

Undergraduate Retention Summary

27 February 2015: Compiled by the DUESA Office of Student Success & Retention

Summary of Centralized and Coordinated Efforts

The following summary does not reflect the entirety of centralized for efforts that support improvements in student success, retention, and graduation. Instead, the intent of this report is to summarize institution-wide efforts and indicate their responsibilities. College-specific initiatives are included in subsequent sections this document.

Responsibilities	Unit
<i>Data Analysis, Coordination of Campus Efforts, Improvement of Academic Advising, Support Technologies, Catalyst for Organizational Change</i>	Student Success & Retention + EAB-SSC
<i>Red Raider Orientation, Convocation, RaiderWelcome, Majors and Minors Fair</i>	Transitions & Engagement
<i>Tutoring, Supplemental Instruction, and Academic Recovery Coursework</i>	Support Operations for Academic Retention
<i>Peer Mentoring & Campus Engagement for First Generation College Students</i>	PEGASUS
<i>Historically Underrepresented Student Mentoring Program</i>	Mentor Tech
<i>Veterans & Dependents Support</i>	Military & Veterans Programs
<i>Freshman Seminar Course</i>	RaiderReady
<i>Undergraduate Research & Service Learning</i>	Center for Active Learning & Undergraduate Engagement
<i>Academic Recovery & Exploratory Advisement</i>	University Advising

Additional Detail on Retention-Related Responsibilities

Data Analysis, Coordination of Campus Efforts, Improvement of Academic Advising, Support Technologies, Catalyst for Organizational Change

The *Student Success & Retention* (SSR) office is a small unit responsible for managing a number of different coordinated efforts, primarily through the Provost's Task Force on Student Success & Retention. Through this sizable and diverse group of campus constituents, SSR works to help the campus better understand current practices in the light of national best practices, thought leadership, and scholarly research. From insight, the task force is challenged to identify and recommend strategies that will optimize policies, procedures, technologies, and practices impacting student retention, persistence, and success. These improvements and innovations are being pursued by four different, but interrelated working groups, each with a targeted focus: *Academic Enhancements & Interventions*, *Academic Advising*, the *Analysis & Technology Ecosystem*, and *Assessment & Accountability*.

In addition to examining the success of students through data mining and trend analysis, this unit's budget includes funding for the EAB Student Success Collaborative contract, advisor training and professional development sessions, campus communications tools, and student-facing software that eases and enables the student experience from registration to student-staff interactions. These software include the EAB-SSC Advising Support Platform, Visual Schedule Builder, and TimeTrade appointment scheduling software.

Updates on current initiatives for *Student Success & Retention* can be found online at www.provost.ttu.edu/success.

Red Raider Orientation, Convocation, Raider Welcome, Majors and Minors Fair

Through the DUESA Office of *Transition & Engagement* (T&E), *Red Raider Orientation* (RRO) serves as a recruitment, enrollment, and college transition event. All involved with students and their families at orientation can determine a student's decision to attend Texas Tech. In addition, all programming is designed to encourage seamless transition from high school to college, while introducing students to the campus departments and services that will assist with the retention of students. In the RRO process, the following retention initiatives are in place:

- Monitoring and communication with students who have course registration obstacles, including meningitis holds, TSI holds, placement testing, etc. Encourage completion of requirements before orientation; assist with requirements during orientation as needed.
- Review registered hours / types of courses new students are enrolled. Many students are enrolled in minimal hours and types of courses due to course availability.
- Communication with Red Raider Orientation students in attendance but not registered for summer or fall courses. Coordinate with colleges to contact and encourage students to enroll in courses.

The first week of coursework is an important time for assimilating students to the college campus. T&E supports this by coordinating campus organizations, academic units, and support units in a full week of

interactive events known as *Raider Welcome*. These events culminate in the following week with *University Convocation*, a more formal experience in which students see the foreshadowing of their future graduation ceremonies.

Early in the Spring Semester, T&E hosts a campus-wide *Majors & Minors Fair (M&M)* in which students have the opportunity to connect with advisors and recruiters in the various academic programs, all in one venue. Seeking to provide students with a one-stop-shopping experience, this event encourages students in confirming their current academic program, or exploring the many other possibilities that are available for consideration.

Beyond these highlights, additional T&E programming details can be found online at www.studentengagement.ttu.edu.

Tutoring, Supplemental Instruction, and Academic Recovery Coursework

Support Operations for Academic Retention (SOAR) invests in the retention of current students through three primary initiatives:

SOAR Learning Center provides peer tutoring and academic intervention, especially in courses with historically high rates of students earning grades of D or F.

Programs for Academic Development and Recovery (PADR) delivers a one hour course for students who are not in good academic standing. Different sections of this course have now been specialized to better align with colleges programs, policies, and expectations related to the forward movement of students on academic probation and suspension.

Supplemental Instruction (SI) is a free, weekly peer-led review sessions for students in historically difficult courses. SI leaders, who have previously excelled in the same course, attend lectures and review this information and textbook content to efficiently review concepts from the course using with participating students.

Additional information about SOAR's work is online at www.soar.ttu.edu.

Peer Mentoring & Campus Engagement for First Generation College Students

The *TTU PEGASUS Program* seeks to make exploration, innovation, and academic success attainable realities for First Generation College (FGC) Students. By connecting new FGC students to current students and campus personnel, FGC first- and second-year students make successful academic and social adjustments to college.

More information about PEGASUS is online at www.diversity.ttu.edu/pegasus.

Historically Underrepresented Student Mentoring Program

The Lauro Cavazos & Ophelia Powell-Malone Mentoring Program (Mentor Tech), since its introduction in 2002, has enhanced the quality of educational experiences with students from underrepresented groups through programs, services, advocacy, and campus and community involvement.

To that end, *Mentor Tech* invests in the following efforts:

- Providing students with information, encouragement, and direction while assisting them in reaching their academic, personal, and professional goals.
- Encouraging positive and realistic self-appraisals, intellectual development and clarification of values, appropriate personal choices, wellness, and collaboration.
- Promoting and encouraging academic and personal growth and community involvement.
- Enhancing the quality of student adjustment and campus life by identifying environmental conditions that may negatively affect their experience in the Texas Tech University System.
- Providing leadership in the promotion of multiculturalism, diversity, and inclusion.
- Providing support for initiatives designed to recruit and retain students from underrepresented groups.
- Promoting advocacy for students and their rights.
- Assuring equal access and opportunity for all students.

More information about Mentor Tech is online at www.mentortech.ttu.edu.

Veterans & Dependents Support

Recognizing the unique challenges facing our military veterans and their dependents, *Military & Veterans Programs (MVP)* assists the students it serves in the transition from military to civilian life. This is accomplished by raising visibility of veterans' academic success, facilitating the timely completion of important paperwork, confirming progress toward degree and compliance with related state and federal regulations, and targeted outreach campaigns to interact with MVP students in academic distress. More information about MVP is online at www.diversity.ttu.edu/mvp.

Freshman Seminar Course

RaiderReady IS 1100 Freshman Seminar is a one hour, course designed to assist new first-time-in-college freshmen in managing the transition from high school to Texas Tech. By unmasking the possibilities, responsibilities, and resources of the Red Raider experience, students learn to become actively engaged inside and outside the classroom, develop relationships with students, staff, and faculty, and learn problem solving and ethical reasoning. More information about CALUE is online at www.uesa.ttu.edu/raiderready.

Undergraduate Research & Service Learning

The *Center for Active Learning and Undergraduate Engagement (CALUE)* is committed to supporting and increasing undergraduate participation in active learning at Texas Tech University. Active Learning engages the learner directly in a phenomenon studied in the classroom at the University. The Center serves as the centralized location for undergraduates, faculty, staff, the community, and anyone interested in participating in the following active learning programs: Service Learning, Undergraduate Research, Professional Internship, and Study Abroad. More information about CALUE is online at www.calue.ttu.edu.

Academic Recovery & Exploratory Advisement

Undergraduate Education & Student Affairs (DUESA), via *University Advising* (TTUA), engages those students who are unsure of their academic choices, and leads them through a deliberate process of exploring, confirming, and engaging the curricula of their future academic degrees. Because this *Discovery! Advising* process of guided exploration leads to better course selection and earlier-in-college reasoning and decision-making, this exploration-based advising is a valuable mechanism for connecting previously uncertain students to the correct academic unit at the most appropriate time. TTUA advisors, like their colleagues who advise for students in declared academic majors, provide students with the encouragement and a practical base of university skills intended to improve the likelihood of a positive academic outcome. More about *Discovery! Advising* is available online at www.discovery.ttu.edu.

Additionally, TTUA provides dedicated academic advisors and the *Academic Recovery Process* to individually engage, equip, empower, and encourage motivated students who, for whatever reason, find themselves on academic probation or academic suspension. Through intensive academic advising, students develop a personalized Academic Recovery Plan that will investigate the causes of past underperformance, anticipate future challenges, identify and implement strategies for addressing these issues, and construct short- and long-term course selections to speed and support recovery. This generalized Academic Recovery Process is required for all Undecided/Exploratory students, all Pre-Engineering students, and declared students in some academic colleges. Students who are denied when applying to return to any specific academic college from academic suspension may be eligible to return to the university after successfully completing an approved Academic Recovery Plan. Details of the Academic Recovery advising process are provided online at <http://advising.ttu.edu/recover>.

Undergraduate Retention Initiatives

College of Agricultural Sciences & Natural Resources

Office of the Provost

Texas Tech University

Revised May 5, 2015

Introduction

Successful retention programs encompass virtually everything an institution does to improve the quality of student life and learning. Quality can be defined as that set of attributes of an educational program or service that consistently exceeds student expectations within specifically defined institutional-determined standards and/or criteria of performance. Practically speaking, the evidence of effective programs is clear, namely that the route to successful retention lies in those programs that ensure from the very onset of student contact with the institution; that entering students are integrated with teaching/learning processes of the college; and that students acquire the skills and knowledge needed to become successful learners in that community.

To better understand each college's approaches to supporting student success, the Provost issued a request for the inventory of college-based retention and success initiatives. In conjunction with the larger institution-wide report, this extract reports only the information provided by the College of Agricultural Sciences and Natural Resources.

Current Structure/Approach

The college generally provides retention services and activities through its DR. Bill Bennett Student Success Center. Students receive a booklet of programs and projects from the center. Specific retention programs include:

- Ag Pals: a mentoring program for current students and entering freshmen
- Ag Fest: an event held at the first week of the fall semester to welcome new and current students
- Winter Welcome & Mr. CASNR: an event held at the beginning of the spring semester to welcome back students
- Reception of Excellence: an opportunity to recognize and show appreciation for the hard work put in by those students who are on the President's and/or Dean's List the previous semester.
- Academic probation student meetings
- Residential Learning Communities
- Red Raider Orientation
- undecided academic advisement
- early alert program
- e-newsletter
- tutoring referral*
- Popcorn Pop-Ins: an event of the success center to draw students in
- engagement survey: survey designed to measure factors that influence student success

Initiatives

- Reception of Excellence: an opportunity to recognize and show appreciation for the hard work put in by those students who are on the President's and/or Dean's List the previous semester.
- identifying early at-risk students, such as those are on probation, and require mandatory advising meetings
- developing a "Corrective Action Contract" that complements the engagement survey

Support Needed

- 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.
- Funding may be needed to renovate facilities in the Student Success Center and accommodate modest increases in staffing.

