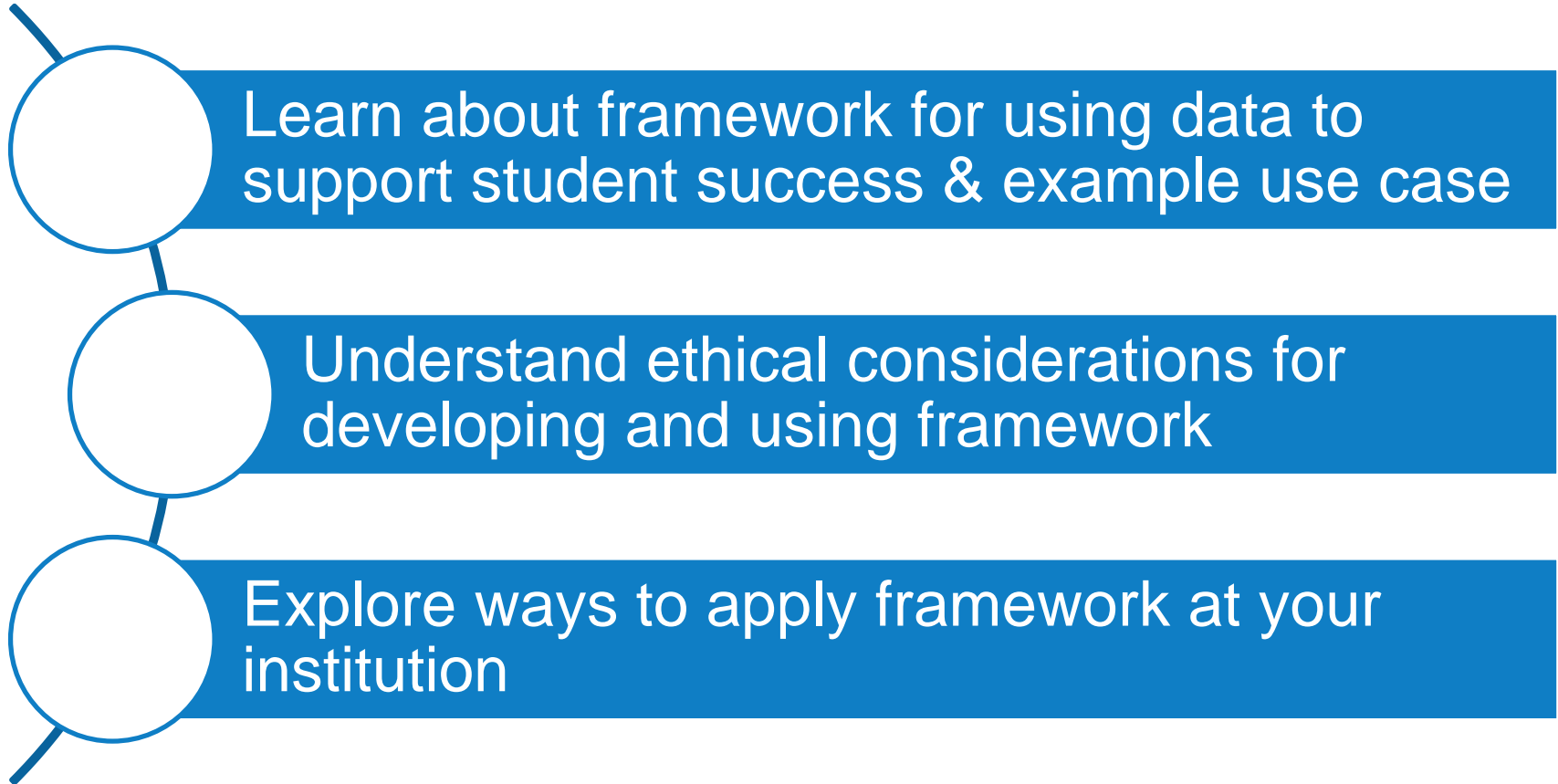




Ethically and Intentionally Using Data to Support Student Success

2020 CAIR Virtual Conference
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University of California, Merced
November, 20, 2020

Presentation Learning Outcomes



Inspiration for Framework

Predictive model results “hand off”

What would they do with student level predictions?

