

Student Success Initiatives
Assessment Plan Summary

Student Success Initiatives

Provide An Effective Academic Learning Community (LC) Program 2014-2015

Goal Description:

Residential and non-residential learning communities will demonstrate similar or higher academic success.

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Grade Point Average (GPA) Similarities

Performance Objective Description:

Students who participate in either a residential or non-residential academic freshman learning community program will earn GPAs at the same or higher levels than their First Time Freshman (FTF) cohort peers.

Attached Files

 [2015-2016 FTF Cohort Report Complete](#)

 [2014 Report](#)

RELATED ITEM LEVEL 2

GPA Similarities

KPI Description:

For the entering class of 2014: LC students will be compared to FTF peers with respect to mean GPAs. Students who participate in either a residential or non-residential academic freshman learning community program will earn GPAs at the same or higher levels than their FTF freshman cohort peers.

Results Description:

Entering fall 2014 FTF student GPA as of fall 2015 (one-year GPA results): GPA LC students 1301 students (M = 2.94, SD 0.57) N = 208 GPA Non-LC 1301 Students (M = 2.92, SD 0.62) N = 1819 GPA Total Cohort Composite Scores (M = 2.92, SD 0.62) N = 2027 LC students earned higher GPAs than FTF freshman cohort peers, thus the performance objective was met

RELATED ITEM LEVEL 1

Learning Community Retention Achievement

Performance Objective Description:

Students who participate in either a residential or non-residential academic freshman learning community program will be retained from fall to fall at higher levels than their FTF freshman cohort peers.

RELATED ITEM LEVEL 2

Retention Achievement

KPI Description:

For entering class of 2014: LC students will be compared to FTF peers with respect to % returning for fall of a second year of study. Students who participate in either a residential or non-residential academic freshman learning community program maintain higher retention percentages than their FTF freshman cohort peers.

Results Description:

FTF LC student one-year retention fall 2014 to fall 2015 = 87% N = 208/238 FTF Non-LC student one-year retention fall 2014 to fall 2015 = 79% N = 1819/2306 FTF Total cohort one-year retention fall 2014 to fall 2015 = 80% N = 2027/2544 Residential or non-residential academic freshman learning community students were retained from fall to fall at higher levels than their FTF freshman cohort peers and thus the performance objective was met.

Provide An Effective Freshman College Success Course

Goal Description:

SHSU will provide freshman with a course designed to help freshmen develop skills necessary for college success.

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

GPA Comparability

Performance Objective Description:

Students who complete a UNIV 1301: An Introduction to Collegiate Studies course will earn GPAs at the same or higher levels than their FTF freshman cohort peers.

RELATED ITEM LEVEL 2

Similar GPAs Between UNIV 1301 And Remaining FTF Cohort Peers

KPI Description:

UNIV 1301 students will be compared to FTF peers with respect to mean GPA’s. Students who complete a UNIV 1301 course will earn GPAs at the same or higher levels than their FTF freshman cohort peers.

Results Description:

Entering fall 2014 student GPA as of fall 2015 (one-year GPA results):

GPA UNIV 1301 students (*M* = 2.91, *SD* 0.60) N = 489

GPA Non-UNIV 1301 Students (*M* = 2.92, *SD* 0.63) N = 1538

GPA Composite Scores (*M* = 2.92, *SD* 0.62) N = 2027

Mean GPA’s for UNIV 1301 students were very slightly lower (.01) than peers who did not take the course, and very slightly lower than the cohort composite score. The 2014 goal was met considering the lower SAT scores of the UNIV 1301 students.

RELATED ITEM LEVEL 1

Retention Similarity

Performance Objective Description:

Students who complete a UNIV 1301: An Introduction to Collegiate Studies course will be retained at higher levels than their FTF freshman cohort peers.

RELATED ITEM LEVEL 2

Similarity In Retention

KPI Description:

UNIV 1301 students will be compared to FTF peer cohort with respect retention fall to fall. Students who complete a UNIV 1301 course will be retained at higher levels than their FTF freshman cohort peers.

Results Description:

FTF UNIV1301 student one-year retention fall 2014 to fall 2015 = 83% N = 489/591 FTF Non-UNIV 1301 student one-year retention fall 2014 to fall 2015 = 79% N = 1538/1953 FTF Total cohort one-year retention fall 2014 to fall 2015 = 80% N = 2027/2544 Students who complete a UNIV 1301 course were retained at higher levels than their FTF freshman cohort peers and thus the performance objective was met.

Update to Previous Cycle's Plan for Continuous Improvement

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

May 2017 Update to the 2014-2015 Academic Year plan:

UNIV 1301 course and LC's began a 3- year re-imagine process in January 2016. Course is under curriculum review for inclusion in the Core curriculum so more students can benefit from taking this course. LC's will be added at a rate of 2 -3 per year until most UNIV 1301 sections become linked LC's.

GPA and retention results are promising, but room for improvement exists in both course content and structure.

Increase enrollment in select UNIV 1301 college success courses and linked-course Freshman Learning Communities via collaborative partnerships with academic departments and enrollment management.

- i. Increase student enrollment in the following themed UNIV 1301 college success courses & FLC’s:
 - 1) Add 4 SAM Scholar Learning Community UNIV 1301 sections.
 - 2) Explore adding 1 new department/discipline specific specialty sections of UNIV 1301 (WASH UNIV 1301, Bio-Pre-Med UNIV 1301)
 - 3) Add 4 additional spring 2016 sections (for a total of 6 UNIV 1301 sections) to accommodate selected probationary students and new spring admits Connections Learning Community.
 - 4) Research & develop re-visioned UNIV 1301 curriculum for CORE consideration.
 - 5) Develop FLC for commuter student success & coordinate unique needs for this group.
 - 6) Continue support for PREP students through a supportive communication plan for second semester PREP students in addition to the fall PREP student participation in UNIV 1301, and in learning communities.
- ii. Modify existing learning community structures based on data-driven assessments of student needs and university systems constraints (SAM Scholars will become a 100-200 student living learning community in fall 2016).
 - Develop curriculum for a sophomore year/transfer academic experience.
 - I. Increase effectiveness of FORWARD program via a proactive mentoring program.

II. Initiate sophomore/transfer student academic programming support

III. Initiate a pilot sophomore LC

IV. Initiate a pilot transfer student LC

2. Provide an environment that enhances students' personal academic experience with the university.

Increase student participation in civic engagement through comprehensive partnership with Center for Community Engagement, UNIV 1301, & Freshman Learning Community programs.

Maintain Food Pantry Program oversight (student organization for donations & distributions)

Target learning community alumni through the FLC website and newsletter to encourage mentorship and volunteerism within our programs.

Continue to hire student ambassadors who are FLC & UNIV 1301 alumni.

Hire current FORWARD students to assist with the FORWARD initiative.