Student Success Initiatives

Presented by:

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2024 Summer Work Study

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Sociology Minor
Summer Research Assistant, OVPIUE

- Researched **Student Success Initiatives** from Universities in North America and Australia
- I love longboarding, making charcuterie boards, and watching video essays!

Content I reviewed:

Podcasts   Newsletters   Journals

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Agenda

1. Early Alerts

2. Personalized Outreach

3. Chatbots

4. Sense of Belonging

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Early Alerts

What are Early Alerts?

"Formal communication systems put into place to help with the timely identification and intervention of students who display attrition risk factors."

- ○ **Alert:** Systems that aim to send 'red flags' to faculty/advisors to identify at-risk students
- ○ **Outreach:** Often paired with personalized outreach systems to intervene and address problems

Basic Process for Early Alert Systems

Solicitation	Referral	Alert	Intervention

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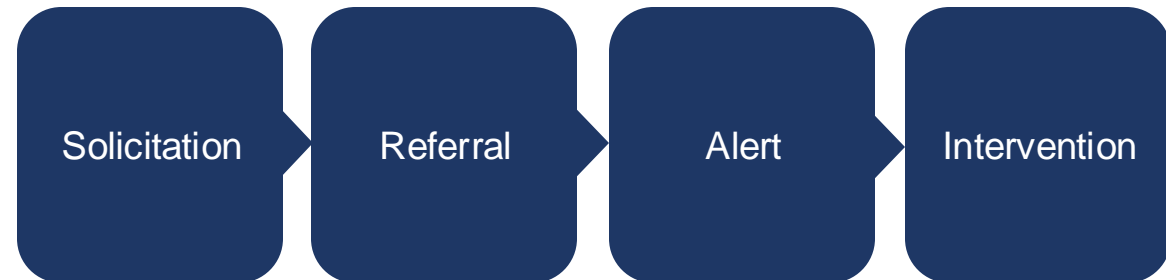
Early Alerts: Faculty Integration in the Process

