

A photograph of Thompson Hall, a large red brick building with stone arches and windows. In the foreground, several students are walking away from the camera. The text "Institute for Student Success" is overlaid in blue on the upper part of the image.

Institute for Student Success

2022-23 Annual Report

THOMPSON HALL

Mission

The Institute for Student Success programs holistically guide students through the transition to the University of New Hampshire, celebrate and build on their strengths, and offer ongoing opportunities to enhance their academic, personal, and professional growth throughout their educational journey. We help students graduate prepared and confident to launch careers in the global marketplace or continue on to graduate school.

In order to execute our mission, integration and collaboration across the university is critical. The Institute for Student Success (ISS) brings together the best practices of the field, the expertise of faculty and staff, the voice and perspectives of students, and data to inform decisions. To summarize its first year, the ISS would like to highlight some of those collaborations and partnerships that drive student success.

myWildcat Success

myWildcat Success (mWS) is a collaborative student success management system used to communicate, make appointments, track academic progress and alerts, and improve overall student support.

mWS PROGRESS REPORTS AND EARLY ALERTS

Over the past four years, UNH has been using the Progress Report and academic alert function to let students and their academic advisors know when they were falling off track. In the past year we have experimented with using “cases” to engage a case management support approach to certain alerts and for referrals to UNH resource offices. The case management approach has proven efficient and successful on the Manchester campus, but in Durham, the diversity of advising configurations across the colleges has made broad adoption of cases for alerts challenging. Still, we found that in a small study of issued alerts from FA22 that students who engaged with advisors over a “failing the course” alert persisted to SP23 at a 98.2% rate vs.

students who did not engage with their advisor persisting at just 86.7%. As we expand use of cases and referrals with intervention, we expect to see a correlated increase in retention among these students at UNH.

REFERRALS in mWS

We began to build a Coordinated Care Network on the platform—expanding the interventions from advising alone or off-line referrals to referrals that can be made by advisors, faculty, and staff via mWS. We currently have referrals available for the Center for Academic Resources (CFAR), Military & Veterans Services, Basic Needs, Mathematics Center, McNair Scholars, and Pre-Professional Health Advising, and COLA CaPS. We are working with TRIO Scholars, Honors, Fellowships, OISS, and Athletics to add referrals and will be onboarding CaPS as well as Residential Life and others in the coming semesters. We understand that academic struggles often involve non-academic factors, so this holistic approach to support should aid in retention.

Expanded Care Network



STANDARDIZING DOCUMENTATION in mWS

We are standardizing information collected about student engagement as it relates to alerts for consistency and efficient data collection. Starting in FA23, all advisors, faculty and professional, will utilize Radio Buttons and/or Note Reasons to correspond to intervention with students about their academic alerts, or lack thereof. With consistent documentation, we will be able to see where interventions are taking place and what their result was, or where students or advisors are not connecting. We will be better able to home in on student populations in need of attention.

We are also standardizing naming conventions of Campaigns in mWS. We will be better able to understand what kinds of campaigns are being sent out to students, by whom, and for what reasons with the new naming format of: College (or Unit)_Semester_Reason_Author.

RESOURCES FOR mWS USERS

We continue to post how-to videos and KB articles, copies of messaging to students, faculty, and staff, as well as current semester data on our [ISS MWS SharePoint site](#). We will be adding the Guidance Document that will include Best Practices, mWS Terminology, and information about who can see what on the platform to help users understand how best to use mWS and so that everything we do is transparent.

Knack

UNH partnered with Knack to provide expanded access to free subject area tutoring to all undergrads at UNH in Durham. Knack supports recruitment, training, payroll, and scheduling for UNH students to tutor their peers. In 2021-22 a handful of courses were piloted with enough uptake for us to try scaling to all undergraduate courses. The ISS supported additional tutor recruitment in August 2022 with a bus ad, bus shelter ad, HoCo table tents and ORCA ads, and job posting in Handshake with additional outreach to Residence Halls and at tabling events like UDay. In the 2022-23 academic year, Knack had 116 active tutors in the fall and 189 in the spring. The total number of tutoring sessions in the academic year was 3,186. Students attended an average of 4.68 tutoring sessions for a total of 5,756 contact hours.

Knack tutoring is unlimited and free for all UNH Durham undergraduate students, and any student, undergrad or grad, with a B+ or higher in a UNH course can apply for approval to tutor. Tutors are independent contractors with Knack and can choose the courses they tutor and if/when they want to tutor, either online on the platform, or in person in approved spaces on campus.



Tutors describe what they've gained from their experience this way:

o "Tutoring has been a very rewarding experience so far. It has given me the opportunity to dive deeper into the subjects I tutor and discuss them more critically with my tutees, beneficial to us both."

o "I would recommend Knack to other students because I believe it is a very effective way to help struggling students reach their academic goals while allowing tutors to review older material and meet new students in the process. Knack has provided me a platform to meet new friends while helping my peers succeed in their classes which has been an incredibly rewarding experience."

