

# Final Report from the Committee on Design and Implementation of The University of Iowa's Early Intervention System

July 2009

## Executive Summary

The creation of a proactive Early Intervention and Retention Team to increase student retention would have a strong, positive impact in several areas critical to the University of Iowa (UI). A program to identify and assist students that are currently overlooked by student service systems who may eventually stop out, drop out, or leave for other reasons would result in a higher retention and graduation rate, greater economic and social benefits for students and the state, responsible stewardship of public funds and would ultimately result in a significant financial gain for the university (Leslie and Brinkman, 1993; *Shifting ground*, 2004).

The first-to-second year retention rate at Iowa is currently 83%, comparable with ACT data on selective admissions doctoral granting institutions. Increasing the first-to second year retention rate to 87% would move Iowa closer to the retention rates enjoyed by doctoral granting institutions with highly selective admissions (*National collegiate retention*, 2008). A target retention increase of 1% would result in a potential \$2 million additional revenue or a combined \$8 million over a five year period.

Student retention efforts currently exist at UI as a loosely-coupled system. There are a variety of offices and resources that operate independently at the university and college levels to serve students, but their focus is limited to students they are designed to serve or students that specifically seek out their services or make contact because of a referral. Offices may work together, but collaboration is often specific to individual situations and does not begin until the second half of the semester when it is too late. Campus culture does not encourage or enable routine collaboration that could identify and assist all students in distress in a timely manner.

To combat what the University of Kentucky has labeled a “war on attrition,” the committee’s research indicates that student retention must be the responsibility of the entire university community. This committee recommends creating an Early Intervention and Retention Team (EIRT), comprised of UI faculty and staff. It should include both academic and nonacademic units to reflect retention theories advocating students’ academic and social adjustments to college campuses (e.g., Tinto, 1975) as well as take a holistic approach in developing and implementing interventions to provide immediate support to at-risk students.

Since establishing an EIRT team will take time, the committee recommends that the current Early Intervention (EI) committee continue meeting on an ad hoc basis while the EIRT is created. The EI committee would continue to meet and address (a) gathering student data to identify triggers predicting student attrition among all students and regardless of demographics, (b) fostering a “culture of collaboration” across the Iowa campus, and (c) using the data gathered and intercampus collaboration, begin intervention efforts with identified at-risk students. A budget of \$10,000 is requested for the administrative and travel (e.g., conferences) needs of the EI committee.

This committee’s long-term recommendation is to create an Early Intervention and Retention Team. The EIRT will continue the work of the EI committee and focus on assessing, evaluating, and improving the academic and nonacademic attrition triggers selected to identify at-risk students, provide intervention and assess the effectiveness of implemented UI retention strategies. The EIRT will continue to create a collaborative campus culture regarding student retention and advocate for full faculty involvement. A budget of \$320,000 will be needed to staff the Early Intervention and Retention Team (Retention Director, Assistant Director, Administrative Assistant and two Graduate assistants) and would be funded through the tuition and fees generated by the increases in the student retention rate.

## Introduction

The Committee on Design and Implementation of The University of Iowa (UI) Early Intervention System was established in April 2009. Larry Lockwood, Assistant Provost, Enrollment Services and University Registrar, chaired the committee. The committee members were selected based on their knowledge of retention issues for first year students. See Appendix A for a complete list of committee members.

This committee was charged with creating a set of strategies and corresponding implementation steps to identify students experiencing academic or other difficulties and connecting those students with the appropriate support services.

This committee was responsible for delivering the following:

- A framework, including specific strategies and implementation steps for an early intervention system, targeting current UI students
- An overview of budgetary needs/ramifications of the strategies and implementation steps.

A progress report that outlined the background, working process, discussions and future plans for completing this project was submitted to Sarah Hansen, Associate Director for Education and Coordinator of Health Iowa, and Elizabeth Whitt, Director of Student Success Initiatives on June 1, 2009.

This final report was submitted to the SST Executive Committee on July 31, 2009, and includes the following:

- Process for Phase II
  - Campus Inventory
  - Peer Institutions Interviews
  - Hobson's Retention Software Review;
- Rationale
  - Mission Statement
  - Assumptions
  - Strengths
  - Weaknesses;
- Immediate Recommendations
  - Continuation of Early Intervention Committee
  - Software needs
  - Budget;
- Long-Term Recommendations
  - Early Intervention and Retention Team
  - Software needs
  - Policy Issues
  - Budget;
- Summary; *and*
- Various appendices.

## Process for Phase II

Student retention efforts currently exist as a loosely-coupled system at the University of Iowa. Independent student service offices on campus offer assistance and resources to their own target group of students. Specific examples at the university level are the Academic Advising Center and New Dimensions in Learning. There are also various academic student services units at the college level (e.g., CLAS Academic Programs and Services). Other campus offices (e.g., Office of the Registrar) work with students in distress only when the students specifically seek out assistance on their own or through a referral. Offices may work together, but collaboration is often specific to individual student situations. Campus culture does not encourage or enable routine collaboration that could identify and assist students in distress in a timely manner.

In order to develop a framework for an early intervention system that could be specific to Iowa the committee: (a) surveyed existing campus resources to learn what options are currently available to students, (b) surveyed peer institutions (by admission standards) to determine what early intervention strategies have been successful at other colleges and universities, and (c) commissioned a presentation of retention software by Hobson's Communications.

### *Campus Inventory*

In order to better understand current early intervention efforts at the University of Iowa, Mike Schluckebier, a graduate student on the committee, conducted twenty informational interviews with various offices on campus that work directly with undergraduate students. All interviews were conducted over a three week period in June 2009 for comparison purposes and information was gathered using a collection of questions mirroring those used by the previous Early Intervention Task Force. The questions were not of an evaluative nature – a concept intentionally expressed to the interviewees – but rather for the purposes of obtaining an overall impression about the collective efforts at the University of Iowa.

Information gathered through the Campus Inventory was summarized and, to more effectively compare across offices, organized into the following themes:

1. *Specific Efforts and Outcomes: An overall description of the unique and specific early intervention efforts used by the offices to ensure student success, including key features and target population.*

Early intervention efforts range from comprehensive academic and personal advising coupled with constant academic and other feedback to optional programming aimed at the first-year transition. Most programs held regular one-on-one or group meetings with the students they served. No one program or office reaches the entire student body; rather programs are aimed at pockets of students who are sometimes inadvertently served by a number of offices while others are left out completely. Overall, when speaking about outcomes, the majority of offices used very general language (e.g., students will return for the second year, students will reach graduation).

2. *Trigger Factors and Initiation: A description of how offices identify students early in order to intervene on their behalf or provide resources, and who initiates that process.*

Offices that initiate early intervention contact with students rely on both academic and non-academic information. The offices gather that information from a variety of sources (e.g., mid-semester reports, additional instructor feedback, Office of the Registrar, personal contacts). Other offices rely on student-initiated contact, either a student requesting a

service that office provides (direct), or an academic or behavioral issues arises where that office is notified (indirect). Academic information (e.g., GPA, ACT) is the primary information gathered about students, although some offices use that information as one aspect of a much larger picture when implementing interventions.

3. *Collaboration: How offices share information or other resources to form informal collaborations or more formal partnerships.*

Few formal information sharing partnerships exist between the offices interviewed. The majority of collaboration exists as a network of informal referrals. Individuals within an office will contact and refer students who are in need of assistance. Some offices stage formal follow-ups to ensure that students are receiving the correct assistance; however, it is not the norm. Two offices specifically mentioned the establishment of the Student Success Team as benefitting the network of referrals. Individuals know and better understand the work of other offices on campus which enables them to make immediate referrals to the correct providers.