Who would have access?

How would we know actions worked?

Social psychology background

How we communicate with students matters (e.g., stereotype threat)

What do we say to students who might need extra support?

Academic Policy Study Group

Getting at least 1 D/F at midterm linked with poor 1st term outcomes

Collaborative mid-semester grade intervention revamp

IR Statement of Ethical Principles

We act with integrity to:

- Be responsible **data stewards**
- Protect the **rights** of individuals as well as their **privacy/confidentiality**
- Provide **accessible, appropriate, accurate, and contextualized** information and analyses
- Recognize the **consequences** of our work
- Be **fair and transparent**

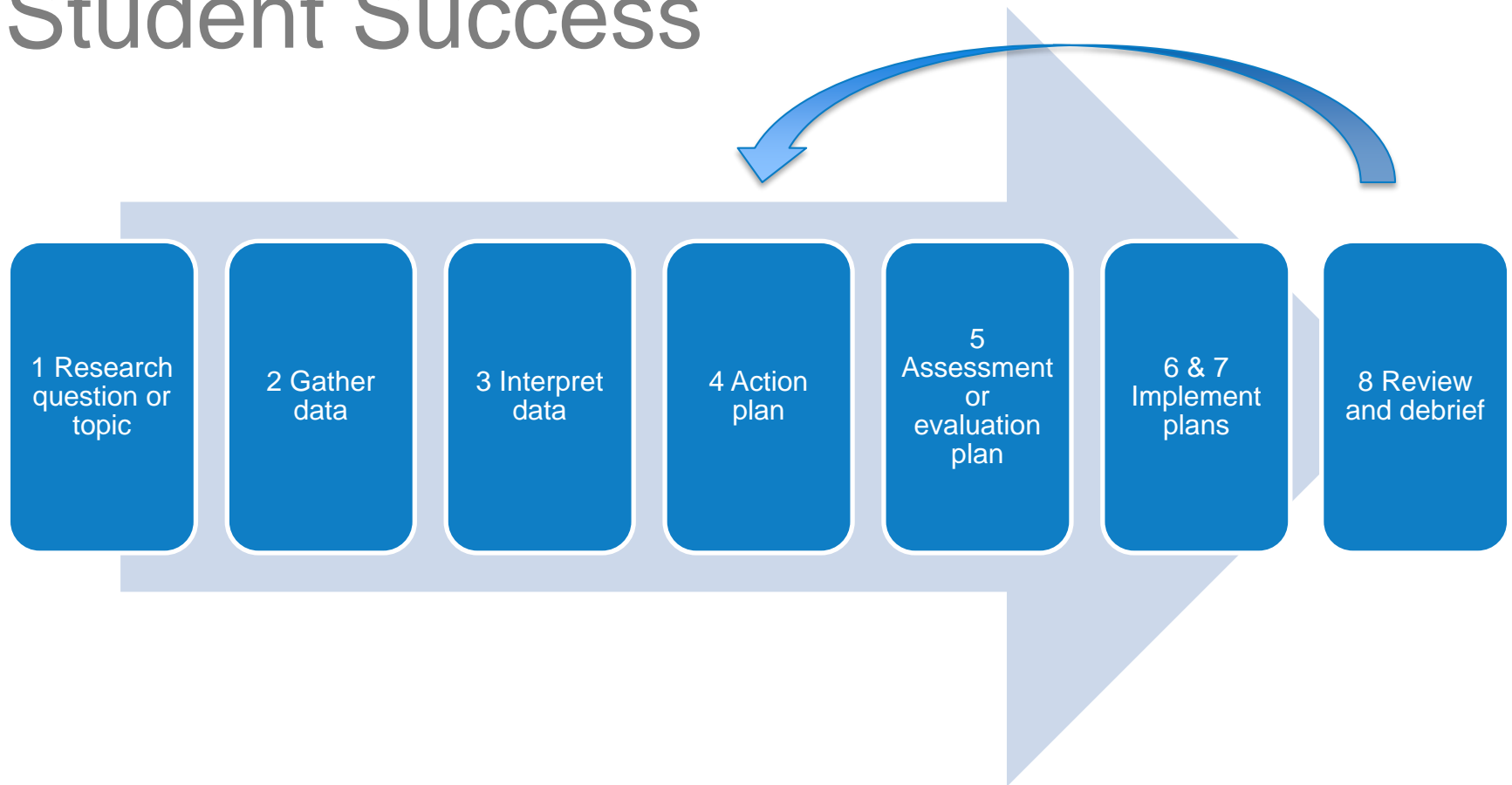
The Framework: Using Data for Student Success

