

ACADEMIC SUPPORT & RETENTION



2017-2018 Academic Year REPORT

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.

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AS&R Outcomes & Functional Areas

Data

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

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Retention

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

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Academic Support

3

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.

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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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2017-2018 Highlights

19,600

Visits to Supplemental Instruction

2,585

Requests for private tutors

6,964

Students surveyed in Excelling@Iowa

.74

Average gain in GPA for students who attend SI twice/week*

1/2

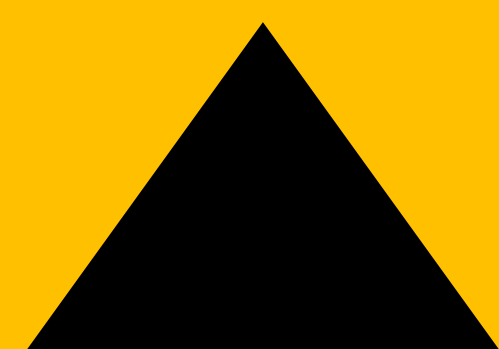
letter grade higher in CHEM:1070 for students in Peer Led Undergraduate Study*

100%

Percent of students received outreach based upon their Excelling@Iowa results

53,334

Logged notes and contacts in Excelling@Iowa



6%

SI participants were retained (fall 2016 to fall 2017) 6% points higher compared to their peers. First year students who attended SI were retained at 3% points higher than their peers *

**After controlling for High School GPA, ACT score, and first generation status*

32

Academic Strategies Workshops Delivered

521

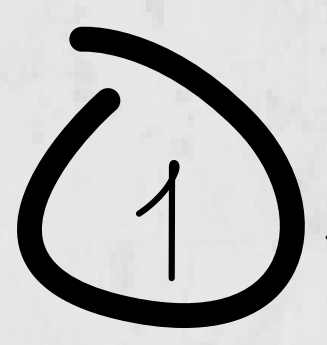
Excelling@Iowa faculty & staff users

"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?

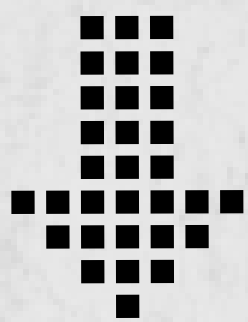
"Higher education needs to keep pace with the changing world. It is important that the leaders in post-secondary institutions adopt and replicate positive and intentional strategies for dealing with these changes both in terms of **creating campus community** as well as **preparing students for a future** 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

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

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:

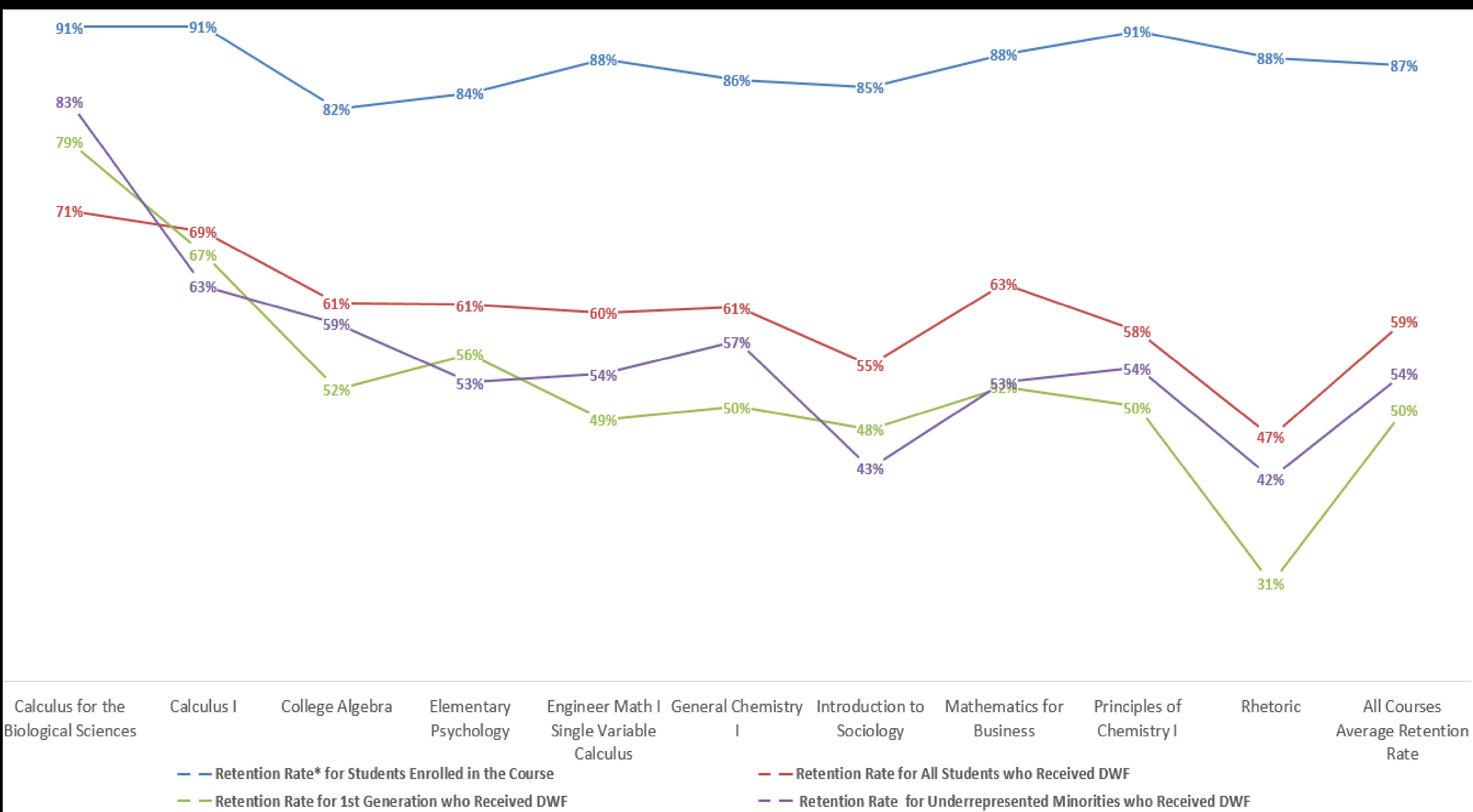
- Fit and Belonging
- Homesickness
- Financial Confidence
- Values & Goals
- Academic Behaviors
- Faculty Interactions
- Grit & Resiliency
- Involvement
- Time Spent & Time Management
- On/Off Campus Living Experiences
- Health & Safety
- Open-Ended
- Overall Experience

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.

What does the below chart illustrate?

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.

Gateway Courses & the Relationship to Student Retention



*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.

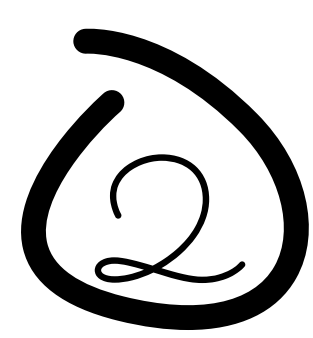
The above courses were examined due to parameters defined in gateway course literature. Such parameters include: courses that are foundational for a variety of degree programs, high-risk courses as defined by higher percentages of DWF grades, and courses with higher enrollments. See Flanders (2017) for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

Why explore gateway course data in this way?

"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)

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



Retention

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

Excelling@Iowa

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.

