ACADEMIC SUPPORT & RETENTION

2017-2018 Academic Year REPORT

www.uc.uiowa.edu
Through campus partnerships in both student and academic affairs, AS&R will provide leadership and support of campus-wide retention efforts while fostering a culture of inquiry and inclusivity.

Our work with students, families, faculty, and staff is framed by how students can EXCEL at the University of Iowa.

Mission: Academic Support and Retention coordinates campus-wide initiatives and programs that facilitate the academic success of undergraduate students at the University of Iowa.

Contents

- Data
  Support the campus community via workshops, data and assessment sharing, and other support or consultation regarding student academic performance and retention.

- Retention
  Coordinate programs and initiatives that support the transition and retention of all undergraduate students.

- Academic Support
  Identify students who are not making timely progress to degree and work with campus partners to foster initiatives that support students in meeting their academic goals.

- Outreach
  Facilitate communication to students and their families that connects institutional expectations and the reality of the student’s experience at the University of Iowa.

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"Learning can be strenuous and challenging, and students can become discouraged when they discover this. I try to do whatever I can in my sessions to help students have the perseverance and the courage to persist in their learning."

- Success in Rhetoric Undergraduate Peer Leader

"I felt welcomed every time I came (to Supplemental Instruction) and each session was beneficial. Going to SI has helped me in so many ways. I have found that having a strong foundation on the basics really prepares you for future and harder courses later on. I've met friends that are able to study with me and great upperclassman who are always willing to help me when I need it."

- Supplemental Instruction Student Attendee
Data
Support the campus community via workshops, data and assessment sharing, and support or consultation regarding student academic performance and retention.

Why explore student transition and retention data by identity and demographics?
"Higher education needs to keep pace with the changing world. It is important that the leaders in post-secondary institutions adopt and replicate positive and intentional strategies for dealing with these changes both in terms of creating campus community as well as preparing students for a future that will undoubtedly be rife with Difference... Leveraging the skills and creativity of the whole population on a campus maximizes the potential for efficiency in solving problems, which has economic benefits for the institution. Nurturing the skills to balance reflection and action to guide explorations of Difference can transform higher education institutions into environments where perfect storms create opportunities for faculty, administrators, student affairs practitioners, and staff to be a part of real social transformation" (Watt, 2015).

Student Retention by Race and Ethnicity

<table>
<thead>
<tr>
<th></th>
<th>Fall 2014 Entering Cohort Retained to the following fall</th>
<th>Fall 2015 Entering Cohort Retained to the following fall</th>
<th>Fall 2016 Entering Cohort Retained to the following fall</th>
<th>3 year % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American or Black</td>
<td>83.1%</td>
<td>81.2%</td>
<td>78.2%</td>
<td>-4.9%</td>
</tr>
<tr>
<td>Alaskan Native or American Indian</td>
<td>75.0%</td>
<td>100.0%</td>
<td>72.7%</td>
<td>-2.3%</td>
</tr>
<tr>
<td>Asian</td>
<td>89.5%</td>
<td>89.4%</td>
<td>86.6%</td>
<td>-2.9%</td>
</tr>
<tr>
<td>Latinx</td>
<td>87.9%</td>
<td>83.5%</td>
<td>81.6%</td>
<td>-6.3%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>86.4%</td>
<td>81.2%</td>
<td>84.9%</td>
<td>-1.5%</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>International Students</td>
<td>86.9%</td>
<td>93.1%</td>
<td>90.8%</td>
<td>3.9%</td>
</tr>
<tr>
<td>Unknown Ethnicity</td>
<td>84.0%</td>
<td>82.4%</td>
<td>85.7%</td>
<td>1.8%</td>
</tr>
<tr>
<td>White</td>
<td>85.7%</td>
<td>88.4%</td>
<td>87.3%</td>
<td>1.6%</td>
</tr>
<tr>
<td>All Student Retention</td>
<td>86.0%</td>
<td>87.8%</td>
<td>86.6%</td>
<td>0.6%</td>
</tr>
</tbody>
</table>

6-8% Lower Average
1st generation students consistently are retained at lower rates compared to their continuing generation peers.