Overall, the data speaks to the importance of establishing a clear and comprehensive philosophy regarding early intervention and student retention. The programs that most holistically work towards early intervention (e.g., Iowa Link, Academic Advising Center, Center for Diversity and Enrichment, Athletics Student Services) are those that understand the multi-faceted experiences and needs of undergraduate students and work with other offices as closely as possible. Additionally and not surprisingly, all individuals interviewed expressed a willingness to work with other offices in ways that help ensure student retention and success. While some individuals discussed formal ideas about how and where collaborations exist, most simply agreed that greater levels of information sharing and coordinating would allow them to do their jobs better. See Appendix B for the full summary of each interview.

*Peer Institutions Interviews*

In this second phase of the early intervention program, several institutions were contacted to identify innovative and promising approaches to support at-risk students as soon as there is a problem. Critical indicators revolved around collaboration among academic support and student services, paying attention to academic progress rates of cohort groups, and aligning institutional policies with practices whereby key staff are able to identify the student and potential problems areas. Some campuses had developed seamless learning environments to increase the interaction and engagement of students, faculty involvement, blurring boundaries between the classroom and the real world, and creating opportunities for meaningful relationships with peers. Institutional commitment was evidenced by extending first-year experience activities to include noticeable technology support, and use of a variety of retention management systems. See Appendix C for the full summary of each interview.

*Hobson's Retention Software Review*

The committee reviewed the Hobson's Communications System Retain software package that could be added to Maui. Admissions is currently using Hobson's to develop communications processes with new and prospective students, however there have been some issues with the Admissions implementation. Also this software implementation would take three to four years to be implemented as a Maui priority.

An interim, though less comprehensive alternative, already exists on campus. Joel Wilcox (Academic Advising Center) spoke to the committee about the Access database he created for the Academic Advising Center. Joel could create a similar Early Intervention Access database that would facilitate communication among academic offices.

## Rationale

The current first-to-second year retention rate at Iowa is 83%. The goal of the Early Intervention committee is to develop a framework and strategies that can be effectively and efficiently implemented to increase the retention rate to 87% over a five year period. Increasing retention by 1% has a potential \$2 million additional yearly revenue or a combined \$8 million over a five year period.

The committee's research indicates that student retention must be the responsibility of the entire university community. The University of Kentucky noted that setting retention as an institutional goal (communicated by the President) was essential to create and sustain the momentum for change throughout all of the university offices. The committee recommends that UI President declares a "War on Attrition" to begin creating a campus culture that makes student retention the responsibility of the entire campus community.

### *Mission Statement*

The mission of early intervention is to increase student retention through proactive identification of students who may be more likely to experience academic, personal, medical or financial distress and through institutional, cross-campus support of these students that will enable them to successfully complete a degree.

### *Assumptions*

The following assumptions were used when forming the recommendations:

- Students are admitted with the expectation that they possess the skills and preparation needed to graduate. However, experience has shown that a successful high school performance and a high ACT score do not automatically translate to success at the university level.
- There are many resources already on campus working to improve student success (e.g., MAP-Works, University Housing); however, these resources do not reach the actual number of students who, with the aid of proactive holistic support, could be retained and graduate from UI. Lack of effective communication regarding these resources and lack of funding to provide services to all students are the main reasons for this shortfall.
- The first semester is critical to identify at-risk students and foster personal connections with them. These retention efforts need to continue throughout the student's entire collegiate career.
- The framework of the early intervention system will be taken from a developmental, intrusive advising model and will incorporate a holistic design toward working with students.
- A proactive, systematic approach to identify students in distress and also provide intervention in a timely manner will increase retention and enable students to persist towards graduation.
- Student records are private and staff need to respect the students' privacy even when student success is the goal.

### *Strengths*

The following items are strengths identified by the committee:

- Iowa already has models for intervention programming (e.g., Iowa Link, Athletics Student Services, and Advantage Iowa) that succeed in part because of the collaboration between necessary offices and prescriptive advising.

- The Living-Learning Communities, First Year Seminars and College Transition classes enable faculty and staff opportunities to get to know students individually and identify students in distress in a timely manner.
- There are also many student service offices (e.g., Academic Advising Center, Center for Diversity and Enrichment, etc.) that meet regularly with students and can also help to identify and report students in distress.
- There is strong staff support for student retention programming, as evident by the SST.
- Other resources already available to our campus that can be adapted for use with an early alert system include: ICON, AIM report, Admissions data warehouse, an Access database, and information available through the Registrar's data warehouse.

### *Weaknesses*

The following items are weaknesses identified by the committee:

- Many students fall through the cracks because they do not fit within the student demographics currently targeted by existing support services.
- Campus culture does not encourage or facilitate cross-communication among offices regarding students in distress. To be effective, there are many stakeholders that must participate in any early intervention program. Traditionally, there is great autonomy in providing student support through the colleges and student services offices. A culture shift would be required to allow for an interdependent system to help students. Bringing each office and college to the table and encouraging mutual communication, collaboration, and trust while maintaining a degree of autonomy will be a challenge. Support from faculty and central administration is required for this effort to be successful.
- Securing support from the Provost, colleges and faculty is not automatic. Education and training will be needed to make programming successful.
- Funding is difficult to secure and this program will not succeed without a funding commitment.

## Immediate Recommendations

### Continuation of Early Intervention Committee

One of the main areas identified by this committee was the need for increased collaboration across campus offices. As the Campus Inventory report indicated, many campus offices have retention efforts in place, but there is a lack of communication between these offices. To foster a “culture of collaboration,” the committee requests approval from the SST Executive Committee to allow the EI Committee to continue meeting on interim basis until the long-term recommendations are implemented so momentum isn’t lost.

The interim EI committee would include many of the members of the current committee plus members from other student and administrative offices, colleges and faculty. The committee would divide into two sub-committees, with one group focused on the student retention data collection and assessment items listed below, while the other group would focus on student intervention items. The sub-committees would determine meeting time and frequency.

#### *Gather student retention data*

- Identify triggers currently measured or that could be measured. See Appendix D for list of triggers.
- Review results of the College Transitions course survey to identify at-risk behaviors or concerns.
- Develop survey for students who participated in the College Success Seminar to determine which efforts of this course had a positive effort on students.
- Develop a formal exit interview/form to learn the reasons behind students’ withdrawals and begin to track the characteristics of these students.
- Begin tracking mandatory points of contact with students (AlcoholEdu, orientation, academic advising, ICON/ISIS, etc.) to identify at-risk students.
- Develop a web survey tool to implement a survey in first year courses

#### *Foster “Culture of Collaboration”*

- Develop the collaborative structure across campus offices and colleges.
- Develop the mission, vision, and provost/president’s charge to the university for the “War on Attrition.”
- Work on administrative policy changes necessary for broader access to student data.

#### *Intervention with at-risk students*

- Formulate and implement an interim action plan to identify at-risk students
- Implement intervention best practices from other institutions.
- Monitor success of MAP-Works, University Housing on the west residential campus
- Foster 1-on-1 peer interactions within the residence halls between Resident Assistants and residents to identify at-risk behaviors and provide resources and referrals for students via Residence Life’s programming model (The PATH).
- Report student intervention outcomes to the committee
- Report results to the SST Executive Committee

#### *Foster Faculty Involvement*

- Participate on the Early Intervention and Retention Teams
- Meet with students who earn failing grades
- Provide feedback to students early in the semester



**Software**

The current student data warehouse contains most of the data needed to develop reports. The data warehouse could be utilized in the short term to develop an Access based system for early intervention and retention efforts. The data fields identified in the “Not Currently Registered” report could be utilized for this database. See Appendix E for complete list of data fields. The committee will work with Joel Wilcox to develop interim access database solution.

**Budget**

Budget for interim solution to support the committees work for the cost of development, national meetings on early intervention and retention, possible software purchase and to develop a physical space/location for early intervention efforts—\$10,000.

## Long-Term Recommendations

### Early Intervention and Retention Team (EIRT)

The committee recommends the creation of a new Early Intervention and Retention Team to develop systems, reports, coordinate communication, and replace the interim committee. This team would include a Retention Director, Assistant Director, Administrative Assistant and two Graduate assistants. The Director will have the authority to make decisions and report directly to the Provost staff. The EIRT would also include voluntary members from various campus offices.