Last fall, 91% of students who received tutoring through Knack passed the course for which they sought tutoring. We are encouraged by early outcomes, but need to recruit a lot more tutors so that more requests are quickly fulfilled, especially in the top 10 most requested courses: MATH 422, MATH 424B, BMS 507/508, CHEM 403/404, ADMN 502, ECON 401/402 and PSYC 402.

The Advising Collaborative

In spring 2023, the Executive Director, Student Success launched the Advising Collaborative with associate deans and advising directors from all UNH campuses with the goal of creating a University Advising Mission Statement, creating common learning outcomes for advising, and ensuring we are following NACADA Best Practices and CAS Standards to the best of our abilities such that every UNH student, regardless of campus or learning modality, has a consistent and excellent advising experience.

A common goal expressed at the Student Success Summits that have been occurring biannually at UNH was for at least every first-year student to be professionally advised, with some colleges working toward all four years with faculty mentors working jointly with academic advisors. With colleges at various stages of professional advising teams, strategic investment brought seven new professional academic advisors on board. The work of the Advising Collaborative will ensure that advisor training, professional development and career pathways, and recognition of advising excellence becomes institutionalized, and that we are continuously assessing our strengths and opportunities in providing the best experience possible for our students.

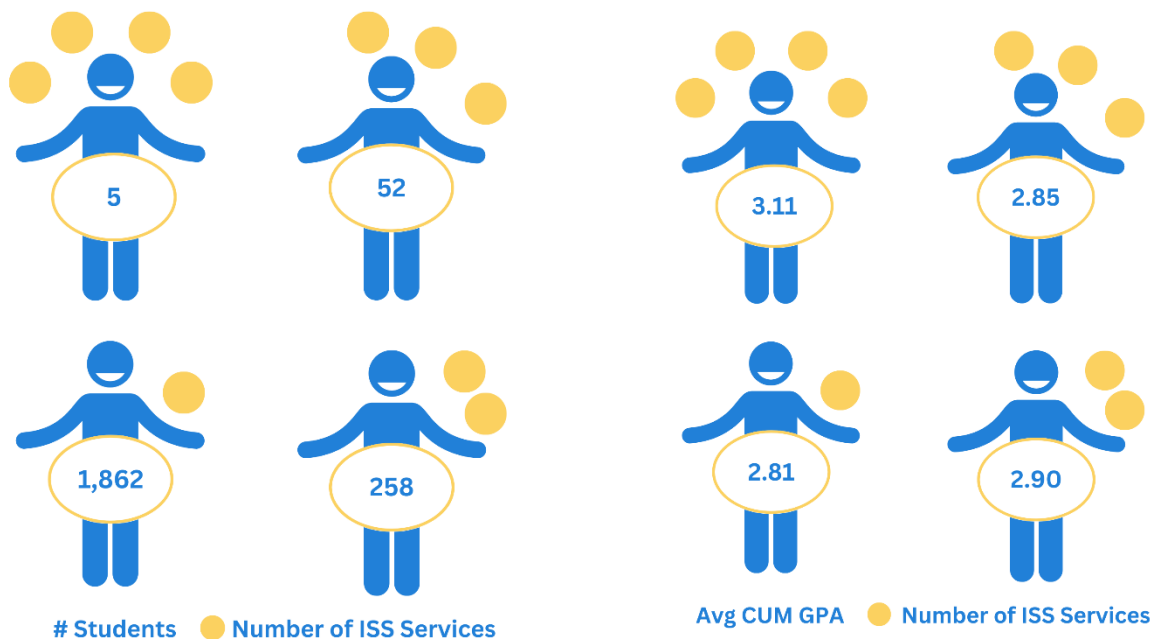
BOOTS ON THE GROUND

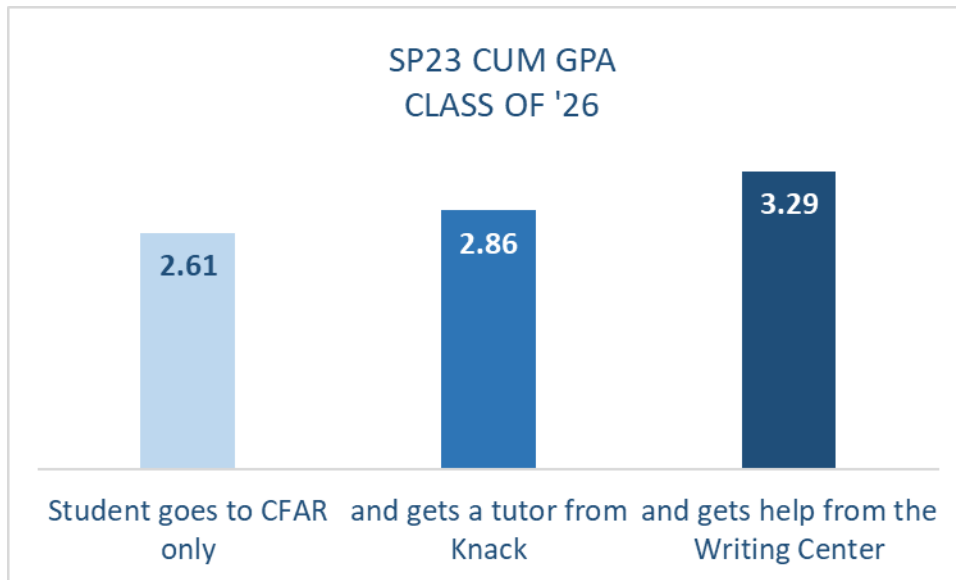
Many of our efforts in the Institute for Student Success are measured not only by traditional outcomes of student retention, academic good standing, and graduation rates, but also by qualitative measures in students' sense of belonging, participation in high impact and experiential learning opportunities, and value placed in the relationships they create with peers and caring staff across our campus.

