UNIVERSITY INNOVATION ALLIANCE

Academic Recovery Project Campus Snapshot

Institution	Term	Course & Rationale	Relevant DFW Policies	DFW Data Use and Availability	DFW Interventions	Questions Related to Project
Arizona State University Lead: Amanda Voigt (Fellow)	Fall	UNI 220 Mindset Connections *Required for all students on academic warning*	Students can repeat courses as many times as needed. Students can replace 2 times. Academic probation policies in place since 2012.	Data analytics are sophisticated. ASU is decentralized with different dashboards and early alerts for various units.	ASU would like this project to help improve language and messaging from advisors to better serve students. Building early alert dashboards to automate faculty use.	Would like to know how students feel when they are notified of probation. Faculty redesigning courses to improve DFW outcomes.
Georgia State University Lead: Rich Singiser (Fellow/Project Director)	Summer	English 101 *Key gateway course 2 Accelerator sections, 1 online*	4 separate courses can be repeated and replaced as of 2016. Students can withdraw up to 6 times.	GSU has robust and well used quantitative data. Available widely by leadership and customizable by request. GSU seeks more qualitative data to supplement quantitative data.	Early alert systems to trigger coaching and wraparound services.	Excited to collaborate and learn across the alliance.
North Carolina A&T Lead: Deloris Gee	Summer I and II	Math 103 College Algebra Math 131 Calc I *Both GenEd with high DFW rates*	Retake & Replace policy Withdraw up to 16 credits Students who receive a C/C- are 30% less likely to graduate in 4 years.	Helios Campus DFW Dashboard- available to all faculty. Widely used by senior leaders. Custom built dashboard. Flags courses with DFW >30%.	Dashboard produces "Obstacle Course List" and interventions developed around that list. DFW rates inform Dean's outreach to faculty. Faculty encouraged to participate in curriculum development opportunities.	Increase faculty buy-in and potential curricular changes based on data. Interested in reframing discussion around faculty re: academic readiness.
Oregon State University Lead: Chris Gasser (Fellow)	Fall	Chemistry 231 *Gateway course with high DFW*	Students can take non-major classes as Satisfactory /Unsatisfactory Recent policy: Students can withdraw up until week 7 (out of 11) and until week 10 if withdrawing from all courses.	Significant use of CORE dashboard to show DFW trends. Decentralized campus so data usage varies among colleges and units.	Strong Supplemental Instruction (SI). Early alerts have been implemented to varying degrees of adoption, depending on each decentralized unit.	Interested in how different interventions are measured and compared across institutions, particularly SI.
Purdue University	Summer	MA 15300 College Algebra CHM 11500 General	Withdraw policy in process of changing. Changed language to "academic	Overall DFW rates by student classification are part of a semesterly report of academic outcomes that is	Data dashboards break out by course level, term, semester. DFW rates are often measured and used during	Would like to evaluate W data separate from DF. Interested in how coaching and

Lead: John Gipson		Chemistry	"notice" rather than probation for psychological benefit of students.	reviewed at the provost, president, and trustee level. DFW rates are available in management dashboards for leadership on campus to use to help make decisions. DFW rates disaggregated by race are currently being reviewed and prioritized.	course redesign and professional development in CIE. Purdue measures DFW as an outcome of course redesign. Faculty are contacted if their course is flagged to connect students to additional resources. Advisors review data as well, but Purdue is looking for scalable solutions.	summer programs improve student success.
UC Riverside Lead: Nelly Cruz (Fellow)	Summer	BIOL 005A Intro to Cell & Molecular Biology CS 010A Intro to Computer Science *Biology course had a 15% DFW rate & gateway course CS course had 27% DFW rate.*	DFW policies tend to impact math and sci courses more so than soc sciences given their small thresholds. Repeat/Replace - up to 16 units (consistent policy over past 20+ years).	IR team creates dashboards, must be requested by director/dean for review. Operates on quarter system.	Interventions tend to come from advisors and staff. Decentralized model. Rethinking instructional design for faculty engagement - looking at inclusive pedagogy techniques for high rate DFW courses.	Hope to find faculty champions and would like to pilot for winter quarter based on results from summer pilot.
University of Central Florida Lead: Claudine McLaren (Fellow)	Fall	Organic Chemistry 1 Usually 1200 students enrolled each fall and spring DFW rate is at an all-time high of 50%	Students can retake a withdrawal once with replacement. Any additional require and exception. C or better cannot be retaken and replaced unless major requires a better grade. Students can have 2 grade forgiveness courses.	Data comes from Institutional Management. Data can be disaggregated based on student populations. Courses with a higher than 25% DFW rate are flagged for monitoring. There isn't a university-wide policy but college by college, DFW rates have become a higher priority. One area they found is there is often a gap in time between sequence of chemistry courses, leading to students forgetting key information as they progress.	Within chemistry, faculty piloted a "remedial lesson" of information needed for the upcoming lesson that was covered in a prereq. If a student did not pass the quiz, they were given the readings/background knowledge to catch them up for the new material. Of the students who use SI for organic chemistry, they scored better in the course than students who did not seek out SI. 34% of students last year sought out supplemental instruction for Organic Chemistry.	UCF would like to see an increase in the student support services from student success programs (academic coaching, professional coaching, SI, tutoring, and peer coaching). UCF would like to see the overall participation in a course and include flags to show students who are retaking the class. UCF would like to measure overall student trajectory of grades in course sequence based on time in between classes. The hope is they would be able to use this information with advisors

