



Education  
Advisory  
Board

Academic Affairs Forum

# Promoting Student Self-Direction

Critical Policies and Innovative Technologies  
for Smarter Academic Navigation

# A Bridge Too Far?

## Not Just Practical, But Principled Concerns About Intrusive Advising



### **The Enrollment Counselor**

“Upon calling WGU I was assigned an enrollment counselor who would take me through the process of applying... He streamlined the process for me and tracked my progress. We had scheduled conversations through the entire process.”

### **The Personal Mentor**

“At WGU your mentor’s job is to assist you in making viable choices and achieving your goals. They are also responsible for tracking your progress. Each week I have a scheduled phone call with my mentor during which we set my weekly goals. Not semester goals, weekly goals.”

*Western Governors University Student*

# Quantity and Quality



Will “Throughput” Gains Undermine the Value of Education?

## The Allure of the “No Frills” University as a Completion Panacea



*Streamlined Curriculum*



*Accelerated Programs*



*Personal Success Coaches*



*Inexpensive*



## ...But at What Cost?

*Comprehensiveness and Choice*



*Rigor and Exploration*



*Student Responsibility*



*Co/Extra-Curricular Options*



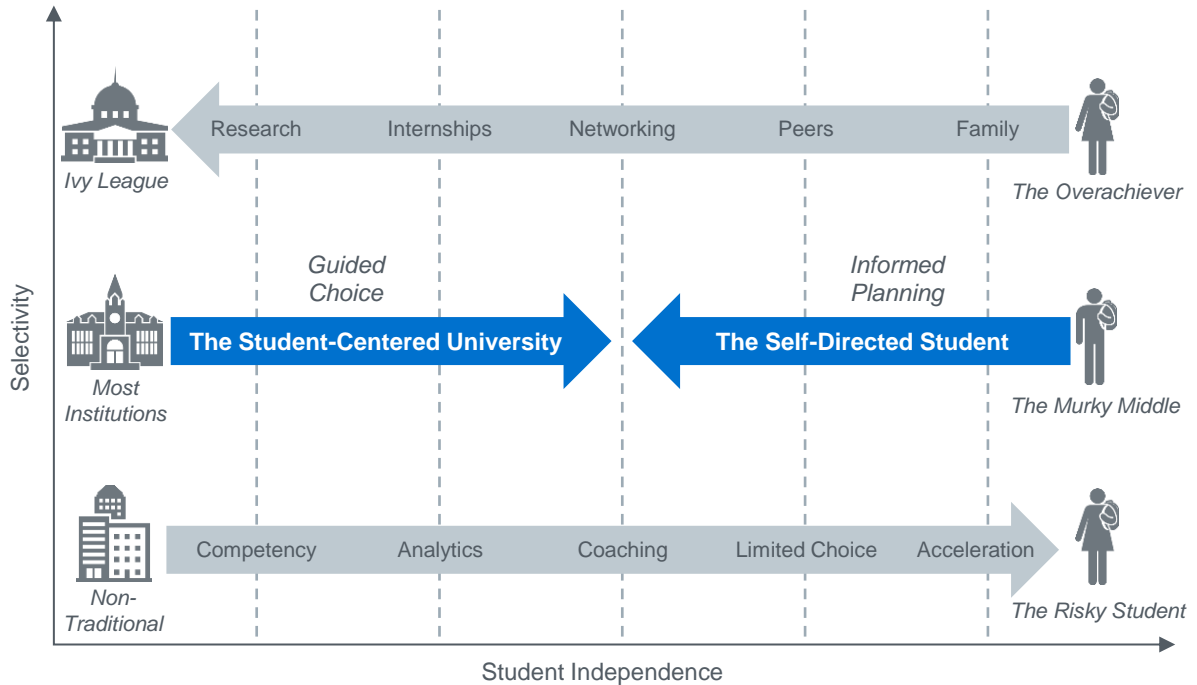
“

It seems to me that the completion engine has hurtled down the track with a lot of states putting in financial rewards and penalties for speeding up completion and cracking down on excess credits. Then there’s the quality engine, still struggling to get out of the shed.

- Carol Geary Schneider, President, AAC&U

# Meeting Students Halfway

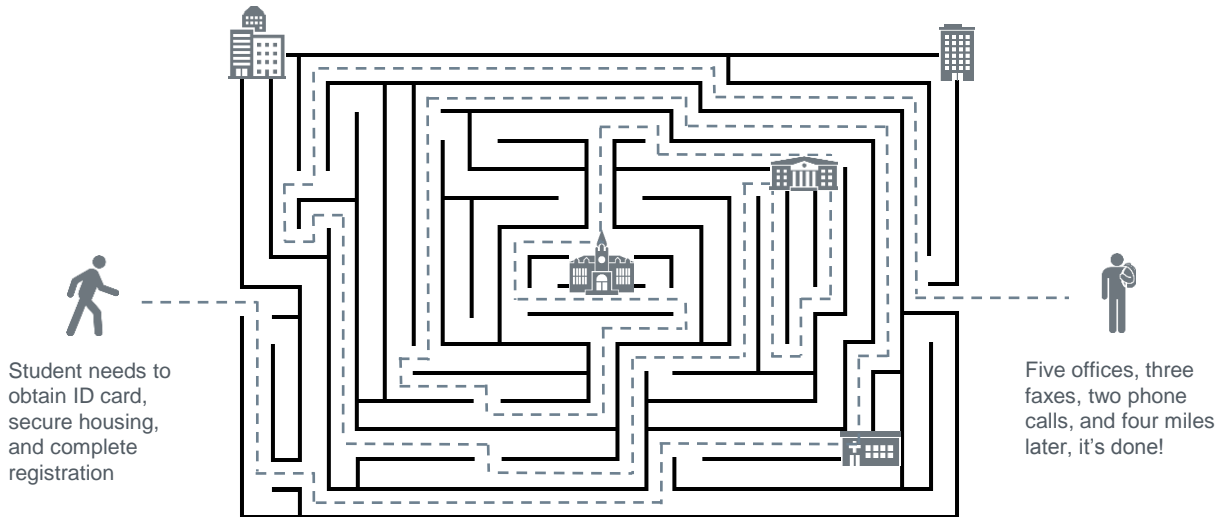
## Navigating Between Extremes in Student Success





# Only the Strong Survive

## Labyrinthine Service Structure an Unnecessary Obstacle for Students



“Because there are no one-stop registration centers and because both academic units and central support service units want to regulate the registration process, **an unfortunate student can walk several miles and cross the Mississippi River numerous times to complete registration**—assuming everything goes right.”

