Why Analytic Maturity Matters: How institutional analytics fundamentally changed the trajectory of the University of North Texas data culture

Jason F. Simon, Ph.D.
Associate Vice President
Data, Analytics, and Institutional Research
& Affiliate Faculty Member
About Me

• First generation college student
• 30 years of experience across 2-year/4-year institutions
• Worked in every common higher ed division except athletics
• Believes in the transformative power of higher education to improve outcomes in the future
• Believes every higher education practitioner, regardless of role, can change lives leveraging data
• Author, speaker, and international presenter on analytic culture, data governance, and equity-based analytics
• IR representative on the AIR/EDUCAUSE/NACUBO “Change with Analytics” writing team
• Institutional IR representative on the 2023 AIR/EDUCAUSE/NACUBO Bill and Melinda Gates Foundation grant to improve analytic capacity in higher education
About UNT

- Located in the DFW Metroplex
- 46+K students (F23)
- 237 academic programs (89 in Nation’s Top 100)
- 36% students are Pell eligible
- 37% students utilize federal unsubsidized loans
- Carnegie R1 Hispanic Serving Institution
- 54.3% non-white
- 6.6% International
- Awarded 12,500+ degrees last year
- Record growth in enrollment
- Peoplesoft & Salesforce campus
Located in the DFW Metroplex
44,368 students (F22)
237 academic programs (89 in Nation’s Top 100)
36% students are Pell eligible
37% students utilize federal unsubsidized loans
Carnegie R1 Hispanic Serving Institution
54.3% non-white
6.6% International
Awarded 10,500+ degrees last year
Record growth in enrollment
Peoplesoft & Salesforce campus

11 amazing professionals across IR, Data Modeling, & Data Management
Launched Insights program in 2017, Insights 2.0 launched in 2020
2019 CIO 100 Awardee
1300+ users, 1150 terms, and 20+ analytic products
Leverages SAS Viya, BDN, VDMML, and DIS
Reports to VP Strategy and Chief of Staff
Annual operating budget of over $1m
Our Time Together

• Administrative vs. Learning Analytics
• What Factors Triggered Our Need to Evolve
• What Actions Did We Take to Evolve Analytically
• What Results Did We Experience
• What Challenges Lay Ahead for Higher Education
• Administrative Analytics
• Key Leadership Behaviors Needed to Support Administrative Analytics
Learning Analytics:

- Focuses on analyzing data related to student learning behaviors, performance, and outcomes
- Utilizes data from learning management systems, digital courseware, assessments, gradebooks
- Aims to improve teaching practices, curriculum design, and student support services
- Provides insights into student engagement, progress, and areas needing intervention
- Enables personalized and adaptive learning experiences tailored to individual needs
- Supports initiatives like early alert systems, predictive modeling, and course recommendation engines
- Aligns with pedagogical theories and instructional design principles
- Requires collaboration between instructors, instructional designers, and academic support units

Institutional Analytics:

- Concentrates on analyzing institutional data related to macro student success, operations, finance, and strategic planning
- Utilizes data from student information systems, HR systems, financial systems, and external sources
- Aims to improve operational efficiency, resource allocation, and decision-making processes
- Provides insights into enrollment trends, budgeting, staffing needs, and regulatory compliance
- Enables data-driven decision-making for institutional leadership and administrative units
- Supports initiatives like revenue forecasting, cost analysis, and space utilization planning
- Aligns with institutional goals, strategic plans, and key performance indicators (KPIs)
- Requires collaboration between IR, finance, facilities, and other administrative offices

e.g. Niall Sclater, Learning Analytics Explained. 2017

e.g. Randy Swing, The Analytics Revolution in Higher Education Big Data, Organizational Learning, and Student Success. 2023
Back in 2014 UNT's Data Culture was:

- Drowning in data, yet thirsting for information
- Managing 1,400 – 1,600 ad-hoc data requests each year
- Focusing on reporting and autopsy data (reactive not proactive)
- Struggling to define terms and govern data
- Grappling with data silos and data feudal lords
- Providing fish without a care for teaching others how to fish
- Mitigating distrust in data, resolving a “data game” of single requests to multiple units, and addressing data integrity
- Relying on very basic data variables to respond to complex challenges
- Prioritizing all requests the same regardless of who asked
- Ignoring key issues like data quality, data management, etc.
Back in 2014 UNT Was:

- Facing relatively flat enrollment growth and lagging competition in growth
- Struggling with identifying complex student retention trends (fall to fall return of new students in year 2)
- Grappling with how to improve graduation rates
- Striving to become a Tier 1 Research institution (highest Carnegie classification)
- Confronting changing student demographics that pointed to a future MSI/HSI designation
So What Changed?
Secured New Executive Sponsor

Reorganized our Data Teams

Prioritized Human and Fiscal Resources
<table>
<thead>
<tr>
<th>Secured New Executive Sponsor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reorganized our Data Teams</td>
</tr>
<tr>
<td>Prioritized Human and Fiscal Resources</td>
</tr>
<tr>
<td>Faculty-Led Executive Stakeholder Focus Groups</td>
</tr>
<tr>
<td>Engaged SME’s in Assessment of Data Culture</td>
</tr>
<tr>
<td>Conducted a Tool &amp; Technology Roadshow</td>
</tr>
</tbody>
</table>
Secured New Executive Sponsor
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Faculty-Led Executive Stakeholder Focus Groups
Engaged SME’s in Assessment of Data Culture
Conducted a Tool & Technology Roadshow

Formed a Collaborative Workgroup across IR/IT/VPs
Created a Charter and ROI Plan for Investment
Executed Strategic Plan and Assessed
UNT’s View of Institutional Analytic Maturity

What’s the best that can happen?  Optimization
What will happen next?  Predictive Modeling
What if these trends continue?  Forecasting
Why is this happening?  Statistical Analysis

Alerts  What actions are needed?
Query/Drill Down  What exactly is the problem?
Ad Hoc Reports  How many, how often, where?
Standard Reports  What Happened?

