



# Leveraging data tools to improve student experiences on campus and in the classroom

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# Presentation Overview-Goals

- Highlight the importance of utilizing data to intentionally guide work with underrepresented students
- Discuss accessible tools and systems participants can utilize to understand student trends
- Provide examples of using Navigate for professor feedback to students

# Room Read



What is your position/work with students on your campus?



How often do you use data to inform your practices?

What types of data do you utilize?

In general, how comfortable are you with data?

# Context: Who R Camden's Students?



~4,200 Undergraduate Enrollment

61% Female

38% White, 21% Hispanic, 19% Black, 13% Asian  
(Minority Serving Institution)

54% First Generation

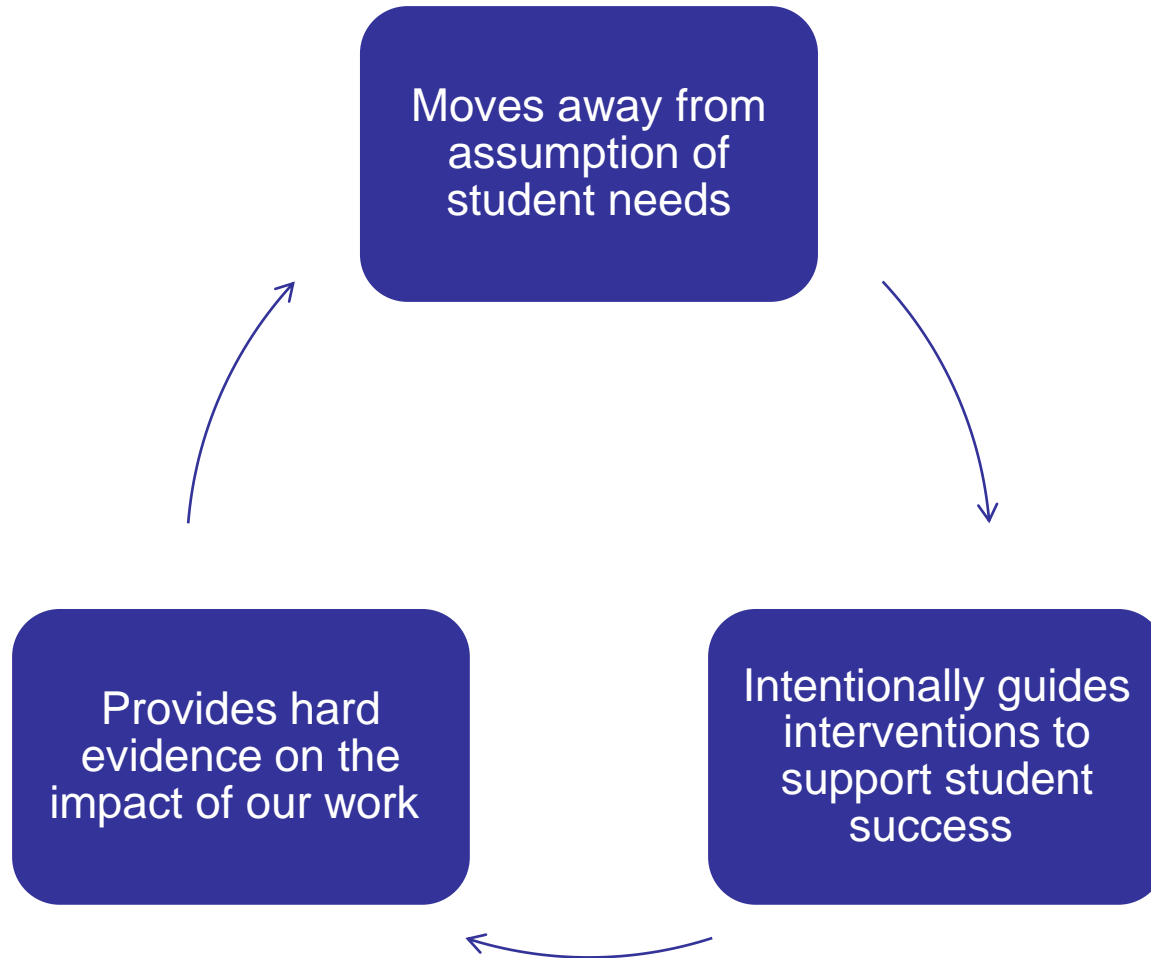
45% PELL Eligible

46.8% Transfer In (40% of those with AA)

24 Average Age

87% commuter students

# Why is Data Important in our Work?



# Data: Where do you Start?

To make data work, you must be clear of what you are looking for

- **Profile:** Who is your audience (e.g. demographic and affinity data)
- **Progress:** What do you want to know? (e.g. what are they doing on campus?  
Academic and engagement trends)

