

STUDENT SUCCESS ACTION TEAM (SSAT) 2012-2015 IU SOUTHEAST

A Summary Report for the Chancellor on Task Force Actions for 2012-2013

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OVERVIEW

Retention is no more than, but certainly no less than, successful education. Vincent Tinto

In the fall of 2012 Chancellor Patterson-Randles initiated the Student Success Action Team (SSAT) to strengthen IU Southeast's retention of students and their persistence to graduation through projects conducted and other actions taken over the next three years.⁴ In general, the work involves broadening and deepening the campus culture for *student success*. This concept acknowledges that students tend to be retained and to persist when they are engaged in learning and see themselves in what they learn (Habler, Bloom, & Robbins, 2012). It also recognizes that when students feel academically and personally connected to the university, they are more apt to complete the educational goals for which they have come or which they have acquired while at IU Southeast.

GUIDING PRINCIPLES

SSAT's operations presume that

- Student success is a whole-campus endeavor
- Knowing is a necessary guide to action but not a substitute for it
- Action entails both setting goals and seeing them through to fruition
- Activities undertaken are guided by IU Southeast's mission, served by its core values, and built upon the 2010-2015 Strategic Plan and the 2010 Task Force Report on Student Success and Persistence
- Strategic decision-making is critical to SSAT's efficacy and to student success at IU Southeast

2012-2013 FOCAL CHARGES (See Appendix 1)

To raise consciousness of SSAT's nature and purposes, first-year priorities have

1. Reached out broadly to campus constituents to promote student success
2. Assisted those already working on or intending to work on student success projects
3. Facilitated campus communication of these actions and shared research in process

TASK-BASED APPROACH

In fall 2012 SSAT members acquired foundational knowledge about student success,⁵ created four smaller task-teams, and chose their spring 2013 projects to serve SSAT charges. Each one targeted

⁴ The Student Success Action Team was created and its members appointed and charged by Chancellor Patterson-Randles by memo of October 1, 2012.

⁵ See Appendices 1 and 2 for the "Basic Primer" and "Glossary" on student success prepared for SSAT members.

issues of access and/or quality by pursuing open-ended questions and data-driven answers. Although project completion deadlines have remained open beyond spring, task-teams have generated formative information to be shared with one or more of the following groups in summer and fall 2013: administration, faculty, staff, and students.

The body of the report that follows features 2012-2013 projects of four SSAT task teams: the Trait Trackers, Road Mappers, High Impact Seekers, and Go Getters.

Appendix 1: "Basic Primer" on *Student Success* Prepared for SSAT Members

Why are we about STUDENT SUCCESS as a Retention/Persistence Task Force?

A Basic Primer adapted from Foundational Sources¹

Prepared for the Student Success Action Team

January, 2013

Student Success

In earning a college degree worth the effort, students acquire skills and competencies to meet 21st-century challenges for life and work. Kuh & Associates' "Documenting Educational Practice (DEEP)" project has identified a handful of varied institutions whose approach to student success does just that. Remarkably, a shared set of factors pointed to their efficacy: a clear, focused mission; high performance standards for students; adequate time on task; balancing academic challenge and student support; emphasis on early months and first-year experience; respect for diverse talents and cultural differences; integration of prior learning and experience; ongoing practice of learned skills; active learning, assessment and feedback; student collaboration, and out-of-class faculty contact.

A Related Concept: Quality of Student Life and Learning (QSL)

Crockett uses the phrase Quality of Student Life and Learning (QSL) to reflect the importance of student success at the root of its assumptions:

- Belief in the intrinsic value of higher education to transform lives
- View that retention is a by-product of effective educational programs and services for students
- Confidence that students benefit when we continue to do better even what we are doing well
- Recognition that our performance in student success is linked to the financial resources we need to carry out our mission.

Why is a Focus on Effective Teaching and Improved Learning Critical to Student Success?

"No matter what the organizational or programmatic efforts are to set higher standards and to more closely evaluate educational outcomes, the unquestionable pivotal point in the educational system has been –and always will be –the teacher." John Rouche University of Texas at Austin Community College Leadership Program

- Efforts to improve the quality of classroom teaching can have a profound impact on learning, education's most critical outcome.
- A growing number of studies document the linkage between effective teaching, improved learning, and increased persistence.
- It is important to students.
- The number one priority for this institution is the teaching/learning process. The second most important priority is assisting students to successfully achieve their educational and career goals by providing high quality advising.
- All other activities and programs, while not unimportant, rank significantly below these two institutional priorities."

Three Conditions for Excellence in Education

1. High expectations of students' performance
2. Student involvement in the learning process
3. Regular/systematic assessment and feedback

Research shows that the more actively engaged students are –with college faculty and staff, with other students, and with the subject matter they study –the more likely they are to learn and persist toward achieving their academic goals. Student engagement, therefore, is a valuable yardstick for assessing whether, and to what extent, an institution is employing educational practices likely to produce successful results –more students across all subgroups achieving their academic goals

When Do Students Persist?

- When they are progressing towards their educational and career goals and
- When they are satisfied with the quality of our educational programs, services, and environment
- Thus, the student success formula is **Student Learning + Student Engagement + Student Satisfaction**

What Strategic Features Nurture Student Learning, Engagement, & Satisfaction?

- Living the mission, vision, and core values
- Focusing on student learning
- Enriching educational opportunities
- Marking pathways to student success
- Removing obstacles to student success
- Aiming at ongoing improvement
- Sharing responsibility for the outcome
- Effectively supporting student success requires Early Identification of issues+ Early Intervention + Intensive and Continuous Intervention by faculty, advisors, and student support staff.

How Do We Know Whether Students are Learning, Engaged, and Satisfied?

1) Through Common Key Quality of Student Life and Learning (Retention) Planning Strategies

a) Collect, compile, and analyze pertinent retention-related data, information, and research to aid and abet retention-related planning and strategizing

b) Employ Culture of Evidence Indicators through institutional and individual reflection and action prompted and supported by data about student persistence, student learning, and institutional performance. Source: McClenney, B., and K. McClenney, *Student Learning, Persistence, and Attainment*. 2003

c) Use national surveys like the National Survey of Student Engagement (NSSE)

For example, IU Southeast uses NSSE to measure freshmen and seniors every three years as a participant nationwide. The most recent report will be out in February 2013 via OIRA. It looks at the extent students participate in educational practices associated with high levels of learning and personal development. OIRA also has that data from 2009. Several of our Peer and Aspiring Peer Institutions also participate in NSSE, along with many other universities and colleges across the nation. Thus it is possible to compare these data and their implications for such matters as

- Institutional quality and outcomes/benchmarks
- Clusters of Educational Practices
- Levels of academic challenge
- Active and collaborative learning
- Student faculty interaction
- Enriching educational experiences

What are the Basics that the Literature Tells Us Already?