We see that higher engagement with support services results in higher cumulative GPA, which is not surprising, but the 'n' of students doing so is small. How do we encourage students to take advantage of services available to them?

For some ISS services, like CFAR, CONNECT, and TRIO Scholars, it will be about adjusting expectations of participation and relaying that to students from the start. TRIO Scholars has implemented a more regimented meeting schedule for students with positive results. CFAR plans to revert back to a pre-pandemic practice of having students meet with professional staff upon first visiting the office, and then matching them with a Peer Academic Mentor with whom they will work a minimum number of weeks. In the past, this practice resulted in significant gains in GPA from one semester to the next. CONNECT can build a more structured approach with students and their meetings with Peer Mentors during their first year, and an expectation to check-in with the coordinator on a regular basis.

The following graphic demonstrates the benefit of multiple touches specifically around three services. Students with motivation and agency may do this on their own. It's important to communicate this benefit to all students.





ISS Interdepartmental & Cross-Divisional Collaborations

The programs that sit under the Institute for Student Success collaborate with each other and partner across the university with faculty, advisors, academic affairs units, and Student Life in order to work holistically with students and provide the most comprehensive support for their personal growth, professional development, and academic success. You can read more about these partnerships in their individual reports linked [here](#) (log in required).

Data, Assessment, and Continuous Improvement

BUSINESS INFORMATION ANALYST

ISS is fortunate to have a dedicated program evaluator, data analyst, and Lean practitioner that has firsthand knowledge about ISS programs and initiatives. Working directly with program directors, staff, and students, Stephanie Bernier, M.Ed.'19 provides relevant and meaningful

data, analysis, and evaluation that informs program planning and continuous improvement.

Current and ongoing projects include:

- analysis and evaluation of the Knack tutoring platform.
- analysis of outcomes and utilization of mWS Early Alerts and Progress Reports.
- analysis and evaluation of program participation and student outcomes.
- a study of alt. majored students and course grades associated with their first choice major.
- program evaluation for Trailblazers summer bridge program for first-generation freshmen.
- program evaluation for the CONNECT program.
- program evaluation for the McNair program.

Stephanie provides ISS departments and leadership with comprehensive Tableau dashboards that deliver easily accessible data that is always within reach, along with survey design and administration; facilitating student focus groups; grant writing assistance; and audience-specific reports, presentations, and infographics that ensure clear communication to program stakeholders. Moreover, Stephanie is committed to conducting her work through a lens of justice, equity, and inclusivity and is an advocate for data equity globally, and on the UNH campus.

Professional Development

All ISS staff participated in a Title IX Refresher in November 2022, and then by unit, staff participated in field-relevant trainings and conferences, totaling in over 70 PD experiences across our 21 staff members, in some cases receiving professional development, and in other cases presenting to others in their field of expertise. Professional development is a critical element in personal/professional growth, staff retention and morale. It also allows UNH to shine brightly on national stages and have regional and local impact.

ISS Goals

- 1) By January 2024, have all units integrated onto mWS to the extent possible for broad participation in Coordinated Care Network:
 - a) Appointment availability
 - b) Messaging students re: academic issues
 - c) Appointment Summaries/Notes
 - d) Tags where appropriate
 - e) Referrals where appropriate
 - f) Running reports on Alerts/Referrals/Progress Reports
 - g) Campaigns, with proper naming convention

- 2) By January 2024, using broad university-wide as well as program-specific data, review status of student success markers of retention, academic action, Progress Report/alert data crossed with advisor engagement/program participation and demographic subpopulations: by College/Major; first-generation; Race/Ethnicity; Pell recipient; Transfer; Military, etc. to look for any trends or patterns.

- 3) Develop a First-generation college identity at UNH and build strategic resources around it, leveraging Joseph & Elizabeth McDonough program funds and university support:
 - a. Trailblazers early arrival program
 - b. Trailblazers Canvas site
 - c. First-gen Celebration Week-engage broader participation
 - d. Revisit applying for First Scholars Network via NASPA