End of Year Report
2016-2017 Academic Year
## CONTENTS

<table>
<thead>
<tr>
<th>OVERVIEW</th>
<th>01</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ABOUT AS&amp;R</strong></td>
<td>02</td>
</tr>
<tr>
<td>Vision</td>
<td></td>
</tr>
<tr>
<td>Mission and Outcomes</td>
<td></td>
</tr>
<tr>
<td>Student Retention and Transition Data</td>
<td></td>
</tr>
<tr>
<td><strong>Key Initiatives</strong></td>
<td>07</td>
</tr>
<tr>
<td>Academic Resource Center: Supplemental Instruction</td>
<td></td>
</tr>
<tr>
<td>Peer Led Undergraduate Study</td>
<td></td>
</tr>
<tr>
<td>Tutor Iowa &amp; Academic Support Resources</td>
<td></td>
</tr>
<tr>
<td>Tutor Certification Program</td>
<td></td>
</tr>
<tr>
<td>Excelling@iowa</td>
<td></td>
</tr>
<tr>
<td>Student Support</td>
<td></td>
</tr>
<tr>
<td>Student Workshops</td>
<td></td>
</tr>
<tr>
<td>Other Initiatives to Address Retention</td>
<td></td>
</tr>
<tr>
<td><strong>CONCLUSION</strong></td>
<td>19</td>
</tr>
<tr>
<td>Next Steps</td>
<td></td>
</tr>
<tr>
<td>AS&amp;R Staff and Contact Information</td>
<td></td>
</tr>
</tbody>
</table>
Overview

The purpose of this report is to share information about Academic Support and Retention with the campus community - our mission, vision, and outcomes. This report begins with retention and student transition data points that inform the work we do. We also highlight key initiatives that AS&R coordinates in partnership with the campus community, and detail the effects of these initiatives on student experiences, academic achievement, and retention. A goal is to facilitate discussions of how we can, as a university community, continue to collaborate to meet institutional strategic goals related to student retention and graduation.

Key highlights from 2016-2017:

• Excelling@Iowa was implemented as the University of Iowa’s early intervention tool. A homegrown system, it has quickly evolved into a comprehensive student success platform, integrating predictive models for student retention and other critical features. Over 400 faculty and staff used the system in 2016-2017 to support over 7,700 students.

• Supplemental Instruction (SI) attendance numbers grew this academic year to just under 20,000 visits across 20 courses. It is even more critical to examine and discuss how SI positively affects student learning and student retention. We have provided data in this report to highlight the increasing role that SI plays in these institutional imperatives.

• In fall 2016, in partnership with the Department of Chemistry, AS&R implemented Peer Led Undergraduate Study (PLUS). PLUS is a course-based academic support intervention that targets student dually enrolled in General Chemistry 1 (CHEM:1070) and College Algebra (MATH:1005). Students enrolled in PLUS experienced almost a half letter grade higher in both courses compared to their peer group.

• In partnership with many campus departments and colleges, we examined key institutional processes that may impact student retention. We also implemented interventions for groups of students who may need additional support or services.
About Academic Support & Retention

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

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

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

• 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.

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

“How focusing on retention as a primary metric is an insufficient aspiration. Retention can be more accurately viewed as a by-product of what matters much more – student learning and success. Institutions must begin by finding better ways of describing what effective student learning looks like and connecting these visions to structural change and improved practices, procedures, and processes. Retention rates will follow. Our thinking and language need to be altered; retention as an end in itself shortchanges the student experience” (Felton et al., p. 171)
Retention & Student Transition Data

AS&R coordinates initiatives that are informed by a variety of data sets regarding students' experiences and educational attainment at the University of Iowa. Below are critical data points that we revisit consistently to help shape the initiatives detailed in this report.