#### *Team Responsibilities*

- Develop a campus-wide advising and student services standard of using a holistic approach to understanding the needs of each student beyond academic issues.
- Develop the long-term implementation process for early intervention.
- Promote prescriptive approach to advising, including the following areas: academics, financial issues, student engagement, etc.
- Develop an evaluation tool that will assess the success of campus efforts and help refocus efforts to ensure goals and outcomes are being met.
- Develop web services tools and information to allow students to self identify and obtain the services they need to be successful.
- Create and implement a peer mentoring program to provide peer-to-peer mentoring as resources for students who are at-risk.
- Develop marketing plan to inform campus and students.
- Develop retention strategies for transfer and international students.
- Offer ongoing workshops on retentions issues for faculty and staff.
- Review retention data and test assumptions about students at-risk and involve faculty volunteers in early intervention development efforts.
- Continue to identify and refine alerts developed by the interim committee.
- Collect ACT or other data for entering students.
- Create a faculty-student mentoring program to encourage academic connections to campus and faculty members.
- Create a holistic retention culture that advocates faculty taking individual responsibility for mentoring the students in and out of their classroom.
- Promote the idea of students having at least two classes with the same professor during their collegiate career.
- Promote the idea that faculty or departments host social events to build relationships with their students.
- *New faculty training*
  - Offer one release course for new faculty in exchange for participation in a teaching seminar led by experienced faculty and student services staff
  - Provide new faculty with a teaching mentor.
- *Continuing Ed training for all faculty and instructional staff*
  - Early Intervention training seminar for new faculty at faculty orientation and offered as an ongoing professional development workshop
  - Implementation of teaching circles for faculty to talk about teaching process
- *Identify Strategies Regarding Financial Issues*
  - Promote financial competency website focused on money management.
  - Promote student employment awareness by encouraging students to work on campus to create more institutional commitment and engagement.
  - Encourage and facilitate FAFSA application for students behind in payments.

## Software

Maui should be used to drive the early intervention system that will inform team members of students at-risk, produce reports, develop communications and evaluate success. Maui will allow access for all team members to view student academic, billing, financial aid and other nonpublic data necessary to identify students at-risk and to help students be successful.

## Policy Issues

The following policy issues will need to be resolved:

- Make changes in the university policy concerning FERPA where necessary to allow for more student data access by offices and staff involved with student Early Intervention efforts (e.g., Student Life staff, Residence Life staff, etc).
- Change the penalty system to encourage registration by eliminating holds in the first semester.
- One of the most important factors in student success is faculty engagement with students. Therefore, many of the policy changes involve the faculty, including:
  - Culture shift among faculty and staff to include graded work earlier in the semester, so that students can be informed of their progress before the sixth week of class.
  - Work with faculty and colleges to increase participation for mid-term grade reports and second-week attendance reporting.
  - Encourage faculty meeting with students who get failing grades on tests
  - Training for new/experienced faculty member on early intervention tools.
  - Offer a non-research tenure track for faculty. This track would emphasize faculty involvement with students.
- Develop a campus-wide advising and student services standard of using a holistic approach to understanding the needs of each student beyond academic issues.

## Budget

Below is the proposed budget for the Early Intervention and Retention Team; all proposed salaries include wages and fringe:

- Retention Director – \$100,000 - New position to work with the team to develop systems, reports and coordinate communication.
- Assistant Director – \$80,000 - New position to work directly with sub-committees to resolve student issues, develop trigger mechanisms and work with campus.
- Administrative Assistant - \$60,000 – New position to support staff and committee work.
- Two Graduate assistants - \$60,000 – New positions to work with committees and students.
- Travel - \$10,000
- Marketing and general office expenses - \$10,000

### Budget Summary

Retention Director	\$100,000
Assistant Director	\$80,000
Administrative Assistant	\$60,000
Two Graduate assistants	\$60,000
Travel	\$10,000
Marketing/office expenses	<u>\$10,000</u>
	\$320,000

## Summary

Student retention efforts currently exist at the University of Iowa as a loosely-coupled system. There are a variety of offices and resources that operate independently at the university and college levels to serve students, but their focus is limited to the students they are designed to serve or to students that specifically seek out their services or make contact because of a referral. The data from a Campus Inventory survey of student services offices indicates the importance of establishing a clear and comprehensive philosophy regarding early intervention and student retention. The individuals interviewed as part of this survey expressed a willingness to work with other offices and that greater levels of information sharing, coordination, and collaboration would allow for improved services to students and the university as a whole.

The creation of a proactive Early Intervention and Retention Team to increase student retention would have a strong, positive impact in several areas critical to the university and foster the “culture of collaboration” required for successful retention efforts. Improving UI’s retention rate will result in both short-term and long-term social and economic benefits for students, the institution, the Iowa City community, and the state. The EIRT would focus on assessing, evaluating, and improving the academic and nonacademic attrition triggers selected to identify at-risk students, implementing intervention strategies to improve student retention, and assessing the effectiveness these strategies.

## **Appendices**

Appendix A - Design and Implementation of UI Early Intervention System Committee Members

Appendix B - UI Campus Offices Interview Summaries

Appendix C – Peer Intuitional Interview Summaries

Appendix D - Trigger Factors

Appendix E - Data Fields on “Not Currently Registered” Report

Appendix F - References and Resources

## **Appendix A**

### **Design and Implementation of UI Early Intervention System Committee Members**

- Larry Lockwood (Office of the Registrar), Chair
- Alejandra Almazan (Student Financial Aid)
- Amy Baccei (Residence Life Program)
- Mark Baccei (Office of Student Life)
- Michelle Cohenour (Residence Life Program)
- Curt Graff (Tippie Undergraduate Program)
- Monica Griffin Madura (Communication Studies)
- Diane Hauser (College of Liberal Arts)
- Drew Hjelm (Student)
- Peter Hubbard (College of Liberal Arts)
- Tom Kruckeberg (Office of the Registrar)
- Karen Noggle (Office of the Registrar)
- Nancy Parker (Athletics)
- Maureen Schafer (Academic Advising)
- Mike Schluckebier (Graduate Student)
- Dorothy Simpson-Taylor (Office of Diversity)
- Pam Wilhoite (Student)

## **Appendix B**

### **UI Campus Offices Interview Summaries**

#### **Iowa Link**

Brian Corkery

#### **Specific Efforts & Outcomes**

Iowa Link is a program with one aim, targeted at two groups of individuals. Its aim is to ensure that students are provided the additional resources and oversight needed to persist into the second year of study. The first group of students Iowa Link targets is students recruited by the University of Iowa because of their athletic, artistic, or other desired talent. The second group of students Iowa Link targets is students who apply to the university, but are academically ineligible. An admissions committee reviews this second group of students and offers contingent admission to those who meet desirable criteria (e.g., underrepresented minority, low-income, first-generation). The University of Iowa admits all students eligible for the Iowa Link program contingent upon their participation in the Iowa Link program and its interventions.

Its small size (30-40 students per year) enables the Iowa Link program to offer intentionally tailored interventions to its population. Students register early in each of the first three semesters in order for them to acquire necessary classes at times more conducive to their learning. Students and parents participate in a special orientation session about the Iowa Link program during which all students complete a learning inventory where they detail their high school academic and co-curricular experience. Iowa Link administrators subsequently use that information to identify potential learning disabilities. Arriving on campus, Iowa Link students participate in a freshmen seminar as well as one of multiple pre-screened lectures for which University of Iowa Honors students are provided as study guides. Instructors and study guides routinely provide academic and other assessments in order to identify any potential transition problems.

#### **Trigger Factors & Initiation**

The University initiates contact with students in the Iowa Link program by offering admission contingent upon their participation. Signing off, the students allow the university to gather and share information that would not normally be gathered and shared in such a highly collaborative manner. Academic advisors sometimes conduct the required learning histories in order to provide the advisor with additional information used to ensure the student's success.

