



# Driving Towards a Degree 2023

Awareness, Belonging, and Coordination

INVESTMENT BANKING + STRATEGY CONSULTING

# AGENDA

- Introductions
- Demographics
- Research Themes
- Q&A

# Tyton Partners is solely focused on the education sector...



**Institutions**



**Commercial &  
Non-profit Providers**



**Foundations &  
Mission Investors**



**Investors**



## ... driving actionable insights and collaborative evolution

We believe in the power of education, and it's a landscape we understand better than anyone else. We know its transactions, trends, technologies, and thought leaders. We know what's happened. And what's coming next. At the heart of our expertise is an unmatched network of global relationships — connecting the people, capital, and ideas to solve challenges and seize opportunities.

From strategy consulting to investment banking, our expertise and collaborative approach will enable your institution to evolve at pace with the world around you and to maintain the critical balance of mission and sustainability necessary to serve your students.

**Let us help drive your evolution.**

# Tyton has been tracking institutional and learner needs across the student journey since 2015



## TIME FOR CLASS

### Digital Learning

## DRIVING TOWARD A DEGREE

### Holistic Student Supports

## 2023 LISTENING TO LEARNERS

### Learner Focused Insights

<p><b>Survey focus</b></p>	<ul style="list-style-type: none"> <li>• Adoption and use of digital learning tools and evidence-based teaching practices</li> <li>• Spending levels by category</li> <li>• Institutional policies and practices in support of digital learning</li> <li>• Evidence of positive impact/outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Adoption and use of advising technology tools</li> <li>• Institutional advising policies and practices which are sustained, strategic, integrated, proactive, and personalized (SSIPP)</li> <li>• Spending levels by category</li> <li>• Evidence of positive impact/outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Experience with digital learning tools and teaching practices</li> <li>• Experience with advising technologies and practices</li> <li>• Aspirations, challenges, and outcomes</li> <li>• Spending levels</li> <li>• Evidence of positive impact/outcomes</li> </ul>
<p><b>Respondents</b></p>	<ul style="list-style-type: none"> <li>• Faculty teaching at least one course, focus on faculty teaching introductory courses</li> <li>• Academic administrators</li> </ul>	<ul style="list-style-type: none"> <li>• Primary role advisors, Faculty advisors, other student support providers</li> <li>• Academic administrators</li> </ul>	<ul style="list-style-type: none"> <li>• Undergraduate learners at 2 and 4-year institutions</li> <li>• 26% first-gen, 19% older than 25</li> </ul>
<p><b>Total respondents (2023)</b></p>	<ul style="list-style-type: none"> <li>• 306 administrators</li> <li>• 1,748 faculty</li> <li>• ~900 unique institutions</li> </ul>	<ul style="list-style-type: none"> <li>• 263 administrators</li> <li>• 1,493 student support providers (academic advisors, financial aid counselors, mental health counselors, career services advisors)</li> <li>• ~900 unique institutions</li> </ul>	<ul style="list-style-type: none"> <li>• 2,056 students</li> <li>• ~1,500 unique institutions</li> </ul>

2023

# DRIVING

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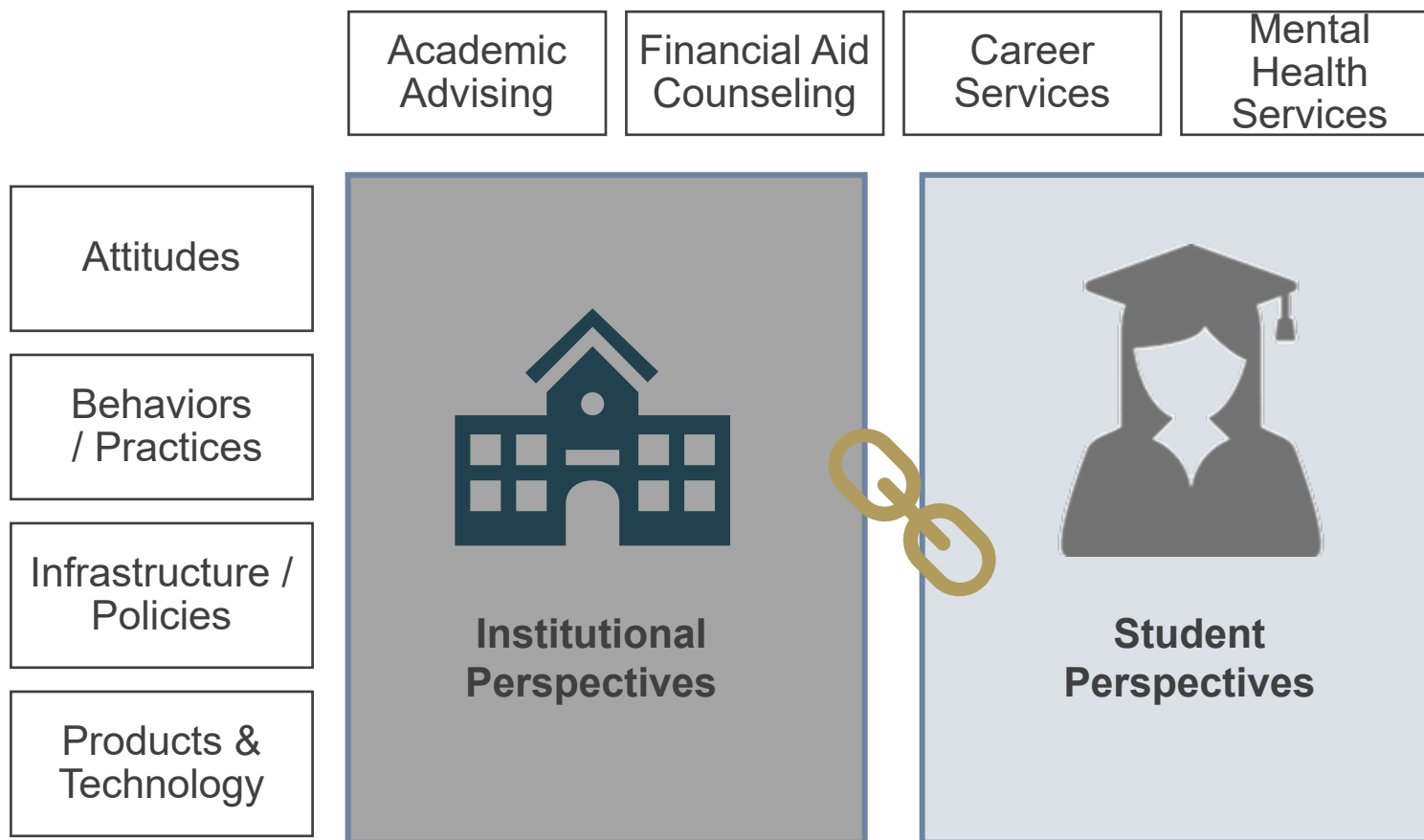
# TOWARD A DEGREE

*Awareness, Belonging, and Coordination*



# Goal of this work:

Identify and explore where there are gaps in the student experience compared to what institutions report providing in student supports