Retention Rates by Population

Fall to Fall Retention Rates: All Students, Minority, and First Generation Students

<table>
<thead>
<tr>
<th>Year</th>
<th>All Student Retention Rate</th>
<th>Minority Student Retention</th>
<th>First Generation Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013 fall cohort</td>
<td>86.1%</td>
<td>84.8%</td>
<td>81%</td>
</tr>
<tr>
<td>2014 fall cohort</td>
<td>85.4%</td>
<td>86.5%</td>
<td>81%</td>
</tr>
<tr>
<td>2015 fall cohort</td>
<td>87.1%</td>
<td>83.4%</td>
<td>80%</td>
</tr>
</tbody>
</table>

Fall to Fall Retention Rates by Race and Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Fall 2014 1st Year Cohort Retained to Fall 2015</th>
<th>Fall 2015 1st Year Cohort Retained to Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American or Black</td>
<td>81.3%</td>
<td>80.2%</td>
</tr>
<tr>
<td>Alaskan Native or American Indian</td>
<td>75.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Asian</td>
<td>88.4%</td>
<td>88.5%</td>
</tr>
<tr>
<td>Hispanic or Latino(a)</td>
<td>87.9%</td>
<td>83.1%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>86.4%</td>
<td>79.9%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>International</td>
<td>86.6%</td>
<td>91.8%</td>
</tr>
<tr>
<td>Race and Ethnicity unknown</td>
<td>84.0%</td>
<td>79.4%</td>
</tr>
<tr>
<td>White, not of Hispanic or Latino(a) origin</td>
<td>84.9%</td>
<td>87.7%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>85.4%</td>
<td>87.1%</td>
</tr>
</tbody>
</table>
Resiliency & Grit
Scale based off Angela Duckworth’s 8-item Grit Scale. Questions measure Resiliency (the ability to bounce back); Grit (tendency to sustain interest in and effort toward long-term goals); and Self-Control (voluntary regulation of impulses in the presence of momentarily gratifying temptations). Responses are on a 1-5 scale; not at all gritty to extremely gritty.

<table>
<thead>
<tr>
<th></th>
<th>First Year Students</th>
<th>Transfer Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>3.46</td>
<td>3.49</td>
</tr>
<tr>
<td>Asian</td>
<td>3.41</td>
<td>3.46</td>
</tr>
<tr>
<td>Black</td>
<td>3.57</td>
<td>3.94</td>
</tr>
<tr>
<td>Latinx</td>
<td>3.48</td>
<td>3.48</td>
</tr>
<tr>
<td>Multiracial</td>
<td>3.36</td>
<td>3.48</td>
</tr>
<tr>
<td>Native American</td>
<td>3.23</td>
<td>3.58</td>
</tr>
<tr>
<td>Non-US Citizen</td>
<td>3.37</td>
<td>3.37</td>
</tr>
<tr>
<td>Not Reported</td>
<td>3.44</td>
<td>3.46</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>3.37</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>3.47</td>
<td>3.48</td>
</tr>
</tbody>
</table>

Sense of Belonging
As viewed from students’ perceptions of how or if they matter and fit with the University of Iowa. Responses on a 1-7 scale: not at all to extremely.

15.82% of new students note Social Climate & Belonging as what they like most about the University of Iowa.

Transfer students tend to have lower levels of sense of belonging, satisfaction, and commitment to UI.

Academic Behaviors & Commitment
Responses are on a 1-7 scale; not at all to extremely.

For all students, regardless of survey cohort, Academics, was cited most often as an expectation met: 34.37%.

“For being a large school, I still feel like I have many personal connections to instructors/faculty and am more than just a ‘number,’ which is one of the reasons I chose to go here.”
Multiple Narratives: Students of Color vs. White Students who indicate a desire to leave

Academic behaviors are fairly consistent or higher for students of color. Both intending to leave and not intending to leave show relatively similar levels of academic behaviors and GRIT for the two groups of students. They also have similar expectations about their grades.

Students of color who indicate thoughts of leaving overwhelmingly indicate financial concerns compared to white students. Specifically housing, but tuition and social expenses are high.

White students have lower levels of sense of belonging and commitment to peers and professors. Although students of color overall have lower scores in sense of belonging, it seems to lead to more white students leaving.

First Generation Students

First generation students’ responses on Excelling@Iowa also differ from continuing students, especially in terms of finances, peer connections, and commitment. Responses below reflect first year student responses, broken down by first generation and continuing generation.

