Administrative Analytics

Updated 10/25/2021

Contents

Analytics zeroes in on at-risk students, revealing which factors predict their success.

- *Short-term:* How likely are they to start the next term (**persistence**)?
- *Long-term:* How likely are they to finish their academic journey (**completion**)?

These insights empower your teams to connect at-risk students with faculty, advisors, and support services to improve student outcomes. Your team can take the personalized prediction for each of your students as an early, accurate, and actionable signal of risk.

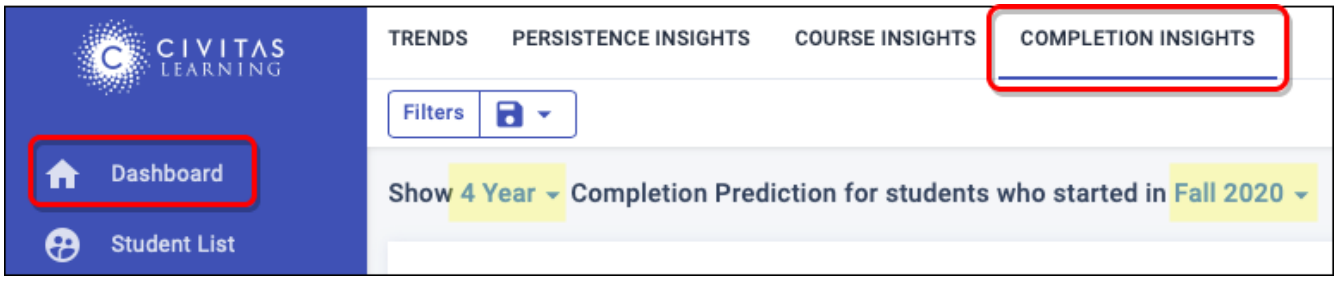
- Updates to Analytics
- Guide to Administrative Analytics (PDF)
- Using Analytics
- Administering Analytics
- Analytics Terms

Updates to Analytics

These are the latest product updates to Administrative Analytics. Be sure to join upcoming Live Training Webinars to learn how to make full use of these enhancements and changes.

- 8/23/21 | Completion Insights

8/23/21 | Completion Insights



With the new **Completion Insights** dashboard in Administrative Analytics, your team gets up-to-date completion progress statistics as well as individual completion predictions for your students.

These completion predictions are built from your institution's data and reflect the unique student experience on your campus, using the same data-modeling and machine-learning platform that power your persistence predictions. With these new completion predictions and insights, you gain a comprehensive view of how your students are tracking towards completion as well as strategic opportunities to act on now.

What's included

- **Multiple completion predictions per student**, representing the likelihood of completing a credential within targeted time periods (such as within 3, 4, and 6 years)
- **Completion prediction breakdown chart** that lets your team quickly compare predictions across student groups and demographics (such as Full-time vs. Part-time) to surface which specific student groups need support, so you can advance your equity work
- **Engagement Opportunities** with one-click student lists, which make it easier than ever to take immediate action to engage with students

See https://civdocs.atlassian.net/wiki/spaces/docs/pages/427163649/Completion+Predictions for details.

Using Analytics

Following are the capabilities and operations you can do with Analytics. Any differences between what you see here and what you see in your instance are due to customization changes or permission levels that you may not have.

Analytics Overview

Data, Insights, Action

The Student Insights Engine ingests your institution's historical and current term data and applies predictive models in order to predict retention and completion outcomes for each of your students. Administrative Analytics follows this flow:

- Unifies your diverse data sources

- Applies predictive analysis and compelling visualizations
- Brings meaning to your data

Use Administrative Analytics to turn the dial at your institution — optimize **data** to maximize **insight** to inform **action** and continue **learning**:

1. Bring data together from different sources and optimize it for analysis.
2. Understand insights surfacing in the data in the context of your institution.
3. Decide on reasonable actions your institution can take as a result of new insights.
4. Learn from those actions to discover what works for your unique student population.

These are ways your team will use Administrative Analytics:

- Apply **filters** to narrow down your student population into meaningful subsets for analysis and comparison.
- See what factors contribute to **student persistence** and **student completion** in order to find identify currently enrolled students at risk of not persisting or not completing their credential.
- Send nudges to target student groups for which you have identified data-inspired opportunities to take action.
- **Save filters** to easily return to the student groups that interest you the most and see trends over time.
- See what variables are **most predictive** for your institution's students, enabling you to focus initiatives on the Powerful Predictors with the greatest potential impact.
- **Compare multiple Powerful Predictors** side-by-side and see how their effects might compound.
- After finding an insight in your data, use the **Student List** of impacted students to run an **outreach** campaign or to **export** for other actions.

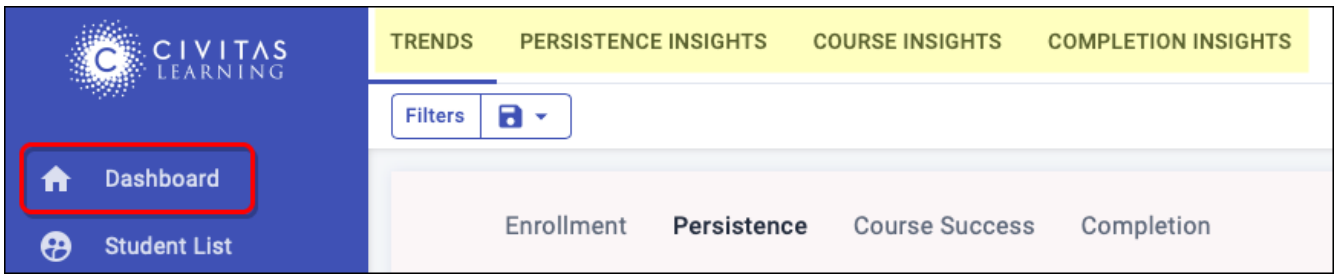
Your Custom Model

Civitas Learning's dedicated team of data scientists create predictive models to deliver powerful insights about your institution's student data. We start by extracting your institution's historical data from your SIS (Student Information System), LMS (Learning Management System), and any other data sources you choose to include. Using that data, institution-specific models are created:

1. Civitas Learning ingests data from your sources and creates additional data points, called **derived variables.**
2. After historical data is collected, **segmentation strategies are tested**. Segmentation occurs to inform the creation of multiple models using different sets of variables depending on what may be predictive for different types of students. For example, the variables that are most predictive of whether an online, undergraduate student persists may be very different than the variables that are predictive for an on-ground, graduate student. The variables are chosen based on a hypothesis of what selection will deliver the strongest models for your institution.
3. Quick testing reveals the predictive power of these models. If the initial hypothesis did not deliver strong results, new segmentation strategies are tested until the most effective models are identified.
4. The final result is **multiple institution-specific predictive models** that account for your institution's unique students.
5. **After testing, these models are ready for use with your active students**. We ingest current student data from the same sources and apply our predictive models to deliver an **individual persistence prediction** for each student.

Your Toolkit for Research

The research tools are organized into *dashboards* that visualize vast amounts of data into easy charts:



Persistence — *Persistence* is the measure of retention success: that students (1) re-enroll in a future term at your institution, and (2) stay enrolled past the census date (typically 2 weeks into the term).

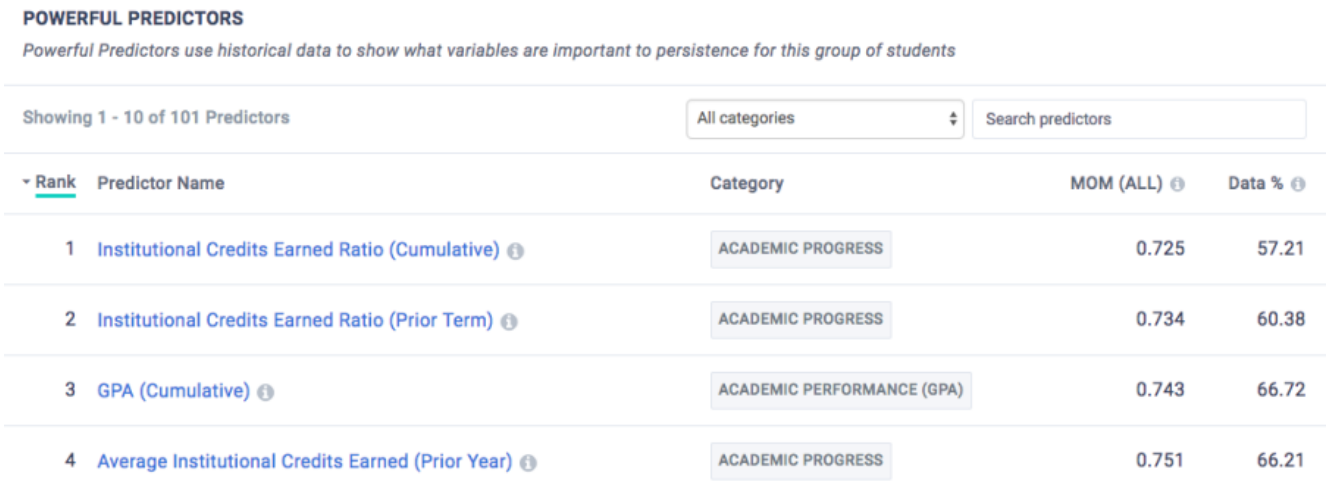
After modeling your data, Analytics can give you many views into predicted persistence:

- Your institution-specific predictive models generate a persistence prediction for *every student*. This prediction shows how likely they are to persist on to a future term.

- The *average* of every student's persistence prediction is calculated. The average persistence prediction surfaces as the institution-wide persistence prediction, displayed as the persistence prediction for **Overall Population**.
- As you add filters, the persistence prediction updates to reflect the same calculation for the students meeting the selected filter criteria, displayed as the persistence prediction for the 'Active Filter.'

Powerful Predictors — After modeling, your best predictors of persistence at your institution are ranked from your historical data:

- Variables with the most predictive power are determined and ranked.
- The most predictive variables are called *Powerful Predictors*. Their ordering will dynamically change as you add filters, because they update to reflect which students are currently included.
- Each Powerful Predictor can be opened for data visualization, where you can select the portion of the chart that represents the students you need to reach.
- Each Powerful Predictor can be paired with another Powerful Predictor, for immediate charting and analysis.



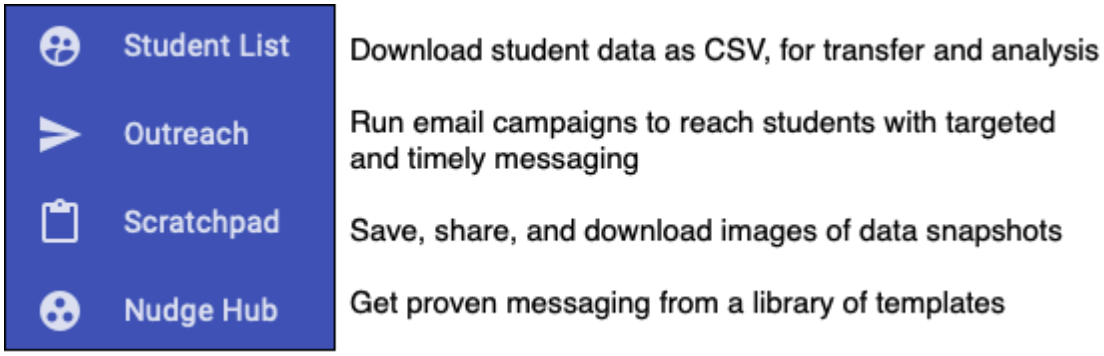
Courses — *Course insights* uncover where student performance correlates to larger outcomes (such as that poor grades in Freshman Composition link strongly to failure to graduate). By discovering which courses have them most impact on graduation or retention, where students benefit most from boosting grades, and where students are struggling the most, you can see what to do (such as to add support services or have advisors focus on student performance in specific high-impact courses).

Completion — Where *persistence* focuses on short-term success (retention), *completion* insights focus on long-term success (earning the credential). Your toolkit includes a dashboard of visualizations to help you find students at risk of not finishing.

In addition, each Student List includes individualized prediction columns for both Persistence and Completion, for easy tracking and comparison. You can also filter on this prediction data:

Your Toolkit for Action

Armed with data insights, you can take action several ways:



Accessing Analytics

Signing on

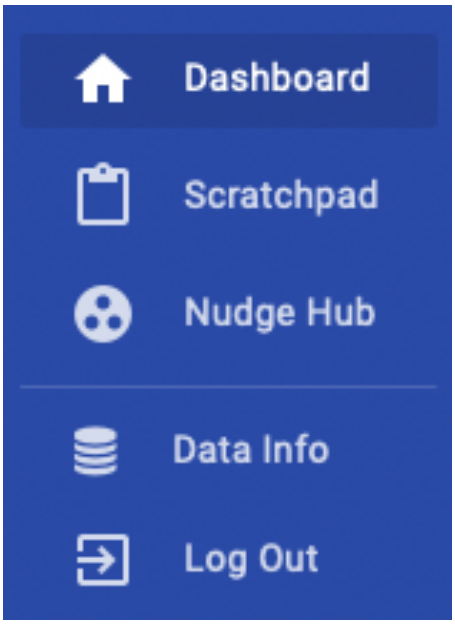
When your deployment is completed, you will receive a unique link to access Administrative Analytics along with your login information.

If your institution uses SSO (single sign-on), Administrative Analytics may be configured to work with those credentials.

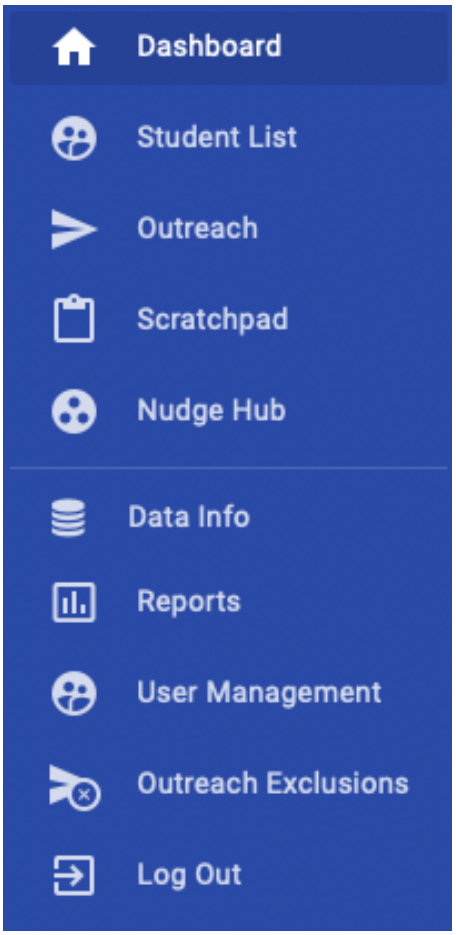
Permissions

Administrative Analytics uses a global sidebar that separates the staff functions (above the line) from the admin functions (below the line). What you see depends on your user permissions:

Basic Access



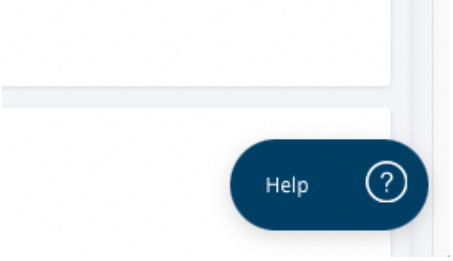
Full Access



If you suspect that you are missing access permissions that you need, contact your Analytics administrator to check **User Management**.

Finding Help

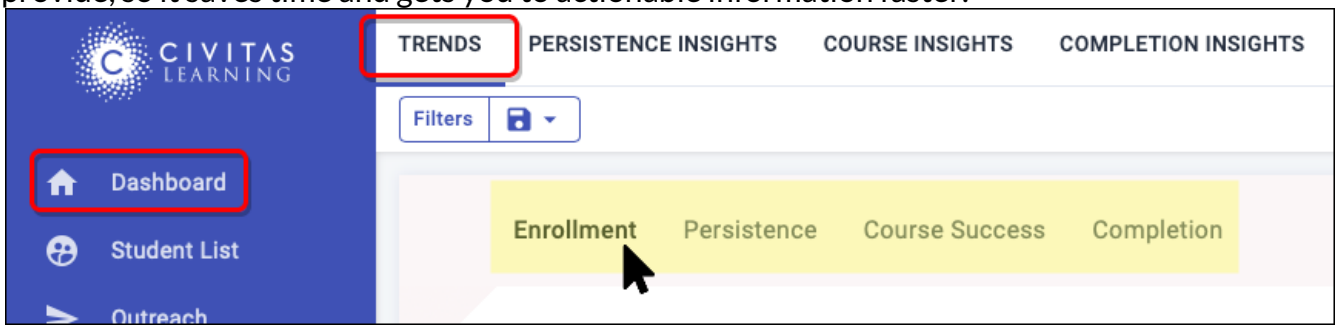
Click the **Help** button in the lower right corner of any page to access help and updates about new features and changes.



If this in-app help does not work with your assistive devices or software, you can reach the same information by browsing to the Civitas Learning Hub, hub.civitaslearning.com.

Trends Tab

The Administrative Analytics Dashboard includes a *Trends* tab, a set of historical charts for tracking and filtering down on key metrics: enrollment, persistence, course success, and completion. It's a self-serve tool for information that administrators typically wait on others to provide, so it saves time and gets you to actionable information faster.



- Enrollment Trends
- Persistence Trends
- Course Success Trends
- Completion Trends

Enrollment Trends

This chart shows enrollment information for both new and continuing students, as well as historical and current enrollment. Use this information, for example, to track the number of students enrolled on a weekly basis and compare that trend to the previous year or term, or generate a list of unenrolled students for targeted communications.

- This chart shows the count of students enrolled in the term selected.
- The **x-axis** represents the number of weeks out from term start.
- The **y-axis** represents the number of students.
- Hover over a point on the graph to review enrollment data for returning and new incoming students.
- **Returning students** are those who have enrolled in at least one prior term at the institution.
- **New incoming students** are those who are enrolling for the first time at the institution.
- Enrollments are as of the last day of the week.
- Data will be shown up to 20 weeks prior to term start and 15 days after.

Take Action

Outreach to students not yet enrolled — Generate a list of students who have yet to enroll for the upcoming term. Use the Outreach feature to create targeted enrollment communications.

Review enrollment patterns for previous terms — Click the term name to access the enrollment trends chart for previous terms.

Review enrollment patterns for key groups — Use filters at the top of the page to investigate enrollment patterns for a key student population.

Share your insights — Download or save insights to **Scratchpad** to share important trends with your team.

Persistence Trends

This chart shows persistence patterns over varied time periods. Review and understand what persistence has looked like for populations of students through visual representations of term-to-term persistence. Use this information, for example, to analyze historical and predicted persistence from one term to another, or to compare historical persistence rates for all of your institution's students or for key student subpopulations.

This chart shows the percentage of students who have enrolled past census date in both the terms as shown by the x-axis. The base population is all students with enrollments in the first term of the pair. Students who were enrolled in the first selected term but earn a credential before the end of the second selected term are included in the numerator of the calculation,

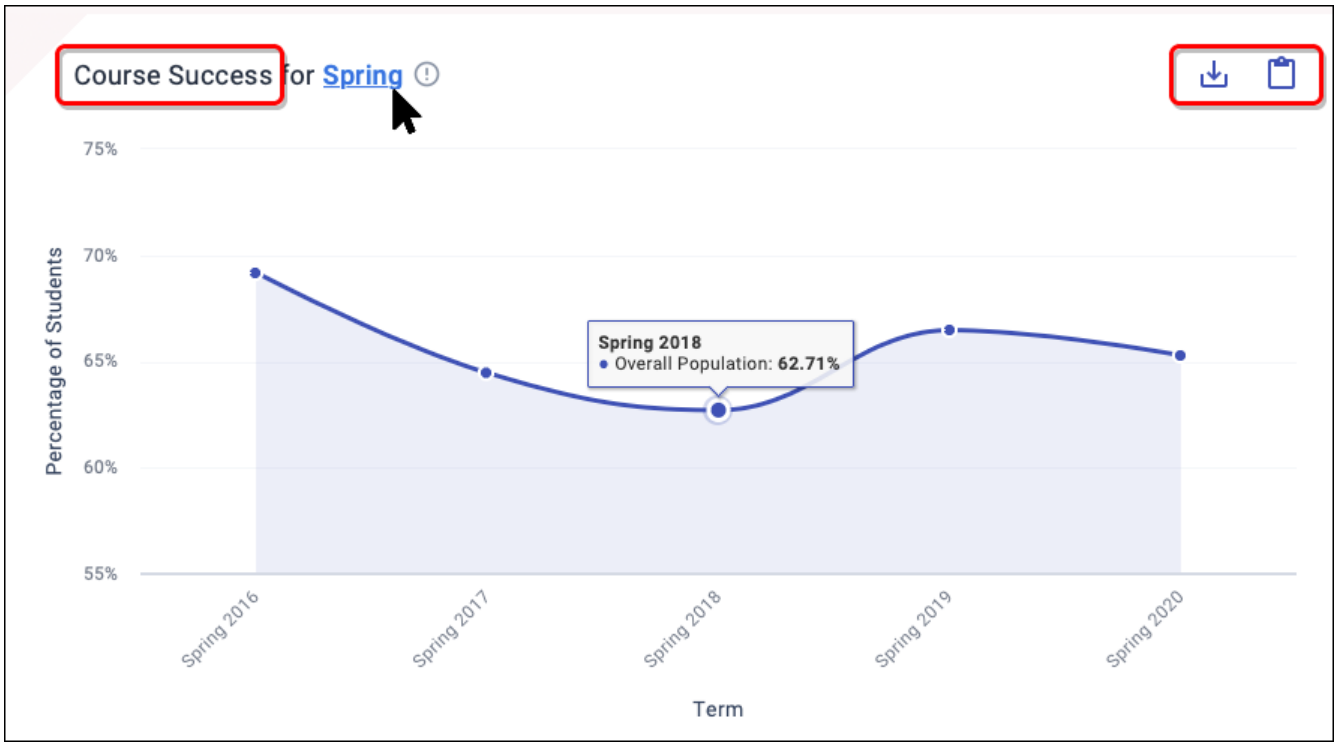
alongside students who persisted, as a positive outcome. We do this so students who complete a credential and graduate are not counted against persistence rates.

Take Action

- **Review historical persistence trends term-to-term** — Select either term name to update results in the persistence window.
- **Review historical persistence patterns for key groups** — Apply filters to review persistence trends between the selected group and the overall population.
- **Compare historical persistence trends between groups** — Apply filters for a population you want to review. Update the Overall Population to a saved filter to compare persistence trends between two different populations.
- **Share your insights** — Download or save insights to Scratchpad to share important trends with your team.

Course Success Trends

This chart shows the percentage of successfully completed courses attempted, for all students or for key student groups. Generally, this factor is defined as A/B/C (successful course completion) and D/F/W (no successful course completion), but some institutions have different configurations for this data point.



