The Pathway to Success Strategic Plan

2014-15 End-of-Year Report: Goals 1-3

Goal Initiative #: 11D

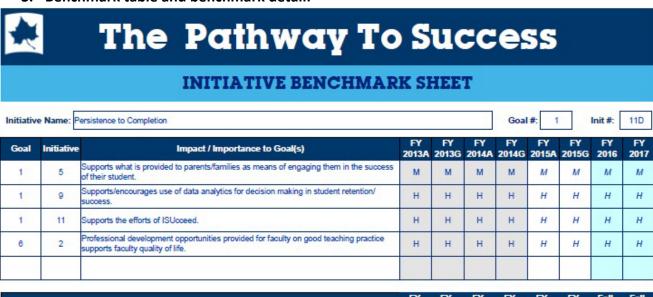**Initiative Title: Persistence to Completion**

Initiative Chairs(s): Josh Powers

President Bradley and Provost Maynard have requested Student Success Council input on what has been achieved in 2014-15 by Goal 1-3 initiatives of the ISU Strategic Plan. In addition, they would like to begin looking at the future of these initiative projects and how they can be integrated into the normal university operations. This input will be used as one source of guidance to inform 2015-16 budget allocations and related 2015-16 planning. To assist the Council and in preparation for your report-out, initiatives are asked to submit this brief (5 pages maximum) report by 1 week prior to your report-out date.

1. **Specific accomplishments/achievements since 2013-14 report (*briefly explain using bullet points, noting any changed/adapted*):**

- Year 2 of *Your Success is Our Story* campaign: stronger visibility; photo op with students in caps and gowns enormously popular as were "Class of 201_" shirt distribution.
- *Goal Line* newsletter: Special issues on college student hunger, distance students, themed communities and experiential learning.
- First-Generation Faculty/Staff -Student Mentoring Program: New co-chairs; branded "First Sycamores"; social media campaign; Homecoming tent.
- SUCCESSx launched: TED Talk format with student nominated faculty and staff speakers, as well as alumni; nationally known keynote, Colette Carlson. 150+ students in attendance.
- 2nd year of Student Success Conference: 90+ attendance; 2 keynotes.
- MAP-Works: Usage exploded, particularly by faculty. Endorsed by Faculty Senate Chair.
- 21st Century Scholars: Retention up 2.9% & higher than campus as a whole; coaching for all freshmen Scholars; programs and attendance up across the board: ICHE grant for $127,000.
- SophoMORE Success Program Launched: Learning Community at UA; workshop series on-campus.
- Advising for Sophomores and Higher: Faculty Advisor Blue Book; Faculty Advising Task Force launched.
- Intrusive Tutoring: Wrap around support in MATH 115.
- First in the World Grant from U.S.-DOE - $1.63 million for math mindset.
- College Students & Poverty Conference April 17: New item made possible with $10,000 grant from Lumina Foundation for Education.

2. **Objective/Actions Not Achieved (*briefly explain using bullet points*):**

- Major speaker for Residential Life and collaborator's program postponed to April due to bad weather: Paul Gordon Brown.

- StrengthsQuest repositioned for next year.
- Faculty Advisor Development, Sophomores and Higher: Limited activity as a function of launch of Advising Task Force.
- Intrusive Tutoring in ENGLISH 105 postponed.

3. **Benchmark table and benchmark detail:**

The Pathway To Success

INITIATIVE BENCHMARK SHEET

Initiative Name: Persistence to Completion   **Goal #:** 1   **Init #:** 11D

Goal	Initiative	Impact / Importance to Goal(s)	FY 2013A	FY 2013G	FY 2014A	FY 2014G	FY 2015A	FY 2015G	FY 2016	FY 2017
1	5	Supports what is provided to parents/families as means of engaging them in the success of their student.	M	M	M	M	M	M	M	M
1	9	Supports/encourages use of data analytics for decision making in student retention/ success.	H	H	H	H	H	H	H	H
1	11	Supports the efforts of ISUcceed.	H	H	H	H	H	H	H	H
6	2	Professional development opportunities provided for faculty on good teaching practice supports faculty quality of life.	H	H	H	H	H	H	H	H

Initiative Benchmarks	FY 2013A	FY 2013G	FY 2014A	FY 2014G	FY 2015A	FY 2015G	Fall 2016	Fall 2017
Increase 4-year completion rate.	22.7%	24%	21.5%	25%		26%	28%	30%
Increase 6-year completion rate.	41.8%	44%	39.6%	46%		48%	49%	50%
Increase number of faculty and staff participating in MAP-Works early warning system.	174	140	644	200		225	240	250
Commitment to the Institution Factor Score (Spring MAP-Works Freshmen Survey) - 1-7 scale	5.74	5.75	6.11	5.8		5.85	5.87	5.9
1-year retention rate of first generation student mentees (collect 991s)			64.3%	TBD		+2%	+2%	+1.5%
1-year retention of 21st Century Scholars	61.2%	61%	64.2%	62%		64%	66%	68%
Retention of sophomores to junior year in Sophomore Learning Community at UA (collect 991s)						TBD	+2%	+2%
D/F/Drop rate in Math 115 & English 105 of sections with intrusive tutoring (collect 991s)						TBD	-15%	-10%

4. **Total Funding Allocation for 2014-15:**
   $150,000

5. **Expenditures as of report date (*include both expenditures and encumbered costs*):**
   $45,558   We have various transfer adjustment to make for past events and activities still to come.

