

Using Data to Drive Change for Student Success

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Topics

1. Wait List Monitoring & Dashboard: Matt Matthews
2. Early Alerts Campaign: Stacie Grisham
3. Prior Student Survey: Sherry Marlow- Ormsby

Wait List Monitoring & Dashboard

Course Waitlists

- Full waitlists
 - Required lower-division General Education courses
 - Low-volume, high-demand upper-division courses
 - Popular courses and/or instructors
- Institutional Concerns
 - Student progress to graduation
 - Modality planning
 - Faculty workload
 - Transparency

Process

- Student tries to register for closed class, and adds self to waitlist
 - Students can see position on waitlist
 - Academic leaders can find waitlists students in Banner/ARGOS
- If seat opens up, student gets 48 hours to enroll
- If no seat opens up, student ... waits
- One week before classes begin, lists are purged
 - Waitlists turned off
 - Deans and Heads get data on purged students
 - Welcome to the Thunderdome

First Change – Regular Monitoring

- Collect summary data from ARGOS
- Compare with historically challenging areas
- Send to Deans and Heads
 - About every couple of weeks

- Some improvement – but not enough

Second Change – Structural Changes

- Revised rules around waitlists
 - 1000-2000 level courses
 - First-in, first-out
 - 3000-4000 level courses
 - Graduation Candidates first
 - Seniors
 - Everyone else
- Again – more progress

Third Change – Data Delivery

- Monday morning delivery of CSV
 - To Deans and others
 - Every CRN in academic unit with at least 1 active waitlisted student
 - Important data points like capacity, modality, instructor, Gen Ed
- Maybe ... less progress?

