

2021
COLLEGE CHANGES EVERYTHING[®]
CONFERENCE

July 14, 2021

**“To be or not to be Retained ... That’s the
Question!” Retention, Achievement and
Engagement during a Pandemic**

Linda Davis – Associate Director, Academic Advising, Roosevelt University

Courtney Williams – Academic Advisor, Roosevelt University

Tim Johnson– Academic Advisor, Western Illinois University

Justin Schuch– Executive Director of Retention Initiatives, Western Illinois University



Founded in 1899

Total Students: 7,490

Degree Programs: 117

2018-2019 Undergraduate Tuition: \$13,256

Mission:

Western Illinois University empowers students, faculty, and staff to lead dynamic and diverse communities. We provide student-centered undergraduate and graduate programs, characterized by innovative teaching, research, and service, grounded in interdisciplinary, regional, and global perspectives. We engage our students in educational opportunities, guided by a professional and diverse faculty and staff, in collaboration with alumni and community partners.





Fall 2020 Student Profile

62% Female

38% Male

55% Underrepresented

90.5% from Illinois

42.2% First Generation

Top Majors of New Freshman

Law Enforcement and Justice Administration

Nursing / Pre-Nursing

Psychology

Biology

Music

Forensic Chemistry

Broadcasting and Journalism



Academic Statuses

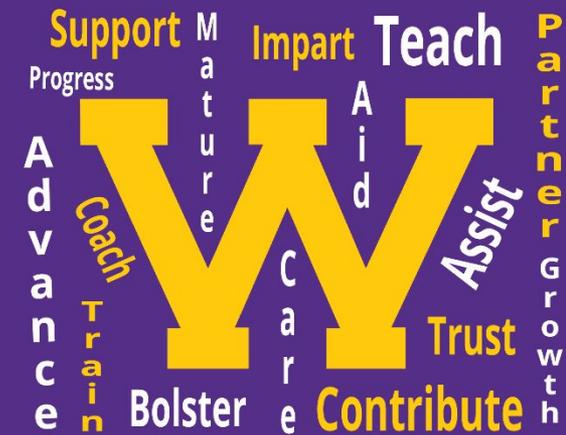
-  **Good Standing**
-  **Academic Warning**
-  **Academic Probation**
-  **Academic Suspension**

Academic Success

	2019FL				2020FL			
	Non-Reach (OAS) Admission		Reach (OAS) Admission		Non-Reach (OAS) Admission		Reach (OAS) Admission	
	#	%	#	%	#	%	#	%
Number in Population	755	100.0%	105	100.0%	970	100.0%	74	100.0%
Good Standing	434	57.5%	66	62.9%	490	50.5%	42	56.8%
Semester Honors	171	22.6%	5	4.8%	240	24.7%	1	1.4%
Positive Status	605	80.1%	71	67.6%	730	75.3%	43	58.1%
Academic Warning	86	11.4%	17	16.2%	114	11.8%	14	18.9%
Probation	64	8.5%	17	16.2%	126	13.0%	17	23.0%
Suspended	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Negative Status	150	19.9%	34	32.4%	240	24.7%	31	41.9%

Reach Program

Est. 1969



Alternative admission program

- Academic GPA in core classes
- Letters of Recommendations,
- ACT/SAT scores
- Student Goal Statements
- Participation Agreement

Academic Advisors

- Mentors and advocates
- Partner with students to guide, support and impact their experience
- Team Approach

Reach Program

*Opportunities for
Academic Success*
Participant Agreement

As a condition of your admission to WIU, you must review and complete the following participant agreement and fully participate in this active advisement partnership.