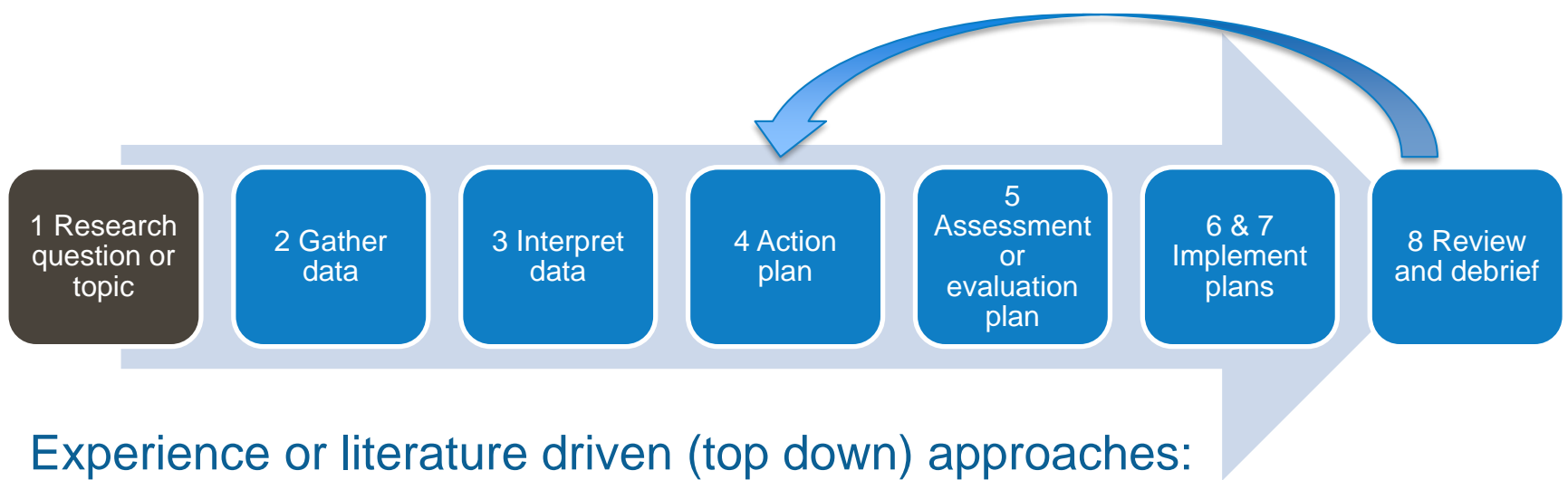
What do I mean by student success?

- End of first term academic standing?
- Retention to semester 2? Semester 3? Etc.
- 4 year graduation? 6 year graduation? Etc.
- Engagement with student support services?
- Timely progress through the major?

...

The Framework : Using Data for Student Success





Experience or literature driven (top down) approaches:

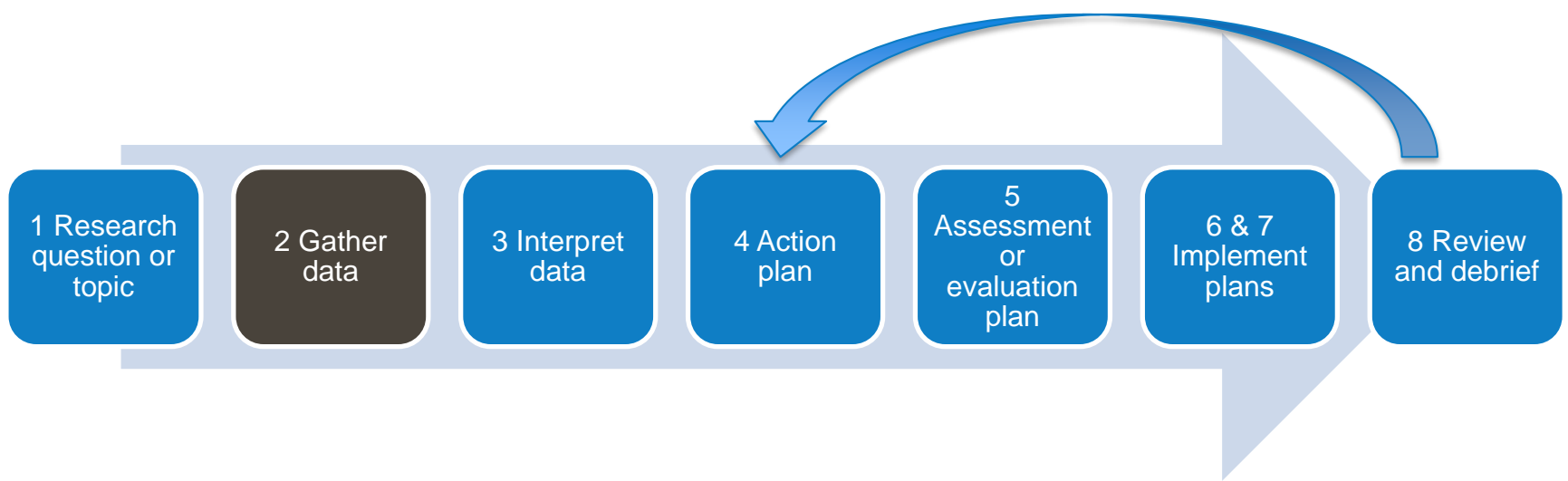
- Develop research questions based on anecdote and experience
- Consult the research literature

Data driven (bottom up) approaches (blend of #1 and #2):

- Examine institutional and survey data to identify patterns
- Use patterns to inform larger research question

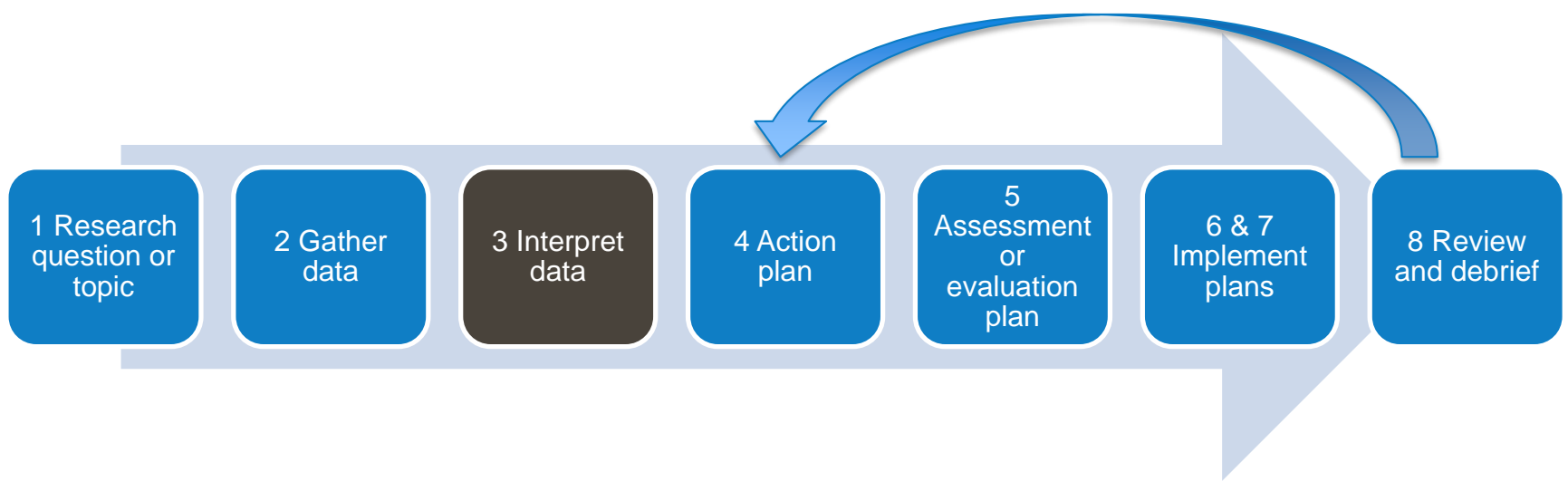
Be specific!