- Robert B. Kvavik and Michael N. Handberg, “Transforming Student Services,” *Educause Quarterly*



# The Slippery Slope to Attrition

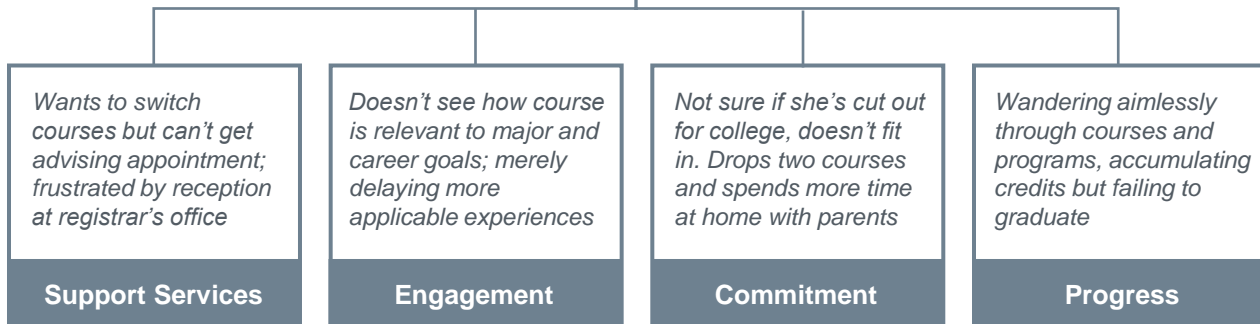
## Seemingly Small Choices Can Derail Long-Term Plans



Student doing poorly in several classes this term, doesn't feel engaged



What went wrong, and when?



*Wants to switch courses but can't get advising appointment; frustrated by reception at registrar's office*

**Support Services**

Stays enrolled, but fails two courses and enters probation

*Doesn't see how course is relevant to major and career goals; merely delaying more applicable experiences*

**Engagement**

Leaves for alternate institution with clear experiential focus

*Not sure if she's cut out for college, doesn't fit in. Drops two courses and spends more time at home with parents*

**Commitment**

Withdraws from the institution and enrolls in community college

*Wandering aimlessly through courses and programs, accumulating credits but failing to graduate*

**Progress**

Leaves as financial aid expires and enters workforce without BA



# Promoting Student Self-Direction

Critical Policies and Innovative Technologies for Smarter Academic Navigation

*How do I help students make better decisions without massive new investments in advising?*

*How do I reduce the likelihood and costs of failure without sacrificing rigor?*

1

## Scaling Student Self Service



- Actionable Checklists
- Service Tutorials
- Personalized Alerts
- Engagement Feed

2

## Enabling Integrated Planning



- Configurable Degree Maps
- Co-Curricular Timelines
- Experiential Planning Policies

3

## Sustaining Academic Momentum



- Preemptive Resilience Exercise
- Course Load Incentives
- Multi-term Registration
- Withdrawal Survey Modules

4

## Reducing Deviation Costs



- Withdrawal Redirect Courses
- Macro Majors
- Last Mile Initiatives

User-Centric Design

A Full Experience

Curricular Guardrails

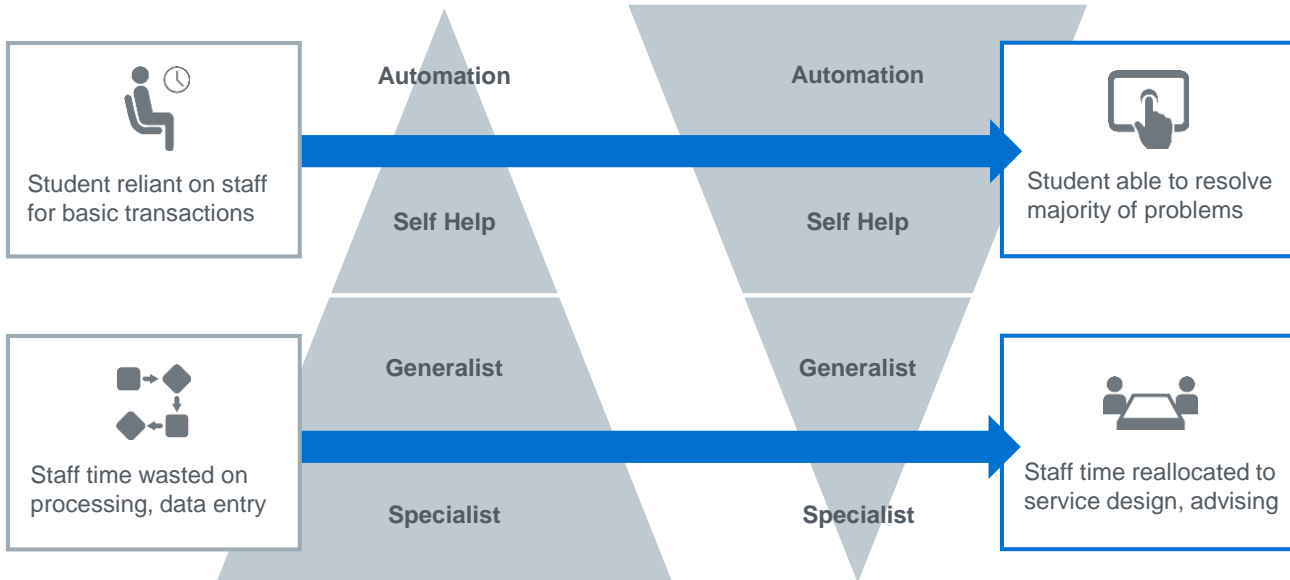
Student Safety Net



# Flipping the Service Model

Traditional Support Structure Inefficient, Expensive, and Impersonal

*Removing Logistical Barriers to Self-Support  
Allows Staff to Reallocate Time*



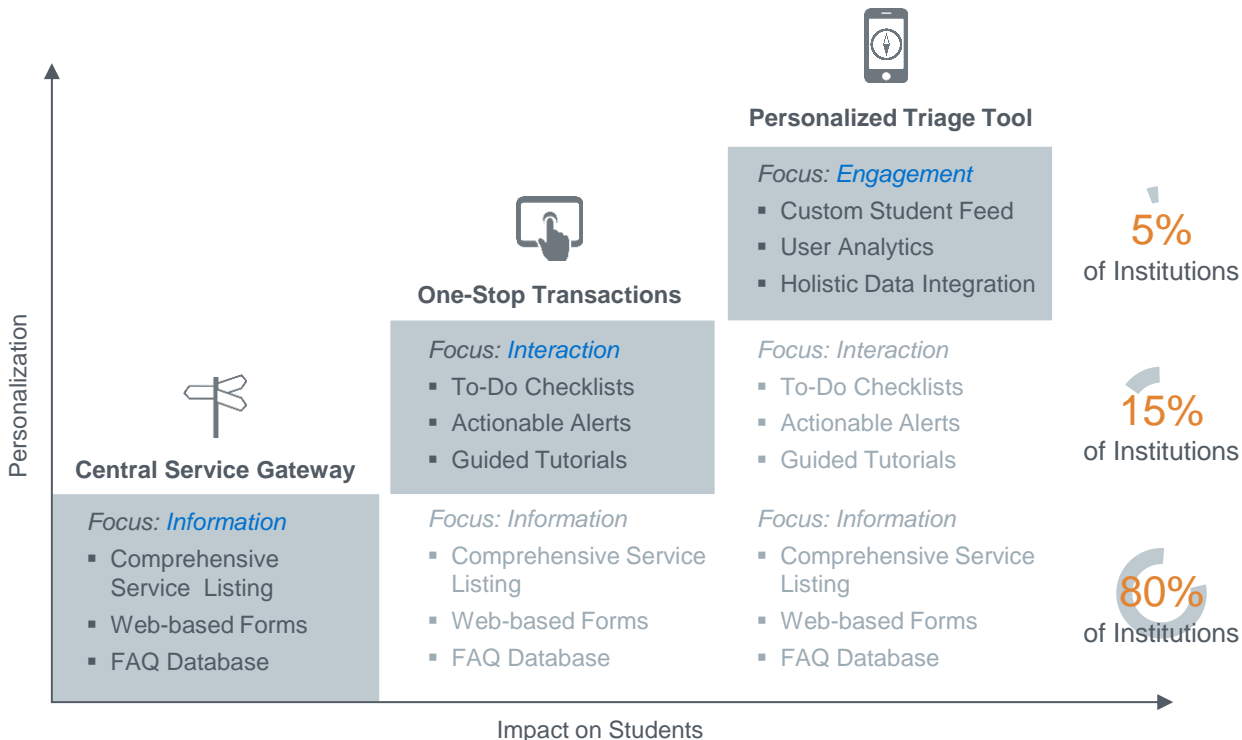
*Specialist Bottleneck Means New Staff  
Only Way to Improve Service*





