



INSIGHT PAPER

# Engage Faculty in Student Success

How Technology Expands Faculty's Impact  
at Every Stage of the Student Journey





# Executive Summary

Faculty are already doing student success work. Every day, professors are checking in on struggling students, offering career advice, and providing the kind of personal support that helps students not only stay enrolled but also feel like they belong. This work often happens quietly—unrecognized, unsupported, and unsustainable.

Faculty roles vary: Some teach exclusively, others advise students, and many do both. But across all roles, one thing is clear: Faculty are stretched thin. Burnout is high, and most systems faculty use weren't designed to make their student support efforts easier or more effective. The solution isn't to ask faculty to do more. It's making the right thing easier to do.

To help faculty keep showing up for students, institutions must remove barriers and embed support into the systems faculty already use. That means designing quick, high-impact strategies that easily fit into daily routines and using technology to scale these strategies across campus. In the following pages, this insight paper will explore:

- The roles faculty play in student success and how they have changed in recent years
- Barriers faculty face when trying to engage in student success work and how those manifest at different types of institutions
- How to address these barriers and use technology to scale faculty's student success work at every stage of the student lifecycle

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I had one faculty member say, 'I used to run a class like it's sink or swim ... look to your left and look to your right—one of you probably won't make it.' That old-school mentality has shifted. As a university, we've flipped to: What can we do to help our students be as successful as possible?

- Vice President for Enrollment Management





# The Expanding Role of Faculty in Student Success

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SECTION

1

# Faculty: The Overlooked Driver of Student Success

Higher education is under pressure. Enrollment patterns are changing, competition is growing, and many campuses are being asked to do more with less. Retaining the students you already have has become a financial necessity. But there's good news: One of the most powerful levers for student retention is already in place—your faculty.

For today's students, professors are often the first person they turn to when they're struggling. This generation values personal connection and trusts their instructors more than any other group on campus. And when students feel supported, they're more likely to stay enrolled, feel like they belong, and succeed.

Faculty are already doing student success work, but they're doing it without the tools, systems, or recognition to sustain that work in the long term. Many are burned out and overextended, operating in environments that weren't designed to support the growing scope of work they've taken on.

How can you remove unnecessary friction so faculty can continue doing what already works, without asking them to take on more? The key is to embed support into their daily routines, streamline processes, and give faculty the tools they need to turn their care for students into measurable outcomes. Read on to explore what that looks like in practice.

## \$16.5B

Amount lost annually due to student attrition, with the average 4-year institution forfeiting over \$10 million each year

## 39%

of first-time, full-time bachelor's degree-seeking students drop out as of 2024

## Gen Z

students who report meaningful faculty interactions have higher satisfaction and retention rates compared to those who do not

## 64%




of faculty members report experiencing burnout due to work

# The Full Scope of Faculty Support

## A Closer Look at How Faculty Contribute to Student Success

This paper focuses on instructional faculty—professors, lecturers, and instructors—who often serve as the first and most frequent touchpoint for students. At some institutions, these faculty also advise students formally. At others, especially where professional advising teams exist, they may not have that official role but still find themselves fielding student questions, offering encouragement, or spotting signs of early disengagement.

At small schools, faculty often wear many hats, blending teaching, mentoring, and advising. At larger institutions, support roles may be better delineated. But across all types of institutions, the importance of faculty-student relationships remains high.

		
<b>Instructional Faculty</b> Professors, lecturers, and instructors who teach courses and often spot issues first	<b>Faculty Who Advise</b> Instructional faculty who also help students navigate registration, course selection, and academic planning	<b>Faculty in Leadership Roles</b> Faculty serving on Senate, committees, or as champions of student success work
<i>Their role in student success</i>		
Students naturally come to them with questions about coursework, attendance, and personal challenges. They're often the first stop when students need help or guidance.	Students look to them for advice on how to plan their path to graduation. They help students make sense of requirements and connect them to campus supports.	They influence policies and decisions that shape the academic experience. Faculty leaders advocate for what students and other faculty need to succeed and ensure student success stays a campus priority.
<i>What they need to do this work well</i>		
<ul style="list-style-type: none"><li>• Easy ways to flag concerns while grading</li><li>• Tools built into systems such as the LMS or CRM</li><li>• Clear, simple next steps</li><li>• Visibility into whether their actions helped improve student outcomes</li></ul>	<ul style="list-style-type: none"><li>• A full view of each student's academic and support history</li><li>• Easy ways to refer or connect students to help</li><li>• Prompts to follow up when students fall behind</li><li>• Automation to reduce manual tracking or outreach</li></ul>	<ul style="list-style-type: none"><li>• Evidence of what's working</li><li>• Tools and efforts that align with the institution's academic and strategic goals</li><li>• Recognition and support from other leaders and peers when initiatives succeed</li></ul>

# A Strictly Academic Mindset is Becoming the Minority

## Supporting Student Success Goes Far Beyond the Classroom

Faculty are doing more than teaching. They're emailing students who stop showing up, helping them navigate personal setbacks, and having conversations about majors, careers, and goals. These actions might not always be written into their job descriptions, but they're happening every day.

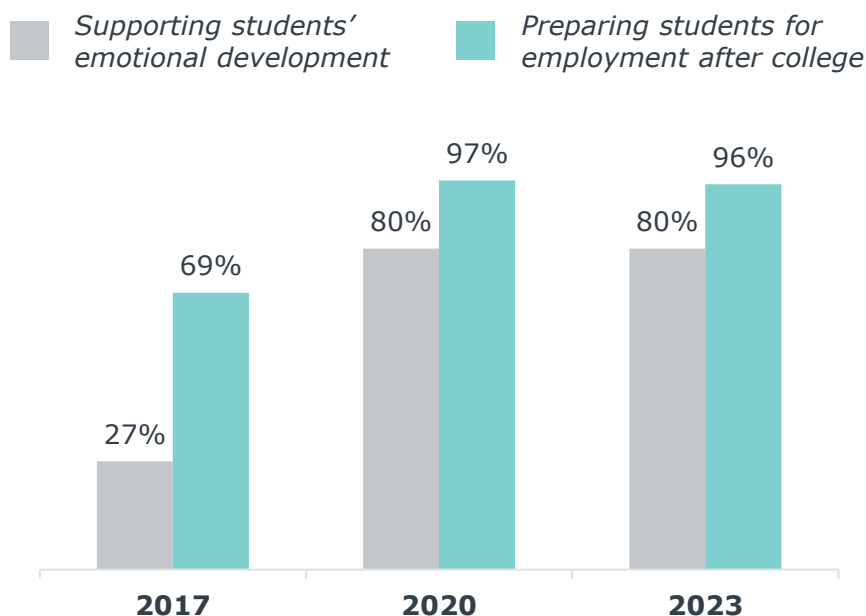
Recent survey data from the Higher Education Research Institute (HERI) reveals a shift in how faculty view their role in supporting students. In 2017, just 27% of faculty said emotional development was their responsibility. By 2023, that number had jumped to 80%. Preparing students for employment has remained consistently high, with 96% of faculty identifying it as part of their job.

