

NATIONAL LOUIS UNIVERSITY

Data-focused Collaboration to Identify Early Alerts and Keep Students On-Track to Graduation



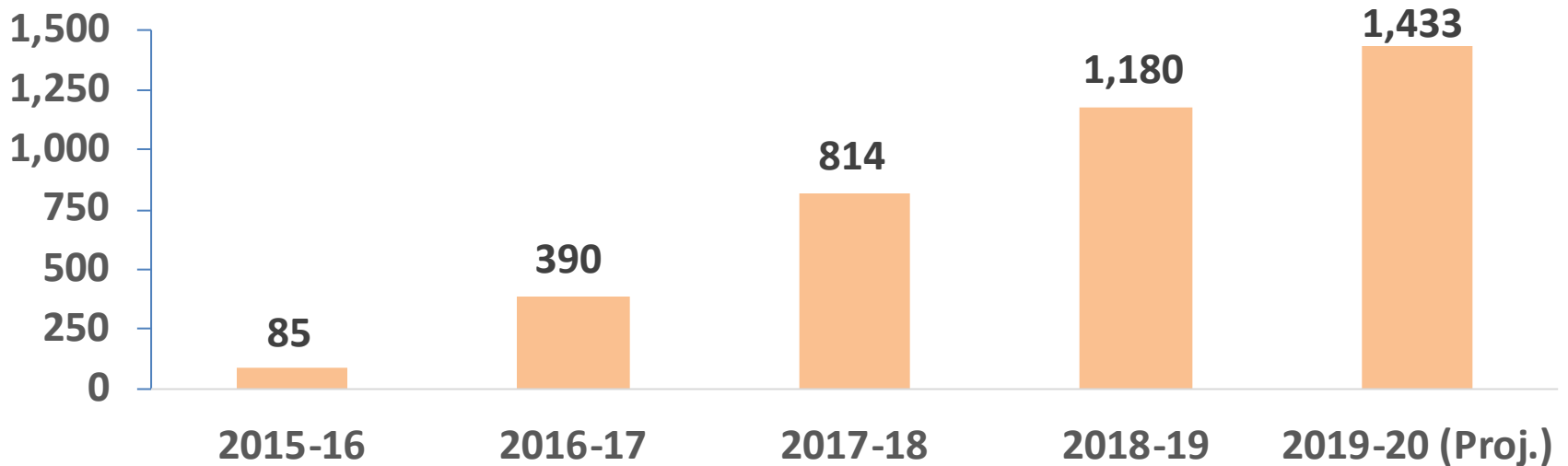
NLU BACKGROUND

- **Private nonprofit university based in Chicago**
- **Designated as Hispanic Serving Institution in 2016**
- **Awarded HSI-STEM in 2016 and PPOHA in 2019**
- **Founding values of Access, Innovation, and Excellence**
- **Focused on community impact**
- **65+ undergraduate, master, and doctoral programs**
- **Over 9,000 students and 65,000 living alumni**



WHO WE SERVE: Pathways is growing rapidly and is reaching students traditionally underserved in higher education

NLU Daytime Undergraduate enrollment growth....



Focused on serving our most underserved students...

- 85% Pell eligible (59% Zero EFC) and 8% undocumented
- 80% First generation college goers
- 73% Latinx and 19% African American
- 16.5 Average ACT, 870 SAT, 2.7 Average High School GPA
- *NLU is 4th most frequently attended 4-year college by CPS grads, #1 private 4-year institution for serving CPS grads, and ranked #1 nationally in increase in % under-represented minorities served*

