University-Wide Undergraduate Retention Committee

Report to the Chancellor

January 2008
University-Wide Undergraduate Retention Committee

In January 2007, Mel Tyler, Vice Chancellor for Student Affairs and Enrollment Management, and Dr. Bruce Bubacz, then Provost and Vice Chancellor for Academic Affairs, took the leadership to co-chair UMKC’s first ever University-Wide Undergraduate Retention Committee. Dr. Betty Drees, Interim Provost and Dean of the School of Medicine, continued to support this committee.

The University-Wide Undergraduate Retention Committee was formed to address and improve retention rates and student learning at UMKC, which are important factors to meeting the University’s goals of increasing enrollment and improving the quality of UMKC’s educational and campus life experiences.

The members of this committee are:

- Marita Barkis, Director, Counseling, Health & Testing Center
- Becky Bergman, Director, A&S Advising
- Larry Bunce, Institutional Research
- Jan Brandow, Director, Financial Aid and Scholarships
- Chris Brown, Faculty, School of Education
- Bibie Chronwall, Vice Provost; School of Medicine, School of Biological Sciences
- Karen Dace, Deputy Chancellor for Diversity, Access, and Equity
- Jennifer DeHaemers, Assistant Vice Chancellor for Enrollment Management and Director, Office of Admissions
- Jim Falls, Faculty, College of Arts & Sciences; principal History undergrad adviser
- Mary Lou Hines Fritts, Vice Provost and Chief Information Officer
- Glen Jacobs, Director, Center for Academic Development
- Kathleen Kilway, Faculty, College of Arts & Sciences; principal Chem. undergrad adviser
- Eve McGee, Research Associate, School of Nursing
- Lynda Plamann, Faculty, School of Biological Sciences Student Services
- Kami Thomas, Assistant Dean, Bloch School Student Services
- Mel Tyler, Vice Chancellor for Student Affairs and Enrollment Management
- Nancy Weatherholt, Faculty, Bloch School

Committee charge:
The charge of this committee is to develop recommendations that, when implemented, will increase our first-to-second year retention rate to at least 80%; increase the six-year graduation rate to 50.1%; and increase student success and satisfaction as measured by the National Survey of Student Engagement (NSSE) and the Student Satisfaction Inventory (SSI). The purpose of this committee is to examine current activities, look for best practices, and develop strategies to improve both the retention and graduation rates of our students.
Why should we be concerned about retention?
Business Approach: about two-thirds of the university budget comes from student tuition. There are two choices to increase this revenue—either we raise tuition or we increase student credit hour production.

- Increase tuition: already expensive and we have a high discount rate which comes from operations.
- Increase student credit hour production: will affect faculty the most, changing the focus from research/publishing to increased teaching loads.
  - In the Urban 21, UMKC ranks third highest in the number of students who attend part time (42.3%). Increasing credit hours will increase graduation rates (students progressing toward their degrees faster/on time); also leads to greater interaction with the campus and positively affects retention. Additionally, it is cheaper to retain students than to recruit them.
  - Issues affecting a student’s decision to attend part-time include: cost, family responsibilities, job demands, class scheduling issues, too few spaces available in the current res halls, lack of student spaces and programming/activities.

Community Approach: Benefit to students to get them through their degree programs faster (saving money and time); benefit to Kansas City by educating the workforce and contributing to the economic impact of the region. Kansas City currently ranks 12th in the percentage of adults over 25 with a high school diploma and 43rd in the percentage of adults over 25 with a college degree. UMKC is Kansas City’s university and should be providing the opportunities for higher education. Plus, a commitment to retention is a commitment to our students—it’s the right thing to do.

Why should we be concerned about undergraduate students and programs?
A strong and vibrant undergraduate population contributes to the overall health of the university. Most universities will have a mix of 80% undergraduate and 20% graduate/professional students; where the more expensive programs are supported by the sheer bulk of the undergraduates. At UMKC, excluding dual high school students, our students are 60% undergrads and 40% grads/professionals.

Review of our current retention rates:
For the 2004 cohort of all first-time, full-time, degree-seeking freshmen, the retention rate is 71%. Broken down, however, we find that the retention rate for the same cohort of African American students is 63% and for Hispanic students the rate is 73%. For the 2003 cohort, the overall retention rate is 74%; for African American students, the retention rate is 75%; for Hispanics, 65%. For the 2002 cohort, overall retention is 70%; for African Americans, 54%; for Hispanics, 72%.

