Where to Start with a Student Success Initiative

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Student Success: Maturity Index (2017)
Key end-users of student success tools

- Advising and Student Affairs
- Institutional Research and Leadership
- Faculty
- Students
Student success (IPAS) change-management involvement
Student success (IPAS) project committee & end-user participation
Concerns about the growing use of student success tools

- Overloaded faculty will resist learning/using new IPAS systems.
- Faculty won’t see value in IPAS systems and will not use them very much.
- New IPAS systems and data sources will create integration challenges and add complexity.
- IPAS systems may trigger demand for in-person advising, counseling, etc., that we can’t meet.
- Overloaded staff will resist learning/using new IPAS systems.
- Data will be misused; wrong conclusions will be drawn.
- Students crave a personal touch that IPAS technology can’t deliver.
- Student’s won’t see value in IPAS systems and will not use them very much.
- Individuals’ privacy rights will be breached.
- IPAS technology investments drain resources from faculty and staff advisement, counseling, etc.
Figure 6. Agreement With Statements on Data and Analytics (N = 331–432)

- In conducting student success studies, privacy rights are respected.  
  - Strongly agree or agree: 94%  
  - Neutral: 5%  
  - Strongly disagree or disagree: 1%

- To stay competitive, we must continue to invest in student success analytics.  
  - Strongly agree or agree: 88%  
  - Neutral: 8%  
  - Strongly disagree or disagree: 4%

- The data used for student success analytics are accurate.  
  - Strongly agree or agree: 79%  
  - Neutral: 13%  
  - Strongly disagree or disagree: 7%

- The results of analytics studies are used properly; wrong conclusions are not drawn.  
  - Strongly agree or agree: 54%  
  - Neutral: 28%  
  - Strongly disagree or disagree: 18%

- We are able to implement the results of student success analytic studies effectively.  
  - Strongly agree or agree: 40%  
  - Neutral: 39%  
  - Strongly disagree or disagree: 21%

- I am concerned that my institution depends on the quality of vendor algorithms that we do not fully understand.  
  - Strongly agree or agree: 24%  
  - Neutral: 12%  
  - Strongly disagree or disagree: 64%

- I am concerned that my institution relies on blackbox algorithms to inform decisions.  
  - Strongly agree or agree: 12%  
  - Neutral: 20%  
  - Strongly disagree or disagree: 68%
Student Success: Deployment Index (2017)

- **Universal**
  - Deployed institution-wide in 81–100% of institutions
  - 81–100%
  - Degree auditing

- **Mainstream**
  - 61–80%
  - Advising center management
  - Credit transfer/articulation system/dual enrollment

- **Growing**
  - 41–60%
  - Advising case management system for student interaction tracking
  - Education plan creation/tracking system
  - Academic early alert system
  - Course/program recommendation system
  - Student extracurricular activities management system
  - Student co-curricular activities management system
  - Student success data warehouse/operational data store
  - Application for students to access their data

- **Emergent**
  - 21–40%
  - Student self-service referral to social/community resources
  - Student success analytics dashboards
  - Student success analytics system (i.e. predictive modeling)
  - Consent platform for students to opt in/out of data collection/analytics

- **Experimental**
  - <21%
Student Success: Deployment Index

Mainstream

61–80%

Degree auditing

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Student Success: Deployment Index

Growing

41–60%

Advising center management
Credit transfer/articulation system/dual enrollment

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Student Success: Deployment Index

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Student Success: Deployment Index

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Experimental <21%
Degree audit
Academic early alert system
Student advising case mgmt.

Student advising

Credit transfer/articulation
Course/program recommendation
Co-curricular activities
Extracurricular activities
Advising center mgmt.

