



CONNECTED22 Encore Series

Missed Connections:

What Research and Data Tell Us About
the Need for Equity in Support
Outreach

Monday, February 28, 2022 | 1:00 p.m. – 2:00 p.m. Eastern Time

We will begin at 1:02 p.m. Eastern
Time once everyone has joined

Zoom Webinar Features

The screenshot shows a Zoom Webinar interface. At the top, the EAB logo is displayed. The main content area features the text "EAB Virtual Session 2020" on a dark blue background with a geometric pattern. Below this, a menu is open for the "Closed Caption" feature, showing options: "Show Subtitle", "View Full Transcript", and "Subtitle Settings...". Three callout boxes provide instructions: "Use the Chat feature to send messages to all panelists or everyone" points to the Chat icon; "Enable Closed Captions and Show Subtitle or View Full Transcript" points to the Closed Caption menu; and "Use the Q&A feature to ask questions" points to the Q&A icon. The bottom toolbar includes "Audio Settings", "Chat", "Closed Caption", "Q&A", and a red "Leave Meeting" button.

EAB

EAB Virtual Session 2020

Use the Chat feature to send messages to all panelists or everyone

Enable Closed Captions and Show Subtitle or View Full Transcript

Use the Q&A feature to ask questions

Show Subtitle
View Full Transcript
Subtitle Settings...

Audio Settings ^

Chat

Closed Caption

Q&A

Leave Meeting

Meet Your Presenter



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Student Success
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Connect with EAB



@EAB

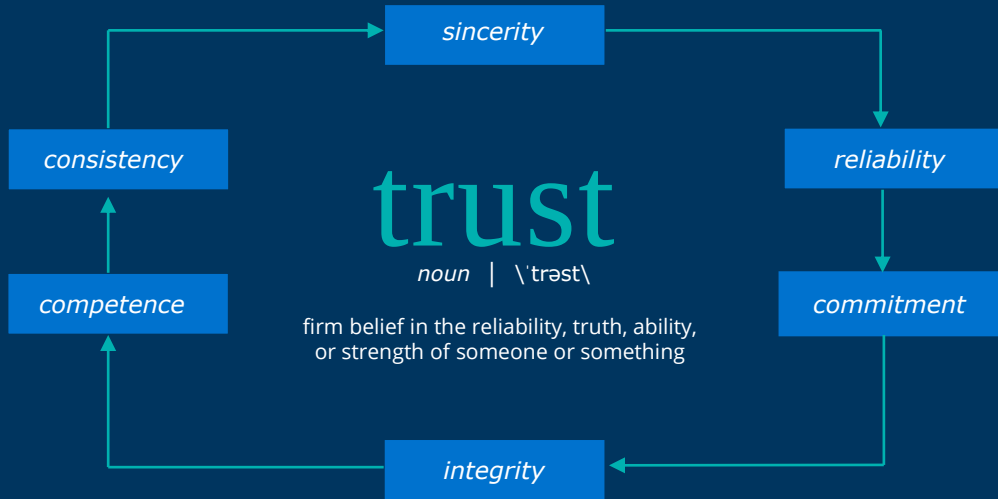


@EAB



@eab_

We Must (Re)Build Trust



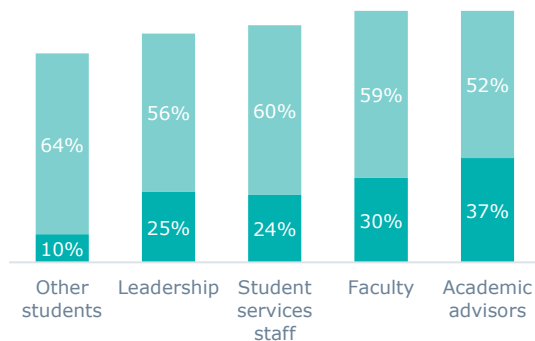
Advisors and Faculty Garner Greater Trust

But We Still Have Work Left to Do with Many Students

How much do you trust the following groups?

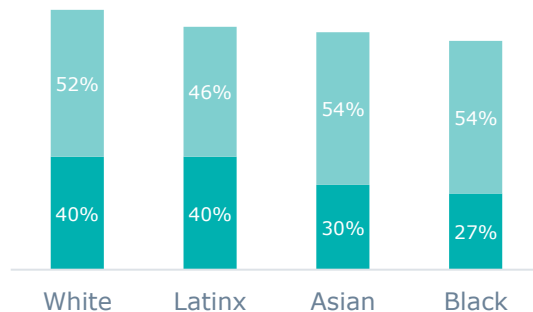
National Survey of Student Engagement

■ Trust completely



How much do you trust Academic advisors?