To be clear, there are still some faculty who see their role as strictly instructional. But they're no longer the norm. Most faculty understand that academic success doesn't happen in isolation. Students perform better when they feel supported, connected, and seen. And most instructors are already trying to meet those needs, even when systems aren't set up to help them.

The mindset shift has already happened. The challenge now is to make sure faculty have the tools, time, and support to do this work consistently—without burning out.

### % of Faculty Who Believe These Responsibilities Are Part of Their Role

HERI Faculty Surveys 2017-2023



In just 6 years:

**3x**

Increase in faculty who see emotional support as part of their role

**1.4x**

Increase in faculty who believe preparing students for employment is part of their role

While the 2020 spike may seem tied to the pandemic, most responses were collected in Fall 2019, before COVID-19 began. This suggests the shift toward broader faculty responsibility was already underway. The fact that these numbers held steady in 2023 shows that this mindset has stuck, even as the immediate crisis passed.

Sources: UCLA Higher Education Research Institute, HERI Faculty Survey: National Norms 2016–2017 (2017), <https://heri.ucla.edu/monographs/HERI-FAC2017-monograph.pdf>; UCLA Higher Education Research Institute, 2019–2020 HERI Faculty Survey: National Report (2020), <https://heri.ucla.edu/wp-content/uploads/2025/01/DATA-TABLES-FAC-2019-2020.pdf>; UCLA Higher Education Research Institute, 2023 HERI Faculty Survey: National Report (2023), <https://heri.ucla.edu/wp-content/uploads/2025/01/DATA-TABLES-FAC-2022-2023.pdf>; EAB interviews and analysis.

# Faculty Step In Where Support Systems Fall Short

And in Many Cases, They're Stepping In Without Formal Support or Training

As student needs and expectations have grown in recent years, faculty have quietly stepped in to fill the gaps. The data below highlights what they're doing today and where they need more support.

## Creating belonging



87%

of faculty believe that ensuring students feel like they belong is important to being an effective instructor

96%

report taking steps to increase students' sense of belonging

1/4

of faculty haven't received any training on inclusive teaching practices

## Offering career support



92%

say students have come to them for career advice in the past year

63%

report that alumni from their institution reached out for career advice in the past year

49%

of faculty rarely or never collaborated with the career center in that time

## Supporting mental health



75%

feel supporting students' mental health is a job expectation

50%

of faculty have had one-on-one conversations with students about their mental or emotional health in the past year

76%

of faculty are seeking more support in helping students navigate campus mental health resources

Sources: WGU Labs, *Faculty Prioritize Student Belonging: 2024 WGU Labs Research Brief* (2024), <https://www.wgulabs.org/posts/faculty-prioritize-student-belonging-research-brief/>; National Association of Colleges and Employers, *2024 NACE Faculty Attitudes and Behaviors Report* (2024), <https://naceweb.org/docs/default-source/default-document-library/2024/publication/free-report/nace-2024-faculty-attitudes-and-behaviors.pdf?>; Healthy Minds Network, *2023–2024 Faculty & Staff National Data Report* (2024), <https://healthymindsnetwork.org/wp-content/uploads/2024/10/HMS-2024-Faculty-Staff-National-Data-Report.pdf>; TimelyCare, *2024 Survey Results: TimelyCare Faculty & Staff Mental Health* (2024), [https://timelycare.com/wp-content/uploads/2024/01/Survey-Results-TimelyCare-Fac\\_Staff-Mental-Health.pdf](https://timelycare.com/wp-content/uploads/2024/01/Survey-Results-TimelyCare-Fac_Staff-Mental-Health.pdf); EAB interviews and analysis.





# The Pressures Faculty Face Today

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## SECTION

# 2

This section explores pressures faculty face when engaging in student success work at different types of institutions:

1. Community Colleges
2. Regional Public Institutions
3. Tuition-Dependent Private Institutions

We also explore universal barriers and how to overcome them beginning on page 12.

# The Student-Focused Faculty at Community Colleges

## Full-Time Faculty Are the Front Line of Student Support Efforts

Faculty at community colleges often spend the bulk of their time teaching, with minimal research responsibilities. Class sizes are typically small, and many faculty members form close connections with students. Faculty tend to be student-centered and mission-driven, with a strong belief in the institution's role as a launchpad for economic and educational mobility. Adjunct faculty make up a significant share of the teaching force, often 50% or more, and many teach part-time while working elsewhere.

### Barriers limiting faculty participation

- ✗ **Contracts and compensation can limit participation:** Adjunct roles often exclude extra responsibilities and are governed by union rules.
- ✗ **Full-time faculty carry the support burden:** These faculty are often stretched thin but expected to do the most.
- ✗ **Low trust and unclear expectations persist:** A lack of shared governance, communication gaps, and inconsistent systems undermine confidence and follow-through.
- ✗ **Adjuncts face physical disconnection:** Many teach online or part-time, limiting visibility into students' nonacademic needs and capacity to engage meaningfully.

*"Adjuncts are often running from a full-time job to teaching, so it's harder for them to see all the subtle cues that a student is struggling in ways that go beyond academics."*

- Director of Strategic Research, EAB

### Strategies that build real engagement

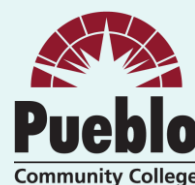
- ✓ **Start with willing faculty:** Focus on champions who are ready to engage. Their participation can drive broader cultural change more effectively than top-down mandates.
- ✓ **Make invisible labor visible:** Use tools such as dashboards or workload audits to recognize advising, mentoring, and outreach. This is especially prevalent among women and faculty of color.
- ✓ **Foster mutual respect across roles:** Encourage empathy-building practices such as joint "day in the life" sessions between faculty and staff.
- ✓ **Tailor asks to role realities:** Don't expect full engagement from adjuncts. Align expectations with what's feasible for them and build systems that support simplicity and clarity.
- ✓ **Lead with student impact, not ROI:** Mission-aligned metrics such as graduation rates or job placement resonate more than financial outcomes.

## Pueblo Community College's Culture of Mutual Respect

At Pueblo Community College, building faculty engagement began by dismantling the culture of blame. Leaders adopted a clear "no cross-house criticism" approach, setting the standard that campus professionals would collaborate without finger-pointing.

To foster trust, Pueblo had faculty and staff ask each other: "What are 10 things you'd like me to know about your role?" This simple prompt helped break down silos and surface shared goals from day one. This exercise laid the groundwork for sustained collaboration on progress reporting, early alerts, and coordinated care.

More about Pueblo's faculty partnerships on page 16



EAB interviews and analysis.

# The Mission-Aligned Faculty at Regional Publics

Faculty care deeply about student outcomes and want to see their impact

Faculty at regional public institutions often serve a high-need, diverse student body while balancing teaching, advising, and service expectations. Most entered higher ed with a strong commitment to access and mobility, but in many cases, trust in institutional leadership has eroded. Budget pressure, leadership turnover, and unclear follow-through on initiatives have left faculty overextended and skeptical that their efforts will lead to meaningful change.

