EDUCAUSE
A Life-Cycle Approach: Collaborating with Institutional Research to Democratize Data
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>> Hi everyone. Welcome to today's industry in campus webinar, a lifestyle approach collaborating with institutional approach. I'm Jody Tracy and I'll be your moderator for today. EDUCAUSE is pleased to welcome today's speakers. I'll be introducing them in just a moment but first a brief overview. Our virtual room is subdivided into different windows. Our presenter's slides are showing in the presentation window. The tall window on the left serves as public chat space and you can use the chat to make comments or pose questions to our presenters. We'll have Q&A of today's session and also at the end so please type in your questions throughout the webinar. If you have any audio issues click on the link in the lower left-hand corner and at any time you can direct a private message to technical help by clicking on the top-right corner of the chat window. A drop-down menu will appear. The session recording and slides will be archived on the EDUCAUSE website. In this webinar for campus CIO's, Dixie State university will share hour collaboration between IR and IT improves campus data quality and empowered leadership to use data for decision making. You'll learn how DSU managed the lifecycle from data capture to data analyst. We're delighted to be joined by Jason and he's the current Executive Director in St. George and in this rollover sees effectiveness activities and manages the accreditation process. During his time in Utah he's focused on transforming the data environment and marketing data availability and has over 15 years in business analytics both in public and private sector. Daniel is a data management after lift with the Data Hub she works closely with expect TIF and current partners in institutional work flows, empowering campuses to leverage their data to drive impact and provides consult TIF guidance to senior leadership and is responsible for shifting trend data management into data strategies for individual campus partners through the education data platform. With that let's begin the lifecycle approach collaborating with institutional research to democratize data. Over to you.

>> Fantastic. Hi again. Thank you for joining our presentation today. Thank you, Jody for the wonderful introduction and welcoming us to what I believe is one of the most precedent topics. In case there is confusion over who is who, I'm Daniel and I'm joined by Jason at Dixie State. Before giving Jason a moment to add context, I'd like to start with EAB. I'll give you a 30,000 foot view as we get started here. EAB, education Advisory Board is a mission driven organization that supports our student and we do that through research, technology platforms and also through some of the statuses that we have as well and I tell you that in that order specifically because it's important. EAB is all roots in research driven by institutional leaders. And as far as the advantage of our scale means we can set best practices by looking at institutions and nurture those practices and work with schools to implement them in a variety of ways. My current work at EAB and the reason I'm here today resolves around education Data Hub, data management platform for hire education but prior to joining this team I spent four years in EABs IP forum
where I worked as a research console ant and worked with CIO's and other leaders to help are research and as you can imagine I spent a lot of time researching issues and best practices around data governance and higher education and it's that research that has been brought to life in the data hub and material that we'll be talking about today. Best practices and action around those practices is what the EAB is all about. Jason do you want to share anything additional about your relationship with the EAB?

>> Yes. Good morning or afternoon depending on where you are. I'm Jason and I'm excited to be here today to talk about education Data Hub and Daniel will talk about the research component and then at Dixie State university we're excited to be one of the early partners working with this technology and share experiences and how it's helped us move forward.

