EAB

Promoting Faculty Use of Student Success Technology

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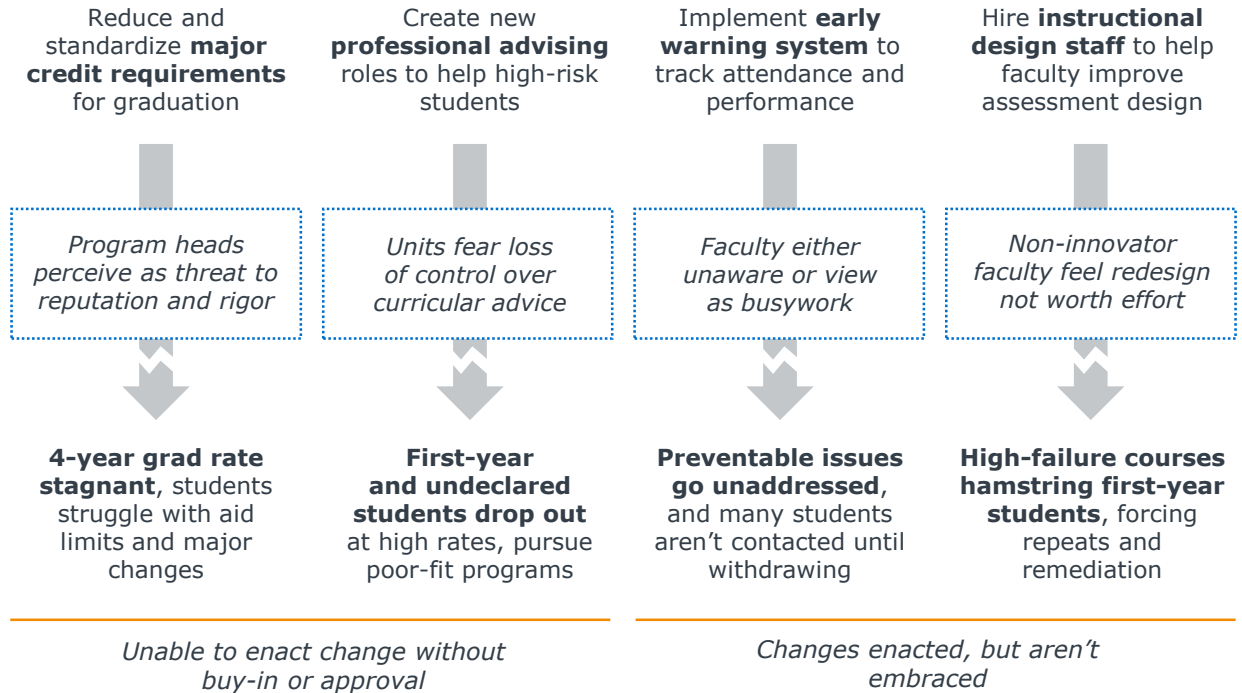## Elizabeth Yackley
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1 **Moving Beyond Buy-In**

2 Planning for Faculty Use of the Platform

3 Highlighting Best Practices

It's Hard to Make Change Without the Faculty

Faculty Buy-In Is Critical to Organizational Improvement

Reduce and standardize **major credit requirements** for graduation

Create new **professional advising** roles to help high-risk students

Implement **early warning system** to track attendance and performance

Hire **instructional design staff** to help faculty improve assessment design

Program heads perceive as threat to reputation and rigor

Units fear loss of control over curricular advice

Faculty either unaware or view as busywork

Non-innovator faculty feel redesign not worth effort

4-year grad rate stagnant, students struggle with aid limits and major changes

First-year and undeclared students drop out at high rates, pursue poor-fit programs

Preventable issues go unaddressed, and many students aren't contacted until withdrawing

High-failure courses hamstring first-year students, forcing repeats and remediation

Unable to enact change without buy-in or approval

Changes enacted, but aren't embraced

Source: EAB interviews and analysis.

Specifying What 'The Faculty' Means Is Crucial

Articulating the 'Why' for Each Audience is an Important First Step

"Engagement" is ambiguous.
Often, engagement is used to mean utilization rather than discourse.

