WELCOME TO #WCETWEBCAST

April 26, 2018

The webcast will begin shortly.

There is no audio being broadcast at this time.

An archive of this webcast will be available on the WCET website next week.

USING BEHAVIORAL ANALYTICS TO SUPPORT STUDENT RETENTION

April 26

WELCOME!

Use the question box for questions and information exchange.

Archive, PowerPoint, and Resources available will be next week.

PowerPoint can be downloaded in the handouts pane.

*Follow the Twitter feed: **#WCETWebcast***

Megan Raymond
Assistant Director, Programs & Sponsorship
WCET
mraymond@wiche.edu
@meraymond

OVERVIEW

01
Introduction

02
Retention at Utica College

03
Retention Support Services

04
Behavior Analytics

05
Summary

QUESTIONS FROM THE AUDIENCE

If you have a question during the presentation, please add your questions to the question box.

We will monitor the question box and have time for Q&A at the end of the presentations.

MODERATOR

Kelvin Bentley

Assistant Vice President for Digital Learning Innovation, Division of Research and Strategic Innovation,

University of West Florida (effective April 30)

PRESENTERS

Stephanie Tsales
Senior Director, Professional Services
Wiley Education Services

Polly Smith
Associate Provost for Online Learning and Vice
President for Online and Extended Studies
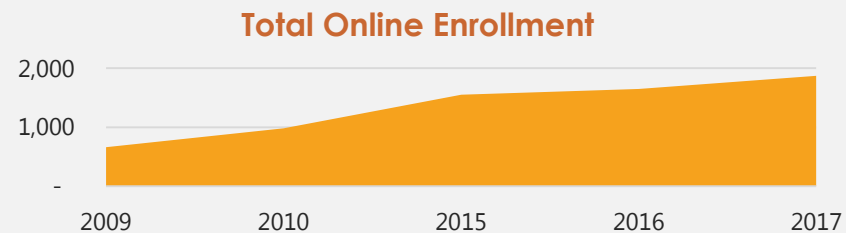Utica College

PRESENTER 1

Polly Smith

Associate Provost for
Online Learning and Vice
President for Online and
Extended Studies
Utica College

UTICA: BUILDING A STRATEGIC PORTFOLIO

- Partnership with **Wiley Education Services** began in 2004.
- 14 degrees offered fully online.
- Over 27 distinct specializations and tracks
- 12 online certificate programs
- Online programs available in:
  - Criminal Justice
  - Cybersecurity
  - Business
  - Health
  - Data Science
  - Nursing
  - Physical Therapy

Type	Private not-for-profit
Established	1946
Carnegie Basic	Master's Colleges & Universities: Larger Programs
President	Laura Casamento
Provost	John Johnsen (Faculty)
Undergraduates	3,084
Postgraduates	1,379
Location	Utica, NY, USA

Total Online Enrollment

	2009	2010	2015	2016	2017

(Area chart showing total online enrollment rising from below 1,000 in 2009 to near 2,000 in 2017; y-axis marked at -, 1,000, 2,000)
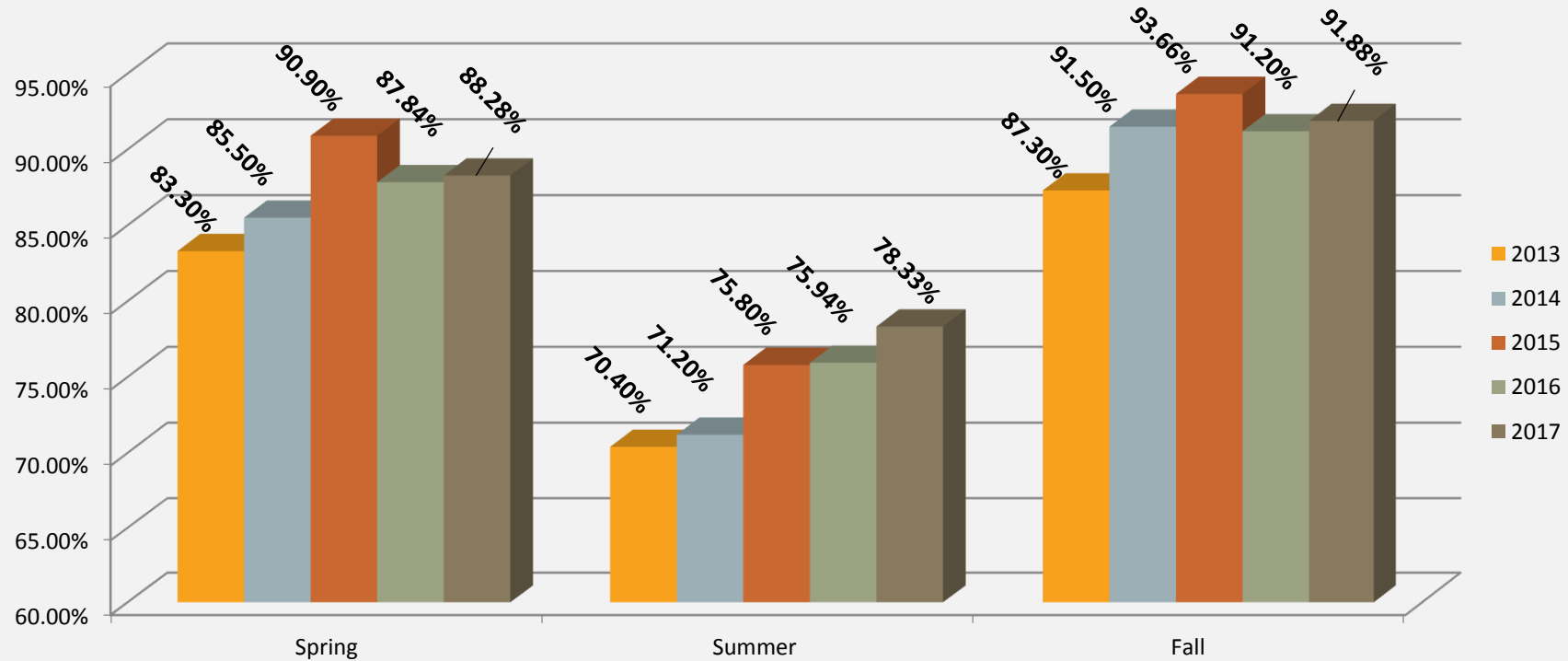
HOW WE CALCULATE RETENTION

