



Partner Profile: The University of Missouri

How Intentionality and Creativity Produce an Impact on
Student Success at Scale

CONNECTED21



University of Missouri (Mizzou)

Background



Large public research institution in Columbia, MO



22,503 degree-seeking undergraduate students



11 schools and colleges offering **307** degree programs



72.5% six-year grad rate and **88.4%** retention rate



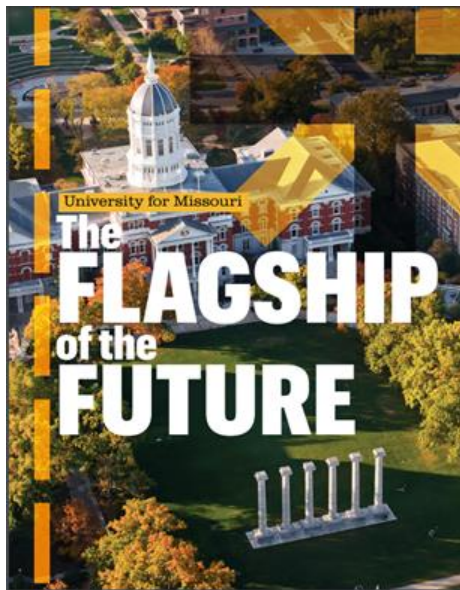
Dr. Rachael Orr
Interim Director of Student Success Initiatives



Dr. Christopher Dobbs
Senior Program Coordinator for Student Success Initiatives



Samantha Horton
Student Success Initiatives Graduate Assistant



Strategic Goals for 2023

93%

**First-time College Undergraduate
Student Retention Rate**

+20%

**Increase in Undergraduate Student
Graduation Rate**

Helping the Whole Campus Achieve Our Goals

Core Principles of Student Success Team



Be collaborators, not dictators

Partner to understand problems and find solutions



Be considerate of human capacity

Figure out where capacity is constrained and who needs help—particularly to scale



Be thoughtful about using and sharing data

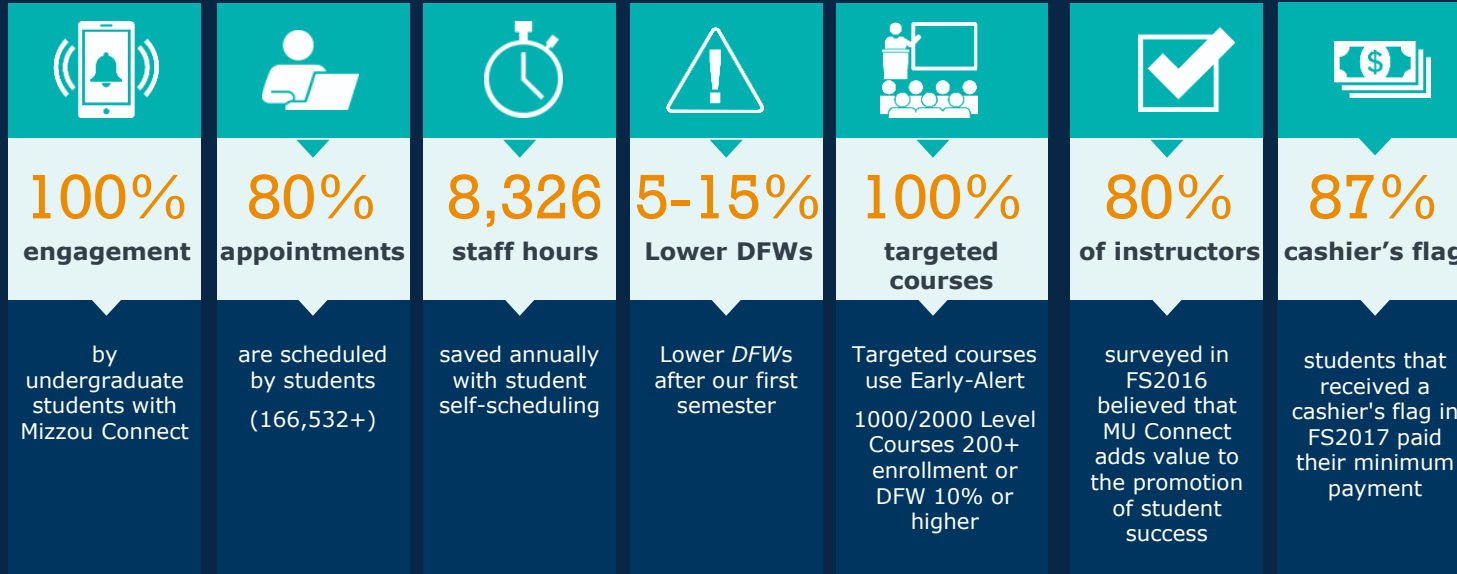
Assess impact of actions. Who needs what data, when, and how?



