MERCY COLLEGE

SUCCESS TOOLKIT 2.0

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Proven methods to maximize student success

scalable evidence-based equity-driven

Strategy 1: Introductory Course Support:
Scaffolding support in introductory courses to ensure students can successfully launch into key courses for their major

Strategy 2: Risk-Based Advising:
Using dozens of data points to determine who might need help before they fall off track – and then providing the real-time support they need

Strategy 3: Career-Embedded Learning:
Ensuring every student graduates with the professional skills and knowledge needed to launch into rewarding careers

Strategy 4: Referral Networks:
Coordinating care across departments so that everyone's on the same page to help students find success

Strategy 5: 24/7 Support:
Helping students get the answers they need when they need them – without delay and in clear, consistent language

Strategy 6: Mindset and Belongingness:
Intervening early to ensure students feel like they belong and know they can achieve at high levels, no matter their backgrounds or experience

Strategy 7: Completion Grants:
Offering students small amounts of financial support to ensure they don't fall off track

Strategy 8: Data Strategy:
Drawing on historical data to identify roadblocks that trip up students on the path to success – and ways to resolve them

Strategy 9: Peer Support:
Pairing peers to help one another navigate college, find their place, and achieve success

Message from President

TIM HALL

Over the last several decades, many higher education institutions have emphasized access: opening doors to populations of students who have historically been denied entry. While some institutions pride themselves on how many students they keep out with their low acceptance rates, increasingly, institutions like ours have celebrated every student we enroll. Here, first-generation students are the norm, not the exception, and a student of color doesn't have to look beyond her classroom walls to find others who share her identity and her professional aspirations.

Celebrating expanded access alone, though, is not enough. An institution like ours must look beyond access to success. At Mercy, we take seriously our responsibility to be elevators of social mobility, dramatically altering the life courses of our students and their families through transformative skills and knowledge. Here, we are allergic to thinking that some students just don't have what it takes to be successful; instead, we offer comprehensive supports to make sure all students can succeed.

Seven years ago, we launched the Mercy Success Toolkit, a series of scalable, evidence-based reforms that have worked at institutions around the country to increase rates of achievement for all students and especially for students of color. Prior to the launch of the Toolkit, Mercy had stubborn equity gaps: in 2006, for example, the year-to-year retention rate for Black students trailed that of white students by almost 20 percentage points, and a white student who enrolled in 2010 was more than twice as likely to graduate in four years than a Latino one. By 2019, the retention rate among Black students had jumped to more than 75 percent, exceeding that of white students, and the gap in graduation rates has narrowed considerably. Indeed, on these and other data points listed on the next page, we have made significant progress.

But, the effects of the pandemic have reversed some of the progress we have made, and we continue to have much more growth to achieve: It remains true that too many students fail courses here, delaying their paths to graduation and eating up their precious financial resources. Current graduation rates, although improving, remain unacceptable to us, and we believe our faculty and staff have the power – and the responsibility – to change them.

In this guide are some of the key strategies that we'll launch this year and over the next several years to continue our upward trajectory. Everyone on our faculty and staff makes important individual contributions to the lives and academic trajectories of our students every day; meanwhile, the strategies that are part of the Toolkit aim to give structure to some of what the sector has proven to be highly effective *at scale*. The timing of this effort – two years into the COVID-19 pandemic, the effects of which will outlast our students' time at Mercy – is not coincidental. Now is the time to recommit to evidence-based strategies proven to lead to results for students like ours. Now is the time to commit to not going back to normal, but to going forward to better. Now is the time to look beyond celebrating access to insisting on success.

With enthusiasm for our continued work together,

Tim Hall

Tim Hall, President

MERCY COLLEGE

AREAS OF FOCUS

ACCESS AND ENROLLMENT

Throughout the last decade, while the state university system has experienced double-digit percentage decreases in enrollment and one neighboring private college's population has dropped by nearly 50 percent, Mercy's enrollment has remained relatively consistent. We are proud to be a federally designated Minority Serving Institution: our percentage of Latino students is growing, and we enroll more Black males as a percentage of our total population than any of our nonprofit private school neighbors.

