Creating a Campus Wide Plan for Student Success and Using Technology to Support your Efforts

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Introduction
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— University of South Carolina
  • Supplemental Instruction
  • Student Success Center
— Columbia College (SC)

Session Agenda
• National Trends and Institutional Challenges
  — Sophomores
  — Transfers
• Best Practices
• Technology and Student Success
  — Early Intervention
  — Constituent Relationship Management
  — Student-Driven Online Tools
  — Performance-Based Reporting
• Questions and Comments
National Trends and Institutional Challenges

Students Aren’t Reaching The Second Year

<table>
<thead>
<tr>
<th>Degree Level/Control</th>
<th>N</th>
<th>2Y Retention Rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two-Year Public</td>
<td>828</td>
<td>62.6</td>
</tr>
<tr>
<td>Two-Year Private</td>
<td>402</td>
<td>55.5</td>
</tr>
<tr>
<td>Four-Year Public</td>
<td>78</td>
<td>63.1</td>
</tr>
<tr>
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<td>72.4</td>
</tr>
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<td>128</td>
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</tr>
<tr>
<td>PhD Private</td>
<td>128</td>
<td>88.4</td>
</tr>
<tr>
<td>Total</td>
<td>2,568</td>
<td>70.4</td>
</tr>
</tbody>
</table>

Source: ACT Institutional Data File, 2009

Over 34% of students do not reach their second year.

Students Aren’t Reaching The Finish Line

<table>
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<th>Degree Level/Control</th>
<th>N</th>
<th>4-year Graduation Rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two-Year Public</td>
<td>677</td>
<td>29.2</td>
</tr>
<tr>
<td>Two-Year Private</td>
<td>636</td>
<td>28.6</td>
</tr>
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Source: ACT Institutional Data File, 2009

Only 45% of students graduate on time from their original institutions.
Transfer Students

- Attending more than one other college or university prior to enrollment (indicates pattern of “swirling”)
  — Identified as a risk factor in Department of Education’s Toolbox Revisited
- Beginning at Community Colleges
  — State incentives to begin at community colleges
  — Decreased likelihood of obtaining bachelor’s degree
- Consider the difference between first-time freshman and transfer student persistence and graduation rates on your campus

[Insert image]

Barriers transfer students face

- Cost
- Policies (articulation issues)
  — Connects to cost
- Adjustment to campus culture
  — Academic expectations
  — Student/faculty interaction
  — Social engagement

Connecting transfer students to campus

- Academic advisors
- Early intervention programs
- Campus resources

[Insert image]

Sophomore Year Success

Academic and Social Integration

- Time of selecting a major and finding purpose
  — Positive impacts of being decided about major
  — Career decisions
- Academic self-efficacy
  — Connects to major selection
- Connections with faculty
  — Importance of meaningful student/faculty interactions
- Involvement
  — Impacts on persistence, student development, satisfaction
- Academic Engagement
  — Time and effort by students
  — How institution organizes opportunities/services

[Insert image]
ACT “What Works In Student Retention” Survey

<table>
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<tr>
<th></th>
<th>Community Colleges</th>
<th>Private Four-Year Colleges</th>
<th>Public Four-Year Colleges</th>
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</thead>
<tbody>
<tr>
<td>Identified person to coordinate retention</td>
<td>40.7% 59.5%</td>
<td>64.1% 70.8%</td>
<td>46.7% 69.4%</td>
</tr>
<tr>
<td>Established goal for retention from 1st to 2nd year</td>
<td>27.2% 32.1%</td>
<td>59.4% 53.6%</td>
<td>59.6% 66.3%</td>
</tr>
<tr>
<td>Established goal for degree completion</td>
<td>19.9% 23.3%</td>
<td>38.7% 35.5%</td>
<td>46.6% 52.7%</td>
</tr>
</tbody>
</table>

Barriers to Student Success

The most at-risk students don’t take advantage of available support services even when they are aware of them.

76% barrier

The institution doesn’t have enough staff to provide interventions to all at-risk students.

