

This session is endorsed by the
NODA Parent & Family Network



Co Chairs

Libby Dagers
Texas A&M University
libbyd@studentlife.tamu.edu

Paige Johnsen
University of Northern Colorado
Paige.Johnsen@unco.edu

(T)ogethe(R): Supporting Students & Families through Transition

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New Student Connections and Parent & Family Programs

Presenters

- Keri Riegler: Director
- Michelle McNulty: Assistant Director
- Jacoby Waldron: Coordinator

Agenda

- Session Outcomes
- Context & External Factors
- Theoretical Framework
- Framework: Student and Family Support
- Lessons Learned



University of South Florida, Tampa

- Public Metropolitan Research I University
- A Preeminent Research University: FL
- Top 25 Public Research University: NSF
- 42,000 enrollment: 72% UG / 26% GR: Tampa
- 4,400 new FTIC students; three enrollment terms
- Fall 2018 FTIC profile: Average SAT score 1283; HS GPA of 4.09: Tampa campus
- State performance based funding model
- 3 campuses: consolidating into 1 by July 2020



Office Creation

- Established in 2007
- Separate orientation unit
- Goal: drive retention #'s and sense of belonging
- Purpose: continue the support post-orientation by providing support throughout the academic year
- Given a mix of offerings to elevate
- 2011: First strategic plan
- PFP joined in 2013