#### **Collaboration**

Overall, the Iowa Link program is a highly collaborative endeavor housed in the Academic Advising Center, but with relationships in the College of Liberal Arts & Sciences, Athletics Students Services, Honors, University Counseling Service, and Student Disability Services, to name a few. Iowa Link administration continuously gathers information about these students and their transition to the University of Iowa in order to provide multiple safety nets across campus. As previously mentioned, the small number of students makes it conducive to forming a tight web of support; it is not uncommon for students to be contacted via phone if they miss even one lecture study group session.

## **Appendix B (cont.) UI Campus Offices Interview Summaries**

### **Student Disability Services (SDS)**

Mark Harris

#### **Specific Efforts & Outcomes**

Student Disability Services (SDS) is a federally mandated office that provides accommodations for students with various types and levels of disability in order to level the academic playing field. Examples of accommodations include translators and note-takers as well as alternate media (e.g., large print books, books on tape) and exam services (e.g., extended time, readers, scribes). Interventions manifest themselves in the form of at least one meeting each semester a student requests accommodations. Additionally, orientation provides SDS with the largest opportunity to reach out to students and parents in order to let them know about the process of registering with the office in order to receive accommodations. The level of parental involvement is high and instrumental in the first year as students make the transition from one system to another.

#### **Trigger Factors & Initiation**

Under the Americans with Disabilities Act (ADA), students are required to initiate contact with SDS in order to receive accommodations for their classes, a significant turn-around from their experience in the K-12 setting. Once a student contacts SDS, the office conducts an intake interview where the student discusses and submits documentation for his or her disability. This meeting occurs each semester a student requests accommodations so a student has the ability to request accommodations in the second-year having forgone them in the first.

#### **Collaboration**

Because services offered through SDS require student initiated contact and because of the nature of the information required for accommodation, formal partnerships between SDS and other offices are limited. That is not to say, however, that collaboration does not exist. SDS works to advertise its services to students, faculty, and staff across campus and relies heavily on referrals. While SDS cannot provide medical information, the office does collaborate with campus partners to ensure that students who can receive accommodations do. Many offices on campus will inquire as to whether or not a student is registered with SDS and refer that student if the answer is no.

### **Office of International Students & Scholars (OISS)**

Scott King

#### **Specific Efforts & Outcomes**

The Office of International Students & Scholars (OISS) is the clearinghouse for all degree and non-degree seeking undergraduate and graduate students. OISS works with students on a variety of issues related to studying and living in the United States. The office conducts a two-day orientation prior to the beginning of classes discussing, in addition to other things, the adjustment to academics in the United States. OISS does not provide academic advising per se, but provides immigration advising as well as programming on teaching styles and academic course choices. The University of Iowa also provides OISS with eight-week reports as it is important for international students to remain full-time in order to retain their immigration status.



## **Appendix B (cont.) UI Campus Offices Interview Summaries**

OISS also conducts faculty and staff educational programs aimed at working with the unique needs of international students. They educate participants about services offered as well as how to interact with students from a culture different than their own. The international students population is growing; there were 30 first-year students in 2004 while there are over 300 who have paid deposits for this year. In response, OISS has collaborated with the Academic Advising Center to offer special sections of *The College Transition*. The office is also working on a plan to hire eight-ten peer advisors who will hold office hours in the afternoon and evening for international students to talk with about transitional issues.

### **Trigger Factors & Initiation**

After students initiate contact with the University of Iowa via the admissions process, OISS begins gathering information about their immigration and academic status. Because of federal reporting requirements, OISS is able to gather information about its students not easily gathered from domestic students, namely why a student transfers and where to. The Office of the Registrar also requires that OISS validates any drop/add requests as dropping below full-time threatens a student's immigration status.

### **Collaboration**

As mentioned, the international student population has seen unprecedented growth and OISS is responding by forming more intentional collaborative partnerships with University Housing and University Counseling Service. Most notably, OISS serves as a first-stop for students for whom University Counseling Service would be a more appropriate fit.

## **College of Liberal Arts & Sciences – Academic Programs & Services**

Peter Hubbard

### **Specific Efforts & Outcomes**

The Academic Programs & Services office is the office that ultimately enforces the academic policies and procedures in the College of Liberal Arts & Sciences (CLAS). The office notifies students who go on academic probation on ISIS and strongly encourages them to complete an in person probationary interview related to their GPA and academic progress or a similar interview on ICON. The interventions take a student through the policies of CLAS as well as the process of calculating a GPA in order to determine the grades necessary to maintain good standing. The Academic Programs & Services office keeps a formal database of meeting notes and aggregate numbers on the students affected by academic probation.

Additionally, the Academic Programs & Services office provides referrals to other offices on campus, following up in an informal manner with that office. Because of their role in policy enforcement, the Academic Programs & Services office is more directive in their interventions than a typical academic advisor could be.

### **Trigger Factors & Initiation**

The main trigger factor for the Academic Programs & Services office is grade reports received at the end of each semester. A letter is then generated to the student which, as mentioned above, strongly encourages them to avail themselves of the office's services. Additionally, a small minority of direct referrals come from faculty, staff, or parents who see indications that the

## **Appendix B (cont.)**

### **UI Campus Offices Interview Summaries**

student may not be excelling academically. In those cases, the Academic Programs & Services office will contact the student directly; however, those referrals are rare.

#### **Collaboration**

As mentioned above, the Academic Programs & Services office collaborates with other offices on campus, providing referrals, but also following up in an informal manner with those offices. If only to be certain that the story relayed by the student is the same, the Academic Programs & Services office will touch base with the referral office both to let them know they have a student coming and to give them a short assessment of the situation.

#### **College of Nursing – Student Services Office**

Linda Myers

#### **Specific Efforts & Outcomes**

The Student Services Office oversees all students in the College of Nursing. Similar to Iowa Link, the College of Nursing's small size (typically 90 new admits, 30-40 early admits) makes it conducive to maintaining a safety net of interventions aimed at student success and retention. The Student Services office provides their own special orientation session for students and parents in order to familiarize them with the competitive nature of the BSN. During this time, students and parents are also presented with the option of signing off on a release of information so that parents (with students' permission and in their presence) can discuss matters of concern with administrators in the Student Services office. Students are strongly encouraged to set up an appointment in the Student Services Office after they arrive and get settled on campus, typically in the first few weeks.

The College of Nursing also maintains a relationship with the Health Sciences Living Learning Community sending administrators to meet and interact with students in the residence hall. In the spring, the Student Services office and Academic Advising Center host a meeting with prospective BSN students to discuss the application process and procedures. While not an early intervention per se, the meeting lays out the rigorous academic requirements and alternatives to the BSN in a session that lasts as long as the students have questions. In this way, students are provided with information they need to make informed decisions about their future at the University of Iowa.

#### **Trigger Factors & Initiation**

Similar to other offices, students ultimately initiate contact with the Student Services office in order to receive resources or informal referrals. On a smaller scale, the Student Services office will rely on faculty or student initiated contacts, contacts that typically take the form of a faculty member relaying concerns about a student's attendance or a classmate raising concerns about another student's behavior.

#### **Collaboration**

The College of Nursing admits a population of high-achieving students with a set of unique needs related to the transition to college. In response, the Student Services office collaborates with University Counseling Service to provide educational session on adjusting to a rigorous academic environment. Additionally, because they have a limited number of early admission

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### **UI Campus Offices Interview Summaries**

students, the Student Services office liaises closely with the Academic Advising Center in order to coordinate the message to students interested in but not admitted to the College of Nursing.

