Intervention Planning and Impact on Student Success

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Warm-up Reflection
What is Student Success?
Student Profiles
Identifying Areas for Intervention
Appreciative Inquiry
Leveraging Anthology Solutions
Warm-up Reflection

• Think about your own undergraduate experience
  – What intrinsic traits did you have that led to your success?
  – What supports and resources did you have to help you succeed?
  – What challenges did you face?
  – What helped you to overcome those challenges?
What is Student Success?
What is student success?

- Holistic
- Multi-dimensional
- Integrated
- Fluid
- Subject to external factors
- A few models to consider...
Two Triangles of Success (Astin, 1984; Tinto, 2007)
SYSTEMIC

Financial Hardship
Childcare Needs
Student Health
Access to Technology

ACADEMIC

Attendance
Course Progression
Use of Support Services
Educational Commitment

SOCIAL-EMOTIONAL

Remote-Learner Comfort
Level of Resiliency
Co-Curricular Engagement
Sense of Belonging

Adapted from UNCF
SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS
The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”
- Identifying Emotions
- Accurate Self-Perception
- Recognizing Strengths
- Self-Confidence
- Self-Efficacy

SOCIAL AWARENESS
The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.
- Perspective-Taking
- Empathy
- Appreciating Diversity
- Respect for Others

RESPONSIBLE DECISION-MAKING
The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.
- Identifying Problems
- Analyzing Situations
- Solving Problems
- Evaluating
- Reflecting
- Ethical Responsibility

SELF-MANAGEMENT
The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.
- Impulse Control
- Stress Management
- Self-Discipline
- Self-Motivation
- Goal Setting
- Organizational Skills

RELATIONSHIP SKILLS
The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.
- Communication
- Social Engagement
- Relationship Building
- Teamwork
Student Profiles
Student Profile: Joe

• Texan living in Minnesota
• Marine Veteran who served 3 tours in Iraq
• First-generation college student
• Spotty academic profile
• 40 years old at time of enrollment
• Father of 2
• Diagnosed with PTSD
• Recovering from alcohol addiction
• Significant past family trauma
Joe: Resources and interventions

• Veteran Program Coordinator
• VA mental health services
• Supportive family
• Found a degree track that sparked passion
• Connection with faculty
• Involved in student organizations
• Time in nature
• Clear vision of future career path
Student Profile: Aspen

• Iowan with Minnesota connections
• Family of academics
• Strong academic profile
• Passion for civic engagement and environmental stewardship
• Numerous hobbies
• Diagnosed untreated depression
• History of sexual assault
• Awkward extrovert
Aspen: Resources and interventions

- Strong generational knowledge/support
- Living-learning pilot program
- Found multiple major tracks that sparked interest
- Connections with faculty and advising staff
- Strong connection with campus counselor
- Support from Career Services
- Leadership in student organizations
- Community involvement – dance and politics
- Integrated Liberal Arts degree plan
Identifying Areas for Intervention
Identifying areas for intervention

- Being as proactive as possible and building relationships
- Attendance issues
- Academic alerts
- Ghosting
- Changes in temperament, attitude, engagement
- Accessing resources
- Reporting through Engage/Insight
Group Reflection

• What are some pervasive challenges/barriers you are seeing with your student body?

• What if/any outlying challenges/barriers you are seeing with your student body?
Appreciative Inquiry for Intervention Planning
Appreciative Inquiry

- Builds on positive assets
- Utilizes an exploratory framework
- Future-focused
- Data-driven
- Grounded in:
  - Appreciation
  - Inquiry
  - Wholeness

Adapted from www.centerforappreciativeinquiry.net
Appreciative Inquiry - DEFINE

- Identify general areas for investigation
- Understand the landscape
- Describe the current state
- Think big picture about where you are headed
Appreciative Inquiry - DISCOVER

• Utilize the data you have available
• Explore benchmarks and best practices
• Find out what your constituents want or need
• Identify what you don’t know and learn about it
• Dig into Insight, Engage, and other relevant data sources
Appreciative Inquiry - DREAM

• Look toward the future state
• Define your goals and outcomes
• Establish benchmarks and Key Performance Indicators (KPIs)
• Determine who should be involved and enlist input from key stakeholders
• Energize everyone involved
• Prepare to design your intervention
Key Performance Indicators

- Focus on where we've been
- Give us a starting point for moving forward
- Provide baseline data for measuring success

- Set targets outcomes for future work
- Provide metrics for achievement
- Offer a road map for interventions and initiatives
Key Performance Indicators

Where have we been?
- Programmatic data
- Individualized data
- NSSE, CAS, Course Evaluations, Engage, Insight

Where do we want to be?
- Target outcomes
- Strategic metrics
- Industry benchmarks
Appreciative Inquiry - DESIGN

- Create a roadmap to reach your desired outcomes
- Create a specific and realistic timeline
- Gather relevant data using the tools available (Insight, Engage)
- Assign specific roles and responsibilities
- Create a communication plan
- Prepare to deliver
SMART Strategies

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<td><strong>Specific</strong></td>
<td><strong>Measurable</strong></td>
<td><strong>Attainable</strong></td>
<td><strong>Relevant</strong></td>
<td><strong>Timely</strong></td>
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<td>Who, What, Where, When, Why, Which</td>
<td>Can you track the progress and measure the outcome?</td>
<td>Is the goal reasonable enough to be accomplished? How so?</td>
<td>Is the goal worthwhile and will it meet your needs?</td>
<td>Your objective should include a time limit. “I will complete this step by month/day/year.”</td>
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<td>Define the goal as much as possible with no ambiguous language.</td>
<td>How much, how many, how will I know when my goal is accomplished?</td>
<td>Make sure the goal is not out of reach or below standard performance.</td>
<td>Is each goal consistent with other goals you have established and fits with your immediate and long term plans?</td>
<td>It will establish a sense of urgency and prompt you to have better time management.</td>
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<td>WHO is involved, WHAT do I want to accomplish, WHERE will it be done, WHY am I doing this (reasons, purpose), WHICH constraints / requirements do I have?</td>
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Appreciative Inquiry - DELIVER

• Launch your initiative WITH your constituents
• Have a clear plan for assessing progress
• Follow through with your design, including timeline and communication plan
• Be prepared to adjust as needed but don’t stray too far from your desired path
Appreciative Inquiry - DISSEMINATE

- Examine and celebrate successes
- Acknowledge key stakeholders who have contributed positively to the current state
- Identify areas for potential growth
- Establish relevant data to drive continued growth and improvement
QUESTIONS?
Leveraging Anthology Solutions