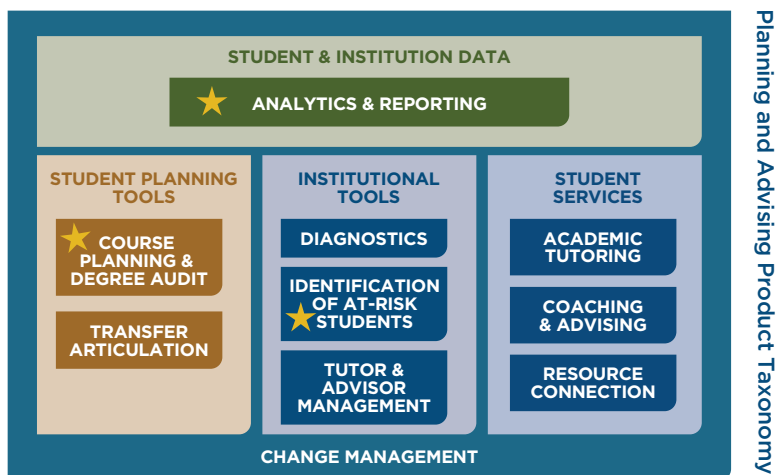


DRIVING TOWARD A DEGREE: ESTABLISHING A BASELINE ON INTEGRATED APPROACHES TO PLANNING AND ADVISING

In the fall of 2015, Tyton Partners and the Babson Survey Research Group, with support from the Bill and Melinda Gates Foundation and in collaboration with National Association of Student Personnel Administrators in Higher Education (NASPA), National Association for College Admission Counseling (NACAC), and the Global Community for Academic Advising (NACADA), developed and administered its first annual survey on planning and advising in higher education. The goals of this survey were to understand the rate of adoption of planning and advising solutions, segment the post-secondary landscape based on technology adoption and advising behavior, and assess market satisfaction with existing providers. With over 1,000 responses from administrators, advisors, and faculty, our research and analysis provides insight into planning and advising today, and presents actionable steps for both institutional stakeholders and suppliers to improve advising practices and technology.

Degree planning and academic advising is ground zero for the completion agenda in higher education. The lackluster performance on degree completion is well documented: only 59% of students complete an undergraduate degree in 6 years; and only 29% of students complete an associate degree within 3 years. There is little debate about the severity of this problem, as **82% of surveyed institutions report that student retention and success are a primary objective in their strategic plan. Despite prioritizing this important issue, only 19% of respondents believe their “institution successfully achieves an ideal advising situation.”**¹ According to results from our recent survey, institutions that have integrated a specific set of technology solutions, including degree planning & audit, analytics and reporting, and early alerts for at-risk students, are more likely to report success in achieving their ideal advising situation. For the purposes of our analysis, the use of these three technology solutions to support an effective planning and advising system are collectively referred to as “iPASS” (*Integrated Planning and Advising for Student Success*).





THE PLANNING AND ADVISING TECHNOLOGY MARKET IS COMPOSED OF 9 DISTINCT PRODUCT CATEGORIES ACROSS 4 WORKFLOW AREAS



★ DENOTES iPASS TECHNOLOGY CATEGORY

¹ Results are based on questions which ask stakeholders to indicate where their institution's or their own personal tendencies and preferences fall on a set of dimensions with a zero to 100 point scale.

An institutional segmentation from our recent survey illustrates the correlation between iPASS implementation and perceived outcomes. A cluster analysis placed all responding institutions into four segments that exemplify patterns of practice and technology adoption: Equipped Navigator, Check Engine, Low Fuel, and Limited Technology Users. These segments were developed based on technology adoption rates and responses to five questions around stakeholders' perceptions of planning and advising practices and supporting technologies. As shown below, the Equipped Navigators, who are most likely to report adoption of the iPASS suite of technologies, are also those most likely to believe they are "achieving an ideal advising situation," have worked to increase their advising capacity and report higher satisfaction with their technology tools as measured by Net Promoter Scores.

	Limited Technology Users 	Low Fuels 	Check Engines 	Equipped Navigators 
% of Stakeholder Respondents	29%	23%	19%	29%
Summary	Limited Technology Users do not make widespread use of any technology to support advising, and struggle with clear ownership, communication, and resources.	Low Fuels are less inclined to look to technology to support advising, and struggle with lack of ownership and accountability, as well as coordination across departments.	Check Engines believe in the potential of technology to improve advising, but struggle with technology integration, as well as coordination across departments.	Equipped Navigators are the most frequent users of the iPASS suite of solutions, and have a significantly more positive view of advising success.
Portion Who Believe "Institution successfully achieves ideal advising situation"	10%	7%	3%	47%
% Who Have Implemented "iPASS"	0%	9%	7%	29%
Net Promoter Score for Planning and Advising Technology	- 0.66	- 0.40	- 0.27	- 0.07

Today, only 12% of institutions overall integrate and report widespread use of the three technology solutions included in iPASS. Based on results from the survey and cluster analysis, it is our perspective that implementing iPASS can improve planning and advising at many institutions. While the technology is necessary it is not sufficient for institutional improvement in this area; a series of organizational, resources, process and practice changes are needed. Clearly, more work needs to be done by vendors to improve user satisfaction and reduce technical integration challenges. For more insights and targeted tips on how to improve planning and advising practices and technology, we invite you to read our publication, "Driving toward a Degree: Establishing a Baseline on Integrated Approaches to Planning and Advising", available for free at drivetodegree.org.

To access all of our reports on planning and advising, please visit: drivetodegree.org and follow us @TytonPartners



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