Upon return of this signed Participant Agreement, you will be assigned a Reach advisor who will:

- 1. Assist you with course selection, scheduling, and registration;**
- 2. Answer questions regarding University graduation requirements, policies and procedures;**
- 3. Direct you to University resources that can help you build academic skills and improve on problem areas;**
- 4. Assist you in the exploration of career plans and alternatives;**
- 5. Encourage your individual development;**
- 6. Keep regular office hours and be available by phone and email;**
- 7. Respond to questions and concerns from your parents/guardians or others who may support you;**
- 8. Support you in your efforts to succeed at Western Illinois University.**

As a participant in the Reach Program, you must agree to:

- 1. Attend a mandatory meeting with your Reach advisor prior to the start of classes during move-in week;**
- 2. Consult with your Reach advisor at least eight times per semester (approximately every two weeks) to assure success during your first year;**
- 3. Attend all tutoring and academic support programs you and your Reach advisor agree you need to assure that you succeed in any academic areas of difficulty;**
- 4. Consult with your Reach advisor before dropping or adding a class or changing your major to make sure you remain in good academic standing and do not jeopardize any financial aid;**

As a participant in the Reach Program, you must agree to:

5. **Refrain from participating in any sorority or fraternity activity** while you are a participant in the Reach Program to make certain that your classroom responsibilities do not suffer;
6. Register, attend and participate in University 100;
7. **Allow your advisor to share your grades with your parent(s)/guardian(s) or others who may support you;**
8. Continue to participate in the Reach Program **until you have completed a minimum of 27 semester hours from Western, earned a cumulative grade point average (GPA) of at least 2.00, and declared a major to make certain that you progress successfully.**

*I understand that if I do not uphold my responsibilities as they apply to the program, I could be referred to the university **student conduct process** through Student Rights and Responsibilities and could be separated from the University.*

*In compliance with the Family Educational Rights and Privacy Act of 1974, I hereby permit the staff of the Academic Success Center to review my high school and university credentials and to **send to my parents or guardians any or all information related to my academic progress at Western Illinois University.***

Rocky's Resources



Tutoring

President's Goal:

- 24/7 Service

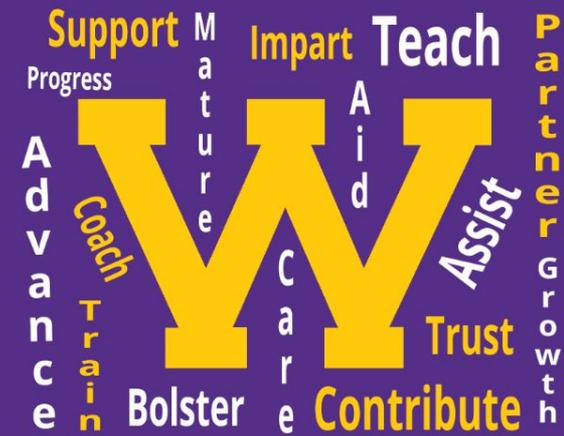
Unit's Goals:

- Academically Support Students
- Continue to Employ Student Tutors

The Reality:

- No Infrastructure
- Employed 70 Graduate and Undergraduate Students
- Expand Job Roles
 - Greeters
 - Tutors
 - Student Coaches

Rocky's Resources



Success Workshops

Goal:

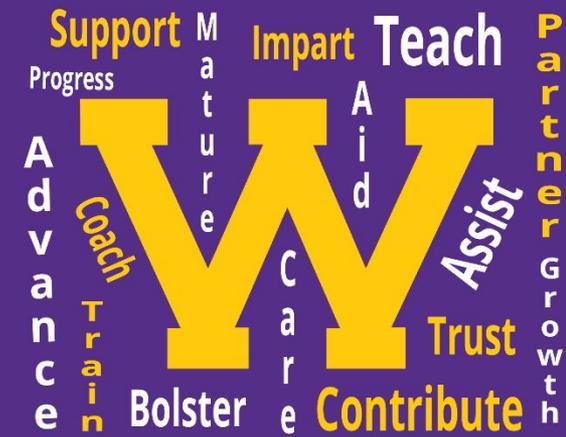
- Academically Support Students
- On Demand and Synchronous Virtual

The Reality:

- No infrastructure
- Recorded Success Workshops
- YouTube Channel

Reach Program

Est. 1969



Early Alert

Progress Reports and Early Warning Grades

- 6th week grade report
- Early warning grade and 8th week grade report
- 12th week grade report

Note - This does not replace Early Warning Grade Reporting.

Enter data and click Enter to add a UAASC Progress Report for week 12 for this student.