NLU Undergraduate College

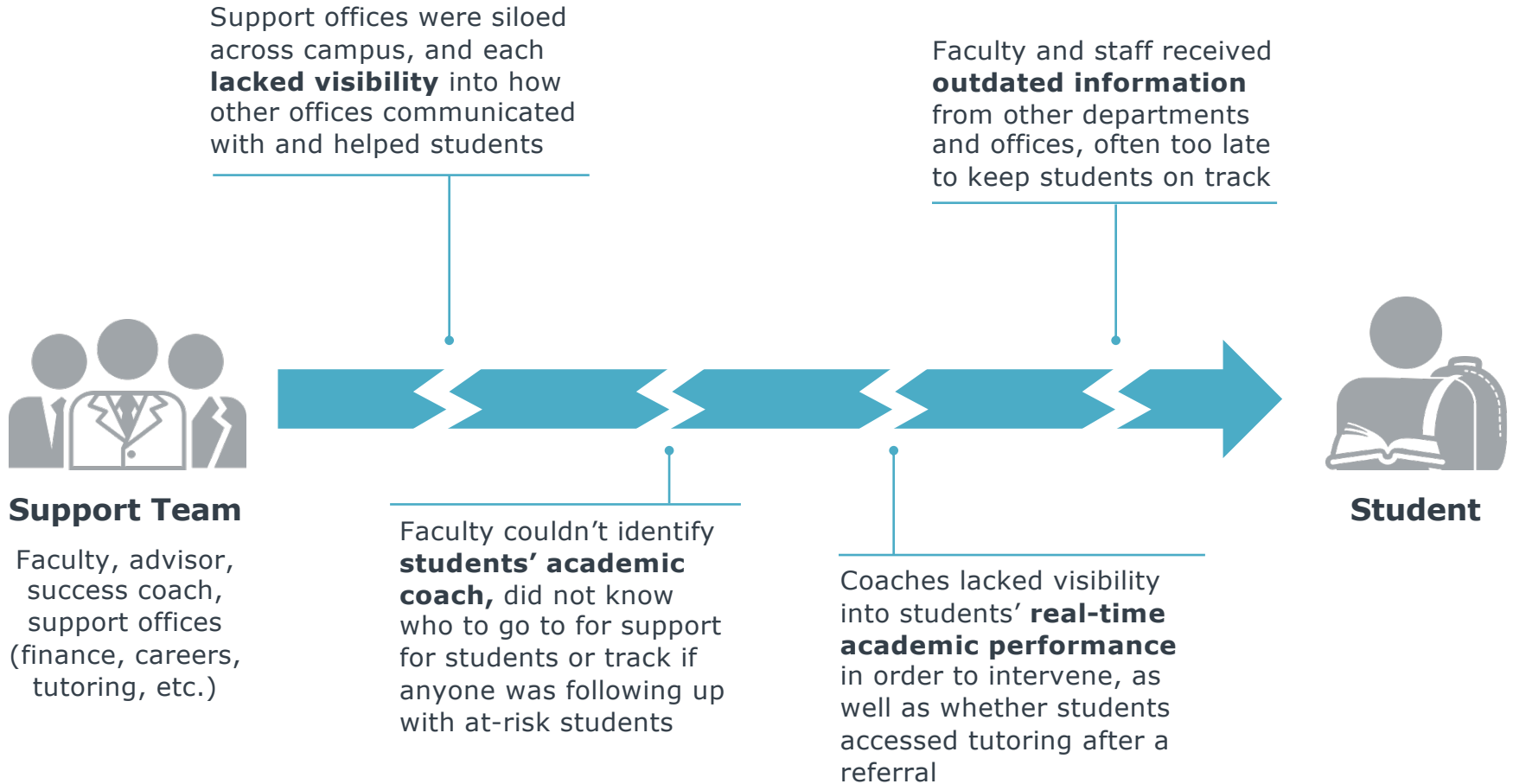


Undergraduate College Vision

The Undergraduate College at National Louis University will be a national leader in driving equity in bachelor's degree attainment and employment. Our graduates will possess the knowledge and skills to succeed as professionals and engaged citizens, leading to positive outcomes for themselves, their families, and communities.

THE PROBLEM: PROCESS CHALLENGES ACROSS DEPARTMENTS

Lack of Internal Visibility Caused Poor Communication



The SSC meeting. . .



Brings together a team of common instructors, department chairs, and the Student Success Coaches/Advisors in order to **discuss students' academic progress** and issues that may be contributing to or hindering progress.



Facilitates **collaboration between faculty, and coaches/advisors** who work directly with each student, to ensure when a student is in need of support they are identified early on or to **identify common supports** needed



As a result of the collaborative discussion, **the team will assign interventions to the most appropriate influencer**

THE STUDENT SUCCESS COLLABORATION (SSC) MODEL

Core Components

- **Key Players:** Teams of instructors, coaches/advisors, and support specialists
- **Data:** Attendance, grades, and qualitative data from faculty and coaches
- **Discussion:** Teams meet regularly (at least bi-weekly) to review student data, brainstorm strategies and assign interventions to support that student



SSC Leads

- **Review data for each student** (attendance, grade, and progress reports) to identify students in need of support and trends across students
- **Facilitate the meeting** and student discussion to ensure root causes and appropriate interventions are discussed
- **Follow-up** with faculty and coaches and case assignment and outcomes

Faculty

- **Complete student progress reports** prior to the SSC Meeting.
- **Discuss students' academic progress** and issues that may be contributing or hindering progress based on the progress reports that are submitted.
- **Complete interventions** as assigned in SSC meetings.

