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
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

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WCET
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OVERVIEW

01 Introduction
02 Retention at Utica College
03 Retention Support Services
04 Behavior Analytics
05 Summary
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.
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
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

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<td>Carnegie Basic</td>
<td>Master’s Colleges &amp; Universities: Larger Programs</td>
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<td>President</td>
<td>Laura Casamento</td>
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<td>Provost</td>
<td>John Johnsen (Faculty)</td>
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<td>Undergraduates</td>
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![Total Online Enrollment](chart.png)
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

- Spring:
  - 2013: 85.50%
  - 2014: 83.30%
  - 2015: 85.90%
  - 2016: 87.81%
  - 2017: 88.28%

- Summer:
  - 2013: 71.20%
  - 2014: 70.40%
  - 2015: 75.80%
  - 2016: 75.94%
  - 2017: 78.32%

- Fall:
  - 2013: 91.50%
  - 2014: 93.66%
  - 2015: 97.30%
  - 2016: 91.20%
  - 2017: 91.88%
Programmatic Retention Trends – January Semester

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ENROLLMENT TRENDS

Enrollment Growth 2013 through 2017
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.
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.
**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.
• 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**.
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

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

**WCET 30th Annual Meeting and Celebration**

October 23-25
Portland, OR

Submit a program proposal through May 7:
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

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