Student Success Collaborative

- A group of institutions dedicated to sharing best practices, data analytics, and an innovative platform for surfacing insight into the academic barriers that impede graduation.

- Combines technology, research, and predicative analytics to help institutions positively inflect outcomes with at risk and off-path students

- Provides best practice research and practical advice to colleges and universities across the United States

- Provides benchmarking data and reports compared to other institutions
Why Join the SSC

- Greater need for accountability (AKA analytics)
- Timing of Accreditation
- Performance Contract
- Reforms of Higher Education Act
- Private Parties (e.g. NCTQ, College Scorecard, …)
- Need to develop more sophisticated framework of voluntary accountability beyond what we do now
- Ability to remain competitive in grant world
Key Areas of Concern

- Progression and Completion
- Cost of Education- Value proposition
- Quality Proposition
- Student Debt
- Default rates
- Employment Outcomes
- Learning Outcomes
What will SSC do for us?

- Growing consortium of colleges and universities that we will be able to benchmark
- Cutting edge staff dedicated to using best practices to develop analytical tools and methodologies
- Ability to ask and frame important research questions pertinent to not only us but to the nation
- Force us to question the status quo, test our assumptions
- Provides us with new opportunities
The Advising Application of the SSC

The advising application is the tool Student Success Collaborative uses to inflect student outcomes. The application is designed around a three-stage model: triage, assess, and intervene.
Triage, Assess, Intervene

**Triage**: using work lists, student status, and other risk identifiers, advisors can proactively find students in need of help instead of waiting for students to come to them or reactively reaching out after the student is actually failing.

**Assess**: student profiles show key trends that contribute to outcomes such as GPA trend, credit accumulation, and student performance. The data is shown in a way that highlights issues most likely to cause risk to the student’s outcome, such as poor performance in a key course or a declining GPA trend, making it easier for the advisor to suggest solutions.

**Intervene**: the student profile gives the advisor several ways to reach out to the student and note these interventions, as well as set reminders for follow up with the student.
Early Forms of Leveraging Your Data

Two Major Deliverables To Support Your Work

Predictive Workbooks

- Critical courses and timing
- Programmatic trends
- Patterns of student transitions
- Pinpointing areas of opportunity

Advising Platform

- Proactively identify off-path students
- Compare to previous students
- Major Guidance
- Career Analytics

Administrators and Deans

Advisors and Advising Directors

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Predicting Trouble Down the Road

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

Student Performance Curve
(Illustrative)

Obvious Risk Cases
Mostly Ds and Fs
High Attrition Risk

Murky Middle
Mixture of Bs and Cs
Outcome Still Uncertain

Difficult to pinpoint risk
without advanced analytics

The All-Stars Straight
As and Bs Probable Graduates

GPA 2.0
Academic Performance
GPA 3.0

Source: Advisory Board Company, 2013
Exploring the Platform in More Detail

The Advising Platform

Getting the Most from the Platform for FLC

Assessing the Student
How can we provide consistent advising and be efficient with CSUN faculty advising time?

Monitoring Critical Courses
How many students at CSUN have passed but underperformed in critical courses to success?

Identifying Pockets of Opportunity
Given reactive advising, are there students who I (and they) didn’t realize needed assistance until it’s too late?

Guiding Student Decision Making
What alternatives can I provide to students to increase their opportunity to succeed?

Measuring our Impact
How do I know I am making a difference or that I am meeting with the right students?
Deep Dive - Assessing the Student

How do you navigate through the data?

Why is this so valuable?

- Easy to digest information: Lot of information and often very little time to review. Hit on the key pieces advisors request time and again.
- Uncover unknown areas: Leverage predictive indicators and success markers to identify areas of opportunity that may not have been clear from review of GPA or progress towards degree.
Deep Dive - Monitoring Critical Courses

How do you support students before it is too late?

Why is this valuable?

- Progress toward degree:
  Has the student completed critical milestone courses in the recommended timeframe?
- Performance towards degree:
  How did the student perform in critical courses that are highly predictive of graduation success?
Deep Dive - Identifying Pockets of Opportunity
Where should you focus your efforts?

Why is this valuable?

• Create Lists of Students: Filter student populations for easy to access lists
• Develop campaigns around Populations: Identify students in specific populations and manage campaign towards those students
Deep Dive - Guiding Major Decisions

What other options do I have?

Why is this valuable?

- **Good Fit Majors**: Provide insight into potential good fit programs based on predictive data.
- **Align Students with Career Goals**: Search which professions are most common within majors students are interested in. Occupations show skills students should strive to develop through coursework, as they are most common in the selected occupation.

MAJOR MATCHES

*R 4 GC *

(Online K)

Rlked Occupations

• Environmental Science
• Actuarial Science
• Environmental Engineering
• Environmental Science

0. Search for a major
Deep Dive - Guiding Career Options (Coming Soon!)

Environmental Science • Q a•

Meteorologist

Studies the interaction of the atmosphere and its processes with the physical environment, developing forecasts and warnings to protect lives and property. Typically requires a degree in meteorology or a related field.

