

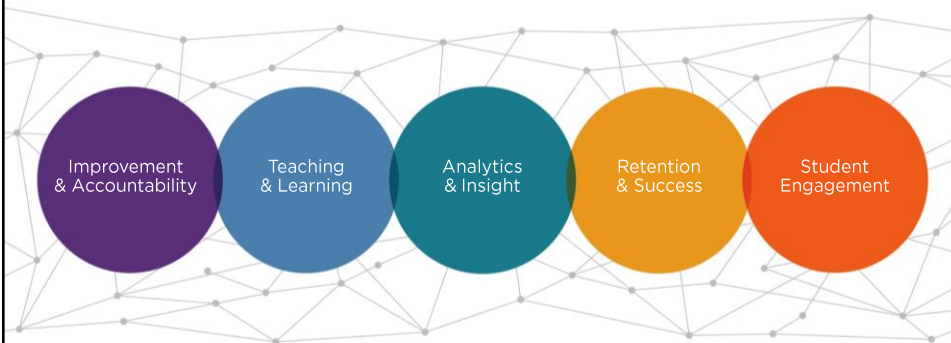
Beyond Compliance: Turning Your Data into Action



Michael Weisman
Vice President, Campus Relations
Co-Founder of Campus Labs



One platform. Countless insights.
Connect your data ecosystem, and know more.

