Strategic Imperative #1: Student Success—
Enhanced Learning, Access, Progression, and Development
Common Themes!

- August 2014 LDI – Ideas related to RPG
What We Are Doing?

- Advising Center
- Student Success Collaborative
- Center for Academic Success
- Collaboration for Success
- Improving Yield
- Strategic Enrollment Planning
Academic Advising

**Mixed Advising Model at UWG**

**Professional**
- Richards College of Business
- College of Education
- School of Nursing

**Faculty**
- College of Arts and Humanities

**Professional and Faculty**
- College of Social Sciences
- College of Science and Math
Advising Center

Case Management

- Students assigned to a specific advisor by major
- Advising by appointment only, except during Drop/Add
- Tiered Advising Approach
  - Level 1: 581 (25%) ON Track
  - Level 2: 387 (16%) OFF Track >7 years
  - Level 3: 1390 (59%) OFF Track >4 years (Murky Middle)
- Developmental Advising
- Fall 2014: 2,358 Students
Advising Center

Developmental Advising

- Goal is for students to take responsibility for and ownership of their educational goals and decisions

- Recognizes that students are at various stages in the developmental process, and encourages continued development

- Assists students with navigating the landscape of higher education
Advising Center

College Schedule Planner

• Scheduling Tool for Students and Administrators

• Integrates with Banner for Registration
Advising Center

Proactive Efforts

- Orientation Schedule Checks
- Email
- Phone Calls
- Texts
- Mail
- Class Visits
- Advising Table
- Ongoing Advising
- Advising Hold on FY Students
- Majors Workshops
- Major Leagues
- At-Risk Alerts
Collaboration with Faculty
### Majors

<table>
<thead>
<tr>
<th>Majors</th>
<th>% Retained for Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociology</td>
<td>81.6%</td>
</tr>
<tr>
<td>Psychology</td>
<td>79.3%</td>
</tr>
<tr>
<td>Mass Communication</td>
<td>77.4%</td>
</tr>
<tr>
<td>Criminology</td>
<td>76.2%</td>
</tr>
<tr>
<td><strong>UWG FY RETENTION</strong></td>
<td><strong>74.16%</strong></td>
</tr>
<tr>
<td>Pre-Nursing</td>
<td>72.1%</td>
</tr>
<tr>
<td>Biology</td>
<td>69.9%</td>
</tr>
<tr>
<td>Undeclared</td>
<td>63.9%</td>
</tr>
</tbody>
</table>

= 78.2%

= 68.0%
The Student Success Collaborative

• The Student Success Collaborative (SSC) is product offered by the Educational Advisory Board (EAB)

• Very Successful at Georgia State in promoting Retention, Progression and Graduation

• UWG has partnered with EAB to bring the Student Success Collaborative to UWG this spring
Predicting Trouble Down the Road

Using Data Analytics to Spot Struggling Students Before It’s Too Late

Student Performance Curve
(Illustrative)

Obvious Risk Cases
Mostly Ds and Fs
High Attrition Risk

Murky Middle
Mixture of Bs and Cs
Outcome Still Uncertain

The All-Stars
Straight As and Bs
Probable Graduates

Difficult to pinpoint risk without advanced analytics

GPA 2.0  Academic Performance  GPA 3.0

Source: Advisory Board Interviews and analysis
Platform Slides

Student Overview

OVERVIEW

ACADEMIC SUMMARY

Biological Science
College of Arts & Sciences

Most recent enrollment
Fall Semester 2013

RISK

Current risk: MODERATE

Cum GPA: 2.67
Notifications: 3
Total Credits: 49.00
Sophomore

MAJOR SELECTION

Currently
Biological Science
Bachelor of Science
Fall Semester 2011

ADVISING

Next follow-up: None
Last profile edit: 1 week ago

STUDENT
RVW: Contacted

I want to...
Change student status
Email student
Remind me to follow up
Add a note on this student

RECENT NOTES
View all notes

Sep 26, 2014
Amanda Michael
Discussed other majors of good fit

Sep 9, 2014
Griha Singla
### SUCCESS PROGRESS

**ACADEMIC SUMMARY**

<table>
<thead>
<tr>
<th>COURSE GRADE or D/F</th>
<th>REPEATED COURSES</th>
<th>COURSE WITHDRAWALS</th>
<th>Current risk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>MODERATE</td>
</tr>
</tbody>
</table>

**RISK**

- Current risk: MODERATE

---

**ACADEMIC NOTIFICATIONS**

The student has missed guidelines for progress. Acting on them can help get the student back on track for successful completion.

<table>
<thead>
<tr>
<th>Notification</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL2107K Recommended grade: B- (1 course) Complete between 15 and 30 credits</td>
<td>Needs attention 2 Attempts</td>
</tr>
<tr>
<td>BIOL2108K and CHEM1212K Recommended grade: C+ (2 courses) Complete between 30 and 45 credits</td>
<td>Needs attention 2 Attempts</td>
</tr>
<tr>
<td>MATH1070, MATH1113 or Higher Recommended grade: B- (1 course) Complete between 15 and 30 credits</td>
<td>Did not register for any course</td>
</tr>
</tbody>
</table>

---

**STUDENT**

- RVW: Contacted

**I want to...**

- Change student status
- Email student
- Remind me to follow-up
- Add a note on this student

**RECENT NOTES**

- **Sep 26, 2014**
  - Amanda Michael
  - Discussed other majors of good fit

- **Sep 9, 2014**
  - Griha Singla
  - TEST.