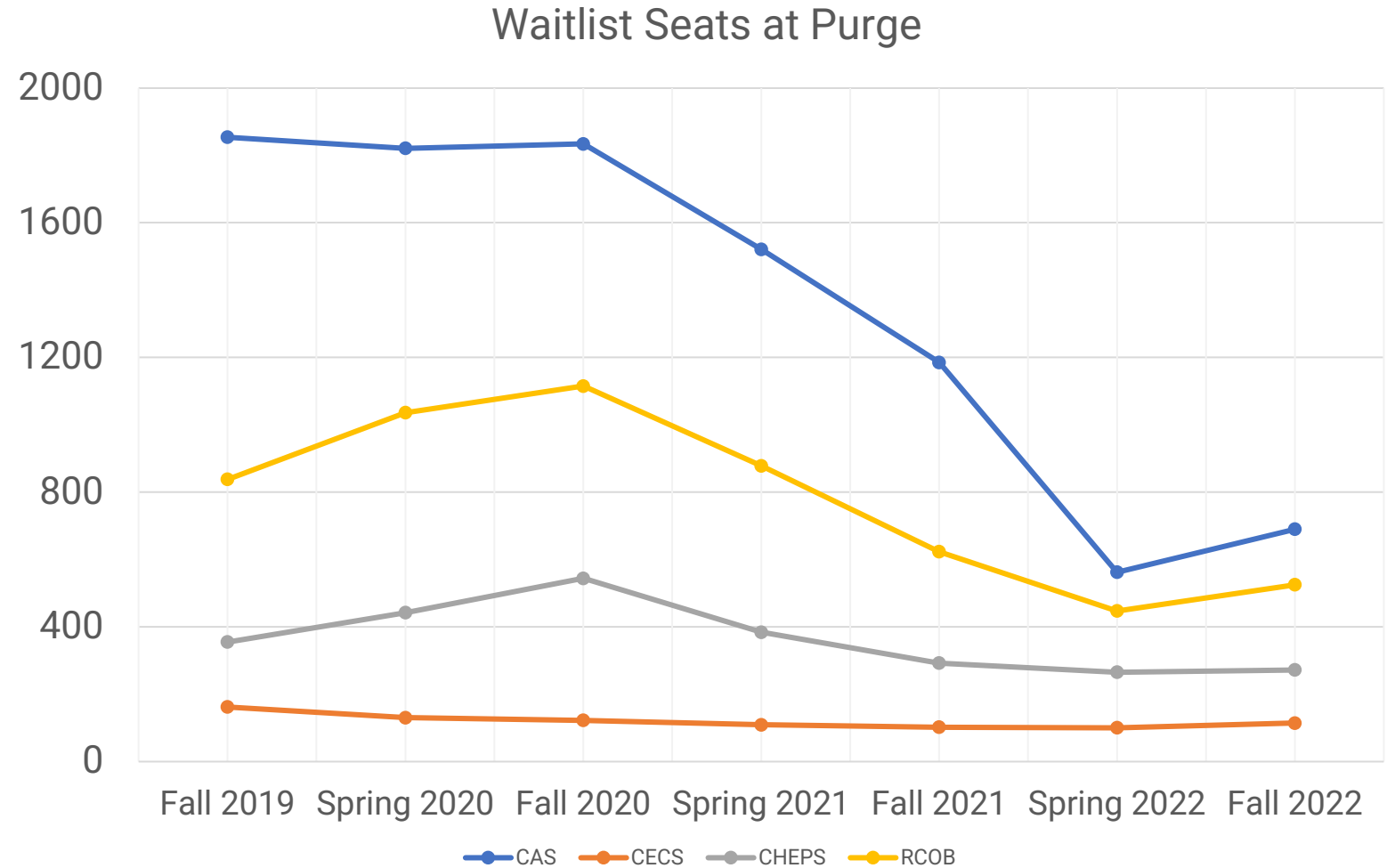
Results

12-month moving sum of occupied waitlist seats

First change is across calendar 2020.

Second change is Spring 2022.

Third change is Fall 2022.



Results

Number of waitlist spots claimed by month which were left over at purge.

The need for some monitoring is clear in July and August 2020.

Continued monitoring may have made a difference in Fall 2021.

Continued monitoring plus data delivery in Fall 2022, and results deteriorated.

Term	Apr	May	Jun	Jul	Aug	Total
Fall 2019	239	61	100	277	244	921
Fall 2020	220	92	85	368	343	1108
Fall 2021	74	28	43	117	149	411
Fall 2022	163	64	50	139	225	641

Fourth Change – Spring 2023

Created dashboard based on department and advisor feedback

Waitlisted students who are majors in the college.

Waitlisted students in classes controlled by college.

Ar Waitlist_Students_Arts&Sciences.Dashboard

Dashboard Options: Report Options:

ODS Production Data - ODSPR (Refreshed Daily at 2:00 AM)



Select Registration Term:

If you have any questions please visit our website at www.utc.edu/banner

or contact us at bannersystems@utc.edu

Students on a waitlist with Major in College of Arts & Sciences

UTCID	Name	CRN	College of Course	Subject	Crse Number	GCAN	Classification	Schedule Type	Cum UG GPA	Age 24 or Older	C Campus Crse Total
		25001	Arts & Sciences	PSY	4120	Spring 2023	Senior	Lecture	3.33		9
		25007	Arts & Sciences	PSY	4600	Spring 2023	Senior	Internet	3.33		9
		24881	Arts & Sciences	BIOL	4335	Spring 2023	Senior	Lecture/Lab	3.23		8
		25007	Arts & Sciences	PSY	4600	Spring 2023	Junior	Internet	2.46		3
		20497	Health, Education,P...	HHP	0055	Spring 2023	Junior	Internet	3.55		3
		25034	Arts & Sciences	WGSS	2950	Spring 2023	Junior	Internet	3.55		3
		24298	Arts & Sciences	PSY	3350	Spring 2023	Senior	Internet	2.98		12
		25034	Arts & Sciences	WGSS	2950	Spring 2023	Senior	Internet	3.14		6
		24881	Arts & Sciences	BIOL	4335	Spring 2023	Senior	Lecture/Lab	2.8	Y	8
		25001	Arts & Sciences	PSY	4120	Spring 2023	Junior	Lecture	2.97		3
		20628	Arts & Sciences	BIOL	4220		Senior	Lecture/Lab	3.13	Y	3
		22363	Arts & Sciences	BIOL	4170	Summer ...	Junior	Lecture/Lab	3.65		8
		24881	Arts & Sciences	BIOL	4335	Spring 2023	Senior	Lecture/Lab	3.13		10
		24298	Arts & Sciences	PSY	3350		Senior	Internet	3.42	Y	7

