

2016 Success & Retention Update for College of Agricultural Sciences & Natural Resources

Office	2015 Strategy	2015/2016 Retention Initiative	2015 Update Progress/Goals/Needs/Plans/Measures	2016					
				Progress	Goals	Needs	Plans	Measures	Target Audience
CASNR Dr. Bill Bennett Student Success Center	Early Term Engagement	Ag Fest: an event held at the first week of the fall semester to welcome new and current students	Historically this event was held outdoors but due to numerous rain issues in the past, the decision was made early to move the event inside the livestock arena. This was an effective move, as it created more confined socialization, without people wandering off or leaving entirely. A survey was sent out to faculty/staff and there was an overwhelmingly positive response of having the event inside in the future – no matter the weather.	We have had more participation from clubs and organizations. Students are signing up to join organizations.	Include a pamphlet that describes clubs and organizations meeting times and locations.			500 participated in the event	All CASNR students attend but the target is new students to TTU.
CASNR Dr. Bill Bennett Student Success Center	Learning Communities	Residential Learning Communities	The Coordinator of Retention met with the Learning Community stakeholder group throughout the year to discuss how to have more faculty and staff participation in the LC. We discussed what other colleges' participation was like with their own LCs, what our CAs wish we could implement, what programming and support would have been helpful, etc. We plan on continuing this practice in the future to gain helpful information.	CASNR CAs have been selected for 2016-2017. All are CASNR students.	More participation in Res Life events and CASNR events		To create a plan of action for the learning community	142 students in the CASNR Learning Community for 2015-2016. Currently, there are 171 signed up for Fall 2016	CASNR - incoming Freshmen
CASNR Dr. Bill Bennett Student Success Center	Orientation	Red Raider Orientation	We are undergoing a complete revamp of our orientation presentations. The goal is to make the information more informative for "current students" and better prepare them for the fall at Texas Tech. We are also making the presentation more interactive and visual.	We have added two faculty members to assist with orientation.	To assist students in a smooth transition to Texas Tech.				

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CASNR Dr. Bill Bennett Student Success Center	Advising	CASNR Undecided Academic Advisement	At orientation, we will have several students who are “ag undecided”. We have two faculty members who meet with our undecided students to help narrow down their focus and help them chose a departmental home. The majority of the time students chose a major during our RRO presentation when we discuss the degree programs and potential career opportunities for our graduates. Other times throughout the semester we will have undecided students stop by the SSC or be referred to us by a faculty member or University undecided. When we have a student who is curious about our degree programs, we sit down and have a one-on-one conversation discussing the degree programs, classes they will be required to take, what it would take to graduate, and potential career opportunities for them. Discussing the possibilities with these students helps them chose a departmental home and an academic major.	We have included the Retention Coordinator as a CASNR undecided academic advisor. The Retention Coordinator has a Ph.D.	To help students identify an academic major.			Identify an academic major by the end of the fall semester.	Undecided CASNR students
CASNR Dr. Bill Bennett Student Success Center	Student-Facing Communications	e-newsletter	Our eNews started out strong this year, but mid-way we transitioned our student-facing communications to focus heavily on social media. Social media has become a way to stay updated with our current and potential students. We have transitioned our goals to have a more interactive relationship with our students via social media.	We have now started emailing out a Student eNews that focuses on important dates and upcoming events each month.	To increase awareness of important dates and events.		Discuss the importance of this email at RRO.	Averaged 33.46% opens per month. To increase opens to 45%.	All CASNR students

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CASNR Dr. Bill Bennett Student Success Center	Tutor Referral	Tutoring	An email was sent to the six department chairs asking for students who would be viable tutors for students struggling with classes. Only one department chair submitted suggestions. Students who met with the Retention Coordinator for either mandatory probation or early alert meetings typically asked about tutoring. During those meetings, students were told about the TTU Learning Center, which many surprisingly were not aware of. Students were also encouraged to visit with their individual professors and ask for tutor recommendations. Several reported back and that process seemed to work well. This next year we plan on emailing individual professors to ask for tutor recommendations when a student comes in looking for a tutor referral. We will initiate the conversation between student and professor in terms of finding a tutor and then the student can take it from there.	SSC staff is more knowledgeable in the variety of tutoring services available to students and is able to provide the student with more information.	Identify difficult CASNR classes that tutors are needed each semester.	Classrooms for tutoring sessions.	To run grade reports from various classes.	To increase the overall GPA of these identified classes.	All CASNR students
CASNR Dr. Bill Bennett Student Success Center	Activity of Student Engagement	Popcorn Pop-Ins: an event hosted by the student success center to interact with current students.	We have consistently had a popcorn pop-in once per month throughout the year. Our student assistants have taken this initiative on, designing promotional logos, promoting through social media, and going out to the different agricultural buildings. We plan to continue popcorn pop-ins once a month and take the popcorn to a different building each month to engage different student groups.	This past spring we did a popcorn pop-in that encouraged students to bring their resume in to be critiqued.	To increase participation.		To develop programming along with these events.	75 students participate	CASNR students

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CASNR Dr. Bill Bennett Student Success Center	Academic Probation Meetings	Identifying early at-risk students, such as those who are on probation, and require mandatory advising meetings developing a “Corrective Action Contract” that complements the engagement survey.	<p>Fall 2014, 47 probation students were required to meet with our Retention Coordinator. Of the 27 who did meet with her, 10 got off probation at the end of the term and six went to continued probation. Of the 20 who were required to meet with her but did not, only one got off probation, four went to continued probation, and 13 were either suspended or withdrew from the university. There were 38 upperclassmen who were not required to have a probation meeting. Of the 38, six individuals went to good standing, 11 went to continued probation, and 19 were either suspended, withdrew or never registered for classes after the fall 2014 semester.</p> <p>Fall 2014 was the first semester to implement these meetings and the first semester to run this type of data.</p> <p>Spring 2015, 124 individuals were required to meet with the Retention Coordinator. We put registration holds on students who were put on academic probation after the fall semester.</p>	<p>Fall 2015, 115 probations students were required to meet with our Retention Coordinator. 82 students attended a meeting with the Retention Coordinator.</p> <p>Spring 2016, 123 probation students were required to meet with our Retention Coordinator. 102 students attended meetings. The majority of students that did not attend a probation meeting went on academic suspension.</p>	To decrease the amount of students on academic suspension.		Developing an Academic Success Plan for scholastic probation students.	Review academic standing and probation meeting after the semester.	CASNR probation students

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CASNR Dr. Bill Bennett Student Success Center	Early Alert	Identifying early at-risk students, reported by professors. Professors submit names of students who are of concern in passing their class.	Professors submitted 62 early alert forms for CASNR students during the fall 2014 semester. These students were emailed with their professor cc'd to remind them of the academic situation and inform them of resources across campus and the CASNR SSC to help remedy the situation. There was not a lot of feedback during the fall semester. Professors submitted 30 early alert forms for CASNR students during the spring 2015 semester. In addition to the semester emails, department chairs were sent a summary of students in their departments who received early alert forms. We began sending these emails to department chairs to facilitate open communication between the SSC and department chairs and inform them of their students who are struggling. A personalized email was also sent to students who had an early alert form and were currently on academic probation. These students were asked to come and meet with the Retention Coordinator immediately.	Professors submitted 58 early alert forms for CASNR students during fall 2015. Then 54 were filed for spring 2016. These students were emailed with their professor cc'd to remind them of the academic situation and inform them of resources across campus and the CASNR SSC to help remedy the situation. A personalized email was also sent to students who had an early alert form and were currently on academic probation. These students were asked to come and meet with the Retention Coordinator immediately.	To inform the student of the consequences of their actions and to assist the student in making decisions about their academic career.		Discuss early alert at faculty retreat.	Increasing faculty participation in preventative measures of academic success.	All CASNR students