■ Trust completely



A Disconnect Between Words and Actions



2020 NSSE Report Notes Institutional Failings

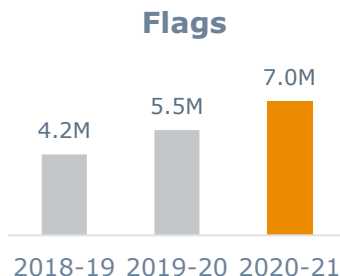
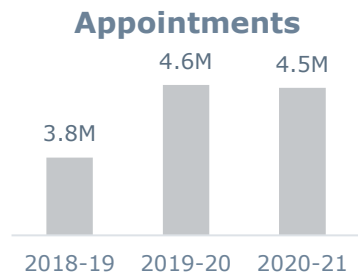
“Despite many administrators creating initiatives, offices and policies directed at improving diversity, equity and inclusion in recent years, these **students continue to distrust college leaders**, especially if those leaders are not people of color themselves.”

Shannon Calderone, President, Washington State University

Students Need Us More Than Ever

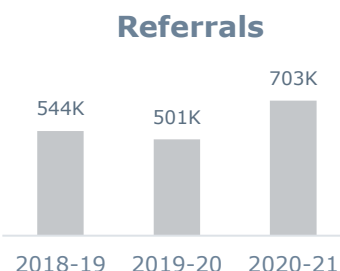
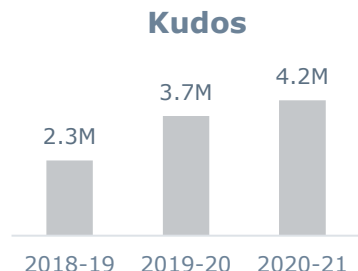


Alert and Intervention Activity on the Rise, Even Before the Pandemic



+22%

Percentage increase
in raised flags Fall
2019 to Fall 2020



Our Response to Date

~7M+

Number of flags
raised AY 20-21

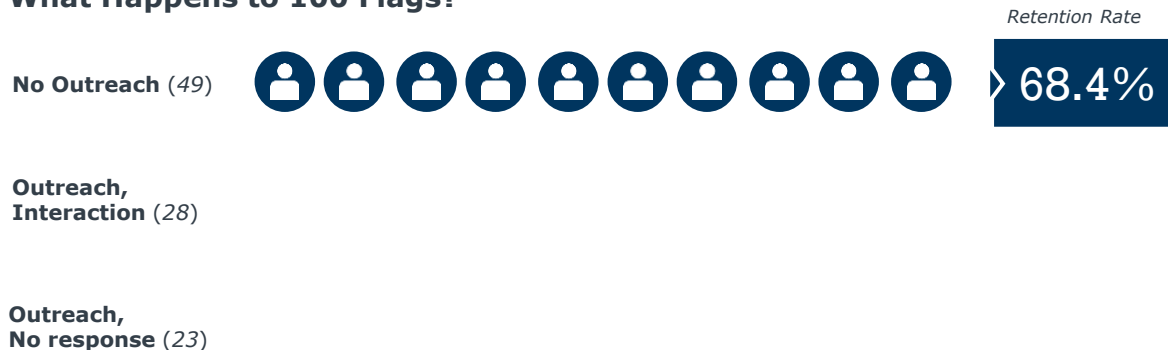
+56%

Increase in total
number of care units
since March 20

Missed Moments to Connect and Support Students

11

What Happens to 100 Flags?



Source: EAB data analysis.

Missed Moments to Connect and Support Students

12

What Happens to 100 Flags?