28 items

Students with waitlisted course in College of Arts & Sciences

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		20628	Arts & Sciences	BIOL	4220	Spring 2023	Senior	Lecture/Lab	3.69		7

28 items

Priority numbers may not reflect number of students on waitlist. Upper division (3000-4000) priority is based on class standing.

Unresolved Issues

- Two problems with course modality
 1. Students may enroll/waitlist both online and on-ground sections of the same class. False indicator of demand.
 2. Student preference for online continues to confound scheduling. Some courses fill and waitlists fill while alternative modality sits unused.
- A particularly painful example of the second issue: A course in RCOB had 100+ seats available across on-ground sections while the single online section of 39 seats had all 39 waitlist spots claimed.

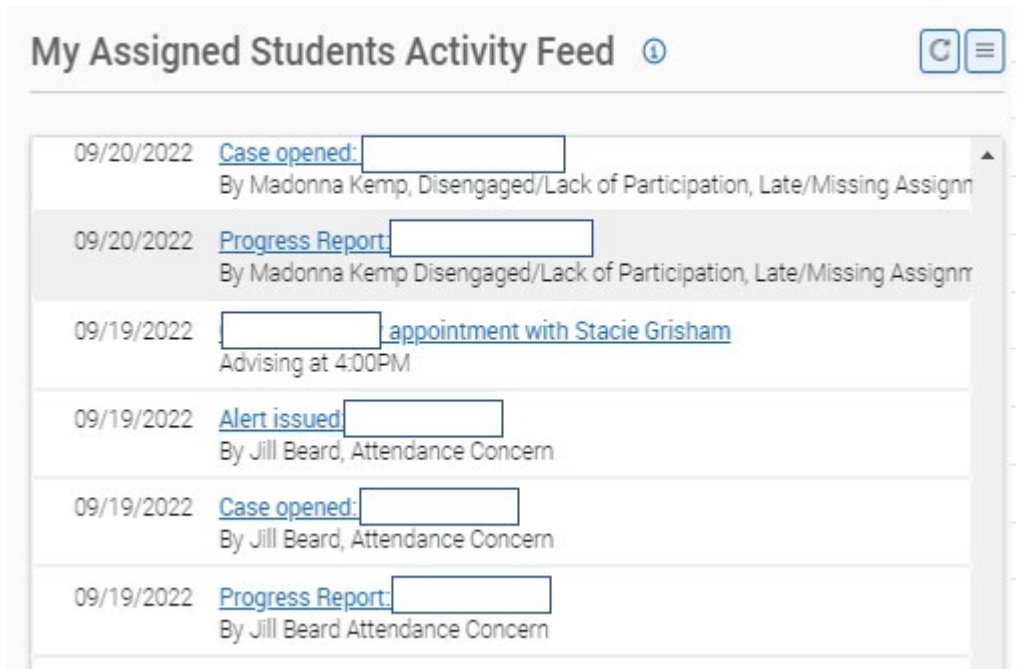
Early Alert Campaign

Progress Report Campaigns (Early Alerts)

- UTC shift towards a professional advising model
- Strong mid-term grade submission rates
- Student and advisor feedback

The Road to Early Alerts

EAB Navigate Platform



My Assigned Students Activity Feed ⓘ

09/20/2022	Case opened: [redacted]
	By Madonna Kemp, Disengaged/Lack of Participation, Late/Missing Assignm
09/20/2022	Progress Report: [redacted]
	By Madonna Kemp Disengaged/Lack of Participation, Late/Missing Assignm
09/19/2022	[redacted] appointment with Stacie Grisham
	Advising at 4:00PM
09/19/2022	Alert issued: [redacted]
	By Jill Beard, Attendance Concern
09/19/2022	Case opened: [redacted]
	By Jill Beard, Attendance Concern
09/19/2022	Progress Report: [redacted]
	By Jill Beard Attendance Concern

