Initial Gap Analysis: Student Success Workgroup Presented November 21, 2019  (Co-chairs Marzilli and Moosally)

**Goal 1: Advise, retain, and educate an increasing number of students who meet the workforce needs.**

<table>
<thead>
<tr>
<th>2015-2020 Plan Targets</th>
<th>Current Status</th>
<th>Possible Targets for next 5 years</th>
<th>General notes</th>
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</thead>
<tbody>
<tr>
<td>2020 Targets:</td>
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<tr>
<td>• 28% six year FTIC graduation rate</td>
<td>• 28.5% six year FTIC graduation rate</td>
<td>1. 2020 target 30%; increase 1% each year after through bridge plan</td>
<td>Consider including 8-year rates for our part-time students</td>
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<tr>
<td>• 75% first year retention</td>
<td>• 73.3% first year retention</td>
<td>2. Retain 70% goal for 5-year plan</td>
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<tr>
<td>• 60% second year retention</td>
<td>• 57% second year retention</td>
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**Objective 1: Improve FTIC and transfer graduation rates consistent with state-wide and national peers.**

1. **Improve FTIC-6 year graduation rate to 28% by fall 2020.**
2. **Increase 4 year graduation rate of transfer students, who enter with approx. 60 SCHs, to 70% by fall 2020**

1. FTIC graduation rate is 28.5% for 2019 graduation cohort (started F2013)
2. Transfer graduation rate is 65% for Fall 2019 cohort (started F2015)

**Objective 2: Integrate, coordinate, assess and improve comprehensive first and second year.**

1. **Increase first year retention rates for FTICs to 75%, by fall 2020.**
2. **Increase second year retention to 60% by fall 2020.**
3. **100% of FTIC to declare a major or identify a field of interest by the end of their freshman year.**

1. FTIC 18 cohort: 73.3% (with about 2% average increase over last 3-4 years)
2. FTIC 17 cohort: 57% (with 2-3% average increase over last 3 years)
3. Because all students seem to pick something, this is arguably at 100%

1. 75% for 1st-to-second year
2. 60% by 2020 and .5% per year after
3. Need more clarity on issues of premajors and how this interacts with our policy on 45-hour rule for major declaration

**Objective 3: Expand High Impact Practices (HIPS) and Community Engagement programs to levels of state-wide and Carnegie peers.**

1. **At least 25% of FTICs to participate in one HIP (excluding community engagement) in their first year, annually.** (MET)
2. **At least 50% of students to participate in at least 2 HIPS and 2 community engagement activities during their tenure in college.**

1. Assuming about 65% of FTICs take ENG 1301 in first semester, we can claim 65% here, but not clear this was original intent.
2. Best data point: in 2012 cohort, 55% of graduating cohort (196 graduated) had 1 of these 4 HIPS: service learning, internships, research, study abroad.
   In theory, our FTICs all have at least 2 community engagement experiences in first year via

Identifying targets will require attention to the following issues:

a. Defining the purpose(s) of HIPS: help low performing students, attract/recruit students, simply creating a good education?
b. Defining the range of HIPS that are being measured—right now, we can more easily identify service learning, internships, research, and study abroad, and sometimes writing-

Seek data on the following:

a. How many degree programs have a HIPS-type requirement?
b. # Service Learning sections
c. Course links to HIPS data from CTLE
d. Types of HIPS in Honors and Scholars Academy and #students
e. Number of students in study abroad programs
Objective 4: Improve programs and processes for student support services consistent with state-wide peers.

1. Achieve 85% or higher rates of student satisfaction with student support services consistent with state-wide peers.
   - Based on the NSSE, we are doing well with Freshmen but less effectively with Seniors in a few areas. Issues include quality interactions with faculty & attending campus activities (both groups), advisors (seniors) and student services staff (freshmen). Need to define which "student services" fall within this target, as there are many measures in different areas; should decide which survey tools and questions can serve as baseline.

Objective 5: Enhance faculty development.

1. At least 50% of all faculty (full-time and part-time) to participate in Center for Teaching and Learning Excellence (CTLE) sponsored programs and services that include faculty from all colleges by 2020.
   - 2017-18 FT Faculty: 47.5% PT Faculty: 10.6% Overall: 29.3%
   - Based on data from other institutions, we are at the top of the range for full-time faculty, but fall short for PT faculty.
   - Suggested targets: 50% for FT and 35% for PT.