Austin Community College

Integrated Planning and Advising for Student Success (iPASS)

What We're Doing

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
- InsideTrack Academic Coaching
- Accudemia software

How this Impacts Advising & Student Support

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.

Our Big Successes

- Graduation rate for full-time, credential-seeking FTIC students increased from 4% to 8%.
- Degree, certificate, and other completions rose 115% overall AY10 – AY17 (3500 compared with 7779)
  - Academic degrees increased 348%.
  - Core curriculum/field of study completions rose 84%.
  - Skills awards increased 204%.

Our Biggest Challenge

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

AUSTIN COMMUNITY COLLEGE DISTRICT

Community College of Philadelphia

Integrated Planning and Advising for Student Success (iPASS)

Our Focus Areas

Advising
- Case-load advising model - Full-time advisors hired
- Targeted monitoring and outreach to students
- Degree plan development

Technology
- Starfish Connect - Early alert and communication
- DegreeWorks Online degree audit
- Starfish degree plan and Predictive analytics
- MyCCP mobile app

Policy/Process Changes
- Educational plans
- FYE courses
- Curriculum maps
- Withdrawals

How this Impacts Advising & Student Support

Assigned advisors:
- Consistent contact for first 1-2 semesters

Starfish:
- Advisors/counselors schedule and document meetings
- Faculty send students "kudos,' early alerts, and referrals
- Student support services track referrals and service use

Policy Changes:
- Students develop educational plans with assigned advisor
- In FYE courses, students develop educational, career, and financial plans for entire studies
- Students meet with advisor/counselor/faculty before withdrawing from course

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Our Big Successes
- Increases from 2015-16 to 2016-17
- Fall-Spring retention increased for programs with new full-time assigned advisors: 71.8% >> 76%
- Pass rates for students who visited Learning Lab with referral vs. students who did not: 65% vs 49%
- Students receiving at least one tracking item: 9,717 >> 10,169
- Tracking items sent: 18,951 >> 30,315
- Referrals to campus resources made by faculty: 495 >> 953

Our Biggest Challenge

Tracking and monitoring high number of interventions across the College and closing the loop. Changes in technology platforms has led to delays in implementing strategies.

Community College of Philadelphia

Colorado State University

Integrated Planning and Advising for Student Success (iPASS)

What We're Doing

As part of the move toward strategic advising, the 70 Academic Success Coordinators (ASC) conduct outreach at least two different times throughout an academic year to

- non-registered students
- planned leave students
- probation students and
- students exhibiting precipitous grade change.

OBJECTIVE: Move to strategic, holistic advising process. Internal student success data and academic alerts prioritize how ASCs will meet with students.

Technologies: Homegrown Database, LoudCloud (in progress) and SSC Campus.

How this Impacts Advising & Student Support

- Data-informed prioritization of caseloads for ASCs fostering increased efficiency
- High touch student experience with one on one meetings to provide support and intervention
- Student Alerts prompting action by student, ASC, and faculty
- Enhancing the role of technology in analyzing student data, communication and connecting all participating, and prompting action

Our Big Successes

- Since Fall 2016, 150 users have adopted SSC Campus (including all 70 ASCs)

- 50 ASCs have run campaigns for university wide and/or specific departmental outreach

- Spring 2017 Outreach helped facilitate:
  - o 93% decrease in students on Planned Leave

- 82% decrease in Non-registered Students

Our Biggest Challenge

- Shifting culture from legacy system practices
- Maximizing impact of smart data to inform strategic advising

California State University, Fresno

Integrated Planning and Advising for Student Success (iPASS)

What We're Doing

Providing a system empowering student success through

- Curricular roadmaps connected to SIS (Peoplesoft);

- My Degree Plan providing customized degree plan to students and estimated course demand to administrators (u.direct);

- Technology that enhances advising, improves communication, and provides timely alerts to advisors, career counselors, and tutors (Grades First)

- Predictive analytics tools that identifies optimal course taking patterns and predicts likelihood of success based on past performance (Tableau)

How this Impacts Advising & Student Support

This work has

Enhanced communication between Technology Services, Academic Affairs, and Student Affairs divisions.

Launched campus conversations around an improved early warning system.

Resulted in the creation of an advising toolkit for advisors which has:
- facilitated holistic formative advising sessions;
- focused attention on My Degree Plan;
- improved major/career exploration; and
- created a consistent campus wide advising reporting process

Our Big Successes

- Too early to attribute increases in retention/graduation rates to this effort.

- Increased participation-97% of students in pilot program (extensive outreach) had at least one advising contact, compared to about 38% of the control (no pressure) group.

Our Biggest Challenge

Securing widespread adoption by faculty, staff, and students of new tools; evaluating those tools; and identifying valuable early warning indicators.

FRESNO STATE

Discovery. Diversity. Distinction.

Dona Ana Community College (NMSU)

Integrated Planning and Advising for Student Success (iPASS)

What We're Doing

- DACC implemented the first phase of our IPASS initial Ellucian CRM-Advise.

- DACC's goal is to have all faculty advisors trained in using CRM-Advise by Fall 2017.

- Focusing on STEM students by 1.) Placing advising/registration holds on all STEM students, 2.) Utilizing degree maps with all STEM students, and 3.) Field testing CRM Advise interventions on STEM students.

- STEM workshops for Advisors and Students

- The STEM Discovery Showcase at DACC, around 300 of local high school, DACC, and NMSU students

How this Impacts Advising & Student Support

March 6, the first phase of the CRM Advise implementation utilizing the alert functionality will focus on DACC STEM academic advisors closely monitoring DACC Associate of Science, General Engineering and Electronics Technology majors with less than 30 earned credit hours.

The first wave of active alerts include
- CC STEM Cumulative GPA below 2.0 DA STEM Student
- CC STEM Gateway Early Performance Grade below B DA STEM Student
- CC STEM Gateway Course Final Grade Less than B DA STEM Student

Our Big Successes
- STEM Discovery Showcase event " I would like to thank you for encouraging us to attend today's seminar it was so AMAZING that now I'm thinking of changing my degree a bit. " DACC Student
- "The students were impressed with the range of speakers, workshops, and display tables and left with a clear impression of the value of a STEM education and DACC's commitment to support them." Dave Burleson DACC Dean of Arts, Humanities, and Social Services Division

Our Biggest Challenge
- NMSU system may be one of the largest clients for Ellucian's CRM Advise; we had some difficulties in receiving adequate service from Ellucian.
- During End-User Training in Jan 2017, not all student records were being uploaded to the CRM Advise system.
- DACC STEM awareness challenge, increasing DACC students' participation in workshops.

