

Improve Student Success in the Age of COVID-19 and Beyond

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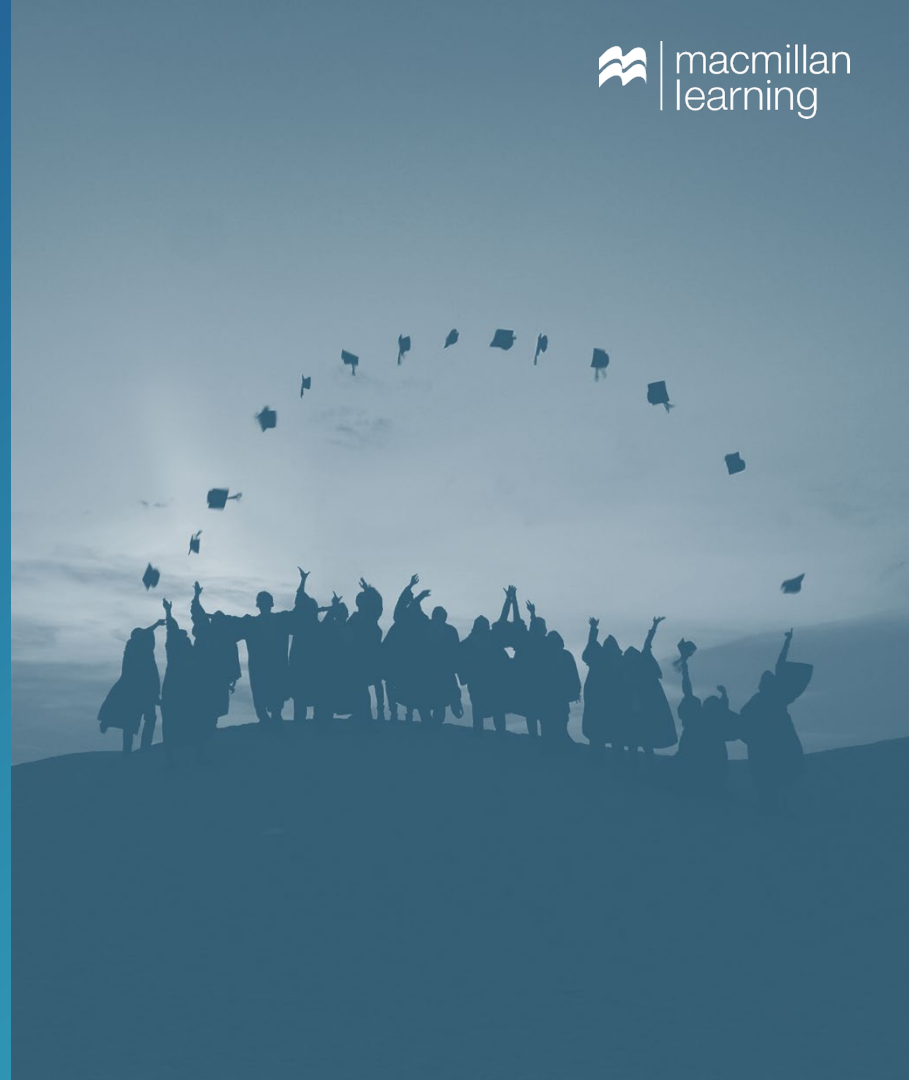
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Today's Plan

- Early Indicators
- Tools to Support Student Success Efforts
- Tools in Action: University of Tennessee at Martin
- Lessons & Resources

Early Indicators During COVID-19

Research Studies Say:

- Early experiences matter
 - Academic behaviors and class attendance
 - Goals and commitments
 - Academic and social integration
 - Non-cognitive attributes
 - Experiences and perceptions
- Related to persistence, academic outcomes, and even graduation

References and Examples:

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- Braxton, J. M., Hirschy, A.S, & McClendon, S. A. (2004). *Understanding and reducing college student departure*. Jossey-Bass. (ASHE-ERIC Higher Education Report No. 30.3).
- Christenson, L.C. (2011). *Why socially at-risk students persist: Findings from interviews with retained students*. [Doctoral dissertation, University of Georgia].
- Graunke, S. S., Woosley, S. A., & Helms, L. L. (2006). How do college students' initial goals impact their chances to graduate?: An exploration of three types of commitment. *NACADA Journal*, 26(1).
- Skipper, T. L. (2005). Student development in the first college year: A primer for college educators. Columbia, SC: University of South Carolina, National Resource Center for the First-Year Experience and Students in Transition.
- Woosley, S. A. (2003). How important are the first few weeks of college?: The long-term effects of initial college experiences. *College Student Journal*, 37(2).
- Woosley, S. A. & Miller, A. (2009). Integration and institutional commitment as predictors of college student transition: Are third week indicators significant? *College Student Journal*, 43(4), 1260-1271.



A 2012 study found that 93% of four-year institutions had an academic warning or alert system.

Barefoot, B., Griffin et al. "Enhancing Student Success and Retention throughout Undergraduate Education: A National Survey." John N. Gardner Institute for Excellence in Undergraduate Education. 2012. (Available at <https://www.jngi.org/publications>).

At **2-3 Weeks**, You Could Intervene with Students Who Are...



