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Using Core Data Service as Your Match.com to Get Connected
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Hello, everyone, and welcome to EDUCAUSE Live! This is Jamie Farrell, online event production manager at EDUCAUSE and I'll be your moderator for today's Elive! webinar. We had like to thank the Quest for their sponsorship of the 2019 EDUCAUSE Live! webinars, Quest is the go-to solution that helps universities and schools better move, manage and secure their Microsoft infrastructure. We hope you'll join us in making this session interactive, please use the #EDULIVE. Use the chat window on the left side of the screen to make comments, share resources, or to pose questions to our presenters. We will hold most Q & A until the end of the presentation, but we encourage you to type your questions into the chat throughout the webinar, particularly if you need some clarification when Leah is going through the CDS portal a little bit later on. If you have any audio issues, click on the link in the left-hand corner of your screen, and you can text a message. A drop menu will appear. The session recording and slides will be archived later today, on the EDUCAUSE Live! website. Our webinar today is find your answer here, using core data service as your match.com to get connected. Have a burning question about what your peers are doing? Trying to find someone who's been there before? Or maybe you need to evaluate options for new technology challenge at your institution. Whether you're an I.T. manager, teaching and learning professional, director, or CIO, the EDUCAUSE core data service can give you insight into I.T. trends at institutions like yours. Learn how to use CDS to find your match. Leah Lang, director of analytics services, Leah leads the strategy and operations for EDUCAUSE's suite of benchmarking services, products and tools, which are used by the higher education community to inform decision-making about I.T. In her time at EDUCAUSE, Leah has reimagined EDUCAUSE OES core data service, the analytics service offering and expanded EDUCAUSE's benchmarking services to include evaluations of I.T. maturity and deployment. We are also joined by mark McCormack, mark earned his Ph.D. in community psychology from Peabody CLENL at Vanderbilt University. He serves as the EDUCAUSE senior director analytics and research overseeing the association's member-facing data analytics services, core data service and ETRAC and portfolio of original research projects. His research has appeared in the leadership and organizational development journal, the journal of interdisciplinary studies in education, the journal of community and applied social psychology, and the APA handbook of community psychology among other journals and edited volumes, thanks to both Leah and mark for joining us here today, and with that, let's begin, Mark, I'm going to hand it over to you.

