

2015-05-11: May Meeting (TLPDC 153)

Provost's Task Force on Student Success & Retention

Agenda

Time	#	Item	Who	Notes
10:00am	1.0	Call to Order	Patrick Hughes	Review of March/May Questions
10m	2.0	Member Insights	Susan Tomlinson	Honors Peer Mentoring and Freshman Experience
	3.0	Working Group Session/Reports		
20m	3.1	Collaborative Working Group Time		
10m	3.2	Academic Advising Working Group	Catherine Nutter Mitzi Lauderdale	<ol style="list-style-type: none"> 1. May 2015 Academic Advising Report 2. Progress Toward July Report 3. June Meeting Plans 4. Member Assignments
10m	3.3	Academic Enhancement & Interventions Working Group	Patrick Hughes Michael Serra	<ol style="list-style-type: none"> 1. May 2015 Academic Enhancement & Interventions Report 2. Progress Toward July Report 3. June Meeting Plans 4. Member Assignments
10m	3.4	Assessment & Accountability Working Group	Cathy Duran Katherine Austin-Beltz	<ol style="list-style-type: none"> 1. May 2015 Assessment & Accountability Report 2. Progress Toward July Report 3. June Meeting Plans 4. Member Assignments
10m	3.5	Analysis & Technology Ecosystem Working Group	Adrienne Carnes Keith Dye	<ol style="list-style-type: none"> 1. May 2015 Analysis & Technology Ecosystem Report 2. Progress Toward July Report 3. June Meeting Plans 4. Member Assignments
5m	4.0	Institutional Effectiveness Update	Katherine Austin-Beltz	
10m	5.0	Announcements	all	
	6.0	High Impact Practices Institute	Michelle Kiser	Project Plan
5m	7.0	Communications Update	Joshua Barron	<ul style="list-style-type: none"> • View Updated Web Site • Calling Campaign Stats • 2015 Undergraduate Retention Initiatives Report Compiled
11:30pm	8.0	Adjourn	Juan Munoz	

Action Items

- Type task here and @mention a user to assign them the task

Attendance

Invited

Representing	Appointed	Area
Undergraduate Admissions	Ethan Logan	Administration
International Affairs	Sukant Misra	Administration
Worldwide eLearning	Justin Louder	Administration
Student Business Services	Christine Blakney	Administration
Financial Aid	Becky Wilson	Administration
Academic Associate Dean	Cindy Akers	College of Agricultural Sciences & Natural Resources
Academic Associate Dean	Mitzi Lauderdale	College of Human Sciences
Academic Associate Dean	Keith Dye	College of Visual & Performing Arts
Academic Associate Dean	Stefanie Borst	College of Arts & Sciences
Academic Associate Dean	Kevin Stoker	College of Media & Communication
University Advising	Catherine Nutter	University Programs
College Advising Supervisor	Adrienne Carnes	Rawls College of Business
College Advising Supervisor & Academic Associate Dean	Todd Chambers	College of Media & Communication
College Advising Supervisor	Susan Tomlinson	Honors College
Department/Program Advisor	Jeremy T Mason	College of Arts & Sciences
Department/Program Advisor	Lori Rodriguez	College of Architecture
Department/Program Advisor	Jamie L Perez	Whitacre College of Engineering
Faculty Senate Representative	Michael Farmer	All Faculty
Full-time Faculty	Fanni Coward	College of Education
Full-time Faculty	Jennifer Snead	College of Arts & Sciences
Full-time Faculty	Sam Jackson	College of Agricultural Sciences & Natural Resources
Full-time Faculty	Michael Serra	College of Arts & Sciences
Full-time Faculty	Kelli Cargile Cook	College of Arts & Sciences
Full-time Faculty	Karen Alexander	College of Human Sciences
Full-time Faculty	@Dimitri Pappas	College of Arts & Sciences
Full-time Faculty	Laura Heinz	University Libraries
Institutional Research	Katherine Austin-Beltz	Administration
Support Operations for Academic Retention	Michelle Kiser	Administration
Associate Vice Provost for Undergraduate Education	Patrick Hughes	Administration
Associate Vice Provost for Student Affairs	Cathy Duran	Administration
Office of Retention Analytics	Joshua Barron	Administration
Vice Provost (convener)	Juan Muñoz	Administration

Meeting Outlines (Annual Guide)

Provost's Task Force on Student Success & Retention

January Report

What are the principal areas where our working group will begin its investigations?

