



IUPUI

1969–2019

2019 Strategic Enrollment Management Summit

Promising practices in campus retention efforts

How can your school (re)engage?



IMAGINE...



SECTION 1

First Year Experience

50

FYE as a High Impact Practice

AAC&U advises that “the effects of engagement in multiple high-impact practices, both across and within different groups of students, provide strong evidence for the need to ensure that all students encounter several high-impact experiences during college.”

Finley & McNair, *Assessing Underserved Students' Engagement in High-Impact Practices*, 2013.

FYE as a High Impact Practice

They point out that “campus practitioners should make a considerable effort to diminish the barriers to participation in these practices and to design structures that promote greater access to them.”

Finley & McNair, *Assessing Underserved Students' Engagement in High-Impact Practices*, 2013.



Proven Benefits

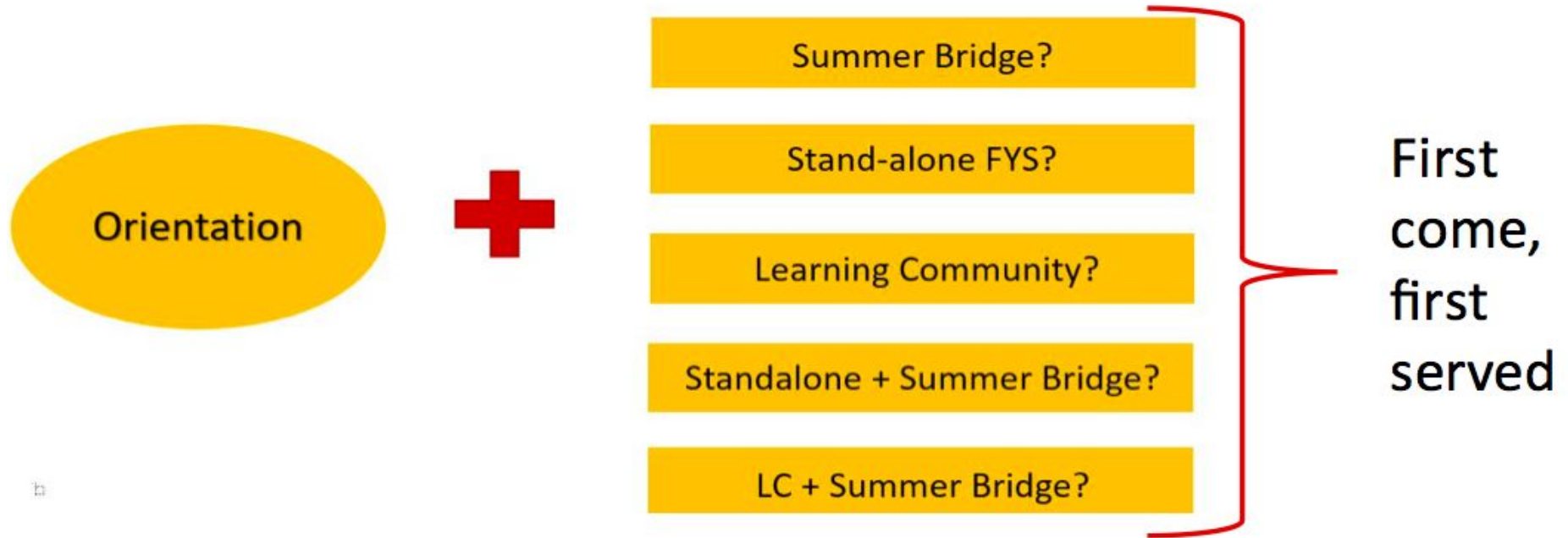
Foundational experiences are key to student success and improved retention rates:

Fall 2018 to Fall 2019 retention rates (at any IU)

No intervention:	56%
FYS only:	72%
+ Bridge:	78%
+ TLC:	77%
+ Bridge & TLC	81%



Existing FYE Model



Promising Practices to (re)Engage In

Reimagined, Cohesive FYE Model



- OUR STRONGEST COMBINATION OF INTERVENTIONS
- COORDINATED, SCAFFOLDED CURRICULUM
- EQUITABLE ACCESS FOR ALL STUDENTS

- SIGNATURE IUPUI EXPERIENCE
- EARLY EXPOSURE TO HIGH IMPACT PRACTICES
- HOLISTIC ACCLIMATION – SOCIAL AND ACADEMIC



SECTION 2

Proactive Advising

50

Proactive Advising per NACADA

NACADA's New Advisor Guidebook defines Proactive (or intrustive) Advising as follows "Originally termed intrusive advising by Robert Glennen (1975). Now known as proactive advising, this strategy is identified with retention and persistence. **Proactive advisors reach out to students, particularly those considered at risk for attrition, prior to their encounter with difficulties**" (p. 98).