National Hiring Statistics

Typical Employer Requirements

Skills in order of importance:

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Early Signs of Institutional Impact

Example from early SSC member

Term to Term Retention
First-Time, Full-Time Students

<table>
<thead>
<tr>
<th>Fall 2012 to Spring 2013</th>
<th>Fall 2013 to Spring 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>83.1%</td>
<td>86.7%</td>
</tr>
</tbody>
</table>

85+ Additional first time, full time students retained
$494,000 Additional tuition revenue from retention increase

"I now have advisors who are using their time in a better way and more efficiently to impact a greater number of students...Overall the return has exceeded our initial investment and, long term, I believe this success will continue." - Provost
**Basic Student Overview**

### OVERVIEW

**ACADEMIC SUMMARY**

<table>
<thead>
<tr>
<th>Course Grade or D/F</th>
<th>Repeated Courses</th>
<th>Course Withdrawals</th>
<th>Most recent enrollment</th>
<th>Current Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>Fall Semester 2014</td>
<td>MODERATE</td>
</tr>
</tbody>
</table>

- There were none in this student's history
- There were none in this student's history
- There were none in this student's history

<table>
<thead>
<tr>
<th>GPA</th>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2</td>
<td>116.00</td>
</tr>
</tbody>
</table>

**MAJOR SELECTION**

Currently
- Bus Administration - Finance
- Bachelor of Arts
- Fall Semester 2012

**ADVISING**

Next follow-up: None
Last profile edit: Never

**RECENT NOTES**

No notes added.

**STUDENT**

No action taken

- I want to...
- Change student status
- Email student
- Remind me to follow-up
- Add a note on this student
Note Making Function
**OVERVIEW**

**ACADEMIC SUMMARY**

Major Not Declared
Arts, Humanities, Soc Sciences

COURSE GRADE or D/F 0
REPEATED COURSES 0
There were none in this student's history
There were none in this student's history

**MAJOR SELECTION**

Currently
Major Not Declared
Bachelor of Arts
Fall Semester 2014

---

**All Notes**

**Sep 22, 2014**
Shannon Dancy

Status Change: Reviewed, text. Student completed Map Works survey. Showed up low risk, but I texted him to let him know he is welcome to meet with me to talk about his responses if he would like.

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**Sep 12, 2014**
Shannon Dancy

Jaren mentioned he is keeping up with the readings in his classes, using a planner, and getting help when he needs it.

---

**Sep 12, 2014**
Shannon Dancy

He enjoys GEOL 170 although the first project was somewhat difficult, and is making it through ENGL 265 although it is very long (TR 2 hours) and has a lot of reading. He mentioned he definitely likes MWF classes better, so we will keep that in mind as we choose spring classes later on. He was hesitant about his TRS 91 instructor at first, but feels like he is connecting with him and has started his first paper that is due next week. I suggested he go to the writing center to get help as he p... Read More

---

**Sep 12, 2014**
Shannon Dancy
**Success Markers**

### RECOMMENDATIONS

The student should act on these guidelines soon to stay on track for successful completion.

- **Register for ES242|1**
  - Recommended grade: B
  - Complete between 32 and 47 credits

### ACADEMIC NOTIFICATIONS

The student has missed guidelines for progress. Acting on them can help get the student back on track for successful completion.

<table>
<thead>
<tr>
<th>Notification</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES150</td>
<td>1</td>
</tr>
<tr>
<td><strong>Recommended grade: B-</strong></td>
<td>1 Attempt</td>
</tr>
<tr>
<td></td>
<td>Complete between 16 and 31 credits</td>
</tr>
<tr>
<td>PSYC157</td>
<td>1</td>
</tr>
<tr>
<td><strong>Recommended grade: B-</strong></td>
<td>1 Attempt</td>
</tr>
<tr>
<td></td>
<td>Complete between 16 and 31 credits</td>
</tr>
</tbody>
</table>
Work List Creation

<table>
<thead>
<tr>
<th>Assignment</th>
<th>College/School</th>
<th>Degree</th>
<th>Earned Credits</th>
<th>Enrolment</th>
<th>GPA</th>
<th>Has Reminder</th>
<th>Major (1)</th>
<th># of Notifications</th>
<th>Risk</th>
<th>Student Classification</th>
<th>Student Last Name</th>
<th>Student Status</th>
<th>Success Markers</th>
</tr>
</thead>
</table>

Select categories on the left to add or remove filters. When you are done, click on Apply Selections button to apply your selected filters.
Why Are So Few Bio Majors Graduating?

