Designing for Student Engagement

Behaviorally informed ideas to try in class or on campus

Authors:

Katherine Flaschen
Yashna Gungadurdoss
Doyoung Jeong
Grace Roebuck
Rachel Taylor
Ben Castleman

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About ideas42

We're a non-profit looking for deep insights into human behavior—into why people do what they do—and using that knowledge in ways that help improve lives, build better systems, and drive social change. Working globally, we reinvent the practices of institutions, and create better products and policies that can be scaled for maximum impact. We also teach others, ultimately striving to generate lasting social impact and create a future where the universal application of behavioral science powers a world with optimal health, equitable wealth, and environments and systems that are sustainable and just for all.

For more than a decade, we've been at the forefront of applying behavioral science in the real world. And as we've developed our expertise, we've helped to define an entire field. Our efforts have so far extended to 55 countries as we've partnered with governments, foundations, NGOs, private enterprises, and a wide array of public institutions—in short, anyone who wants to make a positive difference in peoples' lives.

We are committed to putting our expertise to work in the world of higher education. Our aim is to help more people, particularly those from historically underrepresented groups, efficiently obtain quality post-secondary degrees or credentials that improve their economic well-being. We work in close partnership with colleges and universities, college success non-profits, foundations, and others to design and test innovations, as well as help others build their capacity to use behavioral approaches in their own work—all with the aim of helping more students persist through their post-secondary journey.

We want to hear from you—contact us at education@ideas42.org. Visit ideas42.org/education and follow @ideas42 on Twitter to learn more about our work.

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Introduction

Student engagement is a critical element of college success. To get the most from the college experience, students must engage with their teachers and peers, with campus resources, and in their classes. However, in recent years, faculty and administrators have repeatedly expressed concern that student engagement is decreasing.

While practitioners and researchers have studied the efficacy of several student engagement strategies, it is clear that even more is being done at individual campuses across the country, and that new approaches are still needed. As a result, in November 2023, with generous funding from the Heckscher Foundation for Children, ideas42 convened a group of experts—including college administrators, academics, and practitioners from student success non-profits—to identify what new ideas are being tried, and which seem most promising. The ideas described in the pages that follow were generated at that event.

These ideas all leverage insights from behavioral science—the study of how people make decisions and take action in the real world—to promote student engagement. They are intentionally framed in a general way, so that faculty and administrators can adapt them to their particular institutional contexts. While many of these ideas have already been tried, and some are grounded in academic research, we encourage practitioners to continue refining, implementing, and testing these ideas in different settings—and, if shown to be effective, that the higher education community begin adopting them more broadly.

For those who wish to launch these ideas on their campus, we have also included a planning checklist as an appendix, highlighting the key steps needed to bring these ideas to life. This checklist offers a framework for refining a chosen idea, bringing stakeholders on board, launching a pilot, and expanding the pilot for scale.

If you would like to explore ways of working together to further refine, implement, and test any of these student engagement strategies, we'd love to hear from you! Contact us at education@ideas42.org to start the conversation.

Acknowledgments

What's in this Report?

The **24 ideas** highlighted in this report were synthesized from hundreds developed at our November 2023 design convening. All of them focus on promoting one or more of the student engagement behaviors listed below.

Class engagement

- Attending class
- Participating in class
- Studying
- Attending office hours

Campus engagement

- Meeting with an academic advisor
- Using academic support services *(e.g., writing center, tutoring)*
- Using non-academic support services *(e.g., career services, counseling)*
- Connecting with peers

The ideas in this report fall into four sections, each organized by a **behavioral design principle**:

Behavioral Design Principle	Engagement Behaviors Targeted	
	Class	*Campus*
① Enhancing Belonging	🪑💬📖🕐	(campus icons, faded)
② Setting Norms and Correcting Inaccurate Mental Models	🪑💬📖🕐	🌱✏️💪👥
③ Utilizing Fresh Start Moments and Creating Habits	🪑💬📖🕐	🌱✏️💪👥
④ Reducing Hassles	🪑💬📖🕐	🌱✏️💪👥

In the Appendix, we've included the **RIPE (Refine, Inform, Prepare, Expand) Planning Checklist** to outline the steps that institutions should consider if interested in moving forward with any of the ideas in this report.

