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Developing Student-Driven Interventions for High Risk Student Populations
Full Circle Experience
Personal Crucible: Work, Community, Society
Lollipop Moment
Intentional Integrated Practice

Importance
21st Century Scholars Program
IUPUI 21st Century Scholars Success Program
Demographics

Context
Psychological Structure to Practice

It is important to have a supported psychological structure in order to have an intentional practice that is appropriate for the context.

Approaches of Support
Inspiration: Kurt Lewin’s Multifaceted Approach

As a Leader:

1. Integrative Approach to Leadership: Interdependency
2. Acknowledge Social, Political, and Ethical Load on Individuals
3. Beyond A Single Orientation of Thinking and Acting
Developing Student-Driven Interventions

Integrative Approach to Leadership: Interdependency
Developing Student-Driven Interventions

Acknowledge Social, Political, and Ethical Load on Individuals
Developing Student-Driven Interventions

Beyond A Single Orientation of Thinking and Acting
Leading with Intention & Care Includes:

These approaches lead to leading with intention and care; which are the ingredients to designing student-driven interventions.

Leading with intention and care means taking into account the needs of the people that you serve.

1. Leaders must be educated about the people who are in their staff teams.
2. Lead from who you are and allow others to do the same (secure horizontal relationships).
3. It won’t be perfection. It is a partnership.
4. Diversity has to have a role in the organizational structure.
Andragogy - of Malcolm Knowles
(a shared sense of direction and transformation)

- Adults need to be involved
- Experience (including mistakes)
- Immediate relevance and impact
- Problem-centered (Kearsley, 2010)
Student Driven Interventions

- Andragogy - of Malcolm Knowles
  - (1) There is a need to explain
  - (2) learning should be in the context
  - (3) take into account learners
  - (4) allow learners to discover, but guidance and help when mistakes are made
Student-Driven Interventions

- **Fall Interventions**
  - (August/September)
  - (October)
  - (December)

- **Spring Interventions**
  - (January/February)
  - (March)
  - (April)
Student-Driven Interventions

How it works...

- Create a schedule for the academic year
- Use Canvas to directly interact with student population- create an announcement
- Develop a scheduling platform (i.e. Weebly)
- Educate colleagues and peer mentors
- Confirm each student via email
- Develop staff scheduling portal; consistent communication
- Execute student meetings; 15-20 minutes per student
Student-Driven Interventions

Example of A Meeting

**Intake Form** | Complete this before your meeting with the Scholarship Coordinator. Thanks.

Student Name (first & last name) __________________________

Student ID number __________________________

FRESHMAN  SOPHMORE  JUNIOR  SENIOR (please circle)

University Username________

Contact Number (if follow-up needed) __________________________

<table>
<thead>
<tr>
<th>What are your major three concerns that you need to address today?</th>
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<td>1. .</td>
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(Admin Only)

Ask the student how they perceive their semester so far?

How does the student perceive their academic semester (circle)

Poorly  having trouble  okay  well  excelling just fine
Overall Purpose

- **Educate**
  - Students learn about their award, campus resources, staff members, university policy, emergency assistance

- **Develop Strategy**
  - Staff assist students to build lacking social capital and use policy to infuse their experience

- **Strengthen Communication**
  - Show students they have not only transitioned from high school, but into adulthood...being assertive is not a form of disrespect.
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Q&A