



# Defining the Faculty Role in Student Success

Illinois State University

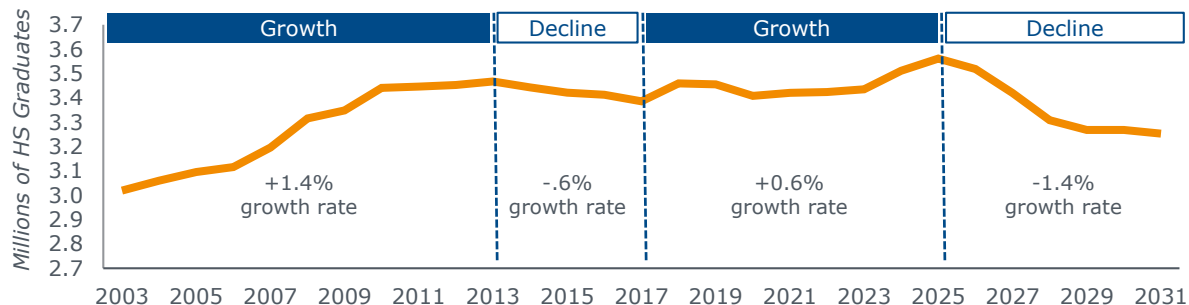
Academic Affairs Forum

# Not Enough Growth to Go Around for Everyone



## High School Graduate Growth Rate Plateaus Before Precipitous Decline

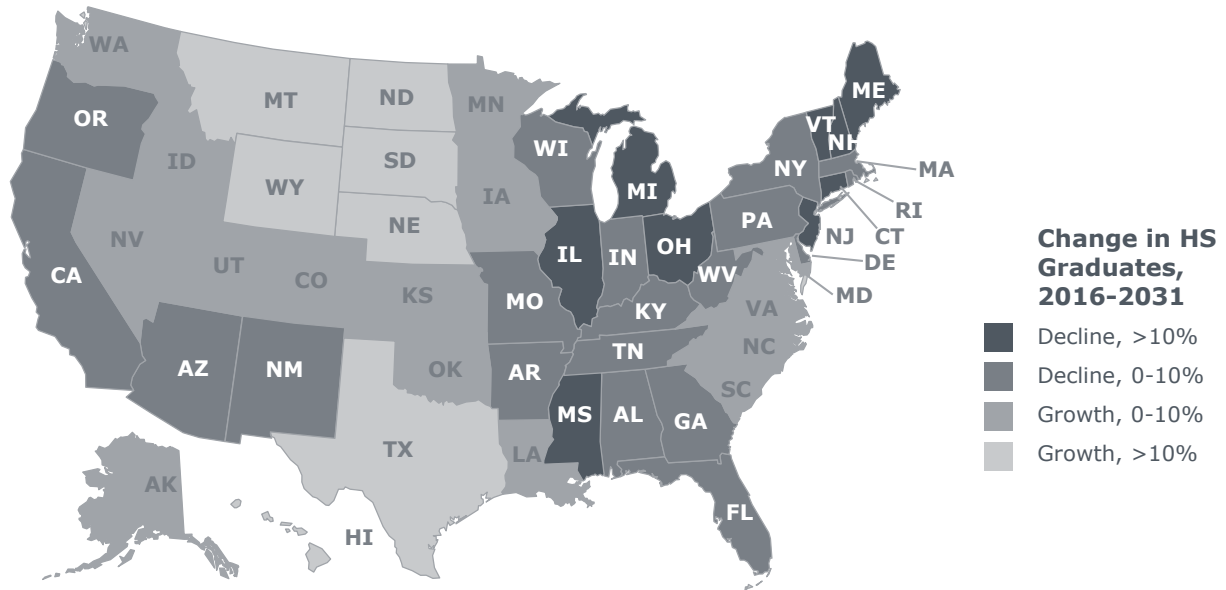
Number of High School Graduates and Compound Annual Growth Rates



Change in High School Graduates from School Year 2012-2013, by Region

	West	Midwest	Northeast	South
2019-2020	-11,500	-41,200	-42,000	32,200
2024-2025	24,900	-29,700	-26,200	117,900
2029-2030	-45,900	-26,200	-72,300	7,100

# Traditional Demographics Declining



**10** States produce a majority of high school graduates

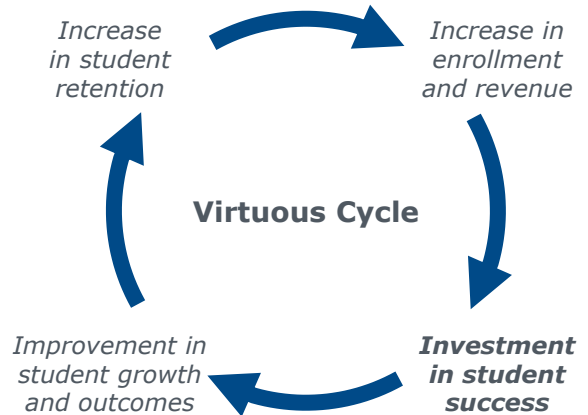
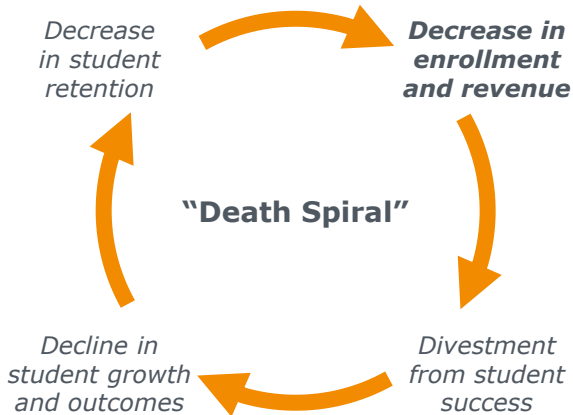
**36** States will see slower growth or declines in the high school graduation rate

**22%** Estimated decline in private high school graduation rates by the early 2020s



# The Peril Ahead

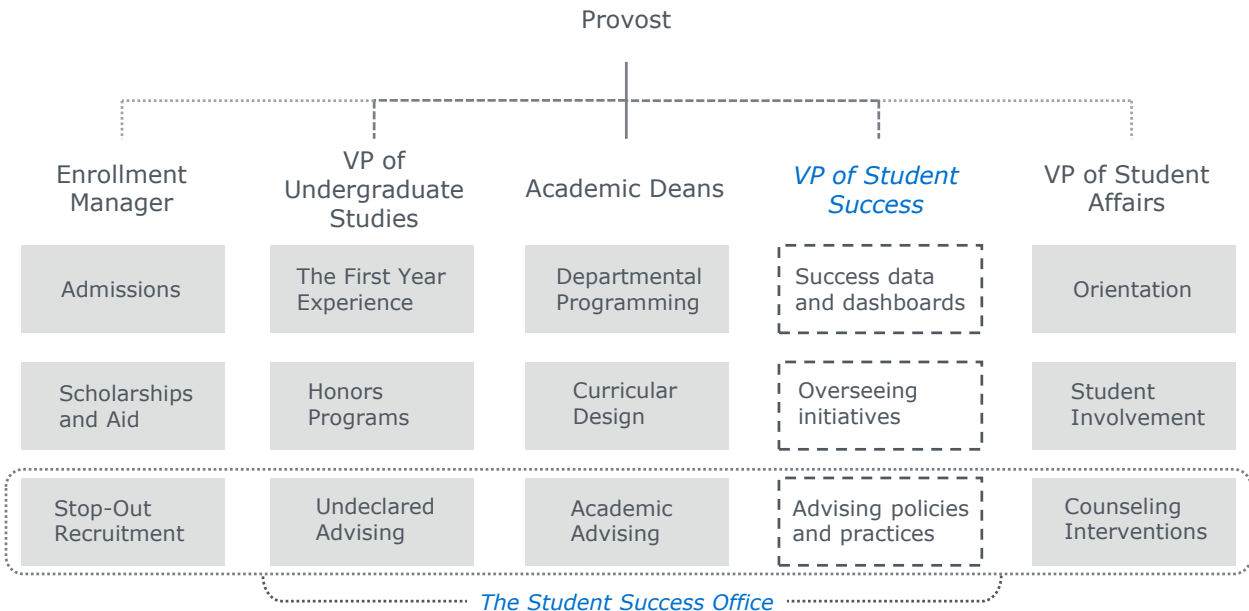
## Declining Enrollments Erode Outcomes and Impede Institutional Mission