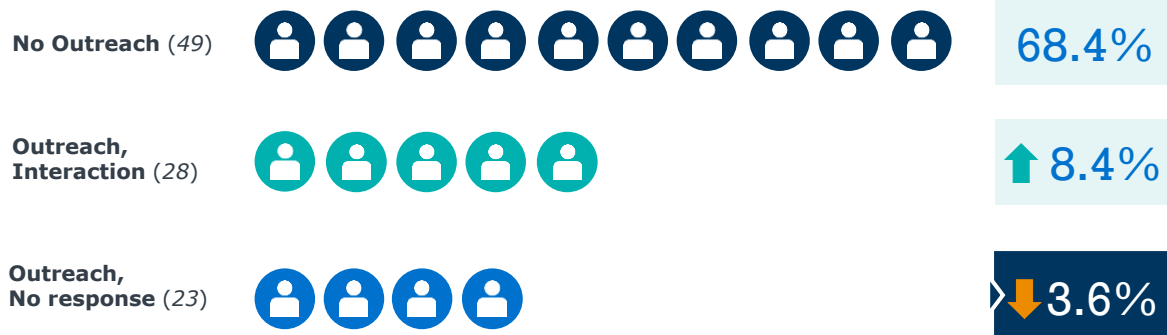


Source: EAB data analysis.

Missed Moments to Connect and Support Students

13

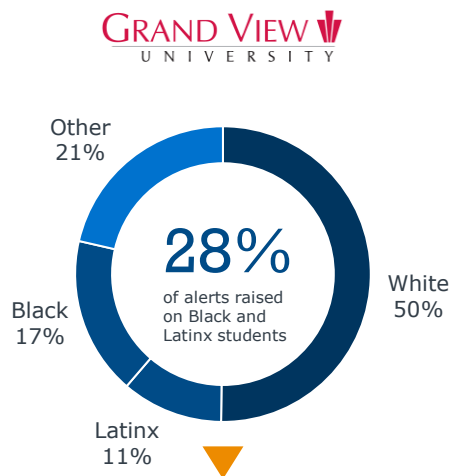
What Happens to 100 Flags?



Source: EAB data analysis.

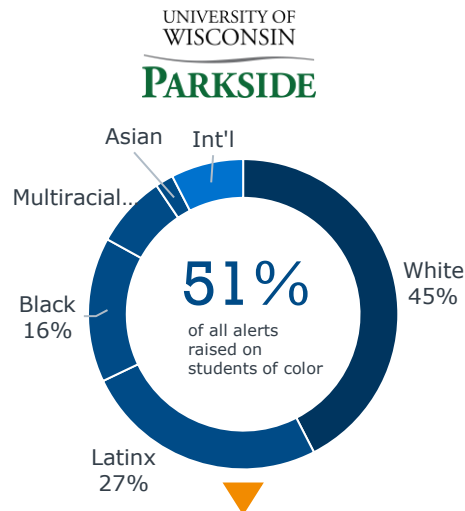
Alerts Are Often Racially Skewed Are Yours?

Grandview and UWP Analyses Finds Racialized Alert Distribution



Black and Latinx students represent
18% of the student population

2x
More likely to
receive an
alert



Students of color represent 33% of the
student population

Native and Black Students Have Higher Service Referral Rates



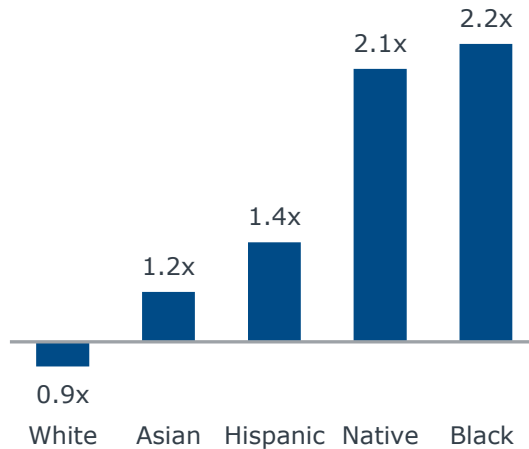
Analysis Points to Need for Expansion of Institutional Support



Alert Reasons

- Academic advising
- Academic coaching
- Career services
- **Disability services**
- **Fin aid / coaching**
- **Laptops**
- Library / Tech
- Personal counseling
- Quarantine resources
- **Student support services**
- Textbooks

Likelihood of Receiving a Referral (Baseline = 1.0x)
Calendar Year 2020



Quick Poll

Do you actively seek student feedback across student groups on ways to improve messaging, communication, and effectiveness of interactions (*advising, tutoring, etc.*)?

Choose the answer that best applies:

- A. Yes, often
- B. Yes, occasionally
- C. Sometimes
- D. Not right now
- E. No, never
- F. Unsure



Be Consistent and Reliable

Your Students Will Respond



Cold Calling or Cold Shoulder?