-Week 12 Collection-

Attendance: Good Fair Poor Never Attended Not RecordedNumber of Absences:

How many graded opportunities have there been?

Tests: Quizzes: Papers: Daily Assignments: Other: Grade Estimate: A B C D F

Instructor perception:

(Check all that apply)

- Student is making satisfactory progress
- Student is not making satisfactory progress
- Tutoring is recommend for student
- Student needs to participate more
- Student should drop course

Would you like a personal conference with the student? Yes No

Other concerns:

(These comments will be shared with the student.)

-Week 8 Collection-

No Week 8 progress information exists for this student.

Early Warning Grade: *

-Week 5 Collection-

Attendance: Good Fair Poor Never Attended Not Recorded

Number of Absences: 4

How many graded opportunities have there been?

Tests: 1 Quizzes: 2 Papers: 3 Daily Assignments: 4 Other: 5

Grade Estimate: A B C D F

Instructor perception:

(Check all that apply)

- Student is making satisfactory progress
- Student is not making satisfactory progress
- Tutoring is recommend for student

Connections Mapping



Decisions Students Make



Identified Connection

Involvement & Campus Data

Connections Mapping

Fall 2020 Data Utilized

Connection

- Data reported by Resident Assistant on week 5
- Asked to identify where residents are connected

Event Attendance

- Frequency of attending a events

Campus Resource Use

- Meeting with advisors, staff, etc.

Online Resources

- Western Online Use, Purple Post Use

Class Attendance

- Class absences self or instructor reported

Concern level assigned to students based off of these data sets

Connections Mapping

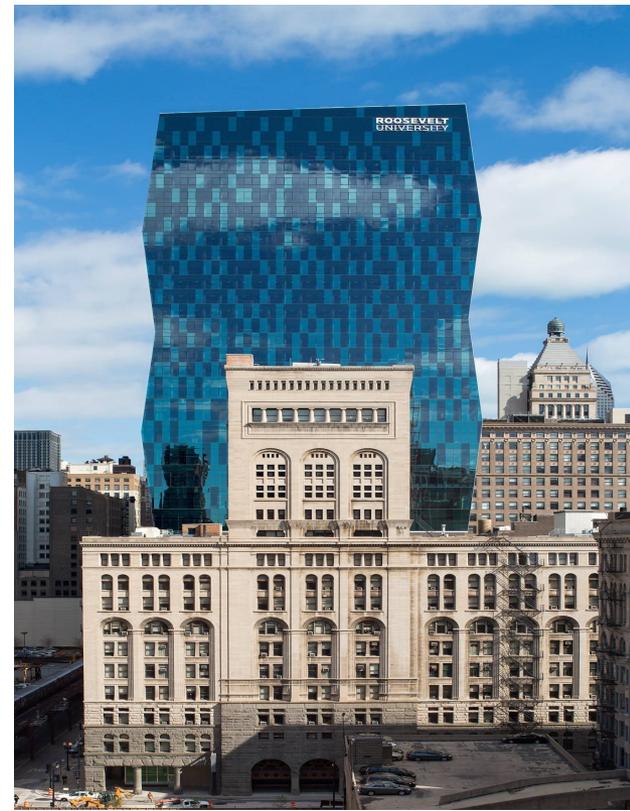
	FL19			FL20		
	<i>Total</i>	<i>Actual</i>	<i>Percent</i>	<i>Total</i>	<i>Actual</i>	<i>Percent</i>
Early Warning Grade in Fall						
High	145	95	65.5%	305	224	73.4%
Mild	383	185	48.3%	484	277	57.2%
Minimal	320	138	43.1%	524	241	46.0%
Total		418			742	
GPA End of 1st Semester						
High	145	1.92		305	1.76	
Mild	383	2.71		484	2.39	
Minimal	320	2.97		524	2.8	
Non-Return for Spring Semester						
High	145	36	24.8%	305	93	30.5%
Mild	383	33	8.6%	484	82	16.9%
Minimal	320	23	7.2%	524	41	7.8%
Total		92			216	

Using the Information

- Intervention campaigns and resource sharing
- Leatherneck Lookout
- Leatherneck Care Referrals
- Mentorship Programming



- **Founded in 1945**
- **Total Students:** 4,100
- **Degree Programs:** 120
- **2019-2020 Undergraduate Tuition:** \$29,832 - \$37,836
- **Mission:** Dedicated to the enlightenment of the human spirit. Grounded in courage, acceptance and a commitment to social justice. Roosevelt began as an equality experiment to make higher education available to all students who qualify academically, regardless of their background.