### Finances

<table>
<thead>
<tr>
<th></th>
<th>First Generation Students</th>
<th>Continuing Generation Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understand the</td>
<td>3.02</td>
<td>2.71</td>
</tr>
<tr>
<td>terms and/or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>requirements for</td>
<td></td>
<td></td>
</tr>
<tr>
<td>my scholarships &amp;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>grants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I understand the</td>
<td>2.69</td>
<td>2.14</td>
</tr>
<tr>
<td>terms and/or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>requirements for</td>
<td></td>
<td></td>
</tr>
<tr>
<td>my federal and/or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>private loans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I understand the</td>
<td>1.86</td>
<td>1.63</td>
</tr>
<tr>
<td>terms and/or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>requirements for</td>
<td></td>
<td></td>
</tr>
<tr>
<td>my work study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am confident I</td>
<td>5.29</td>
<td>5.89</td>
</tr>
<tr>
<td>can pay my tuition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>this semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am confident I</td>
<td>5.28</td>
<td>5.97</td>
</tr>
<tr>
<td>can pay my</td>
<td></td>
<td></td>
</tr>
<tr>
<td>housing this</td>
<td></td>
<td></td>
</tr>
<tr>
<td>semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am confident I</td>
<td>4.76</td>
<td>5.42</td>
</tr>
<tr>
<td>can pay for social</td>
<td></td>
<td></td>
</tr>
<tr>
<td>experiences this</td>
<td></td>
<td></td>
</tr>
<tr>
<td>semester</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For questions related to federal financial aid, responses are on a 1-4 scale; not at all to a great extent.
For ability to pay questions, responses are on a 1-7 scale; not at all to extremely

### Peer Connections

<table>
<thead>
<tr>
<th></th>
<th>First Generation Students</th>
<th>Continuing Generation Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>I spend time with</td>
<td>5.98</td>
<td>6.11</td>
</tr>
<tr>
<td>people I like</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I spend time with</td>
<td>5.61</td>
<td>5.70</td>
</tr>
<tr>
<td>people that have</td>
<td></td>
<td></td>
</tr>
<tr>
<td>similar interests as</td>
<td></td>
<td></td>
</tr>
<tr>
<td>me</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel like I belong</td>
<td>5.62</td>
<td>5.78</td>
</tr>
<tr>
<td>at the University of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Iowa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am satisfied with</td>
<td>5.15</td>
<td>5.35</td>
</tr>
<tr>
<td>my social life at</td>
<td></td>
<td></td>
</tr>
<tr>
<td>the University of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Iowa</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Responses on a 1-7 scale; not at all to extremely

### Commitment to UI

<table>
<thead>
<tr>
<th></th>
<th>First Generation Students</th>
<th>Continuing Generation Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>I plan to return to</td>
<td>6.47</td>
<td>6.54</td>
</tr>
<tr>
<td>UI next semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I plan to return to</td>
<td>6.29</td>
<td>6.39</td>
</tr>
<tr>
<td>UI next year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I will finish my</td>
<td>6.29</td>
<td>6.30</td>
</tr>
<tr>
<td>undergraduate degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>at UI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am committed to</td>
<td>5.31</td>
<td>5.06</td>
</tr>
<tr>
<td>earning my degree in</td>
<td></td>
<td></td>
</tr>
<tr>
<td>my current major</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Responses on a 1-7 scale; not at all to extremely

1st generation students report lower levels of sense of belonging compared to continuing generation students.

1st generation students also report lower levels of institutional commitment compared to continuing generation students, but greater commitment to program of study.
Supplemental Instruction (SI) sessions are held in the Academic Resource Center (ARC) in the IMU. SI is peer-facilitated group study sessions build off the principles of collaborative and active learning. SI is free for students and offered for 20 traditionally challenging courses. Student attendance at SI has grown significantly the past several semesters and we have just begun to better understand the effect on student learning and persistence.

SI Usage

19,992
Number of SI visits during the 2016-2017 academic year

4,019
Number of Unique Student Visits during the 2016-2017 academic year

To further assess student usage, we examined the percentage of students attending SI out of the total student enrollment in participating courses. More students enrolled in participating courses attended SI in the 16-17 academic year, compared to the 15-16 year.

