

Build Your Faculty's Engagement with Student Success Technology

Strategy Conversation

Meet Your Presenters



Whitney Wilson

*Associate Director, Strategic Leader
Student Success*

wwilson@eab.com



Christina Foreman

*Success Technology Administrator,
Washburn University*

christina.foreman@washburn.edu



Michelle Beatty

*Associate Director, Strategic Leader
Student Success*

mbeatty@eab.com



Robert Drago

*Assistant Director, First and Second Year
Initiatives Specialist
Stony Brook University*

Robert.drago@stonybrook.edu



Samara Trimble

*Student Success Counselor,
Reedley College*

Samara.trimble@reedleycollege.edu



1

Faculty's Role in Student Success and
Barriers to Adoption

2

Ways to Promote Faculty Engagement

3

Partner Case Studies

4

Q&A

Barriers to Change in Higher Ed

Which of these comments have you heard when rolling out new initiatives?

“We already have a bunch of systems – what does this add?”

▶ Lack of Clarity Around Why

“I don’t understand why we’re doing this.”

▶ Lack of Clarity Around Why

“I know the student well, and I don’t need technology to help them.”

▶ Resistance to Change

“We have to use multiple systems to complete tasks.”

▶ Workflows Don’t Reflect Need

“This won’t work for our department; we’re different.”

▶ No Peer Examples

Frequent Barriers to Adoption:



Lack of Clarity Around “Why”

Workflows Don’t Reflect Need

No Peer Examples

Resistance to Change

Which barrier is your institution struggling with the most?

(A) Lack of clarity around “why”

0%

(B) Workflows don't reflect need

0%

(C) No peer examples

0%

(D) Resistance to change

0%

Start the presentation to see live content. For screen share software, share the entire screen. Get help at pollev.com/app

CONNECTED24

Ways to Promote Faculty Engagement

2



Five Best Practices for Promoting Faculty Engagement

Include Key Stakeholders Early and Often

Leverage stakeholders' expertise and strengths. Give stakeholders some autonomy and incorporate them in decision-making. Tie new initiatives to specific institutional strategic goals.



Specify the "Why"

Articulating expectations for each audience is an important step. Identify and leverage faculty champions to help shape your messaging and approach.



Formalize Early-Alert Reasons

Early Alert Reasons should be insightful, actionable, and measurable. They should streamline the faculty decision-making process and improve the ability to focus efforts.



Create Two-Way Accountability

Leadership and faculty should work together to clearly define process workflows, understanding the important role both parties play in student success.



Follow Change Management Framework

Infuse change management principles into your student success efforts. Assess organizational and stakeholder readiness for change. Build buy-in among key stakeholders while tracking progress and iterating as needed.



Worksheet Reflection

Which barriers do you face at your institution, and which best practice is most reasonable to employ at your campus?

 4 minutes

CONNECTED24

Best Practices for Promoting Faculty Engagement

Instructions:

Based on your institution's goals and available resources, map out which of the tactics profiled in today's presentation you would like to prioritize in the chart below. The partner examples shared today incorporate multiple best practices. Use this implementation matrix to assess viability and determine next steps.

Best Practices	My Institution Should Prioritize This Tactic	Notes and Next Steps
Include Key Stakeholders Early and Often Leverage stakeholders' expertise and strengths to ease implementation. Give stakeholders some autonomy and incorporate their input. Tie new initiatives to your institution's specific strategic goals.		
Specify the "Why" Articulating expectations for each audience is an important step. Find and leverage your faculty champions to adapt your messaging and approach.		
Formalize Early-Alert Reasons Early Alert Reasons should be insightful, actionable, and measurable. They should streamline the faculty decision-making process and improve the ability to focus efforts.		
Create Two-Way Accountability Leadership and faculty should work together to clearly define process workflows, understanding the important role both parties play in student success.		
Follow Change Management Framework Infuse change management principles into your student success efforts. Assess organization and stakeholder readiness for change, mobilize stakeholders to buy into the change, and track progress, iterating as needed.		

CONNECTED24

Partner Examples of Best Practices


3





Launch Missteps Result in Low Response Rates




The Problem


Launched first Progress Report without a clear strategy 


Did not articulate the reason or value behind the Progress Reports 


Did not notify faculty of Progress Reports prior to launch 


Progress Report response rates averaged only 76%, well below the goal 

The Solution

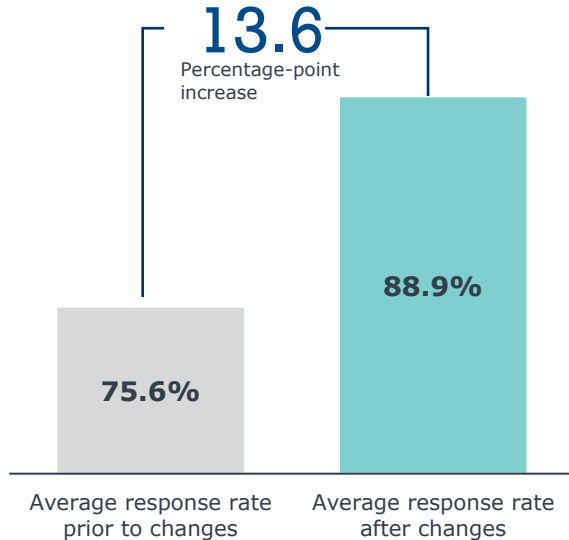
 Standardized Progress Report cadence (W4, W8, and W12)

