



Austin Community College

Academic, Career, & Financial Planning

Makita Johnson, Social Work Associate's Degree graduate

Description

Redesigning programs and services for guided pathways has helped more students complete what they start by making it easier for them to find the programs and coursework best suited to their goals and receive the help and support they need. The integration of academic and career planning software enables students to stay on track to graduate, transfer, and obtain gainful employment.

- Guided Pathways: 10 Areas of Study
- CIVITAS - Degree Map
- Focus2 and Campus2Careers
- Student Money Management Office

Impact on Student Supports

The full-time, credential-seeking FTIC student persistence and graduation rates increased across five cohorts. The number of students persisting through or graduating in their first spring increased 7 percent from fall 2010 to fall 2014, while the number of students persisting through or graduating in their second fall increased by 6 percent.

Students successfully completing their first 15 credits increased 7 percent from FY 2013 to FY 2015.

Top Successes

- Graduation rate for full-time, credential-seeking FTIC students increased from 4% to 8%
- Degree, certificate, and other completions rose 71% overall AY10 - AY15 (5,851 compared with 3,428) Specifically:
 - Academic degrees increased 102%
 - Core curriculum/field of study completions rose 113%
 - Skills awards increased 87%



Challenges

- Software system compatibility
- With rolling admissions process, advisor student assignment and management.





Bay College

Academic, Financial, and Career Planning

Description

- Jenzabar EXi Advising has been rolled out for academic advising planning.
- Web-based, mobile friendly system that students can access anywhere.
- Students and advisors can develop and access a customized 2-year academic plan.
- Students have ability to register for courses through the system.
- System provides advisors and students with ability to track progress towards degree.
- Advisors and other appropriate personnel can share notes about students.

Impact on Student Supports

- Academic planning is clarifying students' pathways to completion
- Advising sessions will become more efficient, effective, and personalized
- With plans in place, advisors can spend more time personally engaging students
- Academic maps for all programs have/are being created
- Predictive scheduling will be possible once maps are completed
- Advisors will be able to easily monitor student progress
- Early Alert will be easier based on progress monitoring and note sharing

Successes

- The institutional buy-in has been solid through cross-functional training, especially with our faculty advisors.
- Improving students' advising experience by personalizing their path allows them to see the finish line and celebrate milestones.



Challenges

- Financial constraints have limited our ability to integrate an Early Alert system into the academic planning system (EXi).
- Our Early Alert efforts have been difficult to scale up without a technology system to support it.





Community College of Philadelphia

Targeting Risk & Intervention

Description: Restructured academic advising functions at the College

- Summer 2016 – Hired 7 full-time faculty advisors. Prior to this, academic advising was conducted by faculty on a part-time basis, and students were seen on a drop-in basis only.
- Each full-time faculty advisor is assigned to a cohort of students in one of five curricula: healthcare studies, liberal arts, business, psychology, and justice.
- Online scheduling for both individual and group advising appointments – Starfish CONNECT.
- Implementation of the Kiosk “waiting room” feature in Starfish CONNECT.
- Starfish Faculty Trainers – the training sessions are led by the teaching faculty. Goal is to increase awareness and faculty usage of Starfish.

Impact on Student Supports

Increase in number of scheduled advising appointments confirmed and attended by students.

- Fall 2015 – 2,189 (drop-in advising)
- Spring 2016 – 3,006 (drop-in advising)
- Fall 2016 – 6,340 (appointment based)

Increase in number of tracking items reported overall (i.e. kudos, raise flags, and referrals)

- Fall 2015 – 18,951
- Fall 2016 – 30,315

Implementation of First Year Experience course – beginning Fall 2016: Students in FYE are required to complete an individual educational plan, career plan, and financial plan.

Top Successes

- Caseload advising provided students and the seven faculty advisors with the opportunity to build personal relationships. Having an assigned faculty advisor creates consistency for students and greater engagement in the advising experience.
- The dramatic increase in STARFISH usage in Fall 2016 provided students, advisors, teaching faculty, and support services a platform to wrap support around students.



Challenges

- Increasing institutional awareness about the Starfish Early Alert system and the benefits it affords students.
- Strategizing the best ways to support all students who have been identified as “at risk” and how to best support them.





Colorado State University

Targeting Risk & Intervention; Counseling & Coaching

Description: Early Warning Efforts

- Faculty provide grade progress indicators in the fifth week of the semester
- Staff participate in interventions to promote student success
- New students complete Taking Stock Student Survey in the 4th week of the fall semester
- Residence Assistants outreach to students about survey results with individual meetings
- Advisors prioritize students with high academic and social concerns

Technology used: Canvas, Beacon, Homegrown Database, Ellucian Mobile, and piloting SSC Campus.

Impact on Student Supports

- Cross campus collaborative efforts with multiple functional areas and roles
 - o Resident Assistants (RA) and Resident Directors
 - o Academic Success Coordinators/Advisors
 - o Technology Staff
 - o Learning Programs or spell out TILT Staff
- All who participate feel a collective responsibility to serving students
- High touch student experience with multiple one on one meetings to provide support and intervention
- Technology plays a key role in communication and connecting all participating

Top Successes

- 93% (4192) of first year students living in the residence halls completed the survey
- 3,548 met with RA (78%) of the 4,526 first-year students on campus



Challenges

- Shifting culture of faculty and Early Performance Measure by asking faculty to adjust assignments and/or evaluation criteria in courses to provide data for EPF
- Incorporating transfer students; majority living off-campus





California State University, Fresno

Counseling & Coaching

Description

Development of My Degree Plan

- Based on College Source u.direct product;
- Interactive course planning tool students use to plan schedules for future terms;
- Uses roadmaps to guide student planning
- Linked with the Degree Progress Report (degree audit tool);
- Ensures efficient path to degree;
- Saves students time and money;
- Facilitates communication with advisors;
- Provides university with estimates of future term course demand.

Impact on Student Supports

We are just rolling out the tool but anticipate it will:

- Serve as a basis for improved student/advisor communication;
- Help students take control of their learning;
- Help students take the right courses at the right time and keep them on track to graduation;
- Provide information to departments to improve scheduling-offering the right courses and number of sections each semester.

Top Successes

- Enhanced communication and coordination between Technology Services, Academic Affairs, and Student Affairs.
- Chosen as one of three institutions to participate in a research project by CCRC and MDRC to measure the impact on student success.



Challenge

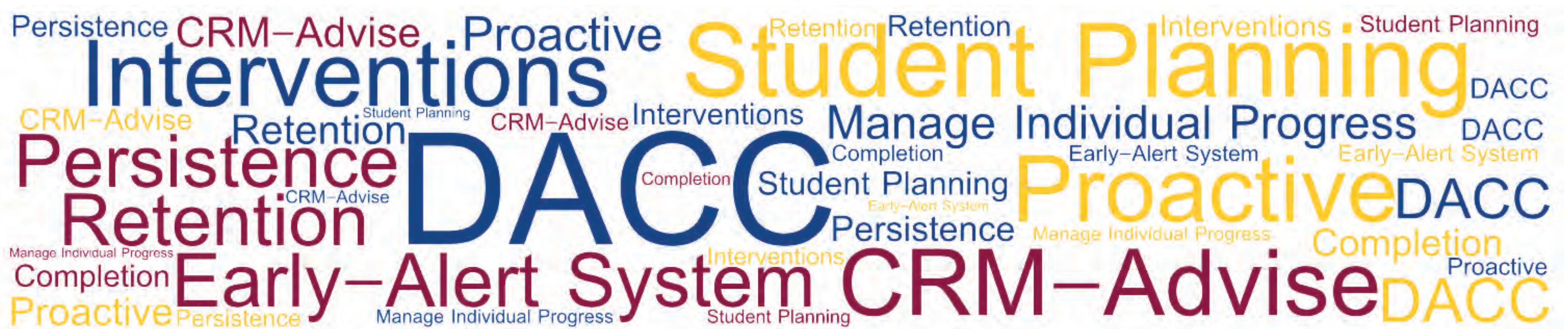
Securing widespread adoption by faculty, staff, and students of a new tool. We have a well-developed communication plan and training program but adoption is lagging.



FRESNO STATE

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Targeting Risk and Intervention

Impact on Advising

The campus-wide shift from the ruts of a traditional reactionary services approach to an innovative proactive engagement model in addressing student success challenges cannot be understated in terms of practically increasing student success. In addition, caseload advising reforms will make Ellucian CRM Advise effective, not only at DACC, but across the NMSU system.

Successes

- Built a diverse and reliable team of stakeholders from across the NMSU system to lead the implementation of Ellucian CRM Advise, which launched on Feb. 8, 2017.
- Developed our first set of STEM cohort alert rules and conditions, as well as systemwide scoring plans and engagement plans.

Challenges

- Fought to keep the DACC STEM cohort as the focus of the iPASS project.
- Experienced several delays due to data integrity issues during the migration from Banner to CRM Advise.





Delaware County Community College

Academic, Career, & Financial Planning

MacDonald Taylor, Paralegal Studies major

Description

The development of academic plans resulting in a more structured pathway for students is one aspect of our iPASS work. It involves:

1. Technology Tools:

- Degree Works
- Banner XE Plan Ahead for future course selection
- TransferCheck for planning transfer

2. Accelerated Developmental Progression

- English Composition Accelerated Learning Program (ALP)
- Integrated Reading and English instruction
- Accelerated developmental math

Impact on Student Supports

iPASS has impacted how advising and support services are viewed at the College including the recognition of the importance of:

- An individual academic plan
- The student and advisor interaction
- Faculty and staff collaboration for a successful advising process
- Advisor assignment
- Starfish, our early alert system
- The development of a required modular online orientation program
- Benchmarking programs such as “Almost There” and “Graduation Fair” to help move students to completion.

Top Successes

- The increased resources available to students, faculty, and staff to help develop academic plans including: Degree Works; Updated TransferCheck system; Banner XE Registration Plan Ahead; Structured Developmental Pathways.
- The collaboration and renewed enthusiasm of faculty and staff in helping students succeed at the College.



