Utilizing Personal Feedback Programs to Bolster Retention and Expand Prevention Programming

NCC Webinar

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UNIVERSITY OF NEBRASKA–LINCOLN

Age of Big Data

- Harness streams of data
- Generate reliable predictive models
- Forecasting vs. Predictive Analytics
- Predict the future behavior of individuals
  - ✓ Netflix recommendations
  - ✓ Grocery store coupons
  - ✓ Tailored social media content
  - ✓ Online dating sites
  - ✓ Student success
  - ✓ Crime hot spots

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Predictive Analytics

- Technology that learns from experience (data) to predict the future behavior of individuals in order to drive better decisions.

  - *The Power to Predict Who will Click, Buy, Lie, or Die by Eric Siegel, 2016*

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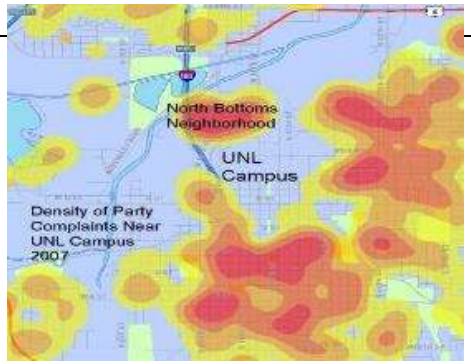
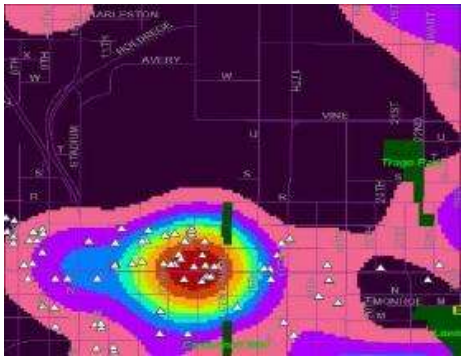
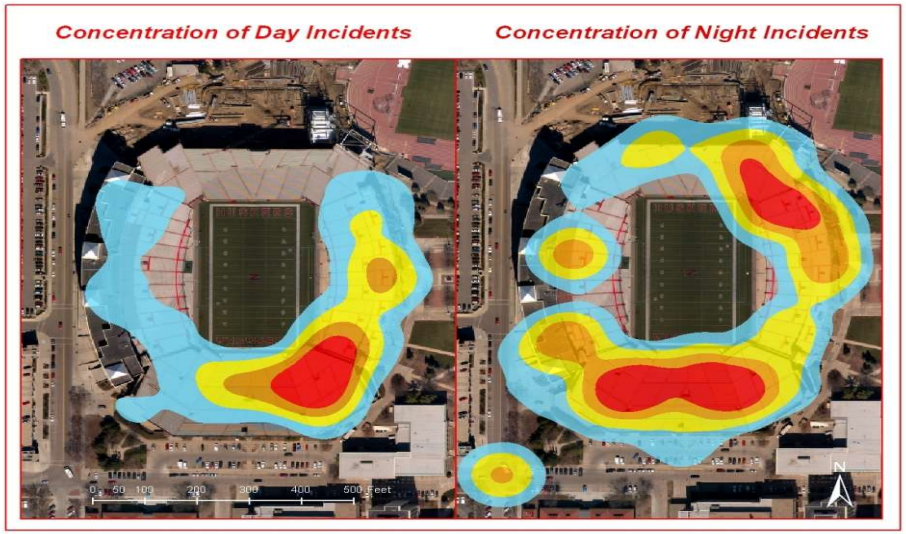
GIS Mapping







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UNL Y1-CAP

- Administered prior to the fall semester beginning with the 2009/2010 academic year
- Feedback combined with additional information e.g., protective strategies, community/campus alcohol policies and laws, resources
- Includes subset of questions from the Rape Myth Acceptance Survey
- Soft mandate resulting in an 80%-85% response rate
- Recent study findings suggest that population level BMI can help:
  - ✓ Increase student retention
  - ✓ Decrease student incidents of alcohol-related campus and community violations

