



# Student Success Recommendations

February 13, 2018

- 1 Recommendations to Accelerate Student Success
  - 2 Implementation Plan
  - 3 Student Success Management
  - 4 Appendix 1: SSC Campus & Guide  
Appendix 2: Additional Recommendations  
Appendix 3: EAB Research
-



# High Degree of Data Availability

A variety of insights into high level student success themes



1) Dashboards from Institutional Research and the Campus platform

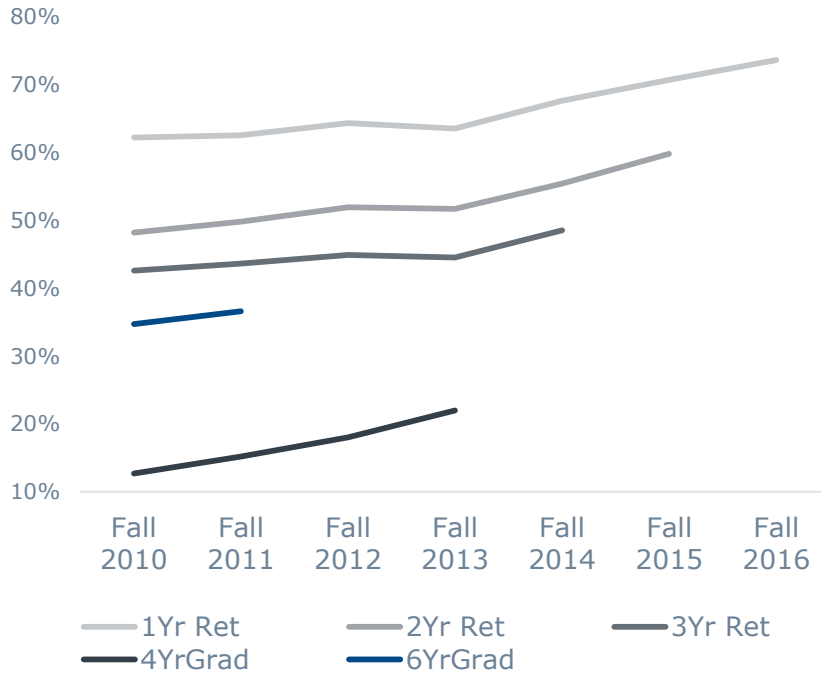


# And as you know....UTSA is on the Rise

Work to date has made an impact, but further room for improvement

## UTSA Retention and Graduation Trends

Cohorts Fall 2010 to Fall 2016



7%

increase in 4 and 6 year graduation rates across 5 years of cohorts

Graduation rate is a lagging indicator and thus retention trends by cohort show projected increase in graduation rate. More opportunity for improvement

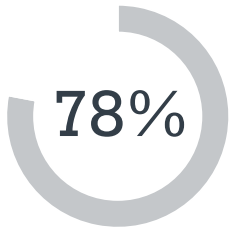


# Who are the students not returning?

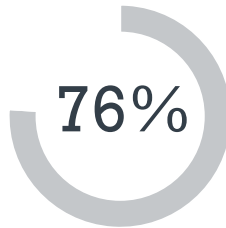
A glimpse into this population

## Academic Profile of Drop/Stop Outs

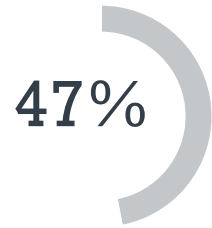
Fall 2009-Spring 2012 first term (all students)



Final term GPA  
**greater than 2.0**



Attempted over **31**  
**institutional credits**



Completed **greater**  
**than 90% of**  
**credits** in last term\*



### Your "Lost" Graduates

Students in good academic standing...who have been UTSA students for over a year...and didn't have a final term flame out

1) \*74% completed greater than 70%

# There are still student barriers preventing their success



6



## Financial 14

- Socio-economic status
- Parking prices
- Affordable housing (on campus)
- Low socioeconomic students/high needs
- Money
- Family obligations
- Lack of scholarships
- Work outside of school

## Faculty / Staff 12

### Culture of Ownership

- Student success, no ownership, should be all
- Lack of faculty engagement
- Faculty research focused, not student focused
- Budgeting – funded by students not research
- Need to see students as people
- Lack of compensation so focus off campus
- Lack of collaboration between academic affairs and student affairs
- We don't know reasons for transfer out
- Deficient orientation/faculty attitudes

## Belonging 8

- Sense of belonging
- Largely commuter campus – impacts culture
- Inability of administration to address issues
- Limited availability of on campus housing
- Lack of culture/connectedness
- Housing (culture)

## Awareness 1

- Siloed orientation/student life is vertical – should be horizontal
- Lack of awareness of resources
- Orientation needs a revamp

## Communication 7

- Communication mechanisms methods not relevant
- Conflicting messages
- Unclear messages/communication jargon
- Lack of coordinated communication
- Lack of context

## Transfer In 5

- Lack of awareness about student population
- Transfer students need help too, not student centric
- Lack of onboarding/orientation

## Academic Preparedness 5

- Underprepared
- Academic preparedness
- Study skills

## Admin Workaround 2

- Holds
- Policies & procedures built in silos not student centric
- Get rerouted b/c staff lack of knowledge
- UTSA run around
- Long lines, phone wait times and drop offs

## Inclusive Excellence 4

- Diverse staff/faculty recruitment
- Perception by families
- Need to ease intimidation factors
- Language barriers
- Communication with family
- Family communication styles/methods
- Inclusion of different cultures
- Head and heart – individualized care needed
- Lack of cultural competence (students in classroom)
- Family inclusion

## Incentives 0

- Sub-optimal investment of faculty resources
- Staff resources need consistency
- Competitive staff salaries
- Lack of more granular student success metrics
- Misaligned incentives (ex. Grades)

## Competition 0

- Do not have the program
- Competition – other schools, outside work, other commitments

## Pedagogy 7

- DFWs
- Integrate & support for adjuncts needed
- Ineffective teaching
- 60% adjuncts
- Ineffective teaching

## Pathways 2

- Too much flexibility, in rigid environment
- Need paths/sometimes too many
- Loss time to degree → transfer credit
- Tight degree plans

## Student/Personal 2

- Psycho-social factors
- Mental health
- Behavioral issues
- 1<sup>st</sup> gen = lack of home support
- Lack of cognitive skills
- Bad choices (given freedoms)

## Program Selection 2

- Need more robust internship structure
- Need safety net for major switching
- Delay grad because do not have plan/goal setting needed for post-graduation
- Goal oriented choices
- Understand benefits of experiential learning, ex. Study abroad, internships, etc.
- Career choice/major selection – unrealistic expectations

## Advising Direction 2

- Inconsistent advising quality
- Inefficient processes & policies
- Advising routing
- Adviser student ratio

## Resources 1

- Technology need to automate when possible
- Ability to access services real time
- Misaligned resources
- Support wait times
- Disconnected from resources (downtown campus)
- Class needs/availability
- Parking (main campus)
- Infrastructure – technology not configured properly
- Commuter students – resources not flexible to their unique schedules
- Class sizes to big
- Co-location of spaces/services
- Study spaces
- Functional student work/study space

# = Number of Votes by Task Force Team Member (3 per person allowed)

# Building On Your Foundation of Student Success



## UTSA is Currently Implementing Student Success Initiatives

### Summary of Some Key Student Success Initiative "Categories" In Progress Now

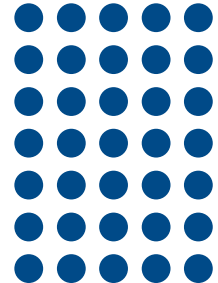
- Academic Readiness/Support
- Advising
- Bridge
- Career/Professional Development
- Co-Curricular
- Course Availability
- Course Transformation
- Culture / Belonging
- DACA
- Financial Aid/Funding/Scholarships
- Financial Literacy
- First Generation Students
- High Impact / Experiential Learning
- Infrastructure
- K-12
- Mentoring
- Share
- Student Success Center
- Technology
- Transfer Students

Onboarding	First Year Experience	Academic Support	Leadership & Professional Preparation	Financial Aid	Advising
<ul style="list-style-type: none"> <li>• Summer LEAD Academy</li> <li>• Aligning onboarding and advising to support Lead</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Pathway Groups</li> <li>• Pre-set schedules of 9-15 hours of coursework</li> <li>• Revise AIS course</li> </ul>	<ul style="list-style-type: none"> <li>• Expand Math Emporium</li> <li>• Align student support with high DFW</li> <li>• Implement composition peer coaches</li> <li>• Peer Academic/Tutoring Ladder</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous Career options</li> <li>• Identify and build recent graduate networks</li> <li>• Identify marketable skills in curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Micro retention grants</li> <li>• Comprehensive emergency funding resources</li> <li>• Align awards with strategic enrollment objectives</li> <li>• Analyze residual need</li> </ul>	<ul style="list-style-type: none"> <li>• Continue technology roll out</li> <li>• Implement Advisor On Call Schedule</li> <li>• Consolidate Advising into central location</li> </ul>

# What Are the National Challenges?

## A True Perspective on Outcomes Demands a New Set of Success Performance Indicators

For Every **100 Students** Who Start a Bachelor's Degree...

