

Student Success Working Group

A Subcommittee of the UNLV Top Tier Student Achievement Committee

Recommendations

March 31, 2016

Summary of Activity: The committee, which has representations from each academic college and other student-serving units from across the campus, met 3 times during the fall and spring semesters. We conceived of student success broadly, including retention, progression, completion, student learning, and student outcomes. The committee reviewed and discussed the many currently ongoing activities led by multiple units across campus that are intended to promote student success. We also considered data and research relevant to student success.

Ongoing Student Success Activities: It is important that we sustain ongoing activities, evaluate their effectiveness, and make adjustments as needed. Some of these activities are well-established and clearly supporting students success (e.g., supplemental instruction), whereas others are in early stages of implementation or development (e.g., Student Success Collaborative, Office of Undergraduate Research and Scholarship). All of these efforts require ongoing support and in some instances would benefit from additional resources. Some current major student success activities include:

- Academic Success Center including supplemental instruction, success coaches, etc.
- Academic Advising including using the Student Success Collaborative as a tool for targeted interventions with moderate and high-risk students.
- Division of Student Affairs including efforts to promote student engagement, service learning, etc.
- University-wide efforts to reform undergraduate education (e.g., FYS, SYS, etc.) and to promote effective instructional practices (e.g., transparency, course-based research, etc.)
- Office of Undergraduate Research and Scholarship efforts to promote undergraduate research.
- The R2PC student success initiatives as established by the Graduate College in areas of recruitment, retention, progression, and completion of graduate students.
- Focus by the Libraries on enhancing services to increase student success.

Recommendations for New Student Success Activities: The committee identified a wide range of initial steps that might be taken to improve student success. Given the climate of limited resources and often already heavy workloads, the committee believes it is important to consider any new initiatives in terms of relative costs and potential benefits as well as to build in ongoing assessment of effectiveness. Another important consideration will be input and buy-in from those who will be asked to implement any initiative or activity. Thus some recommendations will be to convene representative groups to develop more specific plans.

- Regularly push out data on student success metrics at least down to the level of department chairs. Sample report is attached.
 - Check-in with target groups (Deans, Department Chairs, etc.) to discuss variables they consider useful in the monthly data report.
 - Push key, focused data on a monthly basis to designated campus leaders by college with inclusion of ideas on leveraging information, such as lists of students for particular campaigns and suggested action plans.
 - Consider exploring markers that are predictive of success rather than focusing on areas of deficiency.
 - Share data reports with supportive message that empowers positive action rather than individual or college-level blame and a sense of failure.
- Consider use of Student Success Collaborative to guide interventions at the college and department level.
- Support the Math department's efforts to improve student completion of General Education math requirements.
- Identify other courses with high failure rates and consider revising.
- Inventory the use of high-impact practices (e.g., undergraduate research, learning communities, etc.) in undergraduate education within each college. This will establish a baseline and a starting point for considering the broader implementation of high-impact practices by faculty and colleges.
- Encourage colleges to evaluate and potentially increase opportunities for student engagement inside and outside of the classroom. This should be led by college-based committees comprised of faculty and supported by administration.
- Develop a framework for evaluating program curricula for barriers to completion that include an examination of logistical or non-performance related issues (e.g., bottlenecks, high rates of course substitutions, potential for streamlining, etc.).
- Use existing sources of data (e.g., NSSE, SSI, Senior Exit Survey) to identify particular areas in need of improvement.
- Consider implementing early alert system.
- Identify and consider adjusting policies in ways that promote greater student success, such as administrative enrollment of new freshmen into 15 credits; continuous enrollment by students in math and English course for completion by the end of the freshman year; and more efficient early alert policies and processes for students, etc.

Closing Comments:

- Units across campus vary in their size and the extent to which they interact with students. Instructional faculty are the largest group on campus and they interact with students the most. Thus, increasing the engagement of instructional faculty

with student success activities may have the greatest potential to improve outcomes.

- Finally, there are undoubtedly other things that can and perhaps should be done by specific units to improve student success. The goal of the Committee and this report was to identify high-priority activities that span multiple units or the entire campus.
- Suggested next steps include these recommendations being reviewed and modified or endorsed by the Top Tier Student Achievement Committee and then establishing appropriate subcommittees and/or processes to act on these recommendations.
- Committee will need to determine processes for ongoing support, monitoring, adjustment, and evaluation of these student success activities.

