

# Delivering the Right Message at the Right Time in the Right Way for the Right Effect

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DR. CARINA N. BECK – UNIVERSITY OF MONTANA – BOZEMAN

MIKE CAULFIELD - WASHINGTON STATE UNIVERSITY VANCOUVER

LAURA MALCOMB - CIVITAS LEARNING





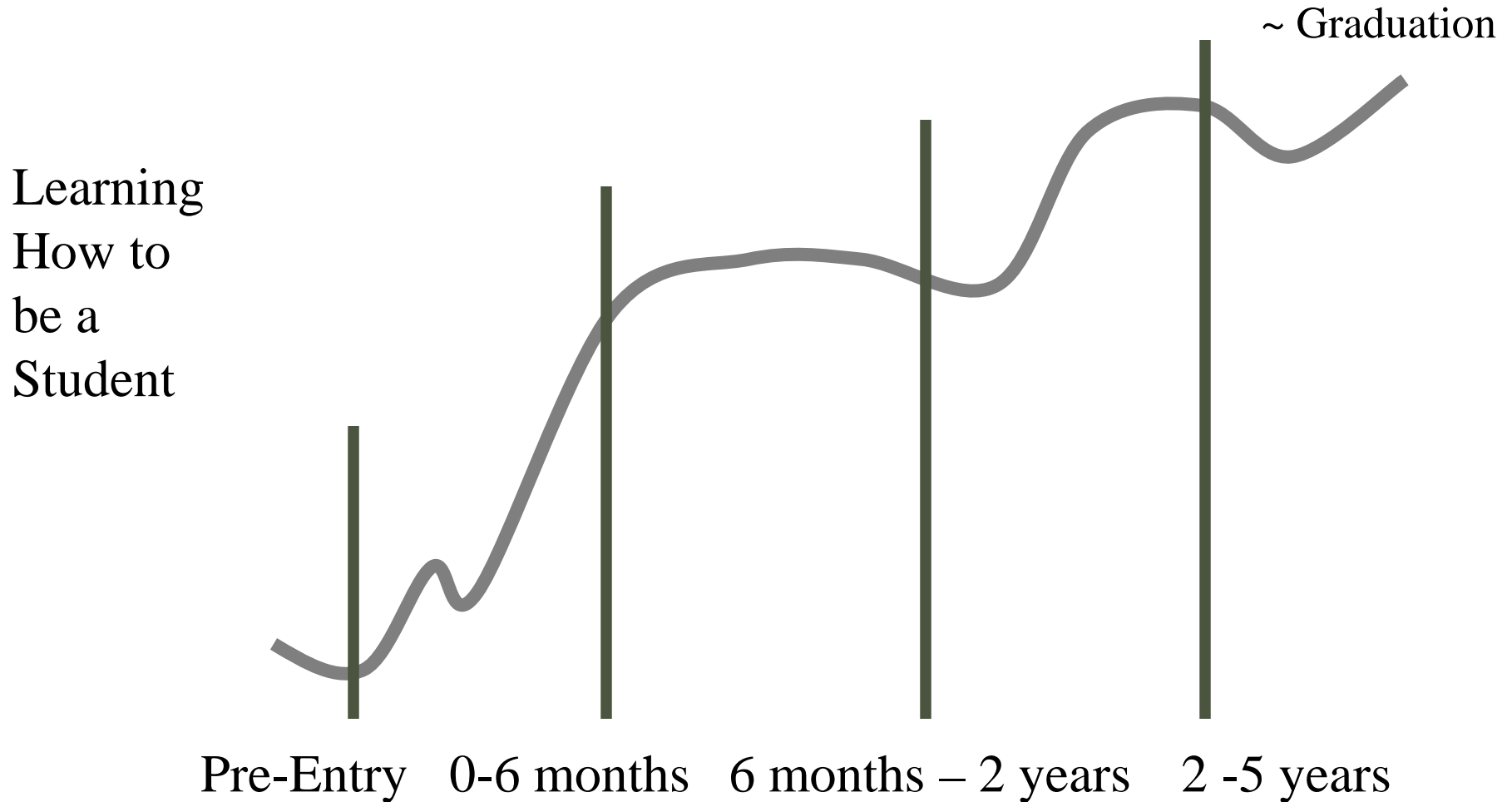
Dr. Carina N. Beck  
Director, Allen Yarnell Center for Student Success  
Montana State University - Bozeman

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# THE “WHAT?”

