

ADVIZOR Solutions®

Leveraging Student Information in Higher Education

Freedom comes to business intelligence



(Progression & Retention Dashboard)

Agenda

- ▲ **Value add to Higher Ed**
- ▲ **Who we are**
- ▲ **Demo:**
 - ➔ *Progression & Retention*

High ROI in Higher Education



Student Information

- Retention / progression
- Grade & Course Analysis
- Attraction / admissions
- Widening participation / diversity
- Survey analysis

Advancement

- Prospect identification
- Prospect management / fundraiser activity benchmarking and analysis (assignment, contact, gift and proposal data)
- Annual Fund analysis and volunteer assignment
- Campaign analysis (gifts, events, activities, proposals, etc.)
- General alumni demographics
- Alumni Relations
- Ad hoc analysis

Finance and Planning

Research



Key Business Benefits:



From our various customers who already have mainstream business intelligence systems and other analytic tools . . .

- ▲ **Discovery**: drill into KPIs, find new targets, new understanding, better focus; “see” the data and reframe question(s) as analysis unfolds
- ▲ **Collaboration**: work through information and discuss ideas together in real time
- ▲ **Change the “way we do business”**: faster, more data driven, more collaborative
- ▲ **Better Use of IT / Analysis Staff**: “coaches” vs. “bottlenecks”
- ▲ **Information Democracy**: everybody can see and understand the data

ADVIZOR leverages world class technology:



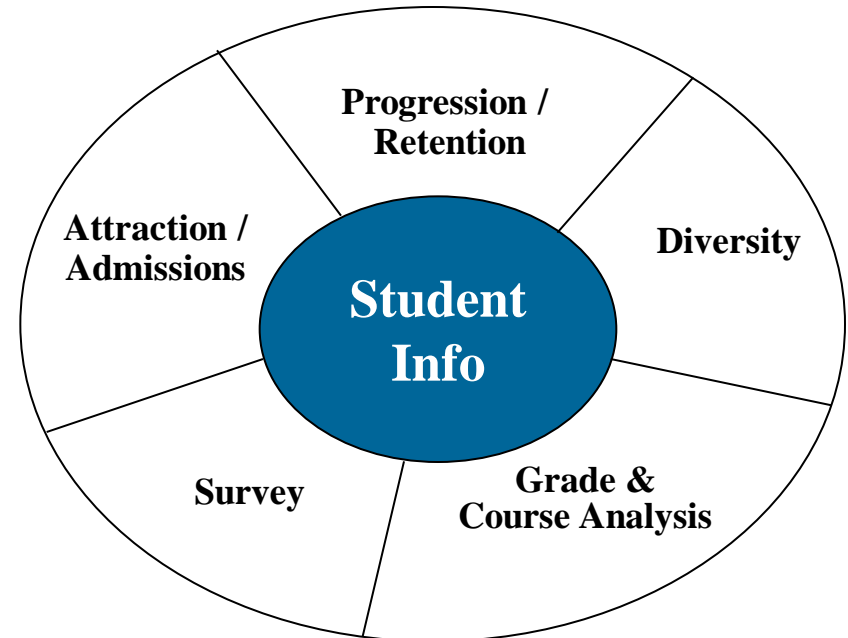
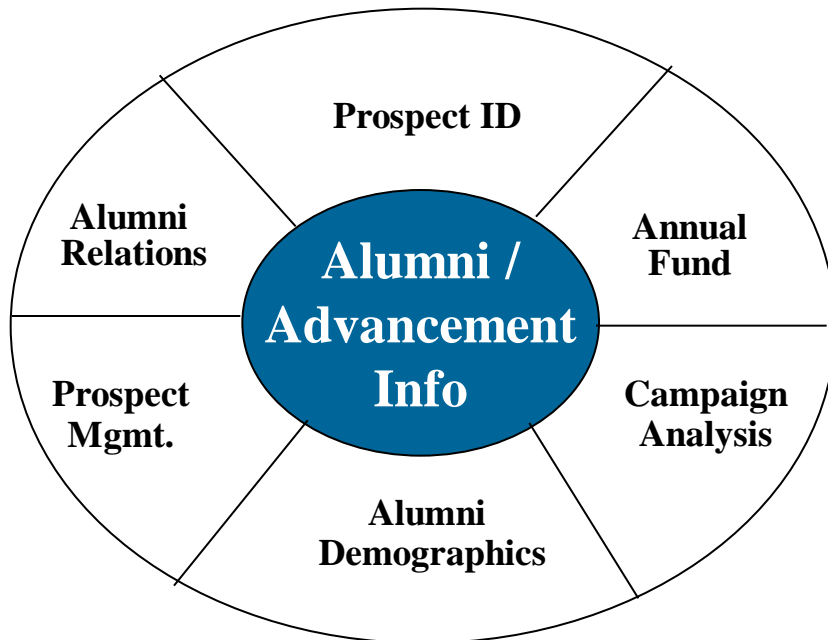
Visual Discovery™ Software

***In-Memory-Data-Management +
Data Visualization + Predictive Analytics***

***→ Make Better and Faster Fact-Based
Decisions***

**Well regarded: “Gartner Hot 10 for 2008” //
one of 6 “Gartner Cool Vendors in BI for 2008”**

Family of Offerings



- One data pool for Development, one for Student Info
- Client or Web Portal delivered
- Software or SAAS
- 4 to 10 day implementation; can be tailored if desired

Value Add in Both Areas



<u>Advancement</u>	
Prospect Identification	<ul style="list-style-type: none"> - Find more donors - Higher gift levels - More collaborative process
Prospect Management	<ul style="list-style-type: none"> - Fundraiser activity benchmarking - Assignment optimization - Gift and proposal trend analysis by region, fundraiser, etc.
Annual Fund	<ul style="list-style-type: none"> - Enable class agents - Optimize assignments - Find affinities - Optimize gift targets
Alumni Relations	<ul style="list-style-type: none"> - Target events better - Target travel / trips - Optimize activities
Campaign Analysis	<ul style="list-style-type: none"> - Pipeline evaluation - Fundraiser performance - Close timing

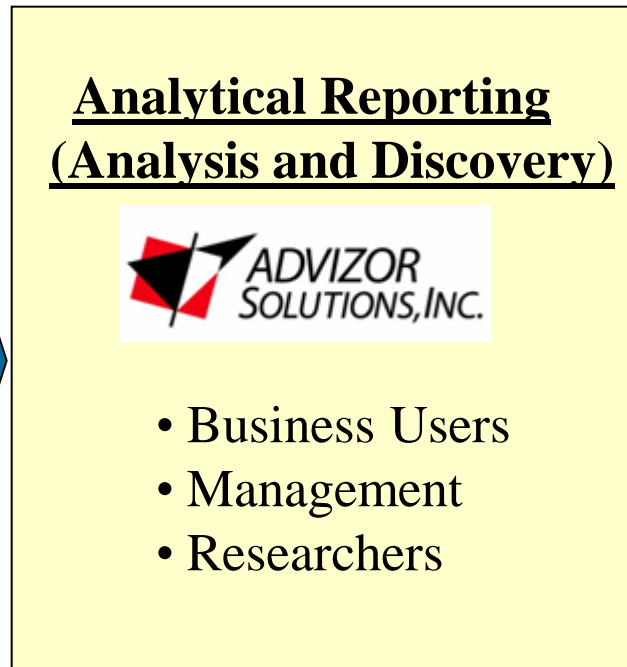
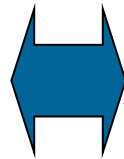
<u>Student Information</u>	
Retention / Progression	<ul style="list-style-type: none"> - Understand success & failure - Identify at risk students & take action in advance - Identify departments and course areas having problems
Grade & Course Analysis	<ul style="list-style-type: none"> - Where am I seeing growth; what composition and profiles - Where am I having problems - Are we resourcing properly for the future
Attraction / Admissions	<ul style="list-style-type: none"> - Identify characteristics of successful admits - Better target mailings & events
Diversity	<ul style="list-style-type: none"> - Slice and dice demographic profiles - Easier reporting and analysis
Survey	<ul style="list-style-type: none"> - Course and professor surveys - Alumni surveys

Easy Integration with Existing Systems



Data Bases

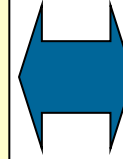
- Banner
- Advance
- Raiser's Edge
- Datatel
- Kintera
- Jenzabar
- Oracle
- SQL Server
- Access
- Excel
- etc.



Analytical Reporting (Analysis and Discovery)

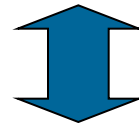


- Business Users
- Management
- Researchers



Sharing

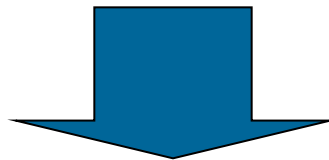
- Word
- PowerPoint
- PDF
- Excel
- HTML webpage



Operational Reporting Systems

▲ Analysis On the Fly

▲ Business Analysts and Managers Answer their Own Questions



➔ *Reduce / eliminate “Custom Reports”*

➔ *Don’t need IT to run database queries*

➔ *Much easier than slicing and dicing in Excel*

Case Studies



ADVIZOR provides information in clear displays with dynamic interaction so that managers can quickly get fact-based answers to their key questions:

“There were bottlenecks; reports were limited and it was impossible to conduct comparative analyses with any degree of speed, sophistication or flexibility! We needed to change the whole process. It all came down to making sure we had the tools in place to easily understand key data, and respond to that information very quickly.”

University of Greenwich, London

“ADVIZOR has enabled us to do development in a new way that leverages our existing investment in data. We can now distribute information out to our front line managers, and offload the IT bottleneck. Our development managers can now get answers to questions in 3 minutes that used to take 3 weeks – if they could get the answer at all. The result is better assignments, more targeted prospect messages and trips, and we have been able to better utilize the skills of our core staff. This is critical to achieving our \$1.3B capital campaign”.

Dartmouth College, Hanover, NH

Demo . . .

➔ *Student Progression*

Progression Demo Overview



- ▲ **Disguised data from 26,000 student university with 12 schools**
- ▲ **3 Years data from Oracle database (fed by Sungard Banner system)**
- ▲ **Types of questions being asked:**
 - **Where is my highest rate of course failure, and what are the characteristics of the students who fail?**
 - **What are the characteristics of students who drop out during their second year in the program? Within this population, what similarities exist between departments and/or across programs?**
 - **How do older students compare to younger students with respect to completion across the University, across particular departments, within certain programs, by gender or socio-economic class, etc.?**
 - **How is the retention rate of certain classes of students affected by their domestic or overseas status?**
 - **Are any of these observations made for the current year a consistent trend over the last 3+ years?**
- ▲ **Problem with status quo before ADVIZOR:**
 - **Institutional Research bogged down creating custom reports for school management**
 - **Big backlog and long delays (often weeks)**
 - **Difficult to cut multi-dimensional data in Excel**
- ▲ **Current ADVIZOR deployment:**
 - **~100 end-user managers across 12 schools over web portal**
 - **Plus . . . analysts in Institutional Research (IR)**

Scope of Demo (subset of what we do)



Areas We Cover → Range of Questions → 2 Key Demo Questions

Student Information

- Attraction / admissions
- Retention / progression
- Widening participation / diversity
- Survey analysis

Development

- Prospect identification
- Performance management
- Portfolio optimization
- Ad hoc analysis

Finance and Planning

Research

- Where is my highest rate of course failure, and what are the characteristics of the students who fail?
- What are the characteristics of students who drop out during their second year in the program? Within this population, what similarities exist between departments and/or across programs?
- How do older students compare to younger students with respect to completion across the University, across particular departments, within certain programs, by gender or socio-economic class, etc.?
- How is the retention rate of certain classes of students affected by their domestic or overseas status?
- Are any of these observations made for the current year a consistent trend over the last 3+ years?
- Etc.

- Where is my highest rate of course failure, and what are the characteristics of the students who fail?
- What are the characteristics of students who drop out during their second year in the program? Within this population, what similarities exist between departments and/or across programs?

First Demo Question:



→ Where is my highest rate of course failure, and what are the characteristics of the students who fail?

Key filters, progression group breakdown, distribution of progression group by progression year, and student counts. Color by group

Year Filter

(All) (None)

2003/2004

2004/2005

2005/2006

School Filter

(All) (None)

Art

Bus

Edu

Eng

Med

Sci

Progression Filter

(All) (None)

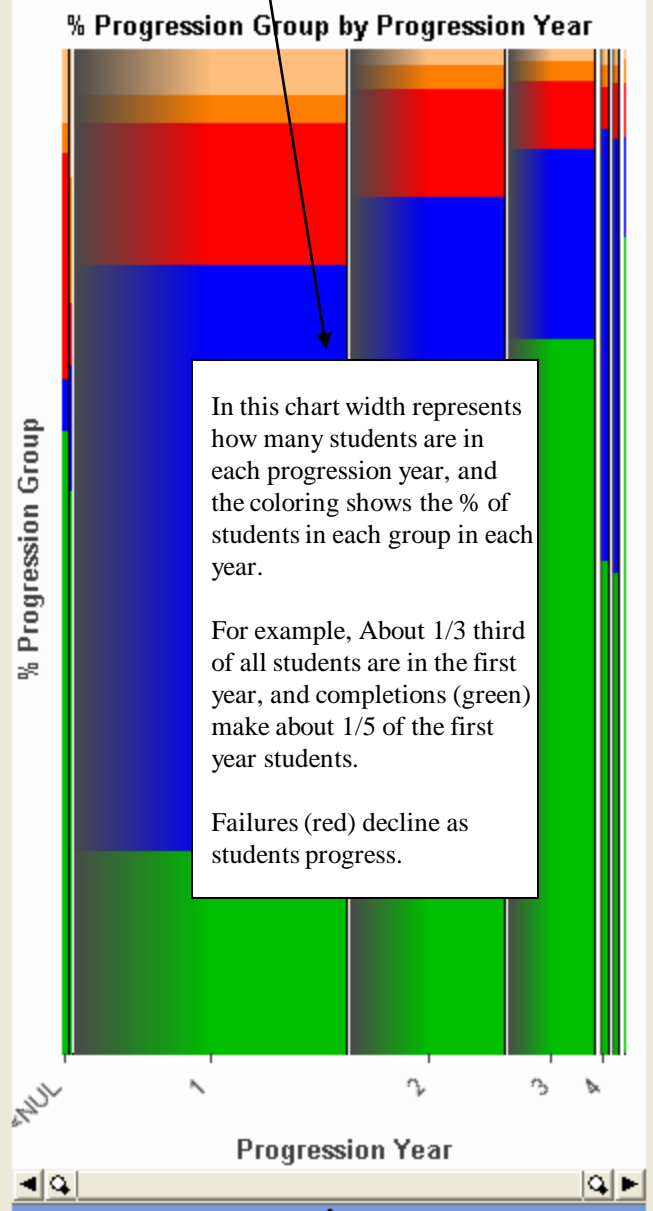
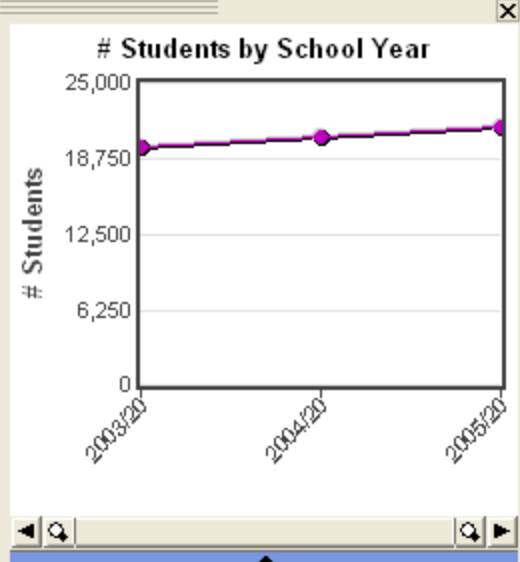
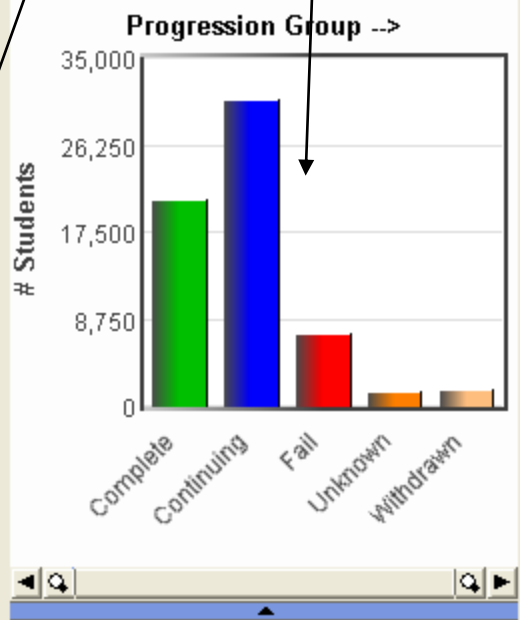
Complete

Continuing

Fail

Unknown

Withdrawn



In this chart width represents how many students are in each progression year, and the coloring shows the % of students in each group in each year.

For example, About 1/3 third of all students are in the first year, and completions (green) make about 1/5 of the first year students.

Failures (red) decline as students progress.

Progression Grp Cou...