- Institutions need to translate the voluminous research findings on student retention into models to benchmark and track retention and graduation rates
 - To determine the retention/attrition rates by selected student characteristics (who).
 - To determine when students drop out.
 - To determine why students drop out.
 - To determine what strategies to employ.
- There are common retention-related measures and tracking variables: Successful course completion; Term-to-term persistence; Annual return rate; and Degree, diploma/certificate completion rates from which institutions can determine
 - Success rates by selected student traits (cohort, high school, GPA, ACT/SAT, age, etc.)
 - Persistence and completion rates by programs of study
 - Persistence and completion rates for students in special retention-related initiatives (e.g. FYS)
- There are common reasons why students drop out, that include
 - Goal change or attainment
 - Uncertainty of educational or career plan
 - Extra-institution factors
 - Adjustment/transition difficulties
 - Academic difficulty
 - Congruence/fit (e.g. boredom, dissonance, irrelevance, isolation)
 - Finances
- There are some factors beyond our control to address
- But we can aim to identify and address those factors that we CAN
- Some students will leave and some will stay no matter what we do, while others will allow us to influence their decision
- It recommends a cohort survival rate study to determine enrollment status by term for:

•Persisters •Completers •Stopouts •Dropouts •Attainers •Academic Dismissal •Social Dismissal

- It identifies issues encountered in tracking rates for retention and graduation
 - Educational Intent •Time to Completion •Transfer Students
- The literature cautions us that attrition results from an intricate interplay of a multitude of variables
- It advises against trying to isolate single causal factors as misguided and futile
- It clarifies that some retention strategies require behavioral or attitudinal changes
- It implies that accountability/responsibility for retention requires a holistic effort across the total institution
- It identifies tools for this effort
 - Advising (with a range of styles for various contexts: developmental, intrusive, etc.)
 - Early Alert warning systems
 - Pre-Enrollment orientation
 - Supplemental Instruction (e.g. for “Killer Courses”)
 - Monitoring student engagement and satisfaction through validated surveys
 - Ways to engage students academically and socially with high-impact learning practices
 - Freshmen seminar (extended orientation)
 - Learning Communities - a curricular structure that links together existing courses to foster both intellectual and social connections.
 - Intellectual Tasks, including in first-year and final year
 - Common Experience
 - Writing Intensive Courses
 - Capstone Experience
 - Applied Learning experiences
 - Internships
 - Service Learning
 - Collaborating
 - Workshopping
 - Peer reviewing
 - Mentoring
 - Faculty advising in course selection, graduate school, careers
 - Working with faculty on undergraduate research
 - Supplemental Instruction (SI) -a model of academic assistance which targets “high risk” courses and assists students to master content while developing and integrating learning and study strategies.
- It points out issues in tracking retention and graduation rates and institutional performance
 - Student’s educational intent
 - Want an Associate’s degree
 - Want to transfer our courses elsewhere
 - Want a certificate
 - Want to upgrade for job, career, licensure – no degree needed

- Unsure about future educational plans
 - Want for personal growth, pleasure, or interest
 - Time to completion
 - Transfer experiences
 - Prior credits
 - Dual Credit
 - AP (taken in high school from h.s. teachers)
 - Bridge (taken on campus by IUS teachers)
 - Dual enrollment – enrolling at IUS and using a college credit also for a h.s. credit
- It encourages institutions to keep an eye out for quality enhancement
- It offers key strategies for retaining low-income students
 - Providing adequate financial aid
 - Emphasizing academic support services
 - Focusing on advising, counseling, and mentoring
- It recommends for marginally involved students and students on probation a means of early identification, continuous monitoring/tracking, proactive/intrusive academic advising and counseling, special programs and services, removal of obstacles/barriers to success, building personal, caring, and supporting relationships, and encouragement of affiliation/engagement activities.
- It encourages institutional support of student success by regularly monitoring student expectations, levels of satisfaction, and academic outcomes
- It encourages institutions to maintain a focus on the qualitative goals of retention initiatives apart from these quantitative measures
- It recommends proactive planning to minimize student attrition
 - Implementing an early identification/alert system and appropriate intervention strategies to signal potential problems
 - Early identification of “high-risk” or dropout prone students who could benefit from Intervention
 - Monitoring enrolled students who may be experiencing academic and/or personal problems that might be ameliorated by institutional intervention
- It specifies six common obstacles to successfully implementing an Early Alert System
 1. Unwillingness of faculty and staff to cooperate
 2. Failure to identify correctly “high-risk” students and to ensure their participation in the appropriate intervention strategies
 3. Failure to respect the confidentiality and privacy of students in a system highly dependent on communication and pro-active intervention
 4. Lack of an adequate automated system for monitoring/tracking individual students
 5. Ineffectiveness of the intervention strategies
 6. Awareness of the tendency for any “system” to encourage unintentional stereotyping or self-fulfilling prophecies

- It presumes the importance of the student's first year of college as a central foundation for success
- It presumes that as students increasingly become more comfortable with the campus environment, get involved, and strengthen their institutional commitment, faculty and institutional support/intervention can lessen in intensity.
- It presumes the importance of focusing on the teaching/ learning process

Definition of a High-Risk Student

A student who possesses one or more attributes or characteristics that in the past have been associated institutionally with higher rates of attrition is a high-risk student, such as

- Low high school grades and/or standardized test scores
- First-generation college student
- Lack of college preparatory high school curriculum
- Low S.E.S.
- Low level of educational aspiration/motivation
- Physical or learning disability
- English as a second language
- G.E.D. graduate
- Uncertain about program of study or reasons for attending college
- Work full-time while enrolled
- Single parent with children
- Lack of participation in extracurricular activities while in college
- Low first-year college GPA
- Excessive number of class absences or pattern of stopping out

"High Risk" Intervention Strategies

Summer bridge program

Assessment and placement (cognitive, non-cognitive)

Proactive/intrusive advising/counseling

Writing, math, science help centers

Supplemental Instruction

Too many retention strategies simply "work the edges" and are only tangential to student learning, which is at the core of the educational process.

¹ This document is adapted generously from David S. Crockett's document for Noel-Levitz found at www.dixie.edu/reg/SEM/DCrockettTenMost, the foundational sources it references, and the articles and books under review by various SSAT project teams. Crockett's focus is on Ten Most Effective Retention Strategies for Community/Technical colleges; however, the selections are relevant beyond them. I offer it to team members as part of a broad foundation to be shared as we go about our work together as a Task Force 2012-2015.--Annette

Student Success Action Team Glossary®

ACT Sixth National Survey - *Noel-Levitz Academic Advising Self-Inquiry: An Assessment of Current Practices in the Organization and Delivery of Advising Services* (NACADA Monograph Series, Number 10, 2004)

Action Plan Components: a carefully selected QSL (retention) planning team, a qualified team leader, and a method of developing a planning schedule with deadlines. The team develops a plan identifying what the group is going to do, describes those activities in a narrative form clear to any reader, laying out details; specifies when it will be done, providing timetables with key dates and deadlines; specifies who will be responsible, assigning specific task and communicating those assignments clearly to those groups or persons performing them.

The planning group develop a list of planning assumptions that include determining new or reallocated resources (fiscal, human, physical) necessary to the plan's execution. The plan thus includes what financial resources are needed and a budget showing the cost of implementation; it also specifies *how you will know when it has been accomplished; and defines the methods of evaluation and monitoring for progress and success or failure of the actions to be undertaken in the plan.* Planning includes assigning specific responsibility to one person to write the situation analysis section, to obtain senior administration approval of retention goals, and to delegate writing, review, and editing of the necessary drafts. Decide on cover design, binding, section tabs, report format and style, use of color, charts/graphs, and typography, as warranted.

At-Risk Students: Those who possess one or more attributes that have been associated institutionally with higher rates of attrition, such as first-generation students and Pell Grant-eligible students. Other indicators of being at-risk have included low high school GPA and/or ACT/SAT, lack of a college preparatory high school curriculum, low socio-economic status, stop-outs, working full-time, low first-year college GPA, excessive absences, and the like.

® As of January 15, 2013, this glossary's terms are derived in part from key concepts in Crockett, David S. @ www.dixie.edu/reg/SEM/DCrockettTenMost (Noel-Levitz) and the authors it cites as well as the articles and books being reviewed by SSAT project team members and by Annette. Although Crockett's material features ten most effective retention strategies for community/technical colleges, the selections are also relevant beyond them. It will be updated periodically in keeping with SSAT discoveries in members' reading and investigation and later reports. Examples have been added for some terms based on conditions at IU Southeast.

Some resources have been or will be posted (in full or in part) to the "Stud Success AT" Oncourse site in folders for research articles by project team, or in some cases for "All" teams. More will be added in the course of our discoveries, and some may be removed, as we screen them through our project work and discussions for relevance and quality.