Challenge

The biggest challenge has been effectively and efficiently implementing a number of different technology tools and strategies which often involve the same group of faculty and staff.





East Mississippi Community College

Targeting Risk & Intervention

Description

- DropGuard Early Alert System by SmartEvals
- Implemented Fall 2012
- 100% usage by full time instructors; 85% usage by adjunct instructors by end of year 2.
- Integrated with the LMS system to automatically send warnings when a low grade or inactivity is detected.

Impact on Student Supports

There has been positive impact to retention and graduation rates after implementation of IPASS technologies:

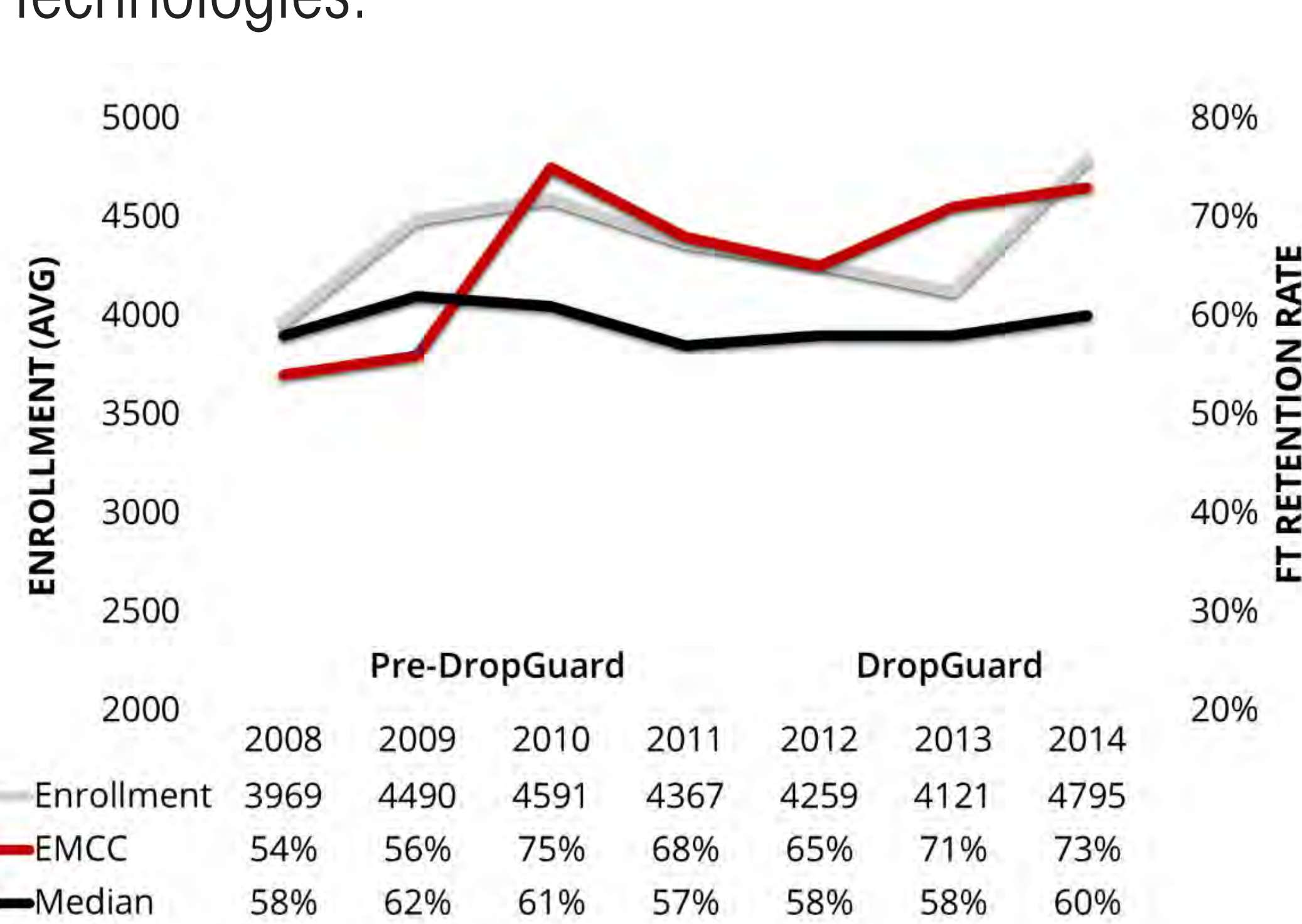


Chart 1: mean enrollment for MCCB system; median FT retention rate for MCCB system; FT retention rate for EMCC

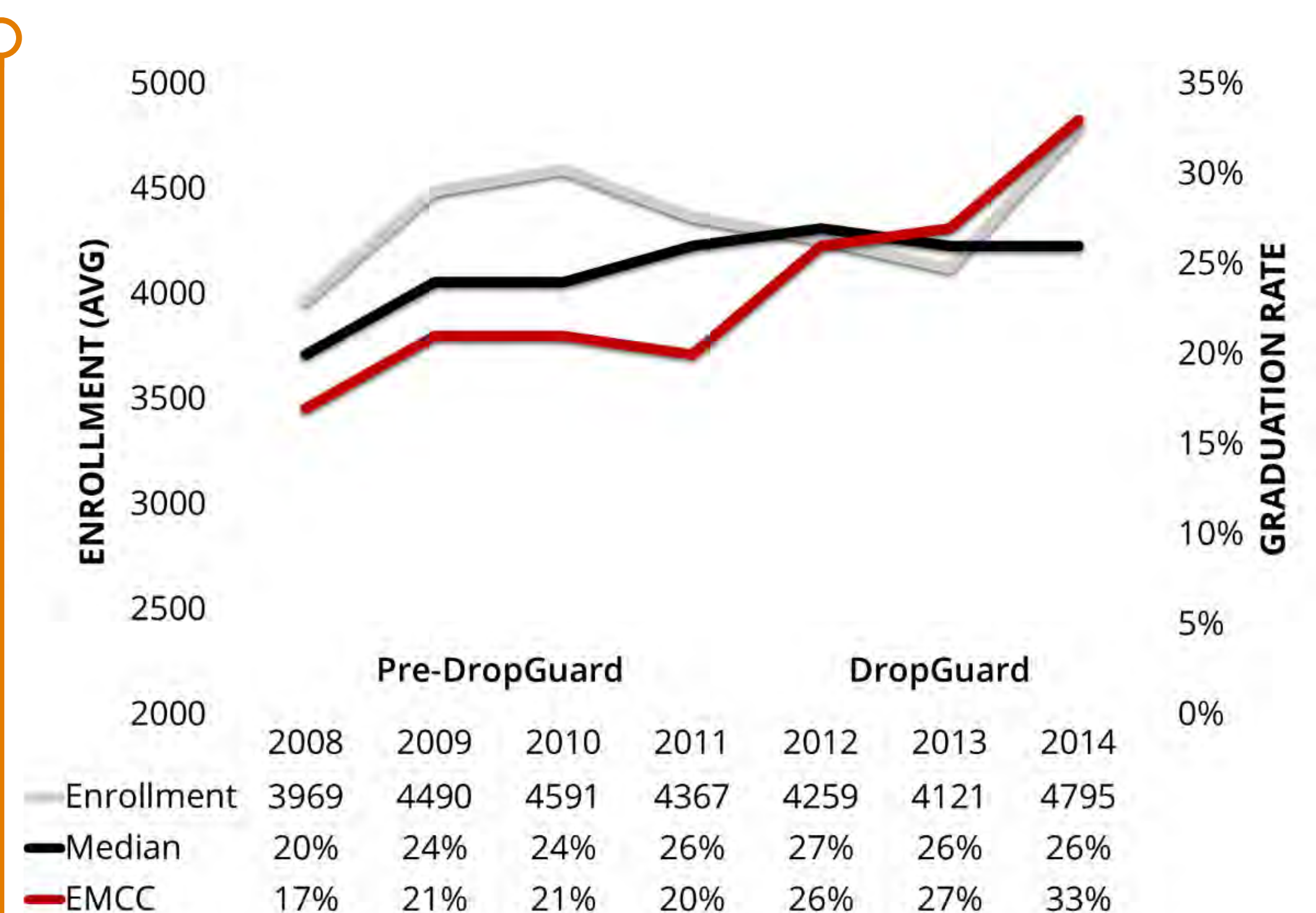


Chart 2: mean enrollment for MCCB system; median graduation rates for MCCB system; EMCC graduation rate

Top Successes

Student planning:

- Now more user-friendly, thanks to the addition of 2-year plans
- Improved faculty buy-in, thanks to cooperation in creating 2-year plans and better understanding of how the software can improve relationships and promote higher-level conversations with advisees



Challenge

Creating a culture of Student Success across the institution. Although #1 on the institutional strategic plan, change efforts remain isolated and time/financial commitments do not reflect value.





Fayetteville State University

Targeting Risk & Intervention

Fayetteville State University, a constituent university and HBCU in the University of North Carolina higher education system, implemented Starfish CONNECT and EARLY ALERT campus-wide in fall 2015. Starfish CONNECT and EARLY ALERT are branded as BroncoConnect at our institution.

- Phase I Goals:
 - Centered around adoption, satisfaction and/or impact
- Phase I Metrics:
 - CONNECT: Survey completion rate, number of alerts raised/cleared, % of faculty participation
 - EARLY ALERT: Number of appointments created by staff and made by students

Impact of this Work

- Electronic record of academic advising from freshman year to senior year. Maintains advising continuity.
- Substantial reduction in paper contracts in academic support services (writing, math, supplemental instruction).
- Use of Early/Midterm Alert progress surveys played a role in improved freshman academic performance.

Successes

- Progress Survey Participation:
 - Fall 2015—42.3%
 - Fall 2016—54%
- Overall Faculty Participation
 - Fall 2015—45%
 - Fall 2016—58%



Challenges

- Sustainable SIS Integration
- LMS Integration
- User adoption of advanced features





George Mason University

Counseling & Coaching

Description

We transitioned from the Student Success Collaborative (SSC) Foundation to SSC-Campus in August 2016 to help advisors monitor student progress and leverage predictive analytics.