What factors are related to student success at the end of the first semester at UC Merced? Success definition: end of first term GPA and academic standing



What are the available data sources?

- Use survey data and institutional data to explore questions, as appropriate.
- Be careful **not** to only seek data that confirms expectations!
- Data quality or availability issues?



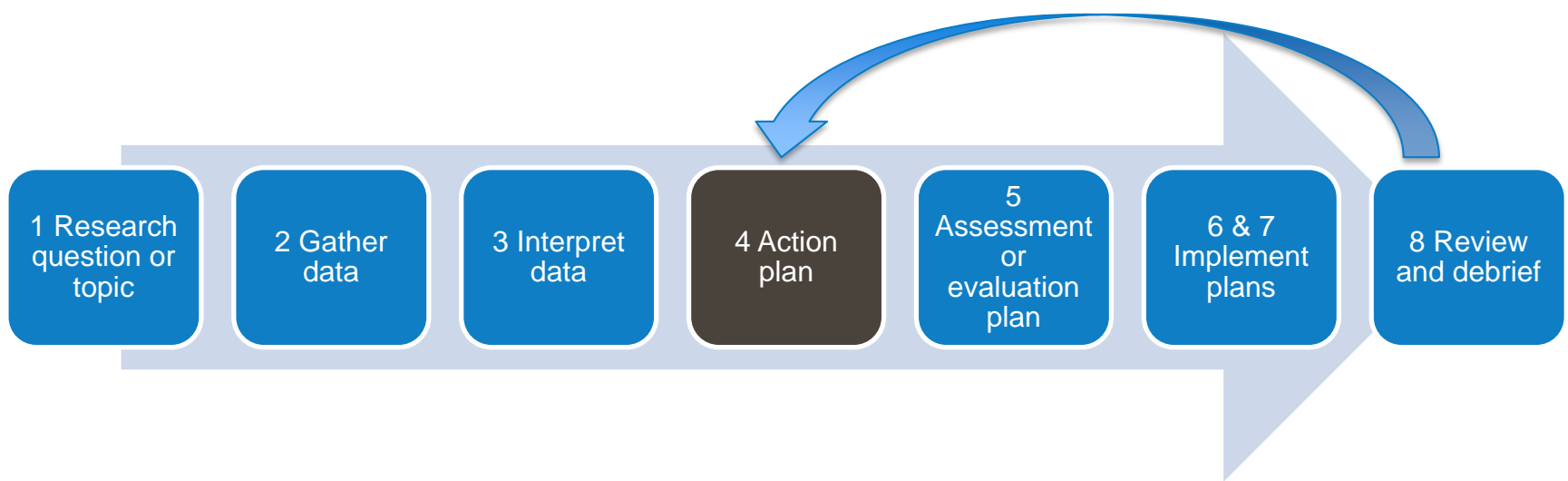
Consider institutional context

Gather needed partners

Correlation \neq causation

IRDS predictive model showed that midsemester grades (received ≥ 1 D/F) was the most important predictor of academic standing at the end of the first term. ([Report link](#))

Investigated current status of midsemester grade intervention process given importance for student success.



Again, consider institutional context – Potential for partnerships?
Who should be informed?

- *Improve collaboration between academic and student affairs*

Gather more data to inform action plan if needed

- *Worked with collaborators to document current intervention status*

Develop/revise intervention

- *Develop ideal future state, including process, objectives, and student learning outcomes (SLOs)*
- *Determine students should receive the intervention*
- *Communicate with partners and get feedback*

Midsemester Grade Intervention: Objectives & SLOs

Be informed of minimum academic expectations of UC Merced & consequences of not meeting them.

SLO: Apply academic standing policy to their situation.

Identify issues/barriers to personal academic progress/success.