# A Typical Entering Student Learning Curve

Communication Must Be Adaptive and Relevant to the Student Socialization Phase

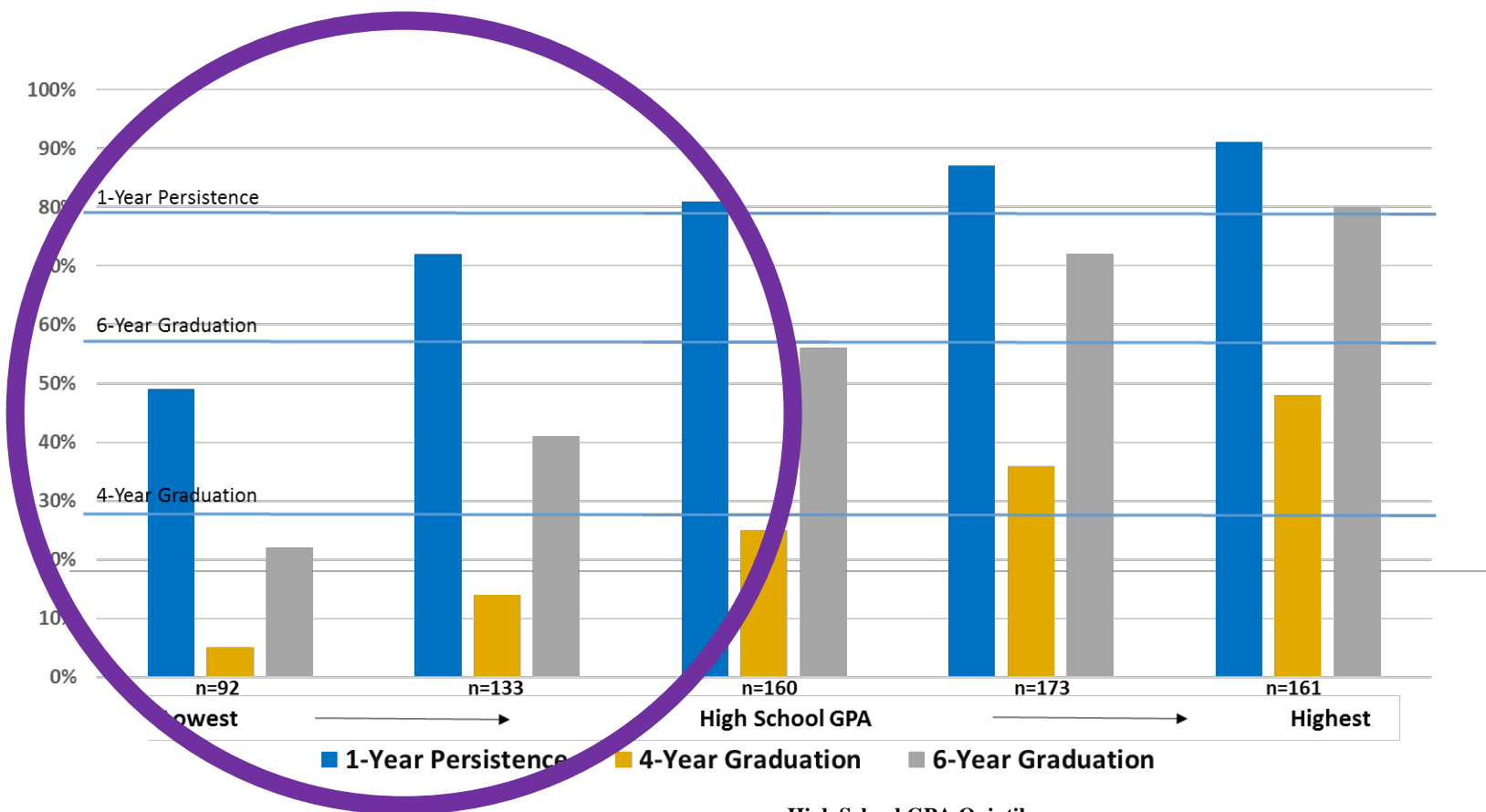


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# THE “WHY?”

# RETENTION & GRADUATION OUTCOMES

2010 FTFT Cohort In-State Residency - High School GPA Quintile Ranking



2010 FTFT Cohort – In-State Residency Students

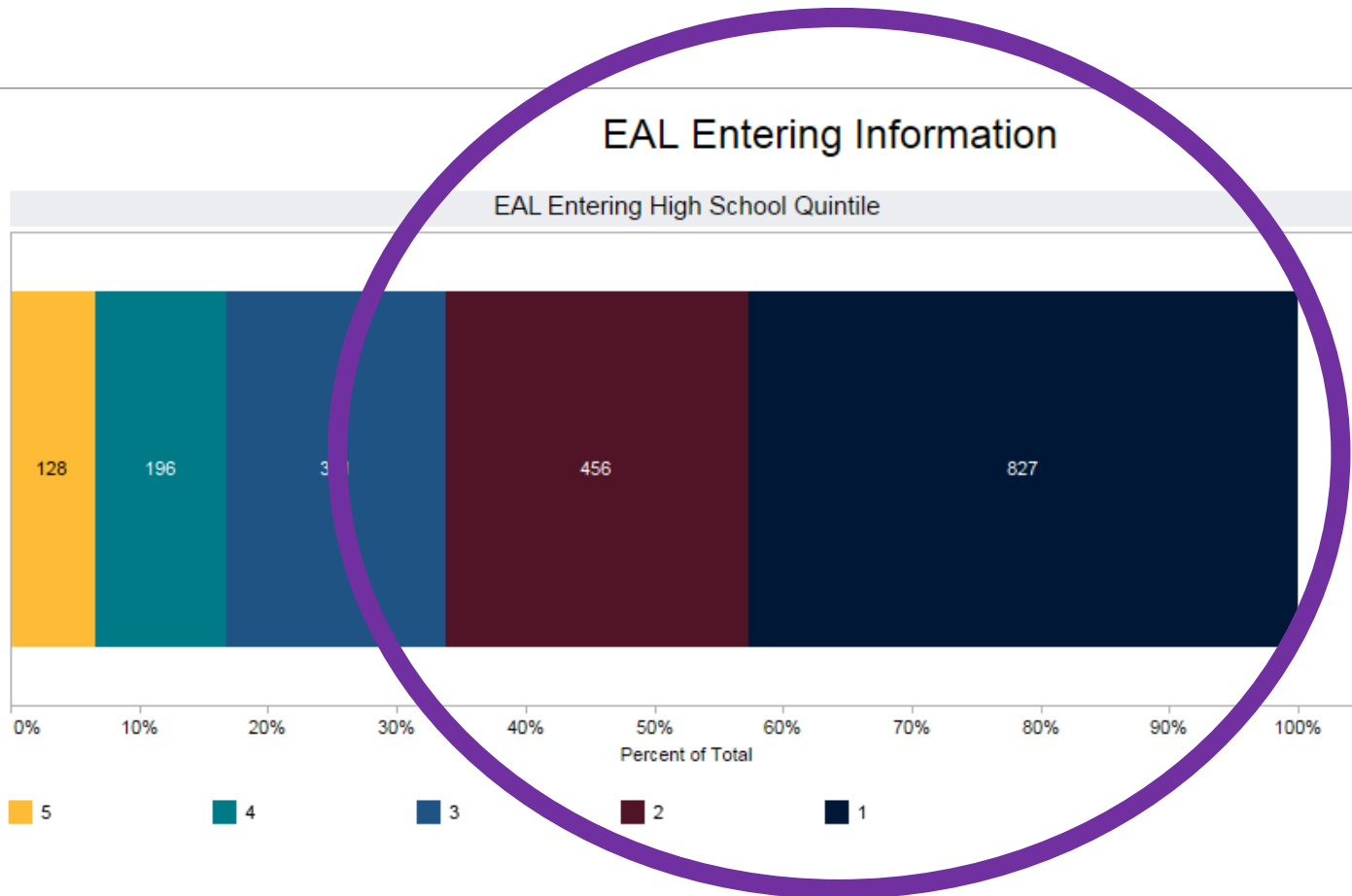
High School GPA Quintiles  
First 1.53-2.91  
Second 2.91-3.32