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CASNR Dr. Bill Bennett Student Success Center	Mid-Term Engagement	Winter Welcome and Mr. CASNR: an event held in January to welcome back current students from the holiday break.	Winter Welcome is similar to Ag Fest in that it is a time for the different clubs and organizations to host a table and advertise their club/organization’s mission and first meeting times. It is an opportunity for current CASNR students to see what they can get involved in as well as a social event to reengage the students after the holiday break. There were roughly 300 students who attended this event in 2015. Having Winter Welcome in conjunction with the Mr. CASNR contest worked extremely well to engage the students with faculty and staff members. In the future we plan on having a mix of CASNR faculty and staff from all departments represented as “judges” for the Mr. CASNR contest.	We have had more participation from clubs and organizations. Students are signing up to join organizations.	Include a pamphlet over clubs and organizations meeting times and locations.			300 participated in the event	All CASNR students attend but the target is new students to TTU.

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CASNR Dean's Office	Personnel	Need: Support for the ongoing reclassification and restructuring of staff duties in the Bill Bennett Student Success Center to enhance retention efforts. Staff reorganization or additional staff will be needed to establish a lower staff member-to-student ratio and facilitate more effective meetings with at-risk students.	The SSC staff meets twice a month primarily for cross-training and activity updates. These meeting have helped identify opportunities to shift project responsibility to other staff. Because of these meetings we shifted the organization of new course request to a different staff member.	Hired a Unit Coordinator of Diversity. Will begin July 1, 2016.	To strengthen MANNRS at Texas Tech and the national level.					CASNR students from a diverse background.

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CASNR Dean's Office	Facilities Renovation	Need: Funding may be needed to renovate facilities in the Student Success Center and accommodate modest increases in staffing.	We relocated some staff to offices to help establish privacy. We still need to adjust a few staff to more private locations and hope to do so next year after the completion of the Bayer Crop Science Plant Science Building. With this new wing we hope some existing offices will become available.	CASNR Development and Alumni Relations has begun work on their new offices. The Unit Coordinator of Scholarships will be moved into this office.	To allow for more interaction among current students and alumni.				All CASNR students and alumni.
	Advising	First-Year TTU Student Registration		Identify registration time periods for transfer and freshman students and assist them in the registration process.	Increase early enrollment from semester to semester.	Classrooms, Technology, and CASNR staff.	Informal come and go workshop after they have been advised by a faculty advisor.	Less students listed on the calling campaign.	CASNR students

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CASNR Dr. Bill Bennett Student Success Center	Career Development	Forecast Your Future	<p>An opportunity for enrolled student, specifically sophomores, to reevaluate their degree plan based on the career options within various fields. By doing so, current CASNR students will gain a renewed sense of confidence in their academic program and future opportunities. One area we believe CASNR students question is their chosen major and future career placement. By the time our students reach their second-year (sophomores), we want them to be confident in the major they have chosen and the possible career options ahead of them.</p> <p>We are inviting successful alumni from each of our six academic departments to travel to Lubbock and share their story with current students. Each speaker will have roughly 10 minutes to talk about their past experiences and how it led them to their current position. Specific details might include: hometown, major, student clubs and organizations, internships, past work experience, and current job duties. Following the speakers, we would like to have a panel discussion allowing the students to ask questions.</p>	Moving the event to the Fall due to the CASNR career fair being moved to the fall.	Increase alumni and student participation.	Faculty support and participation .	We are inviting successful alumni from each of our six academic departments to travel to Lubbock and share their story with current students. This year we will focus on majors not highlighted in the spring.	Increase participation to 100-150.	CASNR students and alumni.

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CASNR Dr. Bill Bennett Student Success Center	Academic Standing	PADR	CASNR Retention Coordinator taught a CASNR specific PADR section. Thirty-two students started in the spring and 24 completed the class. Four of the students' academic standing went to academic suspension.	Enrollment in PADR 0071 is currently in process.	To provide a stronger relationship between the student and the SSC. This relationship will help us to provide the student with the best information to help them academically and personally.	A teaching assistant to help with grading. Classroom in a CASNR building.	To teach one section in the fall and two in the spring.	Less students going on academic suspension.	CASNR probation students
CASNR Dr. Bill Bennett Student Success Center	Advising	Advising Academy	2015 was the first year to host the CASNR Advising Academy. Two faculty or staff members from each department attended a series of four sessions. Each session focused on a different topic including student resources, technology resources, college resources, and facilitating advising.	The SSC is planning to annually host the advising academy.	Improve faculty advising and advising process. Provide more consistency between programs. All faculty and staff in CASNR will attend the academy within 3 years. Academy will be required for new hires.	Advising academy materials to create handbook. Classroom space to host sessions.	Open advising academy to more faculty/staff members in the college.	A survey is distributed at the conclusion of the academy to assess members' response.	CASNR faculty and staff advisors or advising coordinators .

2016 Success & Retention Update for College of Arts & Sciences

Responsible Office	2015		2016 Update					
	Strategy	Retention Initiative	Progress	Goals	Needs	Plans	Measures	Targeted Student Population(s)
Dean's Office	Centralized advising & support for students returning from suspension – Dr. Borst	In Fall 2015 A&S hired two advisors within the Dean's Office. They met with 1 st Suspension Students returning to TTU.	These advisors are booked with appointments. Met with 120 students Fall 2015. 7% increase in persistence compared with previous year.	Continue to increase persistence among this population.		Continue to expand to: First Year Probation Students (Mandatory Requirement); Additional Suspension students.	Analyze changes in persistence rates. Student surveys (which are 99% positive so far)	At-risk probation and retention students
Dean's Office/ Departments /UESA	Calling campaign	Call all un-enrolled eligible students. Help with holds. In 2015, A&S hired an assistant to make the calls for our large departments.	UESA has the data on this.		Data from UESA on success of this initiative, by department. Timely responses to kinks in the system.	Continue each semester, as directed to do so.	I believe UESA analyzes this data.	Eligible, non-enrolled students, many with holds.
Dean's Office/ UESA	<i>See 2016 – new program</i>					Pilot program – “Summer Recovery Program” – (designed by UESA)	Students on probation and suspension are academically at risk. Program allows for recovery in summer. A&S goals: 15-20 students; freshman. **It is proving difficult to get students to enroll	FTIC
Departments	Implement and expand use of SSC and GradesFirst	University-wide initiative to identify and reach out to at-risk students.	Regular meetings throughout 2015-2016 with all A&S departmental advisors (Dr. Borst)	Address questions, encourage use of SSC/ Gradesfirst	Timely responses to advisors' and Dean's Office's questions & issues.		Track use of the platform, by department.	All At-risk students.