PROG...	cou...
OVERA...	62,236
Continuing	30,881
Complete	20,723
Fail	7,339
Withdrawn	1,709
Unknown	1,584

Student Count

Statistic	OWNSTU
Count	62,236
Selected	62,236
Excluded	
Unique	38,295
Uniq Sel	38,295

Legend

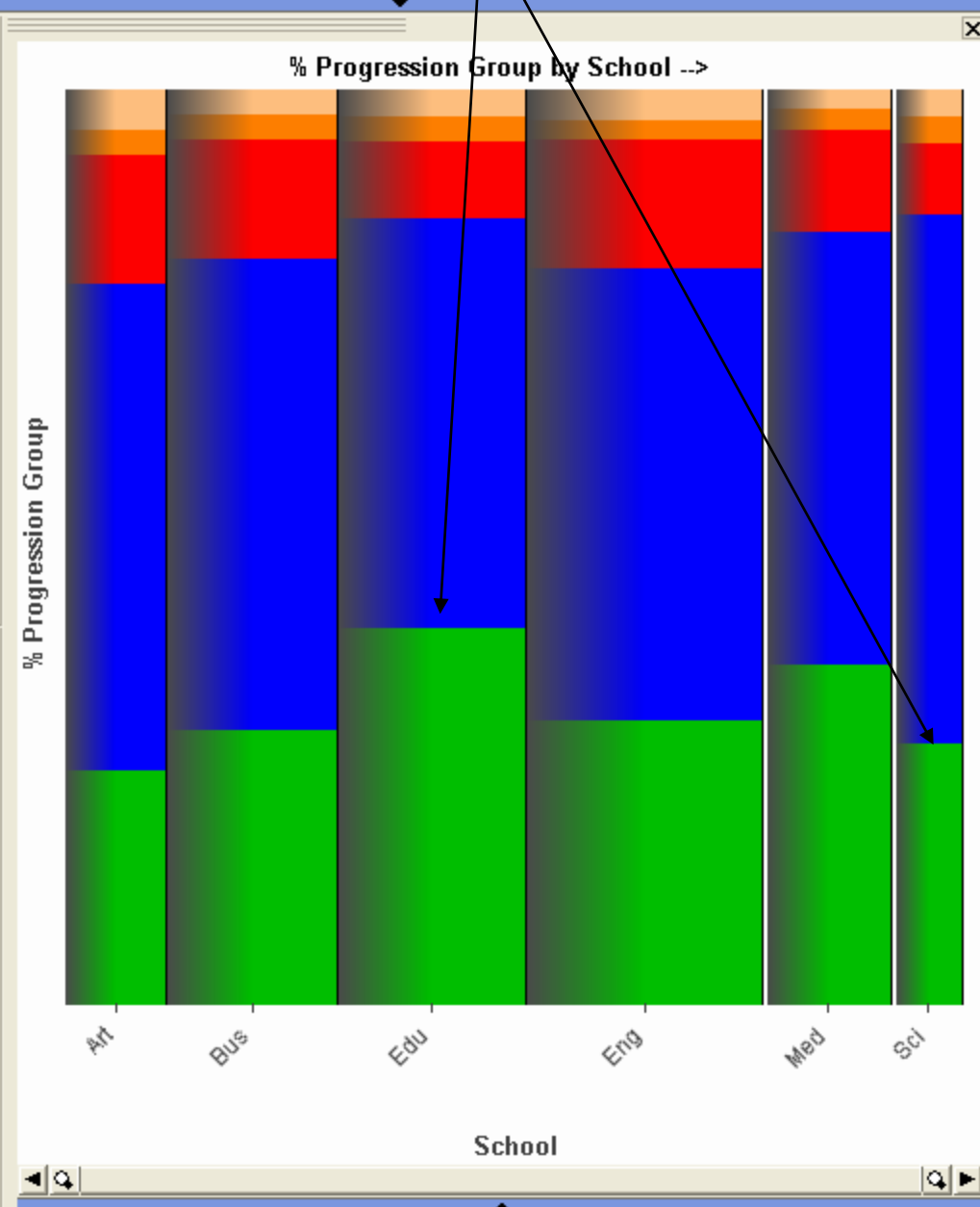
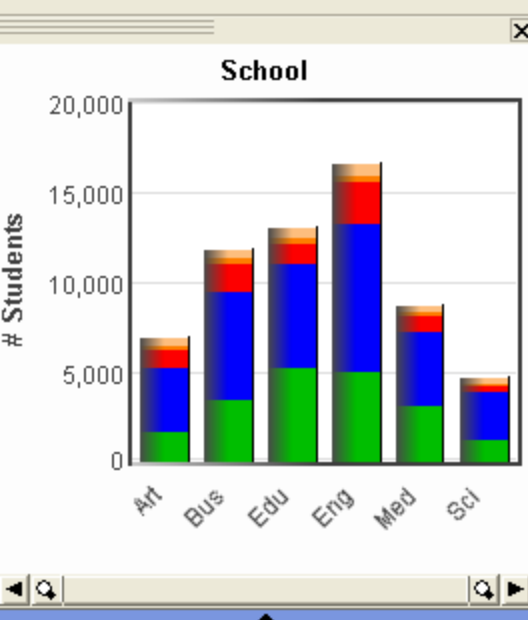
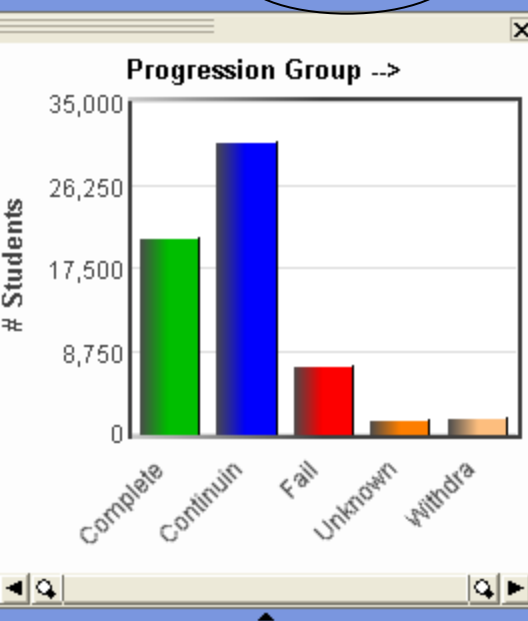
Colors: (PR)

- Complete
- Continuing
- Fail
- Unknown
- Withdrawn

Selection S

- 0 rows..
- 0 rows..
- of 62,236

Second page shows "School Details". Completion rates vary considerably by school.



School Count

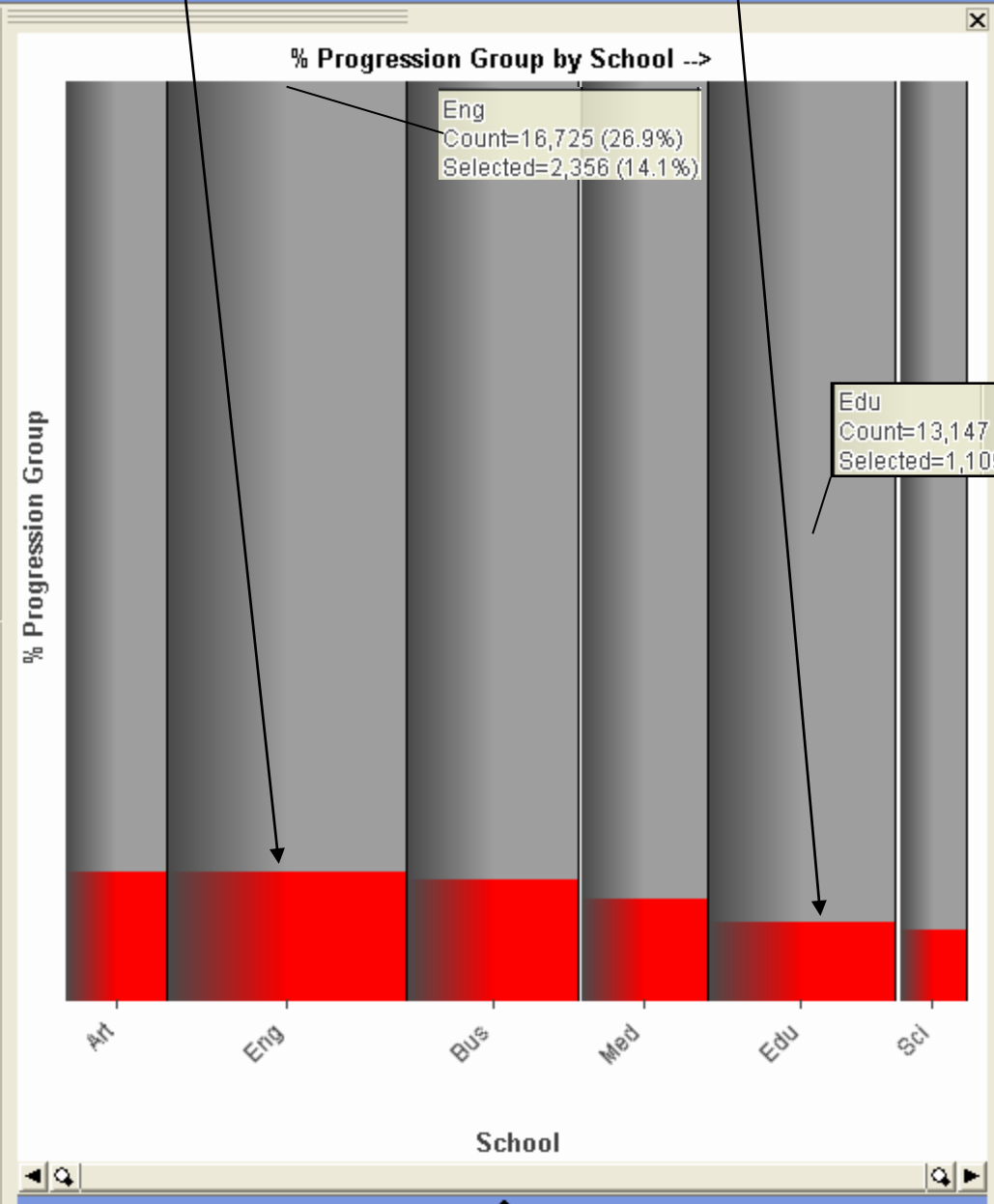
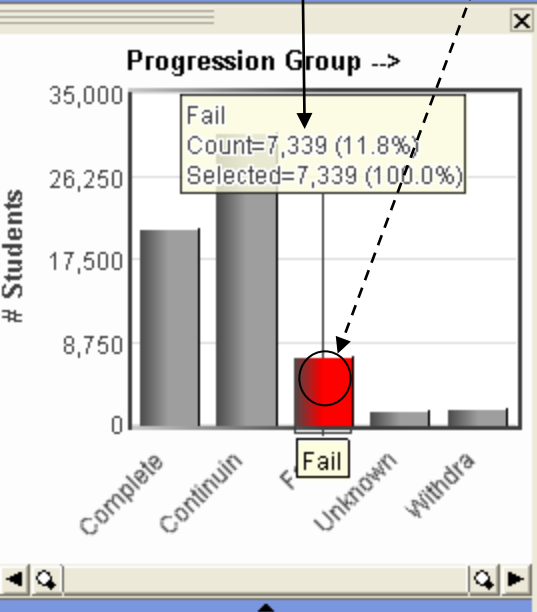
SCH_03	count...
OVERALL	62,236
Eng	16,725
Edu	13,147
Bus	11,892
Med	8,805
Art	6,962
Sci	4,705

Student Count

Statistic	OWNSTU
Count	62,236
Selected	62,236
Excluded	
Unique	38,295
Uniq Sel	38,295

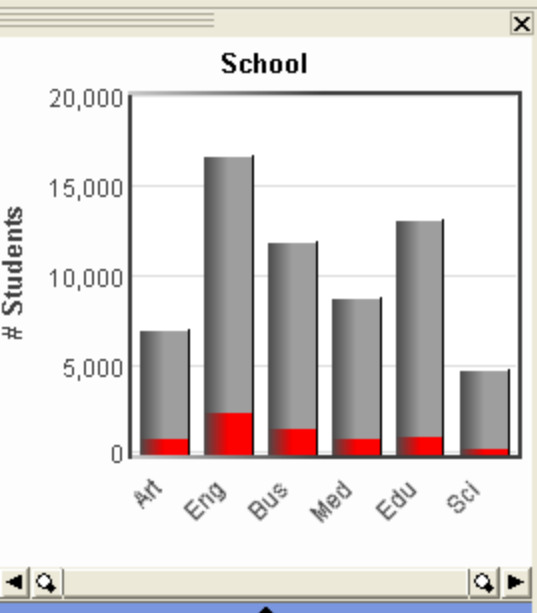
Select "fail" with mouse. . . statistics change to just show students who have failed.

7339 students = 11.8%, but higher 14.1% in Engineering School, and lower at 8.4% in Education School



School Count

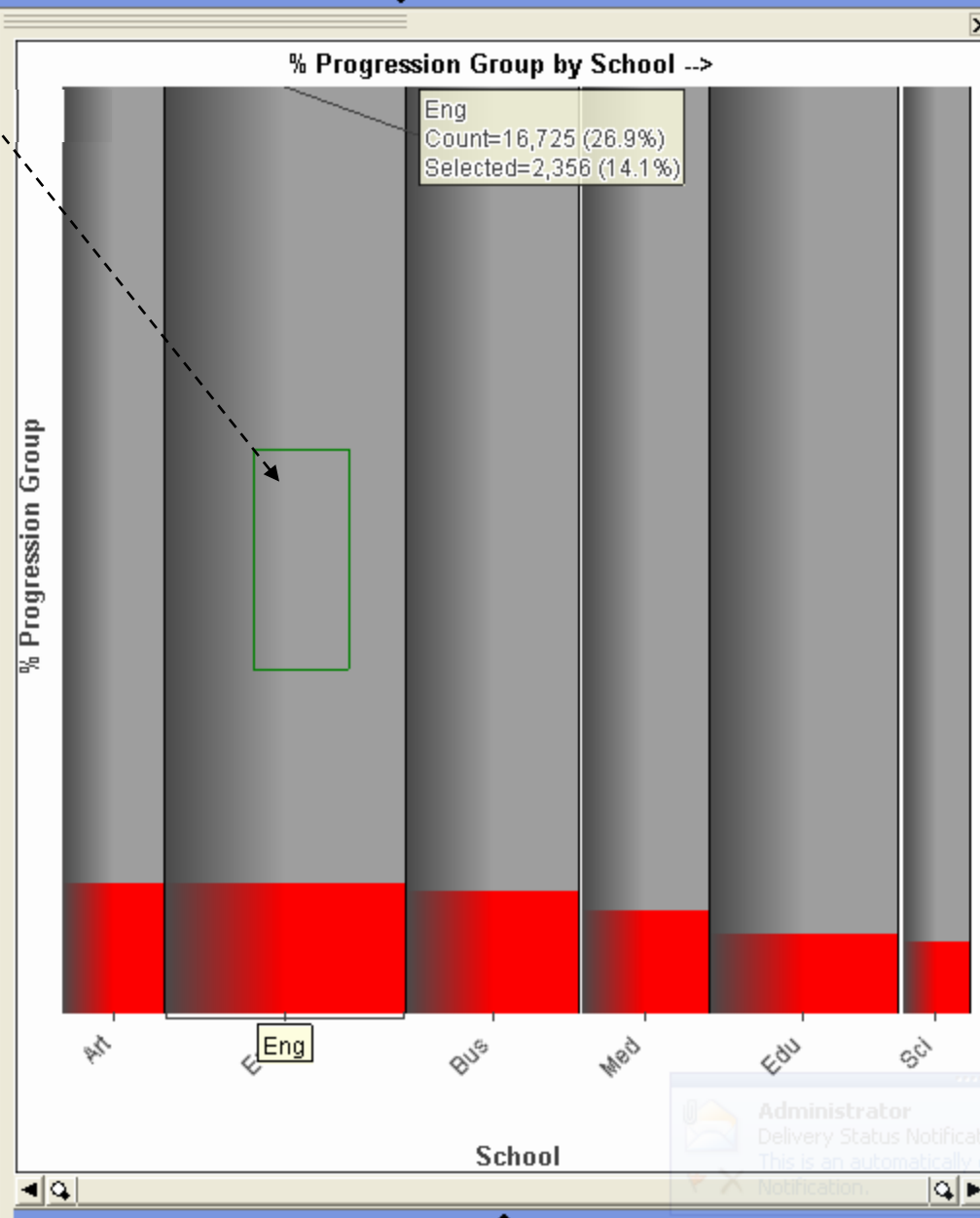
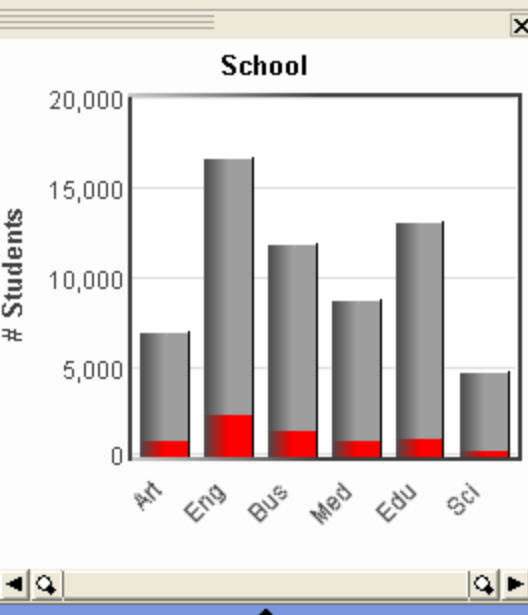
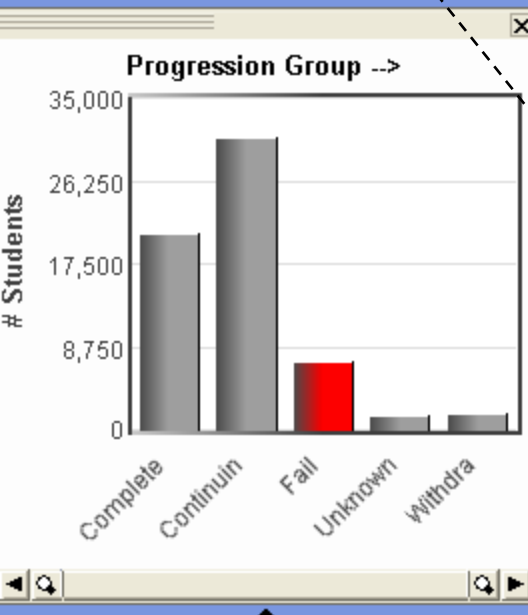
SCH_03	count...
OVERALL	7,339
Eng	2,356
Bus	1,561
Edu	1,109
Art	981
Med	972
Sci	360



Student Count

Statistic	OWNSTU
Count	62,236
Selected	7,339
Excluded	
Unique	38,295
Uniq Sel	6,593

Use mouse to select just engineering ...



