The Student Success Collaborative at
Wichita State University

Training Presentation
1. Who We Are & the Origins of SSC’s Risk Model

2. How We Help

3. Demonstration

4. Resources and Next Steps
The Student Success Collaborative

A National Movement to Elevate Degree Completion

- AAU Members
- Hispanic-Serving Institutions
- Historically Black Colleges & Universities
- Institutes of Technology
- Liberal Arts Colleges
- Private Research Universities
- Public Flagships
- Religious Affiliates
- State Systems
- Urban Universities

175 Member Institutions
38 States Represented
5,900 Total End Users
10M+ Student Records
250M+ Course Records

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What Our Research Has Confirmed

Large Numbers of Murky Middle Students Leaving After the First Year

Histogram of All Students by First-Year GPA
SSC National Data Set (650,000 Students)

- Graduates
- After 1st Year Dropouts
- 1st Year Dropouts

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The Central Dilemma of the Murky Middle

Very Difficult to Differentiate Who Will and Won’t Graduate

A Tale of Two Students

Becky
- Biology Major
- 2.5 First-Year GPA
- 30 Earned Credits
- Eventual Graduate

Bobby
- Biology Major
- 2.5 First-Year GPA
- 30 Earned Credits
- Eventual Dropout

First-Year GPA

2.2 - 2.4 - 2.6 - 2.8 - 3.0
Benefits of Predictive Analytics

Visibility
Uncover Hidden Student Risk

- Show where risk is distributed across institution
- Surface risk that would not otherwise be visible

Early Intervention
Act Early, Avoid Later Problems

- Allow early risk prediction based on Day 1 factors
- Show early if students are off track in major

Triage
Prioritize High Risk Students

- See how students in a single list/cohort compare in terms of risk
- Decide which students to target first

Impact
Risk as Indicator of Progress

- See whether students are improving
- Reduce “pools” of risk

Early, General Guidance for Assessment & Intervention

- Supplements but does not replace individual assessment
- Reflects historical trends, not future certainty
1. Who We Are & the Origins of SSC’s Risk Model
2. How We Help
3. Demonstration
4. Resources and Next Steps
From Insight to Action

**Institution Reports**
*Identifies Opportunities*

- Leverage data about:
  - Critical courses and timing
  - Programmatic trends
  - Patterns of student transitions
  - Pinpoint areas of opportunity

**Advising Platform**
*Creates Vehicle for Action*

- Proactively identify at-risk students
- Compare individual student performance to peers
- Access major guidance and career data

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Helping Advisors Support Today’s Students

What Students Expect From Advising

- Someone up to speed on their progress
- A safety net that will catch them if they fall off track
- Transparency and objectivity
- Personalized recommendations
- Holistic attention and mentoring

What SSC Provides

- **Student Overview**
  Instant and centralized access to key student information

- **Success Markers**
  The ability to monitor progress for all students in your caseload

- **Predicted Risk Level**
  A clear indicator of which students are most likely to need help

- **Major Explorer**
  Objective data on course, major, and career options based on student skills analysis

- **Case Management**
  Shared notes, statuses, and work lists allow more time for meaningful conversations
What Is a Success Markers and Notifications

Keeping Students On Track Toward Graduation in Their Major

Chemistry Major

Success Marker #1 ✔️
Success Marker #2 ✔️
Success Marker #3 ✗
Success Marker #4 ✔️
Success Marker #5

Anatomy of a Success Marker

- Required milestone course for the major (e.g., Chemistry 101)
- Minimum recommended grade (e.g., B-)
- Appropriate timing (e.g., 0 – 30 credits)

Platform Notifications

- ✔ Success markers already completed
- ✗ Success markers missed due to grade or timing
- ❏ Success markers that are upcoming
Graduation Rate in Selected Program by Grade Earned

- **A**: Graduation Rate = 66%, N=366
- **B**: Graduation Rate = 60%, N=698
- **C**: Graduation Rate = 50%, N=561
- **D**: Graduation Rate = 32%, N=227
- **F**: Graduation Rate = 22%, N=189
- **W**: Graduation Rate = 23%, N=158
Interpreting Risk Signals