2015 Success & Retention Update

Add additional rows for new strategies and initiatives

Office	2014 Strategy	2014 Retention Initiative	2015 Update Progress/Goals/Needs/Plans/Measures
CASNR Bill Bennett Student Success Center	Peer Mentoring	Ag Pals: a mentoring program for current students and entering freshmen	We had 95 mentors (upperclassmen) and 191 pals (incoming freshman) participate in the program. Mentors made welcome baskets for their pals which were placed in their dorms prior to move-in. Reports were positive. We will look to initiate a follow-up approach this year to determine the overall level of interaction between mentor and pal. Possible mentor training in the future.
CASNR 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	Typically this event is held outdoors but the day of the event there was a strong possibility of rain. The decision was made early to move the event inside the livestock arena and it was a well-made move as it did rain heavily during the event. 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.
CASNR Bill Bennett Student Success Center	Learning Communities	Residential Learning Communities	The SSC met with the Learning Community in September 2014 and held focus groups to discuss Red Raider Orientation. We discussed things they learned, what they wish they had learned, what would have been helpful, etc. We plan on continuing this practice in the future to gain helpful information.
CASNR 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.
CASNR Bill Bennett Student Success Center	Advising	undecided academic advisement	At orientation, we will have several students come as “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 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 our students helps undecided students chose a departmental home and an academic major.
CASNR Bill Bennett Student	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

Office	2014 Strategy	2014 Retention Initiative	2015 Update Progress/Goals/Needs/Plans/Measures
Success Center			have transitioned our goals to have a more interactive relationship with our students via social media.
CASNR 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. 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.
CASNR Bill Bennett Student Success Center	Activity of Student Engagement	Popcorn Pop-Ins: an event of the success center to interact with current students.	We have consistently had a popcorn pop-in once a month throughout this 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.
CASNR Bill Bennett Student Success Center	Academic Probation Meetings	Identifying early at-risk students, such as those are on probation, and require mandatory advising meetings developing a "Corrective Action Contract" that complements the engagement survey.	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. Fall 2014 was the first semester to implement these meetings and the first semester to run this type of data. 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.
CASNR 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

Office	2014 Strategy	2014 Retention Initiative	2015 Update Progress/Goals/Needs/Plans/Measures
			<p>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.</p>
CASNR 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/org's mission and first meeting times. It is an opportunity for current CASNR students to see what they can involve 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.
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.
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 due 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.

College of Architecture April 24, 2015

Current Structure/Approach

□ The college continues to work on the specific issue of retention. The leadership of the college is aware that within its field, retention is critical, especially beyond the first year. It is traditional that within the first year at ALL architecture programs there is a high drop out rate because the curriculum is very demanding. The college recognizes that enrollments in their units are dropping, partially related to the consequence of national market opportunities. Careers in architecture have plateaued and in some parts of the country declined, but Texas is seeing recovery, so the college is working with community colleges and high schools to attract students who already have pre-architecture instruction; these students will be more likely to remain in architecture. The college tries to not double penalize students who elect to change majors—there are no drop out courses and most students transfer successfully to other programs within Texas Tech.

The college recognizes the very high demanding curriculum imposed on its students and tries to support the students with a rich intellectual culture. The college currently enjoys a 70% graduation rate within 3.5 years. Additionally, the college requires students to study abroad every summer. Retention and persistence is related to a highly demanding curriculum and a “soft market” that discourages some students in their second year. The college is asking all students who transfer out of architecture to fill out a brief survey. The number one reason is “the curriculum is too difficult”.

Initiatives

- Current initiatives within the college include dedicated advising staff and a Director of Academic Studies, Lori Rodriguez.
- The use of advising fees have been very important in the college and used to support the following retention activities: training of academic advisors, support for academic advisor retention, marketing campaign within the college to specifically encourage undergraduates in the major to persist to complete graduate degrees within the college, and student initiated dialogs.
- “Burger Burns”, social programs and events, such as the student-run COA Dialogues that bring faculty, staff, and students together build a college culture of reciprocal support.

Support Needed

- Additional professional development training for its academic advisor □ Availability of predictive analytics to assist in their centralized, and eventually department specific, retention activities.

Undergraduate Retention Initiatives

College of Arts & Sciences

Office of the Provost

Texas Tech University

January 30, 2014

Introduction

Successful retention programs encompass virtually everything an institution does to improve the quality of student life and learning. Quality can be defined as that set of attributes of an educational program or service that consistently exceeds student expectations within specifically defined institutional-determined standards and/or criteria of performance. Practically speaking, the evidence of effective programs is clear, namely that the route to successful retention lies in those programs that ensure from the very onset of student contact with the institution; that entering students are integrated with teaching/learning processes of the college; and that students acquire the skills and knowledge needed to become successful learners in that community.

To better understand each college's approaches to supporting student success, the Provost issued a request for the inventory of college-based retention and success initiatives. In conjunction with the larger institution-wide report, this extract reports only the information provided by the College of Arts & Sciences. What follows is information provided by the college in narrative format, then in a columnar layout that will facilitate a clear understanding of updates, deletions, and additions.

Current Structure/Approach

Advising/retention are both *centralized and decentralized* within the College. Academic advising for majors takes place in the departments, while progress towards degree (auditing) is monitored by the Dean's Office. Retention efforts are discussed and implemented at all levels – among associate deans, chairs, advisors, auditing analysts, and undergraduate program directors. Using SCH as a proxy, the student service load in Arts & Sciences is 85% non-majors (service) and 15% majors. Thus A&S plays a role not only in retention and graduation of its own majors, but for the entire campus. The perceived issues relative to retention in the College are addressed below.

Retention data.

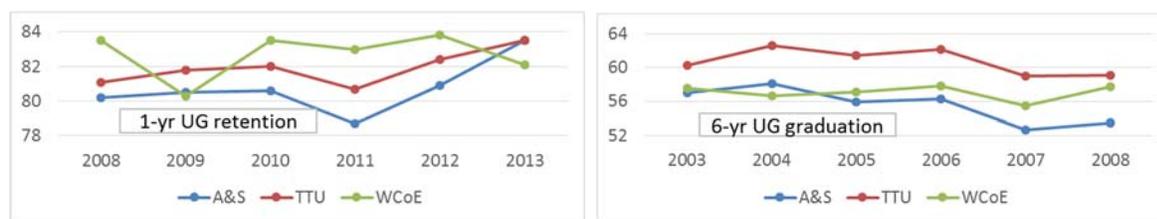


Figure 1. Comparison of the six-year history of undergraduate (left) 1-year retention rate and (right) 6-year graduation rate (in percent) between A&S, WCoE and TTU. Source: TTU College Metrics Dashboard. Definitions. 1-yr retention: Enrolled in unit as FTFT freshman, still enrolled in TTU after 1 year; 6-yr graduation: Enrolled in unit as FTFT freshman, graduated TTU within 6 years.

Fig. 1 shows the recent six year history of 1-yr retention and 6-yr graduation rates for the college. The retention and graduation rates parallel the trend of the University. (The rates for the College of Engineering, which are also included, show a trend that is somewhat different from A&S and TTU.) The 1-yr retention in A&S is "recovering" well, however over the past 5 years the 6-yr graduation rate has slipped about 2 percentage points relative to the University.

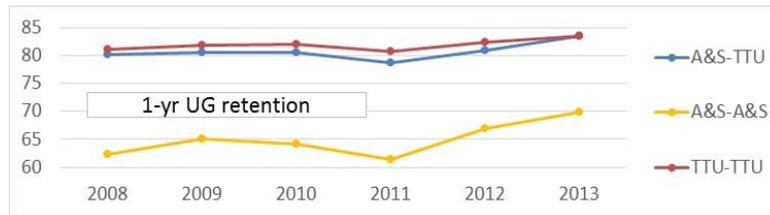


Figure 2. One-year retention rates for cohorts of FTFT freshmen who enroll in unit “A” and are enrolled in unit “B” after one year. The plots are labeled by “unit A – unit B”. Source: TTU College Metrics Dashboard and Institutional Research.

The one year retention data in Fig. 1 examines a cohort of FTFT freshmen who *enroll in a unit* and presents the percentage of that cohort still *enrolled in TTU* after 1 year. Fig. 2 presents 1-yr retention data for cohorts of FTFT freshmen who enroll in unit “A” and are enrolled in unit “B” after one year, where “A” of “B” may be either TTU or A&S. The A&S-TTU and TTU-TTU plots are identical to that presented in Fig. 1 (left). However the A&S-A&S plot reveals that there is a 13 to 18 percent drop in *TTU-retained* students who *remain in an A&S program* after 1-year (i.e. these students move to another college program). This illustrates the importance of understanding student mobility into, within, and out of the College.

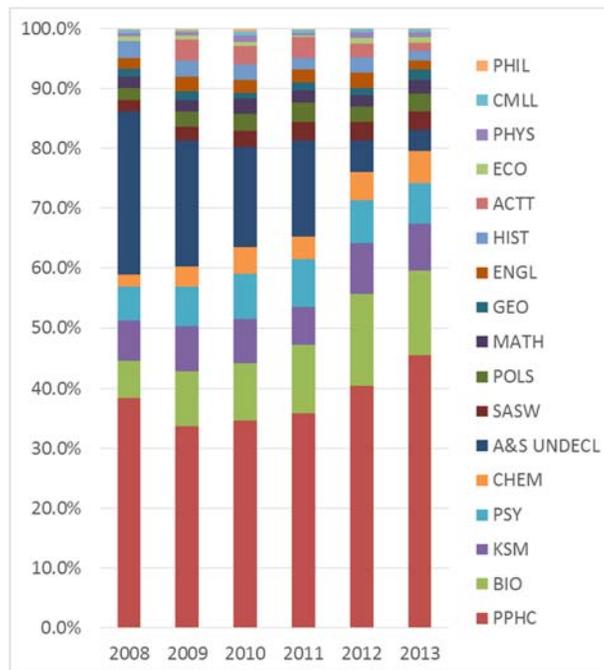


Figure 3. Percentage of A&S entering FTFT cohort by declared program intention.

Fig. 3 shows, by percent, the declared program intention of entering A&S FTFT students for the six year period 2008 through 2013. From 2009 through 2013 the number of students declaring PPHC careers has risen from 33.6% to 45.5% (615 to 788 students). From 2008 to 2013, students initially declaring BIO majors has risen from 6.2% to 14.0% (114 to 252 students). As of 2013, these two categories account for

60% of all entering A&S FTFT students. **The greatest impact on retention and graduation rates will be accomplished by paying attention to this group of students.** With 1,730 FTFT students entering the college in 2013, a change of 1% in retention or graduation rates is achieved by positively affecting an additional 17 students.

At this time, the College does not have complete data on the factors influencing retention and graduation. Clearly, factors under College control affect the retention and graduation rates of majors within the College. However the huge service load of A&S also affects the rates of the entire university. **More than any other college, A&S needs to work in close concert with centralized University retention and graduation efforts to effect positive trends in these numbers.** Improvement in retention and graduation rates must include efforts in data gathering, recruitment, advising, auditing and addressing student success in “bottleneck” (“high challenge”) courses.

Challenges and Initiatives

Data. For purposes of comparing universities, 1-yr retention and 6-yr graduation rates are defined for cohorts of FTFT freshmen. To understand movement of students within TTU we need to consider other data sets that address how well TTU serves its student “customer” base. Institutional Research needs to work with A&S to provide data that will enable the College to understand student movement and prioritize factors that influence retention and graduation. In particular the College needs to understand the magnitude of impact of:

- the two categories of pre-professional health students (those that do/do not need a bachelors’ degree prior to entering health profession training);
- student success in each individual degree program within the college;
- the success of students who transfer between degrees within A&S;
- the success of students who transfer into A&S; and
- the success of students who transfer out of A&S.

Examples of measures to address these questions include:

- FTFT freshmen who enroll in TTU and who are enrolled in an A&S major after 1 year;
- Academic term (e.g. by percentage) that FTFT freshmen declare an A&S major;
- Academic term (e.g. by percentage) that FTFT freshmen leave an A&S major;
- Academic term (e.g. by percentage) that FTFT freshmen add an A&S minor; and
- Non-A&S programs to which A&S majors transfer.

Similar questions need to be asked for transfer student cohorts.

Recruitment.