School Count

SCH_03	count...
OVERALL	7,339
Eng	2,356
Bus	1,561
Edu	1,109
Art	981
Med	972
Sci	360

Student Count

Statistic	OWNSTU
	String
Count	62,236
Selected	7,339
Excluded	
Unique	38,295
Uniq Sel	6,593



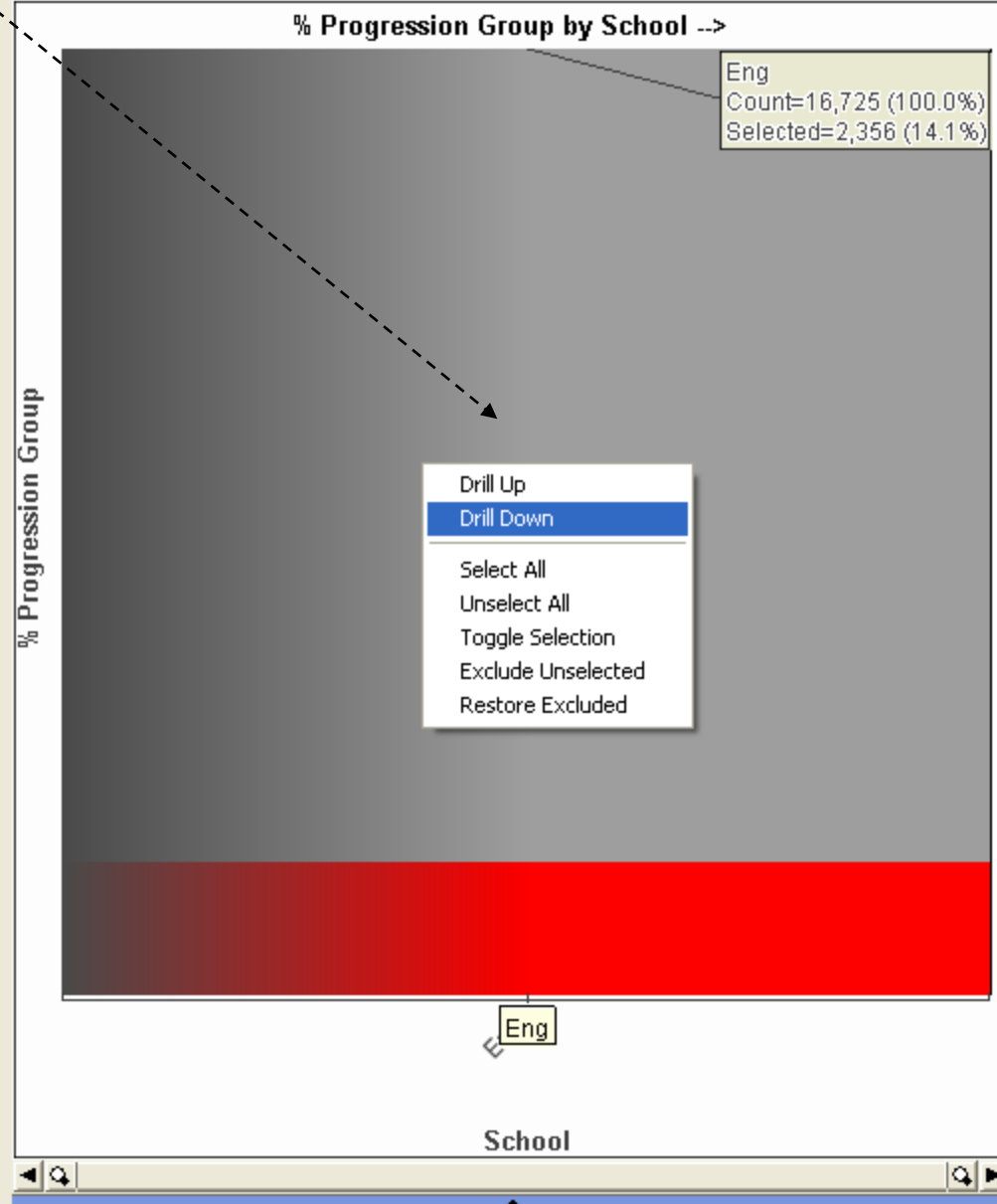
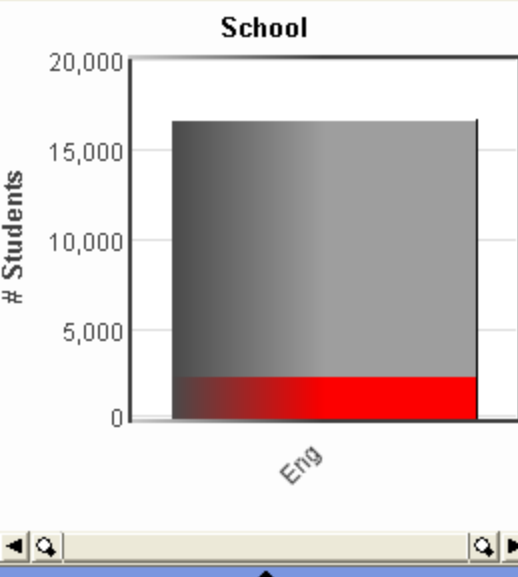
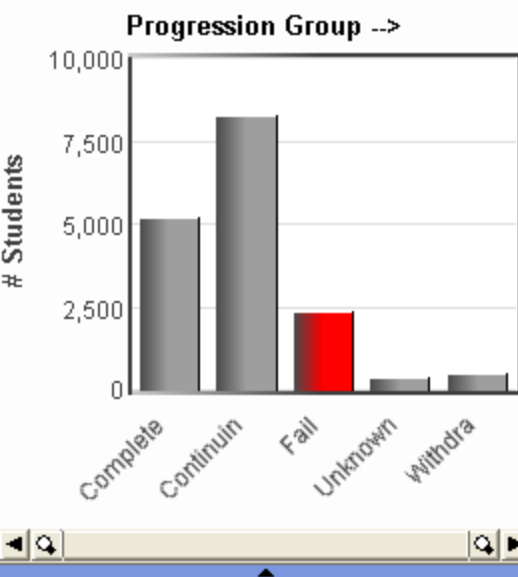
Administrator

Delivery Status Notification (Delay)

This is an automatically generated message.

Notification

Then right click to drill down to see Engineering School departments ...



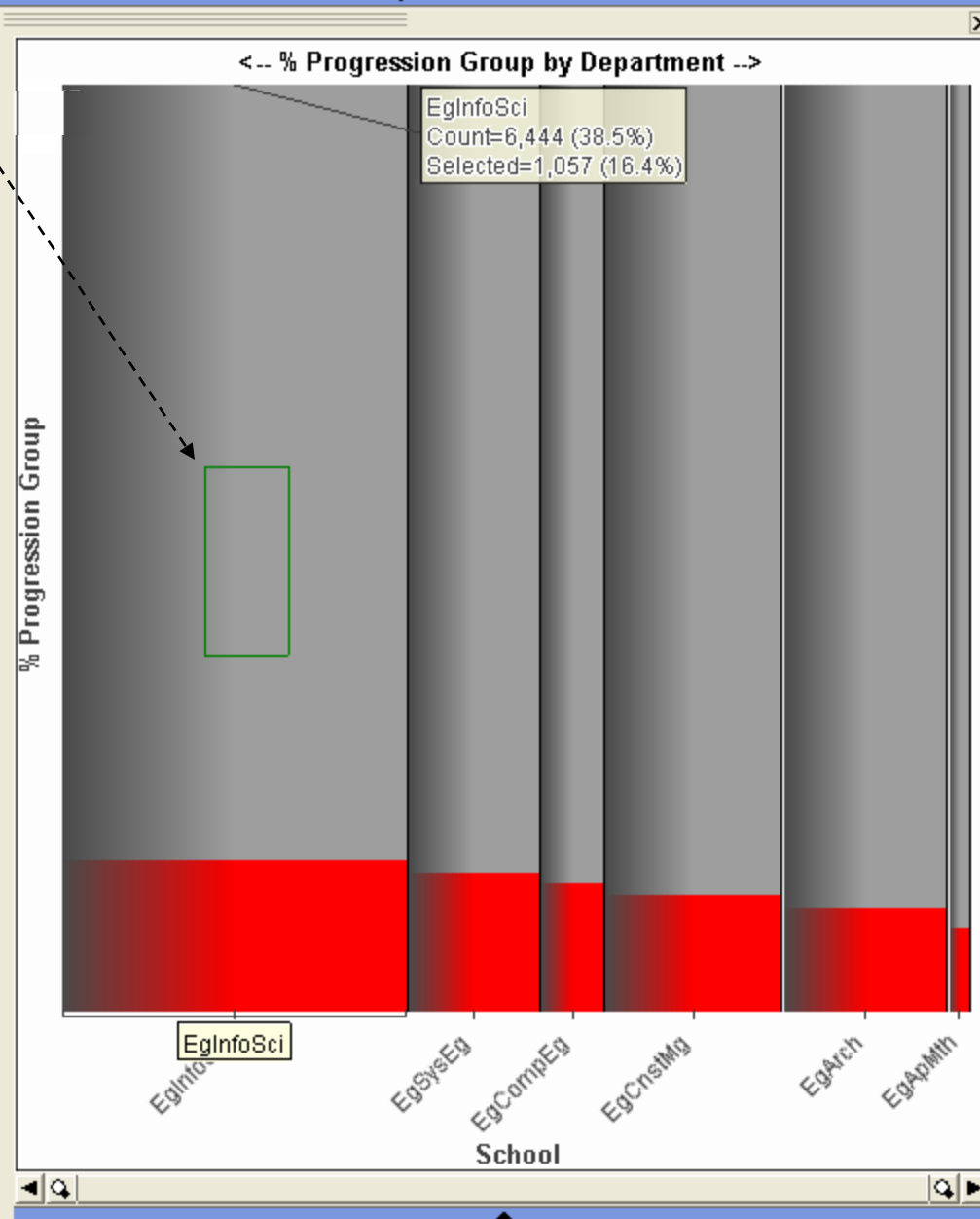
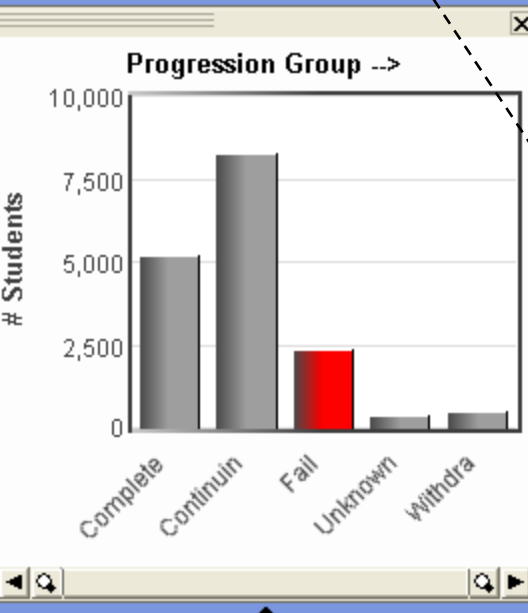
School Count

SCH_03	count...
OVERALL	2,356
Eng	2,356

Student Count

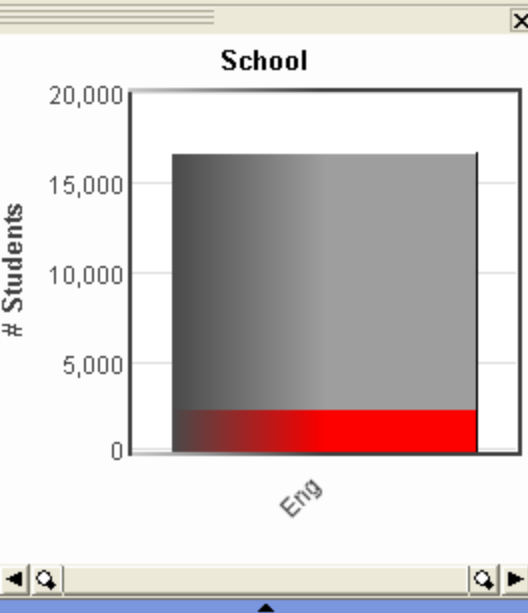
Statistic	OWNSTU
	String
Count	62,236
Selected	2,356
Excluded	45,511
Unique	9,953
Uniq Sel	2,107

Info Sciences is the worst department with an average 16.4% failure rate. Select that department with the mouse ...



School Count

SCH_03	count...
OVERALL	2,356
Eng	2,356

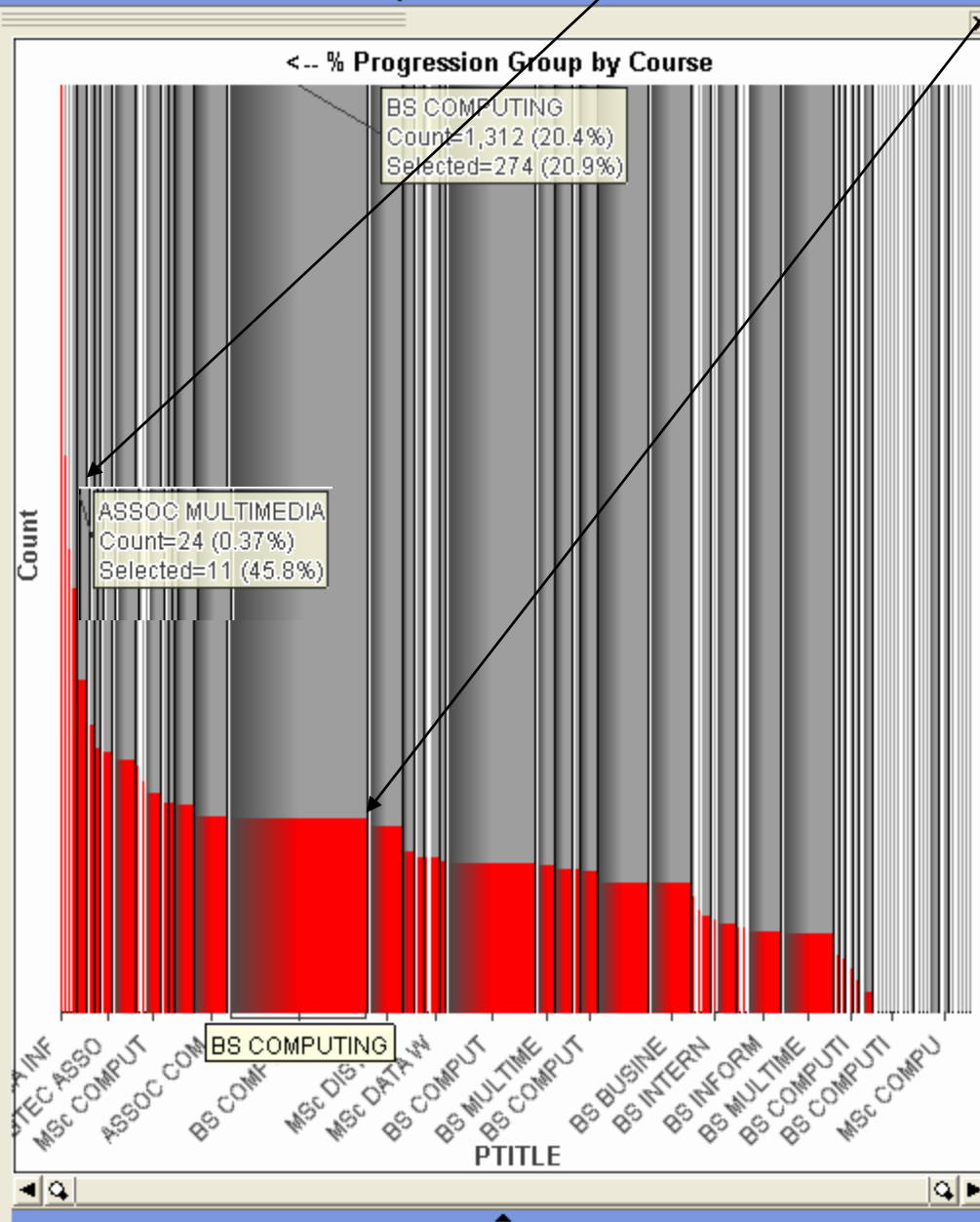
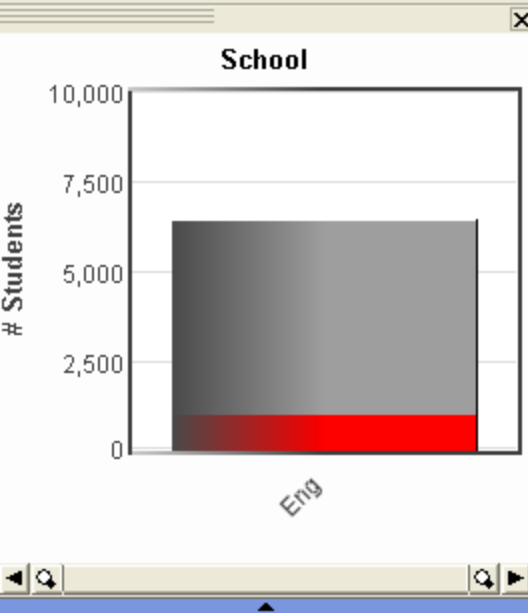
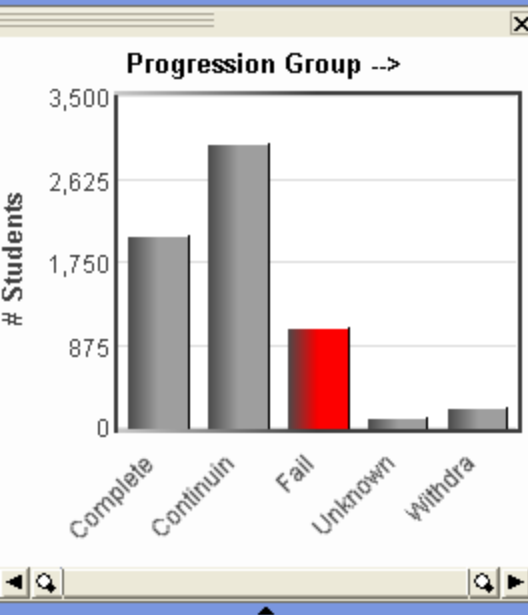


Student Count

Statistic	OWNSTU
Count	62,236
Selected	2,356
Excluded	45,511
Unique	9,953
Uniq Sel	2,107

... and then drill down to the courses.