DEGREE ATTAINMENT

Mercy College knows it is not just about access to college, but about making sure students earn their degrees. Mercy ranks among the nation's top 100 institutions at conferring master's degrees to Latinos and at conferring bachelor's degrees to African Americans (tied with Spelman, the nation's No. 1 HBCU).

EQUITY

Mercy College is committed to ensuring there are no gaps in outcomes for any students along lines of race, gender, or other demographic characteristics. Prior to the COVID-19 pandemic, long-standing gaps in year-to-year retention among students of different racial groups were erased. The pandemic has reversed some of this progress. Additionally, although we've seen considerable progress in our graduation rates, a notable gap in graduation rates between Black and Latino students and their white counterparts persists.

COURSE COMPLETION

Every term, altogether, students earn thousands of failing grades that delay their paths to graduation and eat up precious financial resources. Fewer than half of freshmen earn at least 30 credits in their first year, putting them off pace to on-time graduation. We must do more to help students believe they can succeed in their coursework and to accelerate their skills.

POST-GRADUATION OUTCOMES

We are proud that tens of thousands of alumni are making a significant impact locally and nationally in a diverse range of fields: from public health to education, from business to social sciences and beyond. Still, we find that some graduates are unable to leverage their degrees as launching pads into life-changing careers, and median debt levels remain high.

RETURN ON INVESTMENT

We must ensure that earning a Mercy degree means that a student has the skills and knowledge they'll need to achieve successful career outcomes. One analysis of more than 30,000 bachelor's degree programs from across the country showed that graduates of Mercy's registered nursing programs have the potential to earn the state's highest return on investment - more than $2 million in lifetime earnings. All of our graduates should experience significant return on investment from their degrees.

TOOLKIT 2.0

Success Initiative #1:

INTRODUCTORY COURSE SUPPORT

At many institutions, new students are forced to take multiple remedial math and English classes that eat up financial aid and delay their paths to graduation without necessarily strengthening their skills.

At Mercy, students who need extra support receive it in real time to build their knowledge without falling off track. Our English department has been on the cutting edge of this work for years. Similarly, our entry-level science courses use peer tutors to support classmates to learn challenging content. Next, Mercy's faculty is working to create a more integrated experience for first-year classes where the skills and knowledge in one class build off that which is learned in the next. Embedded into these courses are metacognitive and career-exploration modules that will help round out students' skillsets. We'll look to refine and expand solutions like these in other programs where students historically struggle early on in their college careers. Whereas at some institutions, students are expected to meet some arbitrary standard of "college readiness" and might otherwise drop out if they don't, at Mercy, we start from a commitment to being student-ready, ensuring that each student gets the personalized support he or she needs in order to achieve.

MODEL FOR SUCCESS

13-15%
Increase in student pass rate at community colleges in Tennessee after launching corequisite remediation in math and English

Students were more likely to pass key gateway courses when enrolled in these paired developmental and college-level courses than students who did not have the same offerings.

BENEFITS

LEARNING:
A more integrated core curriculum will help strengthen students' skills and deepen their learning.

MOMENTUM:
Students' paths to graduation aren't delayed by course after course of remediation, like would be the case at some institutions.

COST-EFFECTIVE:
Students earn credit toward their degrees without having to pay for courses that don't advance their paths.

IMPACT FOR MERCY

"Part of the beauty – and the challenge – of college-level instruction is that students enroll with different levels of skills. And so we have worked to differentiate our first-year courses using corequisite models in both English and Math. We also strive to embed supports in these and other introductory courses to help students grow from wherever they are – and then to accelerate quickly so they are ready for the more rigorous courses they'll need for their majors."

