Defining Faculty Role in Student Success
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.

EAB BY THE NUMBERS

1,200+
College and university members

475M+
Course records in our student success analytic platform

1.2B+
Student interactions annually
The Faculty Role in Student Success

Building Ownership for Student Progression Among Individual Faculty and Distributed Academic Units
1. The Student Success Silo Problem

2. Six Roles for Faculty in Student Success

3. Coda: Sustaining Momentum
Beyond the Completion Binary
Student Success Encompasses More Than Graduation Success

Defining Student Success by How It’s Measured

Graduation Success

- Access
- Retention
- Degree Progress
- Completion
- Intellectual, Social, and Emotional Development
- Post-Graduation Financial Wellness
- Career Engagement

Student Success

- Foundational
- Holistic

Progressive Outcomes

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Entering a New Phase in Student Success

**Yesterday’s Approach**

- Target resource intensive support services and staff to highest risk students
- Focus efforts and programs on first year students to boost retention
- Monitor academic progress to identify students at risk of probation

**Today’s Approach**

- Recognize “murky” middle students as attrition risks with opportunity for improvement
- Address sophomore and upper division attrition and emphasize persistence to graduation
- Apply a holistic risk model with academic and non-academic factors to identify students at risk of withdrawal
Rising Student Debt Delays Return on Education

Expanding Our Definition of Student Success to Include Financial Solvency

The Debt Burden Has Increased
Average debt at graduation, four-year public and non-profit institutions

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Debt</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>$18,850</td>
</tr>
<tr>
<td>2014</td>
<td>$29,950</td>
</tr>
</tbody>
</table>

Nearly 40% of Graduating Borrowers Carry >$25,000 in Debt
Proportion of four-year public and non-profit graduate borrowers with student debt >$25K, 2008

The Real Impact of All That Debt
Recent graduates with over $25,000 in debt frequently delay opportunities

- 56% Delay starting graduate education
- 43% Delay buying their own home
- 27% Delay moving out of their parents’ home
- 25% Delay starting their own business
- 19% Delay getting married
- 26% Delay having children

From Four-Year Student to Six-Year Graduate

Each Decision a Potential (and at Times Intentional) Graduation Delay

- Repeat a course?
- Enroll part-time to accommodate work schedule?
- Take a leave of absence?
- Change majors?
- Internship or co-op?
- Double major or minor?
- Study abroad?
- Transfer to a different university?

84% of incoming students expect to graduate in four years

44% of students actually graduate in four years or less

An Organizational Dilemma

Who “Owns” Student Success On Your Campus?

Provost

Enrollment Manager
- Admissions
- Scholarships and Aid
- Stop-Out Recruitment

VP of Undergraduate Studies
- The First Year Experience
- Honors Programs
- Undeclared Advising

Academic Deans
- Departmental Programming
- Curricular Design
- Academic Advising

VP of Student Success
- Success data and dashboards
- Overseeing initiatives
- Advising policies and practices

VP of Student Affairs
- Orientation
- Student Involvement
- Counseling Interventions

The Student Success Office

“I know how to manage to numbers, not just ideas”

“Stop-Out Recruitment”

“I have academic credibility and run the first year”

“Scholarships and Aid”

“We own the curriculum and the purse strings”

“Enrollment Manager”

“Student success needs to be someone’s job”

“Admissions”

“I understand the non-academic roots of attrition”

“Academic Deans”

Source: EAB interviews and analysis.
# All the Pieces in Place

Self-Reported Activity Suggests Nearly Universal Adoption of HIPs

System campuses compile list of 113 known best practices

Chancellors asked to select those already existing on campus

Self-audit results in nearly complete compliance with list

---

## Recommendations for Increasing Retention and Graduation Rates

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Campus A</th>
<th>Campus B</th>
<th>Campus C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Flag at-risk students prior to enrollment</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>2. Offer special summer programs</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>3. Ensure sufficient intro course capacity</td>
<td>Sometimes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>4. Connect students with peer advisors</td>
<td>Yes</td>
<td>Yes</td>
<td>---</td>
</tr>
<tr>
<td>5. Ensure adequate student/advisor ratios</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>6. Use prescriptive degree maps</td>
<td>---</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>...99. Mandatory exit interview for leavers</td>
<td>Yes</td>
<td>---</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Source: EAB interviews and analysis.
Existence Does Not Equal Effectiveness
No Shortage of Best Practice Programs in Place, But Little to Show For It

Despite Prevalence of High-Impact Practices, Each Campus Lagged Behind Peers

- Campus A: 66% 77%
- Campus B: 38% 53%
- Campus C: 49% 51%

Checking the Box
“Either these things are only happening one or two places on campus, or they’re written down on paper somewhere but not actually in practice. Something doesn’t add up.”