We recognize that different institutions may have different ideas of what retention is and how to calculate it. For the sake of this presentation, we are discussing **term-to-term retention**.
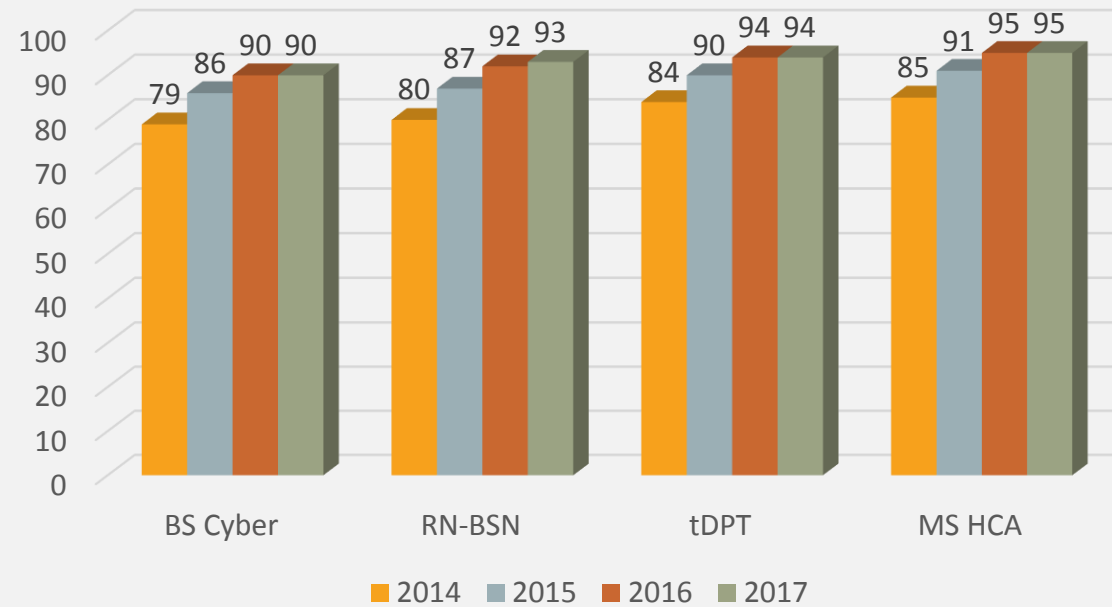
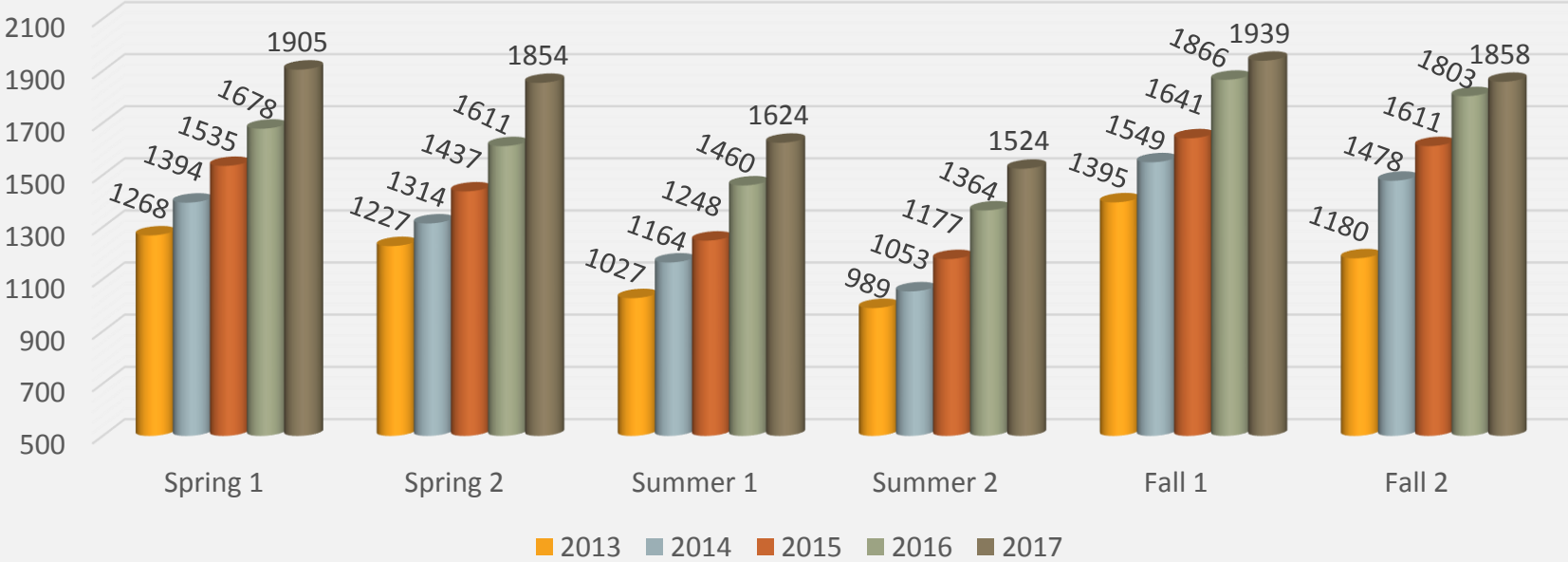# CURRENT ENROLLMENT TRENDS