Over the past two years the A&S recruitment team has built a regular recruitment program at Lubbock High School, visiting 8-10 times throughout the year. The team attends all College Night events at six other local high schools. It regularly host events with students from local middle schools (including Hutchinson, OL Slaton, and Talkington) both at their campuses and at TTU. During the last year, team members visited

four high schools in San Antonio and El Paso; this metropolitan outreach will expand in 2015-2016. The team attends each Road Show, Top Scholar event, all RRO's, as well as on-campus recruiting & outreach events such as ConnectTech and Techsan Experiences. The team hosts prospective families every day Monday-Friday at 11.00 and 3.30, year-round. In 2014 the team met with 1047 such students plus their families.

Through the team, A&S regularly collaborates with the TTU-STEM Center, with the TTU Honors College, with the TTU-ICC, and with PPHC, on recruiting and outreach events. Future plans (Fall 2015) include additional collaboration with College of Human Sciences.

Advising.

All departments in A&S now have staff advisors for their majors

Bio: 2; Chem: 2; CMLL: 2; Econ: 1; Engl + Phil: 1; Geo: 1; Hist: 1;
KSM: 3; Math: 1; Phys: 1; POLS: 1; Psych: 1; SASW: 2; BGS: 1

Requests have been made for additional advising FTEs in the growing BGS and KSM programs.

Adoption of the EAB SSC package has been embraced by the College. The departments of Chemistry & Biochemistry, English, and Philosophy as well as the BGS program are piloting the package. In a series of meetings arranged with Joshua Barron, the dean, associate deans, chairs, the advisors, auditors and, in certain cases, entire department faculty have been introduced to the SSC package. As each department advisor is trained, access to the historical data is opened to the advisor and the advisor can begin to use the software as an advising tool.

Two graduate students (former A&S Ambassadors) will be trained this summer to serve as intervention specialists beginning in Fall 2015. They will be trained on the EAB SSC software. Department advisors will direct high risk students to these intervention specialists.

Associate Dean Borst has been working to improve communication between pre-professional health advising and A&S advising. A&S now pays for one of the PPH advisor positions. This summer the PPH advising offices will be moved to Holden Hall to be more centrally located with respect to University and A&S advising and auditing operations.

Degree Auditing.

The A&S analyst (degree auditing) unit is converting to the Degree Works (DW) platform. As A&S provides the most heterogeneous test site for implementation of DW, an analyst team has had weekly sessions with Nicci Price's team during this spring 2015 semester to resolve implementation issues. The goal is for DW to provide the official A&S audit beginning this summer. However, it is anticipated that work on DW handling of A&S degree audits will continue into AY15-16.

Assoc. Dean Borst has taken an active role in developing improved communication between the A&S major advisors and the College analysts (degree auditors). During AY 14/15 the advisors and auditors met as a group once each semesters. Beginning in Fall 2015, the frequency of meetings will be increased.

“High Challenge” Bottleneck Courses.

Improving student success requires identifying high challenge courses. Such courses often serve as bottlenecks to student retention and graduation rates by: producing avoidance behavior (take course late in the student’s matriculated career), leading to multiple retake attempts, or inducing students to switch majors or leave the University. Such bottleneck courses, especially in the core, affect retention and graduation rates for the entire University. **It is important that such courses be identified and appropriate measures instituted to assist students in improving their success with these courses.**

Examination of a couple of these courses indicates that the appropriate measures may differ course-to-course. For example, the two primary success measures for obtaining a C-or-better in the University core writing courses ENGL 1301/1302 are *attendance* and *timely and consistent “hand-in” of weekly writing assignment*. These are crucial measures since the writing assignments build on each other; missing assignments or handing in late increases the “threshold energy” for success in successive assignments. In contrast, for introductory core-curriculum math courses (Calculus I, algebra and business math) – in which the course content also builds successively upon earlier material, the number of contact hours is a critical learning variable. A few years ago, the Math department increased lecture contact hours from 3 to 4, slowing the pace of the course but covering the same amount of material. Math used SAT/ACT/math placement exams as pre-requisites for courses. The Texas Success Initiative eliminated such prerequisites; allowing more underprepared students entrance to these courses.

Support Needed

It is critical to have the support of Institutional Research in gathering data. I suggest a targeted student success initiative between A&S and appropriate University administrative offices that works specifically on the issue of retention and graduation rate improvement in the high challenge bottleneck courses.

2015 Success & Retention Update

Add additional rows for new strategies and initiatives

Office	2014 Strategy	2014 Retention Initiative	2015 Strategy	2015 Update Progress/Goals/Needs/Plans/Measures
College of Arts & Sciences	Augment Advising	One specific initiative was undertaken to augment the advising in Physics – this was done strategically to assist in preserving the department and also to support students. This effort has had great success, with over 20 new Physics majors recruited in 2013. Similar outreach efforts are taking place in POLS/Global Studies, English, and HESS.		Advising Overall Progress summary: All departments now have staff advisors for their majors Bio: 2; Chem: 2; CMLL: 2; Econ: 1; Engl + Phil: 1; Geo: 1; KSM: 3; Math: 1; Phys: 1; POLS: 1; Psych: 1; SASW: 2; BGS: 1 Potential needs: Requests have been made for additional advising in the growing BGS and KSM programs. Targeted Progress: Progress in select individual units is detailed immediately below.
Physics	Augment Advising			Progress: A new advising suite (2 offices + waiting area) was created. It is staffed by a new F/T staff advisor plus a faculty member. Struggling majors are identified and arrangements made to secure grad and senior tutors for them. Majors have risen from 84 to 103 this last AY.
Political Science	Augment Advising			Progress: A new F/T staff advisor for U/G majors has been added; A new P/T (0.5FTE) staff advisor for grad students has been added.
English	Augment Advising			Progress: Hired F/T staff advisor (replacement). Dept advising now centralized. Renovated advising office. Student recruitment & retention faculty committee started. English honors society revived (Sigma Tau Delta) with new faculty advisor. Beefed up presence at on-campus recruitment events.
Kinesiology & Sport Management	Augment Advising			Progress: Hired third advisor (new). KSM now has over 1,400 majors.
Bachelor General Studies			Augment Advising	Progress: A new F/T staff advisor has been hired for the BGS program.
College of Arts & Sciences	Departmental Personnel	The college would like to implement intervention specialist in all 16 of its academic units (this is contingent upon funding).		Goal: Two half-time (graduate student) intervention specialists are being hired this summer. They will be trained in the EAB SSC software. Department advisors will direct high risk students to these intervention specialists.
College of Arts & Sciences	Low-GPA Intervention	Students who have a GPA below 2.25 are enrolled in TTU PADR classes (<i>Programs for Academic Development and Retention</i>).		Report: A&S has a higher GPA requirement (2.25 rather than 2.00) for compulsory enrollment in PADR classes. Support Ops for Academic Retention has some metrics on short-term success rates (GPA boost) for students taking this class.

Office	2014 Strategy	2014 Retention Initiative	2015 Strategy	2015 Update Progress/Goals/Needs/Plans/Measures
College of Arts & Sciences	Monitoring	Advising/retention are both <i>centralized and decentralized</i> within the College. Academic advising takes place in the departments, while progress towards degree is monitored by the Dean's Office. Retention efforts are discussed and implemented at all levels – among Associate Deans, Chairs and Advisors.		Progress: As noted, major advising occurs in the departments; degree auditing is administered in the dean's office. Assoc. Dean Borst has taken an active role in developing improved communication between these units. This AY the advisors and auditors have been meeting as a group once each semesters. Beginning in Fall 2015, the frequency of meetings will be increased.
College of Arts & Sciences			Degree Works	Progress: The auditing unit is converting to the Degree Works (DW) platform. As A&S provides the most heterogeneous test site for implementation of DW, they have had weekly sessions with the Nicci Price's team during this spring 2015 semester to resolve implementation issues. The goal is for DW to provide the official A&S audit beginning this summer.
College of Arts & Sciences			EAB SSC	Progress: Adoption of the EAB SSC package has been embraced by the College. The departments of chemistry, English, and philosophy as well as the BGS program are piloting the package. In a series of meetings arranged with Joshua Barron, the dean, associate deans, chairs, the advisors, auditors and, in certain cases, entire department faculty, have been introduced to the package. As each department advisor is trained, access to the historical data is opened to the advisor and the advisor can begin to use the software as an advising tool.
College of Arts & Sciences	Monitoring & Faculty Involvement	The Deans and Chairs will review the process of reducing underperformance in courses with high DFW rates. <i>Increased faculty involvement</i> in student intervention and student support efforts will be crucial to their success.		Report: This is an extremely complex issue that deserves more carefully planned statement of initiative. See discussion on "High Challenge Courses" in text.
College of Arts & Sciences	Planning	The college will begin to develop a blueprint by which it can support the retention efforts taking place within the academic departments.		Delete from Table: This is a vaguely worded statement of intent. It is being replaced by concretely worded strategies.
College of Arts & Sciences	Planning		Data Collection	A&S will work with IR to gather recent trend data on student success differentiated by the different types of student indicated in the narrative above.
College of Arts & Sciences	Recruiting	Retention begins with good recruiting & outreach. To this end, the college has increased efforts to reach out to and recruit in the local schools (for example: LISD, Cooper, Frenship).		Progress: The recruitment team has been increased to consist of Assoc Dean Borst; Recruitment Director Sisneros; 12 Student Ambassadors; Social Media Intern. An extensive recruitment visiting program has been achieved over the last year including local, regional and metropolitan area schools, all road show and top scholar events, on campus recruiting events.

Office	2014 Strategy	2014 Retention Initiative	2015 Strategy	2015 Update Progress/Goals/Needs/Plans/Measures
College of Arts & Sciences	Self-Evaluation	The college has already begun to examine the issue of retention and persistence.		Delete from Table: This is a vaguely worded statement of progress. It has been replaced by the "data collection" strategy above.
College of Arts & Sciences	Tutoring	Several academic departments offer tutoring for high challenge courses: Chemistry, Math, English, and Foreign Language Courses. Additional departments may be able to offer tutoring for high challenge courses.		Progress: This initiative represents only one aspect of dealing with high challenge courses. It needs to be re-incorporated as a strategy under a "high challenge" course initiative.

Undergraduate Retention Initiatives

Rawls College of Business Administration

Office of the Provost

Texas Tech University

January 30, 2014

Introduction

Successful retention programs encompass virtually everything an institution does to improve the quality of student life and learning. Quality can be defined as that set of attributes of an educational program or service that consistently exceeds student expectations within specifically defined institutional-determined standards and/or criteria of performance. Practically speaking, the evidence of effective programs is clear, namely that the route to successful retention lies in those programs that ensure from the very onset of student contact with the institution; that entering students are integrated with teaching/learning processes of the college; and that students acquire the skills and knowledge needed to become successful learners in that community.

To better understand each college's approaches to supporting student success, the Provost issued a request for the inventory of college-based retention and success initiatives. In conjunction with the larger institution-wide report, this extract reports only the information submitted provided by the Rawls College of Business Administration. What follows is information provided by the college in narrative format, then in a columnar layout that will facilitate a clear understanding of updates, deletions, and additions.

Current Structure/Approach

- The college offers a number of student support programs through its undergraduate service center. These include advising first year engagement recommendations
- Academic advisors will work with students to develop and implement an individual student success actions plan.
- Help students have a comprehensive understanding of course requirements, GPA requirements, degree requirements, and prerequisites within each major.
- Engage in evaluation of students' progress and make referrals. Engage in active listening and ask open-ended questions to assess individual student needs, goals, and abilities. Reinforce self-direction and self-sufficiency
- The staff of the undergraduate service center will attend national trainings and conferences such as NACADA.