Responsible Office	Strategy	Retention Initiative	Progress	Goals	Needs	Plans	Measures	Targeted Student Population(s)
Dean's Office	Initiatives in Student Division – Dr. Iber	<p>Have worked cooperatively with the two advisors mentioned in the first box above.</p> <p>Work to move many of the students who are in academic trouble into our BGS Program. This program offers students an opportunity to complete a rigorous program and utilize some of the credits they have earned in other areas (like BIOL, for example) as part of completing the various concentration areas in the BGS. We have hired a second BGS advisor in the past year to service the substantial number of students in this program (at last count, nearly 500 of these majors in A&S)</p>				<p>Continue to visit with many students as they go out on first and subsequent suspension. For those on subsequent suspensions, I emphasize that, if they complete the required hours at a community college in one semester (not two, as is the standard policy), that I will allow them to return (assuming they have met the GPA requirement at the CC) in one term. If it is possible to get these individuals back to TTU sooner, we have a better opportunity to retain them.</p>	<p>In regard to the BGS, we graduated a total of approximately 90 students in this major in the fall 2015 term. The figure for this coming May is approximately between 75 and 80. This program is working well, and we are graduating students who, under “other” programs, would not have been able to complete a TTU degree.</p>	

2016 Success & Retention Update for Whitacre College of Engineering

Responsible Office	2015		2016 Update					
	Strategy	Retention Initiative	Progress	Goals	Needs	Plans	Measures	Targeted Student Population(s)
Dean's Office	Provide Quality Advising Experiences	Advisors can share quality information with advisees. Ensure student has adequate	Advisors must attend monthly WCOE advisor meetings Advisors share best advising practices	Reduce advising issues negatively impacting student performance	More advisors. Fiscal support so advisors do not leave for financial reasons.	Continue monthly advising meetings. Continue to invite outside resources to share changes in university practices.	Advisor satisfaction survey and departing engineering survey	All students and students who leave engineering
Dean's Office	Enrollment Management Plan	Increase graduation rates Reduce student obtainment of D, F, W in courses	Continually improving program.	Reduce length of time student is in a program by ensuring minimum quality student qualifies for upper-level course work	Improved quality reports	Continue to measure effectiveness of improved student notification procedure. Continue to improve communication between departments and college on students to remove. Evaluate the effectiveness of the petition to return policy. Continue to offer WCOE academic recovery workshops at the beginning of each long semester.	Number of students expelled, on engineering probation and continued engineering probation each semester. Students persisting to degree program.	All students entering college since Fall 2012
Assistant Dean's Office	Academic Recovery Workshop	Retain students on engineering probation, TTU probation	Revised program content and delivery to increase usefulness to students	Provide students with tools to return to good academic standing		Offer program each long semester	Track student attendance to persistence in WCOE	Students on engineering probation, TTU probation
Assistant Dean's Office	Academic Support (Tutoring)	Increase student success (completion, reduce DFW) in core engineering classes	Adding summer academic support to fall/spring sessions	Provide assistance for students struggling in core engineering classes	Financial support for tutors Space for a tutoring center	Implement summer academic support	Student use of academic services Student performance in classes	All students

Responsible Office	Strategy	Retention Initiative	Progress	Goals	Needs	Plans	Measures	Targeted Student Population(s)
Assistant Dean's Office	Conoco-Phillips Bridge Program	Provide math review to incoming freshman students	Recruiting for Fall 2016 class	Increase student self-efficacy with respect to math and chemistry Increase rapport with faculty Real-time demonstration study skills and habits		Partnered with chemistry to have a chemistry bridge program for engineering students only	Student retention in program. D, F, W in intro to engineering.	FTIC students
Department Chairs	Best Faculty in 1 st and 2 nd year WCOE courses	Increase retention using highly effective teachers in core engineering classes	Reviewing faculty assignments for core engineering courses	Increase quality of instruction in engineering courses	Rewards for highly effective faculty	Identifying highly effective faculty and working with departments to ensure in key classes	Class D, F, W rates; Student evaluations of instructor/course	All students
Assistant Dean's Office & IE Department	Industrial Engineering Retention Program (IERP)	Retain students struggling in first major	Finished 2 nd year of program.	Retain students in engineering who may have selected a major not best fitting them. Provide close mentoring for at risk students		Continue to review persistence of students in the program. Accept new cohorts to industrial engineering	Student retention in Industrial Engineering	

2016 Success & Retention Update for Honors College

	2015		2016 Update						
Responsible Office	Strategy	Retention Initiative	Progress	Goals	Needs	Plans	Measures	Targeted Student Population(s)	
Dean's Office	Recruitment and Retention	Aggressive and targeted participation in recruitment activities-the Raider Roadshow and the Top Scholar Recruitment with students, staff, administrators, parents and faculty.	<p>The Honors College has worked very closely with Undergraduate Admissions, the Office of the President, and the Scholarships Office in recruiting efforts. Besides much more individualized and targeted recruiting, the dean has worked to increase the availability of scholarships, especially in consideration of highly academically successful students and/or National Merit</p> <p>The Honors College created an entirely new ad campaign that has been running for 2 years now. It has appeared in publications all over campus and is part of the rebranding linked to our Honors values. As well, Honors revamped its weekly newsletter, created an alumni magazine, and has been working on creating a website and social media presence that features the best of Honors.</p>	<p>Continue high end student recruiting using additional novel strategies.</p> <p>Grow freshman class while simultaneously increasing average and median SAT scores, class rank and HS GPA of applicant pool</p> <p>Increase undergraduate research participation across the college</p>	<p>Scholarship funds and Development Officer</p> <p>URS funding</p>	<p>Work to grow scholarship and research support endowments and hire DO</p>	<p>Incoming Freshmen average and median SAT scores, Class rank and GPA</p> <p>Incoming Freshman class size</p> <p>Number of undergraduates doing research</p>	All and also underrepresented groups	
Dean's Office	Communications	Branded and marketed the "Honors College Experience"; re-wrote the Honors "message" presented at recruitment events to focus on academic and co-curricular opportunities available to the high-end student	<p>The Honors College created an entirely new ad campaign that has been running for 2 years now. It has appeared in publications all over campus and is part of the rebranding linked to our Honors values. As well, Honors revamped its weekly newsletter, created an alumni magazine, and has been working on creating a website and social media presence that features the best of Honors.</p>	<p>.Continue to refine messaging and recruitment from outside the state</p>	<p>Scholarship funds and Development Officer</p> <p>URS funding</p>	<p>More effective communication with the Office of Undergraduate Admissions</p>	<p>Monitor number of high end out of state and instate students who attend TTU in the Honors College</p>		

Responsible Office	Strategy	Retention Initiative	Progress	Goals	Needs	Plans	Measures	Targeted Student Population(s)
Dean's Office	Admissions	Transferred admissions duties from the Honors advisors to an Assistant Dean and Honors faculty; re-designed the Honors application to be both more efficient and better able to identify ideal candidates for admission.	Honors has streamlined and made much more efficient a fully electronic admissions system. While admissions and the applicant quality (SAT scores) have grown, the electronic system needs to be more "functional".	Enhance usability of Recruiter software	A better more versatile program The current version has inherent flaws	Improve workflow with assistance of a "computer savvy" individual	Monitor and review "lost"/"missing" communications; Freshman Feedback on admissions process	ALL

