

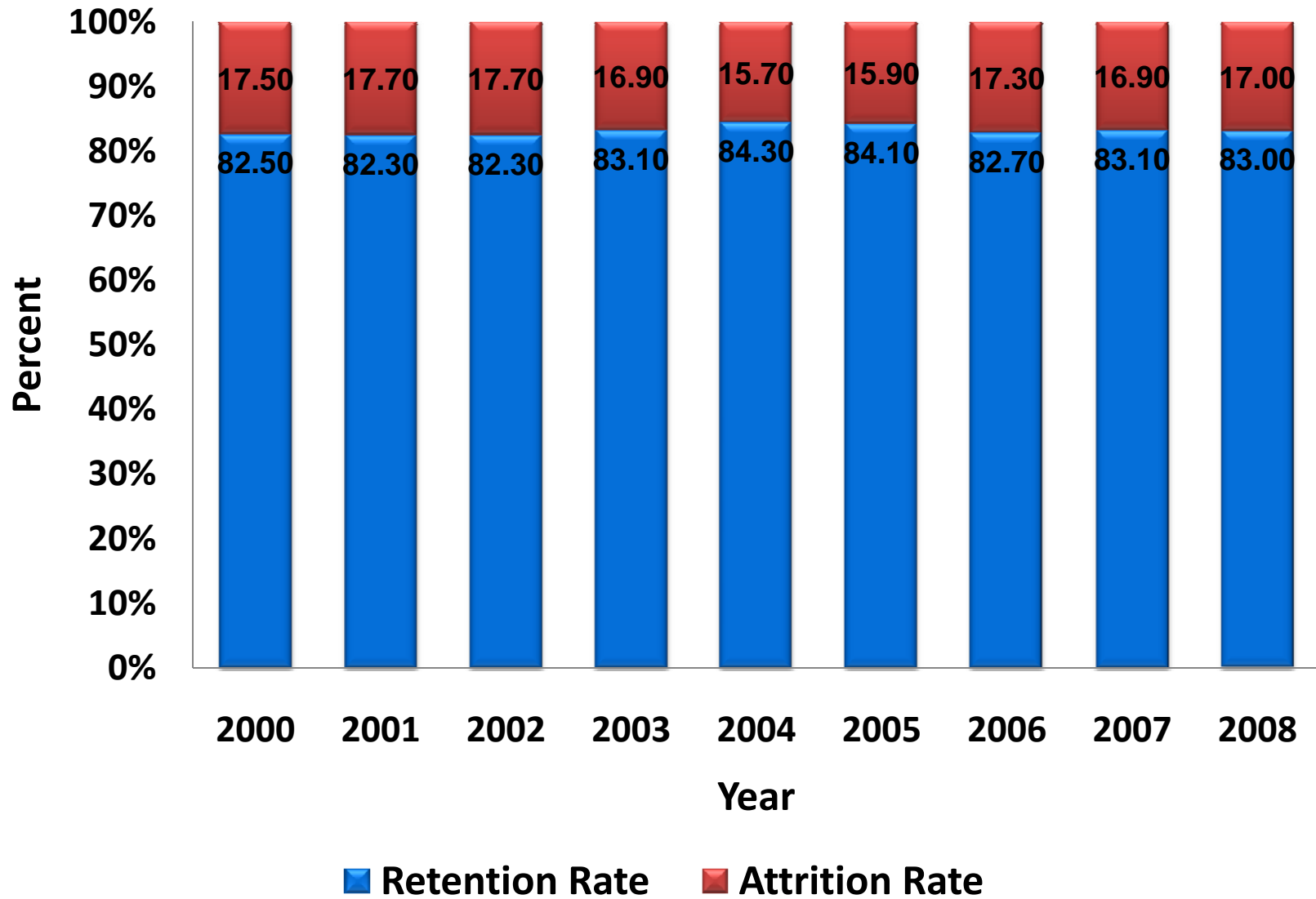
UI Early Intervention Implementation System Committee