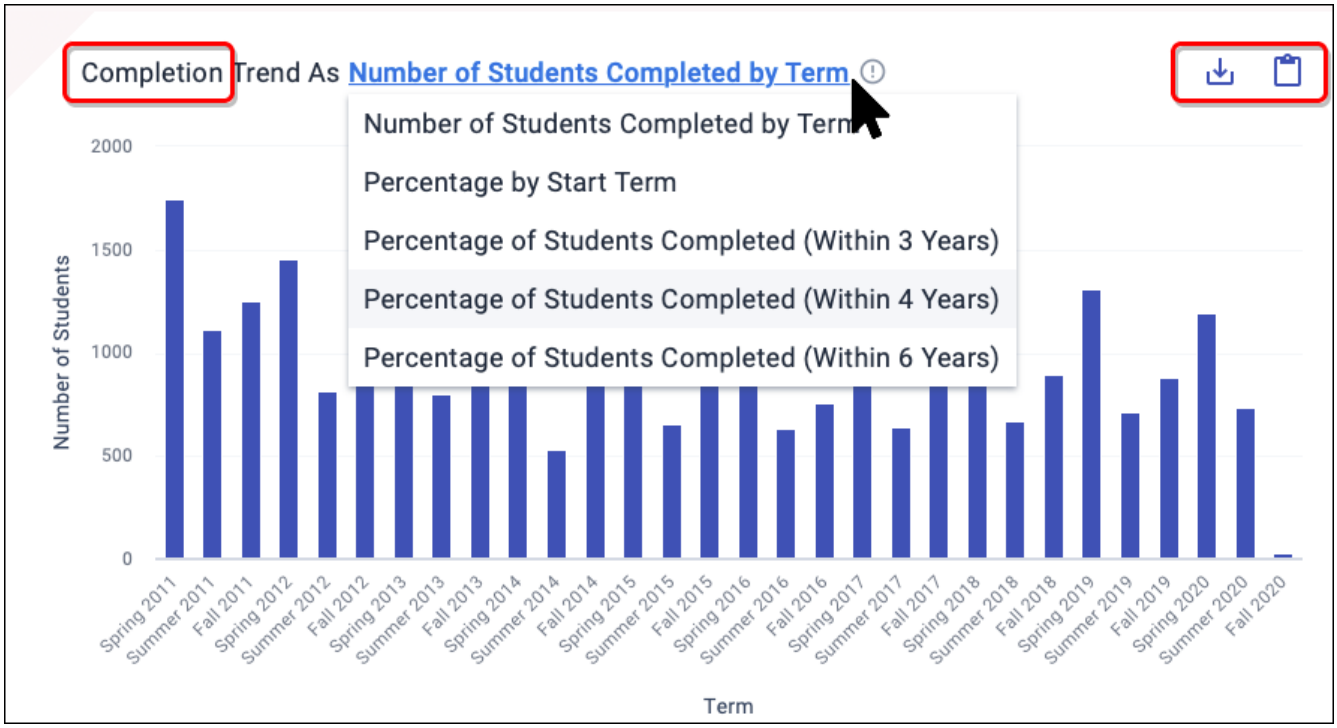
This chart shows the percentage of students who received a favorable passing grade compared to all the students who attempted the course. Retaken courses overwrite the grade with the most recent attempt. Students who dropped the course before add drop deadline are excluded while those who withdrew are included.

Take Action

- Understand course success for key student populations such as First-Year or Transfer student populations
- Filter to better understand course success by academic area
- Use course success to identify patterns of success for key populations that may inform sequencing
- Combine insights from Course Insights to deepen your understanding of courses that may have a huge impact on improving course success
- Course success by modality, demographics, area of study
- Identify patterns of success that may inform sequencing

Completion Trends

This chart shows a view of the total number of credentials awarded in a given calendar year, as well as a view of the percentage of students who earn a credential in a given time frame. For example, if you select "within 3 years" you can see the percentage of students who started in 2015 and earned a credential by 2018 compared to students who started in 2016 and earned one by 2019.) You can use this information to investigate how your completion efforts are paying off.



This chart shows the total count of students who earned an award in a given term. Using the drop-down list, you can change the chart to show percentages by start term and by the completion windows used by your institution.

Note: This trend chart typically will not match your IPEDs graduation data exactly, since it does not account for the manual exclusions that IPEDs allows. Therefore, this feature is not intended for external reporting; instead, use it for internal monitoring for who is earning credentials at your institution.

Take Action

- View the total number of credentials awarded in a given calendar year

- View the percentage of students who earn a credential in a given time frame
- Use this information to highlight the ways in which your efforts to boost completion are paying off

Persistence Predictions

Persistence is successful retention: the outcome of a student re-enrolling for a future term *and* staying enrolled past the census date. Persistence predictions are key to finding ways to take action to boost retention.

What is 'Persistence'?

Understanding what *persistence* means here is key to interpreting the data presented in Administrative Analytics. Persistence has two parts. To persist, as student must achieve two things:

1. Have enrolled for a *future* term at your institution
2. Have *stayed* enrolled in that term past the census date (usually 14 days after the start of term)

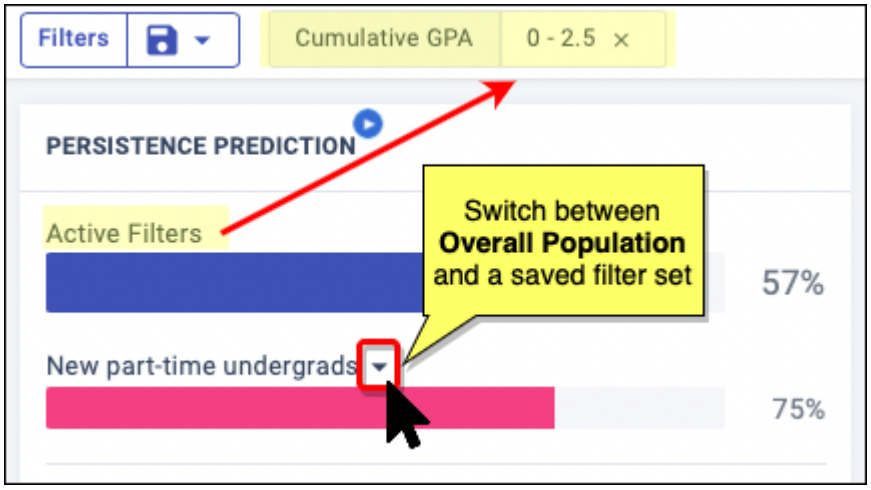
Persistence is calculated based on how your institution defines program continuity. Here are three common examples that institutions use:

Traditional	• A student currently enrolled in **fall** persists to the next **spring** OR • A student currently enrolled in **spring** persists to the next **fall**
Term to Term	• A student currently enrolled in **fall** persists to the **next term** (winter or spring) OR • A student currently enrolled in **spring** persists to the **next term** (summer)

Fall to Fall	• A student currently enrolled in **fall** persists to the next **fall**

Persistence Prediction chart

The **Persistence Prediction** chart shows the expected persistence of two entire groups. It offers a quick comparison of your active filters either with the entire population of active students or with a selected filter set:



- **Active Filters**: The percentage of currently enrolled students meeting the selected filter criteria predicted to enroll in the future term and stay enrolled.
- **Overall Population**: The percentage of all active students predicted to enroll in a future specified term at your institution and stay enrolled past the census date, typically 14 days after the start of term.

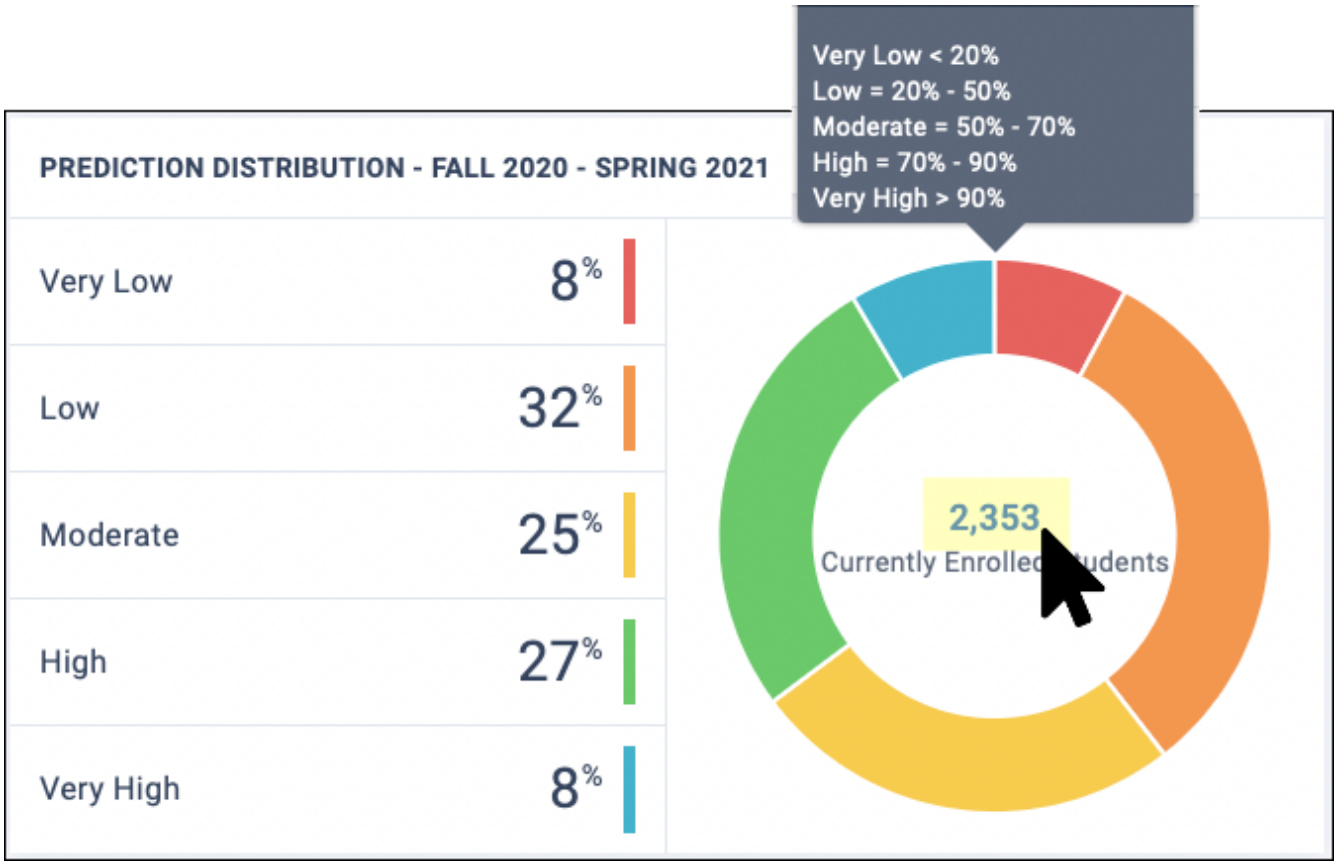
Tip: Use the drop-down list compare your active filters to one of your saved filter sets.

Prediction Distribution chart

The predictive models for your institution deliver an individual persistence prediction for each of your students (which you can see as a column in Student Lists). View the distribution of these individual scores in the **Prediction Distribution** pie chart, to the right of the overall persistence predictions.

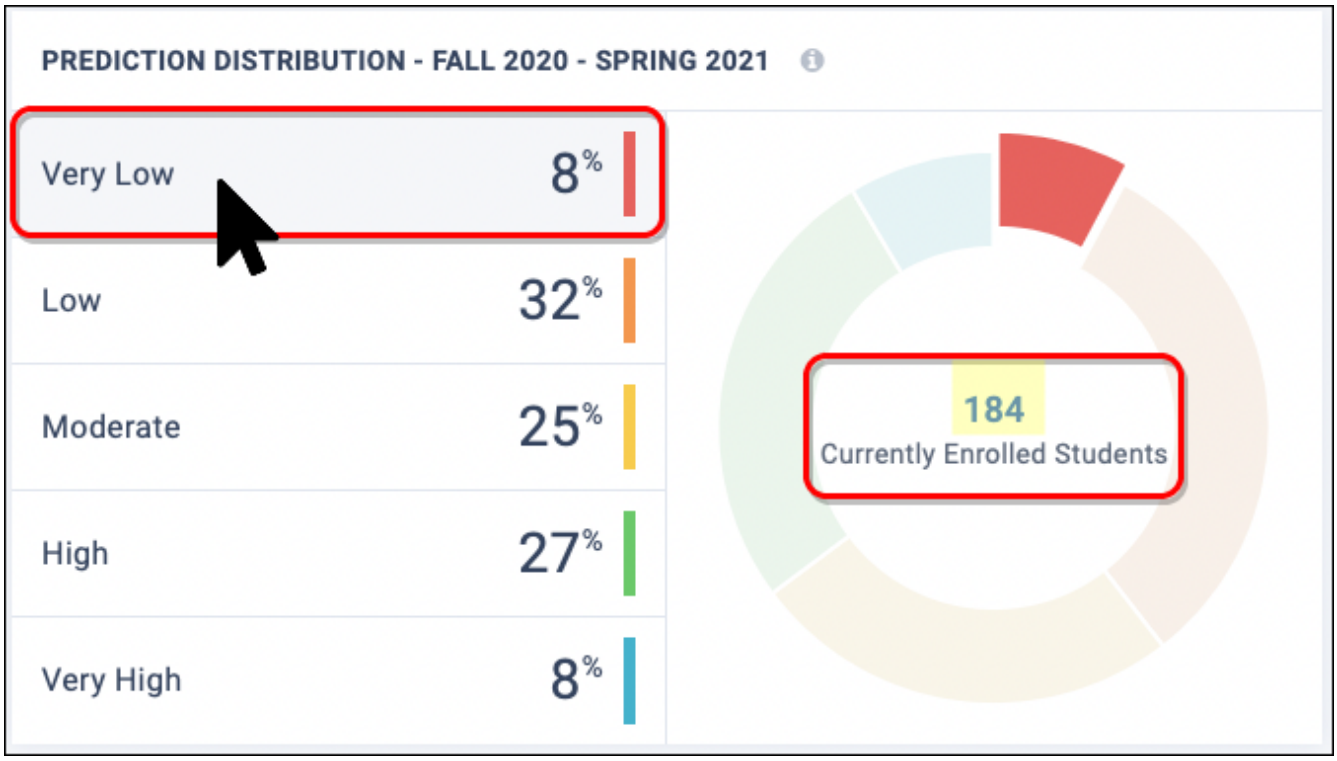
The **Prediction Distribution** includes only those students who meet the active filter criteria. When no filters have been applied, the Prediction Distribution represents the full set of active (currently enrolled) students.

Review the left column to see how many of your active students fall into each persistence prediction bucket: *Very Low*, *Low*, *Moderate*, *High*, and *Very High*. Select the help pop-up to see if the buckets for your institution are set up differently from the default ranges, shown here:



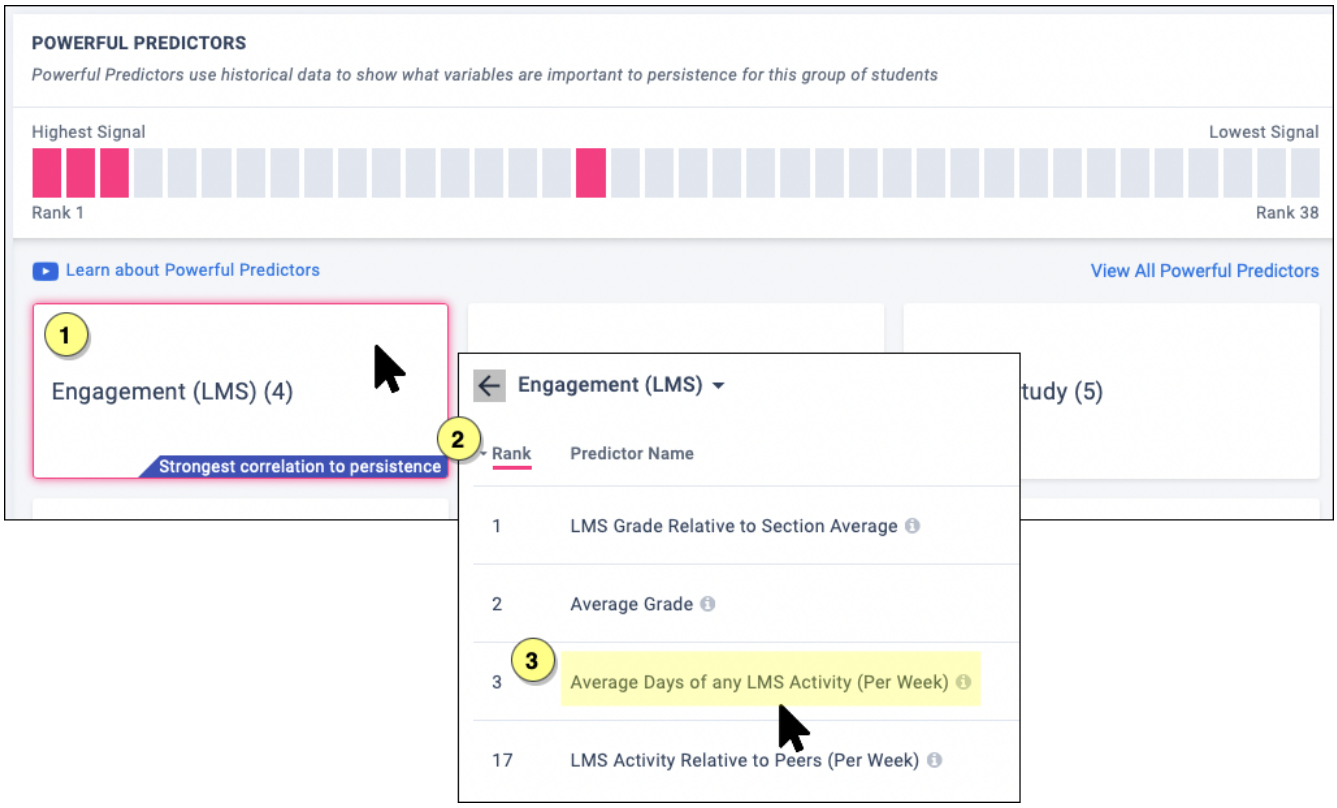
All students — Look to the center of the pie chart to see the total number of students as currently filtered. Click this number to open the Student List for all of those students.

Students by bucket — Hover over any prediction bucket to update the pie chart with the number of students in that bucket. To open the Student List for that bucket, click on the bucket name.



Powerful Predictors

Each *Powerful Predictor* is a predictive factor or behavior for the filtered student group. These variables are specific to your institution, based on which indicators are proven most helpful in predicting persistence for your unique student population. They appear in order of predictive power, and you can select them to open the specific predictors (data columns) that make up the Powerful Predictor:



Tips:

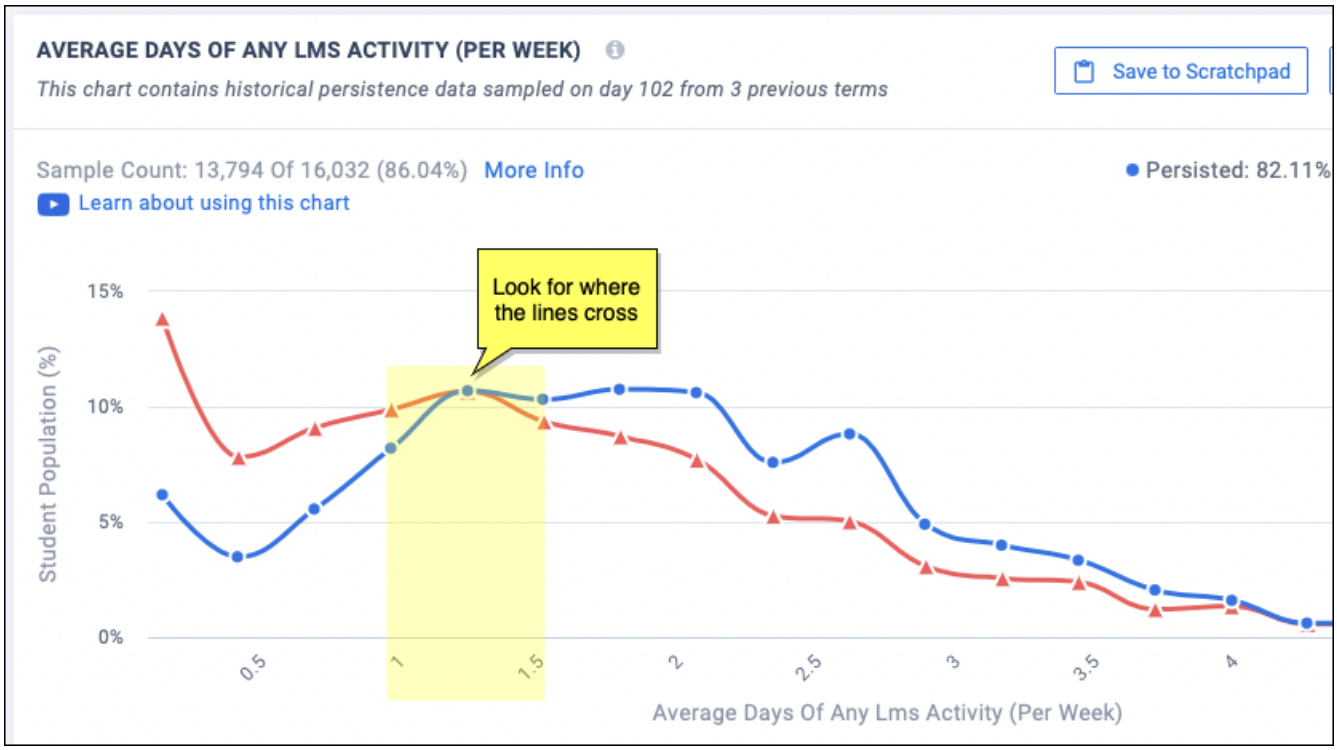
- Click the "i" icon to the right of any individual Powerful Predictor to pop up a definition for that predictor.
- Expect the list of Powerful Predictors to keep changing as you add and remove filters. Real-time updates ensure that you are always seeing the most predictive variables for the students you are filtering.
- To avoid losing your view of a certain combination of filters, save to the **Scratchpad** before changing your filters. (You can mark them **Private** to hide them from others using the Scratchpad.)

Charts for Predictors

When you select a Predictor from the list, the historical persistence data is charted at the top of the page (directly under the filters), so that you can explore and take action on any insights.

- Blue lines chart the students who persisted
- Red lines chart the students who did not persist

To find a key insight, look for tipping points, **where the lines cross** (where persistence and non-persistence flip). For example, this predictor is showing that successful students are those who log into the LMS *more* that once a week:



With the chart open, you can select **Save to Scratchpad** (for a shareable or private snapshot) and go on to **Build Paired Predictors**, which lets you see the effects of this predictor when combined with another.

Paired Predictor Plots

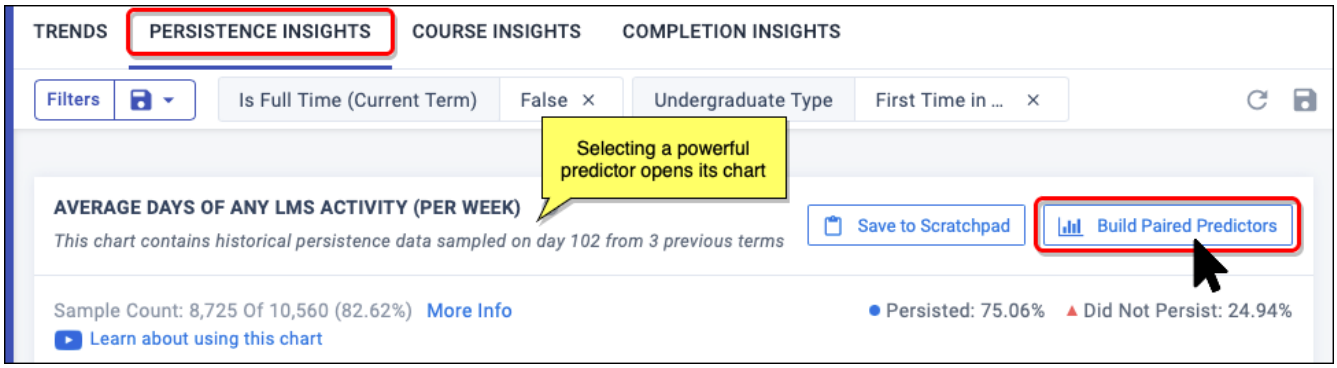
Paired Predictor plots let you combine powerful predictors to surface new insights and find precisely targeted groups of students in need of outreach.

