

UNIVERSITY OF
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LEARNING TO A GREATER DEGREE

UCM's Collaboration to Support Students

Outline

1. Success Strategies with campus engagement
 - a. UCM history and evolution
 - b. How to increase campus buy-in
 - c. Impact on student retention/completion
2. Technology and data systems
 - a. How to utilize to reduce silos and build partnerships
 - b. Reduce duplication of efforts
3. UCM Care Team Model
 - a. Behavioral
 - b. Academic
 - c. Intervention Strategies
4. Adaptation and continuous improvement

Complexities Facing Higher Education

- Shifting Student Demographics
- Rapidly increasing classroom and student/advising student ratios
- Missouri's state appropriation and budget realities
- Performance funding alongside incomplete student success data
- Rapidly increasing number of student success initiatives with little coordination/ connection to each other.
- Utilization of data to make and assess decisions

3

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Student Success

The leading theorists of engagement (Kuh, Pascarella, Terenzini, Astin, et al.) have all suggested that engagement is key to success:

- 1. Student time & effort
- 2. Institutional allocation of resources and learning opportunities

*The emphasis on the institutional perspective of student success is important. It has been argued that many more students would persist and succeed if colleges and **universities intentionally and strategically designed themselves** to promote greater student success (Kuh, Kinzie, Shuh, Whitt, & Associates 2005) (as cited in Schreiner 2012)*

4

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For institutions wanting to enhance the undergraduate education, we have all we need – **optimism, patience, teamwork, and muscle** – **there are no quick fixes, gimmicks or magic bullets**

Undergraduate Experience: Focusing Institutions on What Matters Most
Felton, P., Gardner, J., Schroeder, C., Lambert, L., Barefoot, B. (2016) Jossey Bass

5

Student success is all about partnerships.



6

Development & Evolution

| | |
|------|---|
| 1990 | Development of Suspension Waiver Program (1991 Noel Levitz award) |
| 2004 | Reboot of the Suspension Waiver Program (2007 Noel Levitz award) |
| 2005 | Development of UCM Student Behavior Team (CARE Team) |
| 2007 | Initial integration of academic and behavioral indicators for "at risk" students |
| 2011 | Implementation of Maxient Judicial platform / integration of academic and behavioral indicators |
| 2012 | Reboot of Academic Alert process |
| 2013 | Development of Student Success Framework and Data Dashboard for At Risk Students |
| 2014 | Development of Mentoring, Advocacy & Peer Support Office |
| 2015 | Redesign of Conditional Admit program to Advantage |
| 2016 | SSC Campus, GUIDE |
| 2017 | |

7

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UCM Success Initiatives

- Advantage Program (Conditional Admits)
- Academic Advising
- Financial Aid Advising
- Gateway Advising and Major Exploration Center
- MAPS (Mentoring, Advocacy & Peer Support Office)
 - Academic Alert Outreach
 - Suspension Waiver
 - Scholarship Mentoring Program
 - Center for Multicultural and Inclusivity
 - Student Advocacy
- TRIO Program
 - TRIO -SSS
 - TRIO-McNair
 - Veterans Upward Bound
- Athletics
- VSAP (Violence and Substance Abuse Program)
- Career Services Center
- Counseling
- Office of Accessibility Services
- Housing
- Health Center
- UCM Student Behavior Team (CARE Team)
- Military and Veterans Office
- Learning Commons
 - Tutoring
 - SI
 - Writing Center

8

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FERPA: What can/should we share?



- Private student data for curiosity.



- Student data for health and safety reasons in certain emergencies.



- Student data with university employees with a legitimate educational interest.

9

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Obtaining Campus Buy-in

Transformative leadership is about shared ownership.