>> Fantastic. So with that all-out of the way let's get started at looking at the myriad and challenges of data management in higher education and how thinking about solving those problems through life sickle approach can help accelerate campuses looking to get more value. So first we'll talk about how we've seen the role of data change in higher education through the length of what's happening in some of the roles we're seeing in organizations that we work with. We're going to look then at how the campus data we find ourselves in is preventing us from shifting expectations and after that I'll speak to our view of why a lifecycle approach to data management involving both IR and IT is crucial to accelerating progress and we'll explore how Dixie State is bringing that to life in education hub. Without further ado, let's jump right in. I'm actually going to start outside of higher education where we can look at a high level of some of the data accesses that are Trumping data expectations in our community. In marketing which has been at the front of this hub we're seen industry develop from segmenting customers back in the 90's through to an approach around hyper personalization that we see today. Initially marketing groups were using data to enhance and detailed how data crunches saw overlap between Starbuck's and organic foods which in turn lead to companies looking to capitalize on captive audiences. Then the intimate era brought click captures and traffic and based on unique browsing apply those used on the aggregate to provide information about customer's needs and problems were identifying early pregnancies so they could begin advertising in the second trimester and that brought us unfortunately their parents didn't know that their teen was pregnant. We've moved into hyper personalization. So using a persons' social network alongside their own behavior within those social media platforms and has enabled companies to target companies with personalized acts recently with an effect on elections here in the U.S. and across Europe. Now there's definitely something potentially unsettling here with the narrative but it fits well wide context around data setting the stage for new demands around data. It's out there for us to make a real difference in the life of our campus communities whether it's students that need interventions or facilities that need refreshing and the outstanding issue as one told me is that we have to be able to connect those dots. Now with the possible around data changes we're seeing the data within the institution changing too. In IT you might see this in the shift from the CEO to the CIO with campus information at the heart of identification in that leadership and we've seen a shift in IR as well. In the '80s it was largely operational, concentrating on accountability needs of
external stakeholders. Then if you jump forward 20 years or so you see the mandate creep towards a partnership role and helping stakeholders integrate into whatever frequency that planning might be taking place. Now when we scan today's job posting we're seeing a leadership role asking for data driven analysis alongside leadership. This individual isn't just an input, so an aggregate tore of information passing across someone's desk or a partnership billing up the arguments around leader around them. This is someone who's going to come forward with suggestions. This is something spread throughout higher education. In institutional effectiveness as we see it you have more expansive analytics and long-term strategic planning have a home where multiple desperate functions are brought under one umbrella under one lens and strategic planning or accreditation or program review are brought in along more business intelligence in an effort to streamline these and align them to the board of institution. In terms of growth for this position the numbers really speak for themselves. There's a huge increase in the last 25 years with forty-three VPs of IE in 1995 and even more today. In fact, in a survey, more than four out of five of them held that type of act in their institution. We shouldn't necessarily put too much weight behind the title itself. I this kind of role whether it's called institutional effectiveness or something else holds within the institution. You can see there at the bottom of the slide VP Is that are out there, 96% of them service offer the President's Cabinet. One such individual is joining me here today so Jason I'll turn it over to you to talk us through what was happening at Dixie State that lead to the institution creating the position that you hold today.

>> Yes. Thank you. Daniel and I think the point you make is very important. It's not the title so much as the function. So here at Dixie State we have an institutional affect as function. IE, IR, et cetera thrown around interchangeably these you days so I think it's important on what institutional effectiveness is and how we can use that as a path forward. This slide probably contains things that are probably familiar to many of you and this is what lead Dixie State universe to create this function. I have been here since September. Prior to that time we had a traditional institutional research shop focused on iPads and state reporting and really missed this broader opportunity to integrate analytics and strategic planning but before we could move to that integration we had larger problems to solve. For example, you'll notice on the slide here. When I came from my interview the President shared that he'd been waiting thirteen months for one particular report to which I politely chuckled. He said no, he opened an e-mail one day with a spreadsheet attached. Here's the information you asked for information, Mr. President. He forgot what he asked for. He called and asked what is this information? They sent him a copy of the request and it was thirteen months ago. Clearly it was a delivery issue but he charted a new path forward so we could move from state reporting and iPad reporting and from those situations where the data is not going correctly. I'm confident we've all had the discussion, well those aren't my numbers because you have six offices keeping six shadow bases and six offices pulling at six different points in time but not having that central source of truth and central office that could orchestrate these high level analytic functions here you go. So incorrect data would flow into the wrong hand and that data access was wrong and slow and there was this real opportunity to begin again and that's why we went down the institutional effectiveness pathway at Dixie State.
Thanks, Jason. Definitely a few consensus there that are raising the impacts of future, past and present. I'm curious to see how common a presidential reporting line initiative is becoming in higher education. So obviously the date that's I have are I a little bit outdated. I want to launch a poll to ask you all to input the highest data title at your institution. Please let us know what the level is. It could be PD of institutional effectiveness, just whatever that might be, looking forward to seeing those coming in. Thank you for putting those in. I'm seeing them coming in and seeing things coming from both sides of the IT. Folks in at the CIO level, some AVPs. The provost. Very interesting.