For more about how first generation students experience the University of Iowa, check out the AS&R BUILD session here.

Excelling@Iowa Student Transition Survey Data

Core Survey Components:
- Fit and Belonging
- Homesickness
- Financial Confidence
- Values & Goals
- Academic Behaviors
- Faculty Interactions
- Grit & Resiliency
- Involvement
- Time Spent & Time Management
- On/Off Campus Living Experiences
- Health & Safety
- Open-Ended
- Overall Experience

The Excelling@Iowa survey tells us how different groups of students transition to the university across academic, social/personal, and financial experiences. Learn more about the survey and review the full Fall 2017 survey presentation here.
Gateway Courses & the Relationship to Student Retention

The courses were examined due to parameters defined in gateway course literature. Such parameters include: courses that are foundational for a variety of degree programs, high-risk courses as defined by higher percentages of DWF grades, and courses with higher enrollments. See Flanders (2017) for more.

There is something very important at stake in gateway courses. Simply stated, as supported by a growing body of scholarship produced over the past decade, the students who do not succeed in gateway courses disproportionately come from lower-income, first-generation, and underrepresented minority groups...They are the students least likely to attempt college, and, even when they do attend, are the least likely to complete a degree. Also, their failure in gateway courses is directly correlated with their departure from college. They leave with their dreams diverted if not extinguished and frequently with debt that they might never be able to repay...these findings have serious and negative implications for equity and social justice in U.S. higher education" (Koch, 2017)

Why explore gateway course data in this way?

The above courses were examined due to parameters defined in gateway course literature. Such parameters include: courses that are foundational for a variety of degree programs, high-risk courses as defined by higher percentages of DWF grades, and courses with higher enrollments. See Flanders (2017) for more.

Promising practices (Koch & Pistilli, 2015)

- Offer Supplemental Instruction or other high-impact academic support interventions
- Engage faculty in pedagogical discussions and provide spaces for collaboration
- Implement early intervention and other data or analytics platforms and capabilities
- Align institutional efforts that center on creating inclusive learning environments

*Average of fall to fall retention rate for fall 2015 and fall 2016 1st year, full time student cohorts

First year students who passed key gateway courses were 6.7 times more likely to be retained to the following fall.

Students who receive a grade of D, W, or F in a gateway course are less likely to be retained to the following fall semester. Students who are first generation or identify as students of color who receive a D, W, or F grade in a gateway course are retained at even lower rates. There are multiple reasons why students are not retained that span academic, personal, and financial barriers. However, examining gateway course success is a necessary, yet often under examined, component to student persistence.
Excelling@Iowa is a campus-wide student success platform used by staff & faculty to help students succeed at the University of Iowa. The purpose of Excelling@Iowa is to provide staff and faculty a way to engage with actionable data narratives about the student experience in ways that yield improvements in both programs and individualized student support. The system leverages student profile data along with student responses to a transitional survey that is taken by new 1st year, new transfer students, and returning students in the TRiO Student Support Services program. The survey is taken in the first 3-6 weeks of the semester, as part of the Success at Iowa course or the TRiO SSS: Steps to Student Success course. The system uses predictive analytics to identify students who may be struggling or students considered at risk to faculty and staff who are connected to students to provide support and connect them to resources.

Excelling@Iowa grew during the 2017-2018 year to incorporate multiple components that a variety of campus offices and resources can use to better track and assess programs and services, and better understand the student experiences in more holistic ways.