Initiatives

- Future retention initiatives that will be piloted in the college include: Rawls Business Leader program; Peer mentoring and mentor program for freshman, hoping to affect 25% of the freshman class.
- The college will develop its own residential learning community – RCOBA is the only such unit without an existing learning community.
- Although the trends within the college suggest that it does not lose students due to academics distress, it will further develop new: Communication center, tutoring services, writing services
- Related to course availability and enrollments, the college will reduce the number of students in high challenge courses such as introduction to finance.
- The college will sign high challenge courses to full professors or other highly effective tenure track faculty, as well as reducing the number of students and increasing the number of sections for said courses.
- The college will make a concerted effort to engage students in their second and third year.
- Goal of increasing the retention rate of freshman from 77% to 82% in the college.
- Goal of increasing the retention, persistence and graduation rate of the college by 5% overall

Support Needed

- Additional focus on retention and engagement of students throughout the baccalaureate pipeline.
- Additional training and professional development opportunities for academic advisors.
- Mechanisms for improving the transfer of students within and across colleges to ensure their best fit major and persistence/graduation from the university.

2015 Success & Retention Update

Add additional rows for new strategies and initiatives

Office	2014 Strategy	2014 Retention Initiative	2015 Update Progress/Goals/Needs/Plans/Measures
Rawls Dean's Office	Analytics: Freshmen	Goal of increasing the retention rate of freshman from 77% to 82% in the college.	
Rawls Dean's Office	Analytics: Graduation	Goal of increasing the retention, persistence and graduation rate of the college by 5% overall	Progress: Two- Year Retention Rates: Fall 2014 data coming soon, Fall 2013 One Year Retention Rate 86.55%, Fall 2012 One-Year Retention Rate 84.61%, Fall 2011 % Retained: 80.47%, Fall 2012 % Retained: 79.09%/ 4- Year Graduation Rates: Fall 2009: 40.90 %, Fall 2010: 38.03 %
Rawls Dean's Office	Challenge Courses: Increase Sections	The college will increase the number of sections for high challenge courses such as accounting and finance.	Better success rates in accounting and finance courses.
Rawls Dean's Office	Challenge Courses: Reduce Seats	The college will reduce the number of students for high challenge courses.	Better success rates in accounting and finance courses.
Rawls Dean's Office	Engagement: Second Year	The college will make a concerted effort to engage students in their second year.	Rawls Day, Rawls Olympics and BA 1101 are engaging students early in their career.
Rawls Dean's Office	Engagement: Third Year	The college will make a concerted effort to engage students in their third year.	
Rawls Dean's Office	Faculty: Strategic Assignments	The college will assign high challenge courses to full professors or other highly effective tenure track faculty.	Higher involvement in student organizations and greater interaction with faculty. More faculty mentoring.
Rawls Dean's Office	Living Learning Communities	The college will develop its own residential learning community – RCOBA is the only such unit without an existing learning community.	Active learning community in Murray Hall. The learning community was established in Fall of 2013.
Rawls Dean's Office	Peer Mentoring: Freshmen	Peer mentoring and mentor program for freshman. The college hopes to affect 25% of the freshman class through these new initiatives.	Rawls Business leaders program has been a success.
Rawls Dean's Office	Process Improvement: Transfer	Need: Mechanisms for improving the transfer of students within and across colleges to ensure their best fit major and persistence/graduation from the university.	<u>Progress from USC Area:</u> Our academic advisors attend the Majors & Minors Fair hosted by Student Affairs. They also attend the Major Exploration fair hosted by University Advising to ensure students have a better understanding of what majors fall in RCOBA. <u>Goals:</u> Have each Academic Area host an information session (ENCO does this) for all freshman and sophomore who are declared for their major to ensure they understand the academic requirements and jobs available. <u>Need:</u> Faculty and student organizations in each Academic Area to organize the event.

Office	2014 Strategy	2014 Retention Initiative	2015 Update Progress/Goals/Needs/Plans/Measures
Rawls Dean's Office	Professional Development: Academic Advisors	Need: Additional training and professional development opportunities for academic advisors.	<u>Progress</u> : 3 Academic Advisors attended the NACADA conference in Oct 2014 in Minneapolis, MN. <u>Goals</u> : Send all 7 academic advisors to the National Conference <u>Needs</u> : Financial support
Rawls Dean's Office	Student Development: Leadership	The college will create the Rawls Business Leader program.	The Rawls Business Leaders program was created in 2013 and continues to grow and have a deep impact on students in the program
Rawls Dean's Office	Student Engagement: Academic Distress Communications	Although the trends within the college suggest that it does not lose students due to academics distress, it will further develop a new communication center for outreach to academically distressed students.	<u>Progress from the USC Area</u> : The USC is a pilot college for the EAB/SSC platform. They are working to identify academically distressed students and create campaigns to get these students in with their academic advisor. <u>Goals</u> : Have mid-term grades and absence reports submitted for all RCOBA students enrolled in Core Classes. This will help the academic advisors identify the students struggling much earlier in the semester. <u>Need</u> : Make ID tracking data automatically update attendance for participating classes; provide hardware to speed in class attendance tracking to decrease the administrative burden.
Rawls Dean's Office	Student Engagement: Academic Distress Tutoring	Although the trends within the college suggest that it does not lose students due to academics distress, it will further develop new tutoring services.	We are designing a space in the new wing for tutoring and review sessions.
Rawls Dean's Office	Student Engagement: Academic Distress Writing Services	Although the trends within the college suggest that it does not lose students due to academics distress, it will further develop a new resources for writing services.	The college is splitting the communications course into two courses to better focus on writing. New leadership of the writing center staff has been effective.
Rawls Dean's Office	Student Lifecycle Alignment	Need: Additional focus on retention and engagement of students throughout the baccalaureate pipeline.	Create a student success and retention task force in the Rawls College. Consisting of 3 faculty and 3 staff members that work together to engage our students at all points (in the classroom, support services, etc.)
Rawls Undergraduate Service Center	Professional Development: Academic Advisors	The staff of the undergraduate service center will attend national trainings and conferences such as NACADA.	<u>Progress</u> : 3 Academic Advisors attended the NACADA conference in Oct 2014 in Minneapolis, MN. <u>Goals</u> : Send all 7 academic advisors to the National Conference <u>Needs</u> : Financial support

Office	2014 Strategy	2014 Retention Initiative	2015 Update Progress/Goals/Needs/Plans/Measures
Rawls Undergraduate Service Center	Program Self-Assessment	The college offers a number of student support programs through its undergraduate service center.	<p><u>Progress:</u> We did our Focus on your Future appointments with our new students in the fall but were not staffed enough to continue with these appts in the spring semester. Honors Reception was hosted in the fall but not in the spring due to time and resources. We continue to advise by major, host the graduation receptions and all RRO sessions.</p> <p><u>Goals:</u> Create Peer to Peer advising model for our new students. Have BGS or another honors organization take over responsibilities for the Honors Reception.</p> <p><u>Needs:</u> Upperclassmen interested in helping with peer to peer advising/ mentor model.</p> <p><u>Plans:</u> Discuss with the Deans office the possibility of having the Ambassadors mentor new first time students in Rawls.</p>
Rawls Undergraduate Service Center	Student Awareness: Requirements	Help students have a comprehensive understanding of course requirements, GPA requirements, degree requirements, and prerequisites within each major.	<p><u>Progress:</u> We start creating a culture of students being accountable for their degree programs at RRO and it continues throughout their college careers. We have academic planning meetings with all of our students every semester where we outline any state, university or college changes to their program requirements.</p> <p><u>Goals:</u> More communication from the Academic Areas on their program requirements and coursework.</p> <p><u>Needs:</u> Participation from each Academic Area.</p> <p><u>Plans:</u> Have schedule events and info sessions throughout the semester from each Academic Area outlining their programs (for FRESH/SOPH declared students).</p>
Rawls Undergraduate Service Center	Student Success Planning	Academic advisors will work with students to develop and implement an individual student success actions plan.	<p><u>Progress:</u> The USC has seen over 8000 scheduled student appointments. Each of those students have worked with their advisor to create a student success action plan. These plans are more than what courses to take... they are important steps the students need to be taking to get the most out of their experience at TTU.</p> <p><u>Goals:</u> To be able to continue these one on one high touch advising sessions with our enrollment growing. Consider creating a peer to peer advising model to help students be engaged with other upper classmen in their major.</p> <p><u>Needs:</u> An additional advisor (which we received for 2015). Upperclassmen interested in being peer mentors for fresh/soph students.</p> <p><u>Plans:</u> Potentially use Rawls Ambassadors to mentor.</p>
Rawls Undergraduate Service Center & Classroom Faculty	Student Assessment & Referral	Engage in evaluation of a student's progress and make referrals as needed.	<p><u>Progress:</u> The USC is piloting the EAB/SSC platform and has been able to identify academically distressed students and make referrals as needed.</p> <p><u>Goals:</u> To have a campus wide documentation system to track to see if the students are taking advantage of the resources and referrals made.</p> <p><u>Needs:</u> Grades First Technology</p> <p><u>Plans:</u> Propose that the University expand the licensing agreement with Grades First. Make it available to all units at TTU.</p>

Office	2014 Strategy	2014 Retention Initiative	2015 Update Progress/Goals/Needs/Plans/Measures
Rawls Undergraduate Service Center & Classroom Faculty	Student Engagement: Active Listening	Engage in active listening and ask open-ended questions to assess individual student needs, goals, and abilities. Reinforce self-direction and self-sufficiency.	<p><u>Progress</u>: The USC advisors have attended several training from the TLPDC to help better facilitate these conversations with our students.</p> <p><u>Goals</u>: Continue to improve and participate in professional development opportunities.</p> <p><u>Needs</u>: N/A</p> <p><u>Plans</u>: Have the USC staff read "Quiet: The Power of Introverts in a World That Can't Stop Talking".</p>

Undergraduate Retention Initiatives

College of Education

Office of the Provost

Texas Tech University

May 21, 2015

Introduction

Successful retention programs encompass virtually everything an institution does to improve the quality of student life and learning. Quality can be defined as that set of attributes of an educational program or service that consistently exceeds student expectations within specifically defined institutional-determined standards and/or criteria of performance. Practically speaking, the evidence of effective programs is clear, namely that the route to successful retention lies in those programs that ensure from the very onset of student contact with the institution; that entering students are integrated with teaching/learning processes of the college; and that students acquire the skills and knowledge needed to become successful learners in that community.

To better understand each college's approaches to supporting student success, the Provost issued a request for the inventory of college-based retention and success initiatives. In conjunction with the larger institution-wide report, this extract reports only the information submitted provided by the College of Education.

Current Structure/Approach

Our Vision: Through meaningful partnerships with the schools, agencies, and communities that we serve, the College of Education (COE) will produce measurably best educators in the U.S. and provide programs, services, and research that maximize student success from early childhood through graduate education.

Our Mission: The College of Education through cutting-edge programs, research and services will lead a transformation in American educator preparation, client/university partnerships, and norms/structures and practices in higher education. We are committed to deep engagement with local, regional, state, national, and international partners for mutual collaboration, innovation and improvement.

Initiatives

Goal 1: Produce the measurably best educators in the United States.

- a. Recruit and retain teacher candidates who will participate in a preparation program with a state, national, and international reputation for measurably superior educational programs and graduates.
- b. Recruit and retain teacher candidates who will grow our teacher preparation enrollment to 1400 by 2020 becoming the state's largest provider of excellent new teachers.
- c. Recruit and retain students who are increasingly diverse, reflecting the ethnic demographics of the K-12 students in the state.

Goal 2: Add value to the profession by collaborating with partner schools, agencies, and communities to maximize P-20 students' college and career readiness, health, and success.

- a. Recruit and retain students who partner through school, agency, and community improvement through Phase 3 internship projects in the College's academic programs and related research.
- b. Recruit and retain students who are known in the profession for quality research focused on school, agency, and community P3 partnership work and collaborative, positive impact on the profession.

Goal 3: Conduct research that brings measurable improvement and innovation to the field. Prepare educators to use research as a tool to continuously improve and innovate.

- a. Recruit and retain students who engage in university-school-agency-community collaborations designed to measurably improve partner outcomes.
- b. Recruit and retain students who engage in systematic program research and benefit from departmental self-study with results in measured program innovations/improvements and student success across the College.