Review of our current graduation rates:
Our six-year graduation rates rank among the upper half of our peer institutions. For students who entered as first-time, full-time, degree-seeking freshmen in 1997, 45.1% graduated in six years; for those who entered in 1998, 40.8% graduated in six years; and for those who entered in 1999, 44.3% graduated. Of our minority students who entered as freshmen in 1997, 31.8% graduated in six years; for those who entered in 1998, 39.7% graduated in six years; and for those who entered in 1999, 36.6% graduated.
Committee Process:
The committee brainstormed several ideas on what strategies could immediately affect retention and what types of data we still need in order to make appropriate recommendations.

- Complete recommendations in the **First Year Experience** report that are not already implemented (Bibie Chronwall, Glen Jacobs)
  1. Expand and adapt the current Coaching and APP Programs for greater numbers of new students, especially historically underrepresented students.
  2. Create a Tutorial Center for the Sciences and increase the number of courses and sections supported by Supplemental Instruction. Center is being piloted this Spring with 20 hours per week in the Math Resource Center.

- **Academic Advising** (Mel Tyler, Becky Bergman, Kami Thomas)
  Recommendations to enhance academic advising include re-establishing the campus-wide Advisers Forum: the Forum could include the Registrar’s Office on the agenda to bring topical items for adviser discussion; enrollment in the NACADA webinar series for professional development opportunities; development of a student survey of their advising experiences; development a centralized advising website to include an adviser’s handbook. Other recommendations include supporting DARS implementation on campus, creating a joint fund (Student Affairs and Provost) for advisers to apply for travel expenses to attend professional development conferences, and continuing these conversations on how to enhance advising with the new provost.

- Pilot an **Early Warning System** (Mary Lou Hines Fritts, Marita Barkis, Eve McGee, Kami Thomas, Lynda Plamann, Nancy Weatherholt, Larry Bunce)
  The sub-committee recommends that UMKC adopt a “social-work model” to help ensure every new student receives the support they need while at UMKC to be successful. This model involves three inter-related parts: 1) identification of students’ needs and likelihood of leaving school; 2) early-warning of academic problems; and 3) counseling support to help students with academic and non-academic problems. To help UMKC accomplish this, it is recommended that the University purchase the FastTrack software system, which is a learner experience management software tool that enables an institution to create personalized partnerships for learning with every new student. Using this model, faculty teaching specific entry-level courses, often characterized as “gateway” courses, will work with coordinators when a student has missed multiple consecutive classes and/or scored poorly on early exams. The coordinator can then follow-up with the student to identify potential interventions if necessary.

- Administer **Student Satisfaction Inventory** in the spring every other year with National Survey of Student Engagement (Paul Shang, Larry Bunce). This survey will be implemented in February 2008.
Faculty Survey or focus groups on student issues (Nancy Weatherholt, Larry Bunce)
It is recommended that we focus on what current data we have on students and not overload faculty at this point.

Implement DARWIN Degree Audit Program (Jennifer DeHaemers)
All DARS encoding from legacy has been converted to PeopleSoft; meeting with EAS (System Technical Support) to discuss how we move forward in testing and configuring the encoding in the DARS client. UMKC is working with EAS to have access to Darwin (web based version of DARS) to run degree audits and where exceptions to individual student records will be made. Implementation of DARS across the campus will require each AU to designate a staff member for testing and making exceptions for individual degree audits. Degree audits will be developed for all academic units; testing will be available for units that previously had degree audits in November. Following the completion of the degree program encoding, the DARs Team will work on implementing the online degree audit with added functionally that includes the web based graph and GPA components.

Assess Walk-In Review Days [WIRD] (Jennifer DeHaemers, Larry Bunce)
Initial data analysis begun: comparing retention and success of students who apply before, during and after WIRD for Fall 05 and 06. Retention appears to be more of a concern than the success of these students. Other questions to ask: is there a difference in students who enroll during the actual week and those who’ve waited until late enrollment and have missed some class periods? What are the common denominators for those not retained/successful? Do we continue to offer WIRD? Still seems helpful to students to have this option.

Administer Exit Surveys (Chris Brown, Mel Tyler)
Piloted a total withdrawal form for Fall 2007; 149 forms received. Overwhelmingly, students cited conflict between school and work as the reason why they are completely withdrawing. After personal/home responsibilities, students indicated that attending school was too costly. The survey is now on-line for Spring 2008 for both domestic and international students. However, there is still no conversation with the student to intervene before he or she completely drops. An early alert system would help; but currently, once a student decides to drop, that student fills out the withdrawal form to drop without ever having to come in and talk to someone.

