

 LEADING STRATEGIES

Transforming Student Success: A Strategic Approach to Centralized Advising

By Kalpana Srinivas and Hopeton Smalling

The following article discusses Syracuse University's process to overhaul advising practices to better serve students. The initiative included improving advisor training and coordinating advising across all schools and colleges as well as integrating advising with career services. The process engaged the university's strategic plan goals of serving the whole student as well as sustaining an inclusive campus environment.

In 2014, when Syracuse University (SU) Chancellor Kent Syverud joined the campus, he invited the university community to participate in “Fast Forward Syracuse” (Syracuse University 2014), a framework of interrelated components that would help the university improve by both embracing change and making students a primary focus. Drawn from conversations with the campus community and months of effort, that assessment revealed several areas that offered improvement opportunities. The initiative identified a critical need for systematic data on academic progress. In response, SU launched the Orange Success initiative, a university-wide overhaul of advising practices. The focus was on enhancing advisor training and support, coordinating advising across all schools, and integrating advising with career services (Syracuse University 2014).

Campus Background

SU is a private research university established in 1870. It offers more than 200 majors and 100 minors and

enrolls nearly 15,000 undergraduates and 5,000 graduate students; more than a quarter million alumni in 160 countries; and a student population from all 50 U.S. states and 123 countries. Few schools are associated with a color as strongly as SU. Orange is the name for SU's sports teams. Naturally, the initiative to improve student success is called Orange Success.

Centralized Advising

A key priority emerged from academic strategic planning—the selection and implementation of a centralized advising system. SU embarked on exploring advising software, aiming to “share more and better information with the decision-makers” thereby improving retention and graduation rates. Recognizing the transformative impact on student support, a cross-functional team was formed to identify leading advising platforms and vendors. Upon selecting the preferred option, EAB's Starfish Early Alert and Connect systems, SU entered contract negotiations. The process involved collaboration be-

tween SU's Information Technology Services (ITS) and various internal offices, ensuring alignment with strategic goals and risk mitigation. After contract signing, ITS transitioned from a broker to a partner alongside Academic Affairs. The implementation followed a structured approach, emphasizing the project's strategic goals to avoid a "technology for technology's sake" trap. A strong partnership between ITS, Academic Affairs, and stakeholders ensured a seamless integration of the new technology. The successful implementation resulted in a foundational technology platform supporting university-wide strategic objectives (Basgen, *et al.*, 2018).

The experience highlighted the importance of a true partnership between IT and non-IT departments, emphasizing the importance of aligning technology initiatives with broader institutional goals. Lessons learned included the necessity of strategic alignment, careful contract consideration, letting academic goals drive efforts, ensuring high-level support, starting with "why," examining existing policies, and avoiding unnecessary customizations.

Goals

The Orange Success initiative was engaged in fulfilling two goals:

- Nourish the whole student to support academic, social, and emotional well-being.
- Sustain an inclusive, accessible campus of opportunity for a richly-diverse student body, including international students, students with disabilities, under-represented minorities (URM), Pell recipients, and veterans.

Metrics

Short-term goals included successful implementation of the campus-wide Orange Success initiative (utilizing Starfish Early Alert). SU used Rogers' (1983) characteristics from Diffusion of Innovations, Relative Advantage, Compatibility, Complexity, Trialability, and Observability; the university measured by adoption, satisfaction rates across the board from students, faculty, and advisors, and finally student success outcomes. Long-term

goals were to increase persistence and graduation rates by 1 percent.

Collaboration

Student success is widely recognized as a cultural ethos that permeates the SU campus, aiming to enhance the overall student experience. It goes beyond a specific office, function, or initiative; instead, it represents a multifaceted endeavor. SU leaders are committed to advancing the student experience by acknowledging that it requires a collaborative effort from the entire university community. Collaboration is the cornerstone of SU's approach.

On the SU campus, everyone is considered a "retentioneer," understanding that retention is a natural outcome of a remarkable educational and social experience. The director for retention and student success and the team collaborates extensively with various campus offices to implement a comprehensive and coordinated student success program. The team engages with seven general areas that serve as potential "zones of influence" for the unit:

- Institutional Research and Registrar's Office: Focuses on student data
- Academic Affairs: Enhances academic support, faculty involvement, and advisor roles in student success
- Student Development: Involves Student Life and Student Engagement
- Offices of Admission, Business, and Financial Aid: Streamlines business processes
- Information Technology Services: Establishes strategic partnerships.
- Administration: Aligns with institutional procedures, policies, and priorities
- Institutional Effectiveness: Emphasizes assessment

Developing a Timeline

Introducing the timeline for the early alert system and its evolutions at a university is an important task to provide context and showcase the development and

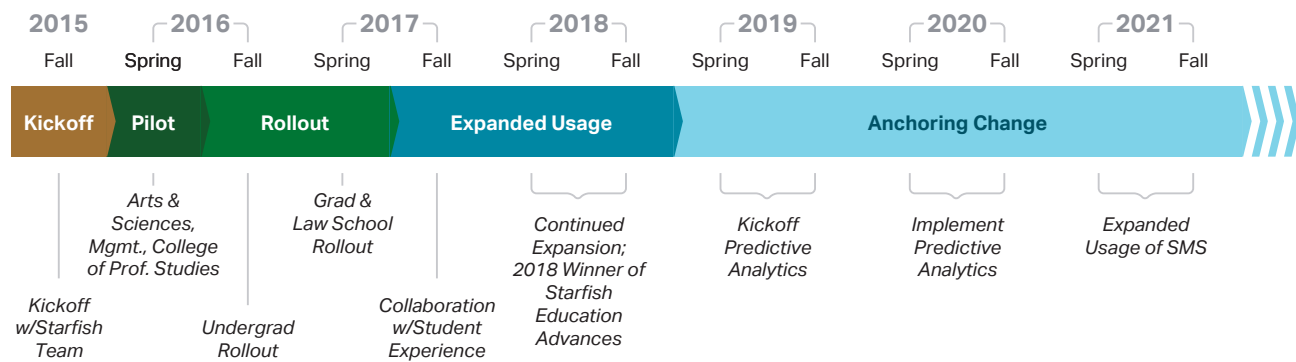


FIGURE 1 ➤ Implementation of Orange Success (Starfish)

enhancements made over time. The following graphic illustrates the timeline.