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Dean's Office	Living/Learning opportunities	Campaigned for a dedicated Honors complex that will house student living quarters, and some co-curricular/educational spaces	<p>In Fall, 2017, through the great generosity of different entities on campus, a new Honors College dorm will open that will offer innovative living and learning spaces for Honors students.</p> <p>Enhanced and targeted activities with first semester freshmen to help better integrate them into the university and to address potential issues as they prepare themselves for the university experience</p>	<p>Honors, led by the Associate Dean, has created and expanded new curricular material in the Learning Community Group course required for all entering Honors freshmen touching on special topics that encompass the objectives of the University QEP initiative and provide a safe space to engage in difficult dialogues on culturally relevant issues.</p> <p>Assessment of the pilot QEP program in 2015 clearly indicated that we successfully met our objective of better equipping students to handle and negotiate life on campus. We have also implemented a new Honors Tutoring Corps to help students who are on Honors probation, first generation, international and ESL students. We are also working on revamping the Honors Arts and Letters major to better enhance the value for students.</p>	<p>New Office building</p> <p>Increased Honors staff</p> <p>Obtain DO</p>	<p>Continue discussions with upper administration</p>	<p>Student Retention, Improved 4-yr graduation rate</p>	<p>ALL</p>

Responsible Office	Strategy	Retention Initiative	Progress	Goals	Needs	Plans	Measures	Targeted Student Population(s)
Dean's Office	Curriculum	Continued developing and refining the FYE/LCG curriculum; refined the Honors curriculum requirements to include a Summit course; expanded Honors course offerings	The numbers of HAL majors and EVHM participation have been steadily declining and the programs needs to be revitalized. This summer, therefore, the dean will review the HAL program and the major will be re-designed to make it more relevant to the Honors College students. As well, the EVHM minor will be re-structured to broaden its scope to allow professional majors (Engineering and Business) to participate more fully. The dean and the director of HAL implemented an exit survey of our graduating HAL majors to understand better the needs and areas of improvement in the program. We are working on strategies to increase faculty participation (from outside the college), in our teaching mission	Refine and "prune" HAL in summer of 2016	Participation of the director with the dean's initiative	Review student enrollment and student survey	Assess improved recruitment and retention in these majors	All
Dean's Office	Engagement	Created opportunities for Honors students to engage in the Honors community through: the establishment of the Honors House system; provided service opportunities, including the Bayless Elementary School initiative; continued Friday Lunch Discussion; continued the Honors Book Club; and offered support to the Honors fraternity Eta Omicron Nu (HON)	Momentum over the past year. In fact, we now not only have more current students involved and participating regularly, we have also fielded several requests from Honors alumni who would like to be sorted into a House in order to remain connected to the College in new ways. Bayless Elementary continues to be a point of pride, learning, and understanding for our Honors students who note that while they enter the program thinking they will transform lives, it is they themselves who are changed by their service	Unify some activities to ensure enhanced participation	Staff Improved faculty buy-in	Continue discussions with upper administration	Increased numbers of students participating in college-level activities Student Retention, Improved 4-yr graduation rate	ALL

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Dean's Office	Advising	Honors advisors help administer Undergraduate Research, First Year Experience, the Honors House system, Honors Book Club, Friday Lunch discussion, HON, Honors Ambassadors, and creating the Honors course catalog, among other things. Prior to 2014, they also were responsible for the admissions process. The workload needed to be reduced.	In order to do this, admissions duties were shifted to the Assistant Dean and one dedicated staff member One additional advisor has also been hired	Continue to streamline advising to move into an electronic mode	Improved buy-in by staff	Provide adequate training and workload reduction	Seamless advising across the college and with the campus advisors	ALL
Dean's Office	Follow up and alumni outreach	Improved our website and alumni newsletter	We will be working to create an exit survey to improve our ability to ascertain what was beneficial to our students, as well enable us to better keep in touch with them in the future. Our newly hired web person will be creating a new Honors College Alumni Forum on the website, a portal by which alumni can reconnect with one another and the College. The Honors College Flight, an alumni newsletter has now had two printings and a third will be issued this July	Increase alumni participation	IT/Web staff	Work with University to establish a shared staffer	Numbers of visits to each of our sites and the improved participation of alumni in the current college activities	All

2016 Success & Retention Update for College of Human Sciences

Responsible Office	2015		2016 Update					
	Strategy	Retention Initiative	Progress	Goals	Needs	Plans	Measures	Targeted Student Population(s)
Recruitment & Scholarship	Undergraduate recruitment and enrollment	Merit Scholarships - multiyear scholarships including presidential matching to encourage persistence	Currently awarding 225 merit scholarships per year. 136 of those are presidential merit matches. A projected increase of 202 new merit scholars in the Fall.	Increase enrollment of students who qualify for presidential merit scholarships through active, intentional recruiting for the College of Human Sciences	\$100,000 of funding to manage growth of the program.	Continue utilizing for recruitment and retention.	Total number of merit scholars, increased acceptance rates of higher SAT student recruits	FTIC and transfer student enrollment
Recruitment & Scholarship; Advising & Retention	Undergraduate recruitment and enrollment	Red Raider Orientation PALS (Peer Advisors Leading Students - Employ part-time College of Human Sciences students to assist each academic advisor during the Summer Red Raider Orientation and assist with the first-year experience in HUSC 1100	Currently employ 7-10 PALS for summer RRO. PALS attend mandatory training sessions prior to RRO and are assigned to an academic advisor throughout the summer.	Enhance the training of PALS to serve in a more leadership/mentor role with FTIC students throughout the first year of enrollment. EX. Small group meetings, seminars, guest speaking in HUSC 1100	Budget to increase number of PALS two-to-one with academic advisors and sustain financial assistance through the use of scholarships.	Peer Support Center will house the PALS during the fall/spring semesters so as to build long term relationships with currently enrolled students. The center will be self-sustaining with previous PALS assisting in the training of new summer RRO PALS.	Percentage of students who attend RRO and enroll in HUSC 1100 in the first semester.	FTIC and transfer student enrollment

Responsible Office	Strategy	Retention Initiative	Progress	Goals	Needs	Plans	Measures	Targeted Student Population(s)
Advising & Retention	First-year experience – HUSC 1100	1-hour introductory course focusing on strategies of academic success	7 unique sections are taught as an academic cluster by a COHS advisor (ex. Nutrition, Social Sciences, Business related, etc.)	Currently in the process of adjusting curriculum to focus on the specific skills necessary to be successful in future career fields through the use of faculty panels, PALS guest speakers, and leadership/communication skills.	University support for College of Human Sciences student enrollment as a viable substitute for IS 1100 – First Year Experience	New curriculum is being integrated into current learning modules and enhanced training for academic advisors has been implemented. Plans include adding an additional section of HUSC 1100 specifically for students with a Pre-Professional Health designation (in collaboration with the PPHC academic advising office)	Decrease in percentage of COHS probation students at the end of the first semester. Increase in enrollment hours in the second semester (spring) and summer sessions (initial evaluation made at the end of the pre-registration period in November 2016)	FTIC and transfer
Recruitment & Scholarship; Advising & Retention	Undergraduate student persistence tracking	Persistence tracking – using SSC and FTIC enrollment numbers to track current student matriculation	Current tracking methods allow the advising office to track student persistence and intentionally seek out non-enrolled students through the Texas Tech calling campaign.	Examine the enrollment reports regarding course loads and GPA to isolate students in need of additional resources, more intensive advising and degree planning, an academic counseling.	Open access to up-to-date FTIC reports including hours enrolled, current GPA and academic standing.	Academic advisors are evaluating the effects of intensive advising for first semester probation students, regular group advising sessions targeting students in academic distress, and being intentional in seeking out students who fall within the “yellow” zone (ex. In danger of suspension at the end of the spring/second semester of enrollment)	Increase percentage of matriculation from fall to spring, and decrease in first year suspension at the end of the spring/first semester.	FTIC and transfer