Third 3.32-3.61

Fourth 3.61-3.86

Fifth 3.86-4.32

# Fall 2016-Spring 2017: Early Alert Clients by Quintile



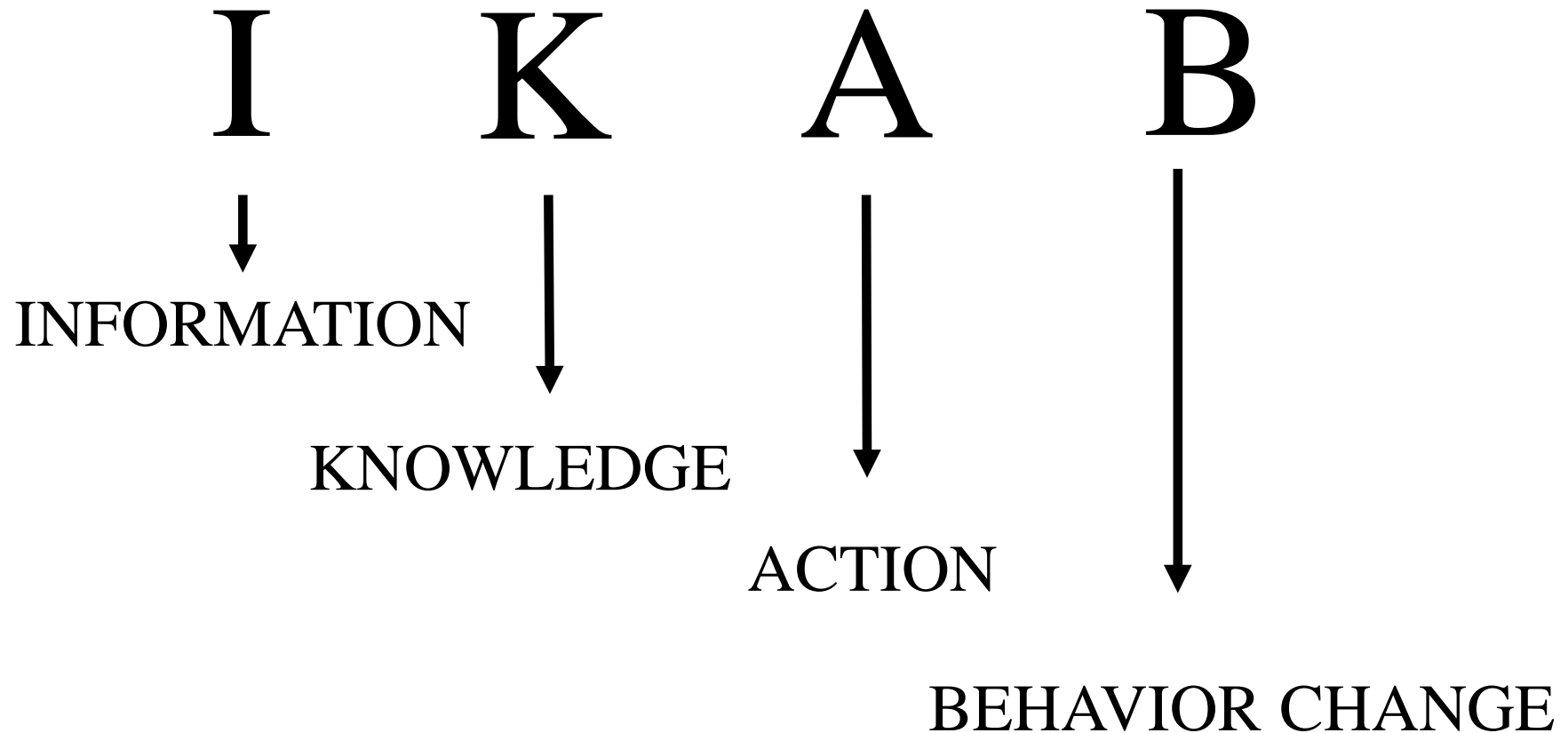
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# THE “HOW?”



# GUIDING STRATEGIC COMMUNICATION MODEL

Stratified by Socialization Phase and Other Data Informed Group



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# THE ‘EXAMPLE OUTCOMES’



Champ the Bobcat  
1893 Den Street  
Bozeman, MT

Dear Mr. Bobcat:

At Montana State University, we are serious about your education. We know higher education requires a real investment in time, energy, and financial resources, and we think you made a good choice by investing in yourself. However, we want to be sure the financial choices you make now do not negatively impact your future.

To that end, we want you to *know your debt* and be informed of important programs and options at MSU as well as Federal Student Loan terms and conditions:

- As of September 18, 2017, you have accepted **\$36,721 in student loan debt at Montana State University.\***
- Current federal loans for undergraduate students have interest rates as high as 6.8%.
- To remain in good financial aid standing, you must pass 67% of your classes each semester to meet the Satisfactory Academic Progress requirements to continue receiving student loan financing.
- When you are in the repayment period of your loans, there are multiple repayment plans available for you. For example, The Public Service Loan Forgiveness plan allows borrowers who work full-time at a qualifying public service organization to have the balance of their loans forgiven if they have made 120 on-time, full, scheduled monthly payments.
- For more information about your current loan amount, please visit [www.NSLDS.ed.gov](http://www.NSLDS.ed.gov).
- At MSU, tuition doesn't cost a penny more after you've registered for 12 credits in a semester. Please consider registering for more credits to graduate sooner and spend less on tuition! Check out [montana.edu/freshman15](http://montana.edu/freshman15) for more information.

Again, we want you to know we think you made an excellent decision to invest in your future. Generally, college graduates earn more, have a lower unemployment rate, and live longer than those who do not have a college degree. We want to be sure you find the right balance so that student loan debt isn't going to negatively affect your financial future.

Schedule an appointment with a Financial Coach to learn more about repayment options, budgeting, and tips for managing your debt. To set up an appointment with a Financial Coach, call the Office of Financial Education at 406.994.4388 or email [MakeChange@montana.edu](mailto:MakeChange@montana.edu). If you continue to accept student loans at this rate you will accrue a debt level that may become difficult to repay, which may place you at risk for defaulting on your loans.

**We are so certain an appointment with a Financial Coach will be beneficial we are willing to pay you to attend. When you meet with one of the Financial Coaches in the office by DATE, you will receive a \$20 gift card to help supplement grocery or gas expenditures.**

We also recommend you meet with a Career Coach. Outside of earning a degree, we believe one of the most important steps you can take to secure a solid financial future is to develop an internship and career plan. Your Financial Coach will refer you to a Career Coach during your first meeting to assist with this effort.

Sincerely,

Dr. Carina N. Beck  
Director, Allen Yarnell Center  
for Student Success

Keith Hamburg  
Program Manager,  
Office of Financial Education

\*Please note, Nursing Loans, private education loans, and debt accrued at another institution are not included in this debt total. Loan balance does not reflect any payments or repayments made on the loans. To view your complete federal student loan borrowing history at all schools attended, please visit the National Student Loan Data System (NSLDS.ed.gov).

Allen Yarnell Center  
for Student Success  
177 Strand Union Building  
P.O. Box 174380  
Bozeman, MT 59717-4180  
[www.montana.edu/success](http://www.montana.edu/success)

Tel 406.994.7627  
Fax 406.994.5486  
Toll-free 1.877.777.8489

Mountains & Minds

# Know Your Debt Letter

## IKAB Model in Practice

### Information/Knowledge

- How much debt do you have?
- How much will that debt cost?
- Methods to reduce debt.
- Repayment might be challenging.