Degree of Intelligence

Analytics: Why is it happening?
Reporting: What is happening?

OUR UNT ANALYTIC JOURNEY

2012 - 2015
• Launch Dataspot
• Form steering committee
• Gain executive sponsor support
• Identify resources
• Develop charge & program charter

2016
• Conduct focus groups
• Visit best practice institutions
• Evaluate tools and platforms
• Develop RACI

2017
• Launch Insights via SAS VA/VS
• Initiate Data Governance via SAS BDN
• Begin data modeling via SAS DIS
• Build support

2019
• Begin upgrade discussions
• Engage existing users
• Engage functional & technical SMEs

2020
• Launch Insights 2.0 (SAS Viya)
• 975+ trained users
• 1100+ Key Terms
• 20+ analytic products
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- 1100+ Key Terms
- 20+ analytic products
INSIGHTS 2.0 CONSISTS OF A COMPREHENSIVE SUITE OF INTEGRATED TOOLS

- SAS Management Console (System Administration Environment)
- SAS Workflow Studio (BDN Automation Environment)
- SAS Data Integration Studio (Data Modeling Environment)
- SAS Visual Data Modeling and Machine Learning (Data Science Model Building and Testing Environment)
- SAS Data Flux (Data Quality Environment)
- SAS Business Data Network (Data Governance Environment)
- SAS VIYA Analytics (User-Facing Analytic Environment)
- SAS VIYA Analytics (Dev and Test Environments)
OUR ANALYTIC PROGRESS IN 2024

- Grew to 25+ Analytic Self-Service Products
- Expanded to 1,500+ Key Business Terms Governed
- Reached 1,300+ Trained Users Across Campus
- Implemented Machine Learning Approaches
- Secured a Broader Set of Diverse Data
- Introduced A One Stop Data Site: data.unt.edu
Welcome to Insights 2.0. With over 1,000 trained campus users, data.unt.edu is designed to be your gateway to data-informed decision making. The icons below will take you directly to the data you need to help you with your questions. We encourage you to visit often as we are constantly adding new products and features to assist our user community. The entire DAIR team and developer partners look forward to hearing about your success stories leveraging the insights below.

**FLY HIGH - BE SURE TO VPN PRIOR TO LAUNCH**

Please note you must download the Cisco AnyConnect VPN client to access Insights 2.0 dashboards from off-campus locations.

Click here to download Cisco AnyConnect

Admissions Dashboards

<table>
<thead>
<tr>
<th>ADMISSIONS FUNNEL</th>
<th>ADMISSIONS</th>
<th>ADMITTED YET ENROLLED ELSEWHERE</th>
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</thead>
</table>

Budget and Finance Dashboards

<table>
<thead>
<tr>
<th>ENCUMBRANCE MANAGEMENT</th>
<th>PAYROLL</th>
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</thead>
</table>

Degree Dashboards

| UNT DEGREES |
### Admissions Funnel by Application Term

<table>
<thead>
<tr>
<th>Admissions Category</th>
<th>Applied</th>
<th>Accepted</th>
<th>Enrolled</th>
<th>Incomplete</th>
<th>Awaiting</th>
<th>Denied</th>
<th>Withdrawn</th>
<th>Housing App Completed</th>
<th>Orientation Registered</th>
<th>Orientation Attended</th>
<th>Financial Aid Completed</th>
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</thead>
<tbody>
<tr>
<td>New Freshman</td>
<td>1,252</td>
<td>681</td>
<td>230</td>
<td>510</td>
<td>2</td>
<td>53</td>
<td>88</td>
<td>110</td>
<td>217</td>
<td>217</td>
<td>207</td>
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<tr>
<td>Transfer</td>
<td>3,155</td>
<td>2,379</td>
<td>1,083</td>
<td>675</td>
<td>0</td>
<td>98</td>
<td>74</td>
<td>196</td>
<td>1,559</td>
<td>1,559</td>
<td>1,321</td>
</tr>
<tr>
<td>Doctoral</td>
<td>244</td>
<td>106</td>
<td>92</td>
<td>50</td>
<td>11</td>
<td>77</td>
<td>8</td>
<td>2</td>
<td>27</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>Master's</td>
<td>9,533</td>
<td>4,433</td>
<td>2,266</td>
<td>723</td>
<td>201</td>
<td>4,174</td>
<td>248</td>
<td>4</td>
<td>1,231</td>
<td>1,231</td>
<td>525</td>
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<tr>
<td>Post-Bacc</td>
<td>620</td>
<td>409</td>
<td>349</td>
<td>84</td>
<td>43</td>
<td>23</td>
<td>22</td>
<td>1</td>
<td>47</td>
<td>47</td>
<td>154</td>
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<tr>
<td>Total</td>
<td>14,804</td>
<td>8,068</td>
<td>4,485</td>
<td>2,047</td>
<td>207</td>
<td>4,423</td>
<td>440</td>
<td>313</td>
<td>3,081</td>
<td>3,081</td>
<td>2,284</td>
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</tbody>
</table>