Coordinated & Integrated Student Support

Excelling@Iowa

Academic Support Tracking System

All Students

Institutional Predictive Analytics

All Undergraduate Students

Institution-Wide Referral Platform

All Students

Orientation & Transition Surveys

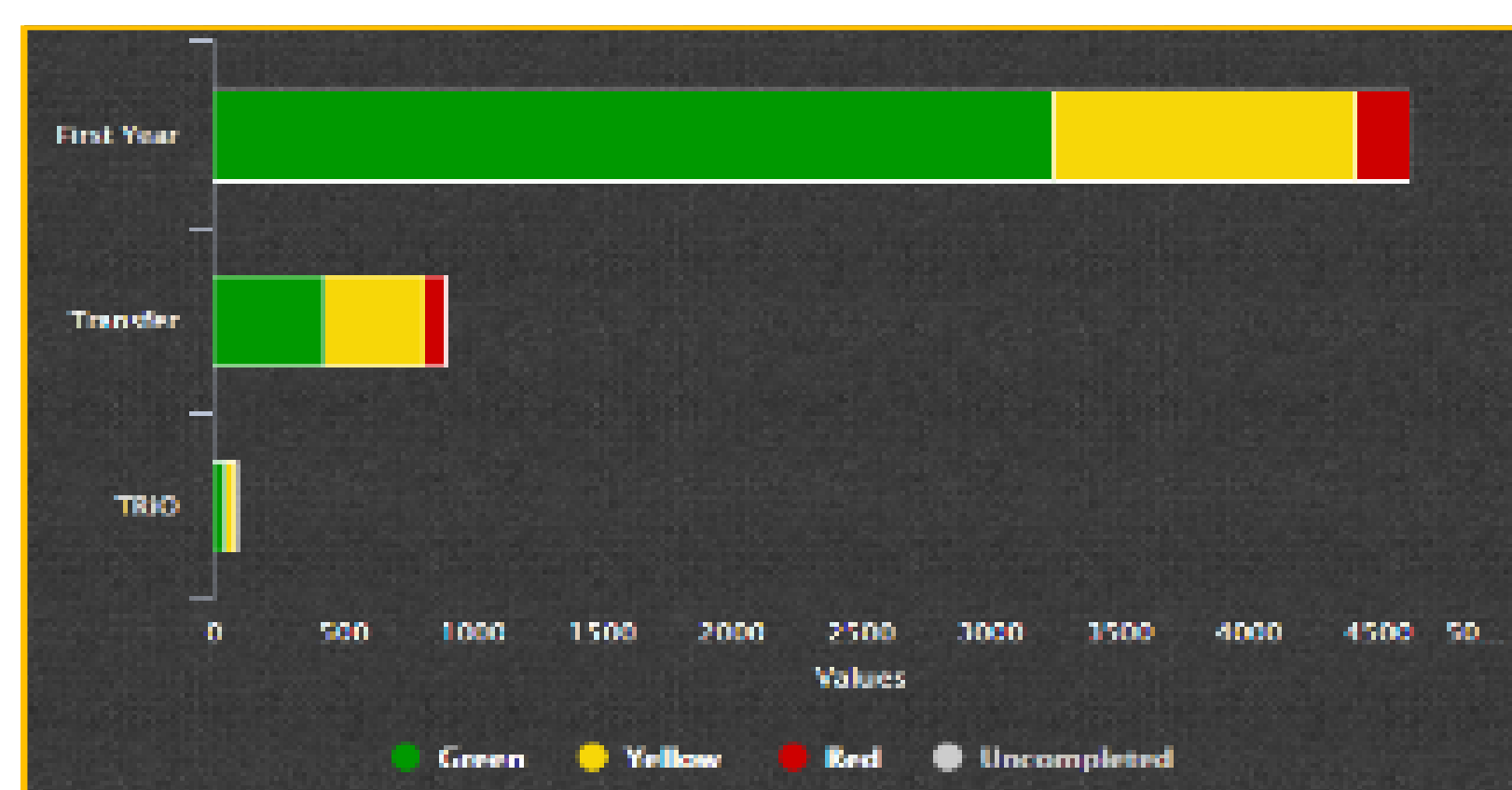
1st Time 1st Year
New Transfer Student
All TRiO SSS
All Residential Students