Delaware County Community College

Integrated Planning and Advising for Student Success (iPASS)

What We're Doing

Development of our iPASS has involved the implementation of technology tools, the redesigning of processes and the training of advisors to help students achieve their educational goals.

New Technology Tools:

- Degree Works
- Banner Registration Plan Ahead
- Starfish Early Alert

Redesigned Processes:

* Mandatory Online Orientation
* Redesign of Entry Processes
* Accelerated Remediation
* Restructured Math Pathways

How this Impacts Advising & Student Support

Our iPASS has resulted in increased faculty/staff collaboration and recognition of the importance a student success focus. Specific changes include

- The willingness to review and redesign curriculum, entry processes and academic advisement
- Earlier intervention by support services with at-risk students
- Increased engagement of students with their academic advisors
- Increased recognition by the College community of the importance of the student/advisor relationship
- Increased student/faculty communication

Our Big Successes

The Voluntary Framework of Accountability has shown increases in

- Two year completion: 3.2% to 6.2%
- Students meeting the VFA Credit Threshold: 24% to 33%
- Fall-to-Spring retention from 76% to 77%, while part-time students increased from 57% to 65%

Our Biggest Challenge

To effectively and efficiently implement a number of new technologies and strategies often involving the same faculty and staff.

CELEBRATING **50** YEARS 1967-2017

Delaware County Community College

George Mason University

Integrated Planning and Advising for Student Success (iPASS)

What We're Doing

Mason is implementing academic advising reform recommendations by leveraging EAB's Student Success Collaborative – Campus platform. This technology

- helps advisors manage their caseloads and workflow;
- supports academic programs to intervene with students who miss courses predictive of success in their major;
- promotes consistent outreach campaigns across academic units;
- provides a networked system for advising notes;
- gives students access to online appointment scheduling; and
- provides utilization reports to services using the platform.

How this Impacts Advising & Student Support

In collaboration with the Mason Academic Advisor Network (MAAN), we are:

- committing to advising as teaching,
- clarifying advisor expectations,
- providing professional development,
- identifying shared learning outcomes for academic advising,
- assessing student experiences with academic advising;

SSC has helped advisors:

- prepare for advising meetings,
- share advising notes,
- provide consistent targeted outreach to students,
- gain insights into the likelihood of a student graduating in their major, and
- manage caseloads more efficiently.

Our Big Successes

- 538% increase in monthly active users from August 2016 (24) to August 2017 (129);
- Student engagement in platform grew from 1,635 in August 2017 to 2,420 in September 2017 following launch of online scheduler;
- Increase in outreach campaigns from fall 2016 (16) to spring 2017 (56).

Our Biggest Challenge

Aligning our work with the Student Experience Redesign (SER) :SER is recommending an enterprise-wide CRM, a decision that will have implications for our investment in SSC-Campus.

Guttman Community College (CUNY)

Integrated Planning and Advising for Student Success (iPASS)

Our iPASS work and the technologies we are using:

- Guttman's Advising and Planning Project (GAPP) initiative integrates Starfish Retention Solutions, a student success enterprise platform, and Digication, an ePortfolio platform, to systematize feedback to students and help them refine educational plans
- This approach to student success promotes shared ownership for educational progress among students, faculty, advisors, and student services staff, encompassing activities and alerts hat help students formulate and advance toward educational goals

How the work impacts our advising and student support:

- Advisors recognize how ePortfolio modules can create a visible, developmental thread for students as they growth, and have incorporated reflection pedagogy into the first-year seminar and beyond
- Through Starfish, advisors have become "virtually embedded" in our classrooms, allowing them to connect to their students' experiences quickly and transparently; they have standardized their casenotes, creating the opportunity for smooth transitions of student cases from one advisor to another

Our biggest successes:

- 13,000 Starfish flags and kudos raised for 100% of students
  - Average flags/student: 4.96
  - Average kudos/student: 8.37
- 1,790 Digication modules completed by over 75% of first-year students
- 81% students indicate receiving kudos motivates them to succeed

Our biggest current challenge:

- Varying levels of Starfish usage among service areas, which we will address with professional development in the coming year

STELLA AND CHARLES · EST. 2011 · GUTTMAN COMMUNITY COLLEGE

Montgomery County Community College
Blue Bell, Pennsylvania

Integrated Planning & Advising for Student Success (iPASS)

Montgomery County Community College degree-seeking students will have a career plan, financial plan, and an educational plan upon completion of their first-semester. Through an integrated and proactive advising model, we are creating a holistic environment to support our students.

