Leveraging Engage Data in Insight

March 2023
Data Producers and Consumers in Insight

March 2023
• Review data from the Engage resource and variables
• Develop a research question using this data
• Create a visualization using Engage data to answer question
Interactive Dashboards
Multiple Visualizations
Comparative Visualizations
Insight Intelligence
Centralized Data
Row-Level Data Access
Robust Narratives
Custom Measures
Interactive Dashboard
Comparative Visualizations
Insight Intelligence
Centralized Data
Anthology Insight Resources

- This image gives a general overview of data-sets one may have access to within Anthology Insight.
- These data-sets are known as “Insight Resources.”
- The Insight Resources your specific institution will have access to are dependent upon your Anthology contract.
Insight Resources

- Insight Resources are the sources of data available for analysis and visualization within Insight.
- They are composed of data provided by your institution (ex: student demographics, enrollment, etc.) as well as data generated through your institution's usage of Anthology tools (ex: event attendance, etc.).
Smart Insight Resources Allow for Easier Analytics

- Connects data that belongs together through modeling
- Aligns demographics with student activity

For each Engage Event Attendance we can know:

- Associated Event
- Event Details (ex: Start Time, Theme, etc.)
- Location and/or Online Location
- Organization who held the event
- Branch of the Organization
- Student demographics of attendee
Visualizations

- Graphical representation of Insight Resource data in tiles, tables, charts, figures, and bars.

1,213

Events by Category (Where Categories Exist)

- Career Readiness: 35.3%
- Athletics: 14.4%
- Leadership: 14.4%
- Cultural: 15.1%
- Academics: 15.8%
- Orientation: 15.8%
- Off-campus: 15.1%
- Welcome Week: 14.4%

Event Attendance by Sex

- Total Event Attendees
- Unique Event Attendees

- Not Specified
- Female
- Male
Dashboards

• Collection of visualizations used to answer questions, explore trends, and analyze institutional phenomena.

• May contain multiple views; each view can contain between 1-9 visualizations.

• May contain toggles to further “slice” (filter/segment) data.
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Narratives

- Collection of visualizations as well as user-created contextual text to answer questions, explore trends, and analyze institutional phenomena.
- May contain toggles to further “slice” (filter/segment) data.
Explore Row Level Data
## Settings: Users

- Three user roles are possible.

<table>
<thead>
<tr>
<th>Role</th>
<th>Manage Other Insight Users and Site Settings</th>
<th>View and Edit all Visualizations, Dashboards, and Dimensions</th>
<th>Access Reveal Row-level data visibility and querying of Insight Resources</th>
<th>Create Dimensions, Visualizations, Dashboards, and Narratives</th>
<th>Share Dimensions, Visualizations, Dashboards, and Narratives</th>
<th>View Shared Dashboards, and Narratives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admin</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Creator</td>
<td></td>
<td></td>
<td>Yes* <em>(Permission Based by Resource)</em></td>
<td>Yes* <em>(Permission Based by Resource)</em></td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Viewer</td>
<td></td>
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<td></td>
<td>Yes</td>
</tr>
</tbody>
</table>
Relating Data

- Anthology Insight allows us to visualize the relationships (or absence of a relationship) across multiple resources and/or within a single resource.

- **Important** Relationships occur “on the student.” If the individual student is not known in a Resource, a relationship cannot be established with another Resource.
As part of our institution’s focus on Diversity, Equity, and Inclusion, our division wanted to better understand the Student Government Association’s engagement with the Office of Multicultural Affairs.
Sharing Dashboards and Narratives

• Once constructed and saved, dashboards and narratives may be shared both externally and/or within the Anthology Insight application itself.

  • Externally:
    • Linked to or embedded. Examples include...
      • Anthology Planning
      • Anthology Accreditation
      • Anthology Program Review
      • Public websites
  
  • In-application:
    • Within Anthology Insight’s user interface.
University of Idaho Dashboard
Student Engagement & Leadership Center

Event Times of Day:
- Morning (5am-12pm)
- Afternoon (12pm-5pm)
- Evening (5pm-11pm)

Total Events:
- Morning: 100
- Afternoon: 200
- Evening: 300

Total Attendees (When Attendance Recorded):
- Total: 2,889

Unique Attendees (When Attendance Recorded):
- Total: 2,394

Event Attendance by Classification (Where Data Present):
- Freshman
- Sophomore
- Junior
- Senior
- Graduate

Event Attendance:
- Freshman: 100
- Sophomore: 150
- Junior: 120
- Senior: 180
- Graduate: 40

Anthology
Student Engagement & Leadership Center

Events Attendance Tracking
- Events with attend...
- Events without attend...
- 98.5%

Work in Progress - Event Timeline
- Total Attendance
- Unique Attendance
- Total Events

Event Start Time by Measures

Event Attendance Frequency
- 1 Event Attended
- 2-4 Events Attended
- 5+ Events Attended

1 Event Attended and 2-4 Events Attended
and 5+ Events Attended
Student Engagement & Leadership Center

Upcoming 7 Day Programming

17

Past 7 Day Programming

32
Problem or Phenomena

In the space provided below, please state one problem you are trying to solve or one phenomenon you are trying to understand, related to your institution. Be as specific as possible.

Example: Campus enrollment trends at Hometown University indicate that retention of first year students into their second year has been declining since 2016.

Focus Area

A focus area is not the functional use of a product, rather it is an area you intend to explore, related to the problem/phenomena stated above. Your campus may hypothesize that data within the focus area is associated with the problem/phenomena you are experiencing. State your focus area below.

Example (Not a Focus Area): Use Beacon and Insight to track resource usage of first year students.

Example (Is a Focus Area): Track the impact of student success interventions aimed at improving retention of first year students into their second year by 2%.

Items to Analyze

List items related to your focus area which may generate data to analyze.

Example: Student success interventions at Hometown University include early course registration, targeted engagement outreach, first year experience courses, and peer mentoring.

Generate Questions

Choose one item listed above that you would like to analyze. Generate three questions you have about this item. Be as specific as possible.

Example 1: Are first year students who participate in early registration retained at a higher rate than their peers who register later in the term?

Example 2: Are first year students who participate in early registration enrolling in high DFW courses at the same frequency as their peers who register later in the term?

Example 3: Does participation in early registration show an impact on performance of course learning outcomes?

Refine A Question

Choose one of the questions you’ve stated above and refine it as necessary for further specificity.

Example 1 (Unrefined): Are first year students who participate in early registration retained at a higher rate than their peers who register later in the term?

[Consider: How are first year students defined? How is early registration defined?]

Example 1 (Refined): Excluding students who entered the institution with 15+ transfer credits, are first year students who participate in early registration (within the first two weeks of registration for the next term) retained at a higher rate than their peers who register later in the term?
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