"The Faculty" is vague.
Target groups of faculty who have the most to gain by utilizing the platform.
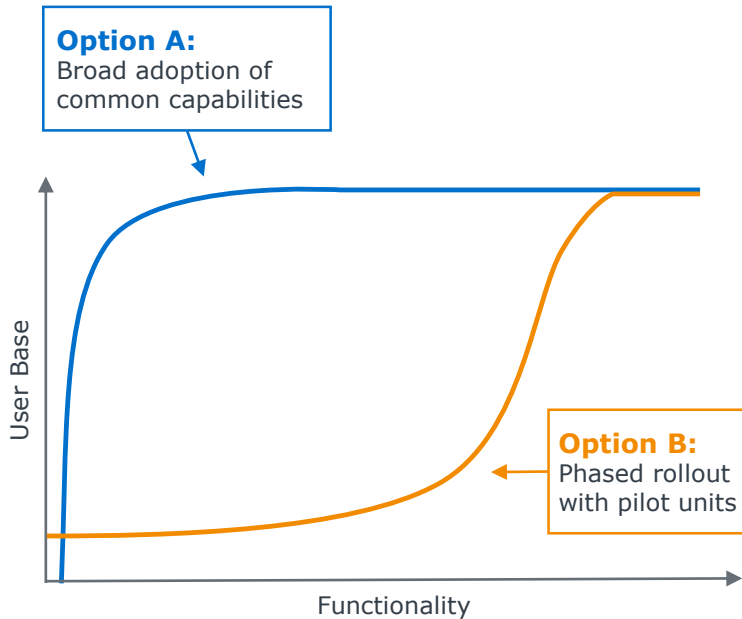
" We need to engage the faculty this year."

" We need the faculty to use the platform this year."

" We need the deans in the College of Science to use Institution Reports this year, as they are redesigning several majors."

1 Moving Beyond Buy-In

2 **Planning for Faculty Use of the Platform**

3 Highlighting Best Practices

Customizing Rollout Strategy

Weighing the Pros and Cons of Scaling by User Base vs. Functionality

Option A:
Broad adoption of
common capabilities

Option B:
Phased rollout
with pilot units

User Base

Functionality

Considerations

- Best strategy is based on your goals—fast adoption, standardization, certain functionality, etc.

- Consider what your system of record will be during rollout

- Rolling out by functionality helps users with training

- Variations of these 2 options exist based on your goals

Creating an Actionable Plan to Rollout to Faculty

Highlighting Compelling Use Cases for Different Audiences

Faculty Advisors	**Instructors**	**Academic Leadership**
Appointment Scheduling	Manage Office Hours	Effectiveness Analytics
Advising Summaries	Reports & Notes	SSMS Activity Analytics
Campaign Management	Smart Student Profile	Population Health Analytics
Smart Student Profile	Early Alerts	Institution Reports & Success Markers

Example: Option A

Broad Adoption of Common Capabilities

Option A: Phase 1

Broad Adoption of Common Capabilities

Faculty Advisors	Instructors	Academic Leadership
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Option A: Phase 2

Broad Adoption of Common Capabilities

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Option A: Phase 3

Broad Adoption of Common Capabilities

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Example: Option B

Phased Rollout with Pilot Units

B

Option B: Phase 1

Coordinate Rollout with Pilot Units

Faculty Advisors	**Instructors**	**Academic Leadership**
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Option B: Phase 2

Coordinate Rollout with Pilot Units

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Option B: Phase 3

Coordinate Rollout with Pilot Units

Faculty Advisors

Appointment Scheduling

Advising Summaries

Campaign Management

Smart Student Profile

Instructors

Manage Office Hours

Reports & Notes

Smart Student Profile

Early Alerts

Academic Leadership

Effectiveness Analytics

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Customizing Rollout Strategy

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ROAD MAP

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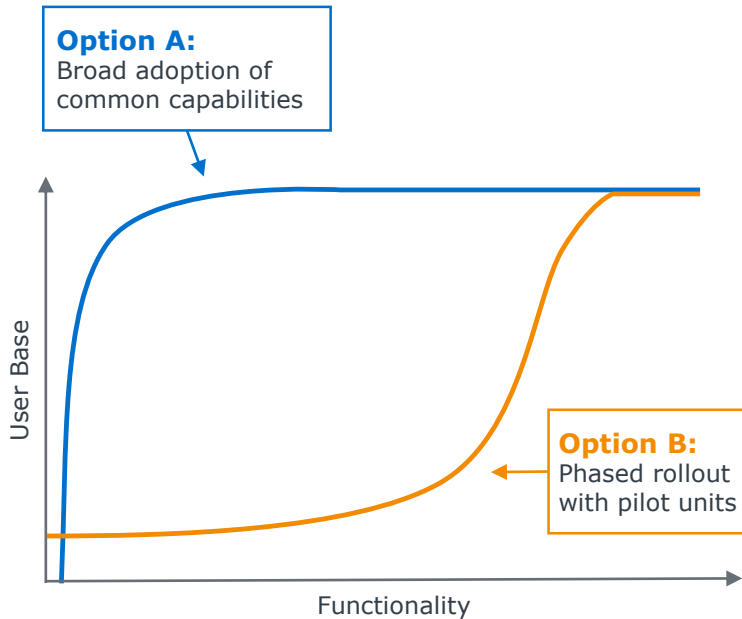
3 **Highlighting Best Practices**

