JOINT ADMINISTRATIVE COUNCIL AND STRATEGIC PLANNING MINUTES

October 12, 2022

The Administrative Council and Strategic Planning Council met on Wednesday, October 12, 2022 at 9:00 a.m. in the Athens State Ballroom. Present were Ms. Pam Clark, Recorder; Mr. Richard Collie; Mr. Jonathan Craft; Dr. Mike Essary; Ms. Barbara Ferguson; Ms. Jackie Gooch; Mr. Jeffrey Guenther; Ms. Beth Jenkins; Ms. Belinda Krigel; Ms. Sarah McAbee; Ms. Ashley Miller; Ms. Rachel O'Sullivan (K. Ferguson proxy); Mr. Jeff Powers; Dr. Dave Ragsdale; Mr. Derrek Smith; Dr. Timothy Thornton; Dr. Philip Way; Dr. Catherine Wehlburg; Ms. Jennifer Wolfe; and Dr. Lionel Wright. Mr. Jamie Adams; Ms. Toni Carter; Dr. Andrew Dollar; Dr. Keith Ferguson; Dr. Jameha Gardner; Ms. Amy Garrison; Ms. Laura Beth Horn; Dr. Kim LaFevor; Mr. Chris Latham; Mr. Mike McCoy; Mr. Gary Valcana; Dr. Lee Vartanian; Ms. Amirah Wasi, SGA President; and Ms. Gabrielle Whitney were absent. Special guests were Mr. Mitchell Bazzel, Ms. Lisa Brizendine, Mr. Glenn Conner, Ms. D. J. Doorenbos, Ms. Donna Holland, Dr. Katia Maxwell, Ms. Victoria Mould, Ms. Felicia Mucci, Ms. Tracy Raby, Mr. Thomas Sellers (EAB), Ms. Ginny Walters (EAB), and Mr. Steve Wang.

Dr. Way convened the meeting at 9:00 a.m. and welcomed everyone. He asked for any corrections to the September Administrative Council minutes or the Strategic Planning minutes. There were no corrections and they were approved on a voice vote.

Dr. Way turned the meeting over to Mr. Smith who introduced Ms. Walters and Mr. Sellers from EAB. He asked Ms. Walters to go forward with the Navigate presentation. Ms. Walters gave a presentation on "Navigate & the Intelligence Module" (Attachment).

Questions from the attendees:

1. How do we know if a student attends an appointment? In the care units, a student summary can be entered into Navigate. Notes can be added and a box can be clicked if a student is a no show or cancelled.
2. Are there Navigate training sessions for faculty? EAB provides webinars, train the trainer type sessions, and Ms. Walters volunteered to train virtually. Mr. Smith stated training sessions have been conducted in the past and he hopes to have faculty and staff engage in more sessions.
3. How is the information entered into Navigate? Navigate pulls from Banner and faculty and staff can enter other data directly into Navigate. Analytic reports can change based on the Banner nightly update.
4. What is the value of Navigate for education as a whole? It is valuable for the students because it allows us to serve them better. It is valuable to faculty and staff because it helps them communicate with each other and be able to look at the student's profile. It is valuable to the administrators because it allows for a higher level of student data to be accessed.
5. Can we drill down on special populations (e.g. Men of Kennis, Bonnor Students, Honor Students, etc.) as long as they are tagged? Yes

Ms. Walters thanked everyone for their time. The meeting adjourned at 10:30 a.m.

Respectfully submitted by: Pamela Clark

Attachment: "Navigate & the Intelligence Module" PowerPoint Presentation

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ATHENS STATE UNIVERSITY

Navigate & the Intelligence Module

Using the Analytics Suite to Drive Interventions & Generate Impact

Athens State University – October 12th, 2022

Student Success Collaborative

EAB

Education's Trusted Partner to Help Schools and Students Thrive

Your Imperatives Determine Ours

INSTITUTIONAL STRATEGY

Prepare Your Institution for the Future

Executive guidance rooted in research to support your strategic priorities

MARKETING AND ENROLLMENT

Achieve Your Enrollment and Growth Goals

Tailored partnerships powered by a recruitment ecosystem with unrivaled reach to enroll your future classes

STUDENT SUCCESS

Build a Student-Centric Campus

Technology trusted by 850 schools to retain, graduate, and empower more students

DIVERSITY, EQUITY, AND INCLUSION

Advance DEI on Campus and in Your Community

Technology, research, and bold initiatives to strengthen your DEI strategy and eliminate equity gaps

DATA AND ANALYTICS

Embrace Digital Transformation

Data and analytics solutions built for higher education to guide decisions and accelerate innovation

We partner with 2,500+ institutions to accelerate progress and enable lasting change.