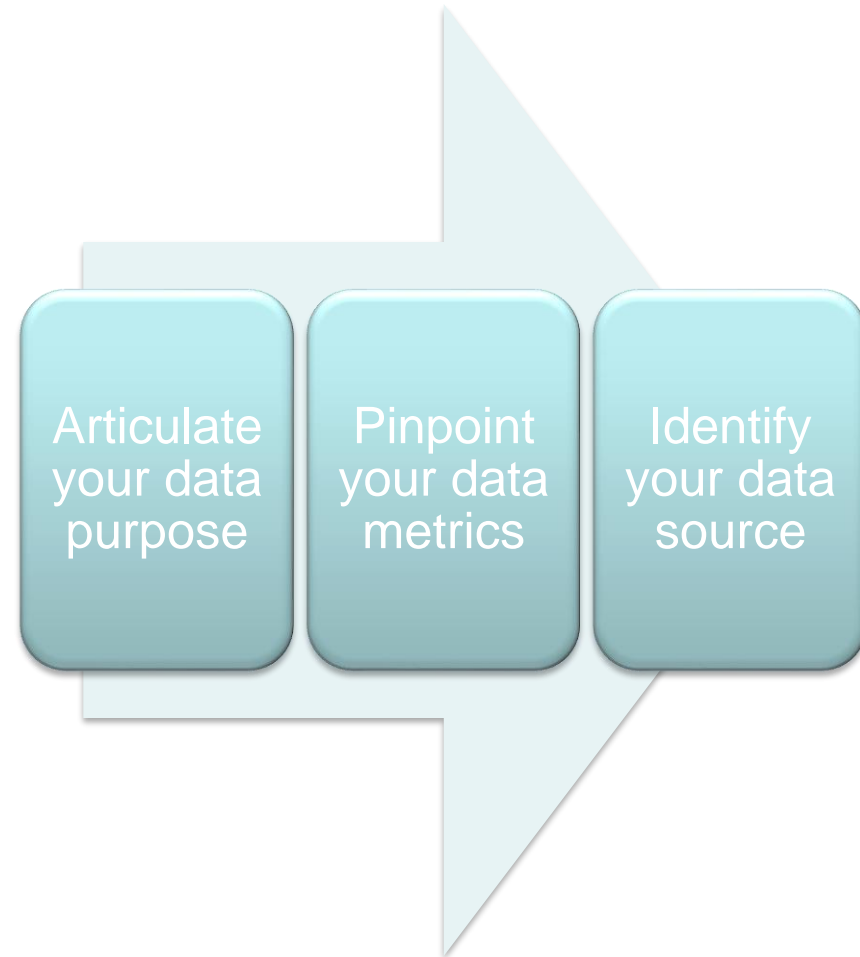
Then once you have the data you need, you can then move to:

- **Process:** How can we take these data clues and create actionable next steps or interventions? (How do we show impact?)
- **Promise:** What kind of experiences or supports are we promising to our students?  
What do students want? How are we delivering with our services?

"This 4 Ps framework proposes that a strategic approach to retention starts with attention to the profile of the students who are admitted, focuses on ways the university can facilitate their progress toward degree completion, improves the process of navigating a complex institution and ensures that all students' experiences in and out of the classroom fulfill the promise of the university" (Kalsbeek & Cortes, 2013, p. 1)

# Data Resources

- **Examples of National Data Sources**
  - NCES
  - IPEDS
- **Examples of Institutional Data Sources**
  - NSSE
  - Institutional Research Office
  - Program/Department Data (enrollment trends, survey/assessment outcomes)
  - **Navigate**



**It's not everyone's job to drill into data, but it is everyone's job to be informed!**

# EAB's Navigate software connects staff, professors and students

- Overview of Navigate at Camden and Newark
  - Staff side
    - Search for and send messages to groups of students via email or text
    - Create and save student lists for future communication and tracking
    - Issue and receive Alerts to/from advisors and other staff
    - Set appointment availability and sync with Outlook calendar
  - Student app
    - Can make appointments
      - See names of advisors and professors
    - Find Study Buddies in classes
    - Get notifications about to-do's and events
    - See class schedule, Holds, messages from advisors
    - Can access information via desktop portal if desired