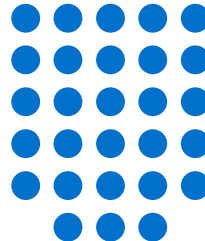
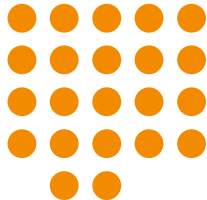


**22** Drop out of college

**12** Still enrolled after six years

**3** Earn an associate's

**28** Graduate but are underemployed



**35** Graduate and are working a job requiring a BA by age 27

### Our new student success mandate:

Graduate more students...

...in less time, at lower cost...

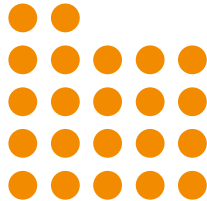
...with better post-grad outcomes...

...to deliver a better **Return on Education**



# Breaking Free of the FY Retention Tunnel Vision

Members Prioritizing an Expanded Set of Institution Performance Indicators That Match Goals



GRADUATE MORE

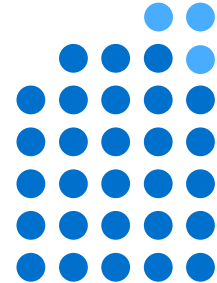
- **First-Year Retention**
- Sophomore Retention
- Transfer Retention
- Overall Persistence
- Six-Year Graduation
- Degrees Conferred

Generating a Better  
**Return on Education**



LESS TIME/LOWER COST

- Credit Attempts per Term
- DFW Rate
- Four-Year Graduation
- Average Time to Degree
- Excess Credits at Graduation



BETTER OUTCOMES

- Career Readiness Index

# The Definition of Student Success at UTSA

## Using the Return on Education Framework

- 1 Student Retention and Persistence**
  - All entering college students remain, re-enroll, and continue their undergraduate education (inclusive of transfer and part-time students)
- 2 Educational Attainment**
  - All entering students persist to degree completion and attainment of their degree, program, or educational goal within a timeframe that does not create diminishing returns (4 year and 6 year graduation improvements)
- 3 Academic Achievement**
  - Students achieve satisfactory or superior levels of academic performance as they progress through and complete their college experience
- 4 Student Advancement**
  - Students proceed to and succeed at subsequent educational and occupational endeavors for which their college degree or program was designed to prepare them

\*Drafted from our last SSTF meeting

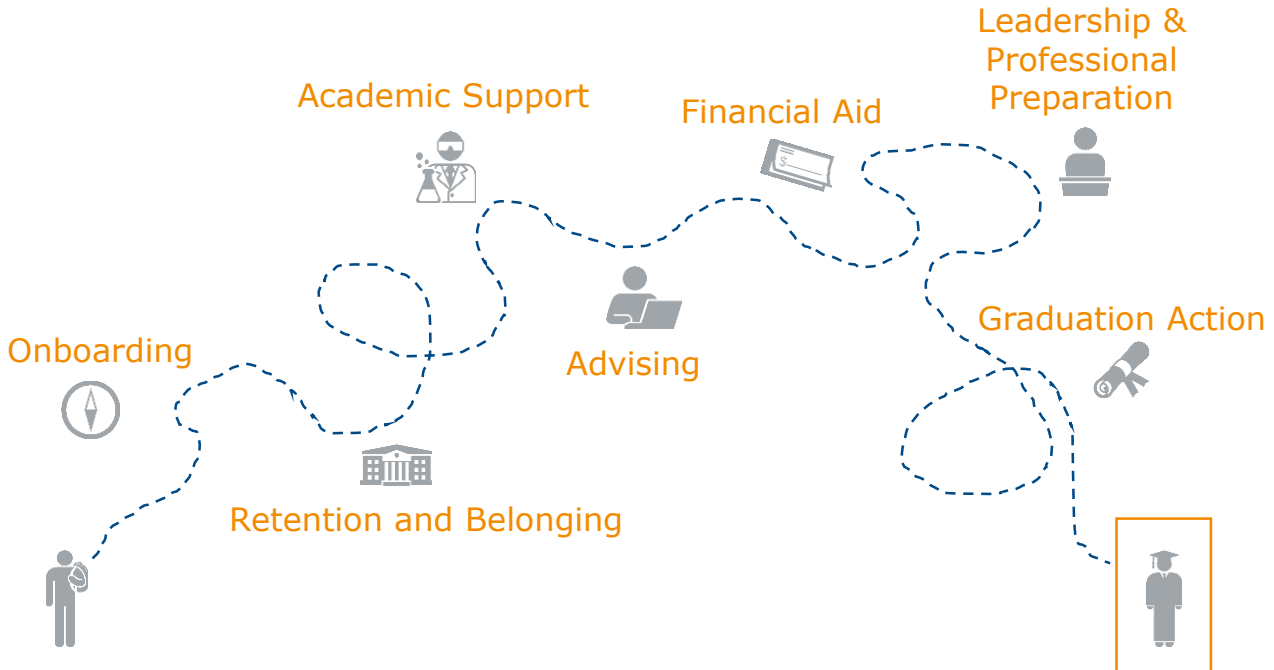
\*Key Performance Indicators TBD

Adapted from Marymount University  
and Indiana State University

# UTSA Student Experience to Create Belonging and Engagement



Major milestones that impact students throughout the college journey that have an impact on both social and academic belonging



# Key Recommendations

Initial areas of focus to make a strong impact and accelerate positive retention and graduation rates



## Onboarding

- Increase yield w/ focus on summer melt
  - Send financial aid awards earlier
  - Conduct transfer credit evaluation prior to application fee
- \$ – Resources: Financial recruiters and increased academic engagement for presidential scholars
- Expand LEAD I program beyond conditional admit to students performing in the murky middle
  - Expand outreach efforts
- \$ – Resource: Secure funding beyond 3 year initial grant



## Retention and Belonging

- Track cohorts for retention using real time data reporting
  - \$ – Resource: Hire a data person
- Centralize peer mentoring programs to improve training and increase proactive accountability
- Leverage first year experience to create a continuum of belonging

# Key Recommendations

Initial areas of focus to make a strong impact and accelerate positive retention and graduation rates



## Academic Support

- Engage faculty to track progress of students in math, redesign courses, and comp embedded tutor courses
- Resource: Secure funding for increased space and program capacity



## Financial Aid Optimization


- Define holds and provide proactive communication to students to adjudicate
- Identify key financial risk factors
- Utilize early alert system to proactively notify students and staff of student financial barriers
- Expand financial literacy and make information broadly available via multiple communication mechanisms

# Key Recommendations

Initial areas of focus to make a strong impact and accelerate positive retention and graduation rates



## Advising Excellence

- Strategic campaigns for at-risk students
- 100% completion of registration campaigns and students that submit a degree plan
- Decrease the % of students who are undeclared by 60 credits
-  Resources: Centralized space; transfer student and prospective student advising



