University of South Florida Final iPASS Grant Report

1. Please restate your current iPASS grant vision. Describe activities and accomplishments to date, including where the work stands now in relation to your vision.

The University of South Florida's vision for iPASS is to bring all student support personnel into a coordinated network of providers that will contribute more timely and targeted support to at risk undergraduate students to accelerate USF's path to state Preeminence and AAU eligibility. The original manifestation of that vision shifted paths early in the project from a narrowly tailored focus on academic tracking (e.g., ATLAS) to comprehensive holistic reform of student support services at multiple levels across the university. Most significantly, this represents a transition from a focus on reactive strategies applied to large student populations to focus on effectively identify individual student needs in the moment of need. Previous activities and accomplishments connected to our iPASS work includes:

- A comprehensive on-site institutional advising program evaluation performed by consultants from the National Academic Advising Association (NACADA) that produced a gap analysis to engage stakeholders, catalyze the change process and prioritize areas of high-need within the advising community.
- The establishment of an ongoing process for the development of an institutional Academic Advising Strategic Plan
    - During 2015, the original strategic planning process, guided by the then Vice Provost for Student Success, focused on the alignment of academic advising priorities with the USF 2013-18 Strategic Plan.
    - In 2018, the Advising Assessment subcommittee of the University Council on Academic Advising (CAA) attended NACADA's Assessment Institute to review and update the existing vision, mission and values to further connect with the case management model of student support developed during the iPASS project.
- Three and a half phases of collaborative product design and development work on the Archivm Insights Student Success dashboard. Product features include:

Case management workflow for the Academic Advisor (e.g., institutional-level case managers for undergraduate student success) to coordinate information and support for students at high risk for attrition;

A student-facing portal for accessing and contacting the assigned Care Team;

Centralized creation and storage of private and student-facing notes;

Preliminary utilization reporting to evaluate engagement with case management model across multiple offices as well as by individual SSP;

A graduation dashboard (e.g., Finish in Four) to record and track essential data

Figure 1. Overall case management activity using communication workflow in Archimm.

The second metric reflects on improving the quality of communications between units to ensure the correct department or individual is alerted of an at-risk student or of a student's need for assistance. To support more transparent and actionted communications, referrals are

The final outcome centers on improving communication between student support offices by demonstrating increased diversity in the different offices initiating and receiving referrals. More specifically, the principles of case management strategy are rooted in how effectively students are connected to the right office; so, multiple offices should be involved in both sending and receiving referrals. Data shows that on average, academic advisors and advocates account for over 75% of referral activity (Table 1 and 2); however, there are signs of improvement.

In 2017-2018, 10% of referrals sent originated from peer advisors (e.g. Office of New Student Connections), Residential Life, Financial Aid and Career Services, none of which had any referral activity during the 2016-2017 academic year. There is also an indication of reduced activity by the Academic Success Center, Academic Foundations instructors and Academic Success in Athletics; this trend needs to be explored in more detail. The most promising trend appears in Table 2 which details

student success as well as a more granular look at how case management impacts the student experience in lieu of using the larger institutional metrics.

4. What does the student experience of advising and planning look like now after your iPASS work? What are the biggest changes from three years ago?

The most substantive change in the student experience was to establish a campus culture that creates an environment where all students, regardless of differences in backgrounds, experiences and resources, believe the USF community as a whole is committed to student welfare. This is exemplified by more personalized communication and a heightened sense of awareness and empathy amongst staff about what students' experience whether the employee delivers front-line customer service or is the chief academic officer for the USF System. For example, the Office of New Student Connections and Residential Education have utilized the case management structure to integrate one-on-one conversations with students to create intentional opportunities to connect with support. This awareness allows staff to truly see the needs of the community they serve in order to respond effectively and expediently. Proactive engagement also results in an evolved student experience where needs are anticipated instead of relying on the student to independently seek assistance.

5. Have any major factors or conditions, such as staffing or funding, changed over the grant period? How have these changes affected the work?

During the entire grant period, there have been a number of reorganizations including the

of Archivm, advising and other student services offices utilized multiple student success technologies but few to none have been integrated into a single system or access point. Creating a unified model of student support requires more than technology, and