### Application Center
- INTL
- GRAD
- UGRD

### Admit Type
- DL - Electronic/Manual Data Load
- GCM - Change of Major - Graduate
- GF - Graduate Former
- GN - Graduate New
- GNC - Graduate New Continuing
- QNR - Graduate New Returning
- UN - New Freshman Applicant

### College Applied
- Administrative Group
- Coll of Health & Public Service
- Coll of Lib Arts & Social Sci
- Coll of Business
- Coll of Education
- Coll of Engineering
- Coll of Information
- Coll of Mch, Hosp, Tourism
- Coll of Music
- Coll of Science
- Coll of Visual Arts & Design
- Graduate School
- Honors College
- Mayborn School of Journalism
- New College

### Program Applied
- 300 - Liberal Arts & Social Sciences
- 301 - Business
- 302 - Health and Public Service
- 303 - Education
- 304 - Information
- 305 - Marching Band Honors
- 306 - Music
- 307 - Visual Arts
- 308 - Engineering
- 309 - Texas Academy of Math & Sci
- 315 - Dual Credit Program
- 316 - Undergraduate Academic Cert.
- 319 - Transient/Visiting Student
- 322 - Nondegree UG Medical Programs
- 350 - School of Journalism
- 353 - College of Science

### Plan Applied
- ABHA-MA - Applied Behavior Analysis
- ACCT-BBA - Accounting
- ACCT-BS - Accounting
- ACCT-MS - Accounting
- ADST-BS - Addiction Studies
- ADTA-MS - Advanced Data Analytics
- AHTh-AI - Allied Health

### Application Ethnicity
- African American
- American Indian
- Asian
- Hawaiian/Pac Island
- Hispanic
- Not Available
- White

### Application Level
- Female
- Male

### Application Location
- FRISCO
- Frisco Campus
- MAIN CAMPUS
- Mean Campus (Denton)
- No Selected
- Online
New Freshman High School Territories (Applied, Accepted, Orientation Registered, Pending, Enrolled by Term Counts)

High School Recruiter: Alyce Myers, Ciarra Bellinger, Dresnair Revis, Eva Garza, Geoffrey Johnston, Gina Romero, Jason Peacock, Jillian Miller, Jonathan Henderson, Joshua McGinn, Latrice Owens, Lauren Harp, Mary Hopper


College Applied: Administrative Group, College of Health & Public Service, College of Lib Arts & Social Science, College of Business, College of Education, College of Engineering, College of Information, College of Musical, College of Music, College of Science, College of Visual Arts & Design, Graduate School


### Degree Awarded by Academic or IPEDS Year

#### Academic Year = (F, Spr, Sum)  IPEDS Year = (Sum, F, Spr)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Col of Health &amp; Public Service</td>
<td>629</td>
<td>100.0%</td>
<td>9629</td>
<td>100.0%</td>
<td>10946</td>
</tr>
<tr>
<td>Col of Upt Arts &amp; Social Sci</td>
<td>2429</td>
<td>90.0%</td>
<td>2644</td>
<td>97.8%</td>
<td>2999</td>
</tr>
<tr>
<td>College of Business</td>
<td>10287</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>College of Education</td>
<td>1166</td>
<td>11.2%</td>
<td>1150</td>
<td>11.9%</td>
<td>1151</td>
</tr>
<tr>
<td>College of Engineering</td>
<td>750</td>
<td>5.8%</td>
<td>714</td>
<td>7.4%</td>
<td>760</td>
</tr>
<tr>
<td>College of Information</td>
<td>586</td>
<td>6.2%</td>
<td>521</td>
<td>5.4%</td>
<td>476</td>
</tr>
<tr>
<td>College of Mth, Hoop, Tourism</td>
<td>363</td>
<td>3.6%</td>
<td>357</td>
<td>3.7%</td>
<td>352</td>
</tr>
<tr>
<td>College of Music</td>
<td>322</td>
<td>3.4%</td>
<td>338</td>
<td>3.5%</td>
<td>346</td>
</tr>
<tr>
<td>College of Science</td>
<td>590</td>
<td>6.2%</td>
<td>648</td>
<td>6.7%</td>
<td>735</td>
</tr>
<tr>
<td>College of Visual Arts &amp; Desgn</td>
<td>379</td>
<td>4.0%</td>
<td>397</td>
<td>4.1%</td>
<td>424</td>
</tr>
<tr>
<td>Graduate School</td>
<td>28</td>
<td>0.3%</td>
<td>48</td>
<td>0.5%</td>
<td>76</td>
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<tr>
<td>Mayborn School of Journalism</td>
<td>278</td>
<td>2.9%</td>
<td>274</td>
<td>2.8%</td>
<td>285</td>
</tr>
<tr>
<td>New College</td>
<td>514</td>
<td>5.4%</td>
<td>553</td>
<td>5.7%</td>
<td>651</td>
</tr>
</tbody>
</table>

#### Diagram

- **Bar Chart:**
  - X-axis: Academic Years (2017-18 to 2021-22)
  - Y-axis: Degree Count