Diane Hauser
&
Curt Graff

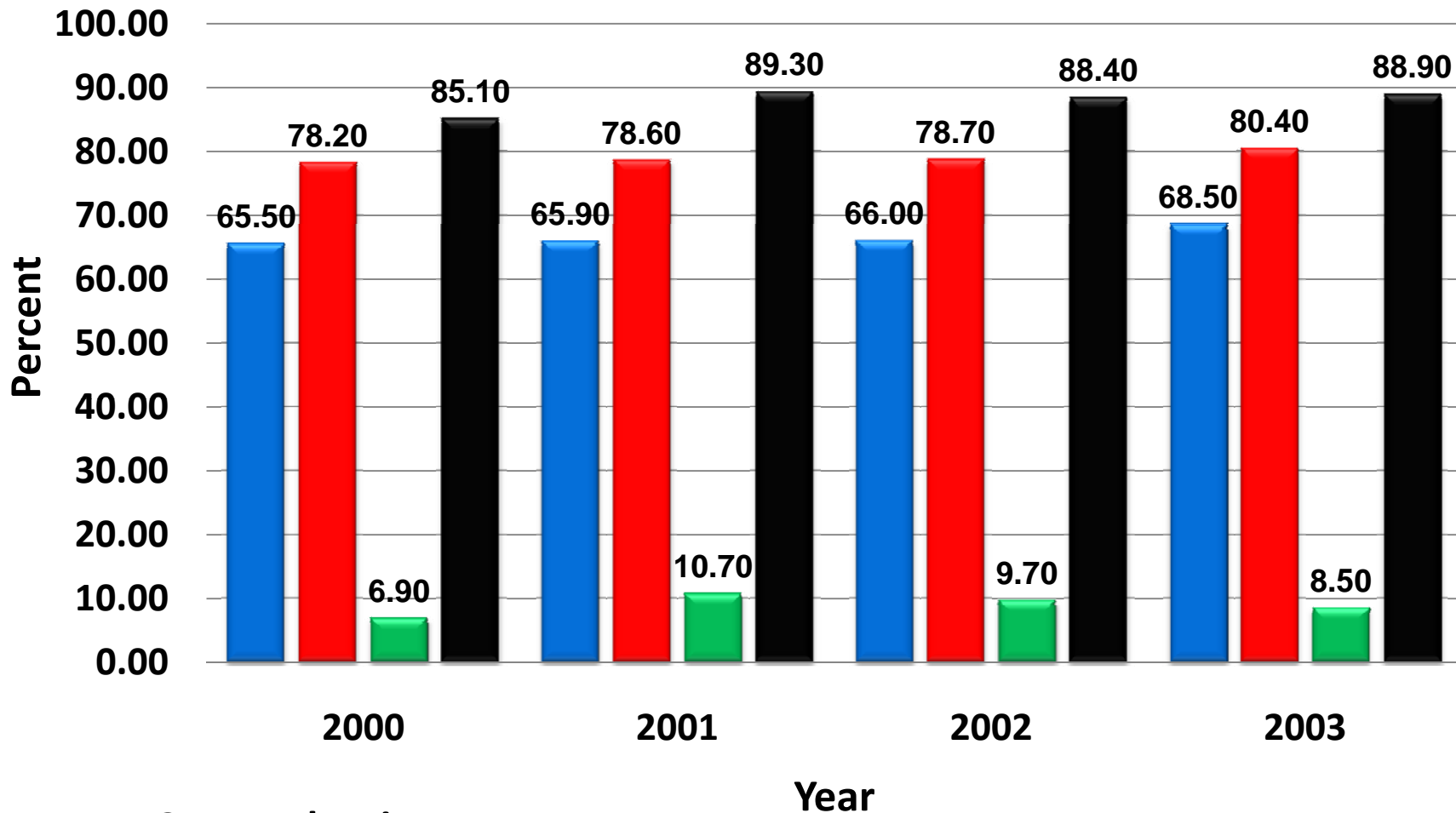
UI Early Intervention Implementation System Committee

- Goals are to create
 - a set of strategies and corresponding implementation steps to identify students experiencing academic or other difficulties and connect those students with the appropriate support services.
 - 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

