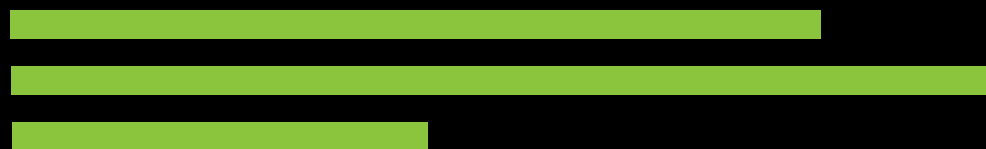
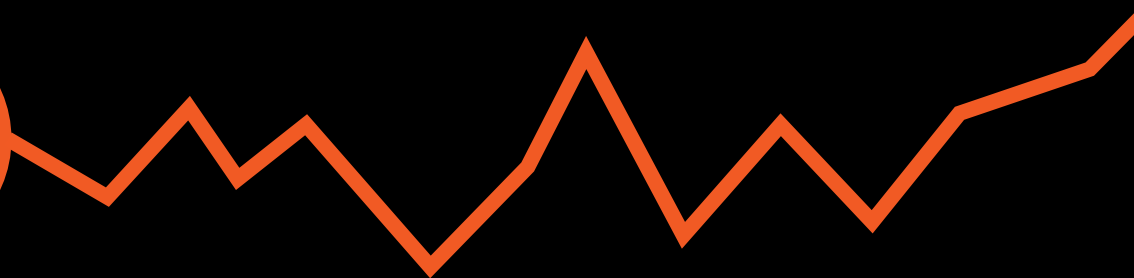
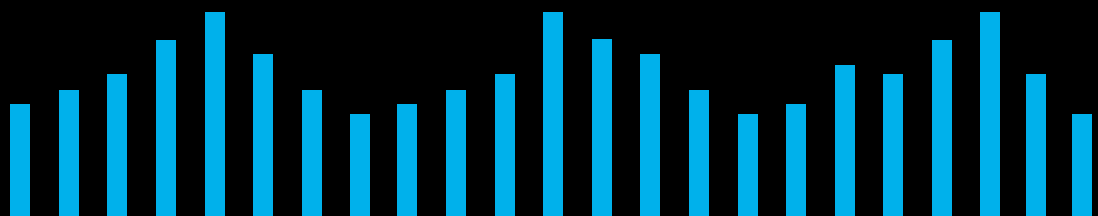


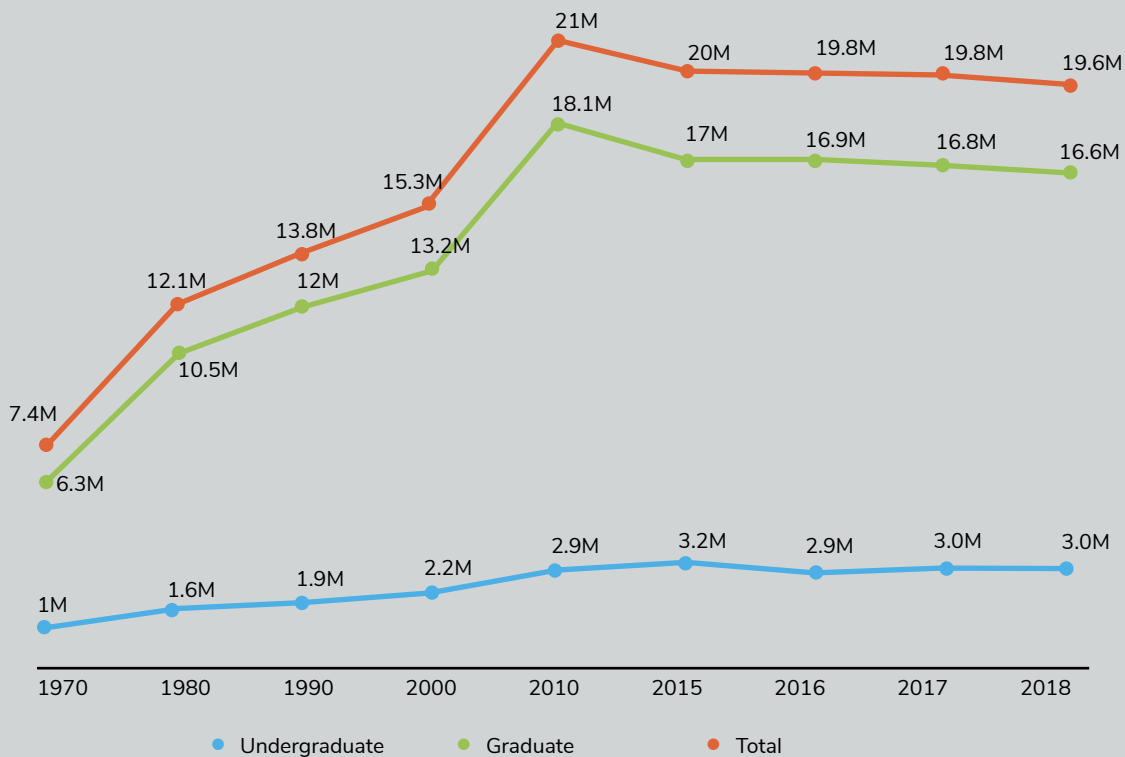
Harnessing Data to Create a Learner-Centered Experience

