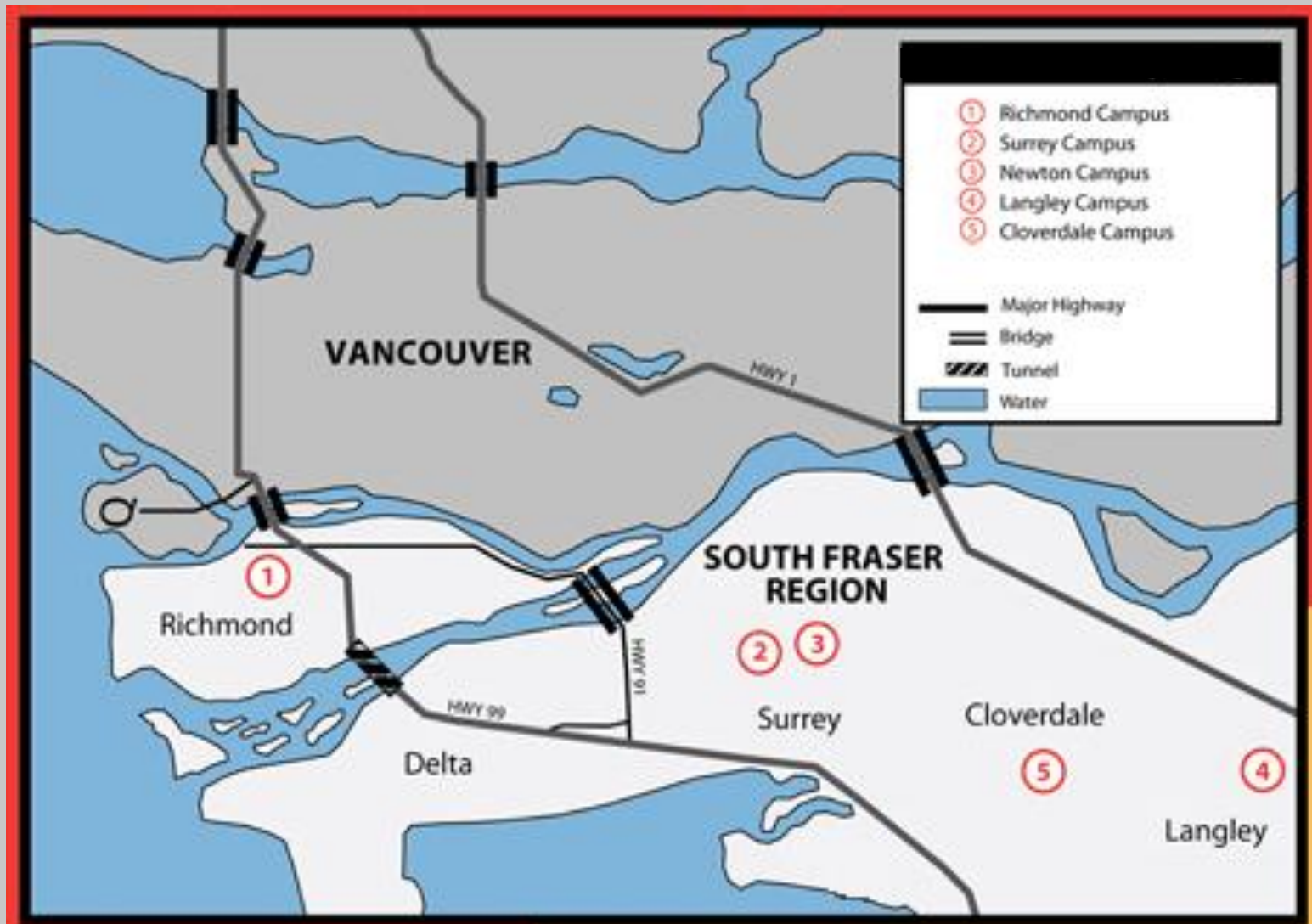




ABC, 1, 2, 3, You Can Un-Withdraw Me?

Student Persistence
and Success

Kwantlen
POLYTECHNIC
UNIVERSITY



WHERE IS KWANTLEN POLYTECHNIC UNIVERSITY (KPU)?