Team members are invited to email Annette additional terms and definitions, including variation of the present terms by quoting and citing the source for synthesis and comprehensiveness.

Early Alert system with Intervention: A system to signal the likelihood of potential academic problems in order to trigger intervention before it is too late. So at IU campuses, mid-term grades have replaced by “FLAGS” that signal at-risk behaviors (sporadic attendance, lack of participation, inconsistent preparation, etc. Faculty monitor in these areas to “flag” under-performing students during weeks 2, 4, 6, 8, and 10 of a term. They mark the problem and recommend an intervention (visiting the faculty member, the advisor, the writing or math center, etc.) This notice is automatically forwarded to those students and their advisors to follow up.

The success of early alerts requires faculty and staff cooperation to enter flags by Friday noon of the relevant week. In fall 2012, 1100 flags were raised by faculty and positive attitudes towards flags were reported by faculty, students, and advisors. Faculty also helped to refine the system by reporting issues with the system, which were immediately corrected in the Registrar’s office. They also were invited to identify suggestions to refine the process, several of which have been implemented by Bloomington for spring 2013.

Excessive Activity Syndrome: The condition that exists when many different activities have been widely implemented, with limited measurable and visible results to show for the effort over a reasonable amount of time. Other tendencies may include redefining problems/issues, failing to set priorities, focusing on trivial and non-critical problems/issues, working to improve too many procedures simultaneously, and/or involving a large number of people in the improvement process. Conversely, see “Results Oriented Actions”

Extended Orientation – refers to a Freshman Seminar like our FYS.

Front-Loading: Placing emphasis and resource allocation on services and programs designed to assure a successful transition to the institution. It involves a proactive and interventionist approach with new students. As students become more comfortable with the campus environment, get involved, and strengthen their institutional ties, faculty and other student support services intervene less often.

High and Low-Income Students: Students from high income backgrounds (>\$70,000) earn college degrees at a significantly higher rate when compared with students from low-income backgrounds (<\$25,000) (65% vs. 50%). National Center for Educational Statistics (2003)

Institutional Challenge: Noel-Levitz defines a challenge as a Student Satisfaction Inventory score above the median in importance and in the bottom quartile of satisfaction and/or the top quartile of performance gaps.

“Killer” Courses to Advancement – whether actual or perceived, the following courses are often identified as preventing students from advancing in college, especially developmental math including basic algebra, intermediate algebra, and pre-algebra. Some colleges have adopted the EnableMath program to address the issue. This program is grounded in the theory that students who persist in completing relevant homework will succeed. A unique Web-based homework

delivery system can bring pass rates in developmental math courses in line with the pass levels of other courses for entering students. In Indiana, four-year universities like IU Southeast may not offer developmental courses, as the Indiana Higher Education Commission has relegated them to the community college system.

Marginally Involved Student: not necessarily marginal academically, but generally invisible to the institution, often quiet, somewhat shy, and unobtrusive. Tends not to engage in extracurricular activities and to follow up on invitations for assistance, avoiding contact with faculty and staff when possible.

Persistence: Associated with “retention,” the term may refer to whether a student remains in school for a period of time, ultimately to complete a degree. Retention often refers to time periods involving fall to spring and one year to the next, especially first to second.

The Quality of Student Life and Learning (QSL): Presumes that higher education adds value to the quality of a student’s life through engaging with students, faculty, staff, and the subject matter studied. The more the academic and social engagement, the more likely the student will achieve academic goals, persist to graduation, and be prepared for life and work.

QSL (Retention) Plan: a set of clear and unambiguous retention-related goals with associated key strategies and activities (action plans) that, when taken in totality, lead to the achievement of retention goals. The plan establishes the direction for the QSL initiative during the time period set for the completion of the goals. Further, it establishes, in advance, responsibility, resources required, timetable, and method of evaluation, thus facilitating control of progress.

QSL Retention Planning Cycle: Analyze, Plan, Implement, Review, and Modify

QSL Retention Plan Components, Feature, and process: The plan’s components lay out results-oriented improvement, recommend specific actions to address problems/issues, top priorities (the most important, those that make the biggest difference), includes critical processes, and focuses participation in a limited number of interested persons in the effort. The plan’s *features* are understandable to others, including those who must implement them, complete and specific enough to provide direction (neither over-nor under-planned), workable and realistic to accomplish, and adaptable to changing situations.

The process used to arrive at the plan for improvement involves an appropriate QSL (Retention) planning team who reviews the institutional mission statement and strategic plan and who create a QSL plan consistent with them, as well as with the best practices of QSL in the retention context. The team assesses the institution’s current retention-related strengths, weaknesses, opportunities, and threats. It compiles and reviews historical retention data overall and by specific program/major if available, including by student characteristics.

Review includes results of any local retention-related research, national retention literature and “benchmark” data, reconfirms target groups for retention efforts (academically underprepared,

undeclared, athletes, commuters, etc.; analyzes results from the National Survey of Student Engagement (NSSE) and, if available, the Student Satisfaction Inventory (SSI) or other valid opinion research; reviews the applicable work and recommendations of retention committee(s)/task forces; identifies successful strategies and activities that have worked well in the past, compiles a catalogue of all current retention-related programs; develops a list of retention planning assumptions, clarifies relevant definitions and nomenclature, and it is suggested that to complete and discuss the Noel-Levitz QSL (Retention) Self-Inquiry.

The product includes the established goals, key strategies, and action plan(s) developed (or to be developed).

Retention – see Persistence

Retention-Related Goals (common categories): Increase course completion rates; term to term cohort persistence rates, the annual cohort return rate, specific program rates, transfer rates, retention rates of at-risk student populations, and graduation rates (moving toward four-years).

Sample goal structures:

Overall goal: to improve the quality of student life and learning through improvements, modifications, and additions to (x, y, z) (within educational programs, services, and/or facilities).

Specific goal: to increase the rate of x by y percentage points from the (academic year) baseline level of (percent) to (percent) by (semester, year).

Retention Strategies: Common key strategies have included improving *delivery of freshman intake* services, academic support services, effectiveness of the academic advising program, classroom instruction, integrating individuals into the educational and social life of the institution

Special Target Groups: Students on academic probation and those *marginally involved*.

Strategies: Key strategies are those things that are important to goal achievement, but they do not describe how it will be done.

Student Engagement: “The time and energy students devote to educationally sound activities inside and outside the classroom and the policies and practices institutions use to induce students to take part in these activities.”

Student Service Transactions: services for which students want 1) Solutions to problems, 2) a sense of caring/concern, 3) Personalization, 4) Fast delivery, and 5) no “hassle”

Student Success: in earning a college degree, the student acquires the skills and competencies to meet 21st-century challenges for life and work (Kuh & Associates, 2010, x-xi). Kuh’s “Documenting Educational Practice (DEEP)” project identifies several institutions whose approach to student success commonly shared the following conditions important to student development of this kind: a clear, focused institutional mission; high performance standards for

students; adequate time on task; balancing academic challenge and student support; emphasis on early months and first year experience; respect for diverse talents and cultural differences; integration of prior learning and experience; ongoing practice of learned skills; active learning; assessment and feedback; student collaboration, and out-of-class faculty contact.

Surveys of Student Engagement (NSSE) and of Student Satisfaction (Noel-Levitz SSI): "Understanding the undergraduate student experience is central to promoting student learning, success, and educational attainment. The SSI and NSSE are very useful tools that provide timely, systematic, and relevant information on various facets of the undergraduate experience; hence they both play an important role in crafting retention systems that improve student and institutional performance. Colleges and universities should understand that there is a role for both instruments in informing and guiding retention efforts. Ideally both instruments should be included in the assessment program." Charles Schroeder, *Acronyms refer to the National Survey of Student Engagement (NSSE) and the Noel-Levitz Student Satisfaction Inventory (SSI). The SSI provides more items that appear to correlate significantly with overall student satisfaction, and the level of correlation observed is generally higher, Noel-Levitz 2004.

