

EDUCAUSE Conference - November 2, 2017

**Using Analytics to
Precisely Target Students to
Raise Retention & Graduation Rates and
Unlock Performance-Based Funding**

Dr. Paul Dosal

Vice President - Student Affairs & Student Success

Dr. Travis Thompson

Designer, Researcher, Instructor - Information Technology

The Student Success **MOVEMENT** at USF



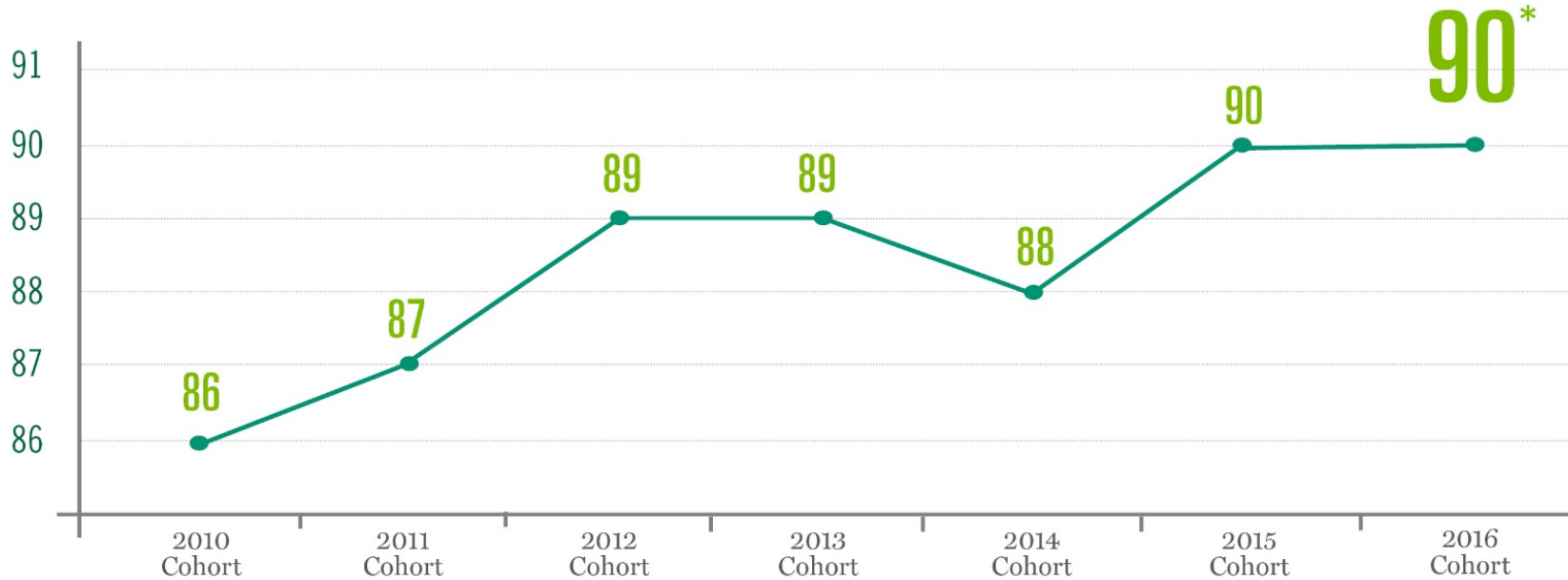


Implemented policies, programs and practices, including:

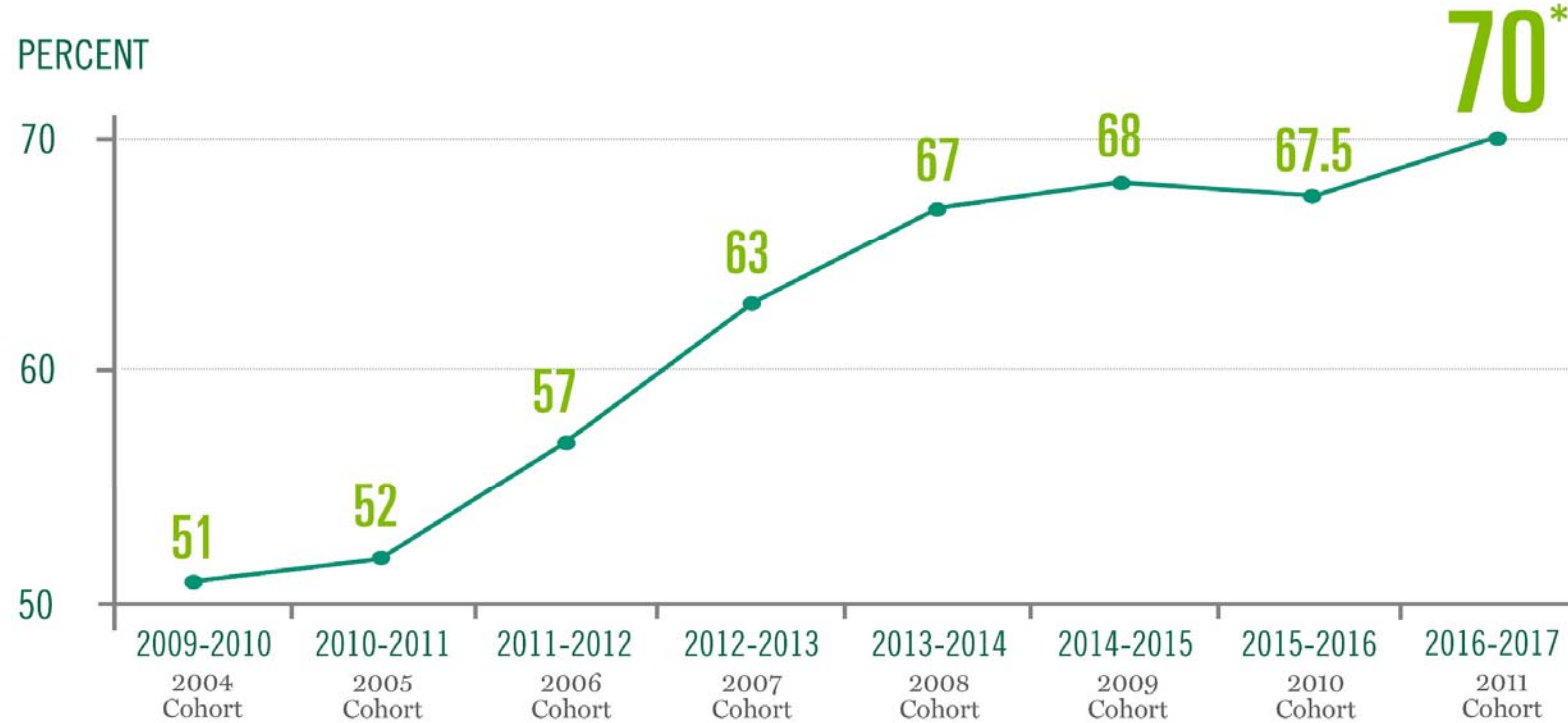
- SMART Lab
- Living Learning Communities
- Extended Library Hours
- Career Services
- Peer Financial Consulting
- Tutoring & Writing Services
- Course Re-design
- Degree Tracking Software
- Academic Advocates
- Informational Campaigns