>>MARK McCORMACK: Thank you, Jamie, good morning or good afternoon to everyone. I'm Mark McCormack and I am truly delighted to be able to be with you here today for this session. And along with my colleague, Leah Lang, who I'm sure many of you already know as the
LeBron James of core data service. Certainly, our resident expert in CDS and someone who we are honored to have here to help us with demonstrations, and to give you a hands-on view into the core data service resource. But we hope that you find this session helpful. It's an introduction to the core data service, for those of you who need that introduction, maybe this is your first time, new to that resource, but we hope that you find it useful as a demonstration of how to use that service. As I said, we're going to have some live real time demonstration of core data service here in a bit. So first, just revisiting the ice breaker question that we had for you at the beginning. About this movie that Hollywood is making about data practices at your institution. It's going to be a blockbuster, I'm sure. But looking over the few responses that we got, I'm noticing science fiction, fantasy, it doesn't seem like we have anything of the inspirational story or data romance genres. But that's okay, really. And that's -- I think just further validating why we're here today. And why core data service exists. And all of that is to help you improve in this area, to make more informed decisions at your institution, to know what your peer institutions are doing and just generally, to feel better equipped to meet the data expectations of your leadership at your institution, and frankly, of this data-driven high education culture that we're all seeming to live into now. So thank you for participating in that little ice breaker, it's a good way to see where everyone is today as they come into this session. So we're hoping to accomplish a few things today, first, we want to bring you up to speed on what we've been up here at EDUCAUSE as far as developing and improving the CDS service. But by far, we'll spend the bulk of our time today looking at use cases for this and. We want you to understand a little bit about more about what CDS can help you do, and we'll give you some -- as I said, some live real-time demonstrations of how to do those things that we'll be sharing with you. And then, of course, we'll leave hopefully, sometime at the end to hear directly from you. To hear what questions or ideas you might have, if there's anything else we can help address in our time here together. Throughout the presentation, not just at the end, please feel free to plug in your questions and ideas into the chat window, we'll be monitoring those and we'll try to engagement with those with the time that we have in the session. So first, we want to bring you up to speed on what we're focused on here at EDUCAUSE, what's driving the work and recent changes that we've been making to the core data service. So I'll begin here, we did a survey of EDUCAUSE members almost two years ago now and actually, we'll be conducting another one of these in a few months. But one of the messages we heard loud and clear from that survey, as you can see on the left hand side there, is that the capabilities that EDUCAUSE is providing through the core data service, clearly are highly valued benefits to our members, and in fact, the single most value benefit amongst CIOs and VPs in particular, but one of the other messages we heard loud and clear from the survey on the right hand side there, is that the services we were providing in this area were lagging quite a bit in terms of user satisfaction. I think for almost every other benefit we asked about on that survey, if you thought that benefit was important, you're pretty satisfied with it. Which made this gap in responses about core data services stand out pretty dramatically to us, and it really told us, hey, this is something that we need to pay attention to, clearly. So we took a hard look at the service and the user experience of that service and we did a lot more listening to users. And last year, we are released the CDS version 3.0, and this version of CDS
was put together really with the focus on first of all, improving the user experience design and navigability of the service. Also, adding in some much desired services like the ability to save your favorite reports, and building in some in portal guides and other user support tools as well as just generally taking steps to boost overall portal speed and performance. Following that initial release, of course, we recognized and we continued to remind ourselves that the process of improving the service is truly an ongoing journey, so for us, that work has continued really up to the present day, and it will continue in the months and years ahead. We've continued over the last year, to make fixes to the service, you can go into the portal and track the improvements we're making in response to your feedback. We've been focusing on data literacy, to make sure that we provide the resources and support we can, so members know how to use the data that we're providing in meaningful ways. We're building peer recommender system, and that is intended to help you identify the best peer institution for your benchmarking needs and activities. So if your peer selection process basically involves a blind fold and a dart board, you might be pretty excited about that, much more thoughtful and intentional approach to identifying peers. And then earlier this year, we released a new digital capability dashboard. And the intent with this dashboard was to provide you with easier access into your institution's maturity data across all of these capability areas, and it's a functionality that really has been sorely missing from the core data service experience in previous years and I know that the image may be a little blurry there, but I promise you, it doesn't look blurry in the portal once you go in and check it out. So for you to know, it's really important for our team that this journey we're on together, that it be guided by your needs and your experiences. And by the needs of your institution. So member feedback really has been at the center of all of these changes that we've been making to our service. So from that membership satisfaction survey I mentioned earlier, to our more in-depth engagements with folks like our design panel and our advisory group, and some new evaluation surveys we've been pushing out after your survey and data releases to help us track those attitudes and behaviors that users are experiencing as they engagement with the service. And we've even added a little fun in portal feedback tool, a simple thumbs up, thumbs down, indicator of how folks are experiencing CDS on a day-to-day basis. So we're actively gathering input from all of these sources to ensure that the work we're doing is on target with what you need and with how you're experiencing things as you use this service. And we know we still have a ways to go. And there's always work that can be done, and always improvements that can be made. But we have been very encouraged here at EDUCAUSE, so far, to see some of the improvements that we're tracking, to user engagement, you can see we've been tracking increases in total log ins and unique portal users, we've seen decreases in the number of support tickets that we receive. And we've also just received some generally positive feedback on what we're doing, and on folks’ experiences, so you can see there are a good number of folks experiencing that the portal is a definite or much improved over the previous portal. So very encouraged so far to receive this feedback, we know that the journey will continue and there's always work to be done and improvements to be made. So now that I've hopefully convinced you that CDS is really the happening place to be at EDUCAUSE, exciting things are happening, we're going to spend the rest of our time as I said, drilling down into some use cases and giving you some live
demonstrations of what you can do with CDS. So we know from experience and from member feedback that folks mostly seek out our core data service data and resources to help accomplish one or several of these things, as listed here. Of course, communicating with your leadership is nice to have data in hand when you have that meeting with your leadership, or you need to demonstrate the value of something, or get their buy in on something that you feel is really important. It's also nice to have those data on hand to help guide important decisions. So you don't feel like you're taking a stab in the dark with a new tool or service. It can help you make smart decisions on your staffing, budgeting or services. And then of course, there are these connective capabilities that CDS can offer, whether it's giving you the ability to stand out across the landscape, and see what peer institutions are doing, or even giving you the ability to directly identify and reach out and connect with other specific institutions. So we want to know more concretely how real people at real institutions are engaging with this service? And addressing some of these needs that they have. So fortunately, for us, we have our lead CDS detective here with us, our director of analytic services, Leah Lang, hello, Leah.