#### **University Housing – Academic Initiatives (MAP-Works)**

Heather Stalling & Michelle Cohenour

##### **Specific Efforts & Outcomes**

Residence Life at the University of Iowa is intentionally focused on the academic environment in which its students reside. MAP-Works is a program the division uses to assess the gaps between students' current behavior and desired outcomes related to academics as well as social and personal transitions. The office matches information gathered from the Office of the Registrar with self-reported information from the MAP-Works survey to classify first-year students as high (red), medium (yellow), or low (green) risk. The MAP-Works survey includes questions about academic, social, and personal transition related issues. Students (and Residence Life administrators) receive a report that details their overall risk level which Residence Life subsequently uses to individually contact students MAP-Works deems to be at a higher risk and invite them to meet and discuss available campus resources.

Last year was a pilot year for this program, with nearly 500 students eligible to participate. University Housing made the decision to expand the scope to 1,800 students in the coming year.

##### **Trigger Factors & Initiation**

Because MAP-Works is a survey, ultimately students initiate contact. Once the survey is complete, however, Residence Life initiates a system of contacts and referrals in order to intervene on the behalf of those students deemed at a higher risk. Residence Life staff members, including student staff, follow up with students in order to ensure their smooth transition to the university.

##### **Collaboration**

Because it is in the early stages, collaboration with other offices has been limited. MAP-Works' status as an outside entity challenges Residence Life's ability to share information between its office and resource providers. Currently, there is no formal follow-up process in place for the outside resource referrals Residence Life staff members make to students they contact. As the program grows, however, University Housing hopes to engender buy-in that translates into a common language used to describe at-risk students as well as the ability to more intentionally share information gathered.

#### **Center for Diversity & Enrichment (CDE)**

Nancy Humbles

##### **Specific Efforts & Outcomes**

The Center for Diversity & Enrichment (CDE) houses a number of early intervention type programs for underrepresented minority, low-income, and first-generation students. There are

## **Appendix B (cont.) UI Campus Offices Interview Summaries**

significant K-12 outreach programs aimed at helping traditionally underrepresented students view college as a tangible possibility. For all the nearly 2,000 students CDE serves, an orientation session and advisors are available to ease the transition to the University of Iowa.

Some of the other programs, Advantage Iowa for example, have certain requirements, enabling CDE to gather more information for ensuring student success. In addition to a required orientation session, Advantage Iowa scholars must participate in a section of *The College Transition*, must meet with a CDE advisor twice and their academic advisor thrice per semester, and attend a mandatory number of CDE programs for the year.

CDE advisors make an initial contact in the first four weeks to all students served by the office. The office also has access to their students' eight-week reports that advisors use to connect with students who may be struggling academically. CDE uses peer ambassadors to plan and implement programs as well as serve as recruiters and mentors for high school and first-year students, respectively.

### **Trigger Factors & Initiation**

Students who represent one of the characteristics mention above fall automatically under the purview of CDE. As mentioned, CDE advisors initiate a first contact, meet with students through the year, and attend programs, as well as conduct an initial assessment where students can indicate services they would like to see and transitional areas in which they are struggling. Because of the emphasis on relationships in CDE, resource referrals are followed up on a formal basis with both the student and the referred office.

### **Collaboration**

CDE openly collaborates with the Office of Student Life and its Cultural Centers both utilizing space there for CDE events as well as advertising their existence and services. Additionally, CDE works closely with the Academic Advising Center and the Office of Student Financial Aid to administer the Advantage Iowa program.

### **College of Engineering – Student Development Center**

Nancy Schneider

### **Specific Efforts & Outcomes**

Similar to the College of Nursing, the Student Development Center oversees all students in the College of Engineering. A prominent early intervention in the college is the one credit hour freshmen seminar, a requirement for all engineering students. As is the case with other freshmen seminars, students get the opportunity to interact with faculty and instructors on a more intimate level, facilitating their transition to college. Academic advising is also done through the college – although there are a number of students in CLAS who eventually transfer to the college – and the Student Development Center prescribes the first four semesters in order to ensure that every student starts on the same playing field. Students who go on probation (on a scale slightly lower than CLAS) are required to attend a meeting in the Student Development Center similar to that of Academic Programs & Services where a staff member works out with the student an individualized education plan containing the GPA needed to return to good standing as well concrete steps the student will take for achievement.

## **Appendix B (cont.) UI Campus Offices Interview Summaries**

The Student Development Center also uses other engineering students as tutors for the core classes and as peer mentors during the first year. Two living learning communities, Women in Science & Engineering (WISE) and Men in Engineering, are also integral components to the College of Engineering's early intervention efforts.

### **Trigger Factors & Initiation**

Outside of the probationary reports that the Student Development Center generates and the information gathered in the freshmen seminar, students typically initiate contact for resource referrals. Students increasingly use the Student Development Center for walk-in concerns and the staff is implementing a more efficient process this fall in order to accommodate the demand.

### **Collaboration**

As with other offices, the Student Development Center refers students to on-campus resources, but does not have a formal process for follow up. The Student Development Center has, however, collaborated with the Academic Advising Center in order for their probationary students to enroll in a section of the *College Success Seminar*. Additionally, there is a limited amount of collaboration with Residence Life as they house the students in both living learning communities.

### **Office of the Registrar**

Tom Kruckeberg

### **Specific Efforts & Outcomes**

The Office of the Registrar is more indirectly involved with early intervention efforts. The office maintains the data warehouse on University of Iowa students and helps individual offices mine that data for appropriate information, in addition to creating tools faculty and staff can use to mine the data for themselves. Additionally, the office oversees FERPA regulations on the data, ensuring student privacy. The Office of the Registrar conducts audits to ensure that offices with access to student data are using that data appropriately.

As a more direct intervention, the Office of the Registrar regularly sends out emails to students to warn them about unpaid U-Bills, missing health information, etc. Staff members in the office also meet with students in order to counsel them through the process of staying registered (e.g., applying for financial aid).

### **Trigger Factors & Initiation**

Again, in a more indirect manner, offices that require information or code written contact the Office of the Registrar.

### **Collaboration**

The Office of the Registrar uses a large amount of collaboration as it is the office that houses the data warehouse on students. Staff work to provide other offices with necessary information, but also information on how to access information for themselves. The Office of the Registrar also works closely with the Office of Student Financial Aid in order to provide students with timely and correct information about paying for college.

## **Appendix B (cont.) UI Campus Offices Interview Summaries**

### **Office of Student Financial Aid**

Cindy Seyfer

#### **Specific Efforts & Outcomes**

The Office of Student Financial Aid works with students to ensure they can pay for their time at the University of Iowa. Typically, the office works with students who file the Free Application for Federal Student Aid (FAFSA) in order to ensure they meet applicable deadlines and paperwork requirements. The office reviews 100% of the students who file, while universities are only required to review 30%, sending out e-mail and paper notices to keep students on schedule. The office notices a significant drop from the first to the second year in terms of students who submit paperwork and has responded by sending parents a postcard in January of the first year reminding them of the requirements.

The Office of Student Financial Aid also enforces an inter-office probationary status for students receiving financial aid. Students must meet the office's definition of reasonable academic progress (RAP) in order to maintain good standing with the office. The office looks at credit hours, GPA, and years spent at the university in order to determine whether a student is making progress. Similar to the College of Engineering, the Office of Student Financial Aid requires students who are not making reasonable progress after the first year to complete an appeals process that details the steps they will take to rectify the situation.

Additional early interventions, the Office of Student Financial Aid takes a proactive approach to ensure that students receive the financial aid help they need, identifying students with unpaid U-Bills and hosting a student job fair and a student employment database.

#### **Trigger Factors & Initiation**

The two main triggers that elicit a contact from the Office of Student Financial Aid are submitting the FAFSA and information the office gathers about reasonable academic progress. In both cases, the office initiates contact with students to make sure they fulfill the requirements for receiving aid. Students initiate contact when their registration or meals have been blocked and the office follows up with the Office of the Registrar and University Housing on an informal basis.

#### **Collaboration**

The Office of Student Financial Aid works with offices such as CDE (to administer Advantage Iowa), University Billing (to get in contact with students who have unpaid U-Bills), and University Housing (to get in touch with students who have unpaid contracts). Transitional issues often emerge from the appeals process students go through to maintain good standing for financial aid. The Office of Student Financial Aid offers referrals for those students, but there is no formal follow up with those students or offices.

