SSC Campus

SUNY Potsdam

“SUNY Potsdam is undergoing tremendous change. We must identify and address the needs of our students in order to increase their engagement, retention, and graduation. SSC Campus provides the tools to make that happen.”
- Start with best practices research
  - Research Forums for presidents, provosts, chief business officers, and key academic and administrative leaders
  - At the core of all we do
  - Peer-tested best practices research
  - Answers to the most pressing issues

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

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

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

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

1,100+
College and university members

10,000
Research interviews per year

250M+
Course records in our student success analytic models

1.2B
Student interactions
The Student Success Collaborative
A National Movement to Elevate Degree Completion

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

- 200+ Member Institutions
- 42 States Represented
- 5,900 Total End Users
- 10M+ Student Records
- 250M+ Course Records
### SSC Members Seeing Impressive Results

#### Selected Impact Stories From Around the Collaborative

<table>
<thead>
<tr>
<th>Institution</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>California State University</td>
<td>Increase in graduation rate: <strong>+11%</strong></td>
</tr>
<tr>
<td>Fullerton</td>
<td>Increase in first year, full time retention: <strong>+7.5%</strong></td>
</tr>
<tr>
<td>SIU Carbondale</td>
<td>Increase in first year, full time retention: <strong>+7.0%</strong></td>
</tr>
<tr>
<td>UT Brownsville</td>
<td>Increase in first year, full time retention: <strong>+1.6%</strong></td>
</tr>
<tr>
<td>Purdue University Calumet</td>
<td>Increase in first year, full time retention: <strong>+4.7%</strong></td>
</tr>
<tr>
<td>Fort Lewis College</td>
<td>Increase in first year, full time retention: <strong>+3.0%</strong></td>
</tr>
<tr>
<td>Georgia State University</td>
<td>Increase in graduation rate: <strong>+3.0%</strong></td>
</tr>
<tr>
<td>Middle Tennessee State</td>
<td>Overall undergraduate persistence (fall to spring): <strong>+1.5%</strong></td>
</tr>
<tr>
<td>Bowing Green State University</td>
<td></td>
</tr>
</tbody>
</table>
Simplified Workflow

Consolidating Multiple Technologies Into a Single, Integrated System

**Risk Analytics**
Predictive modeling and historical insights

**Student Success CRM**
Quick access to critical student information

**Communications**
Email and text, plus tracking and records

**Coordinating efforts between all users on a single platform**

**Administrators**

**Early Warning**
Instructor-submitted performance alerts

**Advising Notes**
Single record of every support interaction

**Appointments**
Interactive scheduling accessible by students

**Students**

**Faculty**

**Advisors & Student Support Staff**

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Informed Outreach

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

Obvious Risk Cases
Most do not return for a second year

Murky Middle
Outcome difficult to predict without advanced data

All-Stars Students
Vast majority will ultimately graduate

How a Predictive Model Focuses Efforts

Start with a large behavioral data set
Identify traits correlated with needs
Group individuals by predictive traits
Precisely target resources and services
Creating the “Coordinated Care Network”

A Connected and Informed Student Support Infrastructure

1. **Advisors** Identify, triage, and refer struggling students

   - Predictive Model
   - Targeted Advising and Referrals

2. **Support Services** Share insights on student risk and intervention outcomes

3. **Administrators** View reports, assess effectiveness and make improvements

   - Collaboration
   - Systemic Improvement
Different Audiences, Different Goals

SSC – Campus Impacts Hundreds on Campus, Answers Important Questions

**Academic Leaders**
- What are the institutional barriers to success?
- Which students need more support?
- How can I ensure we are having an impact?

**Faculty**
- How can I support my student’s progress?
- What are common challenges across my program?

**Advisors**
- How can I help students with greatest needs?
- How can I manage my population efficiently?
- How can I improve the student experience?

**Support Services**
- How can I connect resources with students?
- Are we improving student outcomes?
Supporting Academic Leaders

Campus Strategy and Decision Making

Area of Interest

1. Understanding historical patterns of performance
2. Identifying current student opportunities
3. Ensuring institutional accountability and measuring outcomes

Example

Key Components

Critical course analysis
Major switching patterns and timing
Sub-group analysis

Advanced filters
Campaign management

Resource utilization
Effectiveness reports
Activity reports

"I have been engaged with student success for 30 years. The kinds of things SSC is doing, I have been wishing I could do for 25 of them."

Associate Provost, Institutional Research & Reporting
Analyze Historical Course Data

Course Analysis Report

Choose the scope of the analysis – all majors, Undeclared, all majors within a College, or individual majors.