During the 2017-2018 academic year, Excelling@Iowa incorporated multiple institutional predictive analytics to better equip faculty and staff with timely, actionable data about student performance and concerns throughout the academic year.
Every student is minimally connected to two staff members at the University of Iowa. The 1st connection for a student is associated with their academic advisor in the Academic Advising Center or undergraduate college office. The 2nd connection is associated with their housing: on campus students are connected to Residence Education staff; off-campus 1st year students are with Academic Support & Retention; and off-campus transfer students are with a volunteer who serves as a Transfer Support Team member. Some students may have additional connections based on their association with other offices, for example, students of color are associated with the Center for Diversity & Enrichment and student-athletes are associated with Athletics.

Every student receives an individualized report that is tailored to their responses to the Excelling@Iowa survey. Some courses, such as College Transitions and Student-Athlete Seminars, use the student report for in-class assignments. The messages on the student report are written to connect with students who may hold certain identities, referring each student to the range of campus resources that may enhance their academic and social experiences at the University of Iowa.
Early Intervention Team (EIT)

Goals of EIT
1. Provide support & assistance to students in need
2. Outreach with campus community
3. Identify populations of students who may struggle and respond by creating initiatives to foster more inclusive environments

Members from:
- Office of the Dean of Students
- Academic Support & Retention
- University Counseling Service
- Center for Diversity & Enrichment
- Academic Advising Center
- College of Liberal Arts & Sciences
- Threat Assessment Team
- Residence Education

Top 5 Concerns
- Mental Health
- Academic Issues
- Medical
- Death of family or friend
- Financial

EIT Students’ Year at UI

As in previous years, a majority of students on EIT were first year students who experience a combination of social, personal, and academic concerns that are affecting their experiences at the University of Iowa.

Additional Student Assistance

Academic Support and Retention provides an array of assistance for students as well, focusing on students who:

...would benefit from talking about resources related to academic success
...are seeking assistance with navigating academic support resources and centers
...appear to be having a difficult time balancing or adjusting to collegiate academics
...are unsure where else on campus to go to best address concerns or questions
be able to:

- make an informed decision about their path at UI
- identify campus and community resources
- explore the re-entry process and relevant resources at the University of Iowa

AS&R meets with all undergraduate degree students who are withdrawing from the university during the Fall and Spring semester. Students are required to visit with AS&R from the first day of class to published deadline of the last day to withdrawal without Dean’s approval. As a result of meeting with a staff member in AS&R, the student will

Calling Projects

Each semester, Academic Support & Retention outreaches to first-year students and new transfer students who have not registered for the next semester to inquire about plans and assist students in making decisions or navigating the process.

Unregistered Students Called

Student Withdraws and Non-Returners

Student withdraws during the 2017-2018 academic year

Withdraw Reasons

- Mental Health Concerns (18.36%)
- Unmotivated (12.78%)
- Time Management (12.31%)
- Work Conflicts (9.91%)
- Study Skills (9.55%)
- Financial Change (8.61%)
- Academic Success (8.19%)
- Physical Health (8.14%)
- Fit and Belonging (6.89%)
- Debt (5.27%)

20% of students registered after call

Reasons for not returning to the University of Iowa:

- #1 taking time off
- #2 transferring

Unregistered Students Called

- Fall 2017 (58.77%)
- Spring 2018 (41.23%)
Academic Support

Identify students who are not making timely progress to degree and work with campus partners to foster initiatives that support students in meeting their academic goals.

Supplemental Instruction (SI) was created at the University of Missouri-Kansas City to support student learning by integrating "what to learn" with "how to learn." SI is a non-remedial academic support program that targets historically difficult courses, in addition to "gateway courses"; not high-risk students. Supplemental Instruction is a free, course specific, peer facilitated group study session designed to not only help students learn the material being covered in class, but also how to learn. Sessions are based in active and collaborative learning strategies, and interactive for students. Sessions are held multiple times a week for each course in the Academic Resource Center in the Iowa Memorial Union. For more information about courses offered, visit https://uc.uiowa.edu/student-success/arc.

38 SI Courses that are historically challenging, have high enrollment, and impact progress to degree

49 peer leaders facilitated SI sessions during the 2017-2018 academic year.