Educational Planning

Students' Future

Career Exploration Plan
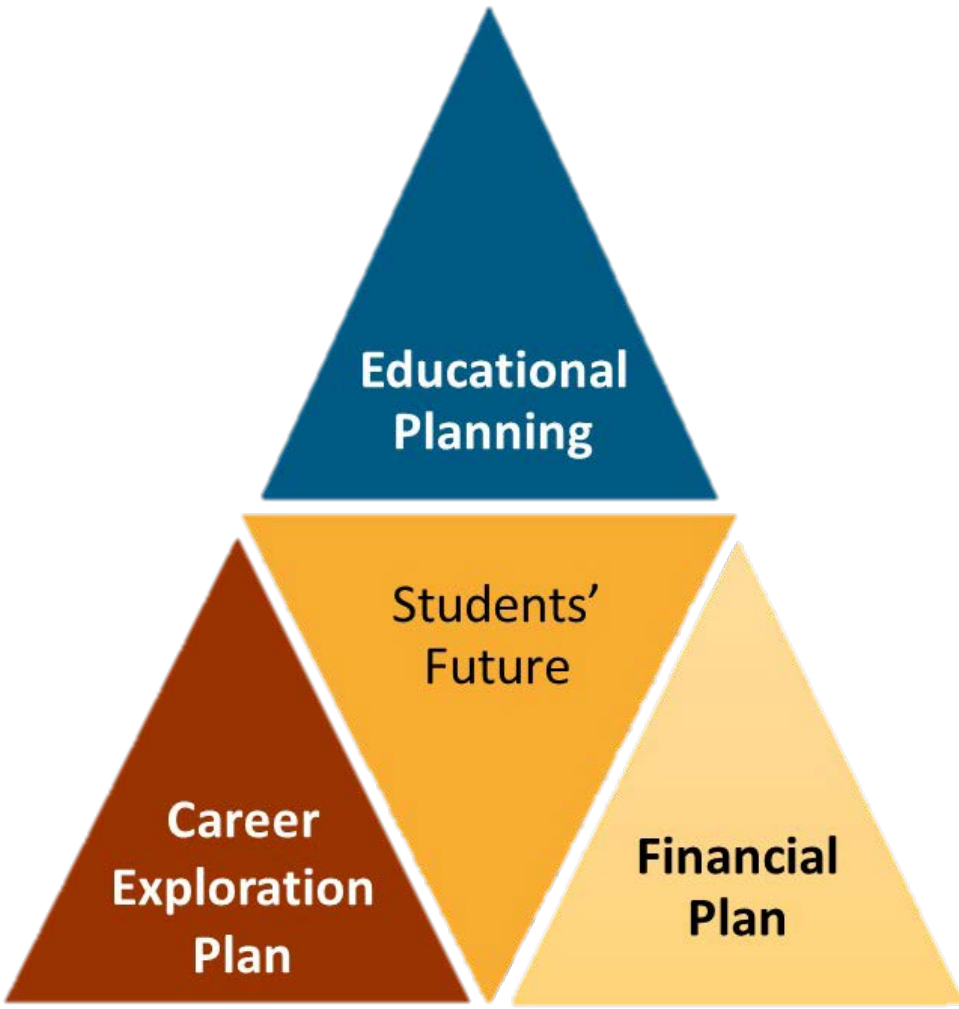
Financial Plan

Key Tools

| MyCareer Plan (JobZology) | MyFinancial Plan (AcademyOne) | MyEducational Plan (Ellucian) | MyDashboard (Blackboard) | MyAdvisor Resource (Blackboard) | Early Alerts & Midterm Check-in (Starfish) | Predictive Analytics (Civitas) |

Impact of Technology on Advising

- Changing the advisor conversations with students
- Creating a culture of awareness and opportunities
- Expanding advisors understanding of students needs
- Enriched outcomes for educational planning
- Accurate to students' long-term goals
- Adaptable to meet individual student needs

Outcomes

Increased by

- **14%** - 1st year credit completion % FT degree-seeking entering freshman
- **12%** - Fall-fall persistence rates for first-time PT degree-seeking students (IPEDS)
- **18%** - Gateway course completion rates for 1st year degree-seeking students
- **14%** - Number of graduates
- **11%** - Students achieving credit thresholds during their 1st year (PT: 15 credits, FT: 30 credits)

Challenges

- Integration of the final advising redesign and goals for the student journey
- Finding tools that align with our vision
- Determining when to best sequence the steps

Morgan State University

Integrated Planning and Advising for Student Success (iPASS)

What We're Doing

Morgan State University (MSU) has implemented

- Starfish Retention Solutions by Hobsons
- Degree Works by Ellucian
- the Education Advisory Board's Student Success Collaborative (EAB SSC)

Morgan's iPASS model includes a comprehensive early alert system, intrusive advising, ongoing tracking and monitoring of student cohorts, transparent and consistent note-taking, and specific programs and initiatives designed and delivered to promote degree completion.

How this Impacts Advising & Student Support

Morgan has been selected as national winners of:

- the 2017 Hobsons Education Advances Award for Student Success and Advisement

- the 2016 Association of Public and Land-grant Universities (APLU) Turning Points: From Setback to Student Success Award

- and the 2015 Association of Public and Land-grant Universities (APLU) Project Degree Completion Award

Each semester of iPASS, grades of MSU students with flags and/or kudos have improved from mid-term to final.

Our Big Successes

- Morgan has increased its retention rate from 63% (2006 cohort) to 73% (2015 cohort) and graduation rate from 28% (2005 cohort) to 38% (2011 cohort), both ten-point increases.

- Morgan's retention rate is up an additional +2 points to 75.2% for Fall 2016 freshmen.

Our Biggest Challenge

Adopting and managing three campus-wide advising tools (Starfish, Degree Works, and EAB SSC) in less than four years without hiring any additional staff