## Barriers limiting faculty participation

- ✗ **Faculty are willing but wary:** Many support student success in principle but hesitate to invest without visible leadership alignment or proof that participation leads to real outcomes.
- ✗ **Institutional priorities shift frequently:** Faculty are often caught in the churn of new initiatives driven by leadership transitions. This instability makes them hesitant to commit.
- ✗ **Advising, assessment, and support work fall outside formal roles:** These tasks are expected but rarely recognized in review or promotion.
- ✗ **Top-down engagement approaches fall flat:** When leadership skips faculty in early planning or fails to build from within departments, initiatives lose traction quickly.

## Strategies that build real engagement

- ✓ **Start small to scale smart:** Begin with one committed department and let peer influence drive broader adoption.
- ✓ **Use known faculty as internal advocates:** Faculty champions who are respected within their department often have more direct influence than senior administrators.
- ✓ **Anchor engagement in student outcomes:** Sharing results such as increased course pass rates or retention builds trust. ROI language rarely resonates.
- ✓ **Time communication carefully.** When faculty are trained six weeks before they participate in an initiative or use a tool, they forget it. Effective campuses align timing with action.
- ✓ **Be transparent about the ask:** Institutions that clearly define expectations and connect them to faculty priorities build more sustainable engagement.



### Idaho State University's Intentional Rollout Strategy

When Idaho State University (ISU), an open-access institution that joined EAB as a Navigate360 partner in 2020, began its rollout, leaders focused on just two colleges instead of going campus-wide. Faculty in those colleges consistently submitted early-term progress reports, enabling timely advisor interventions and improving student performance and persistence.

Their success drew interest from other departments. To maintain momentum, ISU required each new college to commit to 90% faculty participation before gaining access. This helped normalize progress reporting and ensure consistent adoption. Four years later, ISU has sustained that participation rate, showing how early wins and clear expectations drive long-term engagement.

*More about ISU's campus-wide rollout on page 18*

# The Rigor-Driven Faculty at Private Institutions

## Student Success Work Can Seem Misaligned with Faculty's Academic Standards

Faculty at tuition-dependent private institutions take pride in maintaining academic rigor and providing personalized instruction. As tuition rises and enrollment pressures grow, institutions increasingly rely on faculty to do more: advise students, submit alerts, and offer flexible support. However, these added responsibilities often come without additional time or clear direction from leadership. When student success efforts aren't communicated properly, faculty often perceive these asks as an attempt to soften academic standards to improve institutional metrics.

Barriers limiting faculty participation	Strategies that build real engagement
<p>✗ <b>Concern that retention efforts threaten rigor:</b> Faculty worry that early alerts and outreach are about keeping students enrolled, not helping them succeed on academic terms.</p> <p>✗ <b>Mismatch between messaging and mission:</b> ROI framing or top-down mandates can backfire if they don't align with academic values.</p> <p>✗ <b>Blurred role expectations:</b> Faculty are increasingly expected to support student outcomes beyond the classroom, often without clear guidance or additional resources.</p> <p>✗ <b>Elevated service expectations:</b> Faculty feel pressure to provide high-touch support because students (and families) expect a premium experience in return for rising tuition.</p>	<p>✓ <b>Reframe support as academic alignment:</b> Emphasize that early interventions allow students to get the needed support to meet faculty expectations, not avoid them.</p> <p>✓ <b>Make the "ask" consistent and coordinated:</b> Use clear timelines, reminders, and aligned messaging from department chairs, deans, and provost.</p> <p>✓ <b>Start where faculty already lead:</b> Let highly engaged departments show early success and drive interest from peers.</p> <p>✓ <b>Tie engagement to recognition and advancement:</b> Incorporate student support into formal promotion pathways or service criteria to avoid over-relying on goodwill.</p>

"There's an expectation of service at a private institutions because students are paying for it. That creates a different kind of pressure than at publics, where the service is about need."

- Managing Director of Strategic Research, EAB

## A Well-Communicated Approach to Faculty Engagement

One tuition-dependent private institution in the Midwest consistently achieves progress report participation above 85%. Their success comes from a structured, multi-touch approach led jointly by academic and student support leaders. Faculty receive early notice of reporting deadlines, followed by a coordinated series of reminders: first from advisors, then from deans, and finally from the provost. Messaging remains aligned across roles and emphasizes student learning rather than institutional metrics.

At the start of each term, leadership sets clear expectations that reporting is part of the institution's academic mission. By making the process predictable, well-supported, and grounded in faculty values, the institution has built a lasting culture of participation.



# Foundational Barriers to Faculty Engagement

## Across All Institution Types, These Barriers Hold Faculty Back

While the specific challenges vary by institution type, many barriers to faculty engagement cut across sectors. Regardless of campus size, mission, or structure, faculty are being asked to support student success in new ways, often without the guidance, time, or resources to do so effectively. To create lasting impact, institutions must rethink how they support this work through clearer expectations, better systems, and stronger trust between faculty and leadership.

### Barrier:

Faculty are overloaded and don't always know what's expected



### What's really going on:

Without clear role definitions, some faculty do everything (emails, mental health referrals, career advice), while others opt out entirely. The result is burnout for some and disengagement for others.

### How to address it



#### Define the "baseline" role

Outline what student support involvement should look like for most faculty, e.g., flagging concerns, being responsive, and reinforcing belonging, and make anything above that optional.



#### Make student support visible and shareable

Faculty often provide support in isolation. Create channels (such as department-wide campaign calendars or shared advising scripts) to coordinate effort.



#### Differentiate by role

Tenure-track, adjunct, and faculty-advisors all have different capacities, and asks should be tailored accordingly. Unclear expectations can lead to inconsistency, overwork, and resentment.

### Barrier:

Faculty want recognition and not just the "shiny" kind



### What's really going on:

Faculty feel that student support work, especially informal, relational work, is overlooked in tenure, promotion, and annual review conversations.

### How to address it



#### Shift evaluation frameworks

Make mentoring, student outreach, or retention-related service part of the evaluation rubric for teaching effectiveness or institutional citizenship.



#### Move beyond awards

Public praise matters but so does documenting effort. Add student support activities into faculty activity reports or accreditation narratives to legitimize them.



#### Challenge bias

Examine who tends to carry student support burdens (often women and BIPOC faculty) and work toward equitable distribution of emotional labor.

# Additional Barriers to Faculty Engagement

## Why Time, Trust, and Workload Protections Matter for Student Success

### Barrier:

Faculty want to focus on students, but their time isn't protected



### What's really going on:

Student support is often layered on top of teaching, research, and service expectations without rebalancing the workload. Faculty are expected to do more with no reduction from existing workload. If everything's a priority, student support will always fall to the side.

### How to address it



#### Revisit service expectations

Audit service expectations and eliminate those that don't directly advance institutional strategic goals, allowing faculty to dedicate time to student-facing efforts.