# Building Tomorrow's Self-Service Portal

From Information Resource to Engagement Application



# Step One: The Central Service Gateway

## One-Stop Redesign Eliminates Information Barrier



### Upcoming deadlines

#### Academic dates & deadlines

- Monday June 10**  
Summer financial aid disbursement begins for all undergraduate, graduate, and pharmacy students
- Tuesday June 11**  
Last day to apply for undergraduate summer term graduation
- Friday June 14**  
Last day of instruction for May session
- Monday June 17**  
Summer 10-week, 8-week, 6-week, and first 4-week sessions begin

#### Registration

Register online

#### Finances

Costs, tuition, & fees  
Financial aid  
Your student account  
Pay the University  
Money management  
Educational tax benefits  
Scams & fraud

#### Grades & transcripts

Understanding grades  
Unofficial transcripts  
Official transcripts  
Certification letters  
Student records privacy

#### Degree planning

Explore degree options  
Advising & counseling  
Graduation Planner  
Graduate in four years  
Academic support & tutoring  
Changing college or major  
LE requirements  
Graduation

#### U resources

New to the U  
Campus life  
Computing & technology  
Employment & career  
Getting around campus  
U policies & administration  
Libraries  
Bookstores

### "Just in time" news

#### Direct Loan changes

Interest rates and loan fees on Direct Loans are scheduled to increase on July 1.

Interest rates: 3.4% to 6.8%

Loan fees for Direct Loans: 1.0% to 1.051%

Loan fees for Direct PLUS loans: 4.0% to 4.204%

In order to receive the lower interest and loan fee rates, you must respond to your **sFAAN** by **June 15** and complete your **promissory note** by **June 28**.

#### Direct Loan changes

#### Summer 2013 aid

#### Apply for summer graduation

#### Transcript fee increase

#### May/summer tuition rates

### Fully electronic forms

#### Quick Links

Forms online

#### Registration tools

Class Schedule  
Class Search  
Course Guide  
University Catalogs  
Enrollment Survey  
Register  
When to register  
Class section search  
Health plan coverage

#### Finance tools

Direct Deposit  
Financial Aid Search  
Pay online: student parent/guest  
Student account  
Scholarship Search

#### Student records tools

APAS report  
Grades  
Graduation Planner  
Holds  
Parent/guest access  
Personal information  
Unofficial transcript  
Order transcript

#### Calendars

Academic calendar  
Final exams  
Cancel/add & deadlines  
Payment due dates

All pages housed on One-Stop site; not just links to F2F services

Comprehensive categories without "scope creep"

### FAQ knowledge base

Special for: [New students](#) | [Parents & guests](#) | [Veterans](#) | [Non-degree students](#) | [Former students](#) | [Graduate students](#)



### Mobile-friendly

[View mobile version](#)



# Core Components of a Progressive Portal

Maximizing Impact and Adoption Through Focus on Student Action

- 1 Actionable Checklists
- 2 Service Tutorials
- 3 Personalized Alerts
- 4 Engagement Feed

## Self-Service Hub Focused on Process Navigation

**1**

**ABC University**  
*My Portal*

- ✓ Complete Student Health Form **Form**
- ✓ Take English Placement Exam **Done**
- ✓ Obtain ABC ID Card **Done**

**Student Health Form**

Name \_\_\_\_\_  
Date of Birth \_\_\_ / \_\_\_ / \_\_\_  
Vaccinations \_\_\_\_\_  
Emergency Contact \_\_\_\_\_

**Navigating Student Health Services**

- Process Guide
- Video Tutorial
- Live Chat

**2**

**Quick Links**

Registration	Course Schedule
Financial Aid	Student Activities
Bursar	Library

## Personalized Action Items Pushed to Students

**3**

**ABC University**  
*My Alerts*

- ! **Payment Past Due**
- ? **Spring Registration**
- ✓ **Required Form Submitted**

**4**

**My University Feed**

Psych 250 – Week 7

- Read Ch. 7-8
- Interim project updates
- Midterm next week!



# One Step at a Time

## Simplifying Action Items for Defined Student Segments

Tailored Checklists Focus Attention on Relevant Tasks



> My Status Alerts 3 / 3

v My Checklists

Fall 2014 Freshman 2 / 10

Fall 2014 Transfer 2 / 2

> My Systems

Blackboard

Library

Gmail

Outlook

MyAdvisor

A+ Tutoring

Clear Links to Actions and Further Information

Create Login ID

*\* Required*

Apply for Financial Aid

*\* Optional*

[Info](#) [Apply](#) [Status](#)

Pay Admissions Deposit

*\* Required*

[Pay Deposit](#)

Apply for Housing

*\* Optional*

[Info](#) [Apply](#)

Simple Web Forms Enable Instant Resolution

2014 Housing Application

Name

Address

**When forms or documents must be physically delivered...**

- Checklist status is updated once received
- Processing time listed in task description



# Guiding Students Through Complexity

Accessible Tutorials Reduce Reliance on One-on-One Assistance



## UC Santa Barbara's < 1 Minute Video Guides

**#1 Google Result for "FAFSA Steps"**



## Financial Aid TV's Customizable Library

**47,000+ Views in First Year at Rutgers U.**



# From Generic to Personal

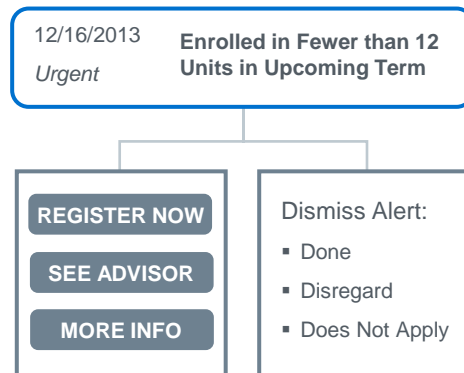
“Action Center” Highlights Student-Specific Issues and Opportunities



## Student Data Powers Three-Tier Alert System

	Urgent	Attention	Eligible
<i>Enrollment</i>	Zero Courses Next Term	Early Enrollment Advising	Honors Programs
<i>Academic Standing</i>	Probation / Mandatory Remediation	Review Impact of Low GPA	Scholarships Available
<i>Degree Progress</i>	Missing Requirement > 60 credits	Missing Requirement < 30 credits	Peer Tutor
<i>Attendance</i>	Missed Multiple Classes	Missed One Class	RA Position

## Each Alert Enables and Requires Action



**98.5%**

Share of students that have viewed alerts

**171,000**

Unique actions taken since 2011

# Top Principles for Notification Design



## Alert Criteria Prevent Oversaturation and Promote Impact

### Impact on Success

- Addresses student persistence
- Geared toward specific population
- Can be categorized by type / urgency