Determine how you want to organize the data, by ‘Most Attempted Courses’ or ‘Most Predictive Courses’

Adjust the historical timeframe using the term filter.

Additional Analysis Filters:
Graduation Rate:
• Ever
• 8 year
• 6 year
• 4 year

Student Population:
• Transfer & Non-Transfer
• Transfer Only
• Non-Transfer Only
Analyze Graduation Trends by Grade
Grad Rate by Grade Earned or Credit Range Report

Select “Grade Earned” as your type of analysis, and the Course you want to review.

Review Graduation Rate by Grade Earned for course and determine threshold for notification.
Grad Rate by Grade Earned or Credit Range Report

Analyze Graduation Trends by Credit Range

Select “Credit Range” as your type of analysis, and the Course you want to review.

Review Graduation Rate by Credit Range for course and determine threshold for success.
Supporting Faculty

Improving Student Outcomes

Area of Interest

1. Understanding historical patterns of performance
2. Providing valuable input into student performance

Example

Key Components

- Critical course analysis
- Major switching patterns and timing
- Sub-group analysis

Early warning progress reports
- Issue student alerts
- Track attendance (if desired)
- Monitor individual students
- Connect with students
- Critical course milestones

"I think the real question is, 'why wouldn't I use the tool?' As a faculty advisor, I will be expected to fill that role for the student and this tool is phenomenal."

Faculty Advisor
### Providing Student Input

Responding to Academic Progress Reports

### Student Feedback

#### Professor Lynch:
You have been asked to fill out progress reports for students in the following classes. Update each student based on your best knowledge of their performance at this point in the term.

**ACCT 225-6 Intro to Financial ACCT**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>At-Risk to Fail Your Class?</th>
<th>Alert Reasons (You must choose at least one if the student is at risk)</th>
<th>Absences</th>
<th>Grade</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angell, Eric</td>
<td>Yes</td>
<td>Alert Reasons</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student ID: 6437233</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kelley, Chris</td>
<td>Yes</td>
<td>Alert Reasons</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student ID: 1163221</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mopar, Roy</td>
<td>Yes</td>
<td>Alert Reasons</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student ID: 1165147</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Submit only marked students (but I'm not done)**

This button will submit students you have marked as being complete (effectively removing them from your list of students). However, the students you have not marked will remain on your list. As a result, you can re-use the link in the progress report email, at any time, to continue marking the rest of the students in your classes. Repeat this process until all students have been marked in some form or fashion.

**Submit unmarked students as not At-Risk (I'm all done)**

This is your "I'm all done" button. It will submit the students you have marked as you indicated. It will also submit the rest of your students as not at-risk. For example, if there are ten students in your course and only two of them are at-risk, you don't have to mark them all. You can mark the two at-risk students and then use this button to mark the remaining students as not at-risk, therefore saving time and effort. Please use this button carefully because with just
Interacting with Students in Courses

Class Listing

<table>
<thead>
<tr>
<th>CLASS NAME</th>
<th>TIME</th>
<th>ROOM</th>
<th>Assignments</th>
<th>Progress Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>(ANTH1102) INTRO TO ANTHROPOLOGY</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(BIOL3900) GENETICS</td>
<td>W 9:00a-10:30a</td>
<td>Not Specified</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students In My Classes

<table>
<thead>
<tr>
<th>STUDENT NAME</th>
<th>CATEGORY</th>
<th>COURSE(S)</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charity</td>
<td>Debate team</td>
<td>BIOL3900-30</td>
<td></td>
</tr>
<tr>
<td>Tag</td>
<td>Debate team</td>
<td>ANTH1102-5</td>
<td></td>
</tr>
<tr>
<td>Note</td>
<td>Debate team</td>
<td>ANTH1102-5</td>
<td></td>
</tr>
<tr>
<td>Mass Print</td>
<td>Debate team</td>
<td>BIOL3900-30</td>
<td></td>
</tr>
<tr>
<td>Long, Vidal</td>
<td>Debate team</td>
<td>ANTH1102-5</td>
<td></td>
</tr>
<tr>
<td>Martinez, Jodie</td>
<td>Debate team</td>
<td>ANTH1102-5</td>
<td></td>
</tr>
<tr>
<td>Mccarville, Jora</td>
<td>Debate team</td>
<td>ANTH1102-5</td>
<td></td>
</tr>
</tbody>
</table>
Supporting Advising

Focusing on Individual Student Success

Area of Interest

1. Assessing student risk for more meaningful conversations
2. Increasing user efficiency and coordination
3. Identifying and segmenting student populations

Example

Key Components

“Smart view” of academic factors
Shared notes & reporting
Progress indicators & alerts
Major and career exploration

Appointment management
Multi-modal communication (email, text, phone)
Reminder management
Cross-campus referral system

Advanced filters
Reminder lists
Watch list

“Previously, we were advising based primarily on gut instinct. Now, we have all the data to give them an objective sense of where they are and what they can do to improve. The conversation has changed dramatically.”