#### Build success practices into the curriculum

Normalize in-class student success behaviors such as sharing campus resources, pausing for check-ins, or offering assignment flexibility as part of good pedagogy, not extra effort.



#### Create reflective space

Offer department-level workshops or retreats where faculty can surface where their time is being invested and reallocate effort accordingly.

### Barrier:

Faculty trust their peers but not always the institution



### What's really going on:

Faculty often feel disconnected from institutional initiatives when they weren't included in the decision-making process. Without a feedback mechanism or shared ownership, trust erodes even for well-intended efforts.

### How to address it



#### Treat faculty as co-creators, not recipients

Involve them early in pilot design, message testing, and rollout decisions, especially for student success initiatives and technologies that affect their workload.



#### Invest in peer influencers

Faculty are more likely to engage when they see respected colleagues modeling the behavior. Build faculty ambassador networks tied to departmental or college goals.



#### Use small wins to build trust

Don't start with system-wide mandates. Start with one department, track outcomes, and let that team tell the story.



# Building Faculty Trust

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## Examples from the Field

Two institutions have taken creative steps to address the barrier of faculty trusting peers more than the institution. These examples show how schools can strengthen trust by involving faculty directly in student success initiatives and workload decisions.



### **University of California-Irvine's "Pedagogical Wellness" model**

UC Irvine encourages faculty to integrate student support into their teaching through its Pedagogical Wellness model. Instructors use practical strategies such as short check-ins during class, regular reminders about campus resources, and flexible course policies such as grace periods or dropped quiz scores. These practices help normalize help-seeking and make student success part of everyday teaching without adding to faculty workload.



### **University of Denver's "R1 Our Way" Strategy**

To address faculty concerns about workload equity during its transition to R1 status, UD launched department-level planning teams through its Department Equity Action Planning (DEAP) pilot. These teams participated in structured reflection on how faculty work is distributed and used tools such as dashboards to track advising, service, and committee responsibilities. The dashboards helped surface hidden labor and informed more equitable workload decisions.





# Peer Examples of Activating Faculty in Student Success

Case Studies from EAB Partners

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SECTION

3

In the following pages, you'll see how EAB partners across institution types have successfully engaged faculty in student success work such as:

- Partnering with faculty to reduce enrollment melt
- Transforming progress reports into a student success tool
- Scaling early alerts with faculty engagement



# Leverage Faculty Partnerships and Technology to Address the Community College Enrollment Crisis

Pueblo Community College is a public community college in Colorado

## ABOUT

Pueblo Community College (Pueblo) is a Hispanic-Serving Institution with over 5,000 students across three campuses. Approximately 70% of Pueblo's students are part-time, and 34% are first-generation.

## CHALLENGE

Two years into the pandemic, Pueblo faced serious enrollment challenges. Higher-than-expected summer melt in Fall 2021 led them to investigate causes that could threaten future semesters. Cross-campus communication issues, limited access to faculty during summer, and a lack of buy-in to student success initiatives were among the most pressing contributors.

## SOLUTION

Pueblo's leadership identified a two-pronged approach to address their enrollment problem. First, they created clearer advising processes powered by Navigate360. They also leveraged Navigate360's student app to engage students throughout the advising process.

## IMPACT

Pueblo's initiative empowered faculty and staff to clarify their roles in the advising process, limit time spent on wrong-fit tasks, and develop mutually agreed-upon strategies for more effective student care. The faculty progress report response rate—a measure of active use and collaboration with staff advisors—increased by 11.2%, and faculty advising appointments increased 191% in the 2021-22 academic year. The new process increased student engagement as well, yielding a 42% increase in Navigate360 app usage across the same time-frame.

### Impact Highlights

▶ **11.2%**

Increase in faculty response rate to progress reports

▶ **191%**

Increase in faculty advising appointments scheduled

## Holistic Advising Model Empowers Staff and Faculty

*Right-fit and shared responsibilities create an equitable partnership*

### Coordinated Efforts

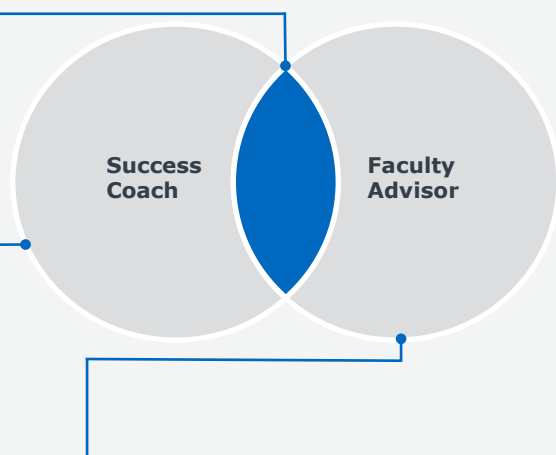
- **Sync faculty calendars** so staff can set student/faculty meetings based on real-time availability
- Monitor population health analytics and identify intervention opportunities
- Conduct early alerts and case referrals
- Collaborate on Success Coach Advisory Group to improve advising partnership

### Staff Responsibilities

- **Serve as student's central point of contact**
- Message students through email or mobile directly from Navigate
- Create academic planning templates for students to chart out courses for multiple semesters
- Assist with course advising and non-academic needs

### Faculty Responsibilities

- **Act as student's key resource for all major-specific needs**
- Use Progress Reports for seamless case management
- Create regular campaigns to encourage students to schedule advising appointments



## From Compliance Task to Student Success Catalyst

The University of Louisville is a four-year public institution in Kentucky

### OPPORTUNITY

At Louisville, faculty engagement with progress reports was inconsistent, largely due to uncertainty about how their feedback was used. Without clear visibility into the impact of their efforts, many viewed the process as an administrative burden. As a result, response rates fluctuated, and many students did not receive feedback.

### SOLUTION

By aligning faculty-facing systems, clarifying the value of their contributions, and offering visible leadership support, Louisville turned progress reports from a compliance task into a tool for scalable student impact.

First, the University tackled a major logistical barrier by integrating midterm grading systems. Faculty could enter grades in Blackboard, which synced directly with Navigate360; thus eliminating redundant data entry and simplifying the process.

At the same time, Louisville prioritized transparency and impact. To increase accountability and reinforce impact, the team developed interactive and user-friendly dashboards that showed how faculty alerts led to advisor meetings, grade improvements, and stronger persistence. The dashboards provide deeper insights beyond faculty participation tracking and are regularly updated, including new reports added in response to faculty feedback.

Deans and department chairs regularly acknowledged high participation rates and created a culture of friendly competition, fostering buy-in without shaming low-responders. Faculty also received practical support, training, and sample language to guide constructive feedback.