>>LEAH LANG: Hello, how are you?

>>MARK McCORMACK: I'm well, glad you could join us today.

>>LEAH LANG: Happy to answer any questions that we might have.

>>MARK McCORMACK: [ LAUGHTER ] So Leah, we're going to take a look at some real-life cases, that you have been able to investigate here recently. We're going to get an in-depth view into how you solved some of these cases. And then hopefully, give the folks here with us today some ideas about how they can then take and use CDS to solve some of the data mysteries that they have at their own institutions. Before we dive into our case studies, is there anything else that you wanted to add or say here before I advance to the next slide?

>>LEAH LANG: Yeah, I'm looking forward to taking everyone on a journey to take people -- I get asked all the time, how do you answer these questions so quickly on the CIO list, some of them are quick, and it's very easy to teach people how to -- it takes creativity or, you know, the background of familiarity you might have if you're running something like this, so I'm happy to show people my tricks or how I think about things and it might inspire them to take it one step further and come up with a solution that I even have not thought of yet.

>>MARK McCORMACK: Wonderful. Well, on that note, let's dive in and do just that.

>>LEAH LANG: Sounds good.

>>MARK McCORMACK: So our first real-life case here, this was a real CDS user at a real institution, coming to us with some of these questions. This person wanted to know what other
institutions are using for their course planning. And they shared that right now, at their institution, their solutions are sporadic and only planning semester to semester, Leah, with these questions, how did you use CDS to explore solutions or answers for this person?

