



ADVISING 2.0: MEASURING THE IMPACT OF AN ACADEMIC CASE MANAGER AT UNCA

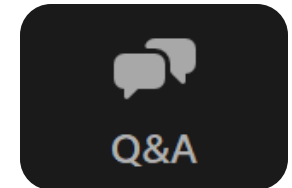
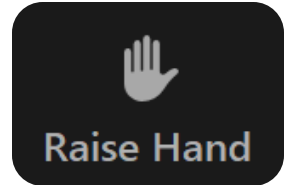
*Presenting: Deaver Traywick and Azure Samuels, UNCA
Angela Dills, WCU*

Lunch and Learn Series

- **Student Success Innovation Lab**
 - Fund the implementation of promising student success interventions
- **Math Pathways Initiative**
 - Increase retention and completion rates in gateway and entry-level math courses
- **Select third-party evaluators from within the UNC System to:**
 - Partner with practitioners to develop the interventions
 - Analyze outcomes for interventions
 - Develop recommendations for future research

Announcements

- Attendee Engagement
 - Raise Hand: Receive technical assistance
 - Q&A: Submit question about presentation
 - Email: studentsuccess@northcarolina.edu
- Recorded Webinar: Will receive via link to video and be posted on the [SSIL website](#).



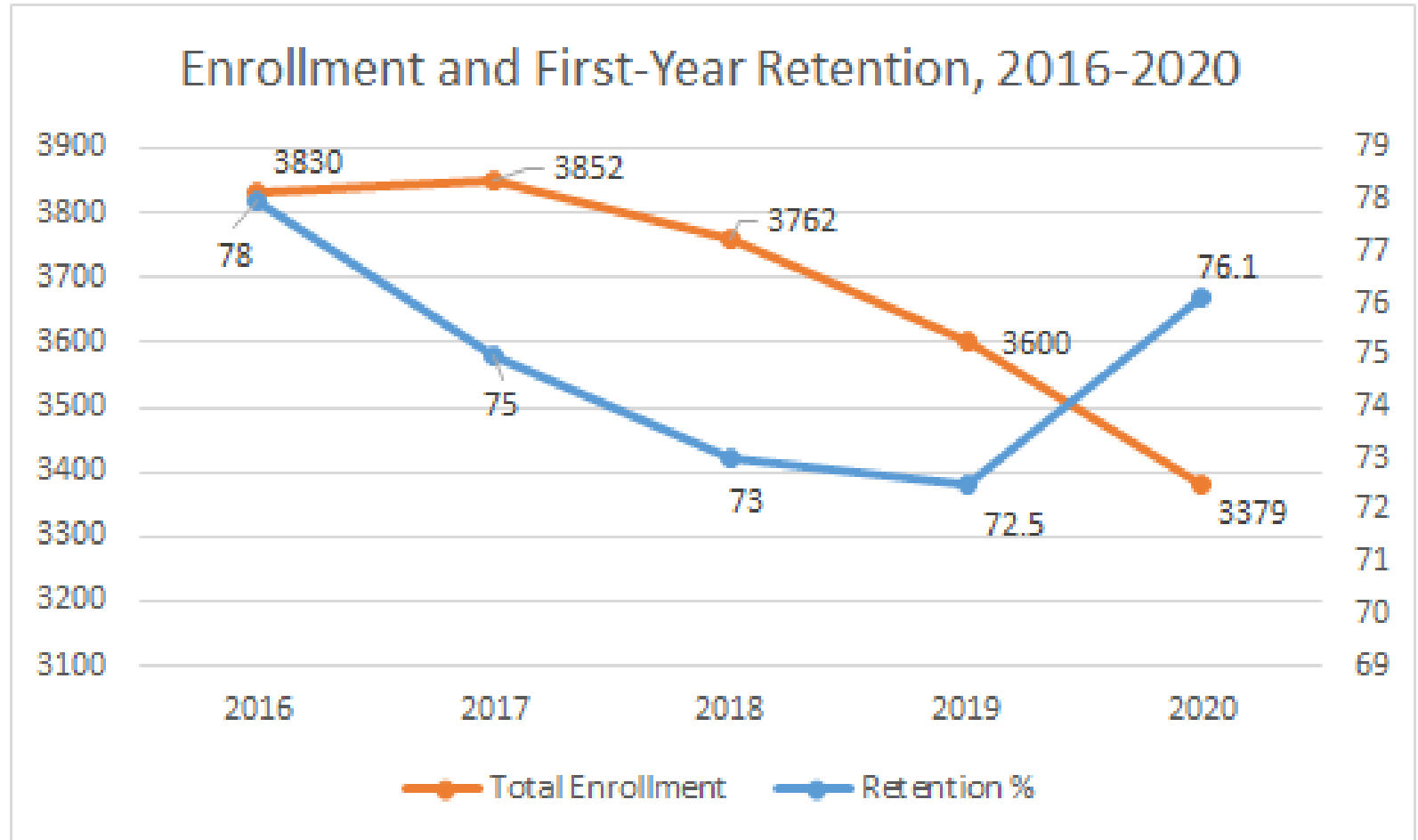
Advising 2.0: Measuring the Impact of an Academic Case Manager at UNC Asheville