Proactive Advising per APLU (proposed)

Proactive advising is an institutionally-initiated advising practice that includes **coordinated, collaborative, personalized, and intentional outreach strategies** and practices designed to anticipate potential barriers to student success, provide timely interventions, and **invite meaningful engagement between advisors and students**. By anticipating barriers, providing interventions, and inviting engagement, proactive advising strategies and practices support **improved student experiences** and outcomes.



Proven Benefits

In Fall 2018, **4 schools** fully engaged and met with 30-40% of their undergrads in first seven weeks.

1. Campus-wide **moderate risk** students persisted or graduated at a rate of 78.9%, which is significantly **lower** ($p < .001$) than the non-Moderate Risk students' rate of 81.9%.
2. Within the **four top schools** combined (their 11,850 students alone), the moderate risk students persisted or graduated at a rate of 77.6%, which is significantly **higher** ($p < .01$) than the non-Moderate Risk students in those four schools.



Proven Benefits

Within the Top School from FA18 (**UC-met with 43.3% of population**): Students who had a proactive advising appointment were ***significantly more likely*** ($p < .001$) to persist than those without an appointment (67.9% vs. 62.0%)



Proven Benefits

In Fall 2019, **4 schools** met with 50% of their ugrds in first seven weeks, **5 additional schools** met with > 25% of their ugrds.*

University College (65.9%)

Public Health (56.4%)

Business (50.8%)

Hlth & Hmn Sci (49.5%)

Liberal Arts (30.2%)

Engr & Tech (29.8%)

Science (28.3%)

Infmtcs & Cptg (27.3%)

Art & Design (25.4%)

*Majority are now enjoying PIC enrollment increases in headcount.
Campus-wide, FR enrollment is up 40.2% compared to last year (11/25).



Promising Practices to (re)Engage In

1. Consider developing a curriculum for your proactive advising sessions that are distinct from a “registration advising” appt (there are 5 other domains of advising in our campus outcomes).
2. If your school wasn't even in the honorable mentions this year, aim for 30% next year. If your school was an honorable mention this year, aim for >50% next year. If you were above 50%, aim for >70% next year (at least with priority populations).