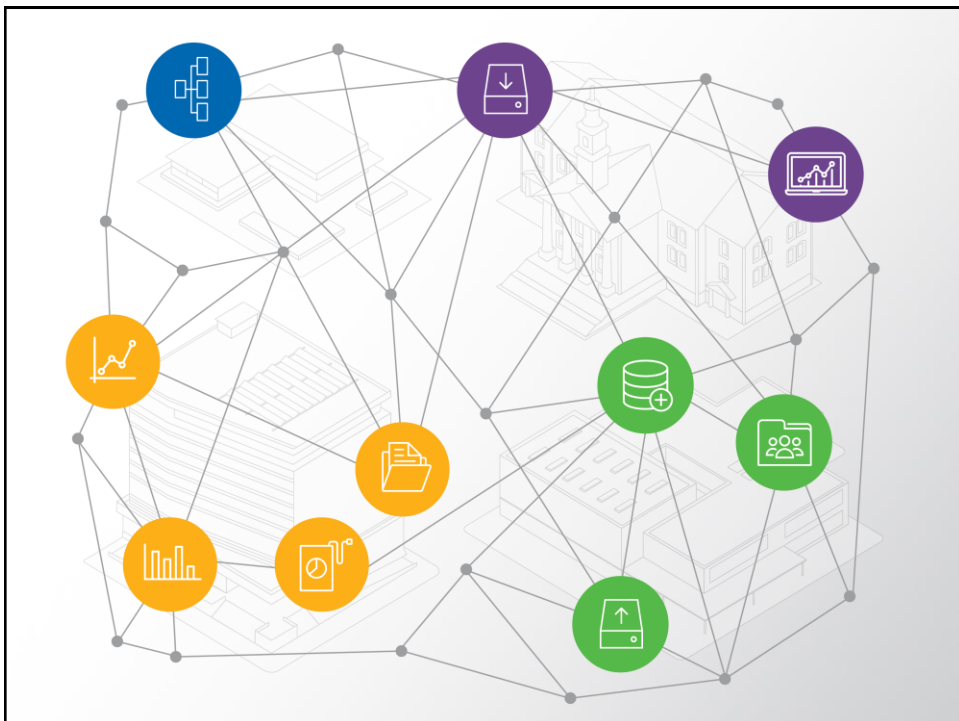


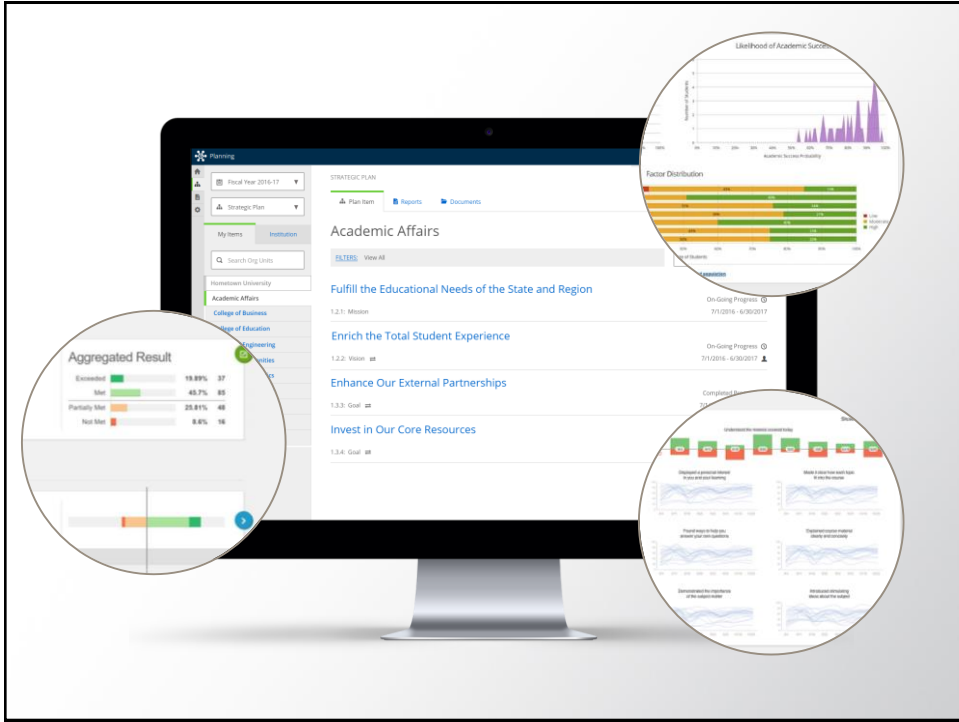
DATA-DRIVEN INNOVATION

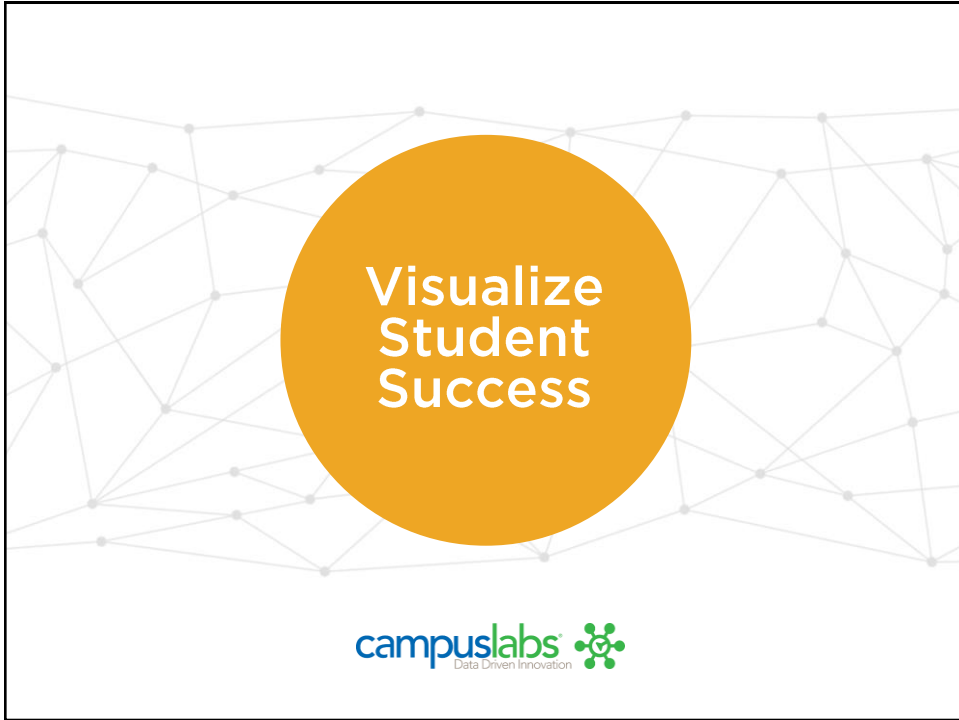


AN UNTAPPED
**Institutional
Ecosystem**










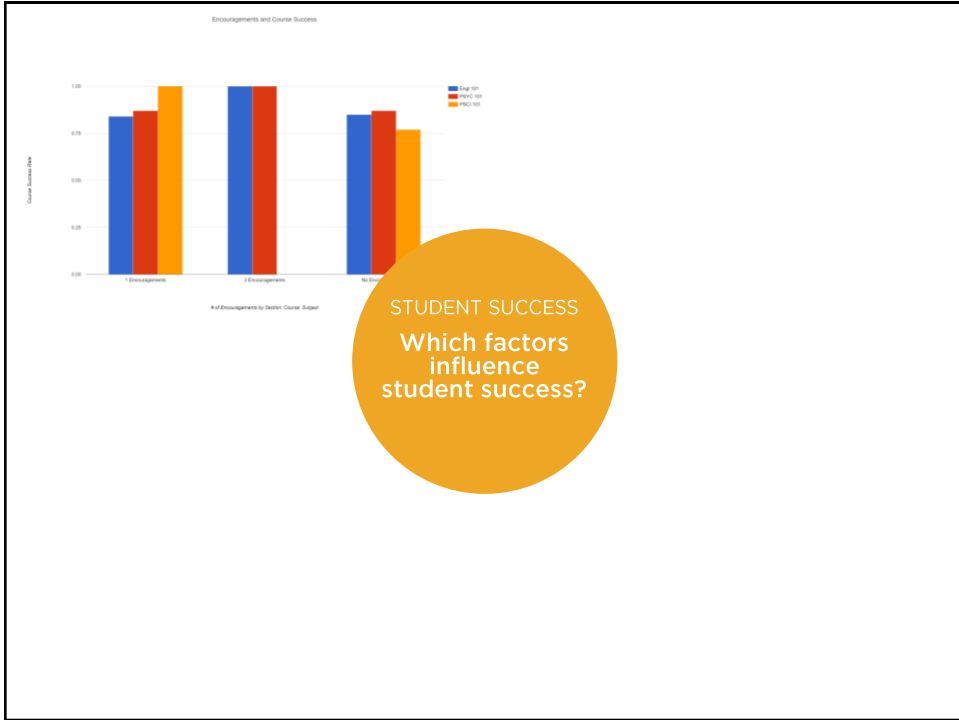
Visualize
Student
Success

campuslabs®
Data Driven Innovation



Course Success

STUDENT SUCCESS
Which factors
influence
student success?



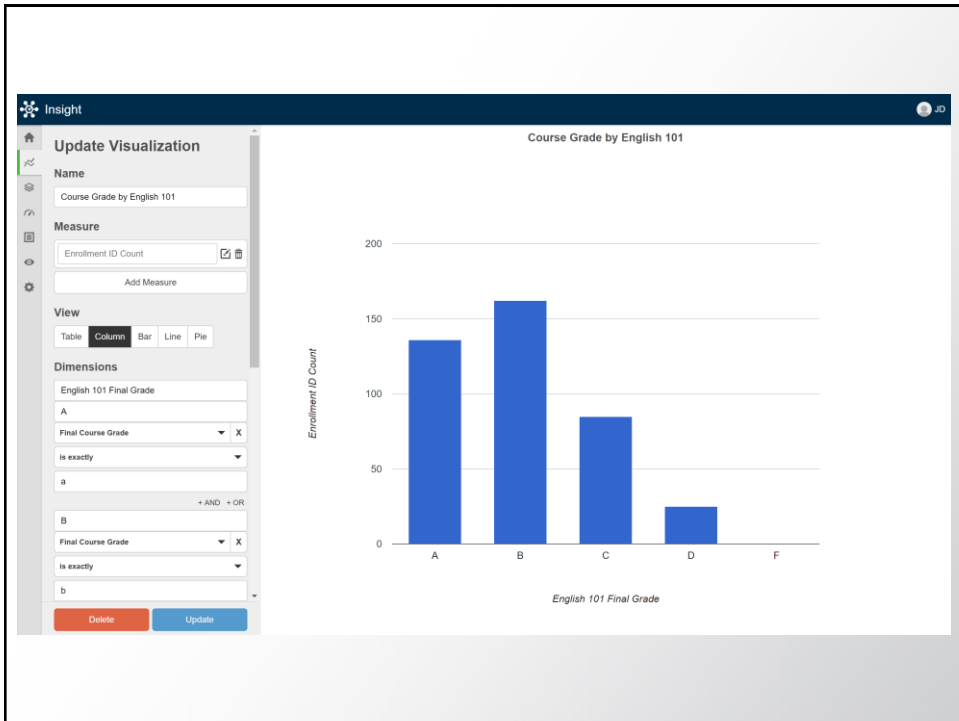
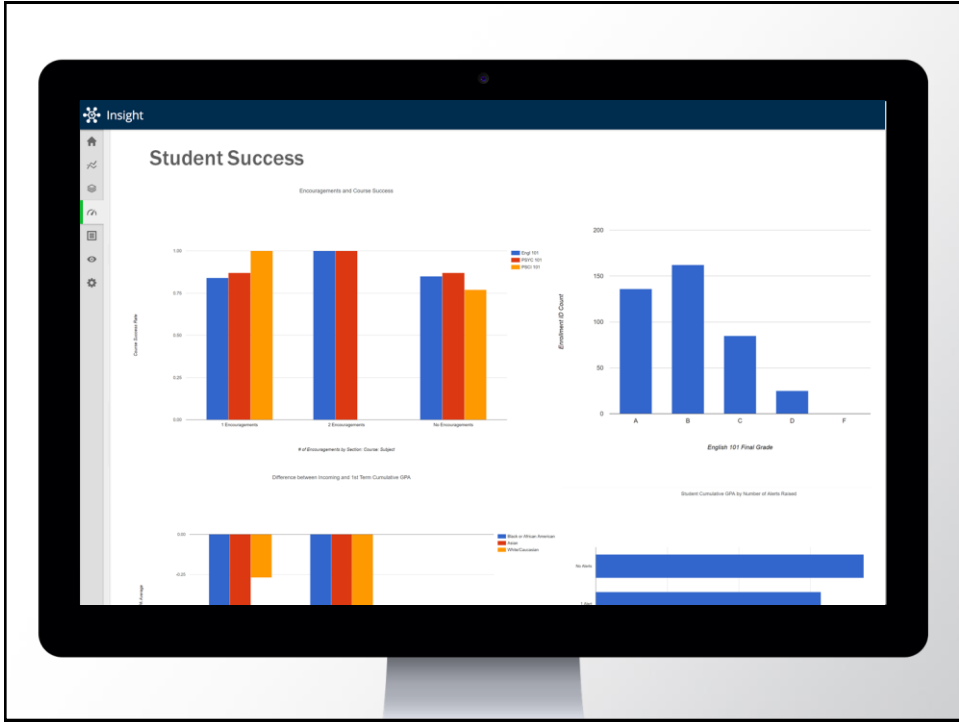
STUDENT SUCCESS
Which factors influence student success?