Three Areas Where We Impede Our Intervention Efforts



Transparency



Communication



Training

Students' Warning to Administrators:

Don't Profile Us

"Keeping Student Trust"



"Not all low-income people are food insecure, and not all food insecure people are low-income."

"You don't want to have it so it's like, 'go to these events because you're Black,' or ... 'or because you're Christian.'"

Need for Clear Communication

“ We need to share how we are using technology with students, otherwise it could come across to them that you are telling on them...and that is not a good feeling.”

— Faculty Member
Cal Poly Pomona

Source: EAB interviews and analysis and
<https://www.chronicle.com/article/the-surveilled-student>,
<https://www.newamerica.org/education-policy/reports/keeping-student-trust/recommendations/>

Keep Student Trust Through Messaging

Standardized Blurb Is Easy for Faculty to Drop into Syllabi and LMS



CalPolyPomona

"At different points during the semester, **I will send a progress report to the Office of Student Success (OSS) for all students in this class. The progress reports are not punitive.** They are an opportunity to connect you with an OSS staff member who can offer additional support and suggest resources if you need assistance."



"UWM uses Navigate, a powerful tool dedicated to student success. Navigate allows instructors to send Progress Reports to students throughout the term...**certain reports may encourage academic advisors or other support staff to provide outreach to you as well.**"



Faculty Resources

- Progress Report Best Practices
- How to Talk to Students About Progress Reports
Communication Guide NACADA Informed Practices to Enforce Connection and Belonging
- Academic/Student Support/Technology Resource Information

Visit CPP's University Advising website to access these [resources](#).

Message Not Received or Wrong Message Being Sent? ²¹



What You Should Do:

1

Determine Students' Preferred Communication Channel(s)



2

Use Positive, Asset-Based Messaging and Language



SUBJECT: There is still time to reach success in [course name]

Dear Shaun,

Your instructor for [course name] has raised a flag because **your grade is currently a concern, but you can change that.** A challenge is an opportunity for growth, and it's common for students to go through challenges like



32%

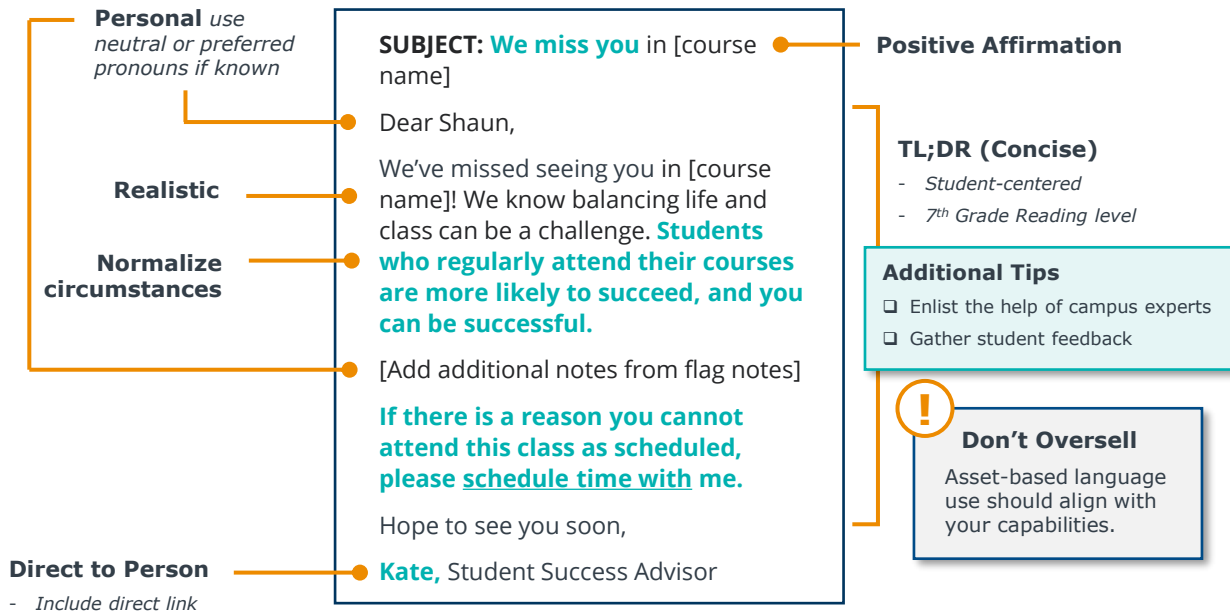
Increase in student response rate with new template