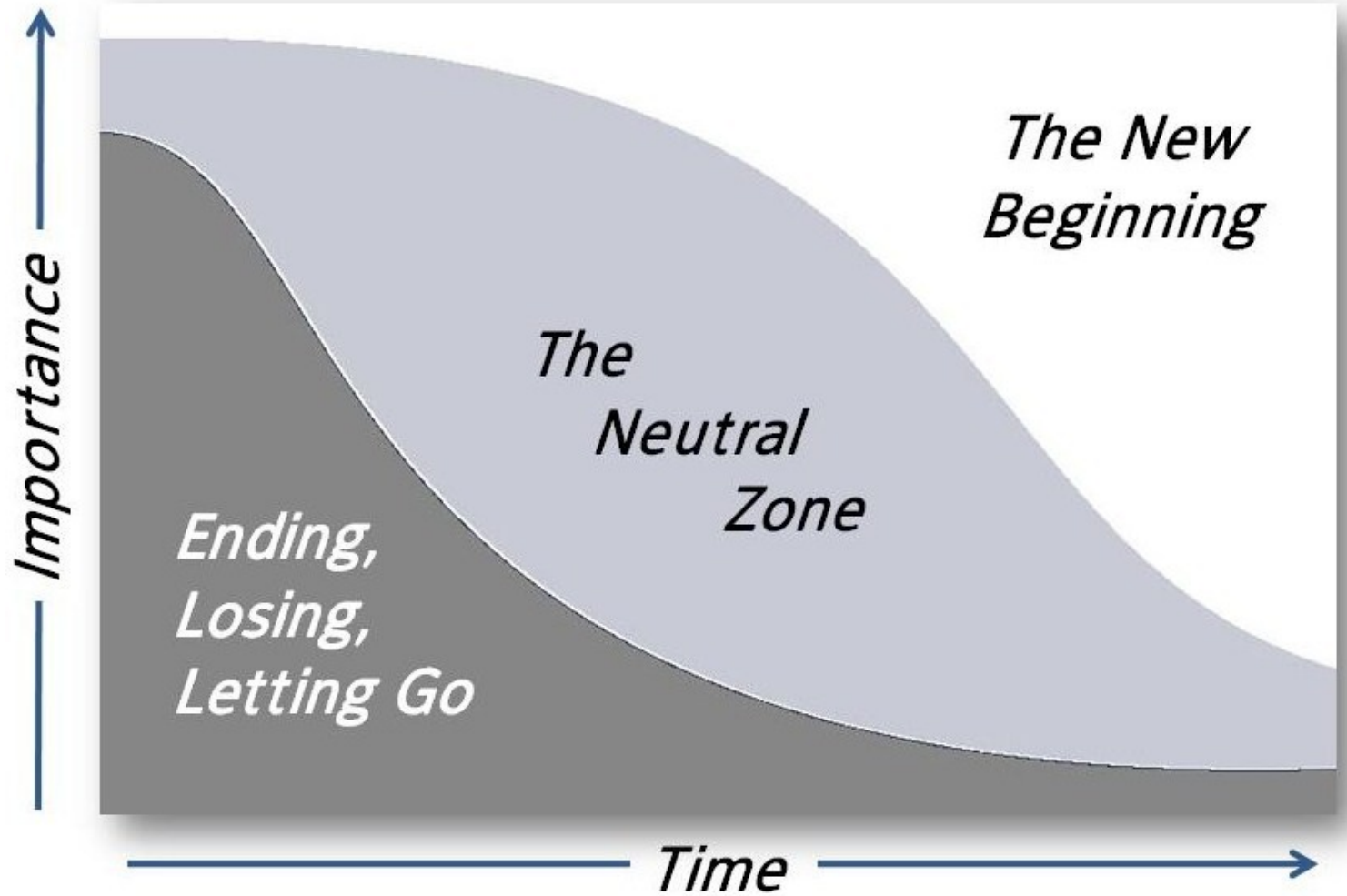


William Bridges Transition Theory

A model that explains the process of transition.

This three stage model focuses on the adjustment that people make when they are going through a transition.

Bridges states that “transition starts with an ending and ends with a beginning.”



Theory to pRactice: 2011

Institutional Priorities

- Alignment: Dean of Students unit
- Programming was a priority and valued

Philosophical Approach

- Serving the whole, programming for the masses
- Data = participant attendance, program retention rate

Offering Enhancements

- Students: Week of Welcome: Kickoff, Class Photo; Network; Extended Orientation: First Fifty Days; Summer experience
- Families: PFP aligned with NSC in 2013

Self Reflection



Population Health Management

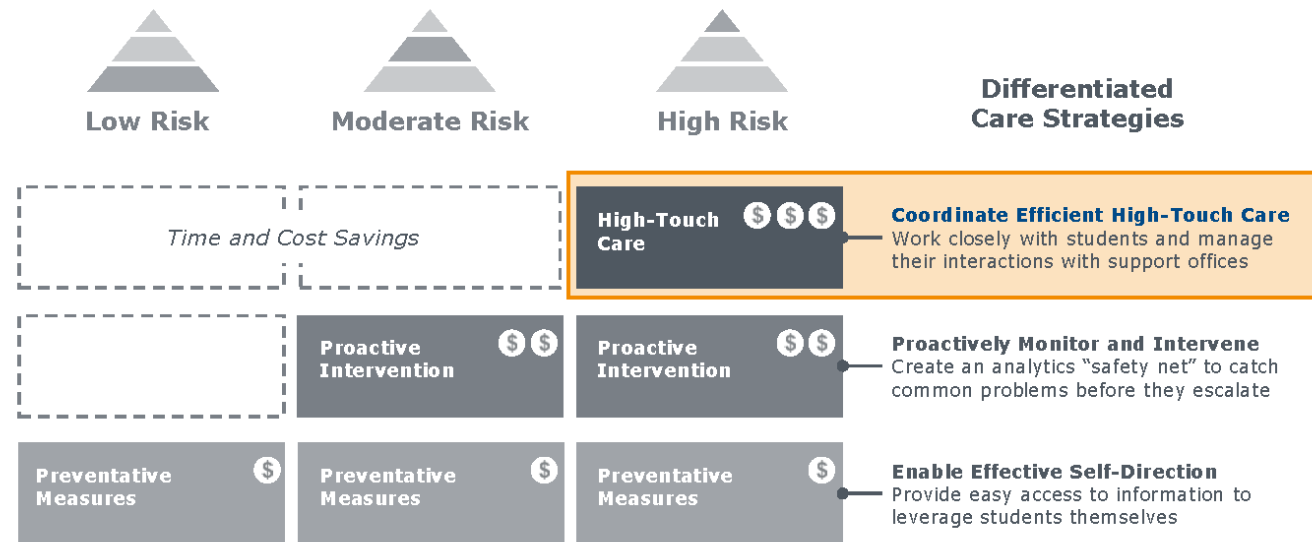
Population health management involves using predictive analytics to segment populations into smaller groups, identified by risk factors so staff can assign support services/interventions to each group.