Student success dashboards

Edplan tracking
Community resources self-service
Opt in/out of data collection

Institutional Research and Leadership

Student success data store
Student success analytics

Advising and Student Affairs

Faculty

Students
Maturity & Deployment

Universal
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Degree auditing
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App-students to view their data
Student advising case mgmt.
Student success data store
Extracurricular activities
Course/program recommendation
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Student success dashboards
Community resources self-service
Student success analytics
Opt in/out of data collection

2017
2018
2017
2018
2017
2018
2017
2018

Absent/Initial
Developing
Established/Optimized
Overall
Technologies for Students
Degree audit

Community resources

self-service

App-students to view their data

Opt in/out of data collection

Education plan tracking

Extracurricular activities

Co-curricular activities

Credit transfer/articulation

Course/program recommendation

Degree audit

Faculty

Institutional Research and Leadership

Students

Advising and Student Affairs
Table 3. Focus of Studies in Support of Student Success (*N* varies)

<table>
<thead>
<tr>
<th></th>
<th>First-year students</th>
<th>Sophomores</th>
<th>Transfer-in students</th>
<th>Student athletes</th>
<th>Students of color</th>
<th>LGBTQIA students</th>
<th>Nontraditional students</th>
<th>First-generation students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student pipeline</strong></td>
<td>85%</td>
<td>28%</td>
<td>58%</td>
<td>27%</td>
<td>48%</td>
<td>5%</td>
<td>33%</td>
<td>44%</td>
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<tr>
<td><strong>Academic progress and success</strong></td>
<td>82%</td>
<td>53%</td>
<td>56%</td>
<td>39%</td>
<td>58%</td>
<td>9%</td>
<td>39%</td>
<td>54%</td>
</tr>
<tr>
<td><strong>Efficiency of degree completion</strong></td>
<td>68%</td>
<td>45%</td>
<td>38%</td>
<td>19%</td>
<td>35%</td>
<td>7%</td>
<td>27%</td>
<td>32%</td>
</tr>
<tr>
<td><strong>Career pathways and postgraduation outcomes</strong></td>
<td>56%</td>
<td>32%</td>
<td>45%</td>
<td>21%</td>
<td>41%</td>
<td>7%</td>
<td>30%</td>
<td>39%</td>
</tr>
<tr>
<td><strong>Student ability to afford higher education</strong></td>
<td>48%</td>
<td>29%</td>
<td>30%</td>
<td>12%</td>
<td>23%</td>
<td>5%</td>
<td>22%</td>
<td>28%</td>
</tr>
</tbody>
</table>
Student evaluation of student success tools, 2018

### Tools that aid in academic success
- Guidance about courses you might consider taking in the future
- Early-alert systems designed to catch potential academic trouble as soon as possible
- Tools that suggest how to improve performance in a course
- Tools that suggest new or different academic resources

### Tools that aid in being a student
- Degree planning or mapping tools that identify courses needed to complete your degree
- Degree audit tools that show the degree requirements completed
- Self-service tools for conducting student-related business
- Self-service systems for tracking credits, credit transfers, and dual enrollment
- Self-service referral systems to social or community resources

### Percentages among students who are aware of each tool
Technologies for Faculty
Degree audit
Academic early alert system

Student advising case mgmt.

Student advising dashboards

Credit transfer/articulation
Course/program recommendation

Education plan tracking

Opt in/out of data collection
Community resources self-service

App-students to view their data

Student success data store

Student success analytics

Student success dashboards

Extracurricular activities
Co-curricular activities

Student advising center mgmt.

Institutional Research and Leadership

Advising and Student Affairs

Faculty
Faculty evaluation of student success tools, 2017

Not useful

Students | Faculty
---|---
Academic resource suggestions
Early-alert systems
Course suggestions
Performance improvement suggestions

Moderately to extremely useful

Faculty | Students
---|---

Percentage of respondents
0% | 25 | 50 | 75 | 100%
Technologies for Advising and Student Affairs
Degree audit
Academic early alert system

Student advising case mgmt.