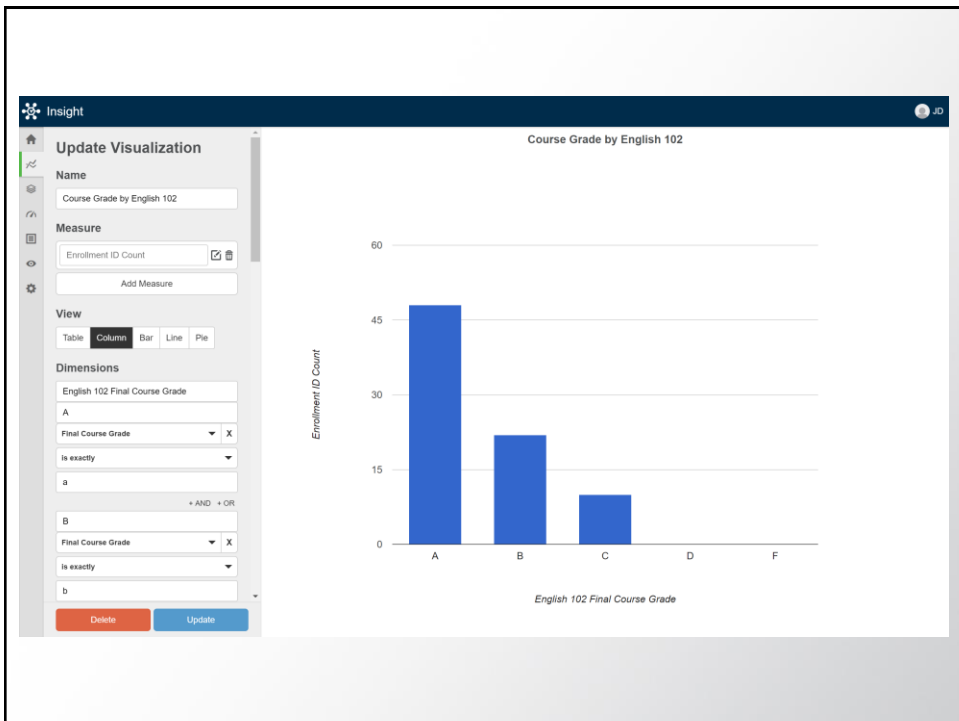
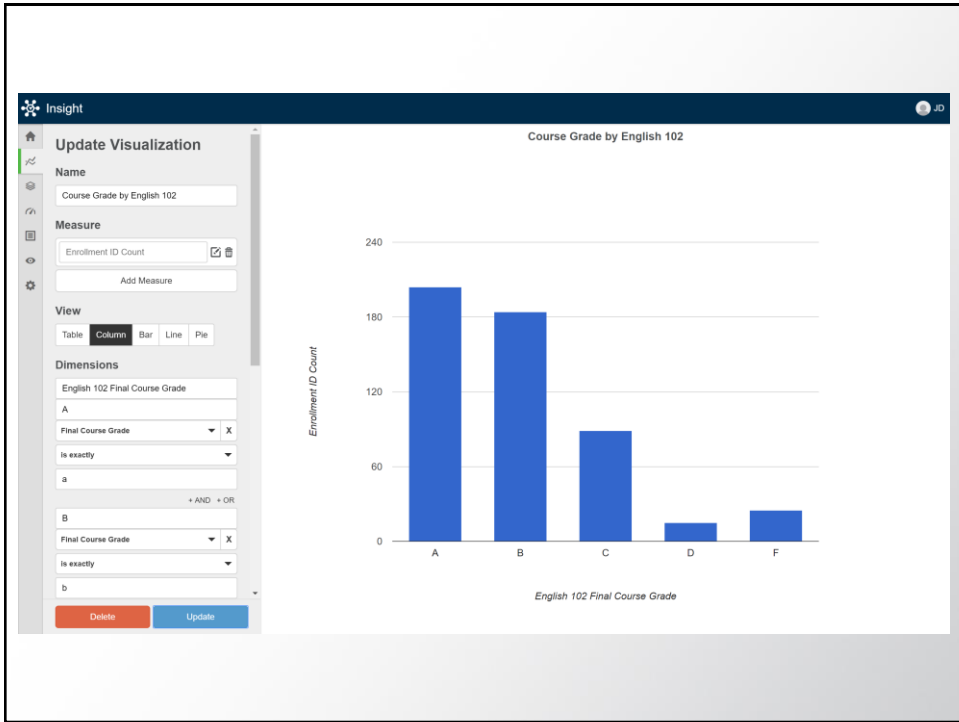


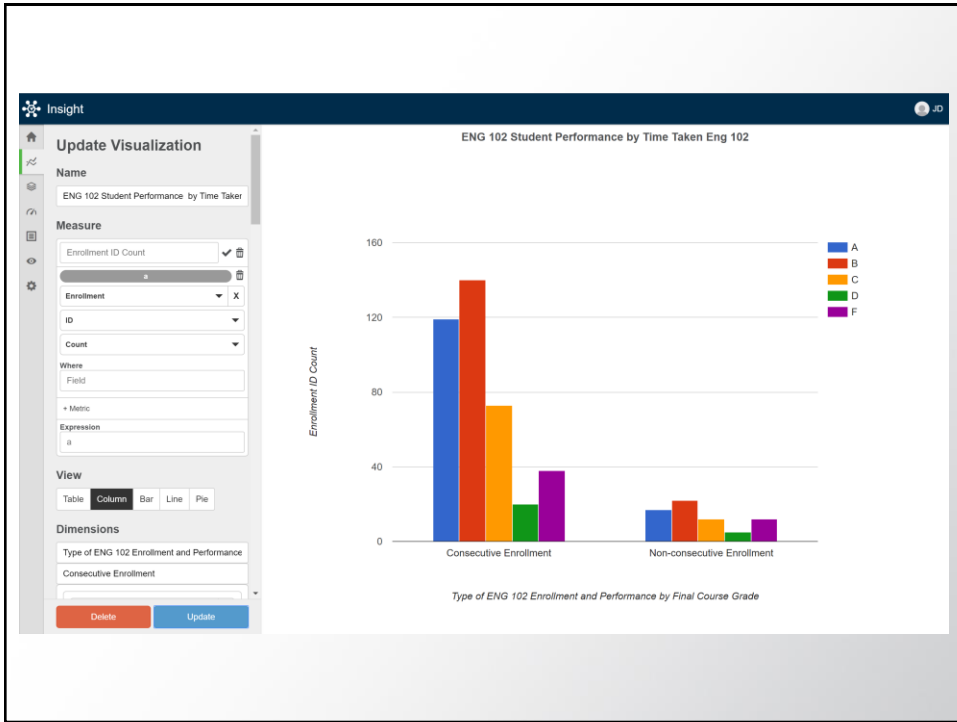
STUDENT SUCCESS
Which factors influence student success?