Defining a Differential Care Strategy



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What Would Population Health Management Look Like in Higher Education?



Theory to pRactice: 2016

Institutional Priorities

- Alignment: Undergraduate Studies
- Student Success Metrics = Preeminence, Case management lens

Philosophical Approach

- Division: Student success is everyone's responsibility
- Unit: Using institutional data to drive support

Offering Enhancements

- Students: Peer Coaching, Meet and Go's
- Families: Family Coaching, aligned education/outreach with transition curriculum

Self Reflection

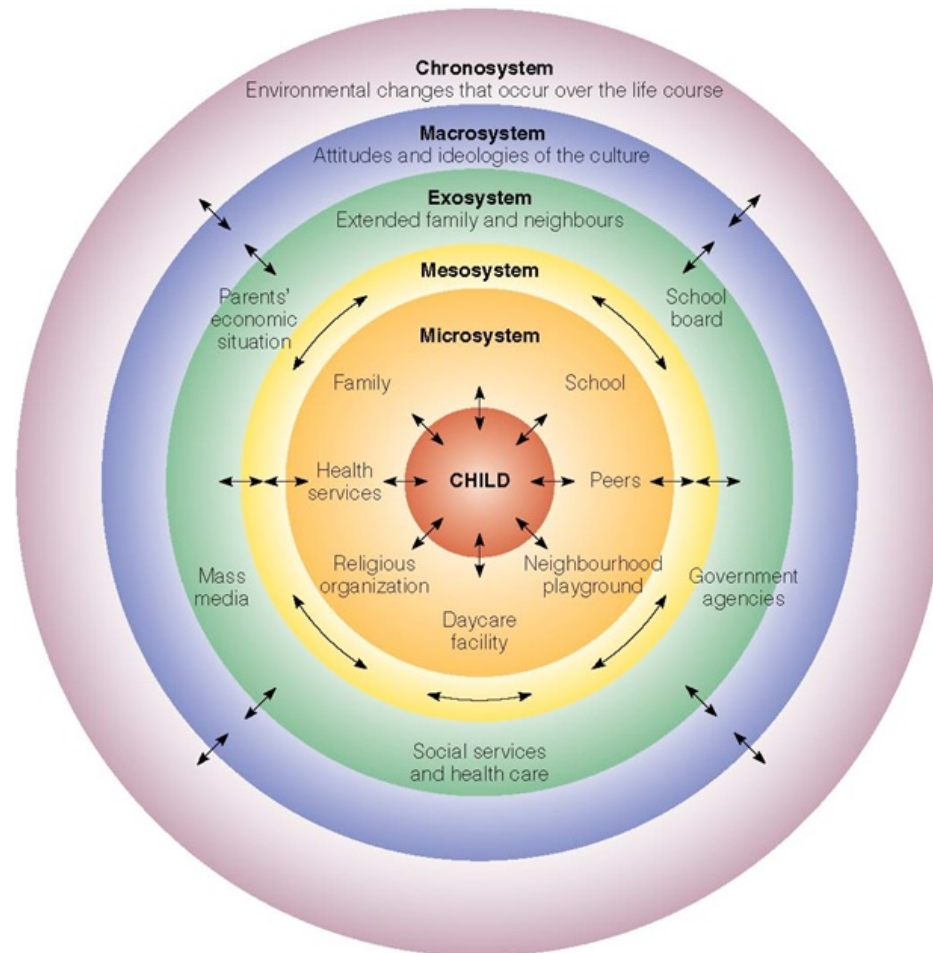


Bronfenbrenner's Ecological Systems Model

Belief that human development is influenced by the different types of environmental systems we interact with.