FTIC Retention Rate

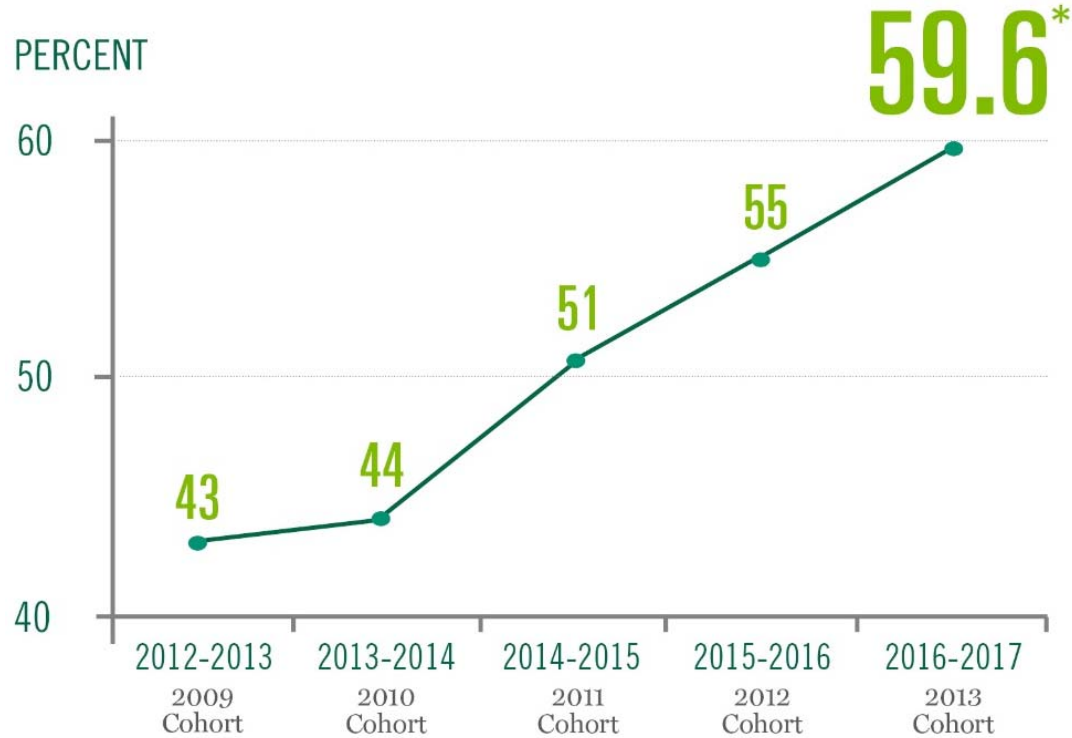
PERCENT



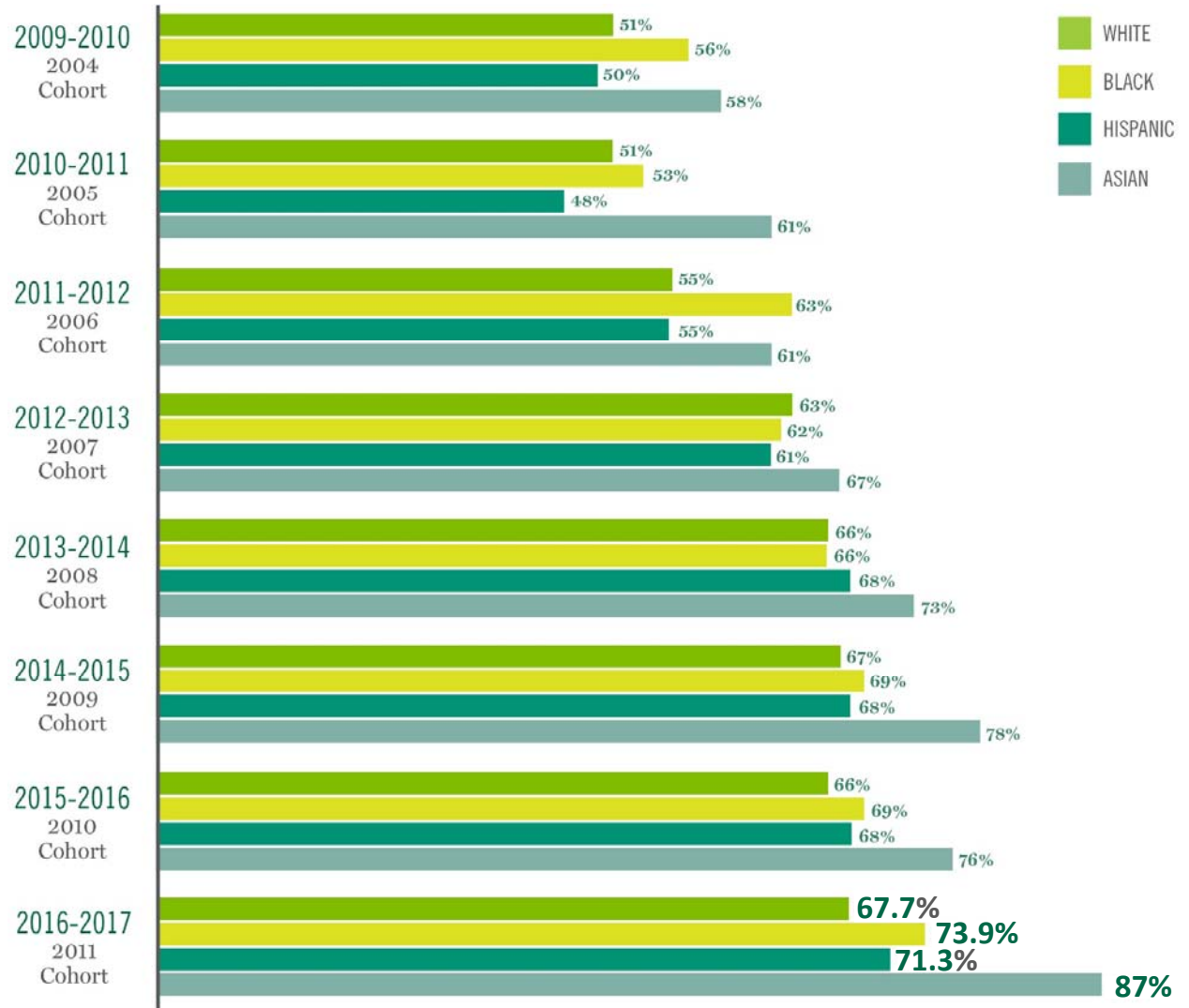
6-Year Graduation Rate



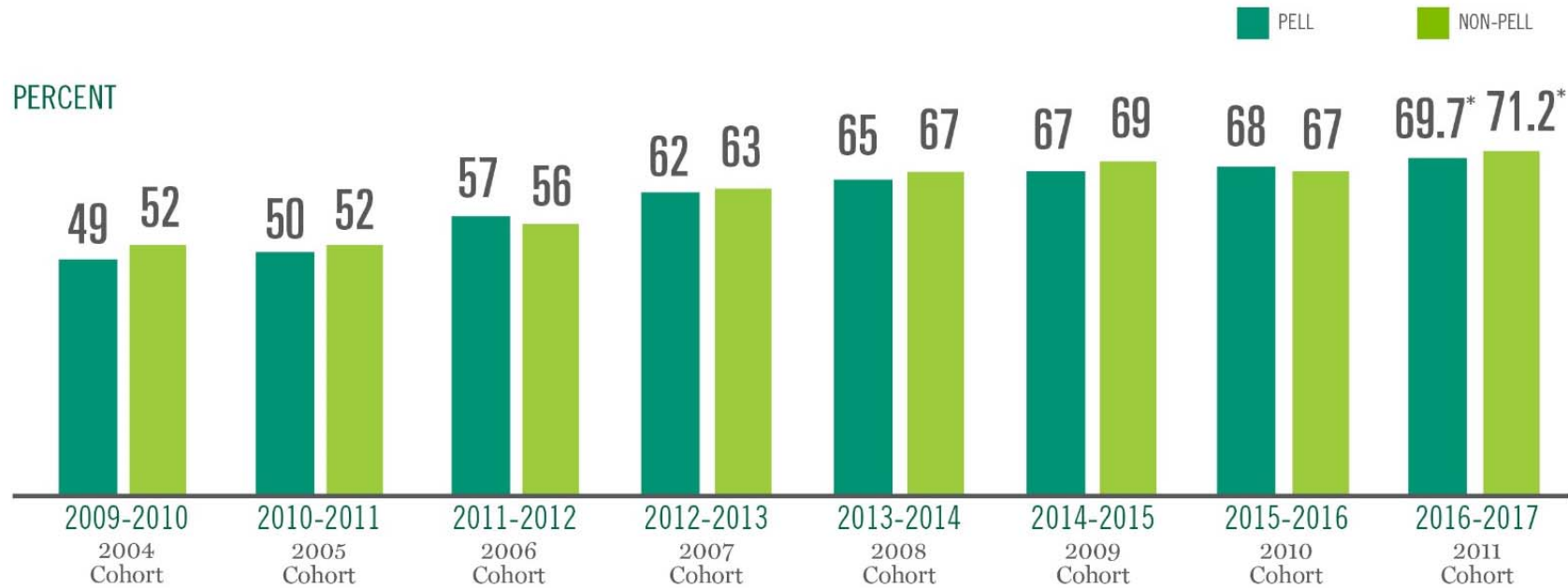
4-Year Graduation Rate



6-Year Graduation Rate: ETHNICITY & RACE