## Leadership and Professional Preparation

- Create a student-facing plan that outlines high impact practices available to a student throughout their college journey and publish on a portal
- Require students to input their experience reflections into DegreeWorks



## Graduation Action

- Provide consistent and coordinated communication about the graduation application process
- Revise graduation application to make it shorter and more accessible

# Key Recommendations

Initial areas of focus to make a strong impact and accelerate positive retention and graduation rates



## Data, Technology & Progress Tracking

- DATA: Implement Real-Time Performance Indicators and Schedule Reports
- TECHNOLOGY: Conduct technology system audit to identify and understand which technology systems are currently being used on campus, for what purpose, by which stakeholders
- Potential Resource Need: A data and assessment person; technology system owner(s)



## Communication

- Coordinate student success action team progress tracking
- Execute communication plan to engage stakeholders in student success culture and ensure awareness about progress towards achieving student success goals



## Vice President of Student Success

- Create a dedicated owner for university-wide student success



## 1 Onboarding

- Decrease % of summer melt
- % of LEAD I cohort re-enrollment & > 2.5 GPA

## 2 Retention and Belonging

- Increase % of students registering for the second term and second year
- Increased graduation and retention rate by special populations

## 3 Financial Aid Optimization

- Decrease average number of financial holds per student
- Reduction of financial risk factors including SAP, FAFSA verification, and scholarship loss

## 4 Academic Support

- Track % credit completion >75%
- Progress report response rates
- Increase retention for students on Academic Warning

## 5 Advising Excellence

- Strategic campaigns for at-risk students
- 100% completion of registration campaigns and students that submit a degree plan
- Decrease the % of students who are undeclared by 60 credits

## 6 Leadership & Professional Preparation

- % of students who participate in a cultural experience or high impact practice
- % of students utilizing leadership, career resources (OCI, Handshake, career event, etc.)

## 7 Graduation Action

- Increase % of those eligible for graduation who submit graduation applications
- Increase % of students who apply for graduation who are accepted
- Increase total number of graduates each semester and overall graduation rate

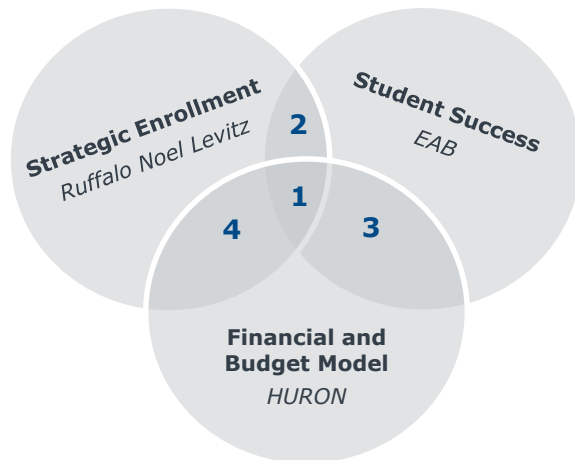


# Initiative Connections – Recommendations with Potential Overlap



## Change Management Tactics for Successful Collaboration

- Implement overall governance structure
- Share goals/metrics of each task force (and subsequent work teams)
- Share implementation timelines including key milestones where change will be heavily present on campus (to prevent overwhelming staff or students at larger)
- Discuss resource allocations – specifically people represented on the multiple task force, teams, sub-committee, etc.
- Share student barriers as they emerge to help teams use their application resources to result
- Leverage same data source for reporting out metrics and progress towards the goals



1

- Conduct transfer credit evaluation prior to application fee
- Define holds (that prevent registration or graduation) and provide proactive communication to students to adjudicate

2

- Increase yield w/ focus on summer melt
- Send financial aid awards earlier
- Expand LEAD I outreach efforts
- Identify student key financial risk factors
- Expand financial literacy and make information broadly available via multiple communication mechanisms

3

Resource Needs:

- Financial recruiters
- Secure funding beyond 3 year initial grant for LEAD I
- Hire a data and assessment person
- Allocate a full time staff member to be the student success technology application administrator
- Secure funding for increased space and program capacity

# How Do We Get There?

## Plans and Needs at a High Level



### 1. Engage Stakeholders in a Unified Vision of Student Success

- Lay the foundation for collaboration among student support units by introducing common definitions for student success.
- Help units define their role and contribution to this initiative and communicate the role technology will play in realizing this vision.



### 2. Create Shared Governance for Student Success

- Collaborate with support units to identify priority next steps.
- Develop a sustainable, scalable approach to accelerating progress.



### 3. Build Collaborative Practices

- Facilitate inter-unit collaboration and develop processes and protocols that facilitate information sharing, process oversight, and data insights.



### 4. Optimize Student-Centered Care Coordination

- Improve existing processes for care coordination with wraparound trainings and cross-departmental committees designed to implement rapid change.

# Recommended Student Success Governance Structure



**Student Success Task Force Chair**  
(*Rhonda Gonzales*): Reports progress and escalates challenges to Presidential Joint Task Force.



**Student Success Task Force (SSTF):** Change agent to hard wire culture of student success. Tracks progress to ensure accountability, collaboration, and lack of redundancies.



**Student Success Task Force Champions:** Designated member of SSTF serves as a champion for each focus area to collect, monitor, and report out progress. Responsible for convening individuals executing work in support of each area.



**Student Success Action Teams:** Comprised of initiatives, projects, grants currently underway, as well as, new action areas identified by the SSTF.



**SSC Campus & Guide Leadership Team:** Focuses on implementing and leveraging functionality to support initiatives, student outreach, coordinated care network and tracking.

## Action Teams

*student success innovation and implementation*



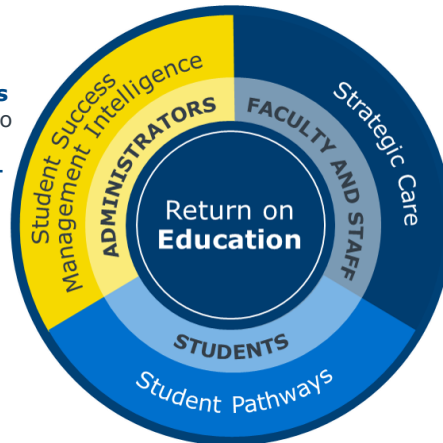
# What is EAB's Student Success Management System?



The SSMS is an **enterprise-level technology** links administrators, advisors, deans, faculty, other staff and students in a coordinated care network designed to help schools **proactively manage student success** and deliver a **Return on Education**.

## Our Platform Promise

Unlock the power of data analytics, bringing real-time insights and **student success management intelligence** to administrators and leaders



Create a connected and coordinated network of support for every student, enabling targeted intervention and proactive, **strategic care**

Provide curated, intelligent guidance at the most pivotal moments along the college journey, simplifying and structuring **student pathways** to completion.