1,057 students have failed in this dept in last 3 years; worst courses have >35% failure rate; many have >20% failure rate

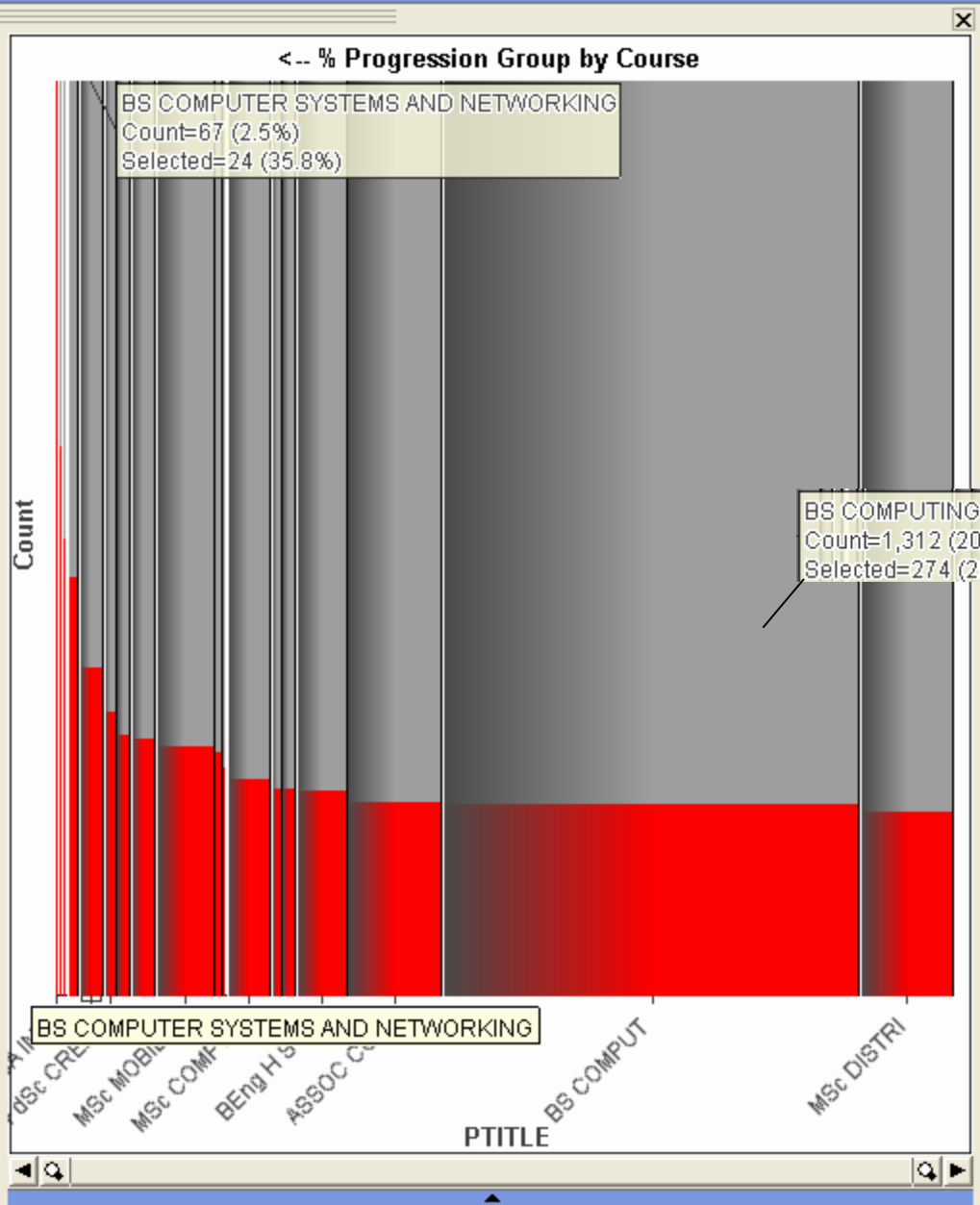
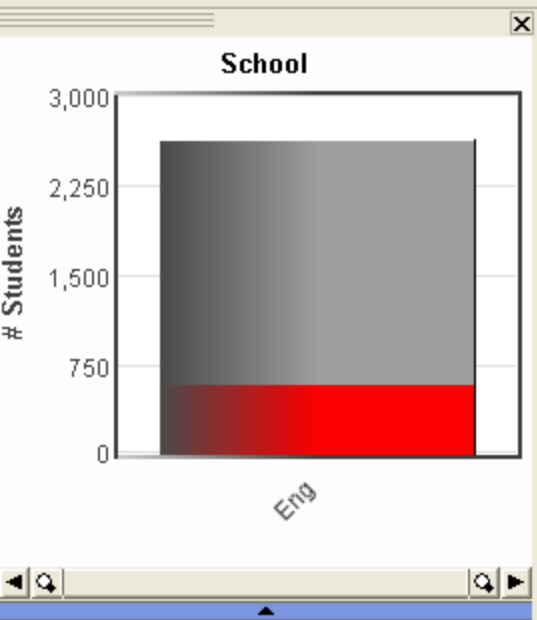
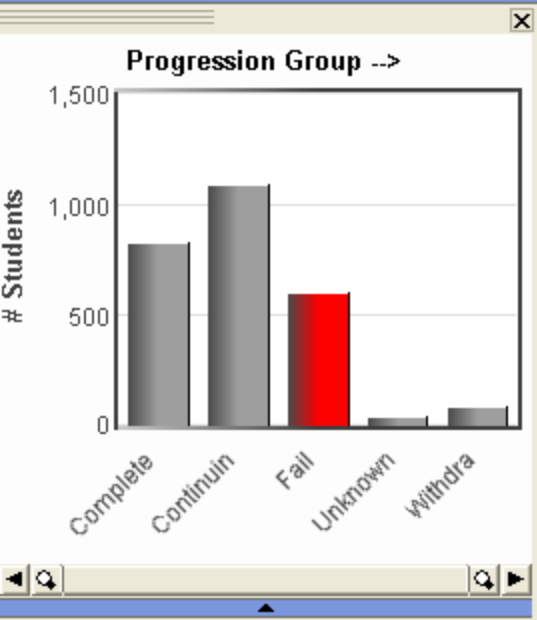


School Count

SCH_03	count...
OVERALL	1,057
Eng	1,057

Student Count

Statistic	OWNSTU
	String
Count	62,236
Selected	1,057
Excluded	55,792
Unique	3,845
Uniq Sel	958



School Count

SCH_03	count...
OVERALL	599
Eng	599

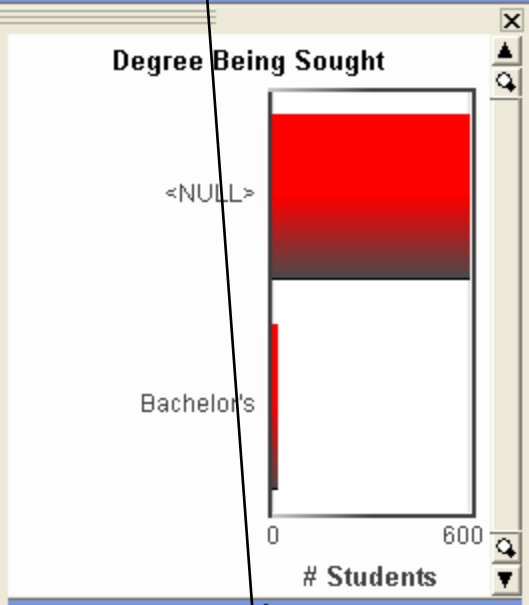
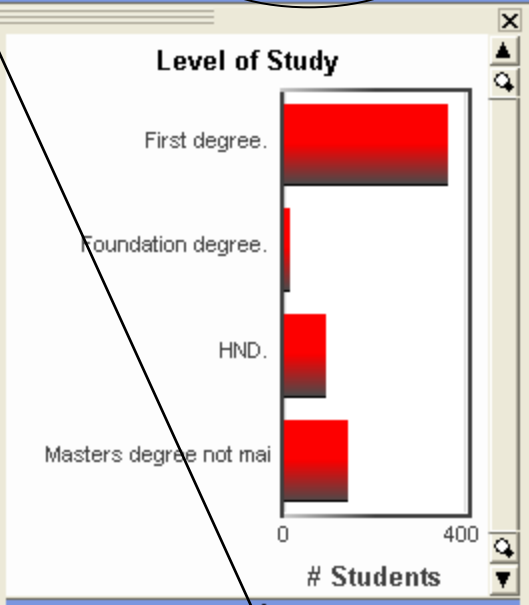
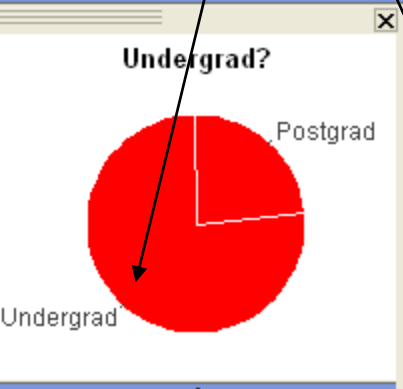
Student Count

Statistic	OWNSTU
	String
Count	62,236
Selected	599
Excluded	59,594
Unique	1,651
Uniq Sel	549

Switch to the "Student Status" page to see who the students are (click with mouse).

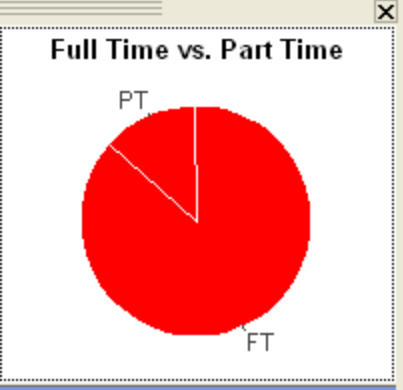
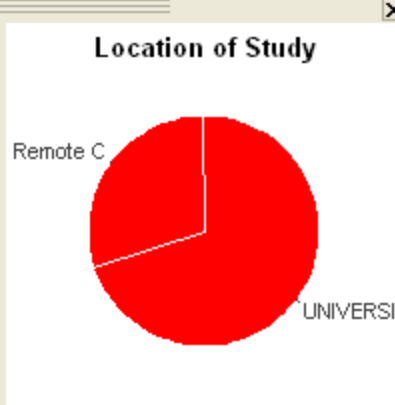
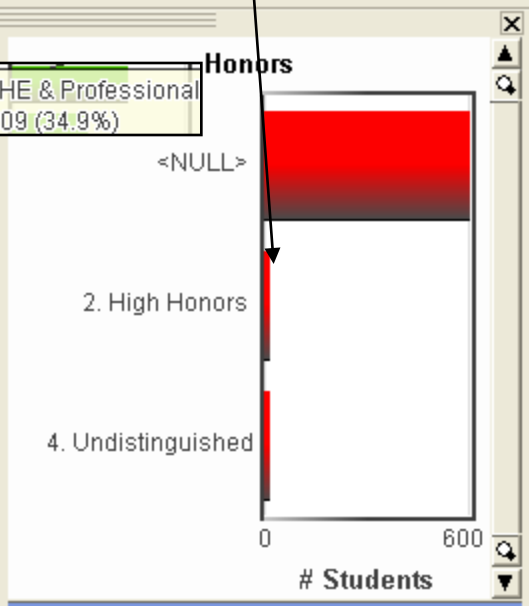
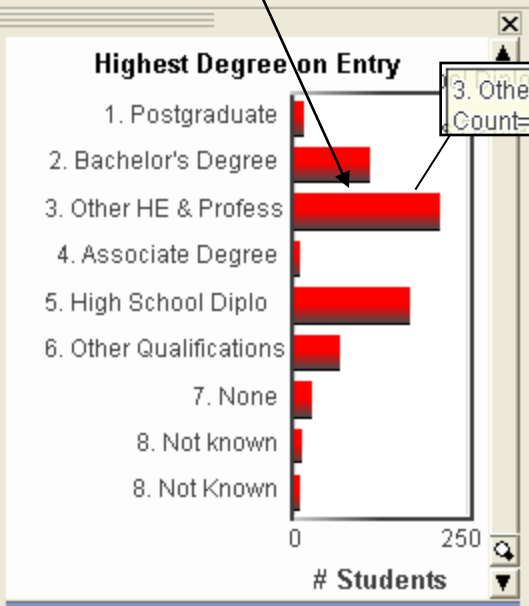
Mostly undergrads, but 209 (35%) came in with a HE degree, and some have received honors . . . let's take a look at the 209 with prior HE Degrees

Progression Summary | School Details | School Trends | Student Status | Student Demographics | Student Home Locations | Student Names & Data Details



Progression Group Count

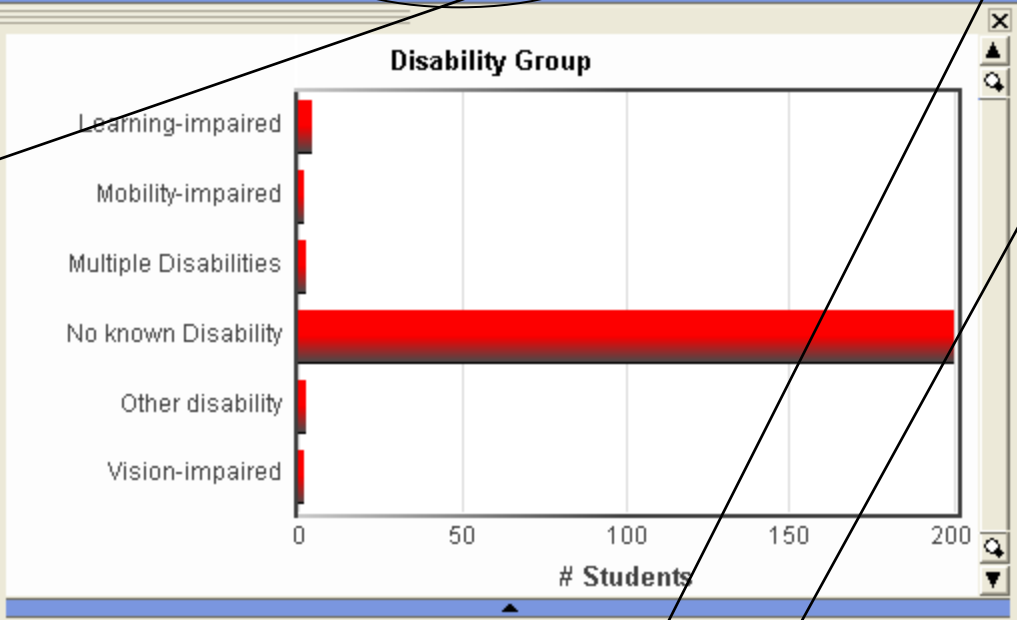
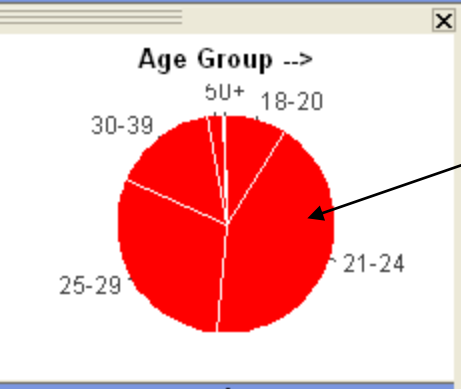
PROGRESSI...	count(*...
OVERALL	599
Fail	599



3. Other HE & Professional
Count=209 (34.9%)

Student Count

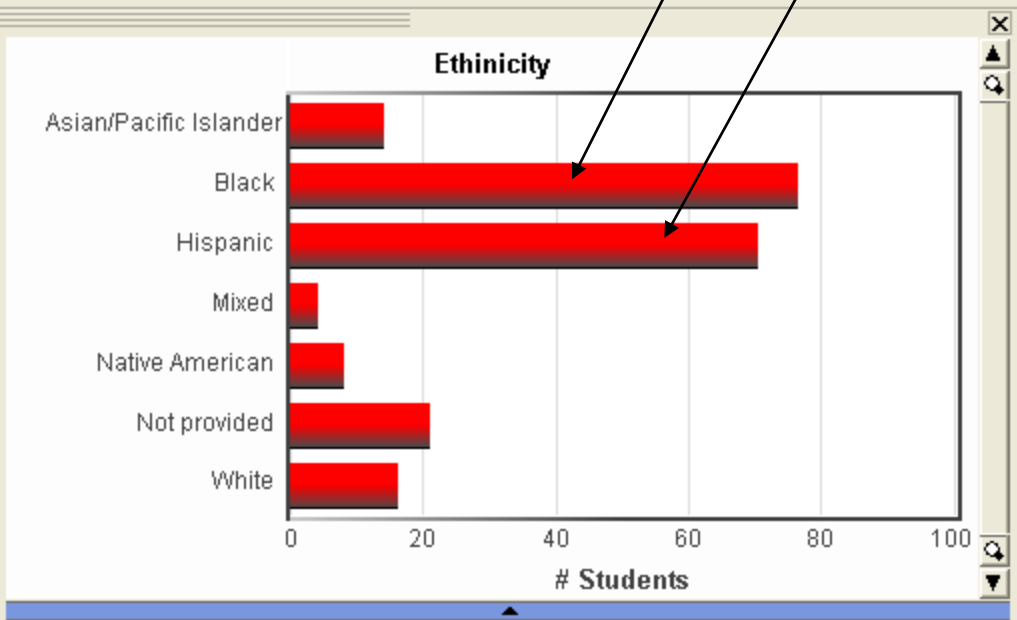
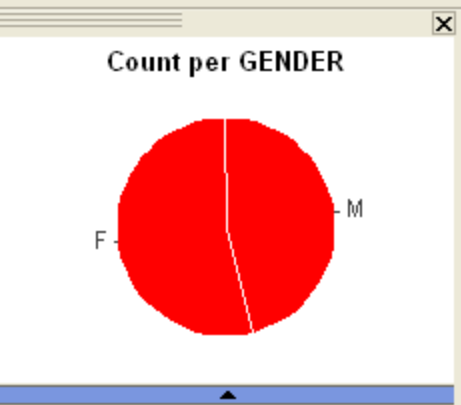
Statistic	OWNSTU
	String
Count	62,236
Selected	599
Excluded	61,637
Unique	549
Uniq Sel	549