Residence Education Model

Hawk Talks
All Residential Students

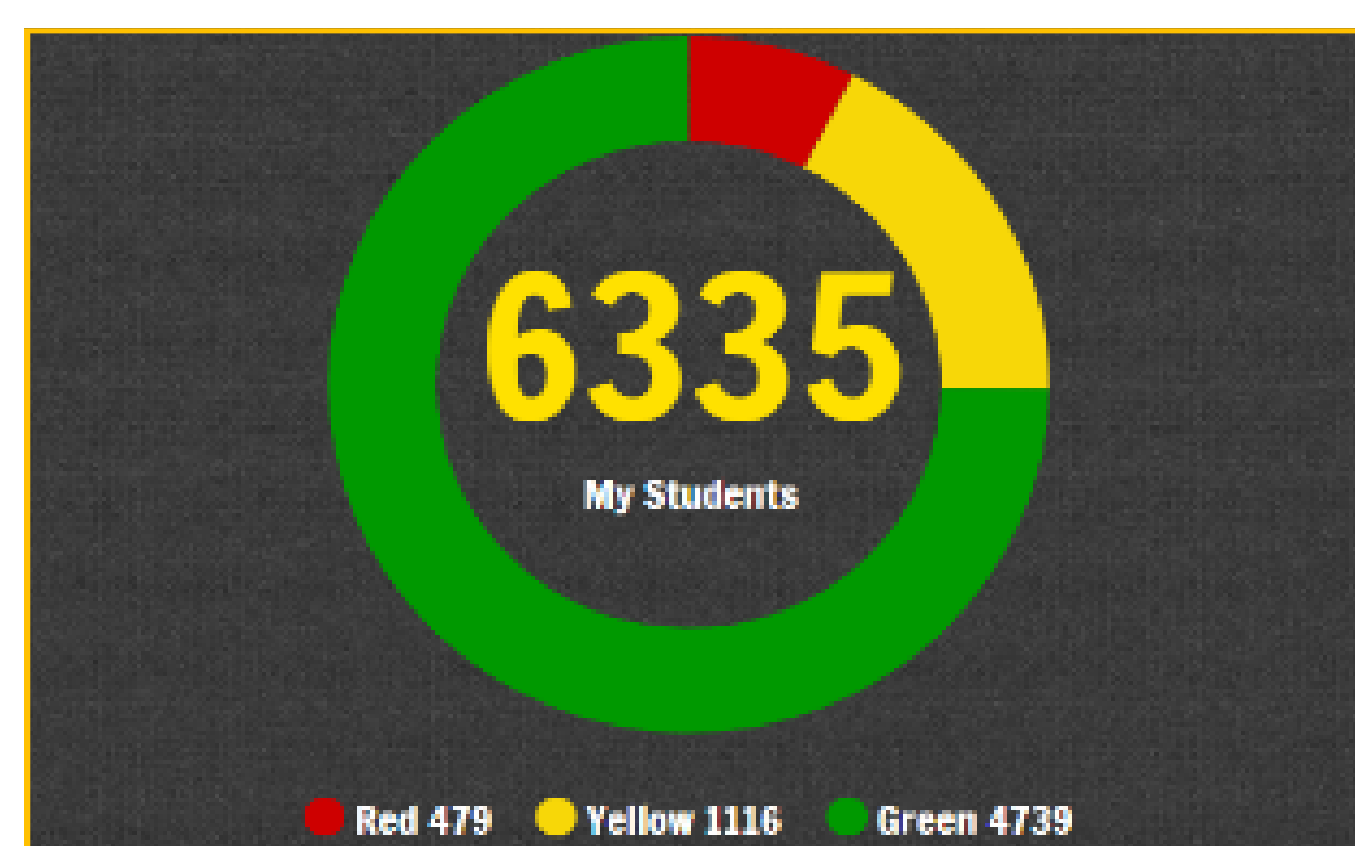
Survey Indicator

Point in time based solely on Transition Survey information



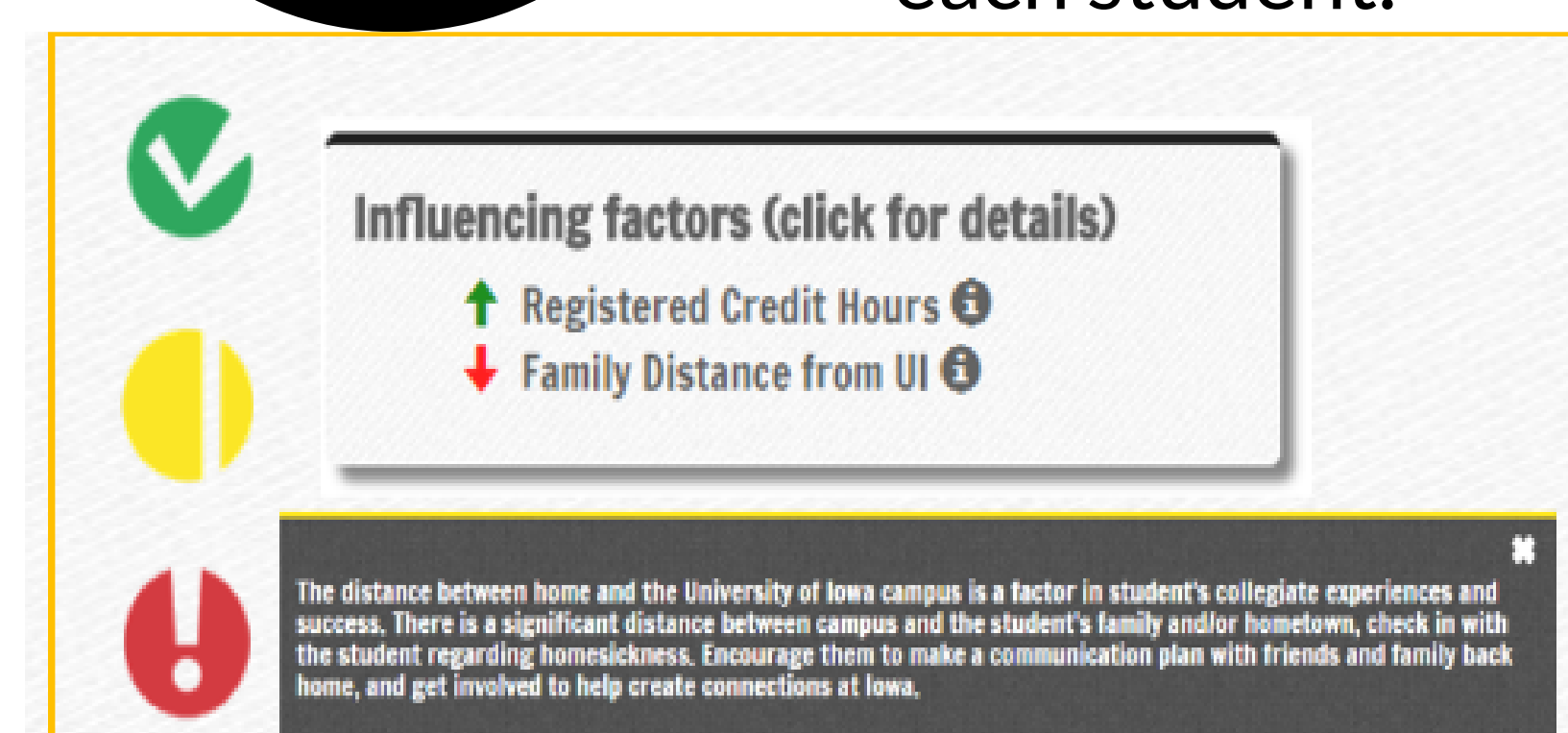
Transition Indicator

A prediction, updated weekly, of students' likeliness to return the next semester based on holistic data.

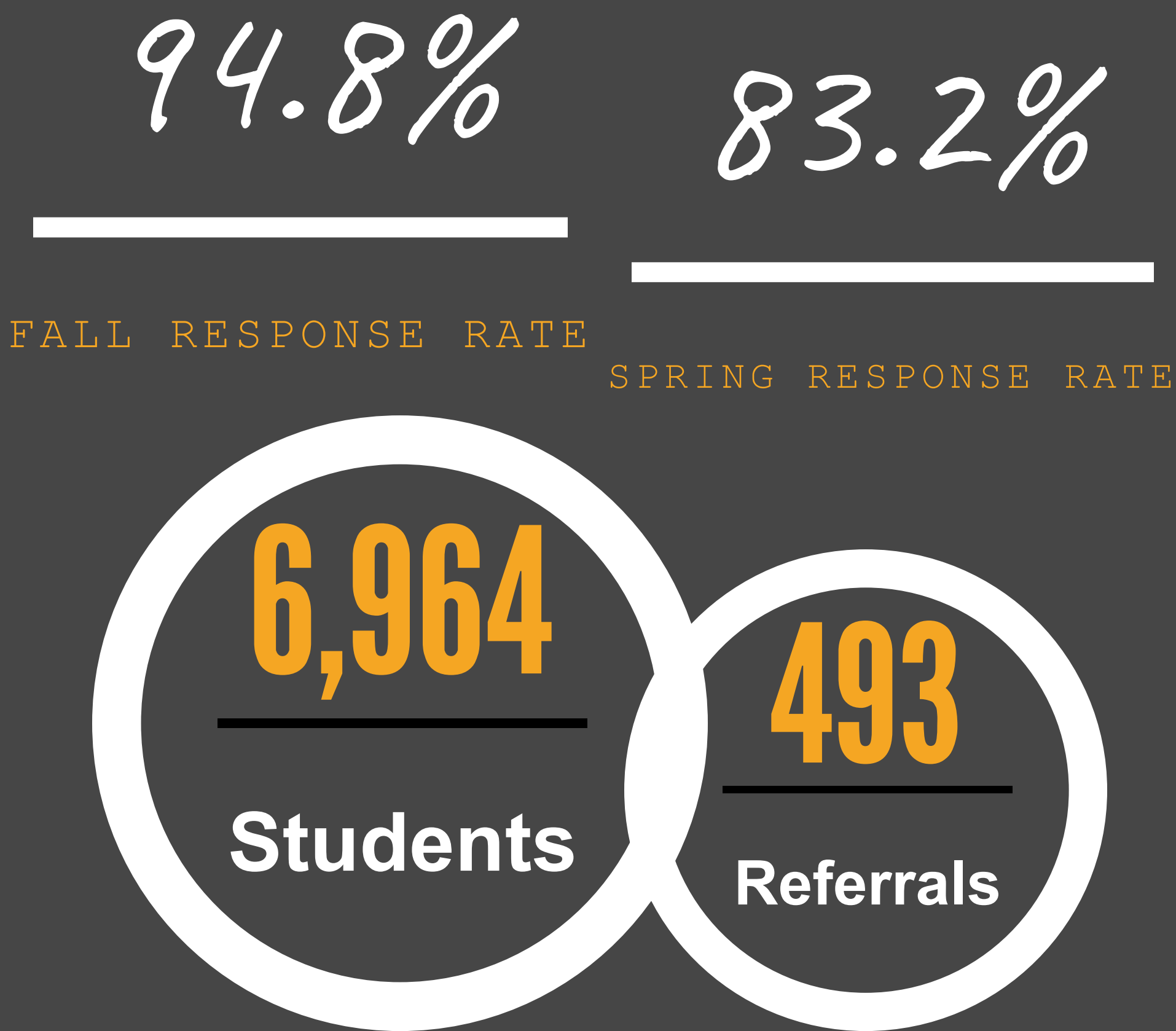


Influencing Factors

An explanation of what factors contribute to a student's likeliness to return, and suggested messages relevant to each student.



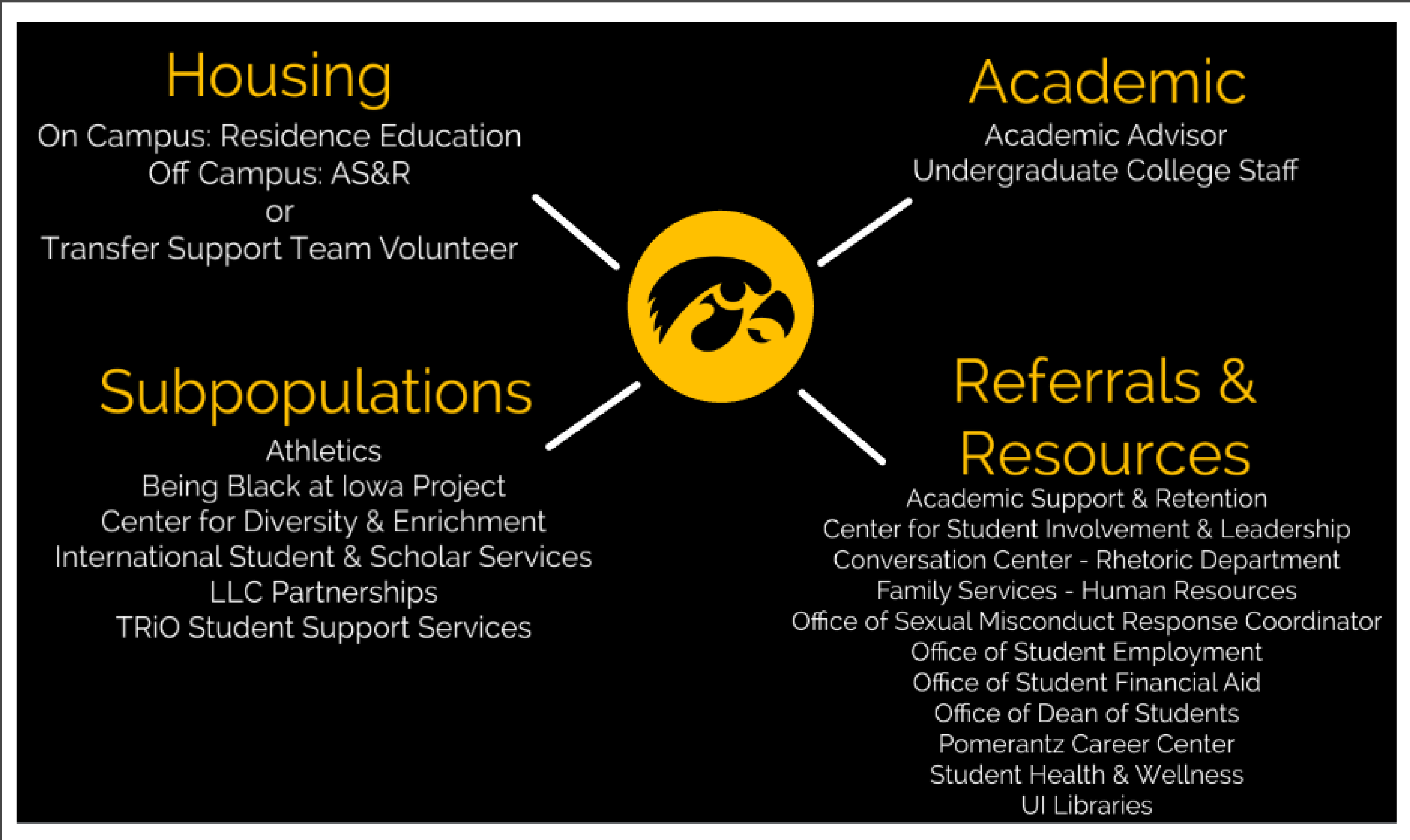
Excelling@Iowa 2017-2018 Transition Survey Highlights