Peter West
Interim Provost and
Vice President of Academic Affairs

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Success Initiative #2:

RISK-BASED ADVISING

Allison's first semester at Mercy was tough. Although she brought transfer credits from several institutions that she had attended previously, reenrolling somewhere new after some time away presented significant challenges.

Her GPA in her first term at Mercy dropped below 1.0. Meanwhile, in the background, Mercy's PACT team and its technology flagged Allison (an alias) as someone to watch. When she reenrolled in Fall 2021, her PACT mentor reached out every other week for check-ins about her progress.

Together, they made a study plan. In their discussions, her PACT mentor learned she was having difficulty affording the books and laptop she would need for the term, so he helped her obtain a book voucher and a loaner laptop. Her professors submitted regular updates on her grades, and when she needed help in writing, the tutoring center was there to provide support. Allison's GPA in Fall 2021? Above 3.0.

Over the last decade, we have collected millions of data points about the types of skills, habits, and behaviors that predict student success – and others that are early indicators of course failure or dropout. Just like Netflix automatically mines data in order to reliably know which movies you might like, Mercy is growing its ability to use data to understand who needs support and to target it to students before it's too late.

MODEL FOR SUCCESS

2x
the graduation rate of Black and Latino students at Georgia State University after introducing risk-based advising

Through timely data analysis and by empowering advisors to intervene, students, especially those who belong to underrepresented minorities, stayed on track and found success. Advisors received significant training, monitored key metrics daily, helped students to use academic maps to guide students to degrees.

BENEFITS

DATA-DRIVEN:
Data from tens of thousands of previous Mercy students is a starting place to inform the approach to new students with similar behaviors and potential risk levels.

PERSONALIZED:
Each student gets individualized support when and how they need it.

PURPOSEFUL:
Faculty, PACT mentors and COP counselors prioritize students who show early signs of risk and who may need immediate intervention, making smart use of limited time and resources.

IMPACT FOR MERCY

"Thanks to the access of this invaluable data Mercy is able to intervene with the right students at the right time. We know that not all students enter into freshman year and these introductory courses with the same experience and skill. What we are doing is helping to equal the playing field so that all students are empowered and prepared to successfully complete their courses and ultimately earn their degree."

Raj Kumar
Executive Director, Student Success

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Success Initiative #3:

CAREER-EMBEDDED LEARNING

At Mercy, students graduate not only with knowledge and diplomas, but with career skills that will help them navigate the world of work.

That's why Mercy's faculty and staff are increasingly working together to ensure students are planning for their careers all along their paths. In our classrooms, students learn from experts with applied experience and scholarly knowledge. Their course maps are rich with opportunities to apply what they learn to real-world challenges, like those that await them after graduation. They complete portfolios that help them demonstrate and keep track of their skill development and have frequent opportunities to develop complementary skills like collaboration, leadership, critical thinking, and intercultural communication. Meanwhile, our Office of Career and Professional Development guides students to fruitful internships and careers. This involves resume reviews and interview coaching, plus the EPIC career-education curriculum, which is being used in many programs and in all sections of Critical Inquiry.

MODEL FOR SUCCESS

100%
Percentage of Wake Forest undergraduates who engage with the Office of Personal and Career Development during the first year

The Office offers students layered support to achieve career success including advising, internship support and information on credit-bearing career-education courses. The focus is not just on getting jobs, but on preparing for the important life and career decisions that they'll face later on.

BENEFITS

CAREER-READINESS:
In addition to the skills and knowledge obtained as part of their course of study, students leave Mercy with the career-readiness skills to obtain and thrive in rewarding careers.

SELF AWARENESS:
Students graduate knowing their skills, interests and values—and how to use them to navigate the job search process.

RETURN ON INVESTMENT:
Students launch into careers that are personally and financially rewarding, achieving the type of upward mobility that a college diploma guarantees.

