

ACADEMIC SUPPORT PROGRAMS



EDGE

HOLMAN SUCCESS CENTER

UNIV

STUDENT SUCCESS DATA

Fall 2017 - Winter 2018 Status Report

UNIV 101L3 / UNIV 179L3: Introduction to the University

Fall 2017 semester:

- 15 sections of the UNIV 101L3 course with a cap of 20 students
- 17 sections of UNIV 179L3 for EMU Edge, BrotherHOOD and SisterHOOD cohorts
- Total of 640 seats
- Filled 611 seats
- Sharp decrease over last Fall's enrollment of 940

Additional UNIV Information:

- GAs in their second year at HSC taught 2 sections of UNIV 101L3
- GAs in their first year taught a single section of UNIV 179L3
 - EMU Edge students attend bi-weekly Success Coach meetings with their instructor
- DFWI rate for UNIV 101L3 = 14%, up from 12% in Fall 2016
- Average Grade = B
- DFWI rate for UNIV 179L3 = 11%, down from 14% in Fall 2016
- Average Grade = B

201810 FTIACs (Non-Edge)

- 2000 (80%) FTIACs did NOT take UNIV 101L3 in their first semester
 - Average Fall GPA: 3.00
 - Retained to W18: 2258 (91%)

- Average Winter GPA: 2.99
- 487 (20%) FTIACs DID take UNIV 101L3 in their first semester
 - Average Fall GPA: 2.93
 - Retained to W18: 438 (90%)
 - Average Winter GPA: 2.94
- FTIACs from the 201810 cohort who took UNIV 101L3 in their first semester experienced an increase in GPA their second semester, whereas FTIACs who did NOT take UNIV in their first semester had a slight decrease in second-semester GPA

Students respond to a variety of reflective questions while completing their final ePortfolio projects, including three specific to the UNIV curriculum and experience.

1. How did the knowledge that you gained in UNIV help you be successful in your other classes?



2. What was the most beneficial assignment from UNIV? Why was it beneficial?



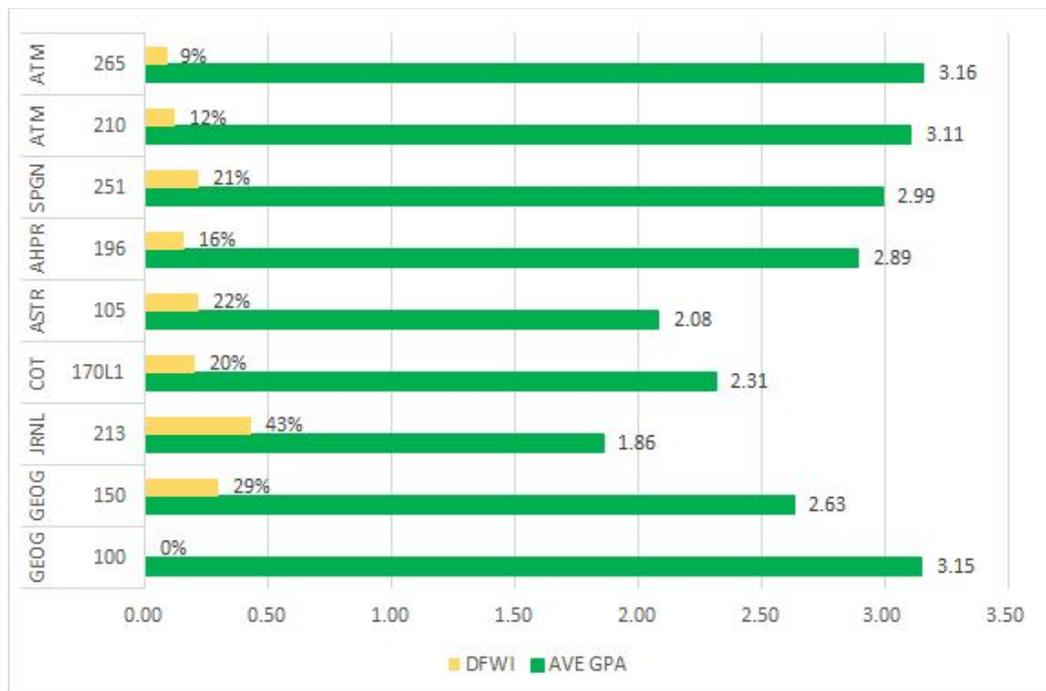
3. What advice would you give students who take UNIV next year?