SSC Advisor
## Advisor Home

### Interacting with Assigned Students

### Advisor Home

[Navigation Tabs]

### My Assigned Students For Fall Semester 2016

<table>
<thead>
<tr>
<th>Student Name</th>
<th>ID</th>
<th>Cum. GPA</th>
<th>Predicted Risk Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aerderme, Klarika</td>
<td>872005518</td>
<td>2.65</td>
<td>Low Risk</td>
</tr>
<tr>
<td>Albero, Athena</td>
<td>931143449</td>
<td>2.43</td>
<td>Moderate Risk</td>
</tr>
<tr>
<td>Archut, Lynette</td>
<td>949097430</td>
<td>3.28</td>
<td>Low Risk</td>
</tr>
<tr>
<td>Avery, Max</td>
<td>147651721</td>
<td>2.90</td>
<td>High Risk</td>
</tr>
<tr>
<td>Bamberg, Livvy</td>
<td>029619770</td>
<td>2.30</td>
<td>High Risk</td>
</tr>
<tr>
<td>Elofson, Mulan</td>
<td>034808368</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sambrano, Cori</td>
<td>847957240</td>
<td>2.33</td>
<td>Moderate Risk</td>
</tr>
</tbody>
</table>

[Actions Icon]

[Actions Dropdown]

- Send Message
- Schedule Appointment
- Advising Report
- Issue Alert
- Charity
- Tag
- Note
- Mass Print
# Student Profile

## Monitoring Student Progress

### Mulan Elofson

<table>
<thead>
<tr>
<th>Category</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major History</td>
<td>Journalism</td>
</tr>
<tr>
<td></td>
<td>with a concentration in Telecommunications</td>
</tr>
<tr>
<td></td>
<td>College of Arts &amp; Sciences</td>
</tr>
<tr>
<td></td>
<td>Journalist</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Arts</td>
</tr>
<tr>
<td></td>
<td>Enrolled Fall Semester 2014</td>
</tr>
<tr>
<td>Marketing</td>
<td>Journalist</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Business Admin.</td>
</tr>
<tr>
<td></td>
<td>Enrolled Fall Semester 2012</td>
</tr>
<tr>
<td>Journalism</td>
<td>Journalist</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Arts</td>
</tr>
<tr>
<td></td>
<td>Enrolled Fall Semester 2007</td>
</tr>
<tr>
<td></td>
<td>Student ID</td>
</tr>
<tr>
<td></td>
<td>034808368</td>
</tr>
<tr>
<td></td>
<td>Alternate ID</td>
</tr>
<tr>
<td></td>
<td>testing123</td>
</tr>
<tr>
<td></td>
<td>Classification</td>
</tr>
<tr>
<td></td>
<td>Junior</td>
</tr>
<tr>
<td></td>
<td>Most Recent Enrollment</td>
</tr>
<tr>
<td></td>
<td>Spring Semester 2016</td>
</tr>
</tbody>
</table>

### Academic Information

<table>
<thead>
<tr>
<th>Category</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Points</td>
<td>5.0</td>
</tr>
<tr>
<td>Required Courses</td>
<td>1.0</td>
</tr>
<tr>
<td>Withdrawn Courses</td>
<td>2.0</td>
</tr>
<tr>
<td>Missed Success Markers</td>
<td>0.0</td>
</tr>
<tr>
<td>Cumulative GPA</td>
<td>2.43</td>
</tr>
<tr>
<td>Total Credits Earned</td>
<td>62.00</td>
</tr>
<tr>
<td>Credit Completion % at this Prediction</td>
<td>74%</td>
</tr>
<tr>
<td>Predicted Risk Level</td>
<td>High</td>
</tr>
</tbody>
</table>

### Advisors
- Ashley Prieleau (Whitehurst University)
- Steven Kilpatrick (Whitehurst University)
- Frances Altwater (Whitehurst University)
- Thomas Bradley (Whitehurst University)
- Chuck Colarulli (Whitehurst University)
- Irene Conley (Whitehurst University)
- Jessica Nicklin (Whitehurst University)
- Irwin Nussbaum (Whitehurst University)
- Joan Pedro (Whitehurst University)

### Tutors
- Ashley Ward