- **Line Chart:**
  - X-axis: Academic Years (2017-18 to 2021-22)
  - Y-axis: Degree Count

#### Data Dictionary

- **Overview:**
  - Degree Count by Year
  - Degree Count by Term
  - Degrees by Gender & Ethnicity
  - Degrees by Gender and College
  - Degree GPA

- **Navigation Tips:**
  - Select Degree Levels
  - Select Years
  - Completion Terms
  - Colleges
  - Departments
### Student Demographics

#### Official Enrollment Summary - 2021 Fall, Total Headcount: 42,168

<table>
<thead>
<tr>
<th>GPA</th>
<th>Student District Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time</td>
<td>30,268</td>
<td>71.8%</td>
</tr>
<tr>
<td>Part Time</td>
<td>11,900</td>
<td>28.2%</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>Student District Count</td>
<td>Percent</td>
</tr>
<tr>
<td>African-American</td>
<td>6,283</td>
<td>14.9%</td>
</tr>
<tr>
<td>Amer. Indian</td>
<td>497</td>
<td>1.2%</td>
</tr>
<tr>
<td>Asian/Pacific Isl.</td>
<td>6,622</td>
<td>8.4%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>10,356</td>
<td>24.7%</td>
</tr>
<tr>
<td>Non-Res</td>
<td>4,343</td>
<td>10.3%</td>
</tr>
<tr>
<td>Other</td>
<td>300</td>
<td>0.7%</td>
</tr>
<tr>
<td>White</td>
<td>14,717</td>
<td>34.7%</td>
</tr>
<tr>
<td>Total</td>
<td>42,168</td>
<td>100.0%</td>
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<thead>
<tr>
<th>GPA</th>
<th>Student District Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEN</td>
<td>19,138</td>
<td>45.4%</td>
</tr>
<tr>
<td>WOMEN</td>
<td>23,030</td>
<td>54.6%</td>
</tr>
<tr>
<td>Class Level</td>
<td>Student District Count</td>
<td>Percent</td>
</tr>
<tr>
<td>Undergrad</td>
<td>32,450</td>
<td>77.0%</td>
</tr>
<tr>
<td>Grad</td>
<td>9,718</td>
<td>23.0%</td>
</tr>
<tr>
<td>In-State-Out-State</td>
<td>Student District Count</td>
<td>Percent</td>
</tr>
<tr>
<td>In-State</td>
<td>35,991</td>
<td>85.4%</td>
</tr>
<tr>
<td>Out-of-State</td>
<td>6,177</td>
<td>14.6%</td>
</tr>
<tr>
<td>Total</td>
<td>42,168</td>
<td>100.0%</td>
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<th>Percent</th>
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<tr>
<td>Admissions Administration</td>
<td>156</td>
<td>0.4%</td>
</tr>
<tr>
<td>Brit &amp; College of Business</td>
<td>7,835</td>
<td>18.6%</td>
</tr>
<tr>
<td>College Health and Public Serv</td>
<td>3,138</td>
<td>7.4%</td>
</tr>
<tr>
<td>College of Education</td>
<td>4,028</td>
<td>9.6%</td>
</tr>
<tr>
<td>College of Engineering</td>
<td>5,212</td>
<td>12.4%</td>
</tr>
<tr>
<td>College of Information</td>
<td>1,993</td>
<td>4.7%</td>
</tr>
<tr>
<td>College of Lifet. and Soc Sci</td>
<td>9,579</td>
<td>22.5%</td>
</tr>
<tr>
<td>College of Music</td>
<td>5,560</td>
<td>13.2%</td>
</tr>
<tr>
<td>Academic Plan</td>
<td>Student District Count</td>
<td>Percent</td>
</tr>
<tr>
<td>Accounting (ACCT-BA)</td>
<td>227</td>
<td>0.5%</td>
</tr>
<tr>
<td>Accounting (ACCT-BS)</td>
<td>263</td>
<td>0.6%</td>
</tr>
<tr>
<td>Accounting (ACCT-MS)</td>
<td>127</td>
<td>0.3%</td>
</tr>
<tr>
<td>Addiction Studies (ADST-BS)</td>
<td>5</td>
<td>0.0%</td>
</tr>
<tr>
<td>Adv Mgmt in Lif &amp; Info Agen (DCAC-AMNA)</td>
<td>6</td>
<td>0.0%</td>
</tr>
<tr>
<td>Advanced Data Analyst (ADTA-MS)</td>
<td>160</td>
<td>0.4%</td>
</tr>
<tr>
<td>Allied Health (AHTH)</td>
<td>3</td>
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</tr>
<tr>
<td>Alternative Special Ed Cert. (OACTMPCT)</td>
<td>5</td>
<td>0.0%</td>
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</tbody>
</table>
### Student Demographics

#### Baseline (1st Term): 2013 Fall

<table>
<thead>
<tr>
<th>Category</th>
<th>1st Term</th>
<th>2nd Term</th>
<th>% Change</th>
<th>Net Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Enrolled</td>
<td>36,168</td>
<td>42,168</td>
<td>16.68%</td>
<td>6,000</td>
</tr>
</tbody>
</table>

#### Target (2nd Term): 2021 Fall

<table>
<thead>
<tr>
<th>Category</th>
<th>1st Term</th>
<th>2nd Term</th>
<th>% Change</th>
<th>Net Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Enrolled</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Student Classification