What are the essential research questions for each of these principal areas?

How will we organize our work? How might this working group intersect with each of the others?

March Report

What does the (research, best practices, and thought leadership) literature say about each of our principal areas and their respective research questions?

What is the desired state OR what should be our measures of success?

Using existing institutional data, what is our current state for each of these measures?

May Report

If we were given all the necessary power, authority, and resources what would be our initial high impact recommendations for change?

For each recommendation, what would be the measurable desired outcomes?

For each recommendation, what is a reasonable first draft working plan or timeline (3 month and 1 year)?

July Report

Who are the experts regarding these issues, ideas, approaches, and systems on our campus?

Who are the influencers, policy makers, and implementers?

How will we effectively engage these different stakeholder groups?

September Report

What will it cost to implement this recommendation? (financial, time, human capital, culture change)

What barriers to implementation/adoption can we anticipate and how do our recommendation plans address each of these?

Present recommendations (with implementation plans) to the Task Force.

Submit recommendations to Provost.

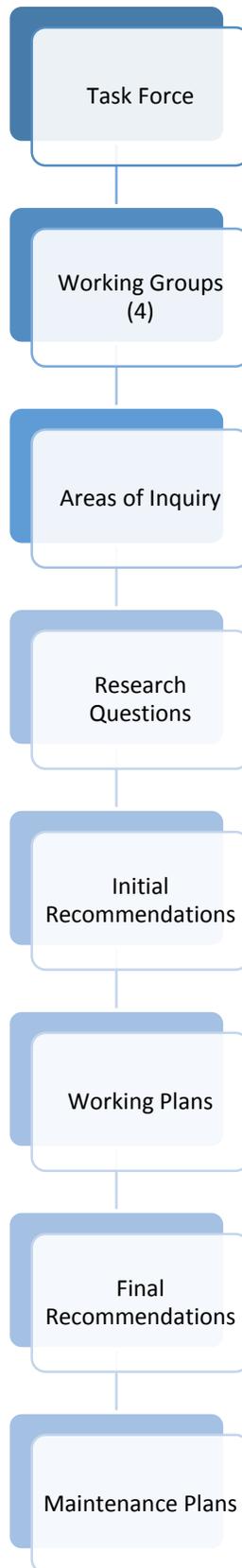
Nominate new members to Task Force.

November Report

Present first report on implementation progress for each recommendation.

Present maintenance plan for continuous review and revision of principal areas in each working group.

Congratulate/appreciate outgoing members while welcoming/transiting new Task Force members.



May 2015 Academic Enhancement & Interventions Report

- The group's initial idea was to compile a list of all of the academic interventions currently in place at the university, then gauge their effectiveness.
- It seems that no complete list exists, so the group decided to create a survey to create a single list of all programs with uniform information about each one.
- A working draft of the survey was completed on February 26, 2015 by [Michael Serra](#) based on a sample of questions provided by [Joshua Barron](#).
- The members of the **Academic Enhancement & Interventions** subcommittee and the chairs of the other subcommittees were given several opportunities to provide feedback/suggestions/changes to the survey and subsequent edits from February 26, 2015 through March 19, 2015.
- On March 19, 2015, a list of many non-academic programs was provided by [Katherine Austin-Beltz](#) and [Craig Morton](#). This report included these units' actions towards **University Strategic Priority 1** ("increase enrollment and promote student success"). This report includes many qualitative actions and outcomes, but few quantitative ones. The majority of outcomes, regardless of type, do not seem to include measures of effectiveness. For example, a program might include the number of students its services were provided to, but not necessarily data demonstrating that the services had an impact on the students involved. Some programs report future actions in this space rather than past actions (or their effectiveness). Many of these outcomes are important and impressive, but in the context of the present charge - to enhance student success and retention - it is difficult to consider all of these outcomes in the same vein. In contrast, some programs such as SOAR provided quantitative data to show improvement over time via assessment of the program's actions and goals. We feel that this lack of uniformity stresses the need to create a uniform list of academic intervention programs and to find a more uniform way to assess their effectiveness.
- [Patrick Hughes](#) and [Michael Serra](#) met on March 24, 2015 to edit the survey further.
- A revised draft of the survey was completed on April 14, 2015 by [Michael Serra](#) and distributed to [Patrick Hughes](#) for final approval/changes and eventual approval by [Juan Munoz](#).