Progression Group Count

PROGRESSIO... | count(*... |

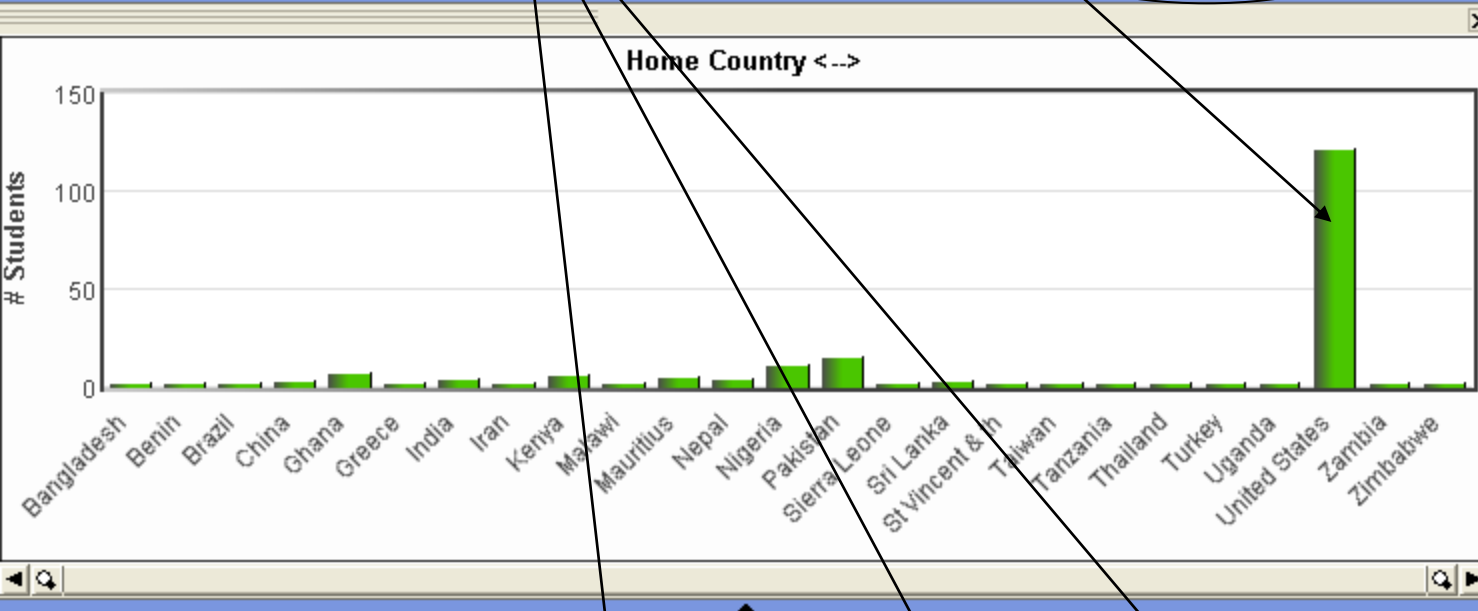
Group	Count
OVERALL	209
Fail	209



Student Count

Statistic	OWNSTU
	String
Count	62,236
Selected	209
Excluded	62,027
Unique	193
Uniq Sel	193

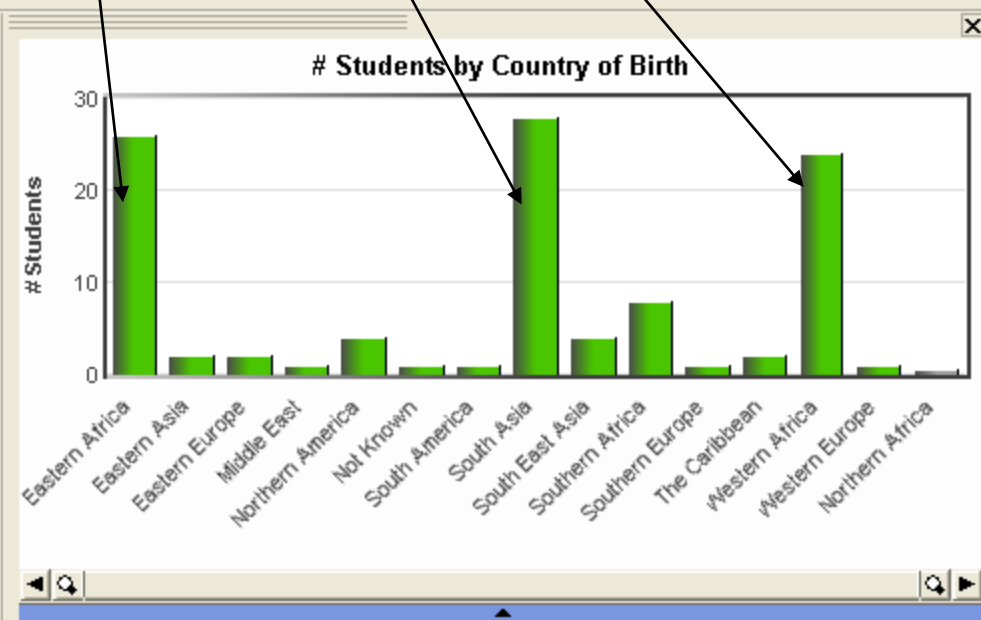
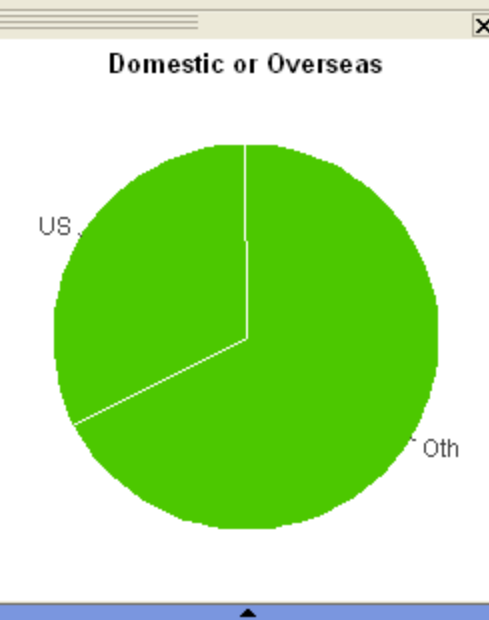
... and most were born outside of the US, but then moved to the US before coming to our programs



Progression Group Count

PROGRESSION GROUP: count(*)

OVERALL	209
Fail	209



Student Count

Statistic: OWNSTU

String

Count	62,236
Selected	209
Excluded	62,027
Unique	193
Uniq Sel	193

Names and details on the 209 students (disguised for this demo).

Right click to export to database, excel, standard reporting system, etc.

Student Details

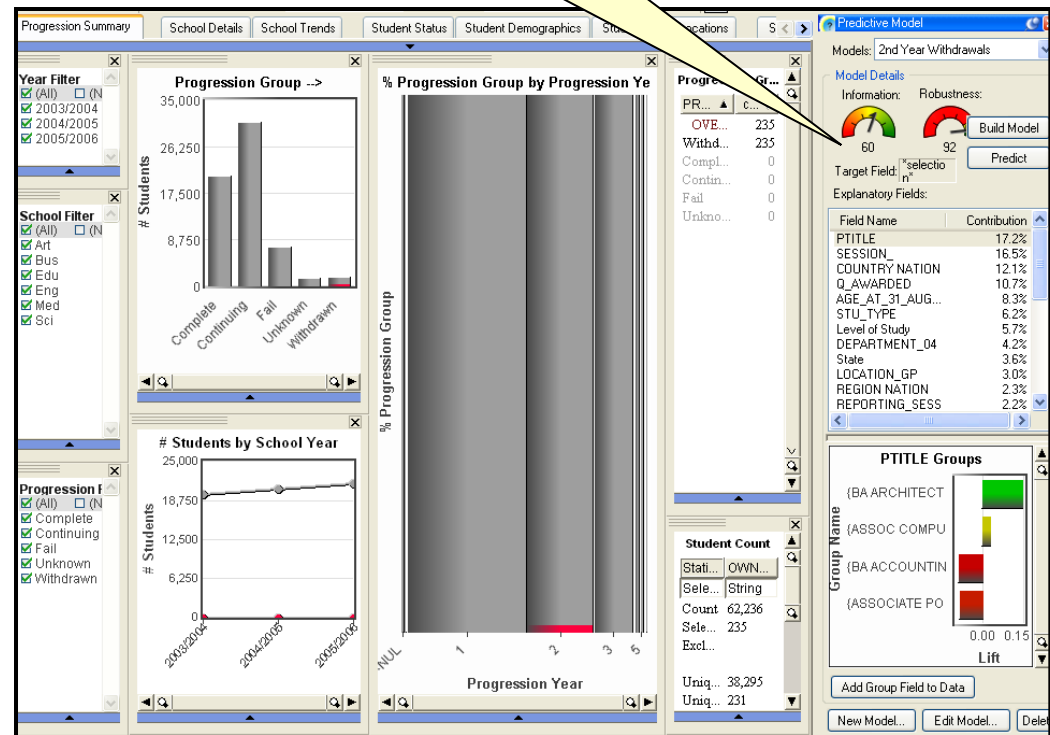
SESSIO...	OWNSTU	SURNAME	GEN...	PTITLE	HO_FL...	AGE_AT_31_AUG_...
2003/2004	S136919	Lopez	M	MSc DISTRIBUTED COMPUTING SYSTEMS	US	32
2003/2004	S137003	Lopez	M	BS COMPUTING	Oth	24
2003/2004	S137069	Lopez	M	ASSOC COMPUTING	US	19
2003/2004	S137086	Brown	M	BS COMPUTING	US	25
2003/2004	S137111	Lopez	F	BS COMPUTING	US	20
2003/2004	S137379	Hunter	M	BS COMPUTING	Oth	24
2003/2004	S137388	Brown	M	BS COMPUTING	US	19
2003/2004	S137436	Brown	M	BS COMPUTING	Oth	30
2003/2004	S137464	Brown	M	BS COMPUTING	US	39
2003/2004	S137512	Lopez	F	BS COMPUTING	Oth	21
2003/2004	S137525	Lopez	M	BEng H SOFTWARE ENGINEERING	Oth	25
2003/2004	S137595	Carter	F	BS COMPUTING	US	18
2003/2004	S137675	Brown	M	BS COMPUTING	US	21
2003/2004	S137721	Hunter	F	BEng H SOFTWARE ENGINEERING	Oth	23
2003/2004	S137772	Brown	M	BS COMPUTING WITH MATHEMATICS	US	27
2003/2004	S137854	Lopez	F	BEng H SOFTWARE ENGINEERING	Oth	19
2003/2004	S137889	Lopez	F	ASSOC COMPUTING	US	23
2003/2004	S137976	Lopez	M	BS COMPUTING	US	21
2003/2004	S138018	Brown	M	BS COMPUTING	US	24
2003/2004	S138064	Brown	F	BS COMPUTING	US	36
2003/2004	S138070	Lopez	M	BTEC ASSOC COMPUTING	US	22
2003/2004	S138155	Lopez	M	BS COMPUTING	US	23
2003/2004	S138189	Shah	M	BTEC ASSOC COMPUTING	US	24
2003/2004	S138461	Walker	F	BS COMPUTING	US	19
2003/2004	S138654	Lopez	M	ASSOC COMPUTING	US	23
2003/2004	S138669	Brown	M	BS COMPUTING	Oth	28
2003/2004	S138812	Johnson	F	BTEC ASSOC COMPUTING	US	21
2003/2004	S138854	Brown	F	MSc DISTRIBUTED COMPUTING SYSTEMS	Oth	24
2003/2004	S138980	Lopez	M	BS COMPUTING	US	22
2003/2004	S139017	Johnson	M	BS COMPUTING	Oth	30
2003/2004	S139058	Lopez	M	BS COMPUTING	US	22
2003/2004	S139093	Lopez	F	BS COMPUTING	Oth	28
2003/2004	S139131	Hunter	M	BS COMPUTING WITH BUSINESS MANAGEMENT	US	25

- Select All
- Unselect All
- Toggle Selection
- Exclude Unselected
- Restore Excluded
- Default Line Size
- Export...

Next use built in predictive analytics.

- ▲ Can run predictive analytics to determine causal factors behind students who fail . . .
- ▲ And use that model to score next year's incoming students . . .
- ▲ And then take early on preventive action

Point-and-Click
Predictive Analytics



Summary:

15 Minutes to Complete This Analysis*:

- ▲ Overall course failure rate has been 11.8%
- ▲ However, failure rate runs 20% to >35% in about 1/3 of the courses in the Info Sciences department in the engineering school
- ▲ This rate is 2x - 3x the University average
- ▲ 599 impacted students
- ▲ 209 of those students came in with prior HE degree
- ▲ Most fail in their first year
- ▲ Characteristics:
 - A little older (early / mid twenties)
 - Heavily black and Hispanic
 - Most were born outside the US, and then moved to US before enrolling
- ▲ Something is wrong with how these students are being brought in since this population is not having same rate of failure in other departments
 - Black and Hispanics are averaging 16%-17% failure rate generally
 - Students from outside the country are average 15% failure rate
 - Black and Hispanic students from outside the country average 17% failure rates

* With no IT involvement

Second Demo Question:



→ What are the factors behind students who drop out during their second year in the program? Within this population, what similarities exist between departments and/or across programs?

Year Filter

(All) (None)

2003/2004

2004/2005

2005/2006

School Filter

(All) (None)

Art

Bus

Edu

Eng

Med

Sci

Progression Filter

(All) (None)

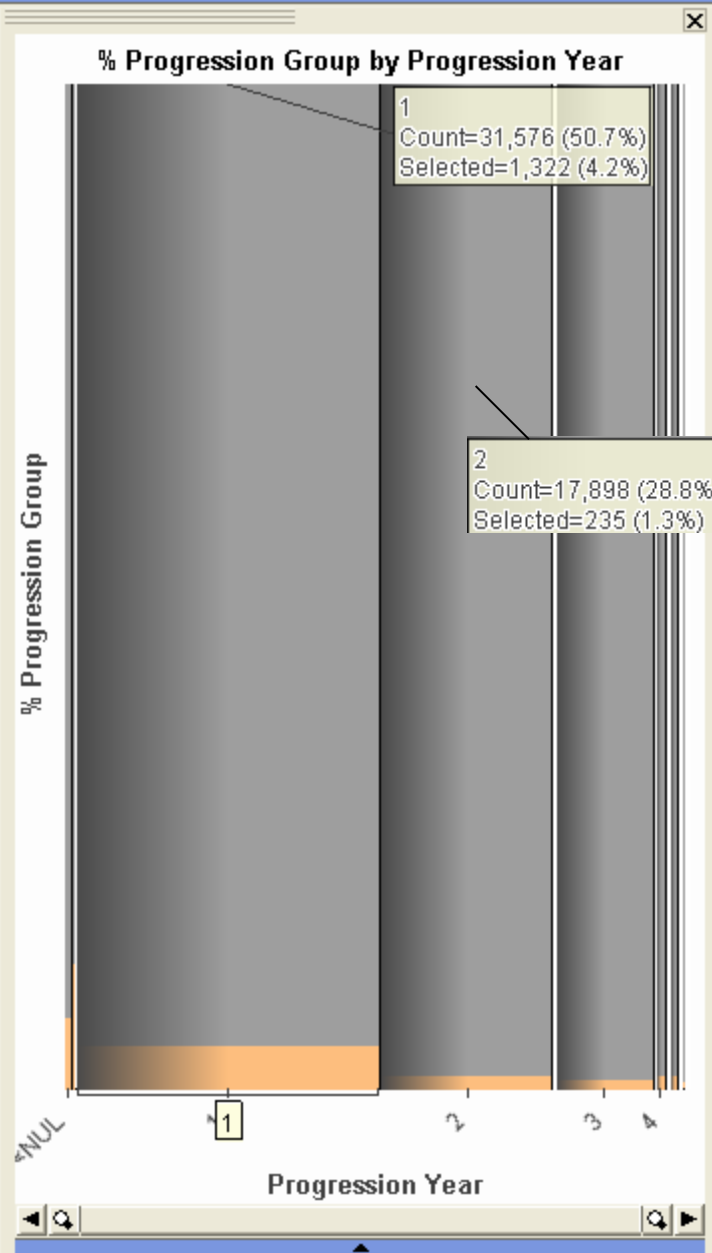
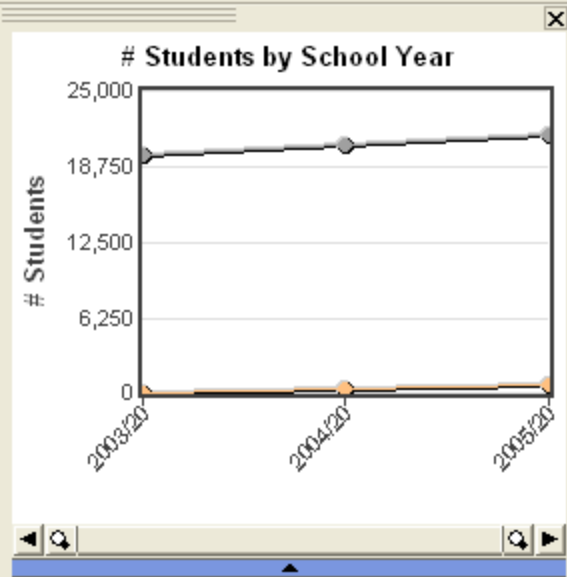
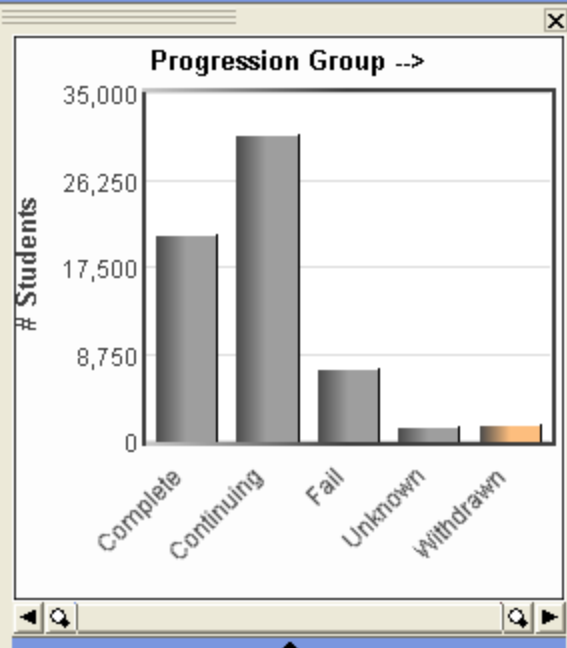
Complete

Continuing

Fail

Unknown

Withdrawn



Progression Grp Count

PROGR...	coun...
OVERALL	1,709
Withdrawn	1,709
Complete	0
Continuing	0
Fail	0
Unknown	0

Student Count

Statistic	OWNSTU
	String
Count	62,236
Selected	1,709
Excluded	
Unique	38,295
Uniq Sel	1,691

Overall 283 → 834; 2nd year 23 → 143.