## The Data

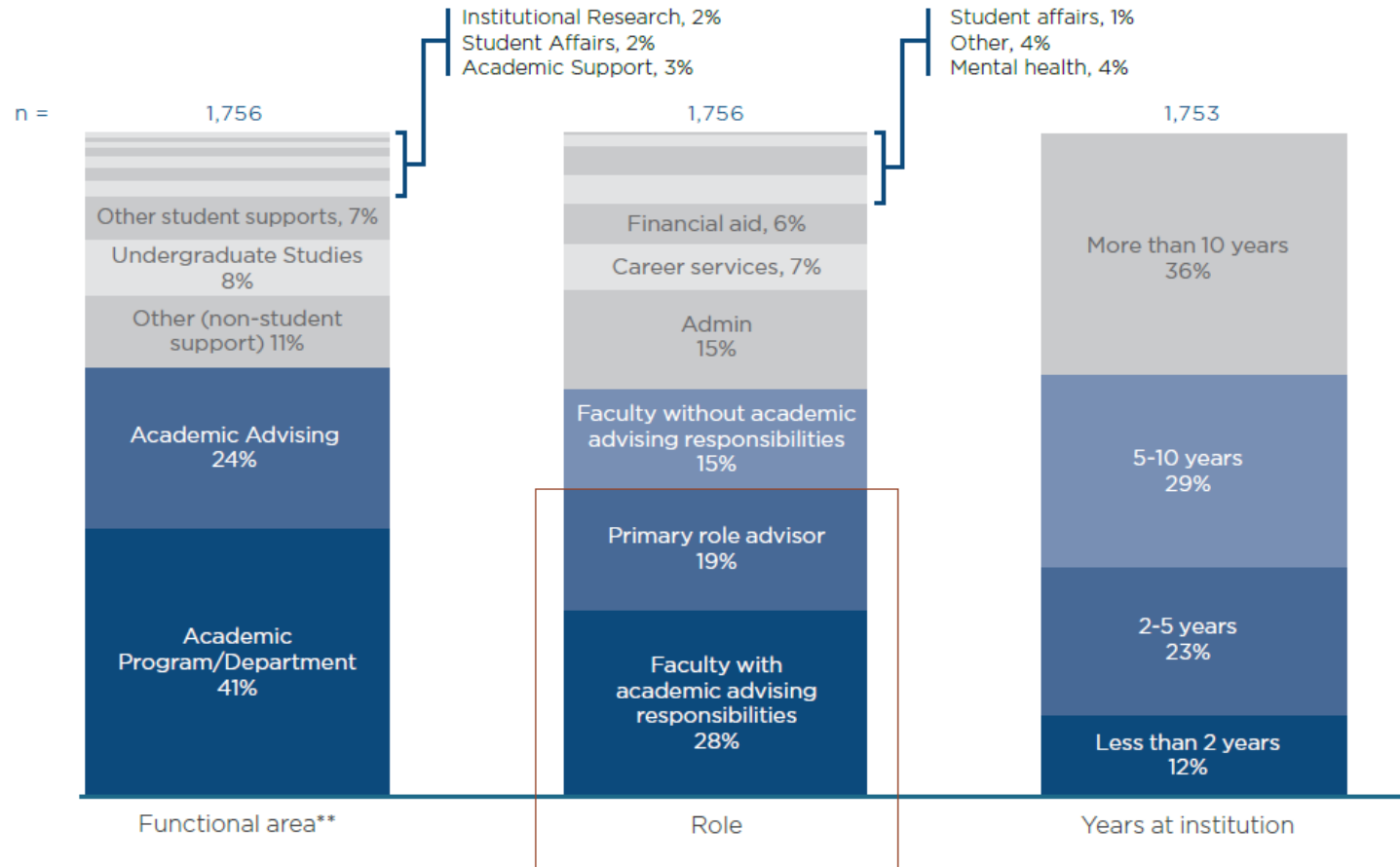
*Driving Toward a Degree 2023* data was collected in Spring 2023 and is representative across all 50 states and included perspectives from:

- **2,048** Students
- **1,756** Institutional Stakeholders

# D2D Institutional survey, selected profiles



## Institutional survey respondent profile



**R1**  
28% of our institutional respondents represent R1 institutions

Notes: Academic advisors include faculty with academic advising responsibilities and primary role advisors; Functional areas with less than 2% of respondents were excluded

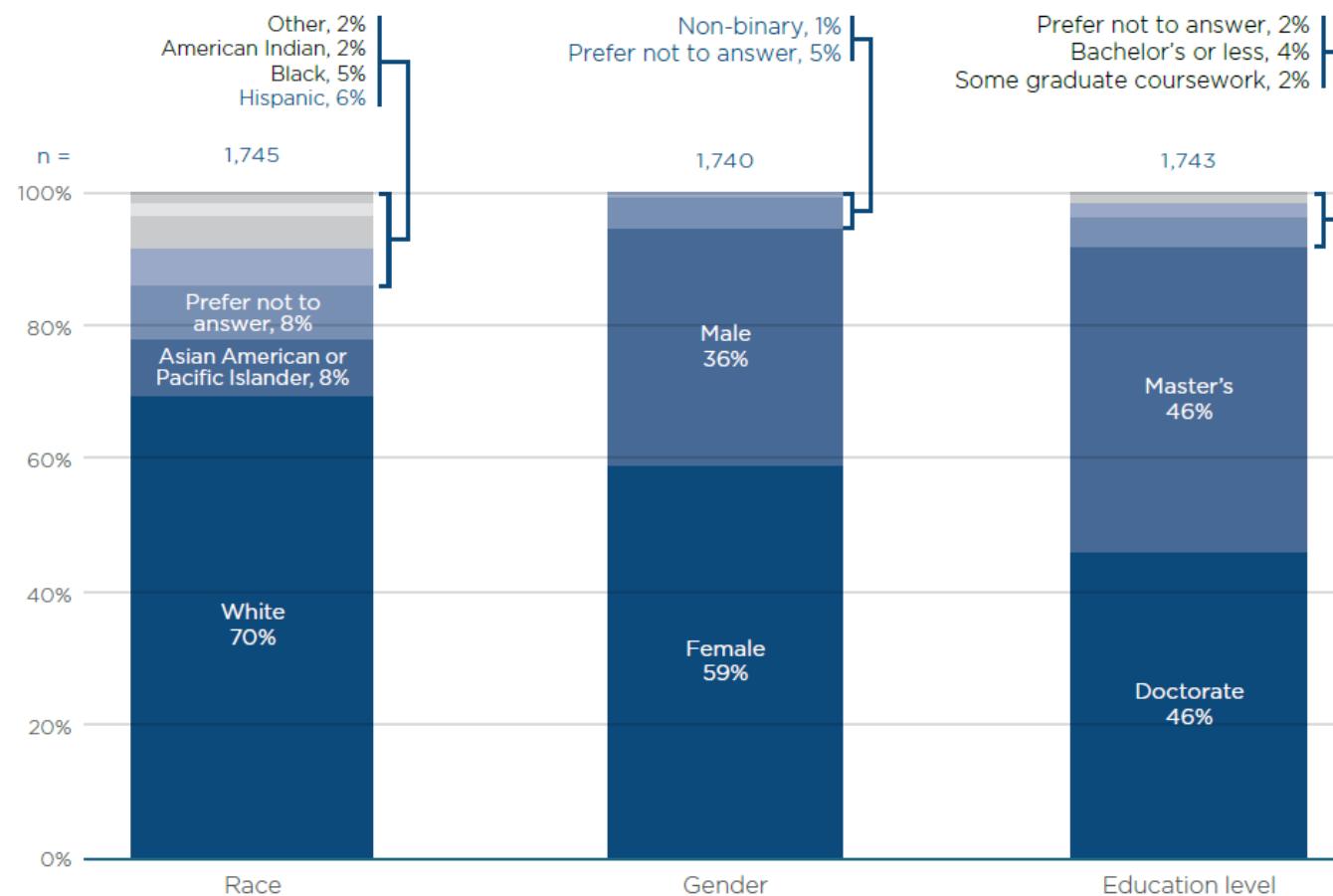
Sources: Driving Toward a Degree 2023, Tyton Partners analysis



# D2D Institutional survey, selected demographics



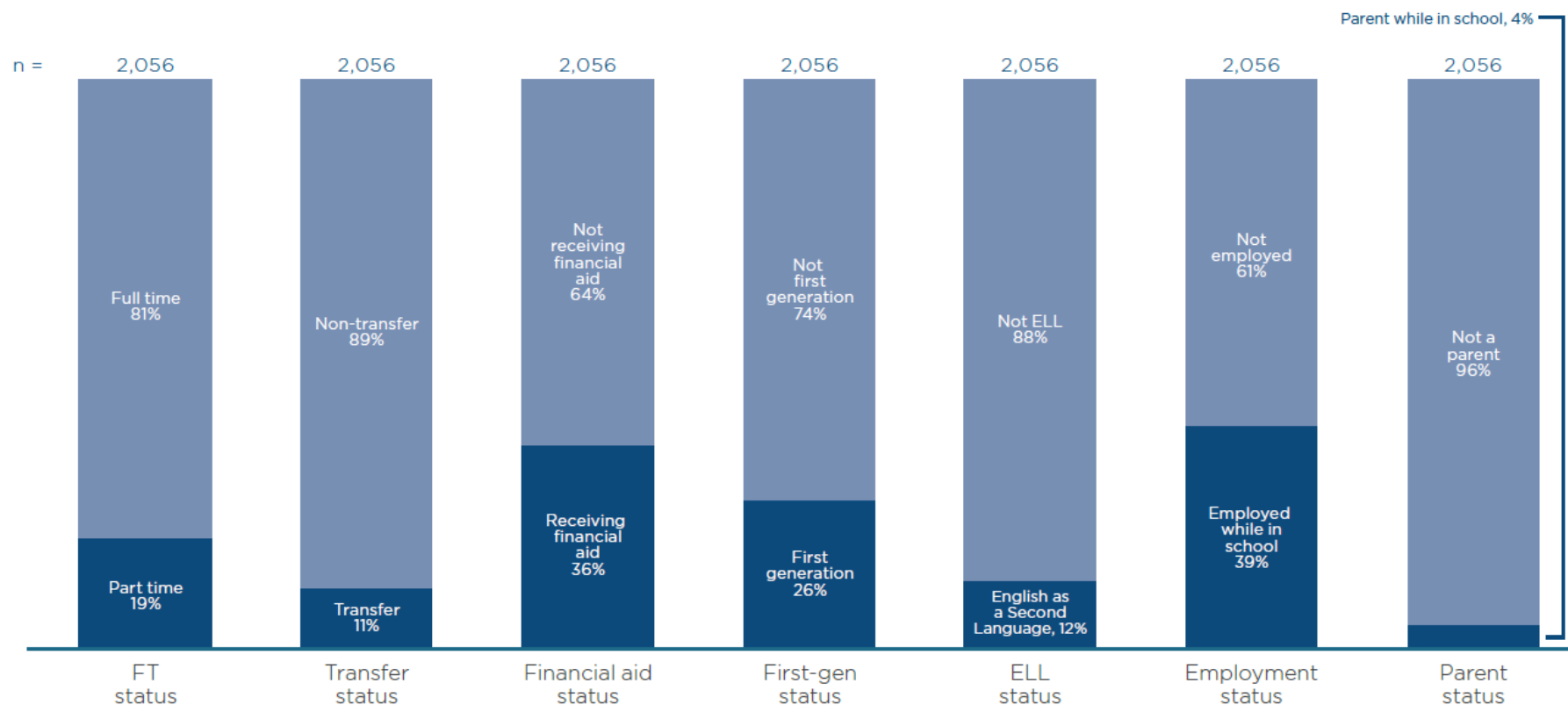
## Institutional survey respondent demographics