Poor Course Completions Suggest Opportunities for Support, Redesign

DFW Rates in Common Courses
Biology Majors

Less than 60% of course attempts resulting in earned credits
Highly Predictive First-Year Courses

- Early identification of at risk students
  - Manageable numbers for outreach (ex: CO150 = 66 students annually)
  - Early identification of at risk students

- Highly predictive courses are not just the high D/F courses

<table>
<thead>
<tr>
<th>COURSE</th>
<th>ENROLLMENTS</th>
<th>GRADUATION RATE WITH D/F GRADE</th>
<th>D/F GRADE RATE</th>
<th>STUDENTS LOST</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO150</td>
<td>32,874</td>
<td>36.9%</td>
<td>5.4%</td>
<td>656</td>
</tr>
<tr>
<td>PSY100</td>
<td>24,346</td>
<td>38.6%</td>
<td>9.7%</td>
<td>910</td>
</tr>
<tr>
<td>SOC100</td>
<td>13,412</td>
<td>34.1%</td>
<td>11.2%</td>
<td>512</td>
</tr>
<tr>
<td>CHEM11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>13,517</td>
<td>39.7%</td>
<td>19.6%</td>
<td>1,053</td>
</tr>
<tr>
<td>LIFE102</td>
<td>12,795</td>
<td>37.8%</td>
<td>14.6%</td>
<td>705</td>
</tr>
<tr>
<td>PHIL100</td>
<td>12,229</td>
<td>35.1%</td>
<td>15.2%</td>
<td>651</td>
</tr>
<tr>
<td>POLS101</td>
<td>9,610</td>
<td>33.8%</td>
<td>15.3%</td>
<td>496</td>
</tr>
<tr>
<td>HES145</td>
<td>10,237</td>
<td>33.2%</td>
<td>6.6%</td>
<td>225</td>
</tr>
<tr>
<td>CHEM11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>12,060</td>
<td>37.3%</td>
<td>6.6%</td>
<td>296</td>
</tr>
<tr>
<td>FSHN150</td>
<td>10,300</td>
<td>33.4%</td>
<td>12.1%</td>
<td>417</td>
</tr>
</tbody>
</table>
26% of Psychology majors start outside that major.

Students who start in Psychology earn an average of 130 lifetime credits at graduation; major migrants to Psychology earn, on average, an additional 6 SCH.

Most often students come from an undeclared status if they don’t declare Psychology initially.

3% of Psychology majors come directly from Biological Sciences; 69% stayed in psychology to graduate while 31% changed majors again.

On average, students migrate into Psychology with a 2.85 GPA in about their fourth semester.

48% of initial Psychology majors graduate in Psychology.
### Analysis of Service Course(s)

<table>
<thead>
<tr>
<th>Course</th>
<th>N</th>
<th>Predictive Course Rank</th>
<th>Predictive Course Cutoff Grade</th>
<th>Average Course Grade</th>
<th>Average Term Taken</th>
<th>Grad. Rate in Program</th>
<th>% of Ds/Fs</th>
<th>% ofWs</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY250</td>
<td>2,292</td>
<td>1</td>
<td>C</td>
<td>2.77</td>
<td>3.7</td>
<td>66%</td>
<td>9%</td>
<td>2%</td>
</tr>
<tr>
<td>CS110</td>
<td>2,259</td>
<td>2</td>
<td>B</td>
<td>3.13</td>
<td>2.9</td>
<td>59%</td>
<td>7%</td>
<td>2%</td>
</tr>
<tr>
<td>PSY260</td>
<td>1,451</td>
<td>3</td>
<td>B</td>
<td>2.93</td>
<td>3.2</td>
<td>63%</td>
<td>6%</td>
<td>1%</td>
</tr>
<tr>
<td>PSY252</td>
<td>850</td>
<td>4</td>
<td>C</td>
<td>2.90</td>
<td>3.8</td>
<td>65%</td>
<td>8%</td>
<td>2%</td>
</tr>
<tr>
<td>SOC100</td>
<td>1,843</td>
<td>5</td>
<td>B</td>
<td>2.84</td>
<td>2.7</td>
<td>57%</td>
<td>8%</td>
<td>2%</td>
</tr>
<tr>
<td>LIFE102</td>
<td>1,913</td>
<td>6</td>
<td>C</td>
<td>2.55</td>
<td>2.5</td>
<td>60%</td>
<td>13%</td>
<td>7%</td>
</tr>
<tr>
<td>PSY100</td>
<td>1,989</td>
<td>7</td>
<td>B</td>
<td>3.15</td>
<td>1.4</td>
<td>52%</td>
<td>4%</td>
<td>1%</td>
</tr>
<tr>
<td>PHIL100</td>
<td>1,983</td>
<td>8</td>
<td>C</td>
<td>2.58</td>
<td>2.8</td>
<td>59%</td>
<td>12%</td>
<td>3%</td>
</tr>
<tr>
<td>BMS300</td>
<td>2,022</td>
<td>9</td>
<td>D</td>
<td>2.12</td>
<td>5.7</td>
<td>78%</td>
<td>26%</td>
<td>5%</td>
</tr>
<tr>
<td>PSY315</td>
<td>1,419</td>
<td>10</td>
<td>C</td>
<td>3.04</td>
<td>5.8</td>
<td>81%</td>
<td>5%</td>
<td>1%</td>
</tr>
</tbody>
</table>

- CS110 is the most predictive service course for psychology majors. It is usually completed prior to the third semester.
- 7% of psychology majors enrolled in CS110 earn a D/F grade (n ≈ 15 annually); those students have a 18% graduation rate in the major.
- Students, in the end, graduate in the major at a higher rate if they withdrawal from CS110 instead of earning a D/F grade.

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**Psychology Graduation Rates by CS110 Grade**

CS110 grades are highly predictive of graduation in psychology.