*Reserved for critical issues*

### Concision

- Header less than 50 characters
- Fewer than 5 explanatory sentences
- Scannable, simple content

*Short and to the point*



### Call to Action

- Requires student to take an action
- Links directly to relevant next step
- Links directly to more information

*Pathway to resolution*



### Toolkit: Portal Design Principles

- Alert purpose and approach
- Rules for action steps and descriptions





# A Data-Driven Lesson in User-Centered Design

Innovative Mobile App Reflects and Inflects Holistic Student Experience

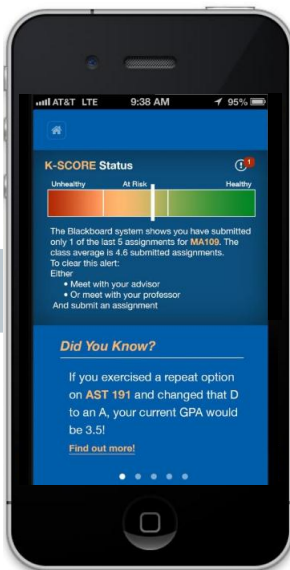
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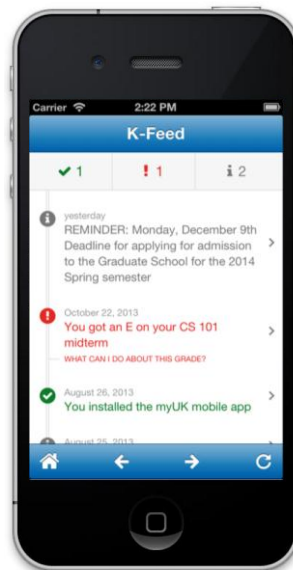
From a Score...



To a Health Indicator...



...To a Personalized Feed

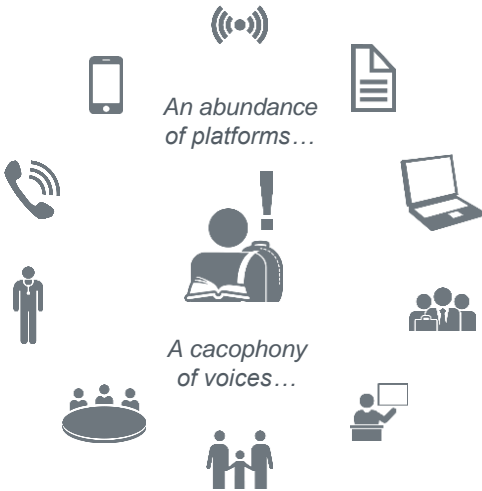




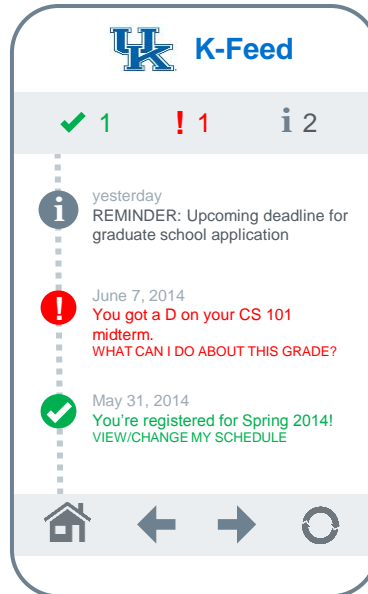
# Calibrating Messages With Analytics

Microtargeting Enables Bigger Impact and Deeper Analysis

Easy to Get Lost in Sea of Messages from Administration, Clubs, Friends, and Family



Analytics Behind K-Feed Enable Personalization and Ensure Relevance



The screenshot shows the UK K-Feed mobile application interface. At the top is the UK logo and the text "K-Feed". Below this is a notification bar with a green checkmark and the number "1", a red exclamation mark and the number "1", and an information icon and the number "2". The main content area shows a list of notifications:
 

- Yesterday: Information icon, "REMINDER: Upcoming deadline for graduate school application"
- June 7, 2014: Red exclamation mark icon, "You got a D on your CS 101 midterm. WHAT CAN I DO ABOUT THIS GRADE?"
- May 31, 2014: Green checkmark icon, "You're registered for Spring 2014! VIEW/CHANGE MY SCHEDULE"

 At the bottom is a navigation bar with a home icon, left and right arrows, and a refresh icon.

**Flexible Platform**  
 Campus units opt in; not an administrative mouthpiece

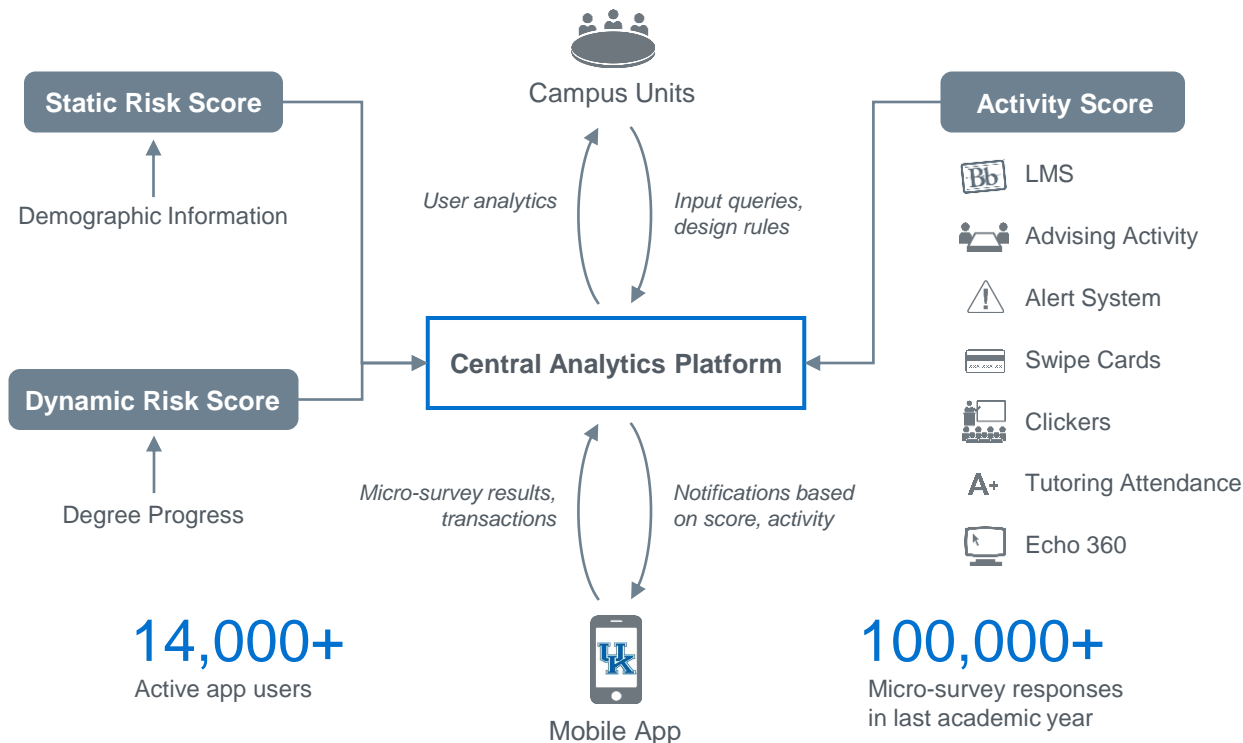
**Smart Curation**  
 IT/Analytics group can tailor feed according to usage metrics