<table>
<thead>
<tr>
<th>Category</th>
<th>1st Term</th>
<th>2nd Term</th>
<th>% Change</th>
<th>Net Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters</td>
<td>3,078</td>
<td>7,022</td>
<td>90.95%</td>
<td>3,944</td>
</tr>
<tr>
<td>Spec-Prof</td>
<td>38</td>
<td>47</td>
<td>23.7%</td>
<td>9</td>
</tr>
<tr>
<td>Junior</td>
<td>7,525</td>
<td>8,722</td>
<td>15.9%</td>
<td>1,197</td>
</tr>
<tr>
<td>Freshman</td>
<td>5,632</td>
<td>6,501</td>
<td>15.4%</td>
<td>869</td>
</tr>
<tr>
<td>Senior</td>
<td>10,901</td>
<td>10,953</td>
<td>0.5%</td>
<td>52</td>
</tr>
</tbody>
</table>

#### Admit Type Description

<table>
<thead>
<tr>
<th>Category</th>
<th>1st Term</th>
<th>2nd Term</th>
<th>% Change</th>
<th>Net Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Grad</td>
<td>1,751</td>
<td>3,349</td>
<td>92.4%</td>
<td>1,618</td>
</tr>
<tr>
<td>1st Time in Col.</td>
<td>4,444</td>
<td>5,516</td>
<td>24.1%</td>
<td>1,072</td>
</tr>
<tr>
<td>Continuing Stu.</td>
<td>26,009</td>
<td>29,404</td>
<td>13.0%</td>
<td>3,395</td>
</tr>
<tr>
<td>NewUGTrans</td>
<td>3,850</td>
<td>3,779</td>
<td>-1.8%</td>
<td>-71</td>
</tr>
</tbody>
</table>

#### Ethnicity

<table>
<thead>
<tr>
<th>Category</th>
<th>1st Term</th>
<th>2nd Term</th>
<th>% Change</th>
<th>Net Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Res</td>
<td>1,690</td>
<td>4,343</td>
<td>120.6%</td>
<td>2,653</td>
</tr>
<tr>
<td>Asian/Pacific Is.</td>
<td>2,960</td>
<td>3,622</td>
<td>24.4%</td>
<td>662</td>
</tr>
<tr>
<td>Hispanic</td>
<td>6,787</td>
<td>10,396</td>
<td>53.2%</td>
<td>3,609</td>
</tr>
<tr>
<td>African-American</td>
<td>4,781</td>
<td>6,283</td>
<td>31.4%</td>
<td>1,502</td>
</tr>
<tr>
<td>Amer Indian</td>
<td>516</td>
<td>497</td>
<td>-3.7%</td>
<td>-19</td>
</tr>
</tbody>
</table>

#### GENDER

<table>
<thead>
<tr>
<th>Category</th>
<th>1st Term</th>
<th>2nd Term</th>
<th>% Change</th>
<th>Net Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>WOMEN</td>
<td>19,149</td>
<td>23,030</td>
<td>20.3%</td>
<td>3,881</td>
</tr>
<tr>
<td>MEN</td>
<td>17,019</td>
<td>19,138</td>
<td>12.3%</td>
<td>2,119</td>
</tr>
</tbody>
</table>

#### Age Groups

<table>
<thead>
<tr>
<th>Category</th>
<th>1st Term</th>
<th>2nd Term</th>
<th>% Change</th>
<th>Net Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>17-21</td>
<td>540</td>
<td>709</td>
<td>31.3%</td>
<td>169</td>
</tr>
<tr>
<td>20-21</td>
<td>8,764</td>
<td>10,931</td>
<td>24.7%</td>
<td>2,167</td>
</tr>
<tr>
<td>18-19</td>
<td>7,889</td>
<td>9,654</td>
<td>22.4%</td>
<td>1,765</td>
</tr>
<tr>
<td>24-25</td>
<td>5,488</td>
<td>4,078</td>
<td>-16.9%</td>
<td>-900</td>
</tr>
</tbody>
</table>

#### College

<table>
<thead>
<tr>
<th>College</th>
<th>1st Term</th>
<th>2nd Term</th>
<th>% Change</th>
<th>Net Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Engineering</td>
<td>3,004</td>
<td>5,212</td>
<td>73.3%</td>
<td>2,208</td>
</tr>
<tr>
<td>College of Information</td>
<td>1,164</td>
<td>1,993</td>
<td>71.2%</td>
<td>829</td>
</tr>
<tr>
<td>Academic Administration</td>
<td>93</td>
<td>156</td>
<td>67.7%</td>
<td>63</td>
</tr>
<tr>
<td>College of Visual Arts &amp; Des</td>
<td>2,030</td>
<td>2,387</td>
<td>17.6%</td>
<td>357</td>
</tr>
<tr>
<td>Graduate School</td>
<td>589</td>
<td>580</td>
<td>-1.5%</td>
<td>-9</td>
</tr>
<tr>
<td>College of Music</td>
<td>1,806</td>
<td>1,560</td>
<td>-2.9%</td>
<td>-44</td>
</tr>
<tr>
<td>College of Education</td>
<td>4,149</td>
<td>4,028</td>
<td>-2.9%</td>
<td>-121</td>
</tr>
</tbody>
</table>