 Expanded Progress Reports to full undergraduate student population

 Created a multipronged approach to training

 Developed Navigate Advisory Board, where academic leaders can provide feedback on PR process for continuous improvement

Clearly Articulated Strategy Leads to Improved Faculty Buy-In



“

Submitting Progress Reports has become part of the faculty culture at Washburn and is key to our retention and on-time graduation strategies.

- Christina Foreman

”

Revitalizing Stagnating Faculty Response Rates



Stony Brook University

Timing

SBU simplified the campaign to occur once a semester and aligned it with key time periods of the year

1



2



3



4



5



Communicating the "Why"

Vice Provost shared drafted message with faculty, highlighting the importance of Progress Reports

Leadership Buy-In

Met with UG program directors to share examples of how the info faculty share via PR informs small interventions that are significant to student success and retention

Asset-Based Language

Incorporated asset-based language/growth mindset framework into all aspects of PR to make the process less clinical

Share Success Stories


Aggregated student impact stories based on performance and qualitative feedback collected from a survey

Improved Response Rates = More Effective Student Outreach



Stony Brook University

	Instructor Response Rate	Students Marked At-Risk	Marked At-Risk and Passed Course
Fall 2021-1	46.2%	22.6%	56.9%
Fall 2021-2	54%	42.2%	58.8%
Spring 2022-1	24.8%	15.5%	52.4%
Spring 2022-2	45.3%	19.7%	64.5%
Spring 2022-3	41%	10.6%	78.1%
Fall 2022	56%	39.1%	61%
Spring 2023	61%	48.2%	63%
Fall 2023	67%	37%	TBD

Changes Implemented 

Increasing Faculty Participation in Surveys Has a Positive Impact on Student Persistence



Goal:

Positively impacted term success rates as well as term-to-term persistence rates by focusing efforts on reaching students who needed our support.

Problem:

Historically low participation in Early Alert utilization



Strategies

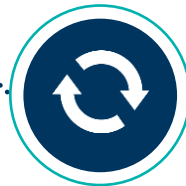
Specify the "why"

Renew energy around "why" use of early alerts in alignment with Guided Pathways and case management



Pathways Success Teams

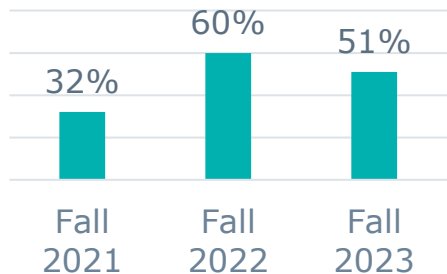
- Peer-to-Peer Outreach
- Meaningful Data Dashboards
- Recognize Starfish "Superstars"



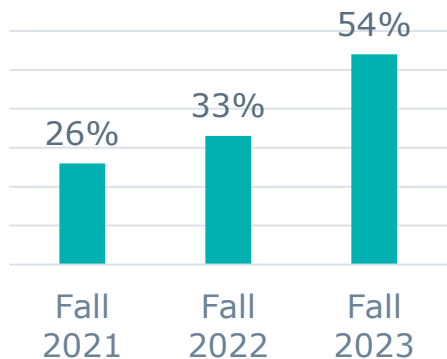
Improved Workflows

Close the Loop matters!

School-Wide



Pathways - SOCS



Impact on Retention Fall to Spring

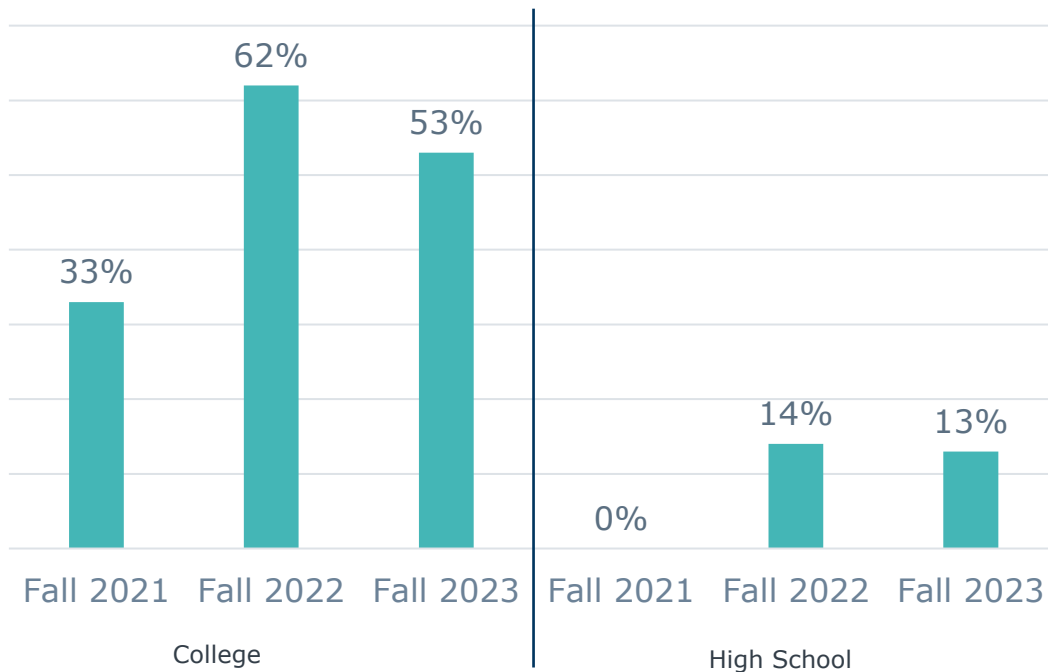
	Total Items Raised in Surveys	% Retained to Spring	Unique Students Retained to Spring
Fall 2021	5,061	73%	2,639
Fall 2022	9,599	78%	5,111