Assess Transfer Process (Jennifer DeHaemers, Nancy Weatherholt)
Creating a team approach to entering transfer work to increase workflow. Currently looking at how each AU works with their transfer students to acclimate them to their new program/UMKC. Sending a survey out to the Units to ask about how they handle transfer students from inquiry to advising. Best practices will be compiled from the survey to assist
**Implementation:**
The next phase of this report is implementation of the recommendations. The committee members who have served are now at the end of their term; we will need to identify new members or ask current members to continue to oversee the implementation and assessment.

The next phase will also focus on curricular support for students, including:
- Increasing Faculty/Student Interactions – according to Dr. Richard Light, in his book *Making the Most of College: Students Speak their Minds*, faculty/student interactions are some of the most important experiences students will have in college. In fact, he says that “faculty members who had an especially big impact are those who helped students make connections between a serious curriculum, on the one hand, and the students’ personal lives, values, and experiences, on the other.” In addition, he says the “students who get the most out of college, who grow the most academically, and who are happiest organize their time to include activities with faculty members, or with several other students, focused around accomplishing substantive academic work.”
  - Some examples include increasing participation in SEARCH and faculty collaboration with the Activity and Program Council.
- Utilizing ACT scores and placement tests to enhance Academic Advising
- Working with other institutions to ensure Curriculum Alignment
- Partnering with MCC to address academic developmental issues
Recommendation for Early Warning/Intervention Program

Marita Barkis, Larry Bunce, Andy Goodenow, Mary Lou Hines Fritts, Eve McGee, Lynda Plamann, Kami Thomas, Nancy Weatherholt

Student retention is a costly and problematic issue for higher post-secondary institutions. Our ability to keep students in school remains a difficult challenge. Unfortunately, many institutions’ retention efforts focus on the characteristics of students who leave their institution after they are gone with the notion that if they can identify such characteristics, they can then monitor future students with those characteristics and dedicate resources to help them be successful. The fundamental flaw with this approach is that the institution cannot do anything about the students they have already lost. In addition, it focuses retention efforts primarily on those students that exhibit the identified characteristics and ignores students who do not exhibit those characteristics.

Research conducted on student attrition (Swail, 2003; Dietsche, 1990; Tinto, 1986; Pascarella & Terenzini, 1983, 1991) has identified several key findings:

- Educational outcomes (departure, grades) are the product of an interaction between learner characteristics (e.g. academic aptitude, basic skills, goals, career interests, attitudes) and the learning environment he/she encounters.
- This interaction results in a positive or negative experience for each learner and sets the stage for persistence/departure decisions.
- The highest rates of failure and/or departure occur in the first year and retention efforts should focus on this period.
- Many who leave postsecondary institutions are in good academic standing and leave for reasons over which the institution has some control.
- Effective retention/success programs track learners to identify those “at risk” and intervene with targeted, personalized strategies.

To improve student retention and academic success, therefore, postsecondary institutions need to manage learning environments and engage students in a way that every individual receives the learning and support services he/she requires for success. The effect is to “integrate” learners into the learning environment.

The sub-committee on early warning systems recommends that UMKC adopt a “social-work model” to help ensure every new student receives the support they need while at UMKC to be successful. As seen in figure 1, this model involves three inter-related parts: 1) identification of students’ needs and likelihood of leaving school; 2) early-warning of academic problems; and 3) counseling support to help students with academic and non-academic problems.
The first part in the recommended model involves identifying potential areas where incoming students may need help. To help UMKC accomplish this, it is recommended that the University purchase the FastTrack software system developed by Educational Policy Institute (EPI). FastTrack is a learner experience management software tool that enables an institution to create personalized partnerships for learning with every new student in an efficient and effective manner. By forming an explicit, ongoing relationship with individual learners, UMKC can enhance learner integration by identifying where institutional systems and services need to be improved; and provide personalized, targeted information during the first year, matching learner needs with learning environments and maximizing the number of students who achieve their postsecondary goals.