Responsible Office	Strategy	Retention Initiative	Progress	Goals	Needs	Plans	Measures	Targeted Student Population(s)
COHS Student Services	Undergraduate student engagement	Increasing the sense of community with students enrolled in the College of Human Sciences	Dean's Leadership Council; Student of the Month program; Study Abroad scholarships; COHS events (Raider Welcome! Event, college tailgating, "First day of school" breakfast, HUSC 1100 COHS shirts, COHS newsletter, COHS social media platforms, etc.)	Increased opportunities to attend and participate in COHS activities, events, and organizations (specifically PPHC organization) Highlight COHS organizations through HUSC 1100 and the HS 101 blackboard course. Offer incentives to students to propose new student engagement opportunities.	Functional reports to increase identification of student population (i.e. cohort groups)	Currently in the beginning stages of creating a Pre-Professional Health organization/community for those students seeking degrees in the College of Human Sciences as well as PPHC (collaborative program with the PPHC department).	Registered PPHC/COHS organization during the 2016-2017 academic year.	Undergraduate COHS student

Responsible Office	Strategy	Retention Initiative	Progress	Goals	Needs	Plans	Measures	Targeted Student Population(s)
COHS Student Services	Undergraduate student engagement - environment	Enhance student environment in the COHS by creating a functional and inviting atmosphere with student focused commodities.	The COHS has added food kiosks in the common areas, cell phone charging docks, additional Wi-Fi ports throughout the college for more efficient learning opportunities, TV's highlighting announcements and opportunities throughout the college, and easily identifiable common areas for community learning. Development of the HS 101 Blackboard course for academic advising.	Increase amenities to facilitate positive learning environment such as food court, WEPA printing machine, card scanners, and school supply vending machines, available laptops for use during pre-registration and other academic maintenance, and the purchase and implementation of a live chat system.	University participation in the development of a food court (Sam's place), and additional funds for vending machines/kiosks . Also, university implementation of a live chat feature for immediate student assistance.	Install a live chat system for the fall pre-registration period that will allow students to reach an academic advisor after normal business hours. The chat system will be available through the COHS website and serve as "triage" advising during the registration process.	Annual surveys and focus groups will be conducted to assess the effect of current services as well as identify student needs to enhance the learning environment.	Undergraduate COHS students

Responsible Office	Strategy	Retention Initiative	Progress	Goals	Needs	Plans	Measures	Targeted Student Population(s)
Advising & Retention	Undergraduate engagement and retention	GradesFirst (SSC) – used to provide a user friendly experience for appointment scheduling, transparent documentation between advisors and students, and early identifiers of academic distress	Fully functional appointment system with a “check-in” kiosk for students to alert advisors of attendance, interactive and transparent note taking/documentation to allow cross-advising, and advisors are making referrals to appropriate student resources. The spring semester saw an increase in attendance through the use of appointment “campaigns”	Integrate a card scanner for student check-ins, absence tracking from faculty to integrate into academic advising sessions, and identify probationary students for follow-up contact. Create routine appointment campaigns to target specific populations throughout the academic year (probation, PPHC cohort, etc.)	We have requested a card scanner from the TTUID office, but have yet to receive the technology to implement.	Use the card scanner to track students for triage/walk-in advising during pre-registration. Use the data to reach out to students who have not attended academic advising regularly for the purpose of targeting students who may benefit from group advising sessions.	Reports that easily identify cohorts using the service, enrollment vs. attendance of advising sessions, transfer appointments, and FTIC student use.	Undergraduate COHS students
Advising & Retention	Six-year undergraduate graduation rate	Encouraging students to enroll and complete at least 30 hours per academic year.	With the change of summer enrollment from spring to fall, advisors and students are able to better anticipate course offerings and advise 12-15 hours in a long term, and up to 6 hours during the summer (online course offerings)	Encourage students to increase current long term course loads from 12 to 15 hours in order to progress through the degree on time, as well as anticipate any drops that might be necessary and still remain full-time enrollment	Increased financial incentives to enroll in 15 hours per long semester and/or up to 6 hours in summer school.	Increase online course offerings during the summer terms so students are more inclined to remain enrolled at TTU rather than transfer to their local community college. More intentional advising in November 2016 for summer enrollment will result in more open communication with degree awarding departments in anticipating course demands.	Increase of average course load of currently enrolled COHS students.	Undergraduate COHS students

Responsible Office	Strategy	Retention Initiative	Progress	Goals	Needs	Plans	Measures	Targeted Student Population(s)
COHS Student Services	FTIC and second – year retention	Degree Collaboration – Academic and Retention office working more collaboratively with degree awarding departments to anticipate course demand.	During the April pre-registration period, the Advising & Retention office was able to systematically request increased seats, sections, and courses offered during the summer terms (specifically in the online format)	Rather than communicate subjective requests, it is imperative that the Advising & Retention office better communicate exact numbers of students needing certain courses to better plan for course availability.	Additional financial assistance for summer school (scholarships, grants, financial aid, etc.)	Increase availability of introduction and capstone courses for students entering TTU in the summer and/or attempting to graduate at the end of the summer terms (rather than postponing enrollment or delaying graduation due to one or two courses)	Enrollment in classification specific courses based on FTIC and transfer students enrolling in each major.	Undergraduate COHS students
COHS Student Services	FTIC and second-year retention and 6-year graduation rates	Increase on-campus and online summer courses to encourage students to maintain active enrollment for purpose of completing at least 30 credit hours in one year	Summer I enrollment numbers is currently projected to be significantly higher than last summer	Encourage students to take at least 3-6 hours during the summer (on-line or on-campus)	Increased faculty and/or GPTI to teach additional sections during summer I and II	Offer high demand courses (introduction and capstone) each summer term.	Increased graduation rates and retention.	FTIC and second-year undergraduate COHS students.
Advising & Retention	Second – year retention	PPHC specific academic advising and establishment of a COHS PPHC organization	Additional training on PPHC requirements, degree plan variations to accommodate PPHC requirements and increased collaboration with the TTU PPHC department.	Create a COHS specific organization that caters to PPHC students. The purpose of the organization will be to offer opportunities for degree planning, faculty panel discussions, internship opportunities, application expectations, etc.	Easily identifiable markers for PPHC students who have declared majors in the COHS, preferable through GradesFirst (SSC) and DegreeWorks.	Identification of a PPHC advisor and student representative to begin marketing and populating the organization by the end of the 2016-2017 academic year. Collaborative conversation with the PPHC undeclared advising office.	Registration with the TTU Center for Campus Life as a viable student organization.	Second-year undergraduate COHS students

