March 7, 2015

Using Data to Make Decisions about Student Services

Tonisha B Lane, Michigan State University
Larry D Long, Michigan State University

Available at: https://works.bepress.com/london/44/
Using Data to Make Decisions about Student Services

Tonisha B. Lane - @LaneTonisha
Larry D. Long - @LongLarryD

Michigan State University
ACPA 2015
Presentation Outline

- Introductions
- Overview of the Student Success Initiative
- Assessment Plan and Findings
- Implications
- Group Activity
- Q & A
About 25% of college freshmen born into the bottom half of the income distribution will earn a bachelor’s degree by age 24, while almost 90% of freshmen born into families in the top income quartile will finish their degree (Tough, 2014).

Only 39% of first-generation students graduate in four years, compared with 60% whose parents both graduated from college (Tough, 2014).
Institutional Context

- Large, public, research university
- Nearly 50K students; 38K undergraduate students
- 50% women, 50% men
- 16.6% students of color, 14.5% international
- Approximately 33% of MSU’s students are first generation with an annual enrollment of more than 9,000 Pell Grant-eligible students.
Student Success Initiative (SSI)

- Launched during the 2013-2014 academic year
- 443 first-year first-generation, low-income students (referred to as success students)
Student Success Initiative (SSI)

- Goals
  - Assessment and Planning
  - Implementation and Coordination
  - Monitoring and Evaluation

- Case management approach
  - “proactive approach of carefully orchestrated interactions with peer mentors and academic advisors”
Success Teams

- Led by the Neighborhood Engagement Center Director

- Comprised of:
  - Residential staff
  - Health care practitioners (i.e., nursing staff)
  - Academic advisors
  - Administrators from special student population programs (e.g., TRIO-SSS)
  - Intercultural administrators

- The team used data analytics and MAP-works reports to discuss student populations and individual students and devise plans to address student needs.
Peer Mentor Visits and Academic Advising Meetings

- Weekly visits from their peer mentors (i.e., cultural aides)
- At least one mandatory advising session with a neighborhood academic advisor within the first six weeks
- Notes were recorded in MAP-Works
- Peer mentors were provided with limited access to MAP-Works to maintain privacy and confidentiality of student information
SSI Assessment Plan

“Begin with the end in mind”

- Assess difference in outcomes of treatment and control group
- Semester reports
- End of the year data summit
Data Sources

- Student Records
- MAP-Works
  - Survey responses
  - Cultural aide reports
- Progress reports
- Neighborhood services usage
Demographics (n = 443)

Race/Ethnicity:
- 45.1% Caucasian
- 30.2% Hispanic
- 12.6% Black
- 8.1% Asian
- 3.6% American Indian/Alaskan Native
- 0.2% Multi-Racial

Sex:
- 60.5% Female
- 39.5% Male
SSI Outcomes

One-year Persistence Rate

- Participants: 86%
- Non-Participants: 82%
- Other: 91%
- Total: 90%
Changes in Risk Rating

End of fall risk
- High: 16%
- Moderate: 76%
- Low: 92%

Post-survey risk
- High: 59%
- Moderate: 35%
- Low: 15%

Pre-survey risk
- High: 77%
- Moderate: 85%
- Low: 72%
Implications
Implications for Practice

- Establishing a Taskforce
- Forming Cross-departmental Partnerships
- Getting Buy-in
- Educating Faculty and Staff
Implications for Policy

- What protocols are already in place?
- Who should intervene?
- Ethical concerns and student privacy
Implications for Assessment

- Incorporate an assessment plan into the overall plan
- Mine existing data to understand students’ experiences
  - Residential density
  - Course enrollment by location
  - Challenging courses
Sociodemographic Distribution by Neighborhood
Spring 2015 Semester

Class Standing:
- First-year students: 56%
- Sophomores: 65%
- Juniors or older: 68%

Sex:
- Female: 71%
- Male: 65%

Country of Origin:
- International: 74%

Race/Ethnicity:
- Student of Color: 73%
- White/Caucasian: 59%

All Neighborhoods: 63%
Implications for Assessment

- Future Analyses
  - Course-taking patterns (association rules)
  - Predictive model (decision tree; logistic regression)

- Software
  - Statistics: SPSS, SAS, STATA, R
  - Data mining: WEKA, KNIME

- Coursera.org
Group Activity: Campus Interventions and Assessment

- Option 1: Respond to one of the case study prompts
- Option 2: Discuss existing programs on your campus
- Assign a recorder and a reporter.
Questions

- Tonisha B. Lane
  shanksto@msu.edu

- Larry D. Long
  ldlong@msu.edu