# An Organizational Dilemma

## Who "Owns" Student Success On Your Campus?



*"I know how to manage to numbers, not just ideas"*

*"I have academic credibility and run the first year"*

*"We own the curriculum and the purse strings"*

*"Student success needs to be someone's job"*

*"I understand the non-academic roots of attrition"*

# All the Pieces in Place

## Self-Reported Activity Suggests Nearly Universal Adoption of HIPs



System campuses  
compile list of 113  
known best practices



Chancellors asked to  
select those already  
existing on campus



Self-audit results in  
nearly complete  
compliance with list

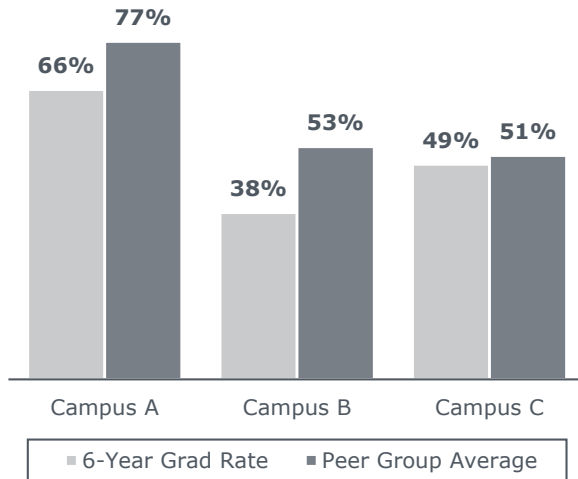
### Recommendations for Increasing Retention and Graduation Rates

	Campus A	Campus B	Campus C
1. Flag at-risk students prior to enrollment	Yes	Yes	Yes
2. Offer special summer programs	Yes	Yes	Yes
3. Ensure sufficient intro course capacity	Sometimes	Yes	Yes
4. Connect students with peer advisors	Yes	Yes	---
5. Ensure adequate student/advisor ratios	Yes	Yes	Yes
6. Use prescriptive degree maps	---	Yes	Yes
...99. Mandatory exit interview for leavers	Yes	---	Yes

# Existence Does Not Equal Effectiveness

No Shortage of Best Practice Programs in Place, But Little to Show For It

## Despite Prevalence of High-Impact Practices, Each Campus Lagged Behind Peers



### Checking the Box

“Either these things are only happening one or two places on campus, or they’re written down on paper somewhere but not actually in practice. Something doesn’t add up.”

*Vice President for Academic Affairs  
State University System*



# A Similar Story Nationwide

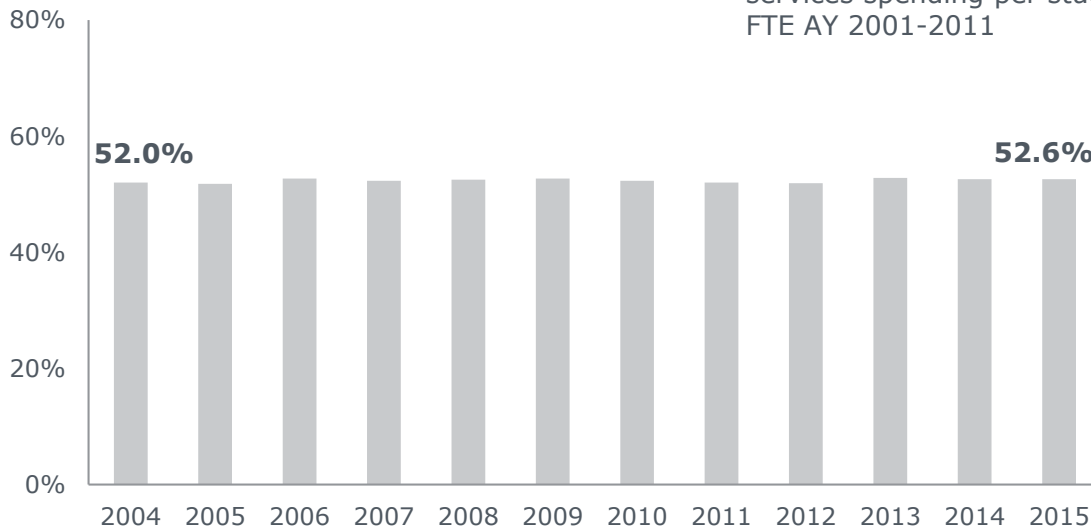
## Flat Graduation Rates, Despite Significant Student Service Investments

### Average Five-Year Graduation Rates<sup>1</sup>

Public and Private US Universities

# 11%

Average growth in student services spending per student FTE AY 2001-2011



1) Data reflects share of first-time students who have received a bachelor's degree within 5 years

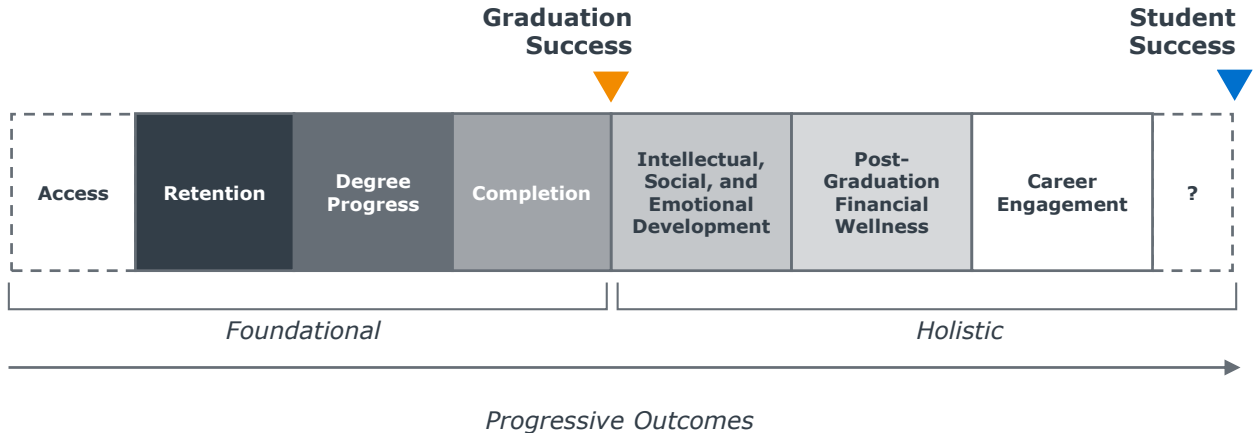




# Beyond the Completion Binary

Student Success Encompasses More Than Graduation Success

## Defining Student Success by How It's Measured



# Faculty at the Center of Student Success



## Research on Retention and Long-Term Outcomes Confirms Critical Role



### Contributing to Persistence

"In accordance with Chickering and Gamson, several researchers documented the strong association of both formal and informal faculty-student contact to enhanced student learning.

**These interactions influenced the degree to which students became engaged with faculty and were frequently the best predictors of student persistence** (Braxton, Sullivan, & Johnson, 1997; Hurtado & Carter, 1997; Pascarella & Terenzini; Stage & Hossler, 2000)."

*Paul Umbach and Matthew Wawrzynski*

*"Faculty Do Matter: The Role of College Faculty in Student Learning and Engagement"*



### Contributing to Well-Being

"[I]f graduates had a professor who cared about them as a person, made them excited about learning, and encouraged them to pursue their dreams, their odds of being engaged at work nearly doubled, as did their odds of thriving in their well-being ... **Feeling supported and having deep learning experiences means everything when it comes to long-term outcomes for college graduates ... Yet few college graduates achieve the winning combination.** Only 14% of graduates strongly agree that they were supported by professors who cared, made them excited about learning and encouraged their dreams."