### Action

- Go to NSLDS.
- Take 15 or more credits.
- Meet with a staff member and receive \$20.

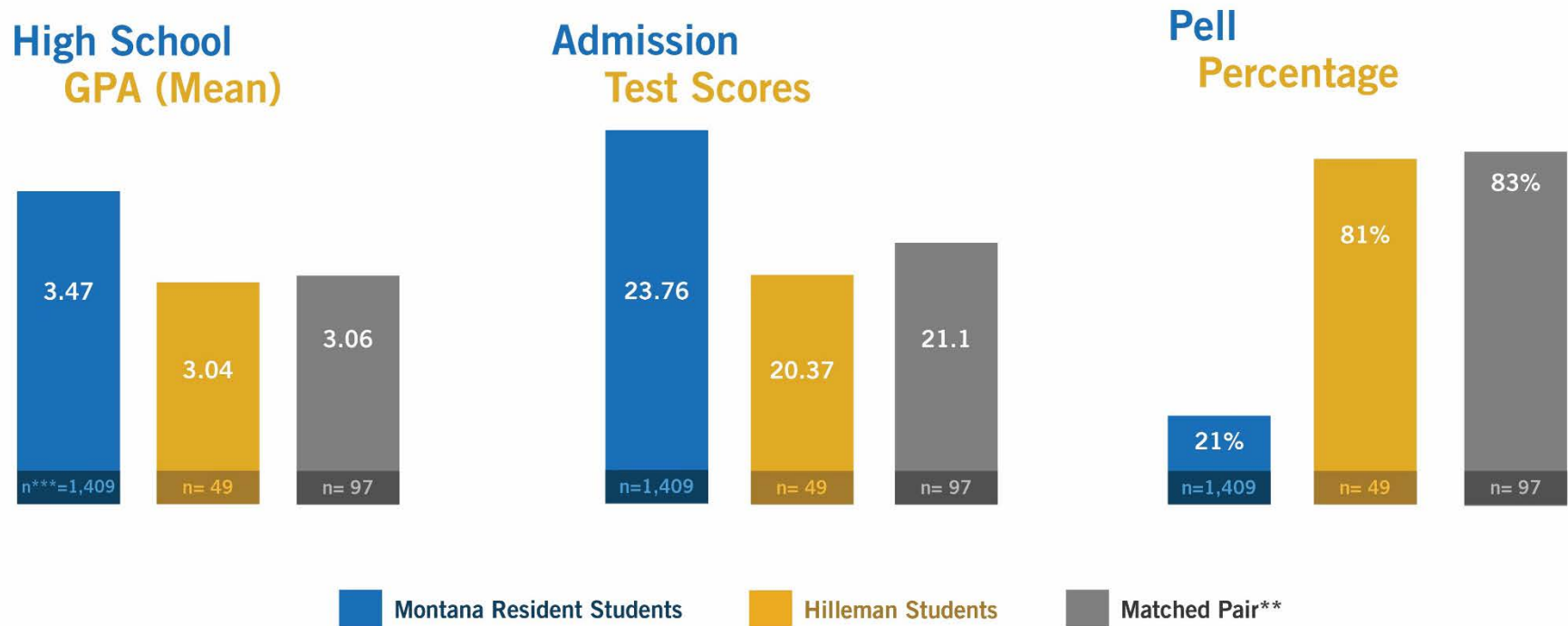
### Observed Behavior Change:

- Took on a third less debt the following semester (~\$1,360)
- More likely to improve GPA.
- More likely to register for 15 or more credits.
- More likely to improve GPA from previous semester.

# ~ Q1-Q2.5 Group

## Population, Intervention, and Match Pair Groups

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\*Eligible Students are Montana Residence, Graduated from a Montana High School and are First Time Freshman Seeking a Bachelor's Degree

\*\*Matched Pair analysis using Mahalanobis Distance method

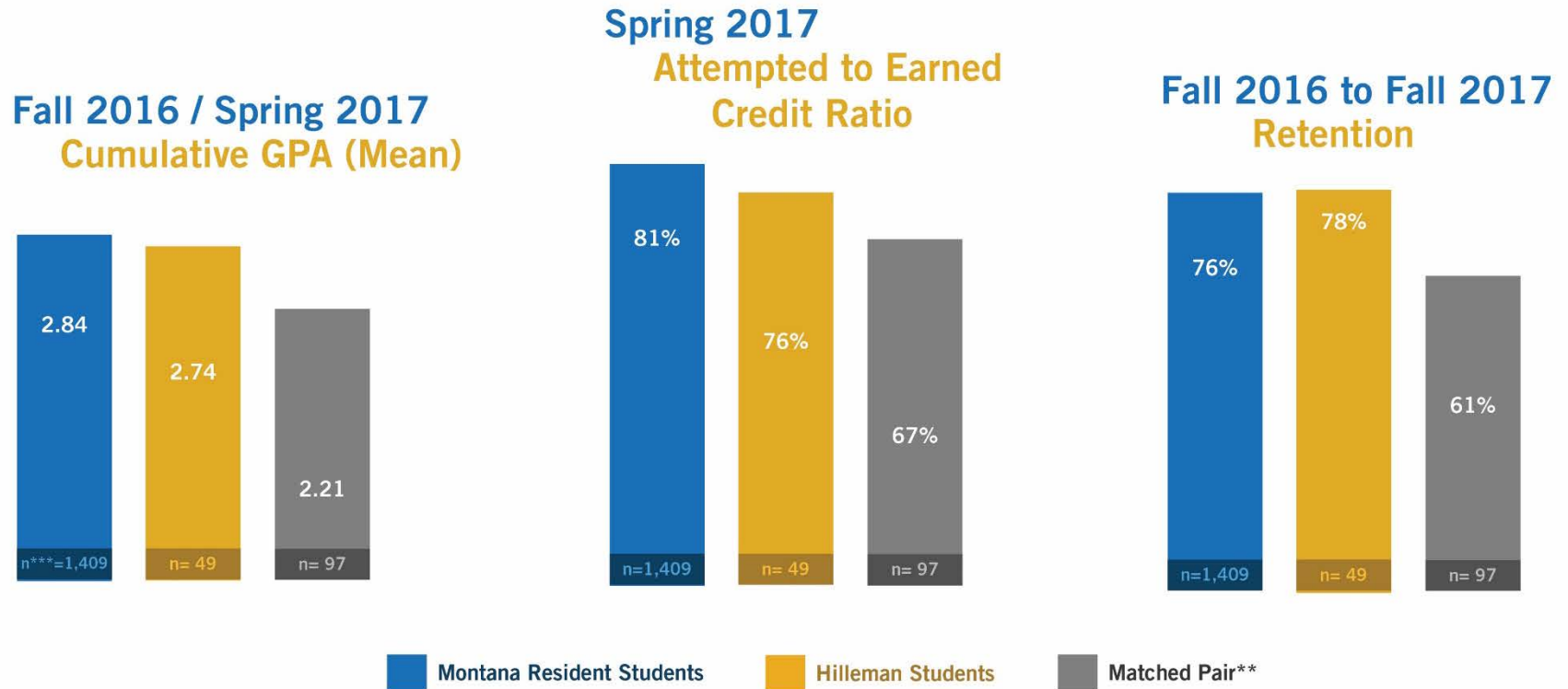
\*\*\* count as of census date in Fall 2016