More to the story...

Despite significant increases in survey completion and total tracking items, the data seemed to suggest gaps.

Progress Survey Completion by Instructor Type



Problem: Instructors of dual-enrollment courses weren't completing progress surveys.

Solutions:

- Intentional orientation for dual-enrollment instructors
- Embedded the importance/why behind early alerts and why they should participate

Lesson Learned: Differences in support resources needed to be considered.

Next Steps: Figure out how to partner differently with high schools.

CONNECTED24

Questions for Presenters and Wrap-Up

4



1. In what ways and **how often do you engage with faculty** and faculty representatives for your project?
2. Who is your **campus voice to champion your work**? What information do they share? In what mediums? How often?
3. How often do you **review your tracking items**? Who is part of that process? How are subsequent changes then shared with the greater campus community (including faculty)?
4. What **communication channels** are available for faculty to **share feedback** for your project? How often do you solicit feedback related to your project from faculty? What do you do with feedback you receive?
5. What **barriers (expected and unexpected)** did you encounter as changes were being rolled out? What are some success stories you can share?

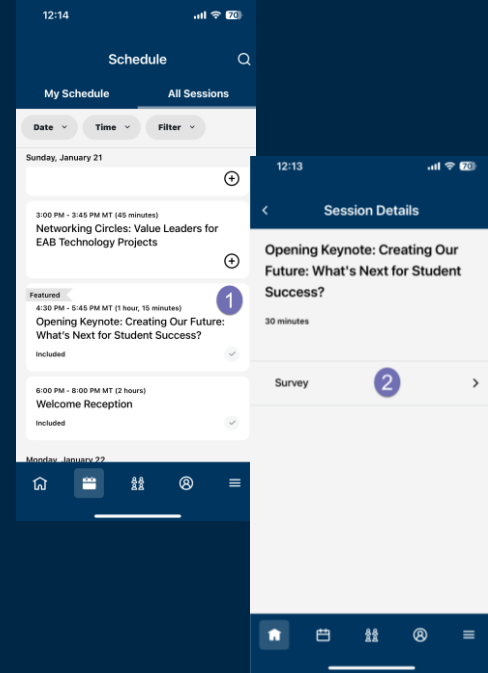
Complete Session Evaluations

Your feedback is important to us, please take a few moments to **tell us about your CONNECTED experience.**

Evaluations are available in the event app by clicking on a session and then clicking **Survey**.

Need help with the app?

Stop by the **information desk!**

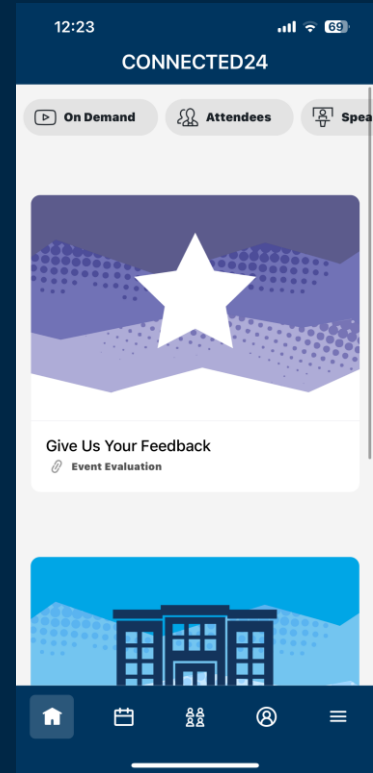


Complete the Event Feedback Survey

From the front page of the app, click the Give Us Your Feedback box.

Need help with the app?

Stop by the **information desk!**



CONNECTED24

Thank you for joining us for

CONNECTED24


**Remember to complete the overall event feedback
survey in the CONNECTED app.**

Travel home safely and we'll see you next year!





202-747-1000 | eab.com

 @eab  @eab_  @WeAreEAB  @eab.life