How each section is organized

Each behavioral design principle section is divided into three parts containing a brief overview, a spotlight idea, and additional design ideas.

Section overview: A summary of the behavioral design principle and relevant research

Section overview

> **DESIGN PRINCIPLE 4:**
> **REDUCING HASSLES**
>
> Often, even if a student wants to do something, there are countless things that can get in their way. To meet with their advisor, for example, a student might need to log into a school portal, select an appointment time that works with their schedule, know where to go, remember to attend the appointment on the right date and time, and figure out how to get there. Making it easier for students to access support should not only increase utilization of this support but also allow students to focus more of their attention on their academics.
>
> Previous research has shown that reducing hassles can increase financial aid and college applications, but evidence of its impact on student engagement is scarce. Having said that, a greater perception of accessibility and the removal of hassles such as paperwork, intake processes, and the need for scheduling have been associated with increased utilization of counseling services, though this research leaves room for more rigorous and causal evaluation. This section builds on this literature by outlining testable ideas to simplify how students get help, whether from faculty, advisors, peers, or staff.

Spotlight idea: One detailed, promising idea with suggestions for implementation

Engagement Behaviors Targeted
Class   *Campus*

Engagement behavior(s) targeted

SPOTLIGHT IDEA CAMPUS CONNECT

Title and description of the idea

Assign students to a single point of contact who can connect them to a wide range of campus resources that meet their needs, as well as provide warm handoffs to these services.

HASSLES
are small inconveniences that can have an outsized impact on behavior.

When designing the Campus Connect program:

- Ensure Campus Connect staff members are trained to connect students to those services that are most relevant to them based on their challenges and/or needs.
- Familiarize students with the Campus Connect service by having their point of contact introduce themselves at orientation, during introductory courses, or in high-traffic areas like outside the library, and advertise it widely across campus.
- Create an easy-to-remember phone number that students can text or call to connect with their Campus Connect point of contact. Outside of working hours, utilize an AI-based chatbot to help answer questions regarding support services.

SLACK
represents resources (time, money, etc.) that help replenish mental bandwidth, resulting in improved decision-making.

Relevant behavioral science concepts

Suggested design features to include

When the Campus Connect liaison hands students off to relevant support services:

- Make it easy for students to follow up on the needed service by connecting them with a specific person and/or auto-scheduling an appointment for them, thereby removing **hassles** to service utilization and creating **slack** in the students' day by freeing up time that would otherwise be spent contacting the service, scheduling an appointment, etc.

How to implement this idea at your institution

Implementing this idea at your institution might include:

- Advertising Campus Connect to faculty, advisors, and staff so that they can refer students in need of help to the staff member, who can then proactively reach out to them.
- Establishing a training program that teaches the Campus Connect staff members about available support services on campus and helps them establish relationships with the people who lead the delivery of these services.
- Hiring a new staff member or dedicating an existing one to run Campus Connect.
- Measuring the impact of Campus Connect on students' use of support services by tracking the number of students who utilize various support services as a result of being connected to them through Campus Connect, as well as the total number of appointments (to calculate repeat visits).

Additional design ideas: Broad ideas that can be further refined based on a unique campus context

ADDITIONAL DESIGN IDEAS   *Class*   *Campus*

Description of the idea and sample design features to include

Study Halls
Create a virtual or physical gathering space and resource center where students can make connections with peers, peer mentors, faculty, and others, and receive support as needed. If virtual, use virtual meeting space software like Gather or Kumospace; if in person, locate it centrally on campus.

Engagement behavior(s) targeted

Convenient Times
Offer meeting times with advisors and/or support services at the most convenient time and place for students. Provide these services immediately before and after class and other convenient hours based on student schedules. Allow students to drop in without an appointment.

