."

#### Mandatory Reporting for Institutions with Program Participation Agreements

The completion of all IPEDS surveys, in a timely and accurate manner, is mandatory for all institutions that participate in or are applicants for participation in any Federal financial assistance program authorized by Title IV of the Higher Education Act (HEA) of 1965, as amended. The completion of the surveys is mandated by 20 USC 1094, Section 487(a)(17) and 34 CFR 668.14(b)(19).

The Department of Education relies on postsecondary institutions to accurately report data to IPEDS, and nearly all institutions do. Institutions themselves sometimes identify misreporting issues and work with ED to correct those problems without the need for further action by the Department. The Department is concerned about any instances of intentional or significant misreporting. Under these circumstances, the Office of Federal Student Aid may take administrative action to appropriately address the issue.

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**Takeaway #4: Student success is about action analytics**



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- **Analytics is a process, not a product**
- **Action analytics – point you in the right direction**

Questions?