Year Filter

(All) (None)

2003/2004

2004/2005

2005/2006

School Filter

(All) (None)

Art

Bus

Edu

Eng

Med

Sci

Progression Filter

(All) (None)

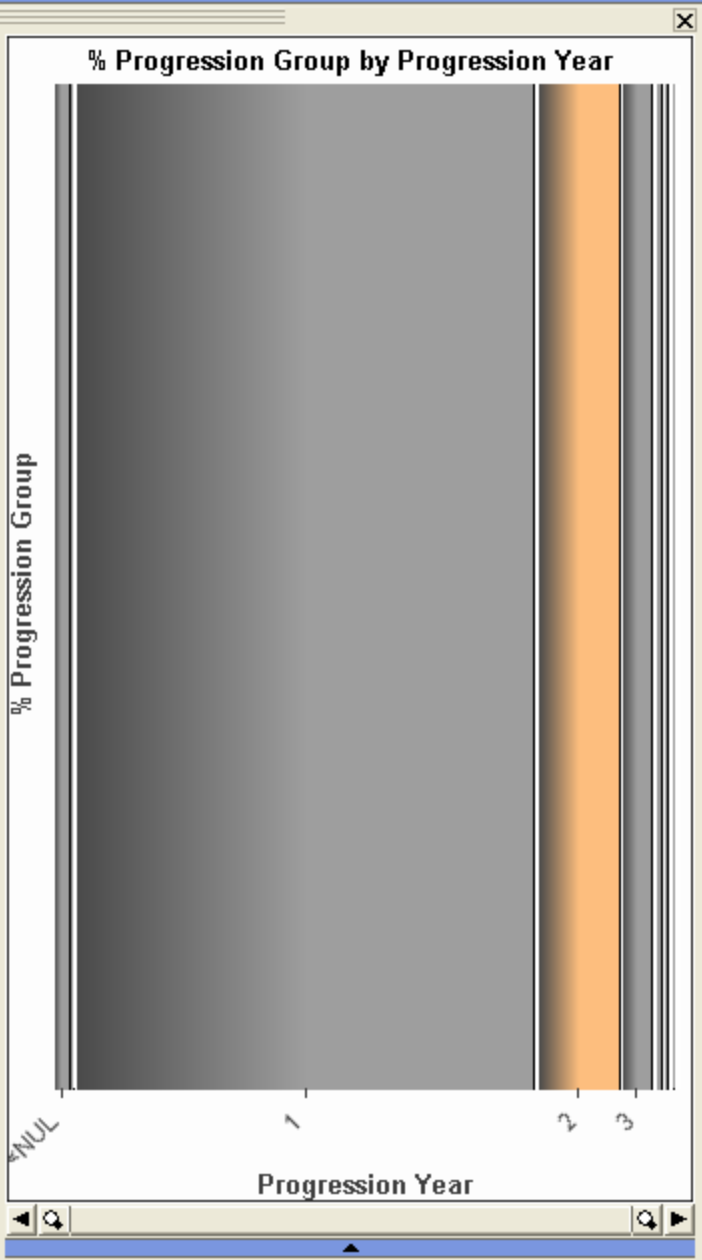
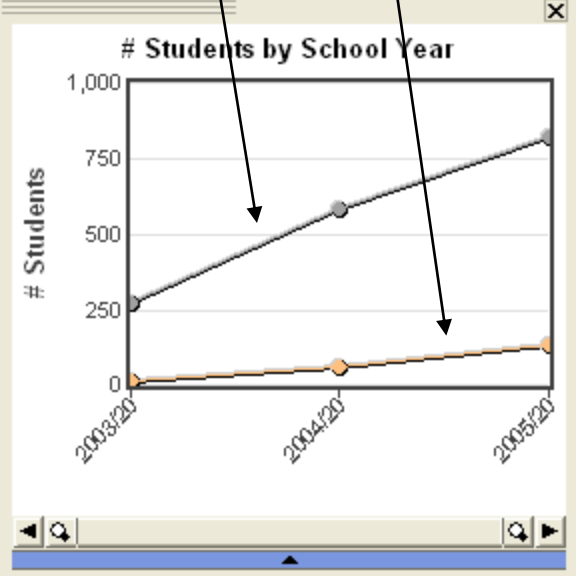
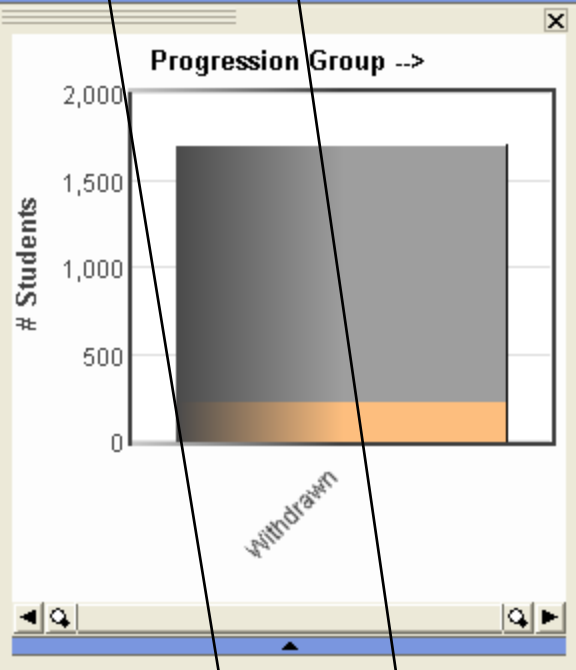
Complete

Continuing

Fail

Unknown

Withdrawn



Progression Grp Count

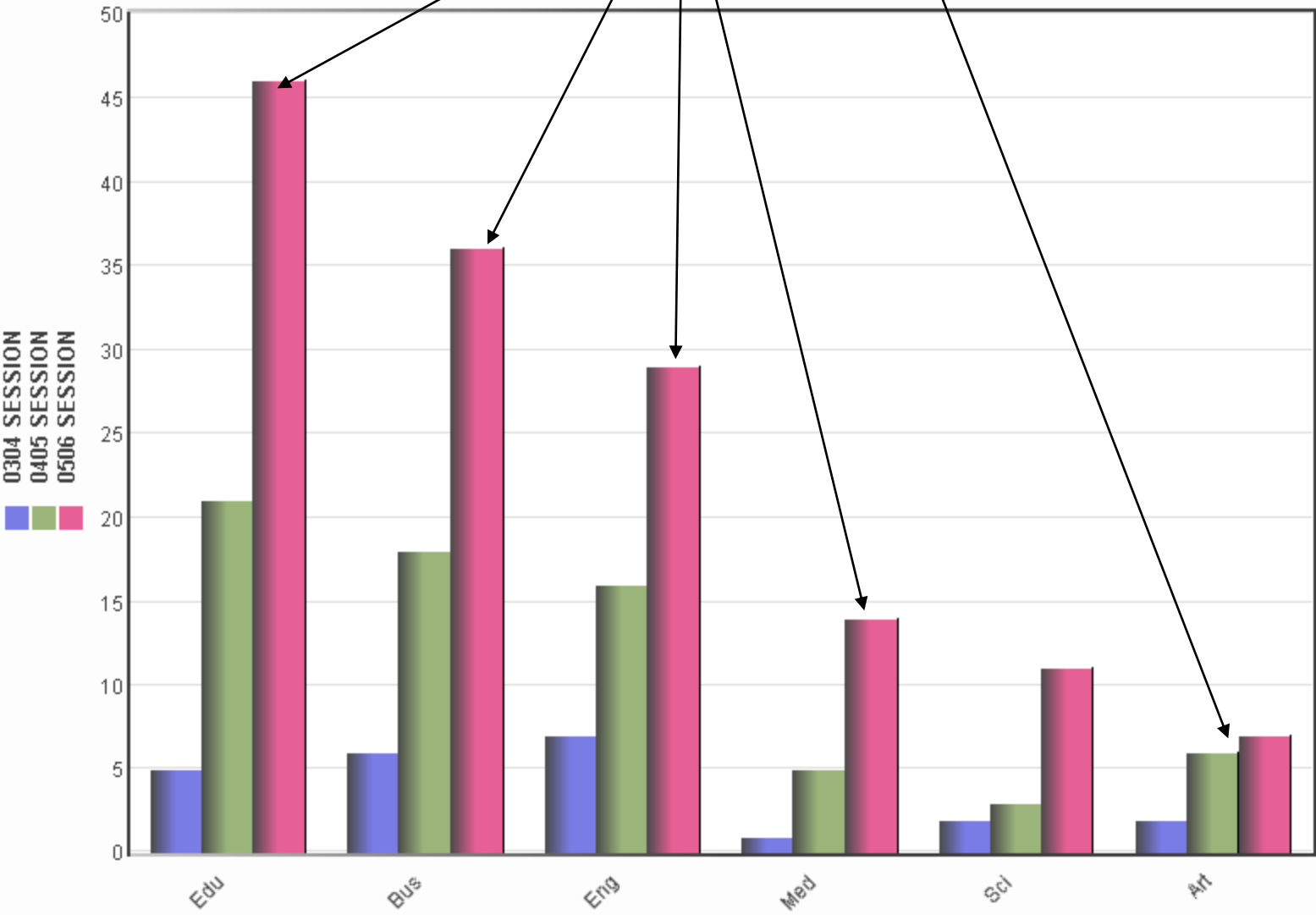
PROGR...	coun...
OVERALL	235
Withdrawn	235

Student Count

Statistic	OWNSTU
	String
Count	62,236
Selected	235
Excluded	60,527
Unique	1,691
Uniq Sel	231

Big acceleration in 2nd year withdrawals everywhere except Art School

3 Year Trend by School (Student Count)

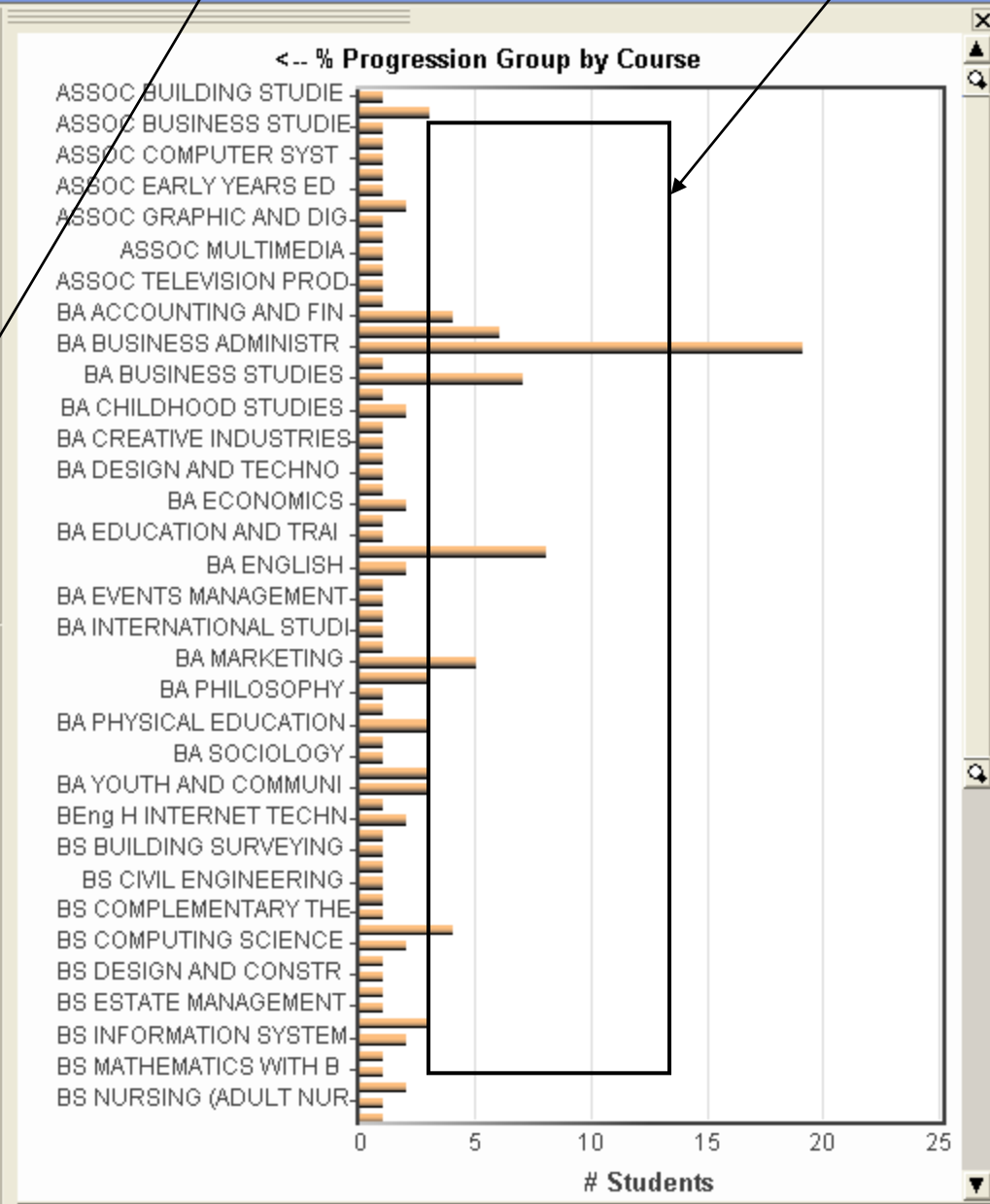
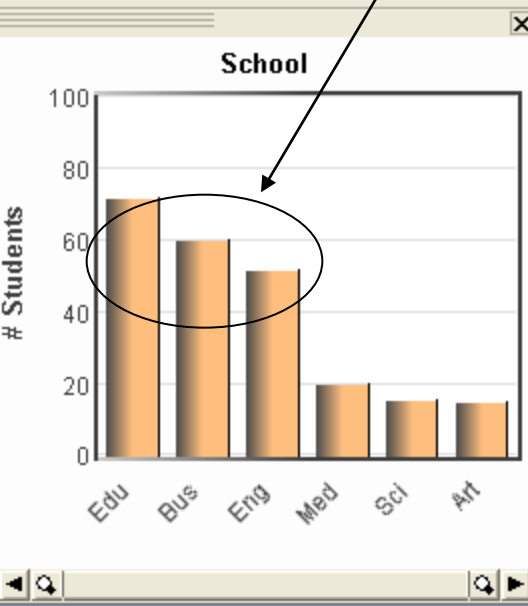
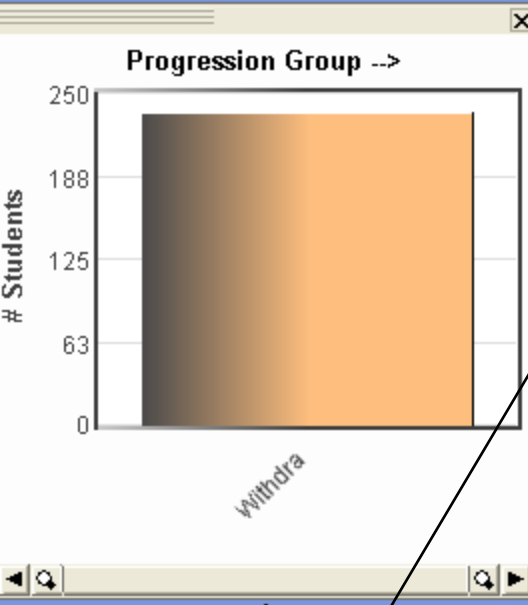


School Count	
SCH_03	cou...
OVERALL	235
Edu	72
Bus	60
Eng	52
Med	20
Sci	16
Art	15

Student Count	
Statistic	OWNSTU
	String
Count	62,236
Selected	235
Excluded	62,001
Unique	231
Uniq Sel	231

Education, Business and Engineering schools have the most 2nd year withdrawals, and a dozen or so courses dominate