QSLL Successful (Retention) Programs: Sustained, Participatory, Institutionalized, and Supportive organizational structure

Traditional and Non Traditional Students: those who start <24 and those who start later [Clifford Adelman, Senior Research Analyst, US Dept. of Education]

PROJECTS

This section of the report addresses the campus populations and questions explored through spring 2013 task-team inquiries, methods for data gathering and analyses, and resulting findings and directions for 2013-2014. Project names refer to the relevant task-team and their focus of interest.

I. The Trait-Trackers (Chris Cox, Brittany Hubbard, Leigh Ann Myer, and Annette Wyandotte)

This SSAT task team was interested to discover attributes within the demographics of first-year students useful to predict student performance and retention.

A. Investigative Questions

- 1) How did IU Southeast first-year students perform across cohort years 2009-2011?
- 2) How did the campus do in retaining them?
- 3) What attributes significantly predicted their college performance and retention?
- 4) How did attending college full or part time and working or not working impact performance?
- 5) How did students perform in college in relation to the high schools from which they graduated?

B. Data and Processes ⁶

- Student Information Systems
- Financial Aid
- First-year Seminar selected data

C. Findings

- a. High School GPA was a strong predictor of freshmen's college performance across the IU Southeast three-year cohort for the first semester and first year:

HS GPA Quartile	Range	First Semester/ First Year GPA mean
1 st quartile	3.37+	3.14 / 3.06
2 nd quartile	2.99 to 3.36	2.53 / 2.44
3 rd quartile	2.58 to 2.97	2.03 / 1.95
4 th quartile	<2.58	1.84 / 1.75

- b. High School GPA was also strongly related to retention of first-time freshmen for their 2nd, 3rd, and 4th fall.⁷

⁶ Data were cleaned and converted to SPSS.

⁷ Only the 2009 cohort has reached the fourth fall.

HSGPA Quartile	Fall 2	Fall 3	Fall 4
1 st	75.5%	63.4%	56.5%
2 nd	61.1%	49.0%	40.2%
3 rd	50.9%	41.9%	34.1%
4 th	48.0%	31.8%	26.5%

- c. SAT score quartile was also a good predictor of first-year students' college GPA across the cohorts, though not as strong as HSGPA.

SAT Score Quartile	Range	First Year Cumulative College GPA
1 st	1040+	2.72
2 nd	950-1039	2.35
3 rd	850-949	2.17
4 th	<849	1.92

- d. SAT score quartile was also related to retention of new, first-year undergraduates in the three-year cohort to their 2nd, 3rd, and 4th fall terms.

SAT Quartile	Retained Fall 2	Retained Fall 3	Retained Fall 4
1 st	68.8%	55.0%	48.9%
2 nd	59.7%	47.9%	43.5%
3 rd	57.6%	45.3%	39.2%
4 th	50.9%	37.4%	26.2%

- e. Being in the 4th quartile for both HSGPA and SAT scores for first-year undergraduates resulted in even lower persistence to the third and fourth fall.

In Bottom Quartile for Both HSGPA/SAT	Retained Fall 3	Retained Fall 4
YES	29.8%	20.5%
NO	46.9%	39.8%

A summary table of the cohort's college performance and persistence follows.

Table 1
Summary of Cohort's Academic Performance and Persistence at IU Southeast
By High School GPA

HS GPA (among enrolled students)	HS GPA	Mean 1 st Sem GPA	Pct Return 2 nd Fall	Pct Return 3 rd Fall	Pct Return 4 th Fall
Top Quartile	> 3.37	3.11	75.5%	63.2%	55.9%
Second Quartile	2.99 to 3.37	2.33	62.0%	50.0%	40.8%
Third Quartile	2.59 to 2.98	2.01	51.8%	43.1%	35.1%
Bottom Quartile	< 2.59	1.83	48.9%	32.4%	27.0%
Bottom Decile	< 2.26	1.84	50.4%	29.8%	23.0%

- f. High school class rank, by quartile, was virtually as strong a predictor of new student performance in college as HSGPA.⁸

Class Rank Quartile	Cumulative GPA 2 nd Semester
1 st	3.0
2 nd	2.2
3 rd	2.0 or below
4 th	2.0 or below

- g. Similarly, quartiles for high school class rank predicted first-year undergraduate persistence to their third and fourth fall.⁹

Class Rank Quartile	3 rd Fall	4 th Fall
1 st	65.3%	55.0%
2 nd	46.8%	39.8%
3 rd	35.1%	30.0%
4 th	33.9%	28.1%

⁸ Approximately 34% of the freshmen in the three-year cohort graduated in the bottom-half of their high school class.

⁹ For persistence in relation to high school class rank, the data seemed to identify three different groups: the first quartile, the second quartile, and the 3rd and 4th quartiles, as to whom students evidenced little difference in college performance.

- h. Relationships between High School GPA and freshmen who attended college full or part time and who worked or did not work supported the following generalizations.¹⁰
- Students in the 1st HSGPA quartile were able to perform relatively well even when they attended full time and worked up to 30 hours a week.
 - Students who worked performed better than their peers who did not work. This was true for those with high school GPAs in the first, second, and third quartiles.
 - Students whose high school GPAs were among the second and third quartiles began to see workload negatively impact academic performance once it exceeded 19 hours per week.
 - Performance was somewhat weaker for students in the 4th HSGPA quartile, and whether they worked or not or attended full or part time seemed to have no consistent impact on college performance.
- i. While considering High School GPA, Trait Trackers examined first-year students in the cohort in relation to their feeder high schools. The top ten feeder schools appear below.

Table 2
Feeder High Schools and Mean GPA for IU Southeast

Rank	School	Students	Mean GPA
1	Floyd Central High School	319	2.69
2	New Albany High School	319	2.40
3	Jeffersonville High School	288	2.30
4	Eastern High School	137	2.50
5	Silver Creek High School	135	2.51
6	Charlestown High School	99	2.15
7	Corydon Central High School	99	2.48
8	Scottsburg High School	97	2.24
9	North Harrison High School	94	2.55
10	Our Lady Of Providence HS	93	2.53

1. Linear Regression Model

In addition to using cross tabulations, Trait Trackers developed a linear regression model to determine significant predictors of performance and to sort out what may be happening when

¹⁰ See Appendix I-A of the Trait Trackers' project tab of this report for detailed breakdowns of GPA quartile in relation to status and workload.

these predictors swirl together. This method allowed researchers to isolate on a particular significant predictor while controlling for others. The model yielded the eight variables which were significant at a p-value of .05 or lower and which accounted for 32% of the variation across the three-year cohort, including new transfer students. They are listed below in table 3.

Table 3

Significant Variables Predicting College Performance

Final Regression Model (reduced) — Full Data Set (Freshmen and Transfers) $R^2=0.322$

Variable	Beta Estimate	Standardized Beta	t-statistic	P-Value
Intercept	-2.240		-8.349	.000
HS GPA	.869	.403	22.71	.000
Unmet Need	.00005426	-.215	-12.818	.000
SAT	.001	.140	8.159	.000
Age	.059	.085	5.018	.000
Sex	-.196	-.085	-5.079	.000
First Generation	-.126	-.056	-3.458	.001
Student AGI	.000006757	.043	2.562	.010
Gift Aid	.102	.042	2.529	.011

n=2,726

A review of cohort findings generated several observations.