Attendance at SI

Percent of students enrolled in participating courses attending SI

Fall 2015: 16%
Spring 2016: 17%
Fall 2016: 21%
Spring 2017: 21%
Attendance at SI yields positive outcomes in grade attainment and student retention, even after controlling for some student characteristics and precollege academic information, such as ACT and high school GPA.

### SI Attendance Effect on Grade

<table>
<thead>
<tr>
<th>Visits</th>
<th>Fall 16</th>
<th>Spring 17</th>
<th>2016-2017 Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-10 visits</td>
<td>0.115</td>
<td>0.088</td>
<td>0.106</td>
</tr>
<tr>
<td>11-15 visits</td>
<td>0.278</td>
<td>0.364</td>
<td>0.32</td>
</tr>
<tr>
<td>16-20 visits</td>
<td>0.47</td>
<td>0.469</td>
<td>0.466</td>
</tr>
<tr>
<td>21-25 visits</td>
<td>0.43</td>
<td>0.449</td>
<td>0.438</td>
</tr>
<tr>
<td>25+ visits</td>
<td>0.513</td>
<td>0.638</td>
<td>0.585</td>
</tr>
</tbody>
</table>

### Retention of 1st year students enrolled in SI courses*

```
Percent Retained to Fall 16
- Fall 15, used SI: 91.7%
- Fall 15, no SI: 85.4%
- Spring 16, used SI: 95.2%
- Spring 16, no SI: 89.1%
```

*Based off fall 2015 1st year student cohort retention to fall 2016

"It is not just about memorizing. Anyone can memorize formulas, equations, and definitions. It is more about understanding the information and being able to use it everywhere."

"I think SI is the reason why I have been so successful in this class. Without SI, I'm pretty sure I would be failing. Right now I stand at a B and I think it is because SI helps me not only understand the material but also study it outside of class."

To learn more about Supplemental Instruction, click here.
AS&R and the Department of Chemistry piloted PLUS in the fall 2016 semester to address growing enrollment of students dually enrolled in College Algebra (MATH:1005) and General Chemistry I (CHEM:1070). Students dually enrolled in these courses have, on average, lower overall grades in those courses and lower fall to fall retention rates. PLUS is a peer-facilitated zero credit course for students enrolled in both courses, focusing on problem-solving and quantitative reasoning skills for success in General Chemistry 1.

**Plus Usage & Effect**

24 student participants

Gain in grades compared to peer group*

<table>
<thead>
<tr>
<th></th>
<th>Gain in CHEM:1070</th>
<th>Gain in MATH:1005</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLUS</td>
<td>0.45</td>
<td>0.4</td>
</tr>
</tbody>
</table>

*Peer group considered all students in the fall 2016 enrolled in both CHEM:1070 and MATH:1005 within the same ACT and high school GPA range

“I have nothing but good things to say about this course. It has brought me nothing but success in chem. The instructor was also super nice and would help with whatever we needed. I also liked working with a smaller group because if we had questions we could ask right away and get the answer. We also always had help with whatever we didn’t understand, I hope there are more of the PLUS courses for my other classes I will struggle in.”

“PLUS has helped me a lot, it makes me more confident in what I am doing. PLUS has also helped me learn ways to improve my study habits for other classes.”
Tutor Iowa is a virtual resource for those in the campus community to locate academic support options for courses, including the private tutor program. Tutor Iowa also provides academic tips, worksheets, and other resources.

Searching for academic support

Students can search by course name, course number, or subject to find academic resources such as help labs, Supplemental Instruction, and private tutors.

Private tutors

Private tutors are students, faculty, or UI staff members who are approved to tutor UI courses. On average, tutors charge $17/hour for tutoring and tutor between 4-5 students per semester.

Number of requests for tutors in the 2016-2017 academic year: 2609

Number of Private Tutors

- Summer 2016: 53
- Fall 2016: 116
- Spring 2017: 133

Top Classes Searched for Academic Support Options

- Chemistry
- Math
- Calculus
- Microeconomics
- Organic Chemistry
Students have access to academic strategy worksheets that can be used across a variety of courses to help with key academic skills.

### CREATING A WEEKLY SCHEDULE

Time management is a skill that a lot of people struggle with. Creating a schedule is the best way to stay on top of assignments and plan your week out in advance.