UNLV/CSN Transfer Office

UNLV/CSN Transfer Office Mission

The mission of the UNLV/CSN Transfer Office is to expand academic support services by collaborating with students preparing to transfer to UNLV after graduation from CSN. These services include: 1) providing accurate and timely curriculum and policy information, 2) developing partnerships to coordinate resources, activities, and services across CSN and UNLV that enhance and simplify the process, and 3) empowering students to achieve their desired transfer goal and career objectives through the services provided by the office.

All three UNLV/CSN Transfer Office locations are staffed with a UNLV Transition Advisor. The CSN Cheyenne and Charleston locations are also staffed with an Admissions/Financial Aid Counselor on select days during the month.

Roles of the UNLV Transition Advisors

- Assist CSN students who intend on transferring to UNLV upon completion of their Associate's degree: explaining UNLV degree requirements and processes.
- Work with CSN academic advisors and counselors to ensure students meet requirements by the most direct path of the intended Associate's Degree from CSN and the intended Bachelor's Degree from UNLV.
- Serve as a liaison with UNLV Academic Advising Centers, UNLV Admissions Office, and UNLV Financial Aid Office.
- Lead UNLV group academic advising sessions.
- Host UNLV college-specific workshops.
- Provide global academic support for the smooth transition from CSN to UNLV.

The UNLV/CSN Transfer Office began in January 2013 (with reporting starting in March 2013). The Transfer Center started with two full time staff (one at Charleston/one at Cheyenne) and included one part-time staff member at the Henderson Campus. Starting August 2015, this has decreased (due to a delay in position re-hire approval from Human Resources) to one full time staff at Charleston and two part-time staff at Cheyenne and Henderson.

Year	Number of completed appointments
2013 (March- December)	1,978
2014	2,550
2015 (Down one full time staff: August-December)	2,467
TOTAL NUMBER OF STUDENTS SERVED BY THE UNLV/CSN TRANSFER OFFICE 2013-2015:	<u>6,995</u>

Programming for UNLV/CSN Transfer Office*	
Year	Number of students served
2013 (March- December)	1050
2014	706
2015 (Down one full time staff: August-December)	566
TOTAL NUMBER OF STUDENTS SERVED THROUGH PROGRAMMING EFFORTS:	1812

*Programming includes outreach efforts done by the UNLV/CSN Transfer Staff to increase visibility of services and provide students with information about UNLV degrees and the transfer process. This includes participation in Transfer Fairs and the CSN Connections events.

Individual student appointments with a UNLV/CSN Transfer Advisor 2013-2015:

2015 Appointment Totals	Completed appointments (daily average)	Total appointments (daily average)
January Appointments	203 (10)	263 (13.1)
February Appointments	177 (9.3)	230 (12.5)
March Appointments	152 (6.9)	200 (9.0)
April Appointments	264 (12)	361 (16.4)
May Appointments	271 (13.5)	370 (18.5)
June Appointments	236 (10.7)	324 (14.7)
July Appointments	173 (7.86)	239 (10.86)
August Appointments	172 (8.19)	239 (11.38)
September Appointments	142 (6.7)	168 (8)
October Appointments	238 (11.3)	259 (12.3)
November Appointments	262 (13.8)	315 (16.6)
December Appointments	177 (8.04)	220 (10)

2014 Appointment Totals	Completed appointments (daily average)	Total appointments (daily average)
January Appointments	242 (11.5)	294 (14)
February Appointments	208 (11.5)	260 (14.4)
March Appointments	145 (6.9)	196 (9.3)
April Appointments	285 (12.9)	364 (16.5)
May Appointments	331 (15.7)	424 (20.1)
June Appointments	255 (12.1)	357 (17)
July Appointments	133 (6.4)	182 (8.2)
August Appointments	232 (11)	301 (14.3)
September Appointments	197 (9.3)	279 (13.2)
October Appointments	202 (9.1)	272 (12.3)
November Appointments	226 (13.2)	305 (17.9)
December Appointments	185 (8.4)	231 (10.5)