There's a lot of variety there.

Yes and I think that speaks to what I would expect, I think we have catalysts for this kind of work all around the institution and a lot of it really depends on where there are folks with the drive to be pushing these forward as much as it does the reporting themselves. The effectiveness as well, coming up quite a bit in there as well. Fantastic. Well thank you all so much for your input there. And I do have one more question as well before we move on but in terms of key strokes, that's a second question around who does that person report to? You can select just one here. That would be great. Interesting. I'm seeing a tie almost between the President and he provost coming through which for me is interesting. When we did polling about three or four years ago now, we found that organizations were reporting through the provost was within effect, those institutions were making the grade fifteens in governance and business intelligence. New thought around the spread in terms of your own research.

This is a very interesting perhaps predictable result but it's interesting how equally split we are between president and the provost. Really trying to have your hands in academics as our key function but then having that straight line to the President to be able to implement effective change relatively quickly.

I know, I think that makes a lot of sense and thank you all for participating in that. It's going to be interesting to look through some of these ultimate’s to understand how these rolls are shifting in higher education. I want to turn it now to issues and concerns that Jason has been raising around integrity at DIXIE. I'm trying to shy away from the roles and needs to look in more detail of the impact of the system and how that significantly contributed to issues we discussed. It's easy to point the finger at people but they are all circumstances beyond their control that's impacting what's going on here as well. So the second thing I want to note about the campus environment that the sheer wealth of data available has exploded by virtue of the expanding technology ecosystem that institutions find themselves in. Ten years or more there used to be a core cluster of systems that we relied on for campus data. SIS for student information and EL P's and the LMS as well but as institutions have marched faster along the path to detestation and rush today address emerging needs we've seen this shift collaborations. These are validating an important business need on campus but are required with little understanding of how well they play with other campus systems or even whether the supports are
replicated elsewhere on campus. Behind each one of these systems has their own transactions that are supporting. Each one of these systems sort of put a database icon there, each one constitutes a puddle of data that's not necessarily easy to link together into one big lake of potential insight depending on how much you are collecting. Where that becomes a problem is when we try to use that information outside of its system to answer a variety of questions we have coming our way from data across the campus. Let me show you an example. We have these systems scattered across campus. Two hundred systems being used at every corner of our institution and if we think about our data, let's say student democracy graph data, it's scattered in SIS and CIM and the public pieces are all over the institution and owned by different units and the same thing obviously is true for academic data and course data and the same thing again for our financial and operational data. All of it scattered across systems which makes it difficult to identify a single source source of truth and makes it difficult to analyze when the needs a rise. For example, when a stakeholder on campus comes to ask a question that cuts across this data you have to pull from sources and integrate the data and look to find out how to answer the question. Sometimes our answers might be delayed beyond the point of utility but even if they are not, usually the answer that we find gets three more questions which in time leads us to chasing down more systems and data and validating all over again. So over time, that leaves us with this brittle frustrating work of systems that nobody has a good handle on which compounds the complexities we face when trying to use data to support decision making and action. When you have an environment like this people lose trust in the data and we find ourselves in an uphill battle, and even beyond the trust, the cost of this environment are very real as well. So there are hard dollar costs and there are opportunity costs and as our organizations start to scale towards supporting the laundry list of questions coming in a lot is dealing with queries with someone in IR or business intelligence having to chase each answer down. Jason, can you tell us about what this ad hoc process looks like at dixie?