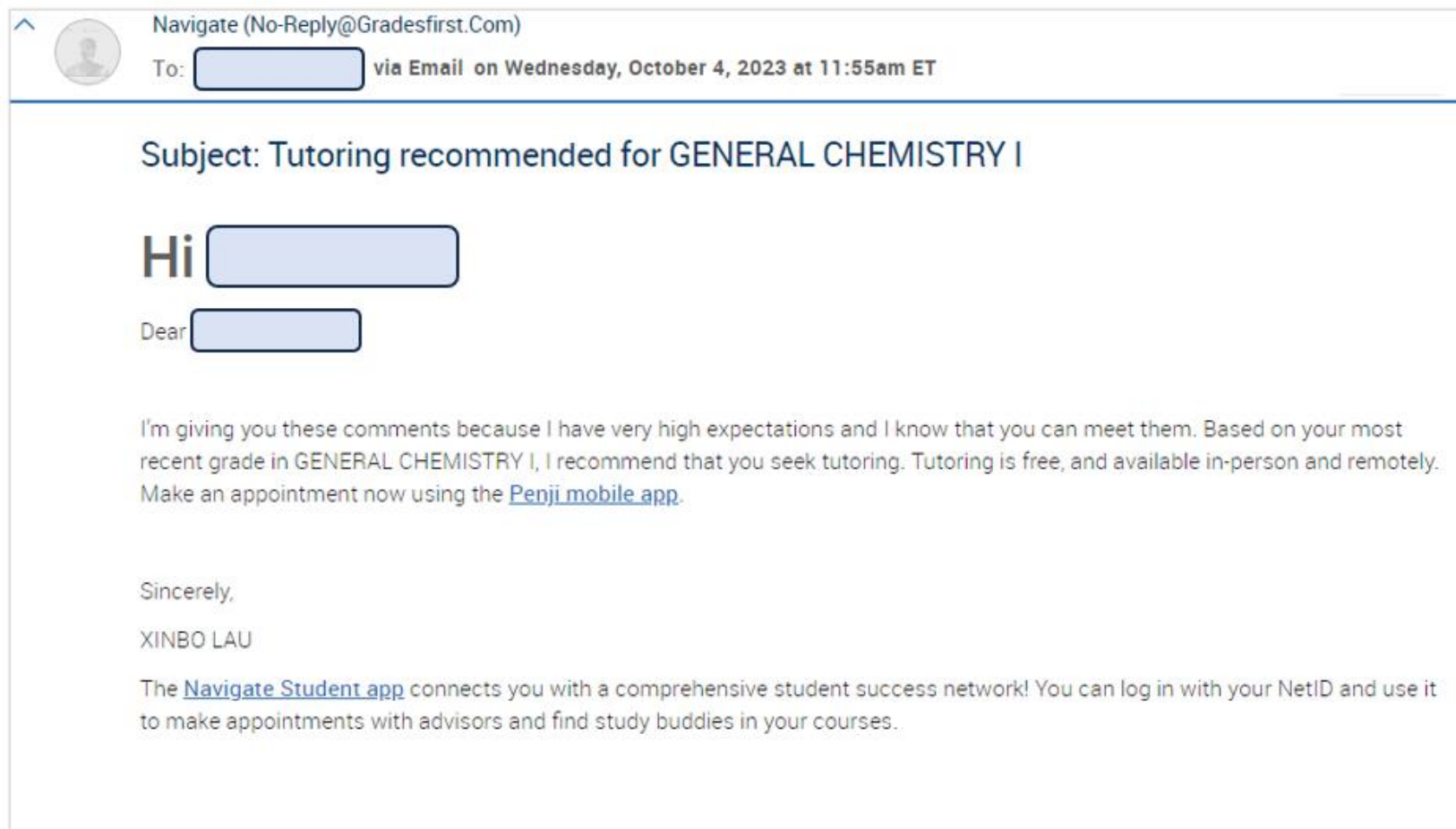




# EAB's Navigate software connects staff, professors and students

- Progress reports feature (one type of Alert)
  - Feedback from professors
    - Examples of feedback reasons, positive and concerns
  - Messages to students correspond to feedback reasons
  - Case workflow for advisors and other staff
  
- Definition of first-generation student on both campuses is that neither parent has a bachelor's degree

## Sample message to student



# Center for Learning and Student Success

## *Leveraging Faculty Feedback to Improve Academic Outcomes*

### Mid-Term Progress Reporting

- Weeks 7 – 9 (before withdrawal)
- Opportunity for all UG / GR faculty to provide students with academic progress feedback
- Average 85% faculty response

Keep Up the Good Work	At-Risk of Receiving a Failing Grade
Poor Quiz/Test Grades	Missing Assignments/ Homework
Lack of Participation/ Poor Attendance	Writing Skills Concern
Never Attended	Stopped Attending

# Leveraging Feedback, Taking Action

*ALERT* → *INFORM* → *ACTION* → *PROGRESS*



Indication of Concern Shared in Real-Time

Student  
Academic Advisor  
Success Coach / Counselor / Athletics  
Center for Learning and Student Success



Never Attended or Stopped Attending

Retention Office  
Dean of Students



At-Risk of Receiving a Failing Grade

Withdrawal Information  
Learning Specialist  
Assigned Tutor  
Weekly Messaging Campaign



Other Concerns

Weekly Messaging Campaign

# Action Outcomes

Fall 2022 – Spring 2023

- 86% of progress reports submitted indicated "No Concern" or "Keep Up The Good Work"
- 22% of all D and F final grades – no progress report submitted
- 49% of students who received a progress report indicating danger of failing, brought their grade up to an A, B, or C
- Lack of Participation and Missing Assignments significant increase to Passing
- NOT a significant change to Passing for Low Quiz / Test Scores

# Continuous Improvement

22% of all D and F final grades – no progress report submitted

- Share with faculty in Fall '23 PR Campaign – "Your participation matters"

49% of students who received a progress report indicating danger of failing, brought their grade up to an A, B, or C

- Share with students – YOU CAN DO THIS!