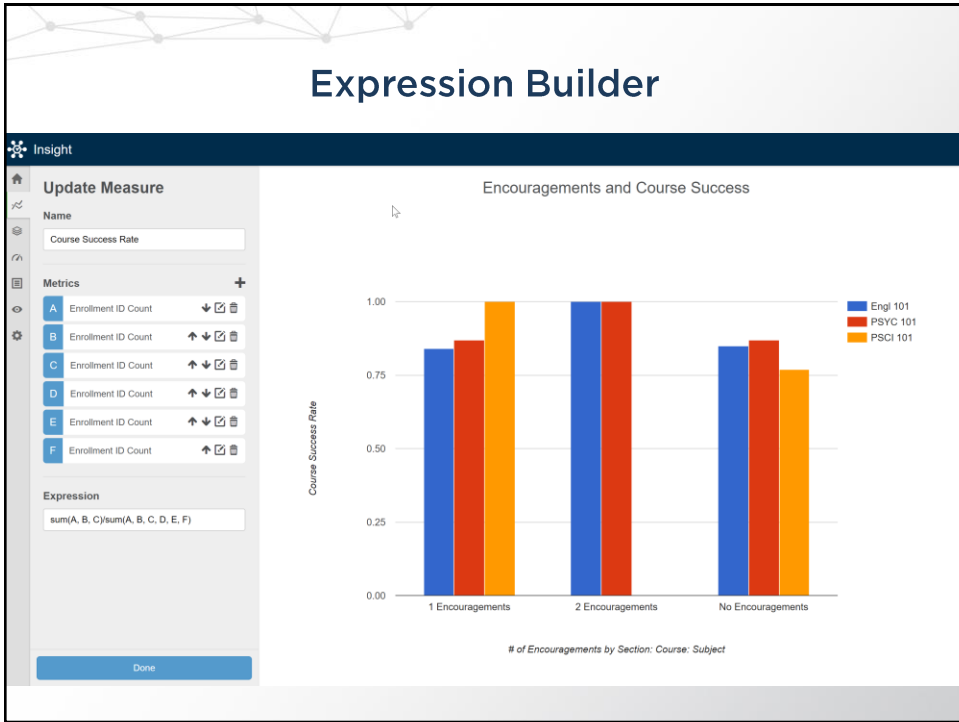




Data Browser

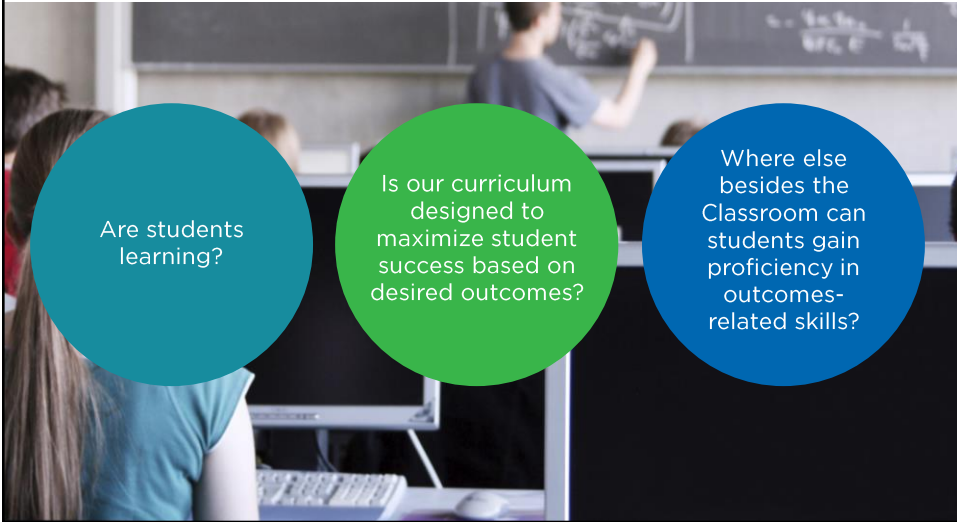
ID	Beacon Notification	Created On	Is Alert	Status	Details	Audience Type	Category Name
1	505727	Feb 15, 2016 5:09 PM	No	Open	Attended Academic Ach	All	Attendance
2	511607	Feb 24, 2016 8:12 PM	No	Open	Raven responded to my	FullNetwork	Academic Performa
3	521326	Mar 11, 2016 9:50 PM	Yes	Lowered	Student was added late	FullNetwork	Retention
4	505732	Feb 15, 2016 5:12 PM	No	Open	Attended Academic Ach	All	Attendance
5	505784	Feb 15, 2016 5:50 PM	No	Open	Exam Score</s	FullNetwork	Academic Performa
6	523949	Mar 16, 2016 1:59 PM	No	Open	Upon grading Sierra WN	FullNetwork	Academic Performa
7	511683	Feb 24, 2016 9:12 PM	Yes	Lowered	Kelly has not been atten	FullNetwork	Academic Performa
8	505620	Feb 15, 2016 6:31 PM	No	Open	RLC Individual Meeting	FullNetwork	Academic Performa
9	523988	Mar 16, 2016 2:51 PM	No	Open	Jackson had an intershi	All	Career/Professional
10	505830	Feb 15, 2016 6:44 PM	No	Open	<span style="text-decor	All	Retention
11	511852	Feb 25, 2016 2:40 AM	No	Open	Theresa did not si	All	Academic Performa
12	511860	Feb 25, 2016 2:50 AM	Yes	Lowered	Student has missed 2 st	FullNetwork	Retention
13	511865	Feb 25, 2016 3:06 AM	No	Open	Outreach of su	All	Retention
14	505989	Feb 15, 2016 9:16 PM	No	Open	Email and message sen	FullNetwork	Academic Performa
15	524077	Mar 16, 2016 5:50 PM	Yes	Lowered	Student has missed 2 st	FullNetwork	Retention
16	524130	Mar 16, 2016 6:46 PM	No	Open	OFFER OF AS	FullNetwork	Academic Performa
17	508034	Feb 15, 2016 10:00 PM	No	Open	DROPPING IS	FullNetwork	Academic Performa

Displaying first 10,000 of 821,960 matching Beacon Notifications



Outcomes

Helps you answer these questions:



Are students learning?

Is our curriculum designed to maximize student success based on desired outcomes?

Where else besides the Classroom can students gain proficiency in outcomes-related skills?

Outcomes

Data is visible and accessible at any given moment to those at the institution who need it, and in a format that's meaningful to their specific purpose



Administrators

Can use outcomes analytics to make better decisions about allocating campus resources

Faculty

Gain helpful recommendations about potential teaching methods based on outcome performance evidence for courses

Advisors

Can access information about achievement at the organization and student level, and then guide students toward resources that support positive outcomes



Institution-Wide Learning Assessment

Outcomes

Academic Year 2015

Demo University
Academic Year 2015

Outcomes Taxonomy Curriculum Map

Term: Overview [Add Outcome](#)

General Education Learning Goal 1
Analytical Reasoning
Students will apply analytical reasoning across academic disciplines.
▲ Understand, Apply

General Education Learning Goal 2
Global Awareness
Students will develop an awareness of and sensitivity to global issues.
▲ Apply ⚠ Nonfunctional Verb(s)

General Education Learning Goal 3
Oral Communication
Students will demonstrate proficiency in oral communication.
▲ Apply

General Education Learning Goal 4
Written Communication
Students will demonstrate proficiency in written communication.
▲ Apply

Progress bars for each goal: Goal 1 shows 'No Results'; Goals 2, 3, and 4 show partial progress with colored segments (orange, green, red).

Visualizations Offer Valuable Insight

Outcomes

Academic Year 2015

Demo University

Academic Year 2015

Outcomes Taxonomy Curriculum Map

Term: Fall 2015 [Back to List](#)

General Education Learning Goal 2

Global Awareness [Edit](#)

Students will develop an awareness of and sensitivity to global issues.