>> Absolutely, I'm the foil for Daniel because I think we've encountered every problem that most institutions are having. So the point is yes it was very ad hoc. You would have certain reports that are out there and exist. You can get a course roster fairly straightforward to do things like that but it's when you start to take a look at an enterprise level system of analysis and enterprise data level integration that you are often beating your head against the wall and dreading to see those report requesters come through the wall. On this screen we have our Banner friends on the phone knowing that's where student register for courses but how do we connect that to Canvas and slate and to alumni four years, six years eight years down the road so it was very piece meal and that piecemeal approach results in what Daniel is talking about here. Your staff moves slow and becomes difficult to respond and those responses don't become integrated and so the next year or two you are answering those same questions but running into those same problems again and again.

>> Yes. Thanks, Jason and you called yourself a foil but it's my job really to reiterate the issues that you are talking to. They are not limited to DIXIE or any particular type of institution or any size of analytic stats. We've seen these issues, in data management and analytics and the issues
actually scale with the institution. At one large institution that we spoke with around our data governance research they were doing work in this way. The adjunct picks it up as it comes through the door and pushes out the report and at that institution the director told us that this kind of work and the way they were doing it kept them in a state of permanently reactive rather than strategic. They said anywhere between a quarter of all of their time depending on the time of year were spent on one off needs that people around the institution had and as part of the effort in thinking about this strategically they come out reports and delivered to your inbox 10,000 dollars fully loads if you take into account the hours that was supporting that. They were taking between three and six weeks to get to typical requests so pretty long turnaround time there as well and an annual basis they spent three thousand five hundred hours going back and forth with these requests from folks around the institution. Four institutions that are experiencing this and the data analysts within them those ethics would be productively employed on high order analyses. This is not the time to use these incredibly skilled folks to fetch data to answer questions that you have. Predictive modeling are the food for these people. They love doing that kind of analysis and instead we're limiting their scope by asking them to do this kind of work. This is an issue that's pervasive in higher education and what I wanted to say and one that demands that we substantially rethink our data habits and think of ways we can sustain and invest more mind share in ways they can run operations and strategy as well. Again, I'm going to pause here and pull up a quick poll. If we think about the ways our institutions are managed data right now, let us know what's the greatest obstacle to your institutions strategic data initiative? You can only select one so try to prioritize, things like IT human resource constraints, time constraints, skill set shortfalls and IT budget constraints or complications as well around surrender data retrieval so being able to roundup data from systems you are interested in comes up from time to time as well. It might be one, two or all five of these but please select the one that you consider the biggest obstacle. I'm seeing these coming in. We are leaning towards a winner from what I can see here. That is poor leadership investment, lack of buy-in. That's something that an obviously so important in terms of finding the funding and linking across some of these other things that we have as options. Jason, I'm curious, it's not your experience but DIXIE you were brought in to fix some of these problems.

>> I think it's encouraging to see this as the response actually. The other ones, in some way, I mean we all are under severe budget constraints but in some ways the others are easier to fix. One of the reasons I never thought I'd be living in the corner of the mow half desert but one of the reasons we came to Dixie State was because they were willing to make that investment in leadership and data driven culture. We'll talk in a minute about the structure of my shop but an equally important part to analytics is developing the culture on campus and making sure that culture is deployed appropriately so you don't end up in buy-in arguments. I think that's interesting that that's the choice here.

>> It's interesting too the coming in at a distant second pulling ahead of some of the other reasons is the data hoarding. Another cultural issue. We're not lacking in hardware and the skills. Based on what I'm seeing here it very much is a cultural change piece. It's something that I think
takes a lot of effort and time. As Jason said, something we're going to turn to, how that was addressed in his shop. We've covered a fair bit of ground. I'm going to pause for a minute and see if there's any other questions to address before moving on. Are there any questions for me or Jason? You can stick those in the chat box on the left. One of the big questions I would get when presenting this material and around what is the right reporting structure and how do campuses make change and that's a big part of the cultural issues we were discussing a moment ago. For me there's an ideal end state for reporting around this and that is the direct line to the President. I think this need be something that is owned at the institutional level but in terms of capitalizing these processes and creating appetite for change and creating smaller problems and gaining traction I don't think there is an ideal reporting structure. As long as there is an executive structure, someone interested in working with whatever data savvy organization is looking to do this work that can be the seed of change.

