

How a High-Performing University Improved the Student Experience

The University of South Carolina and the Student Success Collaborative

June 15, 2017

Navigating GoToWebinar



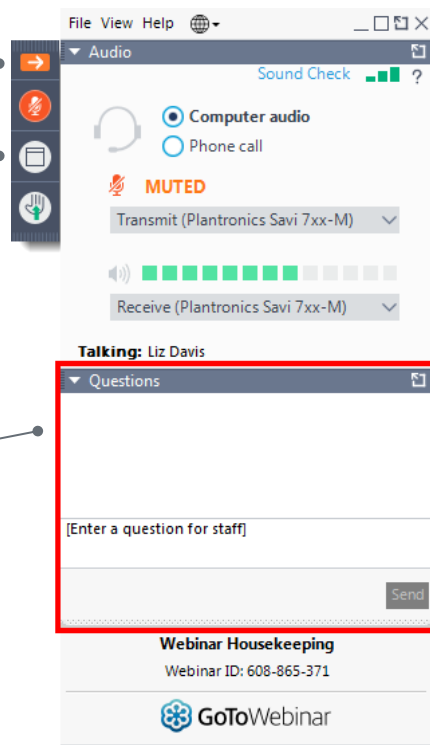
Basic Logistics

Click the orange button to open or hide the control panel.

Click the gray button with the screen icon to make the presentation full screen.

To Ask a Question

Enter questions or comments in the question box and click "Send."





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University of South Carolina

Large, public university in Columbia, South Carolina



▶ Start with best practices research

- › Research Forums for presidents, provosts, chief business officers, and key academic and administrative leaders
- › At the core of all we do
- › Peer-tested best practices research
- › Answers to the most pressing issues

▶ Then hardwire those insights into your organization using our technology & services

Enrollment Management

Our **Royall & Company** division provides data-driven undergraduate and graduate solutions that target qualified prospective students; build relationships throughout the search, application, and yield process; and optimize financial aid resources.

Student Success

Members, including four- and two-year institutions, use the **Student Success Collaborative** combination of analytics, interaction and workflow technology, and consulting to support, retain, and graduate more students.

Growth and Academic Operations

Our **Academic Performance Solutions** group partners with university academic and business leaders to help make smart resource trade-offs, improve academic efficiency, and grow academic program revenues.

1,100⁺

College and
university members

10,000⁺

Research interviews
per year

475M⁺

Course records in our student
success analytic platform

1.2B⁺

Student interactions
annually

Introducing the Student Success Collaborative™



Bringing Universities Together to Drive Meaningful Student Success Gains



Diversity of Membership

- AAU Members
- Hispanic-Serving Institutions
- Historically Black Colleges and Universities
- Institutes of Technology
- Liberal Arts Colleges
- Private Research Universities
- Public Flagships
- Religious Affiliates
- State Systems
- Urban Universities

SSC Members

493+

EAB Technology Collaborative Members

210+

SSC Member Institutions

42

States Represented

SSC Students

11M+

Historical Records

2.4M+

Active Students

23%

of US four-year enrollments

Inside Our Student Success Platform



Integrated, Holistic Analytics Enable Better Advising and Student Support

Analytics

1 Institution Reports



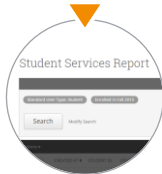
2 360° Student View



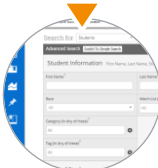
3 Major/Career Explorer



4 Reports & Tracking



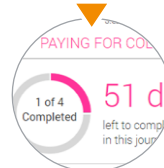
5 Advanced Filtering



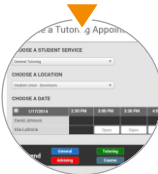
6 Multi-Modal Communications



9 Customized Smart Nudging



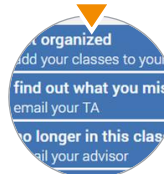
7 Appointment Management



8 Case Management



10 Self-Service Tools



University of South Carolina

- Columbia, SC
- 25,556 undergrads
- Four-year public university
- 58% four-year graduation rate
- 73% six-year graduation rate
- 88% first year retention rate
- Joined SSC in 2014