# Inside Our SSMS Platform

Integrated, Holistic Analytics Enable Better Advising and Student Support

## Student Success Management Intelligence (Analytics)

## Strategic Care (Interaction & Workflow)

## Student Pathways (Mobile)

Historical Trend Analytics



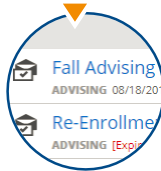
Predictive Analytics



Smart Student Profile



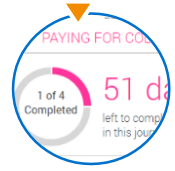
Campaign Management



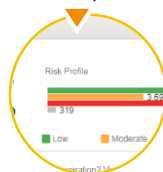
Multi-Modal Communication



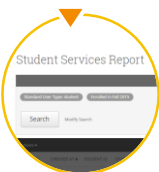
Term-to-Term Planning Toolkit



Population Health Analytics



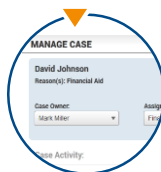
SSMS Activity Analytics



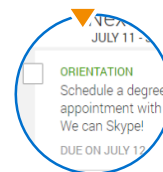
Appointment Scheduling



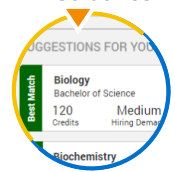
Coordinated Care Network



Guided Onboarding



Major Selection Guidance



# Where Are We Going at UTSA?

## Using the Student Success Maturity Curve

	INTELLIGENCE	STRATEGIC CARE	STUDENT	Adoption Stage
<b>Level 7</b>	Continuous review of impact to make improvements	Case data evaluation to improve overall system effectiveness	Students are automatically corrected when they make a mistake	Advanced
<b>Level 6</b>	Using data to track progress and/or accountability	Holistic collaboration between support offices managing at-risk cases	Guidance provided in real-time, including targeted interventions	
<b>Level 5</b>	Using data to inform and drive broad, coordinated interventions	Cases and alerts referred to support offices	Guidance is customized to individual student needs	Intermediate
<b>Level 4</b>	Widespread use of data by individuals to drive day-to-day activity	Strategic campaigns target specific subpopulations	Self-serve guidance is personalized and proactive	Basic
<b>Level 3</b>	Sporadic use of data by individuals to drive day-to-day activity	Proactive, but generic appointment campaigns	Resources are centralized, uniform, and student friendly	
<b>Level 2</b>	Leadership uses basic trends to inform decisions or strategy	Advisors using basic CRM functionality (notes, communications, scheduling)	Resources are centralized but inconsistent	Pre
<b>Level 1</b>	IR or Faculty run institution-specific trends	Advisors reference student record or profile during interactions	Scattered, inconsistent, and passive guidance	
<b>Level 0</b>	Awareness of basic historical trends	No adoption	Self-service resources only accessible offline	

 **Current Level at UTSA**

# Six Roles for Faculty in Student Success

## Individual and Collective Responsibilities to Guide Institutional Change



### Collective Decision- Making

#### 1 Remove Curricular Barriers to Completion

*Considering student success  
in each stage of curricular  
decision-making*

#### 2 Redesign Academic Policies

*Garnering support for  
student-facing rule  
changes that promote  
persistence to degree*

#### 3 Support Evolving Advising Models

*Building buy-in for,  
confidence in, and  
collaboration*



### Individual Contribution

#### 4 Enhance the Learning Experience

*Evaluating and scaling  
high-impact learning  
innovations across courses  
and disciplines*

#### 5 Flag Signs of Student Risk

*Equipping faculty with  
the right tools and  
techniques to maximize  
early warning systems*

#### 6 Mentor Rising-Risk Student Groups

*Targeting faculty  
engagement efforts toward  
students lacking a strong  
connection to campus*

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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*

# Speeding Up Progress: Our Immediate Next Steps

Accelerating Change is a Process

## Process Improvement Cycle



## Immediate Next Steps

- EAB visits campus every two weeks during acceleration period
- Provide leaders and champions with change management workshops
- Provide resources for data success team to conduct a technology audit and needs assessment
- Recommend priority areas to optimize coordinated care network
- Work with Action Teams to develop project plans and student-centered performance indicators
- Prioritize recommendations with each Action Team

## What We Need from UTSA

- Identify SSTF champions to lead action teams
- Commit to student success definition and share broadly
- Recognize and reward those contributing to student success
- Provide resources to support recommendations





# Appendix: SSC Campus & Guide

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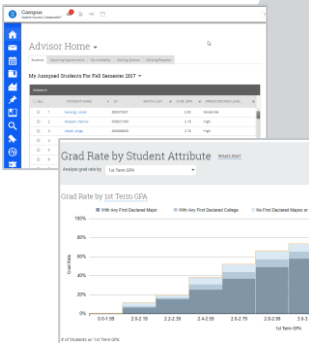
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# Understand Your Platform Configuration

## A Single System with Two Interfaces

### Campus

*Designed for: Student Support Services, Academic Leaders, Administration*



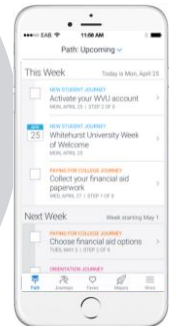
- ✓ Advanced search
- ✓ Referrals and case management
- ✓ Appointment reports and shared notes
- ✓ Early alerts
- ✓ Intervention Campaigns
- ✓ Front desk management
- ✓ Historical Analytics

- Desktop and App driven **appointment scheduling** by students
- **Intake, Favorites, Path** from Guide displayed in Campus
- **Connect Network** links student to their support team

- ✓ Personalized student path
- ✓ Intake survey
- ✓ Quick polls
- ✓ "Nudges" via push notifications
- ✓ Student calendar
- ✓ Holds Center
- ✓ Major Selection Guidance
- ✓ Connect to campus resources

### Guide

*Designed for: Students*



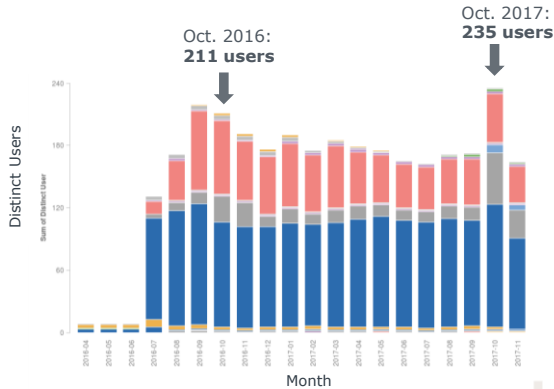
**Analytics, Interaction, and Workflow Tools in Campus** facilitate the work and collaboration of advisors, academic leaders and support providers behind the scenes of the student experience

**Student Engagement Tools in Guide** empower students to take ownership of their college experience through timely, customized mobile interventions, and ability to proactively reach out for support

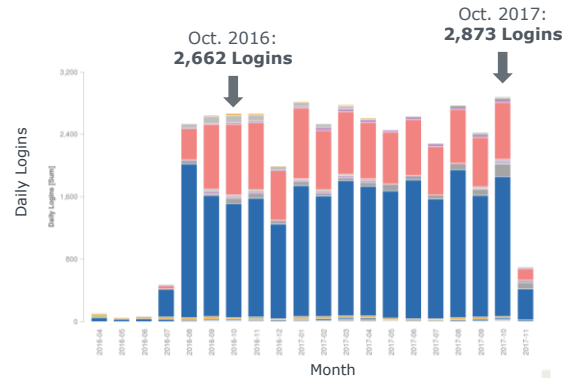
# Campus | Depth of Rollout

Usage level among UTSA advisors from July 2017 onward

### Distinct Users per Month



### Daily Logins per Month



Each band color represents a combination of an advisor role and another role, such as professor or administrator.

**SSC-Campus Platform utilization has increased, both in distinct users and daily logins, from 2016 to 2017 – particularly during peak advising**

# Campus | Tracking Advising Metrics

Indicators of advisor utilization of the Campus platform Fall 2017 to today



## Advising Appointments

**52,869**

The number of advising sessions in Fall 2017

**29,715**

The number of appointments that were scheduled (as opposed to drop-in)

**22,874**

The number of students advised in Fall 2017



## Advising Reports

**92%**

The percentage of all appointments for which advisors logged an advising report in the Fall 2017 Semester



## Appointment Availability

**93**

The number of advisors who have advising availability set up for Spring 2018

# Guide Mobile Platform Launch | Summer 2017

How did Guide adoption and utilization unfold starting June 2017?

