

# Road to Success: Supporting Student Success Using Data

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Fall 2020 Advisor Training



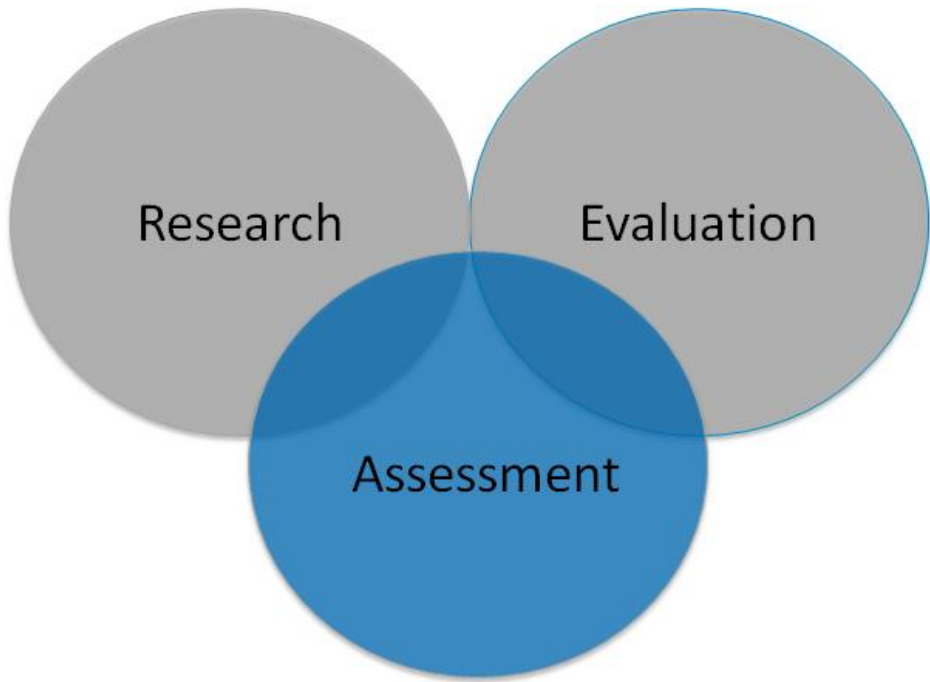
# Partners in Student Success

“The IR function must broaden its historical focus on supporting senior-level administrators on high-level strategy matters to include recognizing students, faculty, and staff as decision makers and providing leadership around data and data analytics to support decision-making at the tactical and operational levels to improve student outcomes”

*(Swing & Ross, 2016, p. 80-81).*

# OBJECTIVES

- Learn about the assessment tools and approaches at Humber College
- Learn about what makes data an important and strategic asset of Humber College
- Be able to identify ways in which data can drive decision-making related to new initiatives or changes to services



“Assessment is the process of providing credible evidence of resources, implementation actions, and outcomes undertaken for the purpose of improving the effectiveness of instruction, programs, and services.” *(Banta & Palomba, 2015, p.2)*

“Any effort to gather, analyze, and interpret evidence which describes institutional, divisional, or agency effectiveness.” *(Upcraft & Schuh, 1996, p. 4)*

# ASSESSMENT APPROACHES

## ENGAGEMENT

Measures of student, client and/or employee **access/awareness/participation** (with SCE departments, programs, services, and/or resources)

## EXPERIENCE

Measures of student, client and/or employee **experiences** (with SCE departments, programs, services, and/or resources)

## SUCCESS OUTCOMES

Measures of student, client and/or employee **skill/knowledge acquisition**

Measures of student and/or client **academic performance**

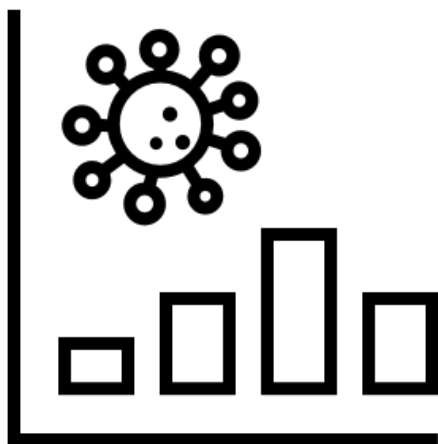
Measures of student and/or client **employment outcomes**

