

CORE Members

Gurkan Akalin

Jill Bowers

Crystal Brown

Michael Cornebise

Mona Davenport

Danny Gourley Fischer,
Co-Chair

Kristy Kilgore

Bobbi Kingery

Chris Mitchell

Josh Norman

Vicki Phillips

Ben Rienbolt

Jody Stone

Ed Treadwell

Brandy Verdin, Recorder

Amber Webb, Co-Chair

Tanya Willard

For other retention
information, go to our
website at
<https://www.eiu.edu/core>



this issue

CORE Retention Efforts **P.1**

Outcomes **PP.2-5**

Looking to Next Year **P.6**

Academic Year 2022-23 Retention Efforts

National retention rates compare student populations from fall of their freshman year to fall of their sophomore year, and these are the rates Eastern uses for retention as well. However, CORE also looks at students who leave after one semester in college, and we track the same risk factors that we analyze for the annual retention rates. For several years, we had been using 8 risk factors as the most predictive of student attrition for first year students at Eastern:

- need gap of \$7000 or greater,
- 60% or less of need met,
- selection for financial aid verification,
- academic index,
- high school GPA of 2.9 or lower,
- admission in March or later,
- underrepresented self-reported ethnicities, and
- attendance at a Chicago Public School.

The global COVID-19 pandemic disrupted enrollment patterns so greatly that we paused application of our predictive model.

CORE will evaluate the strength of the model and adapt as needed in Academic Year 2023-24.

We continued to take steps to address the risk factors associated with attrition, as the Council for Academic Affairs approved a resolution to require all new first year students with a high school GPA below 3.00 to enroll in EIU 1111: University Foundations in Fall 2023. Outcomes for students in the course still identify it as a high impact practice to improve retention.

In Academic Year 2022-23, CORE undertook four primary efforts to improve retention for EIU students:

1. overhauling Academic Alerts
2. addressing academic support gaps in service
3. revising an exit survey to collect data about why students leave Eastern, and
4. cataloging campus and local area mental health resources for students and publishing them on the EIU website.

Academic Alerts Task Force

Jill Bowers

Michael Cornebise

Mona Davenport,
Co-Leader

Bobbi Kingery

Amber Webb,
Co-Leader

Objective 1: Educate
faculty on best practices
for submitting Academic
Alerts.

Objective 2: Review and
revise logistics of the
form.



Clear instructions
for faculty
reduced the total
number of alerts.

The Academic Alert form
now is available from the
first day of each term, to
include summer sessions.

Academic Alert Task Force

EIU faculty use an internal form to issue alerts about students in their classes. The Academic Alert task force sought to improve faculty understanding of the intent of the form and best practices for its use, as well as ensuring the form provided faculty with the best options to describe the cause for the alert. The task force also sought ways to ensure the form was available sooner in each term and for summer terms as well.

The task force partnered with the Faculty Development and Innovation Center (FDIC) to produce an [infographic](#) to serve as a job aide for faculty considering submitting an alert. This objective of the task force was about ensuring the Academic Support Center had a manageable load of alerts with the data needed to take swift action. Education efforts included visits to the Council of Chairs, Faculty Senate, and the Chairs Retreat. The infographic focuses on faculty contact with students about the issue when possible prior to reporting it and how to describe the concern for the response team.

The second objective for the Academic Alerts task force involved updating the form to meet faculty needs and reviewing the timeline for when the form is active. After revision of the form, faculty are able to submit alerts from the first day of class each term, and the form is active during the summer sessions for the first time in several years.

Despite the increased availability of the Academic Alert tool, the Academic Support Center received fewer, generally more descriptive alerts. This enabled the response team to triage and provide care faster. Levels of response included emails, phone calls, text messages, and physical visits to residence halls.

Tutoring Subcommittee

Jill Bowers

Michael Cornebise

Mona Davenport,
Co-Leader

Bobbi Kingery

Amber Webb,
Co-Leader

Objective 1: Identify and solve gaps in services.

Objective 2: Explore opportunities to make finding and meeting tutors more accessible to students.

Tutoring Subcommittee

Tutoring has a CORE subcommittee because its work will be ongoing. For Academic Year 2022-23, the subcommittee focused on removing gaps in service and streamlining student access to tutoring.

The tutoring subcommittee analyzed midterm and final grade reports from Spring 2022 and Fall 2022 to identify courses with high rates of student struggle—grades of NC, D, F, or W—and compared those courses to the list of tutoring resources available on campus.