1. **Clear, descriptive blueprints and expectations.**

2. **Calendars and regular reminders for timely reporting.**

3. **Outcome Reports on Effectiveness of the Alert.**

Figure 2.6: Early Alert Referral Origination, by Institutional Size
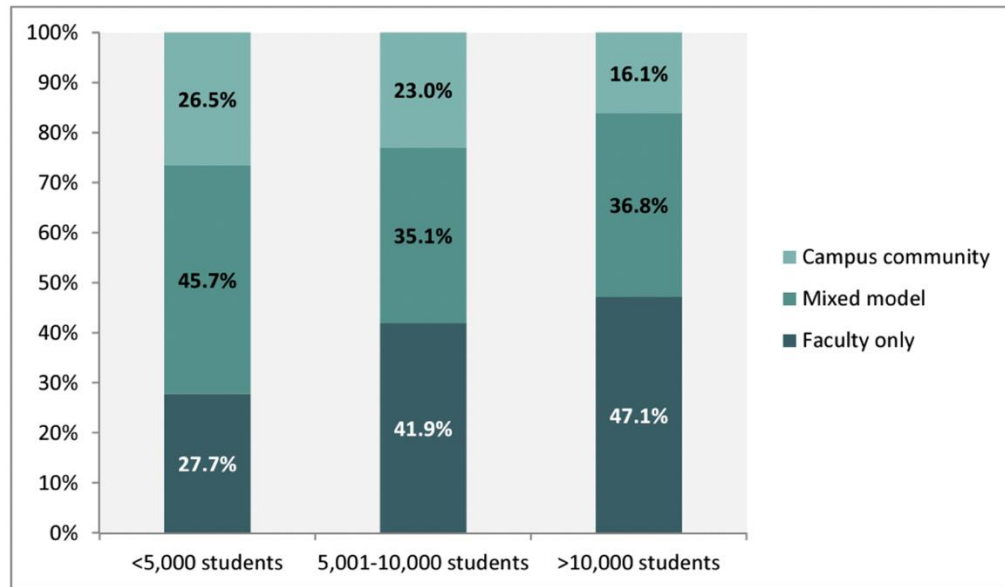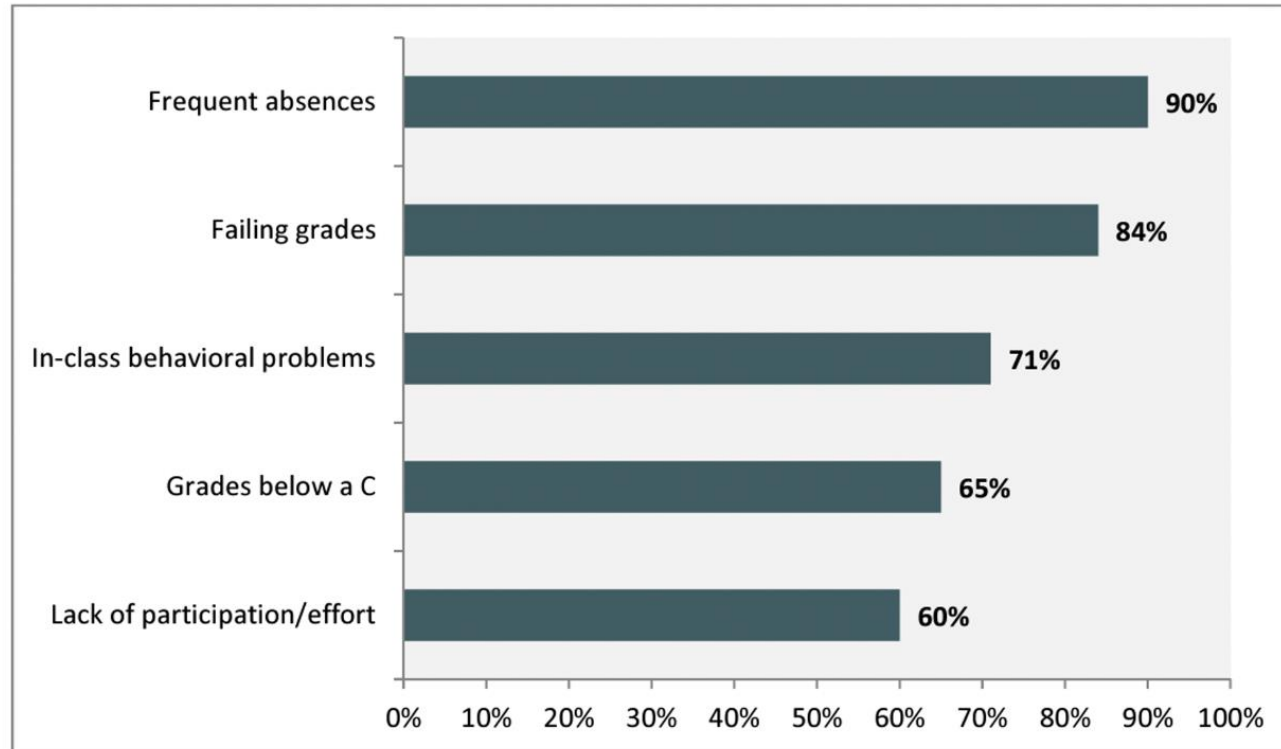
Source: Simons, "A National Study of Student Early Alert Models."

Santa Fe College:
Early Reporting Calendar align timelines on a communications calendar.

University of Northern Colorado (UNC):
Outcome Reports that show student's grade improvements to faculty after an Early Alert.

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5 Common Indicators to Initiate an Early Alert