IMPACT FOR MERCY

"Music Production & Recording Arts is one of many pre-professional degree programs in the School of Liberal Arts and fosters career-embedded learning in several ways. Our curriculum uses an experiential, project-based approach which requires a capstone course that features a thesis-level project, a reflective ePortfolio, and completion of EPIC career-readiness modules. These initiatives help our students not only think about what's next in their career, but also have materials developed to present to prospective employers."

Stephen B. Ward
Associate Professor and Program Director, MPRA

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Success Initiative #4:

REFERRAL NETWORKS

What sets Mercy apart is its people and their shared commitment to student success.

No matter whether a student interacts with her program director, her PACT mentor, her financial aid counselor, or her tutor, all are on the same page about wanting to make sure she succeeds. Now, this collaboration will be more coordinated to ensure that handoffs are seamless and that no one falls through the cracks.

Think of a primary care doctor's office: your doctor knows your history and gets a well-rounded understanding of who you are as a patient. When it comes time for a referral to a specialist, that doctor knows who's the right person to call for you – and then follows up to hear how it went. That's what will happen at Mercy, where all care providers will wrap around students to make sure they've got the support they need and to help them get across the finish line.

MODEL FOR SUCCESS

20%
Increase in 6-year graduation rate over 10 years at University of South Florida after launching care networks

Students benefited from the development of coordinated support networks that target timely support to at-risk students and ensure students get the supports they need to get and stay on paths to success.

BENEFITS

COLLABORATIVE:
All student support resources across the College speak the same language and share information so that student support is seamless.

EFFICIENT:
Communication between departments helps ensure that support is timely and tracked to ensure follow-up.

STREAMLINED:
Cases follow a streamlined process between assigned advisors, financial aid counselors, tutors and faculty to ensure students get the right support from the right resource the first time.

IMPACT FOR MERCY

"Creating a culture of care for our students requires us to get the right support at the right time to students in need. Our referral networks not only connect students to academic support and financial aid counseling, but also to technology supports such as loaner laptops, our Student Emergency Fund, and to a broad array of health and wellness resources including the Student Health Office, Counseling Center and the Mav Market. The referral is just step one: equally important is our follow up with each student to ensure that they are able to take advantage of the resources available."

Kevin Joyce
Vice President, Student Affairs

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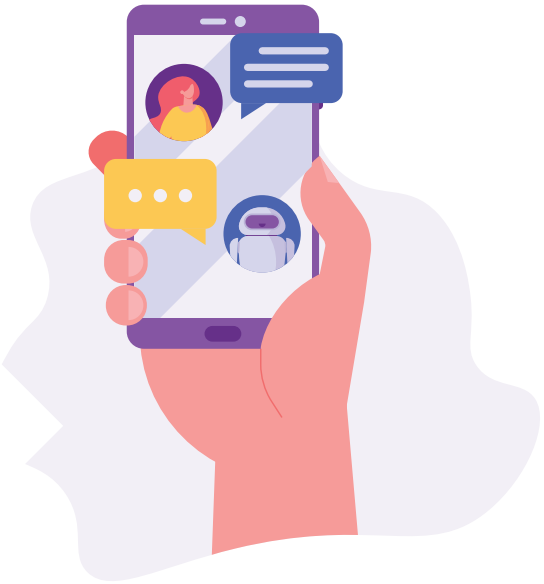
Success Initiative #5:

24/7 SUPPORT



Students today want support when they need it – whether it's after they get home from work, before their kids wake up, or on the weekends when they have a few minutes to breathe.

In an increasingly on-demand world, traditional working hours just don't cut it anymore. With Mercy's new chatbot, support services will be available 24/7. Plus, research has shown that students might be more comfortable asking a chatbot specific types of sensitive questions without the worry about being judged. A student, for example, might feel uncomfortable asking an advisor a question about their bill: the chatbot provides a clear and automatic response.

MODEL FOR SUCCESS

200,000
Questions answered by chatbot within first three months at Georgia State University

Students who interacted with the chatbot were more likely to complete enrollment requirements and successfully enroll in courses than those who didn't interact with the chatbot.