Three Indicators of Student Risk in the Platform

**Empirical Calculated**

**Compared to Historical Student Performance**

**Founded in Data**

**Observed**

**Informed by Historical Student Performance**

---

**1. Predicted Risk Level**

**OVERVIEW**

**ACCOUNTING**

College of Business

Most recent enrollment: Fall Semester 2013

Current Risk: LOW

**MAJOR OPTIONS**

Search for a major or career

<table>
<thead>
<tr>
<th>Major Name</th>
<th>Risk Level</th>
<th>Related Careers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Risk Management &amp; Insurance</td>
<td>LOW Risk</td>
<td>Claims Representative / Adjuster</td>
</tr>
<tr>
<td>College of Business</td>
<td></td>
<td>Insurance Sales Agent / Underwriter</td>
</tr>
<tr>
<td>Hospitality Administration</td>
<td>Low Risk</td>
<td>Event Specialist / Hotel Manager</td>
</tr>
<tr>
<td>College of Business</td>
<td></td>
<td>Outdoor Adventure Guide / Restaurant / Food Service Manager</td>
</tr>
<tr>
<td>Actuarial Science</td>
<td>Moderate Risk</td>
<td>Actuary / Underwriter</td>
</tr>
</tbody>
</table>

---

**2. Success Markers**

**OVERVIEW**

**ACADEMIC SUMMARY**

Pre-Nursing College of Health Professions

ONLINE COURSE

- GRADE: 3.14
- Completed: Completed
- Approved: Approved
- Currently Enrolled: Currently Enrolled

**MAJOR SELECTION**

- History: 42.00 GPA
- Sophomore

**ACADEMIC PROGRESS**

- Risk: MODERATE

**ACADEMIC NOTIFICATIONS**

- Required: Did not register for any course
- Recommended: Did not register for any course
- Completed: Completed
- Approved: Approved
- Currently Enrolled: Currently Enrolled
- Currently Enrolled: Complete between 15 and 30 credits
A High Level Overview

How Our Student Risk Analytics Work

We start with an individual student’s records

Student Data Inputs

- Academic Records
- Student Demographic Data
- Course Registration Data

Analyze historical records, searching for similar students

Custom Predictive Model

And predict their likelihood to graduate in a given major

Predictive Outputs

- Risk in current major
- Risk in other majors
- Difficulty of upcoming courses
What Does Create Risk Color?

Incorporated **January**

**Institutional Academic Data**
- Credits completed
- Course grades earned
- Credit completion ratio
- GPA trend over time
- Difficulty of major
- Articulated Transfer Credits

**Risk in current major**

**Risk in alternate majors**

**Students Not Included**

- New students that are not currently registered for courses
- Associate Students
- Post-Baccalaureate & Graduate Students
- Students receiving their second degree
- Transient Students
- High school students with Dual enrollment

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## SSC at Wichita State University

Platform improvements based upon your feedback

<table>
<thead>
<tr>
<th>Feedback</th>
<th>Action</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>More information needed about incoming Transfer Students</td>
<td>Reconfigured Risk Model to include Transfer information</td>
<td>More accurate risk predictions for over 10,000 students with transfer credits</td>
</tr>
<tr>
<td>More information needed about First Time Freshman</td>
<td>Incorporation of Pre-Enrollment information to greatly improve Risk Model</td>
<td>Starting in Spring 2016, risk information will be available for First Time Freshman</td>
</tr>
<tr>
<td>Success Markers still appear after a student has taken an equivalent course</td>
<td>Redefined Success Markers for departments who have provided additional requirements</td>
<td>Less Success Markers “missed” for students who have met departmental milestones</td>
</tr>
<tr>
<td>Some students were showing up in the site who shouldn’t have been</td>
<td>Incorporated WSU-specific graduation codes, activity codes to suppress students</td>
<td>More accurate worklists, student information and display functionality</td>
</tr>
</tbody>
</table>