Connect with Your SL to Access Template and Design Principles

Anatomy of an Asset-Based Email

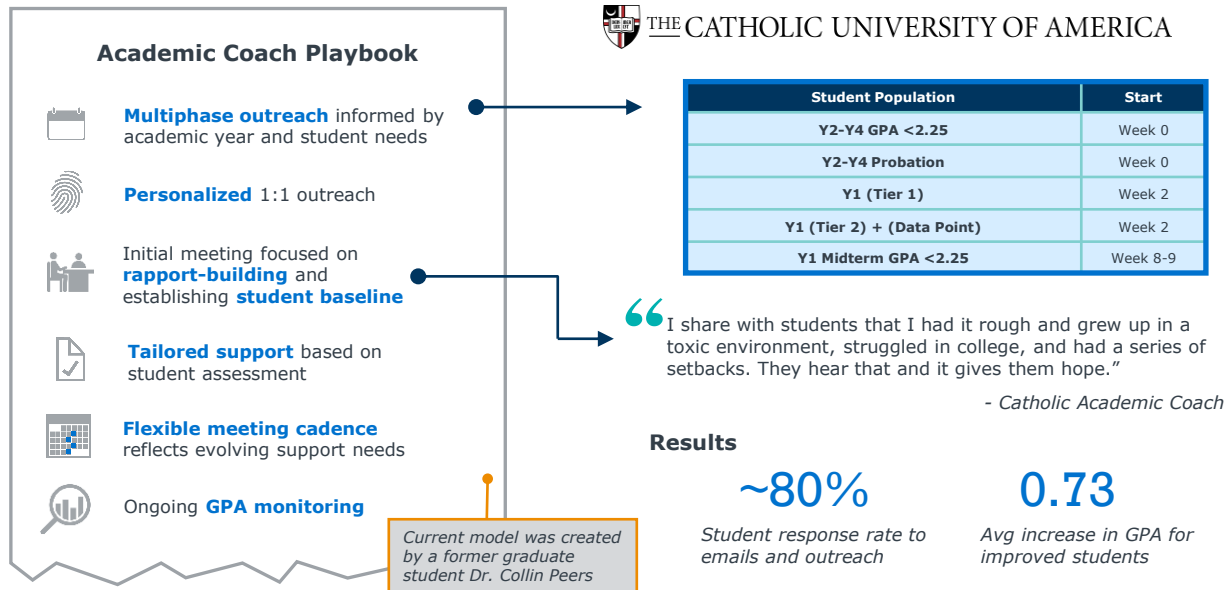
22



Specialized Coaching Unit Connects with Hesitant Students

23

Intensive Tailored Support at Crucial Turning Points Enables Students to Persist





Be There When It Matters

Improve Your Capacity to Respond to Alerts



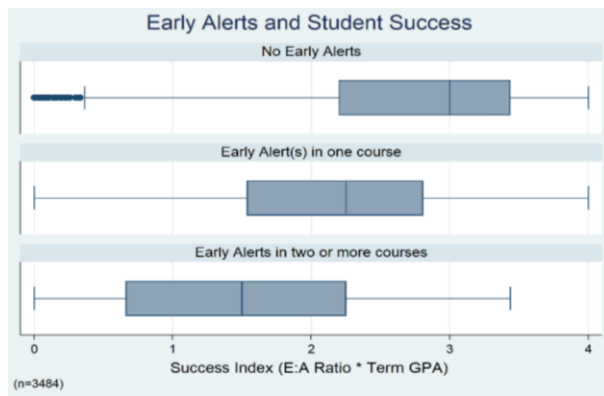
The Second, Not the First Alert Matters

Charlotte Analysis Finds a Signal for When Advisors Should Act



Former iPASS Work Informed Charlotte Analysis

The iPASS (Integrated Planning and Advising for Student Success) initiative sought to expand informational communications to students, **identify and support students who are struggling**, and improve advising sessions.