Missing classes or
struggling with
academic goals



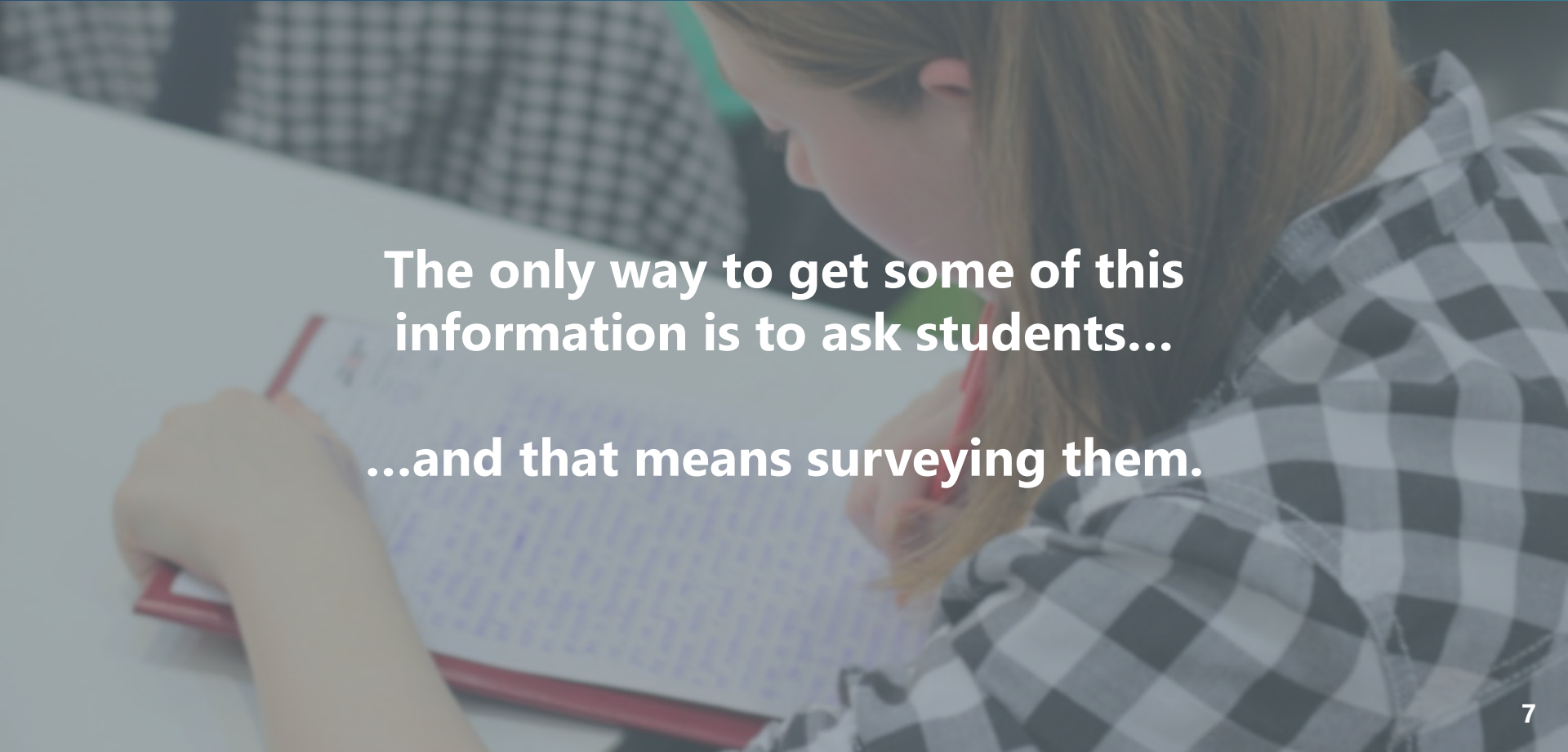
Struggling with
finances



Homesick or not
fitting in




In need of
support or
planning to leave

A student with long brown hair, wearing a black and white checkered shirt, is sitting at a desk and writing in a red notebook. The student is looking down at the paper. The background is slightly blurred, showing a checkered pattern.

**The only way to get some of this
information is to ask students...
...and that means surveying them.**

You Have Tools, But They're Not Enough

Retention Platform		
GPA and Grades	Demographic Information	
LMS Data	ACT/SAT Scores	
Student Activities	Faculty & Staff Reporting	

 iClicker Insights

- ✓ Intent to Return
- ✓ Belonging
- ✓ Hard Classes
- ✓ Self-Efficacy
- ✓ Homesickness
- ✓ Finances
- ✓ Missed Classes
- ✓ Involvement
- ✓ COVID stress

A Holistic Scan of Students



Research-Based Surveys



30+
years of research



150+
institutions



1m+
college students

Core Values of iClicker Insights



Early



Actionable



Affordable



**Complementary
(or Stand-Alone)**



Easy

Core Values in Action



5 Minute Set-Up

Only 5 mouse clicks!