- Encouraged academic advisors to select functionality that fits their needs
- Used SSC to gather academic progress reports for athletes
- Leveraged SSC calendar features via advising appointment campaigns
- Set success marker courses in all majors
- Collaborated with University Life offices to invite their adoption of SSC

Impact on Student Supports

Our work with SSC has affected advising practice and institutional culture.

- Streamlined academic advising workflow
- Used targeted campaigns to prompt student appointments with academic advisors prior to the registration, which prompted more in-depth advising conversations and reduced the demand for advising during peak times
- Elevated awareness about how academic advising supports student success among faculty, deans and senior leadership
- Expanded scope/reach of SSC by including non-degree and graduate students

Top Successes

- Advisors active in SSC Platform increased from 35 to 164.
- All undergraduate programs have identified success marker courses.
- Strong train-the-trainer model to orient new SSC users.
- Elevated campus student success conversation, focusing on advising excellence.
- Current users share best practices.



Challenges

- Competing institutional priorities
- Limited ability to meet technology implementation goals in wake of staff turnover in key functional areas.
- Decentralized academic advising model affects adoption rates of SSC (no mandate).





Georgia State University

Risk Targeting & Intervention

Description

- Implemented EAB Student Success Collaborative: Campus at Perimeter College, the Associate-degree-granting division of Georgia State University.
- Established markers and milestones for all academic pathways that are predictive of success or attrition.
- Every student is provided a risk level that warrants a specific outreach based on level.

Impact on Student Supports

- The technology allows us to provide better customer service to students.
- We are able to create and track proactive outreach plans.
- Every student is able to be assigned to their advisor to monitor alerts.
- We were able to increase the number of advisors to lower our ratio.
- We developed a note-taking and tracking system that can be shared amongst advisors and campuses.

Top Successes

- Our academic pathways were established and each align with a 4-year program.
- Lowered the ratio of students to advisor, by hiring 26 new advisors.
- Graduation rates at Perimeter College had the largest increase ever and almost doubled in one year.



Challenges

- Changing the culture of advising on an established campus.
- This includes the structure of advising, how students are assigned and expected to meet with their advisor, and how students are tracked.



Guttman Community College

Academic, Career, & Financial Planning



Description

In 2015-2016 Guttman developed a set of ePortfolio Educational Planning (eP2) modules for academic and career planning.

- Modules: Personal SWOT Analysis, What's My Major?, and Personal Statement Bank
- All students complete these modules in their Bridge program and their year-long student success seminar
- Modules help students organize their thinking and reflect on their academic identify and career trajectory

Impact on Student Supports

The eP2 has transformed the student advising experience:

- First Year Advisors review eP2 with students in class and during one-on-one meetings.
- Second Year Advisors review completed modules to:
 - Aid in the transition from first year experience to program of study
 - Get to know students prior to working with them
- Advisors have a more holistic picture of each student – who they are and what they bring to their academic experiences

Top Successes

- The eP2 has changed the culture of advising at GCC; reviewing and giving feedback on the eP2 modules is now integrated into the advising process.
- Advisors more fully understand the benefit of using ePortfolio as part of developmental advising.



Challenges

- Building in scaffolding to better guide students towards deeper, more integrative reflections that connect their goals with their academic and career plans.





Honolulu Community College, University of Hawai'i System

Counseling & Coaching

Description

By using MySuccess (Starfish) and STAR (a University of Hawai'i degree audit and registration program) staff and faculty at Honolulu Community College have become better case managers of student success.

- MySuccess is used to raise alert flags if students struggle. Students can then be referred to the optimal service.
- STAR helps put students on a guided pathway and advise them through this pathway.

Impact on Student Supports

- Greater communication regarding student success occurs between faculty and support staff.
- There has been an increased number of students receiving advising services and a decreased wait time.
- Retention counselors outreach to students based on alert flags raised by faculty.
- STAR helps advisors target sessions and reduces the need for programmatic fact based advising, freeing advisors to focus on individual student development.

Top Successes

- Student course needs have been quickly identified during registration and seats are strategically added as needed.
- The writing center now also uses Starfish, meaning instructors can communicate with writing tutors the exact learning and assignment needs, and tutors can provide instructors with information about the sessions.



Challenges

Increasing faculty usage of MySuccess:

- Faculty can raise more flags
- Faculty can link MySuccess to Sakai gradebook to improve specificity of retention and academic counseling.





Middle Tennessee State University

Targeting Risk & Intervention

Description

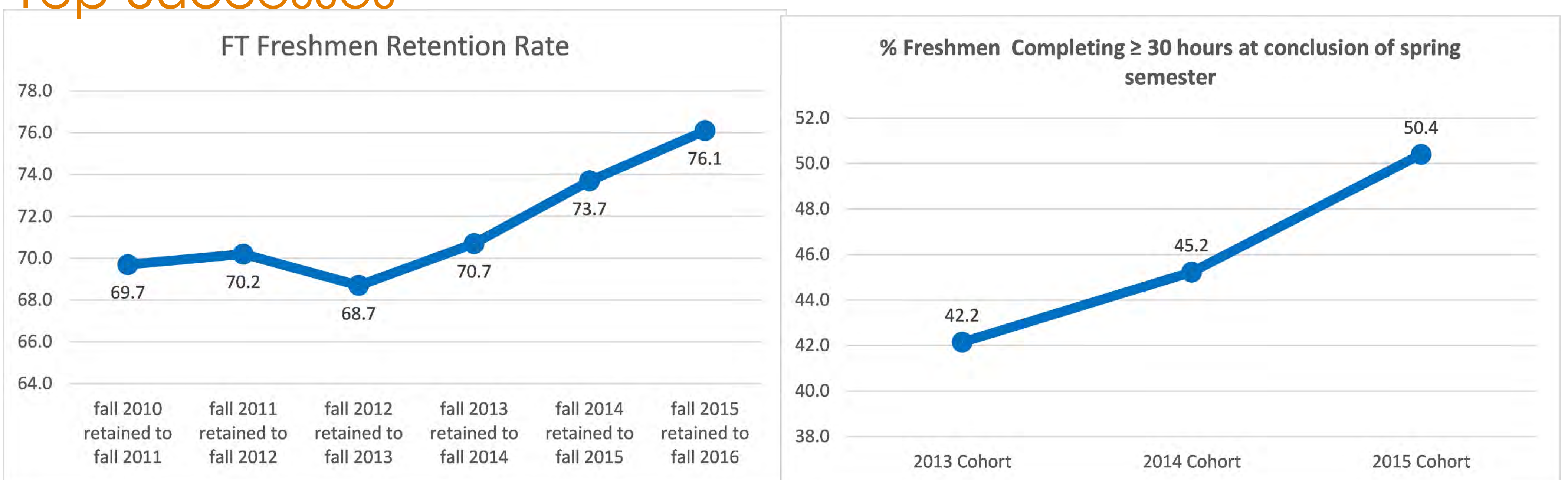
Technology: Education Advisory Board's Student Success Collaborative (EAB SSC Campus)

- Hiring 47 additional advisors.
- Application of enhanced predictive analytics to identify and intervene with at-risk students.
- Developing an integrated system of learner support.
 - Free tutoring for 200+ courses.
 - Supplemental instruction in 36 course sections for 2,100+ students.
- Redesign of 27 general education courses.
- Weekly reports on key student success outcomes are distributed campus-wide.

Impact on Student Supports

- Student-to-advisor ratio is 260/1, enabling a caseload management approach.
 - Data-informed, personalized advising.
- Advisors and colleges have ownership of primary student success outcomes.
- Resources are segmented to serve an advising population stratified by risk and need.
 - A special focus on the "murky middle."
- A campus ethos was created that is focused on student success.
 - Initiatives such as co-requisite model to learning communities for faculty and students.

Top Successes



Challenges

- Increasing the level of involvement and engagement of all students.
- Developing models to support advisor professional development and career paths.



Morgan State University

Targeting Risk & Intervention

Description

In 2013, Morgan identified Starfish as its designated IPAS system for implementation by Spring 2014. Morgan's IPAS goals were:

- 1) to increase faculty triggered early alerts;
- 2) to increase students' utilization of campus resources;
- 3) to provide seamless, transparent & user friendly monitoring and tracking of students in high-risk cohorts;
- 4) to provide one online resource where faculty, staff and students can access feedback and action plans for student success.

Impact on Student Supports

According to a report by CCRC, implementation of Starfish at Morgan has:

- Introduced a transparent, comparatively efficient, and routine method of early risk targeting and intervention.
- Made it easier to identify advisor assignments where previously no single system for tracking student-advisor relationships had existed.
- Improved student accountability.
- Helped stakeholders recognize that Starfish is part of a broader effort to improve retention through higher-quality advising.
- Built faculty trust and belief that their feedback matters.