▲ Apply ▲ Nonfunctional Verb(s)

AGGREGATED RESULT

Exceeded	13.64%	300
Met	59.09%	1300
Partially Met	27.27%	600
Not Met	0%	0

Assigned Connections [Edit Connections](#)

- [Business School](#) School
- [College of Arts and Sciences](#) School
- [College of Education](#) School
- [School of Health Sciences](#) School

Settings

Mirror Your Current Assessment Process

Outcomes

Academic Year 2015

Demo University

Academic Year 2015

Outcomes Taxonomy Curriculum Map

Term: Intercession 2016 [Back to List](#)

General Education Learning Goal 2

Global Awareness [Edit](#)

Students will develop an awareness of and sensitivity to global issues.

▲ Apply ▲ Nonfunctional Verb(s)

AGGREGATED RESULT

No Results

How will assessment be performed? Measure

Assessment

Demo University will Perform Assessment of this outcome.

Connection

Gather assessment data by Making a Connection to other organization units, courses, or outcomes.

Ease of Customization

The screenshot displays the 'Templates' section for 'Academic Year 2016'. It features a navigation bar with 'Template Type', 'Learning Outcome', 'Assessment', 'Results', and 'Back to Settings'. The main area is titled 'Assessment Template' and includes instructions on managing fields for organization units, programs, and courses. A table lists organization units like 'Demo University', 'Academic Affairs', and 'Student Affairs' with checkboxes for 'Title' and 'Begin' fields. Overlaid on this is a 'Create Assessment' dialog box with the following sections:

- Title:** A text input field with a title icon. Below it, instructions: 'Enter a brief name or title to identify how you measured achievement (e.g., Writing Assignment #1, Final Exam, etc.)'.
- Method:** A dropdown menu with instructions: 'Select the method of input used to measure achievement.'
- Begin:** A 'Start Date' input field with instructions: 'Enter the date you began to measure achievement using the selected input.'
- End:** An 'End Date' input field with instructions: 'Enter the date you finished this measure of achievement using the selected input.'
- Purpose:** Three selectable options:
 - Diagnostic:** Represented by a clipboard icon. Description: 'Assess knowledge, skills, or attributes prior to interaction with learners.'
 - Formative:** Represented by a speech bubble icon. Description: 'Assess performance during the learning process to guide further efforts.'
 - Summative:** Represented by a pulse line icon. Description: 'Measure achievement at the end of interaction with learners.'
- Delivery Format:** A dropdown menu with instructions: 'Select the format students used to complete the input.'

Multiple Ways to Capture Data

The screenshot shows the 'Outcomes' section for 'Academic Year 2015'. On the left is a sidebar with 'ALL ORGANIZATION UNITS' including 'Demo University', 'Academic Affairs', 'Business School', 'College of Arts and Sciences', 'College of Education', and 'School of Health Sciences'. The main area is titled 'Results' and includes a 'Scoring Type' selector with 'Percentage' and 'Points' options. The '1. Thresholds' section contains a progress bar from 0% to 100% and a table for defining achievement levels:

Minimum Score *	Partially Met *	Met *	Exceeded *	Maximum Score *
0 %	1 %	50 %	100 %	100 %

The '2. Results' section provides instructions on recording results and offers three options:

- Total Achievement Levels:** Enter the number of students who met or did not meet the outcome.
- Individual Student Scores:** Record individual scores by entering the results of each student.
- Import Campus Labs Rubrics:** Record individual student results from assessments/assignments scored in Rubrics.



Individual Achievement Data

Outcomes

Academic Year 2015

ALL ORGANIZATION UNITS

- Demo University
- Academic Affairs
- College of Arts and Sciences
- Biology Department**
- Biological Sciences
- Earth Sciences
- Life Sciences

COURSES WITH SECTIONS

- PDH 140
- NAS 340
- NAS 440

COURSES WITHOUT SECTIONS

- BIO 113

Settings

Scoring Type: Percentage Points

1. Thresholds

Enter the minimum scores/percentages for each of the following achievement level thresholds.

0-65% 65-80% 80-100%

Minimum Score *	Partially Met *	Met *	Exceeded *	Maximum Score *
0 %	65 %	80 %	100 %	100 %

2. Results | Individual Student Scores

Record individual scores by entering the results of each student or importing from the Course Roster.

+ Add Record

Student Name (User ID)	Score
David Andrews (David Andrews)	100 %
Samantha Frank (Samantha Frank)	78 %
ERIC CRAWFORD (ERIC CRAWFORD)	73 %
Samantha Adams (Samantha Adams)	91 %
TONYA BROWN (TONYA BROWN)	83 %

3. Supporting Information

Aggregate Rubric Results

Rubrics
Research Paper Delete Printable Template

Rubric Written Communication VALUE Rubric

Overview of Rubric Scores

Average Score
75.52%
12.08 / 16 pts

0%

Low Score

50%

8 / 16 pts

100%

High Score

100%

16 / 16 pts

Individual Entries | **14** Lock Entry Set Results Access Evaluators (1) + New Entry

Search Entries

Name	Last Edited	Modified By	Score	Evaluations
Shannon Andersen (sander48)	Jun 7, 2016 3:12 PM	Ryan Duquette	77.08%	3
Melanie Downing (mdowni29)	Mar 24, 2016 9:52 AM	Michael Rohan	75%	1

Customized Course Evaluations

Course Evaluations
Home Reporting Administrators Configuration

< Homegrown Active Evaluation

Administration Details

Evaluation
Homegrown Evaluation

Term
Institution 2016

Institutional Unit
College of Arts and Sciences

Administration Dates
8/24/2015 at 12:00 AM EST - 8/9/2016 at 10:38 AM EST


Instructor Reports Release Date
12/31/2016 at 11:59 PM EST

Administrator Reports Release Date
12/31/2016 at 11:59 PM EST

Instructor Questions
Not included

[Edit Details](#) [Delete Administration](#)

Response Details



✓ Evaluation Completed

0 Days Left

23.53% Response Rate

21
Not Started

5
Started

8
Completed

34
Total

Associated Mailings

Students Instructors

New By clicking the "Send Sample" link, an example of the sent or scheduled mailing will be sent to the email address associated with your account.

Student Mailings are unavailable after the Administration has ended.

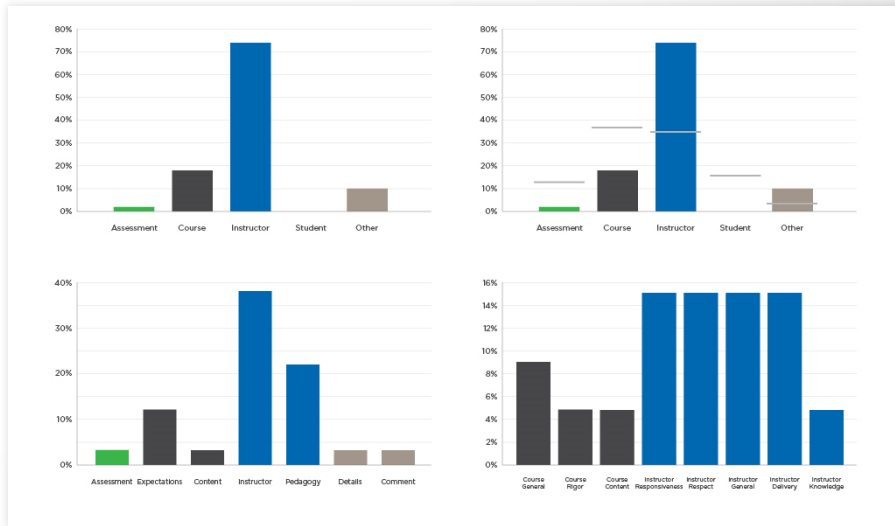
Show 10 entries Search:

Mailing Name	Status	Mailing Date	Recipients	Action
Student Mailing	Complete	11/9/2015 12:00:00 PM EST	22	Send Sample Review
Mailing Name	Status	Mailing Date	Recipients	Action

Showing 1 to 1 of 1 entries First Previous Next Last

19

Data Science Question Analysis



Leverage Daily Feedback Survey

Faculty

Session Detail for HON 3310 (11036A)

March 21 2015

Details

100% Response

HIGH CONFIDENCE

Students Responded 9

Students Enrolled 9

Session Started March 21, 2015 2:30 pm

Session Duration 5 minutes

88% Understood the material covered today

-12

Average Teaching Method Scores

Displayed a personal interest in you and your learning	50
Found ways to help you answer your own questions	55
Demonstrated the importance of the subject matter	55
Made it clear how each topic fit into the course	57
Explained course material clearly and concisely	60
Introduced stimulating ideas about the subject	64

Students

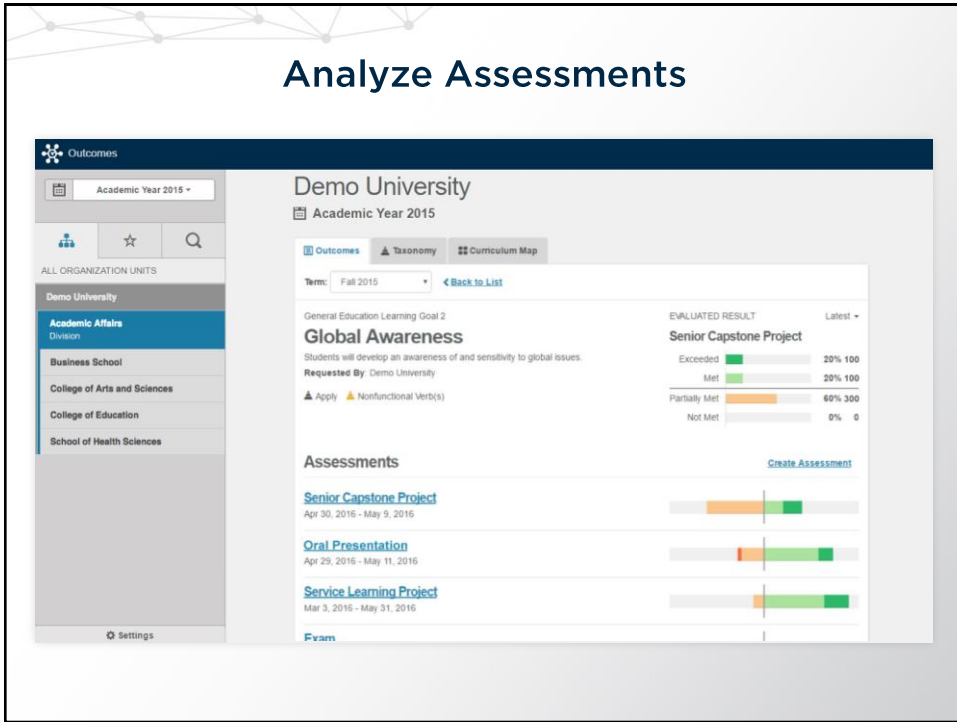
Show 10 entries

9 Respondents

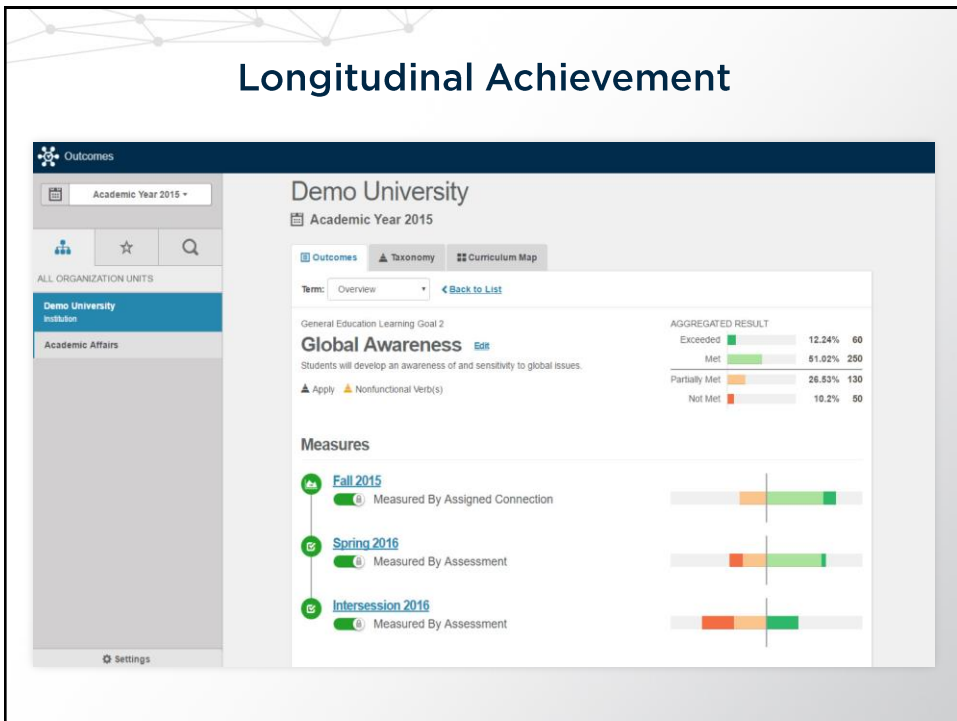
Student	Displayed Personal Interest	Found Ways to Help	Demonstrated Importance	Made Clear How Topics Fit	Explained Course Material	Introduced Stimulating Ideas	Understood Material
ameyo karkul	40	47	61	69	80	86	Yes
Chris Scuto	57	60	62	66	64	70	Yes
dan twentyfive	56	58	55	59	58	61	Yes
Drew Brigham	27	32	24	18	22	23	No
Jodi Hamann	59	60	58	61	62	66	Yes

The smartphone screen shows the survey interface for 'Principles Of Biology I'. It features a title 'The instructor...' and three survey items with progress bars: 'Displayed a personal interest in you and your learning', 'Found ways to help you answer your own questions', and 'Demonstrated the importance of the subject matter'. Each item has a 'NOT AT ALL' and 'COMPLETELY' scale.

Analyze Assessments



Longitudinal Achievement





Explore Outcomes at Every Level

Outcomes

Academic Year 2015 -

ALL ORGANIZATION UNITS

- Demo University
- Academic Affairs
- College of Arts and Sciences
- English Department
- COURSES WITH SECTIONS
- CRW 205
- CRW 206
- CRW 312
- CRW 340
- ENG 152
- ENG 211
- ENG 221
- ENG 222

Settings

English
Academic Year 2015

Learning Goals
Taxonomy
Curriculum Map

Term: Fall 2015 [Back to List](#)

01 Communication Skills [Edit](#)

Students will write and speak effectively for a variety of purposes and audiences in a variety of genres and media

▲ Recall ■ Introduced

Assigned Connections [Edit Connections](#)

- ENG 101A**

Course
- ENG 102**

Course
- ENG 102A**

Course
- ENG 101**

Course

AGGREGATED RESULT

Exceeded	<div style="width: 27.33%; height: 10px; background-color: #00bcd4;"></div>	27.33%	47
Met	<div style="width: 29.07%; height: 10px; background-color: #ffc107;"></div>	29.07%	50
Partially Met	<div style="width: 26.18%; height: 10px; background-color: #f44336;"></div>	26.18%	45
Not Met	<div style="width: 17.44%; height: 10px; background-color: #ccc;"></div>	17.44%	30

Analyze the Quality of Outcomes Statements

Outcomes

Academic Year 2015

Demo University
Academic Year 2015

Taxonomy: Bloom's | Show data for: Institution

Category	Frequency
Evaluate	0 Outcomes
Synthesize	1 Outcome
Analyze	0 Outcomes
Apply	4 Outcomes
Understand	1 Outcome
Knowledge	0 Outcomes

Observations
These factors may affect the precision of your learning measures.