The third most ethnically diverse college in the Midwest.



Who are we? We RU!

- Change in leadership and an institutional emphasis on retention, which would improve graduation rates.
 - Renewed focus on academic preparedness and career readiness
- Our undergraduate student population: 2,321 students
 - 4 campuses (Chicago, Schaumburg, Peoria & Lake County)
 - 92% of our students receive some form of financial aid
 - Over 50% receive the Federal Pell Grant
 - 55% of our Pell recipients have a 0 Expected Family Contribution (EFC)
 - 80% of students attend full-time
 - 72% are under 24 years of age
 - 55% are non-white



Retaining Students to Graduation

National retention rate for fall

2018: 62%

- ★ Roosevelt's freshmen rate for Fall 2018 – 87%
- ★ Roosevelt's transfer rate for Fall 2018 – 75%

National 6-year graduation rate for private institutions: 74%

- ★ Roosevelt's 6-year graduation rate – 68%



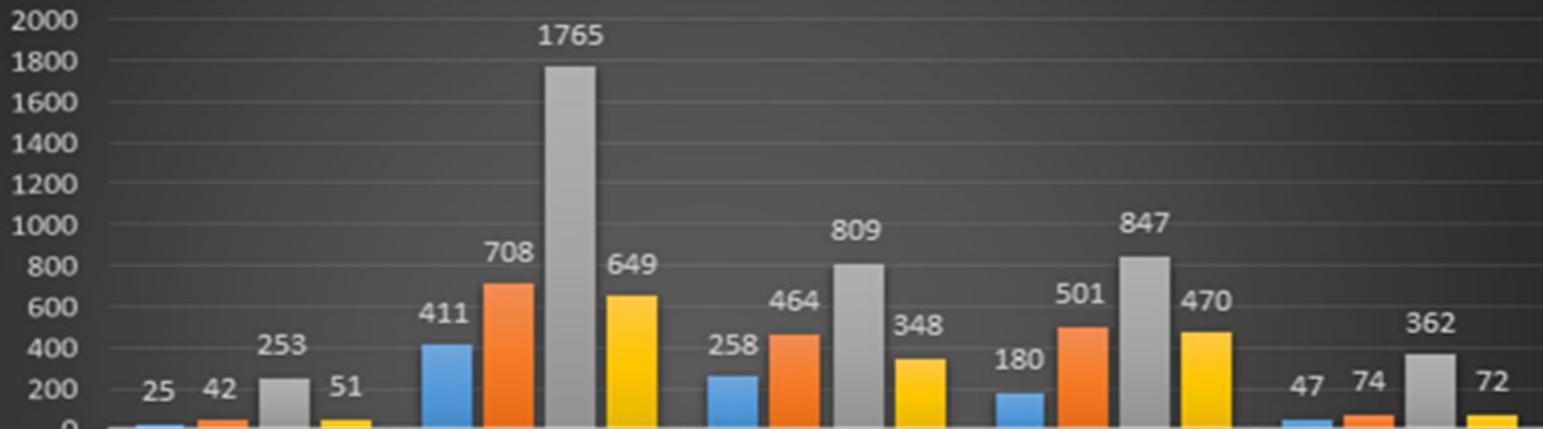
What is an Early Alert?



- The Academic Advising office began using the Faculty Feedback (Early Alert) module in Banner as our formal early alert system in spring 2016.
- The program was instituted to help connect students to resources on campus to fit each student's need.
- In summer 2018 the office of Academic Advising piloted EAB: Navigate early alert platform and implemented it campus wide in Fall 2018. EAB: Navigate is a web-based tool from the Education Advisory Board (EAB) to help coordinate, target, and report on advising, tutoring, and other student success services.