53,335
Logged
Notes/Contacts
by 521 Campus
Users



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.

Student Support

Early Intervention Team (EIT)

Goals of EIT

3

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

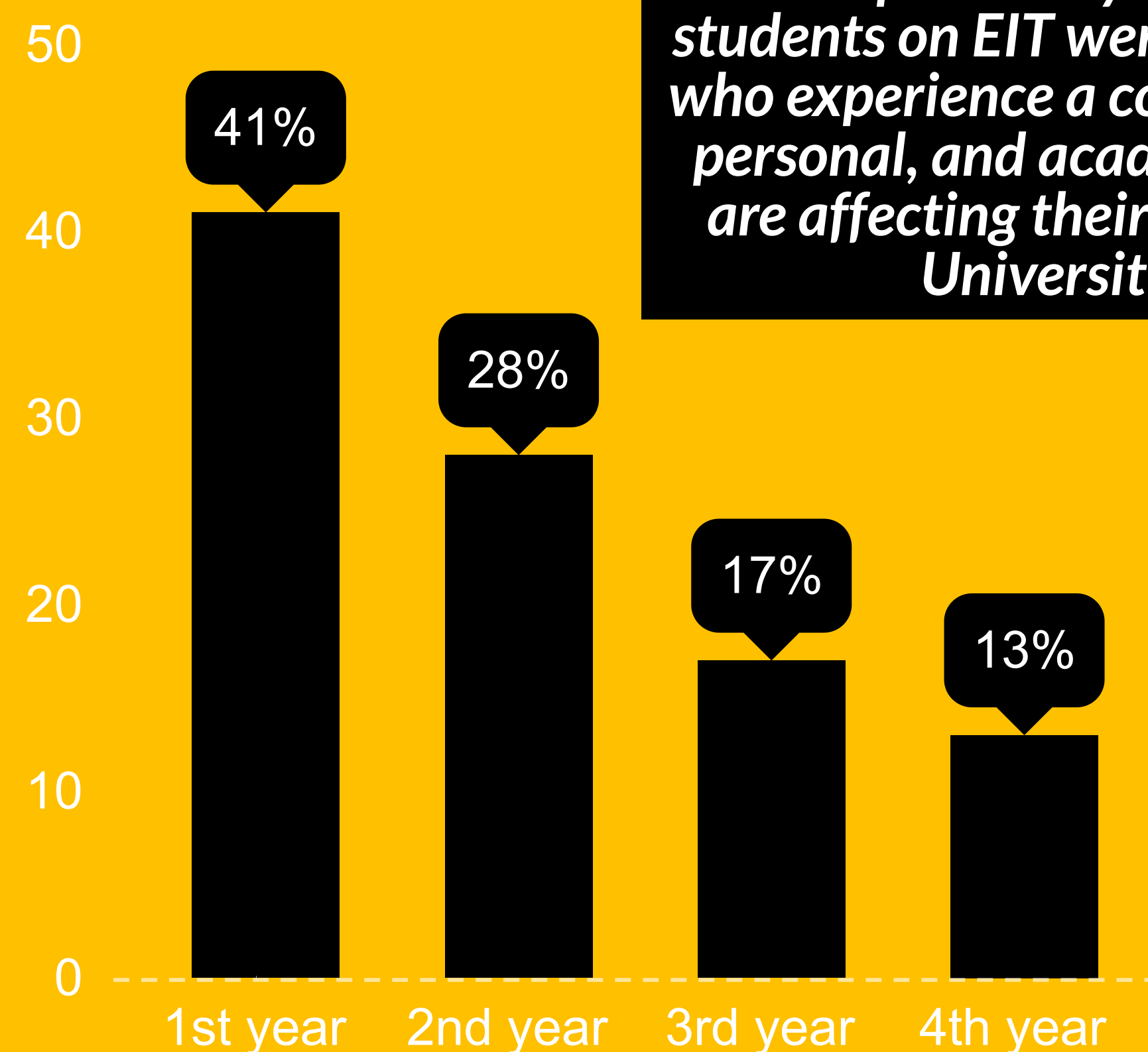
291

2017-2018
Student Cases

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

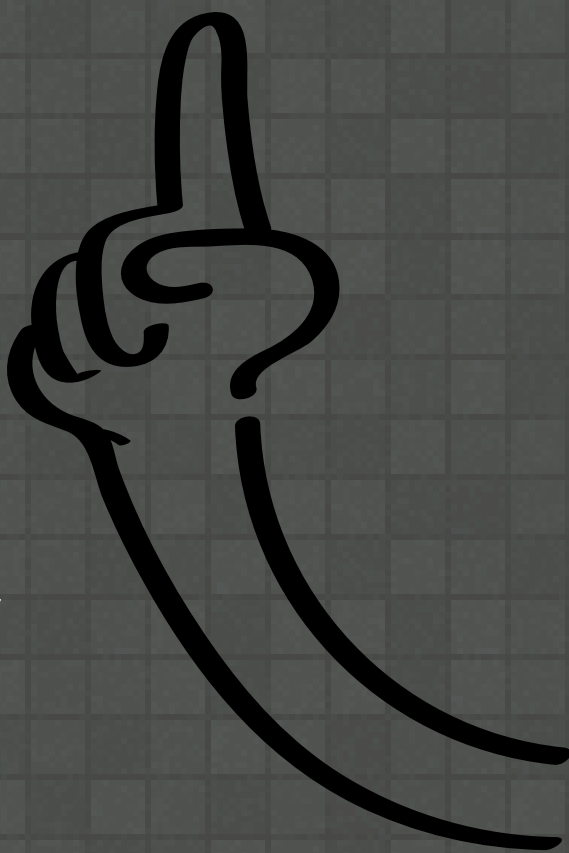
Academic Support and Retention provides an array of assistance for students as well, focusing on students who:

- ...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**

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

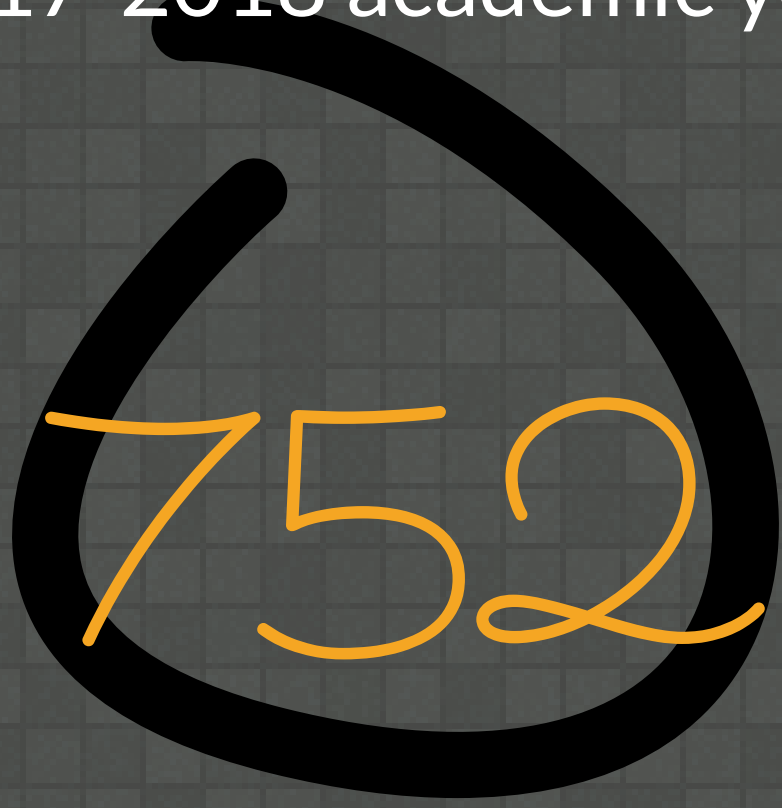
be able to:

- 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

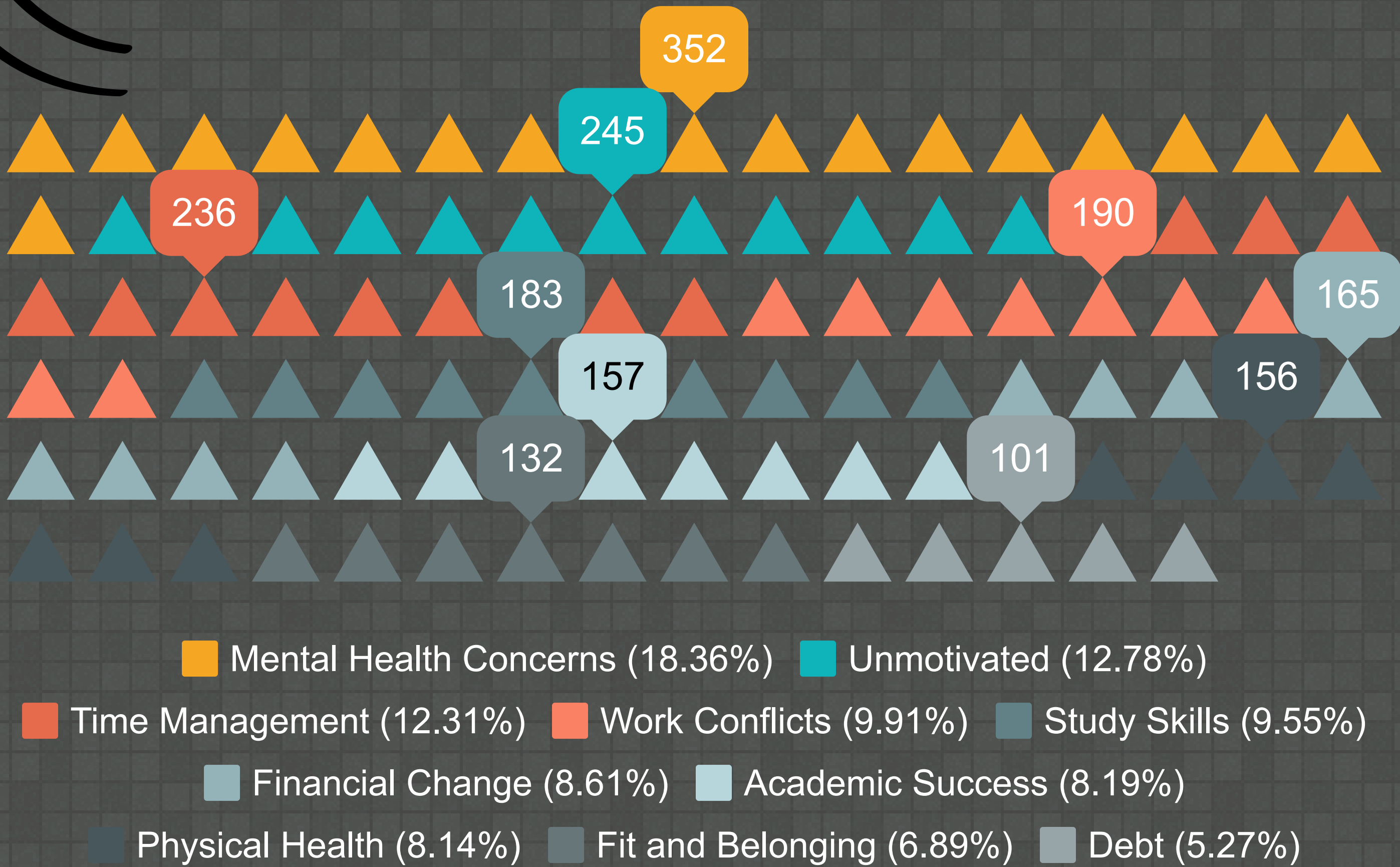


Student Withdraws and Non-Returners

Student withdraws during the 2017-2018 academic year

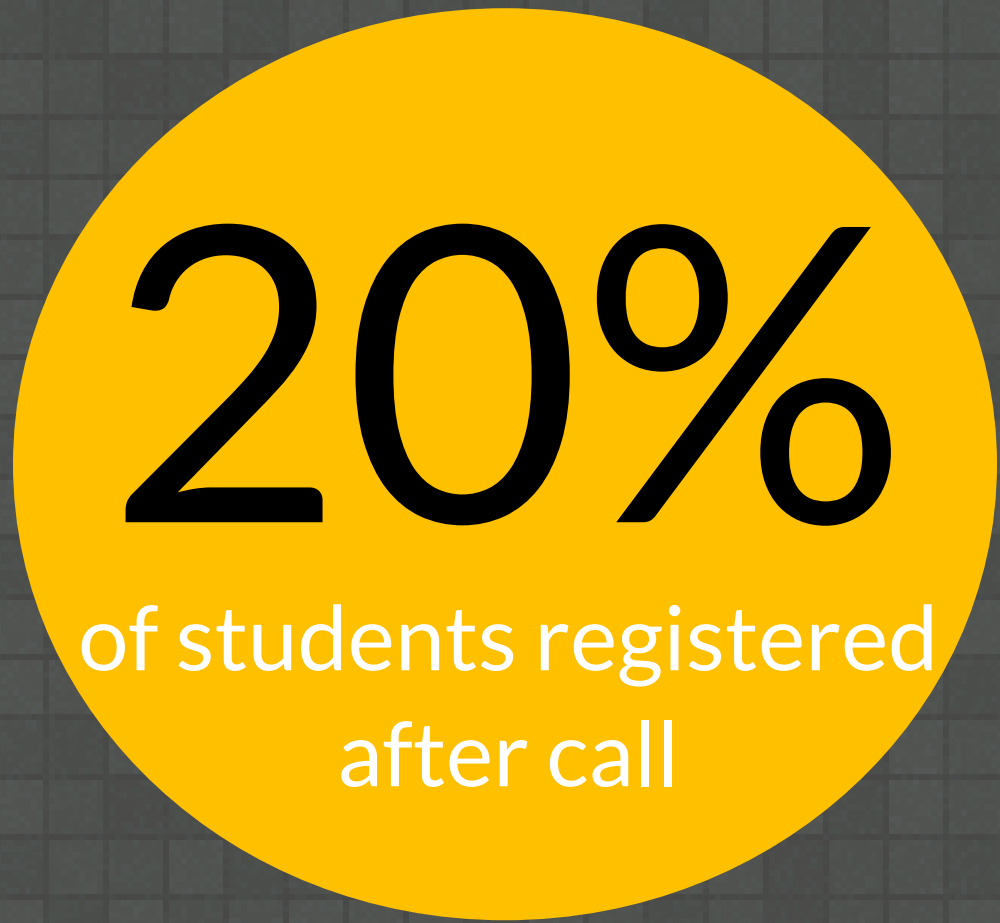


Withdraw Reasons

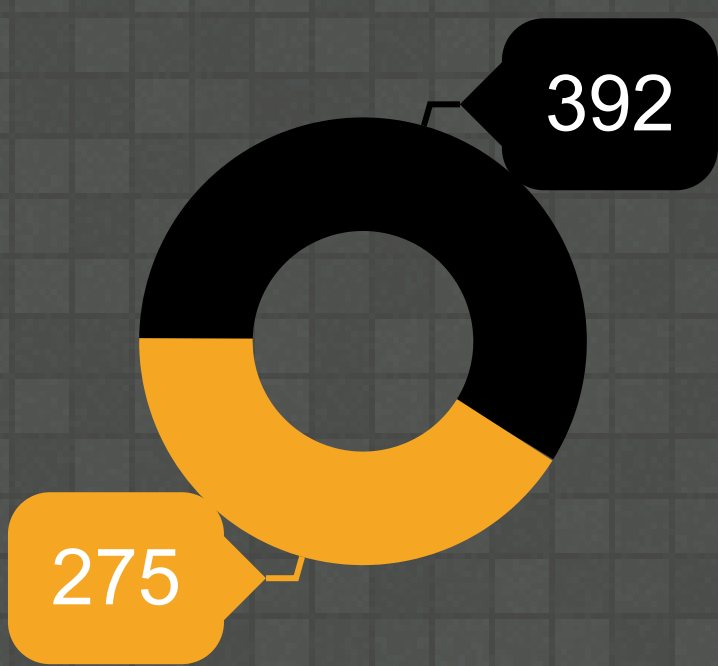


Calling Projects

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



■ Fall 2017 (58.77%) ■ Spring 2018 (41.23%)

Reasons for not returning to the University of Iowa:



3 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.