Be humble

Admitting something didn't work and learning from it is our superpower!

The Team and MU Connect Have Yielded Significant Impact



Intentionality in Student Success

Highlighting Three Examples of Mizzou's Approach

1

**Growing Tech
Use over Time**



Phased Approach
to Implementing
MU Connect

2

**Leveraging Early-
Alert Outreach
and Connection**



Impact of Flags
and Kudos

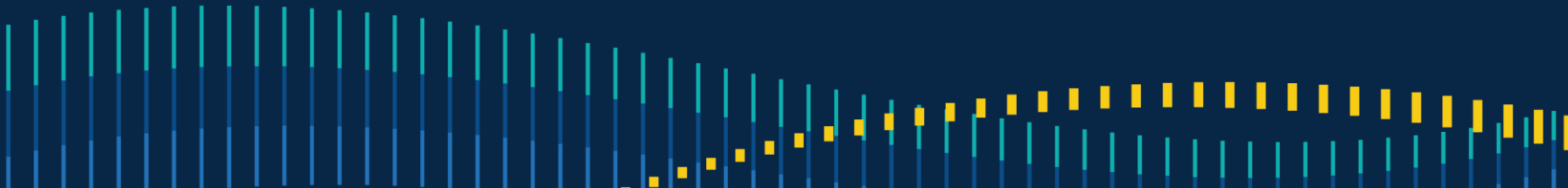
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**Enhancing
First-Year Success**



Holistic Support
Through New
Student check-in

Growing Tech Use over Time



Phased Adoption Focused on Relieving Capacity Constraints

Staying Mindful of Mindshare Collaboration and Growth

Spring 2013

MU Connect (Starfish) Initial Rollout

- 9 UG Academic Advising Units
- Appointment Scheduling & Cross-Campus Communications

Spring 2014

Early-Alert Process Implementation

- Initial focus on 1000 & 2000 Level, High Enrollment (200+), and High DFW (10%+) Courses
- Automated Triggers
- Targeted Campaign Tracking & Outreach

Spring 2018

Analytics Pilot

- Risk Model: Retention & Completion Predictors
- Strategic Dashboards:
 - Predictive Insights, Student Risk Factors & Behaviors
 - Course and Section Outcomes, Withdrawal, Retakes

Today

Expansive Platform Utilization

- 46 Centers using MU Connect
- 600+ Courses using MU Connect
- 100% UG student engagement
- 80% Share of appointments that are student-initiated

“Early-Alert is foundational at Mizzou.”



Using Data to Find Students to Help

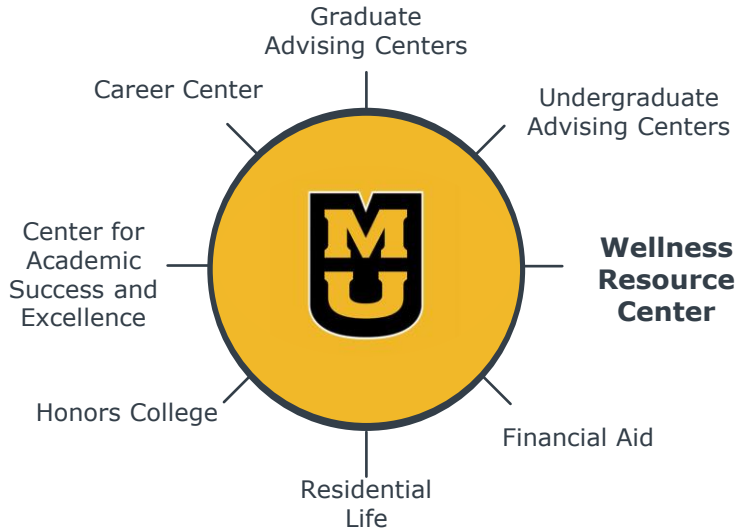


Examples include but are not limited to identifying:

- Students who have **not enrolled** for the upcoming semester
- Students with an **active enrollment hold** on their myZou (SIS) account
- Students who have **not met GPA requirements for admission or to advance** in an academic program
- Students who have not met **GPA requirements to graduate**
- Students who need to **file a graduation plan**
- Students who are taking **self-paced courses and have stopped making progress** or have not made progress in a course
- Students **retaking a course**
- Students who have a current **"I" Incomplete Class**
- Students who have **failed SAP standards who have not appealed**
- Students who have **not paid their minimum payment or have a past-due class cancellation hold** on their student account

Expansion of Service Centers

Maturing Platform Use from Typical Offices to Comprehensive Support Centers



Newest MU Connect Expansion

Onboarding the Wellness Resource Center

Challenge: Staff needs confidence that student information is protected so that appointments can be accurately and correctly documented within MU Connect

- Process:*
- ✓ Review existing processes and discuss ideal state
 - ✓ Review federal, state, and institutional policies for baseline
 - ✓ Assess pros/cons and develop guidance to utilize various Starfish features properly

Solution: Campus-wide processes and documentation that addresses:



1. Explanations of and guidelines for relevant statutes and policies
2. Best practice documentation, including examples of good and bad practices

Expansion of University-Wide Guidelines and Best Practices



Shared standards in a decentralized campus environment:

- Help to protect student's information
- Give staff confidence to accurately and correctly record student meetings

MU CONNECT

Note Recording: Guidelines

Easier than ever to connect with your students



MU Connect
University of Missouri

Introduction: This document provides note recording best practices according to the following policies:

- **Americans with Disabilities Act (ADA):** Comprehensive civil rights law that ensures people with disabilities have equal opportunity to participate in institutions of higher education, among other protections.
- **American Psychological Association's Code of Ethics:** <https://www.apa.org/ethics/code>
- **Family Educational Rights and Privacy Act (FERPA):** Protects the rights and privacy of student education records.
- **Health Insurance Portability and Accountability Act (HIPAA):** <https://www.hhs.gov/hipaa-for-professionals/security/laws-regulations/index.html>
- **Section 504:** Prohibits discrimination based on disability; ensures that students with disabilities are not discriminated or singled out because of disability.

Definition and Purpose of Contact Notes:

Contact notes documenting advising services are a core element in providing excellent service to students. These notes should be descriptive but concise in nature, serving several purposes including:

- Building a network of continuous support for students, the information in the notes provides a map of student progress for advisers and other University staff who may work with the student. It also allows for a holistic approach to individual progress as students move between advisers majors, departments, colleges and other service offices.
- Documenting student interactions including in-person meetings, phone conversations, email messages, or other electronic mediums.
- Giving advisers context and history that allows them to focus on key issues for students rather than repeating or revisiting the same information each visit.
- Providing a map of students' individual curricular development and learning. This may take on additional importance where colleges, programs or majors have specific benchmarks, progression standards or prerequisites to meet. Contact notes can also be valuable in noting or documenting patterns in individual student behavior.
- Being a depository of documented official decisions.
- Providing historical information on student progress and official communication for advisers or administrators. This can include federal or state data reporting, or the review of an individual student question or issue.

Definition of student record according to FERPA:

Advising notes are governed by the applicable Family Educational Rights and Privacy Act (FERPA) regulations. These guidelines do not address treatment records governed by HIPAA.

FERPA is a federal law designed to protect the privacy of education records; to establish the right of students to inspect and review their education records; and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. You have access to student educational data in order to perform your job duties and have a legal responsibility to protect student education records in your possession.

MU CONNECT

Note Recording: Best Practices

It is easier than ever to connect with your students



MU Connect
University of Missouri

Introduction: This document provides note recording best practices to best support academic advisors and student success staff when documenting student interactions. Contact notes documenting advising services are a core element in providing excellent service to students. These notes should be descriptive but concise in nature, serving several purposes including:

- Building a network of continuous support for students.
- Documenting student interactions.
- Giving advisers context and history that allows them to focus on key issues for students.
- Providing a map of students' individual curricular development and learning.
- Being a depository of documented official decisions.
- Providing historical information on student progress and official communication for advisers or administrators.

