Dashboard Metrics

1. Total Undergraduate Enrollment (Headcount)
   First-Time, Full-Time Freshman Enrollment

2. SAT Score

3. Freshman-Sophomore Retention Rate

4. 6-Year Graduation Rate

5. Student-to-Faculty Ratio
   Student-to-Tenure-and-Tenure-Track-Faculty Ratio

6. Research Expenditures
   Research Expenditures per Tenure-and-Tenure-Track Faculty

7. Faculty Productivity Index

8. Doctoral Degrees Produced
Comparison Groups

• **Peer group**
  – Rutgers University
  – University of Connecticut
  – University of Georgia
  – University of Kentucky
  – University of Tennessee

• **Peer-aspirant group**
  – Indiana University
  – University of Maryland
  – University of Missouri
  – University of North Carolina
  – University of Virginia
Total UG Enrollment*

* USC data point for 2015 is an early estimate.
Total UG Enrollment (2015 estimated)

Actual (25,000 estimated) versus target (25,156)

- Negligible difference versus target
- Increasing freshman and transfer admits
- Improved retention
- Rapidly changing market (e.g., students apply to more colleges; yields across institutions shrinking)
First-time, Full-time Freshmen*

* USC data point for 2015 is an early estimate.
First-time, Full-time Freshmen (2015 estimated)

Actual (5,200 estimated) versus target (4,469)

• Enables overall undergraduate enrollment to meet target
• Drivers:
  o Continued focus on in-state talent
  o Regional admissions representatives
  o Improved efficiency of admissions
• Need for more need- and merit-based aid
SAT Score*

* USC data point for 2015 is an early estimate.
SAT Score (2015 estimated)

Actual (1209 estimated) versus target (1227)

Factors:
• In-state versus out-of-state applicants
• More need- and merit-based aid needed to improve recruitment of top students
• ACT now the national test of choice
  • Est. ACT Fall 2015 = 27.3 (versus 25.4 for Fall 2007)
  • Unofficial conversion: SAT score 1232
Freshman-Sophomore Retention Rate

![Graph showing Freshman-Sophomore Retention Rate from 2009 to 2015 for USC Columbia, USC Target, Peers, and Aspirants. The graph indicates a general upward trend for all categories except USC Columbia, which shows a slight decrease in 2011 before rising again in 2012.]
Freshman-Sophomore Retention Rate (2014)

Actual (88%) versus target (89.1%)

• Remarkable, positive change over time
• Drivers:
  o University 101
  o Student Success Center
  o Expanded Orientation
• New tactics:
  o Predictive analytics
  o University Advising Center
6-Year Graduation Rate

Graduation Rate

Cohort

2003 2004 2005 2006 2007 2008 2009

USC Columbia
USC Target
Peers
Aspirants
6-Year Graduation Rate (2008 Cohort)

Actual (73.04%) versus target (73.4%)

- Negligible difference versus target
- New trends that may yield benefits:
  - “On Your Time” initiatives
  - More students living close to campus
  - More students utilizing Student Success Center
Student-to-Faculty Ratio

The graph shows the student-to-faculty ratio for USC Columbia, USC Target, Peers, and Aspirants from 2009 to 2015. The USC Columbia ratio fluctuates significantly, reaching a peak around 2011 and then dropping sharply. The USC Target ratio remains relatively stable around 19. The Peers and Aspirants ratios show more gradual changes, with Peers maintaining a steady level and Aspirants increasing slightly over the years.
Student-to-Faculty Ratio (2014)

Actual (18) versus target (18)

- Reversing the vector of change:
  - Hire aggressively to match enrollment growth
  - Target in-demand disciplines
  - Assess salary bases
  - Assess start-up packages for research
Research Expenditures (2013 Fiscal Year)

Actual ($203.4M) versus target ($220.7M)

- Fluctuations around target trajectory
- Improvements since 2005 ($130M, according to NSF data)
- Continued activity:
  - Hiring and training
  - Pursuing grant opportunities
  - Focusing on areas of strength
Doctoral Degrees

[Graph showing the number of doctoral degrees awarded from 2009 to 2015 for USC Columbia, USC Targets, Peers, and Aspirants.]

- USC Columbia: Solid red line
- USC Targets: Dashed black line
- Peers: Solid blue line
- Aspirants: Solid green line


Degrees Awarded: 200, 250, 300, 350, 400, 450, 500, 550

UNIVERSITY OF SOUTH CAROLINA
Doctoral Degrees (2014)

Actual (325) versus target (292)

• Tactics that enabled growth:
  o Presidential Doctoral Fellows
  o Provost Teaching Fellows
  o Graduate Student Research and Travel Grants
  o Dissertation Defense Incentives
THANK YOU!
The Student Success Collaborative at the University of South Carolina
What and Why?