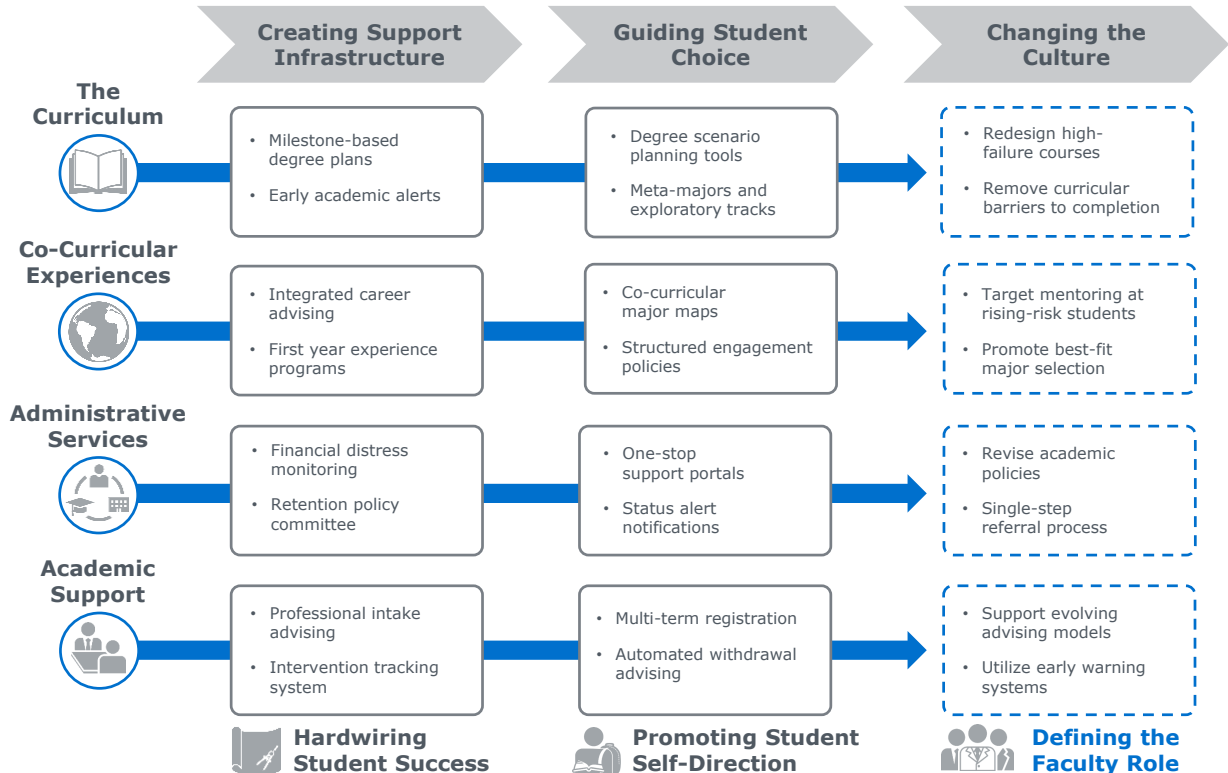
*Great Jobs, Great Lives*

*The 2014 Gallup-Purdue Index Report*

Source: Paul D. Umbach and Matthew R. Wawrzynski, "Faculty Do Matter: The Role of College Faculty in Student Learning and Engagement," *Research in Higher Education* (2005); "The 2014 Gallup-Purdue Index Report," Lumina Foundation (2014); EAB interviews and analysis.

# Engaging the Academy to Drive Change

## Transforming the Institution Around Student Success



# Six Roles for Faculty in Student Success

## Individual and Collective Responsibilities to Guide Institutional Change



### **Collective** Decision- Making

#### **1 Remove Curricular Barriers to Completion**

*Considering student success in each stage of curricular decision-making*

#### **2 Redesign Academic Policies**

*Garnering support for student-facing rule changes that promote persistence to degree*

#### **3 Support Evolving Advising Models**

*Building buy-in for, confidence in, and collaboration with central and professional advising staff*



### **Individual** Contribution

#### **4 Enhance the Learning Experience**

*Evaluating and scaling high-impact learning innovations across courses and disciplines*

#### **5 Flag Signs of Student Risk**

*Equipping faculty with the right tools and techniques to maximize early warning systems*

#### **6 Mentor Rising-Risk Student Groups**

*Targeting faculty engagement efforts toward students lacking a strong connection to campus*

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### **Sustaining Momentum** Through Structured Accountability and Incentives



*Determining the right metrics, organizational structures, and incentives to encourage improvement among central administrators, deans, department chairs, and frontline faculty*

# Where Curricular Planning Breaks Down

Good-faith efforts can unintentionally hinder timely degree completion

## 1 Departmental decisions can ignore impact on progression

A+



Desire to ensure quality of students admitted to major

Belief that 2-year institutions' programs lack required rigor

## 2 Committees and taskforces may falter over time



Desire to be inclusive and build broad consensus



Emphasis on open experimentation and small-scale pilots

### Unintended results harm students' progress to graduation

*Overly strict requirements force students into last-minute major changes*

*Transfers from community colleges have to retake classes or undergo slow, case-by-case audits*

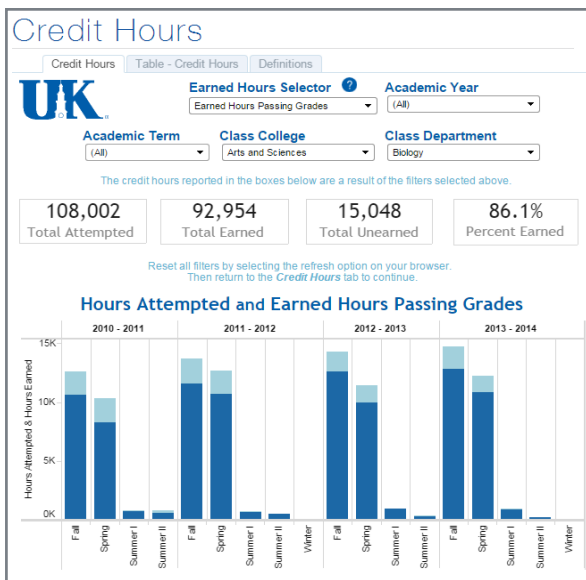
*Meetings focused more on discussion than decision; limited capacity for analysis or technical implementation support*

*New initiatives or changes never scale beyond initial enthusiasts; limited funding to sustain effort*

# Arming Academic Units With Actionable Data

## Embedding Analytics-Driven Analysis into Decentralized Decisions

**Curated, queryable database enables instant answers to enrollment-related questions**



Analytics platform is publicly available, streamlining the data-gathering and analysis process



Interactive charts allow users to sort academic data by department, college, class year, and demographics



Dedicated "super users" from each college meet biweekly to discuss and curate unit-level dashboards



# Kickstarting the Use of Course-Level Data

## Institution Prompts Data Analysis, Follows Up with Plans

**Initial Push:** Data dashboard created with course- and section level outcomes data

**Limited Early Utilization:** Use of data isolated to 'usual suspect' departments

**Senior-level Nudge:** Academic leaders begin identifying pain point courses and sections across campus

**Hardwiring Data into Culture:** VP for Instruction continues use of dashboard in ongoing improvement

### University Data Investigation Guide

FROM: Provost

TO: Deans, Department Chairs

Subject: Course Success Report: Follow-up Required

Attached is a three-year trend report for courses with success rates less than 70%. **I am asking each of you to please respond to me in writing about the courses in your areas of supervision by COB, October 31st.** Please pay very close attention to the attached report, considering these questions<sup>1</sup>:

- Is the same faculty showing up several times? And, who isn't showing up?
- Is the course an entry-level course where failure means that students can't continue at a suitable rate of progression to finish the program or degree?
- Is a newer faculty member or adjunct teaching the course?
- Is the course one not required for a program or degree and, therefore, not necessary for completion and shouldn't be assigned?