### KEY RESULTS

▶ **78.5%**

Progress report participation in fall 2024, a record high, **up from 49.3% the year prior**

▶ **↓ 6.5pp**

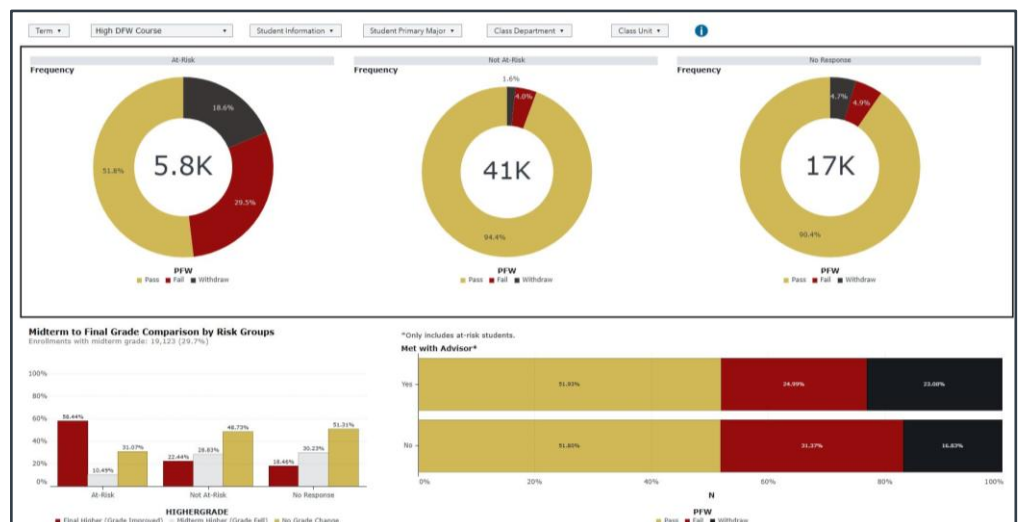
Decrease in course failure rates **for students flagged by faculty** and connected with an advisor

▶ **↑ 5.5pp**

**Increase** in next-term persistence for the same group, reaching 84%

### IMPACT

By streamlining systems and showing how faculty feedback drives student success, **Louisville transformed progress reporting from a check-the-box requirement into a key part of their student support strategy.** Faculty engagement became sustainable, not just through reminders, but through visible impact and embedded support. Faculty participation in progress reports hit a record high, more students received feedback, student outcomes improved, and faculty saw the tangible impact of their engagement.



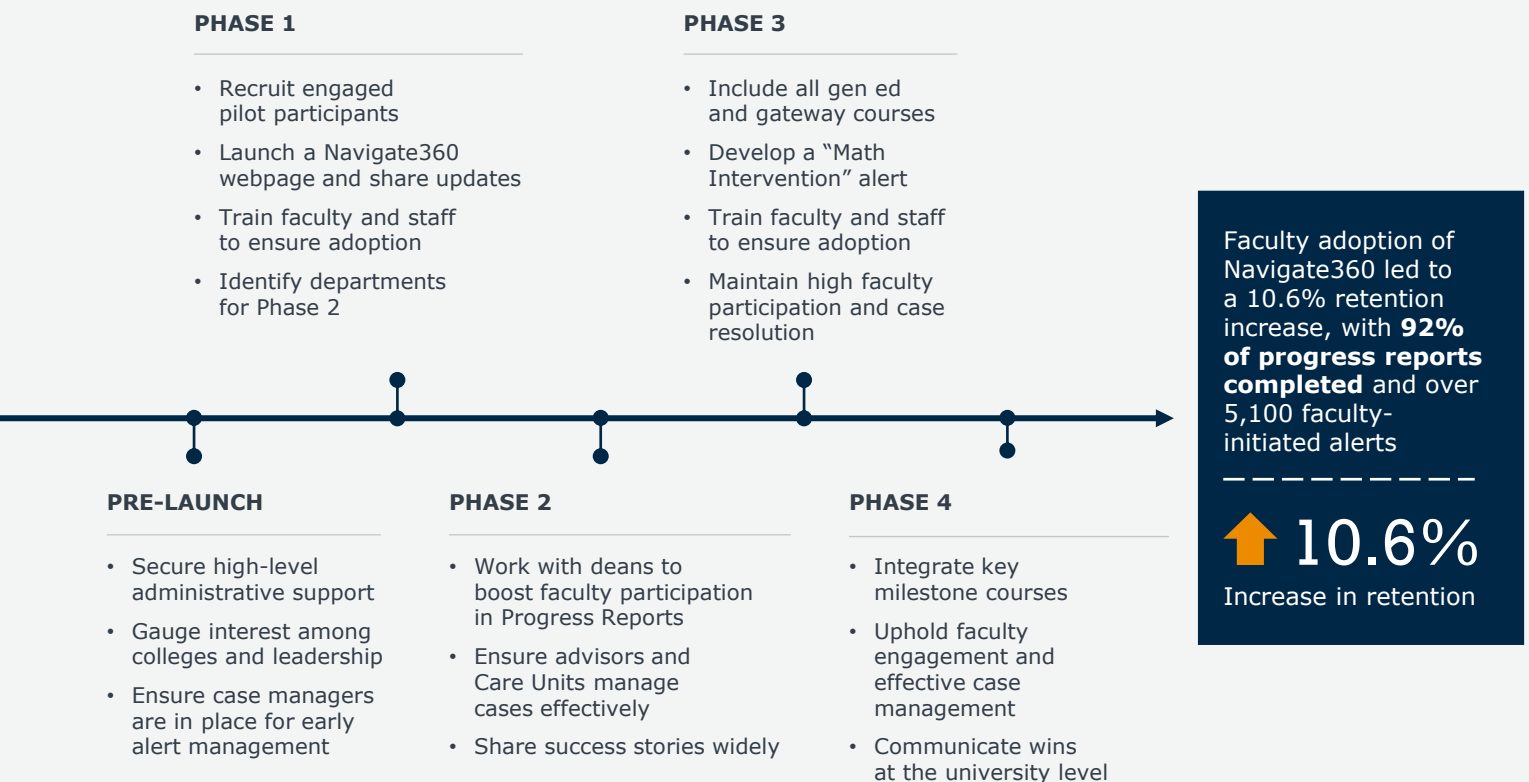
# How Faculty Engagement Transformed Early Intervention at Idaho State University (ISU)

Idaho State University is a four-year public institution in Idaho

## CHALLENGE

Before implementing Navigate360, ISU's student support was largely reactive—helping only those who sought assistance. As an open access institution serving students with varying levels of preparedness, ISU needed a proactive, data-driven approach to identify and support students at risk.

### ► ISU's thoughtful implementation of Navigate360



### ► Most impactful faculty-initiated alerts

Percentages represent the **increase in retention** from fall 23 to spring 24 for those students who engaged in alert intervention compared to those who did not engage.



**73.5%** Retention rate  
Fall 2023

Since implementing Navigate360 in 2021, ISU has exceeded the 67.1% national retention average for open access institutions and surpassed its 71% retention goal—**three years ahead of schedule.**



# 5 Key Moments for Faculty to Impact Student Success

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SECTION

4

1. Onboarding
2. Early academic interventions
3. Momentum building
4. Career exploration
5. Graduation and beyond

# Transform First-Year Touches into Scalable Belonging

Despite institutions' best efforts to design effective onboarding, faculty are often excluded from formal orientation activities. As a result, early indicators of student disengagement, especially among first-year students, may go unnoticed.