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**Socialization, Academic, and Co-curricular  
Support and Expectation  
Informed through the IKAB  
Process**

# First Year Outcomes

Population, Intervention, and Match Pair Groups



\*Eligible Students are Montana Residence, Graduated from a Montana High School and are First Time Freshman Seeking a Bachelor's Degree

\*\*Matched Pair analysis using Mahalanobis Distance method

\*\*\* count as of census date in Fall 2016

# The Right Level of Connection

MIKE CAULFIELD

WASHINGTON STATE UNIVERSITY VANCOUVER

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**Monterey Bay Aquarium**   
@MontereyAq

Follow

We made one



11:02 AM - 6 Apr 2018

511 Retweets 1,110 Likes



 22

 511

 1.1K

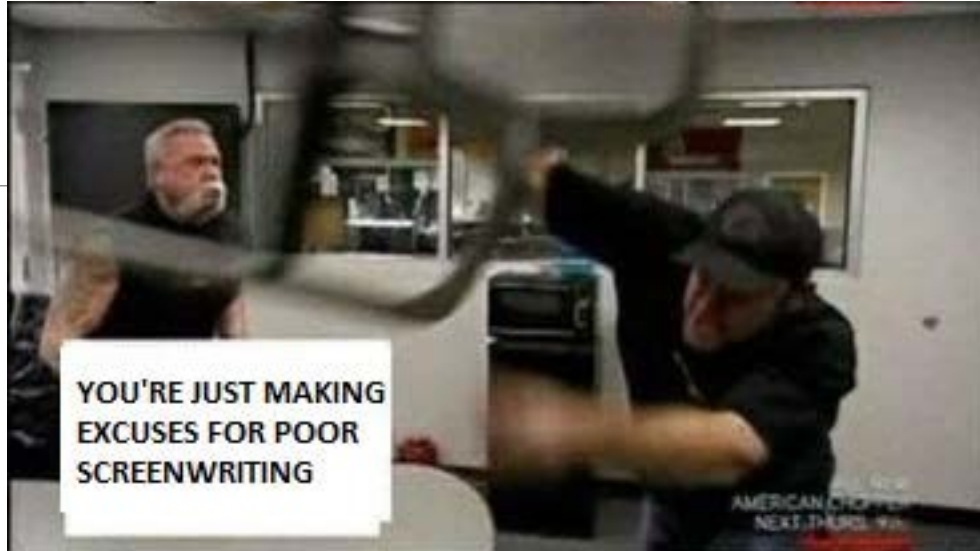












YOU'RE JUST MAKING  
EXCUSES FOR POOR  
SCREENWRITING



THE EAGLES WERE  
THEIR OWN PROUD  
RACE AND NOT A  
TAXI SERVICE FOR  
HOBBITS







IT HAS THE  
WORD BRUTAL  
RIGHT THERE  
IN THE NAME



THE NAME COMES  
FROM THE FRENCH  
"BÉTON BRUT"  
WHICH JUST  
MEANS RAW  
CONCRETE

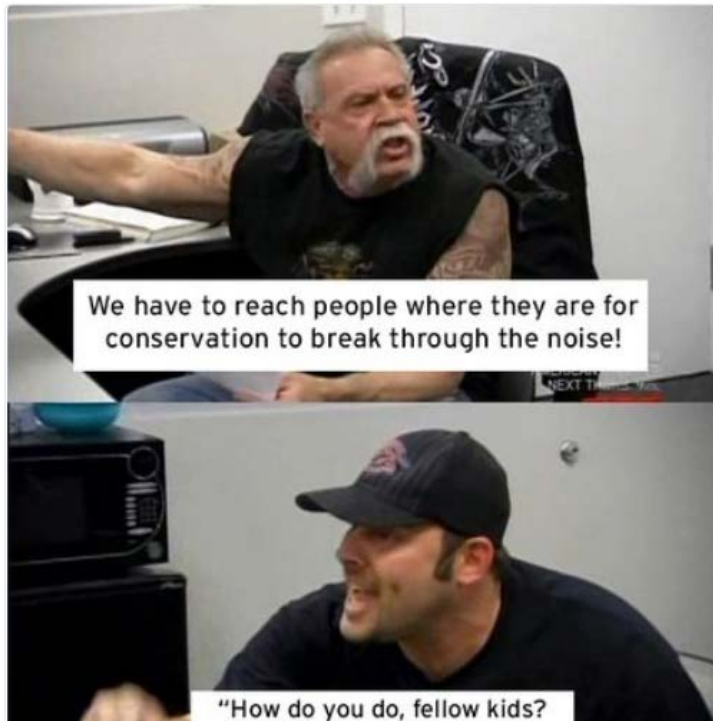




**Monterey Bay Aquarium**   
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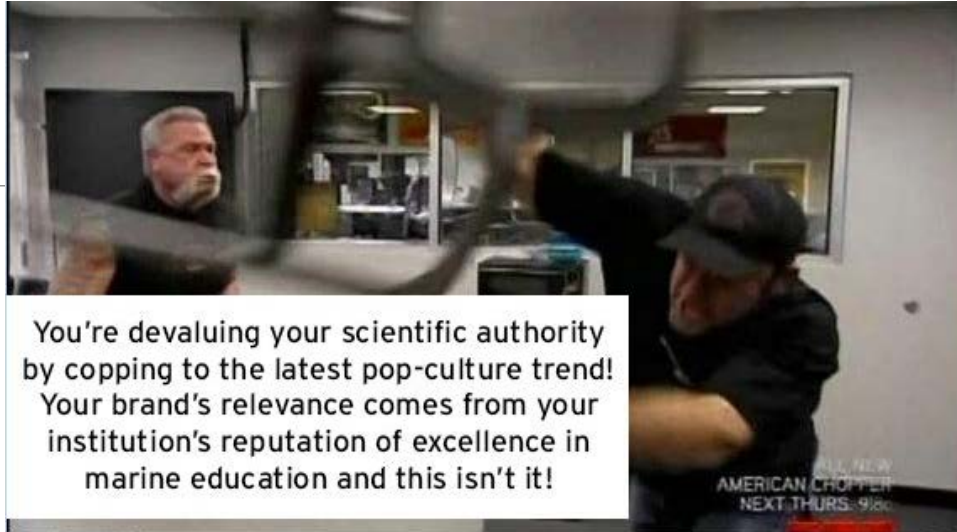
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 1.1K