>>LEAH LANG: Well, this kind of question comes up a lot. It's about, you know -- there's so many different systems that institutions are using for their day-to-day work or just -- that they rely on. To keep the business running. And they want to know how much a project costs or if a peer is having a similar problem or experience that they're having, and it's very difficult to connect with other users of the same system that you're using. And to really dig into those deeper detailed questions. So core data service is a really good place to kind of dive in and look to see what other institutions are using and which institutions are using the same tools as you. So the result of this particular question that came up was we found that 37% of institutions were using Ellucian degree works and I'm going to take you through in the portal how I arrived at answering this question about which institutions are using these type of systems. So of course, program recommendation, you know, you have to get a little creative in how you're thinking about the way we might have asked that question in core data service. So I think something similar might be education, plan, creation and tracking system, so we're going to dig into that. I think you're all seeing my screen now. Shout out in the screen if you can't see it. This is the CDS portal and I'm going to take you on a quick tour, high-level before we dig into the answer to this question. And look at how we solve this case. I'm going to reload, because sometimes the log in times out on me. The dashboard here shows you a set of favorite reports, you have the opportunity within this portal, and I'll show you in a little bit, to save a report so that you can easily jump back to it at a later time. Right now, all of the options available to you on the dashboard are related to taking the survey and if your institution is a 2018 survey participant, you also have options to analyze data or get access to data. I'll remind everyone, now, and at the end of this session, that your deadline this year is November 1st, this is the date at which we'll switch data access, so if you haven't participated by November 1st, then your 2018 participant, that's the day you'll lose data access. We'll run our deadline extension window, as usual, between November 1st and December 13th, and that's an opportunity for everybody to just wrap up what they're doing in the survey, and as you complete the survey within 24 hours, you'll get access to the data in the portal and that's happening right now, so if you're a new participant, if you complete the survey today, you will have data access as soon as tomorrow. So I will -- let's explore how to find the answers to education, plan creation and tracking systems. We can go to all of the questions that E we ask in the survey are available in our create report analyze data page. And one thing that I like to have open right side by side when whenever I'm doing an exploration of core data, is the survey instrument, because that's my best way of knowing the type of content that might be in the data sets. And learning about the types of key terms, the way we ask a question in the survey in a particular year. So this little yellow question mark in the upper right HARNLD corner of the portal has many, many, many resources, and one of them is all survey questions. This points to an area on the EDUCAUSE website that houses all of our survey PDFs from 2011 to now. So most of the data will be analyzing is from 2018, I'm going to pull up the survey from 2018. And I
know that education plan, creation, tracking system is -- farther down in this survey, we asked about it, in a module called information systems and applications. Here's the information systems and applications module. Education plan creation and tracking system are a student services system. So we'll go to question 16. And start. This is where you can start to browse the types of questions that we've asked in the survey from year to year. Here on question 16, we're asking about which unit has primary responsibility for these types of systems and we can see the system is listed here. Question 17 asks about system age, extensive customization and deployment approach. And then farther down we ask about the vendor and product used for every single system. So I know that we're looking for question 20g and this is how I can see the types of answers that I might get if I'm looking in the CDS portal. So I'm going back to create report and this is -- this question selector page gives us all of the questions that are available from this survey from any particular year. So you can use this search, you can click on this little hour glass -- hour glass -- magnifying glass and if you type two stars and move your cursor between those two, it opens a wildcard search and you can type terms like Pravix, it will bring up any system area about the vendor or product that's used for that system. So I can type in product to whittle down the list of questions that's in the question selector. And go ahead and locate question 20g from 2018. And while I'm in here, I also noticed that 20i might be interesting to me or 20J, let's see, course recommender system, that's different from the result on the slide, but still might be useful to your analysis. And then, once we select the two questions we like, we click the green check box in the upper right-hand corner and then click generate report. And that's going to bring up the page that shows you the results of the question that we asked in the survey for peer group called all CDS eligible. This is any institution that participated in the survey for 2018. And one of the great parts about core data service is you can filter any of these graphics on a custom peer group or an EDUCAUSE prebuilt peer group. EDUCAUSE offers just to get you started aggregates for groups based off of Carnegie classifications, we have one for doctoral institutions and several others that you can use to filter your graphs. So the question, this is -- this graph here is exactly what you saw on the slide that we showed in the presentation. And any time you see one of these graphs and you see a yellow highlighted on the graph, that means that that's the response your institution gave. So very quickly, you can see your response in context with your peer's responses. Here we see degree works is the most commonly used system, my institution is in yellow, I'm using another product. And perhaps you're from a community college and you want to filter this down to just see community colleges, you can click on peer group here or click on this selector here, as EDUCAUSE staff, I get to see all 2700 peer groups that have been created in our system for troubleshooting purpose, but if you -- so you won't see quite as many. But if you select here and I can type EDUCAUSE and AA comes up, that's community colleges, I can get a look for -- I get a look for -- at how this graph changes if it were just looking at community colleges. And we see that star fish is a little bit more prevalent among community colleges. Then it was in the all EDUCAUSE CDS eligible groups. Now that I've filtered this selection, just for the peers that I'm interested in looking at, I might want to make sure that I can return to this graph later. So I can click save report. Name my report. And now, that report will be saved for the future and I can favorite that. If I want to revisit this report, I can go to view and
manage report. And down here in the analyze data reports section, I can see that my education plan system report has been saved and if I click here, I will be able to return to that report. I'm not going to do that right now, because I also want to point out that we also have these EDUCAUSE trending reports, these are really great tools for you to just get started, if you want to explore our data and play with this system and learn about how it is working. So these are reports that were pulled based off of what we know from the frequency with which other users are saving reports in our system. So these are the most frequently saved reports, and we're giving them to all of the users that are -- can go into CDS, just to get started and to see what other users are analyzing in CDS data. We continue to update this list, so it's always going to be representing the most commonly used reports in our system. Let's go back to education plan system. And I'll also show you a couple of other things on this page, one is our count of responses table, if you're curious about how many institutions and community colleges does that, 9% represents. And it looks like it's just 5 institutions. So we can also select star fish advising. And further filter the data. And that -- in the details data table on the right, we can see which exact institutions are using this system and this is where the connection comes in. So this gives you an opportunity to filter, filter, filter the data and to get a sense of who is using which system, and then now, it's your turn to take the next step and potentially reach out to these institutions and ask them some deeper dive questions about their use of this system area. So that's how I came to the conclusion of which system -- which institutions were using course planning systems. I hope that was helpful. Are there any questions in the chat? I'll take those now, otherwise, we can jump back to use case number two. I think I'm warmed up now, Mark.