- Accessing Paired Predictors
- What Quadrants Mean
- Reading the Heat Map
- Reading the Ratios Chart
- Example Analysis
- Opening a Student List

Accessing Paired Predictors

On the dashboard for **Persistence Insights**, the bottom of the page shows the current **Powerful Predictors**, grouped and ranked by their predictive strength. Drilling down on a predictor lets you access the option to build a predictor pairing, to research how predictors relate, historically.

1. Select the panel for the category you want, such as **Engagement (LMS)**.
2. Select one of its predictors, such as **Average Days of any LMS Activity**.
   The predictor's detail page opens, with the historical data charted at top.
3. From the far right of the chart, select the **Build Paired Predictors** button:



To make use of a predictor pairs, you will work with its data visualizations and student segmenting:

1. Select your two Powerful Predictors.
2. Investigate the Paired Predictor's chart of ratios and heat map plot for insights (see details below).
3. If the insight is useful, select **Save to Scratchpad**, where it can be shared.
4. If action is appropriate, open a Student List and starting an outreach effort.

What Quadrants Mean

From any Powerful Predictor Chart, select the **Build Paired Predictors** button at top right to see the effects of two Powerful Predictors in combination, historically.

- **X-axis**: This is your original Powerful Predictor.
- **Y-axis**: Use the drop-down menus to select your second Powerful Predictor.

As soon as you select a new predictor, the page refreshes with new visualization charts, which give you different views into the effect of each variable on persistence rates for the students currently filtered.

Quadrants in both charts are created where the data splits in half, divided by the *median* (mid-point) values for each predictor, which means that half the students fell above and below this point. What each quadrant means depends on its position:

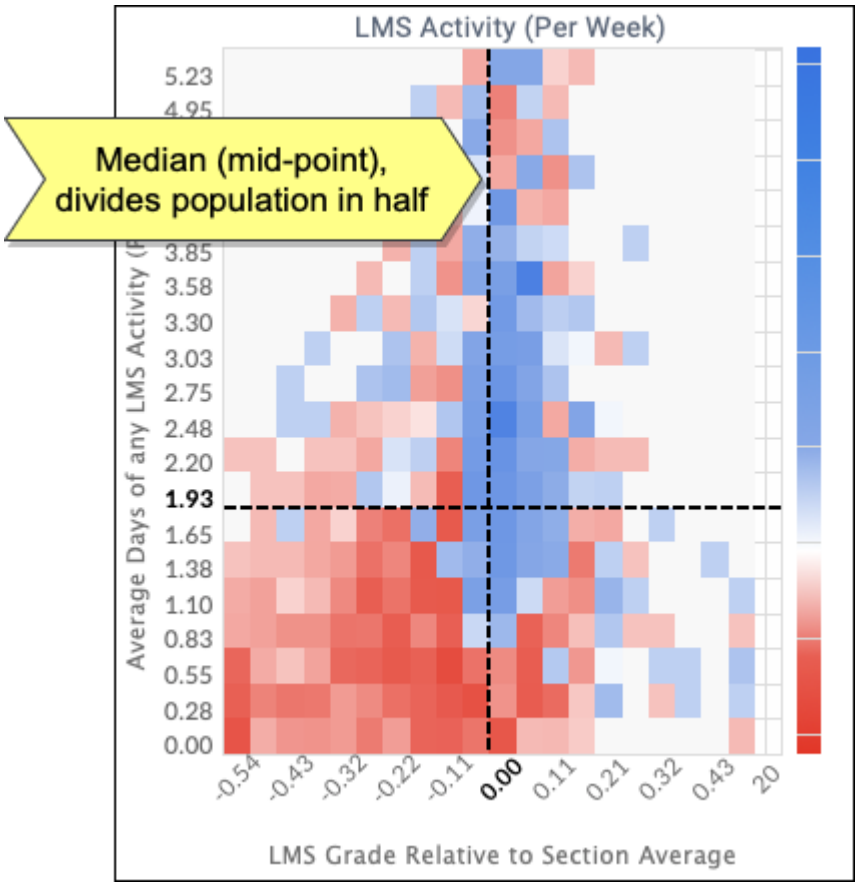
Students with • x-values **below** the median • y-values **above** the median	Students with • values **above** the median for both variables
Students with • values **below** the median for both variables	Students with • x-values **above** the median • y-values **below** the median

Important: "Above" does *not* mean "better". For example, the predictor **Sections Failed** is one for which a higher score is a bad thing. Therefore, focus on the red data to keep tuned to the problem areas.

Reading the Heat Map

The **right chart** is a distribution showing a granular breakdown of student behaviors. The heat map shows how persisting and non-persisting students were distributed over the continuum of values for each Powerful Predictor. Hover over any point in the distribution to see the historical ratio of persisters to non-persisters at that combination of values.

- **Black lines** show the *median* (mid-point) values for each Powerful Predictor among the student group.
- Red indicates *worse*: a higher percentage of non-persistence than persistence among these students.
- Blue indicates *better*: a higher percentage of persistence than non-persistence.
- Gray indicates where there is no historical data for that combination of predictors.
- *Lighter shades* of blue and red correspond to fewer students at that combination of values.



Reading the Ratios Chart

The **left chart** shows the historical ratios of persisting to non-persisting students, the persistence rate for that group, and the number of students in each quadrant who persisted and did not persist (based on known historical outcomes).

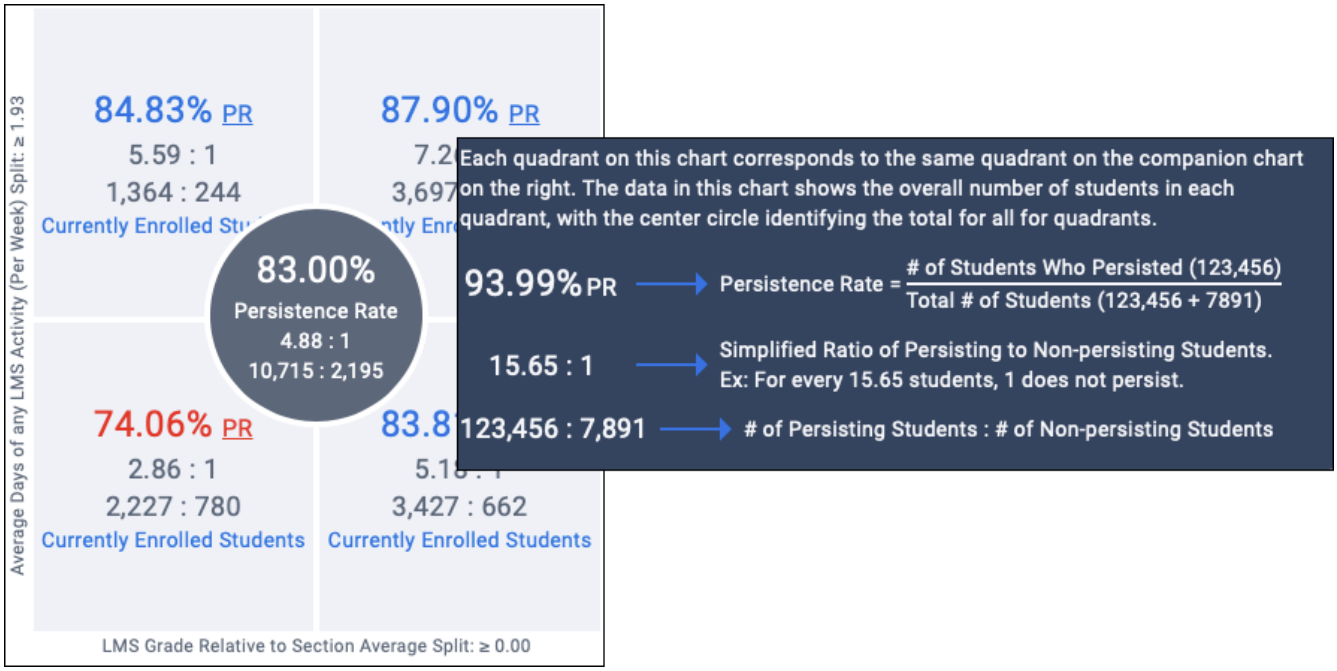
- Review the center circle, which has persistence information for the full student group, as filtered.
- Look for the color **red** to identify quadrants where the ratio of persisters to non-persisters is worse than average. **Blue** signals a better-than-average persistence ratio.

The calculated ratios are offered in multiple forms, for easier comparison:

Persistence Rate	84.83%	Persisting students ÷ Total students

Simplified	5.59 : 1	How many students persisted for every 1 who did not
Actual	1,364 : 244	Persisting students : Non-persisting students

Important: This is persistence *history*, so it will not match the persistence *predictions* on the dashboard.



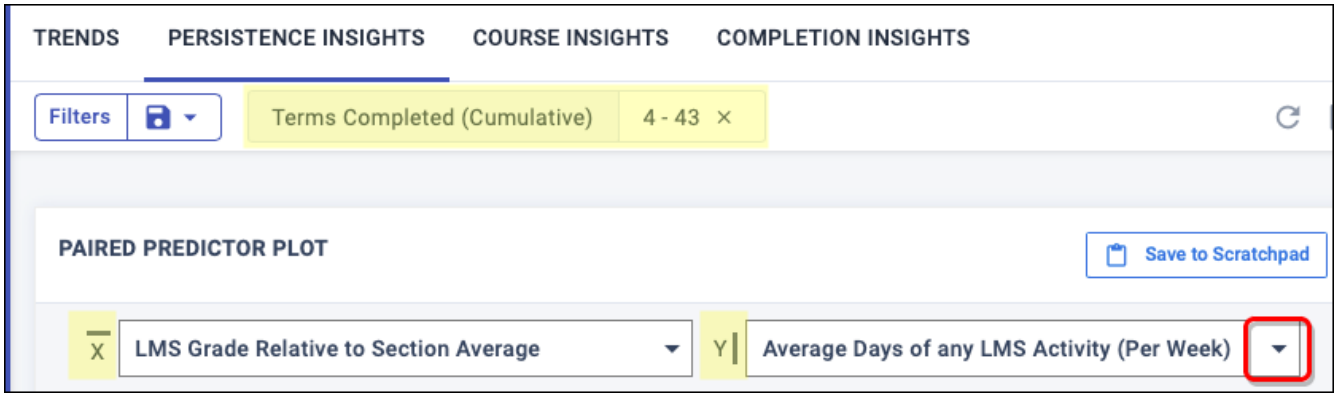
To see the student list for a particular combination of the two behaviors, select **Currently Enrolled Students** in a quadrant of the ratio chart.

Example Analysis

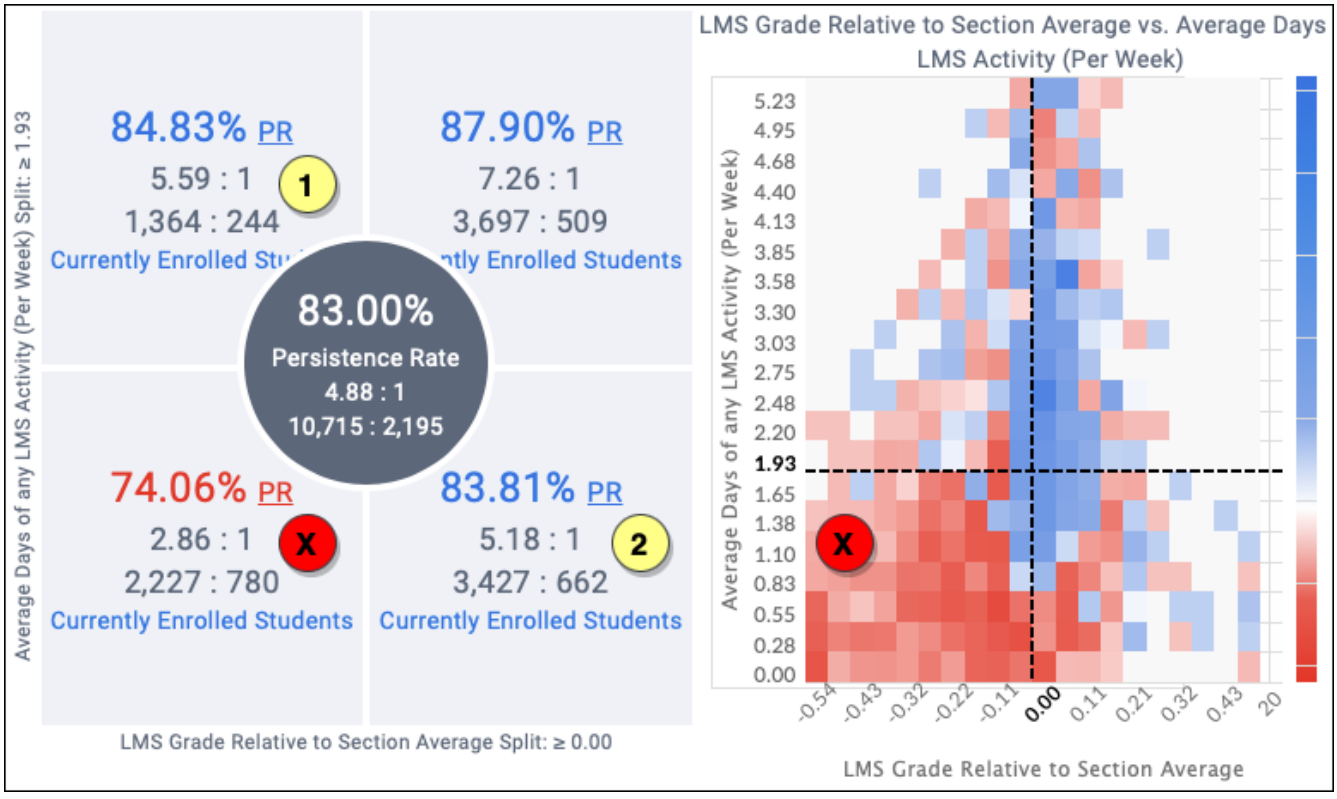
Say that you wanted to check a belief of your colleague, that a student's grades relative to their section are more telling for their persistence than is their LMS usage. Your analysis might go like this:

1. To focus on mid-career and higher students, you filter on **Terms Completed**, removing those with fewer than 4 terms.
2. You open the top Powerful Predictor for your institution, **LMS Grade Relative to Section Average**.

3. You select the **Build Paired Predictors** button.
4. From the drop-down list for **Y**, you choose **Average Days of any LMS Activity (Per Week)**.



As you expect, there is a large drop-off in persistence for those in the lower-left quadrants (red **X**), who have both worse-than-average grades relative to their section peers and worse-than-average LMS usage:

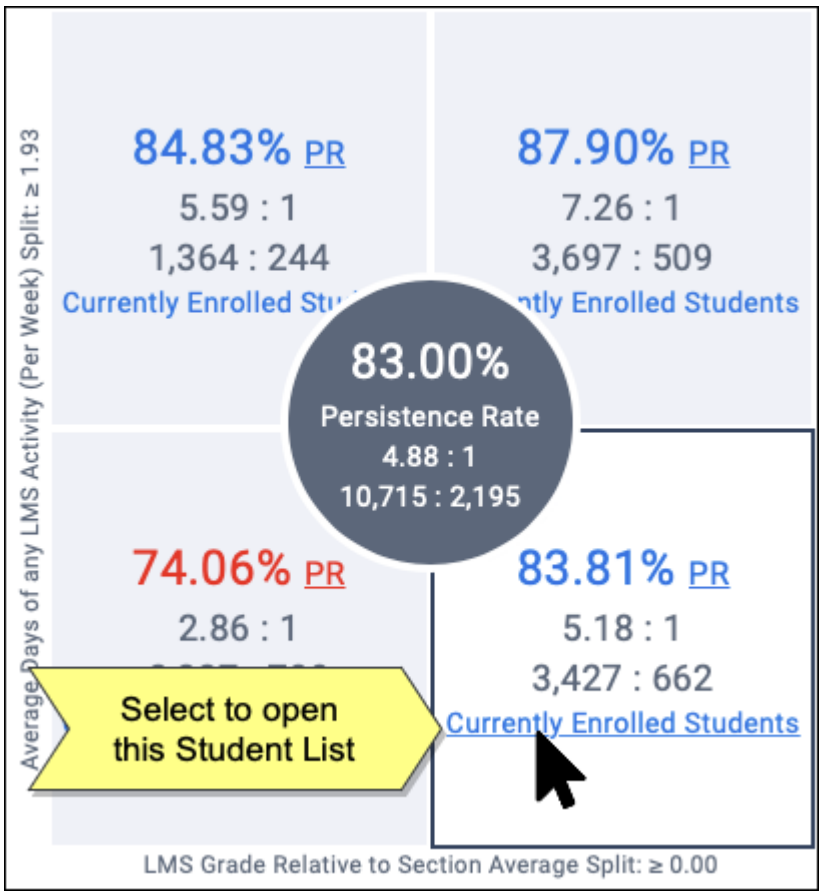


From the chart, you can note several things of interest for your colleague:

- The ratio table reveals that persistence is correlated a bit *more strongly* with higher LMS usage (**1**) than with higher section grades (**2**).
- The heat map reveals that outcomes drop for those students with better grades when they fall to using the LMS less than once a week (signifying low engagement).
- The heat map likewise reveals that students with poor grades get a persistence boost when they use the LMS upwards of 3 times a week (signifying engaged effort).

Opening a Student List

To see a list of which enrolled students exhibit some combination of the two behaviors, select the **Currently Enrolled Students** link in any quadrant of the ratio chart:



This list will include students in *all* persistence prediction buckets.

Completion Predictions

Completion Predictions give long-term insights: they predict how likely each student is to complete (earn a credential) at your institution.

Trusting the Prediction

Just like near-term Persistence predictions (which predict retention into the next term), completion predictions are built from your institution's data and reflect the unique student experience on your campus, using the same data-modeling and machine-learning platform. Each student gets an individual completion prediction, based on their performance and activity relative to the historical trends for who completes degrees at *your* institution.

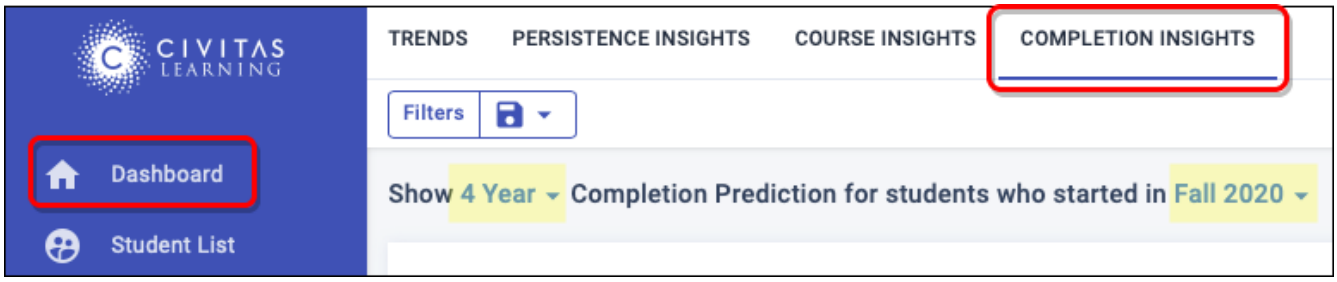
Common drivers of a completion prediction include GPA, number of completed credits, and degree program alignment scoring. However, predictions reflect your institution's data model, as well as the machine learning on your data. Contact Support if you need the ranked feature list that underlies your predictions.

Locating Prediction Scores

Completion prediction scores are available throughout Administrative Analytics. You access them in three ways:

1 - Insights Dashboard

You access prediction data throughout the top-level dashboard, **Completion Insights**. These insights are driven by the values you select for the two drop-down lists, for the completion window and the start term:



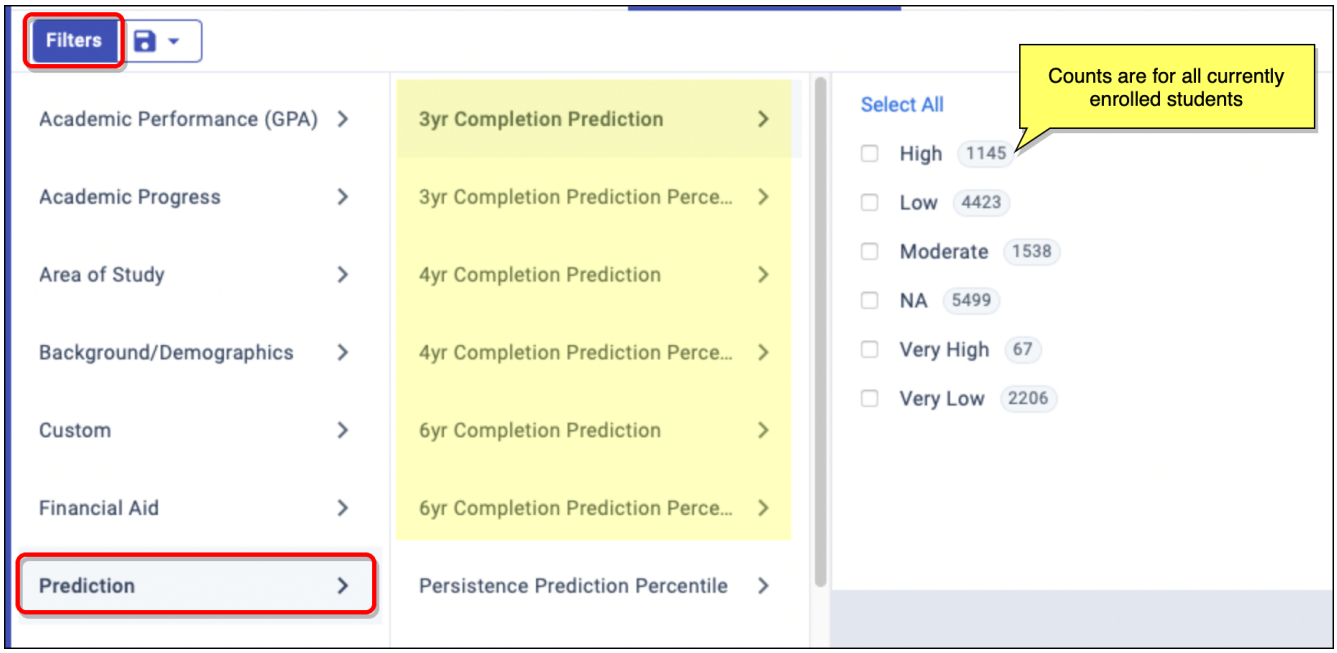
About "Completion window"

The *completion window* is the number of consecutive years allowed between the start of the academic journey (which is the first term when courses were taken) and its finish (which is determined by the credential being earned). You have three windows to choose from (such as 3, 4, and 6), and these were configured as being the most relevant ones for your institution.

2 - Filters

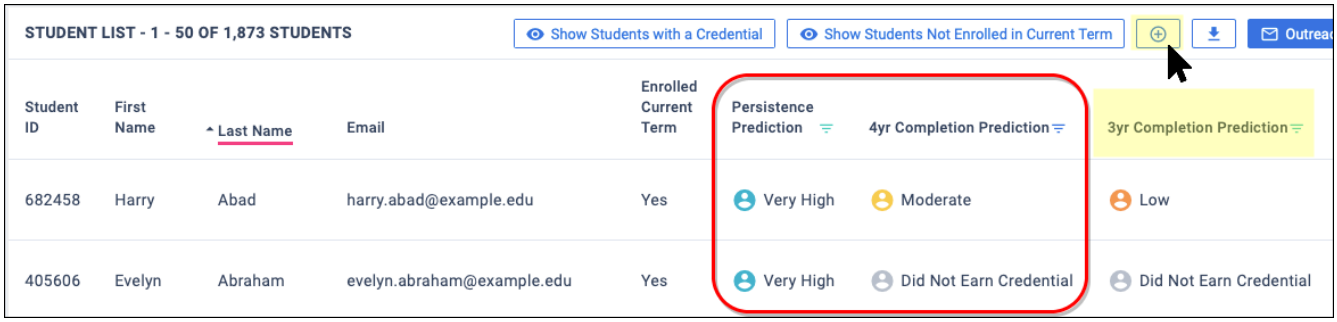
You access prediction data through optional **Filters**, which you can select by the completion windows (number of years) that are defined for your institutions.