The primary courses identified for new tutoring services were PSY 1879G and SOC 1838G. By Spring 2023, the Academic Support Center added two tutors for PSY 1879G three tutors for SOC 1838G. Both courses are popular General Education options for the area of Social and Behavioral Sciences, and they serve as gateway courses for students pursuing those majors.

By Spring 2023, the Academic Support Center added two tutors for PSY 1879G and three tutors for SOC 1838G.

CORE will continue to monitor the outcomes for students in all General Education introductory courses to ensure students get the support they need. See our preview of initiatives for Academic Year 2023-24.



The task of making tutoring more accessible for students involved making an inventory of resources available, examining channels of communication, and considering the benefits of having a single point of entry for service. Much of this work will need to continue in future academic years.

In addition to the hub located at <https://www.eiu.edu/success/tutoring.php>, the tutoring subcommittee consulted with EIU Marketing & Communications to generate ideas about making the availability of tutoring services more prominent for EIU students. Ideas considered include posting to the [EIU Calendar](#) and D2L, the university's learning management system.

Another avenue the tutoring subcommittee investigated was campus-wide adoption of the Knack platform. Knack is matchmaking application that pairs students in need with a tutor who has completed the same course at EIU with a grade of B or higher. Full integration of the platform would require more central management of EIU's tutoring resource allocation. Currently, individual units receive separate funding to provide tutoring services.



Institutional Research

Exit Survey Task Force

The exit survey taskforce brought the most recent version of the survey to CORE for revision along with context about responses from recent deployment. We considered how to ask questions that allowed for a broad range of feedback with response options that helped group similar responses without requiring extensive qualitative coding. As responses about financial need were common in previous collections of data, we sought to inject response choices that provided more context about the nature of the financial need.

With the revisions made, the exit survey taskforce deployed the updated version via automated emails that come from the Director of the Academic Advising Center to students who enrolled the current/prior term and are eligible to enroll for the subsequent term but who have not registered. Students receive the email prompting them to register weekly or [respond to the survey](#) to opt out of future communications. CORE may review exit survey data in the future to inform initiatives or generate recommendations to EIU leadership.

10-Year Retention Snapshot

Entering Class	Undergraduate Student 1-Year Retention Rate*
Fall 2021	71%
Fall 2020	74%
Fall 2019	74%
Fall 2018	73%
Fall 2017	70%
Fall 2016	75%
Fall 2015	71%
Fall 2014	75%
Fall 2013	76%
Fall 2012	77%

* Percentage of first-time undergraduate students entering Fall semester who returned the following Fall semester

Exit Survey Task Force

Crystal Brown

Josh Norman,
Leader

Vicki Phillips

Objective 1: Update the exit survey to contain the questions most relevant for identifying needed changes on campus.

Objective 2: Deploy the survey in a method that solicits feedback from the most students possible.