MORGAN STATE UNIVERSITY
GROWING THE FUTURE • LEADING THE WORLD

Middle Tennessee State University

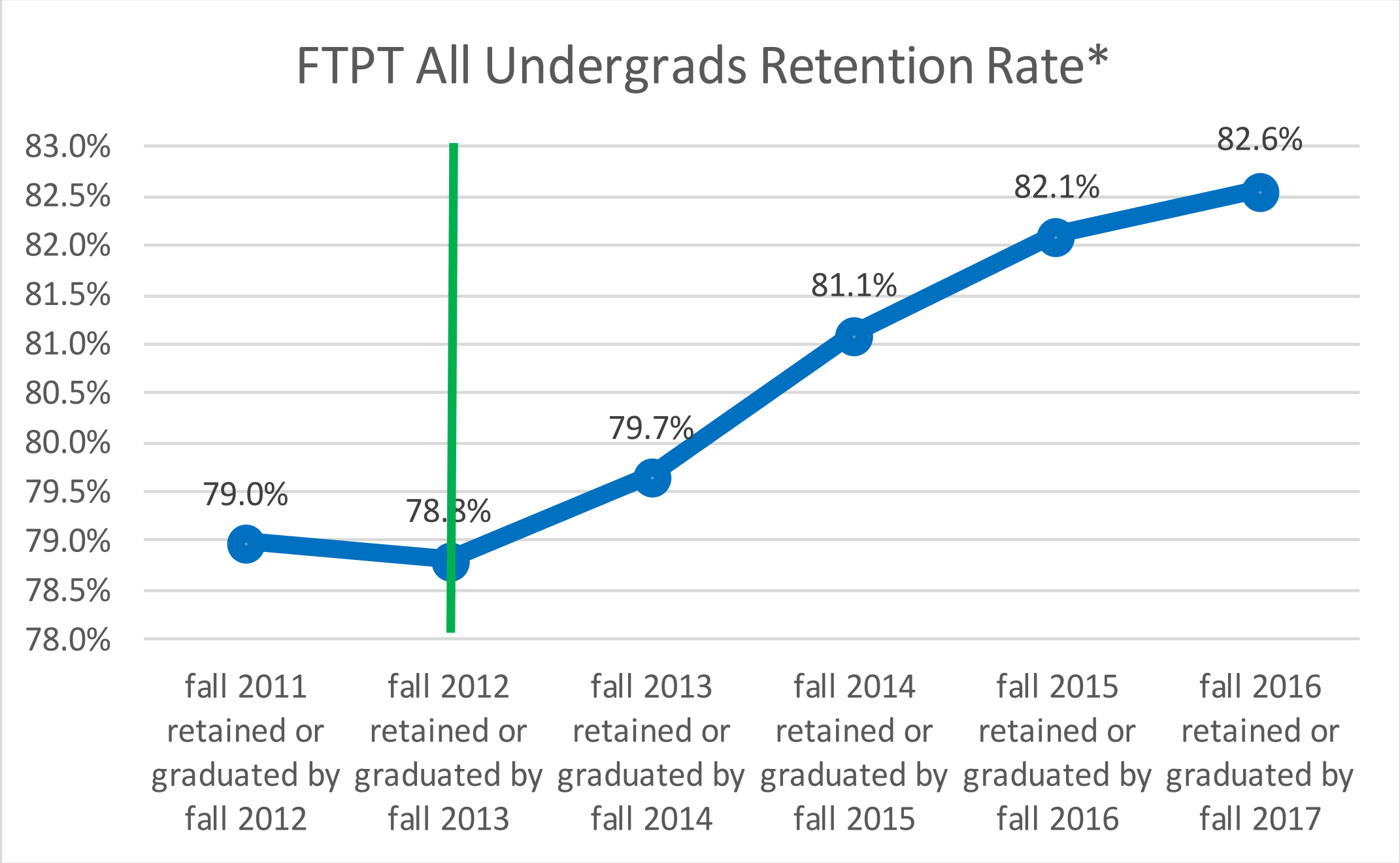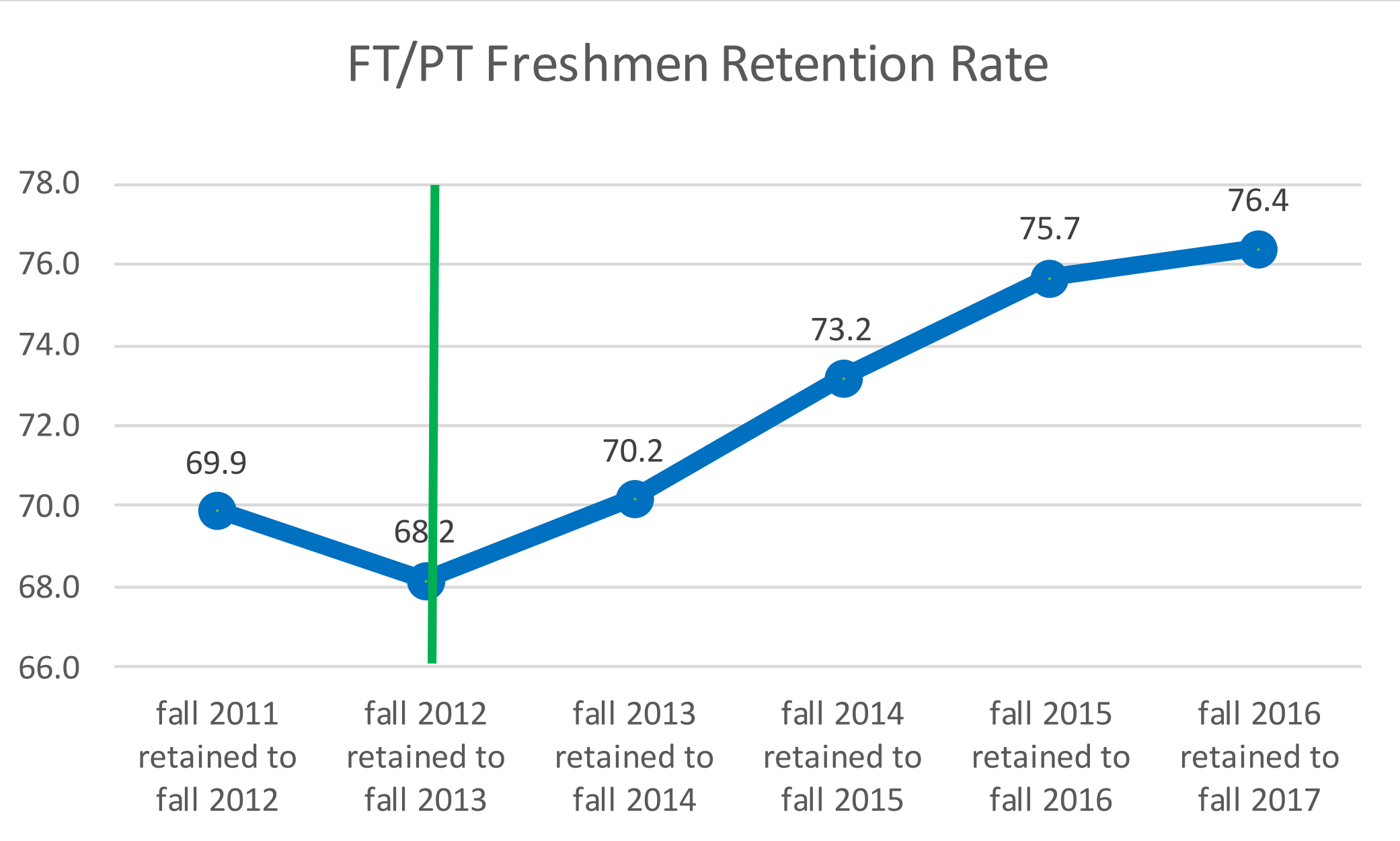Integrated Planning and Advising for Student Success (iPASS)

What We're Doing

- Technologies used:
  - EAB SSC
  - DegreeWorks
- Hired 47 additional advisors
- Application of analytics, learner support, course redesign and performance measures

How this Impacts Advising & Student Support

- Transformation of advising
  - Analytics
  - 1/260 advisor-to-student ratio
- Data-informed, strategic decisions
- A campus ethos focused on student success

Our Big Successes

FTPT All Undergrads Retention Rate*

	fall 2011 retained or graduated by fall 2012	fall 2012 retained or graduated by fall 2013	fall 2013 retained or graduated by fall 2014	fall 2014 retained or graduated by fall 2015	fall 2015 retained or graduated by fall 2016	fall 2016 retained or graduated by fall 2017
	79.0%	78.3%	79.7%	81.1%	82.1%	82.6%

FT/PT Freshmen Retention Rate

	fall 2011 retained to fall 2012	fall 2012 retained to fall 2013	fall 2013 retained to fall 2014	fall 2014 retained to fall 2015	fall 2015 retained to fall 2016	fall 2016 retained to fall 2017
	69.9	68.2	70.2	73.2	75.7	76.4

Our Biggest Challenge

- Advisor professional development
- Career planning support for students

MIDDLE TENNESSEE STATE UNIVERSITY

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

Starfish *by* HOBSONS

Impact on Student Success Model

- Makes early alert earlier by referring high-risk students to one point of contact
- Collaborate with Student Services teams to design interventions that work for them
- Incorporate growth mindset information into orientation keynote address

Successes:

4%↑ in 1st to 3rd term persistence AND course success rates for students that had two-way communication with staff regarding their survey responses, versus those that did not.