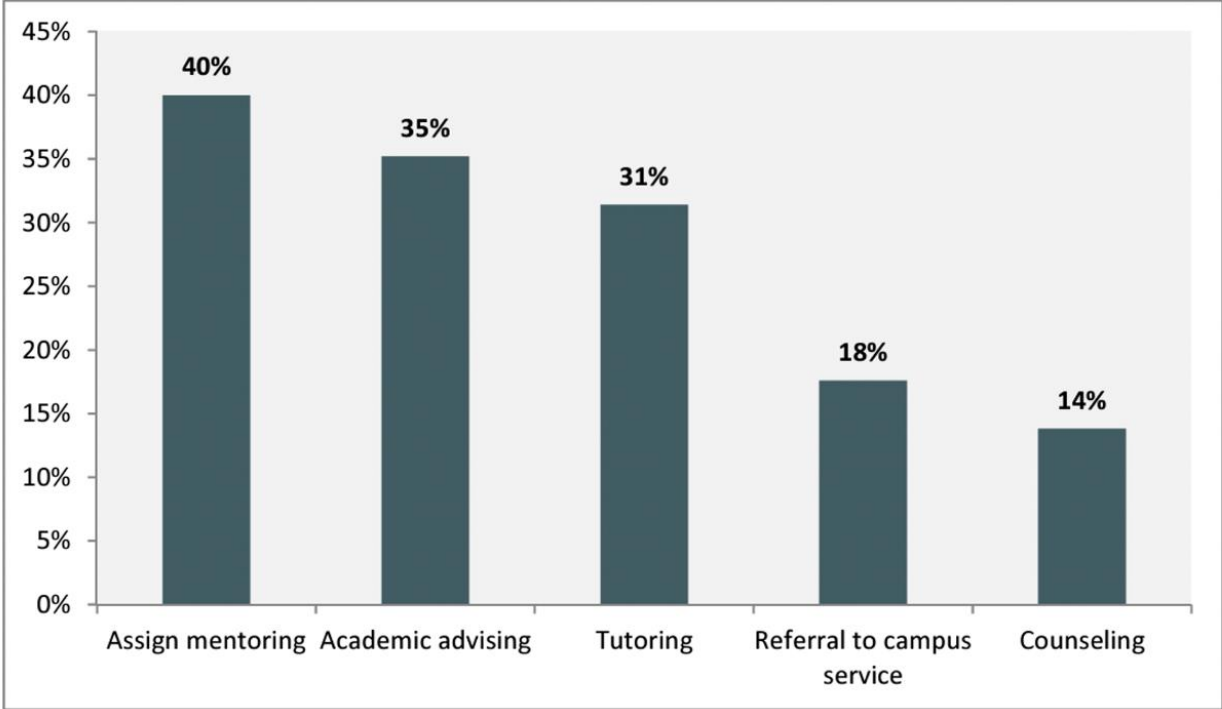
Source: John N. Gardner Institute for Excellence in Higher Education
* Respondents could choose more than one response.

Sometimes, social indicators are used.

Path Between Alert and Intervention

Advising staff need a blueprint for how to use early alerts.

Source: Simons, "A National Study of Student Early Alert Models."
* Respondents could choose more than one response.

The Initiative: Mercy College's Intervention Pathways.

Mercy College's Standardized Early Alert Intervention Pathways

Final List of Early-Alert Reasons	Determined Intervention Pathways
• Student is doing well in class	• Notified student of making satisfactory progress in course
• Low scores on assignments or tests	• Met with student to discuss academic plan for improvement
• Refer to tutoring: please provide specific details in comment	• Recommended tutoring and provided contact information
• Missing in-class assignments, online discussions, or tests	• Reviewed class expectations with student
• Not prepared for class	• Discussed number of absences or punctuality issues
• Attendance or punctuality issues	• Met with student to discuss non-academic concern
• Nonacademic concerns: please provide specific details in comment	

Purdue University: 'Traffic Lights'

78% of students with a red warning improved their grades.

Why it worked: Intuitive and simple.

The Initiative: Traffic lights' signals how students are performing in a class. Informed by 20+ effort-based indicators rather than academic grades.

"Before, no one would e-mail me and say, 'I'm at 58 percent and I want to get to 72 percent, what do I need to do?' But the students who get a red light almost all contact me immediately to ask how to raise their grades."

- Professor at Purdue University

University of New England: Early Alerts Program

The Initiative: Multi-channel EA system around the ethos of community and wellness.

Automated Wellness Engine

Analyses 34 triggers for 'at risk' behaviour

Sources data from 8 different channels.

- Creates a Daily Wellness Report for individuals
- Creates a Weekly Wellness Report for school trends

eMotion

- Students can post an emoticon along with comments to react to individual units or subjects directly in their MyUNE portal
- All students who report to be 'unhappy' or 'very unhappy' are contacted within 24 hours

The Vibe

- Floating word cloud in their MyUNE portal
- Lets students share what they're thinking/feeling about school

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Personalized Outreach

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Data-informed outreach that is timely and intentional.