Small pilots in FA19 & FA20

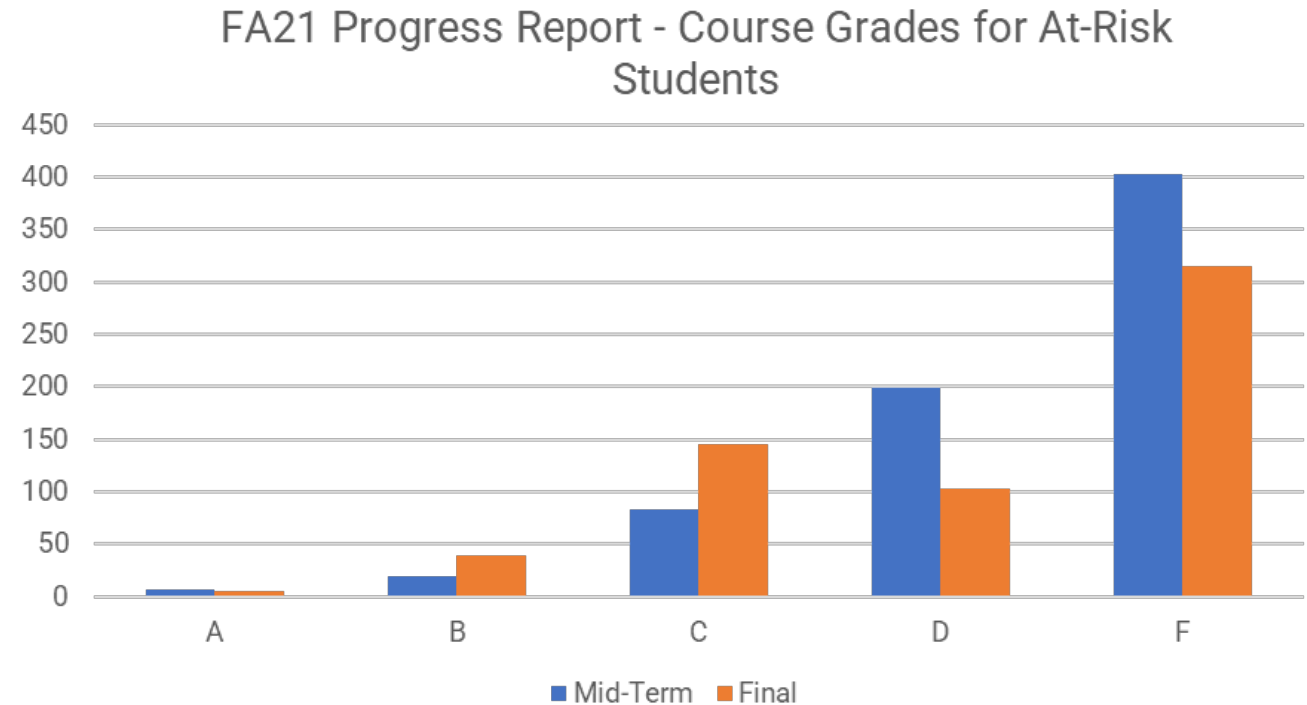
- Small population
- Select FYE, math, and English classes
- Technical and training pilot

FA21 Progress Report Launch

- Targeted high freshmen enrollment & high DFW rate classes
- 73% response rate from faculty
- 697 students flagged as at-risk
- Learning curve continued

FA21 Progress Report Results

- Some decrease in D's and F's
- 27% at-risk students withdrew from the class
- Overall results suggested room to improve



FA22 Progress Report Campaign Changes

- Adjusted faculty reporting window
- Launched peer coaching
- Technical changes for easier tracking
- Expanded course coverage

FA22 Progress Report – Early Insights

- 79% response rate from faculty (+6% from FA21) with 639 students flagged at-risk
- 386 advising appointments*
- 3,000 text messages & emails*
- 110 academic support sessions*

Alert Reason(s)	Percent
Attendance	14%
Disengaged/Lack of participation	5%
Late/missing assignments	24%
Low test/quiz scores	38%
Tutoring/SI recommended	18%

*Based on campaign population and Navigate activity from mid-September to mid-October

Progress Reports – What's Next?

