ACHIEVING THE DREAM STAFF

Lisa Nitze
Vice President for Strategic Partnerships

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AGENDA

• About the Webinar Series

• Our Panelists
  • Greg Ratliff, Senior Program Officer, Postsecondary Success, Bill & Melinda Gates Foundation
  • Tawny Townsend, Director for Student Access & First Year Experience, Whatcom Community College

• Presentation: “Aligning Advising and Technology Services to Improve Student Achievement: Lessons Learned from IPAS Round One Grants”

• Q&A and Discussion
TECHNOLOGY SOLUTIONS WEBINAR SERIES

• ATD Institutions increasingly turn to technology to improve student success outcomes

• Intended to provide information about promising technology solutions

• An opportunity to stay informed in a rapidly changing education technology environment
OUR PANELISTS

Greg Ratliff
Senior Program Officer
Postsecondary Success
Bill & Melinda Gates Foundation

Tawny Townsend
Director for Student Access & First Year Experience
Whatcom Community College
ALIGNING ADVISING AND TECHNOLOGY SERVICES TO IMPROVE STUDENT ACHIEVEMENT:

LESSONS LEARNED FROM IPAS ROUND ONE GRANTS
Gates Foundation’s Postsecondary Goal

The goal of our postsecondary work is to ensure that students complete a postsecondary program that will help them to support themselves, engage in their communities, and achieve their dreams.
We invest in partners who are working to solve today’s biggest problems in higher education: personalization, flexibility, clarity of information, value, and affordability.
Personalizing Education

Current state of the art

Growing momentum
Personalization focused on two large strands of work:

- **Courseware and Adaptive Learning**
  - Promote the design and deliver of adaptive courses to undergraduate students with a focus on low-success, high-enrollment developmental education or gateway/introductory courses in: mathematics; reading, writing, and composition; the Social Sciences, and the Natural and Physical Sciences (e.g., Developmental Mathematics, Introduction to Economics, and Introduction to Biology).

- **Integrated Planning and Advising Services**
  - Student retention systems designed to leverage technology to enhance and streamline course advising, course selection, course registration, tracking of student progress and targeting of support services, in order to improve student academic decision-making as well as institutional strategies to help students stay on track to degree attainment.
Accelerating Market via Change Drivers

We wish to accelerate the adoption of personalized learning in higher education by catalyzing *market change drivers*...

**Market Change Drivers**
- Exemplar Implementations
- Applied Research
- Exemplar Profiles & Case Studies
- Communities of Practice
- Program Management Support
- Research and Evaluation Support
- Continuous Improvement Based On Alignment of Supply & Demand

...resulting in strong, healthy market growth
Integrated Planning and Advising Services (IPAS)

Personalizing Education

Current state of the art

Growing momentum
The Learner Lifecycle

The Gap

Applicant  Student  Graduate  Alumni

Academic transcript  Student services  Financial record

Recruiting  Admissions  Financial aid

Enrollment Management

Benefactors  Alumni  Institutional Development

Industry Partnerships
Per semester credits:
4 year: >=15
5 year: 12-14
6 year: <12

Time-to-degree tracks of “4-year” students

Source: SARA GOLDRICK-RAB and DOUGLAS N. HARRIS;
April 17, 2015
IPAS – Integrated Planning and Advising Services

Degree Planning

Coaching & Advising

Early Alerts & Risk Targeting
What do we mean by IPAS?

**Integrated Planning and Advising Services:**
An organizational capacity that promotes shared ownership for educational progress towards learning goals among students, faculty and administration.
Why implement IPAS?

- Systematic student approach across silos
- Resource and intervention library and best practices
- Student self help tools
- Clear plans of action for students

- Improve student retention, progression, & graduation
- Reduce time to degree and excess credit hours
- Improve allocation of scarce institutional resources
Integrated Planning and Advising Services (IPAS)

- Personalizing Education
- Current state of the art
- Growing momentum
Degree Planning = Guiding course and program selection toward most efficient path to graduation

### Capability
- Analysis of student’s course taking capacity
- Forward looking multi-term plan
- Degree tracking and alerts when students are off track
- Online access to academic progress reports, advisors, etc.