Early Alerts

Alerts by Course Level



	Developmental (095-096)/(010-096)	100-level	200-level	300-level	Graduate
Fall 2019	25	411	258	180	47
Spring 2020	42	708	464	501	74
Fall 2020	253	1765	809	847	362
Spring 2021	51	649	348	470	72

■ Fall 2019
 ■ Spring 2020
 ■ Fall 2020
 ■ Spring 2021



Probation Data Fall 2019-2020

Fall 2019

113 Of the on Probation

53 are Freshmen

15 are Sophomores

Fall 2020

259 Of the on Probation

180 are Freshmen

43 are Sophomores



Academic Recovery Meeting

Probation OUTREACH – First Two Weeks	
WHAT	Provide proactive outreach to our probation students to connect them with resources, set goals for upcoming semester, and develop support strategies and plans with the student to promote a successful spring semester as well as complete probation contract and assessment.
WHO	Probation Students identified as any student whose cumulative GPA below a 2.0 and has yet to have an academic recovery meeting in which they could complete probation contract/assessment.
WHEN	Recommended for the first two weeks of the semester. Start outreach the week before semester begins with goal of meeting with students during first two weeks of the semester.
CAMPAIGN GOALS	A 1:1 meeting with each probation student
OUTREACH DETAILS	<ol style="list-style-type: none"> 1. GPAs below a 2.0 2. Create a “Welcome Back: Probation Academic Recovery” campaign in EAB inviting these students to make an appointment in the first two weeks for the semester. 3. You can copy/paste student ID’s in the “Advanced Search” to send the campaign to this selected group of students, create a watch or upload an excel spreadsheet. 4. Keep the tone of the message positive and supportive. Our goal is to help the student reflect on the past semester, identify the barriers to success, and develop a plan to overcome these barriers in the spring. 5. Send the message and follow-up with non-responders once more by email and then by phone.
MEETING DETAILS <i>These are a starting point, but you might not cover these in every meeting based on each student’s situation or needs.</i>	<p>Debrief from last semester</p> <ul style="list-style-type: none"> • What went well? What did you learn about yourself or your study habits? • What do you want to do differently this semester? <p>Prepare for this semester</p> <ul style="list-style-type: none"> • Discuss new classes, expectations, professors, workload • Set goals for each class • What classes are you most excited about? Which classes are you most concerned about? <p>Time Management</p> <ul style="list-style-type: none"> • How do you keep track of assignments and due dates/test dates? • Do you want to be engaged on campus? Do you have a job or other time commitment you need to consider? <p>Probation/Academic Suspension</p> <ul style="list-style-type: none"> • Review probation assessment and contract. • What is your plan for raising your GPA this semester? • What resources do you plan to use? Can I help connect you with any other resources? • Who can support you in these goals? <p>Set an Additional Follow-Up Meeting to check-in on goals and progress</p> <ul style="list-style-type: none"> • One additional meeting during weeks 5-6

What is Academic Probation?

Each Roosevelt University undergraduate student has a responsibility to maintain a RU cumulative GPA (Grade Point Average) of 2.0 or higher.

Probation is considered an academic warning, and if left unresolved, may lead to Suspension or Dismissal from Roosevelt University.

- ❑ **New students Admitted on Probation** must earn a term GPA of 2.00 or higher after their first semester to continue enrollment at Roosevelt University. Students who are Admitted on Probation and do not achieve a GPA of 2.00 or higher in their first semester will be suspended from the University.
- ❑ **Continuing students are Placed on Probation** when the cumulative GPA falls below 2.00. In order to return to Good Standing, an RU cumulative GPA of 2.00 or higher is required. If the RU cumulative GPA is not raised to 2.00 or higher in the next term, but the subsequent semester GPA is 2.20 or higher, the student will be Continued on Probation. Students who do not meet either of these GPA requirements will be suspended from Roosevelt University.