Top Successes

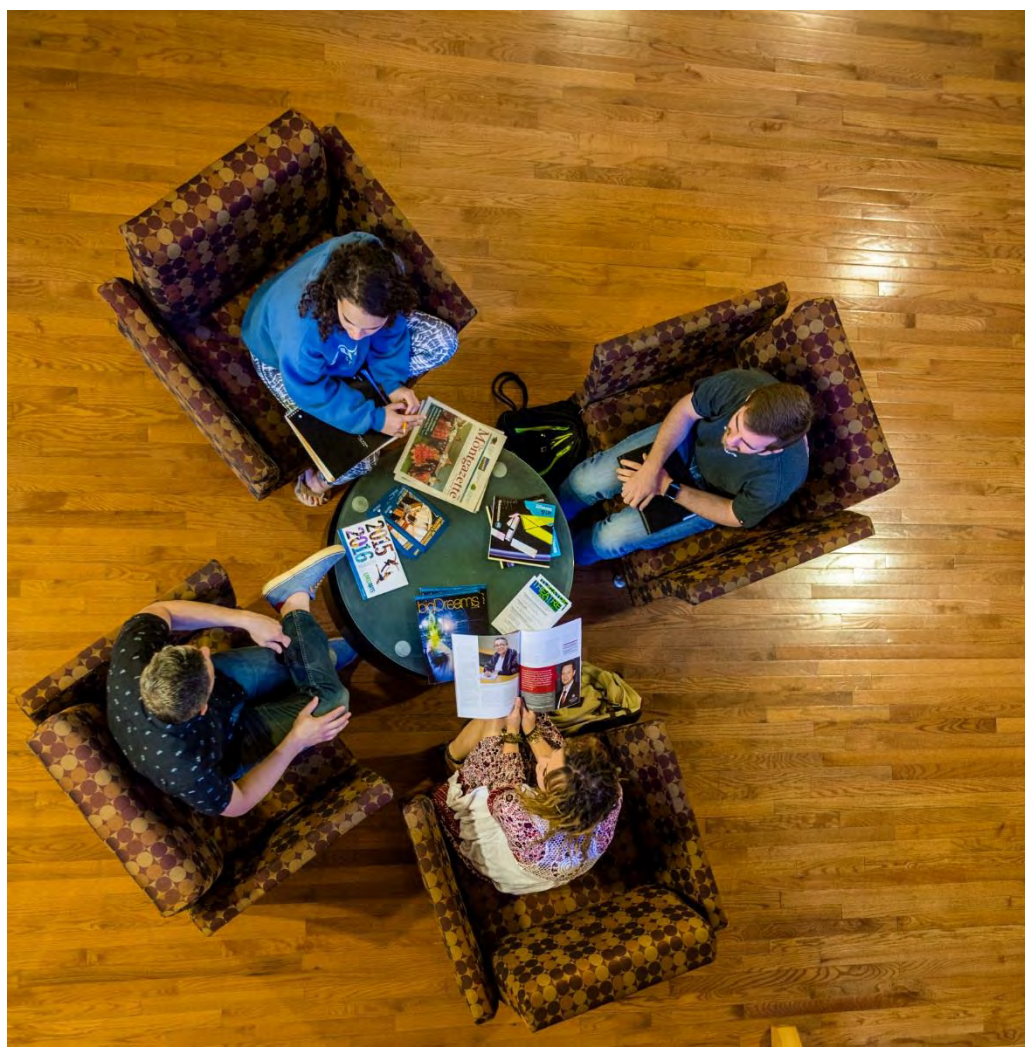
- After the implementation of Starfish, the retention rate rose from 72% to 76% for two consecutive years, Morgan's highest retention rate in 20 years and 2nd highest retention rate ever recorded.
- Winner of the 2015 APLU Project Degree Completion Award.



Challenges

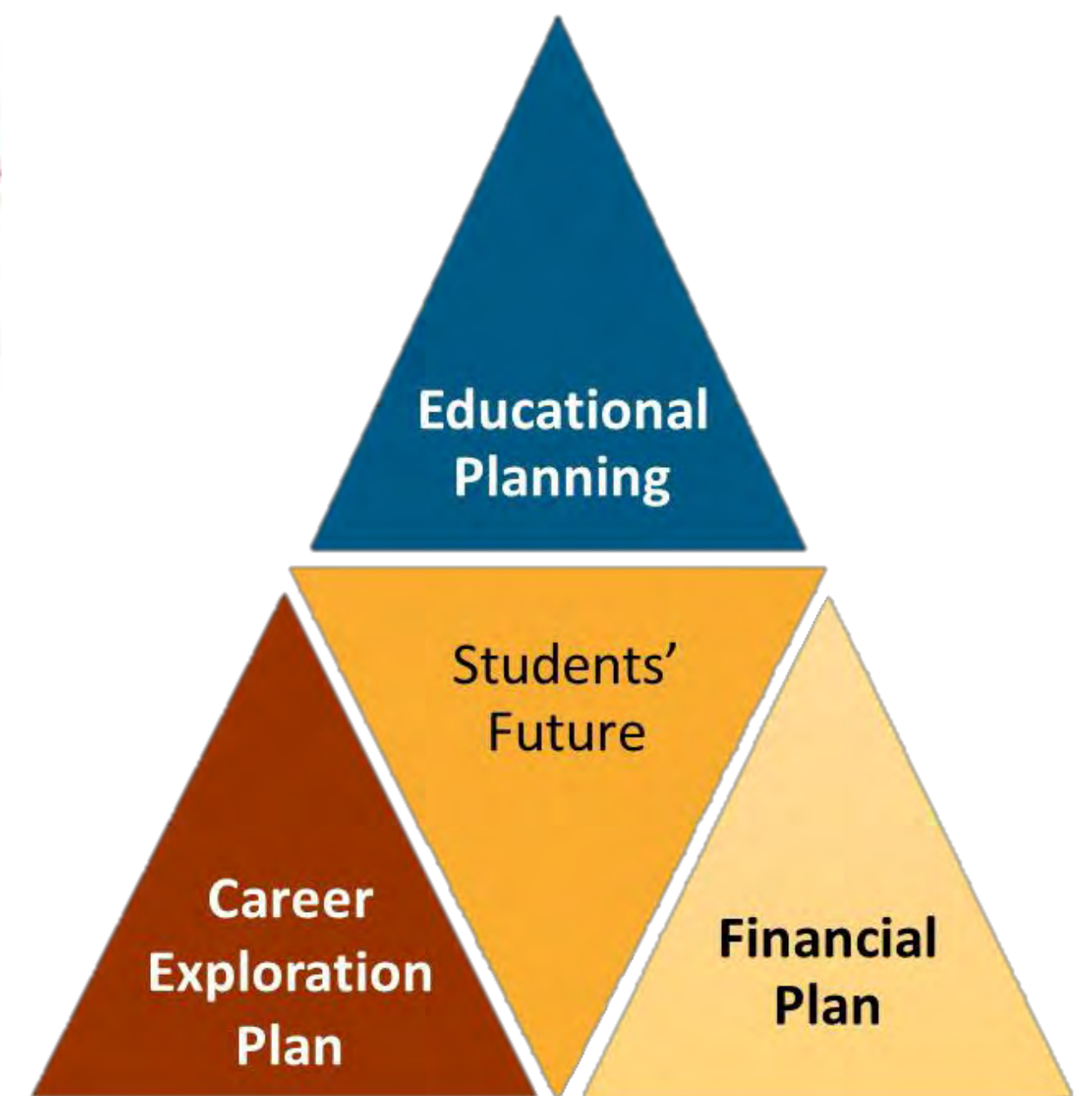
- Keeping up with Starfish data and clearing flags (we have more than 130,000 faculty-driven data points in Starfish).
- Prioritizing student interventions (more than 5,000 undergraduate students have at least one tracking item in Starfish).





Montgomery County
Community College

Blue Bell, Pennsylvania



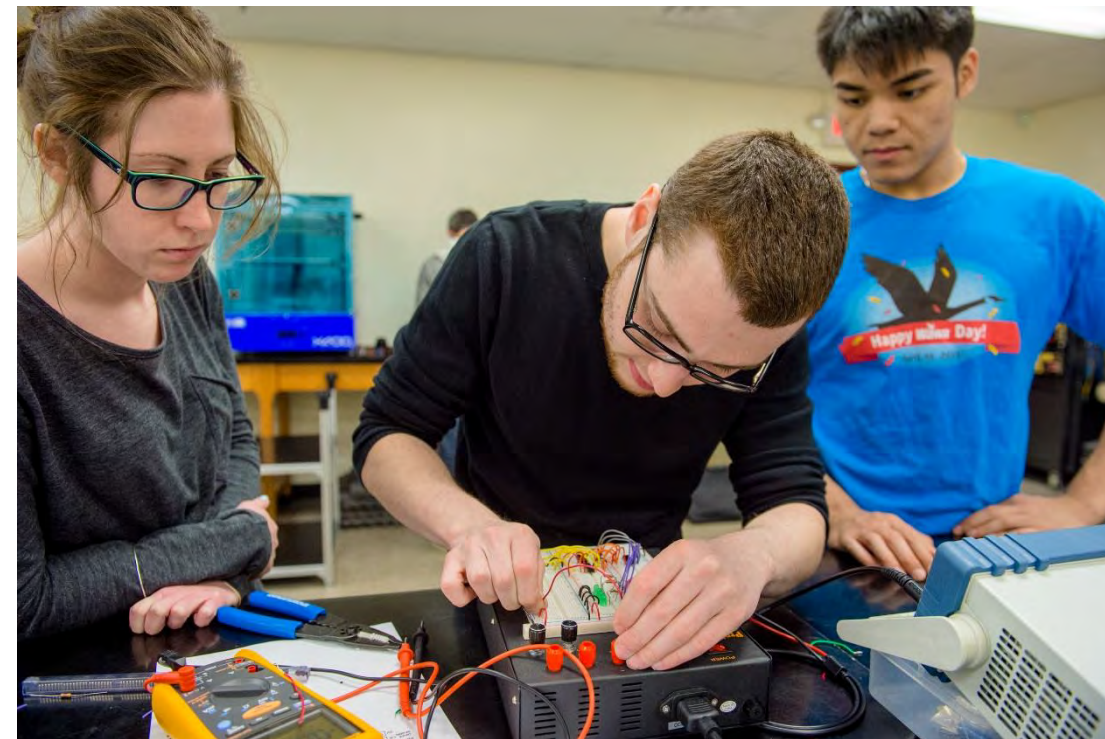
Academic, Career, and Financial Planning

***MyCareerPlan* (JobZology): Integration between Academic and Career Advising**

- All degree-seeking first semester students (iPASS) are strongly encouraged to complete the *MyCareerPlan* assessment during their first semester experience
- Used for confirmation and/or exploration of career goals
- Introduced to all students upon application to the College



87% of the Fall '16 cohort who persisted completed *MyCareerPlan* vs. only 26% of non-persisters



