Driving Deeper Understanding

Using Student Success Data to Build Holistic Support

EAB

Sarfish

Meet Your Presenters

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AGENDA

1 – Data for Deeper Understanding

2 – Using Data to Promote Student Success

3 – Case Studies: Best Practice & Examples

4 – Q&A

Data for Deeper Understanding

Percent saying "major reason" why they didn't enroll	Stop-outs (n=500)	Aspirants (n=500)
Had to work	42%	47%
Could no longer afford a program	34%	39%
Had a loss of self-motivation or ambition	27%	34%
Had to provide care for a child	24%	24%
Had a personal health issue	20%	20%
The overall uncertainty because of the pandemic	19%	25%
Had to provide care for another adult in my household	18%	17%
The overall uncertainty because of the economy	18%	29%
There were more job opportunities	17%	22%
Had a loss of employment	15%	17%
Did not have the technology or internet access to take classes online	12%	18%
Did not want to take classes in the new learning mode (whether fully in-person, hybrid, or fully online)	12%	12%
Other	11%	9%

Source: Why Didn't The Community College Students Come Back? New America (2022)

A More Competitive Landscape

85%
Of community college educators think that **customer service expectations have risen** since 2020

20%
Of high school students are not convinced **college is worth the cost.**

9%
Increase in associate's degree enrollment at **private four year** colleges since spring 2022

Source: EAB Student Customer Service Perceptions Among Community College Practitioners ; EAB Recruiting Gen P; National Student Clearinghouse CTEE Report 2023

1 Which income bracket is experiencing the largest decline in college going rates for recent high school graduates?

- Upper ($100k+)
- Middle ($50k-$100k)
- Working (<$50k)

2 What percentage of Gen Z has a diagnosed mental health condition?

3 True or False: Community college students who have basic needs barriers are more likely to be disengaged with their college compared to their peers.

4 Which state has the longest coastline?

What can we stand to learn?

Differentiated Needs

How can we best accommodate learners with different goals, circumstances, and characteristics?

What's Working

Understanding what is effective helps us replicate successful actions, and do less of what might not be working.
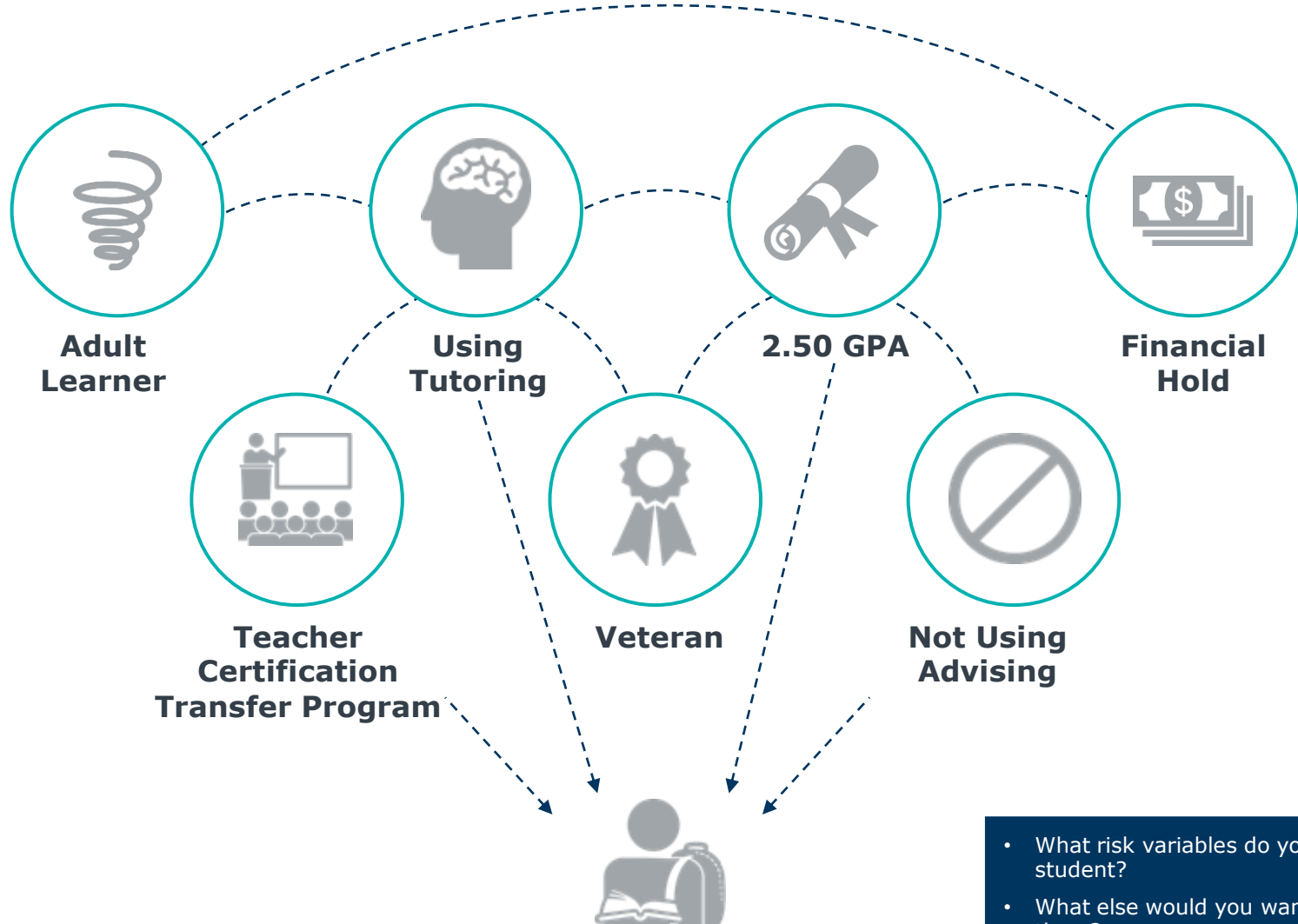
Challenging Assumptions

Sometimes our assumptions about student needs may not be right. Data helps us objectively understand what can be most impactful.