Plus, the chatbot saved thousands of hours of employee time, enabling them to shift attention to the high-impact relationship-building work that they love.

BENEFITS

SPEED:
Students get answers to questions right away, rather than having to wait for an email reply.

ACCURACY:
Sometimes students get different answers to common questions depending on whom they ask. The chatbot will provide consistent, accurate answers.

EFFICIENCY:
College staff are freed up to provide more targeted support rather than answering the same questions.

ACCESS TO RESOURCES:
The chatbot will direct students to helpful resources that they can use in the future.

IMPACT FOR MERCY

"All told, Mercy staff receive millions of emails and phone calls each year, which means that sometimes students and prospective students have to wait hours or days to get the response they need. The chatbot will ensure that students get the answers they need without delay and will empower staff to spend more time offering more personalized and specialized support."

Adam Castro
Vice President for Enrollment Management

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Success Initiative #6:

MINDSET AND BELONGINGNESS

Mercy is a place where students belong – no matter who they are and where they come from.

We're proud of our diverse student population and embrace all aspects of that diversity. Still, for first-generation students especially, college can be intimidating: How do I sign up for classes? Where can I find help with my homework? Who can support me to understand my bill? Sometimes, students might feel alone and fail to realize that every new student has these types of questions.

New efforts in the General Education program and in faculty professional development will bring deepened attention to student mindset. With intentional interventions like these that aim to build students' productive academic mindsets and senses of belongingness, they'll increasingly feel like they belong – and that they are capable of achieving at high levels.

MODEL FOR SUCCESS

↑ Credits Earned

High-risk students at the University of Texas completed more credits when they read articles about building a productive academic mindset than those who didn't

Students who read articles explaining how the transition to college can be difficult, but achievable, were more successful and earned more credits, than students who weren't introduced to that perspective.

BENEFITS

HABIT-FORMING:
Students will see themselves as capable of success and capable of learning the complex skills and knowledge necessary for careers.

PERSISTENCE:
Students with more developed senses of self are more likely to see and believe in their purpose and persist toward graduation.

SELF-ESTEEM BUILDING:
Colleges grow not only students' disciplinary skills and knowledge, but also their self-concepts.

IMPACT FOR MERCY

"Through a Department of Education grant titled STEM Ready, which aims to improve retention of Hispanic and low-income students in STEM courses, Mercy will fund ten faculty members per year over the next five years as Metacognitive fellows. These faculty members will receive training in metacognitive and growth mindset strategies that will be incorporated into their courses at Mercy. The first group of faculty fellows will be trained this spring, and they will incorporate these strategies so they can be piloted in the fall 2022 term. The goal is to share these strategies and incorporate them into more courses at Mercy."

Stuart Sidle
Dean, School of Social and Behavioral Sciences

TOOLKIT 2.0

Success Initiative #7:

COMPLETION GRANTS

For any student, a small amount of money can make a big difference when determining whether to re-enroll for another term. Too often, this difficult calculus occurs as a student approaches graduation.

Some sources of financial aid dry up after a certain number of semesters; for others, loan debt grows alongside concerns about one's ability to pay it all back in the future.

Other institutions have directed strategic investments of institutional funds to students directly to ensure that small amounts of money don't force them to fall off track – especially as they approach the finish line. Sometimes, a relatively modest sum, like $500, determines whether a student returns for another semester or whether she takes some time away. At the same time, we know that getting a degree can have a dramatic impact on future earnings, and so a bit more investment up front will pay off down the line. Accordingly, we'll research who might benefit from a small investment of funds and then track the impact over time to see if we can accelerate students' paths and ensure they leave with the degrees they are seeking.

MODEL FOR SUCCESS

82%
Continuation rate among completion grant recipients at Iowa State

Iowa State used $1 million to offer up to $2,500 to strategically selected low-income students in good academic standing. These students also received financial counseling through their Student Loan Education Office.