Vice President for Academic Affairs
State University System

Source: EAB interviews and analysis.
Investment in Student Services Not Producing Outcomes

Flat Graduation Rates, Despite Significant Student Service Investments

Average Five-Year Graduation Rates¹
Public and Private US Universities

12%
Average growth in student services spending per student FTE AY 2001-2011

1) Data reflects share of first-time students who have received a bachelor’s degree within 5 years

Faculty Buy-In is Critical to Organizational Improvement

Top-Down Changes Rarely Stick

Reduce and standardize number of credits required by majors for graduation
Create new professional advising roles to help high-risk students navigate early years
Implement early warning system to track attendance and early performance
Hire instructional design staff to help faculty improve assessment design

Program heads may perceive as threat to reputation and rigor
Units may fear loss of control over curricular advice
Faculty either unaware or view as busywork
Non-innovator faculty feel redesign not worth effort

4-year graduation rate stagnant, students struggle with aid limits and major changes
First-year and undeclared students drop out at high rates, pursue poor-fit programs
Preventable issues go unaddressed, and many students aren’t contacted until withdrawing
High-failure courses hamstring first-year students, forcing repeats and remediation

Unable to enact change without buy-in or approval
Changes enacted, but aren’t complied with or embraced

Source: EAB interviews and analysis.
Faculty at the Center of Student Success
Research on Retention and Long-Term Outcomes Confirms Critical Role

Contributing to Persistence
“In accordance with Chickering and Gamson, several researchers documented the strong association of both formal and informal faculty-student contact to enhanced student learning. These interactions influenced the degree to which students became engaged with faculty and were frequently the best predictors of student persistence (Braxton, Sullivan, & Johnson, 1997; Hurtado & Carter, 1997; Pascarella & Terenzini; Stage & Hossler, 2000).”

Paul Umbach and Matthew Wawrzynski
“Faculty Do Matter: The Role of College Faculty in Student Learning and Engagement”

Contributing to Well-Being
 “[I]f graduates had a professor who cared about them as a person, made them excited about learning, and encouraged them to pursue their dreams, their odds of being engaged at work nearly doubled, as did their odds of thriving in their well-being … Feeling supported and having deep learning experiences means everything when it comes to long-term outcomes for college graduates … Yet few college graduates achieve the winning combination. Only 14% of graduates strongly agree that they were supported by professors who cared, made them excited about learning and encouraged their dreams.”

Great Jobs, Great Lives
The 2014 Gallup-Purdue Index Report

Three Critical Questions

Overcoming the Silo Problem and Garnering Campus-Wide Support

1. What should I expect of individual faculty?
“We talk about how everything we do supports students’ short- and long-term success, but that hasn’t changed anyone’s behavior when they get back to their desk.”

2. What should I expect of units, committees, and faculty governance?
“We administrators have a lot of ideas about how to fix graduation rates, but shared governance means that most of the important decisions about the student experience happen outside of central administration.”

3. How do I hardwire changes into institutional culture?
“It’s hard to keep one particular issue top of mind when all of our faculty and departments have competing priorities. We’ve started a lot of initiatives over the years, but few lasted beyond the pilot phase.”

Source: EAB interviews and analysis.
1. The Student Success Silo Problem

2. Six Roles for Faculty in Student Success

3. Sustaining Momentum
### Six Roles for Faculty in Student Success

**Individual and Collective Responsibilities to Guide Institutional Change**

<table>
<thead>
<tr>
<th>Collective Decision-Making</th>
<th>Individual Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Identify Curricular Barriers to Completion</strong></td>
<td>Considering student success in each stage of curricular decision-making</td>
</tr>
<tr>
<td><strong>2. Redesign Academic Policies</strong></td>
<td>Garnering support for student-facing rule changes that promote persistence to degree</td>
</tr>
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<td><strong>3. Support Evolving Advising Model</strong></td>
<td>Building buy-in for, confidence in, and collaboration in and with central and professional advising staff</td>
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<td><strong>4. Enhance the Learning Experience</strong></td>
<td>Evaluating and scaling high-impact learning innovations across courses and disciplines</td>
</tr>
<tr>
<td><strong>5. Flag Signs of Student Risk</strong></td>
<td>Equipping faculty with the right tools and techniques to maximize early warning systems</td>
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<td><strong>6. Mentor Rising-Risk Student Groups</strong></td>
<td>Targeting faculty engagement efforts toward students lacking a strong connection to campus</td>
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**Sustaining Momentum**