First-Year Retention Rates, 2000 - 2008

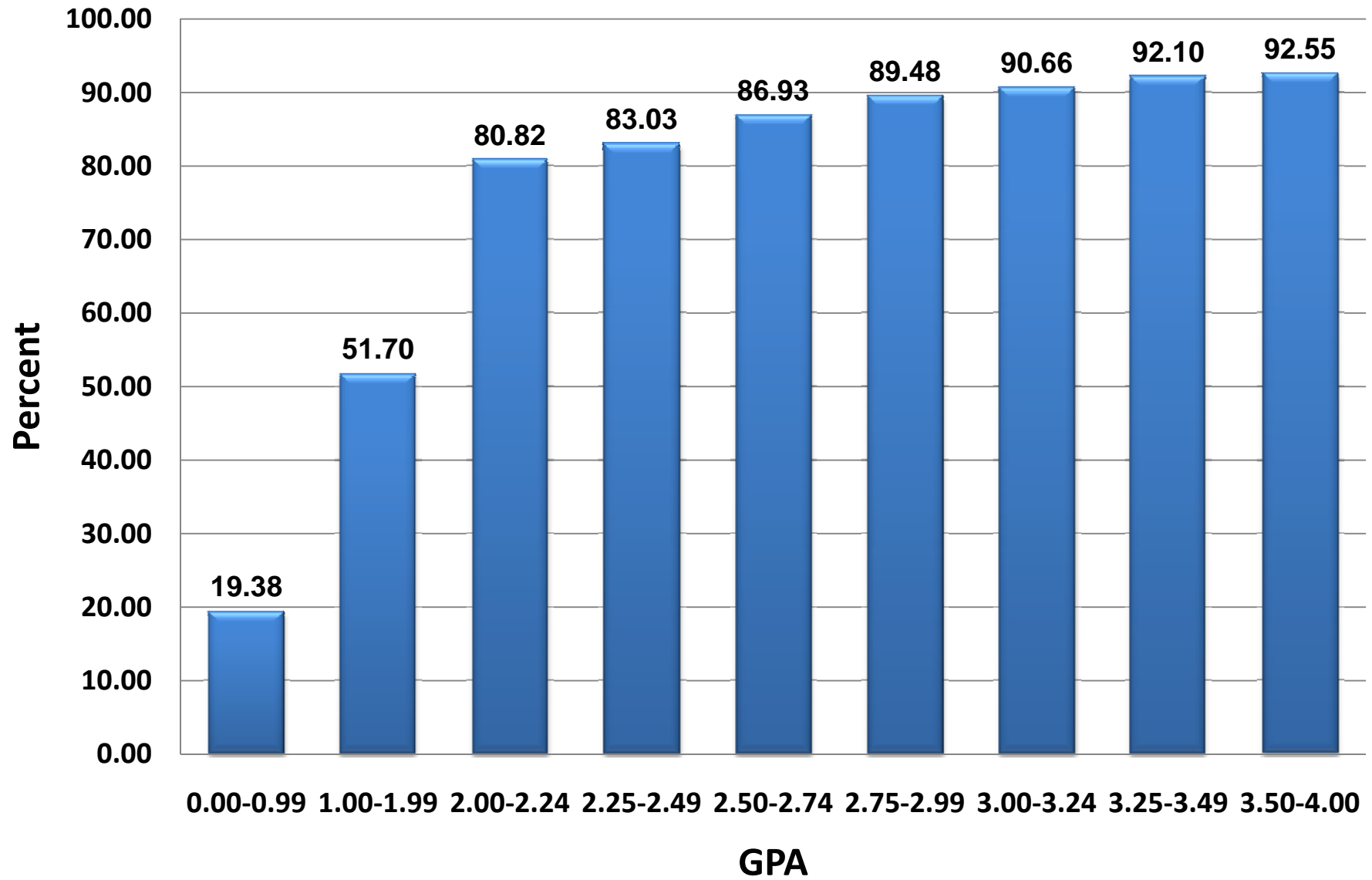


Graduation Rates, 2000 - 2003

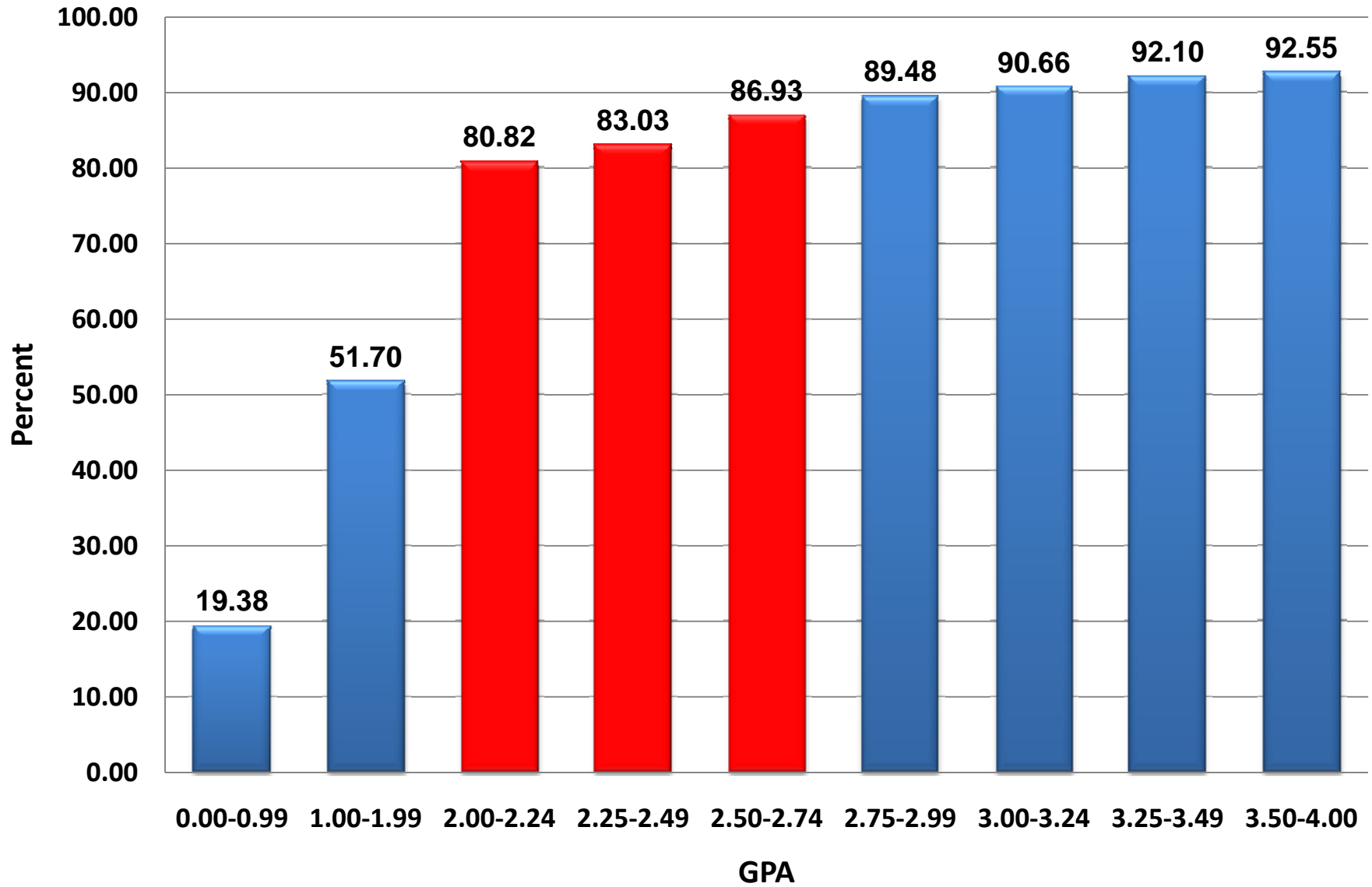


- 6 yr graduation rate
- 6 yr graduation rate - students returning for 2nd yr
- 6 yr graduation rate - transfer students
- 6 yr graduation rate - students returning 2nd yr + transfer students

Second-Year Retention Rate by First Session GPA



Second-Year Retention Rate by First Session GPA



Vincent Tinto's Retention Theory

- Goal and institutional commitment
 - Goal commitment – desire to earn a degree
 - Institutional commitment – why enrolled in a particular college
- Both can be altered by the level of academic integration and social integration

Vincent Tinto's Retention Theory

- Academic integration – academic performance or intellectual development
 - Closely tied with goal commitment
 - Higher levels of academic integration (e.g., GPA) typically lead to higher levels of goal commitment (i.e., desire to earn a degree)

Vincent Tinto's Retention Theory

- Social integration – involvement in campus activities or student life, developing relationships with peers, faculty, and staff
 - Closely tied with institutional commitment
 - Higher levels of social integration typically lead to higher levels of institutional commitment (i.e., desire to stay enrolled in a particular college)
 - Too much social interaction may be harmful to retention if it occurs at the expense of academic integration

Vincent Tinto's Retention Theory

- It is the interplay between goal and institutional commitments and academic and social integration that affects retention.

EI Fall 2009 Initiatives

- University of Iowa Withdrawal Information Form
- Non-Returning Student Information Sheet
- Developed a timeline and framework for an Early Intervention System
- Identified triggers—a set of circumstances and behaviors that may inhibit retention if not resolved

UI Withdrawal Information Form & Non-Returning Student Information Sheet

Reason for withdrawal (check all that apply):

1. Academic Issues
2. Family Issues
3. Financial Issues
4. Housing and Travel Issues
5. Personal and Transition Issues
6. Wellness and Safety Issues

Triggers for EI System

Target population:
First-Year Students in Spring 2010

Triggers for 'watch' status:

- Withdrew in fall semester
- On academic probation at end of first semester
- Registered for spring at the beginning of the semester
- Mid-semester report
- Personal issue-reported by Housing, AAC, other Academic Office
- Financial issue-reported by Registrar or Financial Aid

Triggers provided by:

- AAC
- Financial Aid
- Housing
- Registrar
- Student Services Offices

Framework for EI System

Intervention Oversight Committee:

AAC, EI Committee, Financial Aid, Housing, Registrar

- Do intake on triggers, review, update information and actions
- Create and review reports on bi-monthly basis regarding status of students on watch
- Assist with training of intervention reporters
- Assess intervention needed, determine who will intervene, follow-up on intervention

Database to house the information:

Accessed only by Intervention Oversight Committee

- Report results to the EIC each meeting
- Create and review reports on bi-monthly basis regarding status of students on watch
- Create final report at end of the semester

Spring Initiatives in Progress

- Determine how to proceed in development of a database for tracking at-risk students.
- Review College Transition survey results to identify at-risk behaviors.
- Identify specific courses that would most benefit from early graded work.
- Identify social factors that affect registration and success (e.g. housing, friendships, involvement on campus).
- Develop tools or templates to be utilized by faculty (e.g., email reminders, using ICON).

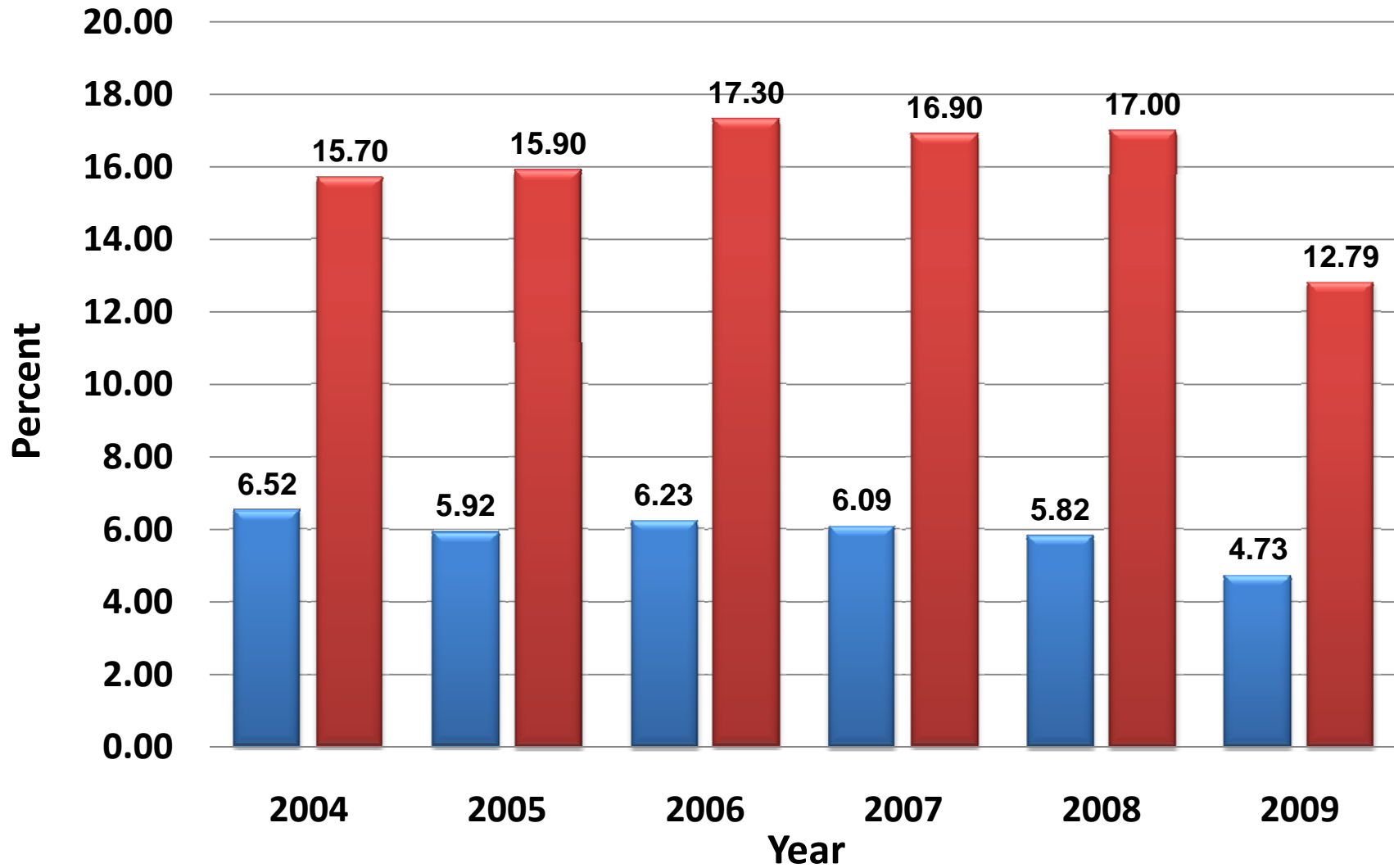
Additional Inspirations and Collaborations