# D2D Learner survey, selected profiles



## Student survey respondent profile



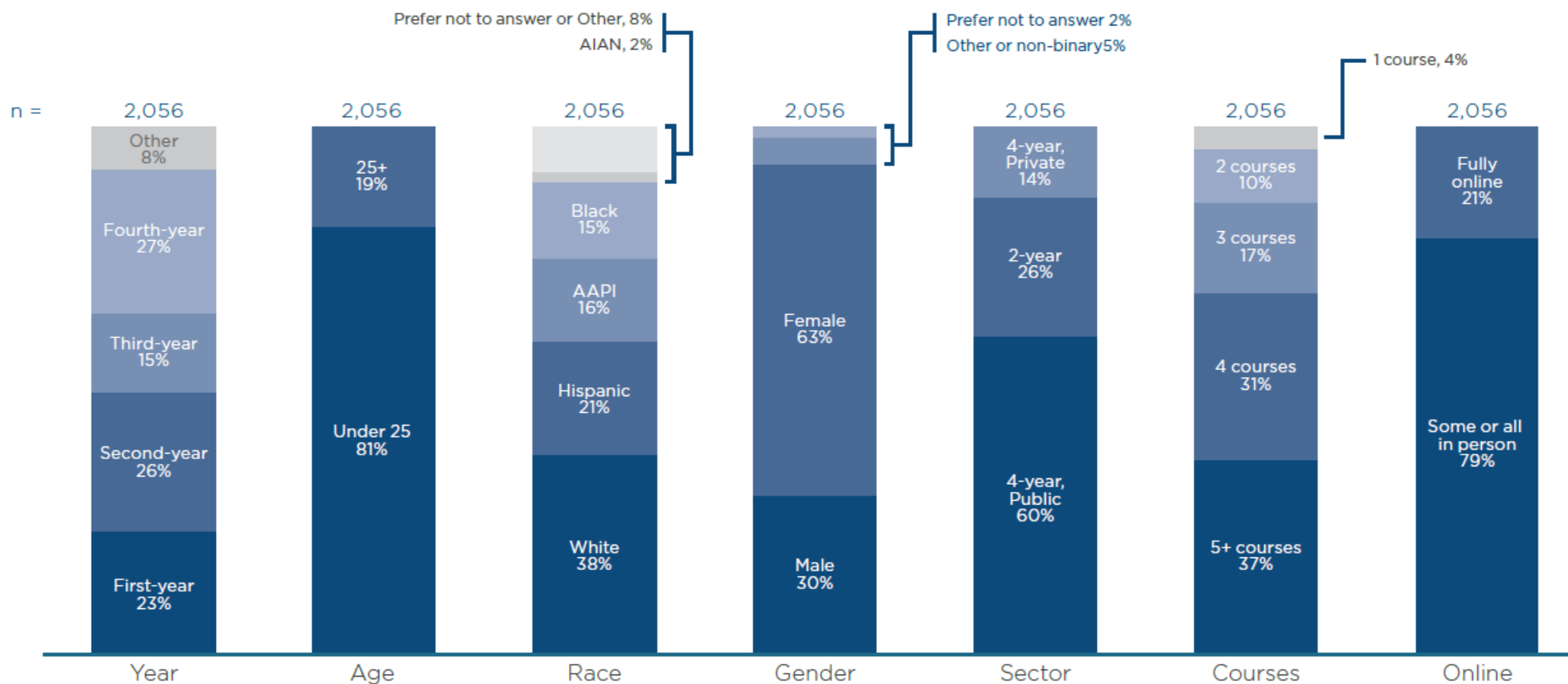
Notes: International students make up 3% of responses; Active and veteran military make up 1% of responses; all data is self-reported

