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

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)

- **78%**
  - Final term GPA greater than 2.0

- **76%**
  - Attempted over 31 institutional credits

- **47%**
  - 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

**Financial**
- 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**
**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 collaboration between academic affairs and student affairs
- We don’t know reasons for transfer out
- Deficient orientation/faculty attitudes

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

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

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

**Academic Preparedness**
- Underprepared
- Academic preparedness
- Study skills

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

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

**Program Selection**
- Need more robust internship structure
- Need safety not 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**
- Inconsistent advising quality
- Inefficient processes & policies
- Advising routing
- Advisor student ratio

**Resources**
- 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

<table>
<thead>
<tr>
<th>Onboarding</th>
<th>First Year Experience</th>
<th>Academic Support</th>
<th>Leadership &amp; Professional Preparation</th>
<th>Financial Aid</th>
<th>Advising</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Summer LEAD Academy</td>
<td>• Academic Pathway Groups</td>
<td>• Expand Math Emporium</td>
<td>• Continuous Career options</td>
<td>• Micro retention grants</td>
<td>• Continue technology roll out</td>
</tr>
<tr>
<td>• Aligning onboarding and advising to support Lead</td>
<td>• Pre-set schedules of 9-15 hours of coursework</td>
<td>• Align student support with high DFW</td>
<td>• Identify and build recent graduate networks</td>
<td>• Comprehensive emergency funding resources</td>
<td>• Implement Advisor On Call Schedule</td>
</tr>
<tr>
<td></td>
<td>• Revise AIS course</td>
<td>• Implement composition peer coaches</td>
<td>• Identify marketable skills in curriculum</td>
<td>• Align awards with strategic enrollment objectives</td>
<td>• Consolidate Advising into central location</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Peer Academic/ Tutoring Ladder</td>
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</table>
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...

<table>
<thead>
<tr>
<th>22 Drop out of college</th>
<th>12 Still enrolled after six years</th>
<th>3 Earn an associate’s</th>
<th>28 Graduate but are underemployed</th>
</tr>
</thead>
</table>

- 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

Source: Shapiro D, et al., “Completing College: A National View of Student Attainment Rates – Fall 2010 Cohort (Signature Report No. 12)” National Student Clearinghouse Research Center (2016); Federal Reserve Bank of NY: https://www.newyorkfed.org/research/college-labor-market/college-labor-market_underemployment_rates.html; EAB interviews and analysis
Breaking Free of the FY Retention Tunnel Vision

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

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

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

Source: EAB interviews and analysis.
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
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:

- Onboarding
- Retention and Belonging
- Academic Support
- Financial Aid
- Advising
- Leadership & Professional Preparation
- Graduation Action
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
Student Success Real Time Performance Indicators

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
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.
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)**
- Historical Trend Analytics
- Predictive Analytics
- Population Health Analytics
- SSMS Activity Analytics

**Strategic Care (Interaction & Workflow)**
- Smart Student Profile
- Campaign Management
- Appointment Scheduling
- Coordinated Care Network

**Student Pathways (Mobile)**
- Multi-Modal Communication
- Guided Onboarding
- Major Selection Guidance
- Term-to-Term Planning Toolkit

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### Where Are We Going at UTSA?

#### Using the Student Success Maturity Curve

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

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Accelerating Change is a Process

**Process Improvement Cycle**

- Goals
- Performance Indicators
- Communication

**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

Source: EAB interviews and analysis.
Appendix: SSC Campus & Guide
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

**Guide**

*Designed for: Students*

- 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
- Hold Center
- Major Selection Guidance
- Connect to campus resources

**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.
Usage level among UTSA advisors from July 2017 onward

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

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

**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

- **22,874**
  - The number of students advised in Fall 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

**Impressive utilization metrics**

- 90% Of steps completed by 1 or more users
- 50% Of users completed most popular step
- 45% Hold center views

- Comparable large public institutions
- Utilization hit targets for core features
Guide’s Expanded Rollout | Fall 2017

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

4,838
Total Student Adopters

Student Cohorts

82% 1st Year
6% 4th Year
7% 3rd Year
5% 2nd Year

Aggregated Monthly Users vs. Daily Logins
Guide’s Expanded Rollout | Fall 2017 (continued)

Highlights of Guide feature utilization

- **2,559**
  - Hold Center
  - The number of times the Hold Center in Guide notified a student about a Hold on their account

- **1,256**
  - Connect Network
  - 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*

- **1,052**
  - Major Explorer
  - The number of times a student used the Major Explorer to understand major options at UTSA

- **850**
  - My Schedule
  - 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

<table>
<thead>
<tr>
<th>Count</th>
<th>Student Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>892</td>
<td>I plan to use financial aid</td>
</tr>
<tr>
<td>808</td>
<td>I plan to work part-time</td>
</tr>
<tr>
<td>636</td>
<td>I want to get involved on-campus</td>
</tr>
<tr>
<td>541</td>
<td>I’m interested in volunteering</td>
</tr>
<tr>
<td>450</td>
<td>I’m interested in tutoring services</td>
</tr>
<tr>
<td>380</td>
<td>I’m the first in my family to attend college</td>
</tr>
<tr>
<td>366</td>
<td>I’m interested in study abroad</td>
</tr>
<tr>
<td>106</td>
<td>I have one or more children</td>
</tr>
</tbody>
</table>
Appendix: Additional Recommendations
Onboarding: LEAD I

Summer Academy for conditional admits

<table>
<thead>
<tr>
<th>Year</th>
<th>Details</th>
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</thead>
<tbody>
<tr>
<td>2015</td>
<td>800 students (18%) admitted under holistic review</td>
</tr>
<tr>
<td>2017 Pilot</td>
<td>11 students; all but 1 continued due to personal reasons</td>
</tr>
<tr>
<td>2018</td>
<td>Goal = 250 students As of 1/9/18 216 students offered spots 42 accepted</td>
</tr>
<tr>
<td>2019 &amp; 2020</td>
<td>Goal = 400 students</td>
</tr>
</tbody>
</table>

**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

**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

**BUDGET**

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

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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 knowledge 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)
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.
Academic Support: Comp Embedded Tutors

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)
Academic Support: Math Matters

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.
### Challenges with Identified Success Marker Courses

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

### EAB Recommends the Following Success Marker Courses

- MAT 1093
- 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

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

Also consider including embedded tutors in all redesign courses.
Additional Opportunities and Recommendations for Academic Support

Challenges

MAJOR SWITCHING
- The major switching process is not student friendly as it 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 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.
Leadership & Professional Preparation: Hiring Hub

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

*SOURCE: Texas Higher Education Strategic Plan: 2015–2030*
Opportunities and Recommendations to Ensure Students Cross the Finish Line

**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

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

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
**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** (p. 42)
- **Model Successful Academic Behavior** (p. 42)
- **Cultivating College Navigation Skills** (p. 11)

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**Recruitment** Supporting Research:

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

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**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.

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**
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.

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.

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.