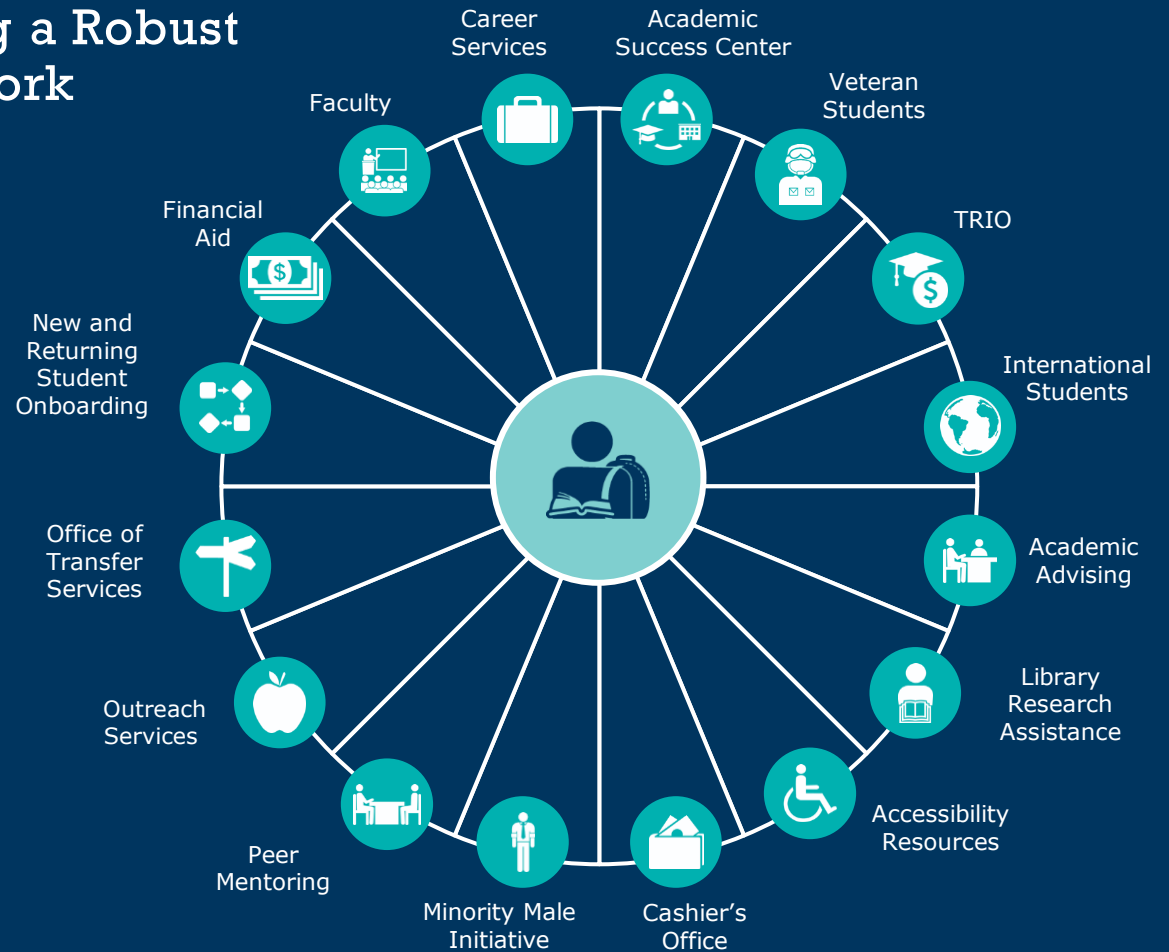**Student Success Data**: Indicators of engagement, progress, and unmet needs.

Adult Learner

Using Tutoring

2.50 GPA

Financial Hold

Teacher Certification Transfer Program

Veteran

Not Using Advising

- What risk variables do you see for this student?
- What else would you want to know about them?
- Could we scale our learnings to other students with similar characteristics?

Beyond Faculty: Building a Robust Coordinated Care Network

We can use data to understand which care units students need to interact with most, and to scale our interventions efficiently.


Career Services

Academic Success Center

Veteran Students

Faculty

TRIO

Financial Aid

International Students

New and Returning Student Onboarding

Academic Advising

Office of Transfer Services

Library Research Assistance

Outreach Services

Accessibility Resources

Peer Mentoring

Cashier's Office

Minority Male Initiative

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Using Data to Promote Student Success

Enriching Our Student Picture

Four Data-Rich Domains to Power Success Interventions
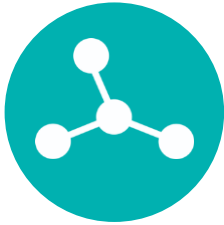
Disaggregated Demographics

Who are our students, and how do demographics relate to outcomes?

Learning Activity Data

How are our students interacting with online pedagogical tooling?

Financial Interactions

Which students have more or less financial security, and can we help?

