STUDENT SUCCESS: A HANDS-ON APPROACH TO IMPROVING ACADEMIC PERFORMANCE

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LEARNING OUTCOMES

- Understand the role of retention programming and how it affects campus culture.
- Learn about multiple retention program models.
- Recognize the importance of intrusive advising for probation students.
- Consider how a self-assessment survey can be used in your program.
- Identify behavior changes necessary to become academically successful.
- Gather tips and tools on how to implement an intervention program at your institution.
Retention programming at every level:

- Ongoing one-on-one developmental programming for probation students.
- Broad-based intervention for 1st year students on probation.
- University-wide regulation changes that have grown out of other initiatives.
• UI 2011-1015 Strategic Plan
  • Goal 4: Community & Culture
    • Objective A - Strategy 1: “Recruit and retain a diverse student body”
• 2011 UI Recruitment goal – 16,000 students by 2020 from 12,000. (Ha!)
• 2010-11 UI retention rate = 81%.
OUR RETENTION PROGRAMS (ACRONYM STEW)

- Academic Success Agreement Plan (ASAP)
- Student Options Advising Retreat (SOAR)
- Early Warning Grade Intervention (EWGI)
- Midterm Alert Program (MAP)
- Catalog Regulations (RegL)

Discussion question: Why do we do this to ourselves and our students? Do we really need all the acronyms? Really?
THEORETICAL FRAMEWORK

- Programs represent a veritable *hot dish* of advising theories.
  - Developmental, intrusive/proactive, prescriptive, appreciative, strengths-based

- Attempting to create an advising ecology that supports student success.
ASAP (ACADEMIC SUCCESS AGREEMENT PLAN)

- Developmental advising – Every Student is Different (ESID).
- Behavior changes.
- Builds academic skills.
- Equip the student with new learning strategies.
- Individualized plan to meet the varying needs of students.
ASAP
(ACADEMIC SUCCESS AGREEMENT PLAN)

- Attendance
- Only 12-15 credits
- Discuss course changes
- Email
- Meet every 2 weeks with advisor
- Grade and attendance checks
**SELF-ASSESSMENT SURVEY**

ASAP!  Academic Success Agreement Plan

***This assessment survey is for YOUR benefit. In order for us to help you, it is important that you are honest and truthful with your answers.***

<table>
<thead>
<tr>
<th>Name:</th>
<th>ID:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email address:</td>
<td>Phone:</td>
</tr>
<tr>
<td>Term:</td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Spring</td>
</tr>
<tr>
<td>Semester GPA:</td>
<td>Cumulative GPA:</td>
</tr>
</tbody>
</table>

Students on probation often need to retake courses or make adjustments to their class schedules. Please complete the chart below to assist you and your advisor in evaluating your current class schedule.

<table>
<thead>
<tr>
<th>Previous Semester Courses</th>
<th>Grade</th>
<th>Current Semester Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Schedule Changes to be made after discussion with advisor:

How many credits do you take during a typical semester? ___________________________

How many hours a week do you work during a typical semester? _____________________

How many hours do you study per week?________________________________________

List classes you have taken that you did not like or did not hold your attention:

In what classes have you had the most difficulties?
### ASAP! Academic Success Agreement Plan

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you do when you don't understand an assignment or class material?</td>
<td></td>
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<tr>
<td>Explain any difficulty you have with test taking:</td>
<td></td>
</tr>
<tr>
<td>Do you know how you learn?</td>
<td></td>
</tr>
<tr>
<td>Learn by Seeing: _______ Learn by Hearing/Listening: _______</td>
<td></td>
</tr>
<tr>
<td>Learn by Doing (Hands on experience): _______ Don't Know: _______</td>
<td></td>
</tr>
<tr>
<td>Do you have difficulty in large classes? If yes, explain.</td>
<td></td>
</tr>
<tr>
<td>List campus resources that you know offer services to students:</td>
<td></td>
</tr>
<tr>
<td>Which of these resources have you used?</td>
<td></td>
</tr>
<tr>
<td>What do you feel were the most important reasons you were placed on probation?</td>
<td></td>
</tr>
<tr>
<td>How do you plan to improve your grades this semester?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>YES</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----</td>
</tr>
<tr>
<td>Time Management</td>
<td></td>
</tr>
<tr>
<td>Lecture Note Taking</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>Test Taking</td>
<td></td>
</tr>
<tr>
<td>Class Participation</td>
<td></td>
</tr>
<tr>
<td>Living/Working Arrangements</td>
<td></td>
</tr>
<tr>
<td>Motivation</td>
<td></td>
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<tr>
<td>Goal Setting/Expectations</td>
<td></td>
</tr>
</tbody>
</table>
Success Program:
- Students fill out survey and are told of their responsibilities
- Set up recurring meetings
- Curriculum should be used as students show need, not necessarily as shown

Major topics indicated will be a part of nearly every meeting.
Available to all faculty and staff advisors across campus.