After you've answered these questions for EVERY COURSE in your division, **please come up with a remediation plan for each OR an explanation for why a plan isn't needed. Here are some ideas on remediation...**

1) Question list shortened for space

# Overcoming Institutional Inertia

## Prompt Must Include Clear Guidance and Next Steps

### Keys to Successful Data Interpretation Guides



Pose clear questions about what to look for in the data



Relate individual course questions to larger curricular concerns



Provide guidance on how to work with the faculty member to improve



Include a clear call to action and next steps for reviewers

#### 1 Identifying an Outlier Course

Science course stood out with its sub-60% success rate

#### 2 Faculty Member Seeks Support for Her Students

The faculty member requested professional development and tutoring center support

#### 3 Success Rates Climb as Dedicated Tutors Join the Class

The success rate has risen each year as students access in-class specialized supplemental instruction



### A Bolt of Lightning

“Sending out this email was a transformational bolt of lightning for our campus. People needed to know that we were paying attention to student success data. Once they realized that, they started to make huge changes...”

*Provost*





# Faculty Influence Extends Beyond the Curriculum

## Policy Decisions Have Direct and Indirect Effects on Student Progression

### Course Planning

Departments plan sections one term at a time, limiting long-term planning

### Withdrawal Process

Easy Yes/No prompt for course or institutional withdrawal leads to poor student decisions

### Registration Holds

Small, unpaid bursar fees lead to hundreds of stop-outs after registration hold

### Enrollment Status

Many students take light course loads without anticipating impact on time-to-degree

### Progression-informed policy change

### Multi-term scheduling

Annual course planning period enables full-year course registration for students

- *3% retention gain at Cleveland State University*

### Withdrawal surveys

Automated advising prompts walk students through consequences and campus resources

- *40% of students starting survey retained at Penn State*

### Emergency Grants

Students missing fee payments proactively counseled and assisted in exceptional cases

- *5-8% retention gain at Xavier University*

### Redefine "Full Time"

Students advised to take at least 30 credits per year unless they face serious conflicts

- *Higher course loads led to higher GPAs and grad rates at University of Hawaii*

# Generation Z Brings New Challenges



## Traits, Preferences of Today's Students Manifested in Lifestyles

### Generational Traits



#### Generational Traits Ages (13-21)

*Focus: Practical, Open, Connected*

- **Tech driven** – Prone to unplug, yet hyper connected; expects smart, flexible tech
- **Digital natives**- Comfortable with technology at a very early age
- **Open to sharing** – Puts lives online without filter
- **Self-Educators** – Uses online media; has seen it all

### Messaging Preferences

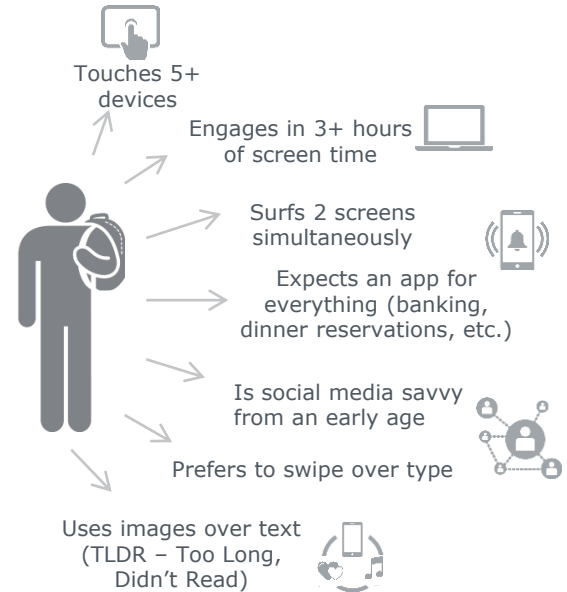


#### Marketing or Communication Preferences

*Focus: Humanity, Collaboration, Sharing, Personal*

- **Expects authenticity** – Expects demonstrated commitments to worthy causes
- **Personalized** – Prefers customized content
- **Shared values** -Needs to establish common ground to build trust, loyalty
- **FOMO** (Fear of Missing Out) - Needs to be in the loop; driven to connection via social media

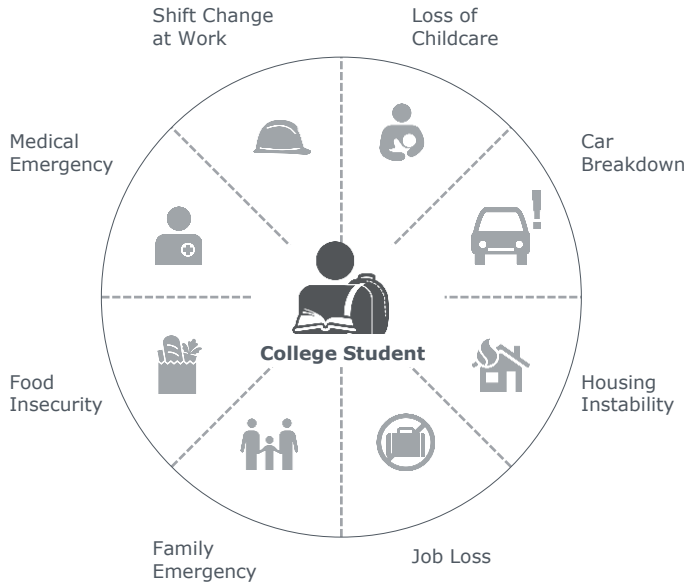
#### A Typical Day in the Life of a Gen Z'er



# Student Obstacles Pile Up

Traditional Term Lengths Increase Opportunities for “Life to Get in the Way”

## College Students Susceptible to the Wheel of Misfortune



## Longer Terms, Larger Gamble

“In 16-week courses, we have students that are passing with A’s and when they hit **the 12<sup>th</sup> week of class they just stop coming because something happened in life** and they lost out...”

The 16-week semester gives **many opportunities** for something to happen and **for life to get in the way.**”

Director of Institutional Research  
Public College, Texas

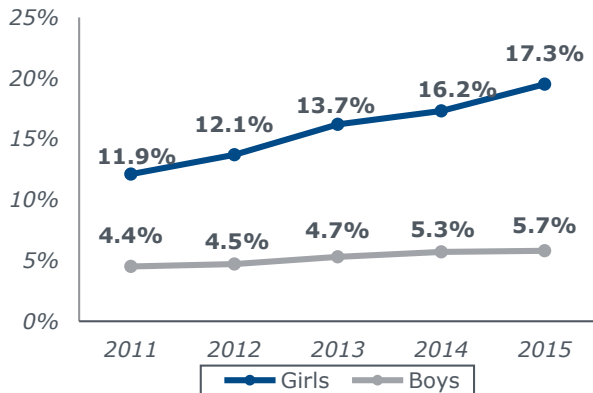
# Depression and Anxiety on the Rise Among Teens



## A Silent Epidemic Is Coming to Campus

### Escalating Rates of Depression

Past Year Major Depressive Episode<sup>1</sup> Among Adolescents, By Gender (2011-2015)



5x

Rate at which counseling center utilization outpaced enrollment growth

### External Factors Driving Up Demand

#### Substance Abuse

Students look to drugs and alcohol to relax; use prescription drugs to focus, work late into the night

#### Intensified Expectations

Students face early and persistent pressure to academically excel, fit in socially, and be successful after graduation

#### Social Media

Time spent online amplifies existing stressors and contributes to an overwhelming sense of social isolation on campus

#### Political Climate

Stress from current events and politics exacerbates students' existing issues with stress, anxiety, and depression

#### New Parenting Styles

Highly involved parenting creates busy, overscheduled, failure-averse students who struggle to adapt to challenges as they arise in college

Source: National Institute of Mental Health, "Major Depression Among Adolescents," <https://goo.gl/KSk7xT>; Olsson M et al, "Trends in Mental Health Care among Children and Adolescents," *The New England Journal of Medicine*, <https://goo.gl/3GjFjN>; Merikangas K et al, "Lifetime Prevalence of Mental Disorders in US Adolescents: Results from the National Comorbidity Survey Replication...", *Journal of the American Academy of Child & Adolescent Psychiatry*, <https://goo.gl/apDwDe>; EAB interviews and analysis.

1) A major depressive episode is characterized as suffering from a depressed mood for two weeks or more, and a loss of interest or pleasure in everyday activities, accompanied by other symptoms such as feelings of emptiness, hopelessness, anxiety, and worthlessness.