Campus Engagement

Are some students more or less engaged in the campus community?

Source: EAB interviews and analysis.

Key Support Data Drills into Experience Nuances

What more can our data...

Disaggregated demographics
(e.g., race and ethnicity, first-gen status, age, marital or parent status)

Learning activity
(e.g., assignment submissions, discussion participation, log-in records)

Financial interactions
(e.g., FAFSA eligibility, payment dates, registration holds)

Campus engagement
(e.g., card swipes, extracurricular activities, event attendance)

...tell us about these aspects of our students?

Intersectional Self

Learning Progress

Sense of Belonging

Financial Wellbeing

Source: EAB interviews and analysis.

Asking The Right Questions

Learning Activity Data

- Has individual student learning activity shifted drastically in a short period of time?

- Which online courses see the greatest LMS engagement—and are the instructors' practices replicable?

Campus Engagement

- Does campus participation (clubs, events, athletics, etc.) show a correlation with student success?

- How do students respond to behavioral nudges intended to improve their campus experience?

Financial interactions

- What is the average account balance of students who stop out?

- Do students with financial aid retain at higher rates?

- Do gap scholarships help students to stay enrolled?

Disaggregated Data

- Do first-gen, financial, or age-based indicators correlate with retention and persistence term to term?

- Where do cohorts drop out?

- Does Pell eligibility impact graduation rates?

Learning Activity Data

Log-In Records

Assignment Submission
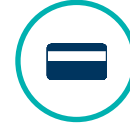
Discussion Participation

Quiz Scores

Syllabus Interaction

Campus Engagement

Card Swipes

Advising Appointments

Event Attendance

Wi-Fi & Facility Use

Extracurricular Activities

Financial Interactions

3rd Party Payments
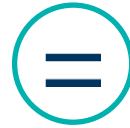
Financial Aid Awards

Bookstore

Student Billing

Registration Holds

Disaggregated Data

Race & Ethnicity

Gender Identity

First-Gen Status

Pell Grant Eligibility

Age

Caretaking/ Parent Status

- How do these dimensions weave together to tell stories about retention and completion?
- What other data points could we use to tell a story about student success?

Source: EAB Data Priorities for Student Success

Focus of Inquiry

What is the problem you are trying to solve? What population are you interested in?

Engage & Explore

Evidence based discussion of practice.

Measure Impact

Monitor impact of the intervention

Gather Evidence

Identify existing data and the need for new data

Translate to Action

Implement change based on data and research

Sample Problem: Participation in academic advising is declining, which could have negative consequences for retention and academic progress. But, your college isn't really sure if students are seeking less support for academic advising or instead seeking out support from other areas (coaches, mentors, faculty).

How do you begin to understand why participation is declining, and if students are seeking support from other areas?

1

2

3
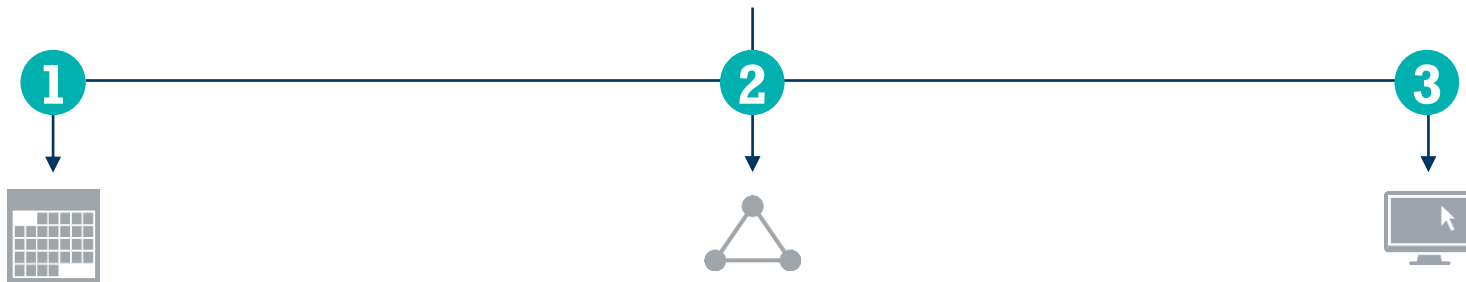
Focus of Inquiry

- *What population do I want to know more about?*

- *What are my research questions?*

Gather Evidence

- *What data could I use to answer my questions?*

- *Where can I get it?*

- *Are we not collecting data that we need?*

Engage & Explore

- *Based on what we learned, what are some inferences we can start to make?*

- *Are there follow up questions or additional data that we need?*

Case Studies: Best Practice & Examples

Profile Colleges

1   College of Lake County: Scaling Holistic Needs Resourcing

2   Broward College: Developmental Math Pathways

3   Northeast Wisconsin Technical College: Improving Retention Through Predicative Data

Case Study

College of Lake County

Background

Midsize community college in Lake County Illinois

8,000 FTE students, 61% students of color, 64% part-time

Hispanic Serving Institution (HSI)

Challenge

CLC recognized that even though they had robust supports on campus to support basic needs and personal barriers they were being underutilized. CLC set out to understand if they were offering the right services, communicating them effectively, and had the right workflows.

Collaborative Problem Solving

Reviewed Withdrawal Data

- Why were students leaving?
- Academic reasons vs. non-academic reasons?