Facilitate Carpooling
Coordinate carpooling groups among commuter students to simplify getting to campus, in order to facilitate making connections, attending class, and using support services. At the start of the semester, create group chats based on where students live. Allow students to opt into releasing their course schedule to others in the chats–and then send a compiled schedule for when each person needs to be on or leave campus in a given week. Offer benefits for participation, such as gas gift cards.

DESIGN PRINCIPLE 1:
ENHANCING BELONGING

Students who feel a sense of belonging are more likely to engage in the classroom and beyond. The need to foster belonging has become increasingly important in the wake of disruptions attributed to the COVID-19 pandemic, and is particularly critical for historically "non-traditional" students, who might otherwise question how they fit into a college community, and if college is for them.

Previous research on enhancing belonging has focused on one-time interventions, such as exercises held during a single class at the beginning of the semester aiming to normalize social and academic adversity, or portray worries about social belonging as part of both women's and men's experiences in male-dominated engineering programs. These studies highlight the positive impact that an enhanced sense of belonging can have on a wide range of student success outcomes. However, a one-time intervention often isn't enough to improve student engagement over the course of a semester or year. The ideas below focus on building a culture of belonging through ongoing efforts to facilitate psychological safety and relationship-building. These ideas, on their own or combined with existing evidence-based interventions, hold the promise of creating a sustained feeling of belonging, and hence increased engagement among students.

SPOTLIGHT IDEA PROMOTE PSYCHOLOGICAL SAFETY IN THE CLASSROOM

Leverage **fresh start moments** by beginning the semester with activities that promote **psychological safety** and connection, and reinforcing positive **social norms** around participation and belonging throughout the course.

On the first day of class:

▶ Repeat—in the syllabus, in day-one slides, etc.—that speaking up in class is encouraged and answers don't need to be perfect (e.g., "no question is silly," "this classroom is a judgment-free zone," "professors make mistakes too," "mistakes are a core part of learning").

▶ Conduct a simulation on the first day of class in which the professor asks a question, a teaching assistant answers incorrectly, and the professor responds positively, in order to encourage class participation and model that mistakes are okay.

During all classes, especially those earlier in the semester:

▶ Make time for structured relationship-building (games, class retreats, small group discussions etc.) to create relationship-rich classrooms that facilitate and expedite the process of students getting to know each other, as well as the professor.

▶ Dedicate time for students to share their perspectives, with the goal of making the classroom inclusive and helping students feel like their voices are respected and valued.

FRESH START MOMENTS, such as the start of a semester, month, or week, are points in time that are accompanied with renewed willpower and increased malleability in behavior.

PSYCHOLOGICAL SAFETY is the belief that one can speak up, take risks, and make mistakes without facing negative consequences.

SOCIAL NORMS are people's perceptions of the rules or standards shared by a group that guide and/or constrain behavior.

Implementing this idea at your institution might include:

▶ Recruiting influential stakeholders, such as presidents, deans, and provosts, to emphasize the importance of psychological safety and encourage the adoption of these practices among professors.

▶ Reminding faculty and others involved in course design that the features of this idea could be particularly impactful for students who might otherwise struggle with feelings of belonging in higher education, such as first-generation college students.

▶ Incorporating the features of this idea into faculty professional development.

▶ Asking new professors or professors teaching new classes to adopt these practices as they work on designing their classes and syllabi.

▶ Creating opportunities for professors to share their successes and challenges with these practices with each other, in order to create buy-in and learn from one another.

▶ Adding questions about psychological safety to course evaluations and measuring the impact of these practices on class attendance and participation, office hour attendance, and students' self-reported feelings of belonging.

ADDITIONAL DESIGN IDEAS

Class   *Campus*

Community Lunch Tables

Designate a few lunch tables in cafeterias as spaces where students can sit if they'd like to chat with someone new. Consider pre-populating the tables with diverse upperclassmen to plant seeds for informal mentorship.