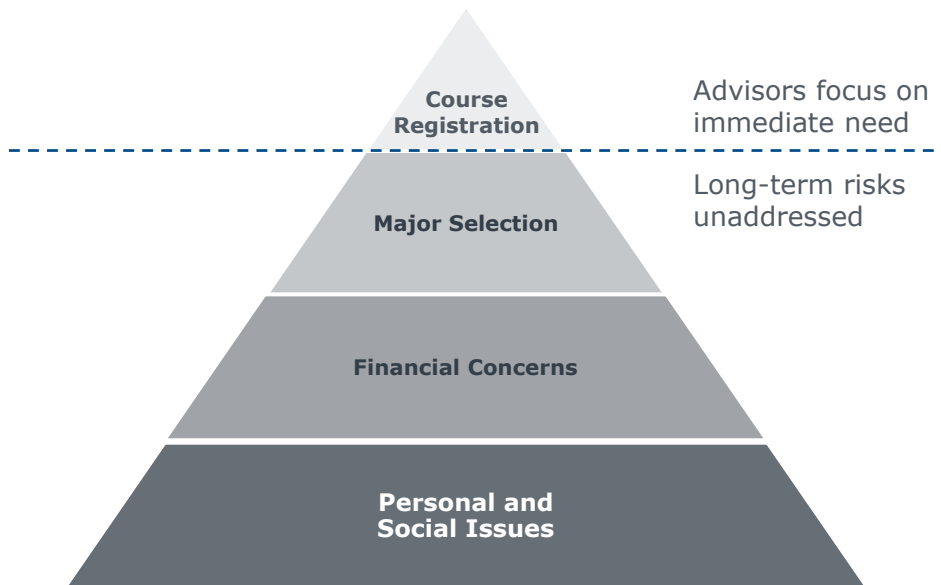
# The “Big Six” Experiences

“Big Six” Experience	Odds of being retained if students had this experience	Strongly agree they had this experience
Had at least one professor who made them excited about learning	2.0x higher	63%
Had professors or staff members who cared about them as a person	1.9x higher	27%
Had a mentor who encouraged them to pursue their goals and dreams	2.2x higher	22%
Worked on a project that took a semester or more to complete	1.8x higher	29%
Had an internship or job that allowed them to apply what they were learning in the classroom	2.0x higher	29%
Was extremely active in extracurricular activities and organizations	1.8x higher	20%

# Academic Advising Too Narrow in Focus

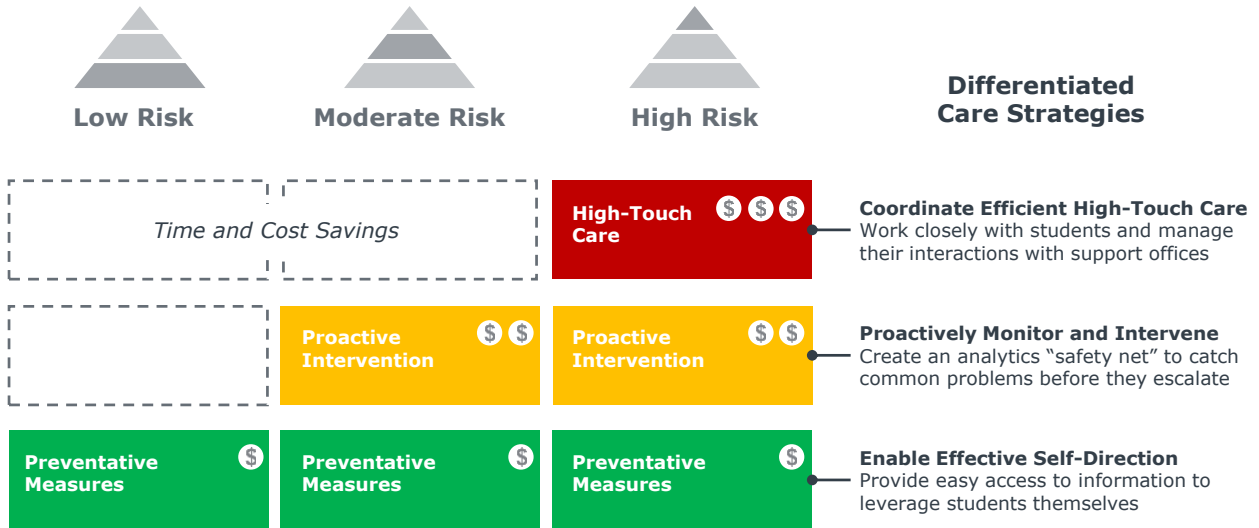
Emphasis on Curriculum Leaves Underlying Problems Untreated

## Curricular Concerns Are Only the Tip of the Iceberg



# Population Health Management

Improving Efficiency to Extend More Care to More Students



## PHM White Paper

- Understand the theory
- Make the case to peers



Learn more



## PHM Diagnostic

- Assess your readiness
- Decide where to start

# No One Accountable for Students' Success

## Inconsistent Contact and Conflicting Advice Jeopardize Persistence



*Students shuffled between support units with no main point of contact*



*Institutional staff uncoordinated, unaccountable, and underutilized*

### **Conflicting Advice**

Major advisors, faculty, staff, and peers send mixed messages about requirements and recommended pathways to graduation

### **Difficult to Navigate**

Student expected to find appropriate information and support on their own, with little coordination between organizational units

### **No Personal Connection**

Student sees variety of different staff members in short, transactional interactions; feels like just a number

### **Limited Information**

Each faculty and staff member starts over with student, missing critical background information, context, and longitudinal reference data

### **No Performance Evaluation**

Impossible to assess and incentivize student coaching since no individual or unit is held responsible for a student's success or failure

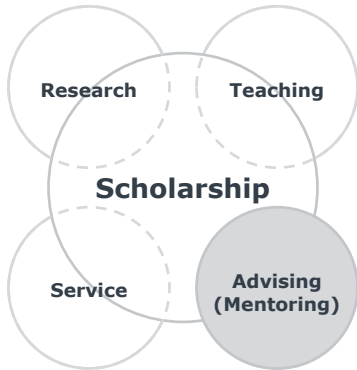
### **Can't Track Compliance**

No one monitoring student compliance with services and activities prescribed by advisors or following up to check on progress