Note: These are top-level prediction filters that apply to all pages. The counts you see reflect *all currently enrolled students*, not the start term selected on your Completion Insights dashboard.



3 - Student Lists

You access prediction data through a default column in Student Lists, next to the **Persistence Prediction**. To see additional completion windows, use the **Add Column** (+) button:



Note: If a student already earned their credential or falls outside of a prediction window, their **Completion Prediction** bucket icon will appear gray and have a status of *Earned Credential* or *Did Not Earn Credential*.

About "earned credential"

Earned credential (in *Completion Insights*, *Summary of Progress*) counts those students who meet all of the following:

- Enrolled for the first time during the selected start term

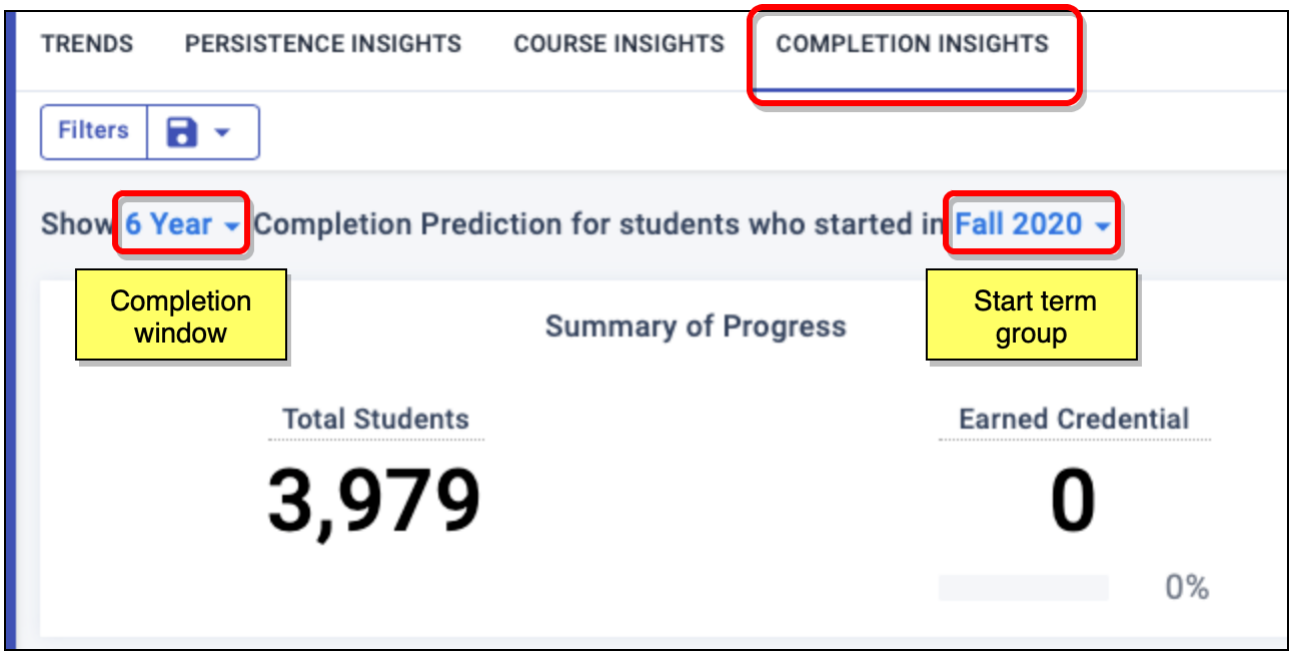
- Remained enrolled past the census date of the selected start term.
- Match the current filters
- Finished a credential sufficient for completion

Typically a *credential* is a certificate or an Associate's, Bachelor's, or graduate degree. To confirm what specific credentials are counted as completion for your institution, contact Support.

Completion Insights Dashboard

The Completion Insights dashboard differs a bit from Persistence Insights: You always view the predictions through the lens of a specific completion window that is applied to a specific start term group.

- **Completion Window** options vary by institution and are ordered by duration (such as 3-, 4-, and 6-year windows). Your institution can choose whichever 3 completion windows are most helpful.
- **Start Term** groups are all students who started at *your* institution in the specified start term. Students with more than one career in the same term (such as pursuing graduate and undergraduate degrees at the same time) will be counted multiple times.

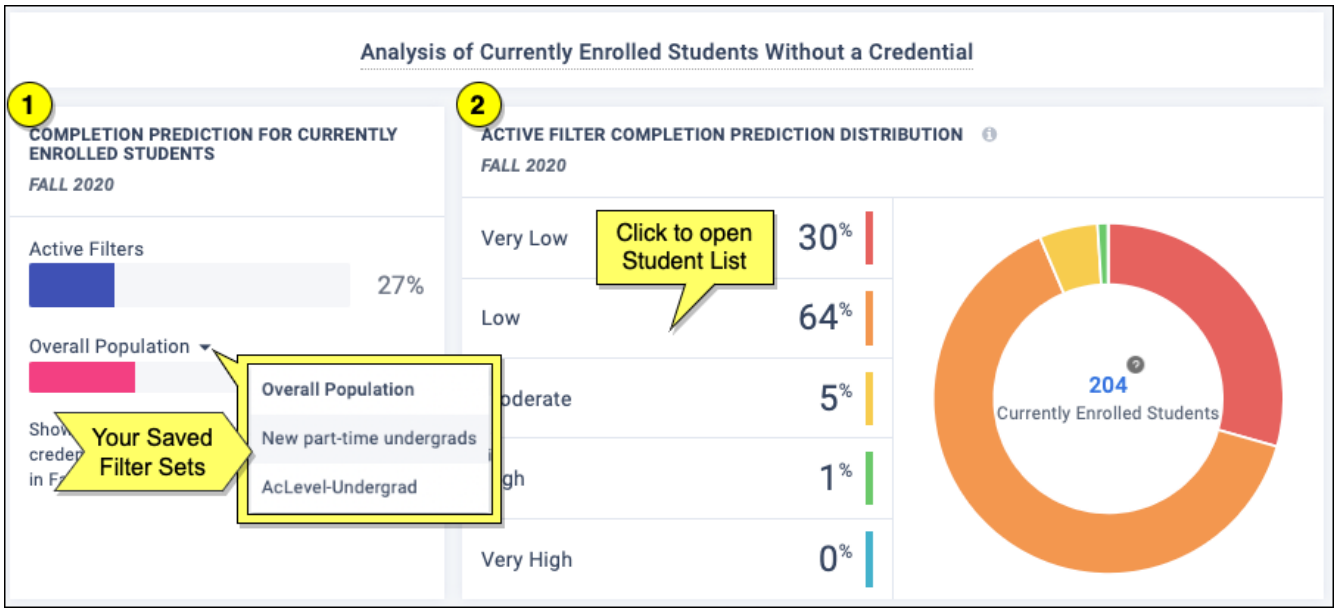


The Analysis panel offers four data views, all of which focus on actively enrolled students who have not yet earned their credential.

1 - Completion Prediction

These bars compare your group (as you have it filtered) to the overall start term group. The percentages capture how many students are likely to earn a credential by the end of the completion window you selected (such as 4 years).

- The top blue bar shows students in this window and start term group who match your dynamic filters.
- The bottom red bar is one of your predefined views:
  - **Overall Population** is all students in this window and start term group,with no dynamic filtering.
  - From the drop-down list, select one of your **saved filter sets** to compare against your dynamic filters.



2 - Prediction Distribution

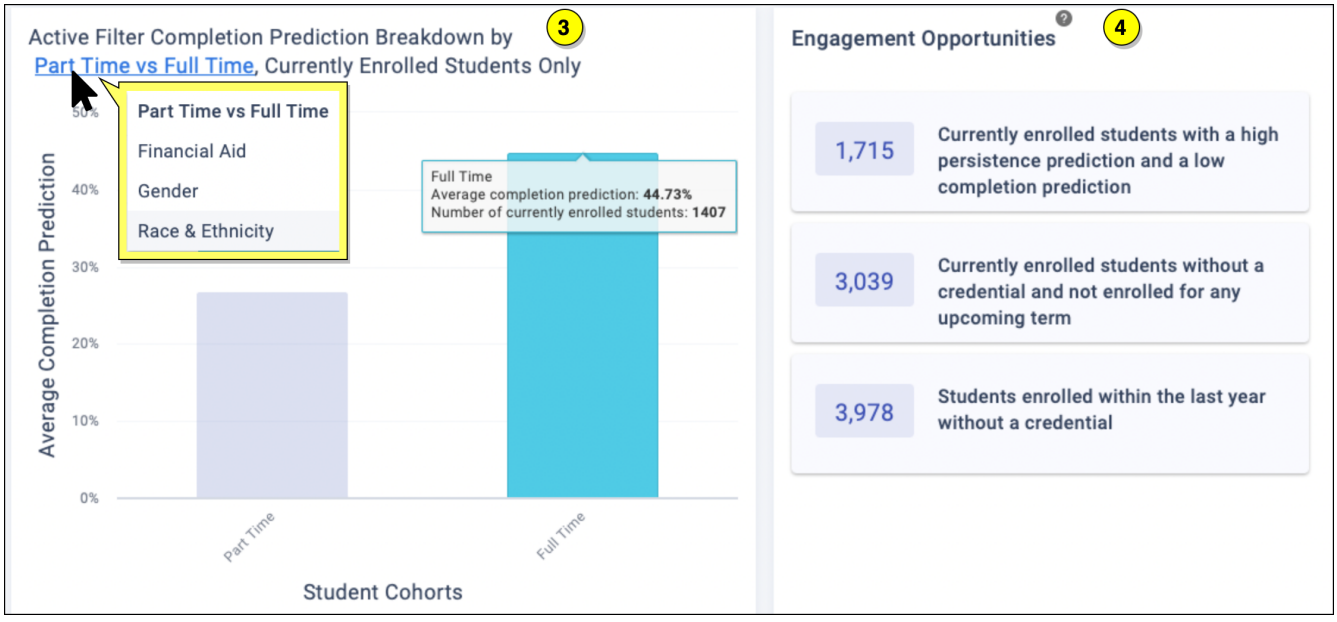
The distribution (pie) chart lets you quickly grasp the prediction breakdown for your current group, as filtered. Selecting a bucket (or the center total) opens its Student List. The buckets show how many students fall within each range of predicted success, and these ranges are standard across all institutions:

- Very Low = <20% likelihood of completing a credential
- Low = 20-50%
- Moderate = 50-70%
- High = 70-90%
- Very High = >90%

3 - Prediction Breakdown

This charting tool breaks down *many* potential equity gaps in predicted completion rates. Using the drop-down list, you can view each of the key demographic comparisons to uncover discrepancies. Once you find some, just select the bar to open the Student List for that group. These are the factors available for quick comparison:

- Part-Time vs Full-Time
- Financial Aid
- Gender
- Race & Ethnicity



4 - Engagement Opportunities

These are crafted, prebuilt student lists surfaced from data insights, research, and customer feedback. These ready-to-use lists target students who may need engagement now:

- Those with high persistence but low completion predicted
- Those not registered yet for any upcoming term
- Those who were active within the last year and have not completed their program

Selecting one of these Engagement Opportunity buttons opens the Student List of those who are a match right now. (*Who* matches will update and change throughout the term.)

Taking Action — When you open any student list, you can take action:

- Add data columns for more context and targeting
- Send a direct email Outreach
- Download a student list to share with your team

Filters on Student Data

Filters let you narrow down your student population based on specific characteristics.

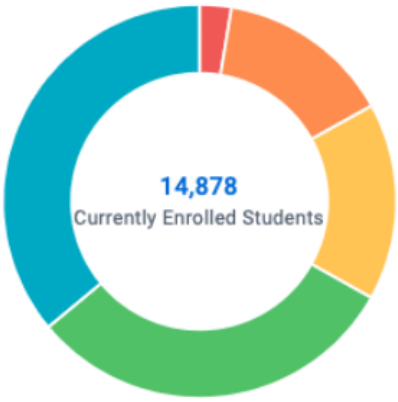
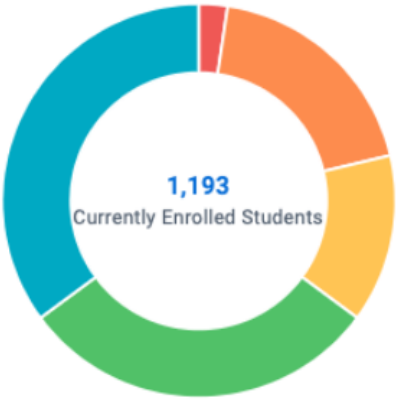
- Baseline: Active Students
- Active Filters
- Filters by Category
- Saved Filter Sets

Each filter category holds columns that define sub-groups within your student population. Selecting column values you want lets you filter populations with precision.

Baseline: Active Students

Counts of Active Students include *all students enrolled in at least one course for the current term.*

Note: Students are counted by credential enrollment. This means that if a student is enrolled as both an undergraduate and graduate student, they are counted twice.

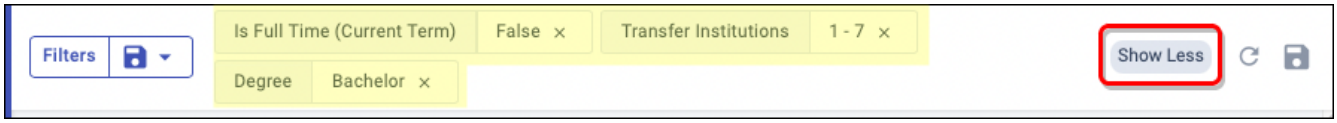
Before applying a filter:	After applying a filter:
	
1 14,878 found (100%)	**2 1,193 found (8%)**

Click the student count in the middle to open the **Student List** of all students who meet the current filter criteria, if any. The student list can be exported and shared with other stakeholders.

Active Filters

As soon as you **Apply** or remove a filter, the charts and data on the page update to reflect the students who now match.

This filter narrows the student list to those who are part-time undergraduates who have transferred from at least one other institution:



Any columns that appear in the **Filters** bar are currently being combined with `AND`:

- `Is part-time AND Transferred 1+ times AND Seeking Bachelor degree`

Within a given column, any values you select are filtered as an `OR`.

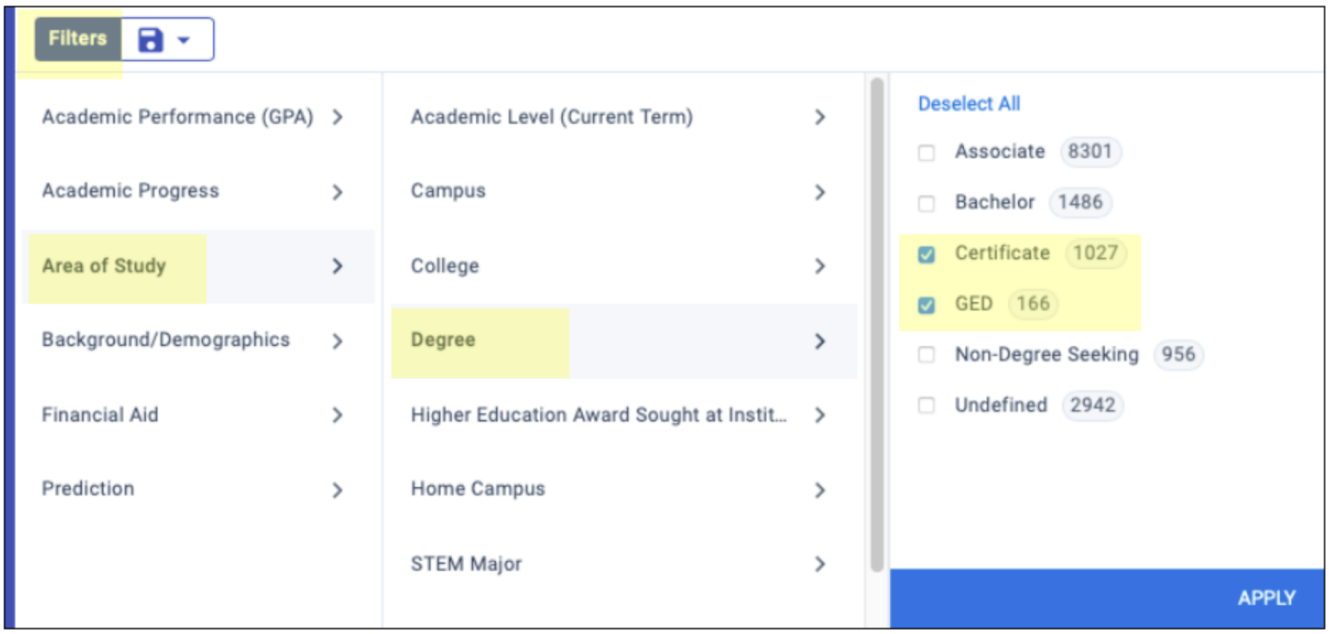
- `Transfer institution = 1 OR 2 OR 3 OR 4 OR 5 OR 6 OR 7`

Filtering is dynamic. As soon as you add or remove one of these filters, any charts or lists on the page that display student data will update immediately. When you **Reset** the filters, the dashboards and features return to showing you all active students.

Filters by Category

When you add filtering on your student data, you are choosing to view only those students who match your selection.

For example, if you select the category **Area of Study** and the column **Degree**, you can filter for values **Certificate** and **GED**. After you click **Apply**, the number of students selected will drop immediately, which you can see in the count of **Currently Enrolled Students**.



Below is the default set of categories and filters that are included when your deployment is complete. Actual filters displayed in Administrative Analytics will vary by institution.

Category	Available Columns	Notes
Academic Performance (GPA)	Academic Standing (Current Term) Cumulative GPA	*Academic Standing* is a student's academic standing (such as Good Standing, On Probation) in the current term. *Cumulative GPA* is the GPA totals at your institution, displayed in ranges (such as GPAs of 2.0 to 2.08).

Academic Progress	Credits Earned Is Full Time (Current Term) Start Term Terms Completed (Cumulative) Transfer Credits Accepted Transfer Institutions	*Credits Earned* is a student's cumulative count of credits earned across all enrolled terms, including credits that don't apply towards the student's GPA (such as Pass/Fail courses). *Is Full-time* indicates whether a student is enrolled full-time or part-time. *Start Term* is a student's first term of enrollment (such as Fall 2020). *Terms Completed* is a student's total number of completed terms at your institution. *Transfer Credits Accepted* indicates the number of credit hours a student has successfully transferred (displayed in ranges). *Transfer Institutions* indicates the total number of previous institutions a student has attended and received transfer credit from towards this degree.

Area of Study	Academic Level (Current Term) Campus College Degree Higher Education Award Sought Home Campus STEM Major Undergraduate Type	*Academic Level* is a student's academic classification as undergraduate or graduate. *Campus* is a student's current campus of enrollment. *Degree* is the general type of credential the student is seeking (such as GED, Associate, Bachelor). *Higher Education Award Sought* is the specific degree sought (such as Bachelor Applied Science). *Home Campus* is either the campus where the student has most recently enrolled or where the student has enrolled in the most courses. *STEM Major* indicates whether a student's desired degree is designated as a STEM program as defined by the federal government. *Undergraduate Type* indicates whether an undergraduate student is enrolling as a first time in college student, as part of a dual credit program, as a transfer or transient student, or as a readmitted student.
Background / Demographics	Age Ethnicity Gender Military Affiliated Race Student Modality	*Age* is the student's age in years (displayed in ranges). *Gender* is a student's self-identified gender. *Ethnicity* is whether a student self-identified as being of Hispanic or Latinx descent. *Race* is how a student self-identified their race. *Military* indicates whether or not a student is military-affiliated. *Student Modality* indicates whether a student is enrolled in all on-ground courses, all online courses, or a combination.

Financial Aid	Financial Aid Financial Aid (Cumulative)	*Financial Aid* is a student's financial aid status as self-pay or as a recipient of various types of financial aid (federal, grant, or scholarship). *Financial Aid (Cumulative)* shows the number of students receiving aid, in ranges of amounts.
Prediction	3yr Completion Prediction 3yr Completion Prediction Percentile 4yr Completion Prediction 4yr Completion Prediction Percentile 6yr Completion Prediction 6yr Completion Prediction Percentile Persistence Prediction Percentile Persistence Prediction Score	A *Prediction Score* indicates which persistence group (Very Low, Low, Moderate, High, Very High) a student's persistence prediction falls in. A *Prediction Percentile* indicates which quartile of the student population a student's persistence prediction falls in. If 30% of the student population has Very Low persistence predictions, the lowest 25% will fall into the bottom quartile.

Custom Filters for your Institution

Your institution may be able to add custom filters to the list of standard filters. If there is a population of interest at your institution that isn't covered within these filters, talk to your institution's Partner Success Consultant about adding it as a custom filter. If you are satisfied with an existing filter but want to rename it, contact your Civitas team.

Custom filters could include any characteristics of interest that can be identified in your data:

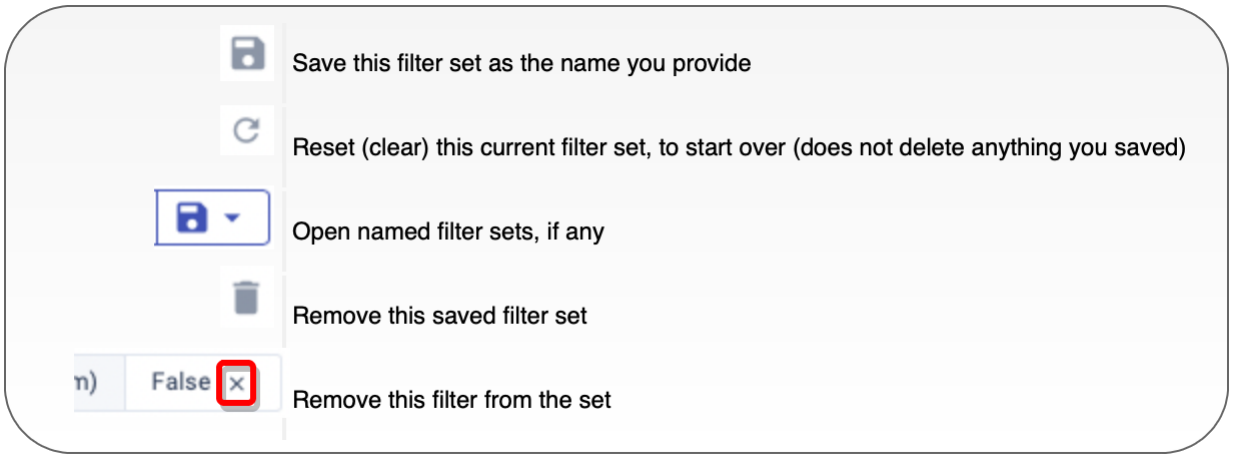
- Developmental education details
- Additional academic program granularity
- Appeals information

Saved Filter Sets

You can streamline your work by saving filter combinations that you want to have handy each time you log in. The filters that you save and access under your **Select a Saved Filter** list are visible and editable by everyone using Analytics, so add and delete them with that in mind.

1. Add one or more helpful filters to narrow down your student population to the group of interest.
2. At the far right of the filter bar, select the **Save Filter** icon.
3. Type a descriptive name for the filter and click the **Save** button.

Look for these dynamic icons in the filter bar for the commands you need to manage your filter sets:



Student Lists for Action

Student Lists help you take action by giving you filterable data on currently enrolled students. You can access a Student List several ways. Which students appear on your list depends on which filters you applied and how you accessed the list (from a prediction bucket, Powerful Predictor, or another way).