Each of the Non-BrotherHOOD or -SisterHOOD UNIV 179L3 sections featured a two-hour “lab” built into the student’s schedule, and the sections were linked with courses selected from various departments across campus to address student interest. The purpose of this strategy was two-fold: students were able to explore majors and interests in a credit-bearing, General Education-approved course, while also practicing the learning and study strategies gained in UNIV.

Lab periods were led by the UNIV Instructor or Peer Mentors who used the time to assist students in practicing good time management habits, plan out large assignments, and develop study skills. Peer Mentors also designed and facilitated short, 15-20 minute activities based on the UNIV and linked course content that week.

While we experienced some degree of success with this model, it also had a number of inherent challenges. First, popular linked courses filled early in the Fast Track season, leaving late registrants with little in the way of selection. Some students found themselves registered for courses in which they did not have an interest. Additionally, some of the chosen courses were found to be more rigorous than typical first-semester courses. These specific sections had a larger-than-average number of withdrawals mid-semester.



EMU Edge Program

The EMU Edge Program initially held 329 students; this is a slight decrease from last year's 353 students. Of these, 51 were in the BrotherHOOD or SisterHOOD Initiative Program;. These programs follow the same requirements as the EMU Edge Program. Eleven students withdrew from the University prior to the end of the Fall 2017 semester, citing mainly financial and preparedness issues as the reason.

For the Fall 2017 semester, 156 students (49%) earned at least a 3.0, and 94 students (30%) earned between a 2.0 and a 2.99 GPA. Only 68 students earned below a 2.0 GPA for the semester (21%).



As of the first week of January, 277 of the remaining 318 students had registered for the Winter 2017 semester (87%), four of these completed a full withdrawal in the winter term, and one Fall withdrawal actually returned. Of these (274 net) students, 117 (43%) received a

3.0 or higher GPA for the Winter 2018 semester, 76 (28%) received between a 2.0 and a 2.00 GPA, and 81 (30%) received less than a 2.0 GPA.

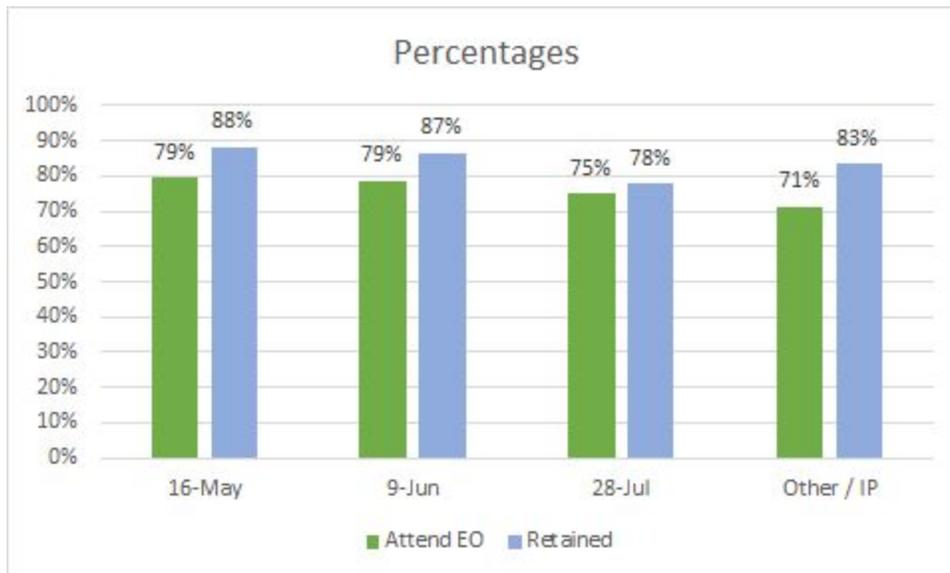


This year's EMU Edge Orientation encompassed three full days, along with the morning of the fourth prior to First Four orientation. We continued to improve and tailor the content to our target student population. Along with workshops on using campus technology, time management, and

study skills, students participated in a networking event with EMU Alumni.

Students were also able to attend a presentation by professional educational speaker Jullien Gordon. Each student received a copy of Gordon’s “Guide to Graduation,” which includes a daily assignment and class planner along with several pages of helpful strategies for navigating the college experience. The feedback on this tool has been overwhelmingly positive, and so we have purchased an additional quantity of them to include in our Eagle Rewards Program as potential prizes that students can earn.

In the Fall 2017 cohort, 251 students attended at least one day of EMU Edge Orientation and of those, 215 students were retained from Fall to Winter.