95%+ of our partners return to us year after year because of results we achieve, together.

K12 • Community Colleges • Four-Year Colleges and Universities • Graduate, Professional, and Adult Programs • Employers

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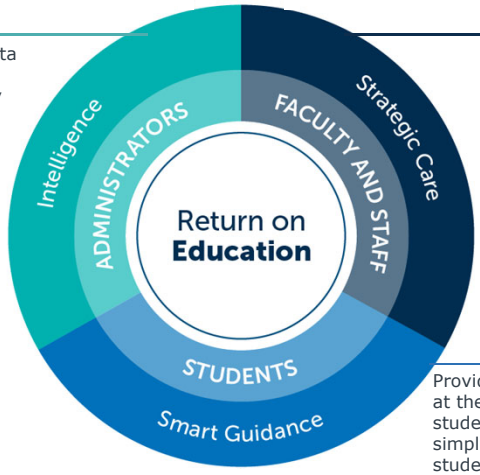
What Is EAB's Student Success Management System?

The SSMS is an **enterprise-level technology** that links administrators, advisors, deans, faculty, other staff, and students in a Coordinated Care Network designed to help schools **proactively manage student success** and deliver a **Return on Education**.

Unlock the power of data analytics and machine learning to bring timely student success management **intelligence** to administrators and leaders



Create a connected and coordinated network of support for every student, enabling targeted intervention and proactive, **strategic care**

Provide **smart guidance** at the most pivotal moments students encounter in college, simplifying and structuring the student journey to completion

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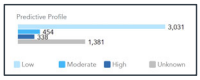
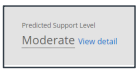
Integrating Insights throughout Navigate

Three key workflows and supporting features





Managing Student Populations

Population Health Analytics

Dive deep into support distribution trends across colleges, majors, credit thresholds, etc.

Historical Trend Analytics

Examine historical success trends from different lenses to identify opportunities to impact student outcomes today

Gain understanding of pockets of support needed to **inform resource allocation** and advising/resources

Prioritizing Proactive Intervention

Advanced Search

Find lists of current students with certain predicted support levels to focus outreach or other interventions

Employ **focused outreach campaigns** to monitor and track support needs at the institution-level

Supporting Individual Students

Smart Student Profile

View support level at the individual student level

Predictive Influencers

Unpack the predicted support level to learn more about some key contributing factors

Empower advisors and others to use data ethically to **connect students with the right available services**

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Navigate Functionality

Intelligence for Administrators

Research-Based and User-Driven Analytics Help Leaders Translate Insights Into Action

Predictive Analytics

Understand both cohort-level and individual student risk to facilitate timely and strategic care across all students groups. Our **machine learning engine** ingests 8+years of historical data (recommended) to configure a customized predictive model for your institution.

Effectiveness Analytics

Analyze and compare the progress and performance of student cohorts over time to assess the impact of interventions within and beyond Navigate.

Population Health Analytics

Track key academic performance and progress indicators with dashboards that help identify intervention opportunities across discrete student populations and assess the impact of those interventions.

Historical Trend Analytics

Identify opportunities and evaluate patterns of student success, risk, and failure using historical analyses at the institution and program level.

Members Unlocking the Power of Data to Guide Impactful Changes

8 fewer
Excess credit hours at graduation on average, after re-targeting resources based on analytics
GEORGIA STATE UNIVERSITY

2%
Increase in undergraduate persistence following data-driven changes to curricular policies
UNIVERSITY OF NORTHERN COLORADO

120
Degree plans created based on historical data trends, in order to reduce time to degree
SALISBURY UNIVERSITY

27+
Courses re-designed following analysis and identification of "barrier" courses
MIDDLE TENNESEE STATE UNIVERSITY

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Population Health Analytics

How Can You Use Population Health Management to Drive Change at the Institution-Level?

- Population Health Dashboard
- Intervention Effectiveness Dashboards
- Activity Analytics

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Population Health Analytics

Three Dashboard Pages with Unique Metrics

Overview Page

- Average GPA
- Average credit completion
- Risk distribution
- GPA under 2.0
- Last term GPA below cum. GPA
- Total credits above 120
- Missed success marker
- Credit completion under 67%
- Full time but attempting 12-14 credits

Academic Performance

- GPA
- Last term GPA below cum. GPA
- Ds and Fs
- Missed success marker, low grade

Academic Progress

- Credit completion percentage
- Earned credits
- Attempted credits
- Missed success marker, did not register
- Withdrawals
- Repeats
- Major changes

Identify student populations in need of interventions and support, then track the progress of those populations

***Example**: Take a closer look at students whose quarter GPA of their last enrolled term dropped by more than 1 point from their overall cumulative GPA.