- Many institutions of higher education struggle with low retention rates. In fall 2019, UNC Asheville addressed a declining first-to-second-year retention rate by assigning an academic case manager (ACM) to higher risk students. The ACM contacted assigned students regularly, meeting with students and helping them navigate college and their classes.
- This two-year SSIL-funded project evaluates the impact of the ACM on students' earned credit hours, term GPA, and year-over-year retention using a randomized control trial.

Project Team

- Research Affiliate: Dr. Angela Dills, Professor of Economics, Western Carolina University
- Initiative Team Lead: Deaver Traywick, Interim Senior Director of Academic Success, UNC Asheville
- Academic Case Manager: Azure Samuels, UNC Asheville

Problem Statement and Context



Problem Statement and Context

- Declining first-to-second year retention and overall enrollment
- Tradition of Faculty Advising for First-Year Students
- Understaffed Office of Advising

Study Population

- UNC-Asheville first-time, full-time freshmen
- Not served by other support programs
- Below entering class mean SAT score

Research Question

- Does adding an Academic Case Manager (ACM) increase retention and credit hour accumulation for first and second-year students?

Research Design

- Randomized Control Trial to assign to ACM
- Fall 2019: 100 treated out of 252 population (1 no-show, excluded)
- Fall 2020: 100 treated out of 200 population (4 no-shows, excluded)

Initiative Description

Azure Samuels, Academic Case Manager

- Senior Education Specialist, George Washington University
- Sexual Assault Victims Advocate
- Completing M.S. in Mental Health Counseling

Initiative Description

Outreach Activities and Approach

- At least two meetings per semester, up to eight
- Assigned secondary advisor status for purposes of Academic Alerts and faculty communication
- Proactive, relational approach leads to earlier and more sustained interaction than reactive and transactional advising