Syllabus Co-Designed with Students
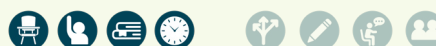
Give students the opportunity to co-create parts of the syllabus with faculty. For instance, ask them to vote on some options for assignments. This can create a greater sense of agency in learning and in the course content.

Safety In Numbers
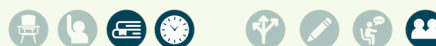
In addition to regular office hours, offer group/cohort office hours to create a less intimidating environment for students who might benefit from a "safety in numbers" approach, or collaboration with peers.

Connected Classroom
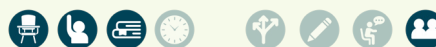
Recruit upper-class peer mentors to help facilitate interactive activities in class and study sessions, or group discussions outside of the classroom; encourage mentors to share challenges they faced and overcame when they were in the newer students' positions.

Classroom Rituals
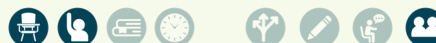
Begin and/or end each class with a low-pressure activity that helps students connect with their peers and the professor. For instance, choose a student to share something that brought them joy over the past week.

DESIGN PRINCIPLE 2:
SETTING NORMS AND CORRECTING INACCURATE MENTAL MODELS

We are all influenced by others' behavior when making decisions, and students are no different. Importantly, students can make incorrect assumptions and form inaccurate beliefs (or mental models) about how their peers are behaving, especially when this behavior is "invisible" or not known by others, and feel compelled to follow suit. For example, research has shown that students who arrive at college with predetermined notions about the role that alcohol consumption can play in facilitating social connections may consume more alcohol than their peers.

Similarly, some students believe that few of their peers utilize campus support services, and think such behavior is undesirable as a result. Research suggests that students often perceive help-seeking as a sign of weakness or incompetence. The good news is that these mental models are malleable, and emphasizing help-seeking as normative, or typical among peers, has been identified as a promising way to encourage students to utilize support services. In this section, we outline ways to encourage students to seek help from faculty, advisors, and other support services and highlight this behavior to peers, thus making these invisible behaviors more visible and ensuring that students are relying on accurate information when deciding whether to engage.

SPOTLIGHT IDEA   MAKE THE BENEFITS OF ATTENDANCE CLEAR

Make **salient** the benefits of attending office hours and/or meeting an academic advisor by clearly defining and exemplifying their use.

To promote office hour attendance:

▶ Create course assignments that prompt students to utilize office hours. For example, include a challenge question that would benefit from additional support from or active discussion with the professor. Highlight the value of these opportunities by saying, "don't miss the chance to receive support on question five of this week's assignment."

To promote meeting with an academic advisor:

▶ Create and advertise advising appointments with a specific topic in mind—such as transfer credits or graduation requirements—that clearly signal the purpose of these meetings. For instance, at the beginning of the year, ask students to meet with their advisor to discuss class selection and course load before finalizing the semester schedule.

▶ Embed advisor presence within popular student channels to demonstrate the value that advisors can provide and encourage use of academic advising services. For instance, host an advisor column in the student newspaper that answers commonly asked questions.

To promote both office hours attendance and meeting with an academic advisor:

▶ **Default** students into an initial office hour session with their professor and/or appointment with their academic advisor, such as by adding an event to their calendars. In this first meeting, concretize the benefits of these resources. For instance, have advisors share stories of how they helped peers with their educational and career goals. In so doing, aim to develop positive **mental models** of these services, so that students fully appreciate the benefits they provide.

Implementing this idea at your institution might include:

▶ Identifying faculty and advisors who would benefit most from revamping their office hours and advising appointments. For instance, advisors of first-year students would be a good target for this intervention, in order to help set clear norms and expectations for newly enrolled students from the outset.

▶ Publicizing all the ways office hours and advising sessions can be utilized by students. Decide which use cases should be shared with students at which times.