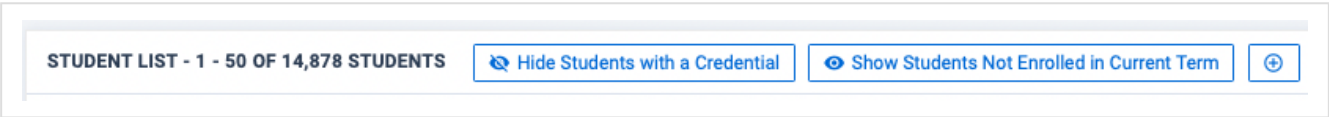
Targeting your List

In addition to applying filters, Student Lists give you several ways to adjust your group selection:

Apply List Options

Use the buttons above the list to do more to rescope your list:

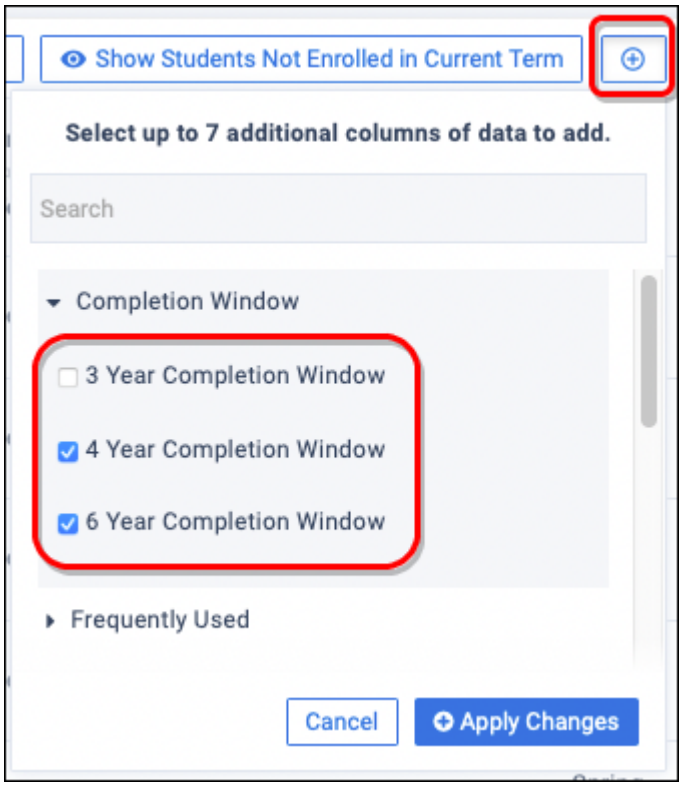
- **Hide those with credential** — Ensure that your student list does not include any students who have already earned their credential, so they won't be included in any actions you take with this list.
- **Add inactive students** — Although lists default to showing only active students, you can click *Show Students Not Enrolled in Current Term* to include inactive students who meet the same filters and were enrolled at some point within the last 12 months.
- **Add more data columns** — Although lists default to showing certain data, you can click the ⊕ "plus" sign at the top to add more columns, to filter for a more targeted action.



Adjust Completion Windows

Unless you select a different completion window (number of years to graduate) from the Completion Insights tab, the list takes the default window. This default will be the middle of the three (or more) completion windows set for your institution.

Tip: You can add the other completion windows as additional columns of data:



Comparing Predictions

Persistence Predictions appear next to Completion Predictions, for easy comparison. Clashing predictions indicate groups of interest, such as students scored for high persistence but low completion. By sorting or filtering a student list based on the start term and completion prediction, you can find those who need attention most urgently. These students may be off-track for their degree programs, or they may intend to transfer out.

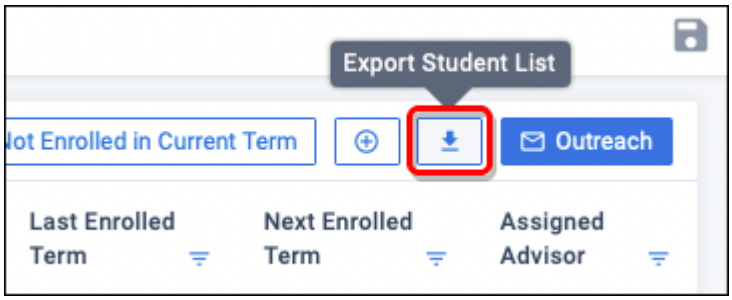
Enrolled Current Term	Persistence Prediction	4yr Completion Prediction	Start Term	Last Enrolled Term	Next Enrolled Term
Yes	High	Low	Fall 2018	Fall 2020	-
Yes	Very High	Moderate	Fall 2018	Fall 2020	-
Yes	High	Low	Fall 2018	Fall 2020	Spring 2021
Yes	Very High	Moderate	Fall 2018	Fall 2020	-

Tip: You can quickly access this particular group from the Engagement Opportunities on the Completion Insights tab.

Taking Action

Downloads and sharing

You can use the Download button and share a Student List with the students' advisors. They can meet with these students to clarify any intentions the students may have about transferring, and they can assist students with registering for the right courses or to ask about their academic plans.



Outreach nudges

You can use the Outreach button in the top right to send this group a short mindset nudge normalizing the feelings that college can be tough and sharing what “successful” students do when they face adversity (such as seeking out advising, tutoring, or the writing center).

Focus: Near completers

You can use prediction distributions to find "near completers": students who should be graduating soon but are at risk of not completing.

1. At the top of the **Completion Insights** tab, select the correct completion window and start term. (For example, if it's now Spring 2022, you might select “4 year”, “Fall 2018”.)
2. From the distribution (pie) chart, open the list for students who fall into the “Low” (orange) or “Very Low” (**red**) completion prediction buckets.
3. With the Student List open, narrow the group further as needed by applying more filtering to the predictions and other columns.

At-risk students — Before taking advisory action with your student list, review what you have in place now to support completion in a student’s final term.

- Do you plan for special advisor outreach to students who should be graduating?
- Do you have a graduation "help desk?"
- If so, share the student list with these staff members, so they can better personalize their outreach and support.
- If not, see if you can have the advisors or an advising team proactively contact this group of at-risk students.

Lower-risk students — Consider sending a nudge, framing your outreach as "checking in to see if they need anything to finish strong." Remind students of resources such as graduation help desks.

Important: The goal with all outreach is to start an encouraging conversation. Do not label, frighten, or accuse: "You're at risk of not graduating: why?"

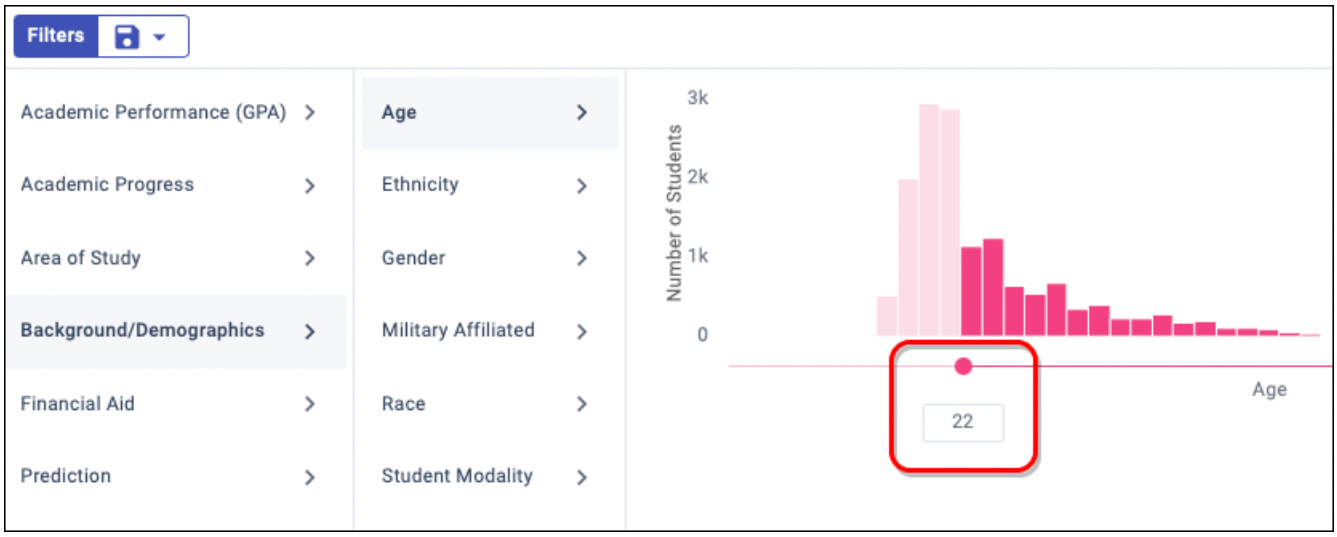
Focus: Equity gaps

When looking for potential equity gaps affecting completion rates among your student population, start with what you know:

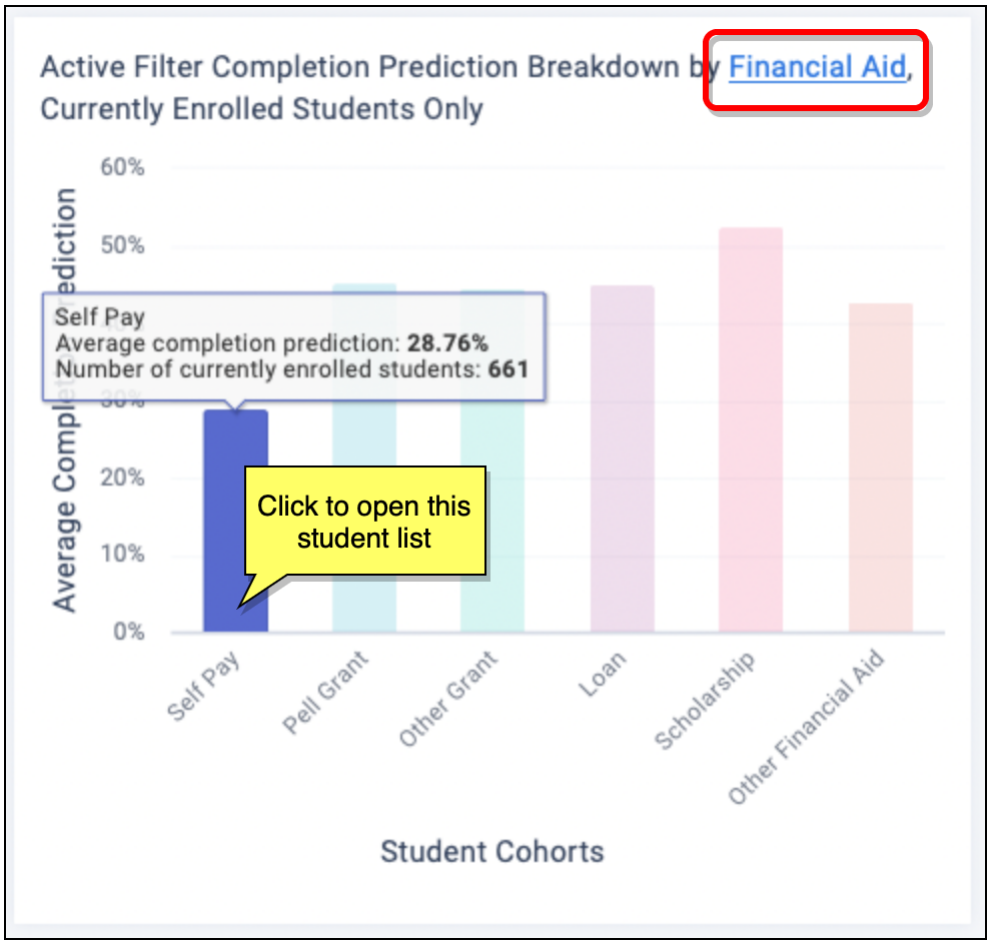
- Note which groups of students are already targeted by your institution with regards to closing equity gaps.
- Think about which groups you would want to support proactively if you knew which students were most likely not to complete.

To identify a broader sweep of potential equity gaps with regards to completion, open the **Completion Insights** tab and use the **Prediction Breakdown** chart options. Checking the charts for the different demographics in the drop-down list will let you scan student group attributes to see if there are gaps in predicted completion rates.

For example, you might be considering older students in particular, so you set a top-level filter (*Filters > Background/Demographics > Age > 22+*):



Next, you might check the **Breakdown** categories to dig deeper. These might reveal a disturbing drop-off in predicted completion for those who self-pay their costs, which calls for investigation and action.



How to take action

- If the gap you found is unexpected, alert your teams. They may wish to shift or broaden their efforts.
- If you confirm a completion gap for which efforts are already underway to support that particular group, reassure your colleagues that the data confirms they are on point.
- Share the subgroup of students that are most at risk of not completing. This can help staff to focus resources most effectively.

Engagement Opportunities for Completion

On the **Completion Insights** tab, there are prebuilt *Engagement Opportunities* for quick access to students who could benefit from support to reach their completion goals.

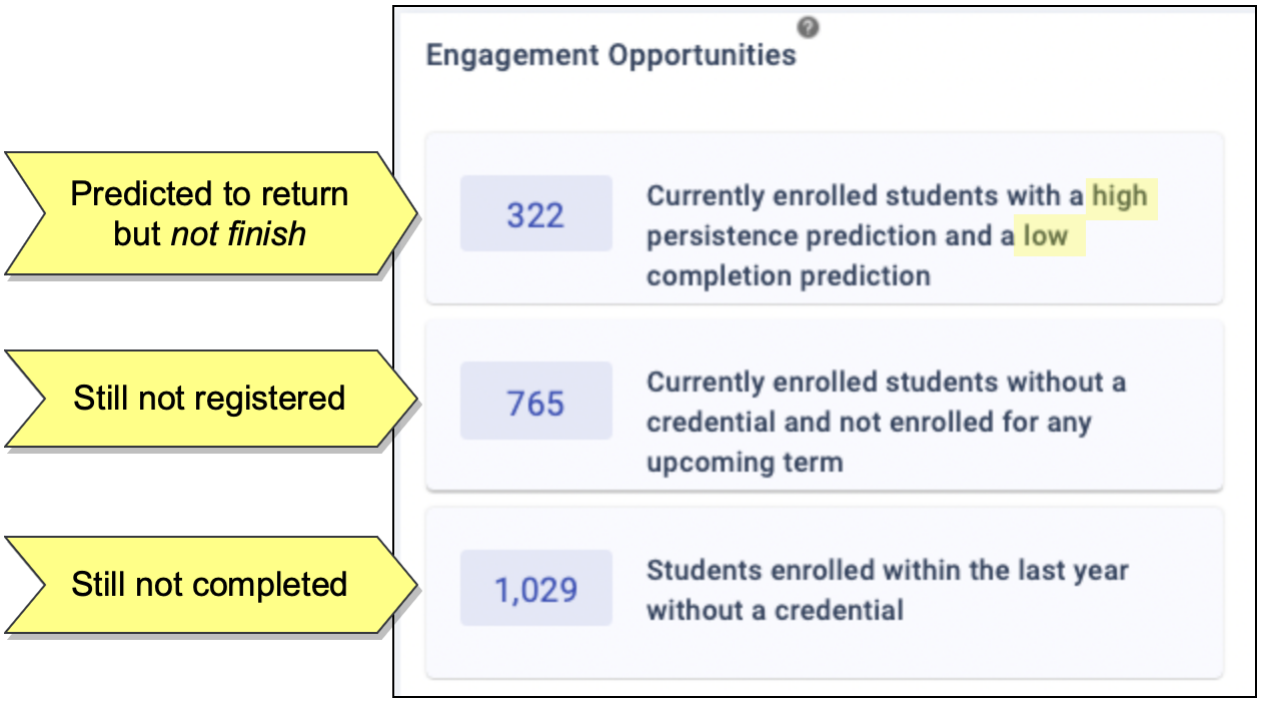
- Students with high persistence but low completion predictions

- Students not enrolled for any upcoming term
- Students enrolled within the last year

Engagement Opportunities appear in order of urgency:

- **At risk**: Active students predicted for high persistence yet low completion
- **Unregistered**: Active students not enrolled for any upcoming term
- **Incomplete**: Students active within the last 12 months, still without a credential

If there are no students matched to an opportunity, it will list "0" matched students.



Tips for refining your list:

- **Filters** — Apply filters carefully so that they capture a particular student group. This way, your outreach can be thoughtfully and relevantly targeted to a known population (such as part-timers).
- **Start Term** — Sort or filter by the start term to identify those who should be nearest to completion.
- **Institutional Credits Earned** — Add and sort by the column for credits earned to help you target students who are closest to earning a degree.

After your list is refined, select an opportunity button to open its Student List for immediate action.

Students with high persistence but low completion predictions

This Engagement Opportunity finds active students who are predicted for high persistence but low completion (the columns for which display together, for easy comparison). These students may be off-track for their degree programs, or they may have other intentions, such as transferring.

Advisor outreach: Download and share this Student List with the students' advisors. They can meet with their students to assist them with registering for the right courses or to ask about their academic plans. Ask advisors to check for holds and work with these students to clear them.

Nudge suggestion: Use the **Outreach** button to send this group a nudge using a short mindset message, normalizing the feelings that college can be tough and sharing what "successful" students do when they face adversity (such as taking advantage of advising, tutoring, or the writing center).

Students not enrolled for any upcoming term

This Engagement Opportunity lists all active students who have not earned their credential and have not yet enrolled for any future term. Not enrolling might indicate an intention to transfer, but it might indicate other blockers that need intervention.

Advisor outreach: Download and share this Student List with the students' advisors. They can meet with these students to clarify any intentions the students may have about transferring. For students who are not planning on transferring, advisors can start conversations to understand what barriers students might be facing in registering for their next term.

Nudge suggestion: Use the **Outreach** button to send this group a nudge that reminds them that they are a vital part of your institution's community and encourages them to enroll for the upcoming term, providing links and deadlines.

Students enrolled within the last year

This Engagement Opportunity broadly lists all students who've been active this year: those who were enrolled at some point in the last 12 months but have not yet earned their credential. For

example, if it's Summer term now, this group includes students who haven't been enrolled since last Fall term.

Although they might be on-task for a goal (such as transferring), they might also have stopped out and need some support to re-enroll, or they might need some form of service.

Student support outreach: Download and share this Student List with your student support offices. They can do generalized outreach, educating these students about new or changed services that are available for them.

Nudge suggestion: Use the **Outreach** button to send this group a nudge using a "mattering" framework. Remind these students that they are a part of your institution and that their success is important to your shared learning community.

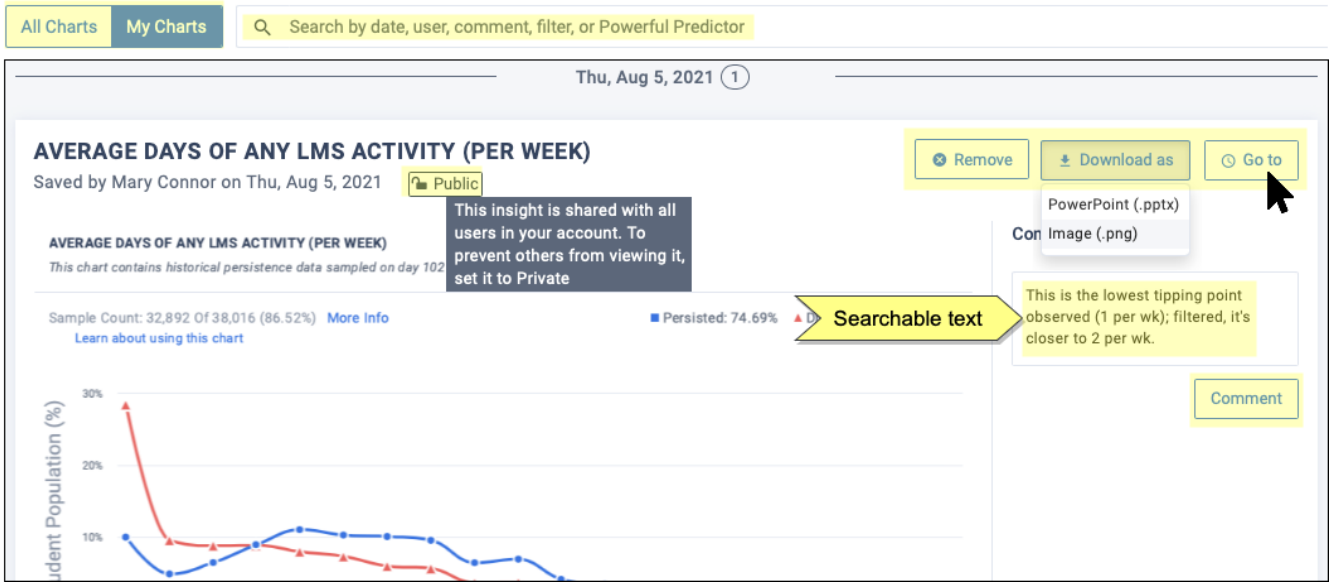
Scratchpad Saving and Sharing

Scratchpad gives you a place to save a snapshot (chart image) and comments of any Powerful Predictor chart or Paired Predictor Plot. You can share these snapshots with all Analytics users at your institution and your Civitas team, or you can store them privately for your own reference.

Saving to Scratchpad

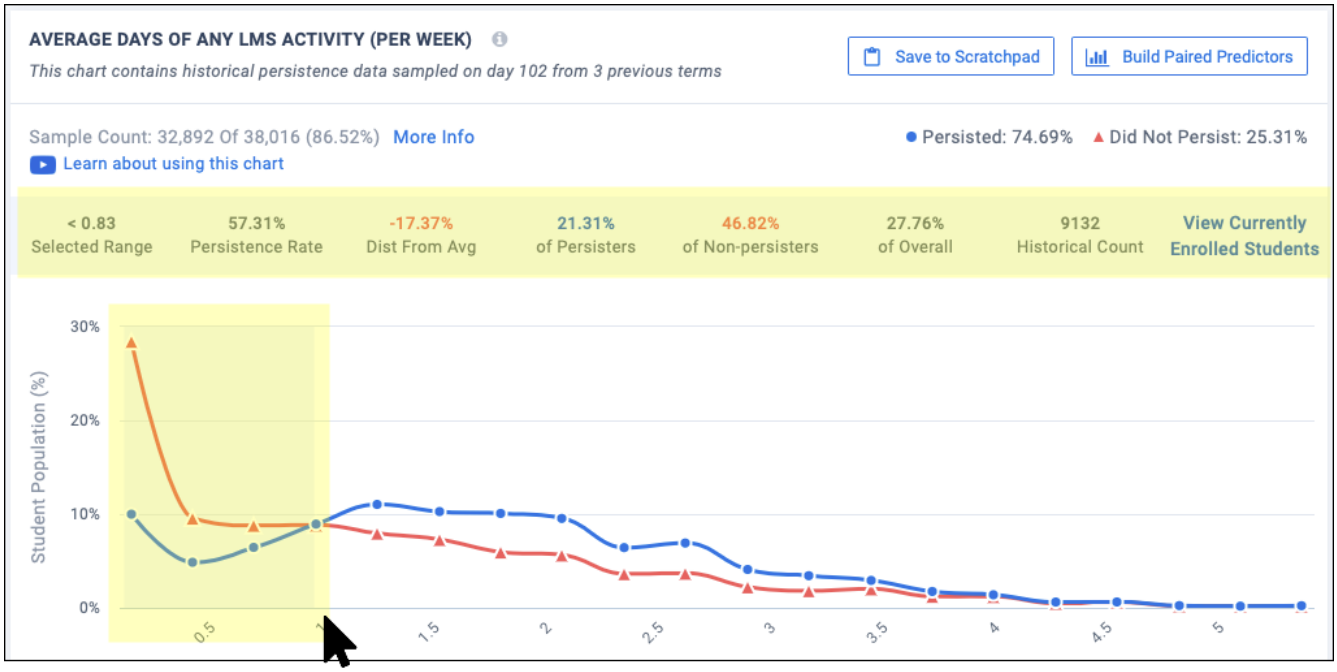
Once you save an insight (a chart or plot of interest) to Scratchpad, it is available for viewing, searching, downloading, and sharing.