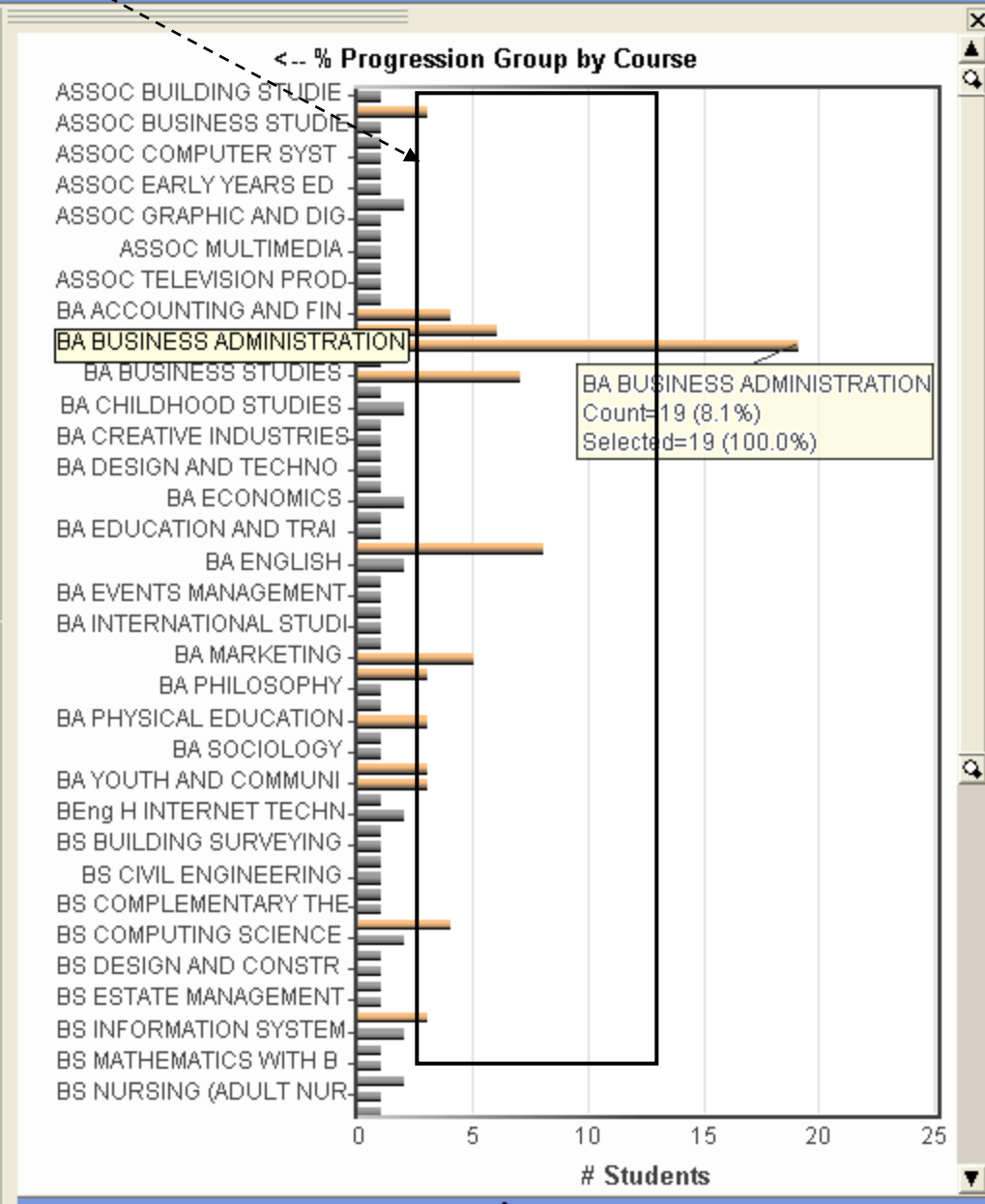
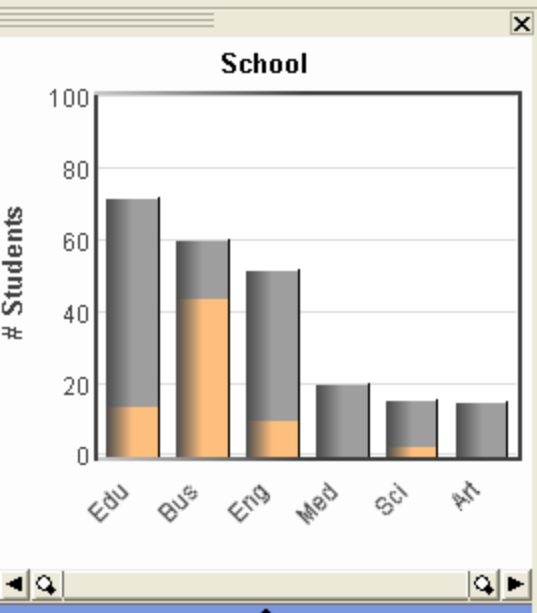
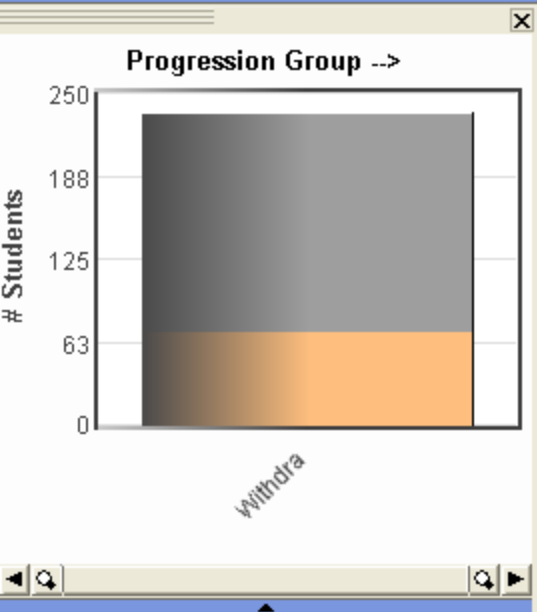
Progression Summary | **School Details** | School Trends | Student Status | Student Demographics | Student Home Locations | Student Names & Data Details



SCH_03	count...
OVERALL	235
Edu	72
Bus	60
Eng	52
Med	20
Sci	16
Art	15

Statistic	OWNSTU
Unique	String
Count	62,236
Selected	235
Excluded	62,001
Unique	231
Uniq Sel	231

Now use mouse to select all courses with over three 2nd year withdrawals (a dozen or so) ... 71 withdrawals. Bus leads this.



School Count

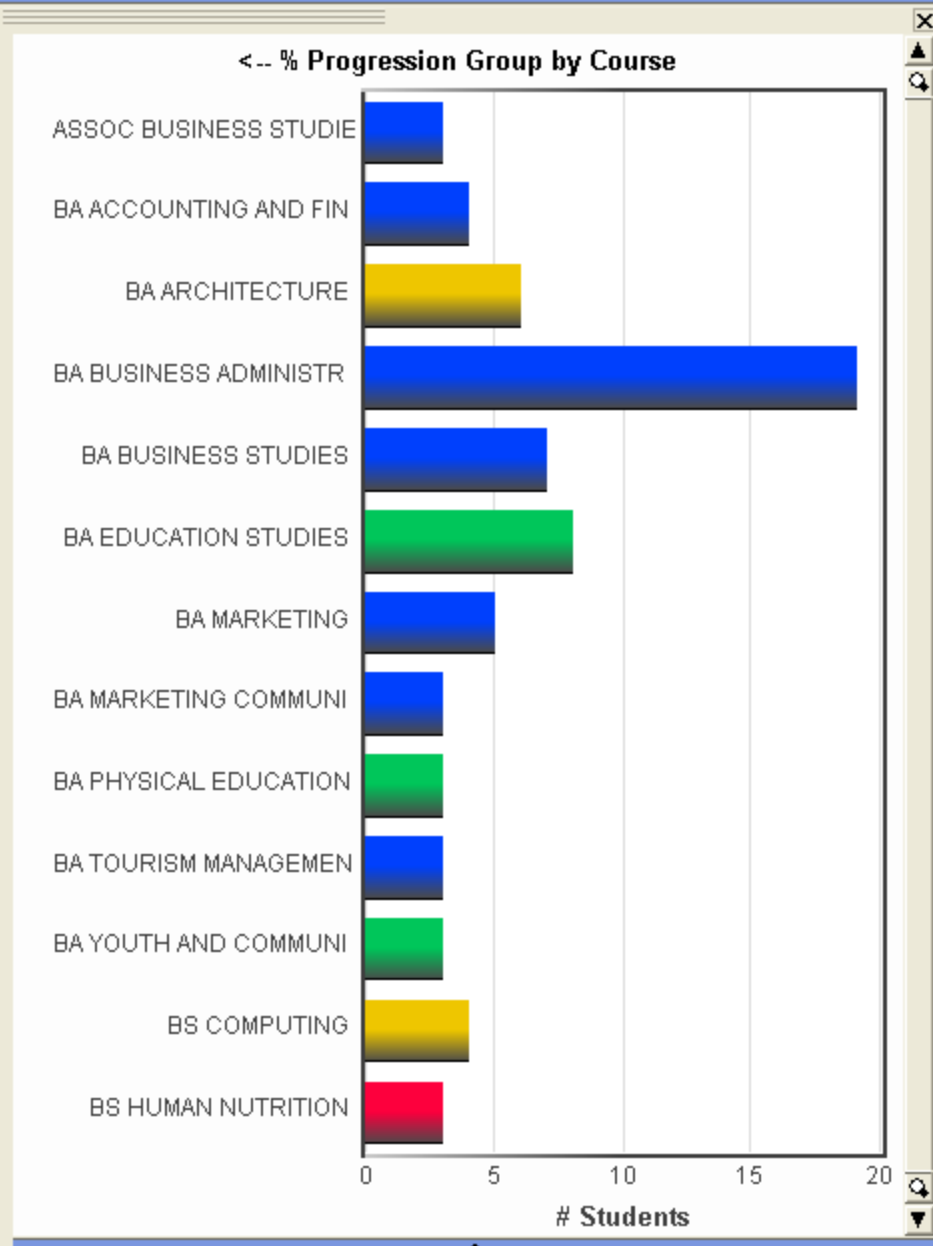
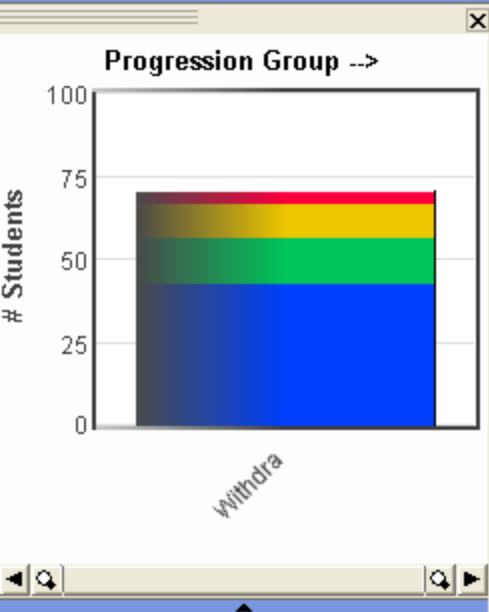
SCH_03	count...
OVERALL	71
Bus	44
Edu	14
Eng	10
Sci	3
Art	0
Med	0

Student Count

Statistic	OWNSTU
Unique	String
Count	62,236
Selected	71
Excluded	62,001
Unique	231
Uniq Sel	69

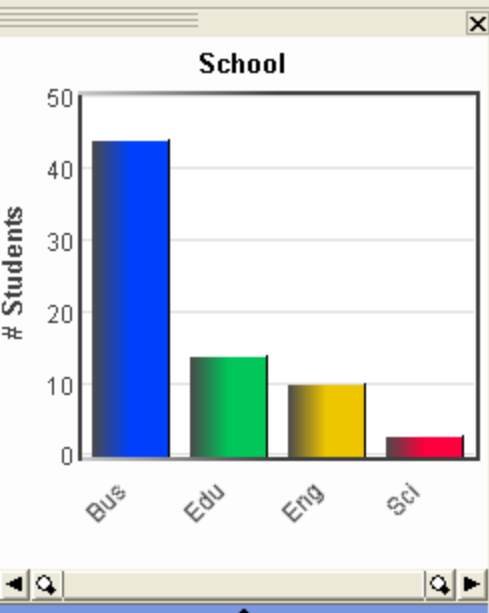
View Page Top ... exclude everything else, and click to change color to highlight the schools (blue is Business, green is Education, etc).
 These courses demand closer look ... 71 total withdrawals, 69 unique students

Progression Summary | School Details | School Trends | Student Status | Student Demographics | Student Home Locations | Student Names & Data Details | Legend



School Count

SCH_...	cou...
OVERA...	71
Bus	44
Edu	14
Eng	10
Sci	3



Student Count

Statistic	OWNSTU
Unique	String
Count	62,236
Selected	71
Excluded	62,165
Unique	69
Uniq Sel	69

Colors: (SCH...)

- Bus
- Edu
- Eng
- Sci

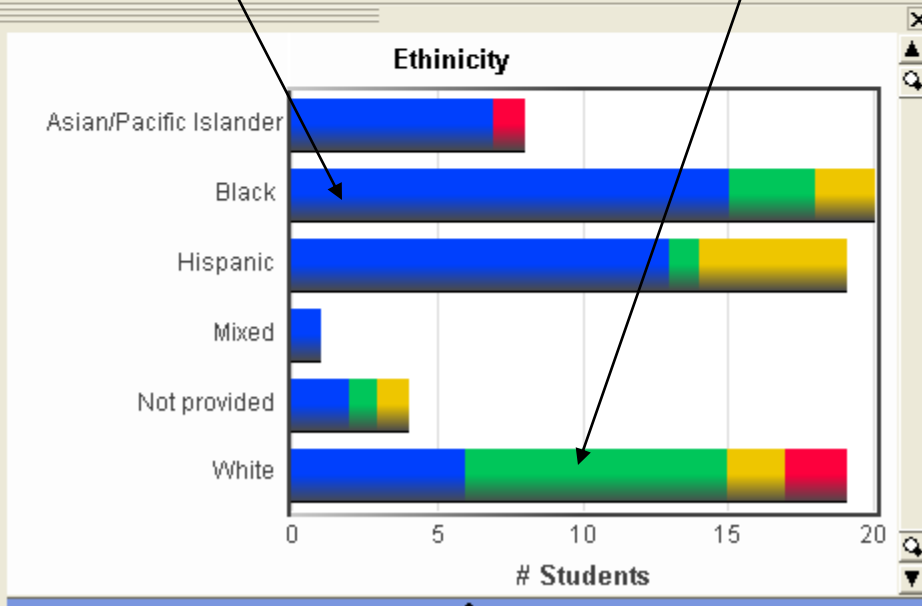
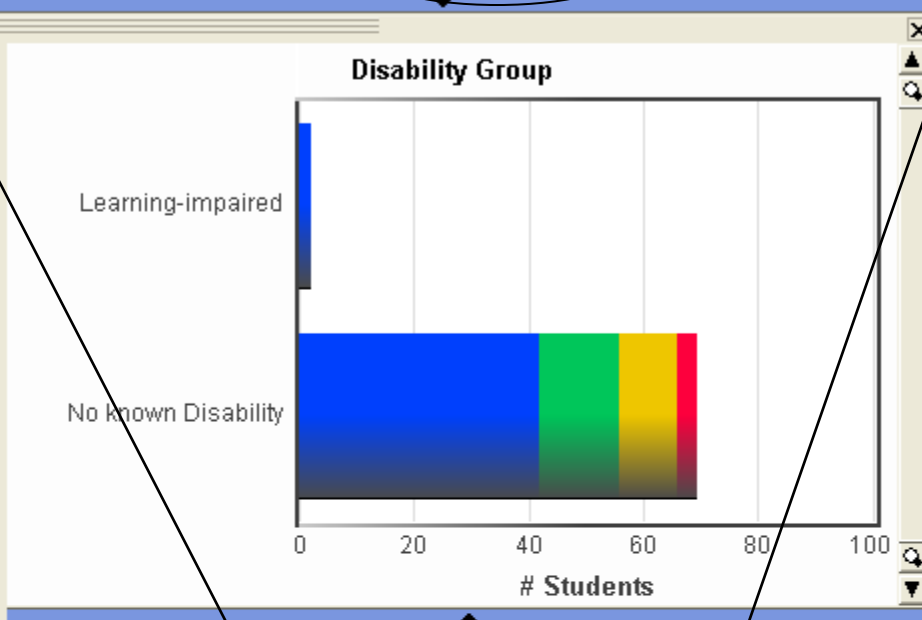
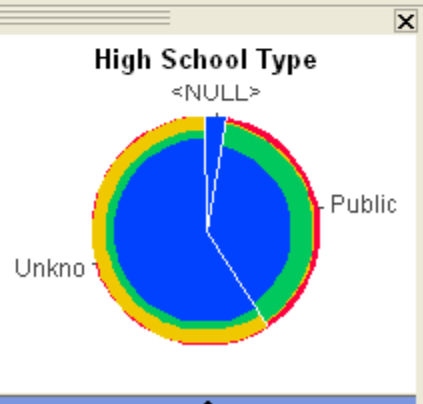
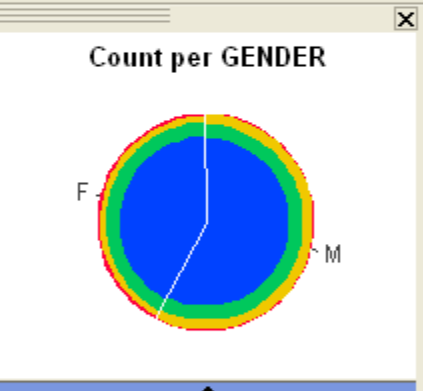
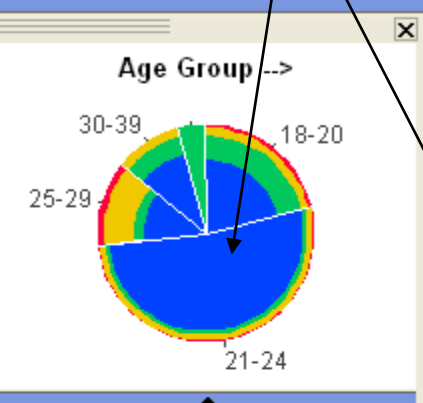
Selection S

- 71...
- 0 rows..

of 62,236

The Business school's 2nd year withdrawals (blue) tend to be 21-24 blacks and Hispanics, the education school's withdrawals are more with younger whites, engineering (yellow) is generally older and spread across, and medical school (red) is older & younger whites

Progression Summary | School Details | School Trends | Student Status | **Student Demographics** | Student Home Locations | Student Names & Data Details | Legend



Progression Group Count

PROGRES...	count(...)
OVERALL	71
Withdrawn	71

Student Count

Statistic	OWNSTU
Count	62,236
Selected	71
Excluded	62,165
Unique	69
Uniq Sel	69

Colors: (SCH)

- Bus
- Edu
- Eng
- Sci

Selection S

- 71...
- 0 rows..

of 62,236

The problem with 2nd year withdrawals is primarily US residents.