Retention 2013 to Current

PROGRAMMATIC RETENTION TRENDS

Programmatic Retention Trends –
January Semester

ENROLLMENT TRENDS

Enrollment Growth 2013 through 2017

	Spring 1	Spring 2	Summer 1	Summer 2	Fall 1	Fall 2
2013	1268	1227	1027	989	1395	1180
2014	1394	1314	1164	1053	1549	1478
2015	1535	1437	1248	1177	1641	1611
2016	1678	1611	1460	1364	1866	1803
2017	1905	1854	1624	1524	1939	1858

UTICA BEFORE RETENTION EFFORTS

- Lack of a centralized administrator managing the portfolio of online programs

  - Difficulties identifying and resolving concerns regarding enrollment and retention for online programs specifically.

- Faculty developed courses

  - Lack of understanding about how to design and teach online courses that meet the needs and expectations of the online student population.

- In-house student support

  - Support was provided from start to finish, however the support staff did not have the appropriate training and expertise.

- Lack of leadership and support for online program directors

  - Program directors were not connected with their peers across the College. This made every new concern seem unsurmountable and created a feeling of alienation amongst these faculty members.

UTICA AFTER RETENTION EFFORTS

- Associate Provost for Online Learning

  - Centralized administrative voice at the Provost Cabinet level to advocate for all online programs.

- Vice President for Online and Extended Studies

  - Centralized administrative voice at the Presidents cabinet level to advocate for strategic online program developed growth.

- Online Program Directors meetings

  - Regular monthly meetings.

- Communication plan established

  - Access to like individuals on the Wiley-UC teams was provided.

- Wiley Success Coach model adopted

  - Students were assigned a Wiley success coach, who worked with program directors to create a series of student touch points designed to keep students informed and on track using program-specific content.

- Wiley Instructional Design team engaged

- Partnership Council

  - Creation of a high-level administrative group to establish goals and review progress quarterly.

  - Working together with the UC team a common course template was established for online courses, training opportunities were put in place for online faculty and a nationally recognized online quality assurance system was selected.

HOW UTICA RESULTS WERE ACHIEVED

Student-centered Approach

Building a relationship: knowing the student.

Finding the best fit: program selection.

Flexibility: anytime/anywhere, but ample opportunities for engagement.

Meeting expectations: Understanding the changing landscape.

