# Exploring Analytic Priorities

There are many benefits in having a robust data ecosystem, yet realizing these benefits is dependent upon a common understanding of what your institution intends to prioritize.  The purpose of this document is to serve as a starting point in allowing you to determine and state these analytic priorities.

## Problem or Phenomena

In the space provided below, please state one problem you are trying to solve or one phenomena 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.

anthology
Advancing Knowledge

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?