Academic Support

Review. Practice. Succeed.

SUPPLEMENTAL INSTRUCTION



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>

Check out the SI Video!

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.

Calculus and Matrix Algebra for Business
Calculus for the Biological Sciences
College Algebra
Diversity of Form and Function
Elementary Psychology
Engineer Math I: Single Variable Calculus
Engineer Math II: Multivariable Callculus
Foundations of Biology
Fundamental Genetics
General Chemistry I
General Chemistry II
Human Anatomy
Human Biology
Introductory Animal Biology
Mathematics for Business
Mathematics for the Biological Sciences
Nutrition and Health
Organic Chemistry I
Organic Chemistry II
Principles of Chemistry I
Principles of Chemistry II

The percentage of enrollment utilizing SI increased from

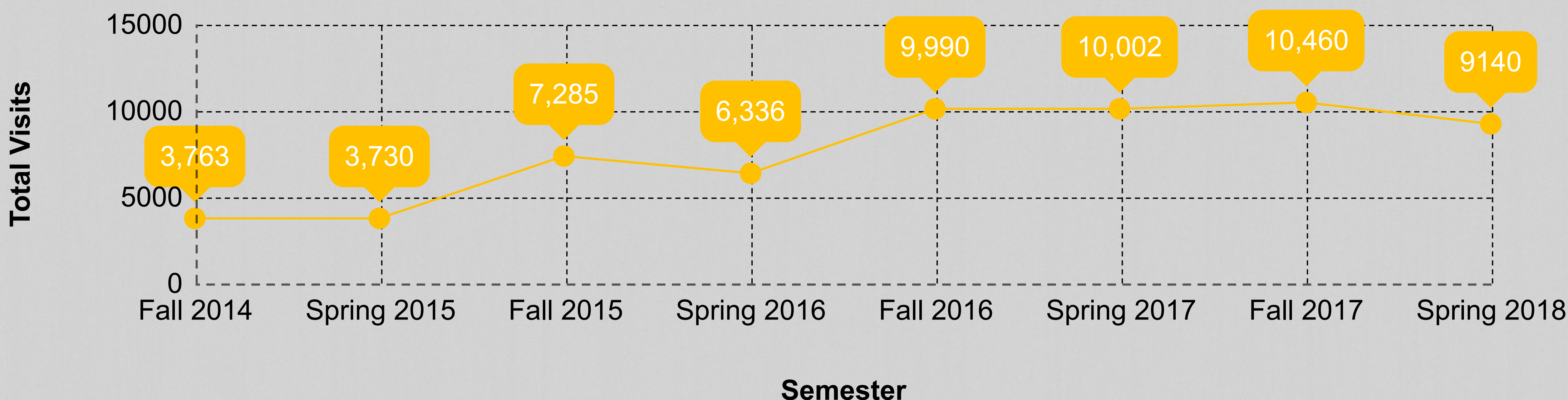
13.5% to 21.5%

from 2013-2014 to 2017-2018

3,399

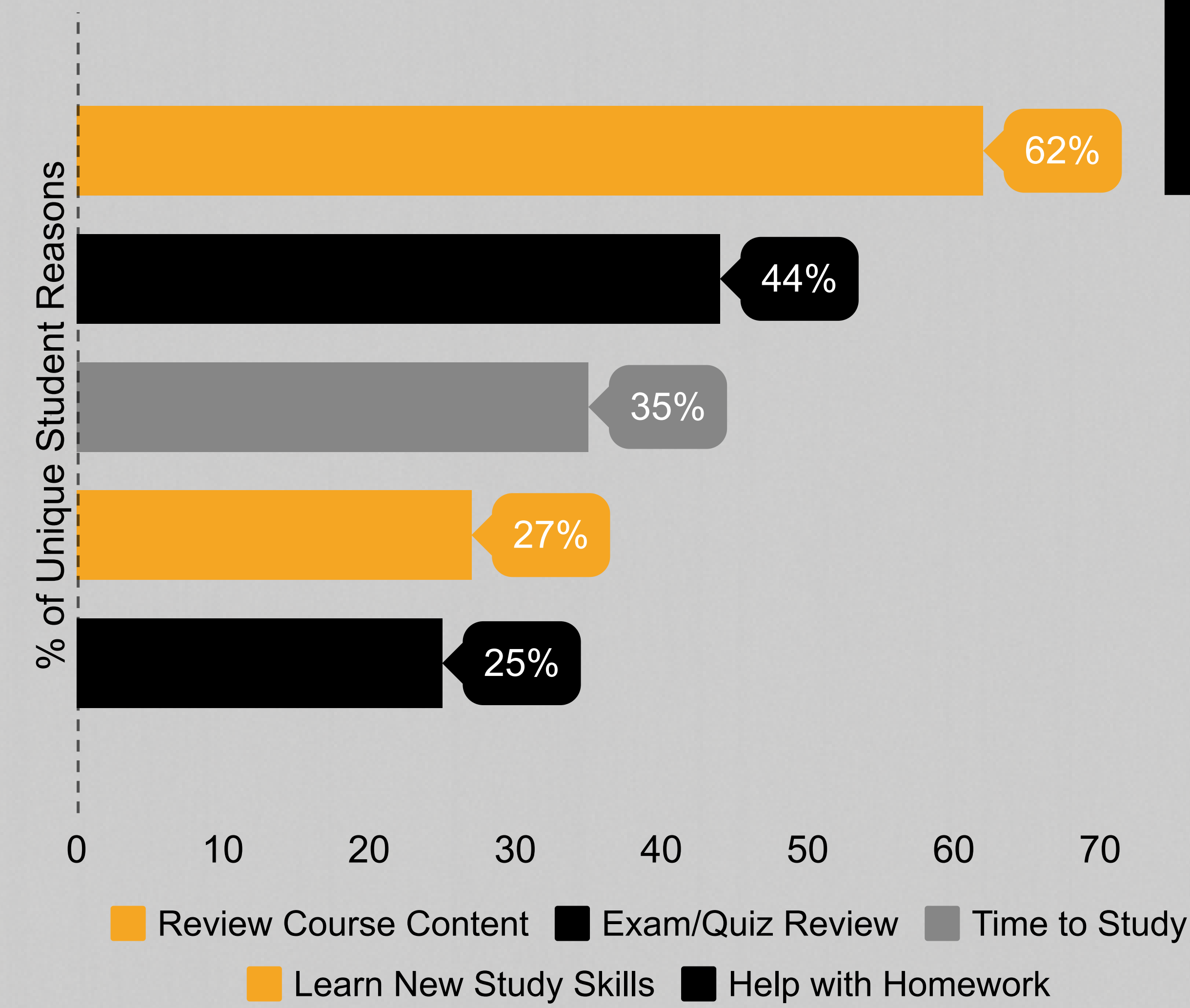
Number of unique student visitors to SI during the 2017-2018 Academic Year