Best Practices for Recording Notes:

Exclude your subjective judgments about the student, especially when they are negative. In some cases, you may wish to use private notes*. In most cases, should probably omit altogether.

Exclude comments regarding staff and/or campus offices with whom the student has interacted, especially when the comments are negative. You may wish to use private notes*.

Exclude personal concerns of the student, including reference to specific diagnoses the student may have shared. You may wish to use private notes*.

Include notes describing actions and recommendations helping to guide the student.

Include notes that will help future advisors understand unique qualities or interests of the student or will offer specific advice.

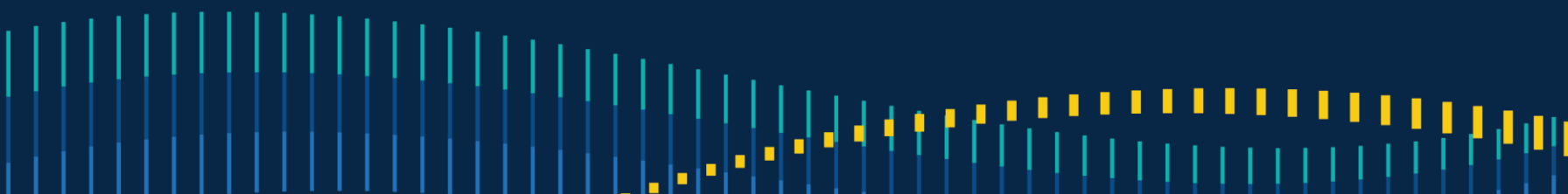
Examples:

- "Student struggling in all classes; I think the student would have been better off at community college."
- "I doubt student's ability to succeed in this major."
- "Student is having a personality conflict with COMM 1200 instructor."
- "Student is considering filing a sexual harassment charge against their Political Science professor."
- "Student reports having been diagnosed with ADHD and anxiety; is having a difficult time staying focused on academics."
- "Student was assaulted earlier in this semester and is seeing someone now for counseling."
- "Student should take Math placement exam before registration for Spring semester."
- "Recommended that student have transcripts from MACC sent to the Admissions Office as soon as possible to avoid being encumbered at registration."
- "Encouraged student to enroll in MATH 1100 because of interest in Elementary Education."
- "Student took SOCIOL 1000 out of interest even though the student already has credit for PSYCH 1000. Understands SOCIOL will be elective for current major."



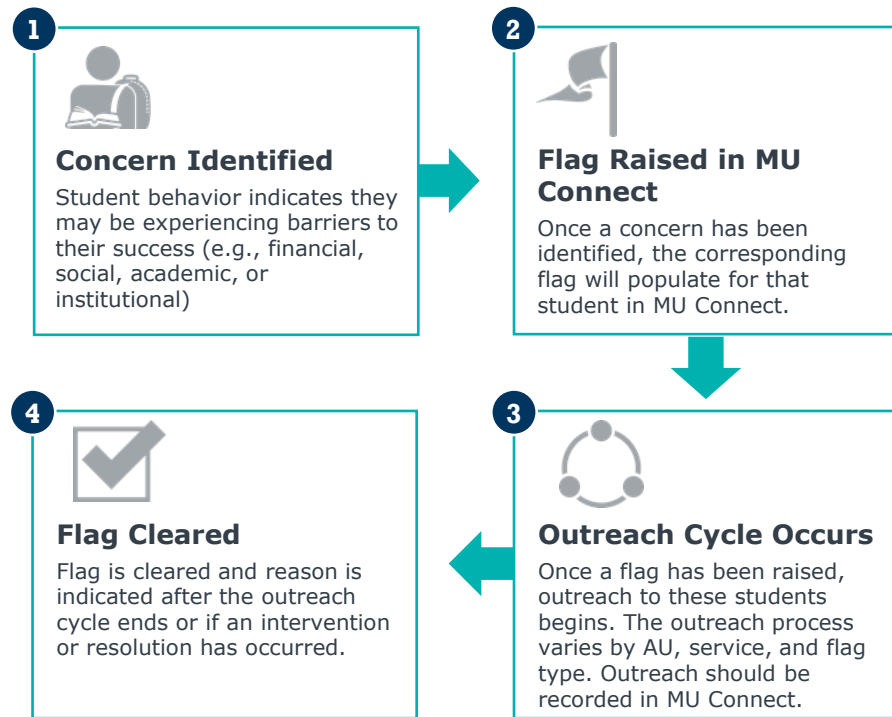
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Leveraging Early-Alert Outreach and Connection