What will be next? | How can we help? |
**Risk Model Options From Today Onward**

## 2.5 Predictive Risk Model

### Historical Student Data

<table>
<thead>
<tr>
<th>Attempted Credits Trend</th>
<th>International Student Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed Terms</td>
<td>Lifetime Attempted Credits</td>
</tr>
<tr>
<td>Credits Since Last Major Change</td>
<td>Major(s)-Skills Alignment</td>
</tr>
<tr>
<td>Cumulative GPA</td>
<td>Number of Current Majors</td>
</tr>
<tr>
<td>Current Major Frequency</td>
<td>Number of Former Majors</td>
</tr>
<tr>
<td>D-F-W Counts</td>
<td>Standardized SAT/ACT Exam</td>
</tr>
<tr>
<td>D-F-W Trend</td>
<td>Scores</td>
</tr>
<tr>
<td>Earned-Attempted Credit Ratio</td>
<td>Student Ethnicity</td>
</tr>
<tr>
<td>Estimated Skills</td>
<td>Student Gender</td>
</tr>
<tr>
<td>First Generation Student Indicator</td>
<td>Term GPA</td>
</tr>
<tr>
<td>GPA Trend</td>
<td>Transfer Credit Proportion</td>
</tr>
<tr>
<td>Grade Variance</td>
<td>Transfer Student Indicator</td>
</tr>
<tr>
<td>High School GPA</td>
<td>Veteran Indicator</td>
</tr>
<tr>
<td>High School Size</td>
<td></td>
</tr>
</tbody>
</table>
A Word from the Wise

Advice on Using Risk from Our Advisors

How to Use Predicted Risk Effectively

- Use risk levels to strategize which students to monitor more heavily
- Use risk predictions to explore major options and strengthen long-term academic planning conversations
- Show students their risk score to create a sense of urgency for resistant students
- Consider predicted difficulty to help students select and prepare for upcoming courses
- Contextualize a student’s risk score by remembering the group against which that student is being compared

...And How Not To

- Don’t only meet with “red” students
- Don’t ignore your intuition and experience in evaluating whether a student might be at risk
- Don’t make all your “red” students switch to a “green” major
- Don’t ignore a student’s passion if it’s in a “red” or “yellow” area
- Don’t assume a student won’t or can’t graduate because they are “red”; “red” is a probability, not a fate
Introduction to Campaigns
Proactive, Strategic Intervention

Targeted Campaigns Extend the Impact of Advising Resources

Traditional, Passive Advising

- Students Receiving General Support
- Students At Risk

Proactive & Strategic Advising

- Students Receiving Tailored Support
- Students At Risk

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What is a Campaign?

1. **Focus**
   - Focus in on one of your institution’s areas of greatest opportunity for improvement
   - **Resources:**
     - Institution Reports
     - EAB Best-Practice Research

2. **Identify**
   - Create a list of students with target attributes to define your target population
   - **Resources:**
     - Filtering & Work Lists

3. **Contact**
   - Send proactive outreach to students to establish contact and encourage action
   - **Resources:**
     - CSV Exportation
     - Campaign Toolkit

4. **Intervene**
   - Meet with students and provide tailored advising support to this population’s shared needs
   - **Resources:**
     - Student Profiles
     - Risk Analysis & Major Explorer

5. **Follow Up**
   - Follow up on student progress and track campaign outcomes
   - **Resources:**
     - Notes & Statuses
### SSC Members Seeing Impressive Results

#### Early Alpha Member Seeing Sustained Impact

<table>
<thead>
<tr>
<th>Institution</th>
<th>Increase</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Georgia State University</td>
<td><strong>+3.0%</strong></td>
<td>Increase in graduation rate</td>
</tr>
<tr>
<td>SIU Carbondale</td>
<td><strong>+7.5%</strong></td>
<td>Increase in first year, full time retention</td>
</tr>
<tr>
<td>Purdue University Calumet</td>
<td><strong>+4.7%</strong></td>
<td>Increase in first year, full time retention</td>
</tr>
<tr>
<td>Middle Tennessee State University</td>
<td><strong>+1.5%</strong></td>
<td>Overall undergraduate persistence (fall to spring)</td>
</tr>
<tr>
<td>UT Brownsville</td>
<td><strong>+7.0%</strong></td>
<td>Increase in first year, full time retention</td>
</tr>
</tbody>
</table>