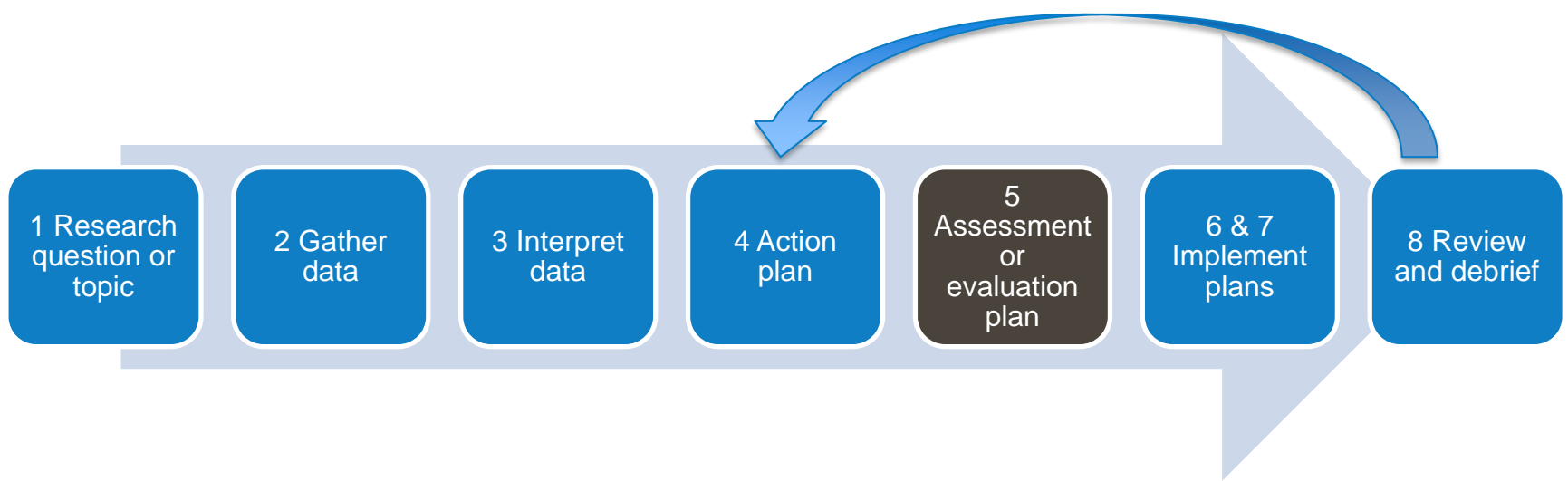
SLO: Identify at least 1 reason why experiencing difficulty.

Identify resources to help overcome barriers and develop academic skills and resilience needed to improve.

SLO: Identify at least 2 resources to assist with academic success.

Create plan for using resources that includes meaningful and specific goals.

SLO: Develop SMART goal to enhance academic performance.



What would success look like?

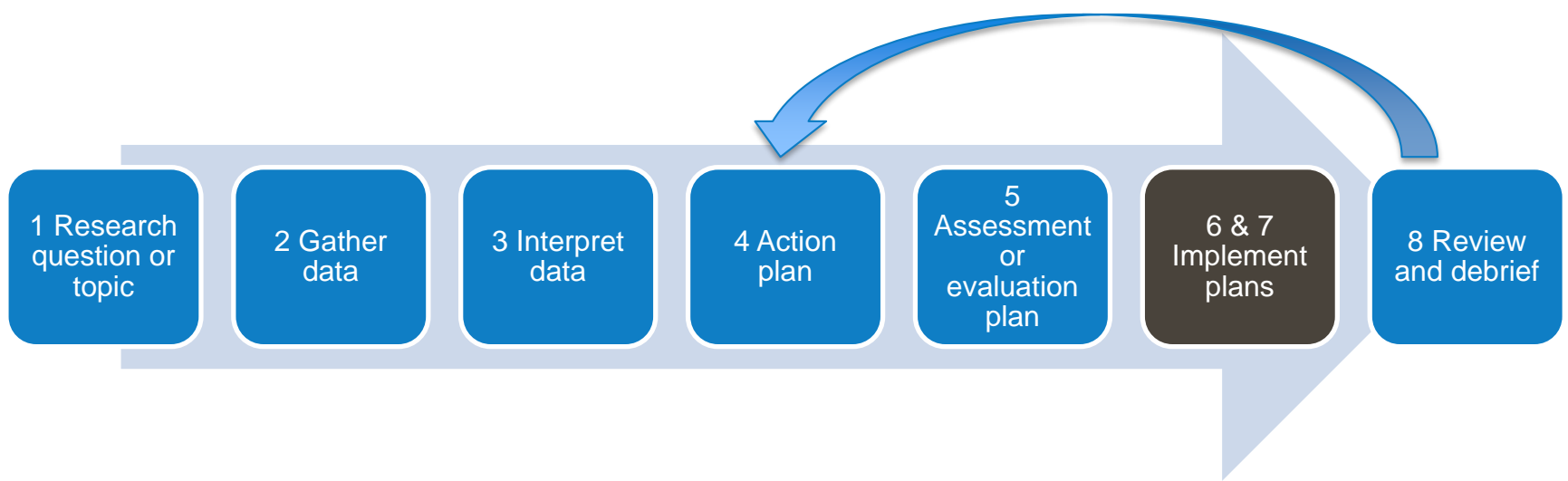
- *Use student learning outcomes to develop assessment plan*