Measures related to **department/program/service goals**

TRIANGULATION of data, methods & investigators



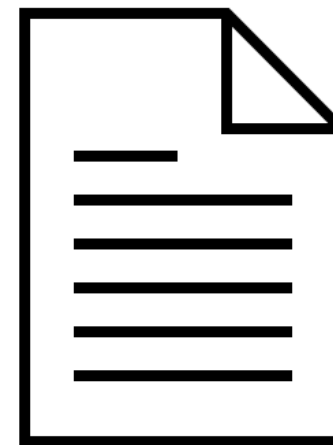
# WHY IS DATA IMPORTANT?



COVID-19



Strategic Mandate Agreement  
(SMA) 2020-25



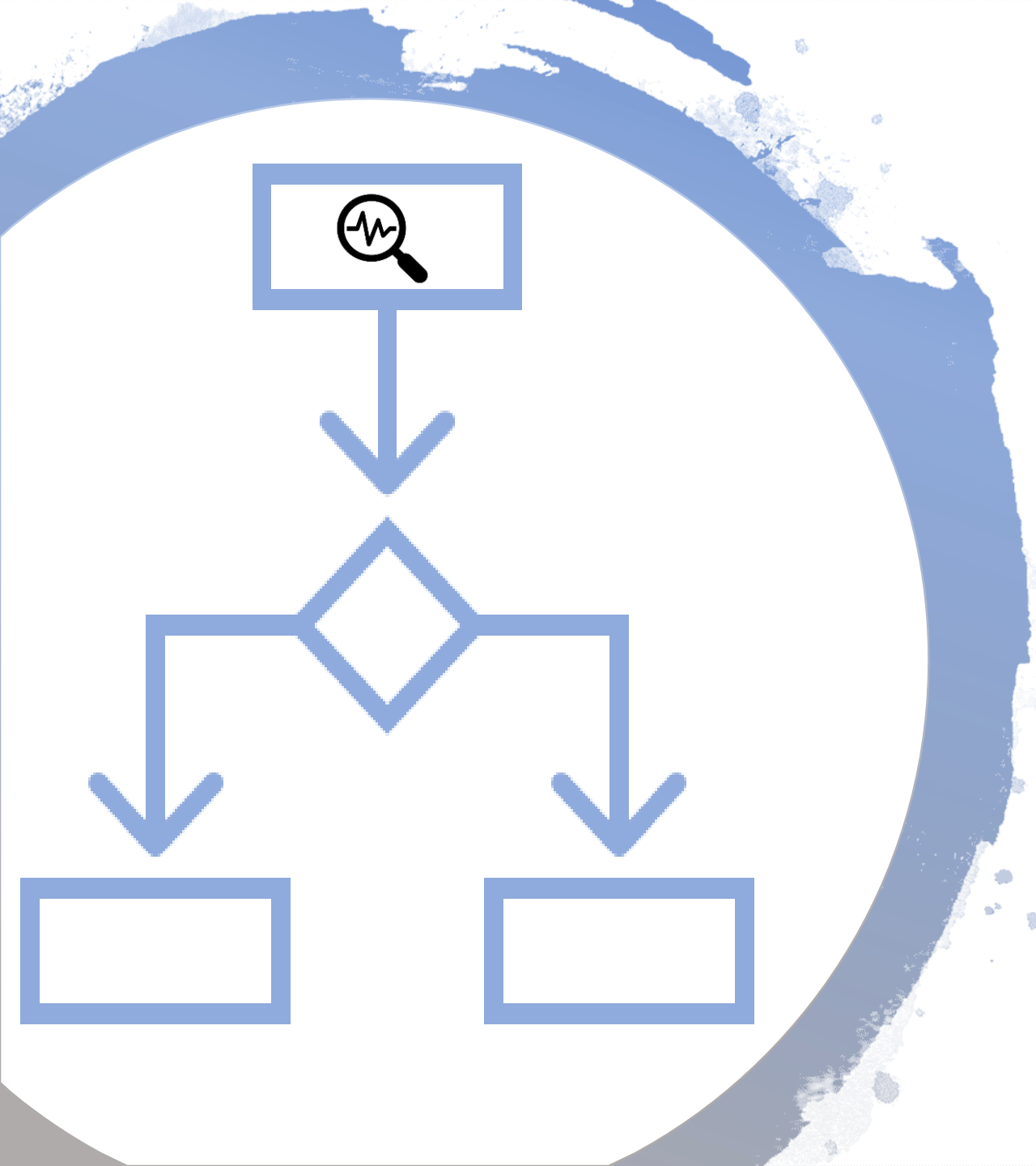
Data Governance Policy





"It is the intent of Humber College to promote a culture of collaboration, transparency and data-driven decision-making. Consistent with this approach, the College, as the data owner, intends for its institutional data to be readily available to all authorized members who demonstrate a legitimate business need for the information, subject to any limitations that may be posed by federal or provincial regulations."

*(Humber College, Data Governance Policy, 2020, p.2)*



Data-driven decision-making is defined as “the systematic collection, analysis, examination, and interpretation of data to inform practice and policy in educational settings.” *(Mandinach, 2012, p. 71)*



# Example 1: Hub and Spoke

In 2018, new model of Advising Launched called Hub and Spoke:

- Recommendation from the Integrated Advising Working Group (2015).
- Data from Advising Traffic in 2017-2018 also indicated that 80% of the students meeting with Advisors were in good academic standing.
- Hub and Spoke Model- integrated approach to advising on campus, stronger faculty relations, targeted and timely outreach.
- New service model supports retention efforts and puts student success at the center.

# HUB AND SPOKE

**WE ARE**  
ADVISING & CAREER SERVICES

## HYBRID ADVISING FRAMEWORK FOR STUDENT DEVELOPMENT

### ZONE 1



### ZONE 2



### ZONE 3



Career Support Peers

Career and Student Success Advisors

#### Who do we see typically in this stage?

*Tier 1* – Students seeking:

- Resume and cover letter support
- Mock interviews
- LinkedIn support

*Tier 2* – Students seeking:

- Specific job search techniques
- In-depth employment support

#### How do we support these students?

- 1:1 coaching and workshops
- Employment search actions plans
- Case management (Tier 2)

#### Who do we see typically in this stage?

- Students unsure of career/program choice
- Students unsure of their strengths
- Students looking into further career possibilities

#### How do we support these students?

- Career explorations (i.e. Labour market information, careers/personality assessments – MBTI, Typefocus, CareerCruising, etc.)
- Career plans
- Case management

#### Who do we see typically in this stage?

- Students facing barriers/at risk (probation, required to withdraw, confused about academic direction)
- Students who do not understand certain policies or academic regulations
- Students unsure about program fit

#### How do we support these students?

- Understanding academic expectations
- Helping explore options (Advising as Coaching Model)
- Case management

# Hub and Spoke Cont'd

## Evaluating Impact of Hub and Spoke:

- Comprehensive Assessment Plan
- Assessment tools- Symplicity, Campus Labs
- 360 Assessment of 2 years of Hub and Spoke (In progress)
- Provided infrastructure for engaging in Research (Mohawk Pre-advising Study)
- What we know so far:
  - by Fall 2019- 50% of students seen by advisors were in good academic standing
  - 68-70% of appointments with advisors are regarding academic concerns
  - Student Satisfaction with advising increased by 5% from 2018-2019 ( 93% to 98%)



# Example 2 : 2020



# Data and Student Success at Humber



## COVID-19 CLIMATE SURVEY (W2020)

## ONLINE LEARNING EXPERIENCE SURVEY (S2020)

## HUMBER STUDENT SUCCESS SURVEY (F2020)

**83%** of respondents 'strongly agree' or 'agree' that they **are in the right program**, while **4%** 'strongly disagree' or 'disagree'