If we were given all the necessary power, authority, and resources what would be our initial high impact recommendations for change?

1. **(IMMEDIATE): All at-risk student populations should be identified (e.g., via EAB data) and prioritized for targeted interventions.** This has probably already been done to some extent, but this data or the prioritization of these groups has not been fully conveyed to us.
2. **(IMMEDIATE): All academic intervention programs should be listed and easily referenceable.** Part of the motivation for this is for advisors and faculty to more easily find an appropriate program for students to participate in if they need academic support.
3. **(IMMEDIATE): All academic intervention programs should report quantitative assessment data so their efficacy can be regularly assessed.**
4. **(IMMEDIATE): Student enrollment in all academic intervention programs should be entered into the EAB system and modeled as a predictive variable for student success and retention.** This would serve as a true measure of efficacy for the larger goals of this task force (success and retention), and would not necessarily require that the programs change their current assessment models. Put differently, this activity can be done independently of any attempt to increase assessment of the present intervention programs. Further, such analyses could inform advisors' recommendations for students who are struggling academically. For example, such analyses might reveal that first-generation students are helped by program X but not by program Y, whereas freshmen students are helped by program Y but not by program X. This approach has the advantage of potentially being able to create uniform post-hoc comparison groups, for example comparing the students involved in a given intervention program X during times AY 2009/10 to AY 2013/14 to a group of students NOT enrolled in that program during the same time

period who, as best as possible, match those participating students on as many other variables as possible.

5. **(IMMEDIATE):** The above analyses could also highlight those at-risk groups that are potentially over/underserved by current intervention programs.
6. **(NEAR FUTURE):** Ineffective or redundant intervention programs could be altered or closed and replaced with intervention programs targeted to under-served groups of at-risk students.
7. **(NEAR FUTURE):** Compile a list of evidence-based learning and student-success interventions employed successfully at other universities or in research settings. Evaluate the fit of these interventions for targeting specific populations of at-risk students at the university or our students in general.
8. **(FAR FUTURE):** Employ the identified interventions in relevant situations. All interventions will be assessed continuously for efficacy.
9. **(FAR FUTURE):** Informed consent should be obtained from all incoming students to allow us to analyze de-identified academic performance data for eventual publication in peer-reviewed journals and allow us to seek external funding for such research endeavors. For example, IES's new call for proposals for 2016 includes a call for proposals on "Scalable Strategies to Encourage College Completion (RFA 84.305N)." (see http://ies.ed.gov/funding/ncer_rfas/networks_college.asp). Without such approval, going forward our efforts and recommendations will never be seen outside of our university. We cannot publish our findings or seek external funding for our continued efforts without such permission from the students. Such an opportunity might also help us to recruit faculty to our goals and actions. Student success and retention as an end goal might not be motivating to most faculty, but research and funding opportunities related to actual student achievement might be. Further, such consent could allow us to collect non-academic measures of interest from students for entering into the EAB models that might add further predictive validity, and further inform research toward these ends.
10. **(FAR FUTURE):** The above recommendations mostly relate to interventions aimed at students who are at-risk for success or retention. **More resources, however, can also be directed toward student success in general.** For example, starting a center or institute modeled after the Center for Integrative Research on Cognition, Learning, and Education (CIRCLE) at Washington University in St. Louis (see <https://circle.wustl.edu/Pages/Home.aspx>). This program implements evidence-based interventions and tests their effectiveness in actual college courses. A similar initiative is also underway at University of British Columbia (The Carl Wieman Science Education Initiative at the University of British Columbia, or CWSEI-UBC).

For each recommendation, what would be the measurable desired outcomes?

1. **The creation of a prioritized list of all at-risk student populations** would demonstrate that this recommendation was implemented.
 - o **Measurables:** the list would be available to all of the task force subcommittees; the subcommittees could focus their efforts based on this prioritization
2. **The creation of a list of all academic intervention programs** would demonstrate that this recommendation was implemented.
 - o **Measurables:** advisors and faculty are more inclined to recommend academic-intervention programs to students; enrollment in such programs increases
3. **Changing policies to so that all academic intervention programs report quantitative assessment data so their efficacy can be assessed** would demonstrate that this recommendation was implemented.
 - o **Measurables:** all programs would report quantitative assessment data; the efficacy (or lack thereof) of individual programs would be quantifiable
4. **Coding student enrollment in all academic intervention programs into the EAB system and using that software to identify effective and ineffective programs** would demonstrate that this recommendation was implemented.