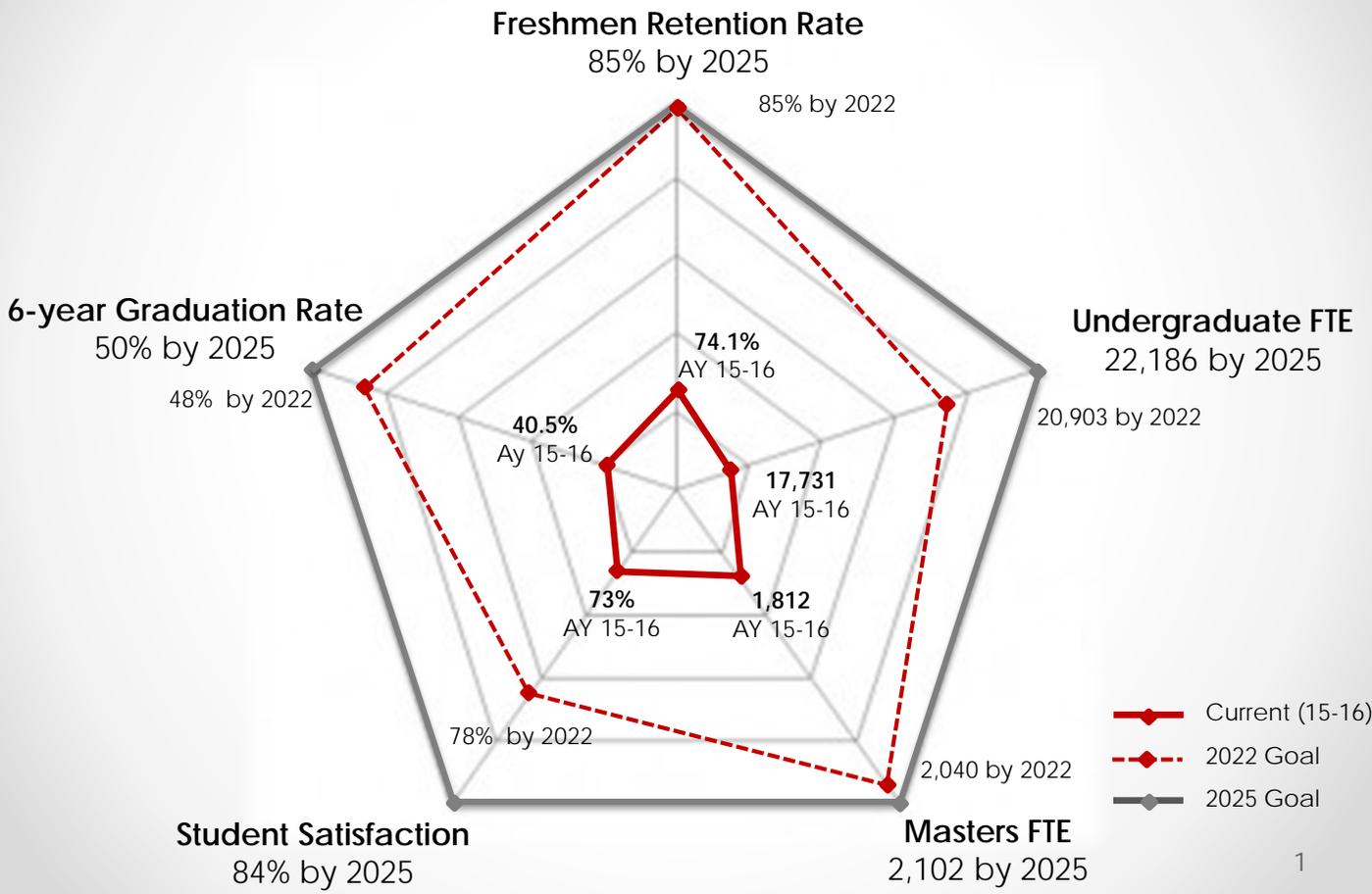
2013 Appointment Totals: <i>*Appointment plus reporting officially began in March</i>	Completed appointments (daily average)
March Appointments	123 (5.8)
April Appointments	236 (11.2)
May Appointments	271 (12.3)
June Appointments	217 (10.8)
July Appointments	150 (7.5)
August Appointments	184 (8.3)
September Appointments	170 (8.5)
October Appointments	218 (9.9)
November Appointments	235 (13)
December Appointments	174 (8.2)