Tips for Success:

- It is recommended that students repeat any failed courses as soon as possible. By repeating (and passing) your failed course, you will be able to eliminate the poor grade from your Roosevelt GPA; however, failed courses will remain on your academic transcript. Courses repeated at other schools will not raise your cumulative GPA at RU.
- Utilize your professor's office hours as often as possible. If you are unsure of your standing in a specific course, this is an excellent opportunity to meet one-on-one with your instructor.
- Be sure to meet with your Academic Advisor at least once or twice during the semester to review plans for your next term and to discuss the progress in your courses.
- Make a note of the last day to withdraw from your courses. From an academic standpoint, a withdrawal is preferable over a failure. A withdrawal will not affect your GPA; however, it is important to speak with the Financial Aid Office to determine if withdrawing from a course will affect your financial award.

ACADEMIC CONTRACT FOR ONE SEMESTER

Student Name:	Semester:
Student ID:	

Please select 1 time during the semester you plan to meet with an advisor. In addition, review the resources below. Check at least 1 office that you feel might be helpful in contributing to your success in the upcoming semester.

I, _____ agree to meet with an academic advisor at least one time during the _____ semester.

In addition, I agree to utilize the following resources:

Learning Commons - Tutoring, learning strategies, time management, disability services.

- Chicago: 312-341-3811 Library AUD 10th
- Schaumburg: 847-619-7978 SCH 125

I will also be limited to _____ credit hours this semester.

Recommended courses

CRN	Course, Subject, Section

If I am receiving Financial Aid, I understand that I am required to speak with a Financial Aid representative to see if my GPA may affect my financial aid package.

I am committed to achieving at least a C+ average in my courses this semester.

I agree to review the last day to withdraw through www.roosevelt.edu/Registrar.aspx and I understand that all my work must be completed by the end of the semester. For example no I (incomplete) grades.

I will do my best to meet the following goal this semester. (Be sure to list SMART goals - Specific, Measurable, Attainable, Realistic, and Timely) Example: I will work with the Learning Commons at least 2 hours each week this semester to improve my grades

I understand that I must meet one time during the semester with my advisor and provide updates on the progress of my classes.

john doe		
Advisors Name	Advisors Signature	Date Signed
Student Name	Student Signature	Date Signed

Roosevelt University Requires all student on Academic Probation to Complete a Survey

The Average Student on probation is a First-Generation Student

Fall 2019

1	Veteran Student	3.39%
2	First Generation	62.71%
3	Returning Adult Student	33.90%

Fall 2020

1	Veteran Student	2.56%
2	First Generation	75.64%
3	Returning Adult Student	21.79%

Top academic or personal factors that contributed to student's performance

Fall 2019

- Stress and Anxiety **15.77%**
- Poor Time Management Skills **12.39%**
- Poor Study Skills **12.11%**
-

Fall 2020

- Stress and Anxiety **14.6%**
- Lack of Motivation or Procrastination **11.39%**
- Poor Time Management Skills and Poor Study Skills **11.21%**

Top non-academic or social issues that contributes to student's academic performance

Fall 2019

- Family Tensions **27.07%**
- Other **20.30%**

Procrastination, Medical, Person Problems, Mental Health, Anxiety, and depression

- Uneasy adjustment to college culture **16.54%**

Top non-academic or social issues that contributes to student's academic performance