- **Measurables:** the efficacy (or lack thereof) of individual programs and their contribution to student success and retention would be quantifiable
- 5. **Identifying effective and ineffective programs for specific at-risk student populations** would demonstrate that this recommendation was implemented.
 - **Measurables:** advisors would know which intervention programs might work best for given students; the efficacy of given programs would increase over time as enrollment became more tailored to those students who would most benefit from the services of that program
- 6. **Closing/altering ineffective programs and creating new programs for under-served groups** would demonstrate that this recommendation was implemented.
 - **Measurables:** overall efficacy of academic intervention programs would increase over time; overall student success and retention would increase over time
- 7. **Compiling a list of evidence-based interventions** would demonstrate that this recommendation was implemented.
 - **Measurables:** creation of this list; identification of interventions that would be effective for student populations at the university for which we do not yet have effective interventions
- 8. **Employing the relevant evidence-based interventions in appropriate situations** would demonstrate that this recommendation was implemented.
 - **Measurables:** target student population(s) would show the expected benefit of the intervention(s) as measured by quantitative assessment of the intervention(s)
- 9. **Obtaining consent from all incoming students to allow us to analyze de-identified academic performance data** would demonstrate that this recommendation was implemented.
 - **Measurables:** publication of our findings related to student success and retention in peer-reviewed journals; submitted or awarded grants for external funding to support our success and retention efforts; increased buy-in from faculty/researchers into student success and retention initiatives
- 10. **Starting a center or institute to focus on research on learning** would demonstrate that this recommendation was implemented.
 - **Measurables:** creation of such an institute; hiring of faculty and researchers to conduct this research and make recommendations for future teaching and program initiatives, as well as to secure funding for the ongoing running of such an institute; improvement in student success in courses or actions piloted through such an initiative compared to the same course(s) without such intervention; improvement in general levels of student success and retention

For each recommendation, what is a reasonable first draft working plan or timeline (3 month and 1 year)?

1. The creation of the list can likely be done **immediately** based on EAB data; prioritization of targeted groups, however, might require deliberation that could take **several months**.
2. If our survey is quickly approved and distributed respondents reply to it quickly and completely, it seems more than reasonable that we could compile such a list **within 3 months**.
3. It seems that changing assessment norms is a long-term goal of the university given the recent SACS report. Deciding on appropriate assessments and having them implemented across programs, however, seems like a long-term goal that could take **more than 1 year to complete**.
4. A timeline for coding student participation in academic-intervention programs into the EAB software **will likely vary** based on the quality of participation records and how much of such information is already in the system or not. The analysis of the data, once entered, would not take EAB long to complete.
5. As with the previous recommendation, it would seem that **ensuring that the appropriate data is available for EAB to analyze is the longer part of the recommendation**. Identifying effective programs by student groups should not take long for EAB to compute.
6. Assessing the efficacy of current programs would need to be completed first. New programs would then need to be created to fill voids. This would likely take **more than one year**.

7. This could be completed within six months; perhaps three months.
8. **This would require the completion of the list of interventions AND the identification of student populations who are under-served by current initiatives before it could begin.** Once this process begins, it might take **at least a year to** implement these new interventions, depending on their scope.
9. Such an action would likely require multiple stages of negotiation and approval to be implemented, and would likely take **more than one year**. Publishing our findings in journals or seeking funding if a further far-off goal that might add **several more years**.
10. Such an action would require extensive funding, hiring of additional faculty and researchers, and would likely take **multiple years to implement**.

May 2015 Analysis & Technology Ecosystem Report

If we were given all the necessary power, authority, and resources what would be our initial high impact recommendations for change?

1. Expand the licensing agreement with Grades First Technology to all of TTU.
2. Work to create online electronically supported processes that will create efficiency, provide clarity, reduce confusion and lend itself to analysis and have trackable data. (Forms: grade change, academic transfer, absence report)
3. Make ID tracking data automatically update attendance for participating classes; provide hardware to speed in class attendance tracking to decrease the administrative burden.
4. Make all faculty aware of the extended availability for reporting mid-term grades.
5. Adequate Wi-Fi to support the use of in classroom technology (three plus devices per student).