Support Needed

- assistance with additional staff including site coordinators or instructors for undergraduate teacher candidates
- additional support staff to improve close monitoring and direct service for students
- additional resources to content to develop high-quality, cutting-edge online course delivery
- additional resources to increase opportunities to retain through direct contact and services
- additional resources for marketing specifically in population centers to teachers from diverse backgrounds

2015 Success & Retention Update

Add additional rows for new strategies and initiatives

Office	2014 Strategy	2014 Retention Initiative	2015 Update Progress	Goals	Needs	Plans	Measures
ED Dean's Office	Alignment: Training & Internships	Realignment of teacher training and internship placement	Courses & program requirements were reformed to reflect new standards and expectations	Produce the measurably best educators in the U.S.	5 new site coordinators or instructors	Continue to examine the timing of assessment, the double scoring of videos, and the addition of all TAP rubric indicators in the evaluation process	Competency-based program: Apply & Evaluate Assignments, End of Phase Assessments, Performance Assessments using video capture and the TAP rubric to ensure student knowledge of proficiency Data Day results
ED Dean's Office	Curricular Review: Sequencing	Consideration and sequencing of courses to ensure efficient matriculation to graduation	Program schedules include one year of student teaching.	By 2020, the College will establish a state, national, and international reputation for measurably superior educational programs and graduates.	5 new site coordinators or instructors	Continue to examine the validity of particular courses, study and improve the fidelity of implementation of the courses and assessments, and meet with employers/stakeholders to verify program success	UG surveys & Town Hall results Site Coordinator info Mentor Teacher info Employer surveys concerning TC/1 st year preparedness to teach

Office	2014 Strategy	2014 Retention Initiative	2015 Update Progress	Goals	Needs	Plans	Measures
ED Dean's Office	Curricular Review: Stacked Coursework	P1 – P2 – P3 approached teacher training and development	Each student demonstrates competency: knowledge, skill, and performance level	<p>Produce trademark graduates with distinctive skills and outcome-producing capacities that address market needs</p> <p>Teach and measure skill mastery of all TAP indicators</p> <p>Infuse higher order and critical thinking into the preparation coursework and measure it in the field placement</p>	5 new site coordinators or instructors	<p>Institute the P1-P3 assessment cycle for all students</p> <p>Increase the expectation for TAP performance to include all indicators</p> <p>Make sure that all areas are engaged in double scoring of the videos to ensure fidelity in the course delivery, scoring, and student performance expectations</p>	<p>Competency-based program: Apply & Evaluate Assignments, End of Phase Assessments, Performance Assessments using video capture and the TAP rubric to ensure student knowledge of proficiency Data Day results</p> <p>Student performance of 3 or better on the TAP rubric</p> <p>Student performance of 3 or better on all End of Phase Assessments</p>
ED Dean's Office	High Achieving Students	Reintroduction of the Education Ambassadors program	Promote change with the program, share COE events with other students, participate in a variety of events in community	<p>Increase involvement with new students in COE</p> <p>Provide more COE events to connect students to COE</p> <p>Monthly UG student newsletter</p>	\$ for the monthly retention events	<p>Work with the staff and students to find new ways to reach out</p> <p>Determine student interest especially for freshman and sophomores</p> <p>Identify student interests for newsletter content</p>	<p>Increase numbers of COE enrollment</p> <p>Comment cards after advising and via email</p> <p>Numbers of students involved in activities</p> <p>Increased numbers of freshman and sophomore contact with faculty and staff</p> <p>UG Student Survey and Town Hall meeting</p>

Office	2014 Strategy	2014 Retention Initiative	2015 Update Progress	Goals	Needs	Plans	Measures
ED Dean's Office	Living Learning Communities	Explore enhancement of learning communities and residence hall engagement with freshman in their first and second years	FTLC was voted number one learning community on campus, added 2 new events this year, provide 3 community advisors for the floors	<p>Increase the number of future teachers living on the FTLC</p> <p>Continue to host 4 COE education based events and increase it to 5</p>	<p>\$ for back to school BBQ</p> <p>\$ for 2-3 pizza parties</p>	<p>Promote FTLC with current and new students</p> <p>Work with Housing to contact all potential FTLC residents</p> <p>CA will plan the year in August concerning both dates and organization of the events</p>	<p>Number of promotional contacts</p> <p>Increased number to 50 or more</p> <p>Written plan for and implementation of the 5 events</p>

Office	2014 Strategy	2014 Retention Initiative	2015 Update Progress	Goals	Needs	Plans	Measures
ED Dean's Office	Market Analysis	Employer Surveys to determine market needs and areas of improvement	Market needs were established to increase the number of Bilingual, ESL, Sp. Ed., & STEM teachers. Areas needing attention in program were addressed.	<p>The College will engage with school, agency, and community partners to maximize college and career readiness, health, and success; and will maximize the measured impact of our graduates on the fields they serve.</p> <p>Establish partnerships with districts in the large population centers of Texas by marketing to their needs and offering customized learning opportunities</p>	<p>Grant match dollars</p> <p>Travel money</p>	<p>Identify the targeted population center districts</p> <p>Approach their central administrations to determine their needs</p> <p>Create proposals (funded by grant proposals when possible) to address the needs of the ISD for customized learning for both in-service and pre-service teachers</p>	Market surveys of principals, superintendents, school district administrators, and classroom teachers, establish district partnerships in one or more population center in Texas, increase program reputation through a monthly newsletter, Deans for Progress meetings, and invited partnerships and grant projects to improve teacher education

Office	2014 Strategy	2014 Retention Initiative	2015 Update Progress	Goals	Needs	Plans	Measures
ED Dean's Office	Marketing	Additional resources for marketing to prospective and current students, and teaching community	Recruitment plans & materials were developed. Website revamped. Reorganized Marketing & Public Relations to form the Marketing and Recruitment unit which also handles retention	By 2020, our students will become increasingly diverse, reflecting the ethnic demographics of the K-12 students in the state. Significantly grow our enrollment by moving into large, urban school districts in Texas' population centers to attract placement, motivated students	\$ for materials \$ for events \$ for travel	Approach high-need, population center ISDs in Texas who need teachers of color who are highly qualified to teach children from diverse backgrounds Identify what those teachers in need additional support to enable them to complete the Tech Teach program at the highest levels of achievement to create a job-ready, distinctive skilled population of teachers to work in these school districts	Increased presence in four population centers in Texas (DFW, SA, Houston) and provide customized programs for districts to "grow their own" as well as to address areas of needed improvement in urban education Grow and/or establish partnerships with Dallas ISD, FWISD, NEISD, HISD through face to face initiatives and customized program development
ED Dean's Office	Personnel	Increased site coordinators to reduce ratio to 20 – 30 undergraduates	Increased the number of site coordinators to 22	By 2020, the College will establish a state, national, and international reputation for measurably superior education programs and graduates	5 new site coordinators or instructors	Revamp site coordination by involving the mentor teacher as the lead in year 1 and the SC in year 2 thereby providing more support to TC in the student teaching semester	UG Student Survey and Town Hall results Site Coordinator reports End of Year results Data Day results

Office	2014 Strategy	2014 Retention Initiative	2015 Update Progress	Goals	Needs	Plans	Measures
ED Dean's Office	Personnel	Support staff to improve close monitoring of students	Connected support staff to specific program areas and engaged them in a structured advising improvement plan	<p>Continue to improve advising and support services for students to help them as they move into their rigorous competency-based programs by improving service hours & access</p> <p>Monitor the fidelity of the implementation through faculty use of embedded assessment & a high quality dashboard system to conduct progress monitoring and interventions</p>	Continued training and evaluation meetings	Continue the advisor improvement plan to evaluate on a constant basis the effectiveness of UG advising	<p>Fall & Spring Undergraduate student survey & Town Hall results</p> <p>Faculty use of the dashboard</p> <p>Faculty focus groups about dashboard usability and needed improvements</p>

Office	2014 Strategy	2014 Retention Initiative	2015 Update Progress	Goals	Needs	Plans	Measures
ED Super Committee	Student Engagement: Third Year	Identification of effective third-year engagement programs.	Created & piloted P1 & P2 End of Phase Assessments Pre-performance & Performance assessment data collected and analyzed	Trademark Outcomes, competency-based skills, video capture and shaping of instructional practices will enhance student professional progress Monitor the fidelity of the implementation through faculty use of embedded assessment & a high quality dashboard system to conduct progress monitoring and interventions	5 new site coordinators or instructors Continued training on the use of data Continued evaluation of faculty use of data for decision making about progress monitoring Continued training on the TAP rubric process and procedures \$ for professional development	Through the development of Trademark Outcomes, competency-based skills, video capture and shaping of instructional practices, undergraduate students will complete 1 pre-performance assessment that will clarify their strengths and areas of needed improvement to enable them to successfully complete the program.	Data Day results Program review of student progress on A&Es and End of Phase Assessments Pre-performance & Performance Assessment scores Faculty use and ability to discuss student program monitoring at Data Day Student passage rates of 3 or better on the TAP rubric Student passage rates of 3 or better on the End of Phase Assessments

Office	2014 Strategy	2014 Retention Initiative	2015 Update Progress	Goals	Needs	Plans	Measures
ED Super Committee	Student Engagement: Fourth Year	Identification of effective fourth-year engagement programs.	Created and piloted P3 End of Phase Assessment Completed 4 Performance Assessments during the student teaching year.	Trademark Outcomes, competency-based skills, video capture and shaping of instructional practices will enhance student professional progress. Monitor the fidelity of the implementation through faculty use of embedded assessment & a high quality dashboard system to conduct progress monitoring and interventions	5 new site coordinators or instructors Continued training on the use of data Continued evaluation of faculty use of data for decision making about progress monitoring Continued training on the TAP rubric process and procedures \$ for professional development	Through the development of Trademark Outcomes, competency-based skills, video capture and shaping of instructional practices, undergraduate students will complete 4 performance assessments that will clarify their strengths and areas of needed improvement to enable them to successfully complete the program.	Data Day results Program review of student progress on A&Es and End of Phase Assessments Pre-performance & Performance Assessment scores Faculty use and ability to discuss student program monitoring at Data Day Student passage rates of 3 or better on the TAP rubric Student passage rates of 3 or better on the End of Phase Assessments
ED Dean's Office	Personnel	Re-examine the technical and "soft" advising responsibilities of faculty members	Surveyed students to identify issues & addressed issues by program	Identify, instruct, and evaluate faculty use of best practice advising techniques	Time to develop the advising handout and rubric	Determine best practice advising techniques that address the identified faculty advising issues to improve both face to face and distance advising deficits in the COE	Faculty Advising Handout Faculty Advising Rubric Monthly cutting-edge advising tips Two faculty advising meetings per semester Evaluation of individual faculty advising score in the annual review

Office	2014 Strategy	2014 Retention Initiative	2015 Update Progress	Goals	Needs	Plans	Measures
ED Super Committee	Access to Resources	Creation and Improvement of Online Student Resources Need: Support to move content online	Contracted with CIEL to provide LDLS, EDSP, TED, & CSTE with support	Expand CIEL Turn-key P1P2P3 @Distance professional development and support to ensure high-quality, cutting edge distance delivery	JAWS software to test accessibility RA to work with programs on Blackboard and study how to increase faculty expertise in using Blackboard	Expand the Center for Innovation in E-Learning to provide cutting-edge distance delivery with video capture and competency based shaping of the trademark outcomes	Number of programs involved Student survey and Town Hall results Faculty evaluation of both the services and the courses