- HSGPA predicted that a student in the data set with a 3.0 could be expected to have a 2.61 college GPA at the end of the first year, holding for others in the data set.
- For every \$1,000 of unmet need, a student's anticipated GPA will, on average, be 0.054 lower than otherwise.
- Controlling for other factors, women can be expected to earn a first year GPA that is 0.196 grade points above that of a male, on average.
- For students who are first generation, the probability is that they will average 0.126 grade points below students having a parent who attended college.

2. The regression approach was also applied to four sub-groups within the cohort to look for college performance predictors in relation to whether a student attended full or part time whether he or she worked or not:

Freshmen: FYUFT (full time) / FYUPT (part time) and
Transfers: TRUFT (full time) / TRUPT (part time)

- Results for FYUFT revealed eight statistically significant predictors of first-year college GPA, virtually the same as for the aggregate three-year cohort of freshmen.
- For part-time freshmen (FYUPT) only three predictors were significant: HSGPA, unmet need, and age.
- Full-time transfer students shared two of the part-time freshmen performance predictors: HSGPA and unmet need. However, a third predictor for them was SAT score rather than age.¹¹
- Part-time transfer students had only one statistically significant variable: unmet need, which explained 18.6% of variation in first year GPA.¹²
- For full-time, transfer students, unmet need and gift aid were the only statistically significant predictors of first-year academic performance, explaining 36% of variation in first year GPA. However, this model was fit to a very limited sample (n=28), due to missing data on other variables in the data set.

D. Next Steps

1. Trait Trackers will build the data set by adding and reviewing the 2012 cohort year. In addition, the team will consider new models to apply to the data and identify other variables that may have an impact on student performance and retention at IU Southeast.
2. Data will be discussed with the new Vice Chancellors of Academic Affairs and Student Affairs/Enrollment Management and presented to Enrollment Management (EM) and SSAT members. For example, it may be useful to consider whether new kinds of data could become part of the data set. Although high school GPAs are not reported for transfer students' admission, their cumulative GPA could be of value.
3. Another question to be explored with EM is whether it would be helpful to code data by sub-categories like TRU1 (30 hours) and TRU2 (60 hours), in view of ICHE performance formulas.

¹¹ Results for the TRUFT and TRUPT sub-groups are tentative due to a greater lack of information on transfer students. This problem suggests the efficacy of collecting more detailed information from transfer students when admitted, especially for tracking and advising purposes.

¹² This finding is weakened by the fact that of the 505 students in this population, only 28 provided the information on all variables in the model.

4. Additionally, it seems likely that a campus discussion will evolve next year about whether admission at IU Southeast should re-consider criteria. It would be useful in that case to consider the implications of this study for
 - a) Flagging students for intervention who have some combination of predictors (e.g. lower quartiles of HSGPA, SAT, and/or class rank) and
 - b) Strengthening recruitment efforts of adult learners and transfer students, as well as freshmen at feeder schools whose students in the 2009-11 cohort performed better.
5. The Trait Trackers' data set will be posted to the SSAT Oncourse site. Eventually, it may be made available to the campus more generally for the use of administrators, deans, unit heads, program coordinators, faculty and staff. As a case in point, schools may find it revealing to associate these data with performance by their majors and concentrations, within their courses, by grades, by DWFs, or other categories.

Appendix I-A

Hours Worked * First Year GPA Category * HS GPA Quartile (among enrollees) Cross tabulation

HS GPA Quartile (among enrollees)				First Year GPA Category			
				Below 2.0	2.0 to 2.49	2.5 to 2.99	3.0 and Above
Top Hours None	Quartile Worked	Count	44	52	75	275	446
		% within Hours Worked	9.9%	11.7%	16.8%	61.7%	100.0%
1 to 9 Hours per Week		Count	1	2	5	16	24
		% within Hours Worked	4.2%	8.3%	20.8%	66.7%	100.0%
10 to 19 Hours per Week		Count	6	11	26	106	149
		% within Hours Worked	4.0%	7.4%	17.4%	71.1%	100.0%
20 to 29 Hours per Week		Count	12	15	23	85	135
		% within Hours Worked	8.9%	11.1%	17.0%	63.0%	100.0%
30 to 39 Hours per Week		Count	4	3	8	13	28
		% within Hours Worked	14.3%	10.7%	28.6%	46.4%	100.0%
40-plus Hours per Week		Count	1	0	3	5	9
		% within Hours Worked	11.1%	.0%	33.3%	55.6%	100.0%
Total		Count	68	83	140	500	791
		% within Hours Worked	8.6%	10.5%	17.7%	63.2%	100.0%
Second Hours None		Count	119	61	114	140	434

Quartile Worked	% within Hours Worked	27.4%	14.1%	26.3%	32.3%	100.0%
1 to 9 Hours per Week	Count	2	3	7	12	24
	% within Hours Worked	8.3%	12.5%	29.2%	50.0%	100.0%
10 to 19 Hours per Week	Count	26	17	30	44	117
	% within Hours Worked	22.2%	14.5%	25.6%	37.6%	100.0%
20 to 29 Hours per Week	Count	51	29	45	45	170
	% within Hours Worked	30.0%	17.1%	26.5%	26.5%	100.0%
30 to 39 Hours per Week	Count	9	4	15	10	38
	% within Hours Worked	23.7%	10.5%	39.5%	26.3%	100.0%
40-plus Hours per Week	Count	5	1	1	7	14
	% within Hours Worked	35.7%	7.1%	7.1%	50.0%	100.0%
Total	Count	212	115	212	258	797
	% within Hours Worked	26.6%	14.4%	26.6%	32.4%	100.0%

HS GPA Quartile (among enrollees)				First Year GPA Category			
				Below 2.0	2.0 to 2.49	2.5 to 2.99	3.0 and above
Third Hours None Quartile Worked	Count	230	98	89	79	496	
	% within Hours Worked	46.4%	19.8%	17.9%	15.9%	100.0%	
1 to 9 Hours per Week	Count	4	4	4	5	17	
	% within Hours Worked	23.5%	23.5%	23.5%	29.4%	100.0%	
10 to 19 Hours per Week	Count	33	24	25	24	106	
	% within Hours Worked	31.1%	22.6%	23.6%	22.6%	100.0%	
20 to 29 Hours per Week	Count	57	34	21	24	136	
	% within Hours Worked	41.9%	25.0%	15.4%	17.6%	100.0%	
30 to 39 Hours per Week	Count	15	8	11	5	39	
	% within Hours Worked	38.5%	20.5%	28.2%	12.8%	100.0%	
40-plus Hours per Week	Count	6	2	1	6	15	
	% within Hours Worked	40.0%	13.3%	6.7%	40.0%	100.0%	
Total	Count	345	170	151	143	809	
	% within Hours Worked	42.6%	21.0%	18.7%	17.7%	100.0%	
Bottom Hours None Quartile Worked	Count	282	99	73	72	526	
	% within Hours Worked	53.6%	18.8%	13.9%	13.7%	100.0%	

1 to 9 Hours per Week	Count	4	1	0	2	7
	% within Hours Worked	57.1%	14.3%	0%	28.6%	100.0%
10 to 19 Hours per Week	Count	42	13	10	11	76
	% within Hours Worked	55.3%	17.1%	13.2%	14.5%	100.0%
20 to 29 Hours per Week	Count	68	26	19	16	129
	% within Hours Worked	52.7%	20.2%	14.7%	12.4%	100.0%
30 to 39 Hours per Week	Count	23	3	3	11	40
	% within Hours Worked	57.5%	7.5%	7.5%	27.5%	100.0%
40-plus Hours per Week	Count	10	3	2	3	18
	% within Hours Worked	55.6%	16.7%	11.1%	16.7%	100.0%
Total	Count	429	145	107	115	796
	% within Hours Worked	53.9%	18.2%	13.4%	14.4%	100.0%

II. The Road Mappers (Kim Bonnaci, Donna Dahlgren, Sarah Gierke, Brittany Hubbard, and Annette Wyandotte)

On behalf of academic programs and their students, the Road Mappers task team conducted a study to directly facilitate coordinators and faculty in Psychology and Communication and to assist all other programs more indirectly. The questions they asked indicate the specific focus of this work.