Early-Alerts Create Foundation for Successful Support

Process Transparency and Clarifying Outreach Workflows Improve Impact



Key Process Elements

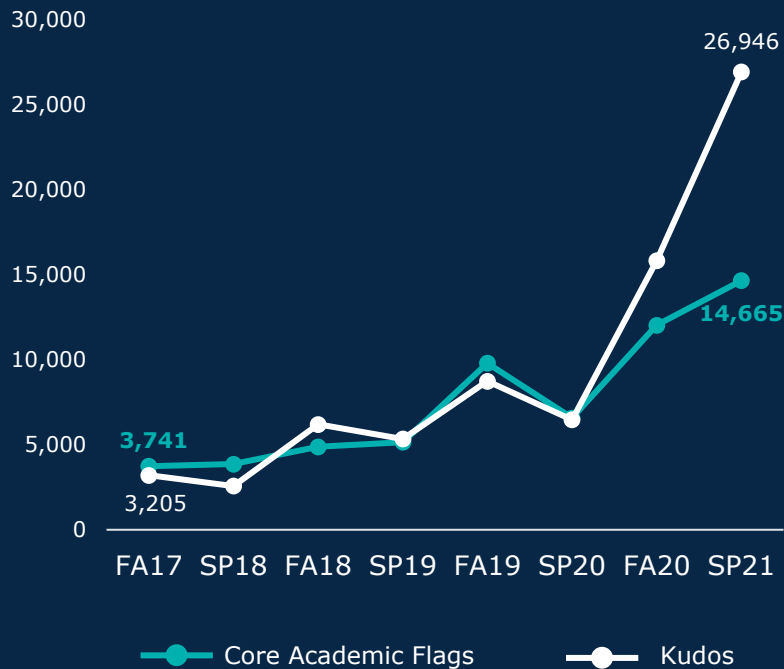
- ✓ Communicate best practices for raising tracking items
- ✓ Encourage advising units to dedicate time regularly to early alert outreach
- ✓ Develop an “outreach status” report and attribute to help advisors prioritize flags and workflows
- ✓ Close the loop by clearing a flag so the initiator knows what happened

100% of targeted courses¹ use early alerts

1) Targeted courses include 1000/2000-level courses, courses with a DFW rate of 10%+, and courses with 200+ students enrolled.

Sustained Growth of Flags and Kudos

Fueled by Demonstrated Impact of Early Alert



Does Early Alert Work? Key Insights from Extensive Analysis:



Students who receive a flag or kudos are **more likely to retain**



Likelihood to retain increases when **someone performs outreach**, even when the student does not respond



Likelihood to retain increases even more when the **student takes action**



Flags and kudos have the greatest impact on **students with comparatively lower high school core GPAs**

Alerts Measurably Impact Student Success



Research Question: Does engagement with tracking items (flags and kudos) help with retention to second year for students in college for the first time?

Alerts had more relative importance than other factors in our analysis
(in descending order of influence)

Strengths of Actions – Calculated Field

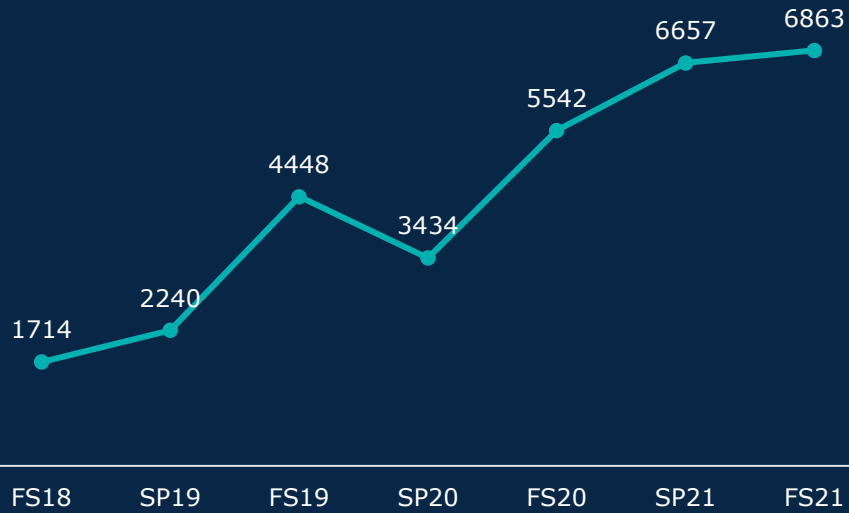
- **Very High Engagement**
- **High Engagement**
- **Student Engagement**
- **Only Advisor Engagement**
- **No Engagement**
- **No Tracking Items**