**67%** of respondents 'strongly agree' or 'agree' that they **are adjusting to online learning environment**, while **16%** 'strongly disagree' or 'disagree'

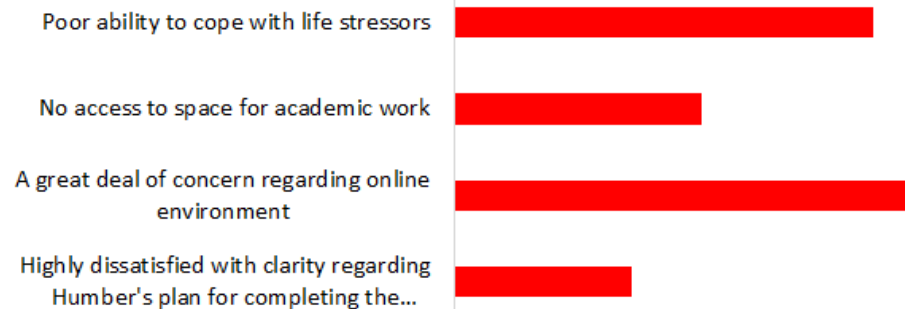
**76%** of respondents are 'very certain' or 'certain' that they will successfully complete their program, while **14%** were 'a little uncertain' or 'quite uncertain'



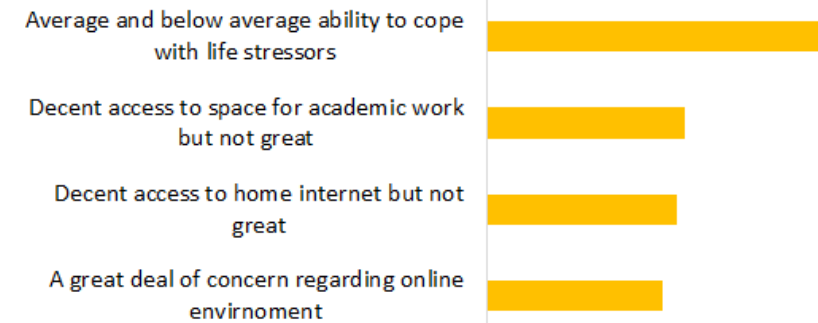
# COVID-19 Winter 2020 Survey



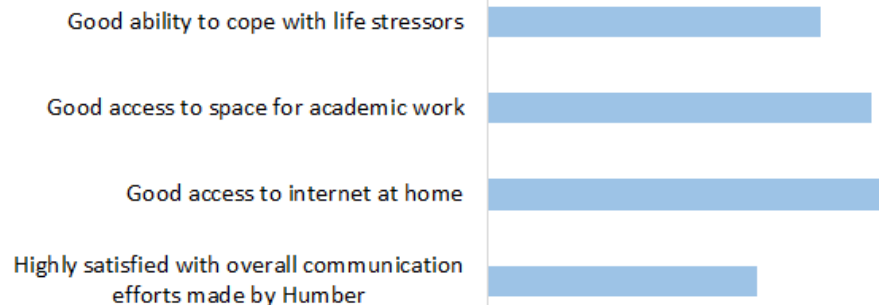
## At Risk Cluster (N = 1320, 12%)



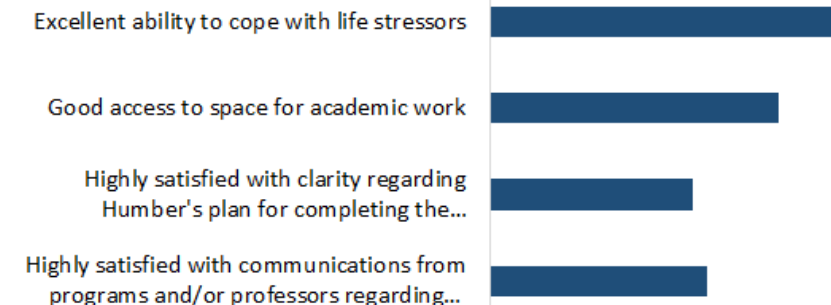
## Somewhat Negative Cluster (N = 4902, 43%)