- **Project to raise rate of 2nd semester registration:** Registrar, Financial Aid, Housing, CLAS, and AAC contacted first-year students who did not register during early registration period
- **CLAS**
 1. Identifying and contacting students who suddenly experienced a semester of academic decline
 2. Targeting students who are not thriving in their major
 3. Initiated a collegiate advising network, CLASAN
- **MAP-Works** — Housing

Obstacles We Discovered

- Registration Holds – students cannot register in a timely manner
- Lack of understanding how to complete the FAFSA and how to navigate the financial Aid
- Registration timeframe is late in the semester– exploring changes to early registration
- Resources – students don't always know who to ask or where to go

Fall to Spring Attrition Rates, 2004 – 2009



■ First-year attrition rate: fall to spring ■ Total first-year attrition rate

Recommendations

- Continued collaboration across campus
- Streamline the policy for gathering retention data on campus
- Invest in or develop effective and efficient ways to communicate with students
- Require all instructors to submit midterm course delinquency notices
- Complete spring registration earlier in the semester

Recommendations

- Offer College Success Seminar or similar course for students not on academic probation
- Re-evaluate the use of holds on students' records or accounts
- Expand efforts beyond first-year students
- Create a campus-wide reporting and information system to centralize and track early intervention efforts
- Create student success/retention office

Find us on the web

The screenshot shows a Windows Internet Explorer browser window. The title bar reads "Early Intervention Implementation - Windows Internet Explorer". The address bar contains the URL "http://www.registrar.uiowa.edu/FacultyStaff/EIIG/tabid/179/Default.aspx". The browser's menu bar includes File, Edit, View, Favorites, Tools, and Help. The Links bar shows various shortcuts like "Swipe Sign-In", "Osiris Login", "ISIS course listings", "Advising database", "UI Directory", "University of Iowa", "Tippie Scholars Program", and "Customize Links". The page content features a search bar, a navigation menu with "Home", "Student", "Faculty/Staff", "Alumni", and "Tuition and Fees", and a main content area with sections for "Meetings", "Early Intervention Implementation", and "Background".

Office of the Registrar
Tuesday, February 23, 2010

Home Student **Faculty/Staff** Alumni Tuition and Fees

Faculty/Staff > [EIIG](#)

Calendars/Deadlines
Commencement
Forms for Faculty/Staff
Forms for Students
General Catalog
Registration
Reports & Statistics
Contact Us
FAQs
Mission Statement

Meetings
Members
Reports
Resources
Contact Us
Interim EI

Early Intervention Implementation

This website is a resource for the UI Early Intervention Implementation System Committee members.

Background

In 2007-2008, the Student Success Team (SST) Executive Committee created a committee to provide internal and external 'scans' regarding current practices in early intervention. That committee concluded its work in Fall 2008 by providing extensive information about early intervention efforts at other universities. Now, the SST Executive Committee seeks a more specific focus on needs and strategies for the UI.

