

**GRADUATION SUCCESS SYSTEM
PREDICTIVE SUCCESS CONCEPT
TESTING RESULTS**

CONCEPT TESTING RESULTS

SUMMARY

Findings from 6 different user testing/interview sessions across all 5 build partners. Common themes were continued ease of use and presentation of high amounts of data.

1. OVERALL THEMES

Several themes emerged from the tests that resonated across most (>4) interviews.

1.0.1 Worklist vs Chart View

All 6 users reported preferring the worklist view (with some additions) to the chart view.

1.0.2 Predictive Success

Advisors did not infer predictive success on either the worklist or the student predictive courses.

1.0.3 Similar Students

Advisors were adamantly against showing a student the information in “Similar Students” and generally found it unuseful.

1.0.4 Complete Picture

Advisors continued to express interest and need in showing all courses and term GPA for students within a student profile page.

2. WORKLIST VS CHART VIEW

Advisors preferred to the worklist view to the chart view for several reasons.

- Ease of use/understanding was higher.
- Information does not require hovers to see student name and details.
- Allows to ability to see a student on a more individual level. Several advisors actually reported not wanting to “cloud” their perspective when working with a student record.
- Additions suggested included student credit hours and probation standing (if applicable)

The chart view was further confused by the predictive colors. Predictive colors were not understood as such on the worklist view. Advisors simply said a “red student” must need help and a “green student” must be ok.