Office	2014 Strategy	2014 Retention Initiative	2015 Update Progress	Goals	Needs	Plans	Measures
ED Super Committee	Graduate: Survey Actions	Improve Graduate Academic Advising	Chairs worked with programs to improve skill in using data to make decisions about student progress particularly in terms of remediation or enrichment	Improve graduate advising through data-based decision making concerning student program progress through documented program initiated retention & remediation actions	Database Analyst Staff for database analyst	<p>Create a new data collection system in response to faculty input</p> <p>Tie the system to an easy to use, high quality dashboard system</p> <p>Prepare faculty to use the dashboard system each semester to review all student progress</p> <p>Require that all programs report on the programmatic use of data from both the student and program perspectives to improve student progress and program validity</p>	<p>A new system that all programs are using by fall semester</p> <p>A new dashboard that all programs are using and reporting from for Data Day</p> <p>Provide both face to face, written, and video explanations as to how to use the dashboard</p> <p>Data Day presentations</p>

Office	2014 Strategy	2014 Retention Initiative	2015 Update Progress	Goals	Needs	Plans	Measures
ED Super Committee	Graduate: Survey Actions	Improve Graduate Career Preparation	Doctoral Support Center provided professional development in the particular areas of writing and research	Increase enrollment because of cutting-edge programs that prepare students for occupational duties through explicit progress monitoring, academic quality, program innovation	Published resources to make available to students	Expand the Doctoral Support Center to ensure rigor and quality in the development of writing and research skills Provide monthly professional development for graduate students through both face to face and distance delivery	Number of professional development sessions DSC webpage and connections to external resources DSC webpage and connection to the TTU Graduate School resources Faculty input concerning satisfaction Student input concerning satisfaction
ED Super Committee	Graduate: Survey Actions	Improve Graduate Research Courses	Selection of Plan A or B to systematize development of research skills	Seek grants and other research team efforts to develop signature school-university or agency-university partnerships Engage each student in a P3 research showcase presentation for the College	Poster printer to make posters for the Research Showcases Monetary awards for outstanding P3 dissertations Monetary awards for innovative P3 partnerships that involve students	Increase the number of and the dollar amount of grant-funded research projects in the College Include students in those grant projects Create a process for and institute Research Showcase Days for all programs Hold a Research Showcase Day for the entire College each semester Determine monetary awards for P3 students and the process for awarding them	Number of grant-funded research projects Number of RAs and non-employed COE students working with grant-funded projects Number of students presenting in the program Research Showcases each semester Number of students presenting in the P3 COE Research Showcase Awards for the P3 COE Research Showcase

Office	2014 Strategy	2014 Retention Initiative	2015 Update Progress	Goals	Needs	Plans	Measures
ED Dean's Office	Personnel	Graduate Student Service Coordinators	Changed to Doctoral Support Center Specialists	Expand the Doctoral Support Center to provide doctoral students in the College with technical support in writing, researching, and presenting	Hire another dissertation specialist Hire an editor	Expand the Doctoral Support Center to ensure rigor and quality in the development of writing and research skills Hire another Dissertation Specialist Hire an editor	Number of student work orders Results of the student work orders Faculty input concerning satisfaction Student input concerning satisfaction

Undergraduate Retention Initiatives

Honors College

Office of the Provost

Texas Tech University

January 30, 2014

In 2014, under the administration of a new dean and associate dean, the Honors College engaged directly with the strategic plan of Texas Tech University by being proactive in recruitment and retention efforts on multiple levels, addressing Strategic Priorities 1 (“Increase Enrollment and Promote Student Success”) and 2 (Strengthen Academic Quality and Reputation”). . The Boyer Report, “Reinventing Undergraduate Education: A Blueprint for America’s Universities” (Ref 1996) identified key factors that positively impact undergraduate education. Among these are: research-based learning, creating a foundational freshman year, interdisciplinary education, fostering community, and providing a capstone experience. – all of which are integral parts of the Honors College experience. Additionally the fostering of a “community of scholars” among those within the College (co-curricular activities, living/learning communities, personal engagement of the students with staff and faculty, and long-term mentoring) creates a holistic approach to student success in the broadest sense.

Points of Intervention

- Recruitment
- Communications
- Scholarships
- Admissions
- Living/Learning
- Engagement
- Advising
- Curriculum
- Follow up and alumni outreach

Strengths

- A dynamic First Year Experience – individual core courses taught by hand-selected faculty members that are linked to Learning Community Groups that focus on living and learning skills, and encourage the community-building among the students
- The Honors College House system – four houses representing the four pillars of an Honors Education: Knowledge, Integrity, Service, and Courage, that strives to create a sense of belonging through community interactivity in the entirety of the Honors College experience.
- A pro-active recruitment strategy – improved, dynamic, decisive recruiting efforts that target high-end students from both the local areas and the larger state of Texas.
- Superior academic advising – individualized, confidential, and comprehensive advising for every student in the college that supports students from the day they are accepted into the College to the day they graduate.
- Efficient and effective application and admission processes – improved system of application and admissions that helps the admissions team to identify the student most likely to succeed in Honors and to take advantage of the opportunities and pathways the College can offer.

Challenges/Needs

- Tracking: The University and the College need to find a more effective way of tracking the retention rates of all students in the Honors College regardless of their majors
- Advising and Registration: The College seeks to find the most effective means to advise 1300 students and efficiently facilitate class registration.
- Expanded course offerings: The most common reasons students leave the Honors College before graduating are 1) a lack of course offerings that fit their degree plans; and 2) maintenance of the minimum 3.25 GPA.
- In-house Programs: The College will evaluate and revitalize the in-house degree programs, our major, Honors Arts and Letters and the minor in Environment and Humanities, to address the interests of the students, meet the rigor and requirements of the pathway programs, and provide the breadth of a solid liberal arts education.
- Staff workload: The Honors advising staff’s engagement with the Honors students beyond academic advising is a critical component to retention. Honors advisors help administer numerous co-curricular activities, including

Undergraduate Research, First Year Experience, the Honors House system, Honors Book Club, Friday Lunch discussion, HON, Honors Ambassadors, and creating the Honors course catalog.

- Living/Learning Communities: We are unable to offer Honors housing to all incoming Honors students. Since this is the perquisite that incoming freshmen desire most, many of them are disappointed to find that there are no rooms left in the Honors dorms when they enroll. The College seeks to make good on the promises we make to our students, including offering them a space in one of our dorms. We miss out on an opportunity to create a ready-made Honors community for all Honors students without a residential college.
- Space: McClellan Hall, where the Honors College is currently housed, is filled to capacity. There is not a single office available for any additional staff or faculty members. If the College is to grow the enrollment of the students, we must also have the space to grow the number of staff and faculty to serve these students.
- Scholarships: The Honors College has very limited funds to recruit and retain students. While Undergraduate Admissions often calls on the College to speak personally with high-achieving students, the College does not have the ability to offer the types of funding/scholarships directly that might sway these students. As well, the College lacks availability of substantial retention scholarships to allow our Honors students to participate in academic enrichment activities such as research and study abroad.

2015 Success & Retention Update

Add additional rows for new strategies and initiatives

Office	2014 Strategy	2014 Retention Initiative	2015 Update Progress/Goals/Needs/Plans/Measures
HR Dean's Office	Recruitment	Aggressive and targeted participation in recruitment activities-the Raider Roadshow and the Top Scholar Recruitment with students, staff, administrators, parents and faculty.	Update: The Honors College had vastly improved numbers of applicants with SAT scores over 1300 during the 2014-2015 application cycle. Plans: We will continue to streamline and improve recruiting activities that target high-end students; continue the calling/meeting campaign; and work toward increasing availability of Honors scholarships.
HR 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.	Update: Interest and applications for admissions increased during the 2014-2015 application cycle, pointing to the success of the new Honors message. We also improved our website and alumni newsletter during 2014-2015. Plans: continue to work on newsletter articles focusing on college activities and alumni spotlights; fine-tune the information presented in recruitment events.
HR Dean's Office	Scholarships	Increased the availability of scholarship money for Honors students (recruitment and current); administer scholarships for Honors students.	Progress and needs: While TTU has reintroduced Merit Scholarships to incoming students, the need is as yet not fully met. Plans: We will continue to work towards increased scholarship funds designated for these purposes from local and philanthropic sources.
HR 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.	Plans: Continue current activities for evaluating applicants; continue fine-tuning the Honors application; and secure further training to more fully manage and monitor the admissions process, and improve efficiency for data acquisition and housing placement.
HR Dean's Office	Living/Learning opportunities (living)	Campaigned for a dedicated Honors complex that will house student living quarters, and some co-curricular/educational spaces.	Update and needs: We are still unable to offer Honors housing to all incoming Honors students. Plans: continue to campaign for a dedicated Honors complex.
HR Dean's Office	Living/Learning opportunities (learning)	Provided learning skills mentoring through our First Year Experience (FYE) Learning Community Group (LCG) curriculum; continued to strengthen the Honors College First Year Experience program by adding new sections; expanded the Honors Undergraduate Thesis program to maximize learning opportunities for high-end students; expanded the opportunities for Undergraduate Research; and expanded the study abroad opportunities beyond the HAL program.	Update: The FYE program continues to be successful in helping incoming freshmen to transition into college life. Students routinely cite this program as one of their most important Honors experiences. Plans: Continue the initiatives from 2014; implement a new Honors Tutoring Corps to help students who are on Honors probation (for low grade point average) and first generation, international, and ESL students; and re-design the Honors Arts and Letters degree and the Environment and Humanities minor to enhance the value for students. Implement and assess the FYE QEP pilot program that will introduce first year students to the difficult dialogues on race/ethnicity/identity, gender/sexuality, rape culture/sexual assault, and microaggressions so that they are better equipped to handle and negotiate life on campus as a student and timely issues as a global citizen.
HR Dean's Office	Engagement	Created opportunities for Honors students to engage in the Honors community through: the	Update: The Honors House system and Bayless Elementary initiative have been successful in increasing engagement. Plans: Continue developing: 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)	Honors House system; service opportunities, including the Bayless Elementary School initiative; Friday Lunch Discussion; Honors Book Club; and the Honors fraternity Eta Omicron Nu (HON)
HR 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.	Needs: Devise more efficient mechanisms to manage advising and non-advising activities of some staff. Plans: Add an "Honors" button to Schedule Builder to assist students in finding Honors Courses that will fit their schedule and curricular needs; add attributes to degree work identifying Honors courses so that an Honors catalog of courses can easily be created for and accessed online by Honors students.
HR 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.	Needs: The numbers of HAL majors and EVHM participation have been steadily declining and the programs needs to be revitalized; there needs to be greater oversight and uniformity in the Honors course proposal system. Plans: The HAL program will be re-designed to make it more relevant to the Honors College students; The EVHM minor will be re-structured to broaden its scope to allow professional majors (Engineering and Business) to participate more fully. The course proposal system will be streamlined and placed online.
HR Dean's Office	Follow up and alumni outreach	Improved our website and alumni newsletter.	Needs: 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. Provide a facile mechanism for Honors alumni to enter and participate in the House system. Plans: Construct a more user-friendly webpage that will allow alumni to read the most recent edition of <i>The Flight</i> , our alumni newsletter, as well as access archived editions. Encourage alumni to participate in on-line survey on how best to serve their needs and interests. Create an e-mentoring program between alumni and current students. Design a portal by which alumni can log-in to stay in touch with fellow friends and colleagues.

Undergraduate Retention Initiatives

College of Human Sciences

Office of the Provost

Texas Tech University

May 15, 2015

Introduction

Successful retention programs encompass virtually everything an institution does to improve the quality of student life and learning. Quality can be defined as that set of attributes of an educational program or service that consistently exceeds student expectations within specifically defined institutional-determined standards and/or criteria of performance. Practically speaking, the evidence of effective programs is clear, namely that the route to successful retention lies in those programs that ensure from the very onset of student contact with the institution; that entering students are integrated with teaching/learning processes of the college; and that students acquire the skills and knowledge needed to become successful learners in that community.

To better understand each college's approaches to supporting student success, the Provost issued a request for the inventory of college-based retention and success initiatives. In conjunction with the larger institution-wide report, this extract reports only the information submitted provided by the College of Human Sciences. What follows is information provided by the college in narrative format, then in a columnar layout that will facilitate a clear understanding of updates, deletions, and additions.