Plan for Initial Adoption & Follow-Up

Rollout of SSC to Faculty Is an Ongoing Process

1. Develop Particular Student Success Goals
When possible, involve faculty in larger conversations about Student Success goals. Technology is a tool to support these initiatives.

2. Engage Faculty Directly & Consistently
Leverage personal and professional relationships to communicate *why* the SSC project is vital to supporting Student Success.

3. Provide Training & Instill Accountability
Send nudge emails from Leadership to provide just-in-time resources and transparency into the use of information provided by faculty.

4. Rinse and Repeat: Provide ongoing open communication with faculty, making utilization of the technology the norm.

Existing SSC Resources to Support Faculty Utilization

Communication Strategy Toolkit

Strategies for Engaging Faculty Advisors

SSC Supports Institution-Wide Initiatives

DSLCC Established the Strategies; Navigate Was the Tool

DABNEY S. LANCASTER
COMMUNITY COLLEGE

▶ Established Student Success Leadership Institute (SSLI) prior to beginning partnership with EAB

▶ Administrators, faculty, and staff served on SSLI Team

▶ Recognized the importance of planning and follow-through

▶ **Tips for Framing the Conversation**

- Articulate how using the platform supports initiative-wide goals or priorities that are important to the faculty

- Emphasize functionality that makes faculty members' lives easier and saves them time and other resources

- Set an agenda for the session, but allow for conversation to flow naturally, allowing faculty to share concerns and opportunities

▶ **Tips for Training**

Allow for **cohort-specific conversations**, targeted toward faculty and led by someone they trust.

Hold **interactive training sessions**. All faculty present participated in the training site, and use cases were tailored to the individuals in the room.

+4.1%

Continued follow-through is critical. Share kudos and success stories to encourage ongoing faculty participation.

Relentless Communication from Day 1

Empowers Individuals and Builds Confidence

Leverage **professional and personal relationships** to promote authentic engagement in the SSC Project

Provide **ongoing, clear, and consistent communication** tailored to the particular audience

Go "All In"—Exude confidence in the SSC Project, and articulate how it supports school-wide strategic goals

"As a professional educator . . . I'm going to try to use analytics to guide my interactions with students this term, and I'm going to track the impact on student success rates. **Because trying harder and caring more hasn't worked very well.**"—Faculty member at Washburn University

WASHBURN UNIVERSITY

Tailored Trainings for Different 'Types' of Users

For Frequent Student-Facing Users, Training Builds from Basic to Advanced

For Regular, Student-Facing Users

- Student Overview & Progress tabs
- Communication & student messaging
- Issuing alerts & progress reports
- Setting up availability & calendar sync

Basic Training

- Notes & advising summaries
- Appointment campaigns
- "Schedule advising appointment" feature
- Case management
- Advisor development

Intermediate Training

- Advanced search
- Institution Reports
- Population Health Dashboard

Administrative Training

- More on advanced search
- Understanding and using the predictive model
- Success markers
- Using major explorer

New in Fall 2018:
Advanced Training

For Sporadic Users

- Introduction to SSC and goals
- Student information page
- Issuing an alert

Quick-Start Training

GRAND VIEW UNIVERSITY

Faculty Champion Is Key to Building Faculty Engagement & Buy-In

Bloomsburg UNIVERSITY

Kara Shultz: Faculty Champion

Established faculty member and department chairperson who got involved because she cared about student success

First Impressions

Upon launch of SSC Campus, faculty were experiencing initiative fatigue and didn't believe in the project or technology.

Cultivating a Faculty Champion

Academic Dean Approached Kara to work with high-risk, undeclared students. Kara given a course release to learn the platform.

Reset Across Campus

Kara went department by department sharing her story and demonstrating how she uses the platform. Again, a course release was granted.

Building Momentum

Faculty Fellows program established to advise assigned students on major selection, registration, and GPA improvement through tutoring and supplemental instruction.