Designed, developed, and validated over the past 15 years, the FastTrack software system tracks and integrates student information, such as high school grades, basic skills/aptitude test scores, academic performance, and FastTrack student survey data, allowing counselors, faculty, and administrators to pinpoint what individual students need to persist and succeed. They can use this information to intervene at critical junctures and more effectively personalize and target information and services to students. In addition, by tracking institutional performance over time, FastTrack better equips institutions to make effective policy and operations decisions to improve student retention and success. Appendix A details the inputs, outputs, and costs of the FastTrack system.

The second part in the recommended model involves identifying students within particular courses that appear to be having difficulty, as observed through either poor attendance or poor exam scores. Based on this approach, faculty teaching specific entry-level courses, often characterized as “gateway” courses, should inform a coordinator when a student has missed multiple consecutive classes and/or scored poorly on early exams. The coordinator can then follow-up with the student to
identify potential interventions if necessary. This part of our recommendation is based on a review of UMSL’s early warning system. It is important to note that faculty can utilize tools within Blackboard to help identify poor performers in their courses. Appendix B gives information on how Blackboard could be used. Appendix C contains a proposal from the Bloch School on a pilot project that coincides with this approach.

The third and most important part of the recommended model involves the retention coordinators. The coordinator acts as a triage resource to contact the faculty and student to identify concerns and to make appropriate referrals to campus and community resources. A coordinator also provides follow up to all involved. These coordinators are the primary recipients of the student information obtained from the FastTrack system and the faculty of the “gateway” courses. The coordinator positions will be staffed by individuals with training in social work case management skills as well as academic resources. Through a case management model, the coordinators will assist students with academic and non-academic issues such as time-management, stress management, and study skills. The coordinators can help effectively address the critical and sometimes overwhelming personal and socio-economic pressures that have been shown to interfere with and pull students away from their academic goals. The coordinators will be part of a centralized team housed out of the University Counseling Center and headed up by a social worker. This recommendation is based on the model used in the School of Nursing. Appendix D outlines different scenarios in which a coordinator-student interaction would occur, as well as the budgetary needs for this aspect of the proposal.

The Committee is aware of several other approaches currently implemented including at the School of Education, the School of Medicine, and within Student Affairs. As implementation moves forward, one of the first steps in this particular area of the model will be to inventory what currently exists.
Appendix A
FastTrack Software System

FastTrack typically integrates and stores five types of data for every new student. The system, however, may be modified in many areas by individual institutions to accommodate their unique context.

1. **High School Grades:** Selected high school course grades (e.g. English, math, biology, chemistry etc.) can be stored in the database. Users may customize this section to select desired/relevant courses unique to a particular educational jurisdiction.

2. **Basic Skills/Aptitude Test Scores:** Students' scores on tests of aptitude/basic skills (e.g. ACT, SAT, literacy, numeracy, study skills) can be stored in the system. This component can be modified to accommodate local conditions (e.g. number and type of tests).

3. **Information on Students at Entry:** The Partners in Education Inventory, a 100+ item questionnaire administered at the start of the first term, provides a comprehensive profile of new student characteristics in terms of their demographics, high school background, attitudes, perceptions, needs, goals, and behaviors.

4. **Information on Student Experiences:** The Student Experience Inventory, a 100+ item questionnaire administered at mid-term, provides a comprehensive description of the characteristics and first-term experiences of each student including their support needs, attitudes, perceptions, and behaviors. These data act as an “early warning system” to identify both successful and unsuccessful students who are considering leaving college. Validation studies have shown this prediction to have an accuracy of 80%.

5. **Student Achievement:** Information on academic performance (program average, grades in selected courses, percent of courses failed), enrollment status, and course load are captured at both mid- and end-of-term, where available. This constitutes the "outcomes" section of FastTrack used to identify four types of student; academically successful students who persist, academically successful students who leave, academic failures who persist on probationary status, and academic failures who drop out.

The major advantage of utilizing the FastTrack system is the information and reports the institution receives. This information may be used in various ways by vice-presidents, deans, counselors, faculty advisors, department heads, service directors, recruitment officers, and institutional research staff. The data provide input on the following topics:

**Connecting with Learners**

1. **New Student Profiles:** Describes the characteristics (e.g. demographic, academic, needs, goals, attitudes, behaviors) of new students at an institution, campus, or program/major level. Year-to-year comparisons can identify trends suggesting support service or curriculum changes to increase student success and persistence.

2. **Service Delivery/Capacity:** Identifies individual student needs and delivers personalized services information to every new student. Also quantifies new student need/demand for each support service area to help allocate resources in an efficient and effective manner.