Design Focus Groups

- Over 300 students
- Faculty and Staff
- 30hrs of task force meetings

Impact

Early data shows that students who are referred to the CRA and have a conversation retain at the same level as their peers
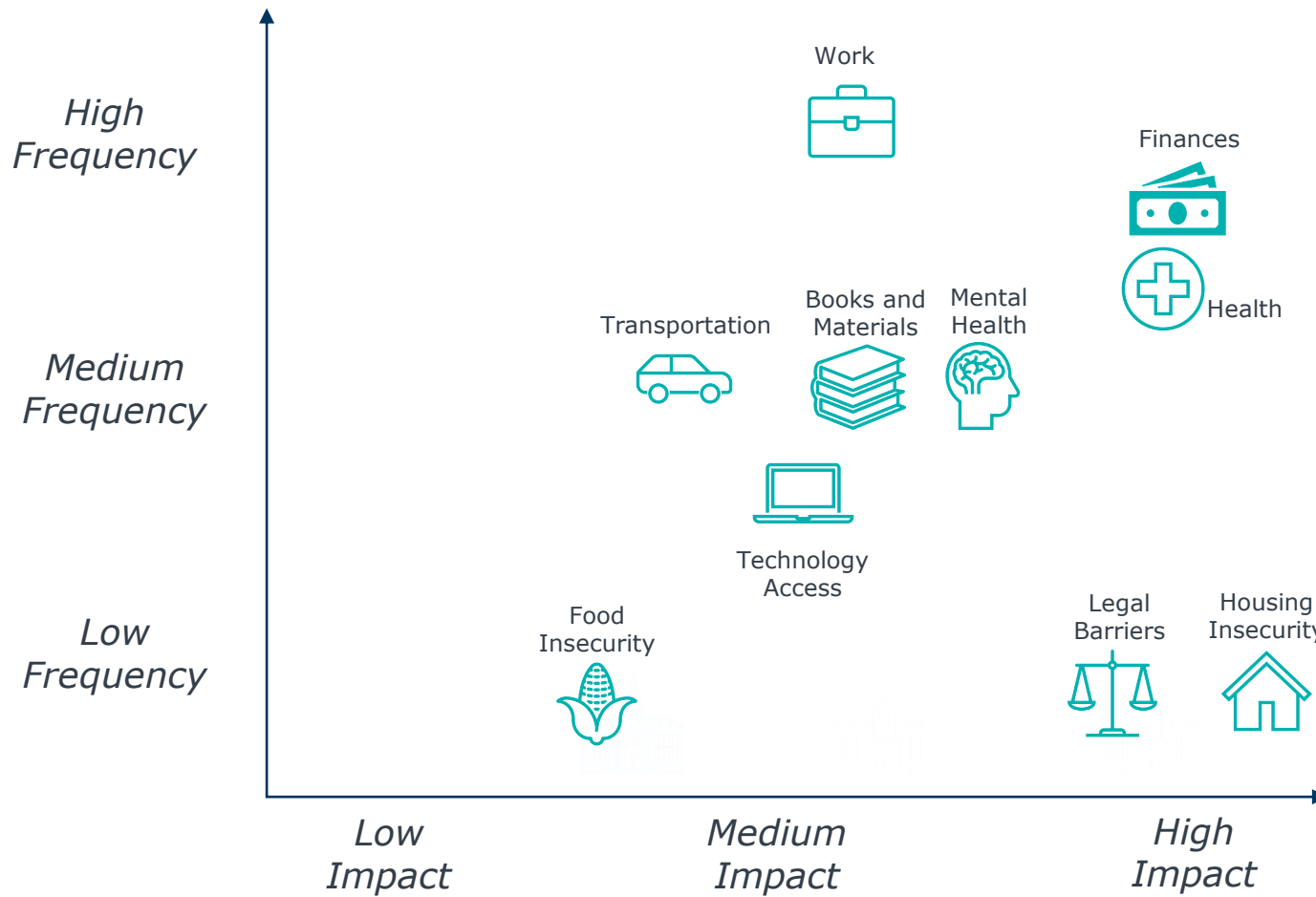
Discovered Themes

- Which withdrawal reasons appeared the most and had the highest impact?
- What capacity do we have to address these themes?