Responsible Office	Strategy	Retention Initiative	Progress	Goals	Needs	Plans	Measures	Targeted Student Population(s)
Advising & Retention	Support Resources for undergraduate enrollment and retention – Advisor Training	Advisor Training for the purpose of adapting advising practices to the current needs of FTIC, transfer students, Military & Veteran students, non-traditional, probation and suspension students, etc.	COHS advisors are encouraged to participate in professional development opportunities offered in the TLPDC as well as attend conferences for specific student populations (ex. Athletic Advising, NACADA)	The COHS advising office will submit at least one proposal to a local and national conference during the 2016-2017 academic year.	Financial incentives for attending conferences outside of Lubbock. Increase professional development opportunities outlining the process of proposal creation and submission.	During the next academic year, the Advising & Retention office will seek out campus resources to speak during staff meetings regarding retention and advising developments as well as student resource center objectives and services.	Number of attended professional development opportunities, proposal submissions vs. acceptance, and active engagement with advisor support services.	Undergraduate COHS students
Advising & Retention	Support Resources for undergraduate enrollment and retention – Advisor Support	Financial support for advisors to better align compensation within the advising profession national standards.	The COHS has submitted a modest request for compensation during our recent budget hearing. Prior modest equity adjustments and reclassifications were made, but significantly more is required.	Better alignment of compensation will result in limited advisor turn-over and thus building more collaborative, long-term relationships with students and degree awarding departments	\$14,000 for use in salary compression adjustments as well as equity	Priority is placed on improving the support of current advisor for advisor continuity. The first planned increase is a modest increase and it will take additional modest increases in the future.	Advisor retention and student satisfaction. Salary comparison to NACADA published averages.	Undergraduate COHS students

Responsible Office	Strategy	Retention Initiative	Progress	Goals	Needs	Plans	Measures	Targeted Student Population(s)
Advising & Retention	Support Resources for undergraduate enrollment and retention – Advisor/Student ratio	Additional compensation is requested to sustain an additional academic advisor thus lowering the advisor/student ratio.	Academic advisors are currently seeing students on an average of 400:1 ratio; however, some are significantly higher. This has limited individualized advising and forced alternative advising techniques such as group advising, emails, etc.	Lowering the advisor/student ratio to 300:1, advisors will be able to implement individualized academic recovery strategies and better attend to the needs of students in academic distress	Budget increase to sustain a new academic advising position. (\$35,000)	The Advising & Retention office has the physical space for an additional advisor and plans are in place to transfer a student population to a new advisor.	6 academic advisors currently seeing an average of 400 students each. Adding an additional academic advisor, in conjunction with the Peer Support Center will result in a 300:1 advisor/student ratio.	Undergraduate COHS students
COHS Student Services	Second year retention and six-year graduation rates	Development of a more robust curriculum for the Bachelor of Science in Human Sciences.	Approval of an introduction and capstone requirement for the BSBS, development of a structured minor in Human Sciences, additional support for online courses, and proposed course offerings at the Collin College campus	BSHS is a retention degree designed to appeal to students discouraged with current major, or returning to TTU from an extended leave. Marketing has begun on the Collin College campus.	Faculty position to develop the curriculum for an introduction and capstone course specifically designed for interdisciplinary students in the College of Human Sciences	Establish on-campus courses at the Collin College campus, intentional seeking out students no longer interested in current major, and increase visibility for stop-out students.	Enrollment numbers vs. placement rates upon graduation.	Second-year COHS undergraduate students.
Advising & Retention	Second year retention and six-year graduation rates	Development of a Peer Support Center to directly impact second year retention	Proposal for information gathering approved by IRB and currently in the process of hiring first group of PALS (Peer Advisors) to run the center.	May 2016 – PALS training. August 2016 – hire graduate assistant to manage the Peer Support Center. September 2016 – Fully operational	Graduate student to manage Peer Support Center	Development of outreach opportunities such as focus groups, seminars, triage advising, presentations of student resources as well as alternative academic advising specifically addressing the needs of second year students.	FTIC reports Current enrollment Matriculation from Spring of sophomore (2 nd) year to fall/spring of Junior (3 rd) year PALS contact reports Survey and focus group conducted in September 2017 concerning FTIC 201527	Second-year COHS students

Responsible Office	Strategy	Retention Initiative	Progress	Goals	Needs	Plans	Measures	Targeted Student Population(s)
Advising & Retention	FTIC and second-year academic recovery	COHS academic advisors piloting an outreach program targeting students currently on probation or returning from suspension	Each academic advisor has completed their first semester of academic recovery advising utilizing GradesFirst campaigns, registration holds, group advising opportunities, and one-on-one individualized academic plans.	Probation and suspension students will be sought out by advising office for intensive academic planning, referrals to student resources, and degree program counseling. The intensive advising for this population of students will result in decrease in suspension students, and increase of students moving from probation to good standing.	Budget increase to sustain a new academic advising position thus lowering advisor/student ratio allowing for more intensive academic recovery planning	Academic advisors are proposing individual methods of academic recovery. COHS advising office will adopt a variation of all proposals to implement into regular operating procedures (goal: fall 2015)	Retention and success rates of the academic recovery planned students.	Probation and suspension
Advising & Retention	FTIC and second-year academic recovery	Dedicated retention specialist to assess the needs of FTIC and second-year COHS students, anticipate academic distress and implement academic recovery opportunities	Advising & Retention unit supervisor serves in the role do retention specialist. Evaluates student enrollment reports, reviews probation/suspension lists, IOR of HUSC 1100 and HUSC 2000, director of Peer Support Center, and	Solidify a plan of action for early intervention of academic distress.	Immediate access to FTIC student lists and more user friendly stop-out lists that filter out PPHC students.	When end-of-term reports are received, retention specialist will systematically reach out to individual students for a specific academic recovery plan.	FTIC and second-year matriculation.	Probation and suspension

Responsible Office	Strategy	Retention Initiative	Progress	Goals	Needs	Plans	Measures	Targeted Student Population(s)
Advising & Retention	FTIC and second-year academic recovery	Establishment of HUSC 2000 – Academic Recovery. Intensive course to address challenges to academic success for students on probation and/or in danger of suspension at end of first-year	Course is active for summer 2016 with current enrollments	HUSC 2000 is offered each semester (fall, spring, summer) and serves as a supplemental recovery program for students who have been approved to “attend while on suspension” or returning from additional suspension.	Same budget increase of \$35,000 above for an additional advisor to redistribute some work load for the advisor who will be using HUSC 2000 for intrusive advising.	Review of current syllabus and lesson plan (May 2016). Review of current curriculum for HUSC 2000 to address specific needs of enrolled students	Current semester GPA at the end of the semester.	Probation and Suspension
Advising & Retention	FTIC and second-year academic recovery	Attend while on suspension opportunity for students placed on suspension at the end of the spring 2016 term.	Students will be allowed to enroll in one 3 hour course for the purpose of grade replacement as well as enrollment in HUSC 2000 for 1 hour credit.	Allows students in danger of suspension a second chance to bring GPA into good standing, encouraging continuous enrollment and meeting the recommended 30 hour per year credit completion	See above for the additional advisor position to all the retention specialist more dedicated time with the students. Other needs are unknown at this time.	Pilot program for this opportunity will begin June 7 (summer I) with first students enrolled in HUSC 2000.	Summer GPA 2.0 or higher at the end of summer II session.	Probation and suspension

Responsible Office	Strategy	Retention Initiative	Progress	Goals	Needs	Plans	Measures	Targeted Student Population(s)
Advising & Retention	FTIC and second-year academic recovery	Marketing campaign seeking out students who have voluntarily left TTU prior to degree completion.	An outreach program in underway to identify stop-out students, create prospective degree plans for degree completion, and offer \$1000 per year for up to two years to admitted students. The online BS in Human Sciences degree is serving as a degree option for students no longer living in Lubbock	10 stop-out student enrollments for the fall 2016 term (based on available funds for scholarships)	\$20, 000 budget for scholarships	The advising office needs a list of FTIC students from the last 4 catalog years who have stopped out of TTU voluntarily and have not transferred to the Health Sciences center.	10 scholarships awarded prior to the start of the fall 2016 term.	FTIC and 6-year graduation rate.