KPU FACTS

- Established in 1981.
- Four campuses in BC: Richmond, Surrey, Cloverdale, and Langley.
- Almost 1,000,000 sq. ft. of campus space.
- Approximately 17,000 students annually or 10,500 FTE.
- Over 135 programs, 30 services, 21 degrees and 21 associate degrees.
- More than 1,400 faculty and staff.
- Kwantlen School of Business is the second largest in Western Canada.



OVERVIEW

1. Kwantlen Polytechnic University's (KPU) Context – challenges & opportunities
2. Understanding Student Persistence
3. Student Success Initiatives at KPU
4. Highlight two programs that have seen early success – Early Alert Referral System and Academic Boost Camp
5. Highlight one program that has not seen early success – Un-required to Withdraw program

KPU'S CONTEXT

- Leadership and Organizational Changes
 - Retirement of key members of senior leadership
 - Re-organization of vice president portfolios
 - New university president
- Multi-Campus Institution
- New Strategic Directions
 - New university status
- Changing Post-Secondary Climate
 - Accountability outcomes
 - Competition
 - Shrinking Market

KPU'S CONTEXT

- Unique campus cultures: different student needs on each campus; the KPU times 4 challenge
- HEAVY reliance on e-mail as a means of disseminating information to students
- Creation of a new division – Student Life and Community – with a retention mandate

Understanding Student Persistence

- As Parkin and Baldwin (2009) point out from their review of persistence in PSE in Canada:

“The proportion of post-secondary students who are from families with no previous history of post-secondary education, from families with moderate or low incomes and of average or even below-average academic achievement has grown. So, too, has the number of post-secondary students who are Aboriginal. These types of students not only face greater barriers to access but potentially are also more likely, for academic, financial or cultural reasons, to abandon their studies before graduation.”

Understanding Student Persistence at KPU

- The typical student at KPU studies part time (nine credits), lives at home, studies in the Faculty of Arts (with the Faculty of Business as the second-most popular choice), is a first-generation PSE attendee, is aged 19–21, attends directly after completing high school, is a commuter student and works outside of university 11–25 hours per week.
- When taking into consideration graduation rates, our average Fall-to-Fall persistence rate from year 1 to year 2 across the institution is 61 percent.
- Persistence in some Faculties is as high as 91 percent (Design) and in others as low as 57 percent (Science).

Student Success Initiatives at KPU

- Student success at KPU is defined as “academic achievement; engagement in educationally purposeful activities; satisfaction; acquisition of desired knowledge, skills and competencies; persistence; and attainment of educational objectives” (Kuh, *et al.*, 2007).
- Initiatives:
 - Course Planning 101
 - Learning Centre Peer Tutors
 - Student Leadership Conference
 - Learning Communities Courses
 - Career Exploration workshops

Student Success Initiatives at KPU

- Central Educational Advising through caseload management method.
- Introduction of data-scheduler systems (Tutor Trac, Titanium) to identify and track student needs and use of learning support and counselling services.
- Faculty partnerships in the learning centres and counselling embeded in the classroom.
- Highlight two initiatives that have seen early success – **Early Alert Referral System** and **Academic Boost Camp**.
- Highlight an initiative that has not seen early success – **Un-Required to Withdraw Program**.

Early Alert Referral System (1, 2, 3 easy steps)

- Launched in January 2009
- On-line referral tool for faculty that brings support services directly to students and tailored to their specific needs
- Early Alert objectives include:
 - Enhancing students' knowledge and use of learning support services
 - Improving the quality of student learning
 - Increasing student persistence and progression

Early Alert Referral System (1, 2, 3 easy steps)

- Inform our division when a student is at risk.
- Risk factors include:
 - being inattentive in class
 - failing tests or assignments
 - lacking materials required for class
 - missing and / or leaving class early.
- Faculty can access and send an electronic form through their on-line class lists.