Redesign

- Updated process
- Hired a Community Resource Advisor
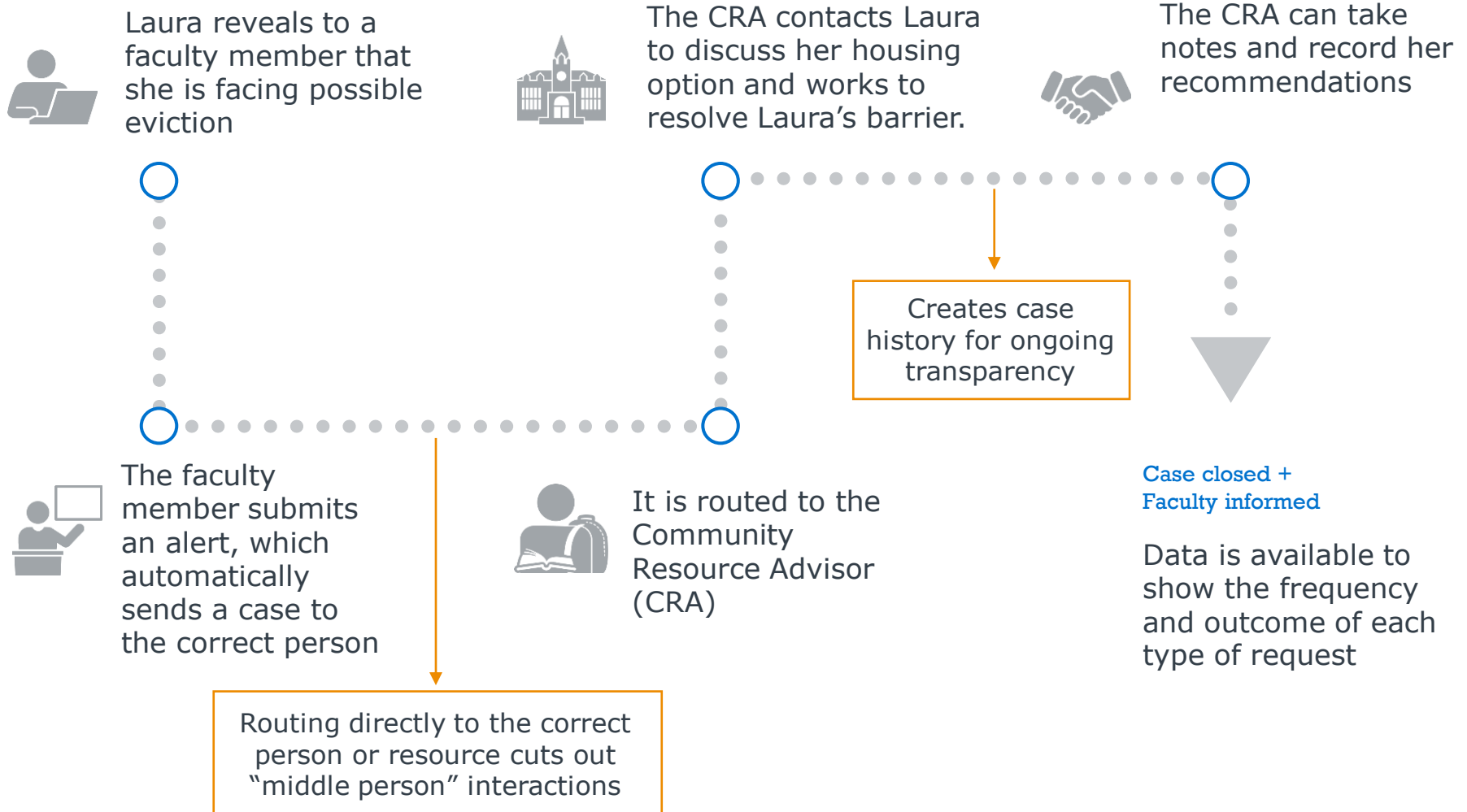- Used tech to track usage
- Referral options

The Case Creation Process: Laura's Story

Laura reveals to a faculty member that she is facing possible eviction

The CRA contacts Laura to discuss her housing option and works to resolve Laura's barrier.

The CRA can take notes and record her recommendations

Creates case history for ongoing transparency

The faculty member submits an alert, which automatically sends a case to the correct person

It is routed to the Community Resource Advisor (CRA)

Case closed + Faculty informed

Data is available to show the frequency and outcome of each type of request
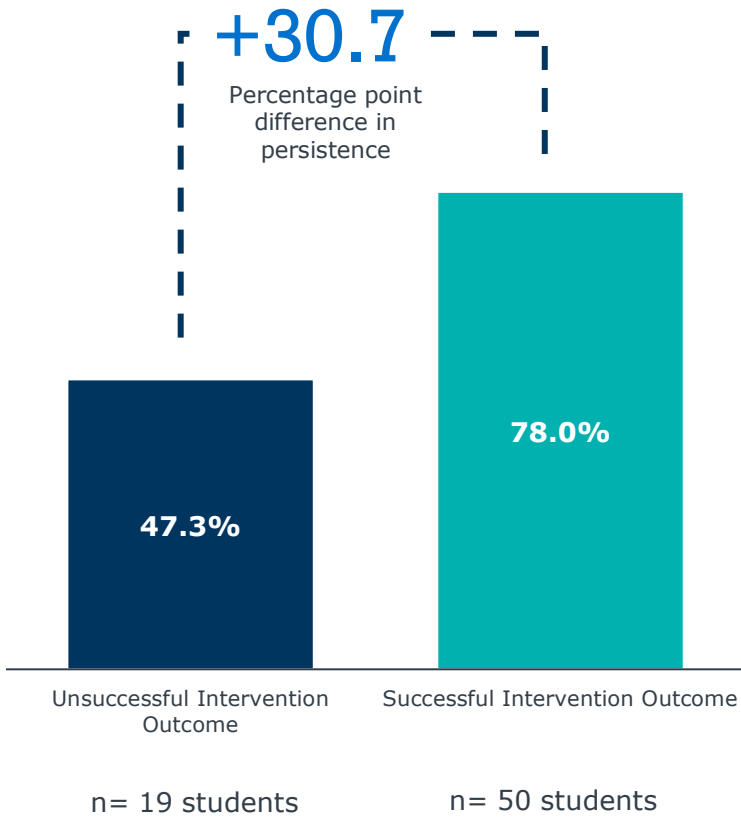
Routing directly to the correct person or resource cuts out "middle person" interactions

Community Resource Alert Analysis

In the Fall 2022 semester, CLC started using the Community Resource Need/Concern alert reason to directly connect students with the Community Resource Advisor

Persistence from Fall 22 to Spring 23 Term

+30.7

Percentage point difference in persistence

78.0%

47.3%

Unsuccessful Intervention Outcome

Successful Intervention Outcome

n= 19 students

n= 50 students

80 Community Resource Alert Cases created in Fall 2022

+30.7% Increase of persistence rate for student who were referred in the fall and successfully worked with the CRA to resolve their issue