What is the EAB Student Success Collaborative?

Technology, Research, Predictive Analytics, and Process Improvement to positively impact academically at-risk and off-path students at USC

Why Are We Engaged in this Effort?

To provide early information to students at risk of not succeeding in their majors

To identify and alter policies, procedures, and processes that do not support student success
So Why Are We REALLY Doing This?

Our retention and graduation rates can only improve by targeted efforts

We can’t afford to blanket all students with the same outreach, resources, etc.

Plates are full, dollars are limited, every student doesn’t need identical support
So Why Are We REALLY Doing This?

If we have data that could assist students in timely degree completion, we have an obligation to act on it

   Resident cost of attendance approx. $27,000
   Non-resident approx. $46,000

It’s the expectation – we are measured by outputs

   Timely graduation, average student debt, cohort default rates, employability
From Insight to Action

Two Major Deliverables

Institution Reports
Identifies Opportunities

• Leverage data about:
  • Critical courses and timing
  • Programmatic trends
  • Patterns of student transitions

Pinpoint areas of opportunity

Advising Platform
Creates Vehicle for Action

• Proactively identify at-risk students
• Compare individual student performance to peers
• Access major guidance and career data

Administrators and Deans

Advisors and Advising Directors
Two Primary Tools

**Institutional Reports** (previously predictive workbooks)

- Historical student data
- Determine patterns in degree completion
  - Key/milestone courses (aka Success Markers)
  - Course timing
  - Course performance
- Transitions of students between majors/colleges
- University/college/dept level analysis
Earning Course Credit Not Always Enough

Graduation Rate by Grade Earned in ENGL102

Select College or Specific Major: Institution-Wide
Select a Course to Analyze: ENGL102

Graduation Rate In Selected Program by Grade Earned

Based on a historical analysis of 8,394 students
Identifying Barriers to Completion

% D/Fs of Top 10 Enrolled Courses Institution-Wide

Select College or Specific Major: Institution-Wide
Select a Metric to view: % of Ds/Fs

% of Ds/Fs of the Top 10 Enrolled Courses

- ENGL102: 4%
- UNIV101: 2%
- ENGL101: 4%
- PSYC101: 9%
- SOCY101: 6%
- HIST112: 8%
- SPCH140: 2%
- MATH122: 14%
- DANC101: 2%
- MGMT371: 4%
Institution Reports

Historical Analytics to Support Strategy and Decision Making

Key Takeaways

• Ability to select historical timeframe
• Historical analysis to understand key predictive items by college or major, including:
  • Critical course analysis
  • GPA analysis
  • Major performance and timing
  • Major switching patterns analysis
  • Student sub-group analysis
  • Pre-enrollment factors
Two Primary Tools

Advising Platform

Current students
Risk levels for each student based on:
  Predictive analysis of historical data, current student performance and characteristics
Flags if success markers are triggered
Comparison to peers in 5 key skill areas
Overview of GPA, credit hrs earned, Ds/Fs, Ws
Drill down, customized work lists, “what if” feature
Student Overview Page

Overview:
- Critical academic information highlighted at the top, with risk score analysis on the bottom

Notes:
- Notes displayed on student profile

GPA Trends:
- New credit and GPA trend visualizations
Predicting Trouble Down the Road
Using Data Analytics to Spot Struggling Students Before It’s Too Late

Student Performance Curve
(Illustrative)

Obvious Risk Cases
Mostly Ds and Fs
High Attrition Risk

Murky Middle
Mixture of Bs and Cs
Outcome Still Uncertain

The All-Stars
Straight As and Bs
Probable Graduates

GPA 2.0
Academic Performance
GPA 3.0

Difficult to pinpoint risk without advanced analytics

Source: Advisory Board interviews and analysis
The Student Success Collaborative

Powering an End-to-End Solution for Student Completion

A Best-in-Class Suite of Services for Improving Degree Completion

Data Analytics and Predictive Modeling
Mining university data to identify at-risk students and uncover systemic obstacles to degree completion

Student Success Software Platform
Delivering critical intelligence directly to administrators, advisors and students on a routine basis

Best Practice Research Access
Reports, national summits, webinars and an online knowledge bank delivering best practices in student success

Dedicated Consulting Support
Our experts working directly with university academic leaders and program administrators to help identify opportunities and install best practice solutions