Anthology and Microsoft



The relationship between higher education institutions and students has changed—students are no longer there to just “get a degree.” They are there to learn skills, to build connections, and to further their careers with or without earning a degree. As a result, it can be helpful to think of your students more broadly as “learners.” They are looking for institutions that are going to be equal partners in their endeavors and support and advise them along their chosen path. In fact, learners are looking for more of a “Netflix” experience: that is, “you watched this (or took this class); now we recommend this”—all personalized based on what the institution knows about the student, his or her goals, etc.

Historical College Enrollment



As shown in the graph, for the past few years, enrollment has been slowly declining. As enrollment declines, institutions that offer the most customized experience to help learners meet their goals are going to be the ones that stand out. Now more than ever, institutions need to understand who their learners are and what they need so that the institution can help them succeed.

So how does an institution create a learner-centric experience? It starts with gaining a better understanding of each learner by harnessing the data that is already being collected from various interactions with learners across campus. Let us look at the types of data you can collect over the course of a learner’s education and how it can be leveraged to derive actionable insights that enable more engaging and effective experiences.

Collecting data before a learner is enrolled

Institutions collect a lot of data on their learners even before starting the admission process—from interviews with the learner to surveys that can be added to the application process. Institutions can survey learners' self-reported non-cognitive dispositions, such as

- Academic self-efficacy
- Educational commitment
- Resiliency
- Social comfort

With this data in hand, institutions can surface what needs the learner might have. This data can be used to help gain a more thorough understanding and picture of each individual learner and who he or she is. This helps the institution better meet learners' needs and better understand how the institution fits into each learner's end goal (i.e., is the student planning to attend four years, transfer after the learner earns an associate degree, learn a skill for a technical certification [e.g., welding or automotive], learn something for personal growth, etc.).



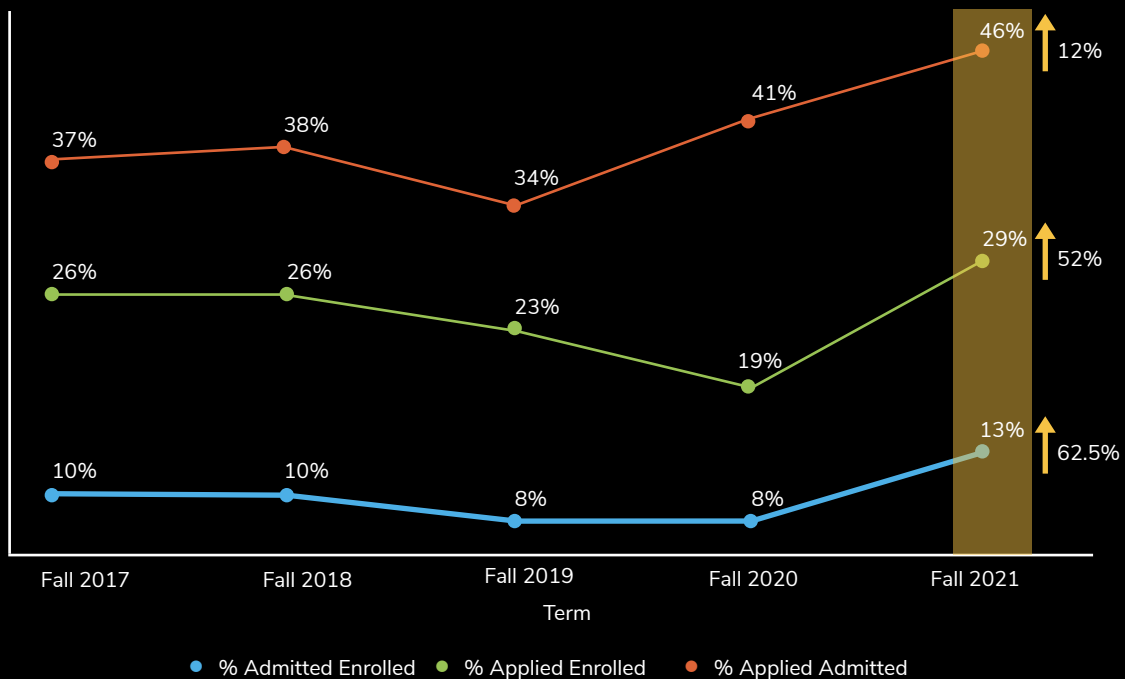


For Del Mar College, using data to understand a learner's goals better helps them understand where they fit into that student's journey. "The conversation we're having with the Anthology teams is to define the experiences of all of our students, whether you're on the credit side or the continuing education side. Every one of those students matter.