### Result
- Clearer sense of individual student responsibility
- More productive use of advisor time/ fewer human errors
- Helps students understand degree requirements and how to select a degree
- Improved course availability resulting from better forecasting of course demand

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**Example Results from Arizona State University**
- 11 percentage point increase in retention rates (from 73% to 84%)
- Increase in “on track” students from 46% to 80% in 2009
- 11.5 percentage point increase in 6-year graduation rates (from 47.2 to 58.7)
Coaching & Advising = Connecting students to appropriate on-campus and off-campus resources through a sustained, personal relationship

**Capability**
- Review of education goal, plan, funding and challenges
- Personal action plan includes referral to: community resources, financial aid, other appropriate services
- Early alert system referral to academic resources

**Result**
- Students feel supported and less isolated
- Greater access to resources at the college or in the community
- Personalized action plan for educational success
- Progress monitored with feedback loop for student and counselor

**Outcomes for at risk students compared to not at risk students at Sinclair Community college:**
- 26% higher term-to-term retention rates
- 12% higher year-to-year retention rates
- 5 times more likely to graduate within 6 years
Early Alerts & Risk Targeting = Predicting risk of course failure or stopping out and taking action before it’s too late

**Capability**

- Course level student success management
- Begins early (2nd week) and provides frequent ongoing feedback
- Provides real time feedback on academic progress

**Result**

- Increased real-time awareness of where student is falling short
- Targeted outreach/ interventions from faculty or student services
- Improved knowledge of successful learning behaviors
- Track student response to outreach/referral

*Example Results from Purdue University*
- 18% improvement in 4-year retention rates
- 4% improvement in 4-year graduation rates
# IPAS Solution Examples

<table>
<thead>
<tr>
<th>Legacy ERP / SIS / LMS</th>
<th>Degree Planning</th>
<th>Coaching &amp; Advising</th>
<th>Early Alerts &amp; Risk Targeting</th>
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<tbody>
<tr>
<td>ellucian</td>
<td>ORACLE</td>
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<td>Blackboard</td>
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<td>Vendor point solutions</td>
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<td>Microsoft Dynamics CRM</td>
<td>Starfish retention solutions</td>
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<td>campuscruiser</td>
<td>salesforce</td>
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<td>Homegrown point solutions</td>
<td>eAdvisor</td>
<td>Student Success Plan</td>
<td>course Signals</td>
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<td>Sinclair’s MAP</td>
<td>Central Piedmont’s Online Student Profile</td>
<td>WICHE’s Predictive Analytics Reporting</td>
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<td>Valencia’s LifeMap</td>
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<td>Austin Peay’s Degree Compass</td>
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Building a Market: Aligning Interests

Leadership development, Build a movement

Vendors
- Clear customer requirements
- Innovation and competition
- Data access and interoperability
- Streamlined adoption

Colleges and Universities
- Aligning stakeholder interests and motivation
- Information and technical assistance
- Targeted financial support for “test cases”