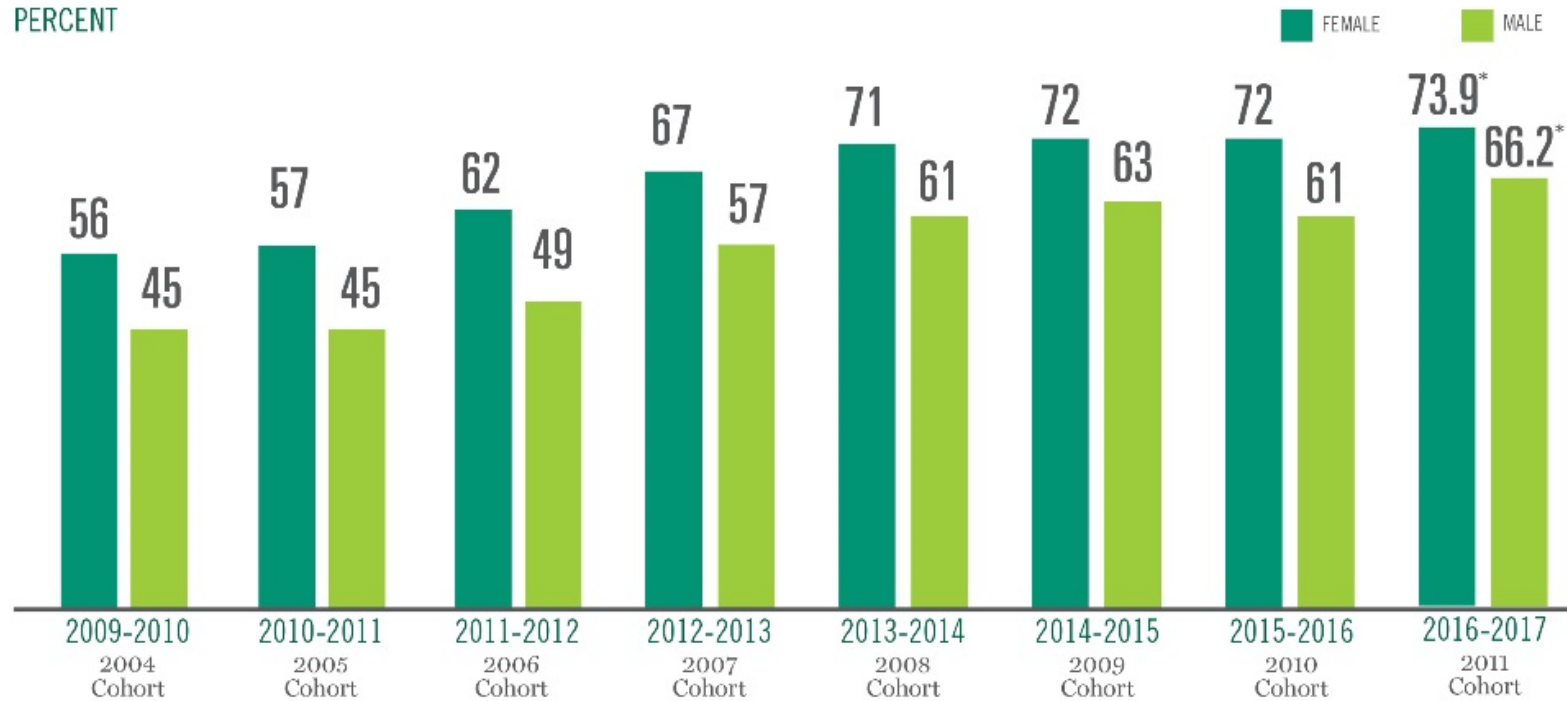


6-Year Graduation Rate: PELL & NON-PELL



6-Year Graduation Rate: GENDER

PERCENT



We believe **all** students **can**
and **will succeed** if given
the opportunity to do so.