Sources: Driving Toward a Degree 2023, Tyton Partners analysis

# D2D Learner survey, selected demographics

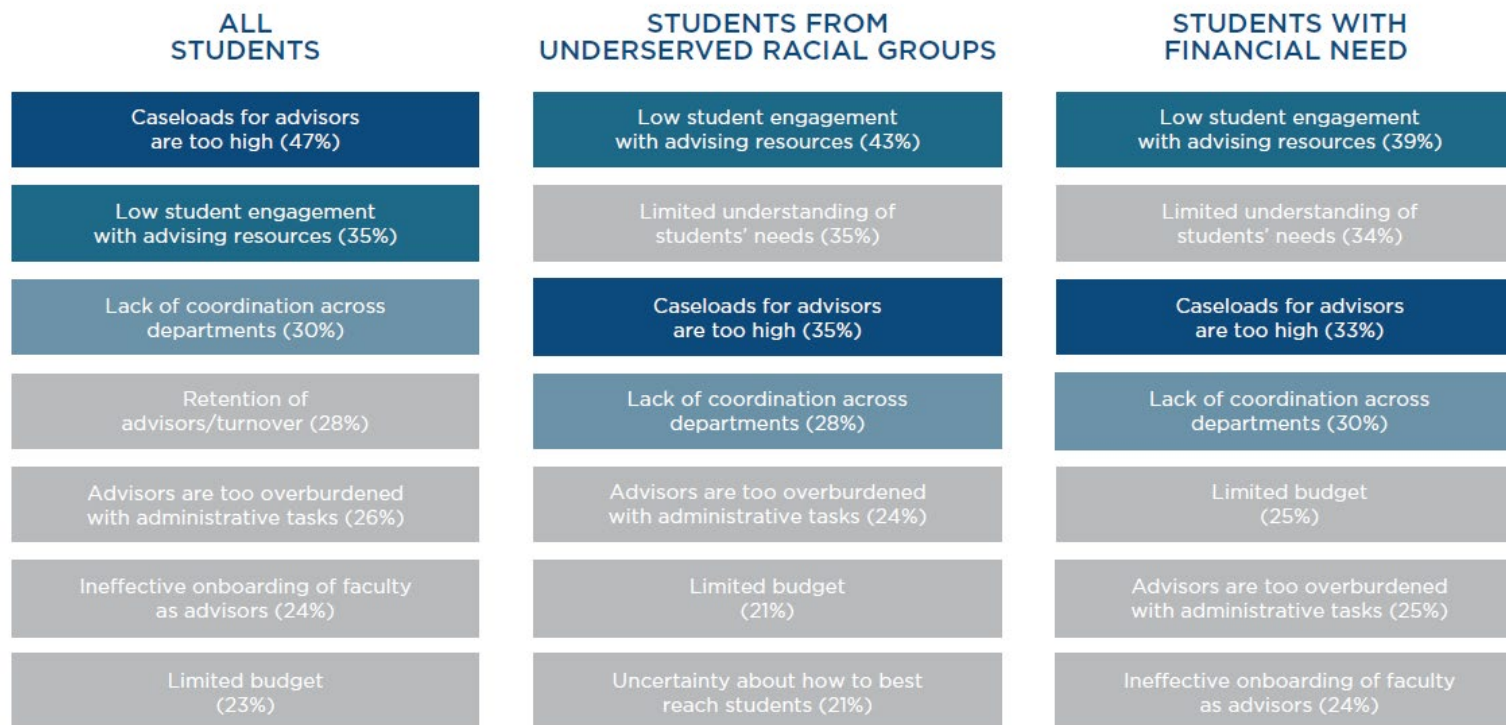


## Student survey respondent demographics



# The Main Idea: Improving student support services

## Top barriers to improving advising, by subpopulation



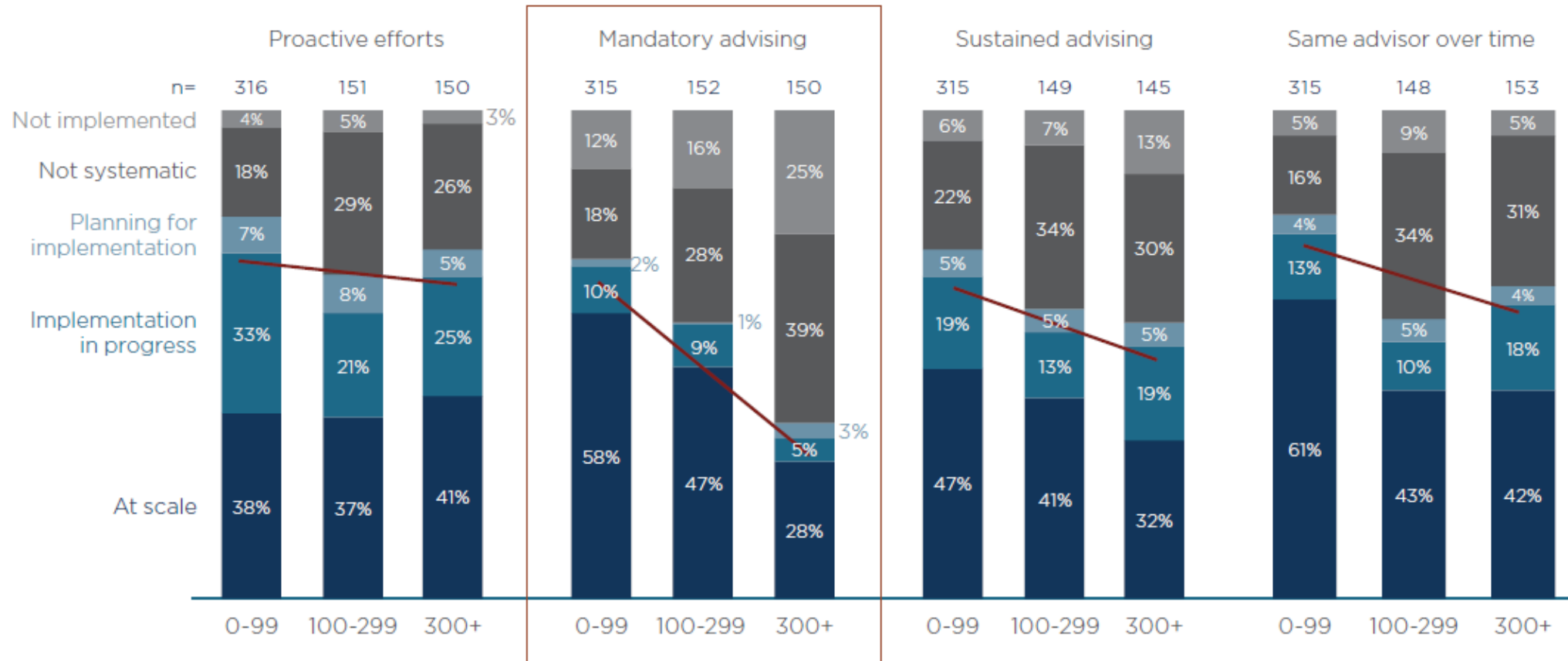
Note: Survey question: "What are the top barriers to advising students?" Administrator/advisor/faculty n=1,756

Sources: Driving Toward a Degree 2023, Tyton Partners analysis

# Caseloads



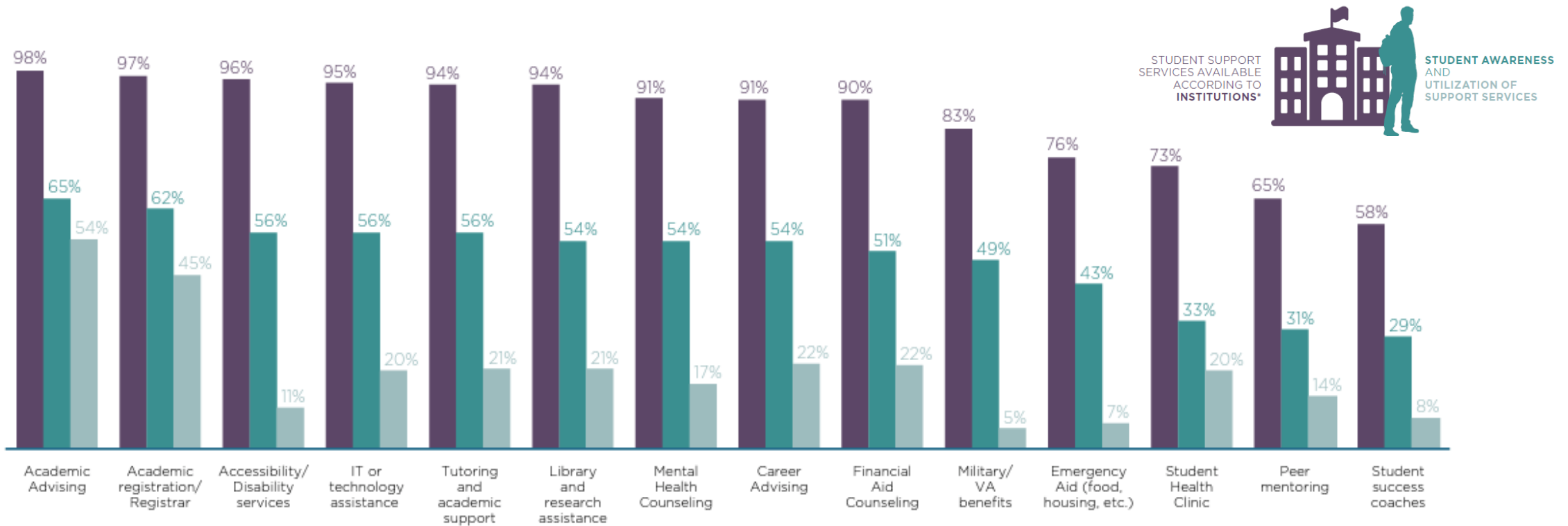
## Implementation of high-impact advising practices by caseload size



Notes: Survey question: "Please assess the degree to which your institution implements these student advising policies and practices. Proactive efforts to reach out to students when they appear to be struggling. Mandatory advising to ensure students engage with an advisor at least once per academic year. Sustained advising to engage students in supportive activities throughout their tenure at college, instead of, for example, only the first semester. Assignments of advisors to work with the same students over time." Academic advisor n=660  
Sources: Driving Toward a Degree 2023, Tyton Partners analysis

# Awareness

## Student awareness and utilization of available support services



*“I learned from my advisor that it is very important, especially in college, that you talk to people. If you don’t talk to people, you will never get the information you need right away.”*

- Female, computer sciences major attending 2-year institution

*“[I have learned from my advisor...] campus resources that are available to me as a student!”*

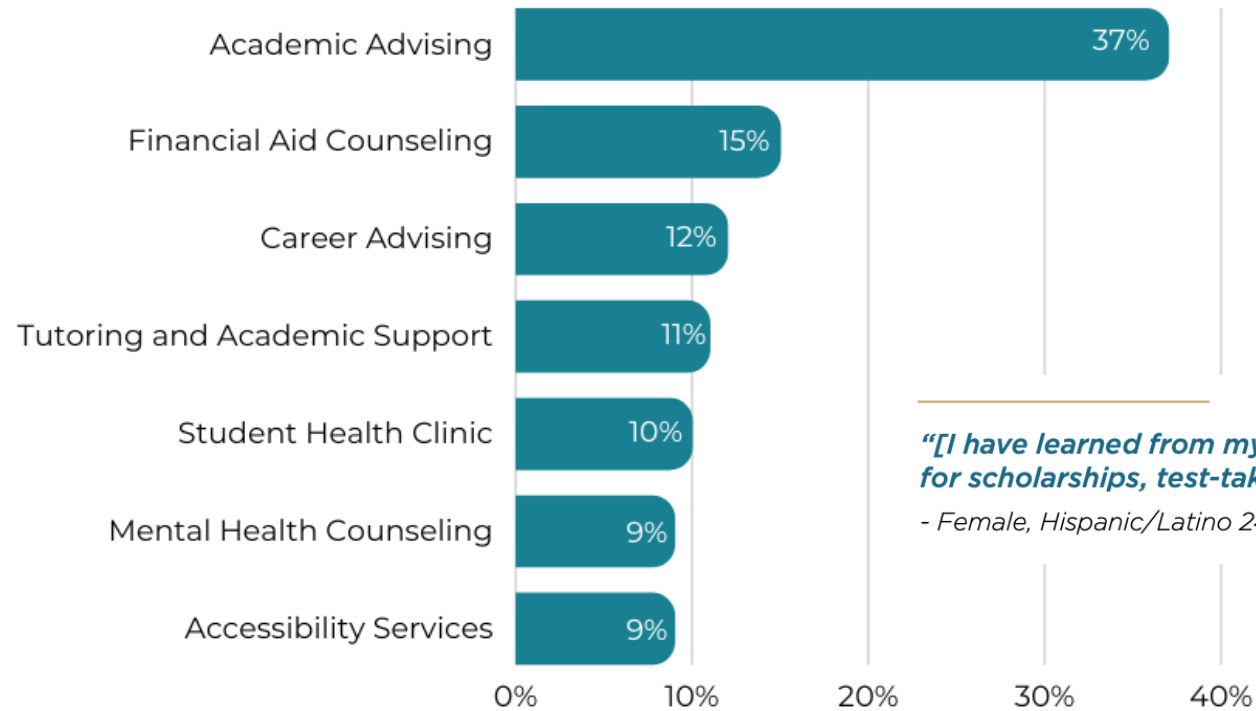
- Sophomore, female, student of color at public 4-year institution

# Awareness



“How important are the following support services to your decision to re-enroll next term?”