### **Honors Program**

Bob Kirby

#### **Specific Efforts & Outcomes**

The Honors program consists of all undergraduate students who maintain a 3.33 GPA in their University of Iowa coursework (currently 5,800 students). The Honors programs does not offer

## **Appendix B (cont.) UI Campus Offices Interview Summaries**

early intervention programs, per se, rather it offers academic enrichment programs and a living learning community to front load a system of support in the first two years. This is because individual colleges and departments ultimately offer the option of graduating with honors, not the Honors program. The Honors program also offers and teams with other colleges to offer courses with a smaller student to faculty ratio and/or more intimate interactions with Honors peers.

The Honors program utilizes student staff members and peer advisors to serve as resources for Honors students. The student staff and peer advisors plan and implement programming and hold regularly scheduled hours on the third-floor lounge area of the Blank Honors Center.

### **Trigger Factors & Initiation**

The only trigger factor involved in relation to the Honors program is GPA. High achieving first-year students (>27 ACT & >3.8 GPA or >30 ACT & >3.7 GPA) are automatically classified as Honors students and all Honors students are part of a weekly listserv e-mail where program offerings and other news is disseminated.

### **Collaboration**

The Honors program collaborates primarily with other colleges and departments in planning and offering Honors courses. Honors House, the Honors living learning community, is also a collaborative effort between Residence Life and Honors, although there is not a formal information sharing partnership.

## **TRiO SSS – New Dimensions in Learning**

Johnnie Sims

### **Specific Efforts & Outcomes**

TRiO programs exist to level the playing field for students traditionally underrepresented in higher education (e.g., first generation, low-income). The concept is that students with those characteristics have erroneous assumptions or a lack of understanding about the typical college culture and the programs serve as a system to offer academic and personal support to correct those understandings. The TRiO SSS program at Iowa is a federally funded program serving a small population of students (350) which makes it conducive to forming close individual relationships. The program requires that students meet first generation or low-income status, and a percentage of their population are also students with disabilities.

Interventions with students typically take the form of personal advising and programming, enabling students to become comfortable navigating the University of Iowa environment. The only expectation of students is to participate actively in the program, attending programs and forming a relationship with the TRiO SSS staff.

### **Trigger Factors & Initiation**

The TRiO SSS program recruits and automatically enrolls students who meet specific enrollment requirements (those mentioned above as well as students who could benefit from academic support). There are, unfortunately, students left out because funding exists for only 350 students.

## **Appendix B (cont.) UI Campus Offices Interview Summaries**

### **Collaboration**

The TRiO SSS serves primarily as a resource referral for their students. In this way, the students they serve become familiar with and are encouraged to avail themselves of resources available to all students at the university. The program maintains close ties with SDS and Family Services because a large number of their students utilize their services as well.

### **Student Health Service**

Sarah Hansen

### **Specific Efforts & Outcomes**

Student Health Service is the wellness program at the University of Iowa. Its directive is to support student learning with individual and group interventions. Interventions are typically either mandated as a sanction for an offense committed by a student or recommended by a faculty or staff member through a referral process. The largest amount of intervention efforts involve substance abuse and lie on a continuum from one-shot educational and skill building sanctions to full-scale substance abuse evaluations and treatment. All first-year students are required to complete AlcoholEdu, a population level alcohol use and expectancies assessment. Student Health Service obtains aggregate data from the program and uses it for reporting purposes across campus.

Student Health Service also intervenes in cases involving eating disorders, working closely with University Counseling Service to recommend appropriate treatment. The office uses motivational interviewing to create lasting changes by introducing cognitive dissonance between students' thoughts and their behaviors. Student Health Service accesses student grades and receives documentation reports in order to corroborate student stories. Closely related to early intervention in the first year, Student Health Service is planning to pilot an intervention aimed at sophomore substance abuse.

### **Trigger Factors & Initiation**

Students are typically identified via sanction or referral processes. For substance abuse, students typically initiate a contact through a violation in policy. Other health related issues, including eating disorders, typically involve a referral from individuals such as faculty, staff members, or close friends. Student Health Service follows up with students in the form of tracking visits and offenses. That is, students who violate substance abuse policy multiple times elicit a different response from those who violate once and then never again.

### **Collaboration**

Student Health Service routinely collaborates with on- and off-campus partners in order to recommend treatments for students. The nature of HIPPA and other substance abuse related privacy laws limit the amount of information Student Health Service shares; however, the office works to inform campus about population level trends that emerge from the interventions they stage. Additionally, Student Health Service keeps referring individuals and offices in the loop by insisting that referred students sign a release of information.



## **Appendix B (cont.) UI Campus Offices Interview Summaries**

### **Office of Student Life**

Bill Nelson

#### **Specific Efforts & Outcomes**

The Office of Student Life is the clearinghouse for all student organizations on campus, including Greek organizations towards which the large percentage of informal early intervention efforts are focused. Essentially, the Office of Student Life provides resources and information for the organizations under their purview in order for them to intervene on behalf of their students.

Fraternity and sorority chapter leaders have access to eight-week reports provided by the university and require participation in a certain amount of academic related programs. Additionally, the Office of Student Life receives arrest and citation reports about the fraternity and sorority populations in order to track and provide resources for students at a higher risk for substance abuse and other behavioral issues. The office also prepares chapter leaders to act as resource referrals for their members. The office does not currently follow up with referrals on a regular basis with their chapter leaders because the chapters are, essentially, autonomous organizations.

Currently, the Office of Student Life is planning a reaccreditation process for their organizations that include measures such as academic progress and responsible social interaction. Organizations will need to plan and implement early intervention efforts in order to continue to be an accredited organization at the University of Iowa.

#### **Trigger Factors & Initiation**

The Office of Student Life receives arrest and citation reports which automatically identify violations by members of Greek organizations. Additionally, chapter leaders identify and work with students in their own organizations, using the Office of Student Life as a resource and referral source for problem that escalate beyond the chapter's purview. Academic and other issues that chapter's bring to the office's attention typically require a formal and intentional interview that involves follow ups and the collaboration of multiple offices.

There are currently no formal efforts to identify or intervene on the behalf of students in the over 500 registered student organizations; however, regular interaction with student organization leaders prompts informal contacts and resource referrals.

#### **Collaboration**

Because of the nature of issues that arise in Greek life, the Office of Student Life utilizes a large amount of collaboration with Student Health Service and University Counseling Center. The Office of Student Life is currently building a relationship with University Housing to implement the MAP-Works program.

### **Athletics Student Services**

Fred Mims & Nancy Parker

#### **Specific Efforts & Outcomes**

Athletics Student Services serves the entire population of student-athletes at the University of Iowa in order to ensure their time at the institution is fruitful academically, athletically, and

## **Appendix B (cont.) UI Campus Offices Interview Summaries**

socially. Athletics Student Services advisors have a caseload of student-athletes with whom they work the entire time the student-athlete is at the University of Iowa. Advisors gather information prior to the student-athlete coming to campus through a process similar to Iowa Link's learning inventory. They discuss academic and athletic experience, expectations, and goals, and attempts to prepare the student-athlete for the additional pressure of studying and competing at a Big 10 institution. In this way, advisors seek to address any deficiencies prior to the student-athlete coming to campus as well as form a personal relationship for them to frame their experience on campus.

Parents are increasingly involved with students in general, and it is no different with student-athletes. Similar to the College of Nursing, Athletics Student Services discusses the benefits of a signed release in order to share information with student-athletes and parents.

### **Trigger Factors & Initiation**

Student-athletes at the University of Iowa are automatically under the purview of Athletics Student Services. Advisors have full access to, though not registration approval for, their student-athletes' academic records which enables them to systematically intervene if a student-athlete is struggling.

