

Early intervention strategies to support student success

MARILYN JONES (DIRECTOR,
LCSS) & MELISSA SHEW (CTL)

Session description

Since COVID, student engagement, ranging from attendance and participation in class to the ability to follow through on assignments, has dipped at universities. Attend this session if you'd like to learn and share practical tips and strategies for early intervention in your classes by using tools on D2L, messaging to your students, and in-class engagement techniques.

Attendees should gain **at least two new ways to engage their students early on**, identify ways to **connect their students with additional help as needed**, and work to **increase student belonging** across campus.

Agenda

1. The context: Where are our students at this year/recently?
2. About the LCSS: Resources for faculty and students
3. Turning to supporting the LCSS and student success more broadly in your classes: What should you share with students, and when?
4. Early intervention strategies
 - Who they're useful for
 - Some suggestions about what to do in your classes

Highlights from the Class of 2028

(Data pulled from Aug. 5, 2024)

450 (21% of cohort) First Generation / (Class of 2027: 436; 23% of cohort)

684 Students of Color (32.1% of cohort)

Class of 2027: 623; 33% of cohort

214 commuter students (9.8% of cohort)

^^Compared to the Class of 2027: 187; 10% of cohort

Academic Quality

^^Average GPA: 3.58 (+.03 compared to Class of 2027)

^^Average ACT / SAT = 28.15 / 1285 (+.41 / +17 compared to Class of 2027)

Highlights, cont'd.

(Data pulled from Aug. 5, 2024)

Pell Eligible: 486 students (22.2% of cohort)

Class of 2027: 395; 20.5% of cohort

57.5% Female / 42.5% Male

Class of 2027: 56.3% Female / 43.7% Male

Best predictor of an admitted student choosing Marquette?

Visiting Campus

Student success resources for students and faculty

New this year: One integrated center, the Lemonis Center for Student Success

What's
housed in
the LCSS?



Anchor Programs/Key Initiatives

1. Ask Me Desk

2. Career Formation

3. Tutoring

4. Academic Coaching

5. Experiential Learning

6. Outpost for Office of Institutional Diversity and Inclusion

7. Wellness/Mindfulness

LCSS Ask Me Desk



- Heart of the Lemonis Center
- Single point of contact for students who have questions
- Normalize asking questions
- Increase awareness and access to resources and services from across campus

Academic Resource Center: Integration into the SSI

Mission: The mission of the Academic Resource Center is to empower Marquette students to realize their full academic potential by providing academic support and a caring community dedicated to inclusion, student success and resilience.

Academic Coaching

Tutoring

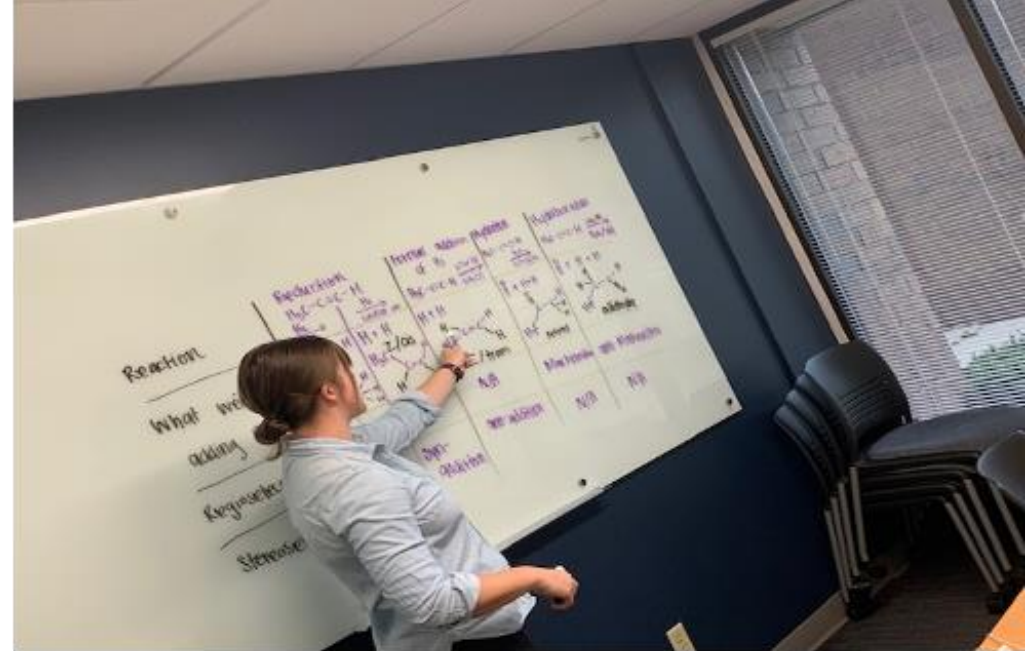
Free service

Focus on historically challenging subjects

Small and large group formats

Review sessions

New This Year! Study tables



Career Center

1-on-1 Career Counseling

Career Fairs, Networking Events, & Educational Programs

Career Management Platform: Handshake

MARQ 1040: Career Exploration

New This Year!

Iris Booth for Headshots

FREE Business Card Printing for Students

MARQ 1060: Preparing for Internships and Experiential Learning

Extended Counselor on Duty Hours

Special note for faculty and staff from the Career Center services

Focus Majors

Classroom Presentations

Career Program Consultation

New This Year!