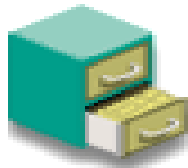
Early Alert Referral System (1, 2, 3 easy steps)

- Each referral is reviewed by a case manager and each student is individually contacted.
- Student is then referred to support uniquely designed to them; the team is alerted.
- Support can include:
 - meeting with the assessment and testing advisor
 - locating an appropriate tutor to work with the student
 - connecting the student with a peer mentor
 - arranging for an educational advisor to provide program planning
 - setting up an appointment with a career or a personal counselor.

Early Alert Referral System (1, 2, 3 easy steps)

Faculty Services

Employee



Faculty Services

Term Selection

CRN Selection

Faculty Detail Schedule

Faculty Schedule by Day and Time

Class List

Final Grades

Class Schedule

Search for Courses

Request Moodle Course

Early Alert

Apprenticeship Gradebook

Early Alert Referral System (1, 2, 3 easy steps)

[RETURN TO MENU](#) [SITE MAP](#) [EXIT](#)

Class List for Early Alert

100145107 Faculty W. Testing

Fall 2009

Sep 14, 2009 12:37 pm



The Early Alert system is an opportunity for Faculty to invite the Student Services Division to assist a student who may be struggling in class. This could include, but is not limited to, issues such as missing three or more classes, sleeping in class, disruptive behavior in the classroom and failing grades on tests or assignments. To report an Early Alert, click the name of the student you wish to report from the class list below.

Course Information

Crse-Testing Purposes ONLY - ZZZZ 1100 S10

Status:

Active

Summary Class List


Record Number	Student Name	ID	Reg Status	Program	Credits	Home Tel	Work Tel
1	Testing, Registration J.	100032482	**Registered**	CR in Gerontology Therpeutic	0.000	(604) 5992100	(604) 5992906

Early Alert Referral System (1, 2, 3 easy steps)

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Early Alert Form

100145107 Faculty W. Testing
Sep 14, 2009 12:47 pm

 Using the form below, provide information that will help Kwantlen direct services to the student you are concerned about. Once you click Submit, an email message will be sent to EarlyAlert@kwantlen.ca. If you wish to follow up your alert, please send an email directly to this address. We will confirm receipt of your early alert and will notify you of action taken.

Please compose long comments offline as there is a 15 minute time limit for this page.

Early Alert on Registration J. Testing


Questions

1: Select all of the issues you have observed:

- Missed more than one assignment
- Failed mid-term exam
- Failed tests and/or assignments repeatedly
- Underdeveloped study skills
- Student underprepared for course rigour
- Student is not prepared to write at a university level
- Does not have materials to work in class
- Sleeping in class
- Coming late to class
- Disruptive behaviour in class
- No-show for three or more classes
- Leaves classes early
- Appears to be distressed
- Change in demeanor which might include anxiety, aggression, depression or distress
- Comments of concern from other students

2: As the instructor,

- I have discussed the issue with the student
- I have advised student of Kwantlen services that might help


 If none of the issues above apply, or you feel there is other relevant information to provide, please use the comment box below.

Early Alert Referral System (1, 2, 3 easy steps)

RETURN TO MENU SITE MAP EXIT

100145107 Faculty W. Testing
Sep 14, 2009 12:54 pm

Report on Registration J. Testing

 Thank you for your time. An **Early Alert** has been sent to EarlyAlert@kwantlen.ca.

To provide follow-up information, or to request a status update, please email EarlyAlert@kwantlen.ca.

- Student's right to privacy
- The "need to know" test is used
- Case manager decides appropriate level of disclosure

Early Alert Referral System (1, 2, 3 easy steps)

- Assessment – qualitative
- It has been well received by our faculty
- To quote one faculty member: *“I’m actually really excited about this, and I think other faculty will be as well. I’ve attended numerous conferences/workshops on student retention, and the “early-warning system” always comes up. I never dreamed Kwantlen would have the budget for this. Thanks!!”*
- Ironic that the division never did receive any additional budget to design, develop and deliver this service. We simply drew upon the collective expertise of an integrated division.