>>MARK McCormack: All right. So we did have a few questions and I don't know which of these we can address now or later, but Maureen has asked if an institution only has the bandwidth or information to complete portions of the survey, will that university only be able to access those sections on the dashboard research.

>>Leah Lang: All institutions have to at least complete our I.T. financial staffing and service module, that's required. It asks about I.T. -- central I.T. spending, number of staff you have, and I have a couple of tricks on how to make that a lot easier, I know many institutions can't divide the budget out by our specifications and there are ways in the survey to answer the high-level spending questions and give us the total budget that you have and opt out of the other details. We need that data from every institution to support our most important core metrics, the financial calculations. So once an institution completes that, you unlock data to all of the data -- you unlock access to all of the data that we have collected for the I.T. organization staffing and financing module within create report. You also unlock the core metrics dashboards which gives you an analysis of your spending, normalized on data about your institution and you can use that to compare your spending levels to your peers. You also unlock the digital capability dashboard which you don't have to complete a digital capabilities module to get access to that dashboard. We give you a summary of all of the results for the other participants that gave us maturity data. And so you can see how your peers fall out in terms of maturity and different I.T. capability
areas and if your institution happened to participate in one of those optional digital capabilities modules, we also overlay your benchmarking data for your institution's data to for benchmarking purposes and I'll show you that option a little bit later. So you have to complete the one module but then you can kind of pick and choose based on the types of data you might need throughout the next year.

>>MARK McCORMACK: Wonderful, thank you, Leah. Maureen, I hope that answered your question. And finally, Leah, we have a question from Sheryl, if you have over 100 institutions in your peer group, how do you quickly choose them for your peer group? I think I'm understanding that -- understanding that question correctly, Sheryl, but let us know if we don't answer the question there.

>>LEAH LANG: So I'll -- why don't we go through the next case study and I'll pull up how to create a peer group when I'm sharing my screen again.

>>MARK McCORMACK: Perfect. All right. So moving us on to real life case number two. Detective Lang. So this person came to EDUCAUSE and they wondered if anyone else was using multifactor authentication for their staff or were they using MFA for any student applications as well? So Leah, how did you use core data service to start to address these questions?

>>LEAH LANG: Well, again, I am -- I would say freakishly familiar with all of the content in the core data service, live this daily, so I know that we have questions about multifactor authentication, but that's okay, even if you don't know this, you could also take a look at the question selector again and I'll show you how to do that. To give you a SOENS. 10% of institutions are using multifactor authentication for their staff or were they using MFA for any student applications as well? So Leah, how did you use core data service to start to address these questions?