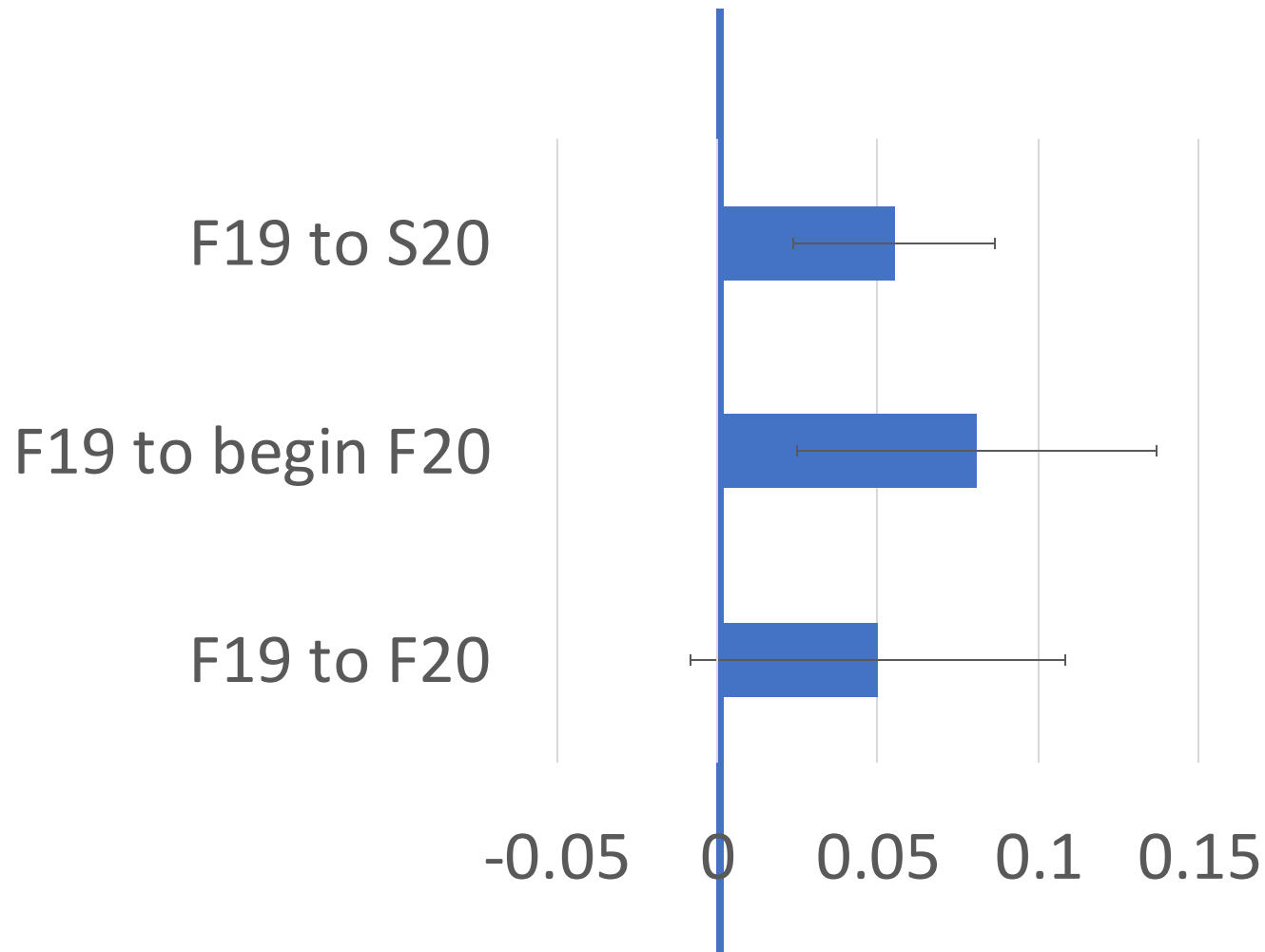
Outcomes

Expectations of increased credit hours and retention.

Observe 3 outcome measures:

- Credit hours registered
- Credit hours earned
- Retention

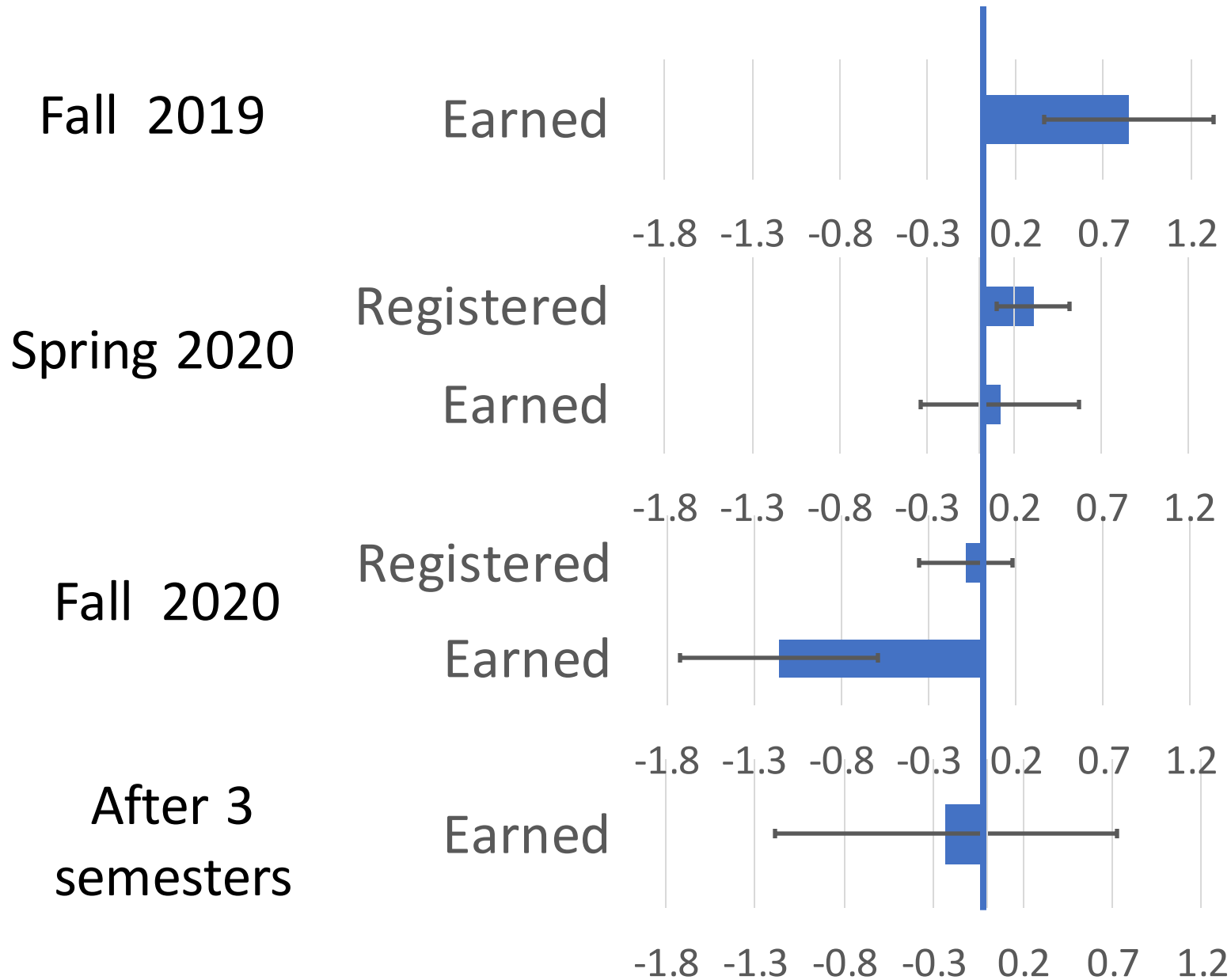
Fall 2019 Cohort: Retention Difference by Semester



