



EAB

Student Success Collaborative™

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

A targeted advising campaign is an effort of focused, proactive outreach to a population of students in need of a specific intervention or action. Over the past year, academic advisors in the Student Success Collaborative have used the SSC platform to conduct a wide range of campaigns—seeing impressive results with students. Below is a list of 61 campaign ideas from advisors across the country.

STUDENT POPULATIONS

Immediate Performance Concern

These students are currently failing courses, missing assignments, or struggling to meet academically eligible. They are at risk for Director/Institutional review and may be at risk without immediate support.

Future Performance Concern

Although these students appear to be performing adequately, SSC data suggests that they may be struggling or encounter credit risks in future terms. Collaborating with these students to meet and help prevent trouble down the road.

Program Choice Concern

These students are undecided on a major that is not in line for them based on their academic performance, or are not meeting the recommended credit threshold. A proactive advising conversation could help put these students back on the right path.

Progress Concern

Students in this population might be performing well academically, but are making slow or non-recommended progress for graduation, potentially ending, cost or resulting that likelihood of completing at all. This population includes students who have dropped out, or whose credit accumulation has slowed.

Student Success Concern

Students in this population are highly performing, but may benefit from an encouraging message or engagement opportunity like the scholarship or program to engage those remaining with the institution and get one step out of the college experience.

ADVISOR ACTIONS

- Inform
- Support or connect with resource
- Parade to change major or help choose major
- Be with
- Remotely assist
- Connect with opportunity

Start of Term	Registration	End of Term	Anytime
<p>1 Entering freshmen students who are high risk based on their pre-admission data</p> <p>2 Students struggling in a specific course required for their major (identified through early alert)</p> <p>3 Services with GPA below 2.0</p> <p>4 Undecided students on probation who have not attended a major orientation or new advising session</p> <p>5 Supplemental advising on academic probation from the previous term</p>	<p>13 Students who have not created or submitted a degree plan</p> <p>15 Students returned in health courses, but not likely to meet pre-health requirements</p> <p>20 Undecided junior transfer students</p> <p>21 Undecided students who are getting close to the hours required to be eligible to declare a major</p> <p>22 Undecided students who are undecided on a major</p> <p>23 Students in need of a degree planning session to graduate on time</p> <p>24 Students not on track to complete required courses in this major</p> <p>25 Students in need of summer or summer credits to graduate in four years</p> <p>26 Students in their sixth year who have not yet applied for graduation</p> <p>27 Services with an academic probation who may need additional assistance</p>	<p>16 Students with low credit completion rates for the term (e.g. less than 75%)</p> <p>17 First-year graduate students eligible for academic recovery program</p> <p>18 Students at risk on academic probation for the first time</p> <p>19 Middle- or high-risk students who have not advised during the term</p> <p>28 Freshmen whose first-term GPA was lower than their advanced high school GPA</p> <p>29 One year in the credit recovery program</p> <p>30 Freshman or pre-majored students who could pursue an alternate health-related program</p> <p>31 Fresh 'n' campaign (e.g. students who dropped their GPA or earned a D in the term)</p> <p>32 High performing students not awarded the next term</p>	<p>37 Students who are high risk in a challenging or intensive major</p> <p>38 Students in the advisor's cohort who are high risk in their major</p> <p>39 Students pursuing a selective program who are below the GPA required for admission</p> <p>40 Students in a specific major who are in need of supplemental instruction but haven't attended it</p> <p>41 Students eligible for academic support program or one-on-one tutoring</p> <p>42 Students at risk of losing a scholarship with specific requirements</p> <p>43 Students at risk of losing their financial aid</p> <p>44 Full-time working students unable to attend advising sessions</p> <p>45 Seniors (2D+ credits) in need of minors</p> <p>46 Students in need of a "personal" major or alternative program (e.g. direct transfer from the Director of Learning)</p> <p>47 Declared sophomore in the "Worthy Major" (e.g. GPA 2.0 or 3.0)</p> <p>48 Honors students whose cumulative GPA has dropped below 3.0</p> <p>49 STEM students who have major been advised or contacted</p> <p>50 Students with dissatisfied handling GPA</p> <p>51 Students in GPA bands (e.g. 2.0 to 2.5) with major graduation rates lower than the average college</p> <p>52 Undecided students above a certain credit threshold</p> <p>53 Students pursuing graduate study who may not be eligible for grad programs</p> <p>54 High achieving students that may transfer to another institution</p> <p>55 Potential students for the honors program</p> <p>56 High performing students for recruitment to a particular major</p> <p>57 Students eligible for scholarship or spending program</p> <p>58 Students eligible for a co-curricular minor (e.g. Business students who have completed C-Courses)</p> <p>59 Business students eligible for summer internships</p> <p>60 Students eligible for study abroad programs (e.g. study abroad offers can meet that in the program)</p> <p>61 Students eligible for study abroad programs (e.g. study abroad offers can meet that in the program)</p>
<p>Let's Get Started!</p> <p>This is a targeted campaign to try this year. For a step-by-step guide, recommended campaigns to try first, and additional resources to conduct your campaign, visit eab.com/ssccampaignideas</p> <p>Start of Term Registration End of Term</p>			