Targeted nudge campaigns to specific students with specific goals.

Developing trust through compassionate, multi-channel nudges show students we care.

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What makes good Personalized Outreach?

Personal

- Attuned and tailored to the student, **feels like advisor cares**

Tacoma Community College:
One email worded like a personal letter saw a 42% increase in additional enrollment.
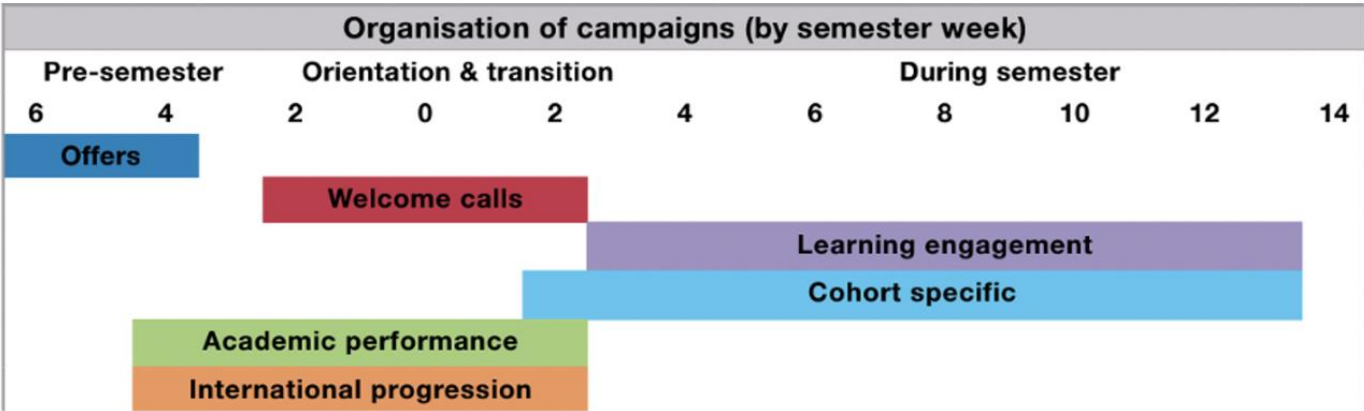
Relevant

- Outreach that is **data-informed** and **timely**

Slippery Rock University:
Predictive Analytics to design targeted nudge programs ("Don't Crumble for Midterms" emails)

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Queensland University of Technology (QUT): Student Success Programme

The Initiative: Early monitoring and outreach through multiple sub-campaigns.

Campaign	Sub-campaigns	Objectives	Examples of 'at-risk' indicators
Follow up of offers When: 48 hours post offer of a place, prior to semester (approx weeks -6 to -4)	• Late to accept. • Course specific (e.g. engineering).	• To provide advice about university processes and support. • To assist with administrative issues related to enrolment.	• Delay in accepting offer • Cohorts under-represented in HE. • Under-represented in course (e.g. female applicants for engineering).

Peer-to-peer Personalized Outreach

Outreach for Academics: Auckland University of Tech FYE program

1. Identified at-risk first year students
2. Proactively contacted by senior students and directed to resources.

Paper Completion Rates +22.3%

Outreach for a Sense of Belonging: Civitas Case Study

Peer-to-peer outreach through multiple channels (e.g text) that builds relationships with fellow peers.

+6.8PP lift in persistence

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Cautionary Findings: Personalized Outreach Can Sometimes Backfire

Untargeted Early Alerts: - 8.2PP effect on persistence

- Overwhelm staff with irrelevant info at peak times

- Discourages student engagement

- Implicit bias

General nudge campaigns: -3.3 PP on persistence'

- Transactional

- Depersonalized

- Unhelpful + Overwhelming

MAAPS Project Challenges:
Institutional Readiness
Faculty Turnover Rate
Data Management