- Establish data baselines to evaluate opportunities and student populations
- Learn about different programs and institutional departmental approaches
- Align strategies and values: common goal
- Share the information and vision with others
- Increase communication between offices/departments
- Activate allies and utilize talent
- Assess and be flexible

10

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Red Flags



Certain risk factors, when appearing in conjunction with other concerns, should be viewed as significant “Red Flags”

Examples:

- Alcohol violation in the 1st 6 weeks / undeclared major / male student
- Enrolled after the 1st day of classes / early absenteeism / living off campus
- Roommate conflict / 1st generation student / policy violation in 1st 6 weeks

11

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Coordinated Care

- Associate Vice Provost of Student Engagement and Experience
- Assistant Vice Provost of Enrollment Management
- Academic Advising Supervisors- (Associate Deans)
- Director of TRIO-SSS
- Academic Enrichment Department Chair
- Advantage Coordinator

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Milestones/Intervention

| | |
|--|---|
| Pre-Enrollment Risk | Welcome CARE calls/emails from peers |
| Enrollment Verification | Email from Registrar's Office Outreach from Academic Resource Coach |
| Week 3: Academic Check-up | Academic Advisor/ARC Outreach |
| Week 6: Progress Report (Mid-Term Grades) | <u>Tiered Outreach</u> *Low Risk = Peer Calls *Moderate Risk = ARC Outreach, Academic Advisors *High Risk= MAPS Office Staff |
| Week 9/10: Academic Check-up/Risk Indicator | Academic Advisor/ARC Outreach Program Coordinator Outreach (i.e. Athletics, etc) |
| Advising Appointment and Term Enrollment | Academic Advisor Outreach |
| End of Term Academic Status | Appropriate Office Outreach (i.e. Financial Aid, Advising, |

13

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Fall 2016 Freshman Advising: Intervention Assessment Review

| Variable | Attended Advising | Not Attended Advising |
|--------------------------------|-------------------|-----------------------|
| Avg. Fall hours earned | 14.13 | 11.50 |
| Avg. Fall gpa | 2.91 | 2.37 |
| Avg. Spring hours earned | 13.08 | 12.21 |
| Avg. Spring gpa | 2.92 | 2.73 |
| Total: 30 or more earned hours | 26.52 | 21.31 |
| Cum gpa | 2.86 | 2.32 |
| Retained Following Fall | 74.29% | 61.86% |

14

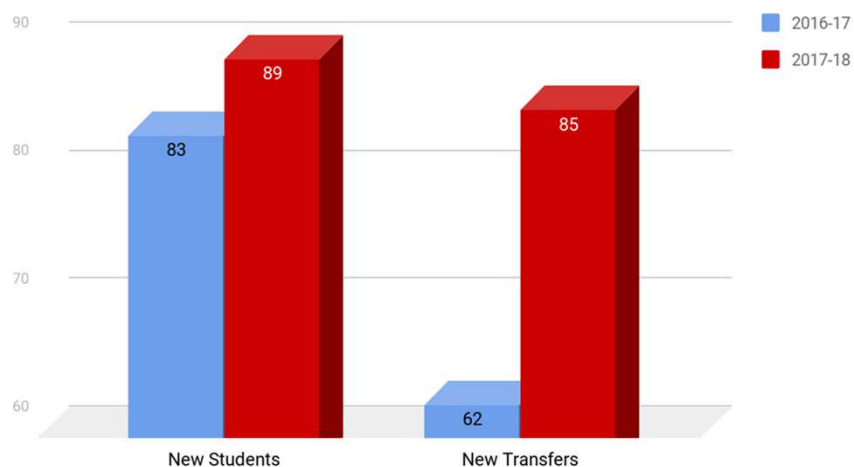
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Intrusive Advising Pilot: Undecided