## Strong adoption among target group

**~5047**

Target group:  
Fall 2017 first-year  
cohort (onboarding)

**3909**

Total Guide  
user count

**77%**

Guide  
adoption rate

*UTSA surpassed  
50% adoption  
rate target*

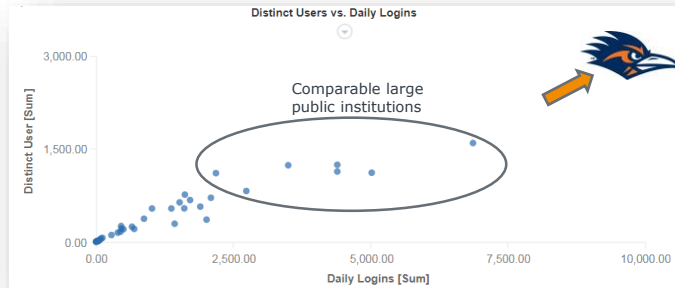
## Student Daily Logins among the highest of SSC membership

**~10,000**

Distinct log-ins in July 2017

**~3,000**

Distinct users in July 2017



*Utilization hit  
targets for core  
features*

## Impressive utilization metrics

**90%**

Of steps completed  
by 1 or more users

**50%**

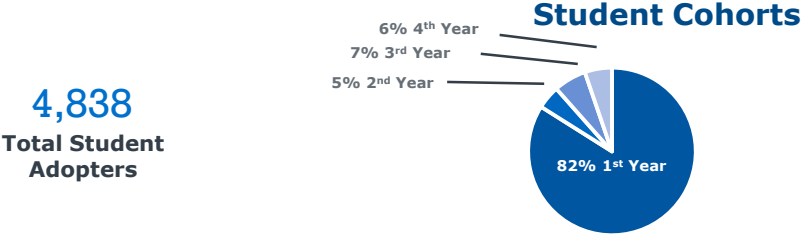
Of users completed  
most popular step

**45%**

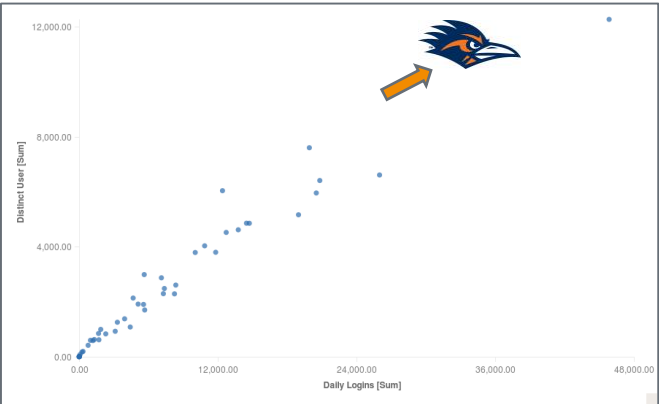
Hold center  
views

# Guide's Expanded Rollout | Fall 2017

How has Guide adoption unfolded the first semester of AY 2017-2018?



**Aggregated Monthly Users vs. Daily Logins**



# Guide's Expanded Rollout | Fall 2017 (continued)



## Highlights of Guide feature utilization



### Hold Center

**2,559**

The number of times the Hold Center in Guide notified a student about a Hold on their account



### Connect Network

**1,256**

The number of times a student used the Connect feature to get to know their advisors, instructors, and tutors

*Note: Connect was turned on starting Fall 2017*



### Major Explorer

**1,052**

The number of times a student used the Major Explorer to understand major options at UTSA



### My Schedule

**850**

The number of times students viewed and likely downloaded their Course Schedule from Guide to their smartphones

*Note: Fall schedules became viewable starting Fall 2017*



### Intake Survey

Indicates self-reported student interest in UTSA activities or resources

Count	Student Choice
892	I plan to use financial aid
808	I plan to work part-time
636	I want to get involved on-campus
541	I'm interested in volunteering
450	I'm interested in tutoring services
380	I'm the first in my family to attend college
366	I'm interested in study abroad
106	I have one or more children



# Appendix: Additional Recommendations

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2





# Onboarding: LEAD I

## Summer Academy for conditional admits

2015	2017 Pilot	2018	2019 & 2020
800 students (18%) admitted under holistic review	11 students; all but 1 continued due to personal reasons	Goal = 250 students As of 1/9/18 216 students offered spots 42 accepted	Goal = 400 students

### Challenges

- Metrics manually tracked
- Housing not mandatory b/c of cost and space limitations. Working on 20% discount off housing costs
- Students in need of on campus work opportunities
- Course duplication might become more prevalent as program expands
- Recruitment of participants needed

### POLICY / PROCESS

- Housing – Offer reduced rate or free on campus housing and make mandatory or strongly recommend to incentivize these students to start building a community and transition from high school to college
- Courses – Develop alternative course that can be taken if student already has credit for courses offered
- Workshops – Expand content & delivery; incorporate evaluation of learning outcomes
- Work Opportunities – Collaborate with Career Services and future Hiring Hub to offer on campus work opportunities
- Recruitment – Conduct information sessions for prospective students & families (April UTSA Day, May Regional Days, Spring break Tours (March 12 – 14). Collaborate with academic advising.

### METRICS

- Analyze 2017 Cohort GPA data; track outcomes by cohorts moving forward

### BUDGET

- 3 year grant; need ongoing funding to support expansion of student participants

### TECHNOLOGY

#### SSC CAMPUS

- Track student outcomes by cohort by creating a category
- Make these success marker courses and utilize progress reports (Recommend 2.5 GPA)
- Utilize advanced search and list feature to track 15 credit hour completion rates

GUIDE: Explore creation of a topic or path or use what already exists for summer activities for LEAD students



# Onboarding: LEAD II

Support for students on academic warning or probation

## 2018 Launch

- 1122 students on warning or probation; 250 spots
- Determination of courses and workshops in early phase

## Challenges

- Potential for student confusion about the two LEAD programs
- Associate Deans get list of students and work with advisors to call them
- Need a carrot to get students to participate
- Proposed reduction in fall tuition after successful completion (need to determine how or if this affects their financial aid)



### **POLICY / PROCESS**

- Branding – Rename LEAD II (help with purpose and recruitment)



### **TECHNOLOGY**

#### SSC CAMPUS

- Review courses predictive of graduation & select pre-requisites that will apply to the majority of 250 students in LEAD II as initial offering

# Onboarding: Roadrunner Transition Experience (RTE)



Aimed at in-coming students excluded from the freshman First Year Experience

**11 Peer Mentor : 500 Mentee**

## Challenges

- Mentors make verbal referrals; no closing the loop
- Areas of support mentors need to be knowledgeable about:
  - Academic plan and courses
  - Navigating hierarchy of campus and finding resources (tutoring, disability services, financial aid, etc.)
  - Identifying and securing leadership/extracurricular activities to put on resume (co-curricular transcript)
  - Finding and obtaining internships
- Transfer Council exists – focus on events vs. policy changes to support this student population



## POLICY / PROCESS

- Increase mentors to reduce ratio
- Determine who is responsible for transfer credit articulation (articulation agreements with 5 main feeder schools)
- Map out coordinated care network – bidirectional referrals for degree planning, recruitment of peer mentors, and those that need peer mentor between advising and road runner office staff
- Establish major switching support specific to transfer students
- Determine way to recognize two student who run YouTube site and determine transition plan (both seniors)



## METRICS

- Track students who utilize RTE resources/services
- Identify and track shorter term tangible metrics



## TECHNOLOGY

- Create coordinated care network in SSC Campus to ensure mentor referrals to resources happen and student issue is addressed
- Optimize the system purchased to develop FAQ's



## BUDGET

- 5 year grant (started in October 2015), 2 years of funding left

# Onboarding: Communication

Content and information shared with accepted students

- **Several modifications have occurred; specifically with a focus on the Rowdy Ready email nudges**

## Challenges

- Separate communication streams still exist – college, housing, financial aid, scholarships

### POLICY / PROCESS

- Audit existing communication to determine gaps and areas for consolidation
- Review content to ensure one UTSA voice, concise, and clear call to action
- Review open question about use of preferred email for communications versus the institutional email
- Determine opportunities to further share progress of all students to key stakeholders to set them up for success

# Onboarding: First to Go & Graduate

Creates a culture that actively recognizes and supports first-generation college students

## Challenges

- Several people involved but not always coordinated
  - First gen faculty, student organization, and peer mentors heavily involved
- Only 11,000 students out of 24,000 total first gen students served
- Inconsistent use of social media to promote events

## POLICY / PROCESS

- Connect with admissions to begin marketing to first generation student i.e. a box on the application expressing interest in F2G&G to increase recruitment efforts and demonstrate the value of attending UTSA
- Build a bridge to also engage first generation alumni who may consider donating or opening doors for career opportunities
- Coordinate with career services and proactively outreach to first generation students for internship opportunities
- Partner with other mentor initiatives on campus to host workshops