SALIENCE
refers to the prominence of a person, thing, or trait compared to other elements in the surrounding environment. It determines which information to focus on and which to ignore.

DEFAULTS
opt participants into a specific course of action that takes effect unless they specify or choose an alternative.

MENTAL MODELS
are mental schemas, or representations, that we hold about how things work or how things are.

▸ Communicating with deans, faculty, and advisors to create a coordinated and diverse group of individuals to implement this idea with.

▸ Measuring whether these changes increase attendance at office hours and advisor sessions. Collect and analyze student feedback on these resources, using student-wide surveys, for example, to iterate on best practices and further enhance utilization.

ADDITIONAL DESIGN IDEAS   *Class*   *Campus*

Normalize Seeking Help

Advertise support services in key locations across campus, as well as in syllabi, learning management systems, and during class. Include peer testimonials and normalize help-seeking by framing it as a core part of the college experience.

Humanize Sources of Help

Create short-form videos (e.g., TikToks or Instagram Reels) in which faculty, advisors, and support service staff introduce themselves to students using a tone that conveys approachability and fun, thus increasing the likelihood that students reach out for help and/or set up appointments. In these videos, include testimonials from students about their experiences with these resources, as well as information about how to sign up for them or where they're located.

How-to Workshops

Host workshops at the start of and throughout the year on how to connect with peers, offering practical advice on how to navigate the social spheres of campus. Allow students to openly discuss what it's like to be part of the student body and how to overcome various challenges (e.g., having conversations over meals, attending campus events, finding smaller communities, etc.).
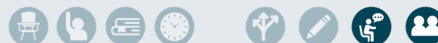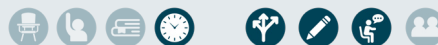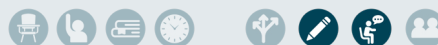
DESIGN PRINCIPLE 3:
UTILIZING FRESH START MOMENTS AND CREATING HABITS

People are more likely to start new activities and subsequently build habits during key fresh start moments, like the beginning of a semester. Once students get used to a certain way of doing things, it becomes harder to change these behaviors, for better or for worse. At the same time, students may struggle to form habits when the benefits of taking an action, like going to the writing center, will only pay off in the future–while other behaviors, such as taking a break from studying, are associated with more immediate rewards, like fun or relaxation. These factors make good habit formation especially crucial in a student's first semester.

Previous research has shown that students are more likely to begin exercising during key fresh start moments, such as at the beginning of a semester or on the first day after a school break, and that those with stronger study habits are less likely to change their behavior when faced with other life or social conflicts. These highlight the importance of encouraging beneficial behaviors that can evolve into habits during these fresh start moments. The ideas in this section aim to create lasting patterns of student behavior that promote ongoing involvement and success throughout college, keeping in mind that performing activities consistently and finding the behavior rewarding in and of itself can serve to strengthen habits.

SPOTLIGHT IDEA #MY[COLLEGE]COMMUNITY

Start the semester by assigning new students to place-based cohorts and facilitating opportunities to come together in a way that builds positive **habits**.

To jumpstart connection at the start of the semester:

▶ Organize new students into cohorts of 10-12 people based on where they live (e.g., on campus, in a particular neighborhood, etc.). Create group chats for each cohort; start these a week before the semester and introduce them as a place to ask questions and meet other nearby students.

▶ Provide the option to also join other major-, interest-, or identity- (e.g., first-generation students) based chats.

▶ Host the cohorts' first in-person meetup at orientation, where they can meet for a free breakfast or lunch and then complete the rest of orientation together.

To facilitate connection throughout the semester and create habits:

▶ Assign one to two upper-class students, young alumni, or "near-peers" (i.e., recent graduates working with the school) to lead each cohort and organize regular meetups. Provide pay for cohort leaders, and train them so they know what resources exist and where to refer students for help.

▶ Establish partnerships with businesses on campus and in surrounding communities to host cohort dinners and additional meetups. Provide **incentives**, like discounted food or drinks, for students who attend.