Dr. Paul Dosal

USF Vice President – Student Affairs & Student Success

2016 Eduventures Student Success Ratings

The top performer, **University of South Florida**, receives very high marks for improving its graduation rate and good—but not great—scores across the other dimensions. That's good work, **but they won't be satisfied with the results yet.**

Moving off the
PLATEAU

89% in 2012



From Plateau to **PREEMINENCE**

2016 UNIVERSITY WORK PLAN



UNIVERSITY OF SOUTH FLORIDA - TAMPA

FINAL – JUNE 2016

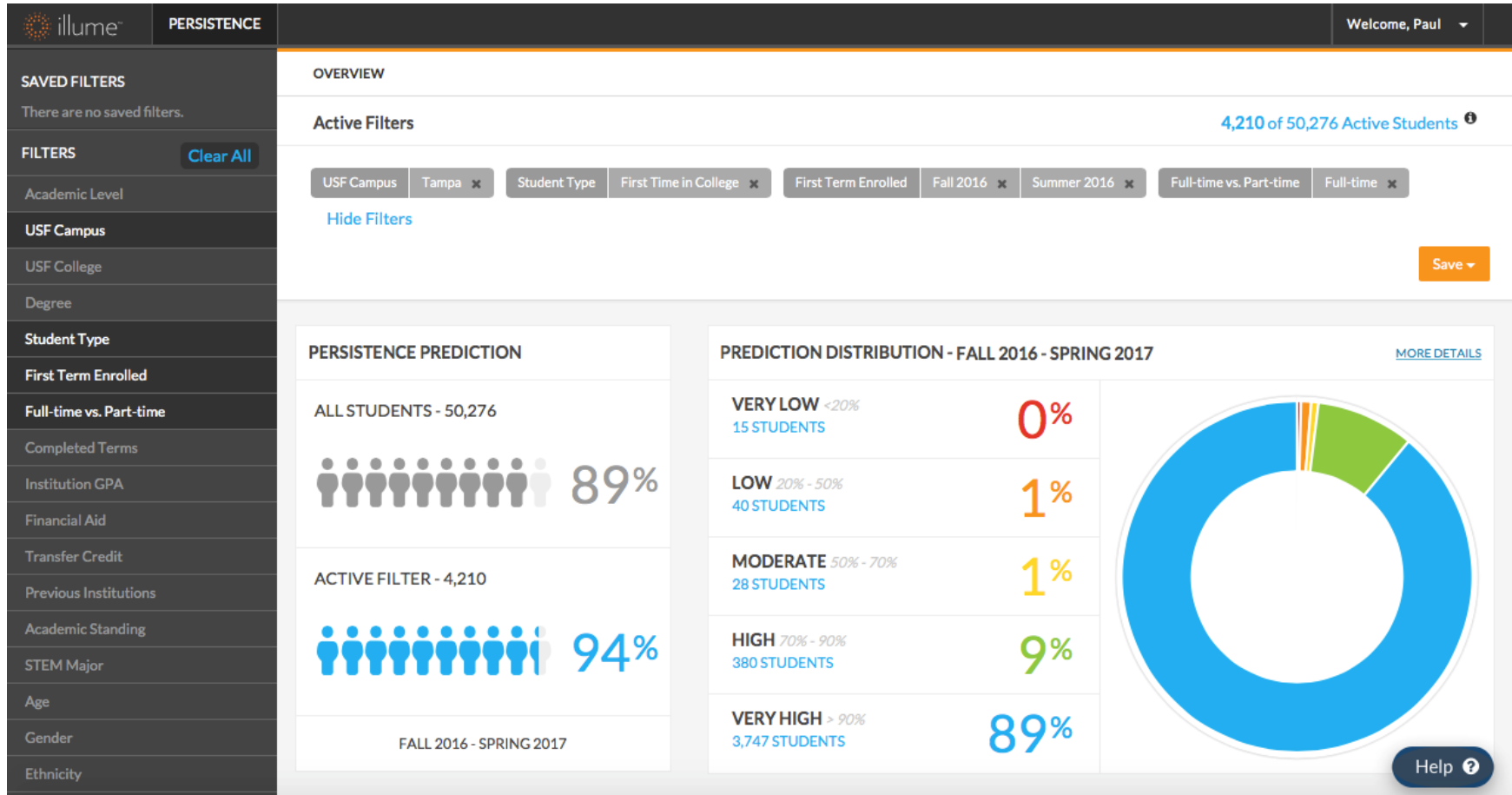
PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

	BENCH-MARKS	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
Average GPA and SAT Score <i>for incoming freshman in Fall semester</i>	4.0 GPA 1200 SAT	4.1 1223 <small>Fall 2015</small>	4.0 1220 <small>Fall 2016</small>	4.05 1222 <small>Fall 2017</small>	4.075 1224 <small>Fall 2018</small>	4.10 1226 <small>Fall 2019</small>
Public University National Ranking <i>in more than one national ranking</i>	Top 50	4 <small>2016</small>	5 <small>2017</small>	5 <small>2018</small>	5 <small>2019</small>	5 <small>2020</small>
Freshman Retention Rate <i>Full-time, FTIC</i>	90%	88% <small>2014-15</small>	90% <small>2015-16</small>	91% <small>2016-17</small>	92% <small>2017-18</small>	93% <small>2018-19</small>
6-year Graduation Rate <i>Full-time, FTIC</i>	70%	68% <small>2009-15</small>	66.5% <small>2010-16</small>	70.0% <small>2011-17</small>	72.0% <small>2012-18</small>	74.0% <small>2013-19</small>