Listening and responding to student feedback.

True Partnership

Establishing relationships: Making sure that all team members are:

Being transparent.

Discussing barriers and opportunities.

Being responsive to a changing environment.

PRESENTER 2

Stephanie Tsales

Senior Director,
Professional Services
Wiley Education Services

OUR APPROACH TO RETENTION

- **People** – Emphasis on finding the right talent and investing in their growth and development through coaching and training.

- **Process** – Proactive approach to retention with a goal of establishing a trusting relationship before there's an issue.

- **Technology** – Significant investments in technology to allow for real-time reporting and dashboards.

TALENT SELECTION

- While Wiley values and continually invests in technology and innovation, our **people have always been and always will be our best resource**.

- The assessment and hiring process for our student-facing colleagues is comprehensive by design:

  - Multiple (5-7) interviews.

  - Ride-Along with an existing colleague.

  - 3rd Party evaluation.

  - Full background check.

  - Less than 5% of applicants are hired.

Screening for cultural fit, education, experience, and coach-ability

ROLE OF THE STUDENT SUCCESS COORDINATOR

- **Collaboration** between Wiley functional areas and the partner institution relationships.

- **Proactive communication plans** that encourage, inform and assist students, faculty and staff.

  - "Concierge" for students and faculty.

- **Utilization of data and analytics** to refine roles, processes and enhance the student experience.

WHAT IS BEHAVIORAL ANALYTICS?

Behavioral Analytics is a revolutionary call recording and analytics system that collects student interaction data to customize recruitment and retention methods and predict student behavior, ultimately improving the student experience.

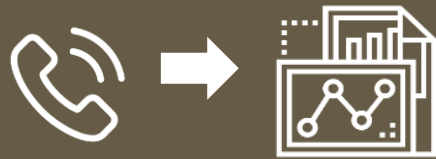| Call Recording & Linguistics	Coaching & Quality	Analytics & Reporting	Behavioral Model

BEHAVIORAL METRICS IDENTIFIED

- The **Behavioral Model** consists of six distinct personality styles, each with their own pattern and preference for communication.

- We are able to **identify the personality style** of the student through linguistics and **adjust our approach accordingly**.

THOUGHTS	**EMOTIONS**	**OPINIONS**	**REACTIONS**	**REFLECTIONS**	**ACTIONS**
Logical, Organized & Process Oriented	Compassionate, Warm & Caring	Dedicated, Conscientious & Loyal	Spontaneous, Creative & Playful	Tranquil, Imaginative & Reflective	Adaptable, Persuasive & Charming
KEYS TO COMMUNICATION	**KEYS TO COMMUNICATION**	**KEYS TO COMMUNICATION**	**KEYS TO COMMUNICATION**	**KEYS TO COMMUNICATION**	**KEYS TO COMMUNICATION**
Be specific and detailed Provide data	Be kind & personal Show them you care	Show respect Acknowledge their opinions	Be relaxed and playful React to their humor	Be calm and clear Use unadorned language	Focus on the bottom line Keep points short and direct

22

BEHAVIORAL ANALYTICS AT SCALE

3.5 million
& counting....
conversations have been recorded & analyzed

Performance Dashboard

Coaching Insights

Targeted Metrics

Predictive Insights

Likelihood Models

QUESTIONS FROM THE AUDIENCE

CONTACT INFORMATION

Stephanie Tsales: stsales@wiley.com   **Polly Smith: psmith1@utica.edu**

LEARN MORE AND STAY CONNECTED

Visit WCET's website to learn about our Focus Areas, Initiatives, Events, Membership and Sponsorship:
http://wcet.wiche.edu/

Join WCET: learn more about the benefits of joining our national community:
http://wcet.wiche.edu/join-wcet

LEARN MORE AND STAY CONNECTED

WCET Leadership Summit: Ensuring Ethical and Equitable Access in Digital Learning

June 5-6

Newport Beach, CA

http://wcet.wiche.edu/events/summits/ensuring-ethical-equitable-access-digital-learning

CELEBRATING

wcet

30 Years of Serving Higher Ed in North America

WCET 30th Annual Meeting and Celebration

October 23-25

Portland, OR

Submit a program proposal through May 7: http://bit.ly/WCET18_CFP

ADDITIONAL INFORMATION AND RESOURCES

Access to the resources discussed during this webcast, including the archive, will be available next week.

http://wcet.wiche.edu/connect/webcasts

THANK YOU SUPPORTING MEMBERS FOR YOUR COMMITMENT TO WCET AND E-LEARNING

Colorado State University

Cooley LLP

Lone Star College System

Michigan State University

University of Missouri - Columbia/Mizzou Online

University of North Texas

THANK YOU WCET ANNUAL SPONSORS