#### Retaining More Students for Millions in Additional Revenue

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<th>Institution</th>
<th>Increase</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Georgia State University</td>
<td><strong>+26%</strong></td>
<td>Latino/a students graduating from 2012 to 2014</td>
</tr>
<tr>
<td>SIU Carbondale</td>
<td><strong>+187</strong></td>
<td>Additional students completing a third term in fall 2014</td>
</tr>
<tr>
<td>Purdue University Calumet</td>
<td><strong>+35%</strong></td>
<td>Increase in students declaring by end of first year</td>
</tr>
<tr>
<td>Middle Tennessee State University</td>
<td><strong>+26%</strong></td>
<td>Increase in students registered for 15+ credits in first term</td>
</tr>
<tr>
<td>UT Brownsville</td>
<td><strong>+12%</strong></td>
<td>Graduation probability of undeclared students (2012 to 2014)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Institution</th>
<th>Increase</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Georgia State University</td>
<td><strong>+18%</strong></td>
<td>African American students graduating from 2012 to 2014</td>
</tr>
<tr>
<td>SIU Carbondale</td>
<td><strong>$3.5M</strong></td>
<td>Anticipated additional annual revenue due to gains in first-year retention</td>
</tr>
<tr>
<td>Purdue University Calumet</td>
<td><strong>+12%</strong></td>
<td>Graduation probability of undeclared students (2012 to 2014)</td>
</tr>
<tr>
<td>Middle Tennessee State University</td>
<td><strong>+4.5%</strong></td>
<td>Increase in fall to spring persistence for transfers for sophomores</td>
</tr>
<tr>
<td>UT Brownsville</td>
<td><strong>+390</strong></td>
<td>Additional undergraduate students enrolled in spring 2015</td>
</tr>
</tbody>
</table>

#### Improving Outcomes with an Increasingly Diverse Student Population

<table>
<thead>
<tr>
<th>Institution</th>
<th>Increase</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Georgia State University</td>
<td><strong>+2%</strong></td>
<td>Decrease in average credits at time of graduation</td>
</tr>
<tr>
<td>SIU Carbondale</td>
<td><strong>+4.7%</strong></td>
<td>Increase in first year, full time retention</td>
</tr>
<tr>
<td>Purdue University Calumet</td>
<td><strong>+4.5%</strong></td>
<td>Increase in first year, full time retention</td>
</tr>
<tr>
<td>Middle Tennessee State University</td>
<td><strong>+2.1%</strong></td>
<td>Increase in fall to spring persistence for sophomores</td>
</tr>
<tr>
<td>UT Brownsville</td>
<td><strong>+7.0%</strong></td>
<td>Increase in first year, full time retention</td>
</tr>
</tbody>
</table>

#### Rapid Gains in First Six Months of Membership

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<tbody>
<tr>
<td>Middle Tennessee State University</td>
<td><strong>+1.5%</strong></td>
<td>Overall undergraduate persistence (fall to spring)</td>
</tr>
<tr>
<td>UT Brownsville</td>
<td><strong>+7.0%</strong></td>
<td>Increase in first year, full time retention</td>
</tr>
<tr>
<td>UT Brownsville</td>
<td><strong>2x</strong></td>
<td>Improvement in academic outcomes for students advised as part of an SSC campaign</td>
</tr>
</tbody>
</table>

#### Positive Results in the Midst of Institutional Restructuring

<table>
<thead>
<tr>
<th>Institution</th>
<th>Increase</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle Tennessee State University</td>
<td><strong>248</strong></td>
<td>Students involved in SSC intervention campaigns in fall 2014</td>
</tr>
</tbody>
</table>
### Examples

Common Campaigns from SSC Member Institutions

<table>
<thead>
<tr>
<th>Campaign Population</th>
<th>Example Filters</th>
<th>Action</th>
</tr>
</thead>
</table>
| At-risk students that may need to switch majors | **Risk Level**: High  
**Earned Credits**: 45-70 | Encourage students to evaluate their academic performance and consider a major change |
| Undeclared students above a certain credit threshold | **Major**: Undeclared, Pre-major  
**Earned Credits**: At least 30, 45, or 60 credits (depending on the institution) | Help students select the appropriate major and declare as soon as possible |
| Pre-majors that are not meeting the major declaration requirements | Exact filters will vary by major  
**Possible Pre-Majors**: Pre-Nursing, Pre-Engineering, Pre-Business | Encourage students to prepare a “Plan B” and seek academic support to improve performance |
| Potential recruits for the honors program | **Enrollment**: Currently enrolled  
**Risk Level**: Low  
**Missed Success Markers**: Less than 2  
**GPA**: Over 3.70 | Discuss strong academic performance and potential enrollment in the honors program |
| High-performing students for recruitment to a particular major | **Enrollment**: Currently enrolled  
**Risk Level**: Low  
**Major**: Undeclared | Ensure high-performing students know they are capable of taking on challenging majors |
College of Health Professions

Success with Early Admissions

“CHP advisors enjoyed the opportunity to remind Early Admission students of resources available to them, especially Supplemental Instruction and tutoring. Students may forget these resources are available, or may not view them as applicable or useful until their situation becomes dire. Our office reminds students to be proactive in seeking out resources, and we take advantage of multiple means of communication, such as twitter, Bb, and email, to help students keep themselves informed.”