Turned to **DATA** for a Kick Start

- Adoption of Miller/Herreid Persistence Model (2012)
 - Pre-matriculation model identifies top 10% of new FTIC most at risk of not persisting
 - Student interventions coordinated through first-year course, RAs, and advisors
- Introduction of 'Big Data' (2014)
 - Civitas Predictive Analytics Platform purchased
 - Live data feed from SIS and LMS systems
 - Data ingestion completed spring 2016

Civitas Predictive Analytics Platform



Empowering Frontlines to Reach the Right Students

The screenshot displays a student's dashboard with several key metrics:

- Persistence Probability:** A red circle icon with a white person silhouette and the text "Very Low". This section is highlighted by a magnifying glass.
- Persistence Change:** Shows a transition from a yellow circle icon (Previous) to a red circle icon (Current) over a period of "2 months ago".
- Fall 2016 Enrollment:** A black circle icon with a white 'X' and the text "Not Enrolled".
- Course Information:** "Spring 2016 3 credits this semester".
- Course Details:** "3 Credits", "Start Date: 01/11/2016", and "End Date: 04/29/2016".
- Performance Metrics:** A table with columns for "CURRENT GRADE / AVG.", "UNIQUE DAY VISITS / AVG.", and "RELATIVE ATTENDANCE". The "UNIQUE DAY VISITS / AVG." row shows "2 / 37".
- Academic Background:** "3 accumulated credits".
- Outreach History:** "0 recent communications".

Created Persistence Committee (2016)

- Cross functional team who identifies and supports all at-risk students through timely and appropriate interventions
 - Academic Advocates (case managers)
 - Housing & Residential Education
 - Academic Foundations Instructors
 - Orientation Team Leaders
 - Career Counselors
 - Financial Aid
 - Academic Advisors
 - Cashier's Office
 - Library
- Initial focus on 2015 cohort
- Receives list of at-risk students weekly and segments into groups based on risk level

Pushing Higher with a **CASE MANAGEMENT** Model



Objective:

Right **SUPPORT**, Right **STUDENT**, Right **TIME**

- Identify at-risk students before problems occur
- Refer students to the appropriate expert
- Transform passive support services into active outreach
- Create a dynamic network of service providers
- Share data and reports to create 360 view of students
- Use communications tool more effectively to expand capacity

Case Management Model

Risk Identification
& Segmentation



Individualized
Support Strategies



Efficient Scalable
Care



Ownership &
Accountability

Which students are at risk?

How do we use our resources strategically and efficiently to support the individual needs of these students?

Who owns student success?

High Risk
Students



Coordinate High-Touch Care

Work closely with students and manage interactions with support offices/services.

Increasing Risk
Students



Monitor and Intervene

Use analytics to uncover problems before they escalate.

Low Risk
Students



Enable Self-Direction

Use electronic tools to nudge and advise, freeing staff to focus on higher risk students.

Student Success Leadership

- Oversee efforts
- Organize resources & incentives
- Track & report metrics

Advisors

- Responsible for assigned student population success
- Accountable to student outcomes
- Use technology for proactive management