1. Select a Powerful Predictor chart or Paired Predictor Plot.
2. At the top right, select the **Save to Scratchpad** button. This captures a snapshot, which is an image of the chart *at this moment in time.*
3. To see what you've saved, select **Scratchpad** from the sidebar menu.
    - It opens to **All Charts**, which shows *everyone's* insights. Select **My Charts** to see just your own.
    - To keep your team from seeing this insight, select the **Public** (lock) icon, which toggles it to **Private**.
    - The **Go To** button lets you reopen the live view again, as filtered.
4. *Best practice:* Add a **Comment** with an explanation, motivation, or context for saving this insight.
    - Comments can be edited and deleted.
    - Several people can comment, so your conversation is kept with the snapshot.
    - *Tip:* Comment text is searchable, so add text that will help you find this insight later.
5. To find an insight, use the **Search** box at the top of the page and type search criteria: the name of a Powerful Predictor, a user, some comment text, or a filter.



Saving Ranges

If you **Save to Scratchpad** after highlighting a range (clicking and dragging a portion of the chart), the details located *above* the chart will be included in the saved image. (If you use the **Go To** button above a saved insight, the chart will open but the range will not be selected.)



Saving Paired Predictor Plots

To capture the relationship between two Powerful Predictors on historical persistence rates, save the pairing:

1. Select the **Build Paired Predictors** button above the chart.
2. Choose a second Powerful Predictor for the pairing.
3. Above the charts, select the **Save to Scratchpad** button to capture a snapshot of *both* plots.

Working with Saved Insights

When you select **Scratchpad** from the sidebar, you first see all saved charts, including yours and all of those saved publicly by colleagues or your Civitas team. Use the **Search** bar or the sorting options at the top of the page to help you locate the insights you want to share.

To understand a saved chart

1. Look at the chart title to see which **Powerful Predictor** (or two, if a pair) generated this insight.
2. Look below the title at **Saved by** to find which user saved this chart on which date.
3. Look below the chart image to see the **Filters Used** when this insight was saved.
4. To return to the live chart or plot with the same filters applied, select the **Go To** button at the top right.
    - If you revisit the chart during the same term the insight was saved, it should look the same.
    - If you revisit it during a future term, it may look different as a result of new data inputs.
    - Returning to the live chart allows you to highlight a range of values or hover over persistence details.

To change the privacy

Your insights are public (shared with your colleagues) by default. These are the ways you can control what others see:

- **Hide insights** — To make an insight private, select the toggle labeled **Public** to make it visible to you only. When **Private**, no other user can see or search on the chart, the filters used, or its comments.

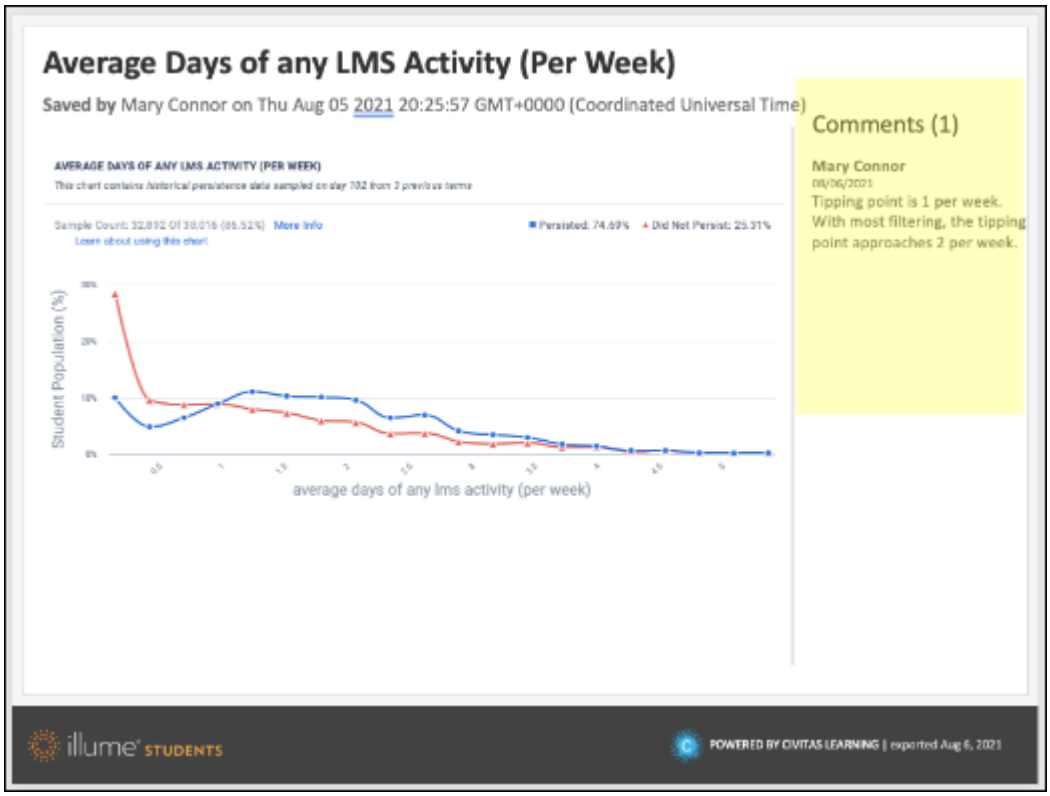
- **Add comments** — On any insight you can view, you can **Comment** to ask or answer questions or call out important points. This allows team-level discussions specific to a given insight.
- **Edit comments** — Hover over any of your *own* comments and select the ellipsis (…) icon to edit or delete your comment.
- **Delete insights** — Delete any of your saved insights by selecting the **Remove** button at the top right.

Note: You cannot make other users' insights private, edit or delete other users' comments, or remove other users' insights.

To download a slide or image

To export insights for use in emails, reports, or presentations, select the **Download as** button, to the top right. Which format you choose depends on your need:

- **Image (.png)** — Choose the PNG version if you only want the chart itself, or if it's important to have the smallest file size.
- **PowerPoint (.pptx)** — Choose the PowerPoint option for a slide that you can insert or import into your deck. It includes both the **Comments** and a footer design:



Tip: If you are preparing for a presentation or will be exporting insights regularly, decide on search keywords to include in Comments so that you can filter for exactly the ones that you will need to export. For example, if you have a council report each quarter, you could add “2021Q3” to a Comment to flag and find the insights for that Q3 report.

To share with external stakeholders

Because colleagues who do not use Administrative Analytics cannot access insights directly, use the Download function to generate shareable formats.

1. Open the saved insight that you need to share externally.
2. From the top right, select the **Download as** button and choose the PowerPoint (**.pptx**) or image (**.png**) format.
3. Share the downloaded file, which includes filter information and comments, as appropriate (such as an email attachment or an upload to network storage).

Nudge Campaigns

Informed by analytics data, *nudge campaigns* let you encourage specific students toward behaviors that improve the odds that they will return for the next term and progress toward their goal.

Administrative Analytics lets you turn insights into Outreach, which are nudge campaigns that reach out to students directly via email. Following is an overview of *nudging*, *nudge campaigns*, and the *Nudge Hub* and how to use them fully to:

- **Conduct** a nudge campaign (a set of nudges designed to improve the persistence of your target group)
- **Send** on behalf of another user (such as the student's advisor)

- **Repeat** nudges within the same campaign
- **Review** nudge campaigns (see stats on current and prior campaigns)

'Nudges' and 'Campaigns'

A *nudge* encourages students to take an empowering action, such as choosing to schedule a support service they need.

> *Nudges are small pushes in the right direction that do not require prescribed actions, but encourage certain behaviors. When students are presented with a nudge sent from a trusted person at your institution, they have the freedom to make their own choices with information about behaviors we know are more strongly associated with positive persistence and graduation outcomes. (Kuh, George D., et al. Student success in college: Creating conditions that matter. John Wiley & Sons, 2011.)*

A *nudge campaign* is a communication strategy (built on data insights) targeted to move a group of students toward a specific, measurable outcome, such as earlier registration for the next term. It may involve several or repeated nudges at set intervals, and it might be repeated annually or with each new cohort.

The Nudge Hub

Learning how to nudge effectively is the next step, and you won't do it alone. Civitas Learning publishes nudging templates and guidance in the *Nudge Hub*, and you are free to use these resources to launch into action on the insights you find using Administrative Analytics.

These resources support the life-cycle of a nudge campaign, with tools to help you plan, present, measure, and implement your campaign. Its library of templates make it simple to craft effective nudges for your needs.

You access the Nudge Hub directly from the global sidebar:

1. Select the **Nudge Hub** link from the left.
2. Resources in the Nudge Hub are organized in sections, and each section contains a list of articles.
3. Selecting a title launches the **Help Center** to the right of the page.
   You will see a title, description, and a download link.

Preparing the Student List

To conduct a nudge campaign, you first need to set up the Student List to be targeted.

1. Select an opportunity that surfaced from your data, such as that attempting too few credits is a Powerful Predictor of poor persistence.
2. Identify a targeted segment of the student population, as Analytics will not allow you to message the entire student population.
3. Generate an Active Student List for your nudge campaign, one of three ways:
    - Select the **Active Students** number in the top right of the Overview page
    - Select the **Active Students** number from an area on the **Prediction Distribution** wheel
    - Highlight an area on any Powerful Predictor chart and select the **View Active Students** link
4. Add any additional columns and filtering needed to create the Student List that matches the target student group you want for the nudge campaign.

Outreach: Sending the Nudge

1. Before you start the email campaign, it's best practice to have the nudge messaging already drafted, reviewed, and ready to go. Use the Nudge Hub to find templates to work from.
    - *Tip*: Because the messaging tool is not a document management system, it does not save drafts. Use your team's network folders to manage message drafts and review notes.
2. Select the **Outreach** button.
3. The **Message Students** window prompts you to enter a name and description for the nudge (to help your team manage all of the campaigns) before completing *From* and *Subject* fields.
4. Paste the message content for the nudge campaign in the body section of the window.
5. Select the **Insert Student First Name** link at the bottom of the pop-up modal to insert the first name of the students receiving the email.

    Use the formatting command bar at the bottom to apply basic formatting, bulleted and numbered lists, and links and images.
6. Select the **Test Email** button to send yourself a copy of the email before sending to your target Student List.
    a. Review how the subject line and email content will appear to students
    b. Test any hyperlinks,
    c. If you made any changes, select **Test Email** again.

7. Select the **Send Email** button to send the message to all of the students in the Student List.
8. When prompted, confirm your request to send (which helps ensure that such bulk emails are not sent accidentally).
9. Select **Yes, continue sending** to complete sending your message.
   Important: If you select **No, cancel**, the nudge is not created or saved.
10. The message is sent to all of the students in this Student List, and the sender also receives a copy of the message.
11. Monitor your completed nudge on the **Outreach** page in Administrative Analytics.

Sending on Behalf of

Students are more likely to open emails from someone they know. As much as possible, have nudges come from someone that the student trusts. You can design a nudge to be sent from yourself (as the nudge creator) or on behalf of someone else:

- The student's assigned advisor (*recommended*)
- Your team member (another user with Administrative Analytics permissions)

To send on behalf of the advisor

A common and recommended way to present nudges is to have them sent on behalf of each student's advisor, to build on that relationship. If the student does not have an advisor assigned currently, the nudge will be sent from *your* email account instead. Both advisors and campaign owners receive a copy of the nudge.

1. Open a Student List in Administrative Analytics and verify that advisors have been mapped. Look for **Assigned Advisor** emails in the last column:
2. Select the **Outreach** button.
3. In the **From** field, change the sender by selecting the drop-down icon.
4. From the available options, select **Student's Advisor (#/# Students Mapped)**.
   This changes the sender of the nudge so that it appears to come from the assigned advisor.
5. Complete the message content for the nudge campaign in the body section.
6. (*For sending on behalf of the advisor only*) Sign the message using the **Advisor Name**, at the bottom of the window.

The **Advisor Name** button inserts a variable into the message so that students will see their own advisor's name (such as *Jo Rein*) in their message.

7. Format the message using options located at the bottom of the window.
   You can add character formatting, bulleted or numbered lists, and images and links.
8. Select **Test Email** to verify that your message appears correctly.
9. Select **Send Email** to broadcast the message to all of the students in the Student List. When students receive the message, it will appear to have come from their assigned advisor.
10. The campaign coordinator and the student's assigned advisor will also receive copies. The copy sent to the advisor will contain additional information:
    - A summary of the nudge campaign
    - The nudge content itself
    - Filter criteria for the nudge campaign
    - Which of the advisor's students are included in the campaign

To send on behalf of a teammate

Important: Sending nudges for another team member requires the right mix of permissions: you both must be authorized for nudge campaigns, and the other person must be authorized to have campaigns sent on their behalf.

1. Open a Student List in Administrative Analytics and select the **Outreach** button.
2. In the **From** field, change the sender by selecting the drop-down icon.
3. From the list, select the the user you would like to send on behalf of. If the person you want does not appear on this list, the user is missing permissions that allow another nudge campaign-authorized user to send a campaign on their behalf.
4. Select **Test Email** to verify that your message appears correctly.
5. Select **Send Email** to broadcast the message to all of the students in the Student List.
   When students receive the message, it will appear to have come from the user you selected. A copy of the message is sent to the campaign coordinator and the updated email sender.

Repeating a Nudge

Nudge campaigns can include multiple nudges that build upon each other throughout the term to increase the likelihood of persistence of the students in the target student group. You can send a follow-up nudge in an existing nudge campaign using features on the **Outreach** page.

Tip: To permanently remove individual students from future nudges, use **Outreach Exclusions**, on the sidebar. If you don't see it, authorization is missing. Ask your team leader to make the exclusion or expand your user permissions.

To send another nudge, you first enter the existing nudge campaign.

1. Have your nudge text prepared and reviewed. Use the **Nudge Hub** for helpful templates.
2. Select **Outreach** at the top of the page, then open the nudge campaign that you would like to build upon.
3. At the top right of the campaign, select **Send Another Nudge**.
4. For the **Nudge Campaign Context**, explain the purpose of *this* nudge.
5. Follow-up nudges include a new section, **Exclude Options**, which you won't see for new nudges. The counter after each option shows how many students would be excluded if you checked the box:
    - **Exclude Students Enrolled in an Upcoming Term**, to nudge only those who have not yet enrolled
    - **Exclude Students Who Have Withdrawn from All Courses This Term**, to nudge only active students
    - **Exclude Students Who Opened a Previous Email in this Campaign**, to nudge only those who missed the nudge
    - **Exclude Deceased Students** (the counter shows you if this occurred)
6. Send **Test Email** and review the content of your nudge campaign.
7. Once you are satisfied with your nudge, select **Send Email** to broadcast the message to the students in the Student List who were not excluded.

Reviewing Nudge Campaigns

To view current and past campaigns, select **Outreach** from the sidebar. The Outreach page lists all nudge campaigns. For each campaign, the following information is available:

- Name of the nudge campaign
- Each nudge in the campaign, with these details:
    - Subject line
    - Sender
    - Date sent
    - Open rate
    - Click-through rate
    - Content
    - Context
    - Filters used to create the Student List

To export a .csv file of all of the campaign's data, select **Download Outreach Report**. This file includes campaign details and student-specific metrics: student information, open and click-through rates, student persistence, and persistence prediction scores.

Handle this file securely, as it contains personal student data.

Measuring Campaigns

Following are guidelines and recommendations for how to measure the impact of your outreach (nudge campaigns) that are run through Administrative Analytics.

Takeaway: When planning your campaign and selecting your strategy for measuring outcomes, work with your Civitas team to determine the best methods and metrics to gauge impact on multiple measures, including key student success metrics and persistence and completion impacts.

Here are guidelines and recommendations for measuring the outcomes of your nudge campaigns, in five areas:

- 1 - Campaign Performance Metrics
- 2 - Qualitative Data
- 3 - Leading Indicators
- 4 - Student Success Metrics
- 5 - Persistence Impact Analysis

- Communicating Your Results

Running a Campaign — A nudge campaign is a communication strategy, built upon a data-inspired opportunity, to nudge a targeted group of students to achieve a specific, measurable outcome. Conducting a nudge campaign is a simple but effective way to improve outcomes at your institution. Each nudge campaign involves these steps:

1. Identify a data-inspired opportunity to improve outcomes
2. Select a target student group
3. Determine the owner and sender/s for the nudges
4. Set a timeline for the campaign
5. Choose a behavioral psychology based content strategy designed to influence mindset
6. Craft your nudges with engaging subject lines, personalized and encouraging messaging, and relevant and timely calls-to-action

Design it to be measured. When planning a campaign, decide how you want to measure the campaign and design it to support that. Knowing the impact of a campaign is important because you can use the results from different nudge campaigns to find what approaches and content work and which do not, as well as which nudges work best for which student groups. With each nudge campaign, you can iterate on these learnings to increase your campaign efficacy.

1 - Campaign Performance Metrics

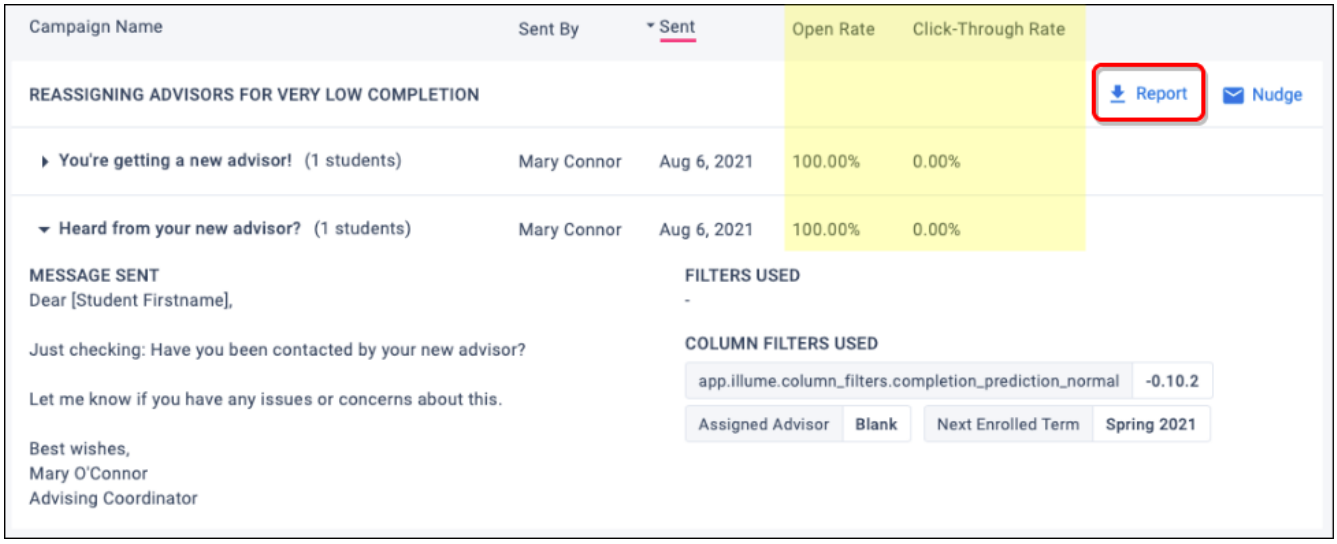
Using Administrative Analytics, you can create, send, and track your nudge campaigns within the application. Under the **Outreach** tab, you will see key details for the campaign. For each nudge campaign, the following information is available:

- Name of the nudge campaign
- Nudge campaign context
- Subject line of the message
- Who sent the message
- Date the message was sent
- Content of the message
- Filters used to create the Student List

Other email campaign tools - You may use an external email system or communication tool for your campaigns, but be sure to document the key information listed above for each campaign, so that you can measure the outcomes.

After the nudge has been sent, Administrative Analytics reports on real-time analytics so you can monitor campaign success. These analytics appear on each campaign and are included in the **Report** (CVS) data download:

- **Open Rate**
- **Click-Through Rate**



These metrics provide important campaign performance information about the success of your campaign and offer insights for how to improve the efficacy of future campaigns.

Questions to Explore

- Which nudges had the highest open rates? The lowest? Are there any notable differences among these nudges?
- If you differentiated outreach by prediction score, or other filter group, what are differences in open/click through rates?
- How would you compare the subject lines between nudges with high open rates and those with low open rates? Based on your findings, what improvements could you make to subject lines overall?

- If you experimented with different senders, what effect did this have on open rates? Do you notice a difference between those nudges sent from a generic account versus those from an individual familiar to the students receiving the nudge?
- Which nudges had the highest click-through rates? The lowest? Are there any notable differences between the content of these nudges and the call-to-action?

Reports show that open rates for higher education are on the high end of cross-industry ranges and click-through rates fall in the middle. Partners who have run nudge campaigns have shown incredible engagement, with open rates averaging in the 40-60% range, and some partners seeing over 70% engagement with nudges:

	Across Industries	Higher Education	Nudge Campaigns
Open rates	10% - 25%	19.93%	40% - 60+%
Click-through rates	4% - 14%	8.33%	

These rates show us that it is possible to beat benchmarks by being thoughtful about choosing recipients and testing subject lines, sender addresses, and nudge content that might compel those students the most.

In addition, we have seen a high correlation between open rates and prediction scores with open rates aligned with persistence likelihood. Average open rates:

- Very high and high persistence scores: 72%
- Moderate persistence scores: 60%
- Very low and low persistence scores: 40%

Once you have explored these campaign metrics, identify which nudges had the highest response rates that you would want to implement again, and flag those nudges that need improvement. Consider testing different subject lines and senders in your next campaign. Monitoring open rates and click-through rates and learning from what worked can help improve your campaign efficacy and lead to better student outcomes.

2 - Qualitative Data

As part of each nudge campaign, collect qualitative data and anecdotal evidence as part of your campaign measurement. Qualitative analysis deals with data that cannot be measured in numbers but can be important in gaining an understanding of underlying reasons, opinions, and motivations.

These indicators of student engagement, response, and activity can be helpful yardsticks in determining the success of your nudging efforts on eventual student persistence and graduation.

Qualitative data can include:

- **Student response.** Collect student replies to the nudge. What part of the message resonated most with them? How did they respond? What voice or emotion do you notice in these student responses?
- **Anecdotes and quotes from advisors and faculty.** What conversations are students having with advisors, faculty, and other student service resources as a result of the nudge campaign? What are their observations about the effects of the nudge campaign?
- **Contact with student services.** Is there an observed increase in visits or interactions with student support and academic services that correlates to the timing of the nudges? Do students mention the nudge when seeking out these services?

  Encourage advisors, faculty, and other student service staff and resources to collect and share their stories. Learn about student reactions to these nudges. Anecdotes and observations can provide important insight into student mindset and behavior and can help inform your next nudge campaign. Use qualitative data as one part of your overall campaign measurement plan.

Sample Student Responses from Partner Institutions:

> *"I wanted to say thank you. I have been having a rough couple of weeks with everything in my life and this small email really helped me. So, thank you, and I am excited to be able to meet with you next week to plan for my future."*
> *"I was wondering if it would be smart for me to drop my philosophy 103 class. I bombed my first exam and I'm still not understanding what we're learning. Would it be better to have the W than to get an F? Because I don't see myself doing any better. Thanks!"*

3 - Leading Indicators

Based on the call-to-action you have embedded in your nudge campaign, you can also monitor **leading indicators** that show students are engaging in recommended behaviors correlated to student success.

When designing your nudge campaign, determine the call-to-action for each nudge and identify if there is data you could collect to determine how many and which students engaged in the suggested activity or behavior connected to improved student success. Before you launch your campaign, determine what data you want to collect as part of your overall campaign measurement plan. Select your methods for gathering and reporting this data.

For example, if a nudge encourages students to make an advising appointment to complete their degree plan, create a system to track which students who got the nudge made an advising appointment and which did not. You could also track the appointment type and topic for deeper analysis.