*Percentage of learners reporting service as “Important” or “Very Important”*



***“[I have learned from my advisor...] how to enroll for classes, apply for scholarships, test-taking strategies, financial aid deadlines”***

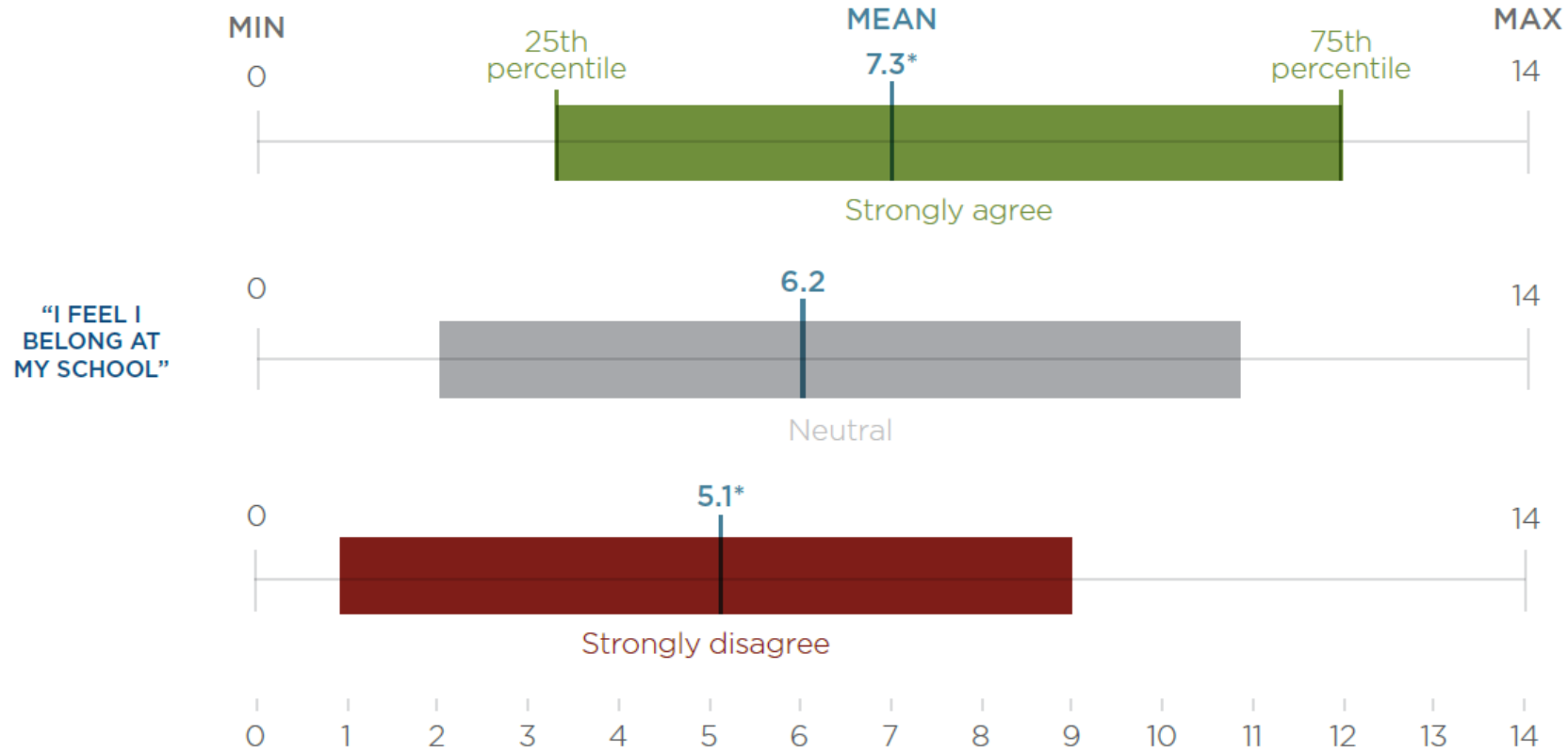
*- Female, Hispanic/Latino 24-year-old attending 2-year institution for health sciences*

Notes: Survey questions: “How important are the following support services to your decision to re-enroll next term?”  
n = 2,056; Students who indicated support as “important” or “very important” to retention included  
Sources: Listening to Learners 2023, Tyton Partners analysis

# Belonging



## Student belonging and awareness of support services



STUDENT AWARENESS OF SERVICES: AVERAGE NUMBER OF STUDENT SUPPORTS REPORTED AVAILABLE

Notes: Survey question: "To what extent do you agree or disagree with the following statements? I feel like I belong at my school."  
"Which of the following support services are available to you at your institution? Select all that apply." (14 options provided); student n=2,056, \*statistically significant difference of means at p<.001.

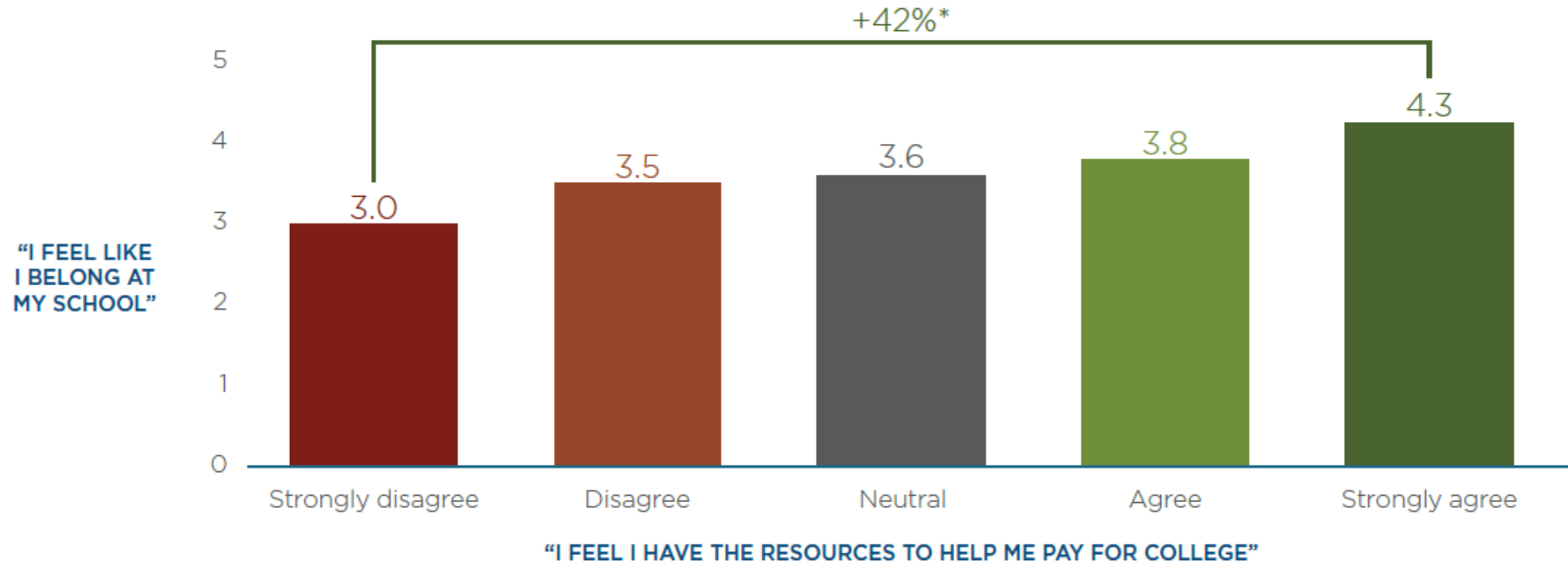
Sources: Driving Toward a Degree 2023, Tyton Partners analysis