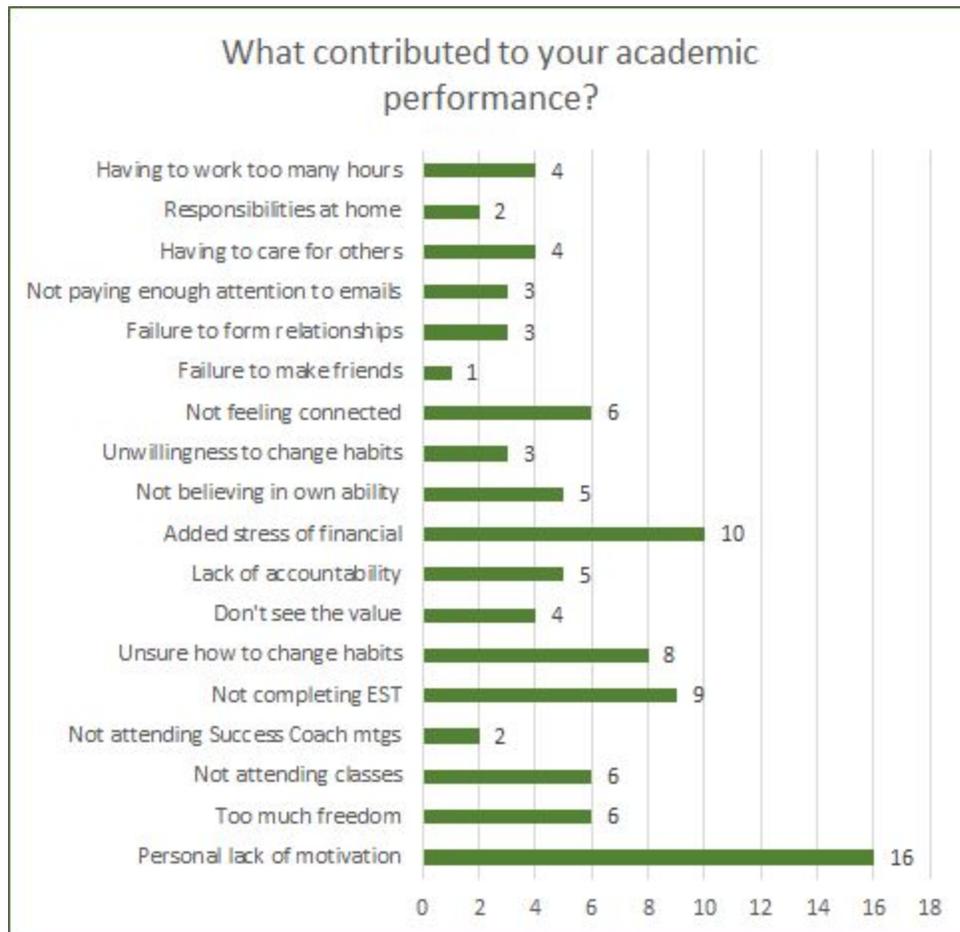
When viewed through the lens of registration date, it would appear that students who register after the final Edge Fast Track date are less likely to attend Edge Orientation, but about as likely as all other students to be retained from Fall to Winter.

EMU Edge Probation Program: Regaining Good Academic Standing

Those 68 students placed on Academic Probation for the Winter 2018 term were the focus of our instructional team this semester. A comprehensive plan to assist them in

regaining good academic standing was developed, grounded in theory, and built on a framework of best practices.

The program began with an informational session on January 5, 2018, in which we addressed students with a motivational message and requested a survey concerning student perceptions of the reasons behind their academic performance for the previous semester. Only 24 of the 68 students (34%) attended the informational session and 22 completed the survey, the results of which are enlightening and support other research conducted by the Academic Support Programs director.



This probation plan was designed to include weekly meetings with a Success Coach, with whom the student would create and monitor his or her progress toward fulfilling a detailed Academic Success Plan. Additional attention was to be given to identifying the student's specific issues contributing to the Fall 2017 results and targeting interventions directly toward those causes.

Challenges of the Edge Probation Program are, to a large degree, directly related to the most frequently cited reason for academic probation: a student's motivation. In short, 5 students of 24 who attended the information session achieved a 2.0 or higher GPA for the Winter 2018 semester. Only one of the 5 was not able to regain good academic standing, (minimum cumulative GPA of 2.0) and this was also the only student of the 5 who did not complete any study table hours, meet with a Success Coach or Peer Mentor, or attend an Academic Recovery workshop.

Of the 44 students placed on academic probation following the first semester who did not attend our information session, only 3 earned at least a 2.0 GPA for the winter semester, 2 of whom were able to regain good academic standing with a cumulative GPA of at least 2.0.