- **Next to finding out times when you have class, work, student organization meetings, appointments, or other commitments each week that do not move.**
- **Next, fill all due dates for homework assignments, presentations, papers, or exams. Try putting your assignments in a different color or highlighting them so you don’t forget.**
- **When planning out study time remember the general rule “**and in no case you should do 3 hours outside of class.**
- **Finally, don’t forget about personal time! This includes time to see friends, and time to relax.**
- **When you first start planning out your daily schedule, plan about 12-15 days in detail. Once you have your daily schedule, you can then include your days outside of class.**

- **Check out the sample schedule on the next page, and try planning your daily schedule on the next page.**

AS&R has created a series of accompanying academic strategy videos in partnership with faculty and staff across campus. Click on the topic below to view the videos.

- Resiliency & Grit
- General Study Skills
- Daily Habits
- Reading & Note Taking
- Academic Help
- Time Management

Sample Academic Tip Worksheet Topics
- Essay Exams
- Active Reading
- Note-Taking
- Email Etiquette
- Stress Breakers
- Test-Taking Strategies
- Creating a Weekly Schedule
- Resiliency & Grit
Tutor Certification Program

Undergraduate tutors who work in many of the campus help labs/centers can participate in a series of workshops to learn how to best support and work with tutees. Tutors receive a Tutor Certification Certificate upon completion of workshop participation and attendance of the New Tutor Training Day.

Session Offerings

21 sessions were offered throughout the 2016-2017 academic year and were facilitated by offices across campus, such as University Counseling Service, Center for Diversity and Enrichment, Career Services, International Student and Scholar Services, the Mathematics Lab, and the College of Engineering.

Attendance & Outcomes

Number of Attendees at TCP Workshops

"When interacting with my students I now know I can use growth minded language to motivate them to make sure they keep up their hard work in the process of learning with courage and confidence."

27 Certificates Awarded, 2016-2017 Academic Year
Excelling@Iowa (E@I) leverages student profile data along with student responses to a transitional survey that is taken by new 1st year, transfer, 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: Student to Student Success course. The tool identifies students who may be struggling with the transition to the University of Iowa or students considered at-risk to faculty and staff who are connected to students to provide support and connect them to resources.

The system incorporates key data points, such as non-attending lists, midterm grade deficiencies, etc. to alert faculty or staff that one of their students may be struggling throughout the academic year. Every semester, a new student will be assigned five transition indicators: pre-Iowa, survey-based, not attending/midterm reports, registered for the next term, and term GPA. In addition to outreach based on certain survey questions, students receive outreach based on their transition indicator throughout the semester of either red, yellow, or green.

Transition Indicators are assigned through an algorithm of student profile data and survey responses.

Every student is connected to at least 2 staff or faculty members who serve as a student's network of support.

Student Connections - Academics
Connections to Undergraduate Colleges Staff & Faculty and the Academic Advising Center

Student Connections - Campus Life
Connections to offices that serve subpopulations of students (e.g. International Student and Scholar Services, Center for Diversity & Enrichment, Athletics)

Student Connections - Housing
Connections to Residence Education Staff for students who live on campus. Off campus students are assigned groups of staff across campus to strengthen connections.

Coordinated by Academic Support & Retention
Powered by Information Technology Services

All Student Survey Blocks
Belonging & Fit
Homesickness
Finances
Academic Behaviors
Grit & Resiliency
Involvement
Commitment
Time Spent & Management
On/Off Campus Living
Safety & Mental Health
Open-Ended
Overall Experience

Other Campus Resources & Referrals
Over 20 campus resources that serve students and can follow up with student concerns and be a referral source (e.g. University Counseling Service, Center for Student Involvement and Leadership, Financial Aid).
System Use

Student cohort breakdown

7,757
Number of students impacted by Excelling@Iowa in the 2016-2017 academic year

100%
Percentage of Students Who Received Outreach Based on Survey Results and Transition Indicator

Over 30 Colleges & Departments utilize Excelling@Iowa, with over 400 faculty & staff users