# Belonging



## Student confidence in financial resources and student belonging

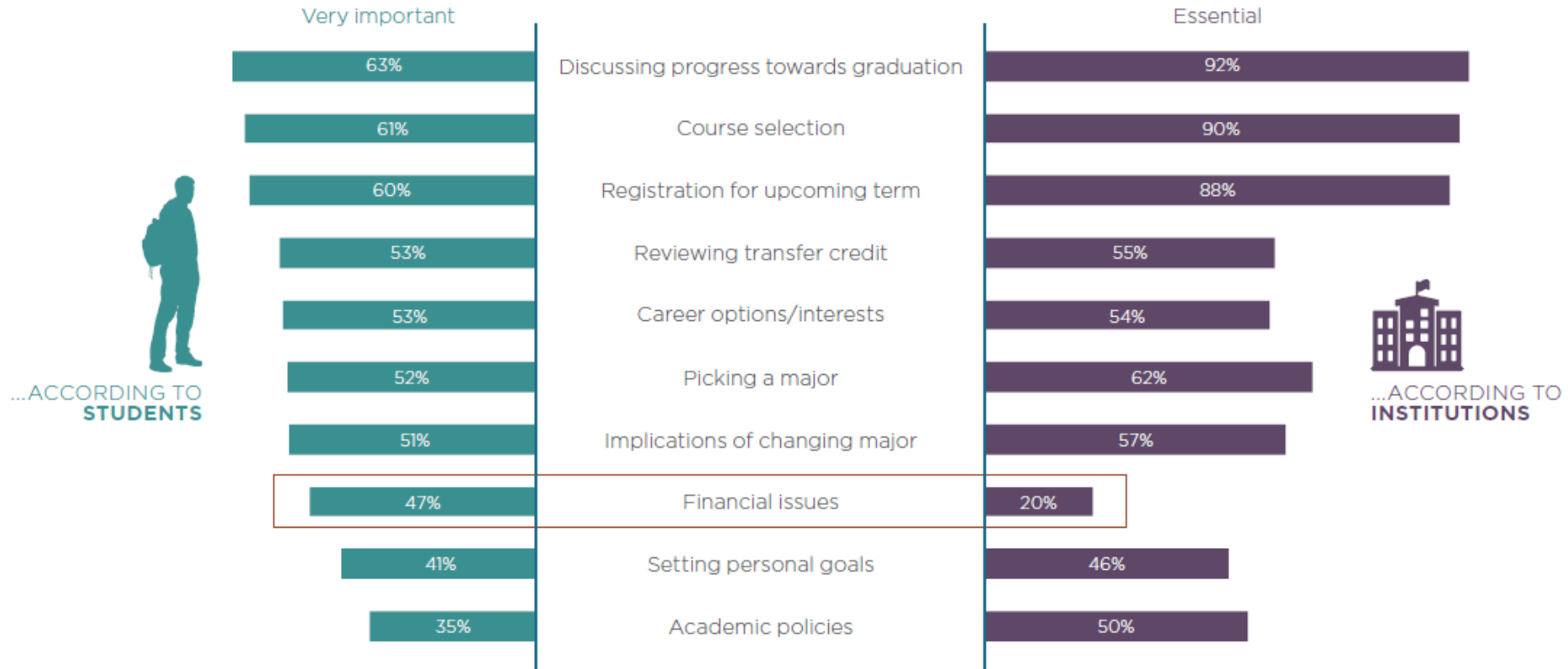


Notes: Survey questions: "To what extent do you agree or disagree with the following statements? I feel like I belong at my school; I feel I have the resources to help me pay for college," student n=2,056; \*statistically significant difference,  $p < .001$ .

Sources: Driving Toward a Degree 2023, Tyton Partners analysis

# Belonging

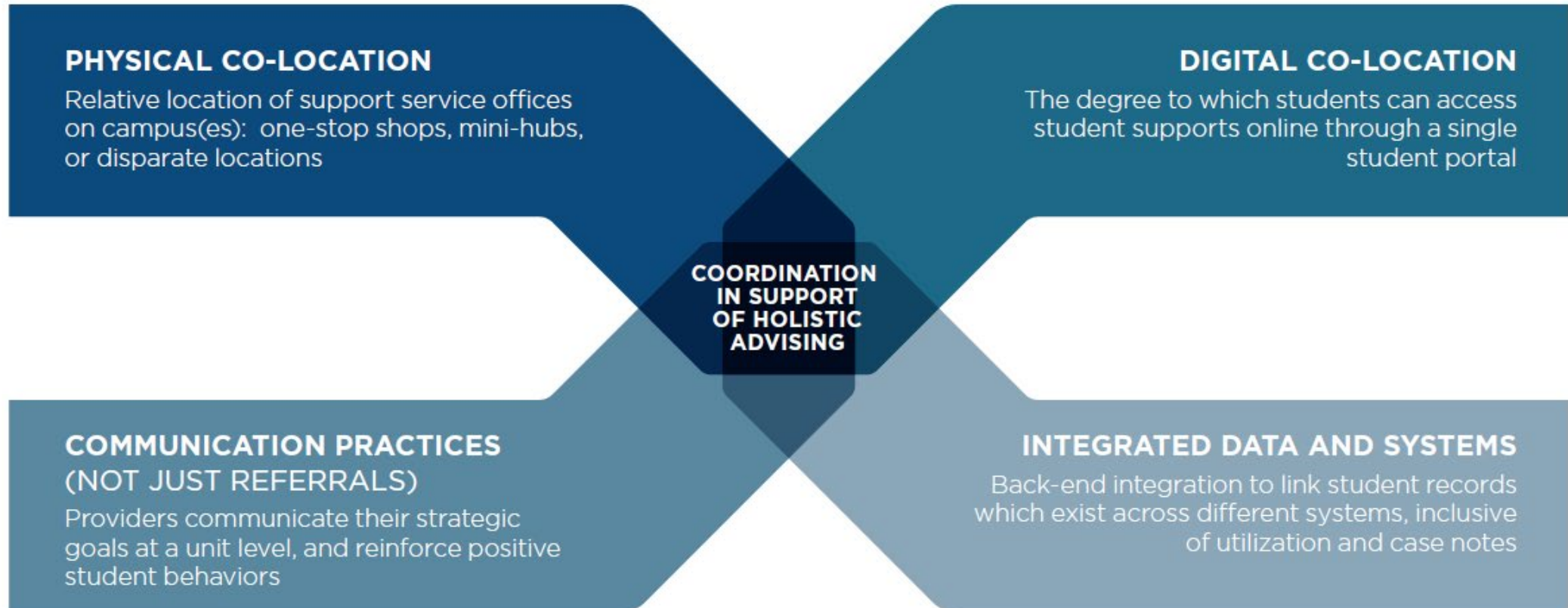
## Importance of advising topics



Notes: Survey question: "Advisor meetings can cover a variety of topics. Please indicate whether you think the following topics are important or not important for you to discuss with your advisor [or caseload] (regardless of whether you actually cover the topics)." Students with academic advisors n=2,011, academic advisors n=660