Before addressing how the program has evolved, it is important to mention here the approach taken to get the campus ready for it. SU had significantly advanced its technology resources in 2015 in alignment with the academic strategic plan in support of student success. The plan was to integrate campus efforts and resources to increase graduation completion rates. The leadership wanted to ensure successful rollouts and adoption of new initiatives such as Orange Success and Degree Works. SU convened a Student Success Faculty Advisory Board to guide the university in preparing students for their next steps and to promote student success.

Leaders realized that to make a cross-campus/organizational effort successful they had to do careful due diligence up front to assess the organization in terms of: competencies needed to succeed; resources needed to succeed; understanding of what it would take to succeed *and* what success would look like; and most importantly the “institutional will” to get it done. After the university signed the contract with Starfish Retention Solutions, now owned by Education Advisory Board (EAB), the initiative was implemented in a way to inspire, create, and maintain trust. To make the shift in culture, leaders utilized John Kotter’s Eight Stage Process for Creating Major Change (Kotter 1996, 2012) to increase adoption and acceptance of the technology.

Through careful use of Kotter’s principles of change management, transition from pilot to full campus rollout was successful, and all participants understood the *why* of *what* the campus was doing. The university focused on the axiom: to persuade others effectively, the university had to win both hearts and minds. Leaders connected at a very personal level and used SU’s personal stories to draw stakeholders into the vision and to demonstrate this was the right choice—why early alerts, now referred to as nudges, are important and why now was the time to act.

Orange Success has helped faculty, advisors, and students, from all schools and colleges communicate and share information to promote student success. The goal has been to make sure that this enterprise system is a good match for the strong departmental structure of the university and to make sure that the potential benefits of the technology are being realized. The focus always was on the enterprise benefits rather than on departmental tradeoffs. The project was not conducted as a mandate from senior leadership but at the request of students to improve advising across all schools and colleges.

Focusing on Accessibility

As part of a long tradition of achievement in meeting the needs of students with disabilities, the university worked from the beginning of the Orange Success im-

plementation to ensure that the Starfish platform was usable by the greatest number of students, faculty, and staff. The goal was that everyone benefit from the unique capabilities of this advising tool. Hobsons (which then owned Starfish) agreed to collaborate with SU after recognizing its dedication to both physical and technical accessibility and made sure the technology met the university's rigorous requirements for supporting students with disabilities, ensuring support and adoption internally, and raising awareness for other student success initiatives where support for students with disabilities could be better. Significant marketing of the program supported and promoted this technology, which improved practices that were either cumbersome or not in place before (such as transparency in services, taking attendance, educational records, and advising accountability). Whenever compliance issues are raised by faculty, staff, or students, leaders immediately informed the vendor so that their quality assurance and product development teams could prioritize the issues in the development process to ensure that they were addressed in a timely manner. Accessibility updates are provided on the university's website (Syracuse University n.d.).

Addressing Faculty Response

Starting in Spring 2017, mid-semester progress reports (MSPRs) occurred through Orange Success instead of the separate MySlice application through PeopleSoft. Faculty were expected to provide mid-semester feedback for all undergraduate students in their classes unlike in the past when MSPRs were only provided for first-year students, students on probation, and student athletes. The Orange Success system provided immediate email notifications to students instead of requiring

the students to log in through MySlice to view their MSPRs.

In response to faculty concerns regarding the transparency of the system, the team took decisive action by crafting a Terms of Use (Syracuse University n.d.) document. This document, endorsed by the Policy Advisory Board and the campus legal department, not only serves as a comprehensive guide but also provides users with a clear framework on how to navigate and harness the technology. It systematically addresses pivotal questions surrounding privacy and access to information stored within the system, ensuring a secure and accountable environment for all users. (Syracuse University. n.d.).

Establishing Core Advising Values

Amidst the technology rollout, a surge of inquiries concerning optimal advising practices and the formulation of educational notes had propelled SU to embark on an ambitious mission. Tasked with scrutinizing and enhancing academic advising practices and paradigms at the university, the mandate was to spearhead a SU-centric adaptation of the NACADA statement of core values in academic advising. This initiative was not just about localizing a document; it was a strategic endeavor aimed at elevating the academic journey for students.

TABLE 1 ► Early-Alert System¹

Step and Tactic		Action
1	Create A Sense of Urgency	Improve advising
2	Build A Guiding Coalition	Recruit faculty and staff
3	Form Strategic Vision and Initiatives	Created by leadership
4	Enlist a Volunteer Army	Individuals volunteered
5	Enable Action by Removing Barriers	Convinced naysayers
6	Generate Short-Term Wins	Shared results each semester
7	Sustain Acceleration	Integrate with other systems
8	Institute Change	Build it into the DNA of the institution by reintroducing to students and parents

¹ Incorporates Kotter's (2012) eight steps for managing change and EAB research

The overarching objective was to fortify persistence and graduation rates among undergraduates through the formulation of targeted recommendations for advising, leveraging the innovative capabilities of Orange Success. This was not merely a task; it was a commitment to redefine and amplify the educational experience for students. During the implementation, various business processes were re-examined (some with hesitancy) to determine how to emphasize the value of this tool to the university's primary customer—the student.