>> Jason, do you have thoughts on that as well?

>> I think that's absolutely true. I think having the straight line to the President and everyone wants a straight line to the President, so you know, and acknowledgement of that as well. But having the straight line to the President really let's you make sure that data is integrated into the culture of the campus and you know, that happens at the Cabinet level where you are sitting -- you know, oftentimes I'm not directly involved in the conversations that are happening around me but you are sitting there, you are listening to those conversations and you are understanding where they can be either informed with data, the decision can be made better with data and you can introduce data into those conversations and say, have you considered X, Y, and Z? That let's you integrate, you know, you are Vice President of finance for example, may not know or understand what information is over on the student side of Banner or understand what's on Canvas that might be useful. You know, so being on the Cabinet level let's you have those conversations. Having the dotted line to the provost and I noticed that in the chat box there is also really critical because we also don't want to lose sight that student success is what we're about and that academic success is what we're about and being able to infuse data through those processes and being able to integrate the different pieces out there. Assessment is always the necessary evil, right? We're all doing assessment so we can check an accreditation box. That's not the way assessment should be at the end of the day. I think there will always be an element of that but being able to integrate that into other discussions. We're assessing student satisfaction, we're a session student learning outcomes on the academics and nonacademic side and sitting at that Cabinet level let's you put those pieces together. I don't think there is an ideal state. I think it depends on where you are architecturally as an institution. I have two arm. One is a compliance arm and I have a strategic analytics and visualization analyst that handle communication of data and strategy. Just having that top level piece I think is critical and then understanding where you are as an institution.