Factors:

- **High School Core GPA** (very close, but a less important variable!)
- **Highest ACT score**
- **Academic Unit at Entry**
- **Pell Eligibility**
- **First-Generation Status**
- **Underrepresented Minority Status**
- **Tracking items**



Core Academic Flags Raised in the First 6 Weeks of the Semester



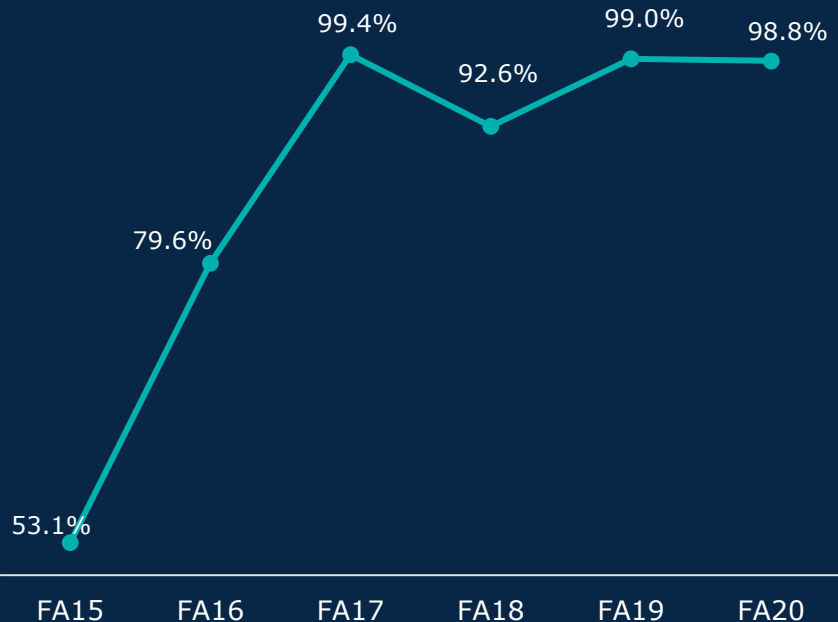
Shifting strategy from
quantity of flags to
quality of intervention

Honing usage to maximize impact

A screenshot of the 'Additional Filters' interface. The left sidebar lists categories: Tracking Items, Cohorts & Relationships, Meetings, Success Plans, Retention Scores, and Attributes. The 'Attributes' category is selected. The main area shows the configuration for 'Academic flag with no outreach'. The 'Attribute' dropdown is set to 'Academic flag with no outreach'. The 'Term' dropdown is set to 'Filter by Term'. The 'Value' section has three radio buttons: 'Assigned to Student' (selected), 'Not Assigned to Student', and 'Specific Value'. There is a search input field below the radio buttons.

✓ Academic Flag with No Outreach

Share of Students in Cohort¹ with a Tracking Item Through Fall of Second Year in College



Students like knowing there is a **concern**...

"Flags helped motivate my students to reach out to me for help."

"My students have started attending class again after receiving a flag."