Intra-University Transfer

The scrutiny of the Intra-University Transfer (IUT) (Syracuse University n.d.) process had been prompted by the emergence of data indicating that if students could not transfer into programs of their choice within the university, they had a higher probability of leaving. In the university's ongoing commitment to refining and optimizing processes, the campus was specifically focused on revamping the experience for students seeking to transfer from one school to another within the university. Exploring the dynamic capabilities of Orange Success, the goal was to transform the IUT process into a streamlined, transparent, and timely experience. SU expected that students would raise the IUT flag in the system, indicating their desire to transfer, but numbers revealed that only very few students utilized the ability to raise this flag. Therefore, the use of this flag was not an effective way to impact change (Syracuse University n.d.).

Gaining Support from Leadership

A pivotal triumph in this implementation was the steadfast backing from the leadership (including the provost, associate provost, and senior information officer) transforming the drumbeat of change into a marathon rather than a sprint. The approach involved providing credible and visible timelines, and the crux of success lay in effective communication that extended across the entire campus. Transparency became the guiding principle as the team openly shared the highs, lows, and challenges encountered during the Starfish pilot implementation and rollout. The unwavering support from leadership

was not just crucial; it was the cornerstone of the journey toward a successful implementation.

Presenting early wins during a campus pilot was crucial for garnering support and enthusiasm for the adoption of a new initiative. Both adoption and feedback from students, advisors, and faculty (during the pilot) effectively showcased early successes in the implementation. The adoption rates for 2023–2024 are shown in Table 2 (on page 14).

Overall, during the pilot:

- **Students** provided a mix of positive and constructive feedback regarding their experiences with Orange Success. Positive comments included: appreciation for quick responses from professors and advisors, ease of scheduling appointments, and the benefit of the program in assisting with academic success. However, some students expressed surprise at the program's existence and suggested a need for increased awareness. Additionally, a few students who hadn't used the system expressed potential interest and acknowledged its perceived helpfulness. Overall, there is a general sentiment that Orange Success is a valuable tool for students seeking assistance and mentoring.
- **Advisors** have expressed positive sentiments about Orange Success, highlighting the increased amount of feedback received compared to previous systems. They find it beneficial in reaching out to probation students early, addressing flagged issues with faculty information, and improving overall communication within the office. However, concerns have been raised about student awareness, with some students ignoring attempts from support staff to intervene and help, possibly due to a lack of understanding about the system's purpose. Advisors also expressed interest in whether faculty members would actively use the system. Overall, there is acknowledgment of the system's potential, but there's also a need for enhanced student awareness and engagement.
- **Faculty** feedback on Orange Success was diverse, with both positive and critical perspectives: Positive feedback included instances where flags and constructive talks facilitated students' academic im-

provements. Some faculty members found success in flagging both top- and bottom-performing students, increasing student engagement and dialogue. There are also success stories illustrating how early alerts through Orange Success prevented students from sidestepping academic challenges, leading to honest conversations and potential solutions.

On the other hand, some faculty members expressed reservations, describing Orange Success as an additional task, and mentioning confusion about its use. Concerns about integrating the system with other technologies and skepticism about its overall value were also voiced. However, there are faculty members who initially had reservations but found value in using the system, especially for organizing advising information.

Currently, approximately 95 percent of faculty members are using the system in one way or the other (for *e.g.*, for ESPR, MSPR, real-time flags, kudos, taking attendance, and inputting notes). The feedback suggests a range of experiences; some faculty members praised the system's potential to improve student retention and graduation, while others expressed skepticism and concerns about the practicality of its integration into existing workflows. Overall, there was a mix of positive outcomes and challenges in implementing Orange Success among faculty members.

Holistic Intervention

So how did SU get here? Implementing a campus-wide student support system has not been easy, but through cross-collaboration and planning, in 2015, the university began to implement holistic intervention programming throughout the campus. The university advanced

**TABLE 2 ► Adoption and Utilization:
Key Process Metrics, 2023–2024**

User	Metric	Result
Advisors	Usage of the technology (%)	100
	Student notes documented	281,119
	Advising notes documented	21,212
	Appointment notes documented	31,619
Faculty	Usage of the technology (%)	95.7
	Average MSPR completion rate (%)	73
	Fall 2023	77
	Spring 2024	69
	Faculty taking attendance via the system	1,506
	Notes sent from faculty to advisors via the system	363
	Student-initiated appointments with staff and faculty	41,899

from early alerts and online scheduling in Fall 2015 to supporting academic advisors with Starfish Predictive Analytics in Fall 2020.

Short- and Long-Term Shared Goals

One of the challenges facing the campus is to bring student success innovations to scale across the university. The shift toward the “holistic” support required university-wide reflection on the current student experience from recruitment to graduation, change management, and the strategic use of technology. Orange Success is all tactical and hands-on.

Orange Success provided the university with more and better information on students than ever before, as 92 percent of faculty are using the system in different ways to report out on student performance in their classes.

The Intersection of Analytics and Alerts

Typically, advisors work with 300-plus students, so any technology that helps them proactively focus on those at risk will be powerful. The merging of student data, analytics, and automated alerts tells advisors instantly if a student is in trouble. Thousands of alerts were being raised across all courses; the university, therefore,

needed to help advisors, who have significant caseloads and workloads, reach out to the students who were at risk of not making satisfactory progress.