#### Department

<table>
<thead>
<tr>
<th>Department</th>
<th>1st Term</th>
<th>2nd Term</th>
<th>% Change</th>
<th>Net Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Center for Grad Interd Study</td>
<td>57</td>
<td>269</td>
<td>371.9%</td>
<td>1,212</td>
</tr>
<tr>
<td>College of Visual Arts &amp; Des</td>
<td>101</td>
<td>445</td>
<td>340.6%</td>
<td>344</td>
</tr>
<tr>
<td>Information Tech &amp; Decision Sc</td>
<td>231</td>
<td>887</td>
<td>284.0%</td>
<td>654</td>
</tr>
<tr>
<td>College of Information</td>
<td>3</td>
<td>8</td>
<td>156.7%</td>
<td>5</td>
</tr>
<tr>
<td>College of Engineering</td>
<td>444</td>
<td>881</td>
<td>98.4%</td>
<td>437</td>
</tr>
<tr>
<td>Academic Administration</td>
<td>94</td>
<td>156</td>
<td>66.0%</td>
<td>62</td>
</tr>
<tr>
<td>Psychology</td>
<td>1,483</td>
<td>2,339</td>
<td>57.5%</td>
<td>856</td>
</tr>
</tbody>
</table>

#### Academic Plan

<table>
<thead>
<tr>
<th>Academic Plan</th>
<th>1st Term</th>
<th>2nd Term</th>
<th>% Change</th>
<th>Net Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recreation, Event &amp; Sport Mgmt (RESM-BS)</td>
<td>2</td>
<td>154</td>
<td>7,600.0%</td>
<td>152</td>
</tr>
<tr>
<td>Dual Credit (DUALCREDIT)</td>
<td>9</td>
<td>145</td>
<td>1,511.1%</td>
<td>136</td>
</tr>
<tr>
<td>Pre-Information Technology (PIT)</td>
<td>8</td>
<td>90</td>
<td>1,025.0%</td>
<td>82</td>
</tr>
<tr>
<td>Design (DSGN-MA)</td>
<td>4</td>
<td>33</td>
<td>725.0%</td>
<td>29</td>
</tr>
<tr>
<td>Ecology for Environmental Sc (ECES-BS)</td>
<td>42</td>
<td>328</td>
<td>681.0%</td>
<td>286</td>
</tr>
<tr>
<td>Teaching Technical Writing (GACTTWR)</td>
<td>1</td>
<td>7</td>
<td>600.0%</td>
<td>4</td>
</tr>
<tr>
<td>Computer Engineering (CMPE-MS)</td>
<td>27</td>
<td>173</td>
<td>540.7%</td>
<td>144</td>
</tr>
</tbody>
</table>
Headcount and Percent Difference by College and Department

Headcount Comparatives by College

<table>
<thead>
<tr>
<th>College</th>
<th>Current Term</th>
<th>Prior Year Term Comparative</th>
<th>% Difference Prior Year Comparative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honors College</td>
<td>36,790</td>
<td>17,675</td>
<td>19,115</td>
</tr>
<tr>
<td>GRAD</td>
<td>302</td>
<td>179</td>
<td>123</td>
</tr>
<tr>
<td>COM</td>
<td>756</td>
<td>436</td>
<td>320</td>
</tr>
<tr>
<td>CMHT</td>
<td>919</td>
<td>475</td>
<td>444</td>
</tr>
<tr>
<td>CIAD</td>
<td>1,164</td>
<td>559</td>
<td>605</td>
</tr>
<tr>
<td>New College</td>
<td>1,724</td>
<td>768</td>
<td>956</td>
</tr>
<tr>
<td>CoS</td>
<td>2,504</td>
<td>1,077</td>
<td>1,427</td>
</tr>
<tr>
<td>CHPS</td>
<td>2,469</td>
<td>1,225</td>
<td>1,244</td>
</tr>
<tr>
<td>CoG</td>
<td>2,398</td>
<td>1,342</td>
<td>1,056</td>
</tr>
<tr>
<td>CoH</td>
<td>6,705</td>
<td>1,556</td>
<td>5,149</td>
</tr>
<tr>
<td>COE</td>
<td>3,722</td>
<td>2,143</td>
<td>1,579</td>
</tr>
<tr>
<td>CLASS</td>
<td>6,666</td>
<td>3,344</td>
<td>3,322</td>
</tr>
<tr>
<td>COB</td>
<td>8,724</td>
<td>3,858</td>
<td>4,866</td>
</tr>
</tbody>
</table>

Headcount by College

- COB
- CLASS
- CoEng
- COE
- CHPS
- COI
- New College
- CoS
- Honors College
### Unofficial Student Level Report

The crosstab and graphics are all connected and linked to work together as filters. Each filter selection will modify the list of students in the table below.

**NOTE:** This data is unofficial and reflects data from the refresh date included on the "Enrollment Comparison" tab. This data will only have data for the current semester, not point in time comparison.

Right click on the table to export the student list.

