Nudging, Microgrants, and Purposeful Teaching:
Emerging Strategies for Student Success

PRESENTED BY:
Loralyn Taylor • Timothy Renick • Michael Mills • Meaghan Duff
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Senior Vice President
Strategy, Marketing and Business Development

Through online prevention education, data insights and performance benchmarking, EVERFI helps 5 million learners at 1,500 colleges and universities create safer, healthier, and more inclusive campus communities.
Loralyn Taylor, Ph.D.
Interim Associate Provost for Institutional Research

Ohio University
• Athens, Ohio
• 30,000 undergraduate students
• 34% first-year students who are first generation college
Timothy Renick, Ph.D.
Sr. Vice President for Student Success and Professor
Georgia State University
34,000 Students on the Atlanta campus
53,000 Students with Perimeter College Consolidation
Dr. Michael Mills
Montgomery College
Vice President of E-Learning, Innovation and Teaching Excellence

Michael.mills@montgomerycollege.edu
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2-year public community college

3 campuses

60,000 students, 159 countries

500 FT, 950 PT faculty
Nudging
Behavioral Impact Model
Logistical Barriers

Possibilities

- Warning
  - Just-in-time information
  - Avoid
- Notify
  - Remediate
  - Detour/Alternate Pathway
- Remove
  - Historical remnants
Behavioral Impact Model

Impact

Sophistication

Proactive

Psychological

Barrier

Recursive Interventions

Behavioral Science-based Communications

Process Redesign

Just-in-Time Alerts

Reactive

Remove

Logistical

Know

Know
<table>
<thead>
<tr>
<th>Technique</th>
<th>Description</th>
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<tbody>
<tr>
<td>Social Norming</td>
<td>Persuade by referencing peers</td>
</tr>
<tr>
<td>Implementation Intentions</td>
<td>Bridge intention with action</td>
</tr>
<tr>
<td>Make Key Information Prominent</td>
<td>Make deadlines &amp; other key info prominent</td>
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<tr>
<td>Personalization</td>
<td>Individualize interaction/communications</td>
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<tr>
<td>Loss Aversion</td>
<td>Emphasize risk of losses</td>
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<tr>
<td>Ease</td>
<td>Reduce steps in a process</td>
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<tr>
<td>Reminders</td>
<td>Use emails, texts, phone calls, in person</td>
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<tr>
<td>Utility Value</td>
<td>Why is this valuable to them?</td>
</tr>
<tr>
<td>Call to Action</td>
<td>Explicitly encourage them to act</td>
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</tbody>
</table>

Finishing the Last Lap: Experimental Evidence on Strategies to Increase College Completion for Students At Risk of Late Departure

Mabel, Castleman, & Bettinger

- 9 broad access public institutions
- 5 states
- Text-based Nudging campaign
  - Logistical & Psychological Barriers
One year results

- 14% decrease in Fall to Spring attrition rate
  - 17.5 to 15%
- Completion rate for highest risk tercile
  - 33% chance of dropping out
- Increased 6.1% points or 38% over control
Normalizing the College Transition:
Increasing Student Success Through a Lay Theory Intervention
How are you feeling about your upcoming term at OHIO? (5 = best)

Some students feel out of place at OHIO because they haven’t yet met other students similar to them. Do you ever feel that way?

How much do you feel you identify with first gen values?

90% were feeling positive about their first semester

63% feel out of place at least sometimes

76% identified with First Gen values
THE NUDGE CONTINUUM

FEATHER OF STATISTICAL INSIGNIFICANCE  GENTLE TAP OF GOOD SENSE  BAT OF PATERNALISTIC OVERREACH
Nudging Resources

Contact the Nudge Hotline
Phone: 1-434-233-0165
nudge4lab@Virginia.edu

https://nudge4.ideas42.org/
Microgrants
Changing Demographics: Race & Ethnicity

Minorities

- Fall 2008: 53%
- Fall 2009: 53%
- Fall 2010: 54%
- Fall 2011: 56%
- Fall 2012: 60%
- Fall 2013: 63%
- Fall 2014: 65%
- Fall 2015: 66%
- Fall 2016: 67%
- Fall 2017: 70%
Low-Income Students

Percent of Georgia State Undergraduates on PELL

- Fall 2007: 31%
- Fall 2008: 32%
- Fall 2009: 40%
- Fall 2010: 48%
- Fall 2011: 51%
- Fall 2012: 56%
- Fall 2013: 58%
- Fall 2014: 59%
- Fall 2015: 59%
- Fall 2016: 59%
- Fall 2017: 57%

Graph showing the increase in the percentage of Georgia State Undergraduates on PELL from 2007 to 2017.
1,000+

Number of Students Dropped for Non-Payment Each Semester, 2010-2011
< 30%

Likelihood that a college student who stops out for financial reasons will ever complete degree at the institution
Who were we dropping

- Seniors
- Academically on track
- Balance below $1,500
Panther Retention Grants

Average Grant: $900

Graduated: 86.5%
Panther Retention Grants

11,027
Grants awarded since 2011

1,321
Grant recipients graduated, 2017-18
Bachelor’s Degrees Awarded Annually

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<th>2009-10</th>
<th>2016 - 17</th>
<th>6-Year Change</th>
<th>% Change</th>
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<td>1,001</td>
<td>2,040</td>
<td>+1,039</td>
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<td><strong>Pell</strong></td>
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<td>2,957</td>
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<td>196</td>
<td>509</td>
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Purposeful Teaching
Purposeful Teaching

Classroom innovation

Faculty involvement in student success work
Classroom Innovation

Open Education Resources/Z-courses
- 400+ sections
- 8400 enrollments
- $2.5 million saved textbook costs in four semesters
- Student success same or better when broken down by gender and by ethnicity

Open Pedagogy
- Renewable assignments and UN SDGs
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Faculty Involvement

Listen to faculty voice

PD not assessed for impact on teaching
Scholarship of Excellence in Teaching
Faculty Guild
Evidence-based
Reflective
“Not until joining this Circle of Fellows have I shared so many ideas and been able to see the process each Fellow employs in planning and presenting material, supporting student efforts to complete an education, overcoming exhaustion and sometimes sadness, and always filing away ideas for future classes”
“I am especially grateful for the sense of community that I have found in the Faculty Guild. This initiative offers opportunities for meaningful, ongoing engagement with faculty peers and group facilitators. Reflective teaching makes sense, and my work with the Faculty Guild has caused me to think differently about student learning and the meaning(s) of classroom success”
Questions & Answers
Please take a moment to evaluate this session

There are two ways to access the session and presenter evaluations

1. In the online agenda, click on the “Evaluate Session” link

2. From the mobile app, click on the session you want from the schedule > then click the associated resources > and the evaluation will pop up in the list