1,000 non-iPASS students also completed the *MyCareerPlan*

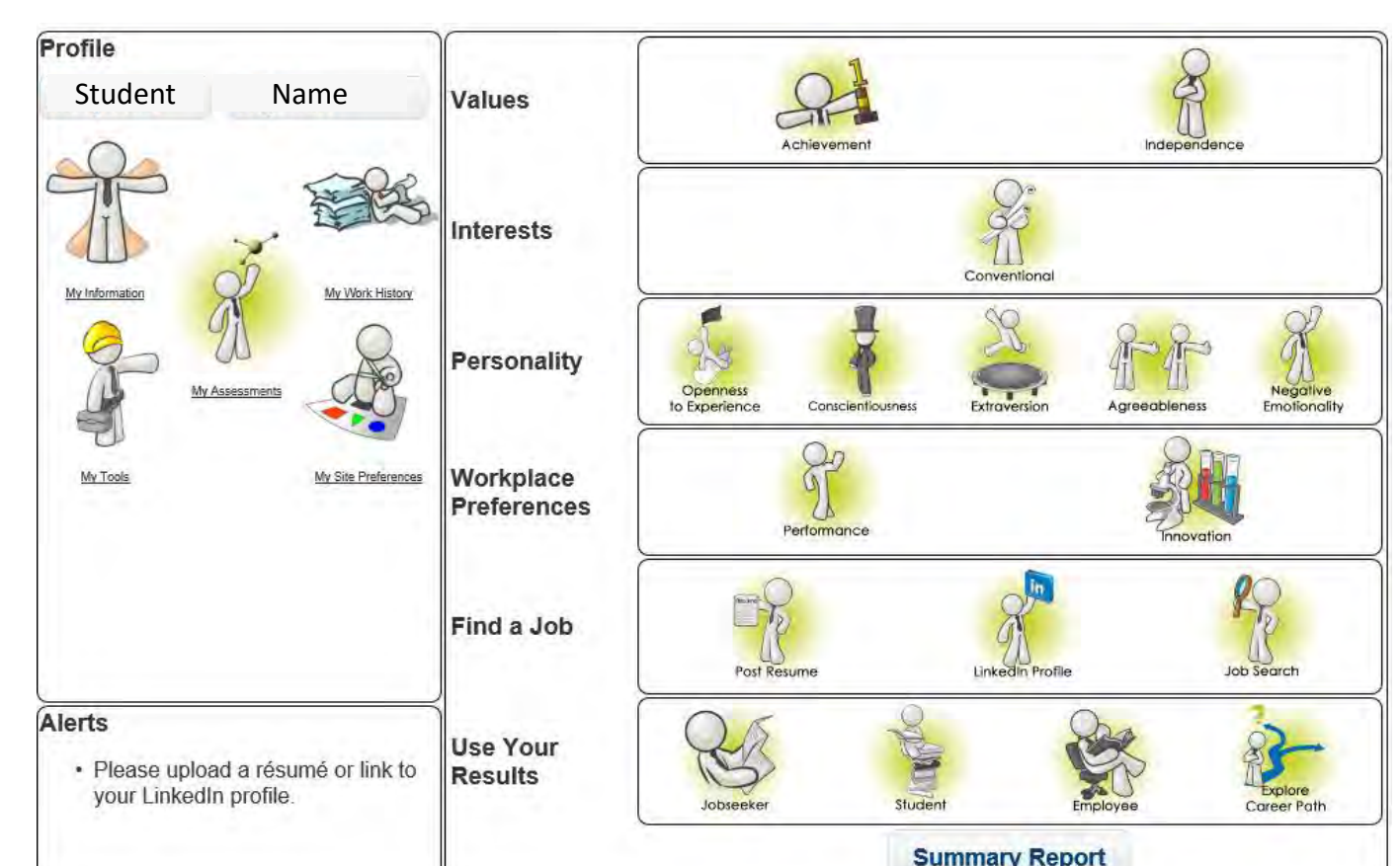
Our advisor conversations became more...

- Enriched regarding educational planning
- Accurate to students' long-term goals
- Adaptable to meet individual student needs



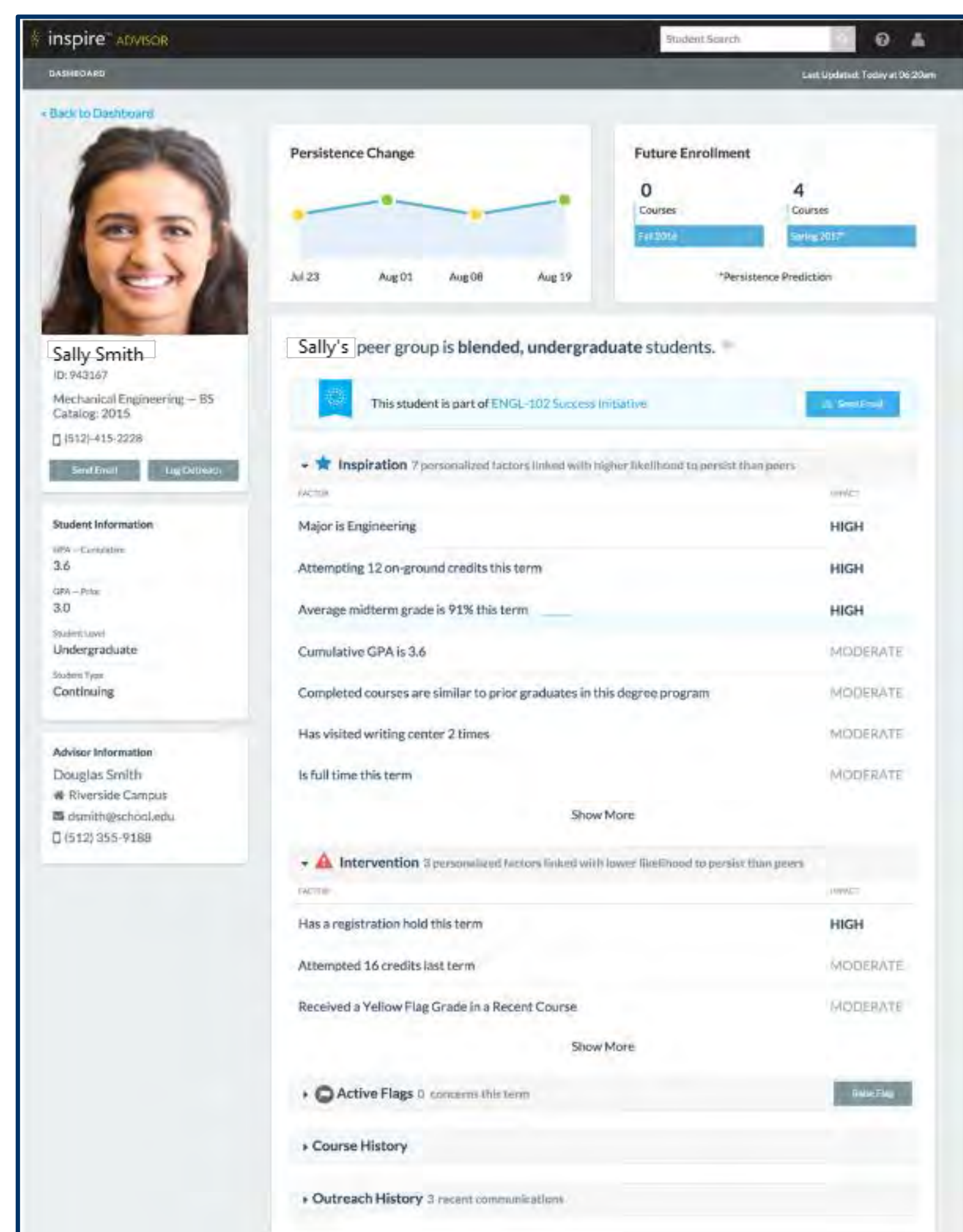
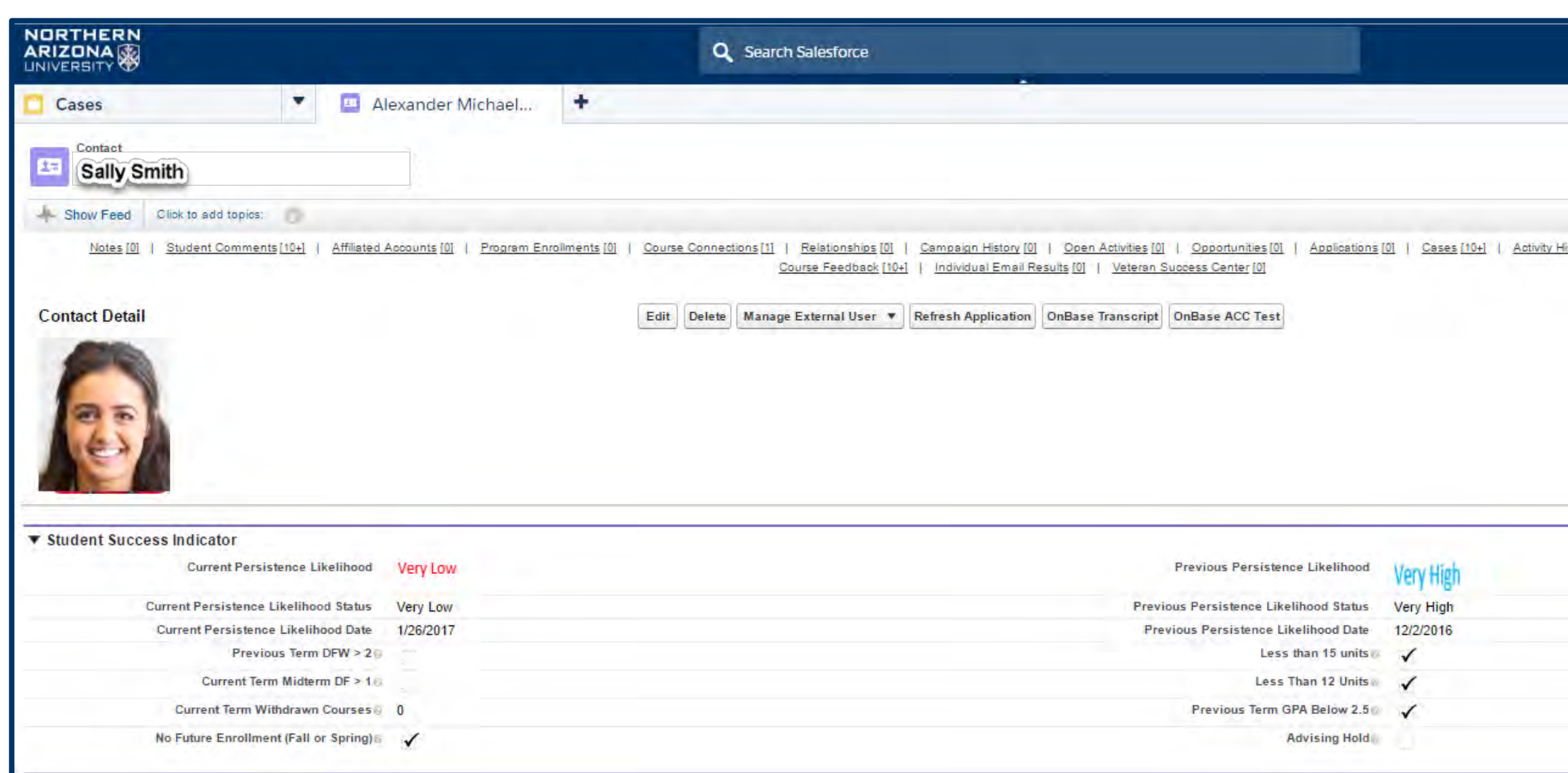
Our challenges...