▶ Host weekly "dinner discussions" based on student schedules and locations at the beginning of the semester. Facilitate carpooling to dinner or offer virtual options with meal reimbursement to remove barriers to attendance.

HABITS
are recurring behaviors that become automatic with time.

INCENTIVES
are external rewards that motivate people to engage in a behavior.

Implementing this idea at your institution might include:

▶ Refining this idea to address any barriers to participation that your students might face. For example:

  ▪ If students are likely to struggle to find time to participate in cohort-related activities, consider integrating cohorts into a first-year class and requiring meetups as part of assignments.

  ▪ If students are likely to face attendance barriers, like caretaking responsibilities or lack of access to transportation, consider offering resources that can help alleviate these challenges.

▶ Identifying community partners willing to sponsor and/or offer discounted meals or services to the cohorts.

- Using trusted messengers, like faculty and peer mentors, to encourage participating in the cohorts, such as by making announcements during class.
- Recruiting cohort leaders and providing compensation, such as stipends or course credit, and training.
- Pilot testing with two to three cohorts and adjusting based on student feedback.
- Measuring the impact of student cohorts on peer connection by comparing:
  - Dinner attendance and group chat activity of students in cohorts at the start vs. end of the semester.
  - Self-reported measures of feeling connected to peers and/or time spent socially interacting with peers for students in cohorts vs. other similar, non-cohort students.

ADDITIONAL DESIGN IDEAS

Class   *Campus*

Reward Early Actions

Encourage students to use support services and seek help from advisors and professors early on in college and regularly thereafter. Offer incentives like extra course credit, bookstore gift cards, or travel reimbursement in exchange for services used. Give first-time users additional rewards.

Service Spotlight

Facilitate students using and building connections with support services during first-year seminars or orientation courses. At the start of each class, have a new support service staff member come in and talk about what they offer, where you can find them, and how to set up an appointment. Have students make an appointment during the class, and make attending it homework. Offer extra credit to students attending at least three of these a semester.

BOGO Amigos

Incentivize students to go to cafes on or near campus with a new friend. For each new friend they attend with, they get a "buy one get one free" drink promotion and a shared punch card. As they return with the same friend, they can complete the punch card and earn a prize, like a free meal.

Tea for Two-tors

Allow students to access help from advisors, professors, and support services over a casual meetup connected to a habitual behavior. For example, allow students to come in at breakfast, lunch, or dinner time and receive a drink or meal as they receive help. Advertise this with a communications campaign using slogans such as "counseling over coffee" or "mentorship over meals."

Seek the Service

Advertise support services in fun ways during orientation or first-year student events. For example, host a "seek the service" scavenger hunt where students work alone or in groups to find and learn about different support services for the chance to win prizes. Offer points for engaging with the service, such as finding the office, making an appointment, attending the appointment, and setting up a return visit.

DESIGN PRINCIPLE 4:
REDUCING HASSLES

Often, even if a student wants to do something, there are countless things that can get in their way. To meet with their advisor, for example, a student might need to log into a school portal, select an appointment time that works with their schedule, know where to go, remember to attend the appointment on the right date and time, and figure out how to get there. Making it easier for students to access support should not only increase utilization of this support but also allow students to focus more of their attention on their academics.

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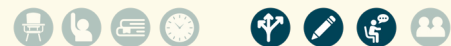**ADDITIONAL DESIGN IDEAS**   *Class*   *Campus*
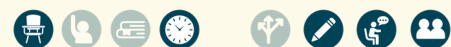
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Streamlined Sign-Ups
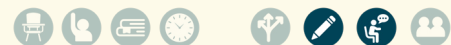
Widely advertise support services and make it easy to sign up for an appointment. Post flyers around campus displaying a map of support services, QR codes to sign up for appointments, and a hotline number to ask questions or schedule an appointment. Automatically book appointments on students' calendars and suggest a follow-up appointment. A few weeks after an appointment, have staff reach out to students and check in on how they're doing.