- Academic Advising Center
- Athletics
- Center for Diversity & Enrichment
- Center for Student Involvement & Leadership
- College of Engineering
- College of Liberal Arts & Sciences
- College of Nursing
- College of Public Health
- Conversation Center – Department of Rhetoric
- International Student & Scholar Services
- Military & Veterans Student Services
- Office of Sexual Misconduct Response Coordinator
- Office of Student Employment
- Office of Student Financial Aid
- Office of the Dean of Students
- Office of the Registrar
- Orientation Services
- Pomerantz Career Center
- Residence Education
- Student Disability Services
- Student Health & Wellness
- Tippie College of Business
- TRiO Student Support Services
- University College
- University Counseling Services
- University Housing & Dining
- University Human Resources/Family Services
- University of Iowa Libraries
- Vice-President for Student Life

Over 30 Colleges & Departments utilize Excelling@Iowa, with over 400 faculty & staff users

426 Individual Referrals Sent

Referrals allow faculty & staff to alert colleagues that a student may be struggling.

Over 30 Colleges & Departments utilize Excelling@Iowa, with over 400 faculty & staff users

30 Data Presentations & Consultations regarding the new student transition

Click here for more information on what we know about the New Student Transition to the University of Iowa
AS&R provides individualized support to students who are seeking assistance with academic skills or strategies, in addition to connections students to campus resources to help them meet their goals at the University of Iowa.

**Early Intervention Team (EIT)**

EIT is comprised of individuals from offices across campus who meet weekly to coordinate assistance and support for students who may be struggling. EIT is co-directed by Student Care & Assistance in the Office of the Dean of Students and AS&R.

**Number of Students on EIT**

<table>
<thead>
<tr>
<th>Year at UI</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>183</td>
</tr>
<tr>
<td>2012-2013</td>
<td>330</td>
</tr>
<tr>
<td>2013-2014</td>
<td>378</td>
</tr>
<tr>
<td>2014-2015</td>
<td>389</td>
</tr>
<tr>
<td>2015-2016</td>
<td>373</td>
</tr>
<tr>
<td>2016-2017</td>
<td>421</td>
</tr>
</tbody>
</table>

**Reasons for Referral:**

1. Mental Health Concerns
2. Medical Concerns
3. Academic Issues
4. Death of a Family Member or Friend
5. Financial Concerns
6. Unexpected Events or Challenges
7. Transitional Concerns
8. Natural Disasters
9. Off Campus Living Concerns

**Students by College**

- College of Liberal Arts: 78%
- College of Engineering: 10%
- Tippie College of Business: 7%
- College of Nursing: 1%
- University College: 1%
- Unclassified: 3%

**Year at UI**

- 1st year: 43%
- 2nd year: 23%
- 3rd year: 17%
- 4th year: 17%
Student Withdrawal Meetings

AS&R meets with all undergraduate degree students who have chosen to withdraw from the university. We do this to learn why they are withdrawing, to educate the students on the withdrawal process, share information about returning to the university, and answer questions students may have about academic options. First year students who withdraw in their first semester and plan to return, or continuing students who withdraw two consecutive semesters are referred to the Early Intervention Team upon return to the university, so that they can meet with either Student Care and Assistance in the Office of the Dean of Students, their college, and/or AS&R staff to make an academic success plan when they re-enroll.

Top Reasons for Withdrawal: (students often list multiple reasons)

- Mental health concerns
- Feeling unmotivated
- Lack of time management skills
- Lack of academic success
- Poor study skills habits

Individualized Student Support

Students are frequently referred to AS&R for extra assistance regarding academic strategies and skills and making connections with campus resources that best meet their needs. Some topics frequently discussed with students include:

- Assistance exploring academic-based decisions and options in consultation with their college and/or academic advisor
- Assistance regarding general academic skills, strategies, and academic support
- Exploring and connecting with campus resources that may meet their needs to be successful at the University of Iowa
AS&R provides multiple workshops throughout the academic year to various student groups. Notably, in the 2016-2017 academic year, we began to offer a set of seven academic skills workshops that are tailored to specific student groups. In addition, we have expanded our key presentations delivered during Orientation, On Iowa!, Iowa Edge, Athletics Summer Bridge Partnership, etc., and the majority of groups requesting workshops are from Fraternity and Sorority Life.