						and students to say, "When students take the sequence in subsequent semesters, their grades are XX on average but when there is a gap of two semesters or more the grade is XX."
University of Colorado Denver Lead: Margaret Wood	Fall	CHEM 231 General Chem I MATH 1010 Math for Liberal Arts *High DFW, Gen Ed, High Equity Gaps*	Fresh Start Policy began before 2020. Allows students to withdraw through week 15 with faculty support. Policy is focused on helping underserved students to improve grad rates.	Decentralized data use. IR works with Vice Chancellor to produce "influence rating" of DFW courses. Currently use Navigate but shifting to Civitas.	"Influence rating" of DFW courses inform which interventions are implemented.	Interested in disaggregating their DFW data (D/F/W). Interested in the efficacy of various wraparound supports. Which interventions work best?
University of Illinois Chicago Lead: Nikos Varelas (Liaison)	Summer	CHEM 122 Matter & Energy MATH 180 Calc I *High DFW Course with no existing interventions, taken by students across multiple majors*	Decentralized policies. 2.0 GPA is the cutoff for dismissal and SAP.	Data is decentralized but DFW reports run each term. Dashboard is being created to increase transparency and highlight dependency courses. DEI Office has *Achievement Dashboard* which breaks courses by sections and can be filtered by student demographics (Pell, 1st gen, race, gender, etc).	DFW courses are ranked by depts and colleges. There are existing NSF-funded grants for STEM-course interventions. Extensive widely used early alert system through Starfish. Early alert is req'd for many courses. Wraparound services include peer leaders, SI and robust faculty engagement.	Interested in conversations about stipends/funding and recruitment strategies. Interested in student success trajectory regarding dependency courses after retake.
University of Utah Lead: Lindsay Coco (Fellow)	Summer	MATH 1050 College Algebra *High DFW GenEd gateway course*	DEW, not DFW Repeat and replace within limits of fin aid SAP Pass = C+	Decentralized. Data pulled department by department. Data is only accessible by certain administrators in various units across campus.	Use Civitas but looking for more nuanced understanding of next steps There is an interest in understanding what outcomes are like for students who retake the course with intervention vs. without intervention. .	Outcomes they'd like to see: -Where do students go next -Effects on major declaration -DEW trends and equity gaps -Likelihood to persist in subsequent semesters -1st gen, transfer student status -Black students -Impact of coaching (peer mentoring) and SIs on student success

| Virginia Commonwealth University Lead: Alison Steigerwald (Fellow) | Fall | PSYC 101: Introduction to Psychology *High DFW course, required by 9 majors, popular GenEd course, displays significant equity gaps among Black and Hispanic women* | Repeat **not** replace Some GPA requirements vary from major to major | Data dashboard available to Deans. EAB Navigate early alert system used to varying degrees by faculty. VCU seeks to better engage faculty in process across the institution. Many units have decentralized ways of evaluating DFW rates/courses. | Considering changes to existing interventions to better meet students where they are. | -Course design questions: what is working for some but not all students? -Exit Interviews for W. -Seeking more equitable learning environment for all students. Interested in how other institutions define DFW rates. -VCU is using this project to uncover root cause of DFW with aim of better serving students. |