Charge

Quick Links
Admissions
Classroom Scheduling
Financial Aid
Infobank

UI Early Intervention Implementation System Committee

Thank You

Questions & Answers



Early Intervention Initiative (MAP-Works) University Housing 2009-2010

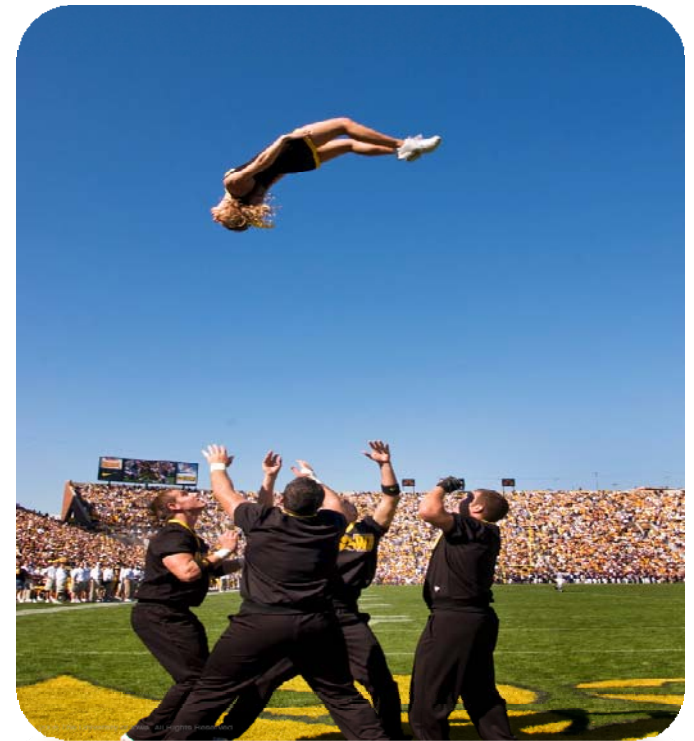


Michelle Cohenour, *Student Learning Coordinator*

Stephanie Preschel, *Student Learning GA*

Survey & follow-up details

- Initial Survey: Sep. 14-Oct. 2
 - 53.5 % response rate (971 students)
- Check-in Survey: Nov 2-15
 - 21.1% (384 students)
- Check-in Survey: February 21-25
 - 7.7% (140 students)



Our focus



- Residence Life staff will provide **immediate follow-up** for students experiencing extreme and moderate challenges in their transition to Iowa.
- Students who participate in the MW survey will be able to **identify areas of both success and growth** as a result of viewing their student report. Students will be **linked to campus resources**.
- Resident Assistants who are involved in the MW program will be able to have **meaningful individual conversations** with students based on their areas of transition challenge.
- Campus Collaborations **share data** to inform campus programs, resources, services.



Early Warning Indicators



Early Warning Indicators

- **Satisfaction with Institution**
 - Choose this college again
 - Recommend to other students
- **Social Integration**
 - Do you belong here?
 - Are you fitting in?
 - Satisfaction with social life
- **Academic Integration – items like...**
 - Keeping up with academic work
 - Satisfaction with academic life
- **Commitment to the Institution**
 - Considering transferring to another institution
 - Considering dropping out before next term



Student Tracking Page

BENCHMARKING

Home Student Tracking Individual Student Contacts/Notes/Alerts Static Lists All Students Administration Support Info

Survey: MAP-Works: First-Year Transition (Four-Year Institutions) - Lauri Welcome, Campus Coordinator | Your Institution | Sign Out | My Profile

Student Tracking

Select Students: - All My Direct-Connect Students [Create List](#) [Edit](#) [Delete](#) Compare To: No survey comparison

Students		Survey				Status/Activity					Direct-Connect Faculty/Staff	
Name	MAP-Works Risk Indicator	Intent To Leave	Survey Response Date	Review Status	Follow-Up Status	Quick Log Activity	Log Activity	Activity Count	Last Activity Logged	Last Activity Logged By	Primary	
<input type="checkbox"/> Barcome, Rachel			9/5		5/13/2009	log	log	10	6/1/2009 7:54 AM	Ryan, Anthony	Coordinator, Campus	
<input type="checkbox"/> Gatlin, Travis			9/12		5/29/2009	log	log	1	5/27/2009 9:52 AM	Coordinator, Campus	Coordinator, Campus	
<input type="checkbox"/> Grabner, Melvin			9/8	<input type="checkbox"/>	Not Set	log	log	3	5/13/2009 3:51 PM	Coordinator, Campus		
<input type="checkbox"/> Heater, Robert			9/11		Not Needed	log	log	1	5/13/2009 1:01 PM	Coordinator, Campus		
<input type="checkbox"/> Henderlong, Emily			9/7	<input type="checkbox"/>	Not Set	log	log	2	5/29/2009 11:45 AM	Coordinator, Campus		
<input type="checkbox"/> Kim, Jennifer			9/7	<input type="checkbox"/>	Not Set	log	log	0				
<input type="checkbox"/> Lewis, Kimberly			9/8	<input type="checkbox"/>	Not Set	log	log	0				
<input type="checkbox"/> Maxie, Emily			9/7		Not Set	log	log	5	5/15/2009 10:55 AM	Coordinator, Campus		
<input type="checkbox"/> Mcshane, Rachel			9/12	<input type="checkbox"/>	Not Set	log	log	0				
<input type="checkbox"/> Ogle, Collin			9/6	<input type="checkbox"/>	Not Set	log	log	1	5/13/2009 3:52 PM	Coordinator, Campus		

Three Open Ended Questions

- What do you like most about college?
- What do you like least about college?
- What could this institution do to improve your educational experience?



What do you like most about college?

- N= 656
- Themes
 - Independence (314)
 - Meeting New People (115)
 - Engagement in New Experiences and Opportunities (99)
 - Social Climate and Belonging (98)
 - Campus Environment and Atmosphere (93)
 - Academics (75)
 - Human Aggregate (57)
 - Learning (28)
 - Residence Halls (18)
 - Diversity (15)
 - Support and resources (9)

What do you like most about college?