Theory identifies five environmental systems with which an individual interacts.

The theory offers a framework through which we can examine individuals' relationships within communities and the wider society.



Theory to pRactice: 2017

Institutional Priorities

- Alignment: Undergraduate Studies
- Student Success Metrics = Preeminence, Case management

Philosophical Approach

- Division: Right information, right student, right time
- Unit: Relational Model, FYE/family learning outcomes
- Leveraging predictive analytics to identify students

Offering Enhancements

- Students: Peer Coaching
- Families: Family Coaching
- Campus: Enhanced partnerships: campus referrals & cross-functional teams

Self Reflection



Lessons Learned: Reflecting Back

Challenges

- Had theory, no seamless application; had programs/services, limited continuity
- Needed a way to distinguish ourselves from other units
- Searched for a way to pull the various pieces together into a seamless framework

Insights

- Model wasn't built overnight
- External factors influenced the direction
- Had to take risks: not everything was successful
- Positioning / Alignment was the key
- Hire great, talented staff; build great relationships with colleagues



Our Model: How Theories Intertwine

<u>SUPPORT</u>	<u>APPROACH</u>		<u>POPULATION</u>		<u>SAMPLE INTERVENTION</u>
Low:	Baseline	→	All	→	#HowToCollege/Family newsletter
Moderate:	Community	→	Self-Identified	→	Network-Meet & Go's/Family Weekend
High:	Targeted	→	Data Driven	→	Peer & Family Coaching

Low Level = Baseline

Definition

- Large Scale program/service initiatives

Population = Baseline

- All incoming students/families

Intervention/Service

- Student: #HowtoCollege https://www.youtube.com/watch?v=x_aji0f492Y
- Family: Monthly family newsletter

Reflection

- Strategize a large scale program/intervention you could implement on your campus?
- How you could better identify students with this risk level on your campus?

Moderate Level = Community

Definition

- Community/Affinity based programs/services

Need = Self-identified students and families

- Individual self selects into service or are referred

Intervention/Service

- Students: Network; Meet&Go's
- Families: Family and Friends Weekend during Homecoming

Reflection

- Strategize a community/affinity program/intervention you could implement on your campus
- How you could better identify students with this risk level on your campus?

High Level = Targeted

Definition

- Personalized approach to intervention

Need = High

- Identified and targeted based institutional data/predictive analysis, and/or referral
- Confluence of issues

Intervention/Service

- Student: PAL Peer Coaching
- Families: Family Coaching

Reflection

- Strategize an individualized program/intervention you could implement on your campus
- How you could better identify students with this risk level on your campus?

Lessons Learned



Questions & Group Discussion

Keri Riegler: KeriRiegler@usf.edu

Michelle McNulty: MRobinson4@usf.edu

Jacoby Waldron: Jwaldron1@usf.edu

References

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Case Management Model: Practice

Risk Identification & Segmentation

Individualized Support Strategies

Efficient Scalable Care

Ownership & Accountability

Which students are at risk?

How do we use our resources strategically & efficiently to support the individual needs of these students?

Who owns student success?

High Risk Students



Coordinate High-Touch Care
Work closely with students and manage interactions with support offices/services.

Increasing Risk Students



Monitor and Intervene
Use analytics to uncover problems before they escalate.

Low Risk Students



Enable Self-Direction
Use electronic tools to nudge and advise, freeing staff to focus on higher risk students.

Persistence Committee

- Oversee efforts
- Organize resources & incentives
- Track & report metrics

Care Team/Staff

- Responsible for assigned student population success
- Accountable to student outcomes
- Use technology for proactive management