How will we measure success?

- *Create mechanisms to measure and train intervention providers*

Gather feedback

- *Get feedback on plans from intervention providers*



Monitor & measure per assessment plan

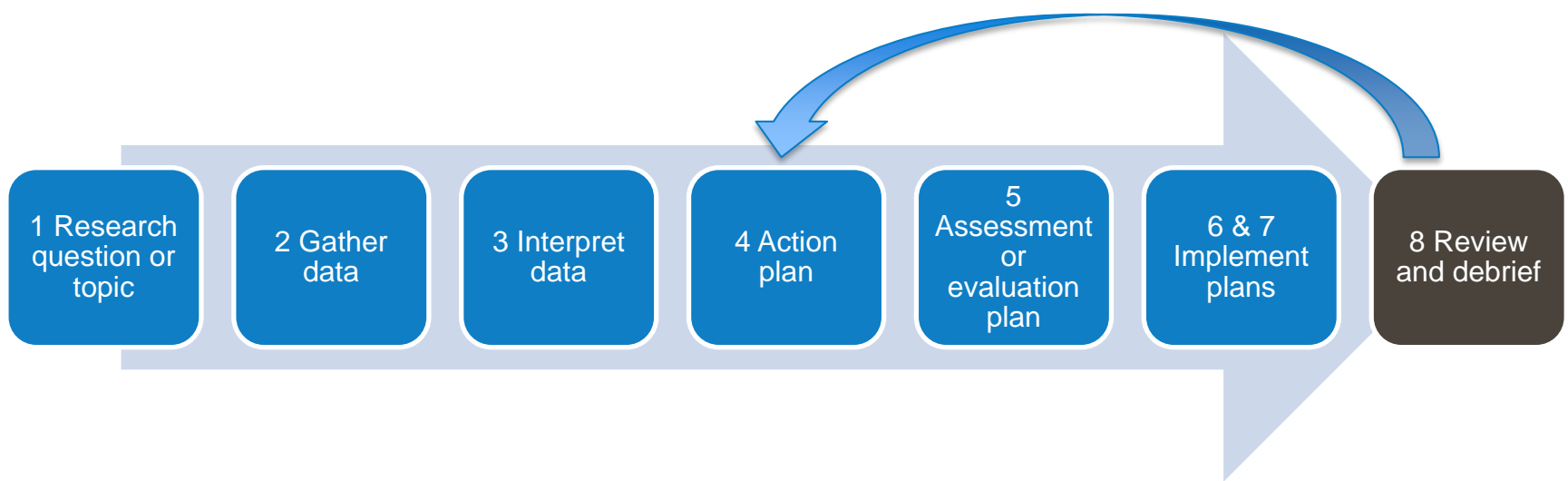
- *Intervention dependent on student's specific difficulty.*
- *All received email and completed academic standing tutorial.*
- *Some completed an online workshop and others a required 1-1 meeting with an academic advisor or special program staff.*

Review evidence related to goals and objectives

- *Monitored email clicks, tutorial and workshop completion, 1-1 meeting information collected via form*

Disseminate to partners

- *Meetings with partners every semester*



Was the implementation consistent with the plans?