Research consistently shows that early connection is one of the strongest predictors of student belonging and long-term persistence. When students feel recognized and supported by someone at the institution, they are much more likely to remain engaged and succeed.

Faculty play a critical, often under-leveraged, role in fostering these early connections. Even small gestures such as personalized welcome messages, name usage during the first weeks of class, or outreach from faculty advisors can meaningfully influence student perceptions of care and community. These touchpoints help humanize the institution and establish trust from day one.

## Small faculty actions that spark early connection:



Checking in during the first week to ask how students are adjusting



Inviting students to office hours within the first two weeks



Using students' names early in the semester



Welcoming new advisees with a quick personal message

## Scaling Early Connection with Technology

Technology helps institutions ensure these high-impact moments happen consistently and efficiently by embedding them into staff and faculty workflows. With the support of tools such as automation and AI, these actions can be delivered at scale without placing an added burden on already-stretched teams.

*Seek solutions that provide:*

- **Automated outreach:** Schedule and send personalized welcome emails or texts before the term begins
- **Smart lists:** Use student data to identify and prioritize first-year students for proactive engagement
- **Faculty nudges:** Prompt advisors to check in with new advisees during key moments
- **AI-generated messaging:** Draft personalized welcome and check-in messages that sound human, timely, and aligned to institutional tone
- **AI-campaign support:** Launch coordinated advising and onboarding campaigns across departments quickly and efficiently

Source: Dana Bull et al., "The Effect of a Belongingness Strategy on Online Higher Education Student Performance Measures," *Cogent Education*, Vol. 11, No. 1 (2024), Article 2311612, <https://doi.org/10.1080/2331186X.2024.2311612>; EAB interviews and analysis.

# Build Student Confidence Through Academic Support

Faculty are often the first to notice when students begin to fall behind, but without clear workflows for reporting concerns, early signs of academic struggle may go unaddressed. By the time midterm grades or formal progress reports are issued, students may already be disengaged.

This transition period, often marked by first exams or major assignments, is a critical point of adjustment. Many students, particularly those impacted by pandemic-era disruptions, still struggle with foundational skills such as time management, study habits, and academic self-advocacy. Early support during this stage is essential to help them gain momentum.

## Student Readiness Resource Center

Learn more about the student readiness crisis and the critical gaps that threaten student persistence and completion.

[Click here](#) or scan the QR code below.



Small, timely interventions to make a big difference:



Flagging students who miss assignments or fall behind early in the term



Providing brief comments on early assessments to help students course-correct



Recommending academic resources or peer tutoring when students appear to be struggling



Noticing students who miss multiple classes or stop participating

## Scaling Academic Support with Technology

Technology helps institutions embed academic support into existing teaching workflows, making early intervention both easy and scalable. Faculty can easily flag concerns and connect students to support teams before small struggles become larger barriers.

*Seek solutions that provide:*

- **Progress report integration:** Faculty can submit feedback and concerns through simple forms tied to their grading systems
- **One-click referrals:** Faculty can escalate concerns to advisors, tutoring centers, or student success teams with just a click
- **Closed-loop communication:** Faculty are notified when referred students get support, building confidence in the process
- **AI-powered insights:** Surface a holistic view of student performance with one click, helping staff and advisors prioritize outreach and understand patterns of academic risk
- **AI-generated messaging:** Assist in drafting personalized outreach, such as follow-up notes or tutoring reminders, so faculty and staff can act quickly without starting from scratch

# Prevent the Sophomore Slump with Faculty Nudges

By a student's second or third year, faculty often see motivation start to dip—students disengage from advising, delay course planning, or stop showing up altogether. But because most structured support focuses on the first year, there's rarely a system to intervene when this mid-college drift sets in.

This phase, sometimes referred to as the "sophomore slump," is when students are at risk of losing sight of their academic progress, encountering burnout, or quietly stopping out. Without intentional prompts to reconnect, institutions may miss the opportunity to reengage these students before momentum is lost.

Faculty reinforce progress and focus on goals:



Highlight milestones such as completing 60 credits or finishing Gen Ed requirements



Check in with students who haven't registered for the next term



Use class time or advising appointments to review long-term course planning



Encourage students to reflect on academic goals and explore new interests or experiences

## Scaling Academic Support with Technology

Technology enables institutions to support mid-journey students with timely, data-informed outreach. By embedding proactive nudges into advising and planning workflows, institutions keep students engaged and on track to graduate.

*Seek solutions that provide:*

- **Milestone-triggered outreach:** Automatically prompt outreach when students reach critical points such as 60 credits earned or nearing major declaration
- **Registration visibility:** Surface students who haven't registered for upcoming terms, allowing advisors to follow up proactively
- **Course load and standing dashboards:** Provide a centralized view of students' academic standing, credit progress, and registration holds
- **AI-powered insights:** Quickly assess risk or disengagement patterns, guiding timely faculty and advisor action
- **AI-generated messaging:** Equip staff with suggested outreach language, like congratulating progress or nudging toward advising

Source: EAB interviews and analysis.



# Embed Career Preparation into Everyday Interactions

Students today are under increasing pressure to graduate with a clear plan for the future. Families, employers, and policymakers are all placing greater emphasis on career outcomes, and many students now view career preparation as the central reason for going to college.

At the same time, traditional approaches to career support such as workshops, job fairs, or one-off advising appointments are often insufficient. These supports tend to be disconnected from students' day-to-day academic experiences and are easy to overlook or access too late in the college journey.

Faculty are uniquely positioned to fill this gap. They interact with students regularly, build long-term relationships, and often serve as informal mentors. However, most faculty lack the tools, structure, or shared systems needed to consistently reinforce career readiness.

Help students connect academics to future goals:



Incorporate career readiness skills into assignments or capstone projects



Host alumni or guest speakers to share real-world experiences



Use brief check-ins to ask about internships, résumé progress, or postgraduation plans



Highlight transferable skills developed through coursework

## Scaling Career Preparation with Technology

Technology helps institutions embed career checkpoints into the academic spaces students already use, such as courses, advising, and degree planning. With shared tools and coordinated workflows, career preparation becomes a campus-wide responsibility.

*Seek solutions that provide:*

- **Task tracking:** Monitor which students have completed key milestones such as résumé reviews or internship exploration, and prompt faculty to follow up when needed
- **Shared visibility:** Equip faculty and career teams with access to the same student records to improve clarity and collaboration
- **Progress dashboards:** Identify students who may be falling behind on career planning goals, and help advisors deploy interventions faster
- **AI-generated messaging:** Draft quick, personalized messages about internships, events, or planning resources
- **AI-powered insights:** Can help staff identify students who may need extra support with career readiness



# Support Students Across the Finish Line

Faculty often serve as students' longest-standing and most trusted mentors. As graduation approaches, they are well positioned to notice risks that could delay completion, such as incomplete grades, unmet requirements, or a sudden drop in motivation. However, most institutions lack built-in systems to flag these last-mile challenges.