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Chatbots

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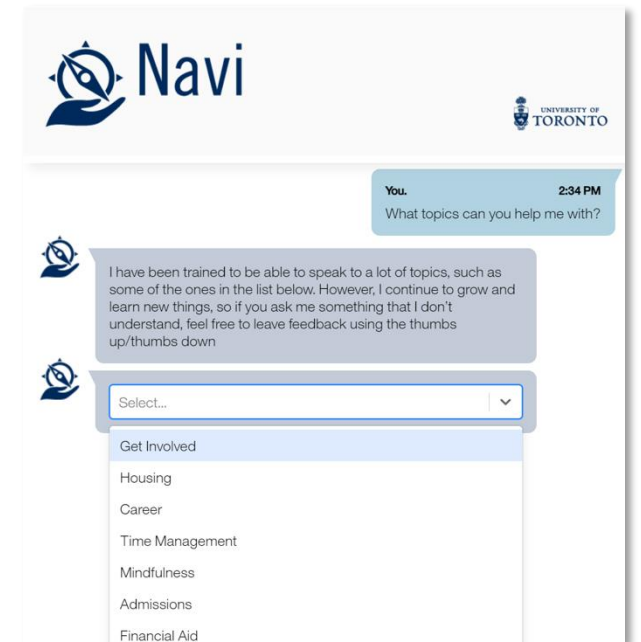
Chatbots and AI: The Future!

Improves efficiency by handling routine inquiries and frees up staff time

Provides 24/7 support

Can be anonymous

High levels of engagement

Disproportionately helps marginalized students

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Chatbots for Enrolment and Guidance

Sunny
Arizona State University

- Large language model

- Proactively nudged students

- Answers basic enrolment questions, refers complex ones to a human advising team

- **Saved estimated 492 hours of staff time**

LUIe
Loyola University

- AI assistant for both students and advisors

- Integrated with existing systems
    - E.g. "Can you approve this student for an overloaded schedule?

- **91% satisfaction rate, 86% accuracy**

Pounce
Georgia State University

- Targeted incoming first years (summer melt)

- Aided with admissions process and admin Q's

- **21.4% reduction in summer melt, 94% recommendation rate**

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Chatbots for a Sense of Belonging

Missouri Western State University:
EdSight Retention Case Study

- SMS bots prompt students about their college experience

Uncovered pockets of students that shared common struggle for advisors to turn into initiatives

Bethel University Chatbot

95% opt-in rate, retention increased 4%

Refers students to resources

- Tutors
- Campus engagement
- Wellness center

Advisors

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Chatbot Teaching Assistants

University of Michigan-Flint: Maizey

Build virtual TA's and tutors using class material (Drive, Canvas) for specific classes

Harvard University: CS50

24/7 TA for a CS class, debugs code, aids in academics

Sense of Belonging

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Sense of belonging is one of the biggest factors impacting student retention.

u of tears
#8151

I might have to take an extra semester because my mental health was so bad this past year that I dropped classes and now I'm just feeling super depressed that I probably won't be able to graduate with my friends

- 4th year @UTSG

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Sense of belonging improves with…

Quality relationships with faculty and administrators

Encouraging Campus Involvement

Helping students develop relationships with people/peers they can lean on

Activities that encourage interaction among students from different backgrounds

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Sense of Belonging Initiatives

Grants

- UTSA
  - All faculty can apply for mini-grants that fund initiatives that bond with first-year students
- Ohio University
  - Mini grants that support student-professor relationships