Only 3 students from the Edge, BrotherHOOD, and SisterHOOD programs who were placed on academic probation at the end of their first semester have enrolled for the coming Fall 2018 semester. This population presents a substantial opportunity for EMU to increase retention.

A secondary challenge for the program involves the personnel tasked with coaching and monitoring students on academic probation, half of whom were assigned to a graduate assistant or teaching assistant. Hard copy student files of probation plans, coaching notes, and periodic check-in information is not available, making a review of the efficacy of detailed probation plans impossible. Additionally, there is limited evidence that any

students assigned to temporary staff received more than one email inviting them to meet with a new Success Coach.

Moving Forward: Recommendations for program improvement

- Increase research concerning student motivation, its driving factors, and how to assist students in finding their own motivations
- Assign students on academic probation following their first semester to one of only two available Success Coaches
- Provide additional training to Success Coaches on the use of probation materials and need for accurate probation plan documentation

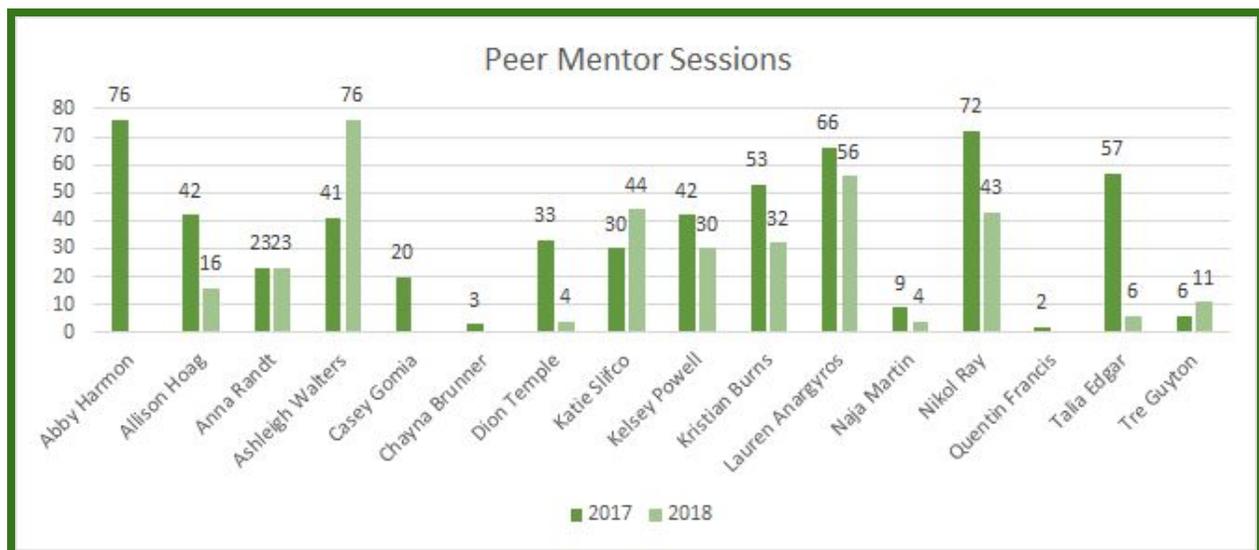
Holman Success Center

Peer Mentor Program

The HSC Peer Mentor program has evolved from its origin as Supplemental Instruction Leaders. For the Fall 2017 semester, every section of UNIV 101L3 and UNIV 179L3, including sections for the BrotherHOOD and SisterHOOD programs, included a Peer Mentor. These 19 Peer Mentors sat in on each class session for their courses, contributing personal experiences and additional information on the presented topics. They also assisted with facilitating discussions and activities in class.

This term, Peer Mentors were also able to take the lead in the two-hour lab sessions by assisting students in time and task management, designing and facilitating activities relating to the content of either UNIV or their linked course, and proctoring the guided group study session.