Early Alert Referral System (1, 2, 3 easy steps)

- 210 referrals since soft launch in Spring/Summer 2009
- 174 referrals across Fall 2009 – Spring 2010 semesters

Faculty	Referrals
Arts (Humanities and Social Sciences)	78
Business	59
Community and Health Studies	24
Academic and Career Advancement (university preparatory)	22
Science	19
Design	5
Trades	2
Horticulture	1

Early Alert Referral System (1, 2, 3 easy steps)

- Overall 113 students contacted successfully by phone, email and/or in person by case manager.
- 88 students with no response to initial outreach from case manager.

	Pass	Withdraw	Fail
Successful Contact (113 Students)	53 (47%)	24 (21%)	36 (31%)
Unsuccessful Contact (88 Students)	20 (22%)	21 (24%)	47 (53%)

- 47% pass rate for those who we were successful in contacting; 31% failure rate.
- 53% failure rate for those who we were *not* successful in contacting. Only 22% passed. A much higher percentage passed when contacted than those with unsuccessful contact.

Early Alert Referral System (1, 2, 3 easy steps)

A Case For Persistence:

Fall 2009 (biggest cohort of referrals to date): 107 Alerts.

Fall 2009 Semester	Attended Spring 2010 Semester
Successfully Contact (64 Students)	44 (69%)
Unsuccessful Contact (43 Students)	18 (42%)

Early Alert Referral System (1, 2, 3 easy steps)

- Implementation of caseload advising.
- Improve contact rate.
- Continued promotion among faculty.
- Continued analysis:
 - Arts students: 78 referrals, 47 for elective or breadth requirement courses (27 science courses).
 - BIOL 1110: accounts for 12% of all referrals. Enthusiastic faculty or deeper issue?
- Student focus groups and surveys.
- Students contacted and successful become mentors to new students.

Academic Boost Camps (ABC's)

- Launched in summer 2008
- Targets undergraduate students who are at risk of becoming early “exiters” – students who fail to complete their desired credential
- 1-day intensive workshop focused on raising awareness of academic and personal challenges that tend to interfere with a student’s chance of success and developing fundamental skills associated with academic success
- Students on Academic Warning, Academic Probation or who had been Required to Withdraw were invited to participate

Academic Boost Camps (ABC's)

- Focus of the workshop was on:
 - improving students' skills in balancing school with other responsibilities
 - study habits
 - course planning and group dynamics
 - career aptitude assessment
 - financial planning, budgeting and financial literacy
- Jointly delivered by staff and faculty in Student Awards and Financial Assistance, the Learning Centres, Counselling Services and Educational Advising in addition to support from a local credit counselling agency.

Academic Boost Camp

Time	Activity	Led by
9:15 to 9:30	Sign-in for the day (use sign in sheets) (Coffee, tea and muffins)	Student Assistant Laura
9:30 to 9:45	Welcome, Introductions and Overview of the Day	Laura
9:45 to 11:15 (1.5 hours) (short break included)	Group 1 AP/AW Focus How did I get here? Assessing the situation (<i>Presentation & Group discussion</i>) (20 mins) What is the meaning of Academic Warning & Academic Probation (20 mins) Self assessment: College Survival & Success Scale (CSSS) (20 mins) Small group discussions (30 mins)	Counsellors
	Group 2 Boosting Your Performance Discovering your personal learning style (20 mins) Deep, Surface and Achieving Approaches to Learning (20 mins) Motivation and Style (20 mins) Small group discussions (30 mins)	Dave and Nancy
11:15 to 12:15	Managing Your Time Well (<i>Seminar</i>) (All students, in small groups)	Counsellors
12:15 to 12:45	Lunch	All
12:45 to 1:45 (1 hour)	Group 1 – School and Test Anxiety (Counselling) Group 2 – Career Planning (Counselling) Group 3 – I bought the textbook. I went to class. Now what? Group 4 - Moving from a B to an A Group 5 – Dealing with Math Anxiety	Counsellor Counsellor Dave TLC Mike
1:45 to 2:00	Break...and move to the next session	
2:00 to 3:00 (1 hour)	Group 1 - Procrastination Group 2 – Career Planning Group 3 – I bought the textbook. I went to class. Now what? Group 4 - Moving from a B to an A Group 5 – Dealing with Math Anxiety	Counsellor Counsellor Dave TLC Mike
3:00 to 3:30	What now? Moving ideas into actions Discussion and planning for further action Rap Up, Prizes, Evaluations, Certificates Concluding Remarks	Counsellors Lyn/ Dave

