Gearing Up for Campaign Season:
How to Capture and Share ROI from Your Targeted Advising Campaign

August 12, 2015
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Today’s Presenters

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### 61 of Your Best Ideas

#### Brand New Resource Available Online; Poster Version Coming Soon

**61 Campaign Ideas**

Target Your Advising Efforts Across the Year

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A leading advising campaign is an effort of focused, proactive outreach to a population of students in need of a specific intervention or action. Often the past year’s academic advising in the Student Success Collaborative has used the SSC platform to collect a wide range of campaigns seeking improvements in retention rates. Below is a list of 61 campaign ideas from advisors across the country.

#### Start of Term

1. Identify freshman students who are at risk based on their industry skills
2. Students enrolling in specific courses needed for their major (financial aid, etc.)
3. Students with CAF below 5
4. Students who are non-native English speakers
5. Students who have not participated in a counseling program
6. Exchange students who have a high risk of failing
7. The financial aid process, including research for assistance
8. Students who are considered at risk for academic failure
9. Students who have a personal or family emergency
10. Students who have not applied for full financial assistance
11. Students who have a high risk of dropping out
12. Students who are not enrolled in a counseling program
13. Students who are not enrolled in an academic program
14. Students who have a high risk of academic failure
15. Students who have a high risk of academic failure

#### Registration

16. Students who have not met prerequisites for their major
17. Students who have a high risk of academic failure
18. Students who have not met academic requirements
19. Students who have a financial aid award
20. Students who have not met scholarship requirements
21. Students who have a high risk of academic failure
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1 Toolkit Walk-Through

2 Advisor Panel
Why Track and Share Your Results?

The Benefits of a Goal-Oriented Advising Campaign

Maximizes Your Impact on Students
Analyzing post-campaign results tells you whether what you’re doing is working for students and makes your work more effective over time.

Saves You Time and Effort
Ensures that each campaign is faster and easier than the last; helps you identify which actions are the best use of your time (and which are not).

Promotes Good Practices Across the Community
Sharing results and ideas with your peers helps everyone improve their practices and broadens impact across advising.

Gets You Recognition for a Job Well Done
Tracking and packaging strong results lets you celebrate your impact and demonstrate effectiveness to leadership.
New Addition to Campaign Toolkit Focused on Measuring Effectiveness

Campaign Process

1. Define Target Population
2. Select Metrics and Set Goals
3. Plan Outreach Strategy
4. Execute Strategy
5. Track Progress
6. Calculate Results
7. Report Impact
Deciding What You Want to Measure

Select ≤6 Metrics Ranging From Immediate Actions to Long-Term Outcomes

What is the initial **action** you will take to kick off the campaign?
Examples: • Outreach emails • Follow-up calls

What do you hope students immediately do in response to your outreach?
Examples: • Response rate • % advised in person

What behavior or **action** do students need to take as a result of the campaign?
Examples: • Declare major • Attend tutoring

What is the **impact** you hope to see with this group in one term or one year?
Examples: • Improve GPA • Obtain scholarship

Full list of common metrics on pages 3-4 of the Toolkit Supplement
Deciding What You Want to Measure

Toolkit Includes Samples and Guidelines for Selecting Metrics

Sample Campaign

Target Population: students currently enrolled in the School of Business with GPAs 1.5 to 2.0

Objective: to inform students on warning or probation of university policies for dismissal and connect them to support resources to help improve their academic performance

Metrics:

- % of target population emailed
- % of target population advised in person
- % of those advised who attend tutoring or supplemental instruction
- % of those advised that achieve a cumulative GPA greater than 2.0
Once You Have the Right Metrics...

The Critical Task of Goal Setting

Setting an Ambitious But Realistic Goal Can Be the Most Difficult Step

Challenges to Goal Setting

- Every student population and every advising office is different
- Many advising offices don’t have enough data to determine appropriate/consistent goals
- Setting goals is an up-front investment of time when you have many other priorities!

If You Don’t Know Where to Start:

- Go with your gut
- Ask your peers
- Refer to examples in toolkit

<table>
<thead>
<tr>
<th>Setting Campaign Goals</th>
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<tbody>
<tr>
<td>Example Goals and Outcomes from Previous SSC Advising Campaigns</td>
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<tr>
<td><strong>Campaign</strong></td>
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<tr>
<td>Help “Mucky Middle” (2.0-2.99 GPA) pre-health students develop an academic plan to improve their GPAs or consider alternative majors (to reach the same career goal)</td>
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<td>40 students – 2 advisors</td>
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<tr>
<td>Help underperforming students achieve program eligibility for a selective program</td>
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<tr>
<td>110 students – 2 advisors</td>
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<tr>
<td>Help high-risk undeclared students declare good-fit majors or explore major/career options by enrolling in a Career Planning course</td>
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<td>280 students – 6 advisors</td>
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<tr>
<td>Inform students in the School of Social Work that they are eligible for a scholarship</td>
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<td>9 students – 2 advisor</td>
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<td>Meet with students entering their sixth year (110+ credits) who have not yet applied for graduation or dropped out</td>
</tr>
<tr>
<td>22 students – 1 advisor</td>
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Set Goals by Percent or Number of Students