- Getting students to complete *MyCareerPlan* in a timely manner and in a meaningful way
- Supporting advisors in having the career conversation



Objective:

- Personalize the student experience by improving communication and collaboration across the institution
- Proactively guide students to graduation by empowering advisors and mentors with a comprehensive student record and predictive information (Civitas)
- Streamline business processes through the use of Salesforce case management



Impact:

- Student support staff are empowered with readily-available information that was previously dispersed across multiple systems
- Data informs prioritizing workloads where and when advisor case-loads are high
- Redundancies and inefficiencies have been identified leading to improved processes

Proud Moments:

- Improved efficiency of student outreach and issue resolution
- Inclusive development of a new early alert tool
- Integration of Civitas risk score into the Salesforce CRM
- Centralization of advising structure and progress toward target advising ratios

Challenges:

- Pace of change
- Technical challenge of multiple tool integrations
- Resource allocation to multiple initiatives
- Roll-out and adoption of new tools multiple constituents (faculty, staff, athletics, etc.)





Northern Essex CC

Targeting Risk and Intervention

Acquisition and implementation of a Data Warehouse and Analytics will refine and magnify our ability to target interventions effectively.

- Rejuvenated and diversified Data Team formed
- ZogoTech data warehouse and analytics acquired
- New strategic plan and academic master plan is helping us optimize use of technology within re-envisioned org structures and improved processes

Our commitment to An Integrated Student Experience has spurred organizational change on multiple levels. Better, accurate and accessible data is key to:

- Targeting the students most likely to leave before earning 30 credits
- Reorganizing advising and student support services to ensure our interventions are SSIP and supported by integrated technology

Our Top Two Successes in this work so far are:

- * A reformulated data team that is revamping our data policy architecture to prepare for ZogoTech
- * An analysis of student progression to pinpoint the biggest loss points and most vulnerable students



Our biggest challenges currently:

- * Managing high expectations for access to ZogoTech data
- * Pursuing this project effectively amidst multiple initiatives in new strategic plan that call on the same key stakeholders



Student Intake Survey

- Offer non-cognitive intake survey to every new program student
- Use survey responses and Starfish Early Alert to identify potential barriers and refer students to interventions before classes start



Impact on Student Success Model

- Makes early alert even earlier by referring high-risk students to one point of contact
- Collaboration with Student Services teams to design interventions that work for them

Successes:

30% of the incoming Fall 2016 class engaged in an intervention

Student Intake Survey referrals were resolved at a rate of

48%

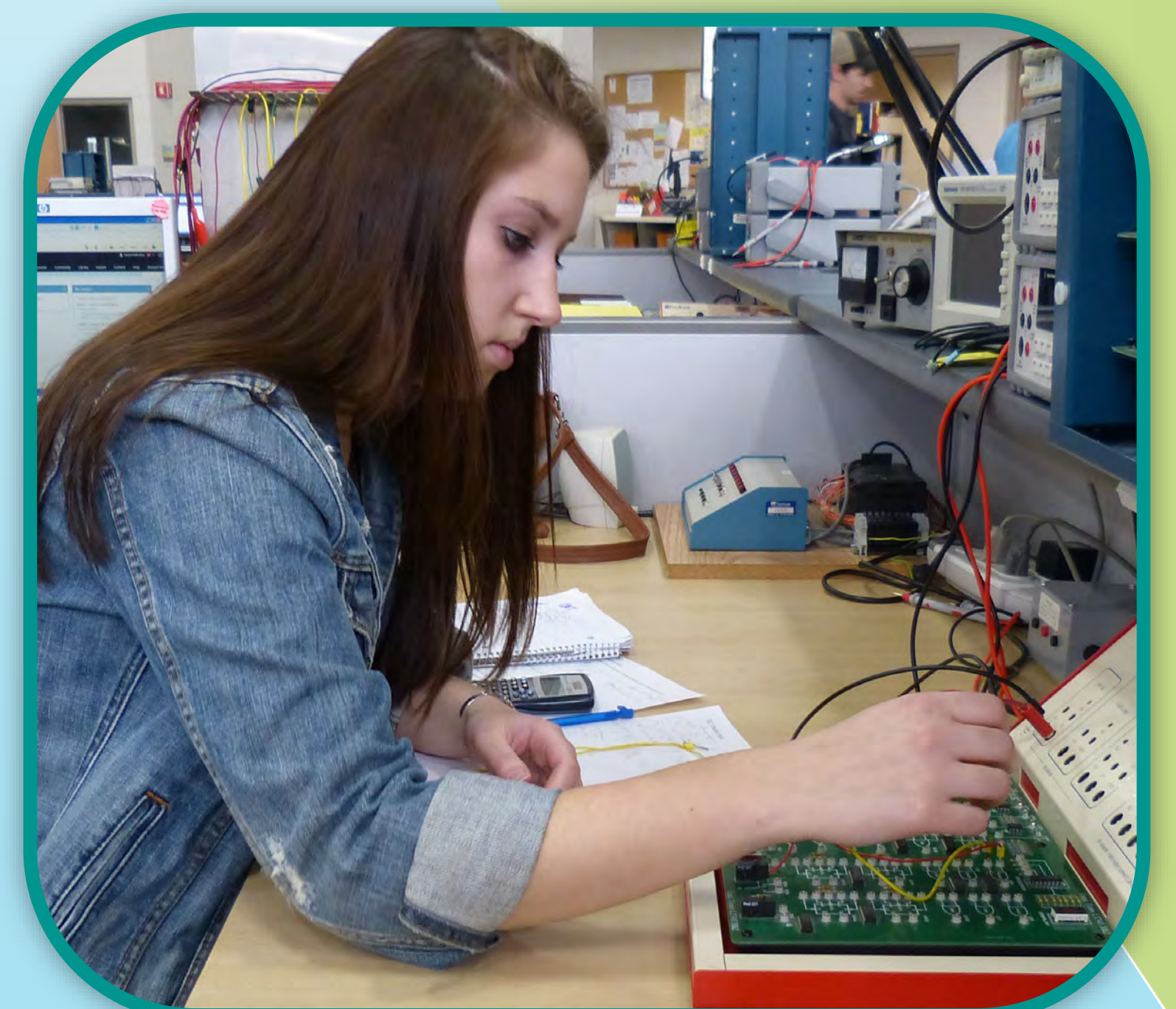
Challenges:



Identifying a contact method that students would respond to



Integrating survey results into our current technology and business practices





Patrick Henry Community College

Targeting Risk And Intervention

iPASS Pillar – Targeting Risk and Intervention

- 🎯 Faculty and staff are utilizing SAILS (Student Assistance and Intervention for Learning Success)
- 🎯 Early alert program - Starfish by Hobsons
- 🎯 Students are notified early with regard to their progress in their classes and struggling students are connected with intervention strategies to assist them in completing their coursework

Impact on advising and student support model or services

- 🚩 Faculty and advisors can view challenges and accolades with regard to classes
- 🚩 Lays groundwork for future advising sessions
- 🚩 Tutoring options (Individual, Group, Math Lab, Writing Center, SmarThinking) are discussed
- 🚩 Financial Assistance availability is addressed
- 🚩 Additional resources may be offered (disAbility, Transportation, etc.)

Successes

- 👉 Surpassed its year one goal for annual retention (8%)
- 👉 Changes in advising processes are continually evolving
- 👉 Focus on Guided pathways
- 👉 Catalog changes which narrows options (“cafeteria options”) for classes
- 👉 Emphasis on stackable credentials

Challenges

- 🚧 Complete buy-in from students
- 🚧 Evolution of advising process



Patrick
HENRY
Community College



Ramapo College of New Jersey

Targeting Risk & Intervention

Description

During the 2016-2017 academic year, Ramapo began an outreach strategy utilizing predictive model data. We made the decision to employ “Success Plans” with all first-year students based on their predictive score and/or academic standing. Advisors use the plans to track their advisees. The plans require students to complete “To Do” items, such as:

- Attend advisement meetings
- Complete the LASSI (an academic strategies assessment)
- Explore a campus resource

Impact on Student Supports

The implementation of Success Plans for first-year students has enhanced our proactive and appreciative advisement model:

- Predictive Modeling has shaped our communication with students through Starfish and what interventions we employ, based on their predictive level of risk for attrition.
- Our use of Starfish allows for better communication between student support staff.
- We are currently implementing new degree-planning software that will enable more connected interaction between advisor and advisee.