Two Ways Students Reach the Threshold for Advisor Interaction

- 1 Start semester <2.0 GPA
- 2 2+ alerts in two or more courses

EA Campaign Results

+1.54

Increase in
credits earned

+0.34

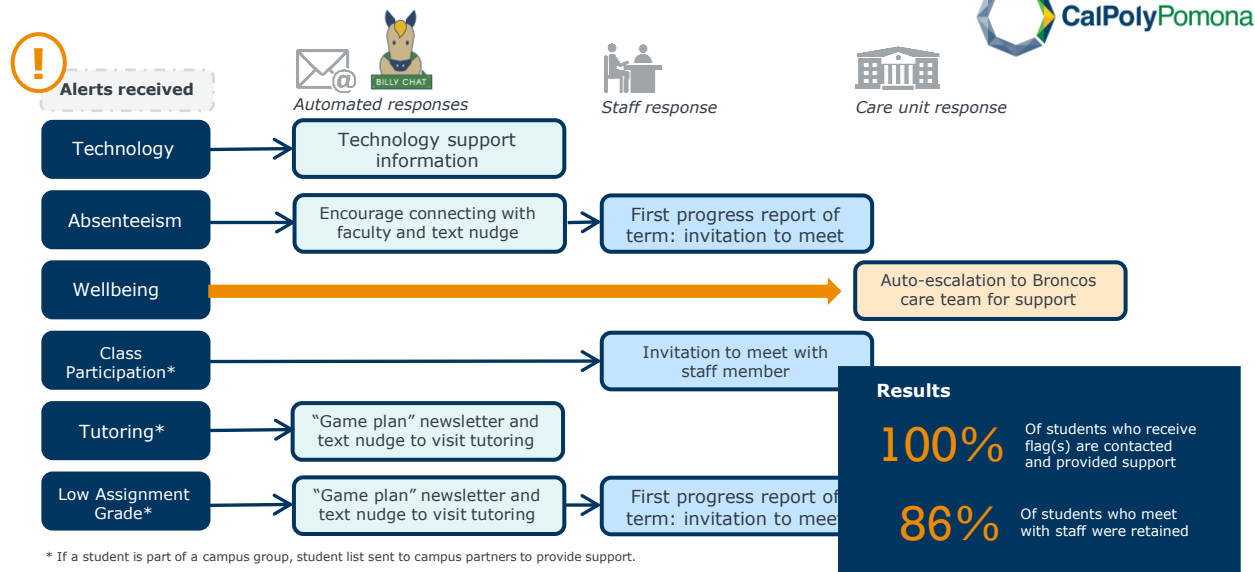
Increase in GPA

Source: EAB interviews and analysis,
<https://ccrc.tc.columbia.edu/easyblog/advising-redesign-unc-cc-video.html>, and
<https://ccrc.tc.columbia.edu/media/k2/attachments/lessons-learned-advising-redesigns-three-colleges.pdf>.

Automation Frees Up Capacity to Equitably Triage Needs

26

Early Alerts Intervention Triage





Be Holistic in Your Care



Holistic Support and Inclusion Is Their Mission

28

Diversity Office's Scholarship and Supplemental Academic Services (S-SAS) Support Model



THE OHIO STATE
UNIVERSITY

The Secret to Their Diverse Student Success



Impact of Tutoring Services

4.9%+	Average cumulative GPA change
14%+	Average Term GPA change
76%	Of students improved their cumulative GPA

*Opt-in all students to receive tutoring emails and information for courses they are in currently enrolled in.

Source: EAB interviews and analysis and The Ohio State University Office of Diversity and Inclusion, Office of Diversity and Inclusion, retrieved September 22, 2021, from <http://oma-test.org.ohio-state.edu/for-students/odi-scholars/>.



**Let's Build Trust
and Foster Deeper
Connections with
our Students and
Each Other**

Resources from Today's Research Presentation



Download the White Paper

Missed Connections:
Recommendations to Improve the Success of Early Alerts Through Equity-Based Communications

Read the Student Success Blog

Are your emails to students limiting your equity efforts?



CONNECTED22

November 7–9 | Orlando, FL

Higher Education's Premier Student Success Conference

CONNECTED is the largest and most transformative student success conference. For the last eight years, EAB has convened leaders from across the spectrum of higher education—community colleges, R-1 institutions, publics, privates, small colleges and large universities—to experience pivotal new student success research, best practices from peers, innovative ideas from special guests, and so much more.

This year, we are thrilled to bring together some of the most progressive and passionate student success leaders. There will be opportunities for networking and ways to learn from peers like you that are at the forefront of the industry.

Learn More and Register

Submit Your Work

By April 8!



You'll be hard-pressed to find a more well-organized, intentional conference that speaks so directly to your work with students.



-Past CONNECTED attendee

Ask Questions...

Or Reach Out Directly!



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