## METRICS

- F2G&G's goal is to increase retention and graduation of first-generation students
- Begin tracking yield of first generation students from application to F2G&G
- Opportunity to also track impact of financial aid/scholarships (i.e. FAFSA verification), GPA improvements, and major declaration

## TECHNOLOGY

- GUIDE: Explore creation of a topic or path specifically for First Generation Students
- SSC CAMPUS: Track first generation student progress using the advanced search, create a list, and watch list functionality
- SOCIAL MEDIA: Ensure event and recruiting communications go out on all channels (there is a heavy focus on Twitter)



# First Year Experience: AIS, Block Scheduling, & UPM Opportunities & Recommendations



## Challenges

### UNDERGRADUATE PEER MENTORS

- Not fully funded program
- No current ladder or pay increase for UPMs
- Students attend workshops that may be offered by other programs and initiatives on campus

### AIS ACADEMIC PATHWAYS & BLOCK SCHEDULES

- Value of block schedules are not immediately obvious or reinforced
- 2017 served as a pre-pilot for a pre-set block schedule, must roll out to all 10 pathways by Fall 2018
- Peer mentors do not strategically intervene with students in AIS and block courses based on performance

### BUDGET

- Not a fully funded program



### POLICY / PROCESS

- Share practices with admissions to use as a value-add in marketing materials to prospective students
- Connect the key people in each pathways as much as possible, so there is intentional overlap of the same AIS Academic Pathways Instructor, Teaching Assistant (TA), and Peer Mentor (PM) for a seamless student experience
- Move orientation college-focus to a focus on pathways
- Formalize communication campaign from UPM recruitment to continuing student success based on pathway
- Develop UPM ladder to retain great peer mentors, following similar model to F2G&G



### METRICS

- Goal is 50% of freshman in Fall 2018 for all 10 pathways; higher GPA's; increase completed and enrolled credits; ultimately higher retention and graduation rates.
- Eventually increase impact population to 70-75% of first year students because some students come in with credits



### TECHNOLOGY

- GUIDE: Poll students about working on or off campus, how many hours, and seeing value in their AIS course and block schedule
- SSC CAMPUS: Launch progress reports week 3, midterm, and week 11 to gauge student performance. This allows for transparency with advising
- CIVITAS SCHEDULER: Use strategically to package different block options for students with work study or personal obligations – add this information as a note in SSC CAMPUS



## Opportunities and Recommendations for Financial Aid

### Challenges

#### BARRIERS FOR STUDENTS

- Lack of money to cover expenses even if tuition is covered
- Other family costs/ opportunity cost
- Won't take out student loans
- Forget to complete activities needed to apply or reapply for financial aid

#### FA OFFICE CHALLENGES

- Data exists for the various financial needs/risks but is not looked at collectively and advisors do not see the information
- Financial risks and tasks could be shared more broadly on campus

### Opportunities and Recommendations

- Create scorecard of key student financial aids and determine interventions to address each portion (including engaging support of advising)
- Continue to boost funding and expand the use of emergency loans/micro loans. Keep expanding this program through focus on alumni donations and annual crowd funding, as this has been shown to positively inflect graduation.
- Centralize scholarships into single portal (as college scholarships are not included there) to improve experience for students and then review the timeline for how they are delivered.
- Continue with further financial literacy training which could be leveraging student mentors on campus to help educate first year students on financial options
- Share financial risks and tasks more broadly across campus so that advisors and others support staff can help remind students. Specifically as part of this explore how to have Rowdy Ready type communications on financial needs.



Tutors embedded in six sections of one course to promote writing help.

## Challenges

- Fall 2017 Pilot, 6 sections have embedded tutors
  - WRC 1013 (Fall), 1023 (Spring) (four main campus, one downtown, one online course)
- Expand to all sections 90+; 40 faculty members

## Opportunities and Recommendations



### TECHNOLOGY

- Create course as a success marker in SSC Campus
- Utilize progress reports in embedded tutor courses and train faculty as needed



### METRICS

- Comparing DFW rates of embedded to non-tutor classes
- Conducting end of semester survey to gather qualitative student experience and engagement data



### POLICY/ PROCESS

- Proactively leverage embedded tutors to spot when students are not succeeding academically outside of grades (i.e. falling asleep, not prepared or participating, etc.)



### BUDGET

- Secure money for more tutors for 1023 and other identified success marker courses
- WRC pays tutor salaries (\$10 hour)





Hands-on approach to learning math where students work with faculty and tutors in the classroom and Learning Labs to complete assignments

## Challenges

- Few students receive A or B
- Could improve persistence in STEM majors with early math courses

## Opportunities and Recommendations



### POLICY/ PROCESS

- Require attendance in the math lab in the course syllabus



### TECHNOLOGY

- Utilize SSC Campus to mark these courses as success markers
- Utilize SSC Campus to initiate progress reports for these courses



# Academic Support: Course Redesign



Goal of course redesign is to improve student learning in freshman and sophomore gateway courses.

## Challenges

- High DFW rates
- Will need a mixture of incentives and requirements for departments
- Budget is not based on student enrollment in a given academic areas

## Opportunities and Recommendations



### POLICY/ PROCESS

- Compare list of courses being targeted to success marker courses in SSC Campus
- Consider more transparency on student degree plans when taking critical courses that have been redesigned
- Review EAB best practice research on course redesign
- Consider including embedded tutors in all redesign courses.



### TECHNOLOGY

- Create progress reports for all of these success marker courses. Recommended timeline: week 3, midterms, and well 11 check-ins.



# Academic Support: Course Redesign



Analysis Conducted by EAB Against Proposed Redesign Courses.  
Recommendations Include:

## Challenges with Identified Success Marker Courses

CS 1713	Withdrawal rate is a concern here
PHY 1603	
MAT 1214	
CS 2123	
STA 1053	
MAT 1224	Students seem to do poorly in terms of graduation no matter which grade is earned
MAT 1023	
EE 2423	Students still go on to graduate at decent rates, except if they withdraw (potential retake factor)
PHI 2043	Students still go on to graduate at decent rates, despite high DFW (potential retake factor)
EGR 2323	Failing and withdrawing is an issue here

## EAB Recommends the Following Success Marker Courses

MAT 1093	<p>Create progress reports for all of these success marker courses. Recommended timeline: week 3, midterms, and well 11 check-ins.</p> <p>Also consider including embedded tutors in all redesign courses.</p>
MAT 2214	
MAT 1073	
MAT 1033	
PHY 1943	
CHE 2603	
CS 1083	
MAT 2233	
BIO 2313	
POL 2703	
EGR 2103	
STA 2303	
PSY 2073	
PHY 1963	
HIS 2003	



## Additional Opportunities and Recommendations for Academic Support

### Challenges

#### MAJOR SWITCHING

- The major switching process is not student friendly as is heavily reliant on knowing the individual department's process.
- Rough major switches enable students to lose productive credits

#### COURSE SELECTION

- There are no proactive and consistent pre-registration communications around holds and the academic plan
- Currently, students can withdraw from a course and drop all courses without an intervention

### Opportunities and Recommendations



#### POLICY/ PROCESS

- Review most common major switches and discuss whether there are any programmatic changes needed to help ensure smoother transitions.
- Determine universal process for major switching under 75 credits (and confirm beyond 75 credits).
- Create proactive (and consistent) pre-registration communications around holds and your academic plan. Further opportunity to share the registration holds through Guide.
- Build a culture of mindful curriculum changes that will impact student course selection and course holds to eliminate frustration and increased administrative work during registration.
- One option to intervene with students withdrawing from a course is to mandate a training materials/videos for students to understand implications of withdrawing from course.
- Either prevent a student from dropping all courses without an intervention or build a clear report for all students who drop all courses and perform immediate intervention.