>>LEAH LANG: Well, again, I am -- I would say freakishly familiar with all of the content in the core data service, live this daily, so I know that we have questions about multifactor authentication, but that's okay, even if you don't know this, you could also take a look at the question selector again and I'll show you how to do that. To give you a SOENS. 10% of institutions are using multifactor authentication for students. And for student applications. And I'll show you how you can arrive at this answer within the portal. I think I'm still sharing my screen. And this question had multifactor authentication just in the question wording so even if you don't know what content in core data, you can -- content is in core data, you can always search authentication and several options come up. You'll note that if I type MFA, nothing comes up. And we're working on that, we're actually trying to implement a system that has some key search terms and some system tagging in here so other more familiar ways to refer to some of these concepts come up when you hit search. So I'll go back to authentication. And pull up our question on 21, 22 -- okay. Do the same thing we did before and click generate report. So here's the graph we showed in the slide. And again, we can filter this on a different peer group, if we want a different representation of the data. Here, we see a trend graph, also, these trend graphs are included where we can line up the data from year to year, so you can see how multifactor authentication has changed over the years. I was really interested when I pulled this up earlier to see that in 2016, 48% of participating institutions hadn't been using multifactor authentication at all, and that took a nosedive to 25% of institutions in 2018. So it looks like many more institutions are starting to implement multifactor authentication, and popular areas or increasing
areas seem to be business critical applications, e-mail, and administrative access, we didn't ask about that one last time. Remote access to I.T. services, we didn't ask about that one. Anything in 2016 is appearing as a dot here. So if you look at the summary graph on the left, you'll note that my institution is highlighted in yellow. A thing that I get asked frequently is so what? I'm seeing this result and what information are you deriving from this graph? I'm at an institution that is using no multifactor authentication and the trend for institutions like mine is going towards multifactor authentication, I might want to consider whether or not we want to start implementing things and perhaps targeting system areas that our peers are using more prevalently, so maybe we start with administrative access for systems instead of physical facilities where not many peers are doing that. So if we're behind the curve, maybe this is our time to start to think about implementing this type of technology. And it could also potentially help you make the case for -- if you are at an institution and you feel that you should be implementing multifactor authentication, this graph is a little bit difficult to defy if you're showing your leadership that most institutions are moving in this direction. So spend timesharing my screen, I also promised that I would show you how to create a peer group. There are ways to filter the data down within the create report pages. And I showed this to you earlier, if you want to look at other institutions that have MFA for e-mail, this helps you quickly identify which ones those are. As Mark mentioned earlier, we're going to be implementing a peer recommender system as part of that transition of upgrading our peer grouping capabilities. We're going to give you the ability to save these types of groups on the fly. So unfortunately, we can't do that today. But we have that on our horizon. So the best way to create a peer group of institutional peers right now is to go to survey settings and manage peer groups. And here's a way for you to create custom peer group of institutions that are like yours. You can create -- click new, name the peer group, and then once you have the peer group named, here's a peer group I had been creating called small schools, apparently, let's find some small schools, so we are going to add institutions. And then we can search for schools that have less than or equal to 5,000 FTE. And then you can just click this check box at the top of the column, that checks all of the institutions here. If you want to pick and choose, you can either select all of them and then delete out the ones that you don't want or go through and refine your search, you can say you want -- anybody with community college in the title. And then just select those. So that filters the list down. So now we have small schools that have community college as their name. I don't want to do that because I had already saved the title as less than 5,000 FTE. So this peer group now has many institutions in it. I don't think I needed quite so many. 2500 entries. So we can further refine that. Like we said, this peer grouping system has been created quite some time ago, and it's desperately in need of upgrading. So we plan to allow you the ability to filter on additional criteria, including questions, results to questions that were in the survey itself. So these attributes in the add institutions dialogue show you institutional attributes, which allow you to create peer groups that might be institutional peers, but those aren't always your I.T. peer, you might want to find institutions that are like yours in terms of spending, rate of technology or rate of service portfolio and our new system will allow you to do that.
>>MARK McCORMACK: Great, thank you, Leah, we did a question from Sheryl. Is it possible to upload your peer institution from the spreadsheet?

>>LEAH LANG: That is not possible right now. However, as we're gathering requirements for our new system, that's an interesting use case that we could potentially implement into the new system. I hadn't heard of that one before. I think that just as long as you can determine what unique identifier number comes from our system, if you can make sure that you give us that number, we can create a peer group for you.

>>MARK McCORMACK: Great. Thank you, Leah. So moving us along to real life case number three. This person came to EDUCAUSE and told us that they are exploring a new fund raising and donor management software solution. So they are in the market looking for a new solution. And they want to know if anyone, any of their peers have any experience with Raiser's Edge.