Mental Health Task Force

Jill Bowers,
Leader

Michael Cornebise

Julie Dietz,
Contributor

Michael Gillespie,
Contributor

Danny Gourley Fischer

Chris Mitchell

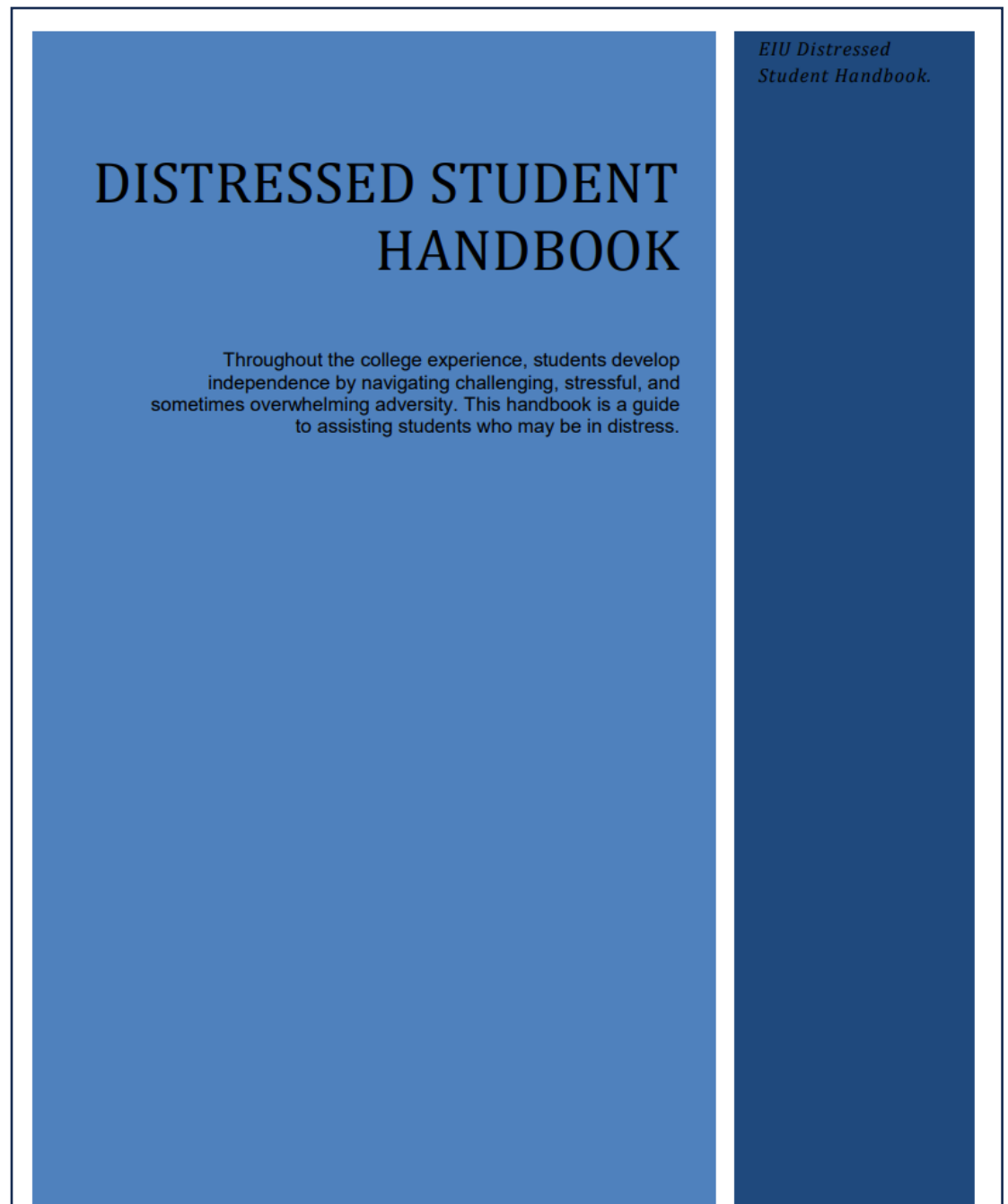
Objective 1: Inventory
resources.

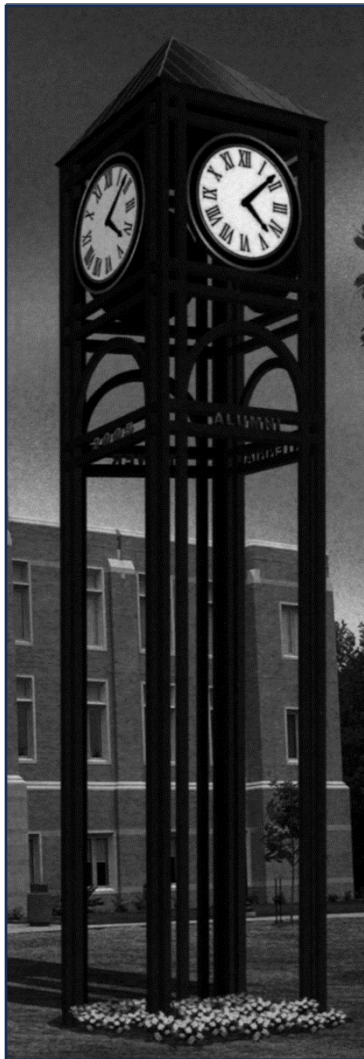
Objective 2: Produce a
guide for publication on
the EIU website.

Mental Health Task Force

The mental health task force made use of and updated an existing document. After an iterative revision process conducted asynchronously, the task force shared the finished product with the Faculty Development and Innovation Center (FDIC) for integration and/or publication as appropriate.

Among its publications, the FDIC maintains the [Distressed Student Handbook](#). The task force and FDIC continue to collaborate to ensure faculty have access to accurate and relevant resources to aid students who encounter mental health challenges.





Academic Year 2023-24: Looking to Next Year

- **Continuing Efforts**
Tutoring subcommittee
- **Restored Practices**
Predictive risk model
- **Possible Subcommittees, Task Forces, and Action Items**
Equity gaps in achievement outcomes
Service needs for underrepresented students
Student profile post-COVID
Success rates in General Education and common gateway courses