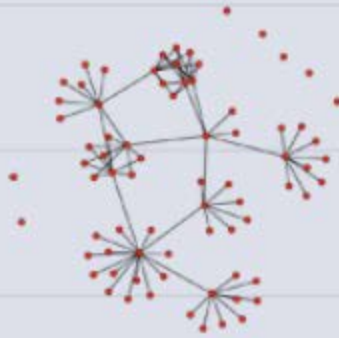




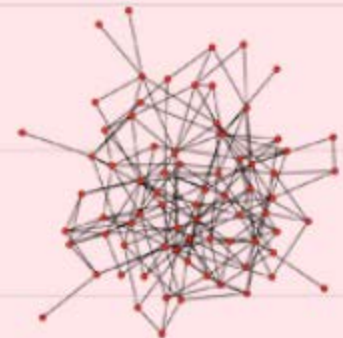




Largely  
Unnetworked



Lightly Networked/  
Groups

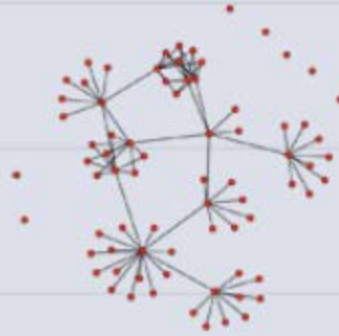


Highly Networked



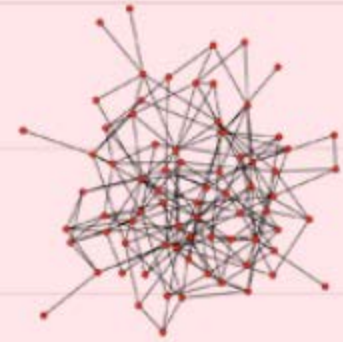
Largely  
Unnetworked

\* Email



Lightly Networked/  
Groups

\* Mailing List/Forum



Highly Networked

\* Twitter

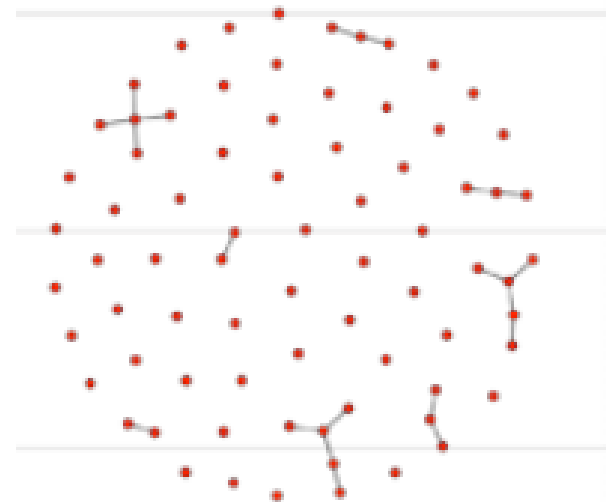
## Strengths

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- Context always clear
- Low noise / High relevance
- Reliably Delivered / Reliably Read

## Weaknesses

- People must be added explicitly
- Information dies here
- No unexpected connections



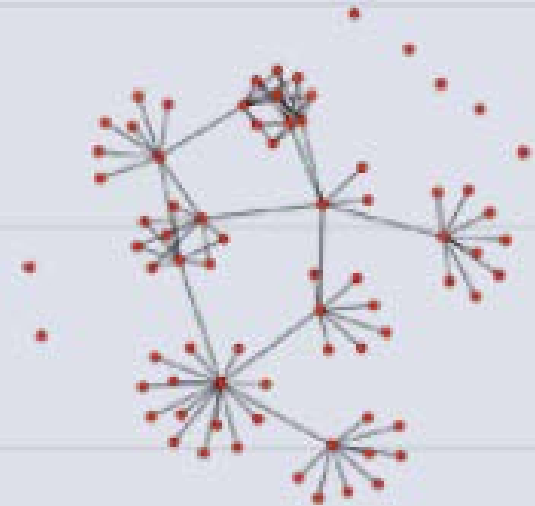
Largely  
Unnetworked

## Strengths

- Context mostly clear
- Medium noise
- Reliably Delivered
- Reaches people not thought of explicitly

## Weaknesses

- Context restricted
- Medium Noise
- Not Reliably Read
- Few unexpected connections



Lightly Networked/  
Groups

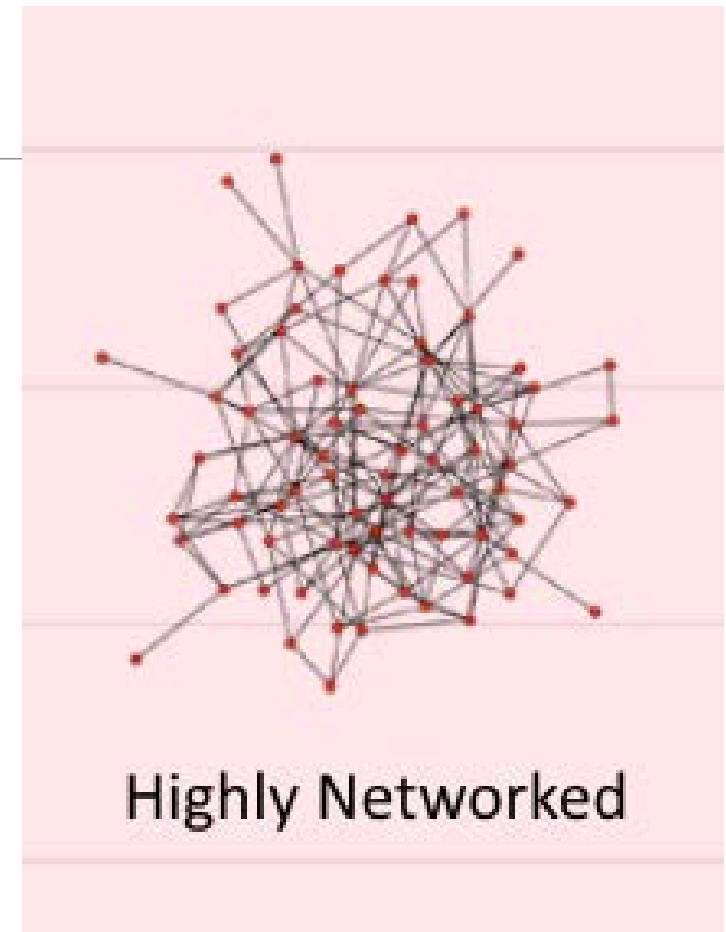
## Strengths

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- Creates unexpected connections
- Delivers people information they didn't know they wanted
- Reaches allies and others you didn't know about.

