UNIVERSITY INNOVATION ALLIANCE

Monitoring Advising Analytics to Promote Success (MAAPS)

Testing what works

In 2016, the UIA scaled proactive, predictive analytics-enabled advising for first-generation and Pell-eligible students through a 4-year federally funded (First In the World grant) randomized control trial (RCT) study of 10,000 students across 11 campuses. This project has scaled a model from Georgia State University across 10 other institutions. Our objective was to study the impact of intrusive advising using degree maps on GPA, retention, and graduation for low-income and first-generation students.

"**Commitments to Action on College Opportunity: Progress Report**"

THE WHITE HOUSE
WASHINGTON

"**What a predictive Analytics Experiment Taught 11 Colleges About Sharing Data**"

Education DIVE

"The 'Moneyball' solution for higher education"

POLITICO

KEY ACTIVITIES

To address documented obstacles to college completion that disproportionately impact at-risk populations, we are tracking cohorts of low-income and first-generation students enrolled at the 11 large public universities in the UIA.

The treatment offers wrap-around supports to eligible students that include, in addition to business-as-usual advisement on their campus: (a) intensive, proactive advisement to help them navigate key academic choices and to establish individualized academic maps; (b)

early and real-time alerts prompted in part through a system of analytics-based tracking when they go off path; and (c) timely, targeted advising interventions to get them back on the appropriate academic path. All treatment group students were assigned to dedicated MAAPS advisors, who were hired and trained to deliver the MAAPS advising intervention at their campus.

OUTCOMES

While the federal grant ended with the 2018-2019 academic year, we will continue to collect data through 2020 in order to follow students over four years.

As we conclude the intervention, we are also working to capture qualitative, campus-level takeaways from the project and its impact on campus advising strategies moving forward.

Highlights from campus learning include:

- Arizona State identified a significant gap in the institution's support for students after their transition from the first year to their second year.
- Iowa State found that students who actively engaged with their MAAPS coach in person had significantly higher retention rates.
- Michigan State identified a need to clarify their degree plans for programs where the curriculum made it challenging for students to graduate in 4 years.
- The University of Kansas found that MAAPS students benefited from the single point of contact MAAPS provided amidst a decentralized advising structure.

FUNDERS

MAAPS was supported by a selective "First in the World" grant competition created by the U.S. Department of Education. The UIA's proposal submission was designed and led by Dr. Timothy Renick at Georgia State University, who served as the lead Principal Investigator for the grant throughout the duration of the program.