Student Intake Survey referrals were resolved at a rate of **52%**

Challenges:

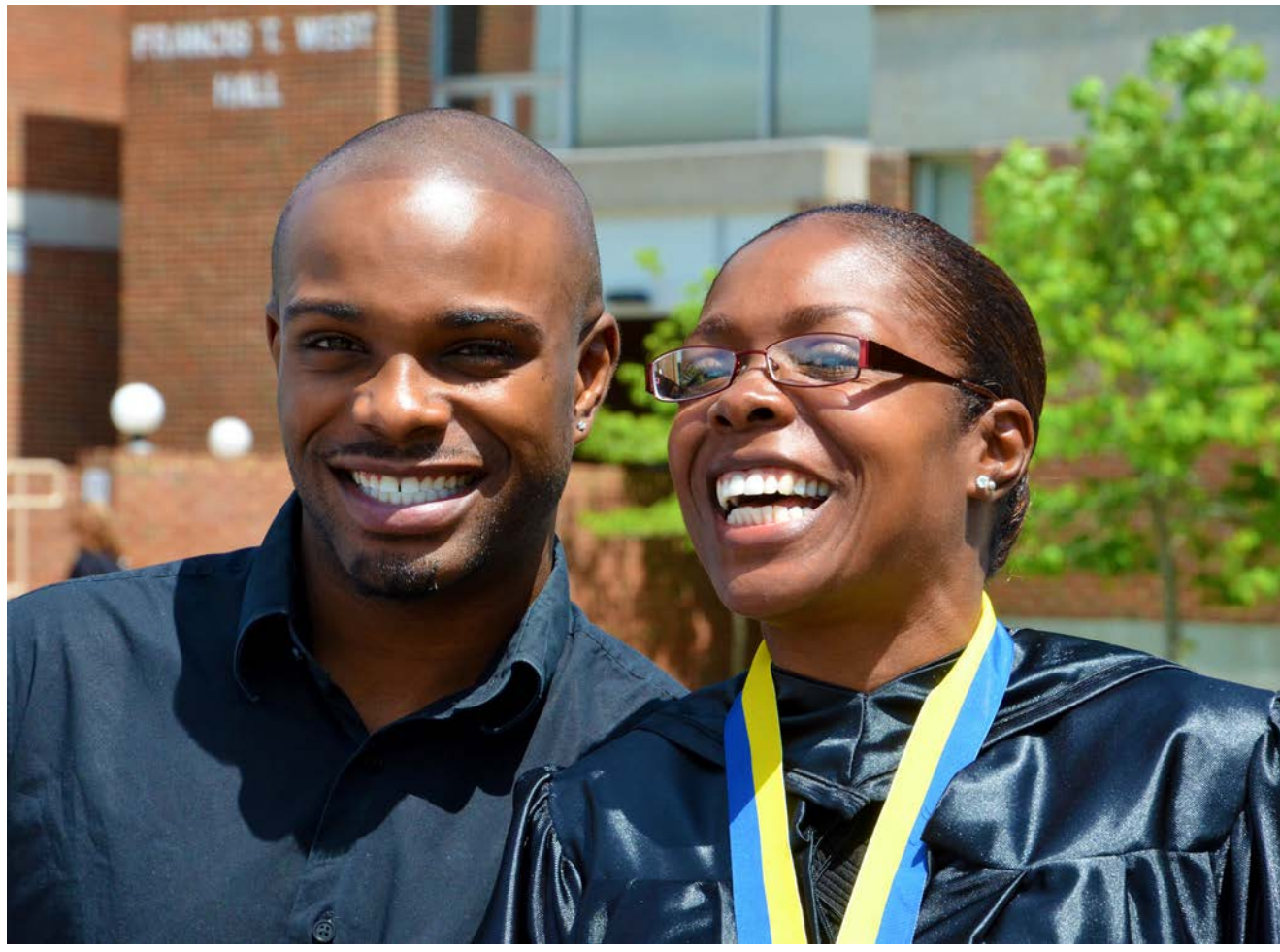- Identifying the best contact method for students
- Integrating survey results into our technology and business practices
- Identifying how to ask the right questions