Interoperable data model and services

Shared documentation/evaluation
# IPAS Program Grantees & Vendors

<table>
<thead>
<tr>
<th>Institution</th>
<th>IPAS Vendor/Product</th>
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<tbody>
<tr>
<td>Asheville-Buncombe Technical CC</td>
<td>Student Success Plan, Unicon</td>
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<tr>
<td>Austin CC</td>
<td>Civitas - Degree Map</td>
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<tr>
<td>Austin Peay State University</td>
<td>Starfish - Early Alert, Starfish - Connect, D2L - Predictive Analytics</td>
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<tr>
<td>Colorado State University</td>
<td>CollegeSource - u.direct, Campus Labs - Beacon, Blackboard - Blackboard Analytics, Ellucian - Ellucian Mobile</td>
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<td>Durham Technical CC</td>
<td>Student Success Plan, Unicon</td>
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<td>East Mississippi CC</td>
<td>SmartEvals - DropGuard, Ellucian - Student Planning module</td>
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<td>Lone Star College</td>
<td>ECPS (components include Valpar, Personal)</td>
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<td>Lorain County CC</td>
<td>Student Success Plan, Unicon</td>
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<td>Miami Dade College</td>
<td>Campus Labs</td>
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<td>Montgomery County CC</td>
<td>Ellucian - Colleague Student Planning, Starfish - Early Alert, Starfish - Connect</td>
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<td>Morgan State University</td>
<td>Starfish</td>
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<td>Northeast Wisconsin Technical College</td>
<td>Starfish - Early Alert, Starfish - Connect</td>
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<td>Prince George's CC</td>
<td>Ellucian - ERP system (Modules including student planning, financial planning, and intelligent learning platform and Ellucian mobile app)</td>
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<td>Queensborough CC</td>
<td>Starfish - Early Alert, Starfish - Connect</td>
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<td>South Texas College</td>
<td>Ellucian</td>
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<tr>
<td>Southern Illinois University</td>
<td>EAB (Education Advisory Board) - Student Success Collaborative</td>
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<tr>
<td>Stanly CC</td>
<td>Student Success Plan, Unicon</td>
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<tr>
<td>University of Texas at San Antonio</td>
<td>Ellucian - Degree Works App for Online Degree Audit</td>
</tr>
<tr>
<td>Whatcom CC</td>
<td>Hobsons - AgileGrad, Hobsons - Virtual Orientation, Hobsons - Retain</td>
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IPAS Grant Program: Learnings & Challenges
Intermediate indicators of change and improvement are evident

- Increase in full-time enrollment at 15 credits (Montgomery County saw a 13% increase)
- Strong faculty engagement (Montgomery County – faculty reporting midterm progress increased from 73% to 90%)
- Increase in faculty/advisor office hour schedules (Morgan State added 729 hours across spring and fall semesters)
- Increase in retention rates (Northeast Wisconsin 10% increase (base of 58%); Morgan State 9% increase (base of 67%), Morgan had Fall 2014 retention of 76.5% its second highest ever; Whatcom 2% increase against a goal of 3%)
- Those students who had an alert raised and received additional support had higher success outcomes
In the past year vendors have moved aggressively to position themselves to provide a comprehensive suite of software applications and services as evidenced by the acquisitions below:

1. **Hobsons** acquires Starfish – combines degree planning and early alert
2. Blackboard acquires **MyEdu** – supplements LMS with easy course scheduling
3. Education Advisory Board acquires **Royall Company** (for $850 million!) – integrates enrollment management and acquisition of students into the retention pipeline
4. Education Advisory Board acquires **Grades First** – supplements with deeper student support and alert technology
Proactively manage technology implementation

CIOs biggest IPAS challenges:

- Managing multiple software installations
- Aligning Vendor/College timelines
- Dealing with different vendor approaches to implementation
- Managing change and risk
- Supporting the organization to embrace and implement the full power of the tools
Integrated Planning and Advising Services (IPAS)

- Personalizing Education
- Current state of the art
- Growing momentum
Bill & Melinda Gates Foundation’s IPAS Market Accelerator Program

Technology Adoption Curve

Current IPAS Market State

How do we accelerate the IPAS market to reach here?
ECAR Survey Results: IPAS is Trending

**IPAS Services Play a Major Role in Our Student Success Strategy**

- **81% agreement**

**In the next 5 years our need for IPAS will...**

- Increase a lot, 77%
- Increase a little, 13%
- Don't know, 10%

Not one of 63 respondents thought use of IPAS technology would decrease or stay the same.