BENEFITS

SUCCESS FOCUSED:
We'll use data to ensure that small sums don't get in the way of students achieving the success they're capable of.

TAILORED:
We'll target students whose academic track records suggest they're close to graduation but have some barrier to re-registration.

RESOURCE-SMART:
We'll maximize our institutional aid to make sure we're using limited resources intentionally.

IMPACT FOR MERCY

"We pride ourselves on being an affordable, high-quality education option for our students. But being affordable up front isn't enough. We know that students' circumstances can change during the time they're enrolled. Accordingly, we want to make sure we're adaptable and highly responsive to their evolving needs to make sure they finish what they start and enter the rewarding careers for which they've been prepared."

Jessica Haber
Chief of Staff

MERCY COLLEGE

TOOLKIT 2.0

Success Initiative #8:

DATA STRATEGY

Some institutions take pride in their so-called "weed-out" classes—ones where students get discouraged by exceedingly difficult content—that cause students to fail and sidetrack their dreams.

At Mercy, we believe that all students can achieve at high levels when offered robust support.

Historical data shows that some courses at Mercy have been significant barriers to pursuing specific degrees. New analysis will investigate where performance differs to ensure there are no gaps in outcomes by race, ethnicity, socioeconomic status, or other demographic lines. Intentional data use can help identify program- and course-level barriers so we can design interventions to increase the number of students who graduate from Mercy with the skills and knowledge to achieve their dream career.

MODEL FOR SUCCESS

7%
Percentage improvement in graduation rates over seven years for students of color at Bridgewater State University in Massachusetts

Massachusetts' state system of education launched a series of dashboards of student data to shine a light on student success and completion, access and affordability, and workforce alignment and development. Dashboards allow for disaggregation by race, gender and Pell recipient status.

Analysis enables the institution – and its programs and staff – to target supports to populations that need it most.

BENEFITS

EQUITY:
The College is driven by a commitment to equity, not equality: instead of giving everyone the same supports, we target supports based on individuals' needs.

PRECISION:
Too often, reforms cast a wide net rather than serving precisely who stands to benefit most. Data will help us to reach those with the most need.

COLLABORATION:
Sensemaking around data will help inspire collaboration: when we all come together, we can design better solutions.

IMPACT FOR MERCY

"We want to ensure our beginning courses act as gateway courses to higher-level studies, rather than as gatekeeper courses or obstacles to students' career dreams. Work being done through the Advancing Curricular Change to Enhance Student Success (ACCESS) Title V grant is focused on developing and critically assessing a portfolio of student success initiatives and interventions to improve student retention and graduation rates. Identification of points for targeted early intervention and specific students in need of our support is critical to student success."

Kathleen Golisz
Interim Dean and Professor
School of Health and Natural Sciences

TOOLKIT 2.0

Success Initiative #9:

PEER SUPPORT

Most college students, especially first-generation ones, experience a moment where they question whether they will succeed. Seeing a peer who is thriving can make all the difference.

In addition to the intense focus of Mercy's faculty and staff on student success, a fellow student who's got a student's back often feels different. After all, a successful upperclassman has experience juggling work, home and school because they've done it before. A first-generation junior has tips for creating semester schedules with balanced coursework. A club president applied for internships last year and can now offer sound advice. A senior can share their networking techniques with faculty and how that prepared them for their field. A robust College Navigator program will aim to engage new students by connecting them to student leaders with shared backgrounds and lived experiences who will inspire them to be trailblazers on their journey to success.

MODEL FOR SUCCESS

5%
Increase in fall-to-spring persistence of University of District of Columbia students were supported by a peer advisor

Peer advisors guided students to receive multiple types of institutional resources, especially financial ones that would have otherwise led to their being dropped from classes. Peers were able to explain what students needed to do in words that they understood.

BENEFITS

BELONGINGNESS:
Students who feel connected to peers will feel like they are a true member of the Mercy community and that they can achieve at high levels.