Near Term

- Intervention outcomes
- Who are we missing?
- Qualitative data
- Finding a balance

Future goals for 2023+

- Leverage other data sources
- Department engagement on course selection
- Predictive analytics

Prior Student Survey

Survey Overview

Intent: understand **selection factors, participation** in activities (academic & social), **knowledge** of resources, and **reasons** for stop out.

Instrument: Built from prior UTC Retention Survey (2008, 2012), literature review, other institution examples

Population & Response

Target population:

- a. students who **left UTC** since 2012,
- b. without earning a degree**, and
- c. **did not complete** a degree at any other institution.

Survey sent to over 8,000 prior students; 543 bounced back

- 301 surveys opened and 292 completed!!!!!!
 - ✓ Incentive for completion: drawing for a \$50 gift card (3)

Respondents

- Student characteristics while at UTC:
 - ✓ Female (47%)
 - ✓ White (55%)
 - ✓ Between 25-40 years old (43%)*
 - ✓ Juniors (42%)
 - ✓ Identified first-generation (41%)
- Enrollment characteristics while at UTC:
 - ✓ Attended full time (69%)
 - ✓ Received financial aid (62%)
 - ✓ Last year of attendance; 2020 (20%), 2019 (14%), 2021 (11%), 2012 (7%)

Top Five Reasons for Leaving UTC

1. Financial issues (21%)
2. Depression (15%)
3. Academic difficulty/navigating major path (14%)
4. Desire to change school based on career interests/ available degree majors (11%)
5. Life event or personal emergency (10%)

❖ **Less than 1% left because of academic probation**

❖ **Write in responses: Faculty (4%), Pandemic (2%), Campus Safety (2%)**

Reasons Student Left UTC	
	Percent
Financial issues	21.1%
Depression	15.2%
Academic difficulty	13.7%
Desired to go to different school because of career interests/available majors	11.3%
Life event or personal emergency	10.3%
Issues with course availability	8.8%
Non-academic responsibilities	8.3%
Lack of connection to advisor and/or mentors	5.9%
Faculty Issues	4.4%
Uncertainty about career aspirations	4.4%
Intended to leave prior to degree completion	2.0%
Lack of motivation to finish a degree	2.0%
Moved from area	2.0%
Needed/wanted to be closer to home	2.0%
Pandemic concerns	2.0%
Campus Safety	1.5%
Forced to leave due to probation	1.0%
Relationship stress	1.0%
Student's background differs from that of most students	0.5%

Themes Impacting Retention

- Advising: lack of knowledgeable advisors, need for early intervention, and transfer pipeline challenges.
- Course Access: too many full courses, need for evening/weekend sections & increased frequency of offerings.
- Faculty: monitor online courses, poor teaching skills
- Financial: need faster refunds, more scholarships
- Post-Traditional Student Support: have non-traditional programs; support

Recommendations

- Advising: Implement early warning system *prior* to midterm grades.
- Course Access: Audit course schedule to determine need. Expand available online/hybrid degree programs.
- Faculty: expand faculty development training (online pedagogy).
- Financial: review timeline of students' refund, expand student education of timeline, and increase local financial support.
- Post-Traditional Student Support: provide a comprehensive support center available after 5pm. Expand degree opportunities.

Action Items

Direct from Survey Results

- Re-enrollment campaign of students
- Student Success and Retention Committee focus on post-traditional students
- Course schedule audit
- Hybrid course definition workgroup
- Partner with WCTL to assist with evaluation of services (faculty development)

Indirect

- Policy review
- Inventory of department/unit retention plans
- Focus groups with current students
- Survey of current students

Next Steps

- Conduct SWOT analysis specific to post-traditional population
- Focus groups with transfer student population
- Continued retention analysis
- Feasibility studies for degree programs