>>LEAH LANG: Sure, this was interesting today, there's an easy answer and a trick that I'm going to show you with this one. When we look at the results, we see that most institutions are using Blackbaud Raiser's Edge for their system. I think question asks fund raising and donor management software, you have to think about what we might have asked in our survey, and we asked about advancement systems, the core advancement systems, so this is how we discover that Blackbaud Raiser's Edge is used for this type of service. I'll show how we did that in the portal. We'll pull over my screen share once again. So we go back to our magnifying glass and type in products, like we did earlier. And we can look for advancements. There we go, 2018. Core advancement system. And here's the graph that we showed on the slide. Now, this gives you all of the information about institutions that are using Raiser's Edge, you can click on the counter responses table and further filter down this detail table to identify peers that are using Raiser's Edge, if you're thinking about using Raiser's Edge. I would like to take this one step further, though, I'm thinking this be data, I know that in our data set, we also asked, I'm going to go back to the survey question. For every system area we also ask whether or not an institution is planning to replace the system within the next three years. I'll show you that question in our system. Here. For core advancement systems, does your institution plan to replace the current operational product within the next three years? Right now, to get a cross block of Blackbaud Raiser's Edge institutions that are planning to replace their system within the next three years, that's a little bit more sophisticated than we've programmed into our visual tool, I'm going to go to the data download and we click on data and reports and go to download raw data. Reload that page so that -- we start from scratch. Okay. So I'm going to just select all PDF eligible, so I get every single institution that has -- is using that system. And then, here in the question group, I'm going to look for ISAQ9A. Because I know when I looked at the PDF of the survey, that was the question that asked about the system area. And I'm going to look for 10, that will give me the institutions that are using Raiser's Edge. So the download table pulls up all of the answers that are available in these questions. So you're getting columns for every single radio button here. If you want to further filter that down, if we click on the magnifying field, you can search plan to
replace. And this says advancement systems, plan to replace within the next three years in the hover. And I'm going to look for primary product and I'll click core advancement system. So that gives me a table with just these two columns and so now I can pull institutions that have Raiser's Edge and are planning to replace within the next three years, if I click download data, I'll be able to pull up a spreadsheet and here's what this looks like in Excel. When you pull the data into Excel, there's some little bit of maneuvers you have to do with the data, some of the fields are merge so I'm going to select column A and merge these fields, column B, unmerge these fields, and now, I can create some filtered views of the data in Excel. This will allow me to just select institutions that are using Raiser's Edge, and then, go over to the item that asks about whether or not these institutions are planning to replace the system, and yes, so these institutions are planning to replace Raiser's Edge within the next three years. If I'm going to implement Raiser's Edge, I might want to reach out to a couple of them to understand what their use case, are they just upgrading, are they completely looking at a new product, why are they looking at a new product? That might help my decision-making as I continue my use case for this system area. So Mark, it looks like we're getting close, we might have time for one more use case.

>>> MARK McCORMACK: Yeah, why don't we do -- we'll do a quick fly-by of this fourth real-life case. So this was from someone at a community college and they were looking for options on a new student success platform and wanted to know what their other community college peers were using.

>>> LEAH LANG: Oh, good. I'm glad we got to this one, because I also thought of something a little bit extra for this case study. I am looking at this data and I found that 10% of community colleges are using EAB for the student success analytics dashboard and I thought, I wonder what the maturity level for student success for these institutions? You might want to be able to pair your data from one piece of a core data system and then use that to derive insight in another piece. So let's start with, again, a question selector, our first place for analyzing any single question response of core data. And I'm going to search for student success. And notice that there's also student success maturity data in the question selector, this is the result of the single question we asked about, maturity on student success technologies, there's also data on student success technology deployment. I want to take you through the digital capabilities on digital student. Which institutions are using the EAB for their analytics dashboard system. Start over. So here, I can select from the chart. Well, let's select peer group first, I'm going to select, make sure I have all community colleges in my peer group. And then, I'm going to select EAB from the chart. And this brings up four community colleges that are using EAB. Now, what I can do is if I'm curious about the student success technologies maturity of these institutions, I can go to my digital capability dashboard, digital capabilities. If you're new to this, I encourage you to use the tour to get familiar with the system and the pages and digital capabilities. For now, I'll just show you the digital capabilities report on student success technologies, as I mentioned earlier, anybody who completes our required module, will have access to this page. I'm a good example of the institution that doesn't have data for this particular system. So if you do -- if you did
happen to submit data, as I said earlier, your institution's score is included as a benchmark, my institution doesn't have a score, I get a dash, I get an option to complete this digital capabilities module, I can go and do that and then when we release 2019 data, my score will be here. My institution did happen to complete the I.T. -- digital capabilities maturity index, so I do have a score for that card. But we'll go into the student success technologies report, again, there's a tour here that will help you navigate the page and how to use it. These little question marks in each section also help you interpret the data on this page. There are -- when your institution has a core, the KPI's for each dimension for maturity come up here at the top of the page, and your institution's score is also overlaid on this radar chart. This right now, we're looking at all -- for student success technologies, there's an overall score for this capability area, and then scores are broken down by dimension. And then further broken down by each item within each dimension. To help you understand where you might be leading or lagging in terms of -- in comparison to your peers, we have technology associated with a particular system area, we also include a graph to show you the deployment for each different technology. And then down here, we give you a full detailed table of all institutions and their maturity score. So this is where I can filter the data for just those institutions that were included, that had used the EAB. And I cheated a little bit, I saved a screen shot of those institutions earlier. So I can quickly search for them here. There you go. For all of the institutions, the community colleges that are using EAB for their student success analytics dashboard, we have their technology maturity and how they score overall and on each dimension. So if you're curious about asking them how they became leaders in student success technologies, and how EAB plays into that maturity, you can reach out to them and have those deeper discussions. And that's it.