Starfish Predictive Analytics assists the university more strategically and longitudinally, not only to help individual students succeed but also to help students with at-risk predictors. Certain campuses have expressed concern about using statistical probabilities to direct students. SU's position statement on how its initiatives are intended to be used helps ensure that the tools provided improve student success. This allows the campus to proactively point students to services that are already available on campus, of which they may not be taking advantage.

Advisors use demographic and behavioral data points to gain insight and make informed decisions to support early student intervention at the department, college, and campus level. *It is important to remember that Orange Success (Starfish) is only a tool, and the tool does not support the student; it is the person using the tool who supports the student.* While reviewing the data, advisors are being trained to focus on the scores as well as rely on their years of experience and/or relationship with the student. It is important to note that the Orange Success initiative is based on FERPA-driven roles and relationships. Using data ethically is complex, and no magic formula exists. Extensive training for all advisors across all schools and colleges about the ethical practices of using predictive analytics was conducted.

Core Predictive Models

Starfish has three core predictive models. The Operational Model allows busy advisors to prioritize their efforts and quickly ascertain “challenge and success fac-

tors” for a student. The Intervention Inventory helps to access resources used to support students (though it is not used widely at the institution). The Completion

Model allows advisors to identify risks for retention and completion at the student, course, and program level and review predicted outcomes. The Strategic Model allows advising leaders to evaluate statistical predictions by a wide range of performance and

demographic variables. This model also provides historical information on course and academic programs. (Runyan/Starfish Analytics 2020).

SU's Institutional Research (IR) office provided analysis to help advisors appreciate and understand the appropriate use of the retention score. With 14,000 undergraduate degree-seeking students, the average retention score is 92.

- For first-year students, the predictors are more the pre-college entering characteristics.
- For the second-, third-, and fourth-year students, the scores are mainly driven by the term record after matriculation.

IR grouped the retention scores into the four categories and provided guidance for users on utilizing these scores. A retention score can range from 0 to 100 percent.

- **93–100:** Seventy-two percent of all students fall into this category; however, 6 percent of all leavers come from this group. As a rule, there are students in this group who have a much higher risk due to other factors outside the model (factors that advisors may be aware of).
- **80–89 (murky middle):** Ten percent of all students fall into this category, and 42 percent of leavers come from this group. This group has

on Analytics

...colleges and universities can place more and better information into the hands of a greater number of people, enabling informed decision-making.

CAMPBELL, ET AL. 2007

on Early Alerts

Deliver the right information...to the right people...at the right time... to support the right decision.

SHERMAN 2014

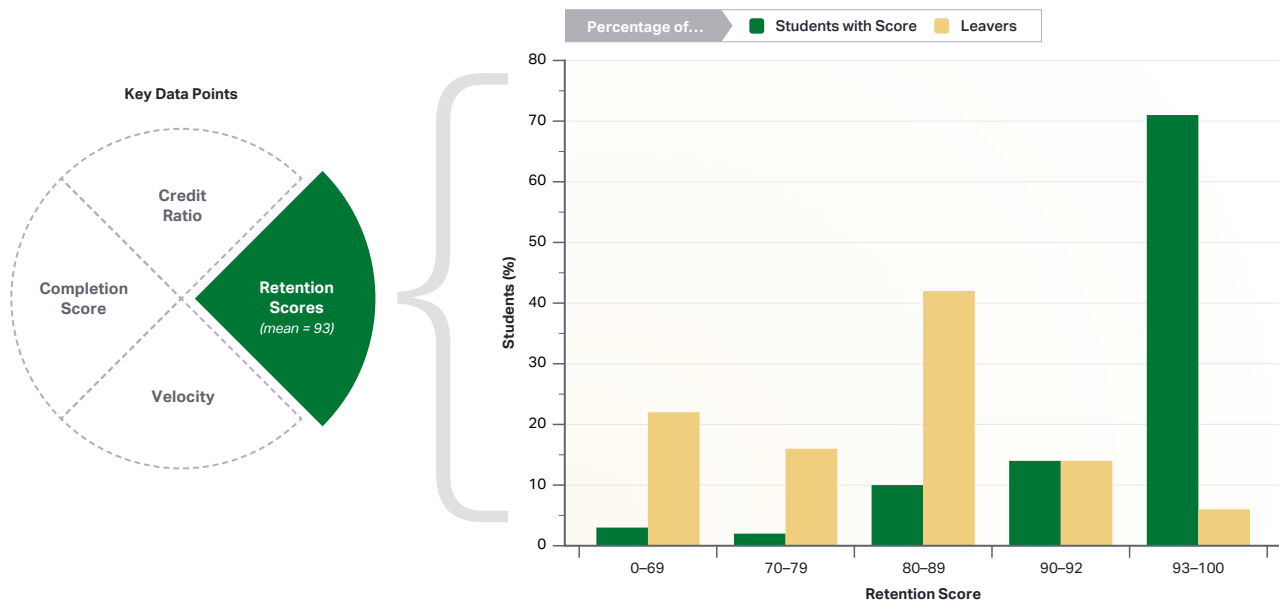


FIGURE 2 ➤ Retention and Attrition, by Score Band

Note: As implied by the graphic, retention scores should be viewed among other data points. Institutional research revealed that "leavers" existed in all score bands.

an above-average risk of leaving and requires that advisors have additional conversations with the students to determine their status.