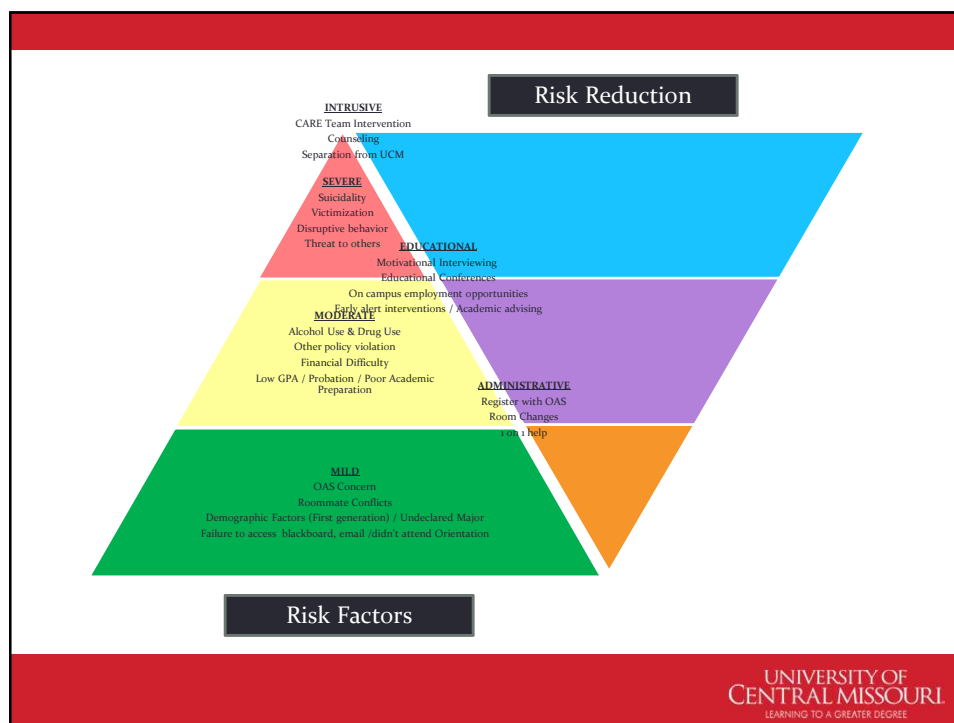
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| Pre-Advising | April/ May | Career Counselor |
| Orientation | June/ July | Career Counselor |
| Kick-Off | August | Career Counselor |
| Student Self-Evaluation #1 | Week 1-2 | Peer Ambassador |
| Pre-Exploration & MBTI | Week 2-6 | Career Counselor |
| Student Self-Evaluation #2 | Week 5-6 | Peer Ambassador |
| Exploration and & CLII | Week 7-11 | Career Counselor |
| Mid-Term Review | Week 9-10 | Peer Ambassador |
| Enrollment | Week 11-16 | Career Counselor/Peer |
| Career Development Plan | Week 15-16 | Career Counselor |

15

Persistence: Open Options



16



CARE Team - High Risk Students

The purpose of the CARE Team is to assist “High Risk” students dealing with complex concerns:

- Identify individuals who may be at risk or in distress.
- Prevent foreseeable problems and disruptions.
- Provide guidance in responding to troubled students and campus disruptions.
- Inform the campus administration of behavior trends and emerging concerns.
- Communicate and coordinate interventions with the wider Warrensburg community when appropriate.

CARE Team Referrals

The CARE Team addresses over 400 student and employee concerns each year. The majority of these referrals involve

- depression and other mental health concerns
- significant health concerns
- policy related matters (bullying, harassment)
- suicide attempts or ideation
- Disruptive or unusual behavior

Significant academic deficiencies often result from these concerns.

Examples of Outreach

Samantha - Samantha was a first year commuter student from a small, nearby community. Samantha performed well in high school but she received two academic alerts related to poor performance on classroom assignments in the first four weeks of classes. This prompted outreach from the MAPS office. During her meeting with MAPS, Samantha expressed the difficulty she was having with adjusting to college because, "in high school someone was always there to tell you what to do; then you come to college and it's kind of like you're on your own." Based on this conversation, MAPS connected Samantha with an Academic Responsibility Coach (ARC). Samantha met with her ARC about once per week during the remainder of the semester. During their conversations, the ARC helped Samantha develop goals and create a weekly checklist. This helped to provide Samantha with a sense of ownership with her academic challenges and provided an avenue for her to be more successful at completing her tasks while staying current with her classwork. Samantha successfully completed the spring semester in good standing with the university and enrolled to continue her studies during fall.