That is what I like about Anthology. They are taking all that into consideration so that we can track and monitor what all our students are doing. Let me just tell you what: that is a breath of fresh air."

- Dr. Mark Escamilla, President, Del Mar College

Admission Yield Trend - Last 5 Fall Semesters



In the graph above, the increases correspond with the institution's adoption of the Apply module in Anthology Reach.

Data collection in the first week of school

Once classes begin, the institution can gather data on which learners attended orientation, what classes they are enrolled in, their housing assignments, and other events at the school. This data can be compared with previously established and recognized trends to identify warning signs that indicate a learner may need a more personalized experience. For example, let us say an institution has identified a trend where learners who do not attend orientation have a harder time learning about the various clubs they can join. Since clubs play an essential role in helping learners become more involved and connected, the institution can then take action to ensure those learners are informed of the clubs and activities available to them.



In order to center the student perspective, it's important to understand our students better because it helps us to correct misconceptions that may come from our own biases, from the experiences that we bring to our institutions with us.”¹

-Dr. Laurie Fladd, Director of
Holistic Student Support
Achieving the Dream



Data collection through the school year

Tracking learner involvement over the course of the school year has been shown to be a significant contributor to positive outcomes of the overall college experience. Learner profiles can be supplemented with data on the clubs or activities they participate in, class attendance, assignment completion, and more—all helping to identify at-risk learners who would benefit from additional contact for academic or social assistance. Faculty provide the bulk of data collected during this time so making it easy for them to input data is essential.

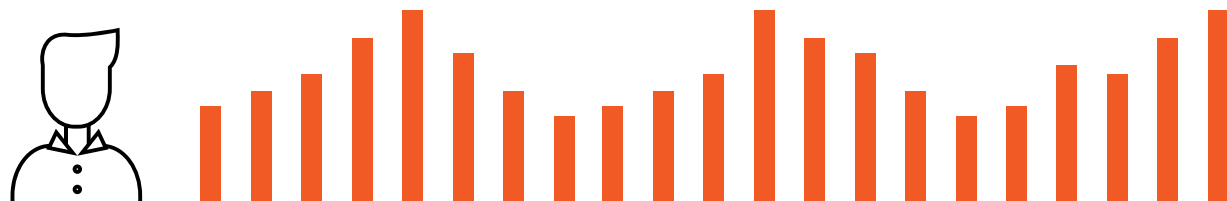
¹ <https://www.achievingthedream.org/news/18583/deepening-our-understanding-of-students-through-data>

Data collection toward the end of the first semester

As the first semester nears completion, institutions can gather data like

- Credit hours attempted vs. completed
- Changes in financial aid status
- Changes in housing
- Grade point average
- Class interactions
- Club involvement

These data points are the framework for a retention score. You can track retention score over time to see trends. The score, combined with data from interactions with the learner, can help identify areas for intervention. Maybe a learner is entering issues into your case management system more often than others. Maybe there is a theme to the questions a learner is asking. Maybe a learner is struggling in his or her first semester, either with academics or finances. Tracking retention scores over time can help an institution predict which learners may need help in the beginning of the following semester—for example, picking a course load that is a better fit.



Iowa Wesleyan University uses data to identify students that are having difficulties. “We heavily utilize triggers to identify students that may be struggling academically – whether that’s missing class or low grades. [...] We’re able to act much earlier by utilizing the trigger functionality available in Anthology Beacon.”

- Katie Aranda, Director of Office of Academic Success & Inclusive Support

Powering more informed decisions that drive learner retention and success

While having access to all this data opens the door to valuable insights that power a learner-centric experience, manually tracking and processing would require far too many resources and—even if possible—would likely inhibit serving the right data to the right people at the right time to enable timely action.

With Anthology, a leading provider of data solutions for higher education, an institution can seamlessly organize all its learner data, making it easy to consume and visualize. With powerful insights from the data, institutions can be strategic and agile with decision making that is effective in bringing in the next class, driving retention initiatives, and meeting advancement goals.



“Student success is at the forefront of Columbia Gorge Community College’s technology vision, and we are looking forward to utilizing the newest features of Anthology Reach, specifically guided pathways and Anthology Occupation Insight.”

- Dr. Marta Year Cronin, President,
Columbia Gorge Community College