- *Challenges with length of 1-1 meetings*

Consider experience of those involved in implementation

- *Anonymous survey to gather feedback & share insights with team*

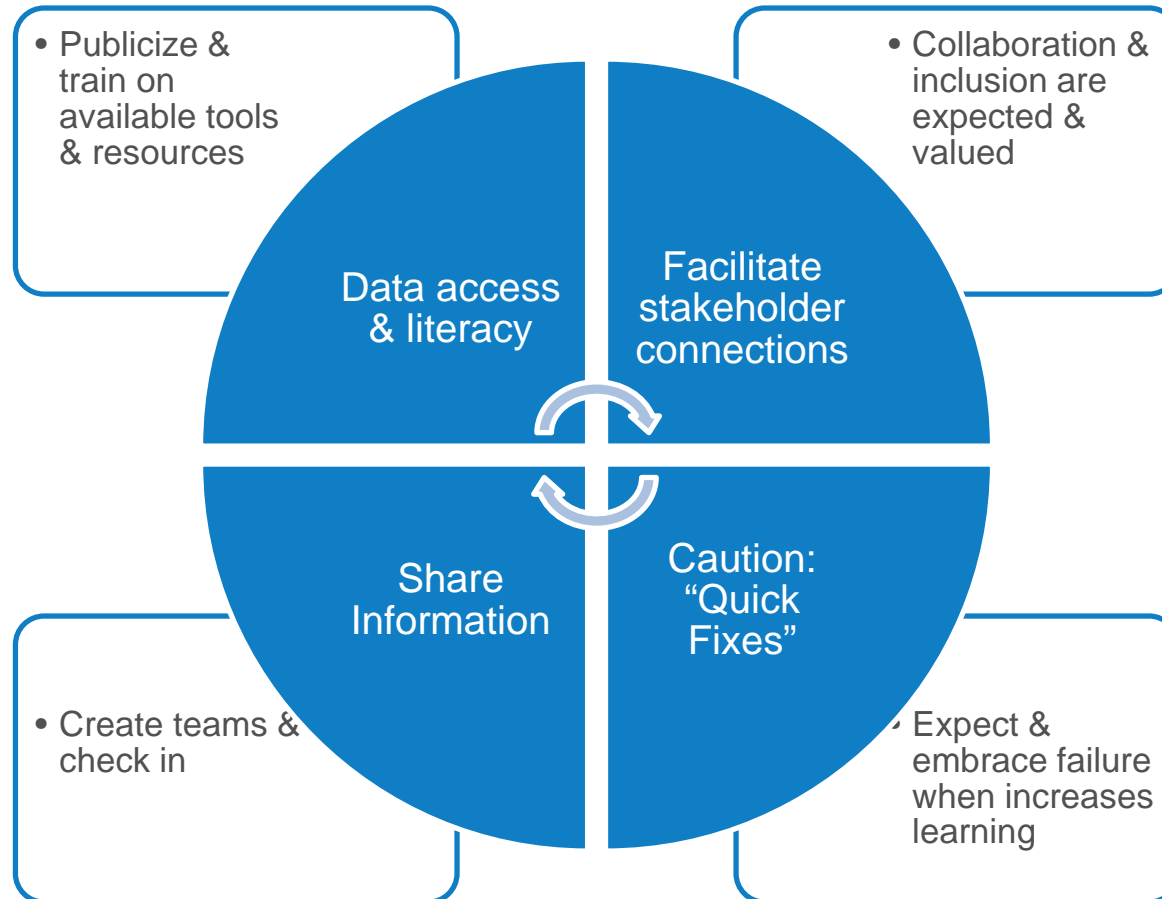
Were data gathering mechanisms effective?

- *Switched from paper form to electronic process*

Revisit (4) Action Plan?

- *Several rounds of feedback and changes to process*
- *Midsemester Grade Intervention Steering Committee*

Institutional Conditions



Questions?

Please type them in the chat...



Google Doc Activity: Exploring Application at Your Institution


What resonates with you about this framework? If you've tried something similar, share some information about that experience.

What does not resonate with you about this framework?
What are the roadblocks to implementation at your institution?

For each roadblock, what possible solutions do others have for overcoming them?

Google doc link (also pasted in session chat):

https://docs.google.com/document/d/1dGzuPAK2tyoXL7HI7oxtowXNZxLvS_39/edit



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