3. **College Image/Recruitment:** Describes how students access information about, and on what basis they choose to attend a particular institution. Measures new students’ perceptions of a
college at entry and acts as an inexpensive proxy for image research. Recruitment information by geographic location is also available using zip code data. Describes the characteristics of market segments (e.g. mature students, direct-entry etc.) to inform strategic recruitment.

4. **Customer Service:** Provides information on student interactions with staff during the application, admissions, orientation, and registration period. Constitutes an easy and efficient measure of an institution’s customer service climate.

5. **Counseling/Advising Support:** Detailed information on students who agree to share their data is available to counseling/advising staff, both at entry and at mid-term. This may be used to support one-on-one discussions focusing on student success and problem resolution.

6. **Mid-Term Student Profile:** Documents the characteristics and experiences of new students at mid-term/year. Learners’ support service needs, academic behaviors, perceptions of program/major and the institution, and attitudes toward college education and work are available for the entire institution, by campus, or by program/major/faculty.

7. **Early Alert:** Identifies students at mid-term who are considering dropping out of college and forms the basis for proactive, targeted retention programs before students leave.

8. **Service Delivery/Use:** Identifies individual student learning support needs and targets service delivery information to each student at mid-term/year. Quantifies new student demand for services and supports the delivery of these in an efficient and effective manner. Measures the type and amount of service use for every student during the critical transition-to-college period. Informs resource allocation and operational decisions.

### Connecting with Learning

1. **Learning Climate Analysis:** Describes the learning culture and climate of an institution, specific campus, or program/major/faculty in terms of peer and faculty interaction, attitudes and perceptions, academic behaviors, participation in extracurricular activities, difficulties in college, and support service use.

2. **Student Performance Analysis:** Provides a tabular or graphical representation of course grades, overall average, enrollment status and courses failed and dropped for an institution, specific campus or program/major/faculty at mid- and end of term/year.

3. **Student Success Analysis:** Analysis of the integrated FastTrack data provides insight into the determinants of student academic success or failure for an entire institution, specific campus or individual program/major/faculty.

4. **Student Retention Analysis:** Analysis of the integrated FastTrack data provides insight into the determinants of student departure (attrition) for an entire institution, specific campus or individual program/major/faculty.

The downside of utilizing the FastTrack system is the time and cost associated with administering the surveys. Institutions have two options with regard to data collection. The first is to use scannable OMR forms which require purchasing and processing on an ongoing basis. Forms and processing costs are provided below. FastTrack has been designed so that all forms processing and data management can be carried out locally if an institution chooses to do so. At the same time, subscribers have the option of purchasing these services from Polaris Research Associates thereby eliminating the need to acquire OMR scanner hardware and software and limiting a college’s FastTrack-related tasks to questionnaire administration only. The second option is to utilize EPI’s
web-based system with a one-time cost. This option requires that institutions possess the appropriate database (MySQL) and server support software.

FastTrack has four pricing components:
1. One-, three-, and five-year software licenses;
2. Annual questionnaire costs or one-time web survey cost;
3. Optional yearly subscription and help desk fees; and
4. Optional services bureau fees.

The current price structure for each of these is provided below.

**SOFTWARE LICENCE FEE**

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<th>Term</th>
<th>Single Station</th>
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<td>One-year license</td>
<td>$1,995</td>
<td>$2,995</td>
</tr>
<tr>
<td>Three-year license</td>
<td>$4,995</td>
<td>$7,495</td>
</tr>
<tr>
<td>Five-year license</td>
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**YEARLY SUBSCRIPTION FEE**

**BASIC SERVICES**

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<tr>
<td>automatic yearly software updates</td>
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**QUESTIONNAIRE COSTS**

**Print Questionnaires:**

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<tr>
<td>Partners in Education Inventory (PEI)</td>
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<tr>
<td>Student Experience Inventory (SEI)</td>
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**Web Questionnaires:**

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<tr>
<td>Student Experience Inventory (SEI)</td>
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**SERVICE BUREAU FEES**