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Y1-CAP Comparison Data

2014-2016 FY CAP (UNL Greek vs. UNL Non-Greek)					
	Abstain	Drink, No Binge	Binge	Frequent Binge	Binge Rate
2016 Greek Respondents (889)	27.2%	41.8%	12.9%	18.1%	31%
2016 Non-Greek Respondents	49.2%	35.2%	7.8%	7.9%	15.7%
2015 Greek Respondents	25.6%	44.5%	10.4%	11.2%	22.6%
2015 Non-Greek Respondents	49%	37.9%	6.4%	6.8%	13.2%
2014 Greek Respondents	29.2%	31.9%	12.7%	20.1%	32.8%
2014 Non-Greek Respondents	52.9%	34.9%	5.3%	6.9%	12.12%

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Chapter by Chapter Fraternity Comparisons

Chapter	Abstainer	Drink, No Binge	Binge	Frequent Binge	Binge Rate (2016)	*Binge Rate (2015)*
Non-Greek (2016)	**49.2%**	**35.2%**	**7.8%**	**7.9%**	**15.7%**	***14.5%***
Greek (2016)	**22.3%**	**44.8%**	**13.3%**	**19.6%**	**32.9%**	***33.2%***
Men (2016)	**44.8%**	**35%**	**8.9%**	**11.3%**	**20.2%**	***22.4%***
Greek Men (2016)	**16.5%**	**36%**	**15.3%**	**32.2%**	**47.5%**	***41.9%***
A	0	14.3%	42.9%	42.9%	**85.8%**	*65.5%*
B	10.5%	26.3%	10.5%	52.6%	**63.1%**	*59.3%*
C	0	42.9%	28.6%	28.6%	**57.2%**	*23.5*
D	0	42.9%	21.4%	35.7%	**57.1%**	*50%*
E	21.7%	21.7.8%	4.3%	52.2%	**56.5%**	*50%*
F	19.2%	26.9%	11.5%	42.3%	**53.8%**	*36.8%*
G	13.3%	33.3%	40%	13.3%	**53.3%**	*34.7%*
H	6.3%	43.8%	18.8%	31.3%	**50.1%**	*48%*

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Chapter by Chapter Sorority Comparisons

Chapter	Abstainer	Drink, No Binge	Binge	Frequent Binge	Binge Rate (2016)	*Binge Rate (2015)*
Non-Greek	49.2%	35.2%	7.8%	7.9%	15.7%	*14.5%*
Greek	22.3%	44.8%	13.3%	19.6%	32.9%	*33.2%*
Women	42.4%	39%	9%	9.7%	18.7%	*18.4%*
Greek Women	24.8%	48.6%	12.4%	14.2%	26.6%	*27.1%*
A	7%	44.2%	20.9%	27.9%	48.8%	*25%*
B	9.8%	43.9%	7.3%	39%	46.3%	*56.1%*
C	31.4%	34.3%	11.4%	22.9%	34.3%	*9.8%*
D	21.1%	44.7%	21.1%	13.2%	34.3%	*30.7%*
E	10.6%	57.4%	12.8%	19.1%	31.9%	*43.8%*

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Precollege Binge Drinking

- Highest predictor of college binge drinking is precollege binge drinking*
  - FY College Alcohol Profile
  - Rape Myth Acceptance Scale
- Second highest predictor of college binge drinking is precollege academic motivation*
  - NSE Inventory
    - Motivation
    - Time Management
    - Aptitude
    - Persistence (Grit)
    - Intent to Become Involved

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NSE Inventory: Four scales that assess aptitude, academic motivation, grit and time management.