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



Building on Existing Resources

New Addition to Campaign Toolkit Focused on Measuring Effectiveness

Existing Toolkit

Student Success Collaborative

Toolkit: Designing and Implementing a Targeted Advising Campaign

SSC Targeted Advising Campaigns

Targeted advising campaigns enable advisors to operationalize a practice designed to address students by directing outreach to specific populations of students in need of supplemental attention. By putting a special focus on the students who they can help the most or with additional need cases, advisors are able to maximize the overall impacts of their efforts.

The SSC platform makes it easier to run these initiatives by helping users quickly build lists of students that fit certain criteria of interest. By adopting SSC risk analysis in combination with work on these and student stability initiatives, advisors can create highly targeted campaigns and ensure that no students fall through cracks.

This toolkit provides step-by-step instructions and worksheets for designing your own targeted advising campaign using the SSC platform. Please reach your Dedicated Consultant with any questions.

Good luck!

Tool

Guide: Targeted Advising Campaign Design Worksheet

Campaign Design Worksheet

Innovative Ideas for Targeted

Three Strategies to Extend To

Case Study: Discovery Advising Practices of Center for Innovation

Guide: Campaign Implementation

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New Toolkit Supplement

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**

Measuring Campaign Effectiveness

Supplement to the Targeted Advising Campaigns Toolkit

Tool	Pages
Burdette: Building an Index for Your Campaign	3
Use of Common Campaign Metrics	3
Example Campaign Goals and Outcomes	5
Guidelines: Designing Your Campaign for Impact Evaluation	6
Common Result Calculations for Targeted Advising Campaigns	6
Example Campaign Reports	10
Targeted Advising Campaign Report Template	Separate Document
SSC Campaigns Tracker Template	Separate Document

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

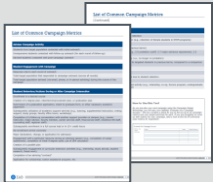


What is the **impact** you hope to see with this group in one term or one year?