A. Investigative Questions

- How do program course offerings facilitate timely satisfaction of program requirements?
- How do school web sites facilitate students' finding clear and accurate program information?
- What broad-based, best practices could be established across programs, if any, for web site usability and accuracy?

B. Data/Processes¹³

- Two programs were selected for this study, Psychology for its large number of majors and Communication Studies for its large number of tracks.
- Their program requirements were translated onto an Excel spreadsheet for review.
- A code was used to identify courses associated with program requirements (e.g. "Required or Elective"/"Major or General Education").
- Courses associated with the requirements were identified and added to the spreadsheet to show when they had been offered over a five-year period.
- Analyses were conducted collaboratively. Observations and questions were noted where team members identified a potential problem with course access for students to timely meet program requirements.
- The web sites for Psychology and Communication Studies were also reviewed for a match of program requirements as stated in the bulletin and as stated on the program web site. They were also reviewed for the ease with which students could potentially locate and compare program essentials across majors (e.g. if shopping for an institution or considering declaration of a new or different major). Observations and questions on both items were noted where team members identified a potential problem.

¹³ A list of the methodology and data tables used can be found in appendix II-B

C. Representative Observations and Questions to Coordinators

a. Psychology

i. Course Frequency

1. There are a few courses that are listed as options to fulfill requirements that have not been offered for years or have not been offered in the last five years.¹⁴
 - a. PSY-P336 has not been offered since the spring of 2010. It is in a requirement group for both the BA and BS in Psychology. However, for both the BA and BS it is one of six options to fulfill three credit hours.
 - b. PSY-B309 had not been offered in the past five years. However, for the BA it is one of nine options to fulfill nine credit hours. For the BS it is one of seven options to fulfill six credit hours.
2. The frequency of the courses would facilitate on-time graduation if there were enough seats to meet student demand.¹⁵
 - a. Upper-level psychology courses are consistently in the top ten list of courses with waitlists each semester. Historically they have filled to over capacity. In the past five years the number of seats offered in the upper level courses has not increased with student demand.
 - b. PSY-P101 only filled to 72% capacity in fall 2012 and 63% capacity in spring 2013. This is a significant change from those semesters in 2010 and 2011 when the percentage of capacity filled was 95% - 105%.

ii. Website

1. The degree requirements listed on the website match those listed in the bulletin. They are in a different format than the requirements listed in the bulletin.

¹⁴ Refer to tables 1 and 2 in appendix II-A

¹⁵ Refer to tables 3 and 4 in appendix II-A

b. Communications

i. Course Frequency

1. There are a few courses that are listed as requirements or options to fulfill requirements that have not been offered for years or have never been offered.¹⁶

a. Communications Track¹⁷

- i. Diversity Requirement Group – five courses listed as options to fulfill three credit hours. Two of those options are not available.

1. SPCH-S421 has not been offered since spring 2010.
2. SPCH-S427 has not been offered in the past five years.

- ii. Degree Requirement Group – 13 courses listed as options to fulfill 15 credit hours.

1. SPCH-S205 has not been offered since spring 2010.
2. SPCH-S223 has not been offered in the past five years.
3. SPCH-S306 has not been offered in the past five years.
4. SPCH-S407 has not been offered in the past five years.

- iii. Some required courses are only offered once a year.

b. Advertising Track

- i. Degree Core Requirement – courses specifically required for the degree

1. TEL-R404 has not been offered since spring 2010

¹⁶ Refer to tables 5-8 in appendix II-A

¹⁷ The bulletin was used to determine requirements.

ii. Degree Requirement Group – seven courses listed as options to fulfill six credit hours

1. SPCH-S421 has not been offered since spring 2010.
2. TEL-T340 has not been offered in the last five years.

c. Theatre Track

i. Degree Core – seven required courses

1. Some of the degree core courses are only offered once every two years.

ii. Degree Requirement Group 1 – four courses listed as options to fulfill three credit hours

1. Two of the four courses have not been offered in the last five years.
2. One of the four has not been offered since spring of 2011.
3. The remaining course is only offered once every two years.

iii. Degree Requirement Group 2 – nine courses listed as options to fulfill three credit hours

1. Five of the courses have not been offered in the last five years.
2. One of the options has not been offered since fall of 2010.

iv. Degree Electives – 20 courses listed as options to fulfill nine credit hours

1. Nine of the 20 have not been offered in the last five years.
2. One has not been offered since the fall of 2010.

3. Of the remaining courses six are only offered every two years.

d. Theatre Business Track

i. Degree Core – 12 required courses

1. Four of the required courses are only offered once every two years.

ii. Degree Requirement Group 1 – 10 courses listed as options to fulfill three credit hours

1. Five of the courses have not been offered in the last five years.
2. One of the courses has not been offered since the fall of 2010.
3. Two of the courses are only offered every two years.

iii. Degree Electives – Seven courses listed as options to fulfill six credit hours

1. One of the courses has not been offered in the last five years.
2. Two of the courses are only offered once every two years.

2. Some of the courses are only offered once every two years. Further analysis would need to be done to determine the impact this could have on four-year completion. If the courses are pre-requisites for other courses, it could have a significant negative impact.¹⁸

ii. Website

1. The degree requirements are not easily found on the communication website. Clicking on the “Degree Requirements” link takes users to a page that lists GPA requirement, graduation requirements, and how transfer credit is accepted. One must know to click on the tracks listed below the “Degree Requirements” header to find the track requirements.

¹⁸ Refer to tables 9-12 in Appendix II-A

2. Each concentration presents the information in a different format.
3. The information on the web page is not the same as in the online bulletin.

D. Products and Next Steps

1. Based upon the above analyses, the Psychology and Communication program coordinators will receive a report in the fall of 2013 of Road Mappers' data, observations, and questions on their course frequency and program requirements, to invite faculty reflection on how course frequency serves students' timely progress toward degree completion.
2. The report will also include task-team comments, observations, and questions regarding potential areas to address on the match between versions of program requirements (bulletin vs. web site) and clarity of statements and placement of program essentials for students to understand and negotiate.
3. Other IU Southeast coordinators will receive a modified version of this report to illustrate how conducting these kinds of analyses may similarly assist them. It will also offer to provide them the relevant data on their frequency of course offerings to support a program review for potential obstacles to timely progress in students' meeting program requirements.
4. In the fall, two members of the task-team will form and guide a de facto committee of faculty and advisors from across campus to discuss and recommend an organizational template for programs' web site delivery of essential information to facilitate students' understanding and ease of negotiating a web site, to facilitate consistency across program web sites for students who may be searching for an institution, a major, or a change of major.