**Micro-Surveys**  
 Institution and feed gain valuable data from targeted user input

**Parent Opt-In**  
 Students can allow parents to view feed to aid awareness

# Behind the Scenes

## Timely, Personalized Feedback Requires Advanced Infrastructure



**14,000+**  
Active app users

**100,000+**  
Micro-survey responses  
in last academic year

# Summary – Scaling Student Self-Service



- 1 | Migrate as many paper-based processes and transactions to the web as is permissible and possible at your institution, to help both on- and off-campus students interact more easily with support services.
- 2 | Online support services and transactions should be integrated into a central student portal optimized for multiple platforms, preventing a “virtual runaround” that mirrors the physical separation of many campus support offices.
- 3 | Develop curated, step-by-step support guides tailored to student segments and complex processes to reduce student dependence on staff for basic transactional support.
- 4 | Allow students to take immediate action to address holds, restrictions, and other problems communicated through portal alert systems by providing clear action links.
- 5 | Enable real-time, personalized interventions and recommendations through the use of a central analytics platform combining student records, academic performance data, engagement activity, and advising information.



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## Critical Policies and Innovative Technologies for Smarter Academic Navigation

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### Enabling Integrated Planning



- Configurable Degree Maps
- Co-Curricular Pathways
- Experiential Planning Policies

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### Sustaining Academic Momentum



- Preemptive Resilience Exercise
- Course Load Incentives
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- Withdrawal Survey Modules

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### Reducing Deviation Costs



- Withdrawal Redirect Courses
- Macro Majors
- Last Mile Initiatives

User-Centric Design

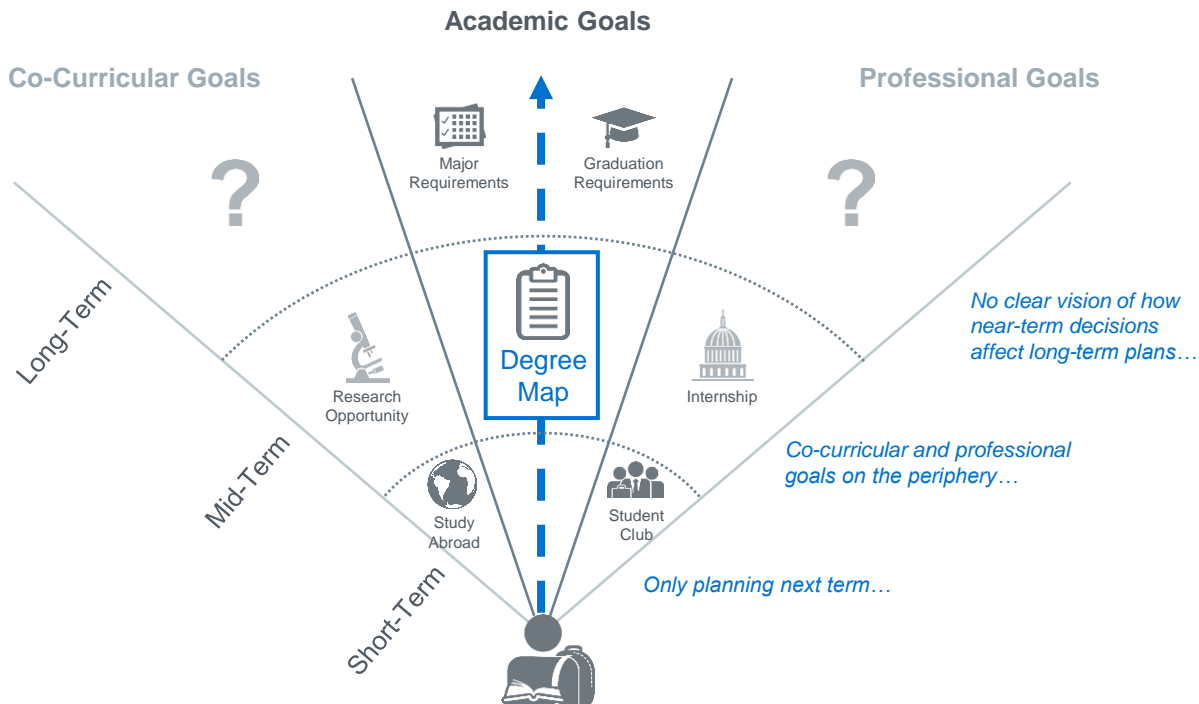
A Full Experience

Curricular Guardrails

Student Safety Net

# Not All According to Plan

Focus on Near-Term Academic Navigation Shortchanges Experience





# The Next Generation

## Today's Degree Mapping Tools Better Track Actual Student Paths

**Major: Anthropology**

Fall 1	Fall 3
Spring 1	Spring 3
Fall 2	Fall 4
Spring 2	Spring 4



### Meaningful Milestones

- **Uses historical data** to identify courses and grade thresholds most correlated with success
- **Incorporates critical courses and grade thresholds** into degree maps



### Scenario Planning

- Allows students to **model future paths to degree**, incorporating coursework and co-curricular options
- **Accounts for courses completed and future availability** to alert students when a proposed plan does not fulfill requirements



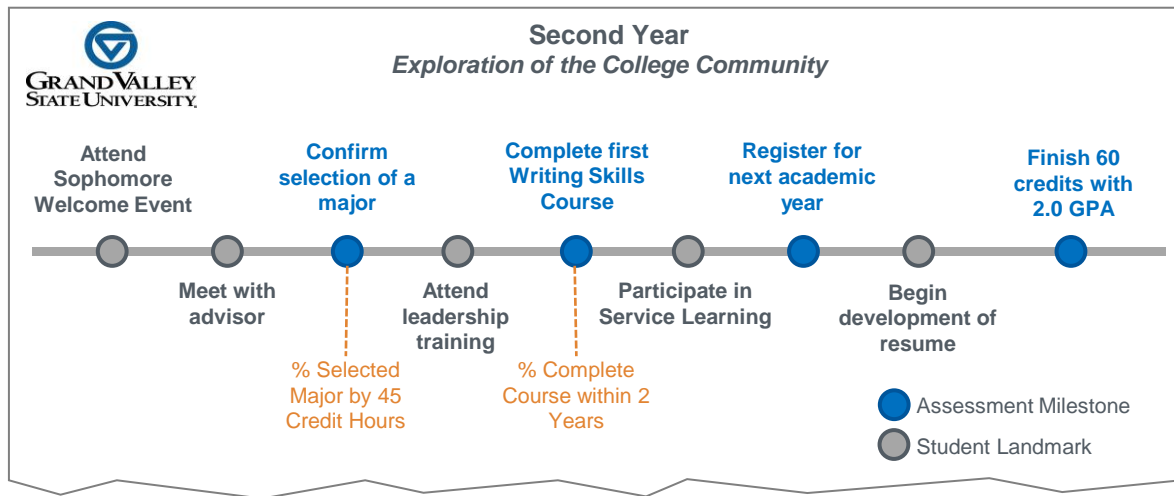
### Monitoring Capability

- **Tracks student progress** against proposed degree plan
- **Responds to deviation** from the major plan with messages or requirements based on the significance of the divergence