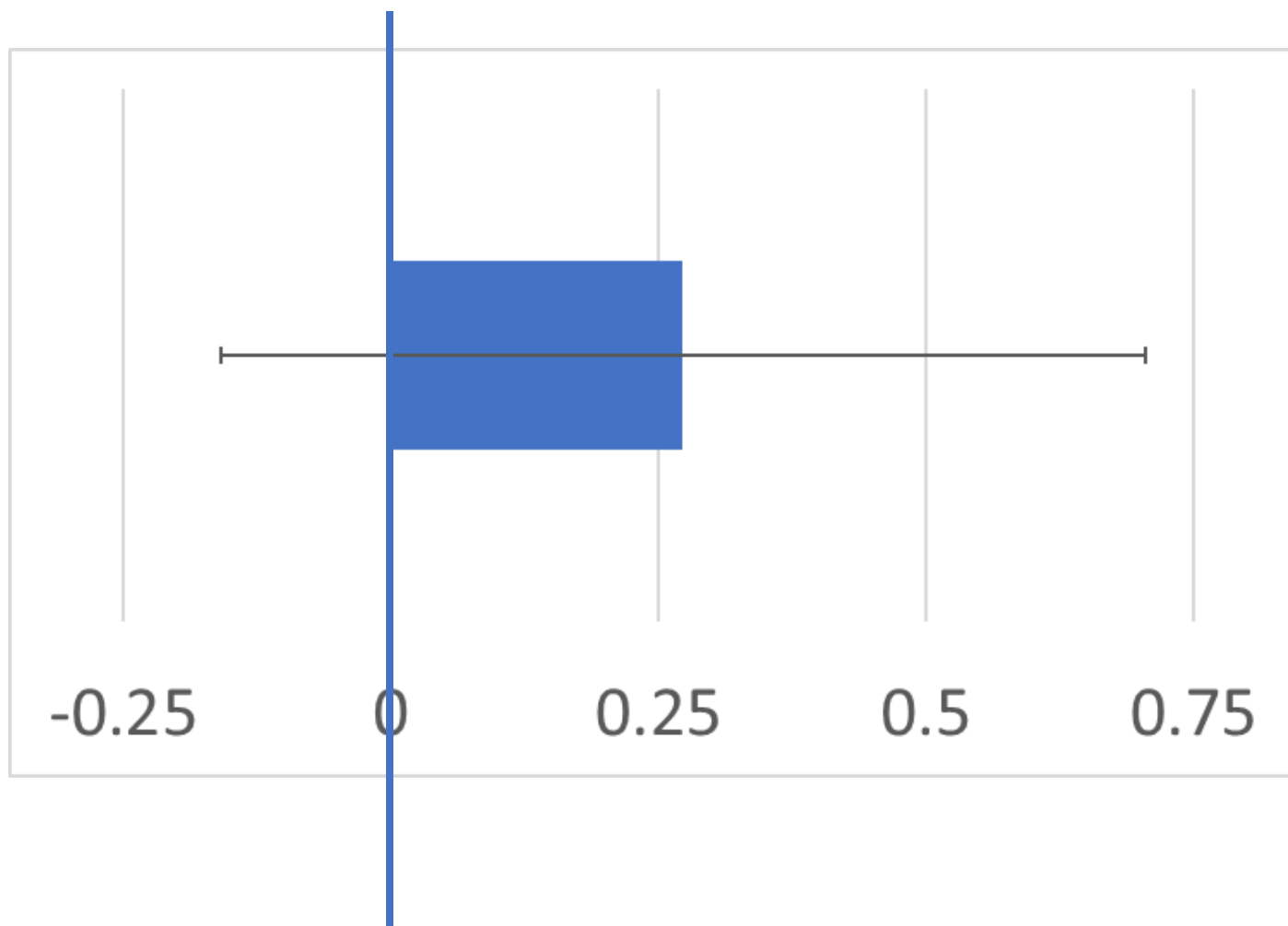
Increased retention changes composition

- More control than treated students dropout.
- Some outcomes only observed if enrolled.
- Higher retention rates implies that, for some outcomes, we compare treated students to a more selective sample of control students

Fall 2019 Cohort: Difference in credit hours Treatment – Control



Fall 2020 Cohort: Difference in credit hours Treatment – Control



Estimation

$$outcome_i = \beta_0 + \beta_1 treatment_i + X'\delta + \varepsilon_i$$

The model controls for:

student test scores

gender

first generation status

Pell-eligibility

Summary of Preliminary Results

Fall 2019 cohort:

Higher retention for treated students

Similar credit hour completion after 3 semester
for retained students

Tuition, room & board from added fall-spring
retention pays for ACM for the year.

Fall 2020 cohort: weaker benefits

Differences for Fall 2019 and Fall 2020 cohort

- Rapport
- Fewer casual interactions
- Fewer office drop-ins

Implications and Next Steps

- Practitioners: clarity in ACM role; goals for students; knowledge of community resources
- Policy makers: Who to hire next: advisors, coaches, or case managers?
- Researchers: Can we track students who leave? Value in evaluating relatively low-cost, well-designed interventions.

QUESTIONS?

CONNECT



www.northcarolina.edu



[uncsystem](https://www.facebook.com/uncsystem)



[@UNC_system](https://twitter.com/UNC_system)



[@UNC_system](https://www.instagram.com/UNC_system)

Lunch and Learn Series

- | | |
|-------------|--|
| February 24 | Advising 2.0: Measuring the impact of an Academic Case Manager at UNC Asheville |
| March 12 | Evaluating Classroom Supports: Drop-In Tutoring Lab Program at Appalachian State University & the Learning Community Program at East Carolina University |
| March 26 | Living & Learning Communities at North Carolina A&T State University |
| April 27 | Removing Barriers to Access: Completion Grants Across Four UNC System Institutions |