Semester CSN student Transferred to UNLV	# of students who transferred	Percentage who met with UNLV Transition Advisor before transfer	Average # of credits transferred by students who <u>HAD</u> met with UNLV Transition Advisor	Average # of credits transferred by students who <u>HAD NOT</u> met with UNLV Transition Advisor	Average Transfer GPA of students who <u>HAD</u> met with UNLV Transition Advisor	Average Transfer GPA of students who <u>HAD NOT</u> met with UNLV Transition Advisor
Spring 2014	515	38.06%	64.7	59.57	3.18	3.11
Summer 2014	67	28.36%	55.9	44.6	3.14	3.25
Fall 2014	1453	38.06%	66.22	49	3.8	3.11
Spring 2015	587	49.57%	62.4	59.24	3.21	3.11
Summer 2015	164	43.29%	65.68	59	3.25	3.06
Fall 2015	1669	35.65%	64.88	50.33	3.18	3.12

Total average transfer GPA of students who meet with a UNLV Transition Advisor: 3.29

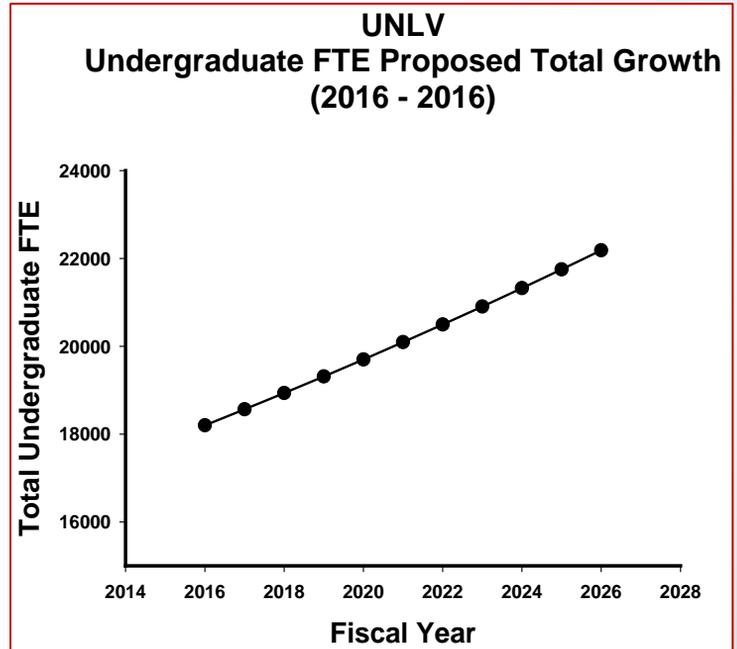
Total average transfer GPA of students who DID NOT meet with a UNLV Transition Advisor: 3.12

TOP TIER STUDENT ACHIEVEMENT METRICS



UNLV REVENUE GROWTH MODEL PROPOSED 2% PER YEAR UNDERGRADUATE FTE GROWTH

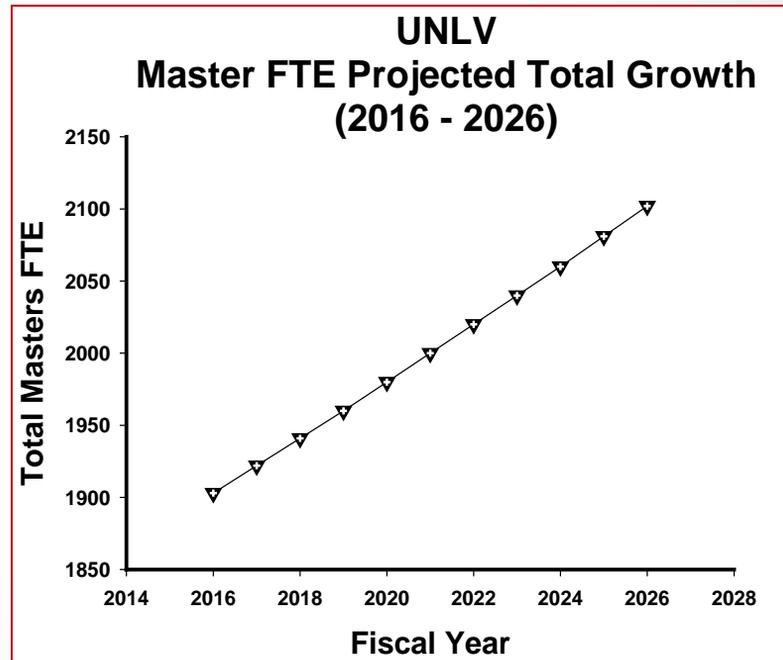
- 2% per year UG FTE growth
- 2016 base year:
 - 18,200 projected
- 2026:
 - 22,186 UG FTE