Campus Involvement

Civitas Case Study

1. Identify impact of campus activity

2. Identify students that would benefit most

3. Nudge those students towards these activities

Doubled four-year graduation rate from 19 percent in 2014 to 48 percent in 2020

Peer-to-peer Programmes

Build relationships with a peer that could guide them personally and provide/be a helpful resource
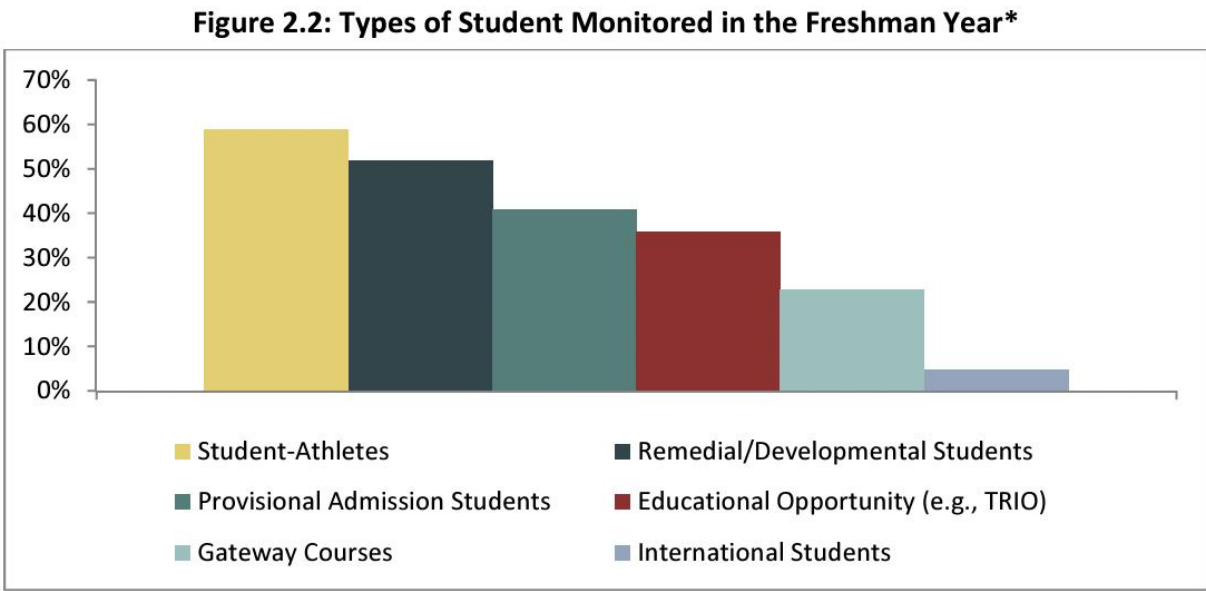
Civitas: +6.8PP persistence

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Questions?

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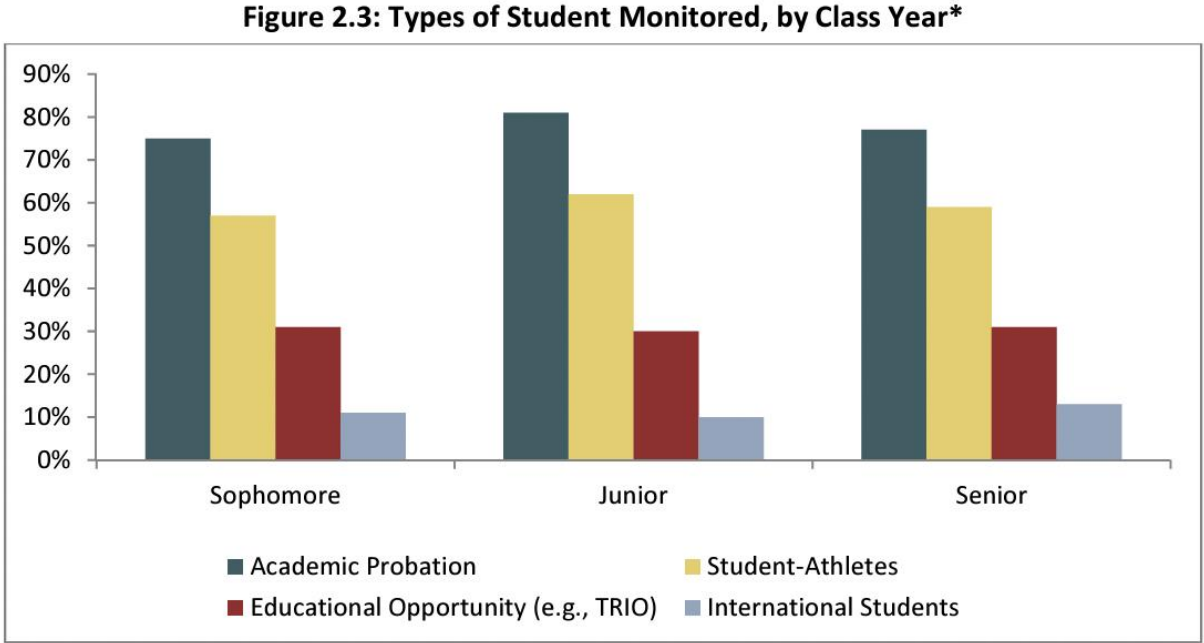
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Appendix.