Top Successes

Mandatory Academic Advisement appointments throughout the first year and utilizing Connect have led to:

- Increased rapport-building and earlier at-risk interventions.
- 2% decline in students on Academic Warning at end of first semester and 11% decline in students that continue onto Academic Probation after Warning.



Challenges

- Academic Advisors merging the new practice of Success Paths based on Predictive Modeling with continued use of Success Plans for students on Academic Warning.
- Encouraging student usage of the Success Plan/Path.





SEATTLE COLLEGES

Targeting risk and intervention,
academic and career planning

DESCRIPTION OF IPASS PILLAR

Using predictive analytics to target students at risk of not persisting

Mapping and enhancing advising processes to optimize advising case loads

Developing tools to aid student education planning, facilitate advisor student interaction, and gauge progress

Engaging leadership and stakeholders in change leadership

Illume Students by Civitas Learning, advisor dashboard (local), EdPlan (local)

IMPACT FOR ADVISING AND STUDENT SUPPORT

Advising directors are now reviewing processes to identify ways to streamline their work and to use predictive analytics

Student services are more aware of overall student persistence rates as well as rates for specific student groups

Trustees, institutional leaders, and functional area leads are more aware of persistence and completion rates and promising strategies to generate “lift”

TOP SUCCESSES

Launching new technology tool with outside vendor after more than a year of preparation

Offering professional development events in change leadership; engaging more than 70 colleagues in training events

Securing advising directors’ interest and participation in using technology tools

CHALLENGES

Aligning and coordinating multiple technology change initiatives

Customizing technology tools to local needs and local knowledge

Getting buy-in and maintaining momentum





South Texas College

All Three Pillars

Description

iPASS enabled South Texas College to purchase technology systems both in Constituent Relationship Management (CRM) and Early Alert (EA). STC purchased the Hobsons Radius (CRM) and Starfish (EA) systems. The CRM and EA systems allow STC to target all three iPASS pillars: targeting risk/intervention, academic planning, and counseling/coaching.

Impact on Student Supports

The Hobsons' Starfish System has replaced South Texas College's homegrown EA system. Starfish has impacted STC's student support model and services by adding a formal, automated, and centralized, layer of connectivity between faculty and students. STC initiates two formal scheduled progress surveys per semester to all credit bearing courses, including dual credit.

The CRM system improves STC's current system and allows the college to measure its efficiency in its student recruitment efforts.

Top Successes

- STC has successfully completed the Pilot of the Starfish System and has fully implemented the EA system beginning Spring 2017. All 1,667 faculty have access to Starfish as do all 34,000 enrolled students. STC is beginning to interpret/analyze the data generated from the Starfish system.
- Our new CRM has successfully launched the inquiry form.



Challenges

- The next phase for the Starfish system is to begin administratively managing the system.
- The next phase for the Radius Project is the creation and implementation of a new student application.



SOUTH TEXAS
COLLEGE



"Connect: Start Smart. Finish Strong" is utilizing Jenzabar to:

- Establish retention profile to facilitate implementation of Early Alert System;
- Assist faculty advisors as they counsel students on potential pathways;
- Ensure timely communication between faculty and staff (including advisors) and students;
- Promote early registration and meetings with advisors;
- Provide faculty advisors with wide range of advising tools and training materials;
- Record advising notes and other information associated with student success.



"Connect: Start Smart. Finish Strong" has revolutionized the student support model at Texarkana College by establishing an institutional culture in which students are able to:

- Experience a Learning Frameworks class in which they select and plan academic and career pathways to ensure timely completion and ease of transfer;
- Meet regularly with faculty advisors to explore career and academic opportunities;
- Engage more fully with the college experience through technology and other resources.

Our two greatest successes:

- Reducing our advisor: student ratio from 450:1 to 50:1 in year one of the plan.
- Replacing a noncredit college success course for developmental students only with a core curriculum Learning Frameworks class required of all FTIC students.

Biggest challenge:

To find relevant rewards to recognize student achievement of milestones and also faculty contributions to advising.



Trident Technical College

Academic, Career, & Financial Planning

Description: The Student Hub is our new one-stop advising home. Within the hub...

- “Navigators” will establish an early relationship with students and help with:
 - o Onboarding questions
 - o Academic and career planning
 - o Connecting students with services
- EAB’s Navigate will help students:
 - o Choose a best fit academic program
 - o Establish an individual path through onboarding
 - o Create and maintain a career and academic plan

Impact on Student Supports

This approach is a complete process change. Improvements include:

- Provide each student with a constant source of support as they navigate the college experience.
- Ensure students do not miss key milestones that could delay progress.
- Provide students with a relevant career and an accurate academic plan that will help them progress in a timely manner.
- Alert Navigators of risk factors that could negatively impact students.
- Connect students with helpful resources.

Top Successes

- The buy-in we have received due to an effective communication plan.
- The collaboration of academics and student services as they work for students.
- The understanding we have gained and improvements already made in current processes by working across the college.



Challenges

- Getting students to come into the Hub for the initial meeting.
- Maintaining excitement college-wide while working with a pilot population.





Pegasus Path

Academic Planning

Dr. Elizabeth A. Dooley
Dr. Harrison Oonge

A Map to Student Success

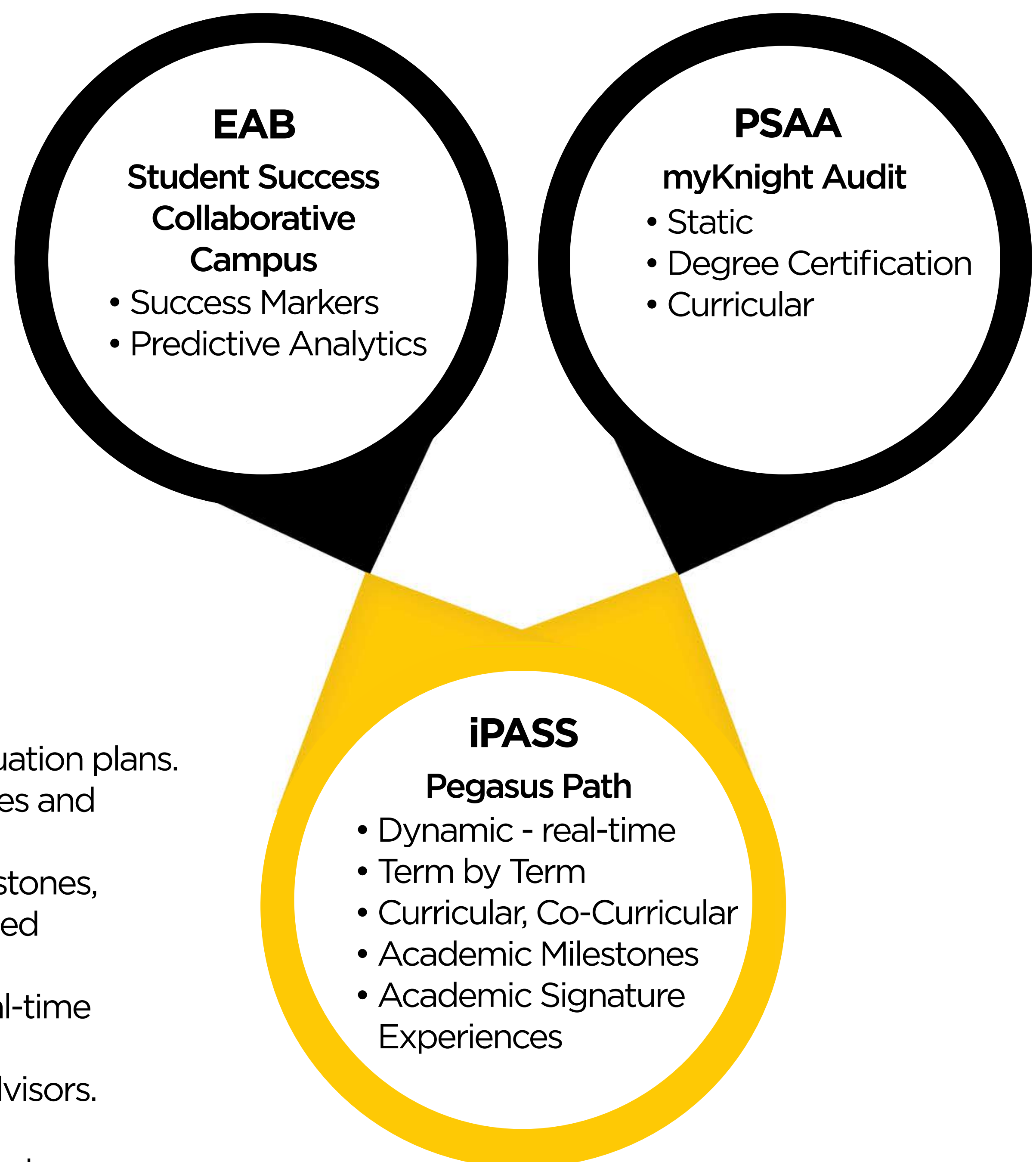
What is the Pegasus Path?

The Pegasus Path is a comprehensive mapping tool that provides students with a personalized blueprint to graduation. It leverages technology to aggregate data from multiple sources, including the Student Success Collaborative Campus tool and coursework requirements from UCF's degree audit. Students will view their progress toward degree completion in real-time, including general education and required program courses, academic milestones, required signature academic experiences, and suggested co-curricular activities.

Student Impact

The Pegasus Path will enable students to:

- Plan and co-own their academic career and post-graduation plans.
- Increase participation in signature academic experiences and co-curricular activities.
- Understand optimal course sequences, academic milestones, required signature academic experiences, and suggested co-curricular activities.
- Know their progress to degree completion through real-time updates, alerts, and, if necessary, recalibrate their plan.
- Engage in meaningful conversations with academic advisors.
- Increase retention and graduation rates.
- Decrease time to degree completion and reduce excess hours.



