Understanding Risk in the SSC Platform
**Considerations in Understanding Student Risk**

<table>
<thead>
<tr>
<th>Low Risk</th>
<th>Moderate Risk</th>
<th>High Risk</th>
<th>N/A Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Probable graduate within major</td>
<td>▪ Moderate risk to graduate within major</td>
<td>▪ High risk to graduate within major</td>
<td>▪ Students with no institutional coursework completed to assess risk.</td>
</tr>
</tbody>
</table>
| ▪ Does this student have a relatively high GPA? | ▪ Does the student have inconsistent or average course performance relative to major? | ▪ Is this student part-time?  
  – Steady, low credit accumulation | – First time freshman  
 – Transfer students  
 – Students with low amount of earned credits |
| ▪ Is the student a high performer in courses relative to major? | ▪ What does the trend of institutional GPA look like? | ▪ Does this student have ample institutional coursework completed?  
  – Are the majority of their credits transfer?  
  – Has the student not earned all credits attempted for multiple terms? | – Grade of F or W |
| ▪ Is the student consistently accumulating credits? | ▪ Does the student have Inconsistent institutional credit accumulation? | ▪ Is the student’s performance in the Risk Skill Areas relatively close to or above the historical average? | |
| ▪ Is the student’s performance in the Risk Skill Areas relatively close to or above the historical average? | ▪ Is the student’s performance in the Risk Skill Areas relatively close to the historical average? | | |

**Suggested Action Items**

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| ▪ Check for success marker notifications | ▪ Encourage student to attend an advising session  
  ▪ Check for success marker notifications  
  ▪ Check degree audit to make sure student is making progress toward degree  
  ▪ Confirm interest in Major  
  ▪ Discuss Career Options  
  ▪ Honors Opportunities  
  – Peer tutoring candidate  
  – Research with a professor  
  – Lab opportunities | ▪ Review performance of institutional courses vs transfer courses  
  ▪ Review performance in key courses for the major  
  ▪ Check for accumulation of institutional credits  
  – Part time vs full time  
  – Review D,F, and Withdrawn courses  
  – Progress toward degree  
  ▪ Check for success marker notifications  
  ▪ Explore major matcher if student expresses interest in changing majors  
  ▪ Review performance of institutional courses vs transfer courses  
  ▪ Direct students to resources listed in the Risk Skill Areas | ▪ Encourage student to attend an advising session  
 ▪ Review upcoming enrollment in success marker courses  
 ▪ Emphasize importance of key courses in major  
 ▪ Assess interest in major |
| ▪ Check degree audit to make sure student is making progress toward degree  
 ▪ Confirm interest in Major  
 ▪ Discuss Career Options  
 ▪ Honors Opportunities  
 – Peer tutoring candidate  
 – Research with a professor  
 – Lab opportunities | ▪ Review performance of institutional courses vs transfer courses  
 ▪ Review performance in key courses for the major  
 ▪ Check for accumulation of institutional credits  
 ▪ Check for success marker notifications  
 ▪ Explore major matcher if student expresses interest in changing majors  
 ▪ Direct students to resources listed in the Risk Skill Areas | | |
| ▪ Assess interest in major | ▪ Assess interest in major | | |
Understanding Why Potential Graduates Are At-Risk

Why do yellow and red students graduate?

What do the Risk Scores Tell Me?

If I step back and consider a student’s pre-enrollment data, student’s credit information and course performance and categorized them based on likelihood to graduate compared to the performance of graduates in their major in the past then they would be the following levels to the right.

GREEN = low graduation risk
YELLOW = medium graduation risk
RED = high graduation risk

But the “Yellow” student just applied and was accepted for graduation?

Remember:

We do not include specific university degree requirements (not a degree audit) but instead base likelihood to graduate on their academic performance. Therefore, just because they have applied for graduation does not mean they immediately are a Green student.

Even though they have applied for graduation, if you view them objectively across the indicators of academic performance above compared to past graduates in the major, it tells us that this student is/was less likely than others who did graduate.

That being said, please note that our risk model is constantly being enhanced based on member feedback and additional analysis. We are actively reviewing several options that could adjust the risk score based on total credit accumulation.

More information to come.

What if you think about Student Risk Scores as a 110 Meter Hurdle Race?

- A GREEN student has had or will have minimal or no hurdles to graduation based on their academic performance. They should typically graduate but there could be other extenuating reasons why they do not finish.

- A YELLOW student has had or will have several hurdles along the way but has already or will either continue to persist or stop out.

- A RED student has had or will typically hit a lot of hurdles along the way (or was disqualified) and rarely get to the finish line, however, there are some who continue to persist and beat the odds.
Part-Time Students

This model compares current students against students who graduated in the past. While this student has a strong GPA, their credit accumulation is less than what successful students accumulated, credit-wise, in the past.
“Proving” They Can Do Well in Multiple Areas

This student has taken a small number of credits (two courses) in only one subject area (nursing). Based on this limited data, the platform mitigates this student’s “risk score” until he or she “proves” that they can consistently perform above average as compared to students who historically graduated in nursing. It does not want to base a student’s entire risk color based on a few courses in only one area.