Sources: Driving Toward a Degree 2023, Tyton Partners analysis

## Tyton Partners' coordination framework

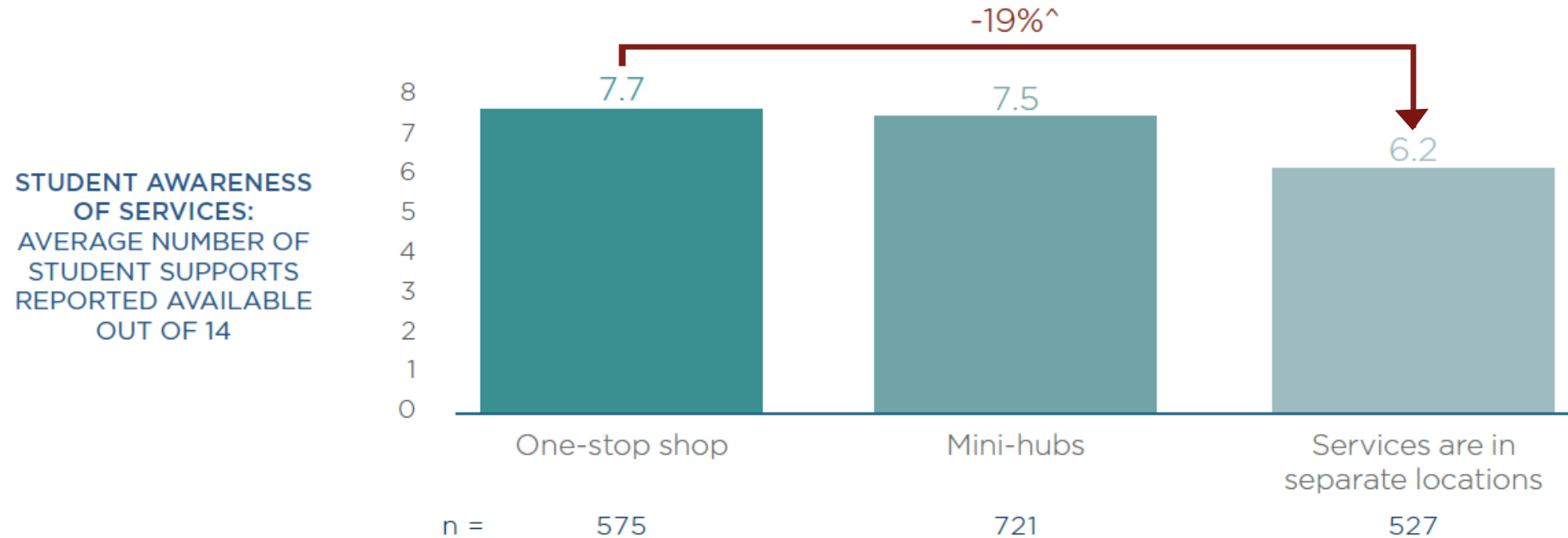


Sources: *Driving Toward a Degree 2023*, Tyton Partners analysis

# Coordination



## Awareness of student supports by organization of support offices



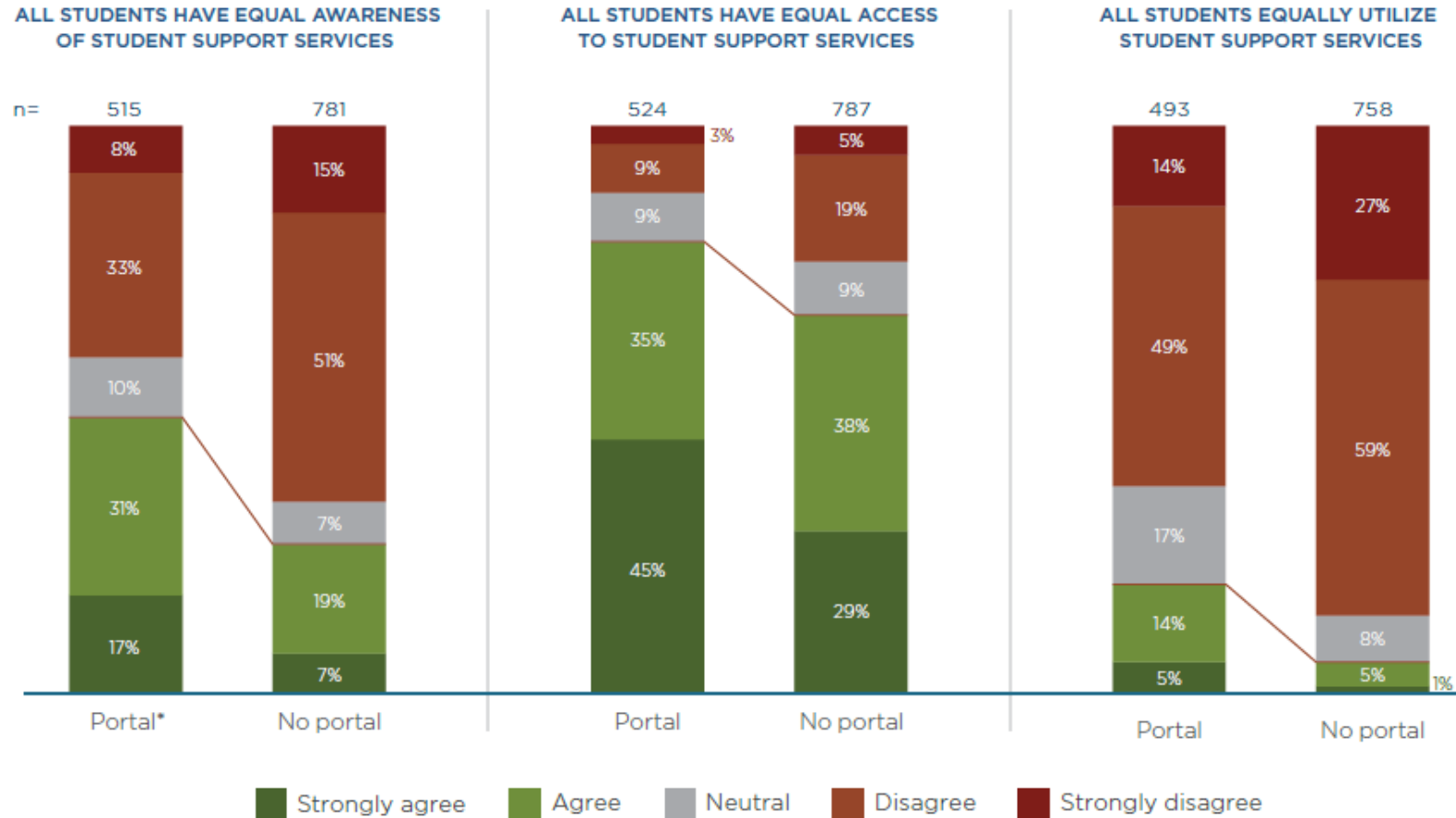
Note: Survey questions: *“Which of the following support services are available to you at your institution? Select all that apply.”* n = 2056 *“How are these student support provider offices arranged on campus?”*; ^statistically significant difference at p<.01.

Sources: *Driving Toward a Degree 2023, Tyton Partners analysis*

# Coordination



## Student awareness, access, and utilization of student supports by availability of a digital portal



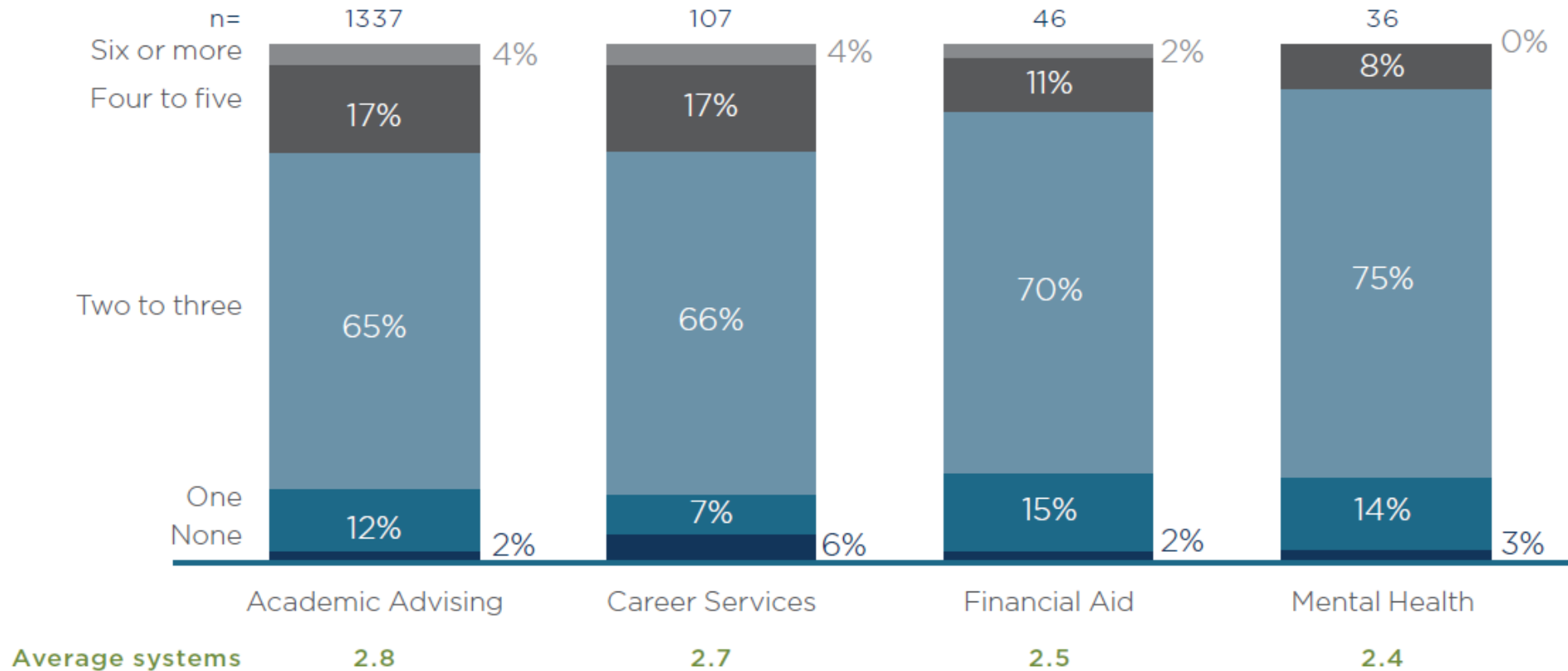
Notes: Survey questions: "Are the online equivalents of the student support services you selected accessible through a single student support or resource portal?" "Please choose the phrase that best describes your level of agreement with the following statements regarding student supports." Administrator/advisor/faculty n=1,324

Sources: Driving Toward a Degree 2023, Tyton Partners analysis

# Coordination



Number of systems needed for an advising session by office



Notes: Survey question: "How many different products or systems do you use as part of your sessions with students?"