Examples of aptitude statements: • I know how to study for tests. • I know how to study well. • I can develop a strong plan for academic success. • Academically, I am very self-disciplined. • I can handle any academic issues I might encounter.	Examples of grit statements: • New ideas and project sometimes distract me from previous ones. • Setbacks discourage me. • I am a hard worker. • I often set a goal but later choose to pursue a different one. • I have difficulty maintaining my focus on projects that take more than a few months to complete. • I finish whatever I begin. • I am diligent.
Examples of motivation statements: • My academic performance is important to me. • I set goals for the grades I want in my classes. • It is important for me to do as well as I can in my courses. • I find it difficult to motivate myself to study for my courses. • I study just what I need to know to pass. • I will do whatever it takes to succeed at UNL. • I plan to graduate in four years or less.	Examples of time management statements: • I usually start an assignment shortly after it is assigned. • When I have a deadline, I often waste time doing other things. • I usually plan out my week's worth in advance. • I find it hard to stick to my study schedule. • I schedule more time to study for difficult classes. • I know how to manage my time. • I find it difficult to juggle multiple deadlines.

Add

Group Profile Initiative

- Primary Goal: Provide customized academic and health-related programming based on sub-group data.

1. Created aggregate profiles for each residence hall, fraternity, and sorority based on Y1-CAP and NSE Inventory Data
2. Developed a menu of educational strategies and messaging options based on aggregate profile
3. Considered environmental strategies within context micro environments
4. Met with Residence Hall Directors and Greek Advisors to discuss practical applications

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Sample Residence Hall Aggregate Profile

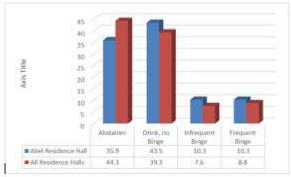
2017 Residence Hall Profile

Abel Residence Hall

HIGH-RISK BEHAVIORS

Prior to students attending the University of Nebraska-Lincoln, they complete an online survey called the First-Year College Alcohol Profile. This tool provides students with basic alcohol education and corrects misperceptions about the frequency of peer drinking and the quantity of drinks college students actually consume. The following summary was compiled based on the self-reported drinking behavior provided by your residents.

2017 BINGE RATE



RECOMMENDATIONS

- **Community Development/Programming:**
  - Intentional passive programs with norms messaging (i.e., "Know the Norms")
  - Intentional addition of norms messaging to RD hall mtgs, RA floor meetings
  - Late night/weekend alternative programs in the res halls (i.e., "Hotel Harper")
- **Student Conduct Process:**
  - Motivational interviewing techniques with intentional questions
  - Community service sanction alternatives-(e.g., real-life small group conversations to help students identify/reflect on behaviors)
  - Service learning-Center for Civic Engagement can do referrals for community service
  - Develop/distribute appropriate alcohol info materials for parents of students who go through the conduct process for high BACs to support student's "whole support network"
- **Department Training & Assessment:**
  - (This year) ResLife review/suggest relevant questions for NSE Inventory
  - Provide/review/incorporate Hall Profiles with RDs and RAs during fall training (e.g., BCD, CDP)
  - Add relevant questions to mid-fall community experience survey
  - Use Hall Profiles lens in developing/providing presentations for ResLife pro staff meeting, hall staff meetings, and new RA seminar
  - Compare summer FYCAP, fall convos dev survey, and spring Skyfactor data to inform decisions
- **University-Wide First Year Efforts:**
  - Seminar for all students supplemented by hall programming
  - RDs and others facilitate classes and/or additional supplemental hall programs
  - Peer/cohort mentoring program
  - Mandatory freshman event led by peers

ACADEMIC PREPAREDNESS

The following information came from the NSE Advising Inventory that all incoming students complete prior to their orientation experience at Nebraska. Four scales on aptitude, motivation, grit and time management capture students' attitudes toward their preparedness for college. Color-coded classifications of red (bottom third), yellow (middle third) or green (upper third) represent student responses. The following summary was compiled based on the self-reported attitudes provided by your residents.

APTITUDE

Students with low scores will most likely need additional support in college. These students are not confident in their abilities and need regular contact and support. You could also focus on skill development, such as how to study or read research articles. They will need direction to seek out services and set goals to work toward graduation. Student with higher scored are confident in their abilities and are ready to launch their academic career.