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



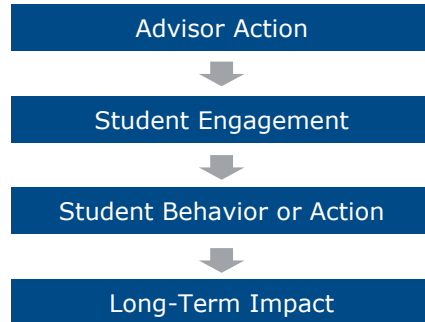
Sample Campaign

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



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 ►

Setting Campaign Goals

Example Goals and Outcomes from Previous SSC Advising Campaigns

Campaign	Goal	Actual Outcome
Help "Hurky 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) 46 students – 1 advisor	<ul style="list-style-type: none"> • 90% advised in person • 70% of those advised take action by creating an academic plan or changing to an alternative major 	<ul style="list-style-type: none"> • 83% advised in person • 60% of those advised took action (27% created an academic plan and 33% changed their major)
Help underperforming students achieve program eligibility for a selective program 110 students – 2 advisors	<ul style="list-style-type: none"> • 100% contacted by advisors • 40% advised at least once • 100% of advised students create an academic improvement plan • 5% raise GPA above program admission cutoff by Spring 2015 	<ul style="list-style-type: none"> • 100% contacted by advisors • 90% advised at least once • 100% of advised students created an academic improvement plan • 19% raised GPA above program admission cutoff by Spring 2015
Help high-risk undeclared students declare good-fit majors or explore major/career options by enrolling in a Career Planning course 290 students – 6 advisors	<ul style="list-style-type: none"> • 100% contacted by advisors • 90% advised at least once • 30% declare a major by Spring 2015 • 20% enroll in Career Planning course 	<ul style="list-style-type: none"> • 100% contacted by advisors • 72% advised at least once • 2% declared a major by Spring 2015 • 5% enrolled in Career Planning course
Inform qualified students in the School of Social Work that they are eligible for a scholarship 9 students – 1 advisor	<ul style="list-style-type: none"> • 100% contacted • 78% apply for scholarship 	<ul style="list-style-type: none"> • 100% contacted by advisors • 100% applied for scholarship
Meet with students entering their sixth year (120+ credits) who have not yet applied for graduation or stopped out 23 students – 1 advisor	<ul style="list-style-type: none"> • 50% advised in person, over the phone, or via email • 75% of those advised re-enroll in courses or apply for graduation 	<ul style="list-style-type: none"> • 67% advised in person, over the phone, or via email • 91% of those advised re-enrolled in courses or applied for graduation

The Critical Task of Goal Setting



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

= 27 students

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

Calculating Your Results

Common Results Calculations for Targeted Advising Campaigns

Response Rates

For each piece of outreach:

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

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

Overall:

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

Advising Activity

$$\% \text{ Advised} = \frac{\text{\# of students advised via email, phone, or in-person appointment}}{\text{total \# of students in target population}}$$


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):

$$\text{Completion Rate} = \frac{\text{\# of students that completed the action or task}}{\text{total \# of students in target population}}$$

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):

$$\text{Completion Rate} = \frac{\text{\# of students that completed the action or task}}{\text{\# of students that were advised during the campaign}}$$



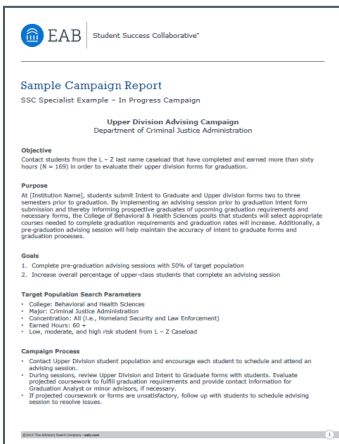
Full list of common metrics on pages 8-9 of the Toolkit Supplement

Presenting Your Results



Templates for Sharing Your Campaign Results With Different Audiences

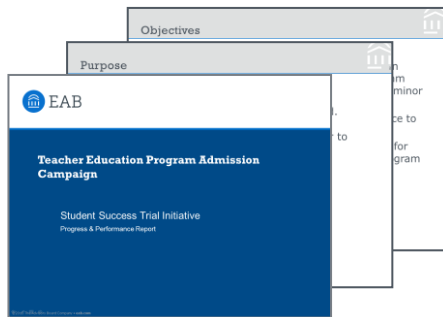
Formal Case Study or Report for Leadership



- 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



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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>

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- Please take a minute to provide your thoughts on the presentation.

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