Redesign Support Centers
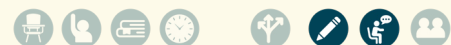
Design support service centers so that they're less intimidating and easier for students to navigate. At tutoring centers, for example, offer comfortable and functional areas where students can study, individually or together. Allow students to drop by without an appointment, choose a table, and raise different colored flags to indicate which type of help (e.g., writing, math, etc.) they need.

Automated Advising Appointments
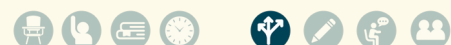
When they enroll at a college, opt students into advisor appointments by default, with an option to reschedule. Add the appointments to their calendar between or immediately after classes. Offer in-person or virtual appointments and personalized text and call outreach to alert them to and remind them of their appointments.

Meeting Students Where They Are
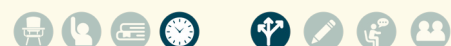
Make it easier for students to attend office hours and meet with their advisor by offering more accessible locations for meetings, such as classroom alcoves that allow for privacy, dorms or libraries, or virtual spaces. Incentivize participation from faculty and advisors by providing meal vouchers or coffee reimbursement when meeting outside their office.

Conclusion

To succeed in college, students must engage—with their peers, with their professors and, when needed, with those campus resources designed to support them. The ideas in this report have been developed with the aim of fostering that engagement—by enhancing a sense of belonging, setting norms and correcting inaccurate mental models, utilizing fresh start moments and creating habits, and reducing hassles. While many of these ideas are already being tried at individual campuses across the country, we hope this report will lead additional faculty, administrators, and college success practitioners to adapt and implement them, to evaluate what works and what doesn't, and to share their learnings with the field.

There is an increasingly urgent need to promote student engagement and we applaud those leaders working day after day to develop creative solutions that tackle this problem. We welcome your thoughts on the ideas shared here, and hope you will reach out to education@ideas42.org to let us know what approaches you've tried!

Appendix

RIPE Planning Checklist

Found an idea you like in this report? Use the checklist below to start planning for implementation.

R efine the idea based on your campus context

- ☐ **Precise goal:** Specify your desired outcome and identify the student population that would most benefit from it.
- ☐ **Design concept:** Based on your objectives, identify which design elements you want to pilot, keeping in mind constraints such as budget and other resources.
- ☐ **Implementation strategy:** Determine the steps needed to pilot the design concept, and define what success looks like in your context, together with its implications.
- ☐ **Stakeholder strategy:** Compile a list of important stakeholders, including but not limited to students, administrative leaders, faculty, and staff. Consider what role each party plays in the pilot, such as whether they're the end users, decision makers, and/or implementors.
- ☐ **Potential challenges:** Consider potential hurdles in implementation and brainstorm solutions to mitigate them.

I nform stakeholders and institutionalize the idea

- ☐ **Key stakeholders:** Sketch out timelines and milestones for key individuals and groups.
- ☐ **Informative materials:** Create tailored materials that include an outline of the idea and its goals, implementation steps for each stakeholder group and implications of pilot success, and share them with stakeholders to get buy-in.
- ☐ **Dedicated team:** Form a group of diverse, committed individuals, ideally representing all major stakeholders, to champion and drive the idea forward.

P repare for and launch the pilot

- ☐ **Milestones:** Further refine your goals and associated deadlines for the pilot phase.
- ☐ **Evaluation plan:** Design a systematic approach to evaluate the idea's effectiveness, including collecting different forms of data and student feedback.
- ☐ **Training integration:** Begin training those responsible for executing the idea and integrate necessary resources, tools, and technology into your systems.
- ☐ **Launch and monitor:** Launch the pilot and monitor implementation, data and feedback, making adjustments as needed to maximize impact.

E xpand the pilot for scale

- ☐ **Post-pilot plan:** Review outcomes of the pilot and determine next steps. Depending on outcomes, consider adjusting the ideas and/or implementation plan for broader use, or further refining the idea for a subsequent pilot.