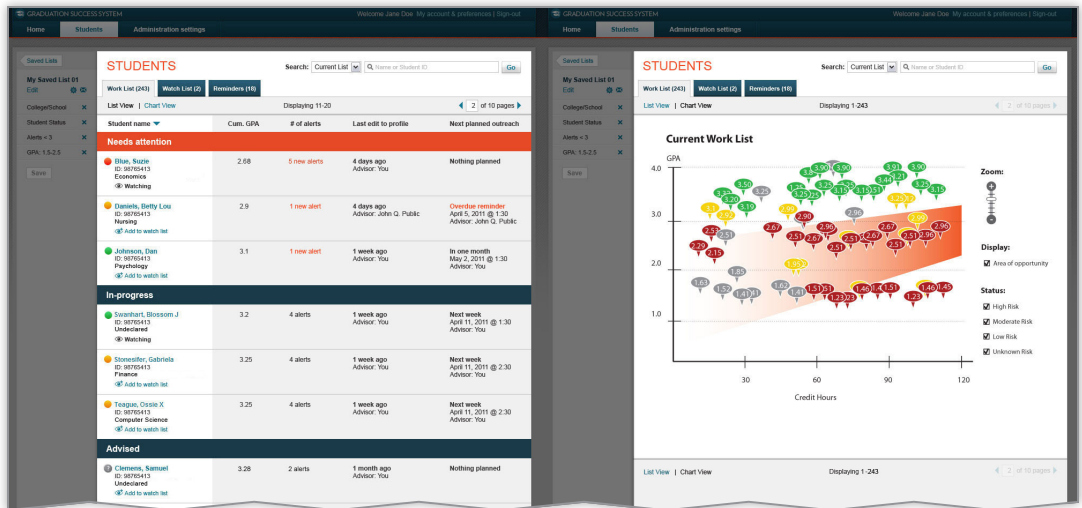


Figure 1: List View vs. Chart View

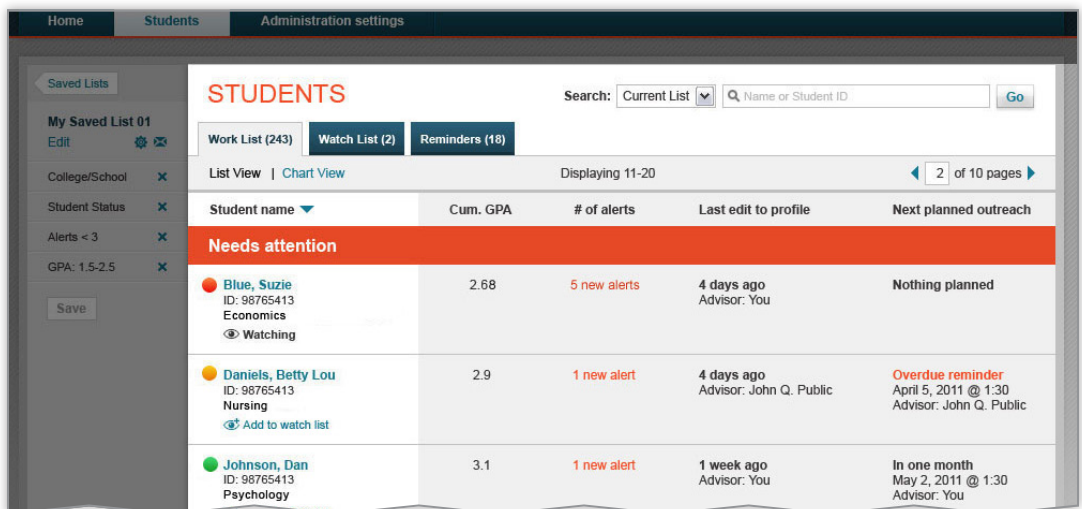


Figure 2: Work List, Predictive Indicator. These were not understood to be predictive markers but rather an indicator of overall student academic health.

3. PREDICTIVE SUCCESS

Predictive indicators were presented on the Work List view (fig 2), the Student Current Progress screen (fig 3) and the Forecasted Progress screen (fig 4).

In the first two cases, the indicators were read as an indicator of overall student “health” or tendency towards successful graduation. It was not understood to be student success within a current major. This was further supported by the fact that no advisor understood what the gray, or unknown risk indicator meant.

Additionally, the “(P)” icon was never understood when presented next to courses the student had taken that were predictive. Several thought it meant “Problematic” or “Pass/Fail” courses.

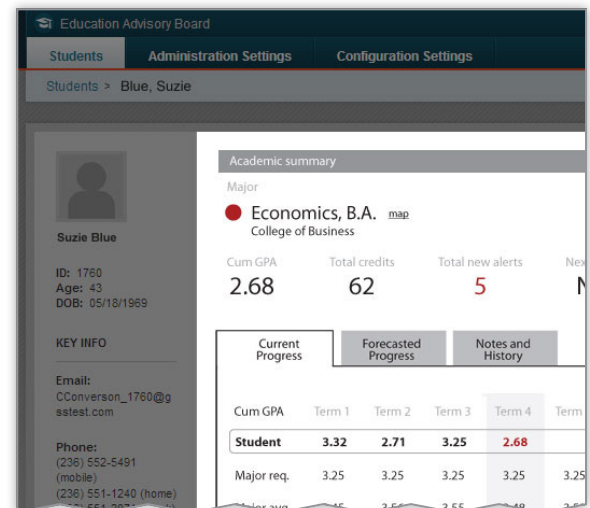


Figure 3: Student Current Progress, Predictive Indicator

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In the Forecasted Success tab advisors understood the predictive majors, possibly from previous exposure to the Major Matcher functionality but expressed some concern over “Courses they took” [students like you]. The assumption was that those courses would be required for the major and that the words “HIGH”, “MED” and “LOW” were vague.

4. SIMILAR STUDENTS

Overwhelmingly, advisors did not like the “Similar Students” tab. There were several reasons why:

- Students are each individuals and it’s not important during a conversation with a student to show them how their peers are doing.
- Time with a student is incredibly limited and attempting to explain what the chart means would take up too much time.
- Perceived value added is minimal and can actually be detrimental. This presentation is too personal (student icon) and the students would do better to know their percentile ranking vs. a visual that makes it explicitly clear where they fall among their peers.
- GPA among cohort is somewhat useful since it’s a numerical presentation. This “rolled up” figure is more anonymous and more useful than individual GPAs as outlined above.