The percentage of enrollment utilizing SI increased from 13.5% to 21.5% from 2013-2014 to 2017-2018.

Attendance at SI Sessions

<table>
<thead>
<tr>
<th>Semester</th>
<th>Total Visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>3,763</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>3,730</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>7,285</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>6,336</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>9,990</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>10,002</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>10,460</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>9,140</td>
</tr>
</tbody>
</table>

3,399 Number of unique student visitors to SI during the 2017-2018 Academic Year
The SI Effect on Student Experiences and Academic Outcomes

Reasons for attending SI

- Review Course Content: 62%
- Exam/Quiz Review: 44%
- Time to Study: 35%
- Learn New Study Skills: 27%
- Help with Homework: 25%

"Having different ideas from the SI leaders helps me gain study skills that I can apply towards my other classes, such as writing everything out or talking it out with my peers."

"SI is helpful in providing a students view and understanding of problems that prepare you for tests and exams."

Effect on 1st Year Student Retention

All SI participants were retained (from fall 2016 to fall 2017) 6% points higher compared to their peers and 1st year students were retained at 3% points higher. This is after controlling for High School GPA, ACT score, and first generation status. SI also consistently yields higher grade and retention outcomes for students of color and first generation students.

Effect on GPA All Students

- 1-10 visits: .123
- 11-15 visits: .363
- 16-20 visits: .396
- 21-25 visits: .409
- 25+ visits: .739

GPA Gain

"SI is helpful in providing a students view and understanding of problems that prepare you for tests and exams."
Piloted in Fall 2016 to address lower retention rates for students enrolled in both College Algebra and General Chemistry I, PLUS is a peer-facilitated 0 semester hour course (CSI:1210) for students enrolled in both courses, focusing on problem-solving and quantitative reasoning skills for success in General Chemistry 1. In Fall 2017, PLUS expanded to 8 sections with 80 students enrolled.

Average grades in CHEM:1070 Fall 2017

| With PLUS: | 2.75 |
| No PLUS: | 2.29 |

**The PLUS Effect**

"PLUS has saved my life in chem; it has helped me to work with the problems, better understand the material, and learn study strategies"

"I can now, from this class, look at information and pick at points that are going to be important to remember for the exam; this has helped me to study for other courses and earn higher grades"

"I liked that it was a smaller group of peers to work with; I've been able to connect better with my classmates, it's nice knowing others are going through the same things as you"

Fall 2017

- 7 students enrolled in practicum course to serve as SiR leaders and learn rhetoric pedagogy to help peers with writing and speaking assignments.
- These students offered weekly review sessions in the SEAM room in the Main Library on topics taught in rhetoric sessions.

Spring 2018

- 12 SiR leaders enrolled in a similar practicum course.
- 4 returning SiR Leaders also attended class. In addition to leading sessions they also observed and provided feedback.
- All leaders led weekly sessions in the SEAM room. The returners led sessions focused on writing/speaking skills and the new students worked with a partner to lead content and skills based sessions.

**Success in Rhetoric (SIR)** is a program to help students succeed in Rhetoric 1030, a course required for most first year undergraduates and many transfer students. Students who have done well in rhetoric in past semesters create content-based interactive review sessions for current rhetoric students.

SiR will be transitioning to a peer-embedded model in the fall 2018 semester that involves a SiR leader taking a more active role during classtime. Students in RHET:1030 can to make appointments with SiR leaders in the Writing Center. Check out tutor.uiowa.edu for updates.

**Plans for Fall 2018**
A centralized system for all academic support centers to track and assess student usage. The system enables all academic support centers across campus to better analyze multiple factors regarding student usage.