Attendance at SI Sessions



The SI Effect on Student Experiences and Academic Outcomes

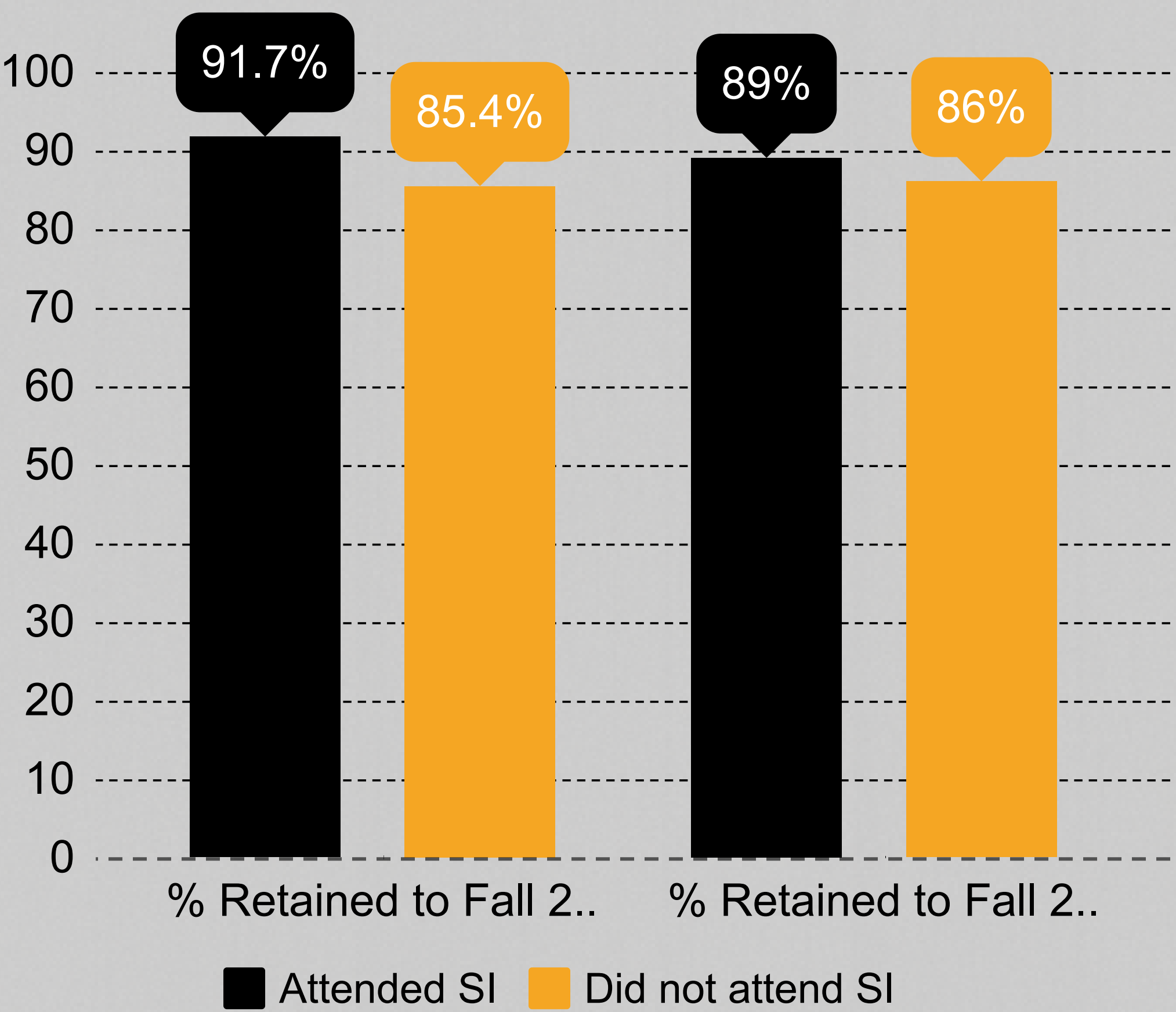
Reasons for attending SI



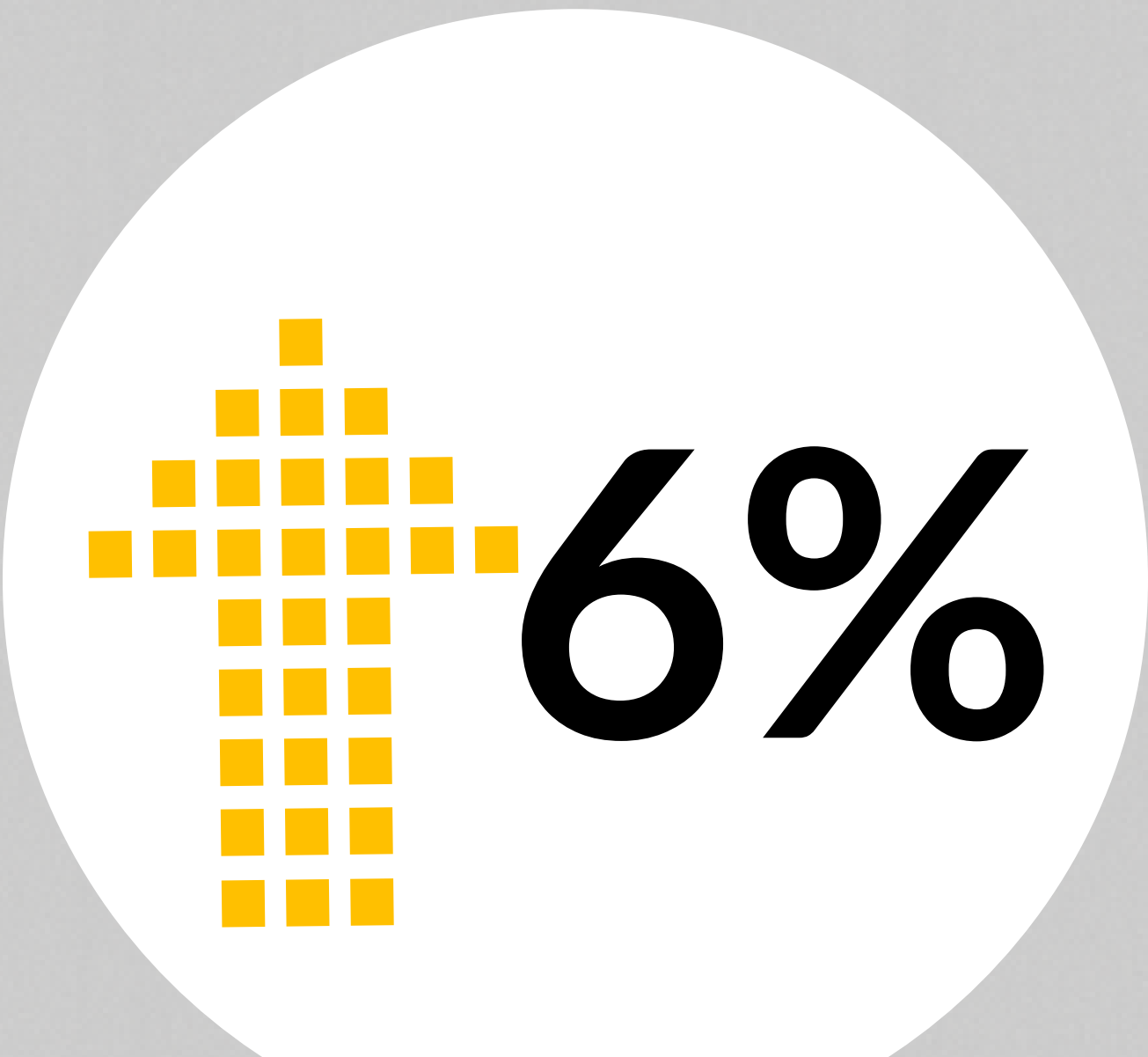
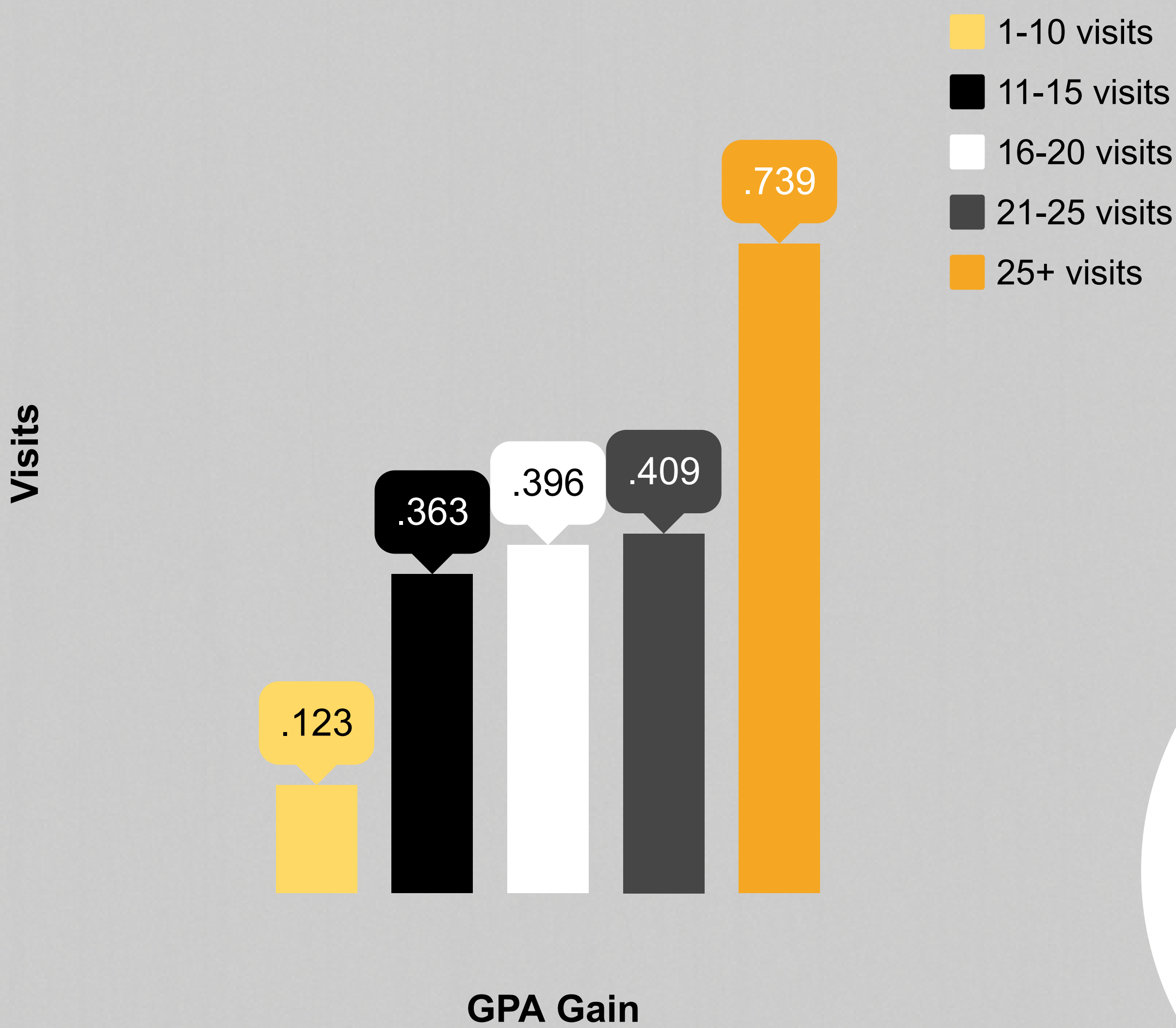
'Having different ideas from the SI leaders helps me gain study skills that I can apply towards my other classes, such as writing everything out or talking it out with my peers.'