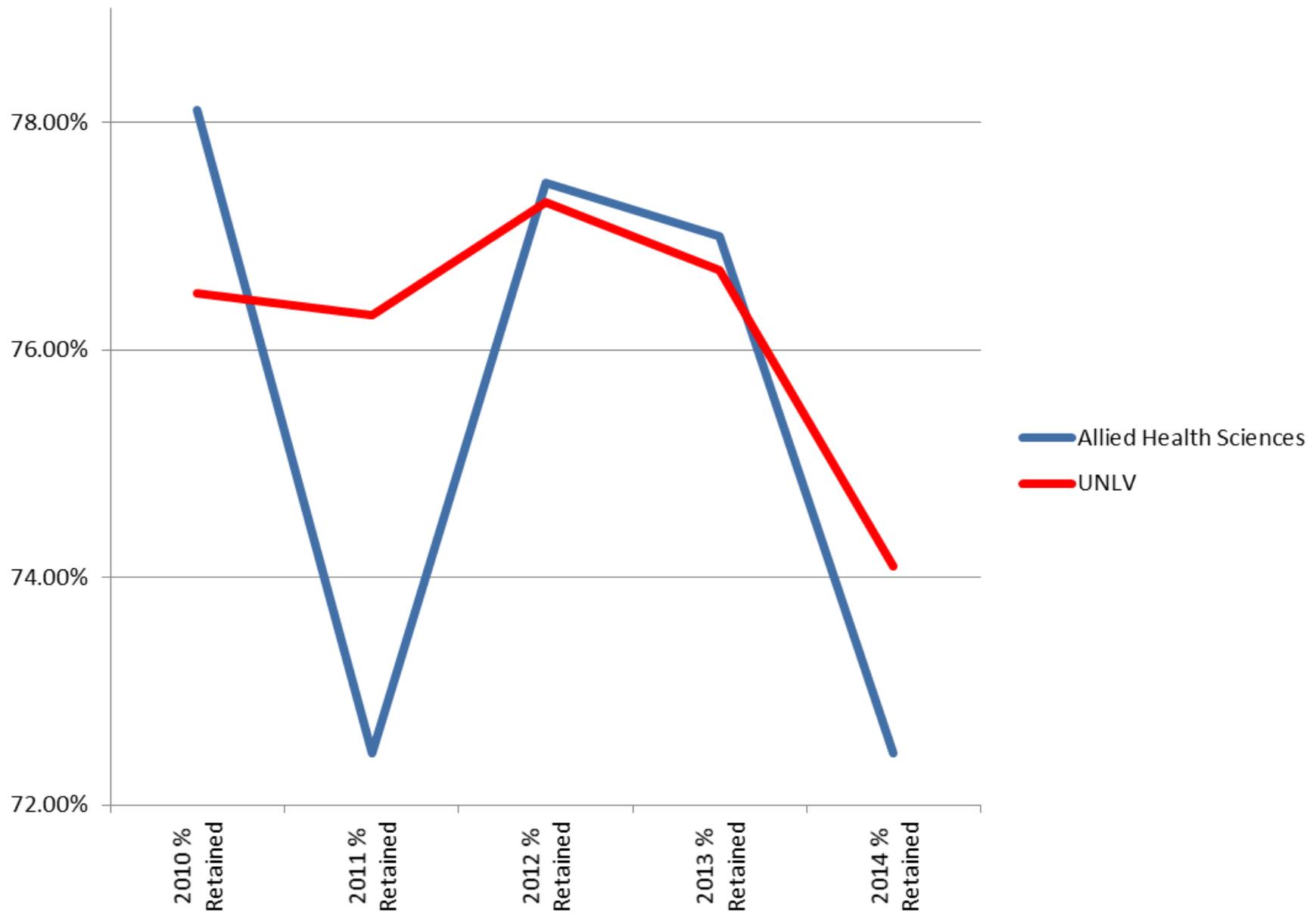
UNLV REVENUE GROWTH MODEL PROPOSED 1% PER YEAR MASTERS FTE GROWTH

- 1% per year Masters FTE growth
- 2016 base year:
 - 1,903 projected
- 2026:
 - 2,102 Masters FTE