Peer Benchmarking and Collaboration
National meetings and networking to facilitate practice sharing; online tools and reports to allow peer benchmarking and assessment

Taking Each University’s Data, Transforming it into Actionable Insight, and Delivering it to Every Desktop

SIS Academic Records
SIS Student Demographics
SIS Course Registrations

Predictive Modeling and Academic Analytics Engine
- Critical courses and grades
- Credit accumulation
- Credit completion rates
- Predicted major GPA

Student Success Platform
- Student progress tracking
- Predictive risk models
- Dashboards and analytics
- Real-time updates

1. Target Proactive Intervention
2. Help Advisors Make the Case
3. Identify Root Cause Problems
4. Measure Overall Progress

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Project Details

Pilot Groups – Round I

Chemistry
Mathematics
Business

Arts & Sciences dean’s office advising staff
Student Success Center
Career Center
Project Details

Why Pilot?

Continue to review/validate data
Provide insights into practical use
Develop workflow
Provide feedback for improvement
Champions for broader implementation
LOTS of technology changes in past few years
What Have We Learned?

Not one more tool – must integrate and coordinate technology

Approach for faculty and staff advisors should be different

Valuable to take time to validate data

Feedback is heard and action is taken
Where Are We Headed?

Continue roll-out
- Round II of pilots

Incorporate platform into workflow
- Coordinate/integrate advising tools
- Create shared expectations for usage

Demonstrate direct impact on student success
Also on the Horizon

EAB Acquisitions:

Royall, Inc
  – anticipate insights from combined data sets by fall 2015

GradesFirst
  – greater early intervention functionality, appointment scheduling, feedback loops
THANK YOU!
Re-envisioning Academic Advising at the University of South Carolina

Provost Retreat
August 14th, 2015
Advising Coordinating Taskforce Report

• Faculty, Staff, Student representatives
• Advisor and Student survey information
• Reference to national best practices
• Six Recommendations
  1. Establish Advising Center & First-Year Advisors
  2. Support Colleges & Schools
  3. Training & Certification
  4. Technology & Online Resources
  5. Faculty-led Student Programs
  6. Student Responsibility
Survey Question:
I feel well trained in my advising role.

Strongly disagree Disagree Agree Strongly agree

Faculty Staff

10.04% 20.82% 41.64% 27.51%
Making Effective **Referrals**

<table>
<thead>
<tr>
<th>Category</th>
<th>Faculty (n=163)</th>
<th>Staff (n=62)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Important</td>
<td>78%</td>
<td>54%</td>
</tr>
<tr>
<td>Competent</td>
<td>54%</td>
<td>35%</td>
</tr>
<tr>
<td>Practice</td>
<td>35%</td>
<td>35%</td>
</tr>
</tbody>
</table>
Knowledge of University Policies and Policies

Faculty (n=163)    Staff (n=62)

Important: 86%
Competent: 65%
Practice: 54%
Advising students on Beyond-the-Classroom Experiences

- Important: 64% (Faculty n=163)
- Competent: 47% (Faculty n=163, Staff n=62)
- Practice: 27% (Faculty n=163, Staff n=62)
University Advising Center
University of South Carolina

- Formation of Advising Center, July 2015
- Dr. Claire Robinson, Director
- Close-Hipp building
- Change of Majors and Transfer Advising
- www.sc.edu/Advising
- Phone # 777-1222
First-Year Advisors

• Professional staff advisors for all first-year students
  – Target ratio 300:1
  – UAC participates in hiring, training, evaluation
  – Advisor Office location: College or UAC

• Advising Training & Certification
  – 3 online training modules (projected)
  – First-Year Advisor certification
Technology & Online Resources

– Streamline technologies and advising workflow
  • Self-Service Carolina
  • DegreeWorks
  • Appointment scheduling
  • Student Success Collaborative: identifying high-risk students

– Student Portal

– Advisor Portal
Faculty-led student programs

- Faculty expertise in the major or field area
- Graduate school and career opportunities
- Faculty mentor opportunities for first-year students
Student Responsibility

- Student checklists
- Completion of online modules
- Preparation for advisement
THANK YOU!
Strategic Reorganization

- Unified mission and budget permitting strategic planning.
- Greater faculty involvement.
- Produce a university wide strategic plan.
Shorelight

- International Accelerator Program: First intake
- Masters program
- Future public private initiatives.
Academic Partnerships

• Finding and pursuing international partners for online educational content in collaboration with Senior Vice Provost Ford.
Study Abroad