Academic Boost Camps (ABC's)

- Academic Boost Camp participants fared considerably better with respect to both academic performance and persistence in future semesters of study when compared with the control cohort:

Table 1. Academic Boost Camp (ABC) Attendee Performance

Academic Performance Effect	Participants	Comparators
Increase in overall GPA after the first term after ABC	65%	32%
Increase in overall GPA after the second term after ABC	50%	34%
Increase in term GPA of the first term after ABC	53%	28%
Increase in term GPA of the second term after ABC	38%	26%
Retention Effect	Participants	Comparators
Did not attend first term after ABC	13%	52%
Did not attend second term after ABC	30%	54%

Academic Boost Camps (ABC's)

- 1-day program better than 2-day; less attrition and maintains momentum.
- It is not too late! – programs that assist students when they are already in academic difficulty can still help them improve and persist.
- This type of program would be beneficial for all students not just those who run into academic difficulty – resources!
- Student feedback – before the camp, only 14% of the students felt optimistic about their academic future and 57% were anxious about it; after the camp 90% were very optimistic or optimistic about their academic future and none of the students were no longer anxious about it.

KPU's Un-Required to Withdraw Pilot

“Required To Withdraw” students were given the opportunity to sign a contract enabling them to carry-on with their studies for an additional semester as a student on “Academic Probation” should they agree to specific terms and conditions:

- Meeting with an Educational Advisor at the start of the semester and again prior to the withdrawal deadline for the semester
- Participating in an upcoming Academic Boost Camp
- Registering in LCOM 1100 (where space permitted)
- Visiting the Learning Centre for tutoring and additional academic support

KPU's Un-Required to Withdraw Pilot

- 3 Cohorts of Participants
 - Fall 2008 (September – December)
 - Spring 2009 (January – April)
 - Summer 2009 (May – August)

- Voluntary participation:

Participants achieving a Term GPA of 2.00 or greater were permitted to carry-on in subsequent semesters as a student on Academic Probation. Students who failed to achieve a Term GPA of 2.00 or greater were returned to their “RTW” standing and required to withdraw from the university for a period of not less than 6 months

Un-Required to Withdraw Pilot Results

Table 2. Required to Withdraw Pilot Results

	Fall 2008 Cohort		Spring 2009 Cohort		Summer 2009 Cohort	
	Participating Students	Required to Withdraw	Participating Students	Required to Withdraw	Participating Students	Required to Withdraw
Total Eligible Students	35		103		35	
1st Semester Results	26	15	82	46	34	22
2nd Semester Results	16*	6	22	8		
3rd Semester Results	10*	3				

KPU's Un-Required to Withdraw Pilot Conclusions

- Program has benefitted some students but consensus is that services are being delivered too late (last minute reprieve!)
- Need to advance program to Academic Warning or Academic Probation stages
- Not a single semester fix
- A case for more invasive/interventionist strategies?
- Now learning from patterns identified in this project for issues to pay attention to earlier on; predicting at risk students

Student Persistence – Reflections

- Waiting until after the student has already been required to withdraw, we see very little improvement in student persistence; for those students where we did see some improvement we are looking for any patterns in order to intervene sooner.
- Early intervention and regularly is key.
- Early alert is proving to be an excellent way of bringing services to students in a timely and effective manner.
- With additional resources ABC would benefit most new students.
- Early alert – act on signs of risk; ABC signs of risk showing (on academic warning/probation); waiting until RTW simply too late.

Where do we go from here? Transformative Action to improve the Student Experience

- Transformative actions include:
 - Establishing and assessing institution-wide common student learning outcomes as a basis for the undergraduate experience
 - Restructuring the role of faculty to include them as partners in student affairs
 - Recognizing and integrating student learning from all sources
 - Auditing and restructuring administrative and student services systems using technology and integrated staffing arrangements to improve the student experience (Cook and Lewis, 2007).



QUESTIONS?

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