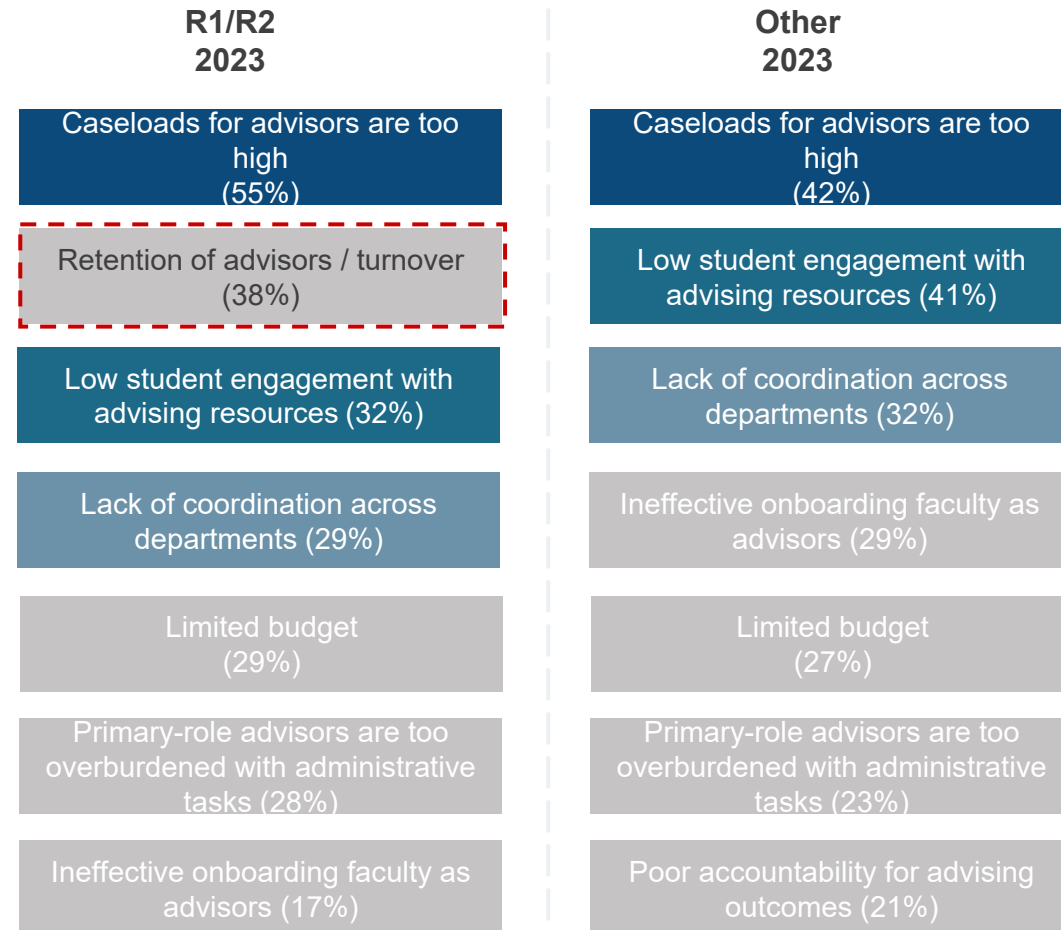
Sources: Driving Toward a Degree 2023, Tyton Partners analysis

# An Emerging Concern: Advisor Retention & Turnover



- Advisors at four-year public institutions also have higher caseloads and advisors with higher caseloads report a lower likelihood of remaining in their role in the next 5 years
- Especially if those caseloads exceed 300 students.

Top barriers to improving advising, by subpopulation

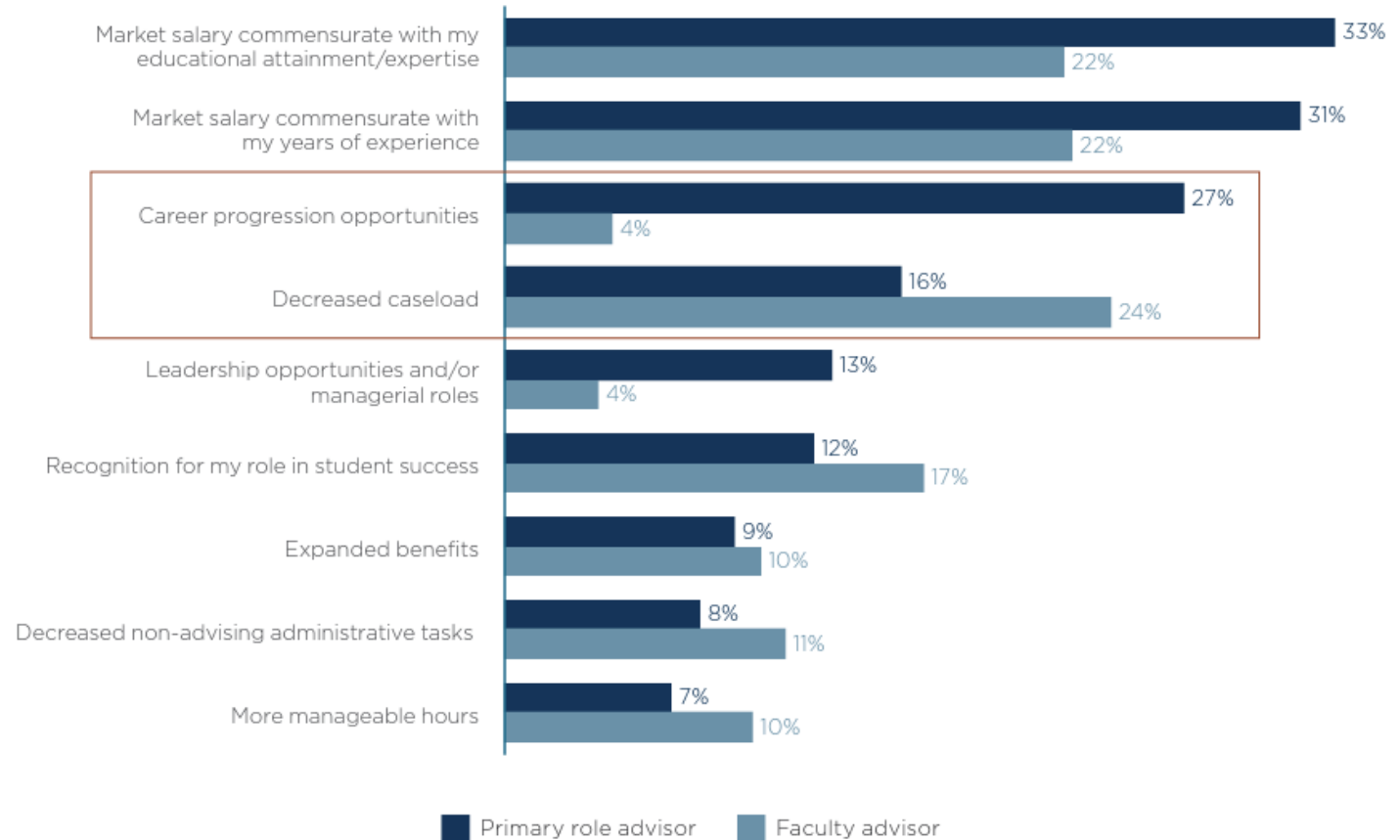


# An Emerging Concern: Advisor Retention & Turnover



- **28%** of advisors reported that high advisor turnover and difficulty with retention was a top three challenge to effective advising, rising from 15% in prior years.
- **34%** of advisors identified retention as a top barrier to advising.
- Advisors at four-year public institutions also have higher caseloads and advisors with higher caseloads report a lower likelihood of remaining in their role in the next 5 years, especially if those caseloads exceed 300 students.

Actions that increase job satisfaction for advisors



Notes: Survey question: "Which of the following would increase your job satisfaction? Select top three." Academic advisor n=660  
Sources: Driving Toward a Degree 2023, Tyton Partners analysis



# *Driving Toward a Degree 2023 Call to Action*



## **1. Prioritize Awareness Campaigns**

Institutions should prioritize student support awareness campaigns to ensure students are aware of available resources and services.

## **2. Encourage Belonging**

Institutions should track and manage utilization of academic and non-academic support services to support retention.

## **3. Enhance Coordination**

Institutions need to improve coordination among student support services by ensuring data sharing is happening across key support areas and adopting integration solutions where needed.

## **4. Address Job Satisfaction**

Institutions should focus on defining career progress for advisors, including salary and leadership growth, to increase job satisfaction and retain effective advisors.

**THANK YOU**

<https://tytonpartners.com/driving-toward-a-degree-2023/>

**More Questions?**

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