Sandra Bibb
Dean – College of Health Professions

Returns from Campaign

25 Students in campaign
84% Of students reduced risk from Moderate to Low Risk
.05 Average GPA increase from Campaign
61 of Your Best Ideas
Brand New Resource Available Online; Poster Version Coming Soon

61 Campaign Ideas
Target Your Advising Efforts Across the Year

A leading advising campaign is an effort of focused, proactive outreach to a population of students in need of a specific intervention or action. Over the last year academic advisors in the Student Success Collaborative have used the SSC platform to guide a wide range of campaigns seeking to improve student outcomes. Below is a list of 61 campaign ideas from advisors across the country.

EAB Student Success Collaborative

eab.com/SSCCampaignIdeas
Targeted Advising Campaign Toolkit

Helping Your Staff Design All Elements of Their Initiative

**Toolkit Includes:**

- Ten Campaign Ideas to Try
- Step-by-Step Guide to Targeted Campaign Planning
- Blank Campaign Design Worksheet
- Click-by-Click Instructions for Identifying a Population in the SSC Platform

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*Campbell Design Worksheet*

- Define a Target Student Population
  - My target student population is... and I believe they will benefit from this intervention.
- Objectives: This campaign will...
  - My objectives are...
  - My performance measures are...
- Plan Your Outreach Strategy
  - My outreach strategy will...
  - My outreach channels are...
- My Periodic Steps
  - My periodic steps will...
  - My periodic steps are...
- Evaluate Your Campaign Success
  - My metrics and targets include...
  - My actual outcomes include...
Building on Existing Resources

New Addition to Campaign Toolkit Focused on Measuring Effectiveness

Campaign Process

1. Define Target Population
2. Select Metrics and Set Goals
3. Plan Outreach Strategy
4. Execute Strategy
5. Track Progress
6. Calculate Results
7. Report Impact
Deciding What You Want to Measure

Select ≤6 Metrics Ranging From Immediate Actions to Long-Term Outcomes

What is the initial **action** you will take to kick off the campaign?

What do you hope students immediately do **in response** to your outreach?

What **behavior or action** do students need to take as a result of the campaign?

What is the **impact** you hope to see with this group in one term or one year?

**Examples:**
- Outreach emails
- Follow-up calls

**Examples:**
- Response rate
- % advised in person

**Examples:**
- Declare major
- Attend tutoring

**Examples:**
- Improve GPA
- Obtain scholarship

Full list of common metrics on pages 3-4 of the Toolkit Supplement

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Deciding What You Want to Measure

Toolkit Includes Samples and Guidelines for Selecting Metrics

**Sample Campaign**

**Target Population:** students currently enrolled in the School of Business with GPAs 1.5 to 2.0

**Objective:** to inform students on warning or probation of university policies for dismissal and connect them to support resources to help improve their academic performance

**Metrics:**
- % of target population emailed
- % of target population advised in person
- % of those advised who attend tutoring or supplemental instruction
- % of those advised that achieve a cumulative GPA greater than 2.0
Once You Have the Right Metrics...

### The Critical Task of Goal Setting

Setting an Ambitious But Realistic Goal Can Be the Most Difficult Step

#### Challenges to Goal Setting

- Every student population and every advising office is different
- Many advising offices don’t have enough data to determine appropriate/consistent goals
- Setting goals is an up-front investment of time when you have many other priorities!