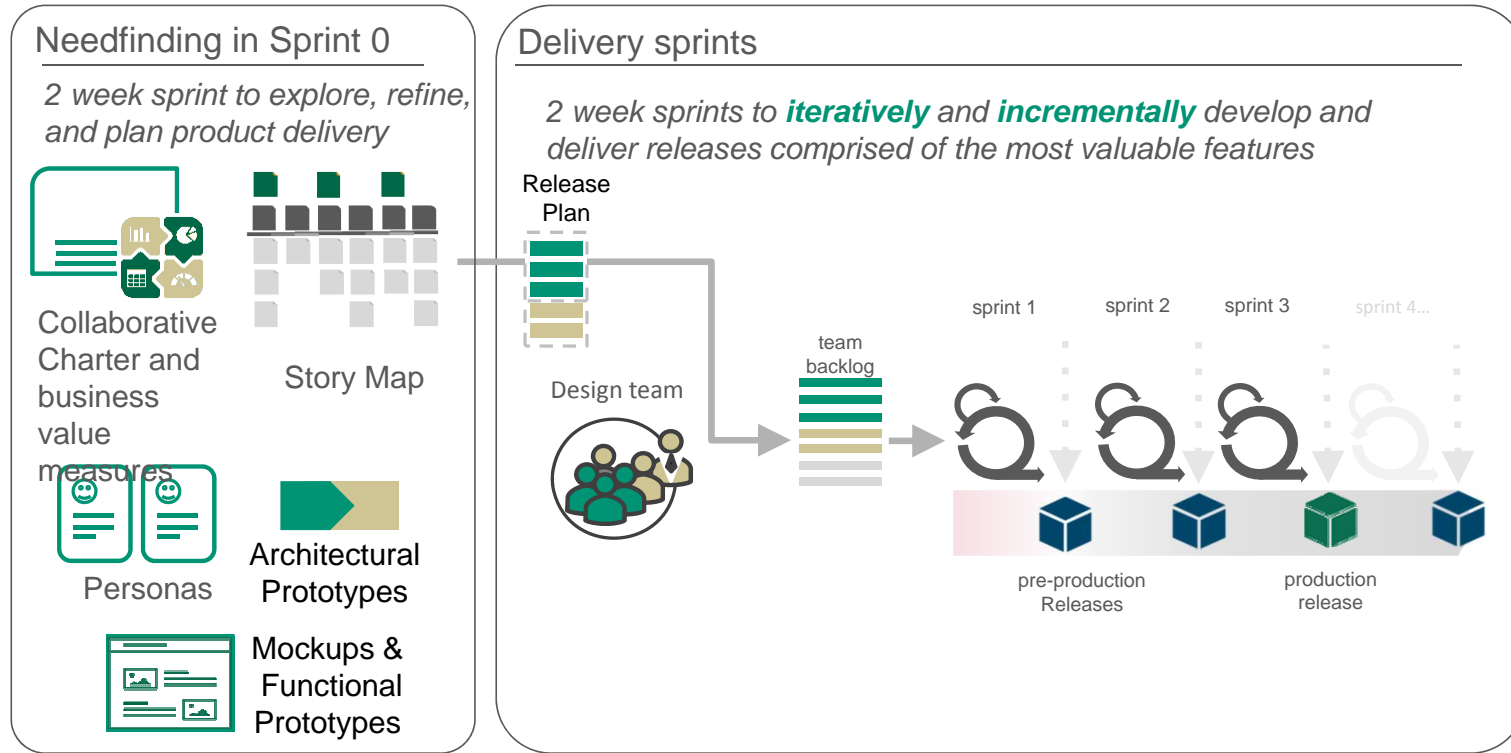
Powering with **TECHNOLOGY**



Pillars for *Archivum Insights*

- Assembles data from multiple sources to create a clear view of the current and future state of USF and our students
- Lifeblood of our student support ecosystem
- Personalized connection with each student we serve
- Shines a bright light on policies, practices and initiatives so we can precisely allocate our time and resources to do the most good

Process: Design Thinking + Agile/Scrum



My Student Profile Snapshot



[My Full Profile](#) [My Advising Actions](#)

Student Profile Snapshot
Includes Academic Success Factors & Self-Service Hub

Select an attribute to view more details.

Standing	Registered?	GPA	Holds?	Hours
<input type="radio"/> PR	<input checked="" type="radio"/> Yes	<input checked="" type="radio"/> 0	<input checked="" type="radio"/> No	<input checked="" type="radio"/> Breakdown

Self-Service Hub

I need help with

Classes

Specifically

Assignments/Research

Relevant Links

- [Library Services for Students](#)
- [Research Consultation Request](#)


My Tasks

All tasks currently assigned to this person.

Name	Status	Assigned On
Download Document	<input checked="" type="radio"/>	5/31/2017 12:20 PM EDT

Get Personalized Help

Please select which care team member(s) you would like to message. Only members relevant to your question/issue are displayed.

<input type="checkbox"/>	Advisor Type	Advisor	Term Effective	Phone Number	Email
<input type="checkbox"/>	Library Professional Staff	 David Hogeboom	Fall 2017		appian_test@example.com



Records / Students

Jane Johnson



Summary Personal Profile **Academic Profile** Self-Service Hub News Related Actions

Student Success Factors
Academic Profile expanded; click on items for more info

Student Success Factors

Select an attribute to view more details.

Standing	Registered?	GPA	Holds?	Hours
Good Standing	Yes	3.66	No	Breakdown

▼ Credit Hours

Attempted/Earned 1.26
Credit Hours



Hours to Excess This student is more than 30 hours away from excess. [Take 15!](#)

Registered Hours These are in-progress hours you have registered for the current or future term.

Attempted Hours These are registered hours that were not earned due to F, W, or IF grades. Any credits attempted and not earned could result in excess credit hour surcharges.

Earned Hours These are registered hours for which credit was earned. These credits may or may not count towards your graduation requirements. Any credits earned that do not count towards graduation requirements could result in excess credit hour surcharges.



Records / Students

Jane Johnson



UPDATE ABOUT ME

Summary **Personal Profile** Academic Profile Self-Service Hub News Related Actions

Preferences

Preferred Name

Jane

Preferred Communication Method

Phone

Alternate Phone Number

555-555-5555

Skype ID

janejohnson123

Shape your Path

Narrative Bio

I am a driven and capable student eager to earn my degree!

What are your current extracurricular activities? Are there any that you would like to participate in?

I am currently involved with the Center for Leadership and Civic Engagement.

What are your career plans for your major?

I hope to use my study of marketing to promote the consumption of clean and renewable products.

Describe your current employment status

I am currently employed part-time with USF IT fixing computers.

Personal Profile

Provides context on students prior to advising meetings

Student Success Dashboard

[Main Dashboard](#) | [My Cases & Referrals](#) | [Case Management Metrics](#) | [Reports](#)

▼ Actions

[Search Students](#) [Create a Referral](#) [Set Out of Office](#)

▼ My Corral

Enter search terms below to filter your Corral. Filtering your Corral down to a result of 200 rows or less will allow you to export to Excel.