<table>
<thead>
<tr>
<th>CLASS_DESC</th>
<th>2023 Spring</th>
<th>2022 Fall</th>
<th>2022 Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>877</td>
<td>1,772</td>
<td>3,566</td>
</tr>
<tr>
<td>Sophomore</td>
<td>1,049</td>
<td>3,049</td>
<td>5,273</td>
</tr>
<tr>
<td>Junior</td>
<td></td>
<td>3,566</td>
<td>5,273</td>
</tr>
<tr>
<td>Senior</td>
<td></td>
<td>3,049</td>
<td>5,273</td>
</tr>
<tr>
<td>Post-Bac</td>
<td></td>
<td>3,049</td>
<td>5,273</td>
</tr>
<tr>
<td>Masters</td>
<td></td>
<td>3,049</td>
<td>5,273</td>
</tr>
<tr>
<td>Doctoral</td>
<td></td>
<td>3,049</td>
<td>5,273</td>
</tr>
<tr>
<td>Spec Prof</td>
<td></td>
<td>35</td>
<td>55</td>
</tr>
</tbody>
</table>

Student level table with 30+ relevant demographic and academic variables

- **ACAD_TERM_DESC**: Spring, Fall, Summer
- **UG**: Undergraduate
- **GRAD**: Graduate
- **Masters**: Masters
- **Continuing Stu**: Continuing Student
- **New GRADE**: New Grade
- **Full Time**: Full Time
- **Honors**: Honors
- **Gender**: Male, Female
- **GROUP_DESCR**: 100, 200, 300, 400
- **STU_ACAD_PLAN**: 100, 200, 300, 400
- **PLAN_DESCR**: 100, 200, 300, 400
- **ACAD_PLAN**: 100, 200, 300, 400
- **ACAD_SUB_PLAN**: 100, 200, 300, 400
- **EMAIL_ADDRESS**: Student's email address
- **ETHNIC_GROUP**: White, Non-White

**University of North Texas**

Unofficial Student Level Report

Drill through from college to department, plan description, and academic plans

**Total**: 18,480

- **College of Arts and Sciences**: 2
- **College of Honors**: 152
- **College of Music**: 376
- **Graduate School**: 428
- **Mendelson, Hospitality & Tourism**: 450
- **College of Visual Arts & Design**: 598
- **New College**: 757
- **College of Science**: 1,201
- **College of Information**: 1,235
- **College of Health and PublicServ**: 1,344
- **College of Education**: 1,925
- **College of Engineering**: 2,305
- **College of Lib Arts and Sci**: 3,334
- **Bret Ryan College of Business**: 4,359

**18K Students**

**17,477 (95.5%)**
How does the make up of our students change with different enrollment patterns?

- 1st Generation Status:
  - 2020 Spring: 50%
  - 2021 Spring: 50%
  - 2022 Spring: 50%

- Ethnicity:
  - 2020 Spring: 19.2% African-American, 8.9% Hispanic, 20.2% Hispanic, 10.2% Other
  - 2021 Spring: 19.8% African-American, 8.8% Hispanic, 20.7% Hispanic, 10.8% Other
  - 2022 Spring: 22.6% African-American, 11.5% Hispanic, 10.2% Hispanic, 8.6% Other

- Gender:
  - 2020 Spring: 60% Male, 40% Female
  - 2021 Spring: 60% Male, 40% Female
  - 2022 Spring: 60% Male, 40% Female

Average Age:
- 2020 Spring: 19.9
- 2021 Spring: 19.8
- 2022 Spring: 19.8
### Student Enrollment Patterns

**Approach 1:**
What did my students take and how did they do?
Select the College and/or Department of the student’s primary academic plan.

<table>
<thead>
<tr>
<th>College of the Student's Primary Academic Plan</th>
<th>Department of the Student's Primary Academic Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Administration</td>
<td>Acrobatics</td>
</tr>
<tr>
<td>Britt Ryan College of Business</td>
<td>Counseling and Higher Education</td>
</tr>
<tr>
<td>College Health and Public Serv</td>
<td>Educational Psychology</td>
</tr>
<tr>
<td>College of Business</td>
<td>Honors College</td>
</tr>
<tr>
<td>College of Education</td>
<td>Kinesiology</td>
</tr>
<tr>
<td>College of Information</td>
<td>Teacher Education and Admin</td>
</tr>
<tr>
<td>College of Liberal Arts and Sciences</td>
<td></td>
</tr>
<tr>
<td>College of Music</td>
<td></td>
</tr>
<tr>
<td>College of Science</td>
<td></td>
</tr>
</tbody>
</table>

**Approach 2:**
Who is in my courses and how did they do?
Select the College and/or Department offering the course.

### Data Dictionary

Additional Table Filters
- Subject
- Courses
- Students Grade

**Courses: Student Level Detail**

<table>
<thead>
<tr>
<th>Course College</th>
<th>Course Department</th>
<th>SUBJECT</th>
<th>CATALOG_NUM</th>
<th>COURSE</th>
<th>COURSE_SESSION_CODE</th>
<th>COMBINED SECTION</th>
<th>COMBINED SECTION_CODE</th>
<th>UNIT_TAKEN</th>
<th>INSTR_FIRST_NAME</th>
<th>INSTR_LAST_NAME</th>
<th>CRSE_DESCR</th>
<th>CAMUS</th>
<th>LOCATION</th>
<th>LOCATION_DESCR</th>
<th>INSTRUCTION_MODE</th>
<th>COURSE_DAY</th>
<th>COURSE_TIME</th>
<th>CRSE_GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honors College</td>
<td>Honors College</td>
<td>WIRR</td>
<td>1000</td>
<td>HIRS</td>
<td>HIRS-1000-003</td>
<td>1</td>
<td>C</td>
<td>1.00</td>
<td>HONORS FYS</td>
<td></td>
<td>INET</td>
<td>2-NETX</td>
<td>Internet Courses - Texas Internet</td>
<td>Internet</td>
<td>M-01-00 - 01-50</td>
<td>A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## New Undergrad Student Retention