2016 Success & Retention Update for University Library

Responsible Office	2016		2017 Update					
	Strategy	Retention Initiative	Progress	Goals	Needs	Plans	Measures	Targeted Student Population(s)
Head of Research, Instruction & Outreach	Student Support: Personal Librarian Program for Students	Expand and promote Personal Librarian services to undergraduate and graduate		Research, improve, and publish outcomes in scholarly journals	Library Marketing Campaign	IRB approved Qualtric survey form allowing follow-up with participants	2015-16 Individual Research Consultations - 527	Undergraduate Graduate
Head of Research, Instruction & Outreach	Student Support: Personal Librarian Program for Students	Expand and Promote Personal Librarian services to undergraduate and graduate students		100% of Personal Librarians Calendars synced with GradesFirst by June 1, 2016	Training	Makes librarians calendars easily available to all UG and G students by May 2016	Number of hours available to students for scheduling appointments	Undergraduate Graduate
Head of Research, Instruction & Outreach	Student Support: Personal Librarian Program for Students	Expand and Promote Personal Librarian services to undergraduate and graduate students		Increase number of individual research consultations by 30% in 2017	Students identified for Librarians to email for appointments	Reach out to students through GradesFirst to proactively engage with Librarians	Number of individual research consultations 2015-16: 527	Undergraduate Graduate
Head of Research, Instruction & Outreach	Student Support: Personal Librarian Program for Students	Investment in transition oriented coursework beginning with LIBR 1100 and expanding to all university freshman orientation courses (ie S 1100)		50% of freshmen enrolled in orientation courses meet individually with Personal Librarian	Integration into freshman orientation classes	Students enrolled in LIBR 1100 will schedule appointment through GradesFirst	Number of LIBR 1100 students who meet with their Personal Librarian	Undergraduate

2016 Success & Retention Update for College of Media & Communication

Responsible Office	2015		2016 Update					Targeted Student Population(s)
	Strategy	Retention Initiative	Progress	Goals	Needs	Plans	Measures	
Associate Dean for Undergraduate Affairs	TTU Retention Resources	Utilize EAB to plan college-wide retention efforts	Have appointed Assistant Dean and ½ time Retention Specialist for College to identify patterns	Provide information to college and each department chair and advisor about High and Moderate At Risk students	Funding for Full-time retention specialist	Prepare EAB report for fall 2016 college and department retention plan	# of CoMC High At Risk students # of CoMC Moderate At Risk students # of CoMC High At Risk students by Department # of CoMC Moderate At Risk students by Department CoMC plans for retention Department plans for retention	SSC At-Risk in each Major
Associate Dean for Undergraduate Affairs	Curriculum Opportunities for Retention	Review “front-porch” CoMC courses Review CoMC Core and requirements Review GPA requirements to become major in the CoMC 2.5	Restructured MCOM 1100 (Success in Media & Communication) and MCOM 1300 (Foundations of Media & Communication; created new MCOM 1301 (Digital & Social Media) Restructured CoMC “Core” MCOM 1300, MCOM 1301, MCOM 2350 (Communicating in a Global Society) Changed GPA to become major in CoMC from 2.5 to 2.0	By fall 2016, make sure all students in these courses are aware of student organizations and opportunities to get plugged in to academic credit and extra-curricular opportunities CoMC Core is ready for fall 2016 catalog CoMC GPA is ready for fall 2016 catalog	Marketing material and information campaign Marketing material	Will identify instructors of each section of these courses in summer 2016 and provide information to embed in syllabus and lecture material Measure number of students between 2.0 and 2.5	Pre- and Post-test survey in each of these classes to measure awareness of student organizations and opportunities Require student organizations and opportunities to report members Number of students with GPA between 2.0 and 2.5	FTIC students

Responsible Office	Strategy	Retention Initiative	Progress	Goals	Needs	Plans	Measures	Targeted Student Population(s)
Associate Dean for Undergraduate Affairs	Retention Processes CoMC Advising	Evaluate retention processes in CoMC Center of Advising	Appointed Assistant Dean and ½ time Retention Specialist for CoMC in February 2016	Assistant Dean and Retention specialist charged with developing retention plan for CoMC	Funding for full-time retention specialist; budget to support retention events	Use EAB and internal CoMC resources to identify students at risk of leaving CoMC Develop monthly “retention” activities and events for CoMC students (New Student Reception, MCLC activities, Popcorn Fridays, etc....)	Survey recent CoMC students who have not been retained to discover reasons why Number of events identified as retention events and activities for fall 2016 and spring 2017 Attendance of FTIC and ‘at-risk’ students at events and activities	SSC FTIC
Associate Dean for Undergraduate Affairs	Co- and Extra-curricular Activities	Identify current and create new activities that can be used for retention	Identified current activities (#Explore CoMC event and New Student Reception); Identified needs (tutoring for DFW courses – MCOM 1300, 3320, 3330, COMS 1301, 2301, 3311, 3313, 3353, 3356, PR 3310, 3311, POLS 1301, 2302, HIST 2300, 2301, MATH 2300	Expand number of retention activities/events to monthly Create CoMC Peer Tutoring program for 2016-2017	Funding to pay peer tutors – will do pilot program in fall 2016 (without pay) to see true demand for tutoring	Retention Specialist to develop calendar of events that will provide engagement opportunities for all CoMC students but with a focus on FTIC Assistant Dean to develop Peer Tutoring plan for fall 2016 to address needs in at least three CoMC courses	Attendance at monthly events Survey to measure awareness of organizations and events at CoMC Number of Peer Tutoring sessions for MCOM 1300 and MCOM 3320	SSC At Risk FTIC

2016 Success & Retention Update for Pre-Professional Health Careers

Responsible Office	2015		2016 Update					Targeted Student Population
	Strategy	Retention Initiative	Progress	Goals	Needs	Plans	Measures	
PPHC	Academic Advising	6 full-time PPHC advisors provide academic advising for students both in declared majors and in undeclared, Pre-designations	Due to location change (to 205, 206, & 208 Holden from CHEM 238, 340,& 340a), PPHC advisors have been reduced to 5	1. Proactively engage appropriate advising caseloads, 2. Improve major declaration (by 60 SCH) rates, 3. Establish baseline advising assessment metrics	If enrollment trends continue, additional space and positions will be needed to maintain appropriate caseloads	1. Implement assigned caseloads (by last name), 2. Prioritize timely major declaration via policies (GPA, progress, etc.) and messaging, 3. Add in advising assessments at all levels (student, advisor, observer, etc.)	1. student-to-advisor ratios 2. % declared by 60 SCH 3. Baseline metrics established	Current students
PPHC	Recruiting	Participate in on- and off-campus recruiting activities	PPHC continues to participate in all on- and off-campus recruiting activities	1. Begin documenting recruiting contacts, 2. Align recruiting activities with program and institutional goals, 3. Publish end-of-year recruiting report	Funding for recruiting travel may become an issue if off-campus events or logistical costs increase	1. Acquire method(s) for documentation, 2. Adjust recruiting activities as needed, 3. Create webpage for published PPHC reports	1. documentation method(s) acquired 2. adjustments made, with justifications 3. page created, report published	