>> I think, Jason, that's absolutely right and I think even the way that you are talking about it, for me, is sort of bringing to light what's important and the visibility. You talked about hearing the
instances, hearing the problems and while that does make the biggest impact at the highest level of the institution, there are folks in need of that kind of assistance at every level below that so building those relationships at every level is important and can happen. It's the coalition of the willing we like to call it in the beginning until you get to that point of having the full visibility. Fantastic. I have more questions coming. Please put them in the chat. I'm going to move forward now that we've talked about the state of things, past and present. I'm going to turn to fragmentation and the ad hoc approaches that have become common and the spiderweb of good intentions that they create underneath the surface of the institution. To do that we're going to explore what we mean by a lifecycle approach and the collaboration of data. In my experience the different roles of IT and IR and the use of campus data have been driven by quite different needs and statuses for the organization. So an IT that has been this primary focus on getting systems up and running on running data projects and making sure those are on time and ensuring that as the data footprint grows we're securing that as well. I've seen CIO's focusing on integration tooling like Cloud integration platforms that will help them keep up and accelerate projects they are working on and I've seen folks dedicating specific teams to supporting these efforts across the enterprise. Rather than continuing to have SIS or Banner team they are looking to co-locate those groups and integration specific groups as well. But more often than not these changes do little to address the architecture. It's not fundamentally reshaping the way that we're thinking about doing the work. While IT can work faster and deliver on the requests they are getting more quickly. Despite that it's remaining unchanged and the technology ecosystem. Then on the IR side, thinking about data integrity and the institutional leader support and there are units around campus that are making investments in visualization tools or buying software, analysts investing in a distributed fashion and we have campuses where they have multiple different instances where they are layering or using data analytics as well. We're trying to create a centralized support structure thinking about data in a way that is inherently decentralized and it's typically reinforcing the data silos that exist in the systems that people are working with. While there are best practices for building an analytics organization and cultural and collaborative level making sure folks are working together the emphasis on analytics will only ever be a failed investment for those groups without a focus on the data quality that sits at the heart of what they are trying to achieve. I'm sure you are familiar with this garbage in garbage out. When these two perspectives come together in this mandate you have IT and IR trying to meet in the middle typically a discipline we'd call data governance or management and when they come together they are usually using different tools across aspects of the data cycle which makes viewing that incredibly difficult but these groups must work together and increasingly they are making announcements to that affect. Things like student success, the consensus across the groups is becoming more overt. This comes in a joint statement here at EDUCAUSE and you'll here it in the IR and business office and I would say that analytics can save higher education. Practically, what does collaboration look like? For me I think it's really important to think about the data lifecycle and where and how different campus group can make a difference of the data being collected at a given institution. This can never be just an IT problem or just an IR problem. Our most opportunity moments for happen an impact are at the sent of this chart in the slide. It's when we create the data and then again when we analyze that data. So at the source
we had the opportunity to impact the quality of the data entering our system. When configuring and populating the systems that we have, units can have a huge impact on the usability that the institution is collecting and IT has a big part to play in helping institutional leaders work towards configuring the systems that they come in. At the other end when data is used following that aggregation, we have opportunity to look for ways to improve the volume and quality of the data we're aggregating in line with the people using it. During that percent of aggregation IT needs to be working both upstream and downstream to make sure we're accounting for those needs as we build out our aggregated models. And because of those bidirectional needs both upstream and downstream for feedback from folks both in the functional units and reporting and analytics world it's important to think about data management as something we can do in an ongoing manner. So we recommend ruling out data approach management. Bring together both ends of that chart into a continuous loop. So moving from collection to aggregation and modeling out to use which in turn provides feedback that we need to provide data elements and continue to grow that data set. The process I recommend begins with strategy that narrows on a sliver of data that's important for the institution. That way we can prioritize within this vast sea of data without boiling the ocean. When you think about who might have the insight of the need there colleagues and institutional research. As Jason has been sharing, they are on the frontline's working with president's and provosts to get to the answer and we're emerging data needs popping up all over the place. Once we've identified those areas we can work to define standardized objects and that involves governance and data modeling and then we can distribute that data and roll it out in a particular way for those that need to access for work and when we've brought that data to the surface and into the light we'll start to see any issues, things that we might need to remediate and work on. It's important to message that as you go into these kinds of initiatives and the process of looking at this information is to recognize and remedy those gaps. There's going to be issues around trust in the data but we need to use that to look for new ways to augment this. It's often the case we don't know where to make improvements until we use the data and in the ad hoc approaches we're doing right now typically that's too late and we end up with backlogs. By using these agile processes and looking for ways to make progress we can build on that and do data management as something that's long-term capability for the institution and shared across organizations with different inflection points on the data lifecycle rather than get trapped in a mindset, something we'll never complete and put off in perpetuity. Over the years that kind of project mindset often leads me to frustration and disappointment which is a slippery slope into disillusionment but this way we're building organizational muscles and relationships that will help us look at quick wins, gain momentum and will help us move forward when things slip off track.

>> Jason, I notice you are nodding away. Is there anything you want to add to the continuous improvement in mindset?

>> No, I think this is a very common story and I think we all have suffered through it. What particularly resonated with me is that I'm sorry, my face is flipping on and off and I know that's disappointing for everyone but what resonates with me well is this disillusionment. We are
suffering from initiative fatigue. Every software and service that comes along is going to be the
answer to our problems and we of course know that is not true but when the marketing occurs on
the other end of campus that's a difficult needle to thread. I think what you are sharing here is
spot on.

>> Grad to hear that and certainly from someone who is a well practiced practitioner, I've sort of
learned my way through this from talking to intelligent folks in this community and beyond. I've
gone to multiple campuses for a second visit where we're reinvigorating data management. It's
that same process gone through and through. That's my experience of doing that work is
revisiting places and tread the Ground before.

>> That's right.

>> At this point with the idea of using institutional priorities as our drivers, we're going to launch
another poll and that's to understand from your perspective again which student touch point are
the highest priority for standardizing and cleansing campus data? There are a few options up
there again. Prospect applications and outreach, retention, and enrollment interactions. Working
with leaders at the top of the organization and thinking about the student lifecycle and student
experience at the institution and these can become some of the more frustrating elements that the
students experience in our understanding. I'm curious to see which ones are helping.