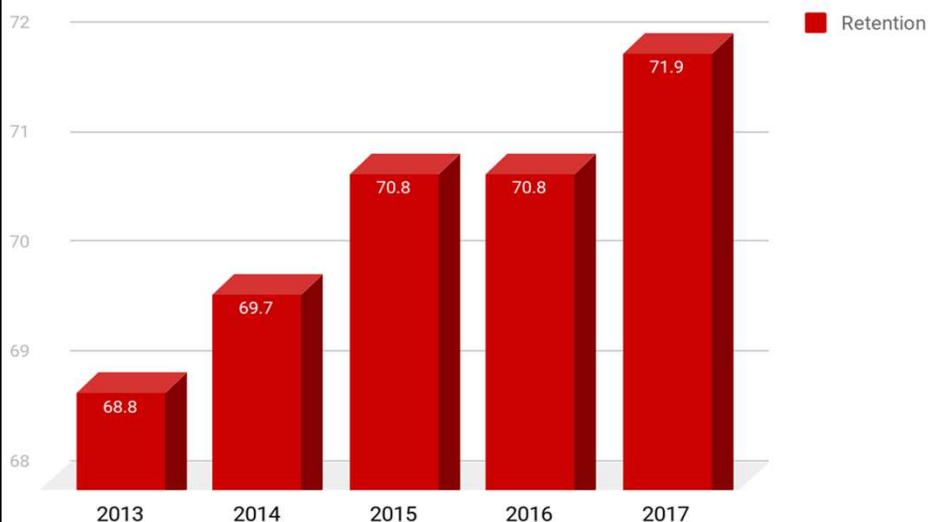
Examples of Outreach

Dennell - Denell was a first-semester transfer student. Her father, and sole caregiver, died suddenly and unexpectedly during the fall semester. A case worker was assigned by the CARE Team to provide ongoing support. After we reached out to her, she decided to continue attending UCM while working through her family tragedy. Because of this loss, she missed one week of classes. The CARE Team case worker contacted faculty, and with the help of her professors, Denell worked to complete missed assignments while staying up to date on her additional assignments. Our structured approach of creating weekly checklists and developing semester goals helped Denell successfully work through the semester. Along the way, she used many university resources available to her such as academic tutoring, her financial aid counselor, and the counseling center. Her positive personality and persistence helped her successfully complete the semester. She is continuing to improve academically and is progressing toward graduation.

21

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First Time, Full Time Freshman

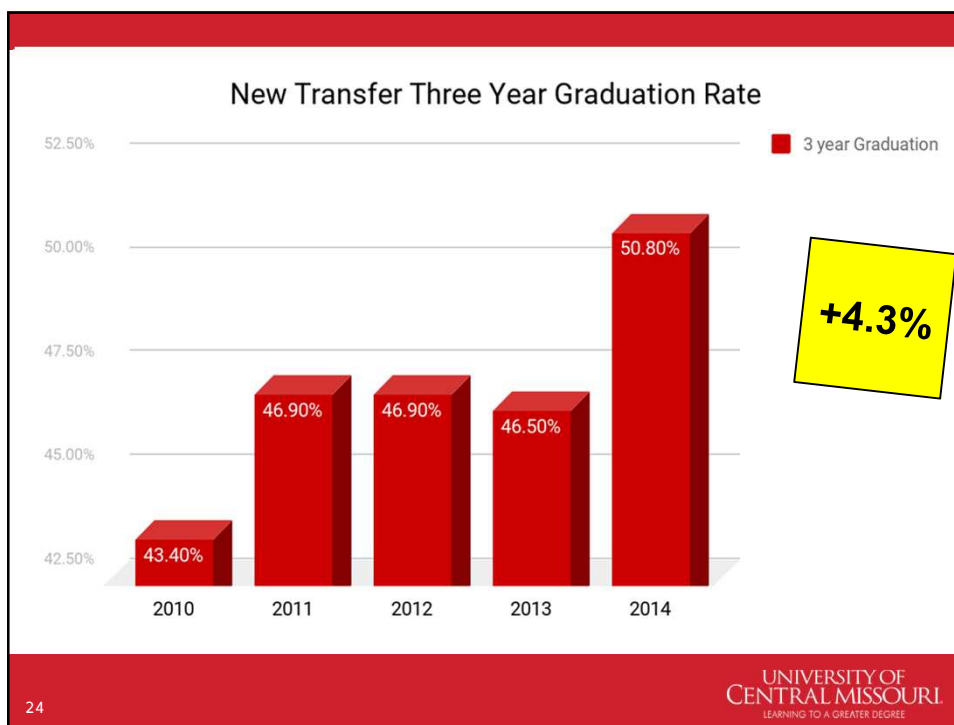


22

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23



24

Next Steps...

25

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Student Support Panel

26

Student Panel

27