At the same time, faculty rarely have visibility into a student's full academic journey. They may be unaware of unresolved holds, unmet credit requirements, or nonacademic concerns that could delay graduation.

Without access to the full picture, even the most proactive faculty members may not be able to step in when students need them.

Help students stay on track to graduate by:



Check in with seniors who miss key assignments or seem disengaged near the end of term



Alert students when unresolved holds or missing credits may delay graduation



Motivate students through the final stretch through asset-based communication



Share a checklist to help students complete key tasks and ensure nothing stands in the way of graduation

## Scaling Graduation Preparation with Technology

Technology helps faculty and staff monitor student progress toward graduation and stay engaged with students after they leave campus. With clear visibility into final milestones and coordinated outreach, institutions can turn last-mile risks into moments of support.

*Seek solutions that provide:*

- **Near-completer alerts:** Automatically identify and communicate with students who are at risk based on completed credit thresholds
- **Full student profile:** Give faculty and staff a complete view of each student's academic status in one place, including holds, missing credits, and requirements still to be met
- **Trackable student journey:** Automatically send checklists to students once they reach key credit milestones to guide them through graduation tasks
- **AI-generated messaging:** Draft follow-up emails or final reminders that encourage students to finish strong
- **AI-powered chatbot support:** Deliver 24/7 answers to common graduation questions on requirements, deadlines, and holds



# **Faculty Are Leaning In; Here's How Technology Helps Institutions Step Up**

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SECTION

5

# Streamlined Systems and Shared Responsibility

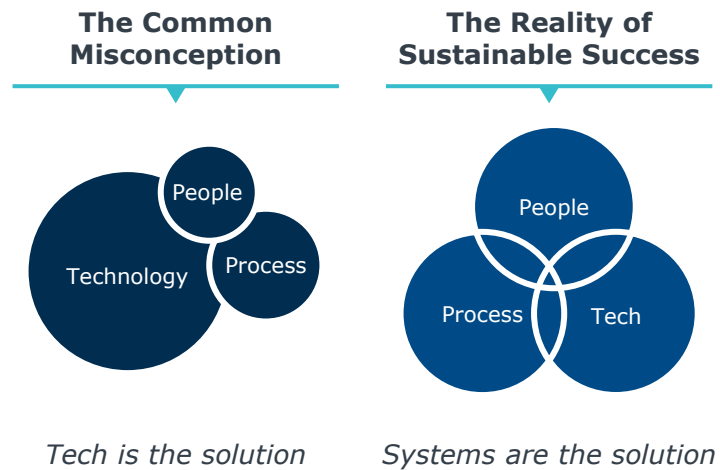
## True Impact Requires People, Process, and Technology Working As Partners

Over the past decade, faculty have evolved into frontline student success professionals. They're the ones students turn to when they're struggling academically, emotionally, or with their career. And most instructors have responded by leaning in, not pulling back. But the systems around them haven't kept up with their evolving roles.

These support efforts are often siloed, invisible, and disconnected from broader institutional systems. Faculty are left to fill critical gaps using processes that weren't built for them, and that makes their efforts impossible to sustain. If institutions want to unlock the full value of faculty engagement, they can't just ask for more. They need to embed student support into the way faculty already work. That means fewer handoffs between departments, less administrative friction, and shared responsibility.

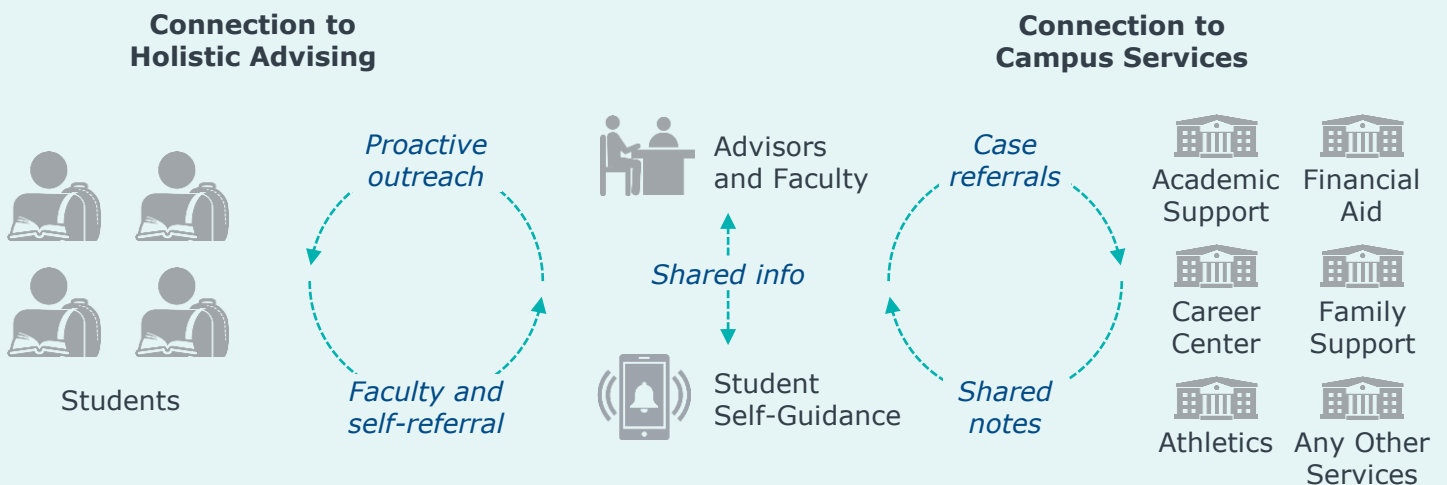
When support is integrated into grading, advising, and daily faculty routines, action happens faster and students receive help sooner. Institutions move from reacting to preventing.

Driving real impact requires alignment between people, processes, and technology. CRMs such as Navigate360 equip faculty and staff with a platform to turn individual faculty efforts into systematic student success interventions. Instead of adding to already full plates, institutions can create systems that make existing efforts more powerful, equitable, and sustainable.



## EAB's Blueprint for Coordinated Student Care

Navigate360 empowers faculty to play a central role in student success by connecting their efforts with advisors and campus staff. Instead of working in silos, faculty can contribute through proactive outreach, shared notes, and coordinated referrals, all within one system. This ensures their support translates into continuous, student-centered care without adding extra burden.



# Engage Faculty with Navigate360

## A Comprehensive CRM for Higher Ed

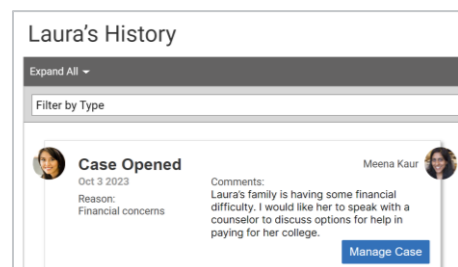
Navigate360 is the leading student CRM for higher education, a powerful technology that unites administrators, faculty, staff, and students in a collaborative network that supports the entire student experience, from recruitment to career. Navigate360 is powered by over a decade of student success research gathered from billions of student interactions—and now, it's also amplified by AI.