# Outside the Classroom Walls

## GVSU Blueprint for Student Success Tracks Experiential Milestones



### Comprehensive Inventory

Includes academic and co-curricular roadmap for each year in student's career

### High Visibility

Introduced at student and parent orientations, used by advising centers, published in student guides

### Joint Accountability

Shared benchmarks for tracking completion of landmarks by students and institution



# The Right Activities for Me

## Major-Specific Co-Curricular Maps Provide Tailored Recommendations

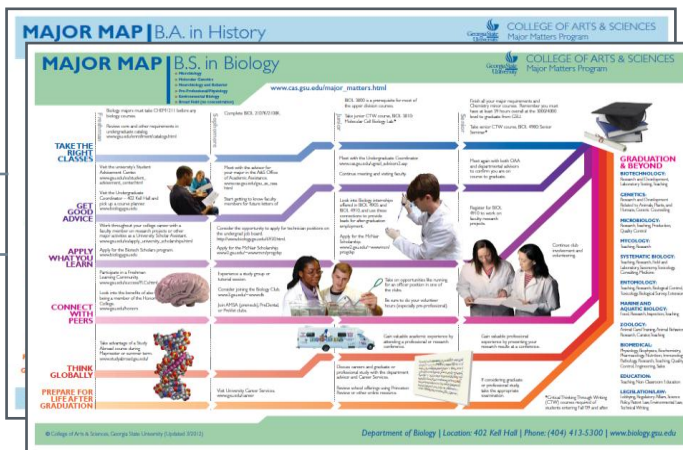
### Unique to Major

Individual map for each of the 30 Arts and Sciences majors



### Relevant Career Paths

Lists relevant career paths open to students in particular major



### Early Planning Prompts

Co-curricular prompts begin in first year

### Co-curricular Opportunities

Suggests on- and off-campus activities alongside curriculum





# Getting Guidance In Front of Students

## Four Ways to Expand Experiential Conversation and Participation

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# Summary – Enabling Integrated Planning



- 1 | Advising conversations and prescriptive degree maps are typically focused on near-term curricular decisions, making it difficult for students to incorporate co-curricular, experiential, and pre-professional considerations into their planning.
- 2 | To enable longer-term academic planning, invest in a configurable degree audit tool that allows students to foresee the long-term consequences of next-term decisions and alerts them when their progress deviates from their expressed plans.
- 3 | Co-curricular expectations and resources should be mapped to particular student segments, cohorts, and academic programs, so that students can easily identify relevant opportunities.
- 4 | Incorporate co-curricular planning into credit-bearing or mandatory student activities to expand the conversation beyond advising appointments and campus offices.



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A Full Experience

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# Steering Choice Architecture in Our Favor

## Behavioral Economics Comes to Higher Ed

### Minor Changes in Policy and Framing Affect All Aspects of Life

#### *Framing*

"Medium" most popular coffee size, even when actual size manipulated



### But Too Often, Students are "Nudged" in the Wrong Direction

Students take "full load" of 12 credits, assume they're on track for timely graduation



#### *The Default Option*

Retirement plan enrollment climbs after "opt in" changed to "opt out"



Students only register one term at a time, and many stick to minimum course requirements



#### *Convenience*

Consumers more likely to purchase food within easy reach, at eye level



Students pick courses from huge catalog based on flawed criteria, delay graduation requirements



#### *Burdening Bad Choice*

Motorcyclists must pass extra test and prove insurance to forgo helmet



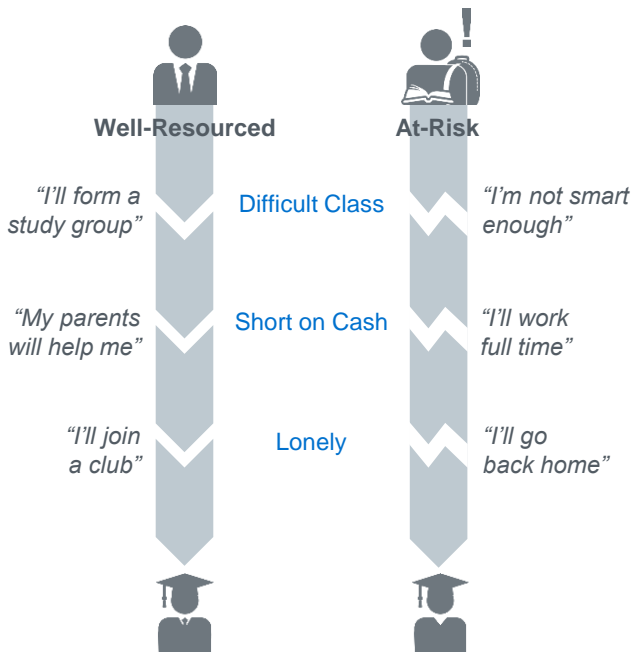
Students able to withdraw from courses, drop out, or deviate from plans with easy transaction





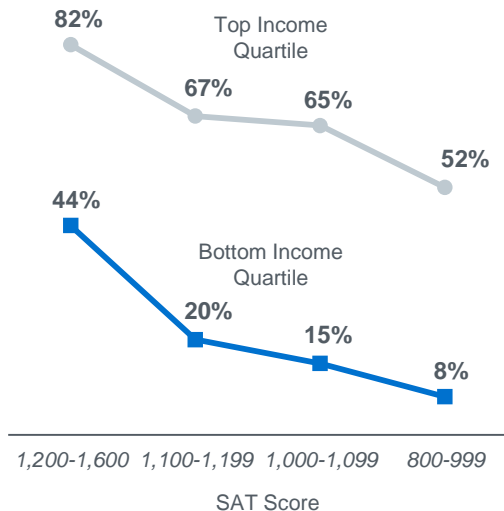
# The Role of Resilience

At-Risk Students Often One Obstacle Away from Attrition



## The Achievement Gap

Chance of Earning a Four-Year Degree by Age 24





# Building a “Belonging” Mindset

## UT Austin’s Innovative Psychosocial Intervention for Risky Students

Complete online orientation activities



Read articles about the “UT Mindset”



Reflect on material to help future students



### The Results

THE UNIVERSITY OF  
**TEXAS**  
AT AUSTIN

**Welcome!**

1. How to Register
2. Student Groups
3. Signature Course Information
4. Changing Colleges
5. Important Campus Resources
6. Vaccine Requirement
- 7. The “UT Mindset”**
8. Honor Code

### Growth Mindset and Belonging Group

“The brain is malleable”

“I realized I’m not alone”



“College-level courses can be intimidating, but don’t give up! We are all a bit scared at first.”

### Control Group

“Austin’s culture was surprising”

“It sure is hot here”



“College is a new experience, with a lot of big changes to adjust to. You’ll get used to it, I know I did!”