$18.3K Approximate additional tuition revenue for one semester

Broward College

Background

Large suburban college in Ft. Lauderdale; part of the Florida College System

36k students, 81% part time, 53% Pell eligible

Hispanic Serving Institution (HSI)

Challenge

Like many community college students, Broward's students sometimes struggle in college level Algebra. Broward sought to create an intervention that would boost success in Algebra by using data to identify early indicators that a student might not be successful in the course.
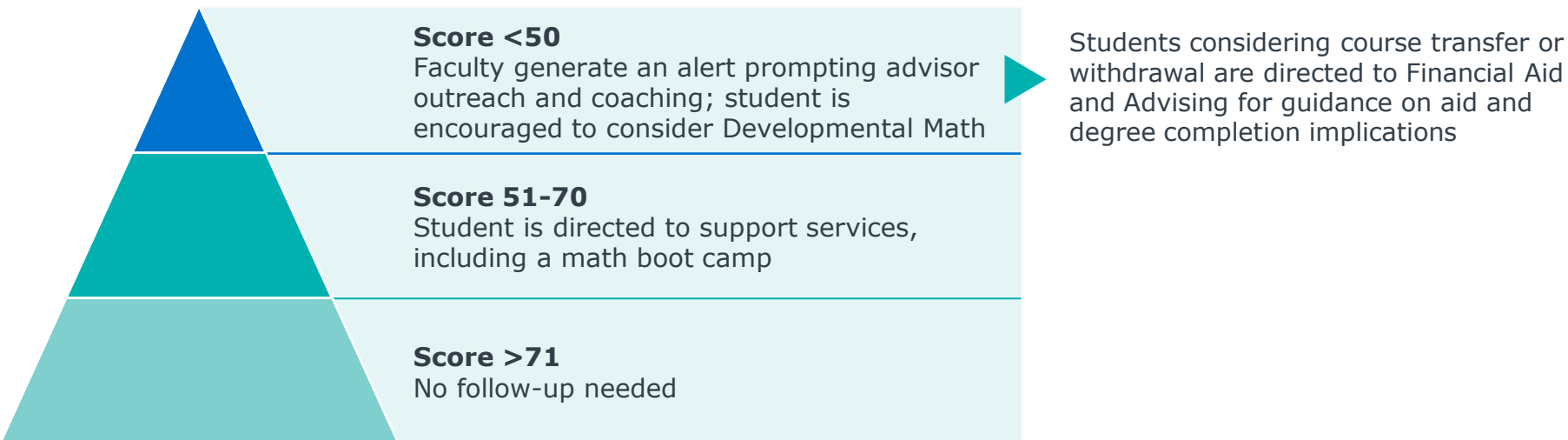
GOAL

Improve course completion, degree progress, and tuition revenue through the implementation of faculty alerts

STRATEGY

Advising partners with Math Department to roll out performance-based alerts in College Algebra, specifically based on how students performed on their first exam

Action Taken Based on Student Performance on First Algebra Exam

Score <50
Faculty generate an alert prompting advisor outreach and coaching; student is encouraged to consider Developmental Math

Score 51-70
Student is directed to support services, including a math boot camp

Score >71
No follow-up needed

Students considering course transfer or withdrawal are directed to Financial Aid and Advising for guidance on aid and degree completion implications

Interventions Contribute to Additional Tuition Revenue and Positive Student Outcomes

7%

Higher **pass rate** for students who received an intervention compared to those who did not

2%

Higher **persistence rate** for students who received an intervention compared to those who did not

Additional Tuition Revenue Across Three Terms

Based on the Higher Persistence Rate of Students Receiving an Intervention

Spring 2021	Fall 2021	Spring 2022	Total
$71,517	$20,164	$116,087	**$207,768**
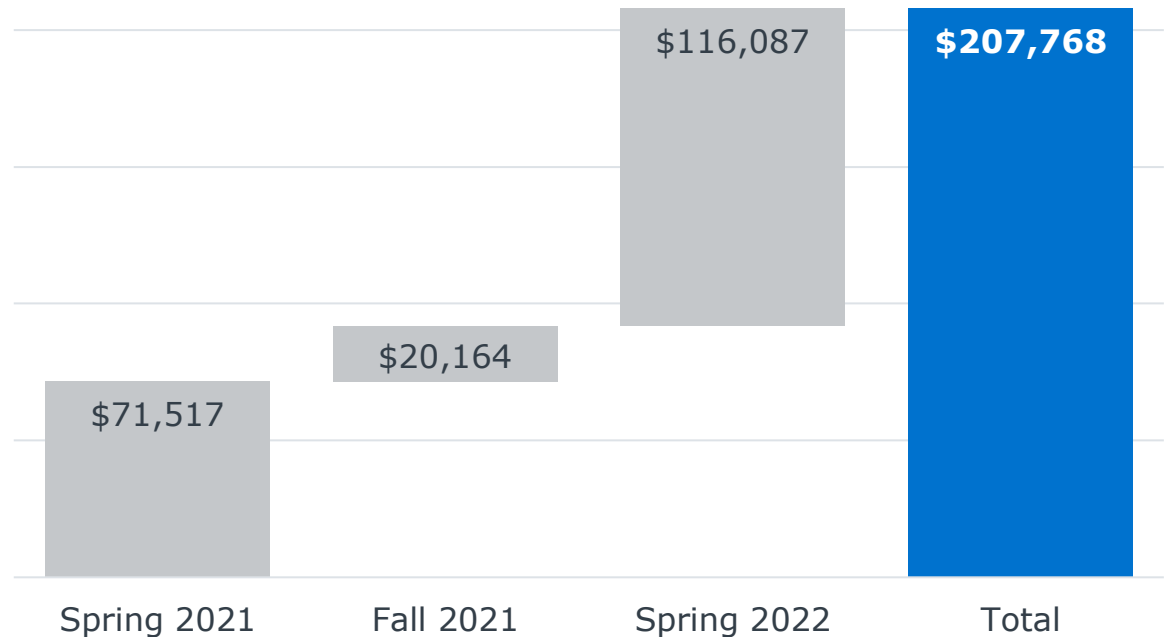
CASE STUDY