### Staff Workflow and Automation

Empower staff to proactively engage with prospective and current students

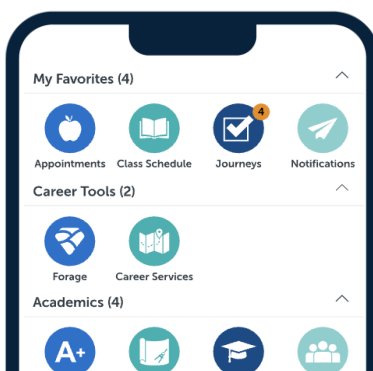
- ✓ AI Content, Campaign, and Student Insights Agents
- ✓ Complete Student Profile
- ✓ Coordinated Care Network
- ✓ Cases and Referrals
- ✓ Automated Alerts and Messaging
- ✓ Two-Way SMS
- ✓ Campaigns and Template Library
- ✓ To-Dos
- ✓ Appointments and Surveys
- ✓ Events
- ✓ Notes and Attachments
- ✓ Faculty Progress Reports
- ✓ Prospect Application Management



### Student Engagement Hub

Provide your students with a one-stop shop for self-service resources

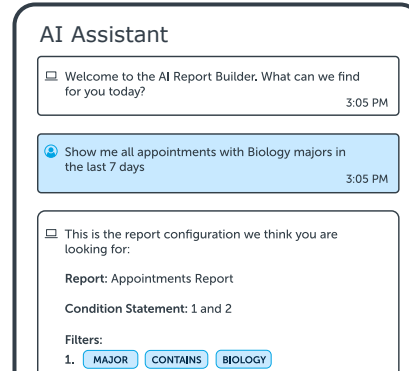
- ✓ AI Course Planning and Knowledge Agents
- ✓ iOS and Android Apps
- ✓ Student Success Network
- ✓ Campus Resources, Class Schedule, and Document Center
- ✓ Appointment Scheduling
- ✓ Hand Raise
- ✓ In-App Messaging, Notifications, and Surveys
- ✓ Journeys and To-Dos
- ✓ Study Buddies
- ✓ Financial Planner
- ✓ Prospect Portal



### Reporting and Analytics

Proactively identify opportunities for better student support

- ✓ AI Report Agent
- ✓ Advanced Query Builder
- ✓ Data Visualizer
- ✓ Templated and Scheduled Reports
- ✓ Automated Workflow from Reports
- ✓ Population Health Analytics
- ✓ Activity Analytics
- ✓ Intervention Effectiveness Analytics
- ✓ Historical Analytics
- ✓ Predictive Model
- ✓ Analytics Data Exports



#### OUR PARTNERS

850+

Partner institutions

10M+

Students served

#### OUR IMPACT

3.5%

Typical improvement in graduation rate

5:1

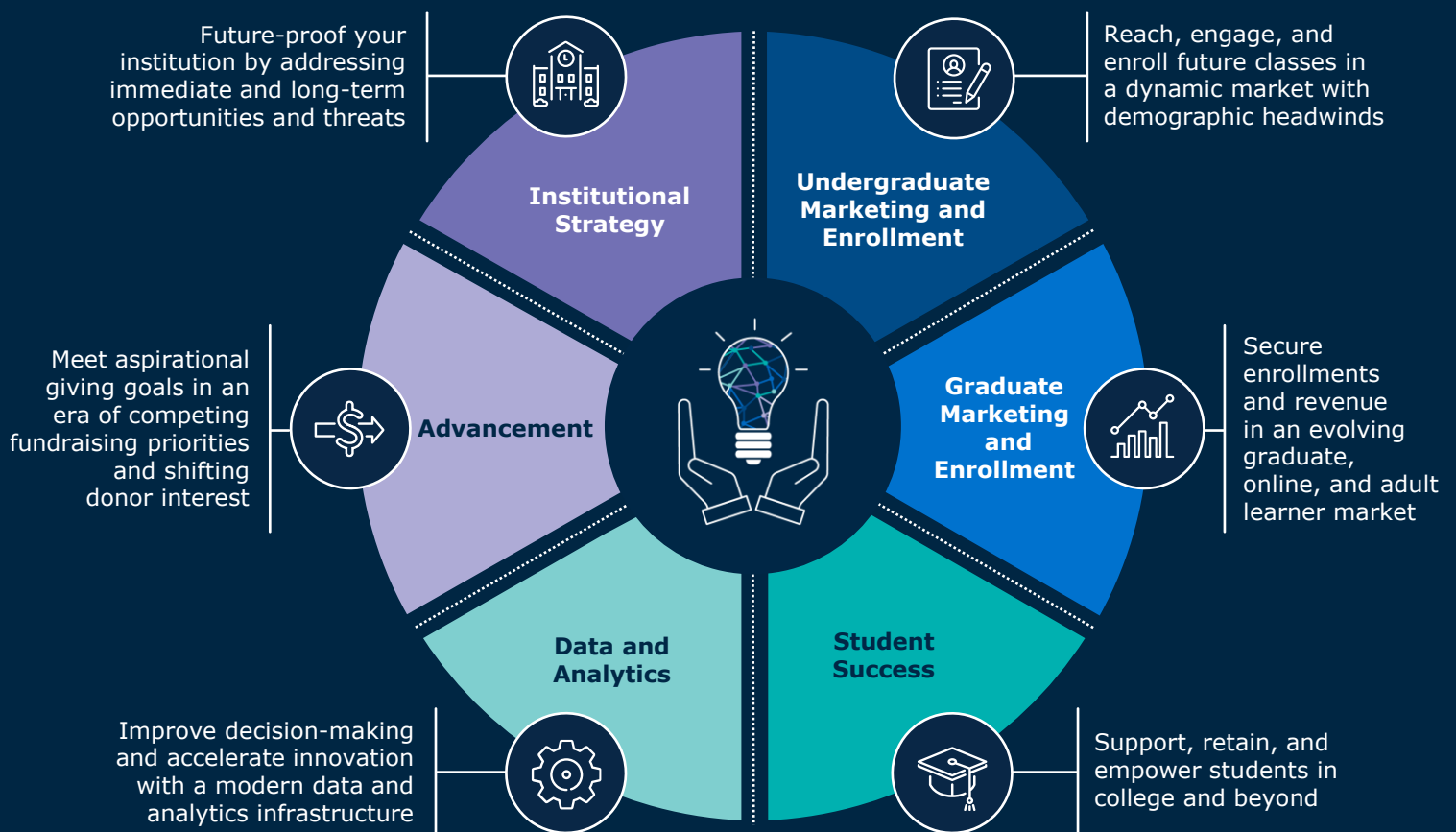
ROI based on 500 partner value stories

Schedule a demo at [eab.com/navigate360](https://eab.com/navigate360) to learn how Navigate360 reduces faculty burden while amplifying their impact on student success.



Education's Trusted Partner to  
Help Schools and Students Thrive

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