First Name

Last Name

UID

Cohort


Standing

Registered Next Term? Yes No

SEARCH

CLEAR SEARCH

Student Success Dashboard
Showing "My Corral" of each advisor's assigned students and access to other functions

 There are no students in your Corral that meet the provided search criteria.

Student Success Dashboard

[Main Dashboard](#) | [My Cases & Referrals](#) | [Case Management Metrics](#) | [Reports](#)

My Cases and Referrals
Ability to filter and search cases and referrals

Manage My Cases and Referrals

Role Creator Participant

Type Cases Referrals

Priority Low Medium High

Status Open Closed Successfully Closed Unsuccessfully

Severity Low Medium High

[SELECT ALL](#) [REFRESH DATA](#)

Type	Status	Subject	Student	Deadline	Created By	Updated On	↓	Priority	Severity
		Major Reselection	Jane Johnson	6/19/2017	Claudia Aguado Loi	6/6/2017	→	→	↓
		testing	Jane Johnson	6/16/2017	Amy Alman	6/2/2017	↑	↑	↑
		Summer Internship opportunities	Jane Johnson	5/30/2017	Claudia Aguado Loi	5/26/2017	→	→	→
		test	Jane Johnson	5/18/2017	Amy Alman	5/17/2017	↑	↑	↑
		Test Case for task array 1	Jane Johnson	5/25/2017	Claudia Aguado Loi	5/17/2017	→	→	→

< 1 - 5 of 14 >

Records / Students

Jane Johnson



CREATE A CASE

CREATE A REFERRAL

CREATE A NOTE

Summary

Personal Profile

Academic Profile

Finish in Four

News

Care Team view of Academic Profile
Student Success Factors integrated from multiple systems

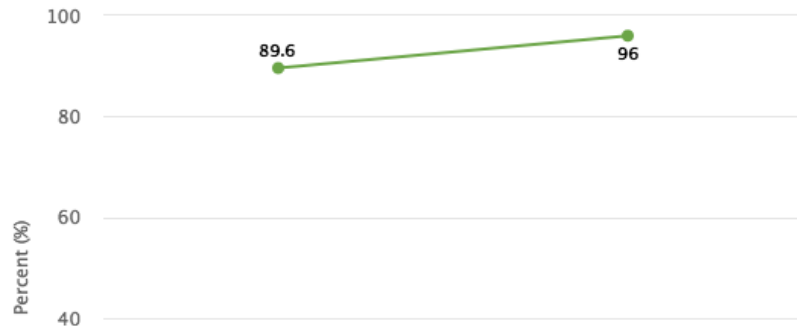
Student Success Factors

Select an attribute to view more details.

Standing	Registered?	GPA	Holds?	FYR?	Reselection?	Attributes?	Hours	Civitas Indicator
Good Standing	Yes	3.42	No	Not Flagged	Not Flagged	Yes	Breakdown	Very High

Civitas Details

Civitas Continuation Predictions



Inspire Link <https://civitaslearning.com/inspire/deeplink-to-student-record>

Jane Johnson



- Summary
- Personal Profile
- Academic Profile
- News
- Related Actions**

Create Referral for Jane Johnson

> Student Information

▼ Referral Details

Subject *

Internship Opportunities

Deadline *

08/03/2017

Priority ? *

High Medium Low

Severity ? *

High Medium Low

Requested Action *

Sit down with student to discuss internship opportunities

Assignee *

 Erik Tandberg ✕

Show Student's Care Team

▼ Reason(s) for Referral Creation

Academic Related ?

Academic Performance

Housing Related ?

Student Balance

Referrals
Easily create referrals to departments or services





Finish In Four
Care Team coordination toward on-time student graduation

Update Finish in Four Indicators for [Redacted]

Use this form to update the Finish in Four indicators for the student. Please provide a comment about the changes you are making to the student's info.

▼ Finish in Four

Cohort(s) ⓘ 1415FTIC; 1415FTICFT; FIF2014	Registered Next Term ⓘ No
Active Status ⓘ Yes	Has Graduated ⓘ N/A
FIF Grad Plan ⓘ Yes	Number of Hours to Graduate ⓘ <input type="text" value="7"/>
Degree(s) ⓘ	Anticipated Graduation Term ⓘ <input type="text" value="Fall 2017"/>
Potential Years to Graduate ⓘ <input type="radio"/> 3 <input checked="" type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7+	Pre-Certification Status ⓘ <input type="text" value="FIF Planner prior to graduation term"/>
Student Indicated Not Returning ⓘ <input type="radio"/> Yes <input checked="" type="radio"/> No	Scholarship Status ⓘ <input type="text" value="---Select a Value---"/>

Change(s) History

Contains a tracking history of changes to a student's Finish in Four indicators.

Change By	Description	Change On
Travis Thompson	Updated Number of Hours to Graduate based on student's new academic plan for Spring.	10/11/2017



Like healthcare, we are poised to significantly change things in higher education. It's likely we will look back in 10 years and make the argument that we never want to go back to our dark ages.

Dr. Mark David Milliron

Co-founder & Chief Learning Officer - Civitas Learning

Next Steps

- Enhance and expand the case management approach
- Expand the use of predictive analytics
- Close the gender gap
- Transform student support from passive to active
- Design “reports” with strong information-action pairings

USF UNIVERSITY OF

SOUTH FLORIDA.