**Database setup:**

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<td>load program &amp; campus codes and labels</td>
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</tr>
<tr>
<td>enter PEI and SEI services report text</td>
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</tr>
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<td>setup grades and basic skills test data tables</td>
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<tr>
<td>load basic skills data</td>
<td>$400.00</td>
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<td>Service</td>
<td>Cost</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Forms handling and scanning (PEI and SEI)</td>
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<tr>
<td>Data editing/loading (PEI and SEI)</td>
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<tr>
<td>Student reports (PEI and SEI)</td>
<td>$75/500</td>
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<td><strong>Standard reports:</strong></td>
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<tr>
<td>PEI, 6 reports</td>
<td>$5/report</td>
</tr>
<tr>
<td>SEI, 9 reports</td>
<td>$5/report</td>
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<td><strong>Faculty reports:</strong></td>
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<tr>
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<td>SEI, 2 reports</td>
<td>$8/report</td>
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</tr>
<tr>
<td>SEI, 2 reports</td>
<td>$5/report</td>
</tr>
<tr>
<td><strong>Custom reports</strong> (as defined by user)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$8/report</td>
</tr>
<tr>
<td><strong>Consulting:</strong></td>
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</tr>
<tr>
<td>Software training, presentations, custom data analysis etc.</td>
<td>$100/hour</td>
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Appendix B
Using Blackboard for early warning and intervention

https://www.umkc.edu/ia/blackboard/earlywarningsystem/index.cfm

Go to the web site and login with your SSO.

Right now we have three options.

1) The student exam scores (less than 70%) report takes a little bit of time to run. It pulls out all students from all Blackboard courses with exam scores less than 70% of the possible total. Currently it pulls out 1830 students. You can browse through and see the students who have failing exams in multiple classes.

2) The School by Class Report allows you to browse down and look at individual classes.

3) The third option is to enter in the SSO of a student and look at the Blackboard results for them individually. So if you knew a student who was having problems, you could enter the SSO and pull out the results.
Appendix C
Pilot for Bloch School

Kami Thomas, Assistant Dean for Student Services and Institutional Research at the Bloch School, and Nancy Weatherholt, faculty member in the Bloch School discussed the issues surrounding beginning an early warning system in Accounting 210, and agreed that the initial efforts this spring would be handled by the course coordinator and individual classroom instructors.

The Bloch School began to address the high DFW rate in Accounting 210 in the past year by offering free tutoring assistance to all introductory accounting students 20 hours a week. This service has already helped numerous students be more successful in Accounting 210.

Spring, 2008, will be the first semester that all sections of Accounting 210 will be tightly coordinated by a full-time faculty member. Blackboard will be used in all sections to post some course content, and to post an announcement following each class session regarding what will be covered in the following class session. Students who miss a class can easily find out what they need to do to be prepared for the following class session. Additionally, a GTA will attend the course coordinator’s lecture and take lecture notes. A copy of these notes will be kept in the tutoring center for use by students who missed that class session.

Attendance will be taken in every class section, and each instructor will be asked to follow up by email with any student who misses two consecutive class periods. The email will be addressed to the student by name, signed by the instructor, and the purpose will be to convey to the student that he or she has been missed and the instructor hopes everything is okay with the student. The student will be asked to get back to the instructor to let him or her know whether there are any problems that might be addressed quickly to help the student get back on track.

At this time, no mechanism will be put in place to automatically drop a student from the course if he or she misses a specified number of class periods. The intent and tone of the follow-up by the instructor will only be concern for the student’s welfare. As appropriate, any student requiring more or different assistance than the course instructor or coordinator can provide will be referred to Student Services for appropriate assistance or referral to other resources as applicable.
Appendix D
Coordinator-Student Interaction Scenarios

Scenario 1
Faculty initiates communication w/student.
Appointment scheduled w/student.
Student referred to coordinator for non-academic issues
(e.g. grief/loss, depression, drugs/alcohol abuse).
Coordinator refers student to appropriate campus/community resources.
Coordinator follows up with faculty as appropriate.
Coordinator maintains contact with student to assist with the completion of academic/non-academic success plan.

Scenario 2
Coordinator contacts faculty.
Faculty & coordinator discuss intervention.
Coordinator contacts student to schedule appointment.
Referrals given to campus/community resources.
Coordinator follows up with faculty as appropriate.
Coordinator maintains contact with student to assist with the completion of academic/non-academic success plan.

Scenario 3
Student contacts coordinator.
Student and coordinator identify problems/concerns.
Appropriate referrals made to campus/community resources.
Coordinator maintains contact with student to assist with the completion of academic/non-academic success plan.

Budget:

Salary for FT case management social worker
Salary for coordinator(s) full or part-time as needed by units
   (benchmarks for comparisons--Nursing ratio is 100 students/1 FTE staff;
    psychologists to students is 1/1500)
Office equipment and supplies