## Mostly Positive Cluster (N= 4273, 38%)



## Extremely Positive Cluster (N=841, 7%)



# Summer 2020 Student Success Outreach

Student Success Calls	*High-Risk Outreach*	New Student Calls	Low-Risk Outreach	Student Survey	Fall 2020 Outreach
<p><b>Week 1 to 3</b> <u>Target group:</u> S2020 students <u>Group size:</u> 5,000+ <u>Tools:</u> email from DofS, call script, referrals, call log <u>Reporting:</u> # of call backs requested, click rates, call stats, top concerns and referrals</p>	<p><b>Week 2 to 6</b> <u>Target group:</u> at-risk cluster + WL students <u>Group size:</u> 406 + 903 <u>Tools:</u> IVR - script, list and report; Advising - script, appointment booking, referrals, call log <u>Reporting:</u> # of calls, pick up rate, # of emails, click rates, # of appointments, top concerns and referrals, student success outcomes</p>	<p><b>Week 3 to 6</b> <u>Target group:</u> incoming students <u>Group size:</u> 349 <u>Tools:</u> script, referrals, call log <u>Reporting:</u> # of calls, pick up rate, top concerns and referrals</p>	<p><b>Week 4 to 7</b> <u>Target group:</u> all other students <u>Group size:</u> 1,204 <u>Tools:</u> email, call log <u>Reporting:</u> # of emails, click rates, appointments, top concerns and referrals</p>	<p><b>Week 7 to 8</b> <u>Target group:</u> f/t and p/t S2020 students</p>	<p><b>Week 9 and onward</b> <u>Target groups:</u> at-risk and WL eligible to return</p>

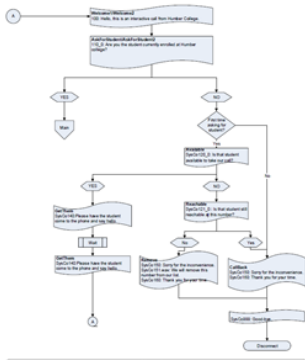
INC Outreach (led by academic faculties)

WE ARE  
HUMBER



# High-Risk Outreach: WL notation

903 students w/ WL notation



Script

3 attempts

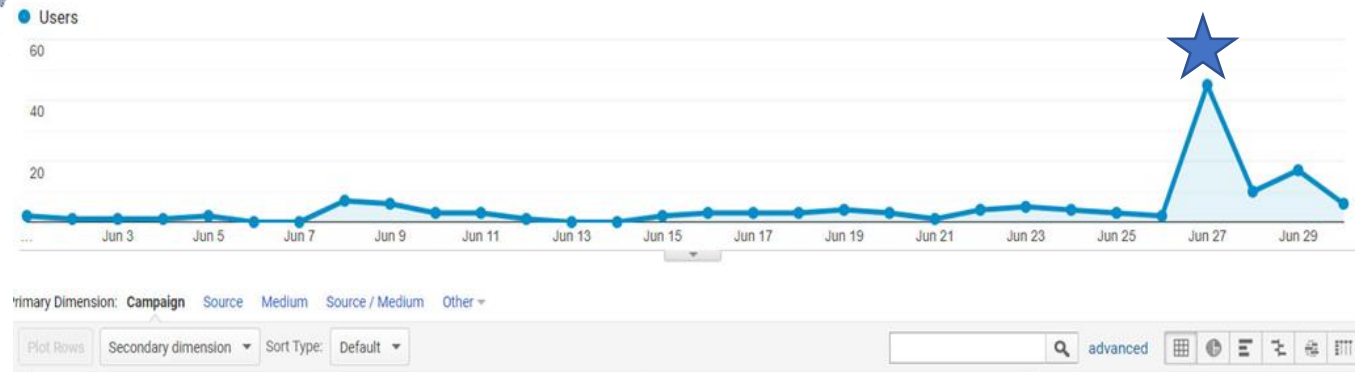
550 (78%) students reached

Our records indicate that you have received Withdrawal-Late Notation or WL for one or more of your courses. Are you aware of this?  
 Yes → As you may know, WL was given when a course was not passed. This notation will be reflected on your permanent transcript.  
 No → WL was given to students enrolled for not passing a course. This notation will be reflected on your permanent transcript.  
 WL is not a grade and will not impact your GPA; however, you will not receive credit for courses with WL and you will be required to repeat the course(s).