UNIVERSITY OF
SOUTH CAROLINA

Background and Challenges

- In recent years, USC has seen impressive growth in both their total enrollment and average incoming student SAT scores. As the size and quality of their student body grows, retention and graduation rates are improving as well
- USC's advising structure was fragmented, advisement was non-standardized, and training and resources were limited—as a result, student experiences were highly variable based on college, department, and individual advisor
- Joined the [Student Success Collaborative](#) with the goal of coordinating advising and student services and improving support, but leadership quickly realized they needed to transform advising practices and approach

Solution



Established **advising taskforce** and implemented recommendations with SSC support



Used **historical data** from SSC's institution reports to improve academic pathways and freshmen advising



Connected advising office and student services as a **coordinated care network**

A photograph of a campus scene. On the left is a tall, tiered stone monument with a small lantern on top. In the foreground, a group of students is sitting on the grass, and a bicycle is lying on its side. In the background, there are large green trees and a white building with windows. A blue triangle points towards the text on the right.

Examining Key Trends

+5%

Increase in freshman retention rate since 2004

+70%

Increase in total enrollment since 2000

+32%

Improvement in average SAT score since 1985

+13%

Increase in 4-year graduation rate since 2002

Why the Student Success Collaborative?

Strategic Partnership with SSC Provides Support for School Growing in Both Size and Student Quality



Continue to improve the student experience



Provide support for a growing student body



Coordinate advising and student services



Navigate USC's specific, unique needs

Rapid and Responsive Implementation of SSC Across Seven Months

MONTH 1

Planning and Kickoff

- Complete initial planning
- Build campus buy-in and engagement

MONTH 2

Tech Planning Call Data Extraction & Site Build

- Complete data transfer
- Define pilot success markers

MONTH 5

Implementation Strategy Onsite

- Discuss phased roll-out plans
- Define marketing strategy
- Begin branding the tool

MONTH 7

Validation

- Finalize site build
- Validate data

Full Launch

- Integrate system with advising workflow
- Collect initial user feedback

Historical Data from SSC Shapes Academic Reform



SSC Institution Reports

Web-based analyses of **historical academic data** that provide insight into patterns of student performance at your institution by college or major

Reports include:



Course Analysis



Graduation Rate by Student Sub-Group



Major Change Analysis



Course and Exam Performance

Institution Reports Data Validates and Informs Ongoing Academic Changes



Began planning **changes to academic curriculum** for the Nursing program



Used **historical data** from the Institution Reports to identify critical milestone courses



Flagged students struggling in milestone courses as **high-risk** for advisor follow-up



Provided additional support to high-risk students via the **Student Success Center**



Created **alternate pathways** to graduation for students flagged as high-risk

Process built trust in the data among stakeholders

We've Gotten Larger and Better, So Now What?

Shifting Our Focus to Improving the Quality of Advising

The Advising Coordinating Taskforce (ACT)

Created by the Provost in December 2014, with three goals:

Evaluate USC's
current
practices



Evaluate
national best
practices



Make recommendations
for a new approach to
advising



Taskforce Member Representatives

- Faculty
- Staff
- Students



Best Practices and Resources

- [EAB best practice study: "Next-Generation Advising"](#)
- [SSC Dedicated Consultant](#)
- NACADA resources



Survey Information

- Advisors
- Students



Historical Academic Data

- [SSC Institution Reports](#): Major Switching Patterns



We have someone who understands our campus, our needs, our culture."