6. **Anticipated Remainder June 30, 2015:**
   $1,627

7. Initiative accomplishments since inception of strategic plan:

This specific initiative only started last year. However, a few elements of it were carried over from previous goal initiatives that are now closed. Here is a summary of the noted accomplishments since Strategic Plan inception:

<u>MAP-Works</u> – Usage has exploded. Parent company notes that we have among the highest usage of any singular institution our size and that integrates both staff and faculty.
<u>21st Century Scholars</u> – Substantial shift in identity from being something to hide to one of pride in being a SCHOLAR. Retention up nearly 10% in 5 years.
<u>Overall retention up 6.4% since Fall 2011</u> - Efforts to support the success of freshmen has started to bear fruit, in part as a function of activities from this initiative over the years.
<u>SEM Planning Process</u> – Tom Green's work with us through AACRAO consulting was very helpful for the work of this and other Goal 1 initiatives that emerged from it. It also helped sharpen the focus on the use of data to inform decision making.

8. Looking ahead, what recommendations do you have for the future of this initiative:

A focus on sophomore success is an emphasis that we feel is important for the future of this initiative. The sophomore learning community at UA was quite popular and we wish to build on that success with wrap around programming, as well as more activities on the campus in 2015-16. After freshmen, sophomores are our most vulnerable constituency and the seamless handoff from University College essential. What emerges from the Faculty Advising Task Force in this regard will be critical. In addition, continuing support for our 21st Century Scholars, as well as Frank O'Bannon aid recipients, is especially important given credit hour completion milestone requirements to maintain one's aid.

9. What barriers do you anticipate for full implementation of these recommendations?

At present, it remains an unknown what recommendations the Faculty Advising Task Force will make and thus unclear how and in what ways advisors to sophomore and higher will need particular attention and support, especially if there is a shift in some form to more professional advisors and our ability to afford such a move, however beneficial it may seem. With respect to 21st Century Scholar success and staying on-track with credit hour completion targets, one key need for them will be summer course taking options, with resources to be able to pay for it.

10. At this point in the implementation of the strategic plan, do you believe that there are new points of emphasis for your initiative? If so, please explain.

A potentially new point of emphasis, particularly depending on what emerges from the Advising Task Force, are new analytical tools for the advisor arsenal. Of particular note are tools such as Degree Compass or the predictive analytics tool available through the Student Success Collaborative of the Education Advisory Board. What these two tools do is deep dives in student course taking patterns and performance to develop powerful analytics to inform the likelihood of a student's success in a particular course or major. Whereas MySAM enables a student and advisor to develop *what-if* pathways, it has no ability to qualitative compare one pathway against another except with respect to time to degree. In the hands of a well-trained advisor, such a tool could be powerfully useful. It can also surface uniquely challenging pathways and potential course

sequencing or content coverage with respect to pre-requisites to another course(s). Hence, it has value to course and curriculum redesign.

11. Looking back from this point in the implementation of the strategic plan, do you see any missed opportunities related to your initiative?

There are no lack of opportunities for resource deployment in support of student success. However, two issue themes emerge that I think now would rate as potentially missed opportunities, or at least emphasis areas that might have been made stronger sooner, and not necessarily as part of this initiative. The first of these is summer bridging. Whereas we have seen success among our most academically at risk students (LEAP) through a combination of summer bridging and now an AY mandatory study table (the percentage of LEAP students in good standing at the start of the Spring term matched the campus as a whole), students in the 2.5-3.0 range have no intentional supports and are a vulnerable constituency for us. Furthermore, the ones that are low income in this bandwidth also have essentially no institutional need-based aid available to them. Thanks to resources from a recently received grant from the state of Indiana, we will be expanding Project Success substantially (the one-week bridge experience immediately prior to Welcome Weekend) to better address this need, including with a book scholarship aid experiment. However, it is a direction we probably should have moved to sooner.

Second, it has become clear through MySAM and DARS audits for students at 75 or more credit hours completed that at least some students would benefit from intrusive advising as well, particularly with respect to time to degree and hence the added costs to do so. Examples include such things as shifting to a different catalog year, follow-up with Honors students who are falling below minimums to formally explore removal from the program, potential course substitutions/exceptions to graduate sooner, students that really have little chance of being admitted into a competitive major yet continue to take course or standardized tests in an effort to be admitted, and/or seriousness of intent in the pursuit of a second major or one or more minors. Whereas these intrusive conversations are not intended to derail student dreams and desires, it appears clear than informed counsel would be valuable. What emerges from the Advising Task Force and systematic audits by Academic Affairs and ORR that are now in place will no doubt be helpful, but these initiatives might have also been valuable sooner.

12. Has this initiative been sufficiently integrated into your operations?

Most of the projects within this initiative have been underway at least two years. Those that have are becoming deeply embedded into the activities of a unit or department that has oversight responsibility and is considered a regular part of their work. Hence, an opportunity exists to baseline at least some of them.

13. Do you see opportunity for this project to work more closely with another initiative(s) or University department such that greater impact might be possible (*briefly explain)?*

A number of the projects within this initiative already collaborate closely with others, particularly other Goal 1 initiatives. Where I think an opportunity will emerge, however, is with the Associate Deans who will likely have a leadership role in what emerges with academic advising for sophomores and higher. Another potential I see coming is with the Library. Their Strategic Plan will

be resulting in a reduced book stack footprint in coming years and can see how they can be an aid to student success via new information literacy and educational support activities located in or near the library.