---

Haig Hedstrom
ID: 163165354
Age: 21
DOB: 05/21/1993
Platform Slides

Major Explorer

CURRENT MAJOR

<table>
<thead>
<tr>
<th>Major Name</th>
<th>Risk Level</th>
<th>Related Careers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological Science</td>
<td>Moderate Risk</td>
<td>Biochemist, Biological Technician, Biologist, Biomedical Engineer, Biostatistician 12 more</td>
</tr>
</tbody>
</table>

MAJOR OPTIONS

Search for a major or career

College: All colleges

<table>
<thead>
<tr>
<th>Major Name</th>
<th>Risk Level</th>
<th>Related Careers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech</td>
<td>Low Risk</td>
<td>Advertising / Promotions, Man...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advertising Sales, Representa...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communications, Coordinator</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communications, Manager</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Copywriter, 20 more...</td>
</tr>
<tr>
<td>Inter Economics and Mod Lang</td>
<td>Low Risk</td>
<td>Account Executive, Account Manager</td>
</tr>
<tr>
<td>College of Arts &amp; Sciences</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

KEY INFO

Email: brba7@swazaxnneye.xwgg

Phone: (153) 780-7858 (mobile) (185) 352-8768 (home)

Address: 35750 Roy Ct Wayneoka, New Hampshire 36624

RECENT NOTES

Sep 26, 2014
Amanda Michael
Discussed other majors of good fit

Sep 9, 2014
Griha Singla
TEST.

Sep 9, 2014
Griha Singla
TEST - Follow up with Halg at end of semester.
## Communications Manager

Manages internal and external communications for a company or organization. Writes and edits press releases and articles, reviews advertising material and monitors the public image of the organization. Reviews or drafts presentations for executive a... View more

Related titles: Marketing Manager, Marketing Specialist, Advertising Sales Representative, Public Relations Manager, Fundraising / Development Specialist, Public Affairs Specialist

### National Hiring Statistics

This information is intended to provide insight into the average salary, hiring demand, and employer requirements for this occupation and its related titles. Unless noted otherwise, the information is derived from nationwide, online job listings posted in the last 12 months.

<table>
<thead>
<tr>
<th>Salary</th>
<th>Hiring Demand</th>
</tr>
</thead>
<tbody>
<tr>
<td>$75K - $81K</td>
<td>Medium</td>
</tr>
</tbody>
</table>

### Typical Employer Requirements

<table>
<thead>
<tr>
<th>Education</th>
<th>Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate's Degree</td>
<td>&lt;2 years</td>
</tr>
<tr>
<td>Bachelor's Degree</td>
<td>2-5 years</td>
</tr>
<tr>
<td>Graduate/Prof.Degree</td>
<td>5-8 years</td>
</tr>
<tr>
<td>High School Degree</td>
<td>&gt;8 years</td>
</tr>
</tbody>
</table>

Skills in order of importance:
1. Quality Assurance and Control
2. Change Management
3. Project Planning and Development Skills
Administrator Application of Data Analytics

Deriving Value from Our Data Insights

“How can we use data to better diagnose the root-causes of programmatic barriers to completion?”

Graduation by Student Group

Target Outreach
- Identify Specific Populations Requiring Additional Support Services
- Inform Credit Accumulation Policies or Standards

Major Switching Patterns
- Inform Major Declaration and Transition Timing Policies or Standards
- Identify Historically Successful Alternate Majors

Summary of Top Courses
- Identify Barriers
  - Target stumbling block courses for curriculum change or Supplemental Instruction
  - Confirm recommended timing outlined in Degree Maps

Analyze a Course
- Explore Key Courses
  - Determine Grade Thresholds for Success Markers used in the platform

Graduation and Course Timing
- Refine Practice
  - Inform Recommended Timing of Courses for Success Markers and Degree Maps
Predictive Workbook Slides
Graduation by Student Attribute: College

INTRODUCTION
Graduation by Student Attribute
Trends by Student Attribute
Major Switching Patterns
Summary of Top Courses
Analyze a Course
Compare 2 Courses
Graduation & Course Timing
Courses & Standardized Exams
Predictive Workbook Slides
Graduation by Student Attribute: Major

INTRODUCTION
Graduation By Student Attribute
Trends by Student Attribute
Major Switching Patterns
Summary of Top Courses
Analyze a Course
Compare 2 Courses
Graduation & Course Timing
Courses & Standardized Exams

Select College or Specific Major: Biology
Select Student Attribute: First Year GPA

Graduation Rate by First Year GPA

- Grad Rate in the Major
- Grad Rate in the College
- Grad Rate out of the College
- Institution Wide