Northeast Wisconsin Technical College

Background

Career and technical college with main campus in Green Bay, WI; part of Wisconsin Technical College System (WTCS)

5,100 FTE students, 60% part-time, 20% students of color

65% term-term retention rate and 45% graduation rate

Challenge

In the midst of increasing student need and decreasing resources, how can we best identify the students that need us most and use our student support resources as impactfully as possible.

Using Past Data to Inform Decisions About the Future

1 Past Data

Models use past data to make forecasts about future events.

2 Predictive Algorithm

The model identifies statistically significant variables in the data.

3 Future Likelihoods

The model predicts the probability that future events will occur based on trends and patterns in past data.

4 Better Decisions

Modeling results can inform decisions surrounding resource allocation, strategy, operations, and more.

EXAMPLE

Historically, part time students retain at a lower rate.

→ The algorithm assess historical data alongside the latest available data

→ The model predicts that part time students that part time student retention will become flat.

→ Increase funding for outreach efforts to grow part time student retention.

Source: EAB interviews and analysis.

We have retention scores, now what?

Informing and Improving Case Management

How can practitioners best utilize their time with students and personalize communications?

Targeting Real-Time Student Communication and Intervention

How can we communicate "just in time" information in a rapid, responsive way?

Evaluation of Retention Efforts

How do we know what is working so we can replicate it?

Right fit support

Individual Outreach

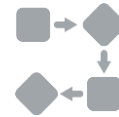*Personalized 1:1 interactions with an advisor, faculty member, or support professional*

Strategies

- Advising appointments
- Individual population supports (ie: Military, TRIO)
- Faculty mentorship and support
- Club and organization advisors
- Referrals

Scaled Outreach

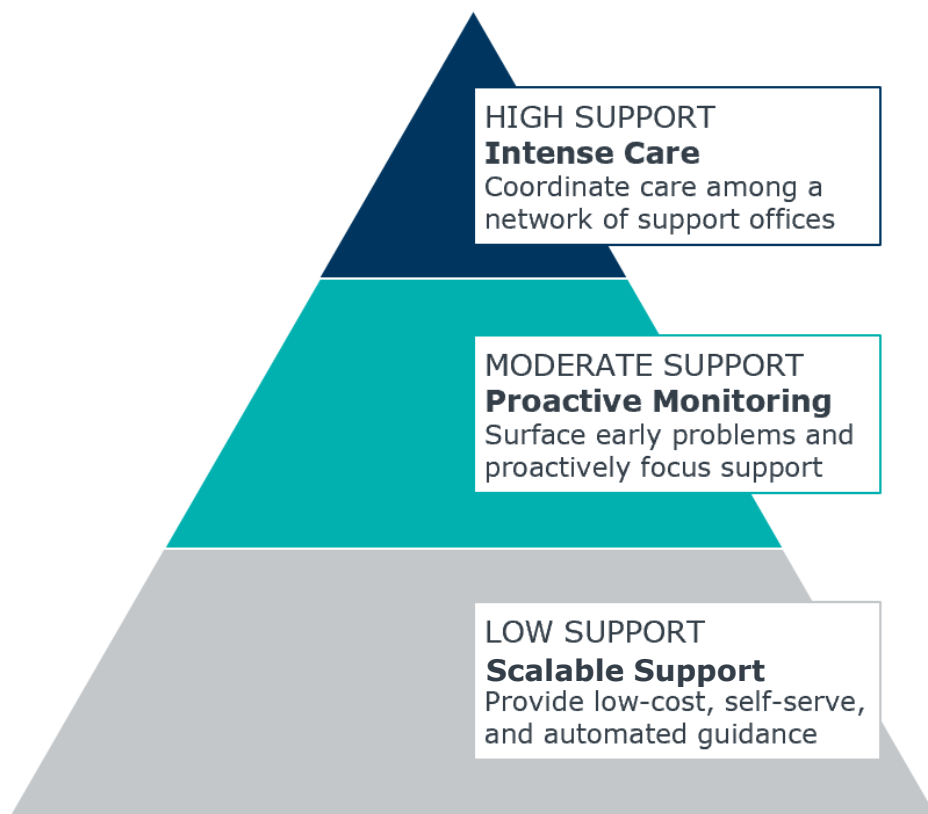*Outreach to a specific population that has a shared trait (ie: students who registered late)*

Strategies

- Email campaigns
- Text campaigns
- Population focused events
- Process changes
- Honors and awards events (ie: Dean's list)
- Surveys

A More Efficient Way to Organize Staff and Provide Better Support Based on Need Level

HIGH SUPPORT
Intense Care
Coordinate care among a network of support offices

MODERATE SUPPORT
Proactive Monitoring
Surface early problems and proactively focus support