The system provides for multi-levels of assessment and reports:

- Individual Student
- Student Groups, Cohorts, Lists
- Center Specific
- Across multiple centers

Assists the end user to provide better support to students

Onboarding

2018-19

Sites onboarded, 2017-2018
- Academic Resource Center
- Chemistry Resource Center
- Engineering Tutoring
- Tippie Learning Coaches

Sites onboarded, 2018-19
- Math Lab
- Residence Education Tutoring
- Speaking Center
- Success in Rhetoric
- Writing Center
Tutor Iowa is a website where students can search by course name, course number, or subject to find academic resources such as help labs, Supplemental Instruction offerings, and private tutors. The university community can also find academic strategies worksheets and request academic workshops.

Outreach
Facilitate communication to students and their families that connects institutional expectations and the reality of the student’s experience at the University of Iowa.

Academic Strategies Worksheets
- Study Strategies
- Taking Tests
- Time Management
- 10 Tips for World Language Courses
- Online Course Success
- Motivation

Check out Tutor Iowa for more!

Classes Searched
- Principles of Chemistry I
- Foundations of Biology
- Organic Chemistry
- Calculus
- Micro-economics

Academic Workshops
Offered for student organizations, residence hall groups, and other student groups, these workshops are interactive and focus on helping students improve key academic behaviors.

Top 5 Private Tutor Requests
2,585

Number of Private Tutors

# of Tutors

- Summer 2017
- Fall 2017
- Spring 2018

Tutor Iowa Workshops
- 10 Spring 2018 Workshops
- 12 Fall 2017 Workshops

Top Workshops
- Academic Resources
- Resilience
- Daily Habits of Successful Students
- Test Taking Strategies
- General Study Skills
- Time Management
- Reading and Note Taking

Request online here
AS&R convenes the Tutor Collaborative. (TC). The TC includes representatives from many of the campus help labs. We meet monthly to discuss trends we see in tutoring, to help each other with issues that may arise, and to work on ways to streamline and unify tutoring processes across campus.

- Athletics Tutoring
- Engineering Tutorial Center
- Math Lab
- Residence Education Tutoring
- Supplemental Instruction
- Tippie Learning Coaches
- TRiO Tutoring
- Tutor Iowa & Tutor Certification Program
In partnership with the Office of the Dean of Students, AS&R directs a long-standing committee that focuses how the University of Iowa can create more inclusive environments for students with Autism.

Enrollment Management Student Success Analytics Work Group
In partnership with Biostatisticians from the College of Public Health, Information Technology Services, Enrollment Management. AS&R supports strategic student success and retention solutions. Through the combination of robust data collection, predictive indexes, and process integration to inform student success through policy, program, and practice change.

Hawkeye Completion Grant
In partnership with the Office of Financial Aid, the Office of the Dean of Students, and University of Iowa Student Government, AS&R assisted in the creation and implementation of grants for students who demonstrate a financial need that is hindering their ability to complete a degree at the University of Iowa.

Autism Spectrum Disorder Committee
In partnership with the Office of the Dean of Students, AS&R directs a long-standing committee that focuses how the University of Iowa can create more inclusive environments for students with Autism.

Transfer Think Tank
In partnership with the Office of Admissions, AS&R directs the Transfer Think Tank, a group of faculty and staff who collaborate on ways to improve transfer students experience at the University of Iowa.

EXCELaTIOWA
AS&R facilitates the EXCEL component of the Explore Iowa experience during new student orientation. Check out the presentation here!

Hawkeye Parent & Family Webinars
AS&R hosts a Parent and Family webinar on the first Friday of each month during the academic year. These webinars provide parents and family members with information regarding issues students are facing at different times during their first year of college. Click here for more info.

Webinar Topics:
- Making the Move to College: Move-in and On Iowa!
- Study Abroad: What's it all about?
- Handling Homesickness: Strategies for Success
- Paying for the Next Year: The Financial Aid Process
- Proactive Planning for Next Year
- Exploring Summer Jobs and Internships
- Managing the Winter Break Transition
- Managing the Summer Transition
For questions, please contact

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email: uc-retention@uiowa.edu
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