Examples of these indicators include:

- **Advising interactions.** Did the nudge have an effect on the number or types of advising visits and interactions?
- **Tutoring center visits.** If students were nudged to visit the tutoring center or other academic support resource, was there an increase in the number or length of these visits?
- **Resource usage.** If students were directed to a specific online or campus resource, did students engage with these resources and how?
- **Course enrollments.** Did the nudge encourage students to enroll early, take one more course to get closer to degree completion, or enroll in a specific support course? Were those goals achieved?

  Exploring your data in multiple ways provides key insights into your student population and learnings about which behaviors and activities are most strongly connected to improved student outcomes. Continue to nudge these activities in future campaigns.

4 - Student Success Metrics

The next level of analysis in looking at campaign measurement is to track the change in the outcome for the target group of students. Usually, this means looking at the same population before and after the intervention. If your nudge was designed to:

- **Impact course success rates or persistence**, what was the average course success rate or persistence rate for the same target population in the same term the prior year in comparison to the nudge year?
- **Move students across the finish line**, what was the graduation application rate vs. the prior year? What was the graduation rate?
- **Influence students to take an additional course**, how many of the students who received the nudge actually signed up for an additional class? (This is considered a success metric because it brings the student closer to their degree and is typically incremental revenue for an institution.)

  For example, if an institution sent a series of "belonging" nudges to all incoming transfer students in their first term, what was the actual persistence rate for this group of students for the term where the nudge was sent? Then, compare it to the same group's persistence rate in the same term for the prior year as well as the trend over the last several years.

  Does this tell you impact? Not necessarily. Because it does not control for potential differences in the student population you cannot know for sure whether there was impact.

  However, ask yourself the following questions when looking at success metrics over time:

  - What was the trend for this population over the past several years? Was the trend flat for several years and then changed in the nudge year? If changing, which direction? If the trend is not flat what is the change in persistence observed? For example, if the trend has moved up by 1% per year for several years, but in the term where you ran the nudge campaigns and interventions, the trend is larger, say 3%, you might discount the difference in persistence based on the earlier trend and a consider a 2% improvement.
  - Are there any known differences between the nudge year population and the prior year population? Ex. Were there changes in admissions requirements?
  - Were there significant changes in policy or practice at the institution or in the general environment that would explain the differences in persistence?
  - If all other things are held equal between the nudge population and prior year population and the only significant difference was the nudge, it may appear that the nudge was the difference. This would provide evidence of a correlation between the nudge and the outcomes. While this will not absolutely confirm impact and isn't as rigorous as using running a randomized control trial or using prediction-based propensity score matching to control for student differences, it does gives an indication of whether the nudge had an effect on student success.

Sometimes, when nudge populations are small (less than 1,000) or difficult to match to a comparison population, this may be the only means at your disposal to look at results. When doing so, just be careful to note that while the nudge may likely be the cause of the outcomes you cannot ascribe causality through this approach. There may be unknown factors influencing the student populations and therefore the outcomes.

To get much closer to causality you need to use Prediction-based Propensity Score Matching to control for differences between students and to rigorously measure the impact of the campaign.

- **Guidelines for Selecting Student Success Metrics:**

1. *Determine the **student success goal** for your campaign. Goals can include successful course completion, enrolling in one more course, or improved persistence. (See #4 below for guidelines on how to measure persistence impact.)*
2. When crafting your nudge, include a **specific call-to-action** that encourages students to demonstrate a behavior or participate in an activity that will increase their chances of reaching the campaign goal.
3. Establish and implement a **data collection strategy** for a descriptive analysis of these student success metrics.

Some of the **student success metrics** that you can evaluate include:

- **Successful course completion.** For the select student group, what was the rate of successful course completion?
- **GPA.** If the nudge encouraged students to finish strong and improve their grades, was there an effect on GPA?
- **Persistence rates.** For the target student group, what was the impact on persistence?
- **Graduation.** If the nudge encouraged near completers to finish strong and graduate that term, how many students in the target group graduated at the end of the term?

Example: An institution conducted a nudge campaign during the Fall 2017 term to encourage re-enrollment via a series of three email nudges targeting students with First Time In College (FTIC), Full Time students . There were no other targeted student success initiatives aimed at this exact student group and their experience and path are very similar to previous students at the institution. Post-census date of the Spring 2018 term, the institution analyzed the student list from the campaign to see how many students persisted and calculated an actual persistence rate (how many of the students who received outreach persisted versus did not persist). They then compared the Fall 2017 actual persistence rates with the persistence rates of Fall 2016,

2015, and 2014 FTIC, FT students to see if the outreach had an impact directionally on the overall persistence for the group that received the nudges.

By collecting data on these different student success metrics, you will be able to conduct a descriptive analysis to provide an indication of the success of the campaign. You can look at differences for the entire nudged population, those students who opened the nudge, and students who participated in the call-to-action. Consider the time duration between the nudged call-to-action and the outcome you are measuring. The closer the action to the outcome, the more likely the action contributed to that outcome.

5 - Persistence Impact Analysis

You also may want to measure the impact of your large nudge campaigns on overall student persistence through a statistically rigorous approach. (Persistence is defined as a student enrolling in a specified future term and staying enrolled past the add/drop date.) For a nudge campaign to have a measurable impact on persistence, it must be designed to nudge students to behave in a specific way that will increase their likelihood to persist. Impact on persistence may be measured using **prediction-based propensity score matching (PPSM)**.

- **Prediction-based Propensity Score Matching (PPSM)**

  To provide a rigorous standard of analysis, (for quasi-experimental initiative design) that meets *What Works Clearinghouse* guidelines, Civitas Learning developed proprietary software to measure impact using Prediction-based Propensity Score Matching (PPSM).

  To enable our partners to understand the impact of an initiative or intervention, such as a nudge campaign, we use PPSM to match participant students who received a nudge with similar comparison students who did not receive the nudge, in order to control for selection bias often seen through other measurement approaches and render more precise apples-to-apples comparisons. PPSM matches students based on highly similar persistence predictions (those featured in Administrative Analytics and Inspire for Advisors) and propensity scores, which represent students' likelihoods to participate in the initiative. By accounting for students' likelihoods both to persist and to participate in the initiative, PPSM ensures that the students who received the nudge are matched to very similar students who did not before calculating the measurement of impact. The results then reveal whether the campaign had a statistically significant impact on persistence.

Not all campaigns can be measured through this approach. That does not mean you shouldn't do them or that they don't have value. You can still learn things from the other measurement approaches listed above and you can still have an impact even if it cannot be measured atmore a

granular level. The use of PPSM should be employed when you carefully designed the campaign answering the questions and meeting the requirements below.

✓ Is the nudge campaign meant to affect persistence?

Persistence is the nudge campaign outcome that is currently measured using PPSM as the persistence model is necessary for matching. Persistence is defined as a student enrolling in a specified future term and staying enrolled past the add/drop date. Nudge campaigns should be designed to nudge students to behave in a way that will increase their likelihood to persist to facilitate the appropriate analysis.

For example, if your institution uses a Fall - Fall persistence model, the campaign should be designed to encourage students to behave (see an advisor, register, utilize tutoring services, etc.) in a way that will likely increase their chances of persisting to the following Fall term.

✓ Will your nudge campaign reach enough students?

More students and more nudges means a greater likelihood of statistically significant results. Nudge campaigns targeting larger groups of students are more easily measured and more likely to reach statistical significance. The smaller the target student population, the larger the lift in persistence must be between the participants and the comparison group to reach statistical significance. Therefore, the fewer students used for analysis, the lower the likelihood of achieving statistically significant results. Drill-down results (*i.e.*, impact by sub-population) will also be affected, as the sample size for a specific student group within the overall participant group could be very small.

Also, the number of eligible comparison students should be at least as large as the number of participants to ensure as many participants as possible can be matched to comparable students for analysis. Civitas typically sees between a 1 and 3 percentage point lift in overall persistence that is statistically significant for nudge campaigns targeting approximately 2,000 students. The table below shows the size of the target student population for the nudge campaign and the corresponding lift typically needed to detect statistical significance.

Target Student Population Size	Percentage Point Lift Typically Needed for Statistical Significance
1000	3.1%

Target Student Population Size	Percentage Point Lift Typically Needed for Statistical Significance
2000	2.2%
3000	1.4%

Assumptions: Statistical Significance (alpha) = 0.05; Power (1 – beta) = 0.8; Assumed Match Rate = 90%

✓ How do you want to measure the campaign?

There are currently two recommended options for Civitas measurement of campaigns run through Administrative Analytics. Each option has pros and cons so selecting the appropriate approach is an institution specific choice. We encourage you to consult with your Partner Success Consultant on which option will work best for your team.

Option 1: Hold out a comparison (or control) group of a similar or larger size within the target student population. This could be done through randomization - selecting half of the nudge population to receive the nudge and half to not receive the nudge. However, this is usually not a desired approach for partners due to logistical and ethical reasons. The approach that is more often used is to identify a few programs, departments, or campuses to receive the nudge and then use the others to be the comparison group. PPSM then controls for student level differences within the comparison population. Benefits of this approach are that sample sizes are typically larger than in Option 2. Downside of this approach is that the comparison group will need to be documented and captured for measurement leading to a somewhat slower measurement process than Option 2 and greater likelihood of data integrity issues with capturing the correct comparison group for analysis.

Option 2: Use the students who did not open the nudge as the comparison (or control) group. Nudge emails are sent to students but we typically see approximately a 60% open rate. If the nudge population is large enough we can use PPSM to match students who did not open/read the nudge to students who did and measure the difference. Benefits of this approach are that all of the data needed for measurement is captured in Administrative Analytics, data integrity is high, and once the census date passes measurement is faster than other approaches. However, this approach will decrease the sample size and may reduce the chances of meeting statistical significance. Furthermore, when we observe response rates increasing with higher prediction

scores, impact numbers generated from open-vs.-unopened PPSM analyses are likely to be understated. The reason is that the matching process will discount students with high prediction scores proportional to the degree of imbalance between open and unopened cases across prediction scores. On the contrary, regular PPSM analyses will match high-prediction-score students who open their emails with control students with similarly high prediction scores.

Both approaches measure campaigns by comparing student populations from within the *same term*, which is highly recommended. The dynamic nature of data in higher education makes the process of using comparison students from a previous term or year problematic and is therefore not recommended.

✓ Who, exactly, is in the target student group for the nudge campaign?

You must clearly define and document the group of students that will be targeted for the nudge campaign. Whowillreceivetheoutreachandwhowillnotfromtheeligiblepopulation?Arethere any exceptions? Or, will recipients be selected based on specific, non-random criteria? Which Administrative Analytics filters can be applied to get a list of the target student group? Administrative Analytics can be used as the source of documentation. Data on the nudge group is captured at the time the nudge is sent.

However, if you choose to use Option 1 for measurement (hold out a comparison group) you will need to document how the nudge group was selected and which student populations (campus, department, program, etc) will be the comparison group.

✓ Are there potential confounding factors?

There are **confounding factors,** or other circumstances, that could affect the nudge campaign participants or comparison group and make it difficult to determine what exactly influenced outcomes.

Consider the following common confounding factors during nudge campaign design prior to impact analysis:

- Either the participating group or comparison group contains a single study unit: e.g., one of the groups is representative of a single advisor/faculty member/course/etc. In this case, it would be difficult to tease out whether the the difference in outcomes were due to the nudge campaign or the advisor/faculty member/course.
- The participating group and the comparison group are systematically different in a way that may be directly related to persistence outcomes, e.g., the participants have a high GPA and the comparison group has a low GPA. Since the analysis measures impact on persistence outcomes, if the participation criteria are chosen based upon something that may correlate

to persistence, it will be challenging to find enough comparison students to match with the participants.

- Another initiative is offered in conjunction with the same group at the same time, e.g., first-time, full-time students are required to attend a Student Success Course ***and*** are participants in a nudge campaign during their first term. This can be a problem because it will be difficult to isolate the effects of one initiative. You can measure the impact but it would not be able to determine *which* of the two initiatives led to the outcome.
- The participating group and the comparison group are from different time periods or terms and persistence outcomes were measured at different points in time.

Even when using matching techniques, confounding factors cannot simply be eliminated or ignored from analysis. If confounding factors are a possibility, any impact analysis should include appropriate caveats and results should be interpreted with such confounding characteristics in mind.

Communicating Your Results

Often, after measuring the results of a campaign, our partners want to translate the lift in persistence into additional students retained or dollars of retained revenue.

To calculate additional students retained:

- Multiply the lift in persistence (ex. 2.3%) by the number of students in the nudge population (ex. 1,436) to identify the number of additional persisting students from within that population (ex. .023 x 1,436 = 33 additional persisting students)

To calculate retained revenue:

1. Identify the average revenue per credit hour. Often revenue includes more than just tuition. What is the overall funding that your institution receives per enrolled credit hour per student? (ex. $156)
2. Identify the average credits hour enrollment per student. (ex. 9 hours)
3. Multiple the funding by average credit hours by the count of additional persisting students.

   ($256 x 6 x 33 = $76,032)

Administering Analytics

Following are the capabilities and operations you can do with Administrative Analytics when you have Administrator permissions.

- Admins: User Management
- Admins: Data Information
- Admins: Adoption Reports
- Admins: Outreach Exclusions

Admins: User Management

Set up your users with specific permissions in order to ensure that they can see and do everything they need for their work while protecting student data to the highest degree possible.

- Why Limit Access?
- Manage Users
    - Tips and Cautions
- Access Permissions
    - Granting 'View and Export Student Lists'
    - Granting 'Include Raw Prediction Scores'
    - Granting 'Send Nudge Campaigns to Students'
    - Granting 'Allow another to send a campaign on my behalf'
    - Granting 'Access Financial Aid Data'
- Import Users

Why Limit Access?

Student data and privacy must be safeguarded. Analytics uses multiple datasets to identify subpopulations of at-risk students based on unique predictors of persistence to inform policy and outreach.

Basic access: Users without access to student-level data or the ability to send messages to students can still use the application for its group-level analytics, to identify risk factors for different groups of students without seeing any data for individual students within the student groups being analyzed.

Admin access: Users with administrative privileges have the ability to give or remove access to student-level data and the ability to send messages to students for users of Analytics.

Best practices

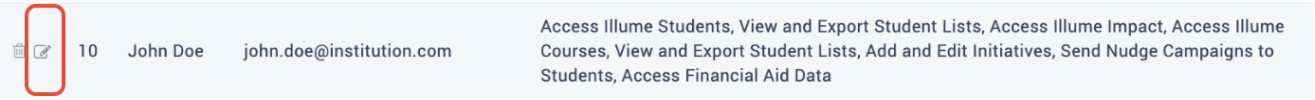
- Minimize the number of users who can access student-level data (which includes names, IDs, emails, and persistence predictions)
- Restrict who has the power to send direct outreach messages to groups of students.

Manage Users

From the sidebar, select **User Management**. If you do not see this link, log in as an admin-level user.

From the main **Manage Users** tab, you can find, add, edit, and delete individual users. Select the **Add User** button at top right to add an individual user.

In the list of existing users, select the **Edit** (pencil) icon to the left of any user's name to modify their permissions; select the **Delete** (trashcan) icon to remove that user.

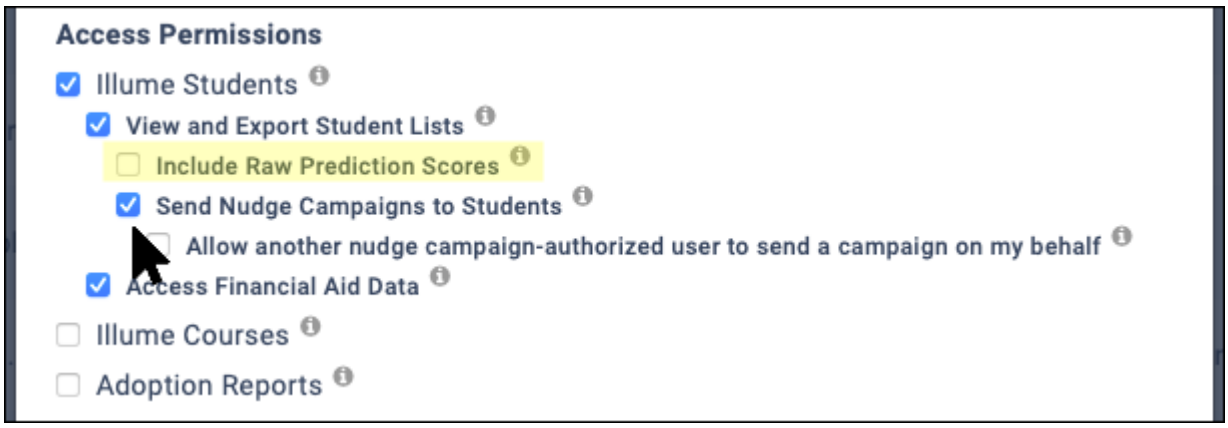


Tips and Cautions

- You can assign permissions when creating a user's account or later. The **Permissions** column will be empty for any users that still need setup.
- Any edits you make to permissions take effect immediately.
- To allow Civitas to handle creating temporary passwords for your users to change, use **Import Users**.
- When you add users, email addresses are validated to be well-formed, but they are *not* verified.
- **Edits** and **Deletes** cannot be undone, so use the **Export** (arrow) button to download a CSV file of your entire user list before making major changes and purges.

Access Permissions

Because Analytics permissions are set up per user, each user can have unique permissions, given access to student-level data only as appropriate. For example, you may need Paul to be able to send campaigns, but he has no need for the raw prediction scores:



In general, granting top-level access only to the application area (those in **bold**, below) means that the user will be able to *view* general analytics charts and reports but not access personal information or export data.

- **Illume Students**
    - View and Export Student Lists
        - Include Raw Prediction Scores
        - Send Nudge Campaigns to Students
            - Allow another nudge campaign-authorized user to send a campaign on my behalf
    - Access Financial Aid Data
- **Illume Courses**
    - View and Export Student Lists
- **Adoption Reports**
    - Export Degree Map Usage Report
    - Export Illume Usage Report
    - Export Course Insights Usage Report
    - Export Inspire for Advisors Usage Report

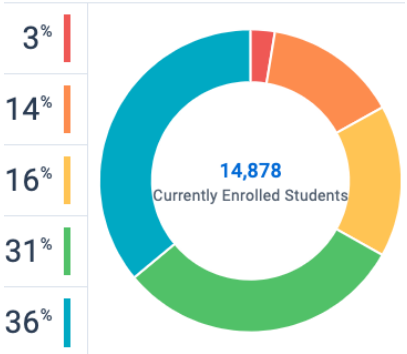
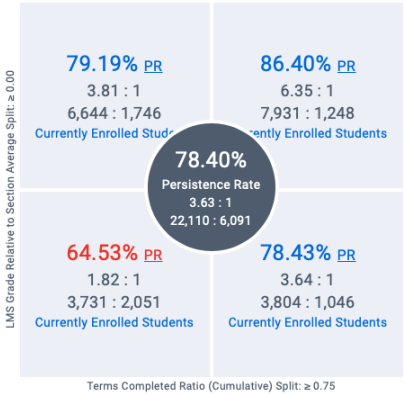
- Export Inspire for Faculty Usage and Course Views Reports
- Export Inspire for Advisors Outreach Report
- Export Inspire for Faculty Outreach Report

Granting 'View and Export Student Lists'

If a user is given access to view and export student lists, they will be able to access and download lists of students to identify currently enrolled students that meet the selected filter criteria. These lists include each student's ID, name, email, enrollment status, persistence and completion predictions, and the last and next terms enrolled.

- To export this data to a .csv file (readable by spreadsheet and analytics applications), select the **Download** button. The file includes student names and details, so handle this file securely to protect student privacy.
- To start a nudge campaign for the students on this list, select the **Outreach** button.

These are some ways to access a Student List. Look for a link on **Currently Enrolled Students**:

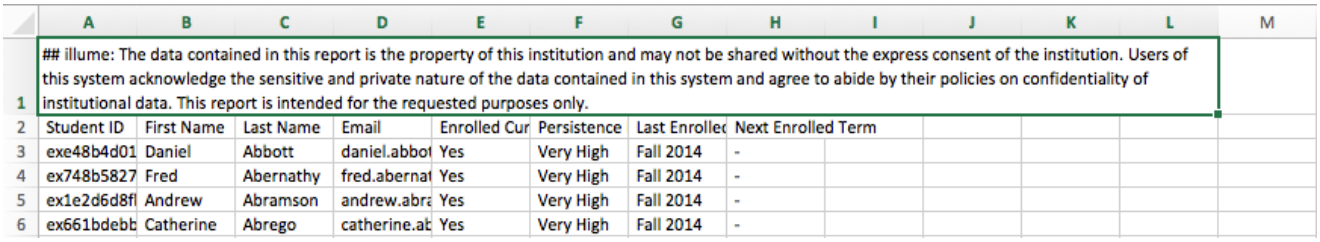
Prediction Distribution	Powerful Predictor	Paired Predictor Plot
		

Prediction Distribution	Powerful Predictor	Paired Predictor Plot
From the Dashboard, look at the Prediction Distribution (pie) chart. Select the number in the center to open the student list.	Highlight a range of a Powerful Predictor's probability density chart. At the right end of the bar, select **View Currently Enrolled Students** to open that student list.	In any quadrant of a Paired Predictor Plot, select **Currently Enrolled Students** (located below the ratios) to open that quadrant's student list.

Granting 'Include Raw Prediction Scores'

You can give or remove access to students' raw prediction probability value. This permission is intended for institutional research and analytics teams who need these prediction values for additional research.

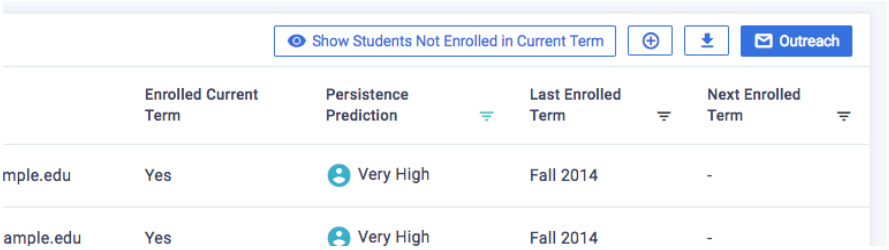
If given access to raw prediction scores, the user will be able to see each individual student's score when they download a student list in a .csv file.