## Opportunities and Recommendations for Academic Advising

### Challenges

- Lack of education and awareness on campus about what academic advising is (i.e. teaching and empowerment, not just pushing a button)
- No centralized location – goal for a centralized space in 3-5 years
- Advising budget comes from student fees, but 3 line items are not part of that budget: maintenance and operations, student and work study wages, and professional development. Advisors have to use reserve funds for these, and have reduced admin support to make up for the short comings
- Salaries are not competitive with the San Antonio area, and there is currently no Advisor Career Ladder to raise salaries with performance

### Opportunities and Recommendations



#### POLICY/ PROCESS

- EAB to conduct an audit of the advising proactive intervention calendar
- Conduct a unit prioritization to strategically expand the Coordinated Care Network to other offices on campus
- Administration to showcase advisors work and share appreciation so advisors feel valued for their contribution to student success
- Assess and standardize various forms used in the advising process that are owned by academic units and then educate and get buy-in on their use
- Monitor course availability and add sections when needed (specifically to ensure all courses on 4 year plans are available)



#### TECHNOLOGY

- Utilize SSC Campus to track campaign metrics and success
- Utilize SSC success markers for more targeted student conversations and outreach
- Leverage SSC Campus' Coordinated Care Network and use of alerts and cases. Consider using appointment scheduling for other areas for advisors to make appointments for students
- Provides training on how to use SSC Campus reports more effectively



## Opportunities and Recommendations for Academic Advising

### Challenges

- Separate communication streams still exist - college, registrar, financial aid, scholarships

### Opportunities and Recommendations



#### POLICY/ PROCESS

- Determine a standardized proactive way to target communication to those students who are eligible to graduate. (Examples include: SSC Campus Campaigns; DegreeWorks auto generated message at 90 credit hour threshold)
- Establish formal student follow up mechanism (in the form of surveys and calling campaigns) and data analysis to determine the barriers that lead to stopping out, not re-enrolling, or increasing time to degree.
- Review and update the denial of graduation application communication. Very generic and does not detail why and how to reapply.



Focused on improving the on campus student employment experience from recruitment, application process, selection, and career development and progression

### Challenges

#### Application and Screening Process

- Criminal background check (CBC)
  - Takes too long during busy cycles
  - Students who are already employed (sometimes in same position) have to get another CBC if title changes (work in another office, promoted to new or differing role)
- Work study funding
  - Do not know which students receive funds; try to use those funds first, if a student works or worked previously in another office, sometimes issues in the system that prevent payments

#### Retain Talent through centralized training and career ladder

- decentralized funding model
- lack of centralized information about students
- different offices pay different amounts, it isn't always based on experience level or class year
- not all jobs are posted through HandShake (career center tool), so students have no central source to find job openings and offices aren't able to share candidates if they have too many

#### POLICY / PROCESS

- Ensure HR is open and willing to meet with Hiring Hub team to discuss CBC and hiring handbook exemptions to streamline this process and make it easier to hire and retain students
- Create and implement a policy to post all positions centrally – Handshake (can still link out to individual office pages)
- Create career ladder and associated salary structure for all student employees
- Have 1-2 dedicated HR business partners who work on campus student employment



# Leadership & Professional Preparation: 60x30TX

## – Marketable Skills



\*By 2030, all graduates from Texas public institutions of higher education will have completed programs with identified marketable skills.


### Challenges

- By 2020, institutions will have created and implemented a process to identify and regularly update marketable skills for each of their programs, in collaboration with business and other stakeholders

### POLICY / PROCESS

- Convene stakeholders to define set of UTSA marketable skills and outline education/adoption plan
- Utilize existing resources such as NACE career readiness competencies and leverage best practices
  - <http://www.nacweb.org/career-readiness/competencies/career-readiness-defined/>

**CAREER READINESS**  
for the New College Graduate  
A DEFINITION AND COMPETENCIES



Career readiness of college graduates is of critical importance in higher education, in the labor market, and in the public arena. Yet, up until now, "career readiness" has been undefined, making it difficult for leaders in higher education, work force development, and public policy to work together effectively to ensure the career readiness of today's graduates.

In accordance with its mission to lead the community focused on the employment of the new college graduate, the National Association of Colleges and Employers (NACE), through a task force comprised of representatives from both the higher education and corporate sides, has developed a definition and identified competencies associated with career readiness for the new college graduate.

**DEFINITION:**  
Career readiness is the attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace.

**COMPETENCIES:**

**Critical Thinking/Problem Solving:** Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in the process, and may demonstrate originality and inventiveness.

**Oral/Written Communications:** Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills, is able to express ideas to others, and can write/read memos, letters, and complex technical reports clearly and effectively.

**Teamwork/Collaboration:** Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team structure, and can negotiate and manage conflict.

**Digital Technology:** Leverage existing digital technologies ethically and efficiently to solve problems, complete

\*SOURCE: Texas Higher Education Strategic Plan: 2015–2030





## Opportunities and Recommendations to Ensure Students Cross the Finish Line



Graduation Helpdesk – virtual support center for students who have been denied to assist with barriers to graduation.

### Challenges

- Enhancing the overall graduation process to increase graduation rate
- Potential transparency with advisors

### Opportunities and Recommendations



#### POLICY/ PROCESS

- Determine a standardized proactive way to target communication to those students who are eligible to graduate. (Examples include: SSC Campus Campaigns; DegreeWorks auto generated message at 90 credit hour threshold)
- Create communication channel and materials to help students navigate the graduation experience.
- Identify way to track “likely graduation term” to help with monitoring.
- Better tracking and analysis of student risk and pacing toward degree.
- Establish formal student follow up mechanism (in the form of surveys and calling campaigns) and data analysis to determine the barriers that lead to stopping out, not re-enrolling, or increasing time to degree.
- Revise application to make it shorter and easier to complete. Improve communication related to participating in commencement (walking across the stage) and actually graduating/completing degree requirements.
- Review and update the denial of application communication. Very generic and does not detail why and how to reapply.

# Data and Progress Tracking

Recommended focus area to streamline student success data reporting, cohort tracking, and data analysis.

## Challenges

- Currently no unified reporting tool for all CLASS and student success initiatives
- Various technologies used across campus, many with duplicative functions
- Term over term attrition and no targeted outreach

## Opportunities and Recommendations



### METRICS

- Create a reporting tool that is regularly updated by SSTF Champions and collected by the Communications Focus Area
- Conduct a technology system audit and analysis; leverage technologies to maximize efficiencies and accountability

# Data and Progress Tracking: System Audit

The deep dive assessment sessions uncovered the existence or potential purchase of many systems that support student success business processes

## Challenges

- End user fatigue
- Resources
- Duplication
- Systems to do not connect

## Opportunities and Recommendations



### POLICY/ PROCESS

- Conduct system audit to identify and understand which technology systems are currently being used on campus, for what purpose, by which stakeholders
- Leverage the tools to make business processes easier
- Increase staff resources to train and sustain systems (if needed and identified as essential)
- Create and share roll out timelines of new tools and functionality to ensure bandwidth of end users to learn how to use new tools and adopt functionality

# Data and Assessment: System Audit

## Technology system sample

Technology	Description
Blackboard	Access class information from my professor
DegreeWorks	Perform degree audit and see what courses I need (CollegeScheduler available in future)
Blue Book	See evaluations and other information on faculty
Customer Relationship Management (CRM)Tool	Tracking and outreach tool for prospective students. Admissions is reviewing tools; currently use Emma email system and Exact Target.
Guide	Mobile app that allows students to view key information needed during onboarding and beyond. Nudges students to take action at key points in their campus journey.
Handshake	See and apply for job and internship opportunities
Iclicker	Survey tool used in class which is both hardware and software
My Parking Link	Access parking information
Portfolium	Under review. Makes digital portfolios smarter for students, reportable for educators, and searchable for employers
Rez Life (Star rez)	Apply for housing
Rowdy Link (Campus Labs)	See and interact with clubs and orgs on campus
RowdyLink	Used to track attendance
Slotted	Sign Up tool
SSC Campus	Combines technology, research, case management, and predictive analytics to help institutions positively inflect degree completion outcomes for students.
TutorTrac	Management solution developed for the specific needs of learning, writing, tutoring, academic skills and other centers that support students in higher education.
Wufoo	Online form builder

## Challenges

- Hardwiring student success culture
- Collaboration and sharing of information to reduce redundancies and improve efficiencies
- Gaining stakeholder buy-in to change processes and procedures
- Keeping abreast of wins and incentivizing participation

## Opportunities and Recommendations



### POLICY/ PROCESS

- Utilize the tool created by Data and the Assessment Focus Area and collect data and metrics from all focus areas
- Shape data and information into a cohesive story of student success at UTSA
- Prepare communications to share with internal and external stakeholders



# Appendix: EAB Research

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3

## Recruitment Supporting Research:

[Connecting the Educational Pipeline](#) (p. 65)



## Onboarding and Navigation for New Students Supporting Research:

While some students arrive on campus “college-ready,” others need more guidance. These practices show how some schools use early programming to bring all students up to speed on what they need to know.