Examples of aptitude statements:

- *I can succeed in my college courses.*
- *I know how to study for tests.*
- *I know how to study well.*
- *I can develop a strong plan for academic success.*
- *Academically, I am very self-disciplined.*
- *I can handle any academic issues I might encounter.*
- *I will complete my degree at the university.*

RECOMMENDATIONS

- **Resident Interactions:**
  - One-one conversations (RA, RD)
  - FYETP Referrals
- **Community Development:**
  - Add to room/suitemate agreements
- **Programming:**
  - Academic initiatives efforts/events
  - Passive programs/Online resources (department wide share-see list)
  - Active programs (see list)
- **Student Conduct Process:**
  Customize conduct sanctions
- **Department Training & Assessment:**
  - Add to surveys, staff training, decision making
  - Incorporate into Husker GROW
- **Parent Interactions:**
  - Reference at NSE, in written/online materials

MOTIVATION

Students who are highly motivated could be nudged to participate in additional high impact practices such as research that would cultivate their academic career. Students with low motivation may need additional accountability and direction on asking for help and structuring support. Conversations may benefit the student when they focus on why the student is here and establishing future goals. Students may benefit from identity formation activities such as peer mentors, interest inventories with Career Services and finding a sense of belonging at the university.

Examples of motivation statements:

- *My academic performance is important to me.*
- *I set goals for the grades I want in my classes.*
- *It is important for me to do as well as I can in my courses.*
- *I find it difficult to motivate myself to study for my courses.*
- *I study just what I need to know to pass.*
- *I will do whatever it takes to succeed at UNL.*
- *I plan to graduate in four years or less.*

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- **Programming:**
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GRIT

Students with low grit scores would benefit from conversations focused on short term goal setting as well as discussing motivation and rewards for accomplishing short term goals. Conversations could incorporate language that focuses on a growth vs. fixed mindset. Students with high grit scores may need help with work-life balance, suggesting activities like intramural activities, involvement in student organizations and college-specific organizations could be beneficial.

Examples of grit statements:

- *New ideas and project sometimes distract me from previous ones.*
- *Setbacks discourage me.*
- *I have been obsessed with a certain idea or project for a short time but later lost interest.*
- *I am a hard worker.*
- *I often set a goal but later choose to pursue a different one.*
- *I have difficulty maintaining my focus on projects that take more than a few months to complete.*
- *I finish whatever I begin.*
- *I am diligent.*

RECOMMENDATIONS

- **Resident Interactions:**
  - One-one conversations (RA, RD)
  - Use the terms/concepts with residents (e.g., add to dept. messages, at meetings, etc.)
  - Add to Resident Interaction scripts
  - FYETP Referrals
- **Programming:**
  - Academic initiatives efforts/events
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  - Add to surveys, staff training, decision making
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TIME MANAGEMENT

Students with poor time management may benefit from learning how to incorporate a syllabus into a backwards timeline for the semester. They may benefit from time management workshops and conversations about their current time commitments (social, family, academic).

Examples of time management statements:

- *I usually start an assignment shortly after it is assigned.*
- *When I have a deadline, I often waste time doing other things.*
- *I usually plan out my week's worth in advance.*
- *I find it hard to stick to my study schedule.*
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Next Steps

- Next Steps:
  - Administer survey in spring 2018 to assess change in identified measures
  - Mine other relevant assessment data to explore potential relevancy
  - Integrate the Y1-CAP into the Admissions process to facilitate sub-group reporting
  - Provide Y1-CAP & NSE Inventory info to other campus partners
  - Develop a more robust list of strategies to impact identified measures

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Lessons Learned

- Lessons Learned:
  - Strategically links alcohol with academic priorities
  - More difficult to conceptualize for some than others
  - Data has utility beyond programming
  - Staff may need data grouped/sorted differently
  - We've just scratched the surface of possibilities

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Questions?

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