Initiative Outcomes

Successes

- Identified the optimal functionalities of the Pegasus Path.
- Gained stakeholder buy-in.
- Assembled a team from across UCF that includes faculty, advisors, and administration.
- Selected Biology, Criminal Justice, and Digital Media as the degree programs that will participate in the first phase of the project.

Challenges

- Limited interactivity on mobile devices.
- Incurred additional costs because of needed enhancements required to improve functionality and end-user experience.

UNC Charlotte

MAKING ANALYTICS ACTIONABLE

iPASS Pillar: Targeting Risk and Intervention



Q: What's an advisor to do?

(1st day of class Spring '17)

Laura Gonzalez

- Sophomore
- Biology

- Earned 36/42 credits attempted
- 2.67 GPA (overall)
- 2.54 GPA (major)
- Graduation Probability = **56%**

* From EAB's Student Success Collaborative

A: Engage Laura in a progressive iPASS intervention

DATA-DRIVEN & TARGETED MESSAGING

(Laura has ...)

(Advisor communicates to...)

	(Laura has ...)	(Advisor communicates to...)
Week 0	56% Grad Probability	<ul style="list-style-type: none"> • Encourage excellence • Assign a goal setting exercise for semester
Week 2	Enrolled in <ul style="list-style-type: none"> • BIO II, CHEM II, & Pre-Calculus • US History I & Intro to SOCY 	<ul style="list-style-type: none"> • Flag courses critical for Laura's BIOL major • Identify success services
Week 4	STARFISH Early Alert in CHEM II and SOCY	<ul style="list-style-type: none"> • Emphasize significance of early alerts • Push success services • Offer consultation
Week 6	NOT scheduled a Tutoring, Skills Workshop, or Advising Appointment	<ul style="list-style-type: none"> • Reinforce need for action
Week 8-9	Mid-term F in CHEM II	<ul style="list-style-type: none"> • Assign a parallel planning exercise • REQUIRE RISK ADVISING
Fall 2017	Still declared as a Biology Major <ul style="list-style-type: none"> • Enrolled in Cell Biology • Retaking CHEM II 	<ul style="list-style-type: none"> • Pre-semester outreach • What's going to be different?

iPASS SUCCESSES

- Engaging Advisors to Shape Culture & Build Consistent Processes
- Understanding How Risk Resonates with students & how to prompt action

iPASS CHALLENGES

- Data Integration
- System Limitations



UNC CHARLOTTE



University of North Dakota

Targeting Risk & Intervention

Description

Expanded the use of early alert and mid-term deficiency notifications.

- Moved from faculty partner participation to inclusion of all undergrad and grad courses
- Spring 2017 – mid-term deficiency notifications through Starfish
- Tenant Administrators identified – to further support faculty participation
- Success Plans introduced – allowed for more targeted intervention
- iPASS work tied to Strategic Planning – increased retention and graduation goals

Impact on Student Supports

More students reached through early alert and mid-term notifications

- Fall 2015 – 484 courses (66 online/481 on-campus)
- Fall 2016 – 2833 courses (477 online/2356 on-campus)
- ". . . I take all my classes very seriously and plan to do well in this one."
- "Thanks for the great words of encouragement."

Success Plans targeting students who are:

- Placed on academic probation
- At risk for not meeting professional program requirements
- Scholarship/tuition waiver recipients

Top Successes

- Use of mid-term deficiency notifications in Starfish beginning Spring 2017 instead of current system – allowing for flags to trigger outreach from academic advisors.
- Development of Success Plans – tailored process academic advisors can use with individual students in need of additional support.



Challenge

Faculty involvement: Without the initial identification from faculty members, there is little knowledge of the students who could benefit from the interventions in place once the flag is raised.





University of South Florida

iPASS Pillars

Academic, career, and financial planning

Targeting risk and intervention

Counseling and coaching

Brief Description

USF is integrating all 3 iPASS Pillars by transitioning its key student support services to a case management model through Appian's Intelligent Business Process Management System

Our approach builds on the Population Health Management strategy

Student support service areas in the case management model include 200+ professionals and staff across 7+ roles: Academic Advocates (who are the case managers), Academic Advisors, Academic Foundations Instructors, Career Counselors, Financial Aid Counselors, Orientation Leaders, and Residence Life Coordinators

How is this work changing our student support service model?

Identifying at-risk students before problems occur

Enhancing student support services by creating a dynamic network of coordinated service providers

Transforming passive support services into active outreach

Expanding capacity through progressive communication processes and tools

Assembles data from multiple sources to create a clear view of the current and future state of USF and our students

Moving the needle on student persistence

Top 2 successes to date

Transitioning from post-hoc year-end analyses of cohort-level persistence to weekly checkpoints on individual student persistence challenges beginning during the first week of classes

Guiding the emergence of culture change across 7+ distinct service areas through collaborative and rapid agile/scrum design practices

Biggest current challenge

How to healthily incorporate faculty as well as students' classroom performance into the case management model



The University of Texas at San Antonio

Targeting Risk and Intervention



Overview

A key focus of the UTSA iPASS project is to improve student success through risk targeting and intervention measures including:

- ▶ Increasing usage of DegreeWorks by students.
- ▶ Having students lock-in their plans with advisors.
- ▶ Use of targeted campaigns through the Education Advisory Board's (EAB) Student Success Collaborative Campus (SSC-Campus).
- ▶ Expanding our marketing reach.
 - Marketing efforts included: elevator posters, banners in common areas, t-shirts, video (promotional and testimonials), targeted emails, student outreach at events, and tabling.

iPASS Impact on Advising and/or Student Support Model or Services

Increasing awareness and use of iPASS tools:

- ▶ Enhance the advising culture through campus wide coordination in support of the Coordinated and Linked Approach to Student Success (CLASS) initiative on campus.
- ▶ Empower students to be self-advocates and take an active role in planning and navigating their college experience.
- ▶ Increase access and support from knowledgeable advisors on using self-guided tools. Advisors can focus on providing students with individualized advising, resources, and referrals.



Top Successes

Collaboration & Knowledge Sharing

- ▶ Cross-campus committee perspectives from students, faculty, staff, university leadership, and the Director of Innovation at the Texas Higher Education Coordinating Board.
- ▶ SSC-Campus as a component of the Provost CLASS initiative including early change management and training sessions.

Increased DegreeWorks awareness

- ▶ 80% (as of Spring 2017) of students now have locked degree plans to help stay on-track to graduate on time. An increase from 14% (as of Spring 2016).

Challenges

- ▶ Student adoption of multiple mobile apps for the iPASS tools (DegreeWorks and SSC-Campus).
 - UTSA Mobile App and GUIDE
- ▶ Administrative time for academic advisors to explore full functionality of SSC-Campus to expand caseload management efficiency.
- ▶ Increased DegreeWorks data demands from departments for academic course planning.
- ▶ Transitioning prerequisite checking to DegreeWorks.



West Virginia University

Counseling & Coaching

Description

- Implemented EAB's product SSC Campus as a means of scheduling and tracking advising appointments as well as success coaching appointments.
- Began with a pilot group of 4 colleges as well as 3 support services/tutoring centers.
- Over the first year, we expanded usage to 8 of 12 schools/colleges and both regional campuses; we also expanded to 6 of 8 student support and tutoring centers.

Impact on Student Supports

- SSC Campus has given WVU one centralized tool across advising and tutoring. Some units previously used TutorTrac/Advisor Trac or other units did not have a tool.
- Increased communication and ease of scheduling appointments with SSC Campus
- Students are scheduling appointments sooner in the semester.
- Students are more likely to keep appointments because SSC Campus sends a reminder 24 hours in advance of the appointment.

Top Successes

- Decrease of just over 1% in probation rates from Fall 2015 to Fall 2016.
- Increase in fall to spring retention, from 88% to 89% (Fall 15 to Spring 16, Fall 16 to Spring 17).



Challenge

The biggest challenge we face, especially with our intervention efforts, is getting through to students. Whether it's early alert, midterm outreach, etc, we still have students who do not respond to communication efforts.





Whatcom Community College

Targeting Risk & Intervention

Description

- Targeting risk and intervention with use of an academic early alert progress survey, sent to faculty.
- Survey initially tracked attendance and general academic concerns.
- Beginning summer of 2013, survey was distributed via Hobsons Retain, a mass communication tool.
- Transitioned to using Hobsons Starfish in fall of 2016, a holistic intervention and communication tool.

Impact on Student Supports Services

- Allowed for creating framework for targeted intervention, such as phone-calling outreach to students at risk.
- Earlier identification of specific resource needs, including more opportunities for math center support offered to students in developmental math.
- Highlight institutional needs for special populations including returning and dual-enrollment.

Successes

- Active faculty participation rate; participation during spring 2016 exceeded 60%.
- Starting with first quarter of using Hobsons Starfish, the number of positive flags (“Kudos”) exceeded concerns.



Challenges

- Continued increase of faculty participation.
- Establishing consistency and scalability of student support.





Zane State College

Targeting Risk & Intervention

Description

Utilizing the Jenzabar Retention Module, Zane State has begun to roll out a new Early Alert process and continues to develop the student risk identifier component.

- Faculty participation in Early Alert underway.
- Continued work being done on a predictive model that will focus services for at-risk students.
- Redesign of advising model with a new approach to at-risk case management.
- Redesign of workflows to improve intake process and faculty advising.

Impact on Student Supports

This comprehensive redesign work is bringing down silos and improving inter-department communications focused on student progress and opportunities for risk mitigation.

- Well tied to Guided Pathways transformation.
- Will be a continuum of support from High School to Career placement and transfer.
- Franklin Covey's Four Disciplines of Execution is part of our change management.
- At-scale roll out slated for Summer/Fall 2017.

Top Successes

Integration of iPASS, Guided Pathways, Strategic Scheduling, 12th Grade Redesign, and Middle-Skill STEM Pathways.

- Building a comprehensive approach.
- Embracing change.



Challenges

Time management:

- Aggressive timeline helped by Stanford's d.school process has challenged our culture.
- Getting ready for a May 2017 rollout.