- Emphasis on student service and collaboration with faculty.
- Emphasis on quality as well quantity.
- USC branded programs in Italy and Costa Rica.
USC Global Health Initiative

• In December 2014, 40 USC faculty members from 7 colleges discussed improving collaborations across campus in fields related to global health and development
• USC accepted into the Consortium of Universities for Global Health (www.cugh.org) with support from multiple colleges and schools
• Grant funded by Walker Institute for International and Area Studies to host workshop for strategic planning October 22-23, 2015
  – Four outside experts to share experiences and advice for furthering global work at USC
  – Focused working groups to develop practical and concrete steps to strengthen our global programs in the health and development fields
• Contacts:
  – Jeff Hall, School of Medicine, Jeff.Hall@uscmed.sc.edu
  – Ed Frongillo, Arnold School of Public Health, efrongil@mailbox.sc.edu
THANK YOU!
OneCarolina HR/Payroll Update

- HR/Payroll PeopleSoft module
- Impacted areas
- Anticipated benefits
- What to expect in the near future
Our History
HR/Payroll Systems at USC

1970s: Paper Process to Homegrown Mainframe
1990s-2000s: From Homegrown Mainframe to Internet Systems
2015: Integrated Modern Enterprise HCM System: PeopleSoft
Current Systems

Manual Processes

HR ➔ Payroll
Human Capital Management

Diagram:
- HCM
- TAM
- ESS/MSS
- T&L
- BN
- ABS
- PM
- PY
- CP
HCM Will Impact:

- Core HR Processes
  - Classification
  - Compensation
  - Position Management
- Recruiting and employment
  - Advertising
  - Selection
  - Onboarding
- Organizational management
  - Organizational hierarchy
- Benefits
- Payroll
- Student hiring process

- Position types
  - FTE, RGP, TEMP, TFAC
- Time reporting
- Leave administration
  - Annual Leave, Sick Leave
  - Holidays
- Employee self-service
  - Leave requests, overtime
  - Time reporting, paychecks
- Manager self-service
  - Leave and overtime approval
  - Initiate pay actions, etc.
PeopleSoft Benefits

- Improved processes, reduced errors
- Better tracking and accountability
- Increased efficiencies and integration
- Improved communication
- Better information for decision making
- Increased compliance
Next Steps

- System Testing
- User Acceptance Testing
- Communication
- Training, training, training!
What else can you expect?

- Stabilization period after we go live
- Improved workflow
- More integration (through the system!)
- Less paper (eventually...)
- More discipline in our processes
- Help adapting to the changes
Summary

- HR/Payroll system is on the way.

- Lots of change is coming, but it is positive change that will benefit the institution.

- We are your partners to help you and your employees navigate the changes ahead.
Thank You!
Calendar and Space Reservation System
Space Reservation and Calendaring System

Our Goal

Efficiently manage and promote a wide variety of events to the community, improve institutional prestige and increase awareness of beyond-the-classroom (BTC) opportunities
Space Reservation and Calendaring System

Project Team

Representatives from University colleges and divisions, Provost Office and other system campuses.
Space Reservation and Calendaring System

The System: 25 Live

Benefits

• Space reservation and calendaring work together
• Builds on a system we already use
  – Class scheduling will not change
  – Requesting academic space for meetings will not change
• Enhanced ability to find venues for larger and special events and publish them to university calendars.
How it works: Event entry/space request

- “Requestors” (authorized users) search & request space, time, resources
- Events can be tagged by characteristics to help others find them
- Designated location “Schedulers” (gatekeepers) approve requests
How it works: Event entry/space request

- “Requestors” (authorized users) search & request space, time, resources
- Events can be tagged by characteristics to help others find them
- Designated location “Schedulers” (gatekeepers) approve requests
Fall 2015: Space Reservations

Staff and faculty “Requestors” across the Columbia campus will begin to use 25Live to request non-academic space for their special events and meetings.
Fall 2015: Calendaring

Unit calendar coordinators and communications professionals begin to use 25Live Publisher to promote events to calendars on university websites.
Upcoming Changes:

• New look for USC-Connect calendar (Fall 2015)
• Improved coordination of event space
• Better data for University calendars
Training Opportunities

• September new user classes:
  ✓ First Priority: “Schedulers” who approve space
  ✓ Second Priority: “Requestors” of space

• Refresher and new user training classes will be offered on a regular basis.

• Auxiliary training materials available throughout training and beyond.
Questions?
Please contact

Roseanne Shaw
Calendar & Space Reservation System
Office of the Provost
Telephone: 803.777.2451
Email: shawr1@mailbox.sc.edu
THANK YOU!