*25-45 minutes*

*91% Participation*

For “Mindset and Belonging” groups, the gap between share of disadvantaged and advantaged students completing 12+ credits in 1<sup>st</sup> term **reduced by half**

Intervention will be used for all 7,800 incoming freshmen this year

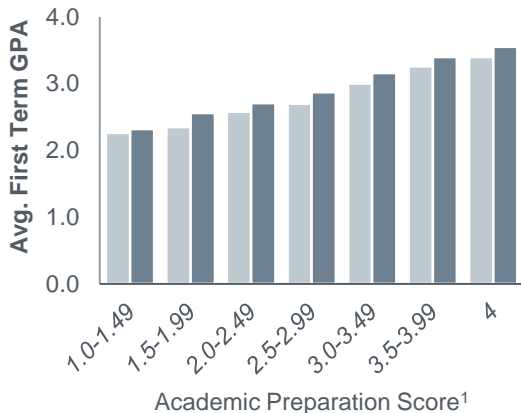
# The Impact of a Full Course Load

Mounting Evidence Shows Full-Time Enrollment Boosts Success



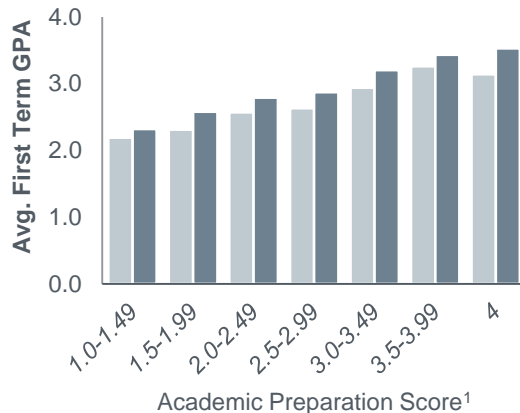
## Better Results Across Spectrum of Academic Preparedness

First-Time Freshmen at U of Hawaii, 2009-2011



## ...Even When Isolating Pell Recipients

First-Time Freshman Pell Grant Recipients at U of Hawaii, 2009-2011



<15 Credits Taken
  ≥ 15 Credits Taken

1) Composite of SAT, ACT, HS GPA, and HS Class Rank



# Encouraging Credit Accumulation

## Policies and Messaging Incentivize Larger Student Course Loads

39



Full-time students pay for **15 credits**, rather than 12

### Full-Time Definition



Sophomore standing now **defined as 30 credits**, rather than 24 credits

### Class Standing



State offers **greater financial aid benefits for taking 15 credits** rather than 12 credits

### Aid Incentives



**\$500 incentive scholarship** for students completing 30 annual credits increased mean number of credits taken by 11 percent

### Credit Incentives



“Fifteen to Finish” campaign **promotes financial and academic benefits** of taking full credit load

### Marketing Campaign



Course withdrawal deadline moved from **week 14 to week 9** to discourage drops motivated by final grades

### Withdrawal Deadlines





# Extending Registration's Reach

## Multi-Term Commitment Enables and Encourages Long-Term Planning



### Immediate Benefits to Students

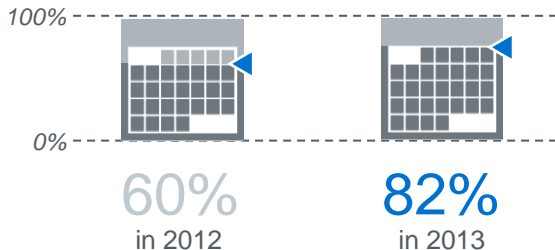
Students able to plan further ahead to accommodate complex schedules, requirements, and plans

Fall to spring retention increased 3% in first year  
  
Departments able to forecast section demand

Academic units realize cost-efficiency gains, better aligning resources and instructor workload with enrollment

### Broader Impact on Campus

### Student Participation is Voluntary, But High and Growing Quickly



### Technical Worries Unwarranted

“I’m kind of surprised it’s not more widespread, because it’s not technologically a challenge. I think it makes a lot of sense if you can do it. It’s good resource planning.”

- Michael V. Reilly, Executive Director  
American Association of College Registrars

Source: Allie Grasgreen, "Registering Toward Completion," Inside Higher Ed, April 11, 2014; "Cleveland State University - Multi-Term Registration: Course Scheduling for Student Success," AACSCU Innovations Exchange; EAB interviews and analysis.

# Learning from Early Adopters

## Student Adoption and Sequential Course Management Key to Success



### Increasing Student Adoption



#### Default Registration Option

Show all available terms on main registration page to “nudge” students toward participation, and alter language to reinforce year-long planning



#### Targeted Email Outreach

Send monthly awareness emails throughout summer and fall to students who haven't registered for additional terms

### Improving Predictive Capacity



#### Post-Requisite Audits

Audit prerequisite course progress at the add/drop deadline, withdrawal deadline, and end of term to reduce artificial post-requisite demand



#### Course Waitlists

Use waitlists to dynamically adjust section enrollment, justify additional sections, and forecast need for additional adjuncts

# Giving Up Too Easily

## When Students Drop or Withdraw for the Wrong Reason



42

Students have many reasons for choosing to withdraw from a course or the institution

Some are “good” reasons

*“I’m avoiding a failing grade”*

*“I’m overwhelmed and worried about my grades in other courses”*

Many are “bad” reasons

*“I’m not earning the grade I want”*

*“I dislike the instructor”*

*“I don’t want to get up this early”*

*“I’ve lost interest in the material”*

Sub-optimal advising practices let too many students make “bad” choices

### Structure

Few institutions require an advising meeting prior to withdrawing

### Quality

Some advisors simply rubber stamp all withdraw requests

### Capacity

Even the best advisors cannot always dedicate adequate time to assessing all requests

*Absent a meaningful conversation, many students do not understand the long-term implications of their withdrawal decision*



# Are You Absolutely Sure?

## Penn State's Online Withdrawal Process Highlights Implications

Each Stage of Module Provides New Information and Opportunity To Back Out



- Lists impact on aid, time-to-degree, standing, grades, benefits, and enrollment status
- *For course drop*, student inputs major, reason for drop, anticipated grade
- *For withdrawal*, student selects from list of 22 academic and non-academic reasons
- Based on info provided in previous step and student degree audit
- Re-lists implications
- Requires student password to confirm final decision

40%

**Students dissuaded from course drop**



*Incorporates Advising Into Formerly Transactional Process*



*Scales Intervention to Avoid Overburdening Advisors*



*Provides Data to Target Future Institutional Intervention*

# Summary – Sustaining Academic Momentum



- 1 | Students from traditionally “at-risk” populations are often more likely to leave college due to a lack of confidence or connection to the institution. By targeting these students during orientation with messages that help them envision success and engagement, institutions can begin to prevent early attrition.
- 2 | While most institutions cannot (and should not) require every student to take a full course load, every institution should ensure that students are advised to enroll in as many courses as they are able to prevent delays in graduation or loss of financial aid.
- 3 | Allowing students to register for several terms at a time strengthens their commitment to the university, helps them to plan their program further in advance, and encourages the institution to accommodate the long-term interests of its students.
- 4 | Consequential decisions like dropping a course or withdrawing from the university should not be enabled through simple registrar transactions; structure withdrawal processes in a way that informs students of potential negative consequences and allows them multiple opportunities to reconsider.