Through Structured Accountability and Incentives

Determining the right metrics, organizational structures, and incentives to encourage improvement among central administrators, deans, department chairs, and frontline faculty
## Six Roles for Faculty in Student Success

### Individual and Collective Responsibilities to Guide Institutional Change

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### Sustaining Momentum Through Structured Accountability and Incentives

|---------------------|---------------------------|------------------------------------|--------------------------------------|
Where Curricular Planning Breaks Down

Both Faculty Incentives and Reform Mechanisms Can Hinder Progress

1. **Departmental decisions can ignore impact on progression**
   - Desire to ensure quality of students admitted to major
   - Belief that 2-year institutions’ programs lack required rigor

2. **Committees and taskforces may falter over time**
   - Desire to be inclusive and build broad consensus
   - Emphasis on open experimentation and small-scale pilots

**Unintended results can harm students’ progress to graduation**

- Overly strict requirements force students into last-minute major changes
- Transfers from community colleges have to retake classes or undergo slow, case-by-case audits
- Meetings focused more on discussion than decision; limited capacity for analysis or technical implementation support
- New initiatives or changes never scale beyond initial enthusiasts; limited funding to sustain effort

Source: EAB interviews and analysis.
Curated, query-able database enables instant answers to enrollment-related questions

Analytics platform is publicly available, streamlining the data-gathering and analysis process

Interactive charts allow users to sort academic data by department, college, class year, and demographics

Dedicated “super users” from each college meet biweekly to discuss and curate unit-level dashboards

Source: University of Kentucky – Institutional Research & Advanced Analytics (www.uky.edu/iraa); EAB interviews and analysis.
Practice #2: Enrollment Impact Audits

Guardrails on Curricular Changes

Strategic Enrollment Management Analyses Check Faculty Assumptions

1. Units and programs propose curricular changes
   - Encouraged to conduct self-analysis of progression impact and strategic alignment, but often lack resources or expertise to rigorously vet proposals

2. Enrollment Manager analyzes claims and simulates impact of changes
   - Vice Provost for Strategic Enrollment Management runs longitudinal analyses to test assumptions
   - No veto power, but strong buy-in from provost and dean’s council to influence decisions

3. Curriculum committee and deans view final report
   - Recommendations include analyses conducted by enrollment management office
   - Traditional approval process keeps faculty in control

Source: EAB interviews and analysis.
Strategically Deployed Faculty Members Accelerate Campus Consensus

Matching Talent and Task


data

Data Management Team
- 5 members, mostly staff
- Data systems experience
- Gather data on request

Campus Response Team
- 20 faculty members
- Long-term planning skills
- Direct topics for analysis

Data Investigation Team
- 5 faculty, 4 staff members
- Specialized in analysis (e.g. math/statistics faculty)

Retention Committee
- 37 faculty and staff members
- Approves/rejects proposals
- Shares members with subcommittees

Source: EAB interviews and analysis.
### Six Roles for Faculty in Student Success

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<td><strong>17. Leadership Scorecards</strong></td>
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**Sustaining Momentum Through Structured Accountability and Incentives**
Faculty Influence Extends Beyond the Curriculum

Policy Decisions Have Direct and Indirect Effects on Student Progression

**Course Planning**
Departments plan sections one term at a time, limiting long-term planning

**Withdrawal Process**
Easy Yes/No prompt for course or institutional withdrawal leads to poor student decisions

**Registration Holds**
Small, unpaid bursar fees lead to hundreds of stop-outs after registration hold

**Enrollment Status**
Many students take light course loads without anticipating impact on time-to-degree

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**Multi-term scheduling**
Annual course planning period enables full-year course registration for students
- 3% retention gain at Cleveland State University

**Withdrawal surveys**
Automated advising prompts walk students through consequences and campus resources
- 40% of students starting survey retained at Penn State