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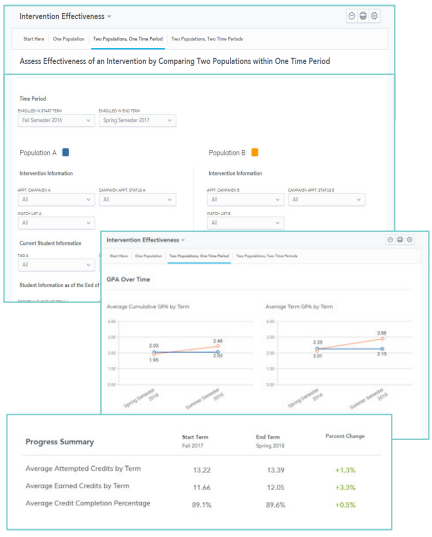
Intervention Effectiveness Analytics

Analyzing the Impact of Your Student Success Interventions



Key Takeaways

- Answer questions about how outcomes correlate with intentional interventions
- Assess the impact of either in-platform (e.g., appointment campaigns) or offline (e.g., using a new tool in advising appointments) interventions for a single student population or two comparison populations
- Evaluate any student population by uploading a Watch List or using built in filters for campaign participation, program, classification, GPA, or custom attributes sent by the member, such as federal cohort or scholarship recipient

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Historical Trend Analytics

How Can You Identify Historical Areas of Opportunity to Inform Initiatives With Current Students?

- Institution Reports
- Predictive Model *(applied to current students)*
- Success Markers *(applied to current students)*

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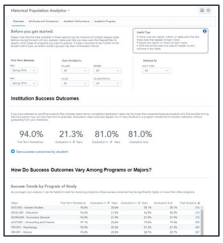
Historical Analytics Dashboards

Providing insight to inform action

Historical Population Analytics



Displays historical success data from the lens of **student attributes**

Historical Course Analytics

Displays historical success data from the lens of **course performance**

Historical Major Change Analytics

Displays historical success data from the lens of **major switching**

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Navigate Analytics

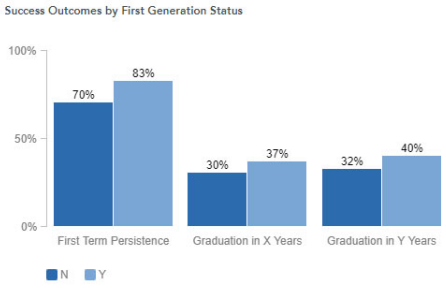
Historical Population Analytics

Institution Reports Support Strategy and Decision-Making

Historical Population Analytics (Institution Reports)

Identify opportunities and evaluate patterns of student success, risk, and failure using historical analyses at the institution and program level.

Compare based on attributes, academic performance, or academic progress.



First Gene	First Terr	Grad. in 4 Years	Grad. in 6 Years	Total Students
Y	82.5%	36.5%	39.8%	4,875
N	70.1%	30.3%	32.5%	8,856

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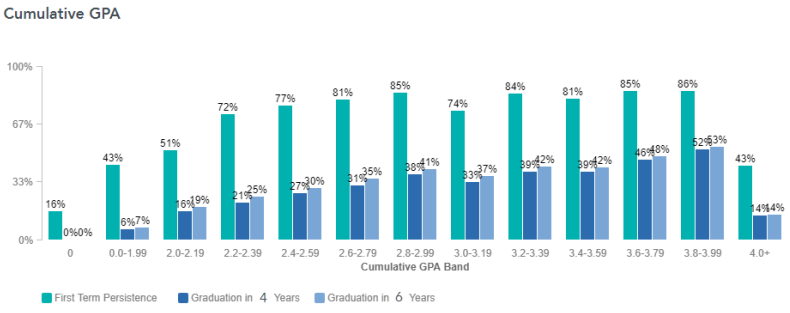
What were the average cumulative GPAs of students who graduated, compared to those who have not graduated?

As of the end of the First Term:

3.18 Average GPA for graduates

3.03 Average GPA for **non-graduates**



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What Key Questions Does This Report Inform?

