**Guiding Meta Principles (GMPs) Matrix for Using Data Analytics to Support Student Success**

College and university use of data analytics for student success should be focused on generating actionable information that supports student agency and decision making. The institution should strive to protect data and create a culture of engagement that prioritizes the ethics of care. Higher education systems can convene campuses around issues of concern, develop and share best practices, and ensure that data is used to support students even as they “swirl” among campuses.

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|  | **Individual (e.g., faculty or staff) Level** | **Institutional Level** | **System Level** |
| **Ethics & Integrity**: Use knowledge gained from the data to improve student success in line with notions of libertarian paternalism.  | * Be cognizant of why you have access to the data and how you are using it to improve student success.
* Use the data to empower students to make their own decisions and to be good stewards of their own paths.
* Avoid profiling students or sharing information in such a way that labels them or directs them in an informed way toward a particular path.
 | * Create a clear set of expectations to guide individuals in how to effectively use the data analytics.
* Share those expectations widely and may require individuals to engage in training and sign a statement of ethics before allowing them access to the data.
 | * Develop system-level policies or statements that clearly articulate ethical expectations for using data and require campuses to create clear ethical expectations and to inform faculty and staff about those expectations.
* Convene a multi-institutional working group to develop draft expectations that could be adopted by campuses.
* Create a forum for ongoing discussion of ethical considerations around Data Analytics.
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| **Data Security:** Protect the data and derived knowledge about students and permit access to only those who can use it to improve student success.  | * Understand the risks associated with data access.
* Agree to use the data in the best interest of the student.
* Understand how to protect the data from security breaches.
 | * Develop institutional-level protocols to protect data.
* Clearly designate who has access to data and why.
* Develop protocols of what to do when data security is breached.
 | * Implement system-wide data security measures.
* Assess data security of campuses and provide assistance.
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| **Culture**: Create a culture that embraces the use of data sharing, enables inquiry based approaches, and strives to ask questions that produce actionable data for improving student success.  | * Actively participate in discussions and communities of practice that focus on effective use of data analytics and student success.
* Integrate the use of data analytics into your regular work habits.
 | * Reinforce why and how the institution is using Data Analytics to drive student success.
* Involve faculty and staff early on in the development-adoption of solutions.
 | * Continually reinforce the *why* and the *how* of using Data Analytics at systemwide events.
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| **Communication**: Foster continuous and mutually reinforcing communication activities designed to inform individuals about data analytics.  | * Actively seek out information about data analytics and how and why it is used to improved student success.
* Provide feedback to offices about how to improve analytics interventions.
* Explore ways in which data findings can be more clearly communicated to end users.
 | * Develop standard lines of communication with all staff using data analytics.
* Provide ongoing information about the analytics interventions, including the impact they are having on student success. Have institutional leaders stress importance of analytics and incorporate success stories into their engagements with the campus community.
 | * Facilitate development of networked improvement communities to share best practices.
* Develop mechanisms for campuses to share successes and failures.
* Provide comparative and aggregate data analysis on effects.
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| **Intent**: Make clear what is to be accomplished before decisions are made about what solutions are needed.  | * Understand the institution’s goals related to student success and how the use of data analytics will achieve those goals.
* Review course & program materials to see if they are in alignment with student success goals
 | * Develop clear institutional objectives about student success.
* Create an institution-wide working group to ensure that data solutions are being implemented to achieve these objectives.
 | * Hold institutions responsible for developing student success goals and interventions, and for articulating their rationale for pursuing data analytics solutions.
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| **Action:** Act upon knowledge derived from the data to improve student success, don’t merely acknowledge it.  | * Commit to changing student success practices using data informed/based knowledge and in alignment with institutional intent.
* Be prepared to act… “what do we do when the answer to our question is X?”
 | * Develop the necessary processes, policies, and resources to support the effective use of the data informed/based knowledge to improve student success.
* Institute specific action plans to intervene with students when data points to their being at risk.
* Include language about the importance of using data to improve student success in appointment, promotion, and tenure documents.
 | * Have campuses delineate their student success goals and how they see data informed knowledge as instrumental/based in the achievement of those goals.
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| **Professional Development:** Commit to building the capacity of individuals and institutions to effectively use data analytics to improve student success.  | * Be a self-regulated learner, developing and pursuing self-directed professional development (PD).
* Actively participate in PD opportunities related to analytics.
* Provide feedback about related experiences to trainers to help improve PD opportunities.
 | * Incentivize faculty and staff to engage in PD opportunities to ensure best use of analytics interventions.
* Provide campus level PD trainings, that included a clear explanation of institutional goals and expectations.
* Provide information for self-regulated learners.
 | * Develop materials and tools that campuses can use for PD.
* Provide system wide PD opportunities.
* Develop and support communities of practice to facilitate networked learning.
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| **Assessment:** Continually assess the impact of the analytics interventions and use findings from those assessments to drive decisions for growing, sustaining, or shifting such efforts and related investments.  | * Participate in individual and institutional analytics assessment efforts
* Adapt usage based on assessment outcomes.
* Make linkages between learning and learner analytics (determine impact on individual, program, and institutional LOs)
 | * Develop assessment goals and protocols that include a focus on analyzing whether analytics are being used in the most effective ways to support student success. .
* Create incentives and opportunities for faculty and staff to close the loop with action plans
* Ascertain and share information on the return on investment in analytics to demonstrate how monies generated by successful interventions are being reinvested.
 | * Support campuses in developing assessment goals and protocols.
* Eliminate other, more “perfunctory” system-level reports as analytics capabilities come on line.
* Ascertain and share information on the return on investment in analytics to demonstrate how monies generated by successful interventions are being reinvested.
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| **Interoperability:** View and utilize data as an institutional and system asset.  | * Actively seek out opportunities to work with other units to better use data in support of institutional student success efforts.
 | * Set an expectation that institutional data needs to be able to be integrated easily and effectively.
* Create a working group to develop protocols and action steps to make data interoperable.
* Identify a person or unit to be responsible for ensuring data interoperability.
* IT infrastructure, and data management policies and procedures should allow for the aggregation and usage of data by stakeholders (front line to CEO) across units.
 | * Set an expectation that system data needs to be able to be integrated easily and effectively.
* Create a working group to develop protocols and action steps to make data interoperable.
* Identify and eliminate barriers to (or work to facilitate) data sharing within campuses and between campuses.
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