**Emergency Grants**
Students missing fee payments proactively counseled and assisted in exceptional cases
- 5-8% retention gain at Xavier University

**Redefine “Full Time”**
Students advised to take at least 30 credits per year unless they face serious conflicts
- Higher course loads led to higher GPAs and grad rates at University of Hawaii

Source: EAB interviews and analysis.
Supporting Reexamination on Your Campus

New Policy Audit Toolkit to Accelerate Revision Efforts

1. Diagnostic checklist

2. Individual policy descriptions
   - Details each policy’s importance and relevance to student success

3. Policy calibration scale
   - Illustrates example policies on a scale of “too lenient” to “too strict”
   - Highlights best practice policy that balances competing priorities

4. Implementation Guidelines
   - Outlines related decisions and important obstacles to consider
   - Features institutional case studies, tools, and templates to save your team time in revising policies

Source: EAB interviews and analysis.
Six Roles for Faculty in Student Success

Individual and Collective Responsibilities to Guide Institutional Change

1. **Remove Curricular Barriers to Completion**
   - DIY Enrollment Analysis Platform
   - Enrollment Impact Audits
   - Task-Based Retention Teams
   - Guided Project Management

2. **Redesign Academic Policies**
   - Academic Policy Audit (Resource Preview)

3. **Support Evolving Advising Models**
   - Faculty-Led Advisor Training
   - Advising Career Ladder
   - Unit Liaison Roles
   - Distributed Support Balancing

4. **Enhance the Learning Experience**
   - Early and Frequent Low-Stakes Assessment
   - Active Learning

5. **Flag Signs of Student Risk**
   - Early Warning Design Requirements
   - Adjustable Alert Parameters
   - Effectiveness-Focused Feedback

6. **Mentor Rising-Risk Student Groups**
   - Targeted First-Year Mentor Matching
   - High-Flyer Transfer Intervention

**Sustaining Momentum Through Structured Accountability and Incentives**

- Leadership Scorecards
- Performance-Based Bonus Funding
- Departmental Performance Dashboard
Support Evolving Advising Models

Unbundling the Advising Process

Dozens of Discrete Problems Require a Variety of Roles on Campus

Source: EAB interviews and analysis.

Success Coaches

- “I don’t fit in and I’m stressed at work”
- “I can’t afford to finish my degree”
- “Which subfield should I study?”
- “I need to register for classes”

Academic

Faculty

Non-Academic

Academic

Self-Service

- “I need a new ID card”
- “How many courses should I take?”
- “I need to pick a major”
- “I want to switch majors”

Complex

Transactional

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**Trust Through Training**

Easing Faculty Skepticism by Creating Formal Mechanism for Influence

**Faculty-Led Curricular Trainings**

- Central hires given college assignment
- Faculty create degree maps
- Advisors surveyed about needs
- Ongoing topic-based trainings

**Face-to-Face Meetings**
- Trainings provided opportunity for faculty to meet advisors in person, not just over email
- Advisors gained faculty trust and connectedness

**Beyond the Catalog**
- Faculty leveraged as experts in major-specific curriculum
- Divisional faculty train advisors on degree maps and pathways
- Faculty share “not in the catalog” curricular highlights and pointers

**Scenario Troubleshooting**
- Advisors shared examples of student scenarios and questions where curricular advice would be beneficial
- Faculty impressed by depth of questions and sensitivity to student needs and outcomes

EAB interviews and analysis.
Six Roles for Faculty in Student Success

Individual and Collective Responsibilities to Guide Institutional Change

1. **Remove Curricular Barriers to Completion**
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**Sustaining Momentum**
Through Structured Accountability and Incentives

- 17. Leadership Scorecards
- 18. Performance-Based Bonus Funding
- 19. Departmental Performance Dashboard
Enhance the Learning Experience

A Profusion of Innovation

Institutions Across Segments Experiment with Curriculum and Delivery

<table>
<thead>
<tr>
<th>Public 4-Year</th>
<th>Private 4-Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accelerated Degree Pathways</td>
<td>Competency-Based Education</td>
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<tr>
<td>UCDAVIS iAMSTEM Active Learning Redesign</td>
<td>Course Modularization</td>
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<tr>
<td>ASU Adaptive Learning in First-Year Math</td>
<td>Prior Learning Assessment</td>
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<td>OSU Alternative Classroom Designs</td>
<td>Online First-Year Gen Ed Courses</td>
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</table>