Grad Rate By Student Attribute

1. How do grad rates (for all bands or buckets) for this program compare to the institution-wide rate?
2. Are there specific bands or buckets where many students are successfully graduating but from other programs?
3. Are high-performing students in this program graduating at or above the institution-wide graduation rate?

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Historical Course Analytics

Examine performance by course so that you can determine which courses may benefit from more intervention

Differences in Success Outcomes by Grade Earned

Use this comparison tool to identify courses that you may wish to examine further in the Individual Course Analysis tab.
- Using the 'Higher Grade(s)' filter, select a single grade or set of grades (e.g., A, B)
- Using the 'Lower Grade(s)' filter, select a single grade or set of grades (e.g., D, F) that you would like to compare to the selected higher grade(s)
- Use the "Difference" column to compare the outcomes for students based on the grade they earned.

Courses that may be options for further investigation as candidates for course redesign, success marker creation, or progress report campaigns will typically have a notable difference in outcomes between grades and a high enough number of attempts to be generalizable. Review these courses in the Individual Course Analysis tab for deeper insights.

HIGHER GRADE(S): A, B, C

LOWER GRADE(S): D, F, W

Persistence by Grade Earned

Selected Higher Grade(s): A,B,C

Selected Lower Grade(s): D,F,W

Course Code	Avg. Persistence Higher Grade(s)	Avg. Persistence Lower Grade(s)	Difference	Total Attempts
SE301	82.4%	47.2%	35.2%	4,006
MG320	91.0%	49.6%	41.4%	3,808
ED301	90.9%	42.3%	48.6%	3,750
ED305	91.4%	58.6%	32.8%	3,704
MG346	90.4%	49.8%	40.6%	3,651
ED302	93.4%	51.5%	41.9%	3,649
MG350	87.7%	68.6%	19.1%	3,327
MK331	90.0%	53.5%	36.5%	3,083
MG390	82.1%	68.2%	13.9%	2,866
HU321	83.1%	63.2%	19.9%	2,846

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What Key Questions Do Institution Reports Inform?

Course Analysis

1. How do the lists of ten most attempted courses and ten most predictive courses compare to what you would expect to see?
2. Are there courses where the Average Credits Earned, %D/F, and %W rates are very high, suggesting that students need repeat attempts at completion?

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Historical Major Change Analytics

Look at the most common major changes at your institution to analyze how changes affect time to degree

What Are the Most Common Changes?

Changes by Major

Use this report to understand the most common major changes at your institution. Changes are defined as from a Start Major to a Next Major.

Start Major	Next Major	# of Changes
MGTG - Management	MGT - Management (with minor)	101
ECK6 - Elem & Collab K-6	ELE - Elementary Education	90
MGT - Management (with minor)	MGTG - Management	70
ACC - Accounting	ACCM - Accounting (with Minor)	56
ACCM - Accounting (with Minor)	ACC - Accounting	50
ELE - Elementary Education	ECK6 - Elem & Collab K-6	46
EMA - Mathematics	MTH - Mathematics	42
MTT - Mgt of Technology (with Minor)	MTTM - Management of Technology	42
ELE - Elementary Education	ECE - Early Childhood Education	41
ACC - Accounting	MGT - Management (with minor)	35
MTTM - Management of Technology	MTT - Mgt of Technology (with Minor)	34
PSY - Psychology	PSY - Psychology	28
ELE - Elementary Education	EDST - Educational Studies	26
LSM - Logistics & Supply Chain Mgmt	MGT - Management (with minor)	24
ECE - Early Childhood Education	TEEI - Tech Ed (Early Instructor Opt)	23
HRM - Human Resource Management	MGT - Management (with minor)	23

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What Key Questions Does This Report Inform?

Major Switching

1. Which are the most common programs that students were in before switching to your program? Go to if they switch out?
2. Which switches correspond to greater student success? When are they making the switch?

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Institution Reports Use Cases "Cheat Sheet"

Change Academic Policies

- Evaluate **current credit and GPA policies or admission standards**, at the program or institution-level
- Examine major switching patterns and **locate the switches that most often lead to success** in order to inform parallel planning for selective programs

Redesign Courses

- **Identify "stumbling block" courses** that may be preventing many students from progressing through the major in a timely fashion, for potential **redesign efforts**
- **Manage unit resources** by identifying the **top ten most attempted courses** in dedicated program areas
- Identify courses predictive of graduation for students in particular programs in order to **evaluate whether support services** (e.g., supplemental instruction, office hours, tutoring) **are appropriately allocated** to areas of greatest need

Improve Degree Mapping

- Review graduation rates by credits earned at enrollment in a course to **inform the sequencing advice** provided by advisors
- **Determine success marker** grade thresholds and timing parameters for incorporation into the Campus platform
- **Enhance major transition conversations** between students and advisors by providing improved advice based on historical success rates

Design Targeted Support

- **Provide early intervention** to students based on first and second year GPA or credit indicators
- Provide early intervention to students currently registered in a success marker, or highly predictive, course
- **Isolate potential "high flyers"** for proactive engagement and relationship-building
- **Identify most successful major declarations** for Undeclared/NFA students to inform declaration conversations/planning

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Activity Analytics

How Can You Use Activity Analytics to Manage Resources?