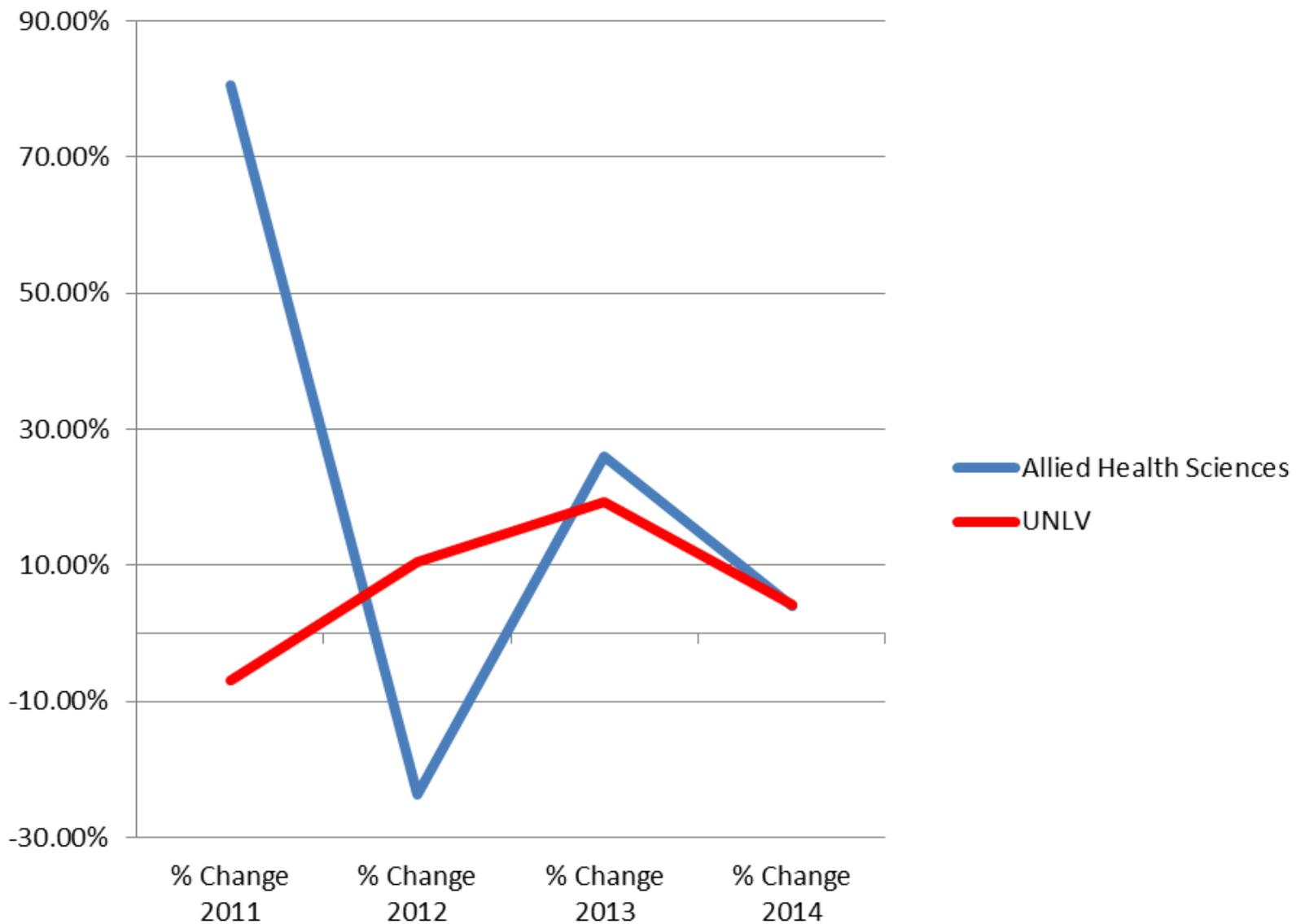
*growth plans to be discussed