### **Collaboration**

There is a large amount of collaboration between Athletics Student Services and the Academic Advising Center. Each office plays a separate but vital role in the success of student-athletes. Additionally, the network included and expectations involved with being a member of an athletic team provides another level of support for student-athletes.

## **Tippie College of Business – Undergraduate Program Office**

Shari Piekarski

### **Specific Efforts & Outcomes**

The Undergraduate Program Office (UPO) in the Tippie College of Business is responsible for all undergraduate advising for majors in the college. The UPO has reorganized in the last year, due to an increased number of students, and there is a renewed focus and commitment on programming and assessment for the purposes of early intervention. Students have assigned advisors with whom they form personal relationships. The advisors track six unique grade point averages which students must maintain above a 2.0 to remain in good standing. The distinct GPAs make it easier for the UPO advisors to track which students are at a higher risk of going on probation. Students who go on probation receive an e-mail from the UPO and a follow-up e-mail from their advisor encouraging them to meet for a probationary interview. Similar to other offices, the advisors help students determine how to calculate a GPA and determine what steps need to be taken in order to return to good standing. UPO advisors are persistent about reaching their students; should a student refuse to come in, advisors typically ensure they get some type of formal information about how to return to good standing.

The UPO also compiles a "watch list" of students who are not yet on probation but are at a higher risk because of one or a string of low grades or incompletes. The list generates contacts from the UPO advisors in the hopes that that contact will preempt any further slide towards probation. Staff members in the UPO currently plan to take the summer and look for patterns

## **Appendix B (cont.) UI Campus Offices Interview Summaries**

with the probation and the watch list in order to discover any formal triggers that can be used in the future. One of the patterns emerging from the data is that transfer students struggle to a larger degree. In response, the UPO is planning an early semester group check-in to formally see how transfer students' semester is progressing.

### **Trigger Factors & Initiation**

Students who fall below a 2.0 grade point average in any one of the Tippie College measures (UI GPA, Cumulative GPA, Major GPA, UI Major GPA, Business GPA, UI Business GPA) automatically go on academic probation. The high number of measures helps UPO advisors track students who may be struggling in their major, as a transfer student, with the general education requirements, etc.

A grade of C- or less, Incomplete (I), or No Grade Reported (O) triggers placement on the "watch list" subsequently triggering a contact from an advisor. Similar to other offices, the UPO uses the eight-week reports to contact students about dropping classes in which they may already have multiple delinquencies.

### **Collaboration**

Similar to the College of Engineering, the Tippie College also collaborates with the Academic Advising Center to advertise the College Success Seminar for their students. Resource referral and informal follow ups, including a series of study skills programs put on by University Counseling Service, is the extent of their collaborative relationships.

### **Academic Advising Center – College Success Seminar**

Maureen Schafer

### **Specific Efforts & Outcomes**

The College Success Seminar (CSS) is a one credit-hour eight week course offered by the Academic Advising Center for first-year students on academic probation after their first semester. The center currently offers the course to CLAS, Engineering, and Business students. Half of the nearly 260 CLAS students eligible to take the course did so this year. The instructors for the course are currently all academic advisors in the center.

There are a number of interventions built into CSS to help students set the stage for returning to good standing with the university. Students are required to attend a probationary interview with their college, although it is not a requirement if they were to not take the course. The course focuses heavily on study skills and time management, topics similar to the College Transition course, but with a different underlying focus. CSS students also complete the College Student Inventory (CSI) and discuss the results during an hour long interview with their instructor, providing both parties with a broader picture of the student's transition to and time at the university.

### **Trigger Factors & Initiation**

Once a student is placed on academic probation, the Academic Advising Center sends them a letter advertising the class and encouraging them to apply. Because advisors have access to student records and know about the course, they also personally encourage their students to take the course, although it is not mandatory. On an individual basis, advisors will follow up with

## **Appendix B (cont.) UI Campus Offices Interview Summaries**

students who choose to not take the course; however, there is no formal follow up from the program itself. Advisors will also individually follow up with students after the course is completed either via e-mail or with a letter the student wrote to themselves prior to the end of the course.

### **Collaboration**

Because academic probation is also handled at the college level, the CSS instructors receive training on what efforts CLAS has in terms of helping students to return to good standing. CSS also collaborates with the Pomerantz Career Center and with University Counseling Center. UCS's presentation focuses on the myriad other things (besides academics) that are important to balance while at college.

### **Iowa Edge**

Mike Quashigah

### **Specific Efforts & Outcomes**

The Iowa Edge program is a program designed – at the bequest of a Tippie College of Business alum – to bring to campus a small group (72) of traditionally underrepresented students and help them transition to the college environment. The Iowa Edge program first brings students to campus one week prior to the beginning of classes in order to orient them to the new and increased academic expectations, as well as the new freedom. The program also offers academically based programming twice a semester for students all the way through graduation.

The Iowa Edge program utilizes upper-class peer leaders during orientation in the summer and throughout the year as role models for first-year students. The program also holds a group check-in meeting three weeks into the fall in order to check in with the students and their transition to the university. General requirements for the program include passing classes in the first-year and making sufficient progress in the next three years towards choosing a major and graduating. The program additionally expects and supports the academic requirements of students' chosen major.

### **Trigger Factors & Initiation**

Admissions provides the Iowa Edge program with the list of all ethnic minority and first-generation students. From that list, a diverse group (e.g., background, geography, major interest) is selected and invited to apply.

### **Collaboration**

Because the program advertises during orientation, the Iowa Edge program works closely with both Admissions and Orientation Services. The Iowa Edge program also works closely with CDE to both govern the program and offer mutually beneficial programming. As it currently exists, the program does not have any formal partnerships with Residence Life; however, program administrators are looking into establishing the program as a living learning community to add another level of formal support.

## **Appendix B (cont.) UI Campus Offices Interview Summaries**

### **University Counseling Service (UCS)**

Sam Cochran

#### **Specific Efforts & Outcomes**

University Counseling Service (UCS) has no formal early intervention efforts; rather the office collaborates with other campus offices to serve as a resource for students struggling with a variety of mental health issues. The College of Liberal Arts & Sciences has a formal referral process whereby UCS is notified of some of the background issues that have led to a student being referred. The office then is able to get a holistic picture of the concern from both the student's and the university's viewpoints. Depending on the issue and its severity, students sign a release of information so that UCS can make appropriate follow ups to the referring office.

There are also currently plans in the works to utilize student peer advisors to plan and implement programming in a variety of settings (e.g., fraternities and sororities, residence halls, athletics).

#### **Trigger Factors & Initiation**

On rare occasions, faculty, staff members, or parents contact UCS and convince them to contact a student directly; however, students initiate the vast numbers of interactions with UCS. Even on those rare occasions, UCS works to coach the individual through the process of referring the student themselves, as they have first-hand knowledge of the concern and any underlying issues.

#### **Collaboration**

Because of the nature of the counselor/client relationship, referrals and collaborative relationships are a large part of the work UCS does on campus. Of the cases UCS sees, nearly 1 in 4 are because of a referral on the part of a faculty, staff member, or parent – a large amount of those cases being students struggling academically from the Academic Advising Center or the College of Liberal Arts & Sciences. UCS also consults with offices such as Residence Life (with the MAP-Works program) and with Student Health Service (with the upcoming sophomore initiative) to provide a mental health counseling perspective.

### **Academic Advising Center**

Pat Folsom

#### **Specific Efforts & Outcomes**

The Academic Advising Center at the University of Iowa is an example of a centralized advising model with the ability to see students successfully through their first two years on campus (or four years for the interdepartmental studies majors). The center views early intervention as both direct interventions with students (e.g., advising, referring) and indirect interventions on behalf of students (e.g., interdepartmental studies major, new program planning). Advisors typically have three interactions with first-year students in the fall semester after an initial interaction with them at orientation. Advisors hold a meeting in the first few weeks of the semester, a group meeting where they lay out expectations for the advising relationship. The second meeting is a planning meeting – for the next semester or next four years, or advising and referring on any number of issues – and the third meeting is the actual registration appointment. Although students are not

## **Appendix B (cont.) UI Campus Offices Interview Summaries**

required to attend the meetings, advisors actively follow up with students who refuse to engage in the process.