[Four Tactics to Support First-Generation Students Infographic](#)  
[Model Successful Academic Behavior](#) (p. 42)  
[Cultivating College Navigation Skills](#) (p. 11)

## Orientation Supporting Research:

[First-Year Orientation](#) (research brief)  
[6 Ways to Revamp Orientation](#) (article)



## **Wellness and the First-Year Experience**

This brief examines wellness programs at four private universities, including wellness-themed residential options and wellness seminars.



## **Developing an Integrated First-Year Experience**

This brief describes the efforts at six institutions to provide students with a successful first-year experience.



## **Models of Comprehensive First-Year Experience Initiatives at Large, Public Universities**

This report focuses on first-year experience initiatives that have resulted in increased first-year persistence rates, as well as national recognition for the profiled universities.



## **Coordinated First-Year Seminar and Advising Programs**

This brief describes how four institutions manage and assess first-year seminars and advising.



## **New Clues About What Drives First-Year Persistence**

Royall's partnership with EAB has enabled new insight into what drives first-year persistence on college campuses. Important factors include application timing, parent engagement, and institutional contact.



## **Achieving Personalized Guidance at Scale** (p. 23)

Students are more likely to enroll, persist, and graduate from college when provided personalized attention from a mentor or coach.





## [Peer Mentoring](#)

This brief profiles mentoring systems, including mentor training, mentor/mentee matching, and administration, at two Fortune 500 companies and three universities recognized for their strong programs.



## [Academic and Social Peer Mentoring Programs](#)

This brief outlines examples of common academic and social peer mentor programs.



## [Making the Connection between Academic Interests and Future Careers: Alumni and Peer Mentoring Programs](#)

This project looks at alumni and peer mentoring programs that help students to connect their academic interests with concrete career goals.



## [Peer Mentoring Programs for Low-Income or First-Generation Students](#)

This brief covers the basics of peer mentoring program with an emphasis on how to recruit both mentors and mentees, how to train mentors, how to compensate mentors, and key lessons learned from emerging programs.



## [Designing a Peer Mentor Program](#)

This brief profiles three program models, each of which offers a different balance between social activities and academic training.

## Publications:

### [Administering Outcomes Based Financial Aid Programs](#)

Examines public university initiatives that strategically leverage financial aid to support institutional retention and degree completion goals.

### [American Approaches to Student Financial Aid](#)

This brief profiles financial aid offices at ten large American institutions, outlining typical office structures, staffing considerations, and suggestions for executing a smooth and coordinated financial aid strategy.

### [Financial Aid Stewardship Structure and Practices](#)

This report explores strategies to engage and retain scholarship donors. It examines stewardship practices organized by both financial aid and donor relations offices, including events, materials sent to donors, student biographies, and reporting.

### [Retaining Students in Financial Distress](#)

This brief profiles approaches to preventing financial emergencies, identifying students in financial distress, and providing additional aid or emergency loans.

### [Students Don't Speak "Financial Aid"](#)

Eliminating jargon in financial aid communication is key to helping prospective low-income students use the resources available to them.



### [Incentivizing Behavioral Change with Aid Dollars](#)

This study documents perspective and best practices on how EMs across public and private institutions are linking financial aid to student success.

## Blog Posts:

### [Three Innovative Ways to Use Financial Aid to Promote Student Success](#)

### [Why Public Schools Struggle to Advance Financial Aid Strategy](#)

### [Why Federal Financial Aid Isn't Enough for Students](#)



Watch the webinars [The Evolution of Academic Advising – and what comes next](#) and [The Advising Office of the Future \(for Large Institutions\)](#).



The [Academic Advising Resource Center](#) on EAB.com is a collection of resources that supplement the practices profiled in our research. The materials are organized by topic to help academic leaders improve academic and career advising across campus.



[A Student-Centered Approach to Advising](#) is a study about redeploying academic advisors to create accountability and scale personalized intervention.

Additional Publications Include:

- [Targeting Intervention Strategies Based on Student Risk](#)
- [Effective Strategies for Supporting Students on Academic Probation](#)
- [Understanding Students in the ‘Murky Middle’](#)

## **Intervention Approaches and Leveraging Technology** Resources:

The research study **Guiding Student Choice to Promote Persistence** profiles innovative tools, technologies, and policies that institutions have used to improve student retention and completion rates.

[Identifying and Supporting Academically At-Risk Students](#): This brief outlines how administrators identify and track at-risk students, inform students of their academic status, and offer programs and advising services to support students' academic success.

This [case study](#) profiling Middle Tennessee State University discusses their strategic, campus-wide interventions that increased their undergrad persistence by +1.5%. MTSU leveraged SSC Campus to identify students and stop outs, reach out to them, and manage intervention campaigns.

The [toolkit Designing and Implementing a Targeted Advising Campaign](#) provides resources to launch interventions in SSC Campus. The [infographic](#) outlines 61 ideas to target your advising campaigns.

# EAB Research on Academic Support



## Tutoring Resources:

### [Peer Tutoring Services at Canadian Institutions](#)

This brief overviews examples of how large US and Canadian institutions organize and manage peer tutoring services and what units oversee these services. The brief gives an overview of the type of services institutions offer as well as how peer tutors are trained and selected. The brief also reviews ways institutions assess the effectiveness of peer tutoring.

### [Structuring Tutoring and Academic Support Services](#)

This brief examines how other institutions structure their tutoring and study support services. Specifically, this report examines the administrative and funding structures of services, as well as tutor qualifications and student-tutor match.

### [Peer Tutoring Services at Liberal Arts Institutions](#)

We examine the structure and administration of peer tutoring services at highly selective, private, liberal arts institutions. The report focuses on tutor responsibilities, compensation, training processes, and program effectiveness, and potential improvements and changes to tutoring programs.



## Math Resources:

*Please note that these resources are written for EAB's Community College members.*

### [Reengineering Developmental Math](#)

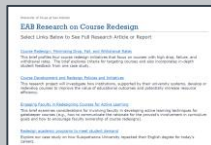
Based on more than 200 research interviews with leading community colleges, this study explores what works, what doesn't, and where to invest in developmental math redesign.

### [Math Pathing: Innovations in Developmental Math Curriculum](#)

This brief describes efforts to provide alternative courses that cater more closely to student needs, as well as new methods of delivering developmental content to help student rapidly achieve college-level mathematics competencies.

### [Math Innovation Diagnostic](#)

This interactive diagnostic guides users through three primary factors to consider before redesign investment: math placement level, academic concentration, and motivation level.



See additional handout for resources on **Course Redesign**

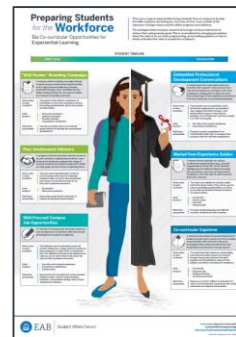


## [Integrating Academic and Career Development](#)

Explore our report for 34 best practices to incorporate meaningful career exploration into the academic curriculum. Be sure to checkout the infographic and [toolkit](#).

Check out the Student Success Collaborative's [Research Library on Career Development](#).

With underemployment for recent graduates still near Recession-era highs, many institutions are incorporating career development into their definition of student success. The solution for many colleges and universities will be to move beyond the traditional career center and internship structures to embed career development into a broader range of academic and advising experiences.



[Preparing Students for the Workforce: Six Co-Curricular Opportunities for Experiential Learning](#)

Also be sure to check out our expert insight: [Co-curricular involvement improves post-grad outcomes. Here's how to get students to care.](#)



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