<table>
<thead>
<tr>
<th>Canadian 4-Year</th>
<th>Public 2-Year</th>
</tr>
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<tbody>
<tr>
<td>Entrepreneurship Incubators</td>
<td>Open Course Library</td>
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<tr>
<td>Competency-Focused Syllabi</td>
<td>Predictive Academic Analytics</td>
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<tr>
<td>Teaching-Stream Faculty Rank</td>
<td>Employer Curriculum Collaborations</td>
</tr>
<tr>
<td>uOttawa Active Learning Lecture Software</td>
<td>Student-Centered Developmental Math</td>
</tr>
</tbody>
</table>

Source: Institutional websites; EAB interviews and analysis.
A Clear Opportunity for Improvement

Every Institution Leaking Credits from Same Intro Courses

Course Completion Rates in Gateway Courses at Seven Universities

<table>
<thead>
<tr>
<th>Institutional Completion Rate</th>
<th>Regional Comprehensive</th>
<th>High-Research Comprehensive</th>
<th>Very Large Research</th>
<th>Small, Teaching-Focused</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>70%</td>
<td>54%</td>
<td>68%</td>
<td>61%</td>
</tr>
<tr>
<td>DFW</td>
<td>30%</td>
<td>46%</td>
<td>26%</td>
<td>39%</td>
</tr>
<tr>
<td>Unproductive Credit Rate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calculus 1</td>
<td>37%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Biology</td>
<td>20%</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Chemistry 1</td>
<td>27%</td>
<td></td>
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<tr>
<td>General Psychology</td>
<td>12%</td>
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</tbody>
</table>

Source: Academic Performance Solutions data and analysis; EAB interviews and analysis.
Drivers of High DFW Rates

Identify the Root Causes

- Lack of academic preparation a contributor, but not always a predictor
- Non-academic barriers often manifest first as academic issues
- Large class sizes less important than pedagogical approach
- Students often withdraw for the wrong reasons without understanding consequences
“Adaptive Release” Ensures Mastery of Foundational Skills

Econ 122

- Skill critical to course success
- Pass quiz to unlock homework

Unlocks Homework

Excel model project

Early results show lasting effects

- 20% higher scores on final
- Higher than average GPAs in next course, Econ 301—3.37 vs. 2.76

Push-button implementation

- Standard Blackboard feature
- Only a few clicks to activate
- Less than five hours course development time

The Role of Active Learning in Student Success

Lessons from the Science of Learning

A+ Improved academic achievement

Students retain information at higher rates and gain higher marks on exams

Tests assessing conceptual understanding 2x higher\(^1\)

Increased student retention

Engaged students more likely to be retained by program and institution

Reduces technical program attrition by 22%\(^2\)

Improved student-instructor interactions

Creates increased opportunities for engagement between students and instructors

Student-faculty interaction one of the strongest factors in determining college satisfaction (Gallup-Purdue)

Supports student transition and peer relations

Helps students build positive relationships with peers, fosters healthy adjustment to college

Cooperative learning, a type of active learning, “promote[s] higher self-esteem than competitive or individualistic efforts”\(^3\)

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Fostering Interactive Learning In a Large Class Setting

**The SCALE-UP Classroom**

- Three groups of three at each table
- One laptop per group
- Combines lecture, discussion, hands-on experiments, and group work
- Whiteboards and projection screens on most walls
- Instructor moves constantly around the room
- Web-based problem delivery and grading system

Source: North Carolina State University, http://scaleup.ncsu.edu; EAB interviews and analysis.
Identify Courses Where Improvements Would Have the Greatest Impact

Prioritize Investments

Prioritize investments in redesign based on a specific set of criteria.

**Course Redesign Prioritization Criteria**

- **Redesigns entire courses** within a department, rather than individual sections
- **Targets general education, introductory, and/or prerequisite gateway courses**
- **Targets courses with historically high DFW rates**
- **Targets high-enrollment courses with seat capacity constraints**

- **Demonstrates support from departmental faculty, chairs, and deans**
- **Includes a plan for financial sustainability and/or an overall reduction in costs**
- **Describes how the course will use technology to reduce costs and improve outcomes**
- **Preserves academic rigor and course content while adapting delivery methods**

For more information and resources, see the National Center for Academic Transformation’s online repository at thencat.org
Enhancing Student Learning Through Redesign

Insights from the Course Completion Playbook

Course Completion Diagnostic

Assessment

Early and Frequent Low-Stakes Assessment

- Why predictive of final gateway course grades are multiple absences and poor grades

Assessing Current Practice

- Are students assessed multiple times outside of the module and the final exam?