Stacey Bradley, on partnership with SSC Consultant

Six Recommendations From ACT

A New Approach to Advising Supported by New SSC Technology

ACT Recommendation	How SSC Supports Execution
1 Establish an Advising Center and First-Year Advisors to facilitate consistent advising of all undergraduates, giving particular attention to first-years and other students in transition.	▶ Advisors have access to a comprehensive workflow and communications platform , as well as student risk data including first-year survey information
2 Establish expectations and processes for the advising of freshman, transfer, and continuing students within their respective colleges and schools.	▶ Advisors communicate with students, run appointment campaigns , and leverage coordinated care network through cases and alerts
3 Provide training and certification programs for First-Year Advisors and others who advise, incorporating USC academic requirements and national best practices.	▶ New staff learn how to use SSC platform in onboarding, and previous SSC experience is weighed in hiring decisions
4 Provide technology and online resources that enable efficient and effective advising.	▶ Implementation and ongoing strategic work serve as impetus for conversations with advisors about technology; increase focus on technology as part of professional identity
5 Offer faculty-led student programs to assist first-year and continuing students as they explore and connect with their fields of study and career opportunities.	▶ First-year professional staff advising and overall simplification of advising technology ecosystem enable faculty to focus on mentoring and career exploration
6 Develop a culture of student responsibility for academic and career planning.	▶ No-show counters and appointment nudges create accountability; self-service scheduling impacts expectations of support ownership

The New Standardized Advising Model

Providing Early and Ongoing Support to Students

2014-2015

- Inconsistent advising practices across colleges and departments
- Students report not knowing their advisor; advisor assignments not easily accessible
- Cross-college advising in Student Success Center as stop-gap
- No advising technology vision
- No standard training and development, and no accountability

Inconsistent Support



2016-2017

- Consistent expectations for advising in the first year, with resources for beyond the first year
- First-year advisors hired and evaluated in partnership with colleges
- All first-year students assigned to a professional staff advisor
- Central support for students changing colleges by choice or necessity
- Clear advising technology vision centered around SSC
- Standard advisor training practices pulled from SSC best practices, and clear accountability

Standardized Support



Leveraging the Coordinated Care Network

Powerful Support Service Resources to Complement and Extend Advising



SSC helps USC leverage campus partnerships through:

- Data analysis
- Student referrals
- Leadership Team meetings (including Dedicated Consultant)
- Implementation Council meetings (including Dedicated Consultant)

5,000 *SSC platform logins 18 months after launch*

2,000 *Actions taken on student records in SSC*

75 *Success markers developed in SSC*

Already Using Data to Transform Support

Leveraging the Network: Selected Examples



Carolina Pre-Calculus Review

Student Success Center, Math Department, College of Engineering and Computing, Moore School of Business

Target Population

Students entering the above colleges and departments with low math placement scores

Purpose

Provide specific students with additional preparation through online course supplemented with a peer leader

Why this approach?

Responsive, online curriculum was scalable and accessible; USC has a strong peer tutoring model in place

7% *Decrease in DFW rate for students who took review course over those who didn't*



Non-Progression Plan for Selective Programs

UAC, College of Engineering and Computing, Moore School of Business, College of Information & Communications

Target Population

Students who did not meet progression requirements in the colleges listed above

Purpose

Assign non-progression students to UAC, where detailed knowledge of other majors and tools for exploration exist

Why this approach?

College authority can re-assign non-progression students until policy changes; major change advisors and academic coaches are housed in UAC



SSC First-Year Retention Survey Pilot

UAC, Student Success Center, Office of Financial Aid and Scholarships, Residence Life

Target Population

All first-year students

Purpose

Obtain responses to key student success indicators, informing real-time outreach to individual students and adjustments to practices based on aggregate results

Why this approach?

Assigning FYAs to 300 students enabled outreach; strong partners in other service units for area-specific outreach; opportunity for coordinated, real-time response plan

Early Findings and Action Steps

From the SSC First-Year Survey

"I know how my costs for next semester will be covered."

5% Disagree or Strongly Disagree

- Based on triangulation with payment plan information and initial aid packages, Financial Aid added gift aid to 19 students' accounts; all returned for spring 2017
- Engineering students had a higher percentage of disagreement, possibly due to new program fee that must be accounted for in future aid packaging

"I know who my first-year advisor is."

74% Non-honors **67%** Honors Agree or Strongly Agree

- Investigation quickly revealed that Honors students hadn't yet met their First-Year Advisor because they were already meeting with Honors advisor
- Finding allowed the First-Year Advisors to prioritize meeting non-Honors students since Honors students were already being cared for

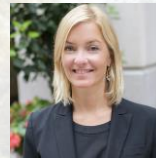
“This survey was the first time we could, in a coordinated manner, respond to individual student feedback and combine it with aggregate student data to take action.

Questions?



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