- **70-79:** This group represents only 2 percent of SU students but 16 percent of leavers. Since the risk of them leaving is high, advisors do pay close attention and suggest interventions in a proactive fashion. Conversation and engaging these students from day one is key.
- **0-69:** Three percent of all students have a retention score in this range. Twenty-two percent of leavers come from this group. Advisors are asked to pay very close attention to this group due to high attrition.

Timely and concerted effort has the potential to retain nearly one-quarter of SU leavers.

Impact of Flags

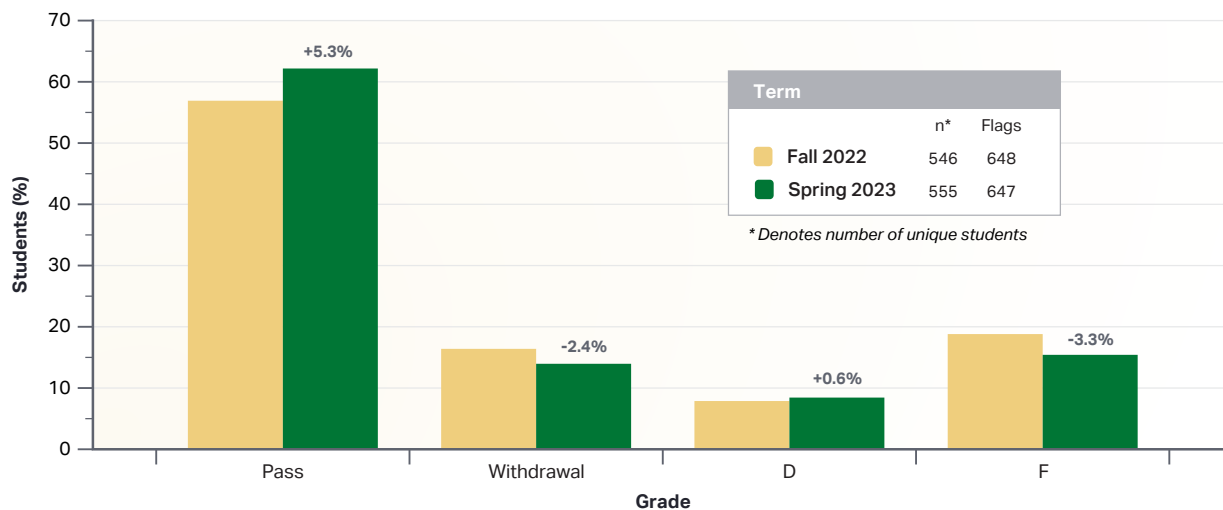
Upon review of the flags, Figures 3-6 (on pages 17-19) show the impact of three select flags on student behaviors and success outcomes.

At the direction of the Student Success Faculty Advisory Board, the university measured the DF grades with eight years of data before Orange Success (Fall 2008-Fall 2015) and eight years of data after implementation of Orange Success (Spring 2016-Spring 2024).

- 16 percent overall reduction in earned grades of D
- Decline in Fs eliminated during COVID-19, but is trending in a positive direction—an 11 percent year to year decline in Fs as institution has achieved highest enrollment of the past 16 years.
- Spring 2024 showed the best outcomes documented since Spring of 2020.

Predicting First Year Departure

In the *First-Year Departure Study* conducted by Institutional Research in Spring 2024, Orange Success was also found to be a useful tool for predicting first-year departure by looking at the types of flags raised for students. The university found that students with combinations of flag types were generally at higher risk of depart-



Attendance Concern—Grade at Risk Item, Percentage of Unique Students by Term and School

	ABS	ARCH	ECS	EDUC	IST	MAX	MGMT	PC	SHD	VPA
Fall 2022	49.4	1.8	5.7	2.8	4.6	7.0	13.0	3.7	3.7	13.6
Spring 2023	46.7	1.6	6.1	1.1	6.7	9.6	8.5	4.9	8.3	12.6
Difference	-2.7	-0.2	+0.4	-1.7	+2.1	+2.6	-4.5	+1.2	+4.6	-1.0

FIGURE 3 ► Flag Detail: Attendance Concern—Grade at Risk, Fall 2022 to Spring 2023

ture than students with just one type of flag or no flags. There was an exception for having a single drop/withdraw course flag; these students departed at a rate like those with three different flag types. The flag type combinations that predict higher than average first-year departure and the associated departure rates are shown in the figure below. For instance, students who have the combination of assignments, attendance, and poor performance flags departed at a rate of 24 percent.

Equity in the Distribution of Nudges

At the Assessment Leadership Institute in 2022, university leaders were asked if there was any evidence of whether faculty were disproportionately raising flags for underrepresented students. Upon review of the data in the university's first-year seminar (FYS) course (taken by every incoming student), evidence showed that instructors proportionately raise flags for FYS IOI students as demonstrated in the chart below. Faculty

and staff co-teach this course with students and must go through intense training where they learn the appropriate reasons for when to raise early alert flags and when to give kudos.