Do faculty provide feedback and information on relevant campus services on those assessments?

Do on-going assessments make up a small percentage of a student's overall grade?

Do on-going assessments use various testing approaches (e.g., multiple choice, essay, online or computer-based mini-tests, etc.?)

If you answered 'no' to any of the above, see Frequent Low-Stakes Assessment

Standardized Assessment

- Analysis to Run

Are DFW rates generally consistent among instructors teaching the same course?

Assessing Current Practice

Do faculty teaching sections of the same course jointly determine the expected learning objectives for the course?

Do faculty teaching sections of the same course use a shared approach to course materials like textbooks and readings?

Do faculty teaching sections of the same course agree upon a common set of course materials like textbooks and readings?

If you answered 'no' to any of the above, see Standardized Assessment. p. 24

Frequent Low-Stakes Assessment (cont.)

Don'ts of Low-Stakes, Incremental Assessment

- Align low-stakes assessments with teaching of foundational concepts

- Don'ts of Low-Stakes, Incremental Assessment

Course Completion Playbook

Analyses and Tools to Improve Student Outcomes in Critical Gateway Courses

Search for the Course Completion Playbook by name on eab.com.
Six Roles for Faculty in Student Success

Individual and Collective Responsibilities to Guide Institutional Change

1. **Remove Curricular Barriers to Completion**
   - 1. DIY Enrollment Analysis Platform
   - 2. Enrollment Impact Audits
   - 3. Task-Based Retention Teams
   - 4. Guided Project Management

2. **Redesign Academic Policies**
   - 5. Academic Policy Audit (Resource Preview)

3. **Support Evolving Advising Models**
   - 6. Faculty-Led Advisor Training
   - 7. Advising Career Ladder
   - 8. Unit Liaison Roles
   - 9. Distributed Support Balancing

4. **Enhance the Learning Experience**
   - 10. Early and Frequent Low-Stakes Assessment
   - 11. Active Learning

5. **Flag Signs of Student Risk**
   - 12. Early Warning Design Requirements
   - 13. Adjustable Alert Parameters
   - 14. Effectiveness-Focused Feedback

6. **Mentor Rising-Risk Student Groups**
   - 15. Targeted First-Year Mentor Matching
   - 16. High-Flyer Transfer Intervention

---

**Sustaining Momentum**
Through Structured Accountability and Incentives

- 17. Leadership Scorecards
- 18. Performance-Based Bonus Funding
- 19. Departmental Performance Dashboard

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Don’t Let Classroom Contact Go to Waste

Faculty-Student Interactions Aid Risk Identification and Engagement

Average first semester student hours spent...

1...In an advising office

225...In a classroom

Powerful predictive metrics right under our noses

First-year GPA gap between students with and without attendance problems

1.6

In all cases analyzed, midterm and first-exam grades strongly predicted final grades...
Midterm and final grades were also strongly correlated in a variety of other academic disciplines at the liberal arts college, including the humanities, the social sciences, and the fine arts.”

James Barron & Philip Jensen

Journal of College Science Teaching (2014)

In response, extensive deployment of early warning systems in higher ed

74% Public Universities

78% Private Universities

68% Community Colleges

1) Based on assumed course load of 15 credit hours over a 15-week semester

Key Responsibilities Well-Known
Abundant Research on Faculty Best Practices

Pillars of In-Class Student Success Focused Responsibilities

**Adopt Student-Centered Pedagogy**

“Faculty members who take risks with their teaching... and making teaching and learning a collaborative activity are more likely to foster student success.”

Jillian Kinzie
National Survey of Student Engagement

**Flag Signs of Student Risk**

“E-advising systems that provide students with direct and automatic feedback on their progress may also help students stay on track through their program of study.”

Thomas Bailey
Community College Research Center

**Report Early for Higher Risk Courses**

“We need to focus our energy first on the students enrolled in our highest risk courses. If we don’t closely support them as they progress through those developmental or gateway courses, they may not make it to the higher level ones.”

Provost
Community College

**Intervene Before Drop Out**

“Faculty spend the most time with students... often times they’re the last person to interact with a student before she decides to drop out. It’s critical that we help faculty intervene in these moments.”