## Weaknesses

- Context collapse
- Not reliably delivered / read
- High noise

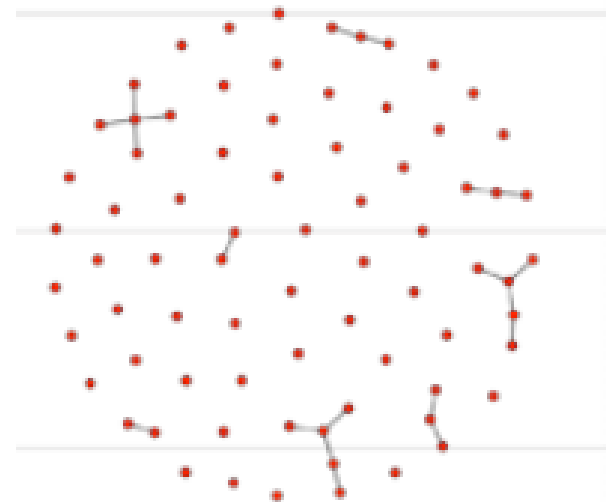




Good for:

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- Required reading
- Narrow issues

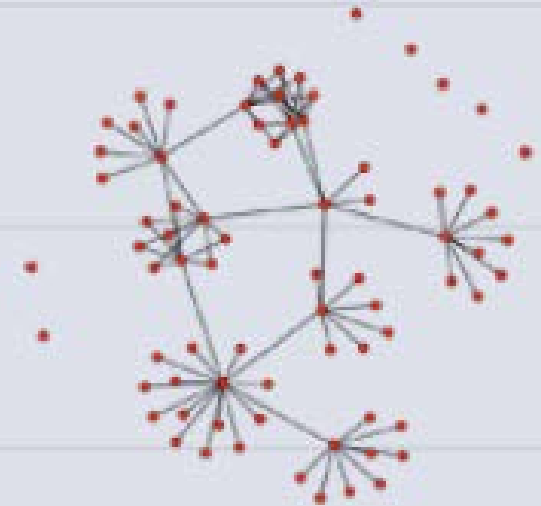


Largely  
Unnetworked

## Good for

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- Issues of broad importance to defined groups
- Opportunities / Nice-to-Reads
- Discussions important to keep contextualized or private

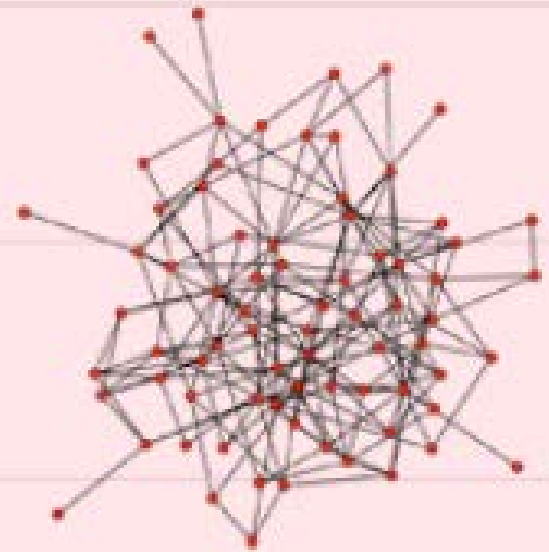


Lightly Networked/  
Groups

## Good for:

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- Finding the information you didn't know you needed
- Reaching unknown allies and interested parties
- Building awareness of your work
- Building awareness of the work of others



Highly Networked





Heavily networked environments connect w/ unexpected audiences and info needs in ways traditional media can't provide

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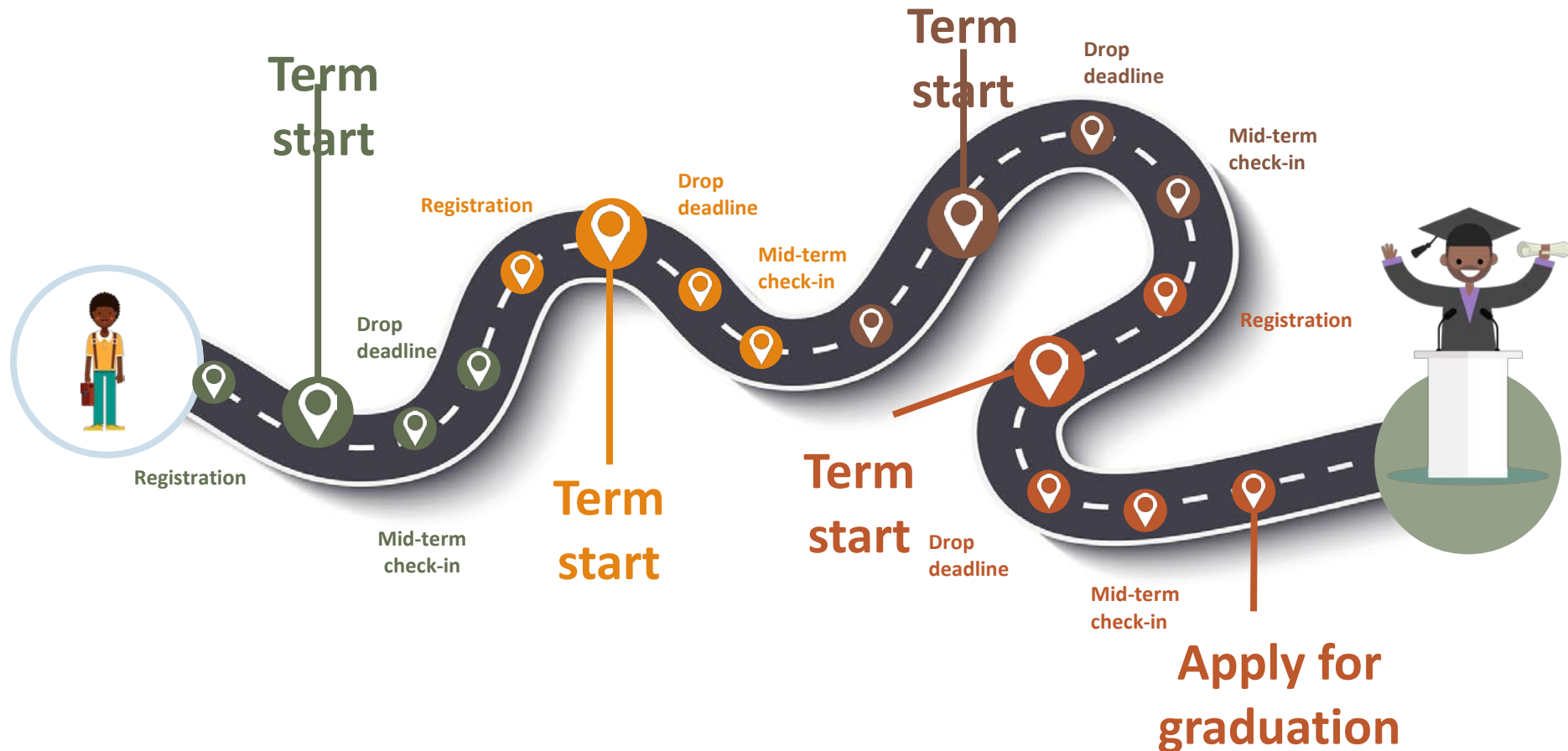
Thank you  
@holden  
michael.caulfield@wsu.edu