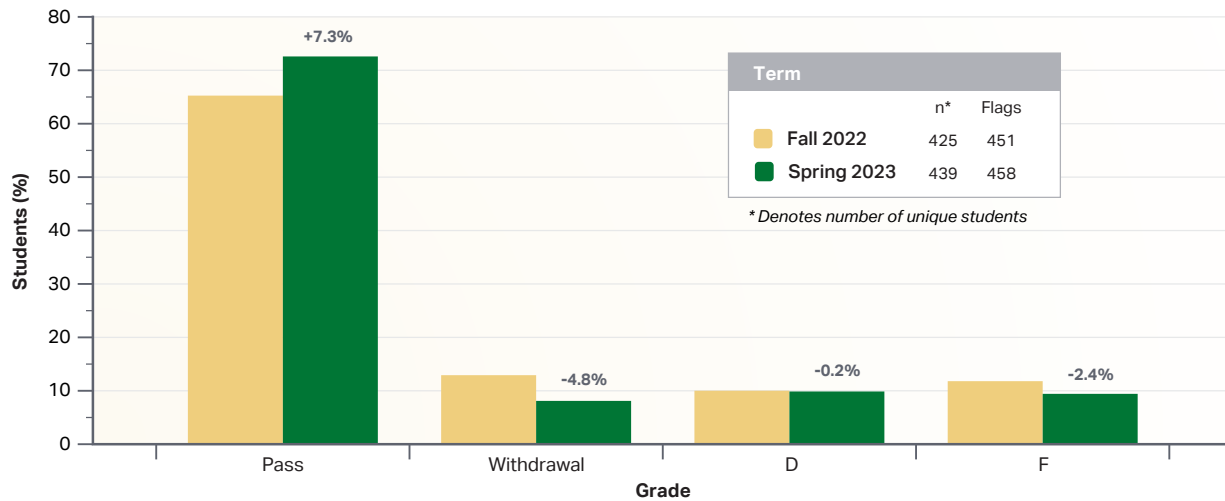
TABLE 3 ► Early Data on Positive Effect of Nudges

Metric	Time Period (Spring to Spring)	
	2016 ^a –2020 (%)	2020 ^b –2024 (%)
Change in Grade Given		
Fs	-5.0	-11.0 ^c
Ds	-16.0	-16.0
4-Year Graduation Rate (Fall 2016 incoming cohort)	75.4	—
6-Year Graduation Rate (Fall 2018 incoming cohort)	—	84.0

^a Year nudge program was first implemented

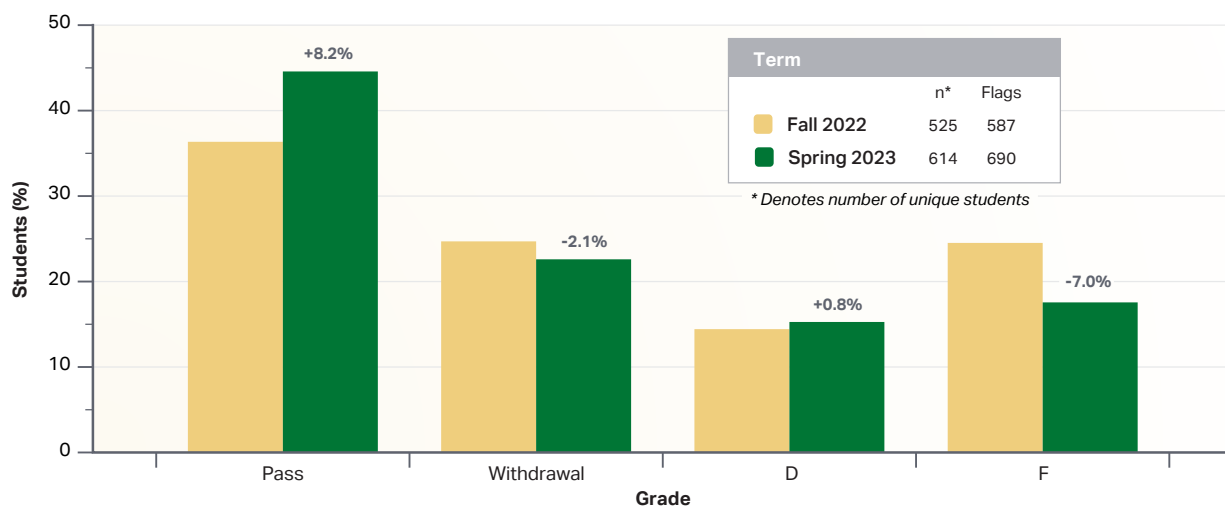
^b Year of COVID-19 impact

^c Progress in decline in Fs given initially negated due to pandemic



Low Participation—Grade at Risk Item, Percentage of Unique Students by Term and School

	ABS	ARCH	ECS	EDUC	IST	MAX	MGMT	PC	SHD	VPA
Fall 2022	33.2	3.3	6.6	1.9	8.9	12.2	12.7	2.8	10.6	10.4
Spring 2023	42.8	3.9	9.8	0.9	2.3	10.3	5.7	4.6	16.4	5.9
Difference	+9.6	+0.6	+3.3	-1.0	-6.6	-1.9	-7.0	+1.8	+5.8	-4.5

FIGURE 4 ► Flag Detail: Low Participation—Grade at Risk, Fall 2022 to Spring 2023

In Danger of Failing Item, Percentage of Unique Students by Term and School

	ABS	ARCH	ECS	EDUC	IST	MAX	MGMT	PC	SHD	VPA
Fall 2022	62.7	2.1	3.4	1.3	3.2	4.8	3.4	3.2	9.7	9.1
Spring 2023	56.4	5.9	8.1	0.8	5.9	5.4	3.6	3.3	7.0	7.0
Difference	-6.3	+3.8	+4.7	-0.5	+2.7	+0.6	+0.2	+0.1	-2.7	-2.1

FIGURE 5 ► Flag Detail: in Danger of Failing, Fall 2022 to Spring 2023



FIGURE 6 ➤ Grade Distribution of Students With All Three Flags, Fall 2022 to Spring 2023

Communication is Key

Communicating effectively with the campus community about the early alert program is crucial for its success and utilization. To achieve this, the university employs various communication channels and strategies tailored to reach different stakeholders. First, regular announcements through campus-wide emails serve as a primary means to inform faculty, staff, and students about the program's purpose, features, and how to access it.