71% barrier

Results from SGHE/Isurus survey conducted with 200 institutions, 2009

The institution does not have a systematic way to evaluate the effectiveness of different types of interventions for students who are at-risk of not completing their degree program.

73% barrier

The institution doesn’t have a systematic way to identify at-risk students early enough in the semester to impact their performance in that course.

53% barrier

Results from SGHE/Isurus survey conducted with 200 institutions, 2009
Barriers to Student Success

The institution lacks an institution-wide strategic plan to address retention and student success issues.

49% barrier

Support services aren’t available during the hours that students need them, such as evenings or weekend.

42% barrier

Results from SGHE/Isurus survey conducted with 200 institutions, 2009

From Research to Model

Vincent Tinto
Author, Leaving College: Rethinking the Causes and Cures of Student Attrition (1994).

"Research on student retention is voluminous.... Despite all the research that has been conducted to date, little work has been devoted to the development of a model of student persistence that would provide guidelines to institutions for creating policies, practices, and programs to enhance student success."

College Student Retention: Formula for Student Success (2005).

Theory and Background: Retention Formula

Alan Seidman’s Formula

\[
\text{RET} = \text{E}_{\text{ID}} + (\text{E} + \text{I} + \text{C})_{\text{IV}}
\]

College Student Retention: Formula for Student Success (2005).

Retention = Early Identification + (Early Intervention + Intensive Intervention + Continuous Intervention)
Student Success & Effective Practices

Student Success
• Involvement – Alexander Astin: Students who invest time and energy in and out of the classroom are more likely to be retained.
• Integration – Vincent Tinto: Integrated students are more committed to their institution and their educational goals.
• Engagement – George Kuh: Students engaged in educationally purposeful activities both in and out of class graduate at higher levels.
• Mattering – Nancy Schlossberg: Students experience a more successful transition when they feel valued, attended to, and recognized.

Effective Practice
Pascarelli & Terenzini: How College Affects Students
• Developmental / Remedial Studies
• First-Year Seminar
• Support Programs
• Academic Skills / SI
• Academic Advising
• Undergraduate Research
• Residence
• Learning Communities
• General Engagement
Early Identification and Intervention

• Pascarella and Terenzini (*How College Affects Students*, 2005) have conducted meta-analyses of the higher education research, and they go so far as to say grades “may well be the single best predictor of persistence and degree completion.” Particularly grades for the first year.

• The US Department of Education’s Toolbox Revisited study (authored by Clifford Adelman, 2006) found that academic progress (specifically earning at least 20 credits by the end of the first year in college) is one of the five most significant factors related to student persistence.

Early Identification and Intervention

• The National Center for Public Policy and Higher Education’s 2005 report “Borrowers Who Drop Out” found that “regardless of borrowing status, more than half of those who dropped out had a grade point average of less than 2.25 in the first year they were enrolled.”

Redefining “Early”: Next Steps

• Establish a shared vision for student success
• Focus on what successful students do
• Determine an intervention strategy
• Start small and grow
• Build bridges
• Use data, don’t just collect it
Using Technology to Improve Student Success

Technology and Student Success

• Early Intervention — Faculty-driven
• Constituent Relationship Management — Centralized communication for campus
• Online Tools — Student-driven
• Performance – Based Reporting — Tracking and analyzing progress toward goals

Early Intervention
Early Intervention

Redefining Early

- Earlier reporting of grades
  - Second week of academic term
- Earlier reporting of academic effort
  - Connected to students' use of Learning Management System
- Clear method for students to track progress throughout the semester
- Supporting students during critical times (i.e. first-semester/first-year)

Faculty-Driven

- Reinforcing the importance of faculty-student interaction
- Frequent and personalized feedback from instructors
- A focus on student learning and success
- Building the bridge between academic and student affairs
  - Connecting students to campus resources

Technology for tracking course progress...