NOT a significant change to Passing for Low Quiz / Test Scores

- Invite students to Test Taking Strategies Workshop & send weekly study tips

Look for Trends

- Concerns by course
- Marginalized trends
- Action timing

# Context: Who RU-Newark's Students?

*As of Spring 2023*



7,215 Undergraduate Enrollment

55% Female, 45% Male

34% Hispanic, 20% Black, 20% White, 18% Asian, 2.4% Two or More, 2.2% International (Minority Serving Institution, Hispanic Serving Institution)

33% First Generation

50% PELL Eligible

35% Transfer In (62% of those with AA)

24 Average Age

88% commuter students

## Newark: Using Progress Reports (PR) in Math courses

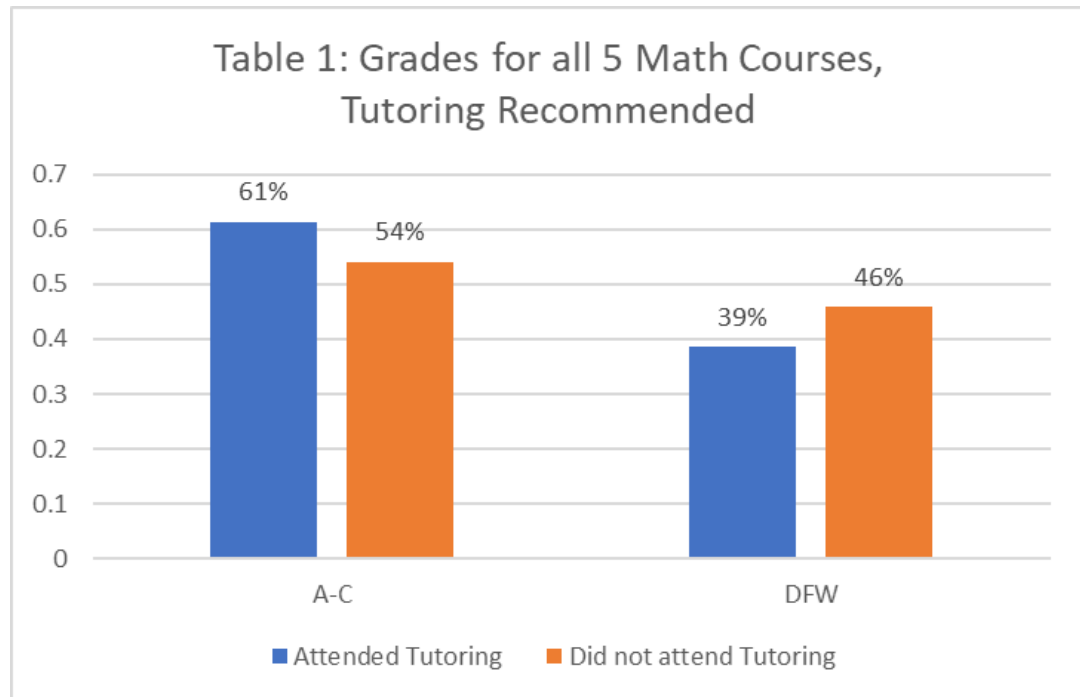
- Professors in Calculus courses recommended tutoring after each of 5 exams if students scored below 70
- Total students = 2,315 in Spring '22, Fall '22, Spring '23
- 67% were recommended for tutoring, 33% were not
  - No difference in recommendation rates were found across gender
  - First-generation students were slightly more likely to be recommended for tutoring (69% vs 66% non-first-gen)
- Students were twice as likely to get tutoring if recommended
  - Of those who were recommended for tutoring and got tutoring:
    - 38% female vs. 28% male
    - 25% first-gen vs. 21% non-first-gen



## Newark: PRs + tutoring = more success in course

Students who were recommended for and attended tutoring had higher rates of A, B, or C final grades (61%) than students who were recommended for but did not attend tutoring (54%)

$P \leq .05$



## Newark: Other student outcomes

In Spring 2022, 397 had tutoring recommended (51%):

- 32% got tutoring
- 82% enrolled in Fall
- 9% had graduated
- 10% not enrolled

- 68% did not get tutoring
- 72% enrolled in Fall
- 7% had graduated
- 21% not enrolled

# Questions? Ideas? Contact us!

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