# The Evolution of Advising

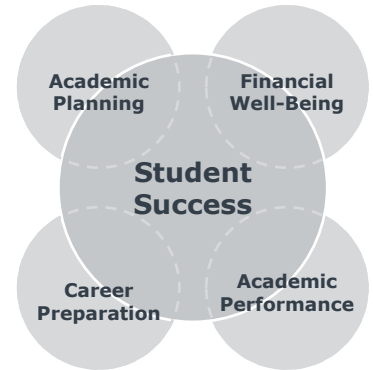
## Faculty Advising



## Professional Advising

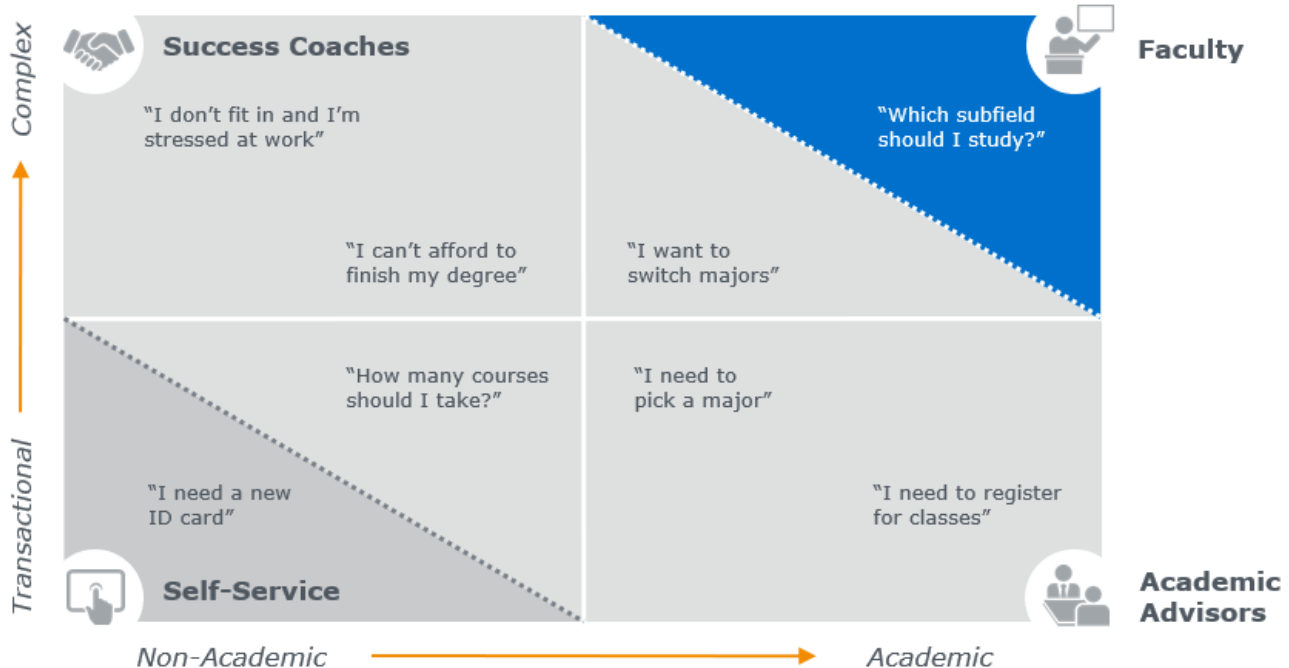


## Holistic Advising



# Unbundling the Advising Process

Dozens of Discrete Problems Require Variety of Roles on Campus



# Clarify Who Does What

## Formalize the Role of Faculty to Allow Investment in Other Kinds of Advising

### Faculty Will Do

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*Ask the faculty to decide what student needs they can and want to fulfill*

*Standardizing practice enables better training and a better student experience*



**Faculty**

### Student Advising Needs

- Mentoring
- Career Guidance
- Long-term Planning
- Degree Roadmap Planning
- Gen Ed Course Selection
- Major Course Selection
- Schedule Planning
- Major Declaration
- Registration Support
- Course Articulations
- Early Alert Resolution
- Financial Counseling
- Fostering Belonginess
- Resolving Personal Issues

### Advisors Will Do

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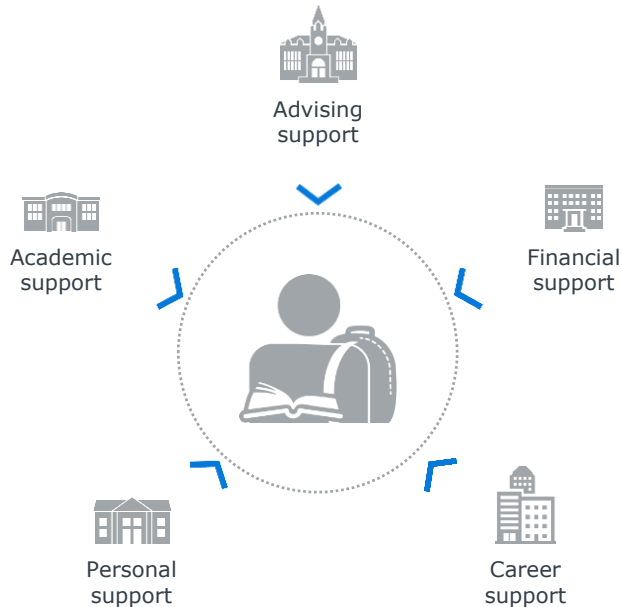
*Clarifying expectations for faculty engagement allows you to assign remaining the advising needs to staff*



**Professional Advising  
and Other Support Staff**

# Aligning Student Support

Eliminating Silos Allows for More Efficient and Effective Care



## Benefits of Alignment

- Eliminate conflicting priorities and goals
- Foster clear decision making and accountability
- Simplify points of contact for students
- Improve information flow (student records and data)

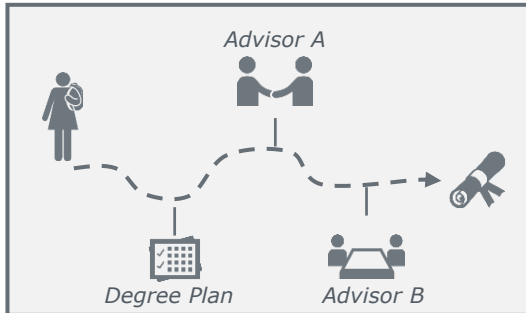
# Promoting Continuity in Academic Advising

## Supporting Major-Switchers Through Cluster Advising

### Cluster Advising Model Adjusts Thinking to Account for Student Movement

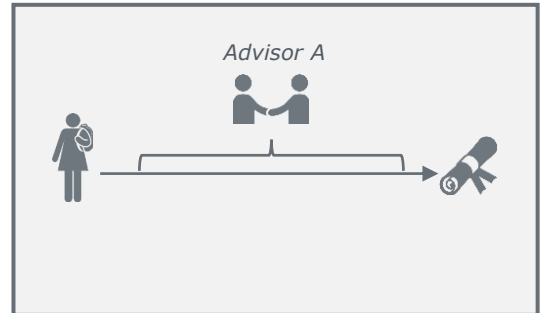


#### The Old Thinking



Advisors assigned based upon institutional structures and departments; often requiring reassignments for major switching

#### The New Thinking



Student movement through the institution dictates advisor caseloads; optimizing consistency despite major switching

# Mapping Student Pathways to Degree

How do students flow in and out of majors at the institution?

## Map Historical Paths to Degree



- Analysis of first and last major for 5 years of student records reveals significant student migration across the institution

**65%** Of students graduate in 1 of 10 majors

**75%** Of students switch majors at least once

## Categorize Majors by Student Flow Patterns



- Four types of major identified based on student flow patterns:
  - **Donor Majors:** Students exit these programs and few enter
  - **Acceptor:** Students enter these majors from other programs
  - **Pivot:** Students equally enter and exit these majors
  - **Static:** Very few students enter or exit

## Assign Advisors to Major Clusters



- Advisors trained in set of thematically-related majors and a sub-set of common destination majors
- Goal: 80% of students remain with the same advisor despite major switching

### Next Steps

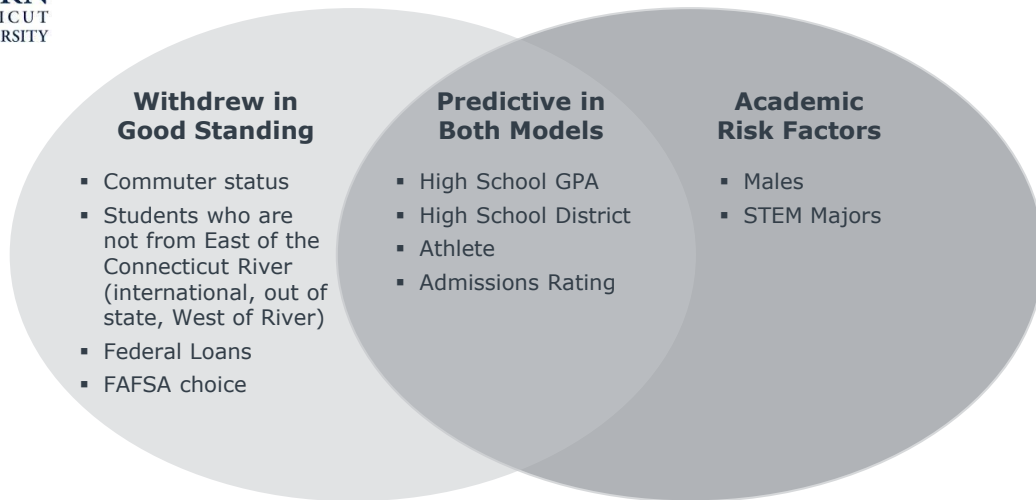
Examine requirements for majors in clusters to promote coordinated prerequisites