- Involves students by...
  - Encouraging them to spend time in conversations with instructors and using academic support resources
- Integrates students by...
  - Defining expectations and pathway to success in college
- Engages students by...
  - Providing feedback from instructors and encouraging participation in collaborative learning activities to meet instructors' course expectations
- Demonstrates Mattering by...
  - Communicating with students regarding course performance early in semester
  - Providing meaningful messages to students
Course Signals Focus

Persist at the institution

Retention/Success at the Institution

Academic advisors and staff

Retention/Success within a Program

Persist as Biology major

Success within a Course

Course Signals

Faculty/Instructors

Pass Biology 101

Course Signals Functionality

• Proactively predicts students at-risk for failing or withdrawing from a course as early as week 2
•Alerts the student within their LMS course page
  - High likelihood of failing the course
  - Potential problem with succeeding in a course
  - High likelihood of success in the course
•Automates email communication between faculty & students
  — Messages of congratulations and concern
•Provides faculty with student trend views
What is a CRM?

• “CRM is a philosophy and strategy, supported by people, processes, and technology, designed to improve student and constituent interactions in a higher education environment.”

Constituent Relationship Management

• Prospective students, current students, and alumni
  — Student profiles
  — Across the student life cycle

• Track interactions

• Targeted and segmented communications
  — Communications of congratulations or concern
  — Referral for support and assistance
  — Information about resources
  — Sent from specific organizations

• Sophisticated and personalized campaigns
Constituent Relationship Management...

- Involves students by...
  - Receiving communications from various campus organizations and learning about opportunities on campus
- Integrates students by...
  - Defining pathways of student involvement and use of support resources
- Engages students by...
  - Providing targeted messages directed to students' specific needs (ex. Career Services sending information to sophomores)
- Demonstrates Matter by...
  - Communicating the right information to students at the right time
  - Staff awareness of student interactions

Banner Relationship Management

Student-Driven Online Tools
Student-Driven Online Tools
- Interactive
- Inviting and engaging
- Relevant
- Personal success
- Career exploration
- Encourages students to take ownership of their education
- Real-time information
- Available anytime

Student-Driven Online Tools...
- Involves students by...
  — Providing access to view courses they have taken and remaining courses they need to complete their degree
- Integrates students by...
  — Defining pathways to degree completion and time completion will take
- Engages students by...
  — Encouraging them to take responsibility in their degree planning and better preparing for advising appointments
- Demonstrates Matttering by...
  — Advisors providing consistent and meaningful guidance
  — Degree information available and clear for students

DegreeWorks
- Degree audit tools
- More transparent transfer articulation
- Clear and consistent degree plans
- Keeping students on track to degree completion
  — Time to degree completion
- “What ifs”
  — For students considering a major change or those who are undecided
- Advisors access to real-time information to provide students with consistent and meaningful guidance
Performance-Based Reporting

- Tracking progress toward achieving student success and retention goals
- Analysis of student characteristics with persistence and graduation rates
  - Who is persisting? Who is not? Why?
  - Who is graduating? Who is not? Why?
- "Leading" and "Lagging" indicators
  - What are the earliest factors we can connect to student success?
- Aggregate and cohort data
  - Each academic term
  - Long term trends

Student Retention Performance

- Persistence and graduation trends overall and by academic program
- Determining needs for specific student populations
  - Academic support services
- Drill down capabilities to identify specific students
  - Students who have not met with academic advisor by certain date
  - Students who are earning below a specified threshold GPA
- Course level performance
  - Individual student course performance
  - Course fail rates
- Student Engagement
  - Analytics to track activities and interactions with students
Our Services

- **Understanding your Institution**
  - What you do and why you do it
  - What you want to become and how to get there

- **Student Success Best Practices**
  - Supporting student engagement and involvement
  - Which students succeed and persist, and why

- **Planning for Performance**
  - Aligning people, plans, and technology
  - Fostering a culture of performance

- **Using your Resources and Tools**
  - Getting the right information at the right time
  - Measuring and demonstrating success

Student Success and Retention

Student success and learning…
through engagement, involvement, integration, and mattering…
lead to persistence and graduation.
Your Feedback

Consider your current student success and retention goals and efforts....

• How is technology helping you work toward your student success and retention goals?
• What promising practices involving technology are you seeing on your campus?

Questions/Comments
For more information, contact:

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