YES	NO	NONE
338	148	64

We are here to help you stay on track with your studies. We also have people and services that can help you.  
 Would you like to schedule a meeting with an advisor to discuss what options are available to you?

YES	YES	NO	NONE
Advising session			
99	61		
201 no response		Email follow ups	
152 other		Email follow ups	



**10% click rate** for appointment booking link (BananaTag)  
**14% (125) of students met with an advisor** (104 through Vocantas and 21 through email outreach) **at least once**  
**98% of appointments were for academic concerns**  
 Top concerns: 29% adjusting to online learning, 26% other and 17% academic workload



Persisting when things get difficult

Sankey Chart - W2020 Cluster Groups and S2020 Responses

W2020 Cluster

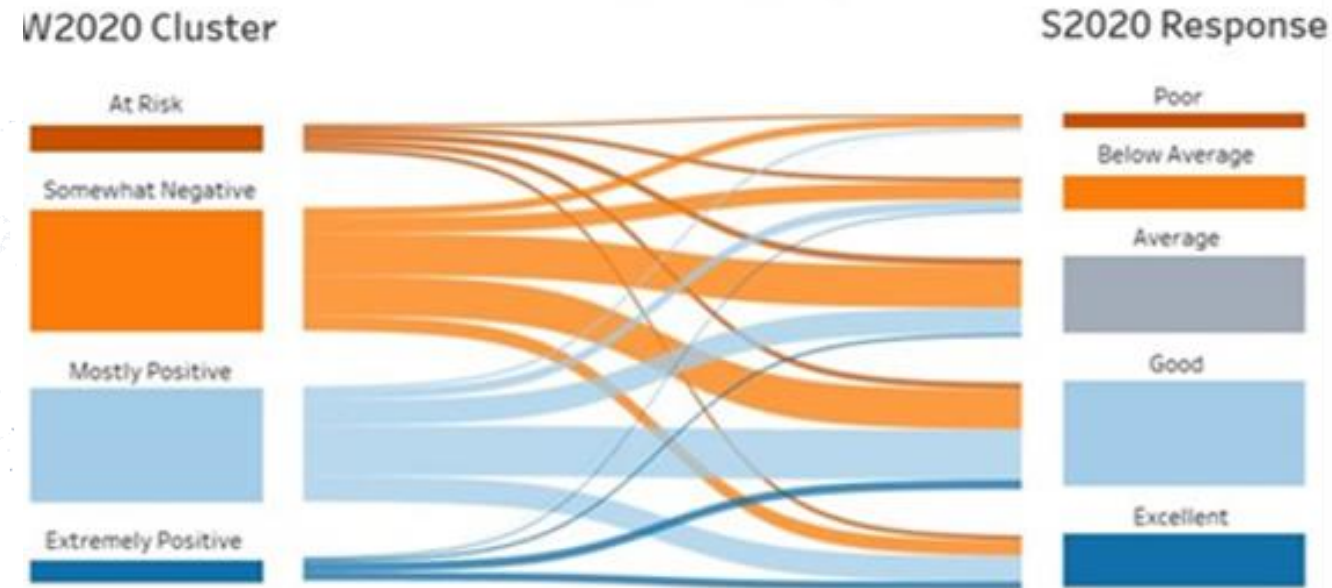
S2020 Response





Seeking help  
when needed

Sankey Chart - W2020 Cluster Groups and S2020 Responses



# What is next?

01

Outreach to HSSS respondents (program fit and learning online)

02

Outreach to HSSS non-respondents (direct from high-school)

03

Midterm advising outreach



QUESTIONS?

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