# Promoting Student Self-Direction

## Critical Policies and Innovative Technologies for Smarter Academic Navigation

*How do I help students make better decisions without massive new investments in advising?*

*How do I reduce the likelihood and costs of failure without sacrificing rigor?*

1

### Scaling Student Self Service



- Actionable Checklists
- Service Tutorials
- Personalized Alerts
- Engagement Feed

2

### Enabling Integrated Planning



- Configurable Degree Maps
- Co-Curricular Timelines
- Experiential Planning Policies

3

### Sustaining Academic Momentum



- Preemptive Resilience Exercises
- Course Load Incentives
- Multi-term Registration
- Withdrawal Survey Modules

4

### Reducing Deviation Costs



- Withdrawal Redirect Courses
- Macro Majors
- Last Mile Initiatives

User-Centric Design

A Full Experience

Curricular Guardrails

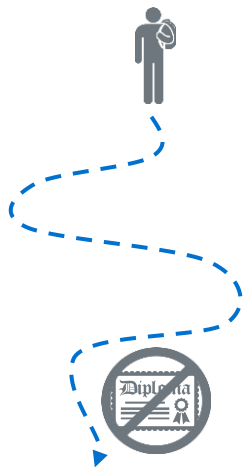
Student Safety Net



# Falling Through the Cracks

When Planning Tools and Guardrails Fail

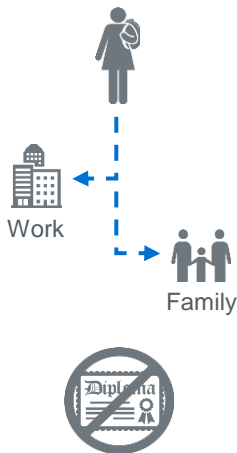
## The Wanderer



**...meanders though programs with no plan**

Student accumulates credits without satisfying major requirements or a clear plan for completion

## The Stop Out



**...is waylaid by other life commitments**

Personal and economic needs force student to choose other priorities over degree completion

## The Locked Out



**...isn't accepted into first-choice major**

Student drops out or transfers to another institution after declined admission into competitive program

## The Super Senior



**...goes past a degree without graduating**

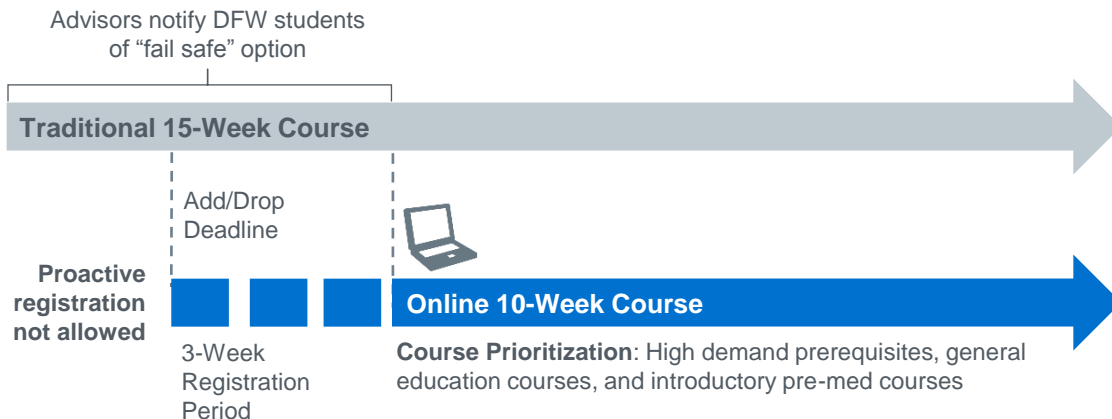
Student continues to accumulate credits without completing a graduation application



# A Second Chance at a Full Course Load

## Withdrawal Redirect Courses Keep Students on Track

THE UNIVERSITY OF  
**ALABAMA**



Students avoid losing financial aid eligibility



Doesn't use valuable classroom space



Can be repurposed as "catch up" module





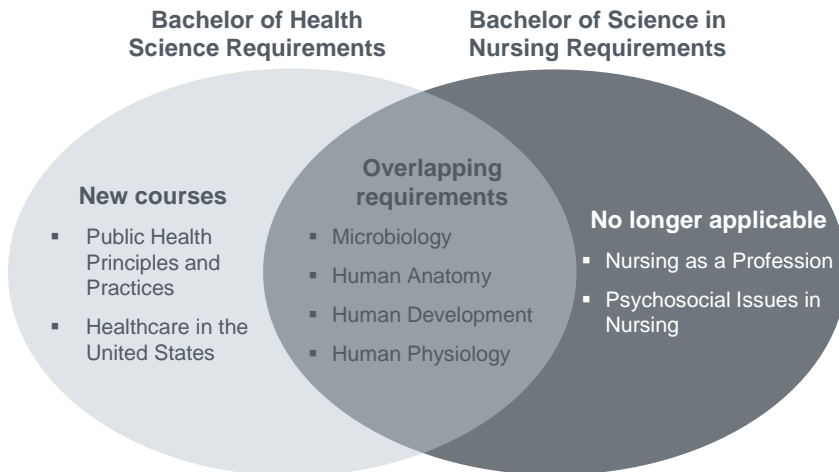
# Alternate Majors Make Use of Earned Credits

## The University of Missouri's Bachelor of Health Science



### Not Missing a Beat

A Pre-Nursing student who switches to the Bachelor of Health Science program at the end of Year Two will have already completed **21 credits toward the new major** plus several general education courses



### Surprisingly High-Demand for BHS Program

**250**

Anticipated Enrollment  
(launched in 2006)



**1,182**

Actual Enrollment  
(as of Spring 2014)



# Overcoming the “Plan B” Stigma

## Creating an Alternative That Is Truly Attractive

### Academic Rigor and Respect

- 1 Perceived Prestige and Rigor**  
Missouri’s BHS is built around a course of study that students view as legitimate and worthy
- 2 Top-Notch Faculty**  
Recruit talented instructors to dispel student fears of settling for a second-class education
- 3 Expanded Horizons**  
Introduce students to new ideas and outside of the narrow focus of their original major

### Clear Connection to Careers

- 4 Industry Endorsement**  
Consult employers to develop a curriculum that best prepares graduates for industry needs
- 5 Robust Career Services**  
Build confidence in post-graduate employment through internships and placement programs
- 6 Potential for Future Study**  
Curriculum prepares students to continue their studies in an accelerated Nursing Program

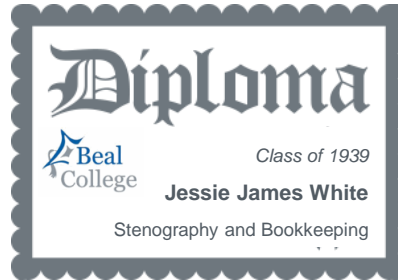
# No One Left Behind



## Finding, Recruiting, and Completing “Near Graduates”



***“99 Year-Old Woman Graduates 75 Years Late After \$5 Transcript Fee is Paid”***





# Investing in the “Final Year Experience”

## Proactive and Reactive Approaches to Near-Graduate Completion



# Summary – Reducing Deviation Costs



- 1 | No amount of investment and planning will prevent every student failure or mistake. However, the consequences of failure are often excessively or unintentionally high at many institutions. A “safety net” approach to common difficulties can help to keep salvageable students on track for graduation.
- 2 | By creating and advertising accelerated course modules to students who drop or withdraw from a course early in the term, institutions can encourage students who might otherwise have delayed their progress or lost financial aid eligibility to maintain a full course load.
- 3 | Students who do not gain admittance into competitive majors or who remain undecided through junior year are often well-served by “macro majors,” which cluster around particular disciplines but have more flexible degree requirements.
- 4 | Proactively audit near-graduation student transcripts and intervene with off-track students in time for “expected last term” registration. Many institutions find that relatively minor interventions (one course substitution, a resolved hold, etc) can prevent senior year stop outs and push near-graduates to completion on time.

# Meeting Students Halfway

## Navigating Between Extremes in Student Success