Current Structure/Approach

The college is aware of the need to systemically and strategically focus its centralized retention efforts and activities. Moreover, it is taking substantive action to accomplish this, beginning with the structure and responsibilities of its Student Services personnel. The College of Human Sciences (COHS) continues to enhance the Student Services organizational chart to place a higher emphasis on student engagement and retention. To provide a synergistic approach to student services, the organizational structure incorporates a team methodology with leaders in the areas of 1) Recruitment, 2) Academic Advising, and 3) Student Engagement and Retention. An advisor position was added to handle triage advising and serve as the eye's and ears of retention. An academic advisor position was designated to serve as an academic analyst to better serve the students and allows the office to function more efficiently. Minimally, we need to add one more advising position.

Beyond these structural changes, the college is investigating and embarking on approaches that accomplish the following:

- Focus retention efforts on students at risk of attrition
- Establish communities of like-minded students through courses, department efforts and student organizations
- Explore methods of attracting external experts on retention and persistence to speak to their college and further train their staff
- Support its academic advisors and their interest in, and attendance of, NACADA and other professional conferences
- Explore how to take advantage of advising professional development and other offerings provided through the Division of Undergraduate Education

Initiatives

- The college scholarship process was revamped to enhance recruiting and encourage retention through offerings of multi-year scholarship rather than year by year. The new process partially matches scholarship money for presidential scholars to potentially increase the acceptance rate of high achieving students.
- Offering HUSC 1100 – freshman and transfer student transition courses with a higher first semester/first year retention rate than COHS students that do not take the course

- The fall 2015 term will include multiple sections specifically related to each of the COHS major clusters as well as an online course option and section for transfer students. These courses are taught by student services staff and facilitates student connections with like-minded students, faculty, staff, and academic advisors.
- Blackboard Advising Course
 - Students will complete module 1 of a blackboard course during Red Raider Orientation.
 - Module 2 will be completed as a part of HUSC 1100.
 - Module 3 is there to assist them through graduation.
- Offering PADR 0041 for Human Sciences students on scholastic probation – taught by the Unit Supervisor of the Academic Advising office, Associate Dean for Students and a Lead Academic Advisor
- Actively participating in university calling campaigns for unregistered students
- College specific questions were added to the graduation exit survey
- Running a COHS survey to properly assess student needs
- Student engagement events such as welcome back week and scholarship receptions
- The Dean’s Leadership Council was reestablished for Presidents of COHS student organizations and Senators to provide a greater connection between students and administration
- The HS Ambassador’s organization expanded beyond recruitment to also focus on retention efforts

Support Needed

- Funds to additional advising staff to reduce the current advising loads
- Open access to relevant student data specific to the College and Programs to assist in goal-setting and benchmarking
- A scheduling software such as GradesFirst to better coordinate and integrate campus wide advising efforts such as Honors College, Athletes, PPHC, Pre-Law, Pegasus, etc., and provide for more efficient advising practices within CoHS
- Availability of predictive analytics to assist in their centralized, and eventually the development of department specific, retention activities
- Funds for travel to Enrollment Management Best Practices Conferences/Seminars
- Additional staff for retention and recruitment

College of Media & Communication Retention Report, Spring 2015

In 2014-2015, the College of Media & Communication focused its effort on recruiting and retention by creating an internal Division of Undergraduate Affairs consisting of a Center for Advising and a Center for Student Success, Outreach and Engagement. An Associate Dean was appointed to oversee, coordinate and manage this new initiative. The overall goals for Undergraduate Affairs in the College of Media & Communication include increasing enrollment and retention efforts by providing excellent advising, recruiting, career planning, internship, event planning and marketing services and resources for students, faculty and staff.

Overall, the retention rates for the College have improved since 2008-2009, increasing from 76.8% in 2008-2009 (1-Year, College Metrics Dashboard) to 84% in 2013-2014. Although this was a dramatic improvement, the College is committed to working to increase this rate to 90% in the next five years. According to College Metrics Dashboard, the first-year freshman retention rate between fall 2013 and fall 2014 increased to 73% (up from 72% in 2012-2013).

In 2014-2015, most effort from the College in Retention efforts focused on advising and providing events for CoMC students build awareness and loyalty among our majors. Beginning in January 2015, the College welcomed the Department of Communication Studies into its academic departments. This addition has provided more retention and recruiting opportunities.

From an advising perspective, the unit continued success in providing specialized and focused sessions for students on academic probation and scrutiny. At both the college and individual department level, there were multiple events designed to establish brand awareness and loyalty among CoMC students. Specifically, the College hosted events such as #ExploreCoMC and developed a new branding campaign that will rollout in fall 2015 ("My Adventure. My Life. My CoMC"). In addition, each department provided events and activities such as the PR Showdown, #NewsTTU, Student Showcase, SpeakUp, Media Startup Pitch Competition and a Meet the Professionals Night. New student organizations started this past year including the Media Entrepreneurship & Innovation Group and Heads Up Display for students interested in media entrepreneurship and video games.

The College also expanded its sponsorship and attendance of events related to the professional industries and academic interests of its current students (as well as prospective students). Some of these events included sponsorship of the Texas Forensics Association State Speech and Debate Tournament and attending the Texas Journalism Educators Association meeting.

Although these events and activities have assisted in maintaining better than average retention rates, the goal of the College of Media & Communication is to improve to the university's 90% goal.

Finally, the College continued to provide opportunities for students to gain real-world media experience through internal media products such as The Hub (ttuhub.net), The Outpost Social Media Lab, MCTV (broadcast news), and Double T Insider (weekly sports program about Texas Tech Athletics aired on Fox College Sports and Fox Sports Southwest).

In order to accomplish this goal of 90% 1-year retention rate, the College plans to utilize the following:

Leverage TTU resources such as the EAB retention program to plan college-wide retention efforts

- Identify early intervention students who need focused retention efforts
- Plan for students who may need additional mentoring and retention advising efforts
- Strategically use planning for curriculum needs for all departments and majors
 - Evaluate, assess and improve the MCOM 1100 course. Plans for upcoming 2015-2016 year include adding sections designed for incoming transfer students from external institutions and transfer students from other programs within Texas Tech University

Create Curriculum Opportunities for Retention

- Faculty worked on creating “front porch” courses to introduce students to new and exciting topics such as Digital and Social Media.
- Each department reviewed and assessed curriculum and developed some new special topics courses with topics such as: Creative Strategy, Digital PR, Visual Storytelling, and Writing for Media.
- Expand first and second year learning experiences at The Hub, The Outpost, MCTV and Double T Insider for students. These can be 1 to 3 hour practicum opportunities to learn how ‘media’ is produced.

Evaluate current retention processes in Center for Advising and Center for Student Success, Outreach & Engagement

- Continue current identification, advising and retention sessions for students in academic probation and suspension categories
- Use EAB to identify students in different types of probation, suspension and other types of potential risk categories

- Develop retention brown-bag seminars for faculty and staff
- Create e-portfolio workshops for students

Expand co- and extracurricular activities for student involvement through the Center for Student Success, Outreach and Engagement

- Build on the success of the Media & Communication Learning Community and add activities for student/faculty/advising interaction
- Provide #ExploreCoMC event in fall and spring semesters for students who are listed as “Undeclared Majors” in our CoMC courses. Students will ‘explore’ the college, its majors and student organizations.
- Work with CoMC Student Ambassadors and Dean’s Student Council to serve as mentors for freshmen and sophomore students needing assistance during registration periods (such as technology support and how to log in to certain systems)
- Communicate different student organizations and events to all majors
- Revitalize CoMC student awards ceremony and recognize outstanding students enrolled in one of the six majors: Advertising, Communication Studies, Electronic Media & Communications, Journalism, Media Strategies and Public Relations
- Design and implement professionalism/transition from student to employee workshop series

Current Structure/Approach

The college provides several internal areas focused on retention

- Retention specialist in Advising
- Intervention process for students falling under 2.5 GPA
- Marketing and publicity for events, organizations and departments
- Event planning for majors and departments
- Each academic department hosts activities and events for majors including student organizations, contests, industry connections and showcases
- College created Center for Student Success, Outreach and Engagement to plan and manage marketing, logistics and other resources for career planning, internships, and other student activities
- MCOM 1100 course used to introduce students to all majors

Initiatives

- Leverage TTU resources such as the EAB retention program to plan college-wide retention efforts. In 2015, the College will begin using EAB in advising and course planning efforts
- Create Curriculum Opportunities for Retention. The College will continue to focus on evaluating curriculum, especially in the area of Communication Studies

- Evaluate current retention processes in Center for Advising and Center for Student Success, Outreach & Engagement.
- Expand co- and extracurricular activities for student involvement through the Center for Student Success, Outreach and Engagement. This unit will expand the number of events designed to build awareness and loyalty of CoMC programs

Support Needed

- Hire a program analyst to assist with retention and recruiting – especially in terms of analyzing academic transcripts, EAB data and other information.
- Create/build/construct “Division of Undergraduate Affairs” office that will house, Center for Advising and Center for Student Success, Outreach and Engagement. This would provide prospective and current students a single location to experience advising, career counseling, portfolio creation services and other types of recruiting and retention activities.

Reports from Individual Areas within the College of Media & Communication

Center for Advising

Process of Retention Advising

The Center for Advising in the CoMC currently identifies students each semester that have an overall 2.0 to 2.5 GPA. These students are required to meet with an Advisor who also serves as the College’s Retention Specialist. These students must attend sessions with this advisor and enroll in a studies skills course.

- When a student is placed on Probation/Suspension, the Retention Specialist gets a list from the registrar and cross-checks list through Cognos. Once this list is created, each student under scrutiny receives an e-mail informing them that they have been placed on probation or suspension. The letter says that they must meet with the retention specialist in the CoMC as soon as possible, but no later than the 4th day of classes—as that is the last day to add a class.
- During the first meeting of the semester, several things occur. Students complete a self-assessment. This assessment covers numerous items. It lists anything and everything that could have possibly been detrimental to their previous semester. When they mark something off of the list, they must also write a short explanation. The next part of the assessment covers how much time they spent on their classes outside of lecture. Once they have filled this out, the retention specialist will go over it and discuss ways to improve.
- The next item the student receives is a contract. This contract covers how often advising meetings will occur, what steps they must take to raise their GPA, and that they must attend tutoring from an official TTU source (such as the Writing Center) as well as meet with all of their instructors after midterms to receive their grade in their classes. They are also informed that until these stipulations have been met, they will be unable to register for future semesters.

- Finally, the specialist and the student go over the current schedule and see if there are any classes that need to be dropped so they can add classes that they have failed in order to do grade replacement.
- Upon receipt of the grade form from the student, the student and retention specialist plan anticipated issues such as GPA and whether they will go off probation, go on continued probation, or go on suspension.

Center for Student Success, Outreach & Engagement

New approaches to recruiting undergraduate students this year:

- Removed alumni relations and event duties from recruiter's job description so person can focus solely on recruiting and maintaining relationships with prospective students and parents
- Added second recruiter to college staff
- Hosted the first #ExploreCoMC event in fall 2014. This event focused on students who were "undeclared" and enrolled in CoMC classes. These students were able to "explore" the college, its departments and student organizations
- Sponsored the Texas Forensics Association (high school debate) annual conference in El Paso in March
- Implemented "drop off visits" where we shared materials about our college and programs as a way to increase awareness and schedule class visits
- Secured partnership with McGavock Nissan that enabled us to have a branded college vehicle to use for recruitment purposes
- As we have changed our college focus from student credit hours to enrollment numbers, we have recognized a need to implement new ideas and increase our outreach efforts. It is also important to highlight that in January 2015 we visited more high schools than we did in all of last year.
- Marketing efforts have been restructured to focus primarily on recruiting initiatives, including:
 - o Event sponsorships
 - o Collateral materials, including handouts, tshirts, posters, etc.
 - o Giveaway items for teachers and students
 - o Videos for use on website and in recruiting presentations
 - o Development (in process) of parent portal on website to target parents and provide resources to this stakeholder group
 - o Performing outreach to admitted prospective students to encourage them to attend Red Raider Orientation and come to Texas Tech, and specifically the COMC, in the fall

Department of Advertising

- We have a department Visibility & Retention Committee that has conducted primary research over the last year to better assess our strengths and weaknesses (focus groups, survey, web audit, etc.)