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Early Alerts: Demographics

Figure 2.2: Types of Student Monitored in the Freshman Year*

Legend:
- Student-Athletes
- Remedial/Developmental Students
- Provisional Admission Students
- Educational Opportunity (e.g., TRIO)
- Gateway Courses
- International Students

Source: John N. Gardner Institute for Excellence in Higher Education
* Respondents could choose more than one response.

[24] Barefoot, B. et al. "Enhancing Student Success and Retention throughout Undergraduate Education." Op. cit., pp. 27, 29-31.

Figure 2.3: Types of Student Monitored, by Class Year*

Legend:
- Academic Probation
- Student-Athletes
- Educational Opportunity (e.g., TRIO)
- International Students

Source: John N. Gardner Institute for Excellence in Higher Education
* Respondents could choose more than one response for each year.

Pre-enrollment factors:
SAT/ACT scores
High school grades
Quality of high school courses

Post-enrollment factors:
Attendance
Course-specific performance
Annual student survey data

Data-Activated Early Alert Systems

Champlain College: Using LMS Systems and data to support early alerts

Austin Community College + SUNY Broome: Civitas Learning Student Impact Platform

- Identified key words in LMS discussion posts are automatically flagged in reports for faculty.

- Faculty can easily submit early alerts based on these reports.

- E.g "frustrated", "need help", etc.

- Austin Community College (ACC): 'Persistence predictors' notify advisors and faculty.
  - Flags students about missed classes and performance concerns

- SUNY Broome: Uses Civitas to prevent **siloing** of information

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Personalized Outreach Email Campaigns: University of Central Oklahoma

Campaign:
Financial Literacy

Population:
Students with an outstanding balance

Content:
Nine touchpoints on financial literacy

Campaign:
Transition to College

Population:
First-year and transfer students

Content:
Highlight resources for financial aid, deadlines, step-by-step guides, and FAQs

Campaign:
Criminal Justice Program

Population:
Criminal Justice Majors with average grades less than 74%

Content:
Individualized support and resources for CJ classes

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Queensland University of Technology (QUT): Student Success Programme Continued

Campaign	Sub-campaigns	Objectives	Examples of 'at-risk' indicators
Follow up of offers When: 48 hours post offer of a place, prior to semester (approx weeks -6 to -4)	• Late to accept. • Course specific (e.g. engineering).	• To provide advice about university processes and support. • To assist with administrative issues related to enrolment.	• Delay in accepting offer • Cohorts under-represented in HE. • Under-represented in course (e.g. female applicants for engineering).
Welcome calls Weeks -1 to 3	• Students who do not attend faculty or other 'required' orientation events. • Welcome and welcome back to students from specific cohorts.	• To support commencing students by providing university and course specific information and advice. • To emphasise and promote behaviours related to success for commencing cohorts.	• Absent from key orientation events. • Member of known 'at-risk' cohort (e.g. rural students). • Students without 'assumed knowledge'.
Learning engagement (Weeks 2–13 of semester)	• Students in particular courses/programs. • Students enrolled in particular units.	• To improve persistence and achievement of at-risk students.	• Absence from classes. • Low or very high levels of on-line activity (LMS). • Failure to submit or failure in progressive assessment items. • Students in 'at-risk' courses (e.g. external courses).