Register, Access Presentations, and Replay Webinars

<https://www.northcarolina.edu/impact/student-success/student-success-innovation-lab-ssil/student-success-innovation-lab-events>

Contact Us

studentsuccess@northcarolina.edu

THANK YOU

CONNECT



www.northcarolina.edu



[uncsystem](https://www.facebook.com/uncsystem)



[@UNC_system](https://twitter.com/UNC_system)



[@UNC_system](https://www.instagram.com/UNC_system)

Supplemental Slides

- Table: Summary statistics for student success measures (outcomes) for both cohorts
- Table: Summary statistics of student characteristics for both cohorts
- Table: Regression results for fall 2019 cohort
- Table: Regression results for fall 2020 cohort

Outcomes

Table 1: Summary Statistics							
	Treatment	Control			Treatment	Control	
	Fall 2019 cohort				Fall 2020 cohort		
Student Success Measures							
Fall 2019							
F19 hours registered	15.17	15.37					
F19 hours completed	14.18	13.34	*	0.5			
F19 GPA	3.04	2.72	***				
Spring 2020							
S20 hours registered	15.52	15.21					
S20 hours completed	13.78	13.66					
S20 Withdrew	0.03	0.09	*				
S20 GPA	3.34	3.35					
Fall 2020							
F20 hours registered	14.80	14.88			15.07	14.73	
F20 hours completed	12.23	13.39	**		13.58	13.31	
F20 GPA	2.69	2.85			2.84	2.77	
F20 retained as sophomore	0.80	0.72	*				
End of 3 semesters							
End 3: hours completed	41.35	41.58					
End 3: Still enrolled	0.75	0.70					
The statistical significance columns are for a two-sided t-test of the means for the treatment and control groups. * significant at 10%, ** significant at 5%, *** significant at 1%.							

Outcomes

Table 1: Summary Statistics

	Treatment	Control		Treatment	Control	
	Fall 2019 cohort			Fall 2020 cohort		
Student Characteristics						
Pell Grant recipient	0.44	0.34		0.31	0.38	
first generation college student	0.66	0.67		0.21	0.27	
Male	0.34	0.42		0.32	0.48	**
SAT	1086	1104	*	1081.04	1073.80	
Observations	99	152		96	100	

Regression results for new cohort of students
(Fall 2020 cohort)

	(1)	(2)
	Fall 2020	
	Earned Credits	GPA
treatment	0.104	-0.018
	(0.440)	(0.135)
R-squared	0.027	0.069

There are 196 observations. Regressions include controls for SAT/ACT score, sex, first generation status, and Pell Grant eligibility status. Standard errors in parentheses. *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

ADVISING 2.0: MEASURING THE IMPACT OF AN ACADEMIC CASE MANAGER AT UNC ASHEVILLE

SESSION PRESENTERS

Dr. Angela Dills is Professor of Economics and the Gimelstob-Landry Distinguished Professor of Regional Economic Development at Western Carolina University. She's previously held faculty positions at Clemson University, Mercer University, Wellesley College, and Providence College. Her research centers on policy questions in education and health, including a variety of publications using administrative data in higher education. Dr. Dills is an award-winning researcher, with publications in the Southern Economic Journal, Economic Inquiry, Journal of Economic Behavior and Organization, and the Economics of Education Review.

Deaver Traywick has over 20 years experience in higher education, beginning as a writing teacher, technical writer, and learning support director. He has worked at UNC Asheville for the past 11 years, where he currently serves as Managing Director of Strategy and Analytics, Interim Senior Director of Academic Success, and Institutional Accreditation Liaison. This combination of roles bridges Mr. Traywick's interests in institutional research and student success, and the positions regularly provide a fruitful lens on the intersection of institutional data, academic support structures, and the lived experience of students.

Azure Samuels is the UNCA Academic Case Manager. Prior to joining UNCA, Azure worked in higher education at the University of South Florida and George Washington University. She was also a Sexual Assault Victim Advocate who helped survivors navigate the medical and legal system in their time of crisis. Azure graduated from the University of South Florida with a Master's in Women's and Gender Studies and is currently completing a Master's in Clinical Mental Health Counseling at University of the Cumberlands.