- Independence (N=314)
 - Ability to make own choices
 - Sense of responsibility and control over one's life
 - Having more free time than in high school
 - Pride in succeeding on one's own

"I love being able to live on my own and know that I can still stay on track."

"Being alone and able to do what I want when I want to do it. Being able to go at my own pace."

What do you like most about college?

- Meeting New People (N=115)
 - The process and ease of meeting new people

"I love...just having the chance to meet new people every day"

"I love meeting new people and broadening my horizons. This life is obviously completely different than my previous life at home. I think it is necessary and good that I am here experiencing such an awesome thing."



What do you least about college?

- N= 643
- Themes
 - Academic Challenges and Tasks (188)
 - Institutional Communication and other Barriers (62)
 - Being away from home and loved ones (89)
 - Culture of Drinking (31)
 - Time Management and Responsibility (85)
 - Finances (23)
 - Starting Over (11)
 - Classes and Instructors (76)
 - Discrimination and Lack of Diversity (7)
 - Residence Halls (69)
 - People and fitting in (64)

What do you least about college?

- Academic Challenges and Tasks (N=188)
 - The increase in academic challenge from high school to college
 - The amount of work required to succeed
 - The stress and lack of free time caused by class demands
 - For a few respondents, the *lack* of academic challenge

"All the work. It's harder than I thought it was going to be."

"Classes are easier than high school classes, and I don't feel like I am learning the optimal amount when classes are as easy as they are. It gives me the feeling that Iowa is a school that is designed so students can get the alcohol or party-dominated college experience rather than an academic one."

What do you least about college?

- Being Away from Home and Loved Ones (N=89)
 - Being away from family, romantic partners, and friends
 - Not having a support system immediately available
 - Being too far away from home

"It's very hard being away from my mom due to the fact that over the past two years we have become very close. I am also five hours away from my boyfriend which has been tough."

What could this institution do to improve your educational experience?

- N= 502
- Themes
 - Curriculum and Teaching Methodology (74)
 - Instructors (52)
 - Residence Halls (36)
 - Support (36)
 - Institutional Communication and Other Barriers (33)
 - Finances (18)
 - Co curriculum (12)
 - Diversity (5)

What could this institution do to improve your educational experience?

- Curriculum and Teaching Methodology (N=74)
 - Not require classes unrelated to major
 - Smaller class sizes
 - Increased academic rigor
 - Decreased academic rigor (easing in of first year students)
 - Clearer expectations

"I feel that freshman need some kind of easing in program instead of throwing us into the sharks right away"

"Try to have more intimate class settings, so you feel part of a real class and as a student, not just a face"

"More interactive during classes"

What could this institution do to improve your educational experience?

- Instructors (N=52)
 - Can be difficult to understand due to accents
 - Increased availability outside of class
 - Better portrayal of caring about students' welfare on part of the instructors
 - Better quality of teaching, particularly on the part of the TAs

"Have the teachers care slightly more in a big lecture hall settings"

"Have it be an easier transition, hire more educated and well trained teachers who do actually care how well a student is or isn't doing in their class"

What could this institution do to improve your educational experience?

- Residence Halls (N=36)
 - Better quality and more variety of food
 - More spaces for studying
 - More restrooms
 - Larger rooms
- Support (N=36)
 - More tutoring and study group opportunities and/or better advertisement of them
 - More deliberate teaching of study and time management skills
 - Provide more information to first-year students

What could this institution do to improve your educational experience?

- Institutional Communication and Other Barriers (N=33)
 - Improve interdepartmental communication
 - Less reliance on ACT scores and GPA when pre-admitting to programs
 - Make Cambus route maps more user-friendly
 - Provide free printing
- Finances (N=18)
 - Lower cost of attendance
 - Provide more financial aid
 - Increased availability of financial advice

What could this institution do to improve your educational experience?

- Co Curriculum (N=12)
 - More events
 - Free fitness classes
 - Make students organizations more accessible
- Diversity (N=5)
 - Increased diversity among students and instructors
 - Be more proactive in addressing discrimination
- Nothing! (N=201)

Comments on Alcohol



- "Being expected to drink"
- "There's too much drinking"
- "Thirsty Thursday"
- "The parties, underage drinking, the "it's cool to not go to class" mentality, etc... "
- "The party scene, especially on my college campus. The downtown environment gets a little hectic during the weekends."
- "The drinking scene. People are too obsessed with partying."
- "The crazies in the hall late at night/early in the morning on the weekdays. Not really crazies, but people who were out and decide to be loud."
- "The alcohol is too much for me. I don't like to be around people who drink a lot"

Questions?



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