First Year Experience Course Collaboration

Professional Formation Competencies Videos

YouScience: Career Guidance for Students

How should faculty best communicate with their students about these resources?



Questions for Marilyn and idea-sharing from all present

Early intervention strategies

To support student success and help support faculty in their outreach efforts (which, in turn, should make faculty members' lives better/easier)

Strategy #1: Noting attendance and participation

- Expressing gratitude/noticing that students are in class each day. (A simple "thank you for coming to class" can help with this.)
- Communicating with students who have missed X number of classes early in the semester can be key.
 - Whether that's one or two (or more) depends on the class and faculty member. (Typically, I'm a two-class communicator myself.)

Strategy #2: Early opportunities for comments from students about what's helpful for their learning

In class: Anonymous or non-anonymous "temperature taking" to see where students are at in the first four weeks in class.

- Using technology like MentiMeter for getting these comments, or using pen and paper, etc.
- Using Stop/Start/Continue throughout the semester, including in the first half
- Reinforcing availability of resources on D2L, in class, on slides, etc.

Out of class: Surveys on D2L, asking students to report on what they find helpful in preparing for class, what they need help with, etc.

Strategy #3: Early low-stakes assessments

What do you do, or what might you do, to give students an early indication of how they might fare in your class and then help support with additional resources?

- Early assessments can also be important for advisors, coaches, tutors, and others.
- Can point to tutoring resources, the LCSS, etc.
- Can send individualized emails (using {firstname}) to all students who don't do well on the early assessment(s).
 - Can also send emails to students who do well, encouraging them to keep it up.

Strategy #4: D2L best practices



Post/share your syllabus in your D2L course site by uploading it to the Content.



Post a welcome message on the D2L course homepage using the News tool.



Model what success looks like in your course from day 1!



Enter all due dates for graded assignments and assessments in the D2L Calendar.



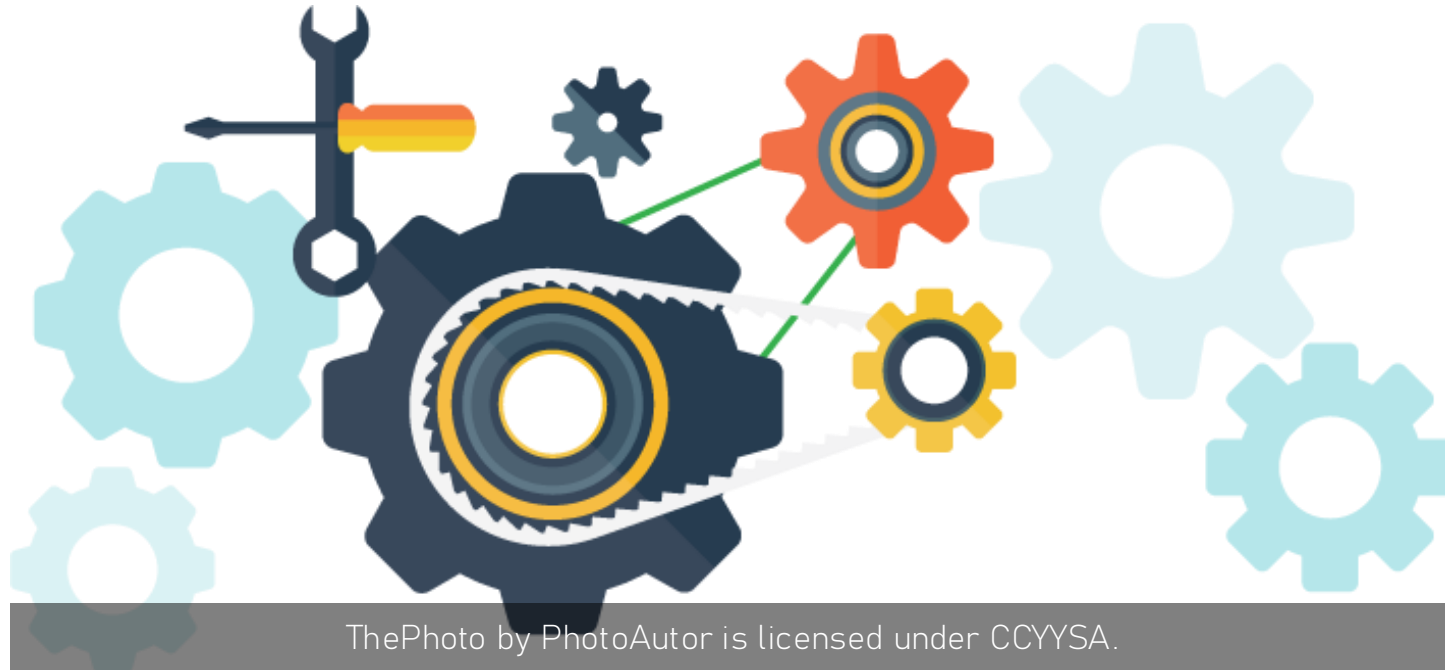
Enter all student grades in the D2L Gradebook.



Assess students early in the course and have a referral/intervention plan for students who need it.



Update D2L regularly. (I recommend at least three times a week.)



What else do you do? What would you like to hear more about?

LET'S SHARE STRATEGIES!