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

Impaction 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
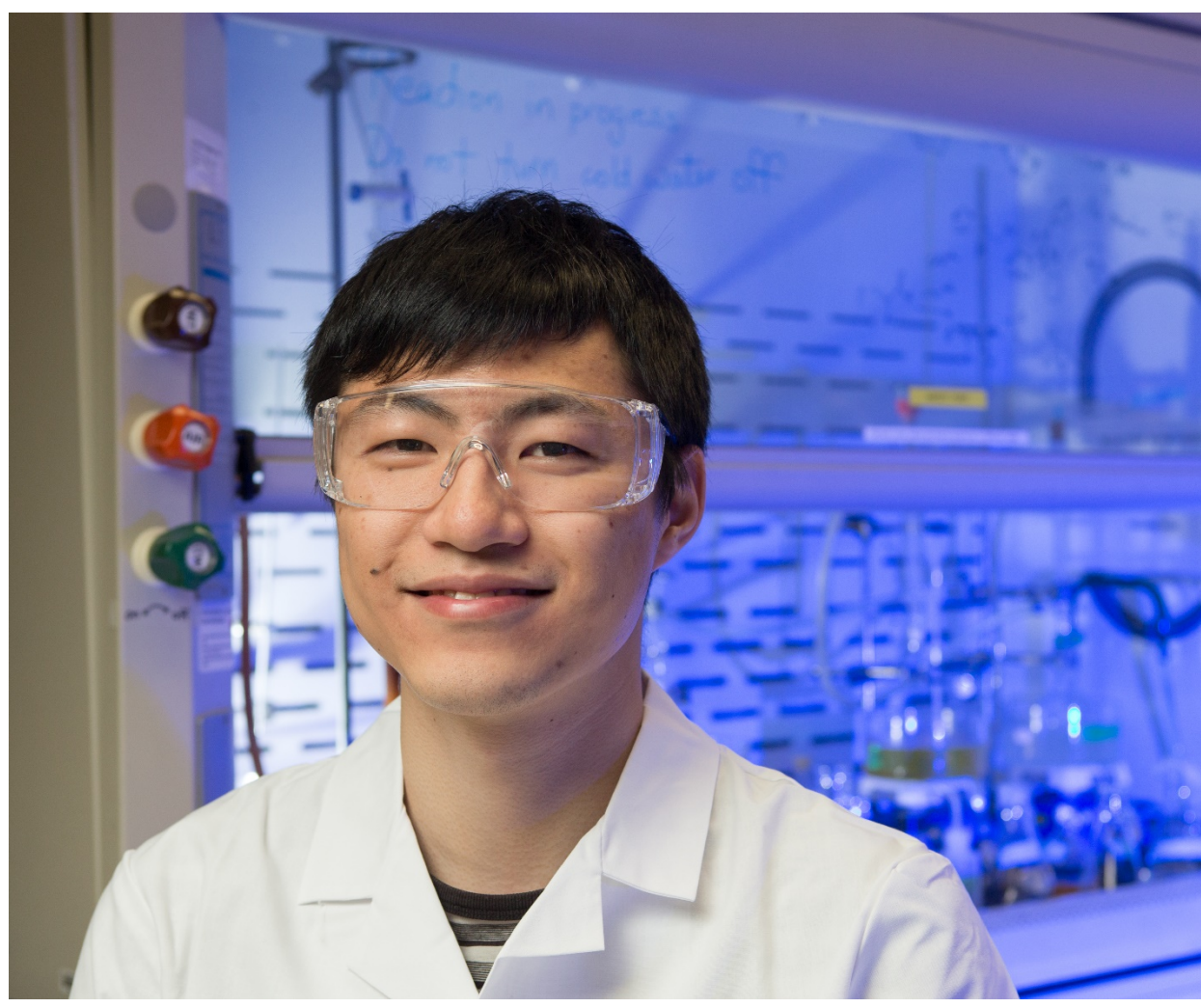- Additional resources may be offered (disAbility, Transportation, etc.)

Successes

- 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

Queensborough Community College

Integrated Planning and Advising for Student Success (iPASS)

What We're Doing

Our iPASS work is a holistic, transformational project designed to

➤ Engage students in their educational planning, progress and success through technologies (Starfish, PAR Framework/SSMx) that are proactive, personalized and responsive to changing needs and plans.

➤ Create student-centered on-boarding process designed to simplify enrollment steps, provide personalized guidance at scale, connect students to advisers, introduces academic and career planning and orients students to college resources. (EAB)

➤ Promote data informed decision making (PAR Framework)

How this Impacts Advising & Student Support

Our iPASS work has inspired our newest project, Advisement by Design, which represents the culmination and integration of iPASS, the acquisition of new technologies and implementation of best practices to

➤ Create a unified advising framework across the campus.

➤ Organize and prioritize outreach and engagement through caseload and cohort management.

Big Successes

After working in new enhanced ways with our First-time, Full-time Fall 2016 cohort, we are encouraged by a 4.7% increase in our 1 year retention.

Our Biggest Challenge

The complexities of technical implementation!

QUEENSBOROUGH COMMUNITY COLLEGE CUNY

Ramapo College of New Jersey

Integrated Planning and Advising for Student Success (iPASS)

What We're Doing

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 used the plans to track their advisees and the plans required the students to complete "To Do" items, such as:

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

How this Impacts Advising & Student Support

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

Our Big Successes

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

- 80% of students with a predicted retention percentage score ranging between 0 - 79.9% returned for their second-year

- 2% decline in students on Academic Warning at end of first semester and 11% decline in students that continue onto Academic Probation

Our Biggest 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

connect
start smart. finish strong.

**"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.
- Provide access to interactive "Connect" tool, through which students can view each step of their path to graduation as well as access "Did you know" facts related to college success and career interests.
- Publish degree pathways and 2 + 2 agreements with university transfer partners.
- Monitor attendance and identify at-risk students for timely intervention.

**"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 to 26:1.
- TC's 3-year graduation rate is 31.2%, up 21 points from 2008, more than twice the state community college average (15%). The 4-year completion rate is also the highest in Texas at 39.2% (state average is 24.6%). African American males increased from 3.7% for the 2009 Cohort to 32.9% for the 2013 cohort.

Biggest challenge:

To increase student completion of a higher education credential in the service area from 15% to 60% by 2030.

TEXARKANA COLLEGE

UNC Charlotte

RETURNING AT-RISK

iPASS Pillar: Targeting Risk and Intervention

Q: What's an advisor to do?

(1st day of class Fall '17)

A: Engage Nick in an early iPASS intervention starting first day of class

Nick Godwin
- Sophomore
- Business

- Earned 31/31 credits attempted
- 2.17 GPA (overall)
- 1.25 GPA (major)
- Grades in Critical Courses = D/Calculus, C/Stats, C/Econ 1

*Critical Courses from **EAB's Student Success Collaborative**

DATA-DRIVEN & TARGETED MESSAGING

	(Nick has …)	(Advisor outreach/intervention to…)
Week 0	D/F in Critical Progression Courses from Spring 2017	• Appointment Campaign
Week 2	Enrolled in • ECON 2, INFO, HIST, PSYC • CALCULUS (RETAKING)	Success Report: • Flag courses critical for Nick's BUSN major • Identify success services • Reminder about appointment campaign
Week 4	SSC Early Alert in PSYC, ECON 2	• Appointment Campaign
Week 6	NOT scheduled a Advising Appointment	Success Report: • Emphasize significance of early alerts • Push success services • Offer consultation/Appointment Campaign • Reinforce need for action
Week 8-9	Mid-term F in ECON 2	• Appointment Campaign • **REQUIRE RISK ADVISING HOLD**
SPRING 2018	Still declared as a BUSN Major • Enrolled in ACCT Courses • C in ECON 2 Course	• Fall 2017 End semester Success Report • Pre-semester outreach • What's going to be different?