Receive a URL to Send to Students

*Send via email,
LMS, or text message*

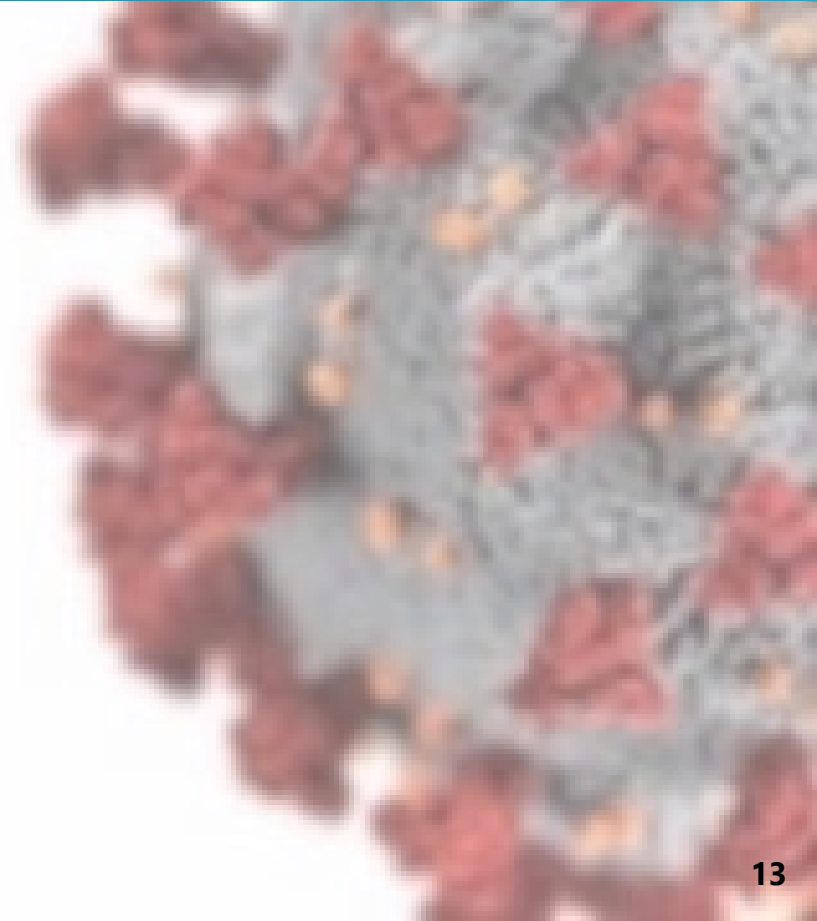


View or Export Analytics

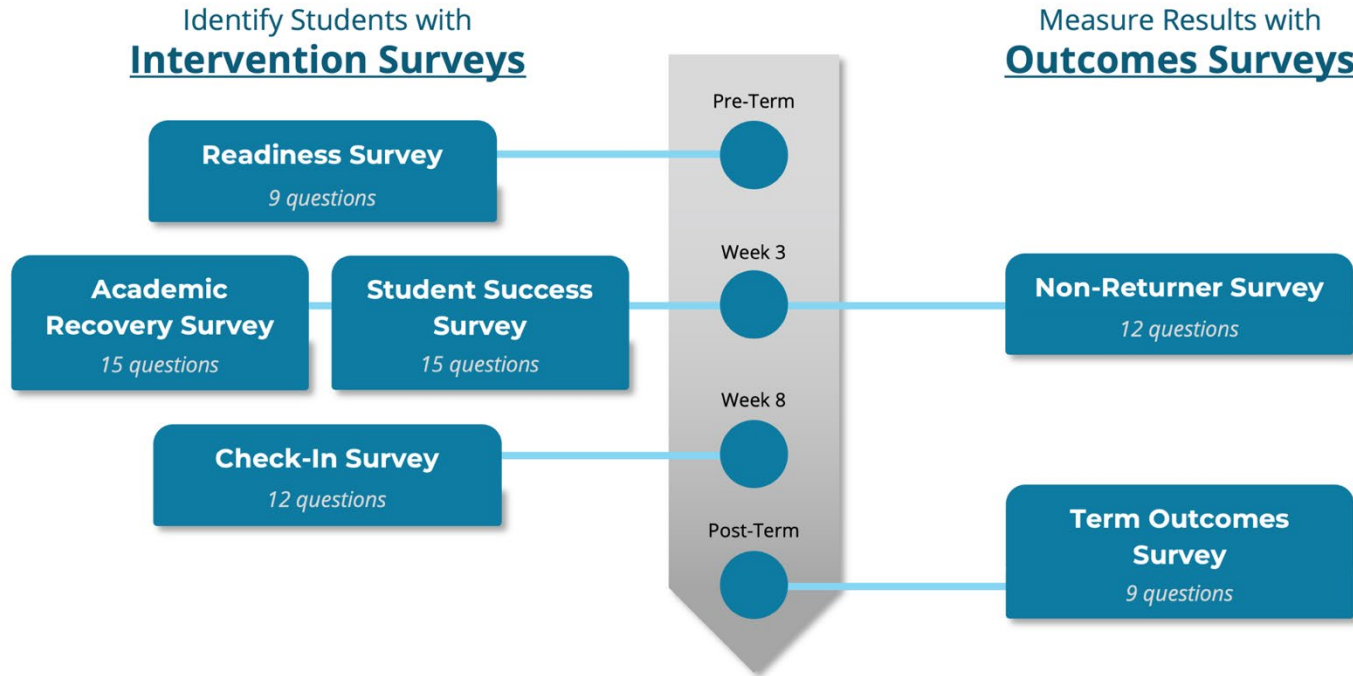
*iClicker Insights
Dashboard*

COVID-19 Lessons

- Changing environment with uncertainty
- Increasing needs of students
- Hard to maintain connections
- Technology fatigue
- Decreased bandwidth