President
Community College

Allay Initial Concerns by Streamlining System

Utilize the KISS Method:
Early Alert Processes Should Be Simple, Strategic, and Sensitive

Making it Simple

Single Referral
- Faculty given option to suggest specific response, but able to send all alerts to single office

Target High-Risk Courses and Students
- Focus compliance efforts at highest-impact populations

All-Inclusive
- Single system for logging academic, attendance, and behavioral alerts

Includes Assistants
- Train graduate and teaching assistants to ensure coverage of introductory course sections

Addressing Faculty Concerns

Student Privacy
- Faculty, advisors, RAs, and support staff able to submit alerts, but full access limited

Positive Messaging
- Students encouraged to take clear action steps, rather than simply alerted of risk

Follow-up
- Faculty informed of alert receipt, as well as progress and resolution of cases

Flexible Faculty Role
- Faculty able to decide whether and how to get involved with student issues

Source: EAB interviews and analysis.
### Practice #11: Adjustable Alert Parameters

**Allow for Flexible Application**

**Instructor-Specific Time Window and Grade Scale Improve Adoption**

---

- **Faculty asked to determine best early assessment point**
  - Week 3
  - Week 6
  - *Typical: Standard early grade deadline*

- **Faculty asked to report whether students are “on track” or “off track”**
  - On Track
  - *Typical: Single grade threshold for institution*

- **Faculty able to choose and prioritize resources sent to students**
  1. Office hours
  2. Supplementary instruction
  3. Tutoring center
  4. Departmental resource

*Typical: Early warning office dictates response*

---

Source: WVU Early Alert Program; EAB interviews and analysis.
Illustrating Impact

Alerts Aim to Address Students’ Needs, Not to Punish Poor Teaching

1. Promotion and compliance messaging should come from academic leaders
   - Provost reminds faculty each term of relationship between early risk indicators and attrition
   - Department chairs and deans contact faculty who fail to submit necessary alerts (not central support office or academic advisors)

2. Demonstrate increased utilization of support services and effect on grades, retention

<table>
<thead>
<tr>
<th></th>
<th>No Tutoring</th>
<th>Tutoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Failed</td>
<td>28%</td>
<td>72%</td>
</tr>
<tr>
<td>Passed</td>
<td>48%</td>
<td>52%</td>
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</table>

More than Compliance at Stake

“If instructors and staff are not aware of how the systems work or why they are structured the way they are, and if the only messages they receive about it are regarding participation, a significant opportunity for campus-wide discussions about retention and student success has been missed.”

“Early Alert Project Action Team: Final Report”

Western Michigan University (2014)

Source: “The Effectiveness of Early Alert (FLAGs) on Math Tutoring, Grades, and Student Success,” Indiana University Northwest; EAB interviews and analysis.
Flagging Early Signs of Risk

Summary of Key Insights

1. Class attendance, early academic performance, and concerning behavioral cues are strong predictors of ultimate success, yet institutions struggle to attain the compliance needed among faculty to collect and act on these data.

2. Early warning systems should streamline the reporting process by using a single interface and referral point, and compliance efforts should focus on high-risk student groups in introductory courses.

3. Allow instructors to customize the design, timing, and remediation strategies linked to early warning systems (within a reasonable range).

4. Evaluate and regularly communicate the impact of early warning systems on support resource utilization, course grades, and GPA to overcome faculty skepticism.
## Six Roles for Faculty in Student Success

### Individual and Collective Responsibilities to Guide Institutional Change

<table>
<thead>
<tr>
<th>Collective Decision-Making</th>
<th>Individual Contribution</th>
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<tr>
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### Sustaining Momentum

Through Structured Accountability and Incentives

Overcoming Self-Selection
Engagement as Retention Strategy

“Involvement, or what is increasingly being referred to as engagement, matters and it matters most during the critical first year of college. What is less clear is... how to make it happen in different settings and for differing students in ways that enhance retention and graduation.”

Vincent Tinto
Research and Practice of Student Retention: What Next?