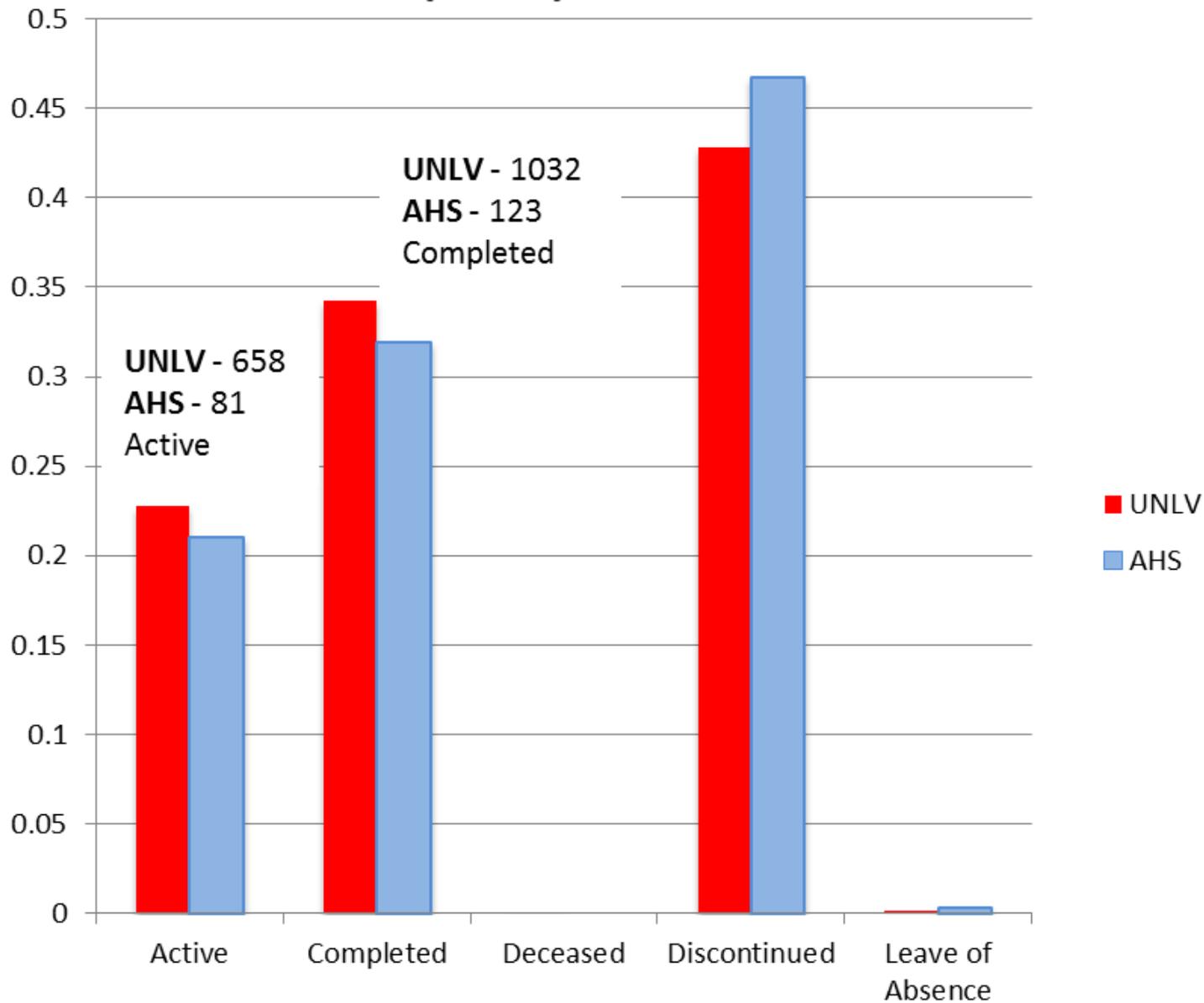
% of Retention for First Year Full-Time Students Fall 2010 - Fall 2014