...and appreciate the **kudos!**

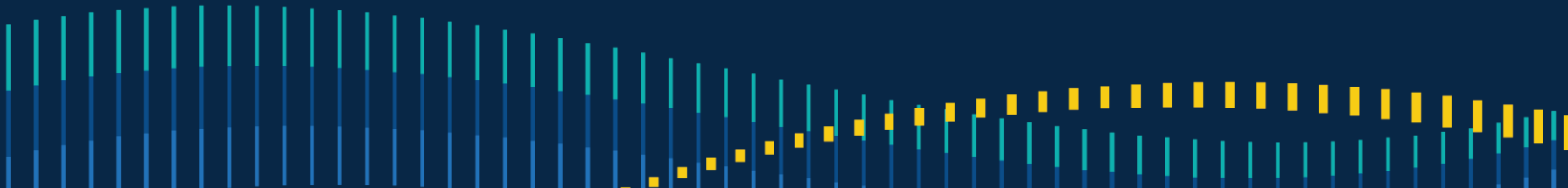
"Two of my students thanked me for sending them a kudo."

"After I sent a kudos to a student for his positive participation in class, his participation in class increased."



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Enhancing First-Year Success

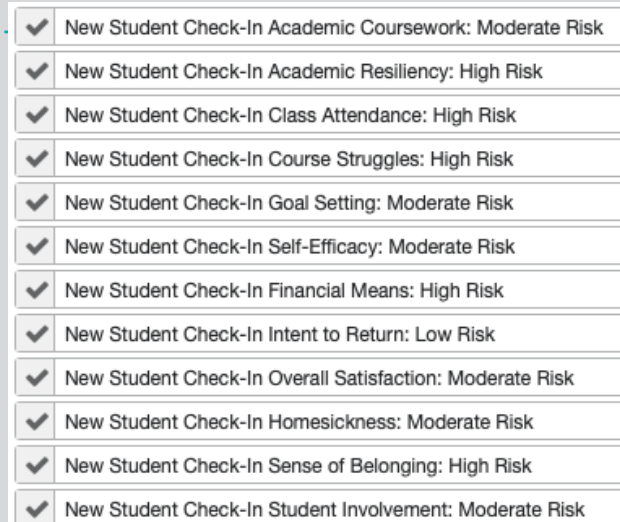


New Student Check-In Identifies Areas for Proactive Support

Survey Elevates Social, Financial, and Academic Concerns That Impact Success and Persistence

What Is New Student Check-In?

- ✓ Survey administered to new students early in semester to **identify areas of concern for holistic proactive interventions**
- ✓ Comprised of **12 research-based questions** that correspond to Early-Alert indicators in MU Connect
- ✓ **Early-Alert Flags raised** as a result of responses go through outreach cycle
- ✓ Success team **integrates info into one-on-one conversations** to support students
 - ↳ Opportunity to leverage additional offices to engage new students, such as Residence Life



✓	New Student Check-In Academic Coursework: Moderate Risk
✓	New Student Check-In Academic Resiliency: High Risk
✓	New Student Check-In Class Attendance: High Risk
✓	New Student Check-In Course Struggles: High Risk
✓	New Student Check-In Goal Setting: Moderate Risk
✓	New Student Check-In Self-Efficacy: Moderate Risk
✓	New Student Check-In Financial Means: High Risk
✓	New Student Check-In Intent to Return: Low Risk
✓	New Student Check-In Overall Satisfaction: Moderate Risk
✓	New Student Check-In Homesickness: Moderate Risk
✓	New Student Check-In Sense of Belonging: High Risk
✓	New Student Check-In Student Involvement: Moderate Risk

Top Concerns of our Students



Percentage of students who identified issue in New Student Check-In

16%

Course Struggles

14%

Class Attendance

9%

Financial Concern

6%

Student Involvement



- **905 students (39%)** reported more than one issue
- **43 students** reported more than four issues

Check-In Interventions Evaluated Term-to-Term for Impact

Regular Assessment and Recalibration a Hallmark of Mizzou Success Mindset

Intervention Resulting from Check-In Flag Shows Positive Impact on Persistence

92.9%

Fall '20 to Fall '21 persistence for students with any flag from New Student Check-In who received an intervention

89.1%

Fall '20 to Fall '21 persistence for students with any flag from New Student Check-In who DID NOT receive an intervention



Check-In Survey Assessed for...

Response rate



Prevalence of student concern type (e.g., financial, social, etc)



Impact of interventions from Check-In on persistence, GPA



...to Inform Future Adjustments



Adjust timing/method of survey deployment

Develop new or increase support types based on trending concerns

Start/stop/continue/adjust intervention approach

Q & A



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