Critical components:
- Student learning outcomes across four years
- Advising expectations
- Important dates and deadlines
- Contact information for key resources

<table>
<thead>
<tr>
<th>First Year</th>
<th>What Students Should KNOW</th>
<th>What Students Should DO</th>
<th>What Students Should VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Available degrees, majors, minors, programs</td>
<td>• Locate and use the Academic Calendar and the Undergraduate Catalog</td>
<td>• A sense of ownership for college education</td>
</tr>
<tr>
<td></td>
<td>• Hours of prep time for each class hour</td>
<td>• Explore connections between your interests, strengths, and potential careers</td>
<td>• Time management and study skills</td>
</tr>
<tr>
<td></td>
<td>• Prerequisites, course-numbering system, and course sequences</td>
<td>• Understand and abide by campus policies, procedures, and timetables</td>
<td>• Advisor’s expertise</td>
</tr>
<tr>
<td></td>
<td>• Registration policies and procedures</td>
<td>• Prepare for advising appointments by checking degree audit and gathering any necessary forms</td>
<td>• All university requirements including courses in general education, diversity and common ground</td>
</tr>
<tr>
<td></td>
<td>• How to contact an advisor and schedule an appointment</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• How to access VandalWeb and register</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• How to access their degree audit</td>
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</tr>
</tbody>
</table>
Define population (1st & 2nd year)

Time management is key

Participation – mandatory!?
  - How do you make it mandatory?

Realistic goal setting – personal and academic

Encourage students to reflect on differences between current and past semesters

Have realistic goals for the program
An intensive program for first-year students who have been placed on academic probation during their first semester.

Program Overview:

- Occurs the day before spring semester begins. Students “invited” over spring break. “You have qualified!” messaging.

- Helps students to evaluate fall semester, reconfigure spring class schedules, and take action to improve their grades.

- Establishes positive expectations for spring semester.
Program Components:

- Meet with an academic success coach to strategize for spring.
- Consider whether they are in the right major and explore other options.
- Develop a personal academic success plan for spring semester.
- Learn about support services to meet specific needs.
- Attend time management and study skills workshops.
- Receive coaching on how to develop strong positive relationships with instructors.
SOAR OBSERVATIONS

- Campus outreach at the right time.
- Energizes campus.
- Valuable opportunity for faculty and staff advisors.
- Model is very difficult to assess.

Best practices:
- Separate openings sessions for different populations
- Randomly assign students to volunteers
- Provide a tour of student service areas (tutoring, counseling, etc.)
- Create an online form to gather information
CHANGING UNIVERSITY CULTURE

- Increased attention on first-year intervention, retention, and success
  - Early Warning Grade Intervention
  - Midterm Alert Program
  - Regulation L – probation and disqualification
EARLY WARNING GRADES

- Early Warning Grades are due during fourth week of the term
- Solicited from courses having a high percentage of first-year students
- Identifies students who are not making satisfactory progress in order to provide support to make them successful
- Early Warning Grades are not recorded on a student's record
- Individual colleges are provided a list of their students with Early Warning Grades from the Registrar's Office
- Individual colleges intervene with students
A mid-semester intervention for first-year students who have one or more D’s/F’s after mid-term grades.

Program Overview:

- Occurs the week before the final withdrawal deadline. Students invited after mid-term grades are posted.

- “Mini” meeting with advisor. Helps students to evaluate their study habits, class attendance and take action to improve their grades or decide to withdraw from a course(s).

- Campus resources “fair” – most students aren’t aware of what is available.

- Encouraging atmosphere.
Any first-year student who earns below a 1.00 GPA during their first term will be placed on immediate first disqualification and asked to take one semester away from the university.

Grew out of SOAR data and experience, based on institutional research and conduct records from the Dean of Students office, Residence Life, and Greek community.
Data reviewed fall term performance for 3 years (2008-2010):
  - 881 total students at UI on probation.
  - 357 under 1.0.
  - 524 1.01-1.99.

Academic performance after two and three terms:
  - Below 1.0
    - 81% did not finish second term or were on disqualification
    - 87% after three terms
  - 1.01 – 1.99
    - 47% did not finish second term or were on disqualification
    - 55% did not finish third term or were on disqualification

Students who self-identified as non-white were not disproportionately represented.
TAKE A-WAYS FOR YOU (TAFY)

You should now have some hands on ideas about how to create retention programs and self-assessment surveys that you can implement at your own institution to fit the needs of YOUR students.

Remember:
Your work can influence the entire campus culture. *

*Actual results may vary.**
** Overuse of acronyms may hurt your programs (OOAMHYP).
THANK YOU FOR COMING!

Any Questions?