Graduation Rate:
- 1%
- 3%
- 6%
- 10%
- 14%
- 17%
- 21%
- 5%

First Year GPA:
- 0-2.0
- 2.0-2.2
- 2.2-2.4
- 2.4-2.6
- 2.6-2.8
- 2.8-3.0
- 3.0-3.2
- 3.2-3.4
- 3.4-3.6
- 3.6-3.8
- 3.8-4.0
Predictive Workbook Slides

Summary of Top Courses

INTRODUCTION
Graduation By Student Attribute
Trends by Student Attribute
Major Switching Patterns
Summary of Top Courses
Analyze a Course
Compare 2 Courses
Graduation & Course Timing
Courses & Standardized Exams

Select College or Specific Major: Biology
Select a Metric to view: % of Ds/Fs

% of Ds/Fs of the Top 10 Enrolled Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>% of Ds/Fs</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE1006</td>
<td>19%</td>
</tr>
<tr>
<td>BIOL4019</td>
<td>4%</td>
</tr>
<tr>
<td>MATH1003</td>
<td>21%</td>
</tr>
<tr>
<td>BIOL1011</td>
<td>18%</td>
</tr>
<tr>
<td>MATH1200</td>
<td>18%</td>
</tr>
<tr>
<td>BIOL1012</td>
<td>13%</td>
</tr>
<tr>
<td>BIOL3015</td>
<td>20%</td>
</tr>
<tr>
<td>SPAN1820</td>
<td>7%</td>
</tr>
<tr>
<td>PHY1300</td>
<td>11%</td>
</tr>
<tr>
<td>BIOL4016</td>
<td>16%</td>
</tr>
</tbody>
</table>

More Enrolled
Less Enrolled
The Center for Academic Success

New center, new staff, new focus
• Purpose: to support students’ academic success which improves RPG

Main Programs:
• Tutoring
• Supplemental Instruction
• Academic Coaching
The Center for Academic Success

**Peer 1-to-1 Tutoring**

Appointment-based for core courses
- 1,923 appointments scheduled in first 10 weeks
- ~680 unique students served;
- Top demand: MATH 1111 & 1113; CHEM 1151K & 1211; BIOL 1107

36 tutors
Tutor average cum. GPA: 3.7
Good tutoring = Improved learning
The Center for Academic Success

**Supplemental Instruction (SI)**

Peer-led, collaborative, active learning
- (“super group tutoring”)
- Voluntary participation
- Supplements lectures/class sessions

NOT for high-risk students
- Supports high-risk courses (not individual sections or instructors)

Outcomes: improved course grades (decreased DFW rate); improved retention; transferable study skills
The Center for Academic Success

Academic Coaching

What: individual attention to develop academic goals, improve study skills (test taking strategies, time management, note making, active reading), create accountability, build confidence, find motivation

Who benefits: students open to concept that effort, new strategies, and reflection lead to academic progress

Who coaches: peer and staff coaches

How: best as voluntary or part of academic recovery program
Collaborating to Solve Problems

• Faculty Involvement through Grades First
  • Progress Reporting: Faculty response rate: 64%
  • Students reported at risk: 2,043 reports on 1,643 individual students; 10% reported at risk
  • Outreach prioritized by number of reports on an individual student

• Barriers Team
  • Faculty Toolkit
The Yield Team: Active Outreach to UWG Students

This spring, UWG began a proactive campaign to work with new and returning students to remove barriers to enrollment and progression.

• Admissions
• Financial Aid
• Advising Center
• Housing & Residence Life
• Enrollment Services
• First-Year Experience
• Bursar’s Office
The Yield Team:
Active Outreach to UWG Students

Efforts began right after graduation:

- FR/SO eligible to return but not registered
- Survey sent to 1,351 students: 30% responded
  - 241 indicated returning but needed assistance
  - 119 indicated not returning
  - 36 not sure
  - 896 students who did not responded were contacted via phone, text and/or email
- 603 registered for Fall 2014 – 45%
The Yield Team: Active Outreach to UWG Students

- Financial Aid missing documents
- Housing Contract but not Registered
- Housing Contract but no Orientation Date
- Orientation but no Housing

- From April to August
  - 15,000+ calls made
  - 3,190 texts sent
The Yield Team: 
Active Outreach to UWG Students

- Increased overall First-Year retention from 70.76% to 74.16%
  - 3.4% increase
  - That represents 76 students
  - Average load for Fall 2013 cohort is approximately 14 credit hours
  - 3.4% Retention increase equals approximately $502,000

- Reduction in number of students dropped for non-payment
Enrollment Planning and Priorities

2014 – 2020 Strategic Enrollment Management Plan

• Created at the direction of the President
• Reviewed by the Vice Presidents and Deans
• In line with UWG Strategic Plan
• Promotes Learning as the primary tool to improve RPG
• Targeted and Intentional Enrollment Growth
Enrollment Planning and Priorities

Six Priorities
Priority 1. Institutionalize Student Success
Priority 2. Traditional Student Enrollment Growth
Priority 3. Dual Enrollment Students
Priority 4. Adult/Veteran Learners
Priority 5. International Students
Priority 6. Retention, Progression and Graduation