University of New England: Early Alerts Flow
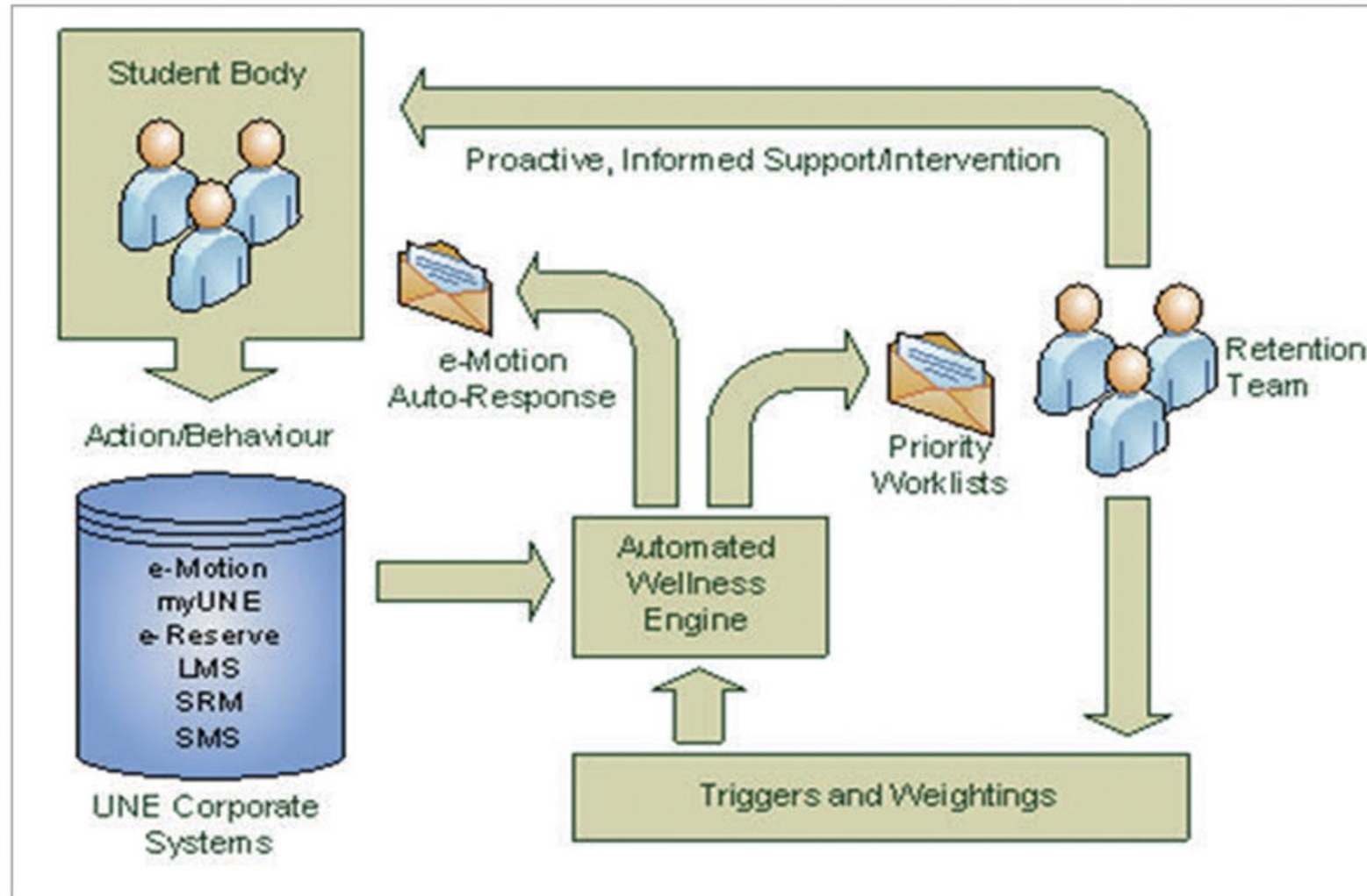
MAAPS Pilot Projects Takeaways

•Pilot project from the University Innovation Alliance (UIA) found that a great challenge is **institutional readiness**

•Providing treatment students with MAAPS advising and business-as-usual advising through multiple advisors lead to **unnecessary complexity**

•**Inability to implement** early alert data systems to inform proactive and early advisement, some systems failed

•Low engagement because of business-as-usual integration, **confused students** on MAAPS advisor vs regular advisor

•**Faculty turnover rate** making personalized advising hard

•Georgia State University, one of the institutions who participated in this initiative, was the only standout university that really benefited because they had the infrastructure to integrate the MAAPS program effectively into their institution.

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