Success Coaches

- **Share addition context** around progress updates and alerts from instructors
- **Collaborate with the SSC Lead and faculty** to determine student interventions and support faculty in implementation, as needed
- Use additional context from the meeting to inform their support with students

Classes This Term

Actions ▾

<input type="checkbox"/>	CLASS NAME	PROFESSOR	DAYS/TIMES	MID	FINAL	ABSENCE
			Ended on 12/03/2019			
<input type="checkbox"/>	CSJ-106-90790 Law Enforcement				C	4.(4)
<input type="checkbox"/>	CSJ-107-90786 Criminal Justice Syst				B	2.(2)
			CHICGO-4022			
			Ended on 12/05/2019			
<input type="checkbox"/>	CSJ-205-90793 Criminology	Neal Jack				

Grades and attendance for each class updated nightly from the Learning Management System (LMS)

ATTENDANCE IN CSJ-106-90790

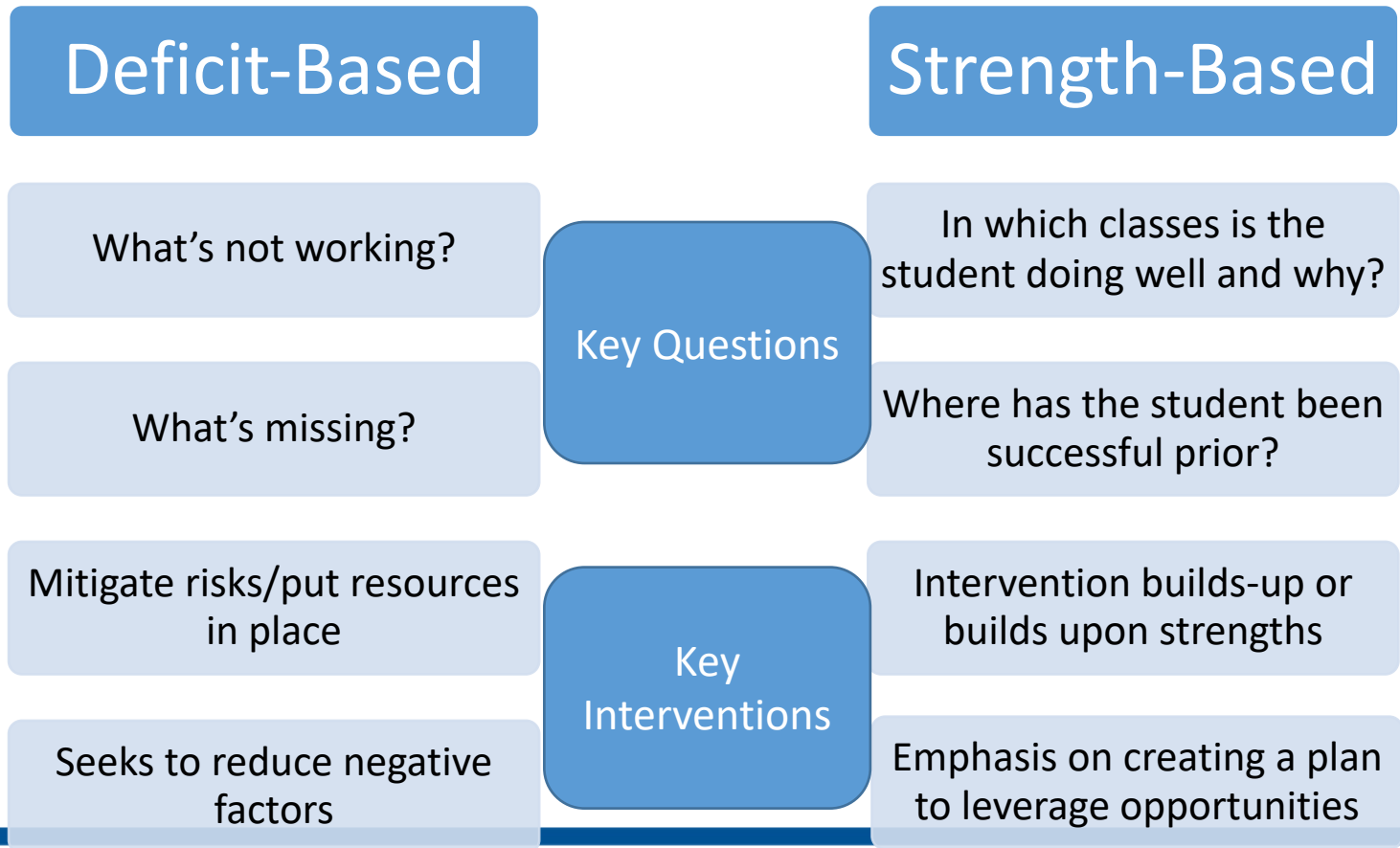
	PRESENT / ABSENT	EXCUSED?	COMMENT	CREATED BY
1	Absent (1)	--	Week 00	Micek, Wayne
1	Absent (2)	--	Week 01	Micek, Wayne
1	Present	--	Week 02	Micek, Wayne
1	Absent (3)	--	Week 03	Micek, Wayne
1	Present	--	Week 04	Micek, Wayne
1	Present	--	Week 05	Micek, Wayne
1	Present	--	Week 06	Micek, Wayne
1	Absent (4)	--	Week 07	Micek, Wayne
1	Present	--	Week 08	Micek, Wayne
1	Present	--	Week 09	Micek, Wayne
1	Present	--	Week 10	Micek, Wayne