- Activity Dashboard
- Activity Reports

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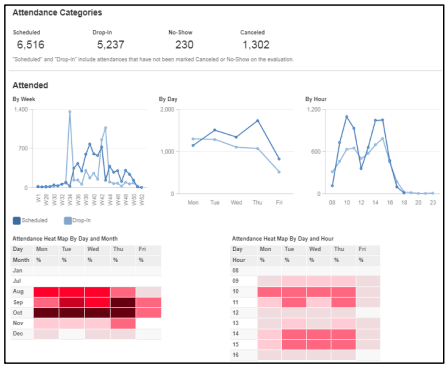
Activity Analytics

Tools Report on Utilization and Effectiveness of Campus Support Services



Key Takeaways

- The platform tracks advising session data, including student demand for scheduled appointments, walk-ins, and no-shows based on time of day and time during the semester
- Users have visibility into when and how students engage with specific academic support resources
- Scheduling and kiosks track student demand for services. Data is centralized and collected automatically for easy analysis.
- Effectiveness reports assess and reveal the impact of support services on student outcomes, allowing administrators to make continuous improvements to services

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What Key Questions Does This Report Inform?

Activity Analytics

1. What are the busiest times of day for staff?
2. When do students typically request appointments? When are they more likely to cancel or no show appointments?
3. How can we best allocate resources to meet student needs and manage current staffing levels most efficiently?

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Next Steps with Analytics

Group Discussion

- How do we best strategically leverage the analytics features?
- Who should own which parts of the process?

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Framework to Help Quantify Impact

Plan → Act → Evaluate (…and Repeat!)

Monitoring and Improving Student Success

1 **Identify Population** *(insights into student populations)*
- Population Health Dashboards
- Advanced Search
- Institution Reports

2 **Reach Out to Population**
- *Appointment Campaigns*
- *Progress Report Campaigns*
- *Student Messages*

3 **Evaluate Intervention** *(close the loop on outcomes)*
- Intervention Effectiveness
- Activity Analytics
- Activity Reports

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From Insight to Action: Developing an Action Plan

Crafting Data Driven Plans to Impact Student Success in Your Programs

1

Identify One Insight/Opportunity or Strategic Population
- Use Navigate Analytics to identify a focus area for improving student success outcomes in your college/program

Examples:
- High/moderate support level
- 'Murky Middle' (2.5-3.0 GPA)
- Multiple Ds & Fs
- Underloading <15 credits
- Enrolled in key courses
- Classified in a key population: transfer, URM, underserved, etc.

2

Craft an Action Plan to Improve Student Outcomes
- Identify owners, process, and timeline of the student success initiative for your college, ideally including specific actions through the platform

Examples:
- Targeted appointment campaigns
- Targeted messaging campaigns
- Student self-service scheduling (ex. office hours)
- Referrals (Alerts) for tutoring/academic support

3

Assess Impact & Report Out
- Evaluate the impact of your initiatives
- Determine plan for sharing the results more broadly (i.e. report, email, newsletter) at the end of Fall '19

Tools to Support:
- Intervention Effectiveness
- Campaign dashboard *(if doing an appointment campaign)*
- Activity Analytics
- Advising Reports

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Strategizing for Success: Creating the Action Plan

Framework for Establishing Program Specific Action Plan

	Owner(s)	Process for Action	Timeline/ Deadline
Identifying the Population - At what point in the year does the population need to be identified? - Will you need to rerun the list of parameter to see if there are additional students who meet the criteria?			
Confirming Process Details - What will the intervention look like? Appointment campaign, message campaign, something else? - What types of outreach/intervention and how frequently will it occur?			
Assessing Effectiveness of Interventions - What are the intended outcomes / metrics for success with this opportunity? - How will you define success for this opportunity?			
Reporting on Outcomes - Once the process and assessment is completed, how will you be reporting it internally?			

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