Early Neglect Can Lead to Late Attrition

Support Services and Enrichment Activities Miss Most Students

High Flyer Programming
- Living and learning communities
- Undergraduate research
- Study abroad
- Internship and field experiences
- Independent study
- Honors college

The Engagement Gap
Disengaged students persist to upper division but lack faculty connection needed to complete

31%
Of students with a first-year GPA between 2.0 and 3.0 drop out between their second and sixth year.¹

High-Risk Support
- TRIO student support services
- Intensive coaching programs
- Tutoring and supplemental instruction
- Academic skills development workshops
- Math workgroups

We have a ton of programming aimed at both the top 10 percent and the bottom 10 percent of our incoming class. Unfortunately, we hadn’t done as much for all the students in the middle.”

Paul Chinowsky, Associate Vice Provost for Student Success
University of Colorado - Boulder

¹) EAB analysis of 740,000 students at 73 public and private universities in the US (2014 “Murky Middle Project,” SSC)

Source: EAB interviews and analysis.
Emphasizing Student Success at UTSA
Practice #13: Targeted First-Year Mentor Matching

Where Faculty Can Help

Deploying Mentoring Efforts to Proactively Address Long-Term Risk

1. Outreach targets first-year students not involved in a Residential Academic Program (~50%)

2. 100 volunteer faculty mentors lead weekly "fireside chats" around known obstacles and student questions

3. Faculty given resource guides and training on what questions to refer to specialists

4. Information gathered from conversations used to inform first-year programming

The Faculty-Student Mentor Program

University of Colorado Boulder

- Program created by Faculty Assembly to address upper-division success
- Students encouraged to sign up at orientation and throughout summer
- Students are matched to mentors based on interests and major choice
- Online sign-up form gathers critical information to assess risk (anticipated credit load, employment plans, concerns)

Source: EAB interviews and analysis.
Practice #14: High-Flyer Transfer Intervention

Predicting Preventable Transfer Losses

From Stepping Stone to Disciplinary Destination

- **37%** Of all first-time students transfer or enroll at a different institution at least once within 6 years
- **33%** Attrition that occurs after the 2nd year in good academic standing
- **40%** Of leavers have estimated GPAs above 3.25

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**Utah State University**

*Students Matched with Faculty Mentors*

Meeting with faculty in desired program to discuss opportunities for co-curricular involvement

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**UC Davis**

*Exit Survey*

Diagnose motivation to inform attrition analysis

---

1. **Proactive Identification of Engagement Risk**
   - Orientation survey, involvement analysis, or advisor referral prompts mentoring outreach

2. **Transfer**

3. **Reactive Engagement Monitoring**
   - Transcript requests analyzed to identify potential transfer risks—students connected with faculty mentor

---

Source: Delta Cost Project “Measuring the Costs of Attrition”; National Clearinghouse Transfer and Mobility Report; EAB interviews and analysis.
Mentoring Rising-Risk Student Groups

Summary of Key Insights

1. Most institutions have abundant programming available for first-year students, but the majority of resources are aimed at either students in need of academic support or high flyer / honors students.

2. Target faculty mentoring programs at students who lack a strong connection to campus. While many unengaged students persist for one or two years, they frequently stop out or transfer later on in their academic career.

3. Ensure that mentors are equipped with background information about student mentees and guides on critical topics to address prior to meetings.

4. Evaluate students’ likelihood to transfer upon matriculation (proactively) and in the event of transcript requests (reactively), and connect them with faculty mentors to discuss co-curricular opportunities.
1. The Student Success Silo Problem

2. Six Roles for Faculty in Student Success

3. Coda: Sustaining Momentum
Measurement Spurs Grassroots Innovation

Departments Quick to React to Now-Visible Performance Gaps

1 Local Curricular Reforms

- Aligning pre-requisites with local community colleges: Biology department adjusted introductory curriculum to better suit transfer students
- Revitalizing first-year instruction: Low-enrollment science programs shifted from “weeding freshmen out” to more engaged pedagogy

2 Greater Investment in Student Support

- Increasing instructional support for at-risk groups: Psychology department added supplemental instruction to address noticeable achievement gap
- Requiring four-year degree plans: Share of all first-year students with complete degree plans grew 45% in first two years of assessment

3 Lasting Cultural Change

- Clarifying each unit’s role in contributing to institutional performance goals: Unprecedented awareness of how the actions of each department add up to ultimate success or failure
- Preempting performance-based funding: Faculty, staff, and unit leaders acclimated to culture of evaluation and focused on continuous improvement, without top-down system dictate

Source: EAB interviews and analysis.
Nina Lyon Bennett, PhD
Director, Member Education and Research Delivery

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