Outside of class, UNIV Peer Mentors offered one-on-one and group meetings with their students, focusing on providing additional coaching for making the transition from high school to college. Peer Mentors who supported students in UNIV 179L3 classes reported a much stronger relationship and rapport with their students than those in UNIV



students

- More focused questions delivered through the EMU Engage app to gauge student interaction and engagement for the Peer Mentoring service
 - Monthly focus question, e.g., September: "How helpful has your PM been during your transition to college?" October: "How knowledgeable is your PM concerning campus resources?"
- End-of-semester focus groups for both Peer Mentors and Edge students

Supplemental Instruction

SI SERVICE USE

Unique Students: 990

Total Visits: 7377

Average Visits per Student: 7.4

Total SI's: 62

Average Scans per SI: 119

SI SERVICE USE BY DEPARTMENT			
DEPARTMENT	# of SCANS	% of TOTAL	AVG. SCANS PER SI
Accounting & Finance (ACC 240, 241; DS 265; FIN 350)	619	8.4%	77.38
Biology (BIO 110, 120, 251, 252, 301)	3237	43.9%	124.5
Chemistry (CHEM 120, 121, 371, 372)	2267	30.7%	188.92
Geography & Geology (GEOG 107)	101	1.4%	101
History & Philosophy	38	0.5%	19

(HIST 110)			
Mathematics (MATH 097, 098, 105)	263	3.6%	52.6
Neuroscience (Interdisciplinary) (NSCI 301)	286	3.9%	286
Physics (PHY 221)	133	1.8%	133
Psychology (PSY 101, PSY 205)	433	5.9%	86.6

QUOTES FROM STUDENTS:

- “I loved [my SI]! She is very good with making everyone feel comfortable and making sure everyone feels good about the material before moving on. She is great!”
- BIO 252 student; Fall 2017
- “[She] was a truly amazing SI. I wouldn’t have done as well in ACC 240 if it weren’t for her. The SI sessions were extremely beneficial to me, and I hope they are offered more frequently in my future courses. [She] genuinely cared about helping me understand the material and spent time working with me individually when I needed it.” - ACC 240 student; Fall 2017
- “[He] did a great job as our SIL this semester. He even started making YouTube video tutorials which were very helpful. I appreciate all of [my SI’s] hard work and extra effort he put into being our SI. [He] met with us at least 2 days a week and also offered Eagle Study Table tutoring every Wednesday night. I believe that attending these SI Sessions regularly helped me achieve the grade that I wanted for this course. I cannot thank [him] enough for his help this semester. I hope that he can set a good example for future SIL’s as well!” - CHEM 121 student; Fall 2017
- “She tried her absolute hardest to reach out to people and give help. If she saw that the whole class was struggling on something and no one was going to ask the teacher for help, she would ask to see another example. She was really helpful inside and outside the class.” - MATH 097 student; Winter 2018

- “I was unable to attend any SI sessions due to have scheduled class/work in all the slots. [He] was more than willing to go above and beyond to help work with me outside of the SI times. [He] also came to campus on a Friday to go over everything with me. I do not believe that you could have a better SI than [him] who truly cares about the students.” - PSY 205 student; Winter 2018
- “[He] was extremely helpful, and continually helped answer questions that were asked. He made a point to try and explain the topics in different ways.” - BIO 110 student; Winter 2018

Drop-In Tutoring

DROP-IN TUTORING (DIT) SERVICE USE

Unique Students: 354

Total Visits: 1067

Average Visits per Student: 3.01

DIT SERVICE USE BY AREA		
AREA	# of SCANS	% of TOTAL
BIOLOGY (105, 106, 110, 120, 251, 252, 301)	395	37%
CHEMISTRY (CHEM 117, 120, 121, 123, 270, 353, 371, 372, all 400 level)	303	28.4%
COB PREREQUISITES (ACC 240/241, DS 250/251/265, ECON 201/202, FIN 350, LAW 293)	127	11.9%
COMPUTER SCIENCE (111, 112, 211, 212)	1	0%
MATHEMATICS (MATH 097-120; STAT 170)	103	9.7%
PHYSICS	12	1.1%

(PHY 221, 222, 223, 224)		
PSYCHOLOGY (PSY 101, 205)	35	3.3%
READING/WRITING HELP	58	5.4%
SPORTS MEDICINE (SPMD 201/202; ATTR 201/202)	3	0.3%
SPANISH (all 100 - 300 level)	30	2.8%

QUOTES FROM STUDENTS:

- “[My tutor] was very helpful. I understand a lot more about Spectroscopy than I did when I came in. He also gave me some shortcuts to figuring out the formula from the Mass Spec.” - CHEM 372 Student; Fall 2017
- “[My tutor] was extremely helpful! I feel much more confident now for my next exam.” - BIO 110 Student, Fall 2017
- “Thank you so much for tutoring! [My tutor] helps me a lot. She is very nice, and SUPER patient.” - BIO 120 Student; Winter 2018
- “[My tutor] is one of the best. Very knowledgeable and professional. She will help you till you have a better understanding of difficult material.” - DS 265 Student; Winter 2018