Attendance detail with dates updated nightly from LMS

THE DATA: EXAMPLE FACULTY PROGRESS REPORT ALERTS

Alerts	When to use this intervention:
No Established Attendance	Student is on the course roster but has not attended on campus course or posted anything academic related in D2L.
Engaged presence in course, missing assignments	Student has either physically attended class, posted an academic related discussion post, or submitted an assignment but is missing assignments or postings.
Decline in grade/ performance	Student started course off strong and grade has declined which is putting student at risk for successfully completing course.
Student stopped attending and unresponsive to communication	Student has had frequent absences, tardies, or early departures from class without prior instructor notice.
Currently failing but potential to pass by the end of course	Only raise at the end of the course. Student has failed to turn in multiple assignments that has placed them at-risk for failing the course and/or students has had frequent absences or tardies without prior instructor notice.
UGC Student Update (No Action Required)	Faculty has an update on the student that the SSC Team needs to be aware of, but no action is required at this time.

“Deficit-based thinking is centered on the grand narrative that parents and Latino communities do not value education, the belief that low-income communities are inferior, and the pervasive view that most, if not all low-income students are ‘at risk,’ ‘marginal learners’ and ‘culturally deprived.’” (Rendón, Kanagala, & Bledsoe, 2017)



LESSONS LEARNED

Lessons Learned

1. Faculty buy-in is key; participation allows for richer conversation
2. On-going training for all stakeholders to move from procedural to dynamic meetings
3. SSC Leads need to be comfortable with facilitation and data/technology
4. Conversation often tends to focus more on students in the “red” than those in the middle.
5. There is never enough time