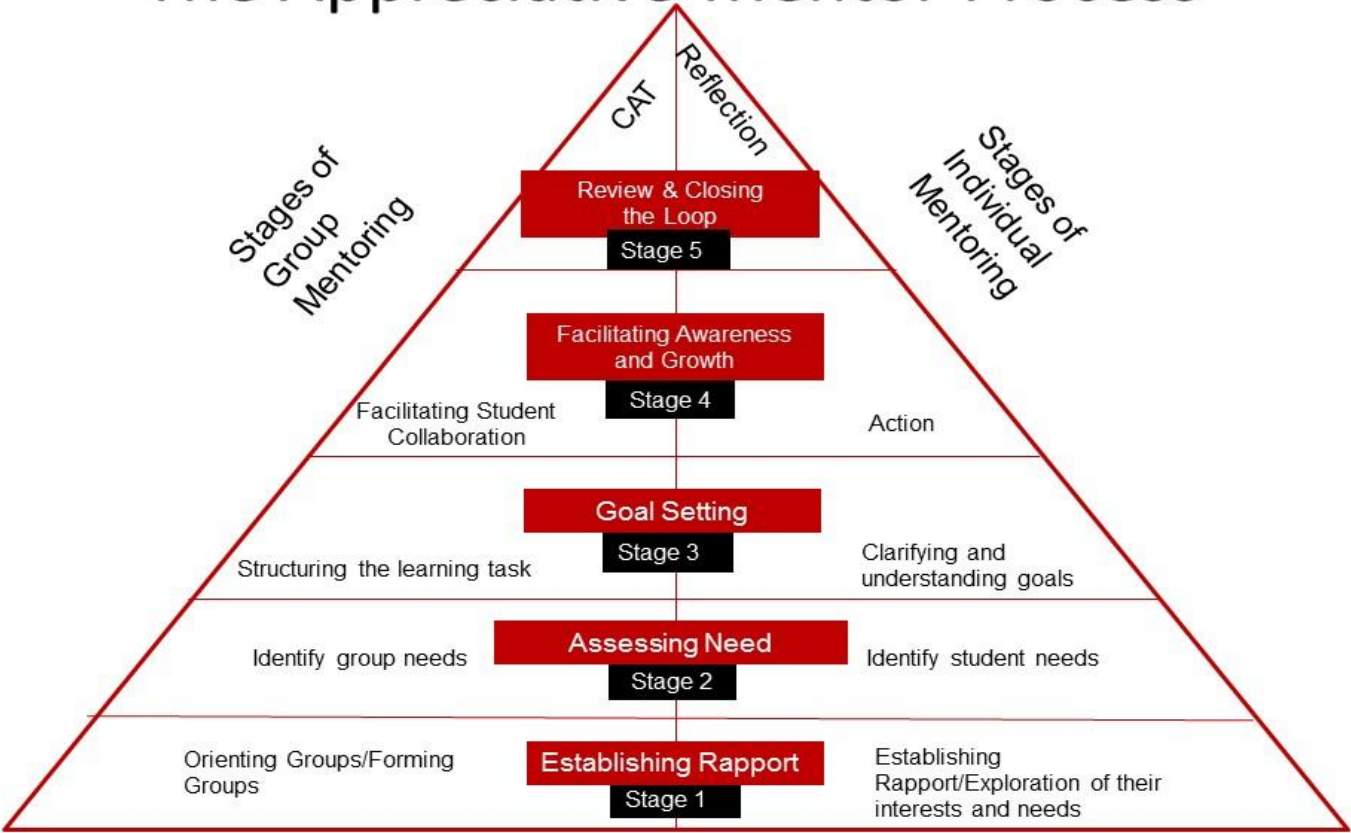


SECTION 3

Mentoring

50

The Appreciative Mentor Process



Benefits of Academic Mentoring

1. Students receive time to practice material from lecture with an experienced peer.
 - Peer mentors receive a B+ or higher
 - The Learning Center has a mission state to uphold standards through inclusivity and cultural diversity.
 - Peer mentors represent student population from all aspects of life.
2. Peer mentors provide student feedback to faculty regarding course
 - Exam feedback surveys to professors
 - End of semester meeting between peer mentor and faculty members.
 - Weekly/biweekly course meetings
- 3.



Benefits of Academic Mentoring

Low stakes environment for students to assess their knowledge of course content.

Percentage of students who Strongly Agree/Agree that they felt welcome and at ease when attending mentoring recitations/sessions.	2019	2018	2017
	97.31%	96.50%	95.22%

Students develop study and learning strategies that can increase their self efficacy

Percentage of students who Strongly Agree/Agree that they felt they gained more study skills that enhanced their self learning.	2019	2018	2017
	94.13%	91.80%	90.68%
Percentage of students Strongly Agree/Agree that questions were encouraged and there was an open discussion during recitations/sessions.	2019	2018	2017
	98.05%	96.38%	95.82%



Benefits of Academic Mentoring

Students are empowered to discover learning approaches that work for them.

	2019	2018	2017
Percentage of students who Strongly Agree/Agree that they gained skills in which prepared them for exams in their course.	94.01%	90.35%	89.96%

Students who attend regularly see an increase in course grade

	0 to 4	5 to 8	9 or more
Course GPA based on number of visits to mentor sessions (SLA* Sessions Spring 2019).	0.40	1.16	2.73



Benefits of Academic Mentoring

Students who collaborate with peers increase their sense of belonging on campus

Percentage of students who Strongly Agree/Agree that they felt connected to fellow peers.	2019	2018	2017
	89.98%	85.16%	No data
Percentage of students who Strongly Agree/Agree freely participation and collaborated with other students in recitations/sessions.	2019	2018	2017
	94.13%	90.83%	91.27%

Participants* in Voluntary Mentor Sessions see an increase in course GPA

Course GPA based participation in mentor sessions (SI** Sessions Spring 2019).	Participants	Non-Participants	Course
	3.11	2.47	2.57

*Participants: 5 or more visits throughout semester

**SI: Supplemental Instruction/Voluntary Sessions



How can you increase student success without lowering course standards?

•Prerequisites for Academic Mentoring

- DFW > 30%
- Gateway Courses with high enrollment
- All services dependent on funding availability

•Current Courses Served:

- Biology I & II (BIOL K101/K103)
- Human Anatomy (BIOL N261)
- Human Physiology (BIOL N217)
- Human Biology I & II (BIOL N212/N214)
- Introduction to Business Administration (BUS X100)
- Introduction to Sociology (SOC R100)
- Introduction to the America Criminal Justice System (SPEA J101)
- History of Art I (HER H101)

Request Academic Mentoring Assistance for your course!



Pause for Burning Questions

50

SECTION 4

Think, Pair, Share

50

Think

Using your worksheet place a few **ideas** in the ideas column for FYE, Advising, and Mentoring.

- DON'T let logistics, tradition, or difficulty stop your brainstorm



Think (a little more)

NOW shift to the concrete action plan and form an initial draft of 2 concrete action plans you'd like to have your school delegation consider.



Pair

Discuss your ideas and action plans with a partner.

Get some feedback on:

- Level of innovation
- Potential for positive impact
- Logistical considerations



Share

- Let's hear from 3-5 individuals



SECTION 5

Where can I learn more?

50

FYE: Where can I learn more?

- Visit experience.iupui.edu
- Download a copy of the Student Experience Council FYE Task Force report at <http://go.iu.edu/2cHE>
- Contact hebowman@iupui.edu



Advising: Where can I learn more?

- Your CAC Representative
- Ask for an overview of *The ACD Way*
- Draft copy of APLU Powered by Publics Doc
- EAB Proactive Caseload Management Doc
- ocss.iu.edu/coaching/



Mentoring: Where can I learn more?

- Contact Andrea Engler (aengler@iupui.edu)
- Mark Minglin (mminglin@iupui.edu)



FOR ALL.





IUPUI

FULFILLING *the* PROMISE