>> This would be a great all of the above question, too.

>> I think that's a great point, Jason, but I would counsel we still need to prioritize if we think
about the amount of work to build this blueprint for some of the these processes our students go
through are complex so thinking about which ones we can prioritize is super important. I agree
with you. We should be looking to check our way down the list as we go but in terms of high
stakes and we have a runaway winner.

>> It's very clear.

>> I've been asking this question. Would you say that's representative of the work that you all
have been doing, Jason, at dixie state?

>> Absolutely. And as you travel to other campuses and talk to other folks, I think this is the
story we're all in is retention.

>> Yes. And I would say the folks who didn't take anything on there or were struggling to think
between them I think taking this away and looking at areas where we can start to build
relationships with folks in those areas, you know, stakeholders, internally beyond IT, if we can
find consensus or agreement on the organizational needs in these areas it's going to be much
easier to work together and find the external buy-in and sponsorship that we need to move these
projects forward, those stake barriers we were discussing. Look for opportunities to build strong relationships in your organization. With the time we have left let’s look at partnerships we’ve formed with Jason’s team at Dixie State to look at bridging gaps and building transparency across that ecosystem we’ve been looking at and the big takeaway here is to start thinking about the full data chain when making investments in data management and how those are impacting and interacting with other parts of that value chain. We can break the chain in three parts, data collection, data integration and data utilization and those are represented by the Data Hub which I’m going to talk to you about in the next slide there. On the far left with data collection we need to capture data around campus as well as inventory of that data so we know what’s available across the institution and to bring that part of the data lifecycle under the umbrella of governance we use a process with the hub and focus on the first step of replicating the resources into the environment. We're not flattening the data. We're just bringing it in to create transparency to start figuring out how those elements will contribute. Then system of record or system of capture for data elements crucial to our work. We just call that the intake zone. Then in the second phase of integration we're aggregating that data, pulling it from the campus and transforming that data as well to synthesize it across different domains to create a business-oriented view of the data. It's optimized for our analysis and oftentimes we see institutions relying on the data schema of that system. We see Banner and PeopleSoft and trying to build out analytics around those models but in reality I think that centralized data view should be optimized as it pertains to the specific institution looking to use that information. It's important to organization around domains. Those source systems will change. I guarantee it. It's the one thing I can guarantee and that's something we need to be preparing for. In the Data Hub this is what happens and I'm going to discuss this better in a moment. With utilization of that data so putting that to use around campus we're using that information and queering it whether it has to do with shooting success. Final optimization or other parts of our work at institutions and when we feel confident we bring about organizational learning and growth and in the Data Hub they've had this happen in our export zone where you can query and deliver it downstream to the tools eventually whether that's analytics tools or into different systems of engagement they have in different areas of the business. Other consuming tools that they have. Again, thinking about that value chain is where I'm pushing campuses to be focusing and those principles of data lineage and data transparency and governance across that full data movement in mind. One last piece for me here before I hand it over to Jason to bring us home and this is just a double click on that quad layer and data model that supports it. I mentioned we bring in data in raw format and then we conform it to create flexibility to rethink how we're using data in the future. Our systems will ensure that long-term chain management is less time consuming for our departments and teams. The way that we do this is with an EAB model developed over ten years of partnership with higher education and six hundred different campus integrations. The model itself right now sits at eighty-five very deep business oriented entities which are four campuses and orientation and we provide configuration, how data is conformed into the enterprise view, those folks in the quad entity but the beauty of the quad and the Data Hub in general as far as I'm concerned is that it's entirely configurable. It's not a black box. The team helps with initial implementation and it's something that campuses can own and make changes to as required moving forward. But rather than me going on telling you why I
think it's great, Jason can share what was compelling for him before letting him close us out with a few slides, how it's working at DIXIE STATE.