*All respondents (N=62)*
IPAS Systems: Room for Growth

- Degree audit/progress tracking system: Deployed 73%, In planning 21%
- System tracking student advising interactions: Deployed 52%, In planning 18%
- Early-alert system: Deployed 52%, In planning 24%
- Education plan creation/tracking tool or system: Deployed 42%, In planning 30%
- Course/program recommendation engine: Deployed 23%, In planning 23%
- CRM system with IPAS functionality: Deployed 6%, In planning 34%

CIO respondents only (N=33)
Top Concerns

- Overloaded faculty will resist using IPAS systems
- Will create integration challenges and add complexity
- May trigger demand for in-person advising we can't meet
- Overloaded staff will resist using IPAS systems

All respondents (N=62)
WHATCOM COMMUNITY COLLEGE
Bellingham, Washington
Whatcom Community College

Student Profile

2012-2013 Academic Year

Total 10,694 Annually
6,435 Quarterly 4,208 FTEs

Gender Ratio
56% Female
44% Male

Age Range
65% between the ages of 16-24
35% age 25+

Student Origination
3% from out of state
20% from elsewhere in WA State
77% from Whatcom County

Degrees
82% academic transfer
18% professional technical (10% health care, 4% technology. Remainder business, education, law & justice)

Full Time
51% attending full-time (12 credits or more)

Degree & Certificate Seeking Students
- 20% students of color
- 35% first-generation college students
- 14% enrolled in Running Start
- 14% enrolled in online/hybrid classes
- 1,002 total graduates (927 associate degrees; 75 certificates)

Veterans 200+ Annually

Running Start
580 FTE Students 900+ Annually

International Students
250 Students from 30 Countries

Degree/Certificate Students
7,059 Annually

Students Served
University Transfer

- Associate in Arts and Sciences
  - Individualized major preparation

- Associates in Sciences
  - Biology
  - Chemistry
  - Cybersecurity
  - Engineering
  - Physics
Professional/Technical Programs

**Business**
Accounting
Hospitality & Tourism

**Computer Technology**
Visual Communications
Computer Information Systems

**Education & Law**
Criminal Justice
Paralegal Studies
Early Childhood Education

**Health Care**
Nursing
Medical Assisting
Physical Therapist Assistant
Massage
Why IPAS?
IPAS Focus:

Educational planning
Risk Targeting and Intervention
Counseling and Coaching

First-generation and low-income students
Scalable technology solutions

- Degree planning
- Early Alert
- Virtual orientation
- Reduce excess credits
- Jumpstart retention
- Transform business processes
• Relationship between Student Services and IT strengthened through Achieving the Dream
  – IPAS = continued partnership opportunity
• Build on Achieving the Dream success
  – First Year Experience
  – Math and English placement and progression
• Continued need to improve retention and completion
• Antiquated systems and paper-based processes
AgileGrad - Online Degree Planning

Progress to date:
✓ 2,380 plans built
✓ 51% of full-time FTIC (IPAS Goal: 50%)

Mandatory use:
• FYE success courses
• Applications for academic reinstatement
Efficiency Meets Effectiveness

**Challenge: Lean staffing and non-mandatory advising**

- Workshops introduce AgileGrad and begin plan builds
  - Embedded in FYE success course; follows career assessment
  - “Developing Futures” series
- Advising sessions to refine plans, explore career directions, and explore co-curricular opportunities
  - Improved accessibility (online 24/7)
  - Opportunities for self-direction and self-authorship
**Risk Identification and Supports**

46% Faculty submitting attendance and academic alerts (vs 70% IPAS goal)

600+ Early Alerts (quarterly)

400+ Students with Early Alerts

Support Strategies:
- Automated emails and referrals
- Phone calls and coaching sessions

Course Completion for Early Alert Referrals:
- Completion: 39%
- Marginal completion (C-, D): 19%
- Non-completion: 31%
- Other (e.g. W): 11%

Assumption is non-completion
Q & A AND DISCUSSION

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FOR MORE INFORMATION ON IPAS VISIT:

NEXT WEBINAR

Investing in Success: Sustainably Implementing High-Impact Educational Practices

Wednesday, May 20, 2015 at 12:30 PM EDT

Presenters:
• Jeff Fanter, Senior Vice President for Student Experience, Communications and Marketing, Ivy Tech Community College
• Brian Dycus, Director, Blackboard Education Services
THANK YOU!