Additionally, informational sessions and workshops are organized to provide in-depth training on utilizing Orange Success effectively. These sessions not only educate faculty and staff on the importance of early intervention but also offer practical guidance on identifying at-risk students and utilizing the platform's tools for support and intervention. Furthermore, utilizing the university website as a central hub for Orange Success resources ensures that stakeholders can access relevant

information at their convenience. Moreover, engaging with academic departments allows SU to disseminate information about the program directly to students and faculty, fostering a sense of community involvement and responsibility for student success. By employing a multifaceted approach to communication, the university strives to ensure that Orange Success is widely understood and utilized across the campus community, thereby enhancing the collective ability to support student achievement and well-being.

Conclusion

SU's early alert system has had a tangible impact on campus, fostering behind-the-scenes collaboration and an accountability culture. The initiative has facilitated proactive interventions, ultimately driving a culture of positive change and accountability within the academic community.

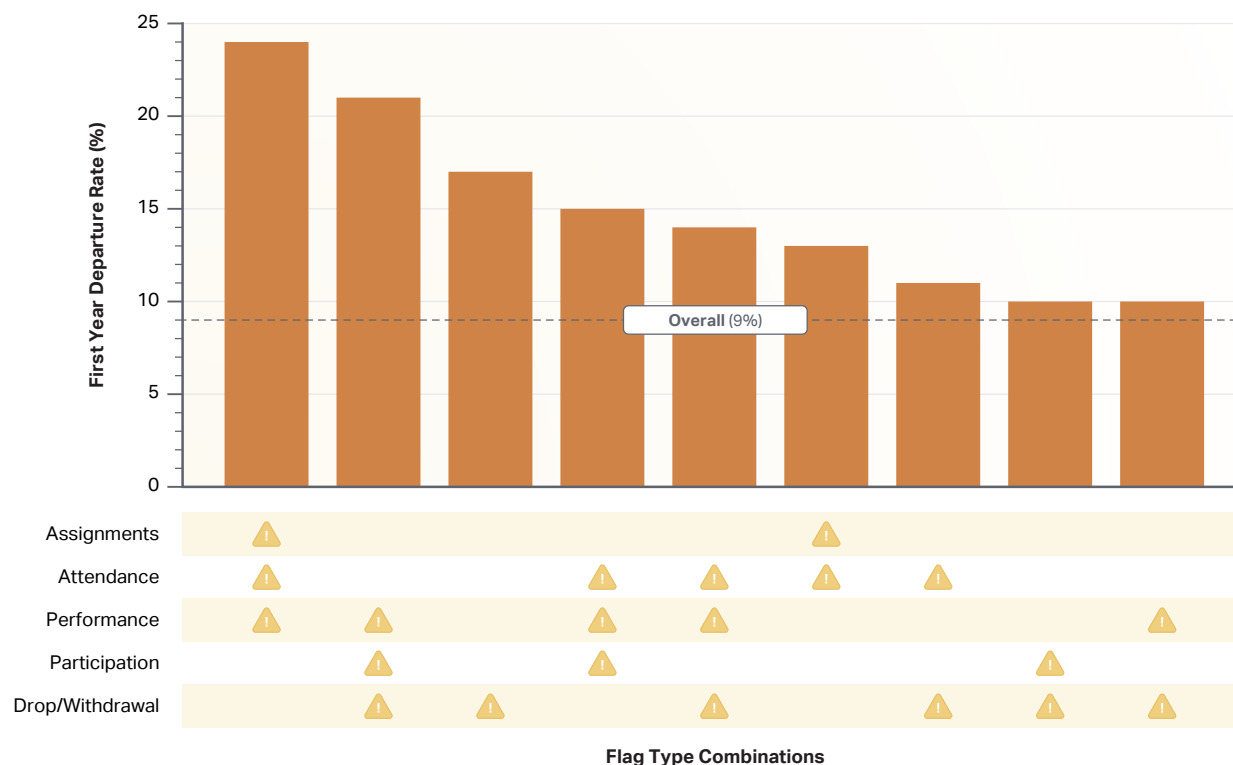


FIGURE 7 ► First-Year Departure Rate and Correlated Flags

Examples include:

- A faculty member promptly flagged a student's absence from a first-year forum class and a subsequent event. Concerned, they alerted the residence director, who, upon investigation, discovered the student's physical inability to attend due to injury. This timely intervention not only ensured the student's well-being but also exemplified the system's ability to address individual needs effectively.
- When a student signaled their need for assistance through the system, their outreach went unanswered by both professors and advisors. Subsequently, parental dissatisfaction led to the student withdrawing from the university. This unfortunate incident underscores the importance of timely responses and support mechanisms within the academic ecosystem.
- In a case where an international student requested to drop a course, their advisor hastily

approved the request without checking the Orange Success system and considering visa requirements. This oversight not only jeopardized the student's immigration status but also highlighted the critical need for thorough review and adherence to policy guidelines facilitated by the early alert system. The student then transferred out of the university to continue their education elsewhere.

- Upon receiving notice that a student wished to transfer out after their first year, further investigation revealed their exceptional academic performance contrasted with personal challenges of having to go home often and help his non-English speaking mother during their younger siblings' parent teacher meetings. SU extended support, showcasing how the early alert system enables personalized interventions to address underlying issues and retain valuable talent within the institution.