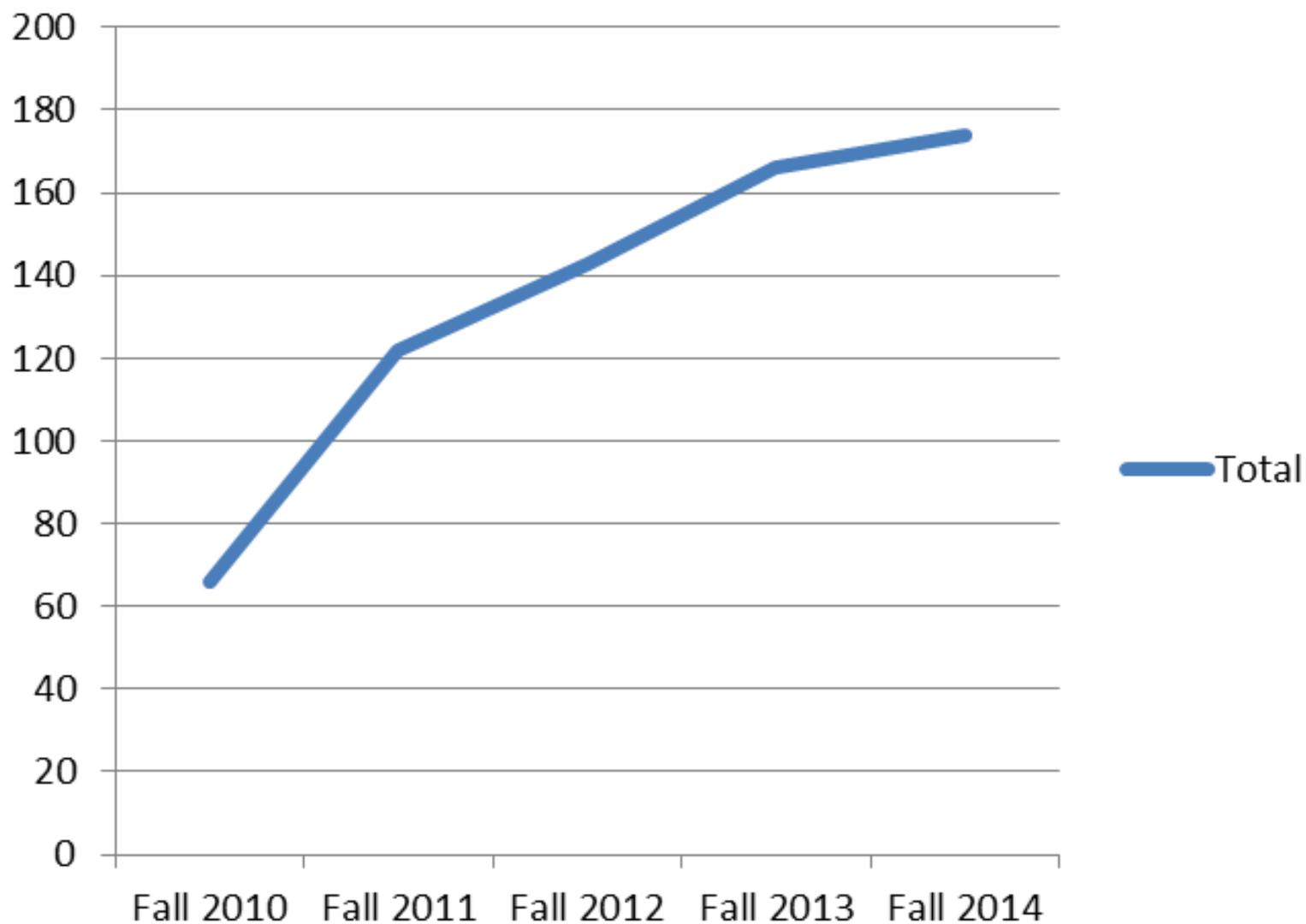
First Year Full-Time Enrollement % Change 2011 -2014



2010 First Year Graduation Rate (2010) Cohort



First Year in MATH 095 & 096 Allied Health Sciences



Pass Fail Rate per Term

First Year Freshmen