	A	B	C	D	E	F	G	H	I	J	K	L	M
1	## illume: The data contained in this report is the property of this institution and may not be shared without the express consent of the institution. Users of this system acknowledge the sensitive and private nature of the data contained in this system and agree to abide by their policies on confidentiality of institutional data. This report is intended for the requested purposes only.												
2	Student ID	First Name	Last Name	Email	Enrolled Cur	Persistence	Last Enrolle	Next Enrolled Term					
3	exe48b4d01	Daniel	Abbott	daniel.abbot	Yes	Very High	Fall 2014	-					
4	ex748b5827	Fred	Abernathy	fred.abernat	Yes	Very High	Fall 2014	-					
5	ex1e2d6d8f	Andrew	Abramson	andrew.abra	Yes	Very High	Fall 2014	-					
6	ex661bdebb	Catherine	Abrego	catherine.ab	Yes	Very High	Fall 2014	-					

Granting 'Send Nudge Campaigns to Students'

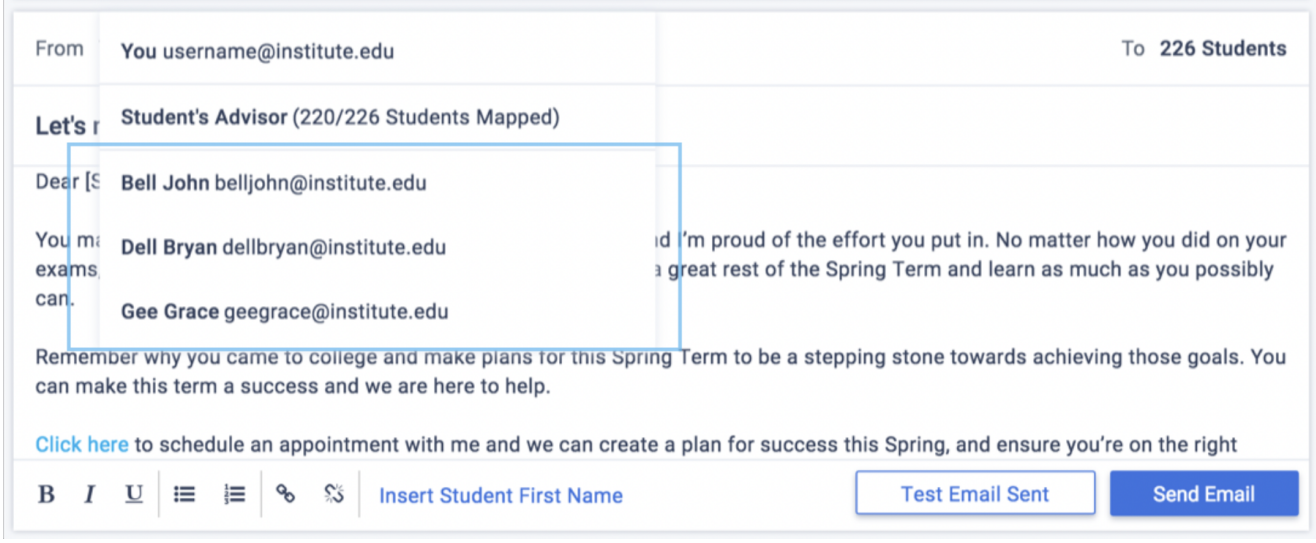
If a user is given access to send nudge campaigns to students, they will be able to send bulk messages to students from within Administrative Analytics using the **Outreach** button on the Student List page.



Granting 'Allow another to send a campaign on my behalf'

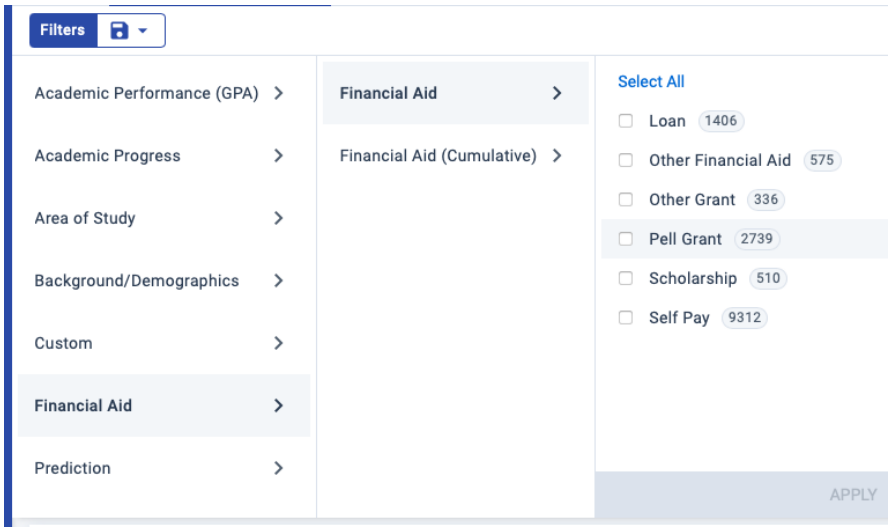
If a user is given access to allow another nudge campaign-authorized user to send a campaign on their behalf, they will be able to have messages sent to students on their behalf from within Administrative Analytics. This permission lets them be included in the **From** list, so that others can send emails for them.

To send a nudge on behalf of another user, open a student list and select the **Outreach** button. From the pop-up window, locate the **From** field and select the drop-down arrow. Select the name and email address of the user who will appear be the sender:



Granting 'Access Financial Aid Data'

If a user is given access to access financial aid data, they will be able to access **Financial Aid** filters and Powerful Predictors. This permission ensures that users who are authorized to see financial aid data can explore financial aid insights. By default, this permission is turned off and must be actively selected to enable permission to access financial aid data.



Import Users

From the **Import Users** tab, you can bulk import your users by uploading a tab-separated (TSV) or comma-separated (CSV) file with user information. You can use this functionality for both single sign-on user and Civitas user upload.

- **SSO** - If using SAML for single sign-on, the `samlPersonId` value must match an identifier sent by the Identity Provider in a SAML assertion.
- **LTI** - If using IMS LTI for single sign-on, the `ltiPersonId` value must match the identifier sent by the LTI Tool Consumer.
- **Civitas user** - If neither `samlPersonId` or `ltiPersonId` are provided for a user, then by default a Civitas user is created, with a random password to reset on login.

Your import file should begin with a header row consisting of 3-7 column names. The column headers you are to use and their descriptions are given as tabs of information below **Supported Columns**.

Best practice: Because every user in a given upload gets the same permissions, create separate upload files for users that will share the same level of permissions.

For example, you might use a set of upload files named for key levels: `admin-users.csv, basic-users-csv, outreach-users.csv, report-users.csv, on-behalf-users.csv`

Admins: Data Information

Administrative Analytics admins have a direct operational view into their Civitas Learning data through the **Data Information** page. Metrics on the data freshness, processing, and extraction let you check the status of your instance, and the term reporting lets you see and verify the key dates in your term configuration.

Operational Data View

The predictive model used in Analytics refreshes at the beginning of each term. The Data Information page allows *admin users only* to verify term start and end dates, confirm that terms have switched in our systems, and ensure that data from each of your systems is being refreshed throughout the term.

Important:

- Contact your Civitas team directly if term start and end dates are incorrect or if you have any questions about the data refresh schedule for your institution.
- Data freshness is subject to your institution-specific *Service Level Agreement*, which specifies how often data is processed.

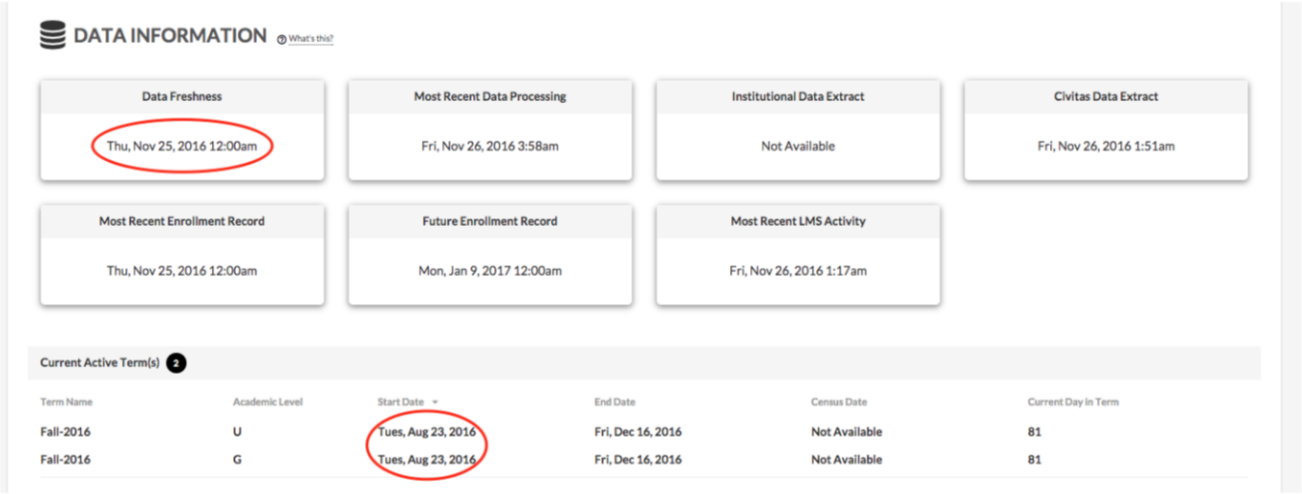
Access the Data Information page by selecting the **Data Info** link on the sidebar. If you do not see it, contact your team lead about your user permissions.

Verifying Term Switching

After Administrative Analytics switches to the new term, student lists will show updated persistence and completion predictions. Check **Data Information** to see if the switched happened:

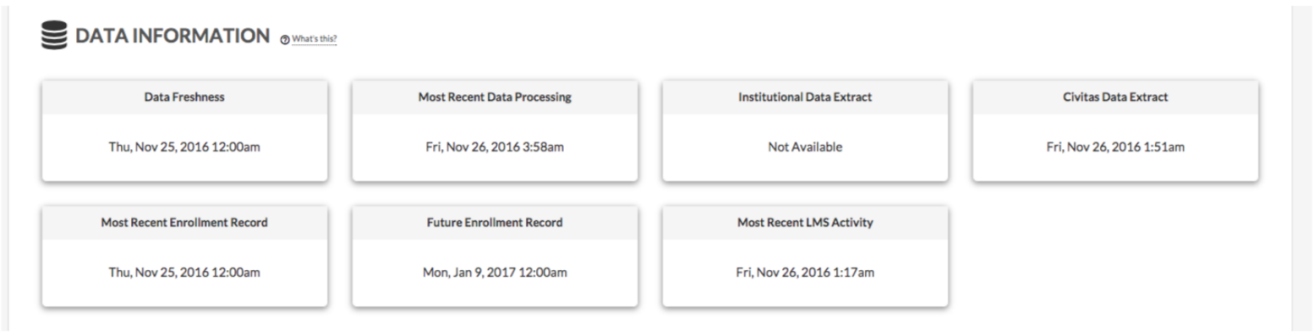
1. For **Current Active Terms**, confirm that the **start date** for the current term has passed and is correct.

2. Check the **Data Freshness** timestamp. This timestamp shows the most recent date and time of data ingestion across your internal systems.
3. If the Data Freshness timestamp shows a date that is after the term's start date, the term has switched.



Data Timestamps

The timestamps at the top of the Data Information page show the most recent instance of data ingestion across your different systems.



Hover over any timestamp to review these definitions.

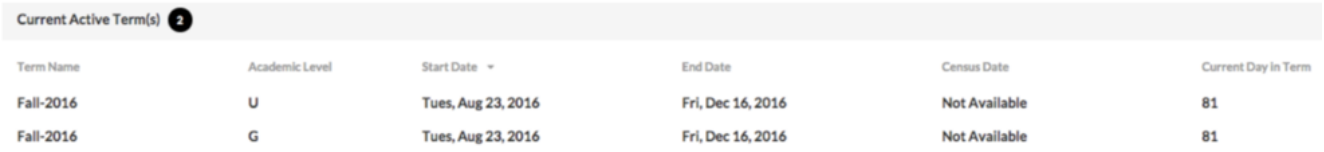
- **Data Freshness**: The most recent date and time of data ingestion across your internal systems. If one of your systems (SIS, LMS, etc.) has been ingested more recently, the Data Freshness date will reflect the date and time when the *complete* data set was refreshed.

Student prediction scores are generated based on this date, which ensures we are generating predictions on the most current and complete data set.

- **Most Recent Data Processing**: The most recent date and time the Civitas platform successfully processed your institutional data.
- **Institutional Data Extract**: The most recent date and time *your institution* pulled data from your internal systems for extraction by the Civitas platform. This timestamp will only be populated if your institution provides a date in the dataset you provide for us to ingest.
- **Civitas Data Extract**: The most recent date and time the Civitas platform ingested data from your internal systems.
- **Most Recent Enrollment Record**: The most recent date and time an enrollment record for a student was pulled from your institution's Student Information System. This helps ensure regular student enrollment record updates. These updates could include data such as new transfer credit details, new future course registrations, or course withdrawals.
- **Future Enrollment Record**: The latest date of future enrollment pulled from the Student Information System. This indicates how far into the future we have a record of a student enrolling.
- **Most Recent LMS Activity**: The most recent date and time we have raw activity data pulled from the Learning Management System for any student. This helps ensure we are receiving the most up-to-date activity data for a student.

Current Active Term(s)

The list of Current Active Term(s) provides details for terms currently in progress at your institution:


Current Active Term(s) 2

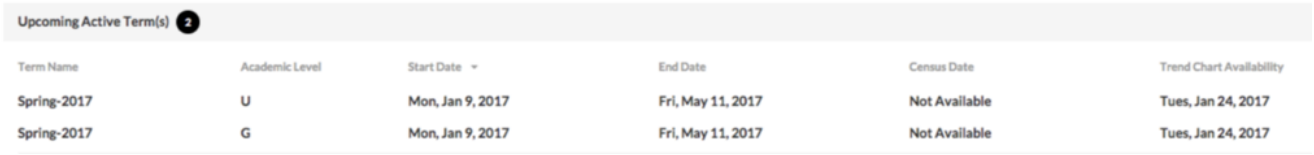
Term Name	Academic Level	Start Date	End Date	Census Date	Current Day in Term
Fall-2016	U	Tues, Aug 23, 2016	Fri, Dec 16, 2016	Not Available	81
Fall-2016	G	Tues, Aug 23, 2016	Fri, Dec 16, 2016	Not Available	81

- **Term Name** shows the name for the term as stored in your systems.
- **Academic Level** of students included in the term data is indicated with U (undergraduate) or G (graduate).
- **Start** and **end dates** for each term reflect the dates we have on record for your institution.

- **Census Date** reflects the day the add/drop period ends for the term. This date is important because it signals when course enrollments are stable. If your institution has provided a census date, the student prediction trend will appear after the first Civitas data workflow runs following this date. If your institution has not provided this date, the Census Date field will read "Not Available" and the prediction trend in Administrative Analytics will switch after the 14th day of the term by default.
- **Current Day in Term** shows how many days have elapsed since the start date for the term.

Upcoming Active Term(s)

The list of Upcoming Active Term(s) provides the same details for upcoming terms at your institution.



Upcoming Active Term(s) 2

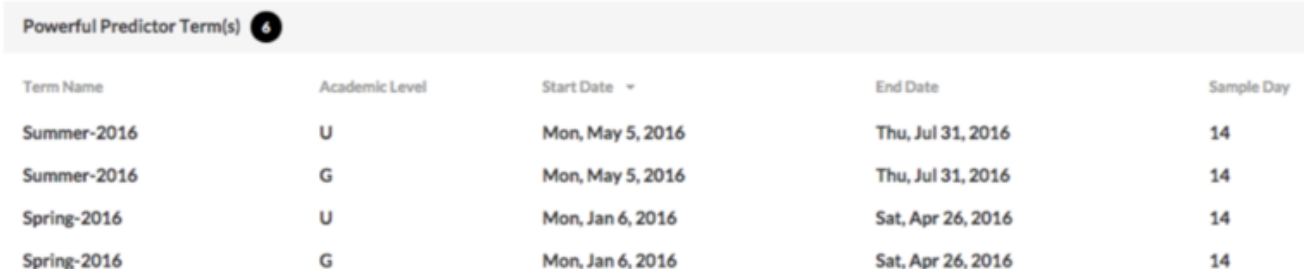
Term Name	Academic Level	Start Date	End Date	Census Date	Trend Chart Availability
Spring-2017	U	Mon, Jan 9, 2017	Fri, May 11, 2017	Not Available	Tues, Jan 24, 2017
Spring-2017	G	Mon, Jan 9, 2017	Fri, May 11, 2017	Not Available	Tues, Jan 24, 2017

The Start Date displayed for each upcoming term is the date Administrative Analytics will be switched over to reflect updated data for the new term. This data will include new active student lists with up-to-date persistence predictions and refreshed Powerful Predictors.

Important: If any of the upcoming start dates are incorrect, contact your Civitas team.

Powerful Predictor Term(s)

The list of Powerful Predictor Term(s) shows all of the terms included in the historical data set used for determining Powerful Predictors, or the institution-specific variables that are most predictive of persistence.



Powerful Predictor Term(s) 4

Term Name	Academic Level	Start Date	End Date	Sample Day
Summer-2016	U	Mon, May 5, 2016	Thu, Jul 31, 2016	14
Summer-2016	G	Mon, May 5, 2016	Thu, Jul 31, 2016	14
Spring-2016	U	Mon, Jan 6, 2016	Sat, Apr 26, 2016	14
Spring-2016	G	Mon, Jan 6, 2016	Sat, Apr 26, 2016	14

You'll see a **Sample Day** listed for each term (usually day 14), which shows the day in the term when the data was sampled to include in the historical data set and generate Powerful Predictors.

As terms end, you will notice them move to this list as they get added to the historical data set. The student data from these terms will be used to determine the predictive variables surfaced as Powerful Predictors in future terms.

Admins: Adoption Reports

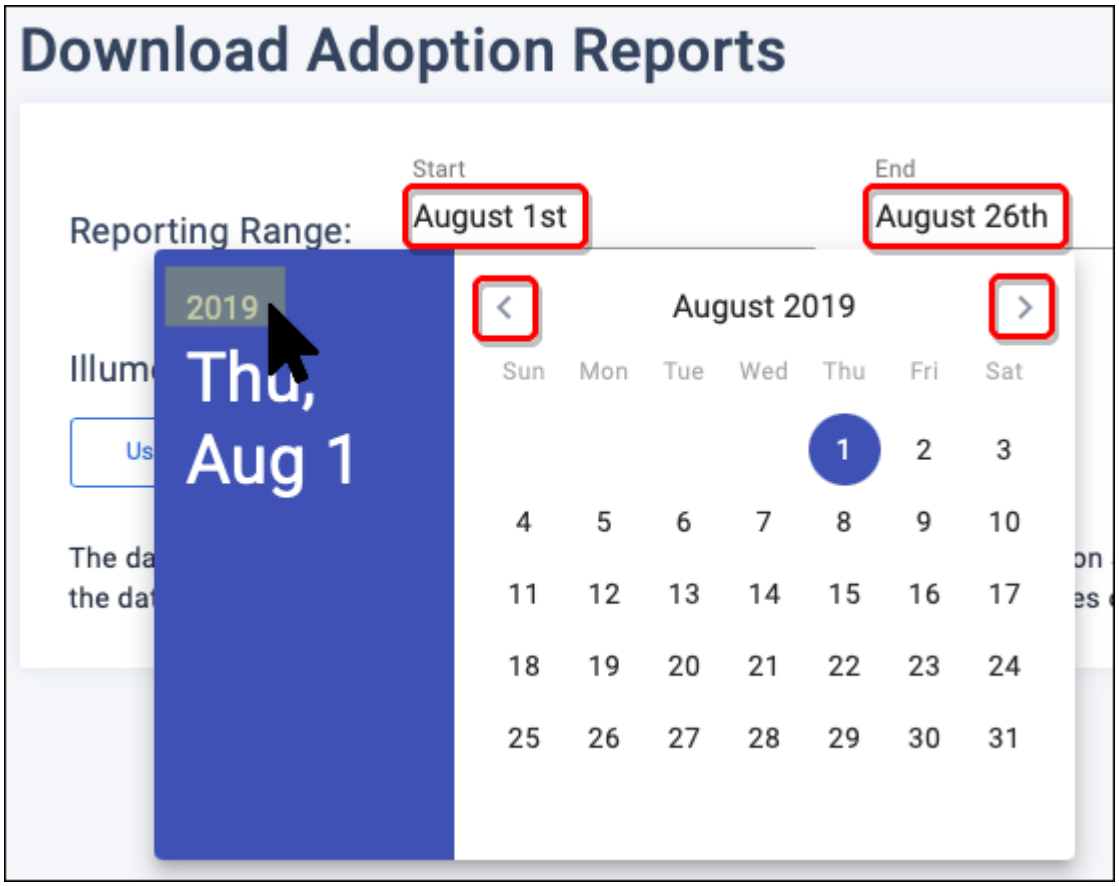
Analytics users who have been granted permissions can run usage reports for Analytics and Courses, to determine who has been logging into the system, and how frequently, over the chosen time frame.

- Reporting Ranges
- Analytics Usage
- Courses Usage

Important: Be aware that these reports contain personally identifiable information about institutional employees. Be sure to abide by your institution's policies on the confidentiality of such data.

Reporting Ranges

From the sidebar, the **Reports** link opens the **Download Adoption Reports** page. The **Reporting Range** defaults to the current month and year, but you can select the **Start** and **End** fields to open a date picker. Use the arrows to change the month, and select the year to open a list of years to choose from.



Analytics Usage

The report downloads as a CSV file. These are the columns that are exported:

- **Date** (this is the date of *first* access within the date range)
- First Name
- Last Name
- Login Email
- **Number of Logins** (within the date range)
- **Number of Filters Applied** (which signifies interaction with the functionality)

Courses Usage

The report downloads as a CSV file. These are the columns that are exported:

- **Date** (this is the date of *first* access within the date range)
- First Name
- Last Name
- Login Email
- **Number of Logins** (within the date range)
- **Number of Student Lists Downloaded** (which signifies interaction with the functionality)

Admins: Outreach Exclusions

Analytics users who have been granted admin permissions can exclude specific students from all future email outreach (nudges), and they can reverse any exclusions.

1. From the sidebar, select **Outreach Exclusions**.
   If you do not see this option, contact your team lead.
2. Enter the email address of the student you wish to exclude.
3. If the email address is validated, select the **Exclude from Outreach** button that appears.
4. The student is now listed under **Excluded from Outreach Emails**.

To undo the exclusion, select the minus (–) icon in the **Remove** column next to the student's name.

Analytics Terms

- All Students without a Credential

All Students without a Credential — In *Completion Insights* under *Summary of Progress*, this count represents the difference between the **Total Students** and **Earned Credential** counts.

Note: Discrepancies could occur due to issues in your SIS data. For example, a student's recorded graduation date might be earlier than their first enrollment.

If you have questions about data discrepancies or which specific credentials are counted as completion for your institution, contact Support.

- Analysis of Currently Enrolled Students without a Credential

Analysis of Currently Enrolled Students without a Credential — In *Completion Insights*, the predictive insights in this area are based on *active* students only. These students are counted if they:

- Enrolled in at least one course in *this* term
- Remained enrolled past the census date of this term
- Have not earned a credential yet

Being restricted to the current term, the total count of these students may be lower than the **Total Students** count in the **Summary of Progress** section. For example, in a Summer term, expect to see fewer currently enrolled students for the selected cohort.

- Currently Enrolled Students

Currently enrolled students — the total count of *active* students. These students are counted only if they:

- Enrolled in at least one course in *this* term
- Remained enrolled past the census date of this term
- Have not earned a credential yet

- Earned Credential

Earned credential (in *Completion Insights*, *Summary of Progress*) counts those students who meet all of the following:

- Enrolled for the first time during the selected start term
- Remained enrolled past the census date of the selected start term.
- Match the current filters
- Finished a credential sufficient for completion

Typically a *credential* is a certificate or an Associate's, Bachelor's, or graduate degree. To confirm what specific credentials are counted as completion for your institution, contact Support.

- Engagement Opportunity

Engagement opportunity — a crafted, prebuilt student list that derives from data insights. These ready-to-use lists target students who may need outreach or additional support to reach their completion goals.

Selecting an Engagement Opportunity opens the list of students who are a match *right now*. (Who matches will update and change throughout the term.) With this list, you can take immediate action:

- Add data columns for more context
- Send a direct outreach
- Download a student list to share with your colleagues

- Nudge

Nudge — a small push in the right direction. Nudges do not *require* actions: they *encourage* behaviors. When students get a nudge from staff they trust at your institution, they are prompted to take steps that are strongly associated with positive persistence and graduation outcomes. (Kuh, George D., et al. *Student success in college: Creating conditions that matter*. John Wiley & Sons, 2011.)

- Nudge Campaign

Nudge campaign — a communication plan (built upon a data-informed opportunity) that an institution designs to target a group of students. Its goal is to nudge them to achieve a specific, measurable outcome, such as earlier registration.

- Total Students

Total Students (in *Completion Insights*, *Summary of Progress*) are those who meet all the following:

- Enrolled for the first time during the selected start term
- Remained enrolled past the census date of the selected start term.
- Match the current filters