#### If You Don’t Know Where to Start:

- Go with your gut
- Ask your peers
- Refer to examples in toolkit

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### Setting Campaign Goals

Example Goals and Outcomes from Previous SSC Advising Campaigns

<table>
<thead>
<tr>
<th>Campaign</th>
<th>Goal</th>
<th>Actual Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help “Munky Middle” (2.0-2.99 GPA) Pre-Health students develop an academic plan to improve their GPAs or consider alternative majors (to reach the same career goal)</td>
<td>96% contacted by adv., 70% of those advised took action by creating an academic plan or changing to an alternative major</td>
<td>85% advised in person, 60% of those advised took action, 31% created an academic plan and 33% changed their major</td>
</tr>
<tr>
<td>Help underperforming students achieve program eligibility for a selective program</td>
<td>100% contacted by adv., 40% advised at least once, 100% of advised students create an academic improvement plan, 5% raise GPA above program admission cutoff by Spring 2015</td>
<td>100% contacted by adv., 60% advised at least once, 100% of advised students created an academic improvement plan, 71% raised GPA above program admission cutoff by Spring 2015</td>
</tr>
<tr>
<td>Help high-risk undeclared students declare good-fit majors or explore major/career options by enrolling in a Career Planning course</td>
<td>100% contacted by adv., 96% advised at least once, 36% declare a major by Spring 2015, 28% enroll in Career Planning course</td>
<td>100% contacted by adv., 72% advised at least once, 28% declared a major by Spring 2015, 71% enrolled in Career Planning course</td>
</tr>
<tr>
<td>Inform qualified students in the School of Social Work that they are eligible for a scholarship</td>
<td>100% contacted, 78% apply for scholarship</td>
<td>100% contacted by adv., 100% applied for scholarship</td>
</tr>
<tr>
<td>Meet with students entering their sixth year (110+ credits) who have not yet applied for graduation or dropped out</td>
<td>90% advised in person, over the phone, or via email; 78% of those advised responded in person or applied for graduation</td>
<td>67% advised in person, over the phone, or via email; 61% of those advised responded in person or applied for graduation</td>
</tr>
</tbody>
</table>
How Could We Set Smarter Goals?

Three Approaches to Campaign Design—Borrowed From Social Science

A. Pick a Target Population with a Good Historical Comparison Group
   Compare your campaign results to the “natural” outcomes of a comparable group of students

B. Create a Baseline and then Repeat Your Campaign
   Repeat the same campaign, or a similar campaign, and use the first results as a baseline for comparison

C. Use Between-Group Design to Test Different Interventions
   Option 1: Select a larger target population and intervene with half
   Option 2: Split your target population into two groups and use different approaches with each subgroup
1. Who We Are & the Origins of SSC’s Risk Model

2. How We Help

3. Demonstration

4. Resources and Next Steps
1. Who Are We?

2. How We Help

3. Demonstration

4. Resources and Next Steps
Taking Action: SSC Advisor Tools and Resources

**Get up to Speed**

- **TRAINING**
  - **eLearning Modules:** prepare for onsite training and/or refresh skills
  - **User Guide:** reference how-to's
  - **Onsite:** participate in EAB-led training exercises
  - **Understanding RISK:** review data analytics and the predictive model

**Continue Learning**

- **WEBCONFERENCES**
  - **Upcoming:** participate in collaborative-wide discussions about a wide range of Student Success topics
  - **On-Demand:** Catch up on previous topics; learn best practices from other schools

**Leverage Best Practices**

- **TOOLKITS**
  - **Campaigns:** Learn and leverage best practices; create worklists and prioritize interventions with highest risk students

**Share Experiences**

- **NETWORKING**
  - **User Groups:** Share internal best practices and gain efficiency
  - **Case Studies:** Present successes; earn positive press
  - **Specialist Program:** Participate in the SSC expert user & leadership development cohort

**Discover More**

- **RESEARCH & INSIGHTS**
  - **SSC Emails:** Read the latest in student success news from the marketplace and across the Collaborative
  - **Research Publications:** Browse EAB research for ideas and trends

**Stay Current**

- **NEW FEATURES & UPDATES**
  - **Platform Releases:** Access info about upcoming and previous product updates
  - **Feature Workshops:** Attend interactive practice sessions led by campus Value Leaders

Iterative process repeated with product enhancements and campaign progression
Where Do I Go With Questions

Support from Multiple Directions

Peers

- Ask peers how they approached a specific problem
- Get a refresher on platform utilization techniques

How much time did it take you to complete your worklist?

What resources did you suggest for your “red” students in X major?

How do I create a campaign for X cohort of students in X major?

Program Owner & Leadership Team

- Ask program leaders for support in addressing a specific problem
- Elevate issues that could require policy or programmatic changes

X predictive course is derailing a high percentage of my students in X major. Do you think we might want to consider addressing the curriculum?

Dedicated Consultant

- Understand data or risk
- Obtain assistance with complex analysis or recommendation development
- Access EAB Product Team or Data Scientist support
- Influence future product development efforts

Why is this student red?

My peers and I would like to create a recommendation for a sophomore resource center. Has anyone in the collaborative done something similar? Does EAB have any research that could give me additional ideas?

Technical Questions

- EABTechSupport@eab.com
- Login or Site issues

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Matt Mustard
Consultant
202-266-6420
MMustard@eab.com