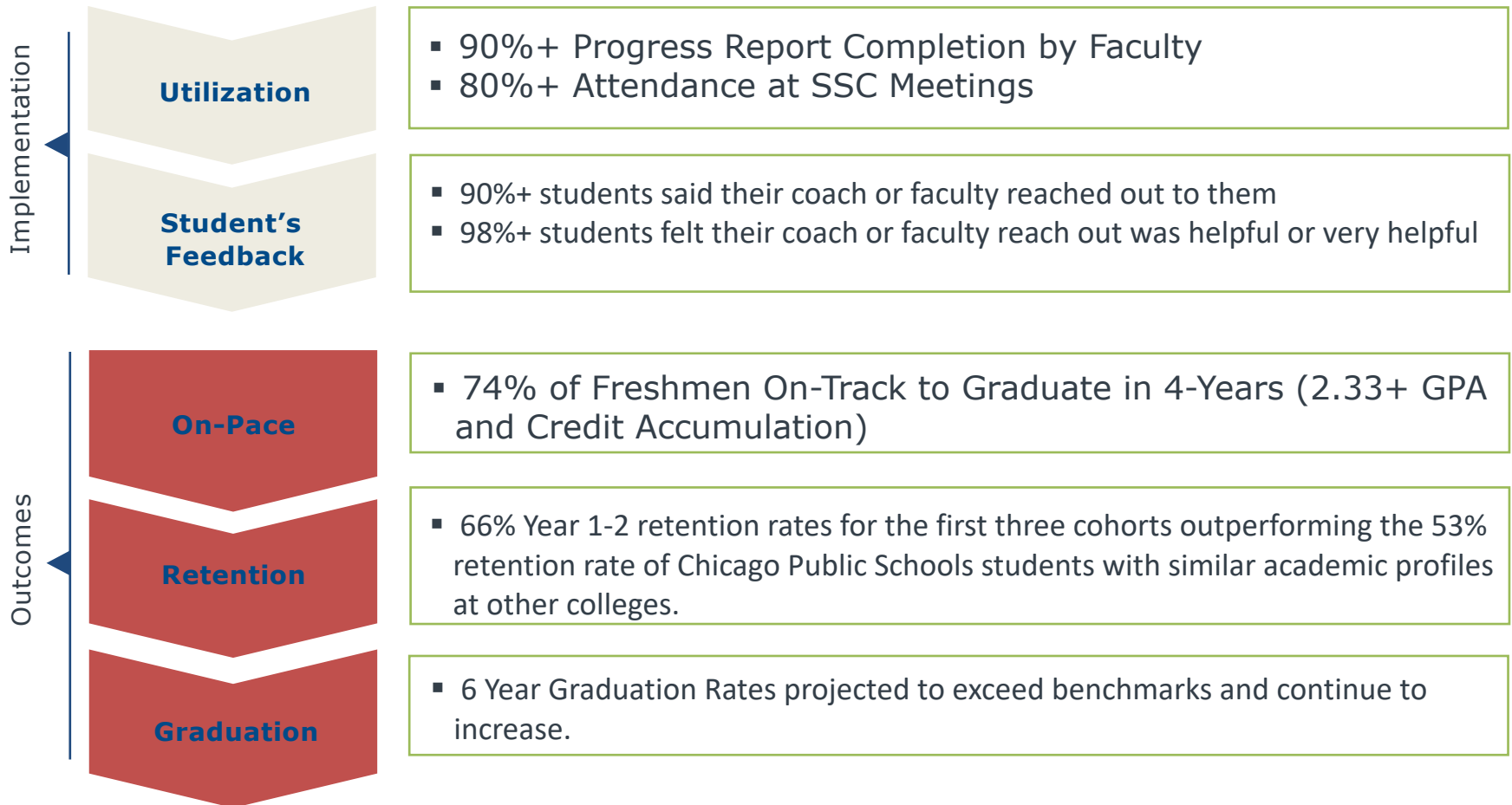
Modifications Overtime

1. Transition to meeting weekly to every other week (fewer meetings)
2. Increase progress report requests from 10-15 students weekly to all students at strategic times during the term
3. Dedicated time for Faculty & Coach co-leads to plan for the SSC meeting
4. Continually review and refinement of alert reasons and case closure reasons
5. Build in intentionality into the meetings to ensure most time is focused on the “murky middle”

MEASURING THE SSC IMPACT

Using Data and Analytics to Drive Informed Decision Making

Metrics and Results



Recent Case Studies

- [How to Close the Achievement Gap: Data, Dedication, and Collaboration](#)
- [Data-Informed Teaching Excellence: College Classrooms That Work for Underrepresented Students](#)

QUESTIONS?

Melanie Flores
Director, HSI Programs
National Louis University
mflores36@nl.edu

Josiel Marrufo
Student Success Coach
National Louis University
jmarrufo@nl.edu



NATIONAL LOUIS UNIVERSITY

Appendix



Student Success Coaches Provide Holistic Support



Student Success Coaches



New role created in 2015 with the goal of shifting NLU toward a more **modern career services model** that incorporates holistic support into students' academic journeys



There are 14 total coaches who each guide a caseload of **100-125 undergraduate students** toward graduation and career success



Coach Goals for Supporting Students

Engage incoming students during the summer to **mitigate melt**

Maintain **one-on-one appointments** throughout all four years

Provide holistic, **high-touch**, data-driven support

Connect students to **wraparound resources** such as counseling and emergency funds

Be students' **go-to person** on campus for all their needs