LOW SUPPORT
Scalable Support
Provide low-cost, self-serve, and automated guidance

Key Benefits to this Approach

More Equitable Support
Student needs are met with customized level of support rather than a "one size fits all" approach

Staff Time Savings
Time is allocated based on student need rather than standard expectations and outreach encourages high need students to access all services throughout semester rather than at peak times only

Cost Savings
Low-cost and scalable support is focused on the entire population, while expert and focused care only on those in need

Right fit support

Individual Outreach

Personalized 1:1 interactions with an advisor, faculty member, or support professional
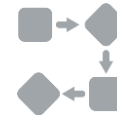
Strategies

- Asking extra questions during advising session based on both positive and negative score factors.
  - Time since last course
  - Lowest grade from the last semester

Scaled Outreach

Outreach to a specific population that has a shared trait (ie: students who registered late)
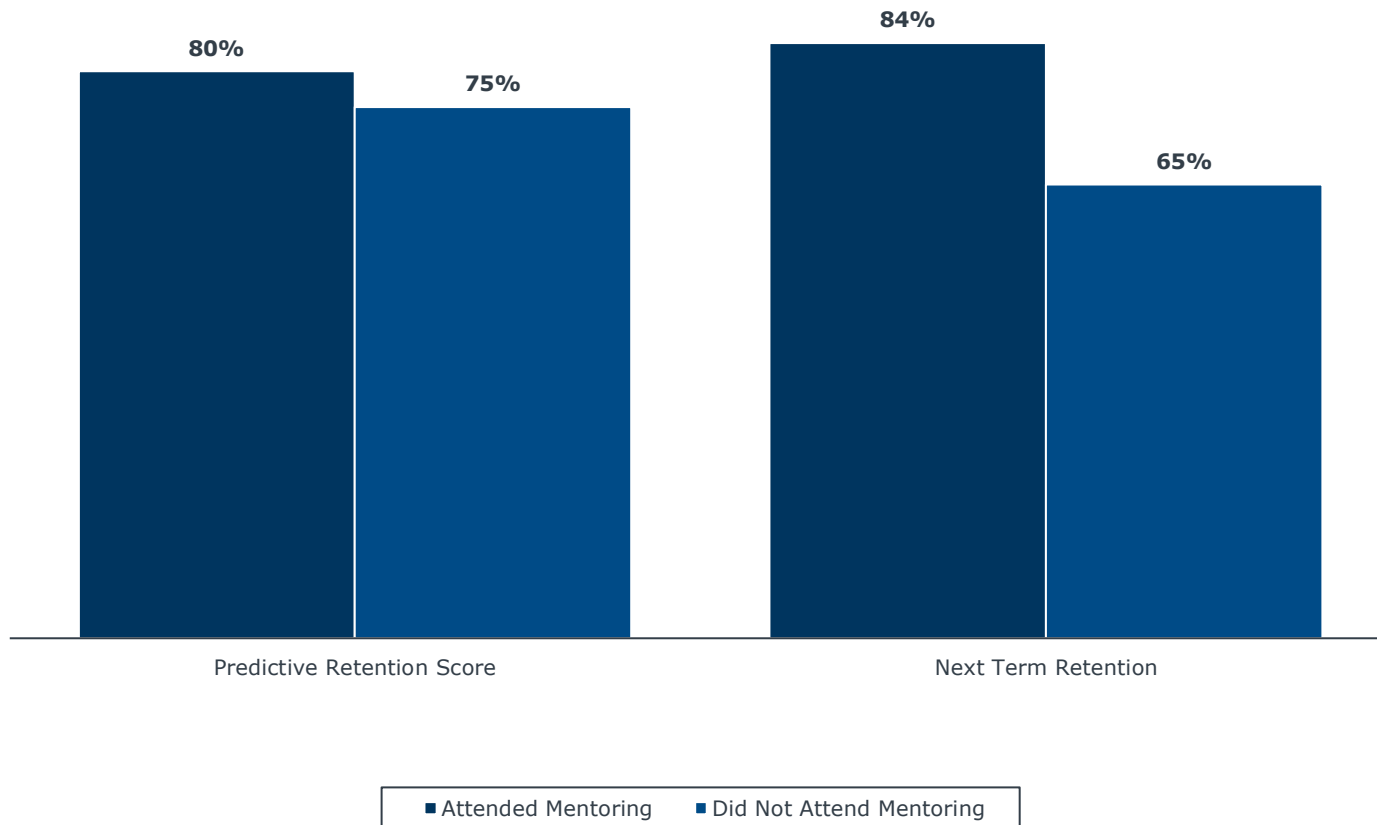
Strategies

- Welcome survey data compared to retention scores.
  - Students could indicate if they needed help in the survey. Higher risk students were targeted first.
  - Students who indicated they needed help had lower retention scores than their peers, indicating the surveys appeared to be a valid way to connect with at risk students

NWTC Faculty Mentoring Data

Students who attended faculty mentoring saw in an increase in retention compared to students who did not. Could mentoring in turn help students who are under performing their retention scores?

	Predictive Retention Score	Next Term Retention
Attended Mentoring	80%	84%
Did Not Attend Mentoring	75%	65%

Legend: ■ Attended Mentoring   ■ Did Not Attend Mentoring

Key Takeaways From Today's Session

Data usage requires collaboration and participation from individuals at every level of the organization

Students expect a custom, personalized experience – data are critical for delivering on these expectations

Asking the right questions is key to leveraging student success data. Have a clear research question so you can stay focused.

Thank you!

Q&A

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