# Holistic Assessment of FY Attrition Risk

## Step 1: Identify Historical Patterns of Student Attrition



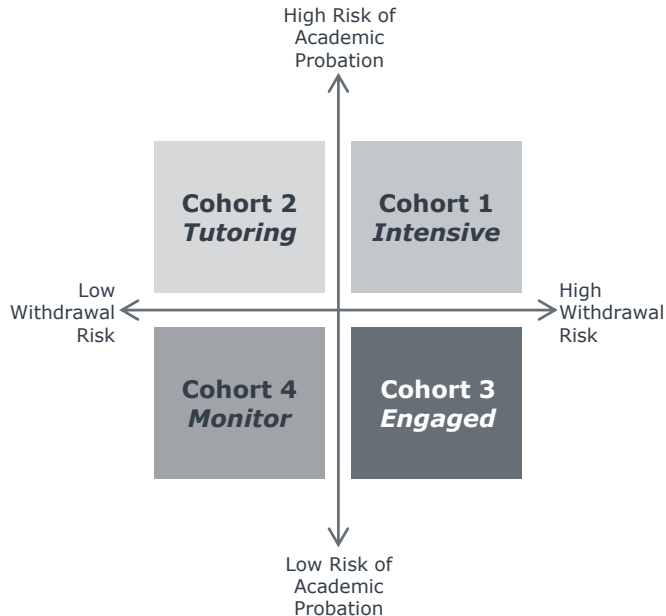
### Isolating Characteristics Associated with Higher Risk of Withdrawal



# Assessing Risk of Incoming Class

## Step 2: Create an Initial Risk Profile Based on Pre-Enrollment Data

### Targeted Advising Cohort Structure



### Active Ingredients

- Students assigned to cohorts based on attrition risk and forecasted academic performance. Initial placement can be adjusted based on student behavior
- Interventions are targeted to students differently based upon their assignment. Professional advising staff prioritize interaction frequency based on a student's assigned risk cohort
- Caseload model facilitates tracking of student performance to advisors



# Don't Let Classroom Contact Go to Waste

## Faculty-Student Interactions Aid Risk Identification and Engagement

**Average first semester student hours spent...**



1

...In an advising office



225

...In a classroom<sup>1</sup>

**Powerful predictive metrics right under our noses**



1.6

First-year GPA gap between students with and without attendance problems

*(Mississippi State University, 2013)*



In all cases analyzed, midterm and first-exam grades strongly predicted final grades ... Midterm and final grades were also strongly correlated in a variety of other academic disciplines at the liberal arts college, including the humanities, the social sciences, and the fine arts."

*James Barron & Philip Jensen*

*Journal of College Science Teaching (2014)*

**In response, extensive deployment of early warning systems in higher ed**



74%

Public Universities

78%

Private Universities

68%

Community Colleges

1) Based on assumed course load of 15 credit hours over a 15-week semester

# Getting from Acceptance to Buy-In

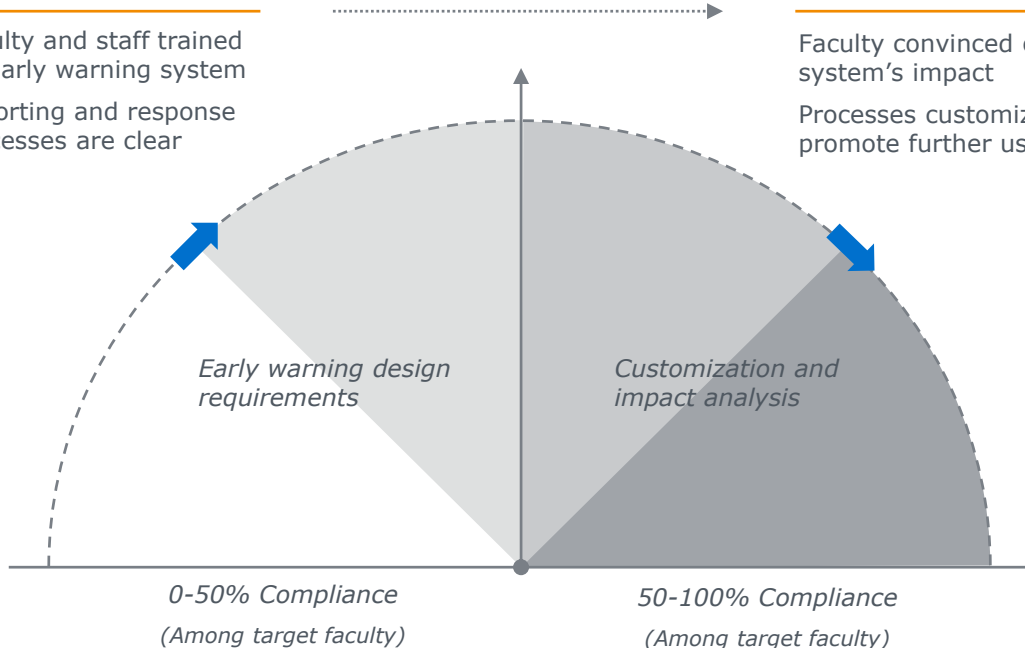
## System Design Only Part of the Challenge

### Garner Initial Support

Faculty and staff trained on early warning system  
Reporting and response processes are clear

### Achieve Full Adoption

Faculty convinced of system's impact  
Processes customized to promote further use



# Alley Initial Concerns by Streamlining System

Early Alert Processes Should Be Simple, Strategic, and Sensitive

## Making it Simple



### Single Referral

- Faculty given option to suggest specific response, but able to send all alerts to single office

### Target High-Risk Courses and Students

- Focus compliance efforts at highest-impact populations

### All-Inclusive

- Single system for logging academic, attendance, and behavioral alerts

### Includes Assistants

- Train graduate and teaching assistants to ensure coverage of introductory course sections

## Addressing Faculty Concerns



### Student Privacy

- Faculty, advisors, RAs, and support staff able to submit alerts, but full access limited

### Positive Messaging

- Students encouraged to take clear action steps, rather than simply alerted of risk

### Follow-up

- Faculty informed of alert receipt, as well as progress and resolution of cases

### Flexible Faculty Role

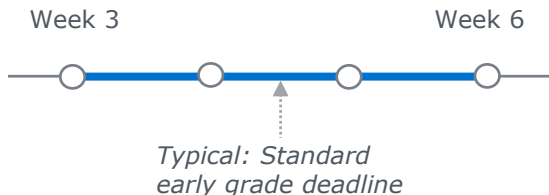
- Faculty able to decide whether and how to get involved with student issues

# Allow for Flexible Application

## Instructor-Specific Time Window and Grade Scale Improve Adoption



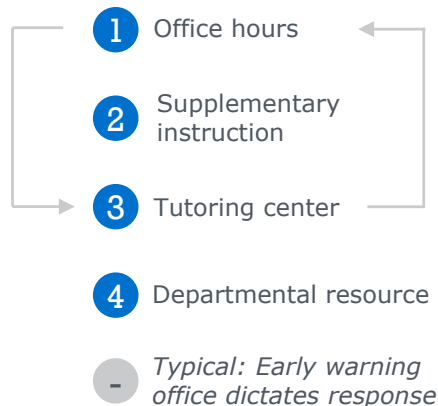
**Faculty asked to determine best early assessment point**



**Faculty asked to report whether students are "on track" or "off track"**



**Faculty able to choose and prioritize resources sent to students**



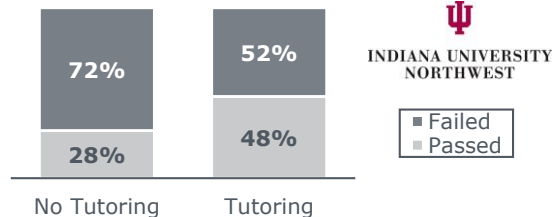
# Illustrating Impact

## Alerts Aim to Address Students' Needs, Not to Punish Bad Teaching

### 1 Promotion and compliance messaging should come from academic leaders

- Provost reminds faculty each term of relationship between early risk indicators and attrition
- Department chairs and deans contact faculty who fail to submit necessary alerts (not central support office or academic advisors)

### 2 Demonstrate increased utilization of support services and effect on grades, retention



### More than Compliance at Stake

“If instructors and staff are not aware of how the systems work or why they are structured the way they are, and if the only messages they receive about it are regarding participation, a significant opportunity for campus-wide discussions about retention and student success has been missed.”