Academic Workshops

During the 2016-2017 academic year, AS&R facilitated 25 Academic Workshops across a variety of topics, including general study skills, time management, resiliency, reading and note taking.

Excel Session at Orientation

In the summer of 2015, AS&R began to partner with Orientation Services to facilitate the Excel session as part of the Explore Iowa component of Orientation. The goal is to share positive academic behaviors that will help student success.

Session Overview

• What does it mean to be a “successful student?”

• What are the behaviors necessary to excel at the University of Iowa and how are those different from what you do in high school?

• How can you start practicing those behaviors now to excel at the University of Iowa?

What does it mean to Excel?

• Varies by the goals of each student
• Largely a matter of a certain set of behaviors
• Holistic
In addition to continuing to outreach to the campus community through programs and services, we worked with campus partners to implement a variety of initiatives during the 2016-2017 academic year that are designed to improve experiences for students and their families.

### Continuing Initiatives

- Coordination of Transfer Support Teams (faculty and staff who volunteer to serve as part of a new transfer student's network of support during their first semester).
- Calling projects for first year students not yet registered.
- Outreach to students not attending classes as well as midterm grade reports.

### New to 2016-2017

- Coordination of First Year Seminar sections targeting shadow majors, such as pre-med underrepresented minority students and pre-business first generation students.
- Growth mindset messaging intervention for incoming 1st generation students:
  - 61 students watched a video featuring their peers sharing how they overcome obstacles at UI. Incoming students responded to open-ended questions about their reaction to the video and their plans to Excel at UI.
- In conjunction with Student Care and Assistance in the Office of the Dean Students:
  - reviewing the student withdrawal process. This includes the coordination of support systems for students who withdrawal multiple times.
  - co-chairing a long standing committee to explore ways to better support students with Autism Spectrum Disorder.

"Thank you so much for this year’s series of Parent and Family Webinars! Each one has brought me something new to think about, names and roles to reach out to and helped me understand more about Ulowa. When other students are considering Iowa, I include these webinars as a talking point with the parents; these are yet another way in which a big school helps your student and the family feel like an important part of the Hawkeye family."

"The fact that it is not uncommon to struggle with academics at times while in college, as Samantha explained, really resonated with me. I have always found it extremely important to have good grades and the transition from high school level academics to college level academics is a concern of mine, so hearing advice on the topic from an experienced college student is really helpful."
Next Steps for 2017-2018

Academic Support Tracking & Assessment System

AS&R is partnering with ITS to create a module within Excelling@Iowa that will allow campus academic support centers to better track trends in student usage and assess center effectiveness. In the fall 2017 semester, the Academic Resource Center (which hosts Supplemental Instruction) will pilot the new module.

SI & PLUS Expansion in the fall 2017

We will expand Peer Led Undergraduate Study (PLUS) to serve just under 100 students dually enrolled in College Algebra and General Chemistry 1.

We are partnering with Rhetoric to implement peer assisted, collaborative group study sessions.

Based on outcomes of 2016-2017, key initiatives and institutional priorities, AS&R will continue to refine our efforts and grow our impact through current and future initiatives.

Excelling@Iowa

Examples of new features for 2017-2018:

- Customized student report that students will receive after taking the transition survey
- Transition to institutional retention predictive score from Enrollment Management and Student Success Analytics workgroup
- Warehousing of survey data for greater integration with campus information
- Collaboration with academic departments
- Incorporation of additional student experience data (e.g. involvement, etc.)

Increase Engagement in Academic Support for Students from Marginalized Populations

Collaborate with campus partners and expand upon targeted messaging to engage student groups from marginalized populations with academic support options.
Academic Support & Retention Staff

Mirra Anson, Director
Lisa Kelly, Assistant Director
Danielle Martinez, Assistant Director
Stephanie Preschel, Assistant Director
Lisa Von Muenster, Administrative Services Coordinator
Brett Caskey, Graduate Assistant
Dominique Kincaid, Graduate Assistant

Contact Information:
310 Calvin Hall
uc-retention@uiowa.edu
319-335-1497
https://uc.uiowa.edu/retention