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iPASS SUCCESSES
- Engaging Advisors to have data and tools to outreach earlier
- Good response rates with Appointment Campaigns

iPASS CHALLENGES
- Multiple Systems
- Multiple Data

UNC CHARLOTTE

University of South Florida

Targeting risk and intervention
Academic, career, and financial planning
Counseling and coaching

BRIEF DESCRIPTION

USF is engaged in the continued development of a case management model using Appian's Intelligent Business Process Management System. This approach centers on:

- Connecting communication and outreach between more than 200 student services professionals, such as Academic Advocates, Advisors, Academic Foundations Instructors, Librarians, Orientation Leaders, Career Counselors, Residential Education and others.

- Developing an effective referral network for services to deliver the right assistance when students most need support.

HOW DOES THIS WORK?

- Shared accountability for supporting and improving the institution's retention and graduation goals.
- Advancing the culture of proactive engagement designed to prevent and mitigate barriers to undergraduate student success.
- Enhanced collaboration between student services professionals to identify targeted outreach to at-risk students.
- Connecting faculty to diverse student service professionals for more effective "just in time" support for students.
- Developing student access to their "Care Team" of support.

TOP TWO SUCCESSES

- More than doubled the number of referrals for academic issues from Spring 2017 to Summer 2017.
- Launched Appian Case Management system at USF Saint Petersburg and USF Sarasota-Manatee system campuses to monitor and support 6,000 additional students.

BIGGEST CHALLENGE

Reimagining advising business practices for tracking and documentation to align with Appian's new functionality and iPASS driven outcomes model.

USF
UNIVERSITY OF
SOUTH FLORIDA®

UTSA
The University of Texas at San Antonio™

iPASS

Overview

A key focus of the UTSA Integrated Planning and Advising for Student Success (iPASS) project is to improve student success through risk targeting and intervention measures including:
► Increasing students' usage of DegreeWorks through locked-in degree plans.
► Using targeted campaigns through the Education Advisory Board's (EAB) Student Success Collaborative Campus (SSC-Campus).
► Empowering student action through mobile notifications.
► Launch and adoption of EAB GUIDE.

"At this point, I couldn't imagine advising without DegreeWorks and EAB SSC-Campus. A lot of processes have been streamlined for us which is always a time-saver."
– UTSA Academic Advisor

iPASS' Impact on Advising and Student Support

Enrollment at UTSA for 2017-2018 led to the largest incoming class in UTSA history!
2016-2017: Approximately 29,000 enrolled.
**2017-2018:** Approximately 31,000 enrolled with 7,898 new students.
► Attributed to: enrollment growth: 60%, increased retention: 40%.
► 4-year graduation rate increased by: 4% overall, 7% when omitting students in the Coordinated Admissions Program (CAP) with U.T. Austin.

Improving Graduation and Retention Rates:
► Enhance the advising culture through campus-wide collaboration in support of the Coordinated and Linked Approaches to Student Success (CLASS) initiative on campus.
► Empower students to be self-advocates and proactive in planning and navigating their college experience.
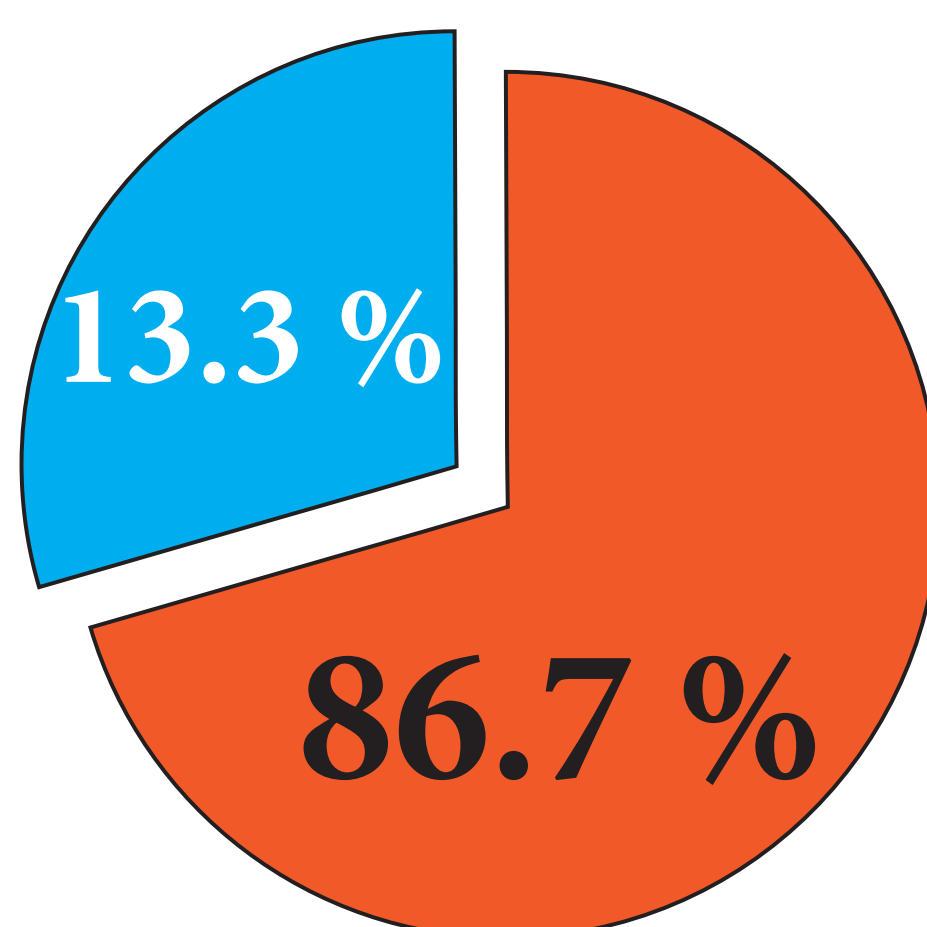► Increase access and support from knowledgeable advisors on using self-guided tools.