# Using Data to Target Communications with Students to Improve Persistence and Graduation Rates

LAURA MALCOMB  
CIVITAS LEARNING

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# Communication Along The Journey





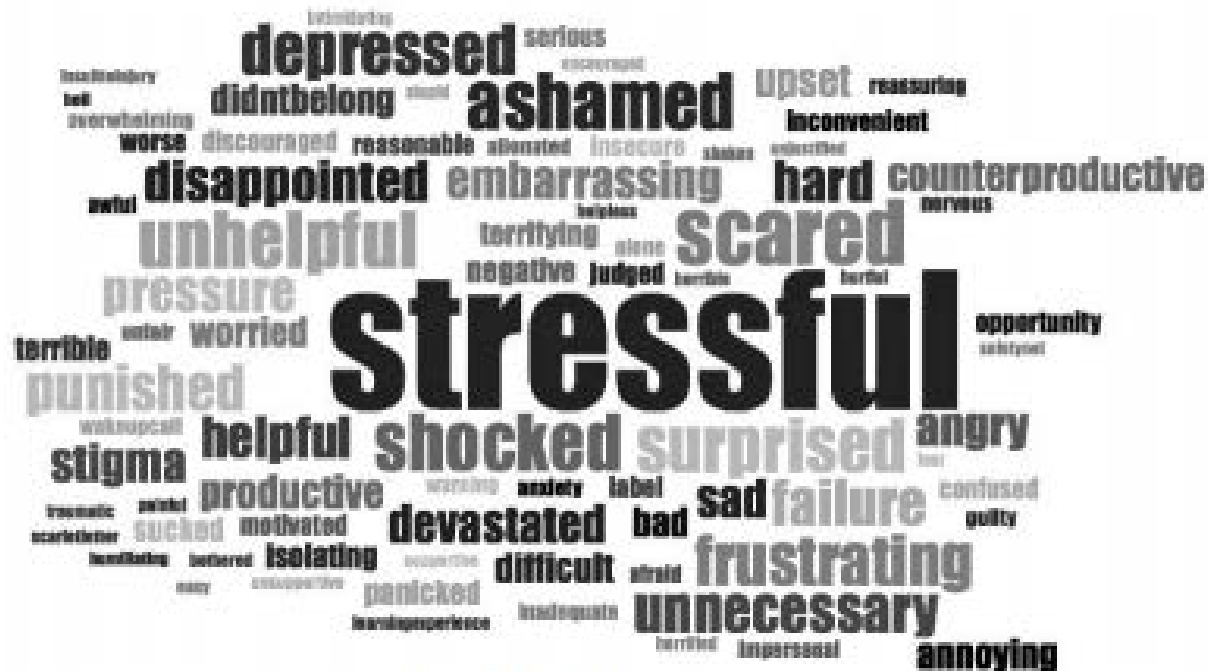


Figure 1: Word Cloud of Student Responses

Source: Stanford University College Transition Collaborative, (2016). Student Academic Standing Success Project. *Can reframing probation help more college students stay in school?*

# Mindset

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*“Research has increasingly shown that there is more to student success than cognitive ability, curriculum and instruction.*

*Students’ mindsets—their beliefs about themselves and the school setting—can powerfully affect whether students learn and grow in school.”*

Source: Yeager DS, Paunesku D, Walton GM, Dweck CS (2013) How Can We Instill Productive Mindsets at Scale? A Review of the Evidence and an Initial R&D Agenda. A White Paper prepared for the White House meeting on *Excellence in Education: The Importance of Academic Mindsets*

**BELONGING**

**NORMALIZING**

---

**GOAL SETTING**

How might we use mindset principles in our communications to help students persist and thrive?

**EMPATHY**

**MATTERING**

**GROWTH MINDSET**

A solid orange horizontal bar at the bottom of the slide.

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~~"Now a reminder, if you miss more than 6 classes, it will be one of your automatic failures of this class."~~

~~"Most of you are doing well. If you're not, please contact me."~~  
~~"You said you were going to increase online activity, but I don't see it. You have already missed 2 classes exactly where you're supposed to be. This is different to the previous semester. Please let me know if you have any questions.."~~

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"Nudges are **small pushes in the right direction** that do not require prescribed actions, but **encourage certain behaviors**. When students are presented with a nudge sent **from a trusted person** at your institution, they have the freedom to **make their own choices** with information **about behaviors** we know are more strongly **associated with positive persistence** and **graduation outcomes**."

# Impact: Nudge vs. Alert

*when comparing test vs. control groups*

## ***Subject Line: Are you okay?***

*Hi Sarah*

*I noticed that you missed two classes and am checking in to see if you are okay.*

*Often students who have missed class worry that they can't catch up. You can! I'm here to help. Respond to this email and we can discuss how to get started. Thank you for being my student.*

## ***Subject Line: Absence Reminder***

*As a reminder, if you miss more than 6 classes, this will be an automatic failure of this class.*

*You have already missed 2 classes. You are close to failing this class due to excessive absences. Please let me know if you have any questions.*



**Using Positive Mindset Messaging**  
**1% to 10% (pp) lifts in persistence**



**Using Typical Alert Messaging**  
**-1% to - 10% (pp) drops in persistence**

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