1
Outcome contains verbs or language that may not be measurable.
[View](#)

Support Curriculum Decision-Making

Curriculum Map

	Composition Skills	Critical Analysis	Research and Inquiry	Theoretical Foundations ...	Cultural
ENG 100	✓				
ENG 101					
ENG 101A					
ENG 102	✓	✓			
ENG 102A					
ENG 105					
ENG 130		✓	✓	✓	
ENG 130A					
ENG 152	✓			✓	
ENG 20					
ENG 211	✓	✓		✓	
ENG 221				✓	
ENG 222		✓	✓		
ENG 10					

Details

CriticalAnalysis
Students will read (analyze, interpret, critique, evaluate) written and visual texts.

ENG 130
Intersession 2016

Assigned Connection

ENG 130 measured Critical Analysis with an assessment.

Category	Count	Percentage
Exceeded	29	22.14%
Met	55	41.98%
Partially Met	33	25.19%
Not Met	14	10.69%

[View Assessment](#)



Easily Manage Strategic Plans

STRATEGIC PLAN

Academic Affairs

Fulfill the Educational Needs of the State and Region

1.2.1: Mission On-Going Progress 7/1/2016 - 6/30/2017

Enrich the Total Student Experience On-Going Progress 7/1/2016 - 6/30/2017

Enhance Our External Partnerships Completed Progress 7/1/2016 - 6/30/2017

Invest in Our Core Resources Completed Progress 7/1/2016 - 6/30/2017

Set Divisional Priorities

Planning

Fiscal Year 2016-17 STRATEGIC PLAN

Fulfill the Educational Needs of the State and Region On-Going Progress 7/1/2016 - 6/30/2017

1.2.1: Mission

Enrich the Total Student Experience On-Going Progress 7/1/2016 - 6/30/2017

1.2.2: Vision

Enhance Our External Partnerships Completed Progress 7/1/2016 - 6/30/2017

1.3.3: Goal

Invest in Our Core Resources Completed Progress 7/1/2016 - 6/30/2017

1.3.4: Goal

Manage Divisional Priorities

Planning

Fiscal Year 2016-17

PLANNING AND EFFECTIVENESS INSIGHT

< | Edit Plan Item

Template: Vision

Title: Enrich the Total Student Experience

Start Date: 9/1/2014 End Date: 7/31/2020 Use Fiscal Year Dates

Progress: On-Going

Action Plan

Implement the evidence-based program model to increase the rates for academic success, retention, and graduation for participants in the TRIO SSS AAC program.

Arrive Program for new participants

Thrive Program for continuing participants

Retention Specialist meetings (advising, mentoring, case management, etc.)

Academic tutoring, supplemental instruction, study groups, etc.

Financial literacy, assistance with FAFSA completion, scholarship and grant searches

Permissions Related History

Supports (Related Up) + Support

Fulfill Educational Needs of the Region Mission

This Template

Supported By (Related Down) + Supported By

Enrich the Total Student Experience Department/Unit Goal

Supporting Outcomes + Outcome

Interpersonal Competence Student Diversity Programs 1967 Assessed

Cognitive and Practical Skills Campus Life 1998 Assessed

Delete Item Export Save Close

Connect Planning to Learning Assessment

The screenshot displays the 'Edit Plan Item' interface. On the left, a sidebar lists navigation options: 'My Items', 'Institution', and a search bar for 'Search Org Units'. Below this is a list of institutional units including 'Hometown University', 'Academic Affairs', 'College of Business', 'College of Education', 'College of Engineering', 'College of Humanities', 'College of Informatics', 'College of Liberal Arts', 'Graduate School', 'Honors College', and 'International Programs'. The main content area is titled 'PLANNING AND EFFECTIVENESS INSIGHT' and 'Edit Plan Item'. It includes a 'Template: Vision' dropdown, a 'Title' field with the text 'Enrich the Total Student Experience', and 'Start Date' (9/1/2014) and 'End Date' (7/31/2020) fields. A 'Progress' dropdown is set to 'On-Going'. The 'Action Plan' section contains several bullet points: 'Implement the evidence-based program model to increase the rates for academic success, retention, and graduation for participants in the TRIO SSS AAC program.', 'Arrive Program for new participants', 'Thrive Program for continuing participants', 'Retention Specialist meetings (advising, mentoring, case management, etc.)', 'Academic tutoring, supplemental instruction, study groups, etc.', and 'Financial literacy, assistance with FAFSA completion, scholarship and grant searches'. At the bottom are 'Delete Item', 'Export', 'Save', and 'Close' buttons. On the right, a panel shows 'Permissions', 'Related', and 'History' tabs. It lists 'Supports (Related Up)' with 'Fulfill Educational Needs of the Region' (Mission) and 'Supported By (Related Down)' with 'Enrich the Total Student Experience' (Department/Unit Goal). It also shows 'Supporting Outcomes' with 'Interpersonal Competence' (Student Diversity Programs, 1967 Assessed) and 'Cognitive and Practical Skills' (Campus Life, 1998 Assessed), each with a progress bar.

Flexible Templates

The image shows two side-by-side form templates. The left form is titled 'Add New Annual Goal' and includes fields for 'Number', 'Goal', 'Description', 'Start' (6/1/2012), 'End' (6/30/2013), 'Progress', 'Department: Institution', and 'Responsible Role'. The 'Responsible Role' section has a table with columns 'Role' and 'Permission', and a note 'No Roles Selected'. Below this are sections for 'Resources Needed', 'Planned Activities', 'Means of Assessment', and 'Criteria for Success'. The right form is titled 'Add New Division Objective' and includes fields for 'Number', 'Title', 'Objective', 'Start' (7/1/2012), 'End' (6/30/2013), 'Providing Department: Accornulo University', 'Responsible Role', 'Ultimately Responsible', 'Progress', 'Category Objective to a SAC'S Standard', 'Budget Requested', 'Assessment Method', and 'Criteria for Success'.

Manage Your High Impact Programming

The screenshot displays a student dashboard for Hometown University. On the left, there are navigation links for 'Home', 'Events', 'Organizations', 'Curriculum', and 'Campus Links'. The main content area is divided into several sections:

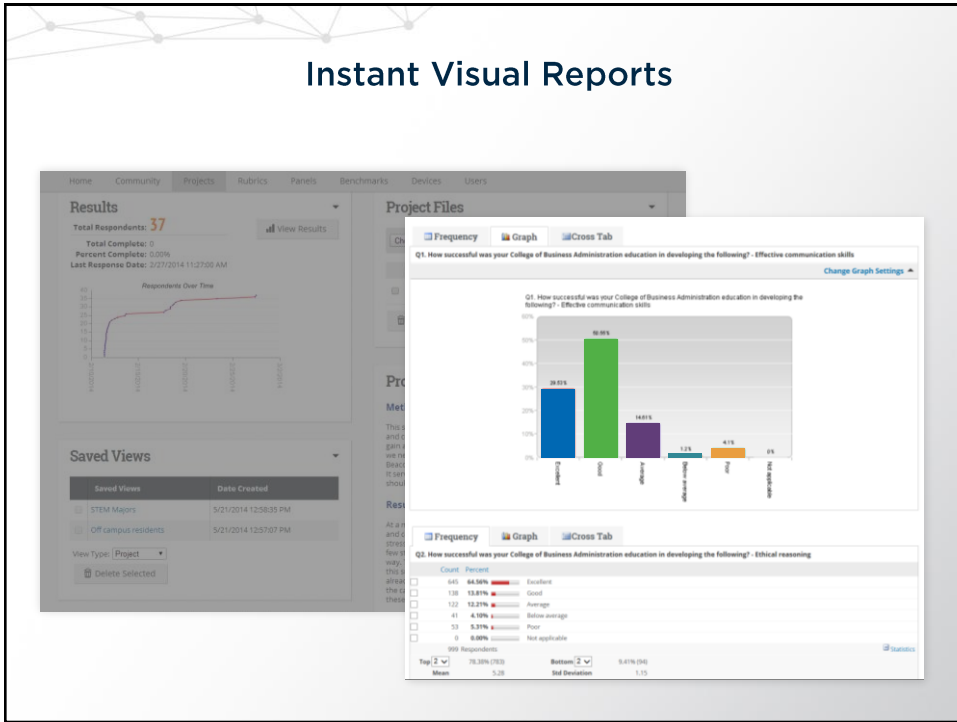
- Overall Progress:** A central section with four progress bars:
 - Campus Experience: 100%
 - Career Readiness: 40%
 - Intercultural Fluency: 20%
 - Leadership Development: 10%
- My Organizations:** A section with a 'Campus Experience' card that includes a list of requirements:
 - Complete Requirements: 3 core items and at least 2 others
 - Become a Campus Ambassador or Mentor: REQUIRED
 - Participate in Homecoming Weekend Activities: REQUIRED
 - Career Advisor Resume Review: REQUIRED
 - Participate in Organizations: (checked)
- Involvement Record:** A detailed record for student Ryan O'Connell, dated July 21, 2016. It lists organization participation with details:
 - Black Student Union:** Humanitarianism, Multicultural Competency. Position: New Member (11/11/2010 - 12/12/2011). Additional Comments: I create two-dimensional works of art that enable me to apply principles and techniques I learned and to experiment with new ones. Just Bead 5 - make earrings/bracelets w/ beads - Residence Life PC program.
 - Service Hours:** 5.00
 - English Majors Union:** Cognitive complexity.

Standardize Data Collection

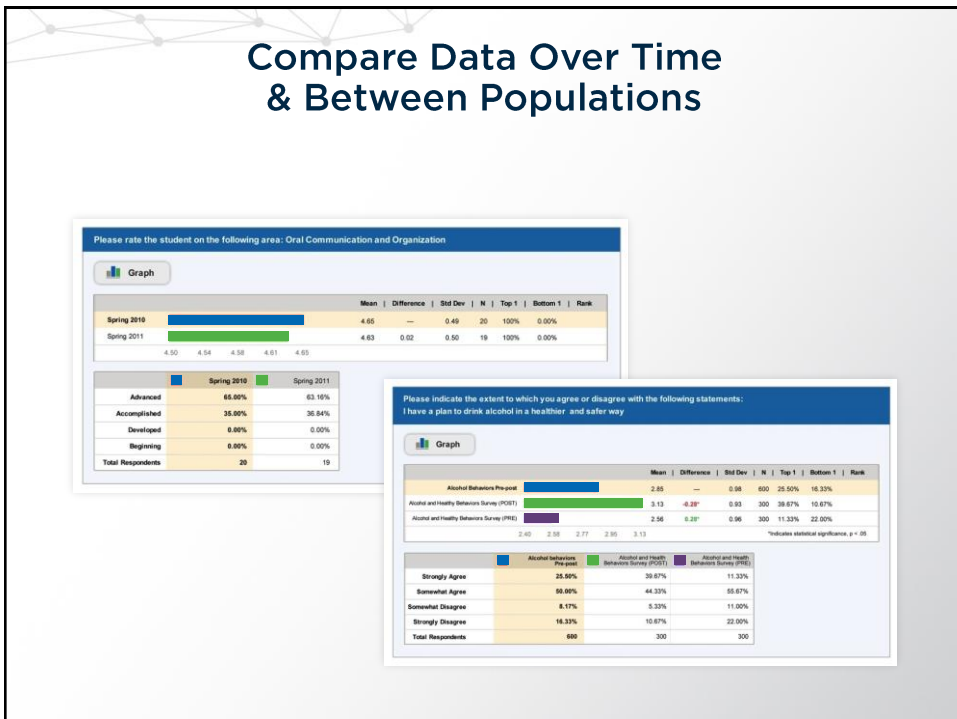
The screenshot shows a web portal for data collection. The top navigation bar includes 'Home', 'Community', 'Projects', 'Rubrics', 'Forms', 'Benchmarks', and 'Decks'. The main content is organized into three primary columns:

- Data Collection Tools:** A vertical list of buttons for:
 - Request a Project: Assistance-based survey setup
 - Manage Projects: Web-based & mobile surveys
 - Rubrics: Rubric-based evaluations
 - Student Response: Classroom form-based assessments
- Recently Shared Projects:** A list of project cards:
 - Competency Guide for College Student Leaders (NACAC) Fall 2014:** A competency assessment for Student Union students at Wake Forest University.
 - UNK Sustainability Assessment:** An assessment of student knowledge on sustainability.
 - Assessment Evaluation and Research Competencies:** An assessment focusing on the ability to use, design, conduct, and critique qualitative and quantitative AER analyses.
 - Senior First Week Survey:** A survey to understand which areas of the Maryland community are most valued by seniors.
 - Media Industry Networking Survey for Students:** Given to student attendees of the Media Networking Night events.
- Resources:** A section with links to:
 - Campus Labs Blog: Check out our blog for the latest news, trends, and ideas.
 - Webinars: A long list of live webinars throughout each semester.
 - Baseline Support Site: Offers resources like webinar recordings and frequently asked questions.

Instant Visual Reports



Compare Data Over Time & Between Populations



Capture Results Instantly

Guide Conversations & Interactions with Students

Digital Access to CAS Self-Studies

The screenshot displays the 'Program Review' interface for the CAS Self-Assessment Guide. The top navigation bar includes 'Home', '9th Edition Self-Assessment Guides', and 'Academic Advising Programs'. A dropdown menu is open under 'Academic Advising Programs', listing various services such as 'Adult Learner Programs and Services', 'Alcohol and Other Drug Programs', 'Assessment Services', 'Auxiliary Services Functional Areas', 'Campus Activities Programs', 'Campus Information Desk', 'Campus Police and Security Programs', 'Campus Religious and Spiritual Programs', 'Career Services', and 'Clinical Health Services' (which is highlighted in green). The main content area features the CAS logo and the title 'CAS Self-Assessment Guide for ACADEMIC ADVISING PROGRAMS'. Below the title, there are sections for 'Background Materials' (including CAS Standards Contextual Statement, Introduction and Instructions, Self-Assessment Process, Rating Examples, and Formulating an Action Plan, Preparing a Report, and Closing the Loop) and 'Part Descriptions' (listing parts 1 through 10, such as Mission, Program, Organization and Leadership, Human Resources, Ethics, Law, Policy, and Governance, Diversity, Equity, and Access, Institutional and External Relations, Financial Resources, and Technology).

The Campus Labs PROMISE

A dedicated consultant team

Functional and technical support

Continual support (even after implementation)

Strategic recommendations for campus success



Questions?



Michael Weisman
Vice President, Campus Relations
Co-Founder of Campus Labs