The 2020-21 Plan: Short Surveys, Quick Interventions



Tools in Action: University of Tennessee at Martin

2020

**TWO WEEKS
LATER...**

Student Success Survey – Spring 2020



- Launched in April 2020
- 6,744 students invited to participate
- Response rate = 13% (884 respondents)

Student Success Survey – Spring 2020

 UT MARTIN

70%

Of students reported keeping up with their academic work

48%

Still felt pretty connected to UTM

47%

Were not very motivated to do so

33%

Were not confident they could pay for the fall 2020 semester

18%

Were struggling in at least three courses

80%

Were confident they would return to UTM

Student Success Survey – Fall 2020



- Launched in September 2020
- 5,151 students invited to participate
- Response rate = 15% (779 respondents)

 A large, white, 3D-style number '3' is centered on a dark green chalkboard background. The number has a slight shadow and a textured surface, giving it a three-dimensional appearance.

How many of your scheduled classes have you attended this term?

To what degree are you confident that you can pay for next term's tuition and fees?

To what degree do you intend to come back to this institution for the next academic term?

Baseline Numbers

UF MARTIN

89%

**Overall retention rate
Fall 2020 – Spring 2021**

95%

**Retention rate for
survey takers
Fall 2020 – Spring 2021**

First Question of Interest



How many of your scheduled classes have you attended this term?

- I attended all my classes.
- I missed one class.
- I missed a few classes.
- I missed class frequently.
- I missed class most of the time.

First Question of Interest

 MARTIN

How many of your scheduled classes have you attended this term?

I attended all my classes.

I missed one class.

- I missed a few classes.
- I missed class frequently.
- I missed class most of the time.

N = 94 out of 732

84% returned (79 out of 94)

Second Question of Interest



To what degree are you confident that you can pay for next year's tuition and fees?

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Not at All

Extremely

Second Question of Interest



To what degree are you confident that you can pay for next year's tuition and fees?



N = 130 out of 732

89% returned (116 out of 130)

Third Question of Interest



To what degree do you intend to come back to this institution for the next academic year?

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Not at All

Extremely

Third Question of Interest



To what degree do you intend to come back to this institution for the next academic year?



N = 31 out of 732

74% returned (22 out of 31)

Combination Questions

 UF MARTIN

Missed class <u>and</u> concerned about paying	= 89% (178 out of 200)
Missed class <u>and</u> may not return	= 87% (96 out of 111)
Concerned about paying <u>and</u> may not return	= 88% (127 out of 145)
All three answers were concerning	= 43% (3 out of 7)

Wrapping Up

Lessons and Take-Aways



Take-Aways

- Early alerts are important for student success – before, during, and after COVID-19
- Short surveys are a useful early alert
- Short surveys improve interventions

Resources from Macmillan Learning

Case Study: Missouri



Learn how iClicker Insights helped drive earlier interventions at Mizzou

bit.ly/34weEro

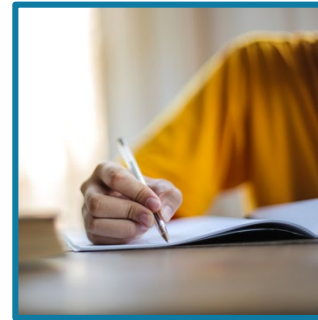
Case Study: Memphis



Learn how Memphis used iClicker Insights to better use attendance and survey data

bit.ly/3jxtJxa

On-Demand Webinar: Academic Probation



*Helping Students Recover from Academic Shock – with **Pharos Resources***

bit.ly/3pNg8VN

On-Demand Webinar: Lessons from Data



Supporting First-Year Student Success: Lessons from Two Decades of Data

bit.ly/31tpk8s



iClicker Insights

Want to talk about how short surveys can work for your campus?

