**Data Analytics & Learning Strategies: Landing Page Content**

**What is the Data Analytics and Learning Strategies project?**

One of Sheridan’s projects under the Strategic Initiatives Framework is exploring the use of learning analytics (LA) through Desire to Learn (D2L/SLATE) to inform faculty teaching and learning practices. The goal of the Data Analytics and Learning Strategies project is to leverage data and tools to help foster a culture of care that is grounded in student performance, engagement, and support.

[image: teaching support]

**Conveniently Supporting Student Success through Data Analytics**

Through exploring SLATE (D2L) data we can make quantitative observations and assumptions that help to inform teaching practices and drive interventions. Learning analytics is a tool that enables us to elevate our teaching practices and support our students when used alongside other information sources about learners, learning and teaching.

The purpose of the Data Analytics and Learning Strategies initiative is to drive decision-making through the use of empirical data, informing pedagogical action, and intervention in the spirit of continuous improvement, student success and retention.

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*Identifying at-risk students was very beneficial to everyone involved… The data we used was very accurate; we simply identified students who had had a less than 60% score on the unit test and allowed them a chance to re-do the test to get at least 60%. -*

**What types of data reports can we get from SLATE?**

Data analytics help to provide objective, qualitative data that allow us make better decisions leading to greater success. In the context of student success in higher education, data analytics can support learning strategies and can be broken into two strategic perspectives: Operational decision making, and Strategic decision making.

Operational decision making was the focus of the Winter 2022 Pilot interventions where academic success and student retention were the primary drivers. The main focus of operational decision making was on course design and curriculum and how we can best support academic success.

With intervention and retention strategies top of mind, we explored the effectiveness of the interventions on student success defined as receiving a passing grade or withdrawing from a course without academic penalty; ultimately supporting student retention.

By drawing on multiple sources of data, we can discover patterns and trends and look for ways to integrate data sets in and across a program of study, a department or Faculty, or institution-wide.

[image: reports-1]

**What type of insights can we see through Data Analytics?**

For the inception of the Data Analytics and Learning Strategies project, we focused on three main areas to improve student success and increase retention:

1. Learner Engagement where analytics can provide metrics around student engagement with course activity, assignment status, and course history [image: learner engagement dashboard]

Video

1. Overall Engagement which allows faculty to identify individuals who are at-risk of not passing [engagement dashboard]

Video

1. Adoption which creates visualizations around login trends, course access, tool usage, enrolment and withdrawals [image: adoption dashboard]

Video

**How can data benefit my students?**

By analyzing data, we can identify trends and patterns which allows us to better understand the needs of our students and enhance faculty teaching and learning. The knowledge and the tools to pull accurate data can help us guide and deliver appropriate interventions to support our students and improve retention.

[image: engagement-2]

*“Thank you for reaching out to me, you have been a breath of fresh air.” - Student, Chemical Laboratory Technician*

*“I highly enjoyed talking with you yesterday as it helped clear my mind a lot…Thank you for checking in with me, means a ton.” – Student, Office Administration*

*“I felt like I was doing more for them, and it was clear they appreciated the extra attention and help… It most certainly helped them move forward with a stronger base for the rest of the semester, and the rest of the program.” – Faculty member, School of Applied Chemical and Environmental Sciences*

**What’s in it for me?**

* More opportunity to identify students at risk of failing a course
* Improved pass ratios
* Improved student success rates
* Reduced attrition
* Support in identifying students who need different support strategies
* An opportunity to support students beyond the classroom and enhance their academic performance

[image: students in library]

*“We have a lot of students who benefited from this kind of support.  It's often overwhelming for us and the advising team to take on so many students; we just don't have the capacity. To have support from outside is really amazing.” – Program Coordinator, School of Applied Chemical and Environmental Sciences*

*… [the program] is a great opportunity for everyone; for students and faculty alike because we all want to see our students succeed; what better way than to get a helping hand and spot those students who need support because we can't do it all. - School Coordinator for Student Success, School of Applied Computing*

**Complete the Report Request form and we’ll do the rest!**

We are in the early stages of developing the tool and identifying parameters for the reports. Currently, reports will be limited to data around D2L login trends, frequency of access, tool usage, enrolment and withdrawal numbers, as well as grades (at predetermined weeks of the semester).

If you want to see what kind of data you can receive, complete the ‘Report Form’ to identify parameters that match your data inquiry. We will generate a report that identifies students within your noted parameters and can generate a list of students who would benefit from support, and the types of support that most suitable for them.

It’s a pretty straight-forward win – complete the report form and let us do the work to get you the information you need to support your students and enhance their chance of success!

And this is just the beginning - this initiative will expand and evolve over time, so you can expect greater and deeper insights down the road.

[include image of the form, once it’s developed]

**What were the pilot interventions and what were the results?**

**Proactive Advising**Seeking to identify students who were in need of academic intervention, this report was generated in week 5, 6 or 7 and built a list of learners who fell under 50% on assignments in a number of courses. The pilot courses were identified by Associate Deans and faculty members.

Student Affairs Advising contacted students with grades in the 40-50% range by email and/or phone, and those with a grade under 40% by email. The premise of this intervention was to use grades from SLATE to identify students who would benefit from advising and support services in core courses.

These courses included:

* 1st year courses
* Courses where 25% of assessments were completed by week 5
* Courses that were connected to a high level course or key course in a program

The goal was to connect with students while there was still time to achieve a successful grade in the course, or to drop the course without academic penalty.  
  
[image: tutoring]

One hundred and sixty-four students were identified as being ‘at risk’ over eight courses. Of those, 66 students passed following advising, and 30 students withdrew without academic penalty. Both measures were indicators of program success and reflects success for 59% of the students identified at risk.

Find out about the results of the Proactive Advising Pilot [LINK TO: Charts of report findings-v3]

**Credit Recovery**  
Self Serve Analytics (SSA) reports were generated based on midterm data for students falling below a passing grade (typically 50%, but could have been 60% depending on the course). The report was shared with the Program Coordinator and the tutoring center, and a credit recovery week was developed for students to study the content and retest in an effort to learn the material and pass the course.

This intervention was directed at students at risk of failing and was designed by FAST professors, administration, and members of the Learning Services team.

[image: credit recovery]

Intervention success will be shared when it is fully reviewed

**What’s Next?**

Big plans are in motion to use Data Analytics to support faculty teaching and student success.

**Course Design and faculty support**

Reports will enable faculty to identify areas where support is needed, and will allow us to design training and support programs that can help.

These training and support programs will enhance the student experience and support their academic success. In turn, enhanced academic success will bolster the KPIs of the faculty and elevate their professional skills.

Imagine a world where…

You can identify students at risk in every class and section you teach. You can recommend suitable supports to help guide students along the road to success. Where a student’s risk of failure is determined in enough time to redirect, before they risk their credit. Where you can identify students who were enrolled in your class, but shouldn’t be.

All of these things will be possible, as the Data Analytics & Learning Strategies program evolves. As we move forward in developing the D2L data analytics integration, more and more opportunity will arise to evaluate and support students by fostering a culture of care and support for all Sheridan students.

[image: final 156]