5. COMPLETE PICTURE

Advisors continued to ask for complete records including all previous courses, not just success marker courses.

Also, advisors liked the previous term GPA information but completely missed understanding “Major GPA” The assumption was that major GPA was the student’s GA within their major courses, even when the data presented did not support this logic.

6. FINAL THOUGHTS

Predictive marking, while not understood, was still useful. Advisors understood “red students” to be in trouble. The need seems to be in keeping it somewhat separate from the success marker indicators. Also, there needs to be a solution for “gray students” since advisors were confused by this color.

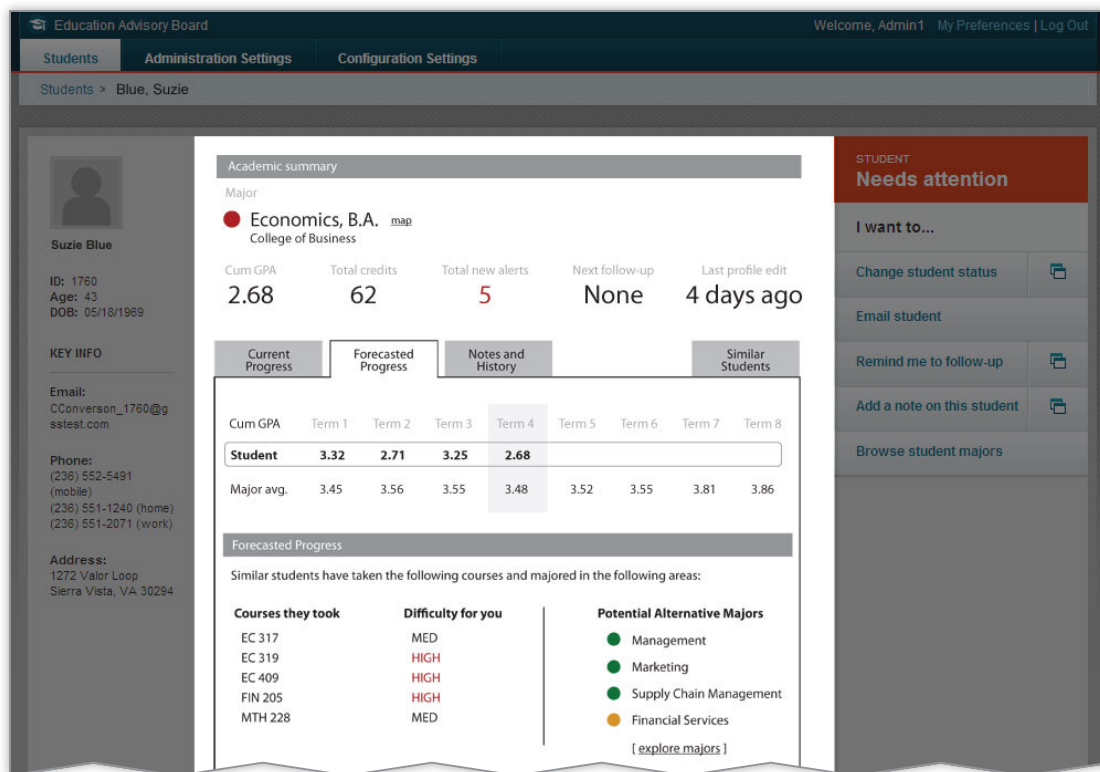


Figure 4: Student Forecasted Progress, Predictive Indicator

Advisors are overwhelmed with students and have very little time so the general feeling was one of “show me as much data as possible so that I can have the conversation I want to have with the student” Flashy interfaces and charts that took some time to understand were not only not useful, they were distracting. Most advisors agreed that the charts and graphs would be better suited for advisor directors and provosts and deans.

Term information with real term data (i.e., “Spring 2012”) is necessary in order to fully understand a student’s progress since students can have issues with personal, athletic and course offerings at various times fo the year.

Overall, the revamped Student area was met with positive enthusiasm as was the existing work list view.