"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



Effect on GPA All Students



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**.

PLUS⁺

Peer Led Undergraduate Study

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.

"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"

"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"

Average grades in CHEM:1070
Fall 2017

With
PLUS:
2.75

The PLUS Effect

No
PLUS:
2.29

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.

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
success in rhetoric

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.

Plans for Fall 2018

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.

Academic Support Tracking System

4

Sites onboarded, 2017-2018

- Academic Resource Center
- Chemistry Resource Center
- Engineering Tutoring
- Tippie Learning Coaches

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

Assists the end user to provide better support to students

Student Groups, Cohorts, Lists

Center Specific

Across multiple centers

Onboarding

2018-19

Math Lab
Residence Education Tutoring
Speaking Center
Success in Rhetoric
Writing Center

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

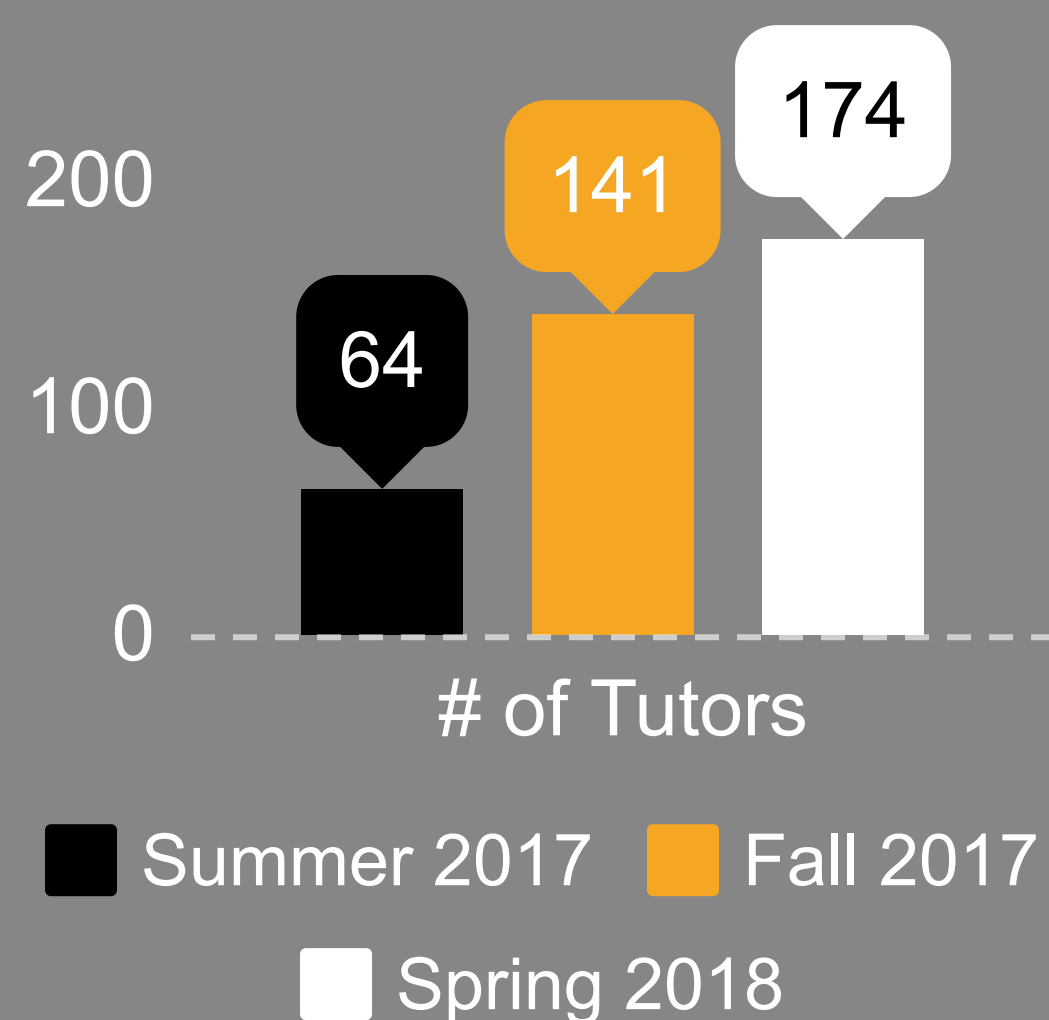
TUTOR IOWA

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.

2,585

PRIVATE TUTOR REQUESTS

Number of Private Tutors



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!

Academic Workshops

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

10

Spring 2018 Workshops

12

Fall 2017 Workshops

Top 5 Classes Searched

Principles of Chemistry I

Foundations of Biology

Organic Chemistry

Calculus

Micro-economics

TOP Workshops



ACADEMIC RESOURCES



RESILENCY



DAILY HABITS OF SUCCESSFUL STUDENTS



TEST TAKING STRATEGIES



GENERAL STUDY SKILLS



TIME MANAGEMENT



READING AND NOTE TAKING

Request online here

TUTOR CERTIFICATION PROGRAM



18

Tutors completed
the program in FY 17-
18

#1

Attend 4
Workshops

#2

Tutor for 2
semesters

#3

Attend
New Tutor
Training
Day

Workshops offered:

- Professionalism: Being a Student and a Tutor on Campus
- Overcoming Language Barriers
- Improving Problem-Solving Techniques
- Helping Students Develop a Growth Mindset
- Tutoring Through Strengths
- What is it Like to NOT be Good at School?

Tutor Collaborative

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.

08

- Athletics Tutoring
- Engineering Tutorial Center
- Math Lab
- Residence Education Tutoring
- Supplemental Instruction
- Tippie Learning Coaches
- TRiO Tutoring
- Tutor Iowa & Tutor Certification Program

Additional Campus Leadership & Outreach

AS&R provides leadership for multiple campus-wide committees and initiatives in order to improve the experiences and persistence rates for students from specific populations and to foster a culture of taking action on institutional and student survey data sets.

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.

TransferThinkTank

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

Webinar Topics:

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.](#)

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

Managing the Winter Break Transition

Exploring Summer Jobs and Internships

Managing the Summer Transition

For questions, please contact



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