**Sample Campaign**

**Target Population:** students currently enrolled in the School of Business with GPAs 1.5 to 2.0

**Objective:** to inform students on warning or probation of university policies for dismissal and connect them to support resources to help improve their academic performance

**Metrics:**

- % of target population emailed
- % of target population advised in person
- % of those advised who attend tutoring or supplemental instruction
- % of those advised that achieve a cumulative GPA greater than 2.0

**Goals:**

- 100% (all 27 students)
- 67% (18 of 27 students)
- 67% (12 of 18 students)
- 55% (10 of 18 students)
How Could We Set Smarter Goals?

Three Approaches to Campaign Design—Borrowed From Social Science

A. Pick a Target Population with a Good Historical Comparison Group
   - Compare your campaign results to the “natural” outcomes of a comparable group of students

B. Create a Baseline and then Repeat Your Campaign
   - Repeat the same campaign, or a similar campaign, and use the first results as a baseline for comparison

C. Use Between-Group Design to Test Different Interventions
   - Option 1: Select a larger target population and intervene with half
   - Option 2: Split your target population into two groups and use different approaches with each subgroup
### Calculating Your Results

**Common Results Calculations for Targeted Advising Campaigns**

**Response Rates**

For each piece of outreach:

1st Outreach Response Rate = \( \frac{\# \text{ of students that respond to 1st outreach}}{\# \text{ of students that received 1st outreach}} \)

2nd Outreach Response Rate = \( \frac{\# \text{ of students that respond to 2nd outreach}}{\# \text{ of students that did not respond to 1st outreach and received 2nd outreach}} \)

Overall:

Overall Response Rate = \( \frac{\# \text{ of students that respond to any campaign outreach}}{\# \text{ of students outreached to in the campaign}} \)

**Advising Activity**

% Advised = \( \frac{\# \text{ of students advised via small phone or in-person appointment}}{\# \text{ of students in target population}} \)

**Student Behavior/Action**

If the behavior or action is suggested in the outreach (i.e., students could act on the information without establishing two-way communication with the advisor):

Completes Rate = \( \frac{\# \text{ of students that completed the action or task}}{\# \text{ of students in target population}} \)

If the behavior or action is dependent upon the student having been advised (i.e., students must have come in for an appointment or been substantively advised via email or phone):

Completes Rate = \( \frac{\# \text{ of students that completed for action or task}}{\# \text{ of students that were advised during the campaign}} \)

Full list of common metrics on pages 8-9 of the Toolkit Supplement
Presenting Your Results
Templates for Sharing Your Campaign Results With Different Audiences

**Formal Case Study or Report for Leadership**

- Focused on results, and how the results can be replicated by others!

Pages 10-11 of Toolkit Supplement

**Slides for Team Meeting or Advising Council**

- Campaign purpose and objectives
- Target population
- Actions and interventions
- Progress and results
- Lessons learned and recommendations for future campaigns
- Discussion

Pages 12-15 of Toolkit Supplement
1 Toolkit Walk-Through

2 Advisor Panel
Advisor Panel

Discussion of Tracking and Sharing Targeted Advising Campaign Results

Amber Sechelski
Asst. Director of Academic Support Programs

Kristen Paule
Academic Major Advisor

George Hanna
Academic and Career Counselor

Bob Kline
Academic Advisor

Amber Schuler
Academic Advisor

Stephen Pruett
Program Advisor and Systems Administrator
Upcoming Events

Webconference

**September 15, 1-2pm**

*Using SSC Data to Help Reengineer Developmental Math*

Once a low-profile college offering, developmental education has been forced into the public spotlight in recent years. Increasing numbers of incoming students test into pre-college coursework and only a small fraction of these students ever progress to college-level classes, let alone earn a degree. Math, far more than reading or writing, is the primary stumbling block. In an effort to strengthen student outcomes, some progressive colleges and systems are engaging in ambitious redesigns of developmental math curricula, placement practices, and instructional delivery.

This webinar will profile the most relevant strategies from EAB’s 2013 study, “Reengineering Development Math”—which continues to be an issue of great interest to SSC members. Our experts will facilitate a discussion of how data in the Institution Reports and filters in the platform can aid in prioritizing and implementing these strategies.

**To Register:** [https://www.eab.com/Technology/Student-Success-Collaborative/Members/Events/Webconferences/2015/Using-SSC-Data-to-Help-Reengineer-Developmental-Math](https://www.eab.com/Technology/Student-Success-Collaborative/Members/Events/Webconferences/2015/Using-SSC-Data-to-Help-Reengineer-Developmental-Math)
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- Please take a minute to provide your thoughts on the presentation.

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