For each recommendation, what would be the measurable desired outcomes?

1. Greater satisfaction with communication in the advising processes experienced by all involved.
2. Elimination of need to share hard copy information within these processes.
3. Clear attendance tracking with negligible negative impact on either student or instructor behaviors.
4. Greater use of mid-term grade reporting by faculty
5. Increase user satisfaction when engaging in progressive Wi-Fi based idioms.

For each recommendation, what is a reasonable first draft working plan or timeline (3 month and 1 year)?

1. Scheduling
 1. Grades First appointment scheduling August 1, 2015
 2. Terminate Time Trade contract as of August 31, 2015.
 3. Launch SSC/Grades First integrated technology spring 2016 after advisor training in Fall 2015.
2. ___
3. January, 2016
Pilot in key large section classes as soon as possible, make further decision based on these experiences.
4. September 2015
5. January, 2016

PROGRESS TOWARDS JULY REPORT

Who are the experts regarding these issues, ideas, approaches, and systems on our campus?

Who are the influencers, policy makers, and implementers?

How will we effectively engage these different stakeholder groups?

Almost all of these recommendations are based on enhancement of broadband access and require support from upper administration and IT; appropriate authorizations and commitment of resources must occur and IT must be both charged and given the means to begin the task of bringing the backbone of TTU net up to a level that will successfully support these initiatives.

JUNE MEETING PLANS

June 25th

MEMBER ASSIGNMENTS

- [Keith Dye](#)- Online electronically supported processes, service development of faculty and advisor resources and orientation
- [Fanni Coward](#)- Adequate Wi-Fi to support in classroom technologies
- [Michael Farmer](#)- Attendance Tracking technologies
- [Katherine Austin-Beltz](#)
- [Adrienne Carnes](#)- Continue to work on expanding the Grades First license to all on campus.

HIPS Proposal Announcement

Subject

2015 AAC&U Institute on High-Impact Practices & Student Success

Announcement

We are pleased to congratulate the Task Force on Student Success & Retention (TFSSR) on its latest step forward. Recently, the Association of American Colleges & Universities (AAC&U), announced that Texas Tech was invited to participate in the **2015 AAC&U Institute on High-Impact Practices & Student Success (HIPS)**.

TFSSR successfully proposed this year's delegation focus on the current uses of mid-term grades and, in particular, potential improvements that may help mid-term grades contribute more positively to the success of all Red Raiders. The team, led by Dr. Michelle Kiser, will also include Ms. Ashley Gonzales, Dr. Mitzi Lauderdale, Dr. Dimitri Pappas, and two additional members. These individuals were selected to represent institutional diversity, support operations, and each of the working groups that constitute TFSSR, e.g., Academic Enhancement & Intervention, Assessment & Accountability, Academic Advising, and Analysis/Technology Ecosystem.

We are confident that this year's team will thoughtfully and creatively consider how the use of mid-term grades can be used with greater innovations and effect to improve student performance on in-progress coursework. Substantial time will be invested in both analysis and application, after which our team will return to campus with data-driven recommendations for improving institutional policy, faculty participation, college accountability, advisor communications, student awareness, and student responsiveness. If you have an opportunity, please consider personally congratulating the members of the TTU delegation.

About the Institute

(from <http://www.aacu.org/summerinstitutes/hips/2015>)

The Institute on High-Impact Practices and Student Success is designed to help campuses and systems make institution-wide changes that benefit *all* students. It is ideal for institutions at various stages of work, and it addresses ambitious goals for improving both completion rates and the quality of student learning. Participant teams work on removing barriers to student success and devising integrative learning-centered plans—making intentional and evidence-based use of Essential Learning Outcomes and high-impact practices. Highlighting the success of students who have historically been underserved, the program supports work to make excellence inclusive and to recognize and nurture the assets students bring to college. It provides insight into building and scaling up student success initiatives at the institutional level. The Institute draws on research documenting how all students can benefit from high-impact practices and highlights the value of such practices for students who have not been given access to high-impact learning. The Institute curriculum aims to help campuses define approaches that are highly engaging to students and effective at improving the equitable achievement of outcomes.