- Based on recommendations from the results of the Vis Committee research, we developed a new collateral card that focuses directly on career choices in the field of Advertising.
- Based on assessment feedback, we offered several 'special topics' courses this past year that focused on outcomes that students expressed interest in (ad pitch, sports, portfolio development, creative strategy, etc.).
- Our student organization (Tech Ad Federation) received new leadership (Dr. Sarge) and saw over 25% growth. This serves as a key organization that bridges the gap between younger students and more advanced. The group held monthly meetings and toured several ad agencies in Texas.
- We recently hosted a speaker in the department (Dr. Tracy Tuten) and her topic was very well received by students (social media marketing). This type of event offers engaging content and opportunities for networking.
- We also host an annual 'Meet the Professionals' event with local industry professionals. This meet and greet opportunity is very attractive to students.

Each year, students are selected to represent the Advertising department in the National Student Advertising Competition. From this group, one student is selected each year to participate in a New York job shadowing experience (funded by an alumnus). These activities generate excitement in the department as well as College.

Department of Communication Studies

- Home to the Texas Tech University Debate Team. This national championship team provides competitive opportunities for students across the university
- Hosts annual SpeakUp event designed to showcase oral communication skills

Department of Journalism & Electronic Media

- 16 teaching honors bestowed upon JOUR/EMC/JEM faculty since 2009 (college, university, state), **enhancing the curriculum** and aiding in the **recruitment and retention** of students.
- Approximately 170 undergraduate JEM students engaged in for-credit internship or practicum activities since 2008, **expanding professional and portfolio outcomes and aiding recruitment and retention through exemplars and focused goal-setting.**
- 7 new or reinvigorated production or programming entities since 2008 (The Hub, DTI, KTXT-FM, MCTV, Global Lens, TTU IFS, Heads Up Display), led by JEM faculty, each of which **increase departmental and COMC visibility, augment curriculum and expand professional/portfolio outcomes**, and aid the **recruitment and retention** of students by getting them involved in meaningful collaboration as early as their first semester.
- JEM total **enrollment has grown** from approximately 236 in Fall 2009 to approximately 447 in Spring 2015 (with a high of 511 in Spring 13). Meanwhile JEM **undergraduate SCH have trended upward** from 12,259 in AY2011-12 to 12,818 (projected) in AY2014-15, with a high of 13,960 in AY2013-14.

- Faculty have served as members or chairs of approximately 98 MA thesis, MA project, or Ph.D. dissertation committees since 2009, contributing to the **recruitment and retention of students in the COMC graduate program.**
- All 2014 and 2015 JEM faculty hires (Oviedo, Velez, Sternadori, Eko & Taylor) are members of under-represented groups among the TTU and COMC faculty. These new JEM faculty represent a range of qualitative, quantitative, and critical epistemologies and methodologies, and these hires contribute substantively to the **growth and diversification of the COMC faculty and help recruit and retain students in under-represented categories.**
- 2 JEM faculty researching **Hispanic Media** as primary focus; JEM faculty directing IHIC and instrumental in attracting a **naming-level endowment** from the estate of Thomas Jay Harris. This focus will aid in **recruitment and retention of Hispanic undergraduate and graduate students.**
- JEM Faculty working to **expand online, hybrid, and distance/extension teaching** at undergraduate and graduate level by offering 3 undergraduate and 1 graduate distance course for Summer 2015. The courses **aid recruitment and retention** by providing new avenues for outreach and increased capacity for keeping students enrolled in COMC courses during summer sessions.

Department of Public Relations

The department engages in the following activities to support retention of PR & MST majors:

- Support and foster existing student organizations Tech PR & RaiderComm.
 - o Faculty are encouraged to engage with and support both of these organizations
 - o The department provides resources to both organizations to help them expand and provide services to their members
 - o The department has encouraged both organizations to target freshmen, sophomores and transfer students to get them engaged with peers as soon as they arrive on campus or enter the major
- Developed new student organization for MST, the Media Entrepreneurship & Innovation Group (MEIG)
- Created events and competitions to engage majors, promote cohort building and peer networking, and foster a sense of identification and loyalty with the department
 - o TTU Public Relations Showdown
 - o Student Startup Pitch Competition
 - o Events organized and managed by the Outpost
- Developed a departmental newsletter (PR Roundup) to keep majors informed about departmental news and events, share success stories, and provide outlet for students to publish their work and build portfolios

- Several faculty members are mentoring undergraduate researchers
- Launched a new recruitment and retention campaign to raise awareness of major and career opportunities
- Established a PR Dept. Student Advisory Board to solicit feedback and identify concerns
- Department chair maintains an open door policy; students are free to visit at any time without appointment; chair regularly visits classes to introduce himself and let students know he's available to help
- Department chair maintains a Twitter and LinkedIn account to network with and communicate with current majors

Undergraduate Retention Initiatives

College of Visual & Performing Arts

Office of the Provost

Texas Tech University

January 30, 2014, updated May 30, 2015

Introduction

Successful retention programs encompass virtually everything an institution does to improve the quality of student life and learning. Quality can be defined as that set of attributes of an educational program or service that consistently exceeds student expectations within specifically defined institutional-determined standards and/or criteria of performance. Practically speaking, the evidence of effective programs is clear, namely that the route to successful retention lies in those programs that ensure from the very onset of student contact with the institution; that entering students are integrated with teaching/learning processes of the college; and that students acquire the skills and knowledge needed to become successful learners in that community.

To better understand each college's approaches to supporting student success, the Provost issued a request for the inventory of college-based retention and success initiatives. In conjunction with the larger institution-wide report, this extract reports only the information submitted provided by the College of Visual & Performing Arts.

Current Structure/Approach

The college initiated a fall 2013 meeting of its entire administrative leadership to focus on the issue of retention. Topics of that meeting included:

- examination of academic suspension procedures
- consideration of the impact of summer enrollment and “getting back to campus” as an important aspect of retention in the specific college
- considering the different retention services for undergraduate versus graduate students
- consider the development of “enticement scholarships” that would incentivize students to return to complete their education
- possible development of recovery scholarships

Initiatives

An important issue is the cost of TTU summer courses versus community colleges. TTU-VPA is not a competitive value for students, versus community colleges. Students pursue their education at a community college based on cost. Often these students do not return to TTU. Accordingly,

- the college is examining long-range plans for summer enrollment,
- the college intends to better market its courses and the value of persisting at TTU, and
- the college is considering how to develop specialized courses that would be of unique interest in the summer, and which community colleges could not offer,, i.e. accelerated for we courses that are highly creative and nimble

Support Needed

- additional professional development for academic advisors
- assistance with international students
- additional training for faculty and instructors to early identify those students at risk of departing the University prematurely

Important Note

Dr. Keith Dye, Associate Dean for Undergraduate and Curricular Issues and Dr. Bob Chanda, CVPA Administrative Coordinator, were not a part of the CVPA administrative team in F 13, both joining later in 2014. They have both worked to both plan and implement strategies and initiatives that were not reflected in the reporting of the earlier meeting. Those are now listed at the end of the following table.

2015 Success & Retention Update

Add additional rows for new strategies and initiatives

Office	2014 Strategy	2014 Retention Initiative	2015 Update Progress/Goals/Needs/Plans/Measures
VPA Dean's Office	Analysis: Spring-to-Fall	Consider impact of summer enrollment and "getting back to campus" as an important aspect of retention in the specific college.	The CVPA made use of institutional summer incentive awards leading to a rise in undergraduate enrollment from the Summer I, 2013 to Summer I, 2014 term of 24% (142 to 177) and graduate enrollment increase of 16% (113 to 131).
VPA Dean's Office	Campus Collaboration	Need: assistance with international students	There has been no formal progress in this area. It should be noted that the CVPA population of International Graduate students continues to increase.
VPA Dean's Office	Course Offerings: Summer	Consider how to develop specialized courses that would be of unique interest in the summer, and which community colleges could not offer, i.e., accelerated for week courses that are highly creative and nimble.	No initiatives in place for Summer 13. CVPA is offering the Core Class, VPA 2301 in Summer I, 2015.
VPA Dean's Office	Literature Review: Graduate Student Retention	Identify and consider retention services most appropriate for graduate students.	No formal programs initiated.
VPA Dean's Office	Literature Review: Undergraduate Student Retention	Identify and consider retention services most appropriate for undergraduate students.	No formal programs initiated.
VPA Dean's Office	Long-Term Planning: Summer	Examine long-range plans for summer enrollment in order to make TTU enrollment more valuable and/or staff accordingly.	The institutional decision to engage students in concurrent Fall and summer registration will enable the CVPA to move forward on this organizational and planning initiative for Summer 2016.
VPA Dean's Office	Procedure Review	Examine academic suspension procedures.	This has not been addressed.
VPA Dean's Office	Professional Development: Academic Advising	Need: additional professional development for academic advisors	Our academic advisors meet monthly to with Dr. Keith Dye and Dr. Bob Chanda to discuss and address new ideas and obstacles. This has led to the maintenance of a very healthy and productive flow of communication throughout the advisors of the CVPA. Additionally, the adoption and subsequent required training for the new advising software tools will aid in filling this need.

Office	2014 Strategy	2014 Retention Initiative	2015 Update Progress/Goals/Needs/Plans/Measures
VPA Dean's Office	Professional Development: Student Identification	Need: additional training for faculty and instructors to early identify those students at risk of departing the University prematurely	The importance and current reporting procedures have been systematically communicated on a regular basis, but no new formal training has occurred.
VPA Dean's Office	Student Communication	Better market courses and the value of persisting at TTU.	There have been no initiatives in this regard within the CVPA.
VPA Dean's Office	Student Finances: Scholarships	Consider the development of "enticement scholarships" that would incentivize students to return to complete their education.	There have been no initiatives in this regard within the CVPA.
VPA Dean's Office	Student Finances: Scholarships	Explore development of recovery scholarships.	There have been no initiatives in this regard within the CVPA.
VPA Dean's Office	Recent Initiatives (2014-15)	Identify lack of "soft skills" and hidden factors of first semester freshman that could lead to academic and social issues impacting retention.	The CVPA administered the ETS Success Navigator Inventory to all incoming CVPA freshman in September 2014. There was a 99% participation rate. Students defined as exhibiting possible "at risk" qualities were identified and their academic progress was monitored regularly. We are currently in progress preparing a report on the overall academic progress of these students as it compares to the data delivered by the instrument. The CVPA is tentatively planning to administer this instrument again in Fall 2015.
VPA Dean's Office	Recent Initiatives (2014-15)	Enhance CVPA freshman identity with the College.	Advisors and select faculty who teach freshman CVPA courses identified the top 6 to 8 students in each unit based on academic performance. Leadership qualities and classroom engagement. An invitation was extended to these students to join the newly created CVPA Interdisciplinary Council in December, 2014. In January, 2014 21 of these students met in the first of 4 monthly meetings to discuss issues from an undergraduate CVPA student perspective. The outcome was that several major student-led initiatives will be launched in Fall 2105 including: 1) A CVPA new student reception and orientation; 2) A cross-campus program of public display of student creative works and performances; 3) An initiative using social media to regularly inform all CVPA students of Arts event attendance opportunities throughout the CVPA units; 4) Systematically seek and apply student input to all CVPA recruitment and retention materials and programs.
VPA Dean's Office	Recent Initiatives (2014-15)	Earlier identification of CVPA students struggling academically.	This is led by Bob Chanda who will be working with the Unit academic advisors and key faculty teaching CVPA freshman courses to more quickly identify struggling students and begin highly individual counseling and support measures through his office on an ongoing basis.