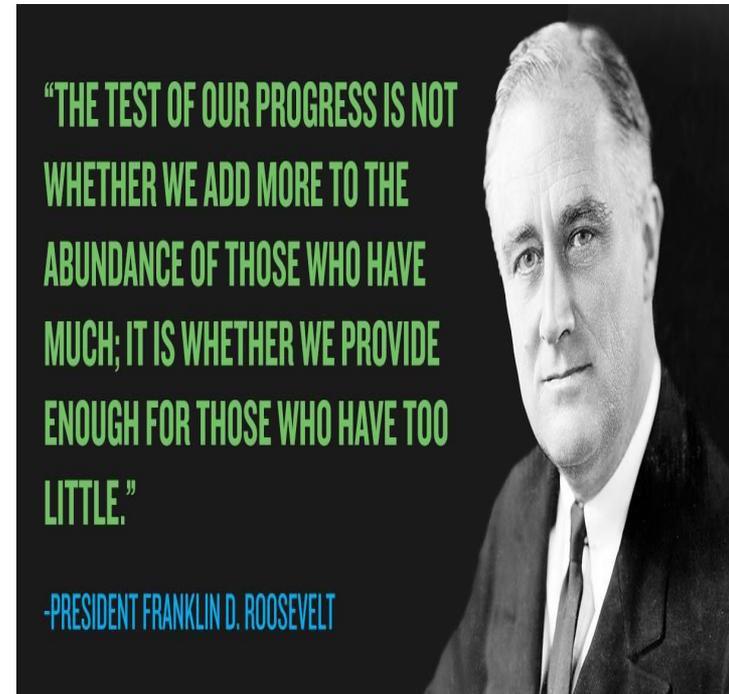
Fall 2020

- Uneasy adjustment to college culture **29.53%**
- Family Tensions **16.58%**
- Loneliness **16.06%**



Student Goals within 5-10 years

- Within the next 5 years, I want to be able to get my degree and get accepted into med-school. I want to be able to choose the Med-school of my choice and continue working towards my career path. Within 10 years I would want to be doing my residency at the hospital of my choice and improving my knowledge of the medical field.
- My ultimate goal is to be a dentist. I am completely fascinated with dentistry and have been working in a dental office for the last 5 years. I realize my academics are not up to par, but I have taken steps to ensure my studies don't suffer this semester as they did in Fall 2019.



Student Goals within 5-10 years

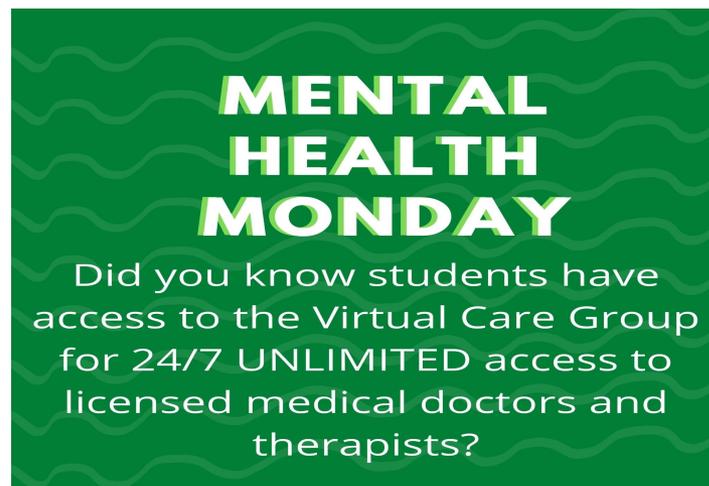
- To have a position in a company in which there is room to grow and learn. I have been studying at a university level on and off since 2016, and I am ready to finally finish up the remaining credits and have a degree and a bigger sense of independence.
- I want to be able to graduate from Roosevelt University and in the next 5 years, I want to be able to have a great place to live and a job that I greatly appreciate. When I got accepted into RU, I didn't expect myself to be placed on Academic Probation, but due to my not believing in myself and the emotional drain COVID-19 has had on me, I see why. I didn't put enough effort into my work. In the next 10 years, I want to have a life that I can smile at when I wake up in the mornings. I want to be able to feel comfortable where I am.

Roosevelt Support Services

- Advising
- Learning Commons-Tutoring (*math, writing, and a variety of specific subjects, such as Economics, Psychology, or Business*)
- Disability Services
- Peer Mentoring
- Library Resources-Research Guides by class and subject, citation guide, and library workshops
- EAB Navigate Collaborative

Roosevelt Support Services

- Health and Wellness (medical and counseling services)
- Emergency Housing Services & Showering Services
- Food and Hygiene Pantry
- Career Closet
- Career Development
- Veteran Services



Questions?

•Linda Davis:

–312-341-2451

–ldavis49@roosevelt.edu

•Courtney Williams:

–312-341-2129

–cwilliams128@roosevelt.edu

•Justin Schuch:

–309-298-2466

–jl-schuch@wiu.edu

•Tim Johnson:

–309-298-1871

–t-johnson2@wiu.edu