Visual Representations of UTSA Student Success Technology Adoption
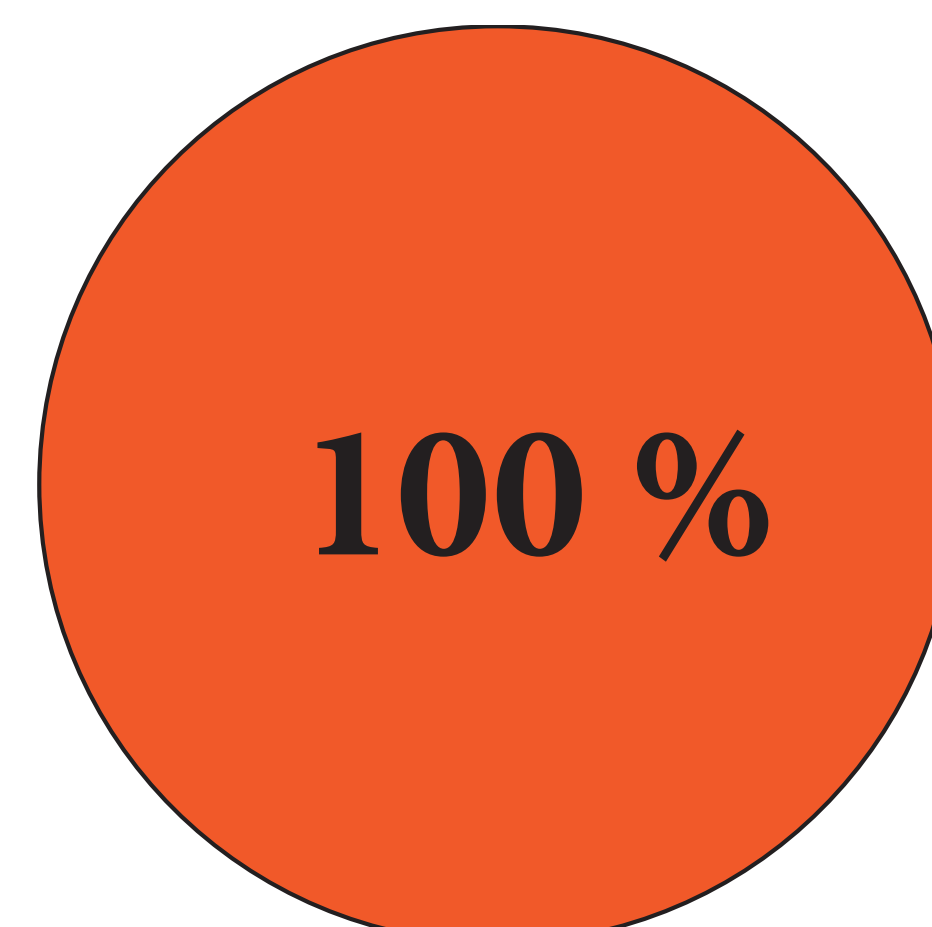
UTSA GUIDE (EAB GUIDE)
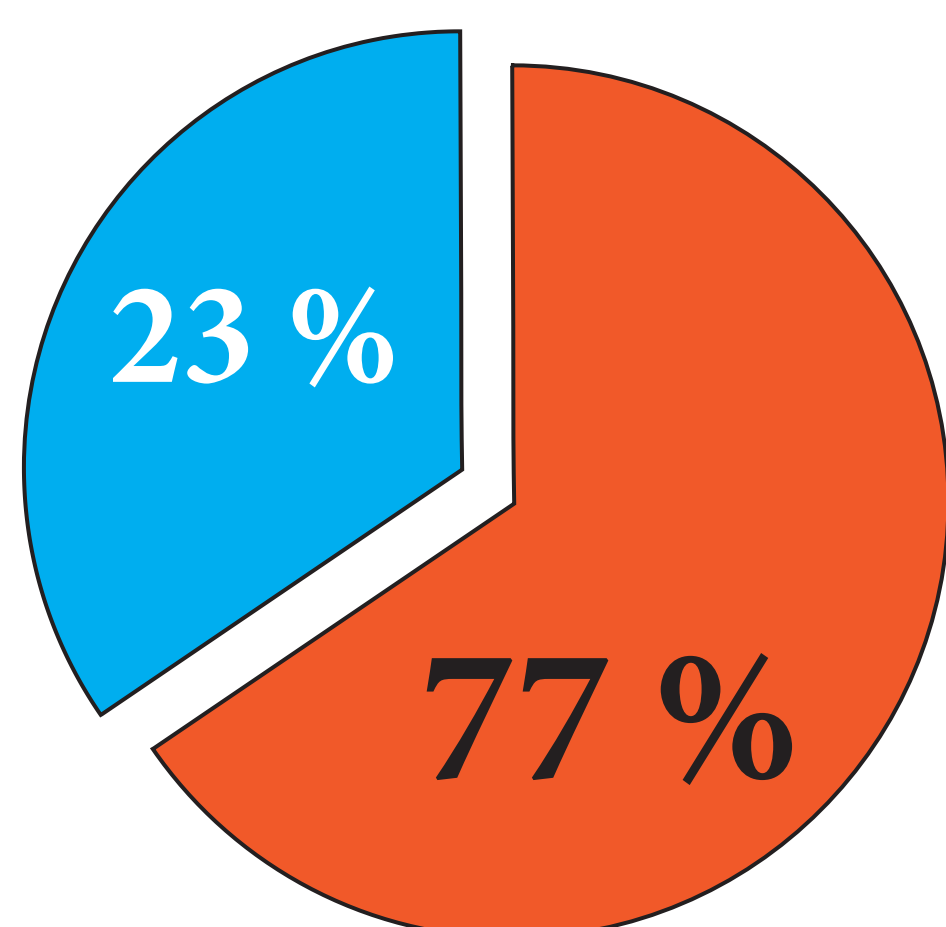
23 %
77 %
■ Pilot Adoption

DEGREEWORKS

13.3 %
86.7 %
■ Students with Locked-In Degree Plans

EAB SSC-CAMPUS

100 %
■ Advisors Utilize the Tool Daily

Major Success Points

► Collaboration with students via committees, events, and the formation of a Student Government Association (SGA) Technology focus group to improve student success resources.
► Continued partnership across campus with faculty, staff, and university leadership to support the CLASS initiative and leverage resources for student success projects.
► Redesign of the Academic Advising website to be student-centered, providing a more robust site to meet students' needs.
► Student adoption of multiple mobile apps for the iPASS tools (DegreeWorks and SSC-Campus) UTSA Mobile App and GUIDE.

Challenges and Opportunities

► 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.
► Well-defined roles for faculty.
► Banner and DegreeWorks upgrades and migration to the cloud.
► Collaboration with the new President's Initiative on Student Success. (Oct. 2017)

UTSA The University of Texas at San Antonio™ ACADEMIC ADVISING   BILL & MELINDA GATES foundation   UTSA DEGREEWORKS   EAB   UTSA The University of Texas at San Antonio™ Office of Information Technology