Student advising

Credit transfer/articulation
Course/program recommendation

Degree audit

Co-curricular activities
Extracurricular activities

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Co-curricular activities
Figure 11. Staff With Access to Student-Level Data from Institutions' Early-Alert Systems (N = 327–341)

- Academic advisors: 84%
- Faculty advisors: 68%
- Counseling services: 49%
- First-year experience: 46%
- Tutoring services: 42%
- Senior leaders: 41%
- Residence life staff: 32%
- Recreation services: 5%
Figure 12. Student Affairs Primarily Responsible for Interventions (N = 50–247)

- Roommate mediation/placement: 94%
- Counseling: 87%
- Referrals to student services (e.g., tutoring, advising, counseling): 45%
- Intrusive advising: 42%
- “Nudge” campaigns (i.e., indirect messaging to achieve a certain result): 42%
- Academic advising: 27%
- Program development: 25%
Figure 13. Interventions in Use at Institutions to Improve Student Success ($N = 443$)

- Academic advising: 96%
- Referrals to student services (e.g., tutoring, advising, counseling): 95%
- Counseling: 83%
- Intrusive advising: 48%
- Program development: 46%
- Roommate mediation/placement: 39%
- “Nudge” campaigns (i.e., indirect messaging to achieve a certain result): 37%
Technologies for Institutional Research & Leadership
Figure 1. Institutions’ Goals for Conducting Student Success Studies ($N = 389$)

- Improved student outcomes from interventions: 96%
- More efficient delivery of programs or services: 71%
- Elimination/reduction of programs shown to not contribute significantly to student success: 39%
Figure 7. Use of Student Success Study Results, by Professional Level (N = 506)

- Senior leaders for decision making: 86%
- Mid-level staff for decision making: 86%
- Mid-level staff to influence individual students: 70%
- Front-line staff to influence individual students: 64%
- Front-line staff for decision making: 63%
- Senior leaders to influence individual students: 49%
Figure 8. Primary Responsibilities of IT, IR, and Student Affairs Professionals (N = 379–504)

- Develop the institution-wide data strategy: 35%
- Develop individual student-level data strategy: 21%
- Develop the model/collect and manage data: 58%
- Assess the strength/validity of the model: 59%
- Manage the early-alert system: 40%
- Interpret the data and results of analyses: 62%
- Disseminate results to multiple groups: 55%
- Develop interventions: 35%
- Conduct interventions: 42%
- Assess the impact of interventions: 36%

Legend:
- Institutional research
- Student affairs
- Information technology
Figure 9. Shared Responsibilities of IT, IR, and Student Affairs Professionals (N = 314–426)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Institutional Research (18%)</th>
<th>Student Affairs (41%)</th>
<th>Information Technology (59%)</th>
</tr>
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<td>12%</td>
<td>48%</td>
</tr>
<tr>
<td>Develop interventions</td>
<td>77%</td>
<td>5%</td>
<td>18%</td>
</tr>
<tr>
<td>Conduct interventions</td>
<td>78%</td>
<td>4%</td>
<td>10%</td>
</tr>
<tr>
<td>Assess the impact of interventions</td>
<td>62%</td>
<td>7%</td>
<td>60%</td>
</tr>
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</table>
Implementation Support Tools

EDUCAUSE created these guides and checklists for student success planning systems implementation in partnership with Achieving the Dream.

- **Planning for Rollout and Adoption: A Guide for iPASS Institutions**
  This series of interconnected guides describes each component of a rollout and adoption plan, providing best practices and tools to help an institutional team implement a student success planning system.

- **Checklist for Early Alert Technology**
  This checklist is a compilation of questions and items for institutions to consider as they set up and roll out early alert technology.

- **Checklist for Degree Planning Technology**
  This checklist is a compilation of questions and items for institutions to consider as they set up and roll out a degree planning system.

- **Checklist for Predictive Analytics Technology**
  This checklist is a compilation of questions and items for institutions to consider as they embark in considering and deploying a Predictive Analytics system.
Takeaways

- Collaboration and culture
  - Involve stakeholders
  - Understand your users/stakeholders

- Technology
  - Evaluate maturity
  - Deploy degree audit
  - Consider privacy implications

- Leadership support
  - Find your executive champion

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There are two ways to access the session and presenter evaluations:

1. In the online agenda, click on the “Evaluate Session” link.

2. From the mobile app, click on the session you want from the schedule > then click the associated resources > and the evaluation will pop up in the list.