Advisors also conduct a considerable amount of “behind the scenes” work checking to make sure students register appropriately, contacting students based on the eight-week reports, and tracking students on probation. Although they are not employed by the center, student orientation leaders and resident assistants work closely with the Academic Advising Center in order to communicate a consistent message to the incoming students.

### **Trigger Factors & Initiation**

Similar to other offices, the Academic Advising Center relies on student behavior to initiate contacts. For example, the center initiates contact with students who receive straight Cs but indicate they wish to apply to the College of Nursing. The center also initiates contact with students who are placed on academic probation as well as students who have an outstanding semester academically.

### **Collaboration**

The Academic Advising Center collaborates closely with departments as they derive their authority to advise students directly from those departments. As mentioned previously, the center works closely with Athletics Students Services to provide student-athletes with the academic success component of their time at the university. The center is also exploring the possibility of working with Residence Life and their MAP-Works program as students who refuse to engage in the advising process may be more likely to disengage in the residence halls.

## **Appendix C**

### **Peer Institutional Interview Summaries**

#### **The Ohio State**

In **First Year Experience**, their early intervention efforts are based on self-reported ACT data. Students who indicate an expectation that they may struggle in math, English composition, or with study skills are referred early in their first term to appropriate campus resources. This is done via a series of e-mails.

**Bridge Program:** The mission of the Office of Minority Affairs (OMA) Bridge Program is to facilitate a seamless transition from high school to college graduation for incoming freshman who have the determination to matriculate successfully at The Ohio State University. The objectives of the program are accomplished through Transition, Integration, and Preparation (TIP). The Bridge programming focuses on the use of progressive TIP themes according to class ranks. Freshman Year: Transition to college life academically, personally, culturally, and socially. Sophomore and Junior Years: Integration and full participation into the Ohio State community, both personally and socially. Junior and Senior+ Years: Preparation for post-graduation options based on identified personal goals. Students in the Bridge Program meet regularly with their Retention Advisor who assists them with course selection, personal development, and creating strategies for college success.

#### **University of Kentucky**

The University of Kentucky implemented a new student record system, human resources and finances beginning in 2004 using SAP software. They developed the admissions communication tools with Hobson have to create a friendly environment and immediate responses to student questions and issues. This is the same tool that the Iowa will be using. Enrollment Services is centralized under an associate provost for enrollment management who has responsibility for admissions, financial aid, billing and registrar's office. The retention effort is done through the Associate Provost for undergraduate education and is academically aligned. They are using the Hobson's Retain software for communication with students and developing reports. The director of the retention effort began in January 09 and they are moving into their first fall semester. The goal of the retention effort is to improve retention of the first year to 90% by 2020 from their current 81% and move to a graduation rate of 70+% from their current 61%. Their effort starts with the President of university establishing a "War on Attrition" one of many strategic efforts to make University of Kentucky a top 20 research institution. This will be done by moving Kentucky to a "Culture of Collaboration" focusing all staff on their retention efforts.

The staff is a Director, assistant director and staff assistant and their office works closely with advising to focus on students at risk. They are accessing Blackboard to look at when a student accesses the course materials and homework assignments. They use ACT reports and student self-report data to target at risk students. Their long term effort will be in raising admission standards to ensure their student s is ready for the rigor of the university. There are other offices on campus working on retention of targeted populations as well similar to Iowa's experience. Residence life works closely with the retention office with their programming to ensure students return.

## **Appendix C (cont.)**

### **Peer Institutional Interview Summaries**

#### **University of Colorado Boulder**

All first year students are required to live in residence halls. Using a developmental outcome model (the Educational Dimensions of 1<sup>st</sup> Year), based upon the University of California San Diego Life 1010 model, resident assistants program to systematically collect data on student engagement. RAs submit a monthly report to determine where students are engaged for each of living areas. While attendance is not as much as they would like to see, at these events, the Residential Academic Program (RAP) is a core component of the student success initiative. Multiple credit bearing courses are available for every student through the First Year living/learning community. It appears to be a huge success. Most programs are filled quickly and there is a waiting list. While mostly majority students attend the pre-opening leadership camp, underrepresented students are engaged in the first year programming. In addition, there are campus programs which target some underrepresented minority students.

A faculty live-in opportunity is a key feature of the programming which also includes special technology support in the residence halls. Health sciences in particular utilize the living/learning communities to help their majors with integrated thinking through this shared experience. Because residence life has in-house academic support program, which include RAs knocking on doors to see if students need support, every discipline has a tutor available, and students in academic trouble are identified at mid-year. RAs try to track student out of class involvement by encouraging students to address how they benefit from the engagement. A continuum of care committee which includes all units meet regularly to include counseling, psychology center, health center and the center for multicultural affairs ;under a new policy agreement which allows them to share hypothetical situations which helps to identify triggers and intervention strategies. This unit has created a booklet for faculty to indicate signs of psychological distress in students. Campus academic advisors consult with counselors with hypothetical situations without giving names.

One of the flaws of this model is financial aid is not included in this collaborative effort; however the inclusion of so many units has led to a better institutional effort to track students through this collaboration. Student Voice is the model used to track student progress; however they are researching a variety of models to determine what the best fit for their program is. The residential Academic Program has been a determining factor in getting students involved, helping students to select a major earlier and determine careers they are more likely to be successful in. The Provost and the deans provide funding for the Residential Academic Program. Student situations are tracked through a chain of RAP led meetings with hall directors and residential assistants. As the program progresses the hope is to cross boundaries of silos and create a collaborative group consisting of more administrative and academic units across campus. A commitment to 2025 has been made by the campus to support the program. Colleges provide \$225 thousand for each program that comes on-line and students are charged \$750 to participate in the living/learning communities. While the Chancellor is new there has been long term commitment from the Provost Office that demonstrates an institutional focus on student success. In addition the Associate Dean of Student Affairs responsible for this program is new and there is a new campus Vice President for Diversity and Equity.



## Appendix D Trigger Factors

### What are the triggers to identify students at-risk?

#### Academic Issues

- No show for an appointment – for first semester students this would be a missed New Student Meeting or Planning Appointment
- Low placement score on the math placement test
- Mid-semester report for one or more classes
- Not attending classes
- Has not accessed ICON
- Not completing required course (e.g., AlcoholEdu)
- Dropping 2 or more classes at deadline
- Failing 2 or more classes in a semester
- Have semester GPAs drop in 2 or more consecutive semesters (would have to determine what type of decrease to target; e.g., a drop of 0.25, 0.50, 1.00, etc.)
- Withdrawing
- Academic Probation

#### Personal Issues

- Information gained from an advising appointment (e.g., roommate struggles, financial struggles, personal issues)
- Not "connecting" to campus or others--not involved in a student org, academic or campus group
- Outstanding balance on university bill (larger amount)
- Does not renew accommodations with SDS
- Does not renew housing contract
- Has not had all final documents/verification sent to UI (medical, transcripts, test scores, etc.); trigger if have hold on registration and could vary for fall vs. spring semesters
- Not submitting (resubmitting?) FAFSA and/or not following through on submitting SFA materials for the following academic year

## **Appendix E**

### **Data Fields on “Not Currently Registered” Report**

Below are the data fields used on the “Not Currently Registered” report:

- univ\_id
- latest\_ses
- RES
- Foreign
- College
- Class
- Ethnic\_code
- Gender
- Major1
- Advisor1
- Advr1\_name
- Major2
- Advisor2
- Advr2\_name
- Fall\_Cum\_gpa
- email
- withdraw
- NP\_Reason1
- NP\_Ses1
- name
- Lname
- Fname
- acode
- Phone
- Addr1
- Addr2
- City
- State
- Zip
- Delinq\_Min\_due

## Appendix F References and Resources

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