Note this is a very different than the prior analysis, where the failure was primarily in the first year with overseas students who have recently moved to the US.

Progression Summary

School Details

School Trends

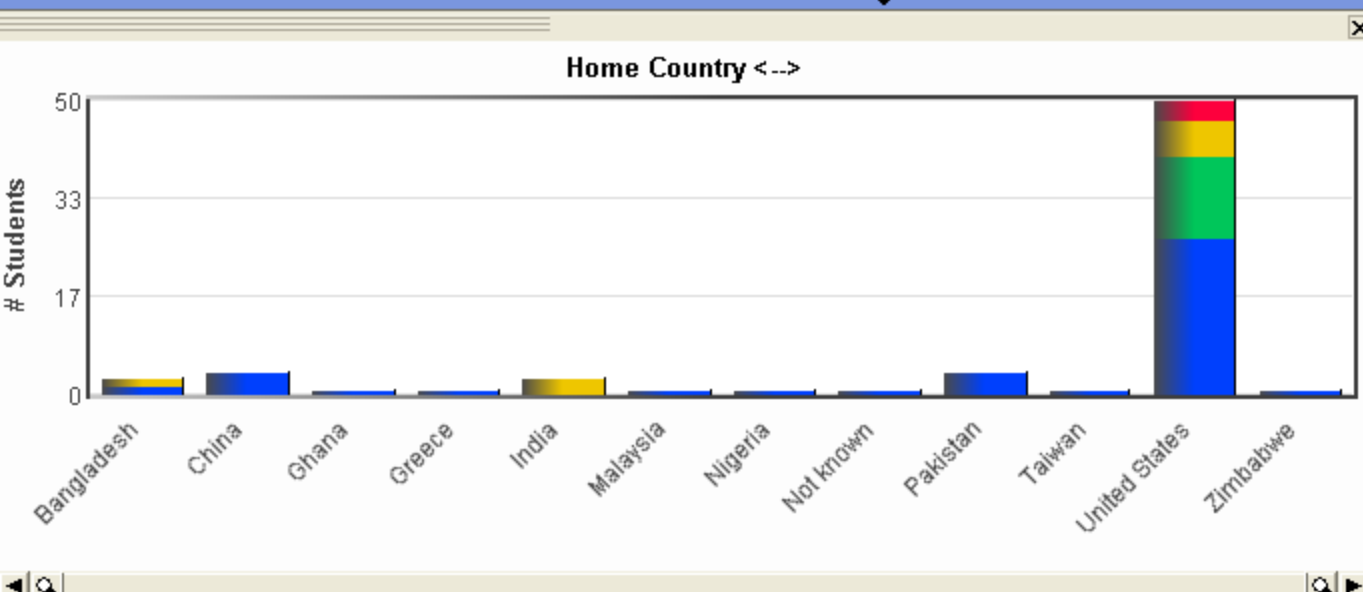
Student Status

Student Demographics

Student Home Locations

Student Names & Data Details

Legend

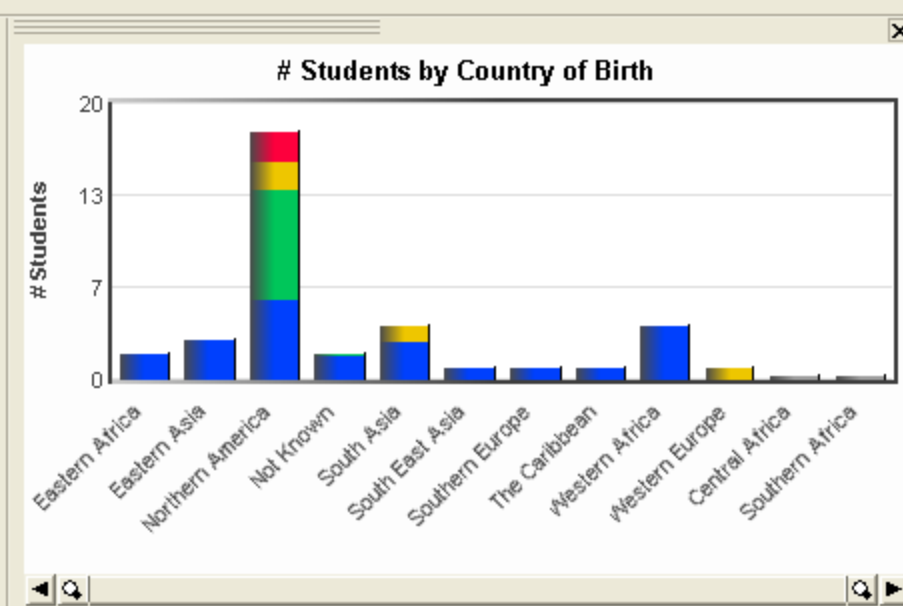
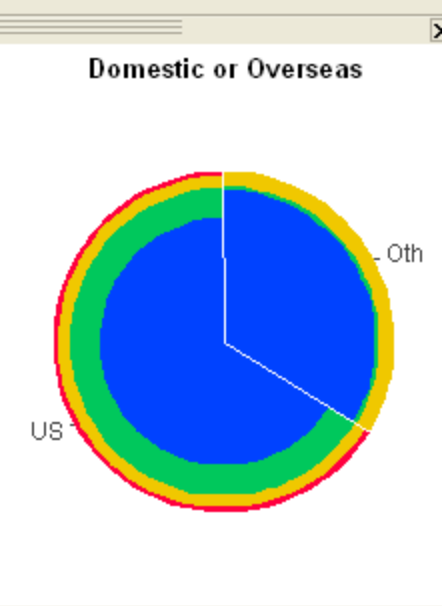


Progression Group Count

PROGRES... ▲ count(... ▼

OVERALL	71
Withdrawn	71

- Colors: (SC)
- Bus
 - Edu
 - Eng
 - Sci



Student Count

Statistic	OWNSTU
Count	62,236
Selected	71
Excluded	62,165
Unique	69
Uniq Sel	69

- Selection S
- 71...
 - 0 rows..

For US students, a few states dominate the 2nd year withdrawal problem.

Progression Summary

School Details

School Trends

Student Status

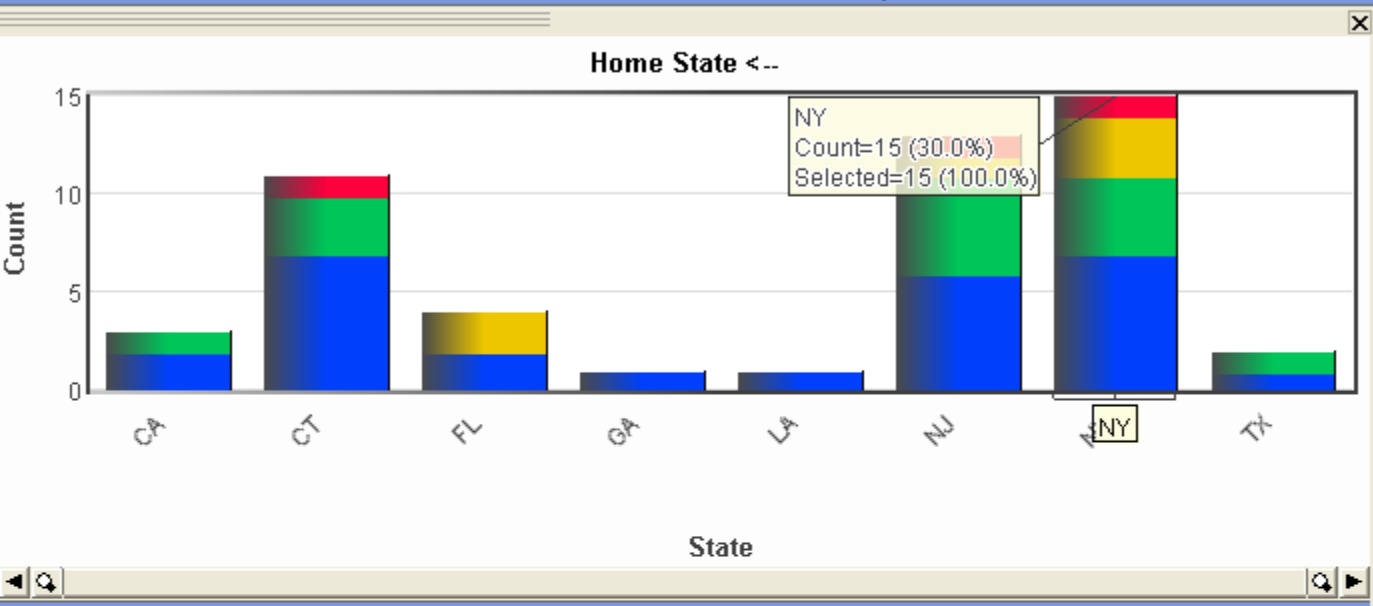
Student Demographics

Student Home Locations

Student Names & Data Details

Legend

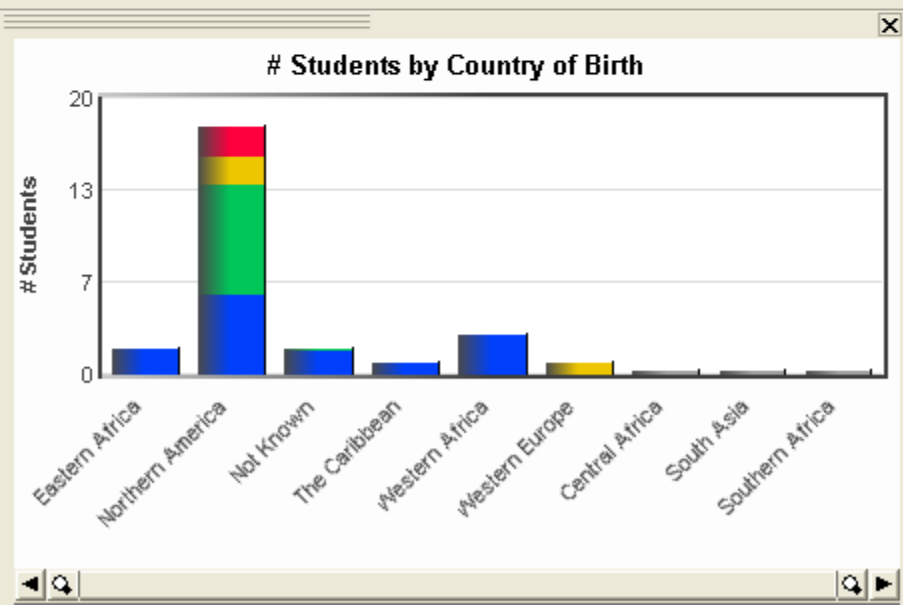
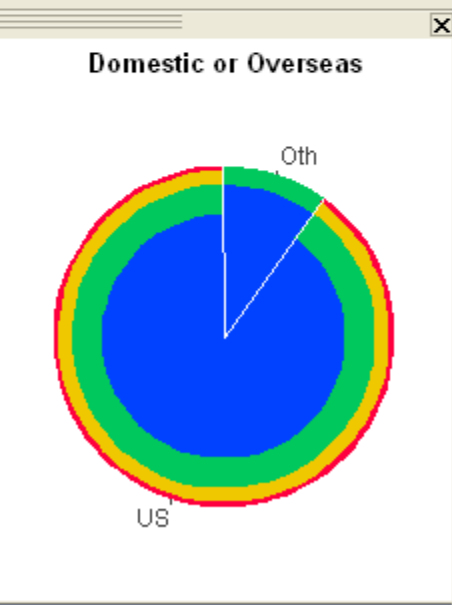
Colors: (SC)
 Bus
 Edu
 Eng
 Sci



Progression Group Count

PROGRES... ▲ count(... ▼)

OVERALL	50
Withdrawn	50



Student Count

Statistic	OWNSTU
	String
Count	62,236
Selected	50
Excluded	62,186
Unique	48
Uniq Sel	48

Selection S

50...
 0 rows...

SESSI...	OWNSTU	SURNAME	GEN...	PTITLE	HO_FL...	AGE_AT_31_AU...
2003/2004	S130041	Johnson	F	BA MARKETING COMMUNICATIONS	Oth	21
2003/2004	S147075	Taylor	M	BA BUSINESS STUDIES	US	21
2003/2004	S147086	Taylor	F	BA BUSINESS ADMINISTRATION	US	24
2003/2004	S147215	Taylor	M	BA TOURISM MANAGEMENT	US	21
2003/2004	S147361	Ramirez	M	BA BUSINESS ADMINISTRATION	Oth	18
2004/2005	S139026	Johnson	M	BA PHYSICAL EDUCATION AND SPORT	US	21
2004/2005	S133444	Lopez	M	BS COMPUTING	US	26
2004/2005	S151870	Williams	F	BA BUSINESS ADMINISTRATION	US	23
2004/2005	S138782	Johnson	M	BA PHYSICAL EDUCATION AND SPORT	US	20
2004/2005	S141450	Brown	F	BA EDUCATION STUDIES	US	42
2004/2005	S139019	Brown	M	BA ACCOUNTING AND FINANCE	US	24
2004/2005	S138309	Lopez	M	BA ACCOUNTING AND FINANCE	US	23
2004/2005	S141497	Wang	F	ASSOC BUSINESS STUDIES	Oth	23
2004/2005	S138655	Patel	M	BS HUMAN NUTRITION	US	22
2004/2005	S137494	Brown	F	BA ARCHITECTURE	US	37
2004/2005	S155696	Johnson	M	BA MARKETING COMMUNICATIONS	US	23
2004/2005	S147888	Adams	M	BA EDUCATION STUDIES	Oth	36
2004/2005	S156004	Rodriguez	M	BA BUSINESS STUDIES	US	20
2004/2005	S137583	Brown	F	BA BUSINESS ADMINISTRATION	US	22
2004/2005	S145227	Taylor	F	BA YOUTH AND COMMUNITY STUDIES	US	20
2004/2005	S156415	Miller	M	BA BUSINESS ADMINISTRATION	US	20
2004/2005	S130404	Smith	M	BA ARCHITECTURE	US	24
2004/2005	S139081	Johnson	M	BA EDUCATION STUDIES	US	29
2005/2006	S162757	Martin	M	BA BUSINESS ADMINISTRATION	Oth	22
2005/2006	S163998	Hunter	F	BA BUSINESS STUDIES	US	22
2005/2006	S148259	Williams	F	BS HUMAN NUTRITION	US	25
2005/2006	S140688	Evans	M	BA BUSINESS ADMINISTRATION	US	21
2005/2006	S148859	Williams	M	ASSOC BUSINESS STUDIES	US	22
2005/2006	S142010	Patel	F	BA ACCOUNTING AND FINANCE	US	24
2005/2006	S145424	Ramirez	M	BA YOUTH AND COMMUNITY STUDIES	US	21
2005/2006	S141450	Brown	F	BA EDUCATION STUDIES	US	43
2005/2006	S156543	Wilson	M	BA PHYSICAL EDUCATION AND SPORT	US	19
2005/2006	S156760	Wilson	M	BA EDUCATION STUDIES	US	20

Colors: (SC)

- Bus
- Edu
- Eng
- Sci

Selection S

- 50...
- 0 rows..

of 62,2

Summary:

20 Minutes to Complete This Second Analysis*:

- ▲ **2nd year withdrawal rate has been 1.3% -- lower than first year rate of 4.2%, and overall average of 2.7%**
- ▲ **However, it has jumped 6x over the past two years – much more rapidly than other progression years.**
- ▲ **Key factors behind students who leave after the 2nd year:**
 - *Which course they were in (#1 factor)*
 - If from certain U.S. states (TX, LA, NY metro area)
 - Age
- ▲ **Education, Business and Engineering schools make up nearly 80% of the 2nd year withdrawals, and the rate is increasing rapidly in all 3 schools.**
- ▲ **A dozen courses dominate the 2nd year withdrawals**
- ▲ **Within those courses:**
 - Education school is having problems with older whites
 - Business school is having problems with younger blacks and Hispanics
 - Engineering school problem is spread evenly across groups
 - Geographically it is US students from a handful of locations – it appears the foreign problem students leave in the first year.
- ▲ **These are key problem areas that can easily be addressed**

* With no IT involvement

Next Step:



**→ *Contact us for a free assessment.
Your data, your key questions.***

**Sales@advizorsolutions.com
630-971-5250**

Who we are . . .

- ▲ **Bell Labs Spin-off**
- ▲ **Over 1,000 Customers – mid market & up; variety of industries; higher ed focus**
- ▲ **Key Strategic Partners:** Alterian, Business Objects, Information Builders, Intel, Microsoft, Salesforce.com, Sungard HE, Teradata
- ▲ **Well Regarded by key Industry Analysts:** Aberdeen, Forrester, Gartner, TDWI, etc.