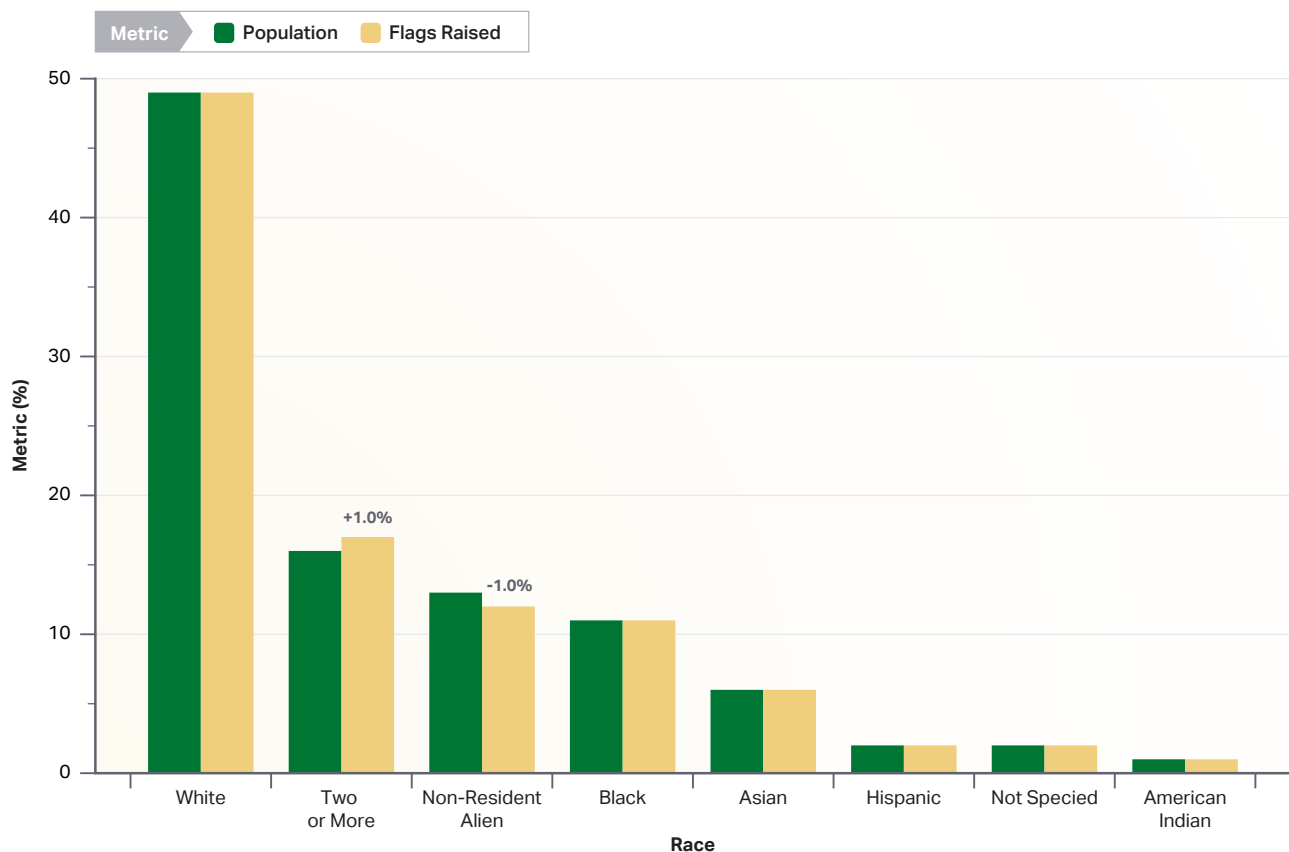


FIGURE 8 ➤ Distribution of Nudges, by Student Race

These examples show the transformative impact of the early alert system in fostering a culture of proactive

support, accountability, and positive change within the academic community.

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Kalpana (Kal) Srinivas, Ph.D., is Director of Retention and Student Success at Syracuse

University. As part of SU's larger commitment to creating an inclusive student body, Dr. Srinivas works with all schools, colleges, and divisions to further the ideals of supporting all students with the underpinning concept being that all students receive the individualized services and support necessary for their success through graduation. She assists campus

stakeholders in thinking critically, analytically and creatively to meet the needs of a diverse student population, through programs, services and efforts. She supports success of all students by working collaboratively to identify areas of needed change that would increase student success and retention, discovering what causes attrition, developing recommendations, in addition to alternating systems and procedures to increase retention.

Dr. Srinivas provides leadership and strategic direction for designated

co-curricular and functional units, as well as across all schools and colleges to expand the University's visibility and reach, which support student retention and success. The pervasive nature of assessment culture that she creates in the unit helps implement innovative student retention strategies effectively to support student success.



Hopeton Smalling

Hopeton (Hope) Smalling, Ed.S., is Functional Business Analyst in the Retention and

Student Success at Syracuse University. Supporting student success initiatives, Dr. Smalling provides expertise to manage people, technology, and business process. He is the key administrator for the student success platform Orange Suc-

cess and data custodian for related data. Exceptionally adept at leveraging educational business intelligence to optimize operational needs and student success, his professional career reflects more than 20 years of experience in higher education, enhancing teaching and learning effectiveness in and out of the classroom.

Hopeton earned a master's degree in business administration in enterprise

resource planning and administration from Le Moyne College. Additionally, he has earned his sixth-year degree as an educational specialist (Ed.S.) and is a Ph.D. candidate exploring the phenomenon of learning analytics in higher education.