2016 Success & Retention Update for University Advising (TTUA)

Responsible Office	2015		2016 Update					Targeted Student Population
	Strategy	Retention Initiative	Progress	Goals	Needs	Plans	Measures	
TTUA	Discovery!	Academic major exploration	New partnerships created and updated activities created for students	Provide meaningful activities and opportunities for students to explore majors based on a guided, strengths-based framework.	Student ambassadors for resource fairs; involvement in FYE activities	Continue building relationships with campus partners; integrate into FYE programming	Student Surveys Number of partnership and activities on campus	Undergraduates; FTICs
TTUA	Academic Recovery	Assisting students in academic jeopardy toward academic success and progress toward graduation.	New coordinator for program; new advisor to assist in retention efforts	Have a 75% persistence rate for students in academic jeopardy	PADR sections and advisors to teach them	Continue to target students in academic jeopardy through teaching PADR and other success classes.	Academic standing PADR grades Academic progress	Students < 2.0 GPA
TTUA	PreLaw	Coordinate exploration activities for students considering a career in law	New coordinator for program; new relationships formed with law schools	Increase student participation in each event	Identification of students interested in PreLaw or law careers	Continue to provide meaningful and worthwhile activities to students; activities that include law school representatives and admission personnel	Number of events; number of students in attendance	Undergraduates

2016 Initiatives

Responsible Office	Strategy	Retention Initiative	Progress	Goals	Needs	Plans	Measures	Targeted Student Population
TTUA	Ask an Advisor	Intrusive advising in the residence halls	New program	Increase student understanding of academic advising resources	Space and staff	Provide access to academic advisors in the residence halls at least 1 night a week.	Number of student contacts; student responses	FTICs; undergraduates
TTUA	Summer Recovery Program	Retention of at-risk FTIC students after first year	New programs	Increase student persistence from Year 1 to year 2	Institutional support (Academic deans and Registrar); academic skills class online	Provide the opportunity for FTIC students in academic jeopardy to attend over summer and improve their academic standing	Number of students eligible; number of students enrolled; student success during summer	FTICs

2016 Success & Retention Update for College of Visual & Performing Arts

Responsible Office	2015		2016 Update					
	Strategy	Retention Initiative	Progress	Goals	Needs	Plans	Measures	Targeted Student Population(s)
VPA Dean's Office	Analysis: Spring-to-Fall	Meet with students identified by EAB-SSC as at-risk	Highly successful in terms of identification and follow through with meetings; less successful in fully using provided reporting and tracking tools.	Develop habitual use of systematic procedures, not only in terms of identification and scheduling, but also in terms of reporting and follow up.	Additional training for advisors in all reporting tools.	Make discussion of these procedures a priority in all future administrative meetings involving those responsible.	Evidence of use of reporting tools within the systems provided.	Undergraduate VPA enrollment
VPA Dean's Office	Professional Development: Academic Advising	Monthly advisor meetings to coordinate efforts.	Successful, always productive.	Now that personnel openings are all filled, looking to focus on more in depth analysis of all resources.	Consistent personnel, additional training for advisors as fluency in tools increases.	Continue regular monthly meetings. Create additional opportunities to meet as necessary.	Documentation of meetings occurring.	Undergraduate VPA enrollment
VPA Dean's Office	Professional Development: Student Identification	Within School faculty meetings present resources available and other strategies to identify at-risk students.	Initial meetings were held in Fall 2015.	Make these topics of discussion a regular part of monthly School faculty meetings.	Training as needed when faculty choose or are required to use new available tools.	Make at-risk student identification strategies an ongoing agenda item.	Documentation of occurrence.	Undergraduate VPA enrollment
VPA Dean's Office	Research and Analyze VPA Undergraduate Student Demographics	In depth survey of all VPA undergraduate students. Codify and collate by College and School.	Survey administered October, 2015. Codified and reported December, 2015.	To ascertain deeper demographic data of VPA undergraduate population.	Continue to track over multiple academic periods.	Continue to track over multiple academic periods.	Documentation of accumulated data and resulting distribution to appropriate parties.	Undergraduate VPA enrollment
VPA Dean's Office	Research and Analyze VPA Undergraduate Student Dispositions	In depth survey of all VPA undergraduate students. Codify and collate by College and School.	Survey administered October, 2015. Codified and reported December, 2015.	Understand VPA undergraduate student perceptions of personal and academic challenges.	Continue to track over multiple academic periods.	Continue to track over multiple academic periods.	Documentation of accumulated data and resulting distribution to appropriate parties.	Undergraduate VPA enrollment

Responsible Office	Strategy	Retention Initiative	Progress	Goals	Needs	Plans	Measures	Targeted Student Population(s)
VPA Dean's Office	Develop Identified Students "soft skills"	Create a VPA only PADR section – Spring 2016	PADR section created Spring 2016	Provide academic and personal support to identified students.	Multiple VPA-only sections to accommodate conflicting schedules. Involvement by, and training of key faculty.	Explore the possibilities of expanding the program including ways to lessen the "stigma" of need for remediation and assistance.	Tracking of increased enrollment, activity and student results.	Undergraduate VPA enrollment
VPA Dean's Office	Early Identification of Negative Student Behaviors	Establish a system of communication for faculty and staff to share observed negative behaviors and performance.	Initiated use of newly established steps for faculty and staff	All faculty and staff to be aware and involved in the process from the very beginning of each academic term	Continued awareness and investment of attention of all faculty and staff	Continue heightened exposure to the topic, explore new strategies to raise awareness, develop fluidity and streamline procedures in use of tools and reporting.	Track reporting across all schools	Undergraduate VPA enrollment
VPA Dean's Office	Peer Counseling	Systematically meet and counsel EAB-SSC identified at-risk students and others as identified by faculty and staff on an ongoing basis.	Peer counselors have been interviewed and identified for Fall 2016	Establish an ongoing program of appropriate peer counseling	Counselor training and partnership with faculty and staff	Under the guidance of Dr. Chanda the program will be implemented in Fall 2016 semester.	All aspects of the program will be documented and reported.	Undergraduate VPA enrollment
VPA Dean's Office	Faculty Awareness	Periodic communication of reminders to faculty of identification and reporting procedures.	Initiated use of newly established steps for faculty and staff	All faculty and staff to be aware and involved in the process from the very beginning of each academic term	Continued awareness and investment of attention of all faculty and staff	Continue heightened exposure to the topic, explore new strategies to raise awareness, develop fluidity and streamline procedures in use of tools and reporting.	Track reporting across all schools	Undergraduate VPA enrollment
VPA Dean's Office	Attendance Tracking	Pilot required faculty use of GradesFirst attendance tracking within the School of Theatre and Dance.	Training was provided to T&D faculty in January, 2016 followed by required use of system.	To have 100% compliance of usage.	Follow up training and initial training for School of Music and School of Art.	Expansion to both School of Music and School of Art in Fall 2016	Analysis of digital records of reporting	Undergraduate VPA enrollment
VPA Dean's Office	Administrative Priority	Maintain retention issues as a regular agenda item in all VPA administrative meetings both at the College and School level.	This was consistently done at the College level	To have full compliance on all administrative levels	Develop a culture of making this topic a priority at all administrative levels	Continue to stress within the administrative structure. Require systematic reporting from all administrative leadership.	Analysis of required reporting.	Undergraduate VPA enrollment