>>MARK McCORMACK: Wonderful.

>>LEAH LANG: We ran through four of those, Mark.

>>MARK McCORMACK: Perfect, that was great. And that last one, I think, ended on a perfect note, because you're demonstrating the really the depth and the flexibility of this service and you know, if you approach it with that creativity, and those additional questions. It really opens up all of these different avenues for exploring the data. I am going to -- in the interest of time, we have four minutes, I'm going to skip us ahead to this point in the presentation. And ask if there are some additional questions from the chat window, other things that we should discuss or address today? And I already see from Mark, will there be any way to benchmark help desk satisfaction metrics in the future?

>>LEAH LANG: We had a help desk satisfaction in the past, I don't believe we asked that the last time we ran the help desk. The support services module. But we're rotating our content all the time. And that support services module has been out of rotation for a couple of years. So it's potentially on the block for revisiting for 2020. And we'll have ways for the community to weigh in on which topic we should ask about in the future. And then the way we create content for core
data service is by deciding which module we're going to ask questions about. And then we create working groups of community members to help us understand which data points are most important in that area. So if you are interested in help desk satisfaction, and we are going to ask about support services next year, that might be a great way for you to get involved in helping to form the questions that we ask in that area.

>>MARK McCORMACK: And Sharon has given us a wonderful EDUCAUSE 2019 annual --

>>LEAH LANG: Thank you, Sharon.

>>MARK McCORMACK: Asking if we will have any training at the annual conference?

>>LEAH LANG: We will. We will have many opportunities for you to at the annual conference, our meet-and-greet sessions where we offer demos of the system. And that's an opportunity for you to come up to us, one-on-one and ask us questions about how we interpret the data or dig into the system or even if you need help answering the survey, at a particular time, you can ask us questions at the meet-and-greet sessions. We're also doing brain dating, so I'll be posting some sessions where you can schedule time with me to talk one-on-one, in a brain date. If you want to talk about core data, or running or blogs, or anything really, we can sit down and have one-on-one discussions. And then Mark, do you want to talk about the data center?

>>MARK McCORMACK: Sure. So this year at an event, something new that we're doing, we'll have an interactive display, in the exhibit hall, where our team will be displaying some of our core data service and research findings, a very hands on interactive way, so you can experience some of the data and research resources that we provide and get additional information on how to further engagement with those resources. In addition to just having members of our team standing around, ready to meet folks, and shake your hand, and chat with you about your data and research needs. So plenty of opportunities to engagement with our team, I hope many of you will be able to join us in Chicago this year, so it is 12:59, it looks as though we are nearing the end of our time, so I want to say thank you to all of you for being here for your engagement, your questions and certainly hope that you would follow up with Leah or myself directly through e-mail, if you have any other questions or if there's anything else we can do to support you on your core data service journey. So Jamie, do we hand it over at this point?

>>Yes, thank you so much, Mark and Leah. We really appreciate your time. Everyone, I did post a few links in the chat about our EDUCAUSE annual conference, that way you can see when you can chat with Leah and Mark a little bit more later. We want to thank everyone for joining us today for an engaging session and conversation. Before you sign off today, please click on the session evaluation link, which was posted in the chat window as well. Your comments are very important to us. The session's recording and presentation slides will be post the EDUCAUSE Live! website, that is in the chat. Please feel free to share it with your
colleagues. And finally, please join us for the next E live webinar to hear about influencing a security culture from community college to ivy league. On behalf of EDUCAUSE, this is Jamie Farrell, thank you, everyone, for joining us today for EDUCAUSE Live!

End of Webinar