### Students Retention, Graduation, and Withdrawal in Six Years by College, Department, and Plan

<table>
<thead>
<tr>
<th>Cohort Fall: 2019</th>
<th>1 Yr After</th>
<th>2 Yr After</th>
<th>3 Yr After</th>
<th>4 Yr After</th>
<th>5 Yr After</th>
<th>6 Yr After</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% Returned</td>
<td>% Graduated</td>
<td>% Non-Returning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>GROUP</strong></td>
<td><strong>Health and Public Serv</strong></td>
<td>47.0%</td>
<td>21.4%</td>
<td>31.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Business</strong></td>
<td>54.2%</td>
<td>10.9%</td>
<td>34.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Education</strong></td>
<td>57.0%</td>
<td>12.5%</td>
<td>30.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Engineering</strong></td>
<td>61.4%</td>
<td>3.2%</td>
<td>35.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Information</strong></td>
<td>53.8%</td>
<td>23.1%</td>
<td>23.1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Arts and Sci</strong></td>
<td>48.9%</td>
<td>18.8%</td>
<td>32.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Music</strong></td>
<td>77.4%</td>
<td>3.9%</td>
<td>20.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Science</strong></td>
<td>52.8%</td>
<td>11.5%</td>
<td>35.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Visual Arts &amp; Design</strong></td>
<td>61.8%</td>
<td>4.6%</td>
<td>33.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Honors College</strong></td>
<td>4.6%</td>
<td>95.4%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>School of Journalism</strong></td>
<td>61.4%</td>
<td>14.3%</td>
<td>24.1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Majors, Health &amp; Tourism</strong></td>
<td>62.0%</td>
<td>6.5%</td>
<td>31.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>New College</strong></td>
<td>33.3%</td>
<td>99.7%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A Storm is Coming
Important Note: Data for the fall and spring terms are constantly changing through payroll deadlines which occur towards the end of the month. Data will be incomplete and/or changing through October 1st for fall and through February 1st for spring as payroll actions are entered and approved.

<table>
<thead>
<tr>
<th>FACTBOOK</th>
<th>ACADEMIC YEAR</th>
<th>SEMESTER TYPE</th>
<th>COLLEGE</th>
<th>DEPARTMENT</th>
<th>STEM DEPARTMENT</th>
<th>JOB TITLE</th>
<th>JOB FUNCTION</th>
<th>TENURE STATUS</th>
<th>RANK</th>
<th>HIGHEST DEGREE</th>
<th>ETHNICITY</th>
<th>ETHNICITY_THECB</th>
<th>GENDER</th>
<th>PTE</th>
<th>HEADCOUNT</th>
<th>SEARCH BY LAST NAME</th>
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**TOTAL FACULTY MEMBERS** (Default selection is all full-time faculty and administrators with faculty rank)

1,250

1,251

1,080

1,077

1,071

1,144

1,146

1,187

1,251
Where the Rubber Met The Road: What Changed

- Identifying areas for process improvement in enrollment management practices
- Isolating high DFWI courses for further pedagogical review
- Proactively identifying students most in-need of institutional support
- Elevating analytic findings to decision makers via in-meeting use of products
- Digging into equity gaps across student groupings to identify work needed
- Creating linkages between disparate data around student success
- Pushing conversations forward on wide-scale data governance and data literacy
- Encouraging a pro-analytics culture of partnership with other data units
- Modernizing approaches to integrating NLP into unit work streams
### How Have We Done Since Insights 1.0?

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*per finance analytic data model built off revenue generation per SCH by UG and GRAD (includes tuition types, fees, formula funding, etc.) from CM model. From Fall 2019 to Fall 2022.
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Why Higher Education Should Undertake an Administrative Analytics Journey Now?

We are proud of our progress, but it may not good enough when we think about what we face on the horizon?
WHAT OBSTACLES IS HIGHER EDUCATION FACING?
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- Data Governance Issues
- Rapid Technology Change
- Univ. Readiness Challenges
- Online Programs
- Out of State Recruiters
- C-suite Turnover
- Great Resignation
- It Workers Economy
- Inflation Impacts
- HS Grad Loss Nationally
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- INCREASING AD-HOCS
- DATA LITERACY CONCERNS
- NEW MICROCREDSIDENTIALS
- TRANSFER DECLINES
- GLOBAL PANDEMIC IMPACTS
- MERGERS & CONSOLIDATIONS
- QUIET QUITTING/TALENT GAP
- REMOTE WORK SHIFTING
- VALUE CONCERNS/ROI
- LEARNING LOSS VIA COVID-19
KEY LEADERSHIP BEHAVIORS FOR ADMINISTRATIVE ANALYTIC SUCCESS

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- Implementing Widescale Data Literacy Training
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- Promoting Talent Advancement and Internal Training
- Identifying Manual Efforts to Automate
- Advancing ML, AI, and Link to Key Business Drivers
- Privileging Cross Unit Team-Based Analytic Execution
- Using Vision to Accelerate ROI & Outcomes
I sincerely appreciate the opportunity to share our efforts.

もっと話しませんか？
Want To Talk More?

Jason F Simon, Ph.D.
www.linkedin.com/in/jasonfsimon/
Jason.simon@unt.edu