>> Daniel, if you take away anything from our present today, it's the configurability of the Data Hub. There's a lot of products out there on the market that I think result in constant frustration because it sells itself as something that's going to clamp into your Banner or colleague or PeopleSoft installation and give us these wonderful analytics and far more often than not, that's not the case. There's many reasons but I think one of the key reasons is we all implement the tool differently. Tool information systems by and large are starting to become a dated architecture and we've evolved tools and solutions and customizations that are bad to address problems and issues and uniqueness to our campuses. So what the education Data Hub let's us do is then as our data is moved from the source systems be they Banner, slate Canvas, what have you, we then configure them to make sure they are useful to us. So, when we talk about systems we want that data to live together and that's really the function of what the Data Hub does for us. And what we're able to do with that quad layer that Daniel is talking about is implement data governance there. I can't cover this in four minutes but in my shop as important as my visualization folks, my analysts, my compliance folks is I have a person who is dedicated to data governance and she is dedicated to that implementation of a data culture on our campus and one we we're able to do that is through our information data hub. We can bring our data in from Banner and perform those transformations in our office within the Data Hub to make the data actionable and relevant. Maybe you are in a state where F DE is 12-HOURs instead of fifteen. Well that logic can be entered in the Data Hub. We don't need our end users, our end reporters to know that. What we're doing on our campus is pulling the data from our sis 'ems into the education Data Hub and using that within my office as a central source of truth. This becomes our central source of truth and were cub curate that data and we're able to access that database as we need and that's used within my office for more advanced reporting but that data can then be curated in extracted in particular data sources. We have a lot of connection to tab low which let's us do visualizations. I have a personal that's dedicated to visualizations on the broader campus, looking AT enrollment and graduation, everything we want to focus on as a campus community we're able to an attach to the data we've already curated so there's no questions, that's built into our data. Also connecting to other tools we have R studio and an R connect server that can perform that more advanced analysis and I try very hard to move us away from a spreadsheet managed environment where lists and lists of students but there are times that that's what you need. You can connect that data and our studio connects and that's tied to our server and we can connect servers. It's not individually identifiable. R studio is. That's a great example of working with our IT folks. The hub is managed out of our campus institutional effectiveness governs the data but we certainly cannot do that without our friends in IT who are running these systems and running integrations and they are security concerns. The EDH let's us have that tool and have that ability to manage both the governance and data access. And what that does is lead us towards this data informed campus. We have a vision. We all have this vision where people are making data informed decisions. I would be a liar to sit here and tell you it happens on our campus every day but we have people looking at the data and people asking questions and they are not asking for
spreadsheets. They are asking for visualizations and asking questions. So that's what ED H does for us at DSU.

>> Thanks, Jason. The last piece you were talking about is important to stress. This is not a cure all program. We are partnering with institutions in various stages to state the maturity and it's important to me that we've developed a tool that is able to grow with the institution as those needs change because we can see those needs changing, building out a prepackaged dashboard or saying this is the end state of how this should be is only a single step towards something that should be a broader journey for an institution that they will all grow towards depending on the processes and the people and the needs they have but having a platform that's flexible to deliver the information when you need it is something I super proud of. Thank you very much for bringing that up. We've brought ourselves within one minute of our ending time, Jody, I apologize. We didn't leave much time for questions but the time we do have I'm sure we're both happy to answer questions and you can contact us outside of this presentation.

>> I'm not seeing any final questions here so we'll just wait a moment in case anybody does have another question but as we wrap up today, thank you both so much for your time. And thank you all for joining us here today for an engaging session and conversation. Really enjoyed hearing about your experiences at DIXIE STATE. And before you all signoff today, please click on the session evaluation link which will be found there in the chat. Your comments are very important to us. This sessions recording and presentation slides will be posted to the website later today. Feel free to share that link with your colleagues and finally, please join us for the next industry and campus webinar on Thursday August 20th at 1:00 p.m. Eastern to learn how to ease your transition into the new school year. Again, this is Jody Tracey. Thank you for joining us today

End of Webinar