ROLE MODELS:
Dynamic role models who are thriving at Mercy will inspire new students to do the same.

INVOLVEMENT:
A personalized invitation to opportunities at Mercy from a classmate will help foster connectedness to meaningful co-curricular experiences.

PERSONAL GROWTH:
College Navigators will benefit by reinforcing successful habits that they learned at Mercy through helping new students.

IMPACT FOR MERCY

"By creating a peer advisor navigator program, incoming students will be taught skills for success from a Mercy student Navigator who has had similar experiences. Navigators will act as a resource to their fellow students, creating connections that can lead to academic, professional and personal success – and hopefully create a lifelong bond to each other and Mercy College."

Kristin Abbe
Interim Director, Campus Life

MERCY COLLEGE

Additional and Future Toolkit Initiatives

The College's everyday student success work extends beyond the strategies in the Toolkit. Indeed, the daily interactions that students have with individual faculty and staff matter immensely in helping them thrive. Other success strategies — like guided pathways and teaching excellence, which have been key priorities in the last few years — will continue to play major roles in the College's work. Meanwhile, we will pay ongoing attention to the national evidence base around scalable strategies implemented elsewhere to learn what else to prioritize as we continue to make progress. This will include strategies like:

Accessible Emergency Aid: Recent research has shown that students can't succeed when unmet basic needs get in the way of their success. It's hard to concentrate on math homework when you're hungry. It's hard to pay attention to a history lecture when you're worried about where you'll sleep at night. Strategically supporting students to meet their basic needs and to connect them to community resources can help.

Summer Bridge: Many institutions use the summer prior to freshman year as an opportunity for students to try out college, to get familiar with its norms and routines, and to settle in before thousands of their classmates descend on campus. Here, we are exploring how we could do the same in a way that would help students who might otherwise stop out to get their footing and launch toward success.

First-Year Experience: Many institutions start students off with a first-year experience course that teaches them the norms and rules of college: skills like how to study, how to interact with professors, and how to use the vast resources of the college. Mercy will explore launching a similar course to increase rates of success for students who are new to the institution.

Teaching Excellence: Students spend more time with our distinguished faculty over the course of their academic careers than with anyone else on campus. How can we make sure that every instructor in every classroom uses evidence-based instructional techniques to enable all students to learn at high levels?

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Additional and Future Toolkit Initiatives

Student Employment: Offering students on-campus jobs adds much-needed funds to their pockets, while also fostering stickiness to the college and increasing career readiness. We'll take a closer look at how we distribute work-study funds and on-campus employment opportunities to make sure they are accessible to students who stand to benefit most.

Provisional Admission: Some students who apply to Mercy but don't meet our admission standards could be successful here academically. Other institutions have found a solution to that challenge by offering provisional admission to students who don't quite meet standards but who get the opportunity to try their hand at enrolling and to persist if they succeed.

Academic Momentum: Students come to college looking to specialize in their desired field of study. In order to tackle college-level course material, they need a baseline of strong core skills across a range of disciplines. Some institutions have sought to strike a balance to ensure that all students enroll in key major-based courses early to build momentum at the same time as they pursue the requirements.

Smart Schedules: Some student schedules are all over the map: Monday mornings, Friday evenings, and everything in between. By offering some predictability and consistency in scheduling, students will be better able to fit college into the rest of their lives.

Transfer Onboarding: Traditionally, lots of attention gets paid to new freshmen to help them adjust to college. They learn about how college differs from high school, what resources are available to support them, and more. New transfer students often don't get the same thoughtful onboarding even though adjusting to a new college can present challenges too. We're exploring ways to solve for that.

Intentional Nudging: Students are busy. Accordingly, the way we communicate matters – even down to the words we use in a text message or email. We'll run some experiments to understand what types of messaging lands with students – and what types of messages are quickly deleted. Then we'll try to improve our communication practices broadly to make sure what we're sending sticks.

MERCY COLLEGE

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