Table 7

Communications BA - Theatre Track - # of Sections Per Term														
Degree Requirements	2010			2011			2012			2013			2014	
	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014
Degree Core														
THTR-T120	2	2		2	2	1	3	2	1	3	2	1	3	2
THTR-T220		1					1				1			1
THTR-T222	1						1						1	
THTR-T225	1			1			1	1		1	1		1	1
THTR-T270	1						1						1	
THTR-T271		1						1						
THTR-T363				1							1			1
Degree Requirement Group#1(3)														
THTR-T230														
THTR-T326		1						1						
THTR-T335					1									
THTR-T433														
Degree Requirement Group#2(3)														
ENG-L203														
ENG-L308														
ENG-L313			1			1			1			2	1	
ENG-L314			1			1		1	1			1		
ENG-L328														
ENG-L363														
ENG-L365				1										
ENG-L366														
THTR-T275					1					1				
Degree Elective (9hrs)														
THTR-T115	1							1						
THTR-T221					1									
THTR-T236														
THTR-T310														
THTR-T315														
THTR-T320				1						1				
THTR-T325														
THTR-T340		1						1					1	
THTR-T345														
THTR-T349		1			1		1	1		1	1		1	1
THTR-T385	1	1			1		1	1		1	1		1	1
THTR-T390														
THTR-T400					1									1
THTR-T410										1				
THTR-T424														
THTR-T446														
THTR-T453		1						1						
THTR-T458														
THTR-T483				3	1		2			2	1		2	1
THTR-T490	1			2	1		1	1		1	1		1	3

Table 8

Table 10

Communications BA - Advertising Track - Capacity and Enrollment

Degree Requirements	2009		2010		2011		2012		2013																														
	Seats Filled	% Full	Seats Filled	% Full	Seats Filled	% Full	Seats Filled	% Full	Seats Filled	% Full																													
CMCL-C202																																							
CMCL-C315																																							
SPCH-S121	479	101%	398	103%	273	244	89%	563	553	98%	461	474	103%	274	242	88%	568	553	97%	523	521	100%	252	187	74%	609	611	100%	528	509	96%								
SPCH-S122	138	139	101%	138	145	105%	23	19	83%	158	154	97%	138	139	101%	23	18	78%	181	180	99%	161	162	101%	23	19	83%	158	157	99%	115	110	96%						
SPCH-S246																																							
SPCH-S324	25	24	96%																																				
SPCH-S424																																							
TEL-R404																																							
TEL-R440																																							
TEL-T347																																							
TEL-T441																																							
Degree Requirement Group#1(6hrs)																																							
BUS-M300	35	32	91%																																				
SPCH-S333	25	24	96%																																				
Degree Requirement Group#2(6hrs)																																							
BUS-M415	30	27	90%	35	14	40%																																	
JOUR-J210	15	15	100%	15	20	133%																																	
JOUR-J320	30	29	97%																																				
SPCH-S336	25	16	64%																																				
SPCH-S398				6	4	67%																																	
SPCH-S421				25	14	56%																																	
TEL-T340																																							

Based on enrollment at the end of the semester

Table 11

Communications BA - Theatre Track - Capacity and Enrollment

Degree Requirements	2009		2010		2011		2012		2013			
	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013	
	Cap	Seats Filled	Cap	Seats Filled	Cap	Seats Filled	Cap	Seats Filled	Cap	Seats Filled	Cap	Seats Filled
Degree Core												
THTR-1120	36	38	106%	30	30	99%						
THTR-1220				15	15	100%						
THTR-1222	12	11	92%									
THTR-1225	8	9	113%				8	9	113%			
THTR-1270	10	12	120%									
THTR-1271				12	12	100%						
THTR-1363							15	15	100%			
Degree Requirement Group#(2)(3)												
ENG-L113							25	14	56%			
ENG-L314							25	12	48%			
ENG-L365							25	20	80%			
THTR-1275							12	12	100%			
ENG-L308												
ENG-L363												
ENG-L366												
ENG-L203							25	22	88%			
Degree Elective (9hrs)												
THTR-1115	12	13	108%									
THTR-1221							12	11	92%			
THTR-1320												
THTR-1340				12	13	108%						
THTR-1349				1	1	100%						
THTR-1385	1	1	100%	2	5	250%						
THTR-1400												
THTR-1410												
THTR-1453				12	13	108%						
THTR-1483							39	31	77%			
THTR-1490	15	1	7%				20	3	23%			
Degree Requirement Group#(1)(3)												
THTR-1326				12	12	100%						
THTR-1335							12	12	100%			
THTR-1230												
THTR-1433				12	12	100%						

Based on enrollment at the end of the semester

Appendix II-B

Methods for Coding Degree Requirements

- The school website was used as the primary source for degree requirements
- If a course could fulfill multiple requirements it was coded as the first requirement it fulfilled. Ex. a course could fulfill Degree Requirement Group#1 and it was also listed in the approved Degree Electives. The course would be coded as fulfilling Degree Requirement Group#1.
- General Education Requirements and BA requirements were not coded unless the class was specifically listed as a degree requirement.
- Pre-requisites were not coded.

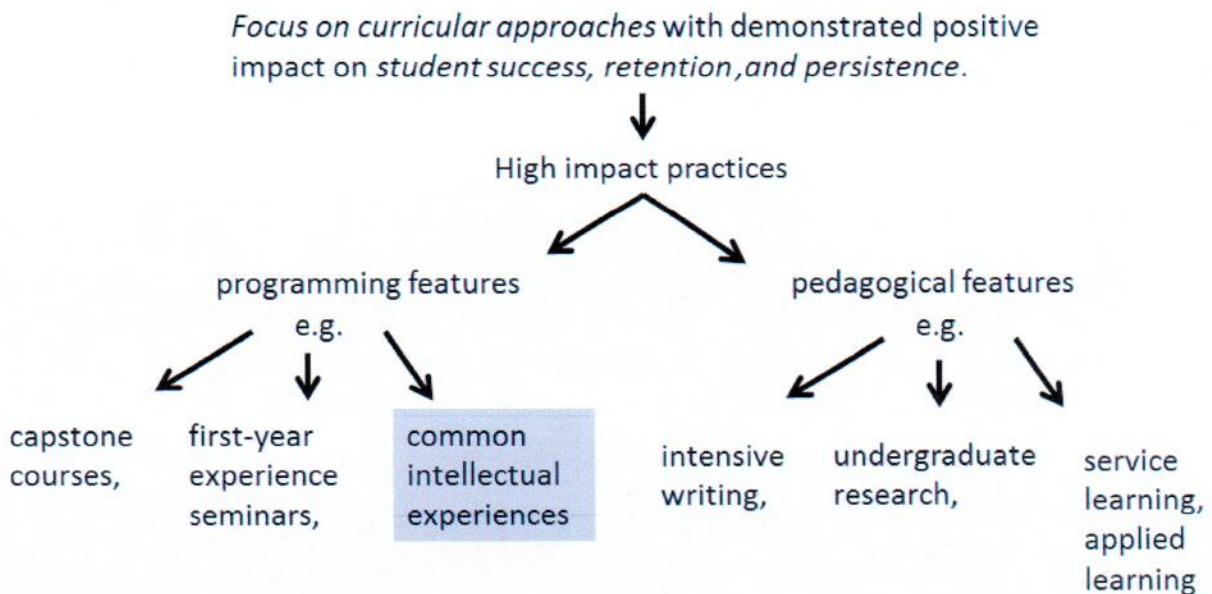
Methods for Pulling Schedule of classes

- Data Group SR_CMB_CLS_MTG_GT was used to pull the schedule of class data
 - Parameters
 - INST_CD = IUSEA
 - ACAD_YEAR_CD = 2010 or 2011 or 2012 or 2013 or 2014
 - ACAD_CAREER_CD = UGRD
 - Removed
 - Courses with and Enrollment Capacity = 0
 - Courses in 4098,4102,4105,4108,4112,4115,4118,4122,4125,4128,4132 with no enrollment
 - Courses with a FACIL_BLDG_DESC = Fairmont Elementary, Floyd Memorial Hospital, Census Bureau, Childrens Academy, Clarksville HS, Corydon Central H.S., Grant Line Elem, Scott Co Ctr (SE), Silver Creek Elem, Univ Ctr South (Former Library), Washington Co Ctr
 - Left in
 - Independent Study Courses
 - Courses marked not to print in the schedule of classes
 - Fields Returned
 - INST_CD
 - Course Key
 - CRS_ID
 - ACAD_TERM_CD
 - ACAD_TERM_DESC
 - ACAD_YEAR_CD
 - CLS_TYP_DESC
 - ACAD_GRP_DESC
 - FACIL_BLDG_DESC
 - CLS_WLST_CPCTY_NBR
 - CLS_WLST_TOT_NBR
 - CLS_NBR
 - CRS_SUBJ_CD
 - CRS_CATLG_NBR