Visit calendly.com/amanda-shaffer/30min
to schedule an appointment

or email amanda.shaffer@macmillan.com



LIMITED TIME OFFER

Use one iClicker Insights
survey **for free** during the
spring term.

Contact Mandy by February 28 and
mention the FYE presentation.

Thank You For Attending!

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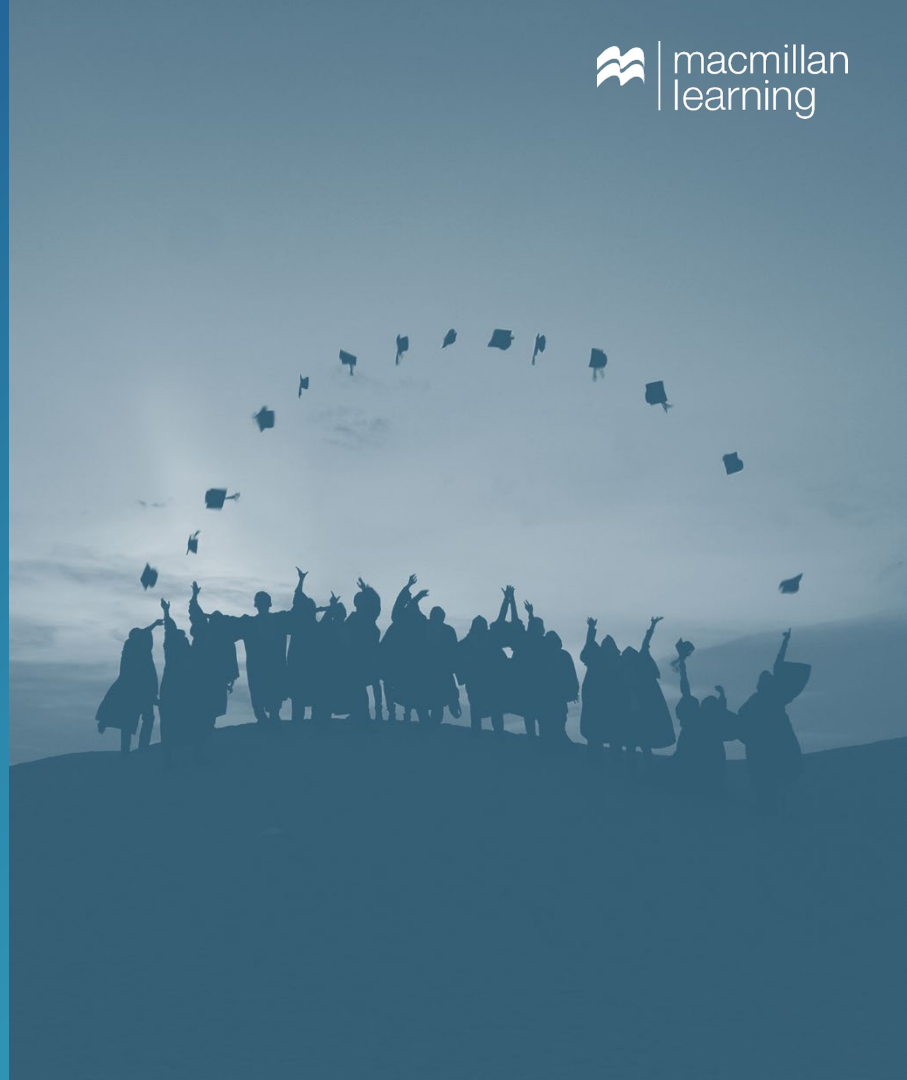
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FIRST-YEAR EXPERIENCE® AND STUDENTS IN TRANSITION
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