*“Early Alert Project Action Team: Final Report”  
Western Michigan University (2014)*



# Flagging Early Signs of Risk

## Summary of Key Insights

- 1 | Class attendance, early academic performance, and concerning behavioral cues are strong predictors of ultimate success, yet institutions struggle to attain the compliance needed among faculty to collect and act on these data.
- 2 | Early warning systems should streamline the reporting process by using a single interface and referral point, and compliance efforts should focus on high-risk student groups in introductory courses.
- 3 | Allow instructors to customize the design, timing, and remediation strategies linked to early warning systems (within a reasonable range).
- 4 | Evaluate and regularly communicate the impact of early warning systems on support resource utilization, course grades, and GPA to overcome faculty skepticism.

## Overcoming Self-Selection

# Engagement as Retention Strategy

“Involvement, or what is increasingly being referred to as engagement, matters and it matters most during the critical first year of college. What is less clear is...**how to make it happen in different settings and for differing students in ways that enhance retention and graduation.**”

*Vincent Tinto*

*Research and Practice of Student Retention: What Next?*

# Early Neglect Can Lead to Late Attrition

## Support Services and Enrichment Activities Miss Most Students



### High Flyer Programming

- Living and learning communities
- Undergraduate research
- Study abroad
- Internship and field experiences
- Independent study
- Honors college



### The Engagement Gap

*Disengaged students persist to upper division but lack faculty connection needed to complete*

**31%**

Of students with a first-year GPA between 2.0 and 3.0 drop out between their second and sixth year.<sup>1</sup>



### High-Risk Support

- TRIO student support services
- Intensive coaching programs
- Tutoring and supplemental instruction
- Academic skills development workshops
- Math workgroups

“We have a ton of programming aimed at both the top 10 percent and the bottom 10 percent of our incoming class. Unfortunately, we hadn’t done as much for all the students in the middle.”

*Paul Chinowsky, Associate Vice Provost for Student Success  
University of Colorado - Boulder*

1) EAB analysis of 740,000 students at 73 public and private universities in the US (2014 “Murky Middle Project,” SSC)



# Where Faculty Can Help

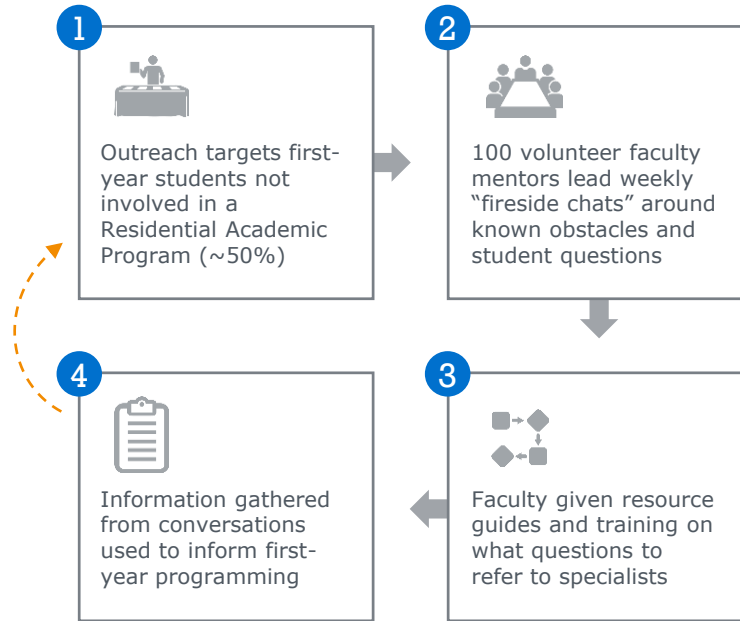
## Deploying Mentoring Efforts to Proactively Address Long-Term Risk



### The Faculty-Student Mentor Program

*University of Colorado  
Boulder*

- Program created by Faculty Assembly to address upper-division success
- Students encouraged to sign up at orientation and throughout summer
- Students are matched to mentors based on interests and major choice
- Online sign-up form gathers critical information to assess risk (anticipated credit load, employment plans, concerns)



# Predicting Preventable Transfer Losses

## From Stepping Stone to Disciplinary Destination

**37%**

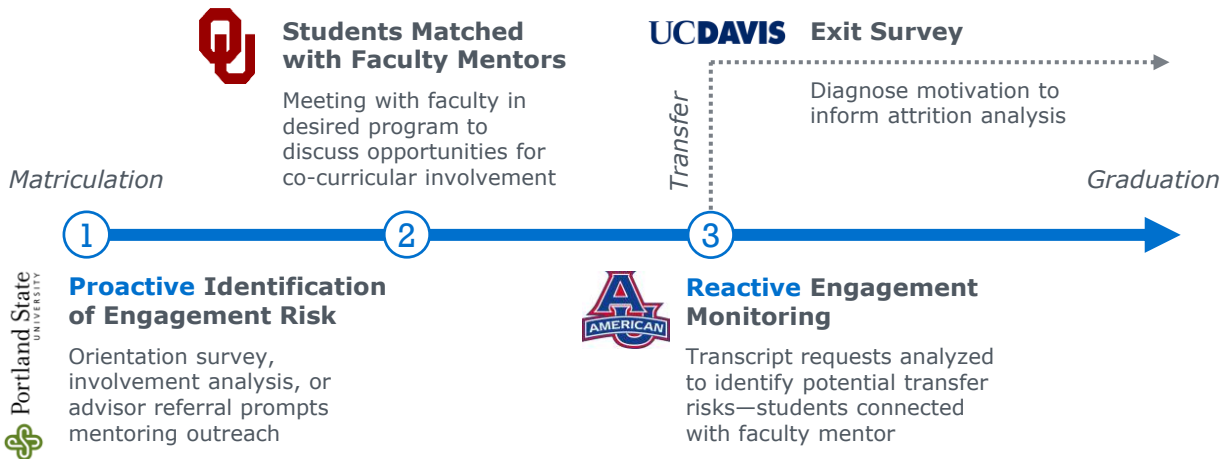
*Of all first-time students transfer or enroll at a different institution at least once within 6 years*

**33%**

*Attrition that occurs after the 2<sup>nd</sup> year in good academic standing*

**40%**

*Of leavers have estimated GPAs above 3.25*



# Mentoring Rising-Risk Student Groups



## Summary of Key Insights

- 1 | Most institutions have abundant programming available for first-year students, but the majority of resources are aimed at either students in need of academic support or high flyer / honors students.
- 2 | Target faculty mentoring programs at students who lack a strong connection to campus. While many unengaged students persist for one or two years, they frequently stop out or transfer later on in their career.
- 3 | Ensure that mentors are equipped with background information about student mentees and guides on critical topics to address prior to meetings.
- 4 | Evaluate students' likelihood to transfer upon matriculation (proactively) and in the event of transcript requests (reactively), and connect them with faculty mentors to discuss co-curricular opportunities.

# Measurement Spurs Grassroots Innovation

## Departments Quick to React to Now-Visible Performance Gaps

### 1 Local Curricular Reforms

**Aligning pre-requisites with local community colleges:** Biology department adjusted introductory curriculum to better suit transfer students

**Revitalizing first-year instruction:** Low-enrollment science programs shifted from “weeding freshmen out” to more engaged pedagogy

### 2 Greater Investment in Student Support

**Increasing instructional support for at-risk groups:** Psychology department added supplemental instruction to address noticeable achievement gap

**Requiring four-year degree plans:** Share of all first-year students with complete degree plans grew 45% in first two years of assessment

### 3 Lasting Cultural Change

**Clarifying each unit’s role in contributing to institutional performance goals:** Unprecedented awareness of how the actions of each department add up to ultimate success or failure

**Preempting performance-based funding:** Faculty, staff, and unit leaders acclimated to culture of evaluation and focused on continuous improvement, without top-down system dictate



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