- ACAD_CAREER_CD
- CRS_DESC
- CLS_ENRL_STAT_DESC
- CLS_STAT_DESC
- CLS_TOT_ENRL_NBR – Used to calculate seats filled. (Based on enrollment at end of semester.)
- CLS_ENRL_CPCTY_NBR – Used to calculate capacity
- CRS_TPC_DESC
- ACAD_ORG_CD
- CLS_SC_PRNT_IND
- CLS_DRVD_MTG_PTRN_CD
- CLS_MTG_STRT_TM
- CLS_MTG_END_TM
- CLS_INSTRC_MODE_DESC

III. The High-Impact Seekers (Mary Bradley, Judy Myers, Sridhar Ramachandran, Rebecca Turner, and Annette Wyandotte)

The High-Impact Seekers SSAT task team began by researching practices which have been shown to have a high impact on student success, retention and persistence. This research led to narrowing the focus to Common Intellectual Experiences generally, as diagramed below, and to the campus Common Experience in particular. [For an account of why team efforts further narrowed to taking up the call of the IU Southeast Strategic Plan (2010-2015) Initiative 1.5.2 to “consider how to build on the success of the Common Experience to broaden its appeal and to institutionalize it,” please see Appendix III-A.]



A. Investigative Questions

With a direct focus on Common Intellectual Experiences, the High-Impact Seekers then sought to answer the following questions:

1. What “high impact” potential may participating in a common intellectual experience have for early student success in college?
2. What are best practices of a common experience in the higher education literature?
3. What is the institutional history of the Common Experience at IU Southeast?
4. How may the IU Southeast Common Experience be enriched to be the best of its kind?

B. Data and Processes

- Literature on High Impact Practices and Common Intellectual Experiences

- Interviews of the Common Experience founders and subsequent chairs of the committee and review of the Common Experience webpage and materials from previous years
- Review of the IU Southeast Strategic Plan
- Meetings with leaders and other members of the Common Experience Committee, as well as with the Vice Chancellor for Academic Affairs

C. Findings

1. Much of the Common Experience literature appears to be embodied in literature on the first-year experience, while some was found by looking at the nexus between common intellectual experience for college students and student success, with implications for positive performance and persistence. Team members reported their literature findings through annotated bibliographies such as those in Appendices III-B and III-C.

2. Institutional history of the Common Experience had been largely lost as a result of discontinuity in committee members and chairs. While information about past themes, books, and committee members is available through the Common Experience website, much of the information about how best to run a Common Experience had to be re-created with each new incoming chair.

3. Creating a sustainable membership plan and a place to store current and historical information about the Common Experience at IU Southeast will help to ensure that the goals and mission of the Common Experience program are not lost or diminished over time, increasing the potential impact on student success, retention and persistence.

D. May 2013 Outcomes

1. Efforts led to more support and leadership for the 2013-2014 Common Experience and jumpstarted selection of the theme, book, and events. This process was finalized for 2013-2014 in May, when the schedule of events was mailed to deans requesting that faculty be encouraged to utilize the Common Experience book and events in their courses.

2. A revised structure was adopted for sustainable membership and continuity of the Common Experience Committee, approved by the Vice Chancellor of Academic Affairs, committee members, and team members. It established ex officio members, as well as a rotation for the leadership and regular members. Ex Officio members were invited in May to begin participation in the fall semester, with planning for the 2014-2015 Common Experience. The current chair and co-chair will remain in place and begin the two-year rotation at that time.

3. Team members met with Office of University Marketing and Communications as well as Information Technology personnel to determine best practices for future Common Experience committees in utilization of those two services. See Appendix D for a summary of this information.

4. Also, team members met with previous Common Experience chairs to gain insights into the processes employed in choosing past themes, books and events as well as information as to what has been most successful in past years. Appendix E provides particulars on this information.

Next Steps

- In fall, High Impact Seekers will draft, revise, and propose an Institutional Memory of the Common Experience for posting and preservation.
 - See Appendix F for a current draft of this document, which includes information about past themes, books, Common Experience Committees and participating faculty.
- Completion will occur in fall of a proposed Process Handbook to facilitate knowledge, understanding and methods important to the Common Experience Committee leaders and members.
 - See Appendix G for a current draft of this document, which includes information about committee members and selection of rotating members; budget information; guidance for working with University Marketing and Communications; and best practices as garnered from literature reviews.
- A Common Experience Program Assessment Plan will be proposed to further the institution's goals of student success, retention and persistence, and a process for implementing it will be adopted.
 - See Appendix H for a current draft of the goals and objectives to be included in the Assessment Plan.

The High Impact Seekers: How did we choose to focus on the CE@IUS?

The high impact seekers began the year with a resolution to seek out best practices and curricular approaches from popular literature that have had a positive impact on student success, retention and persistence. By the second meeting it was clear that this group/task force was to focus especially on high-impact practices. The discussions that followed identified that high-impact practices can be broadly categorized into two categories (programming and pedagogical). The group decided to focus on programming features first and thus started exploring the available literature on this category of high-impact practice (see Fig 1).

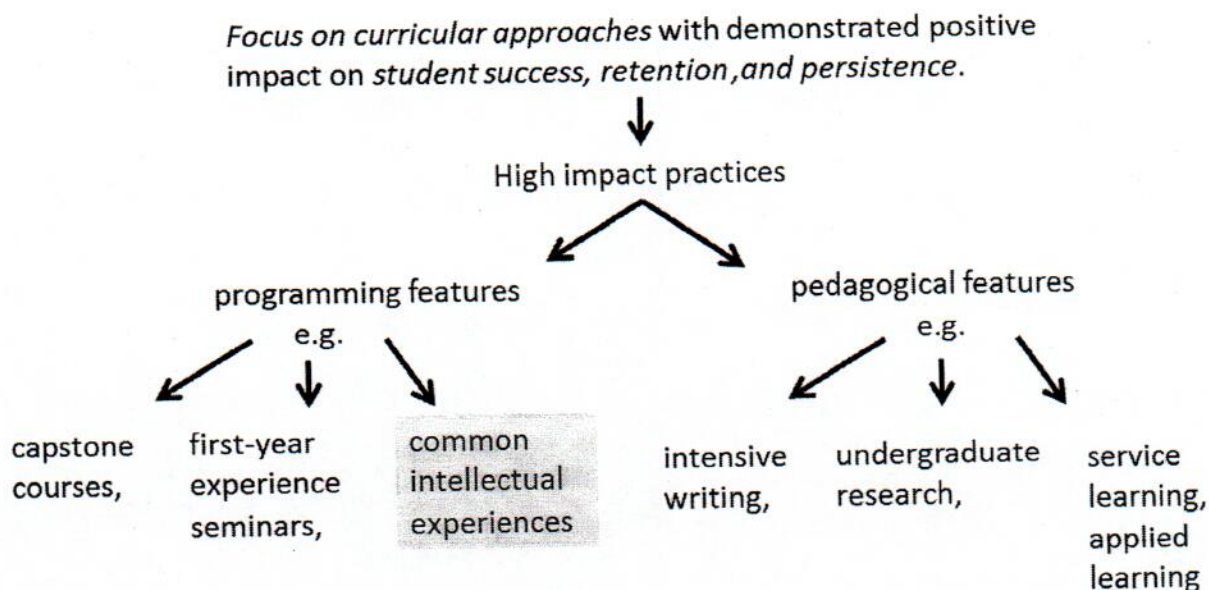


Figure 1

Literature review of the programming features related high-impact practices resulted in identifying several interesting methods e.g. using first-year (FY) seminars to increase persistence and retention, increasing the aggregate academic challenge from FY to senior capstone courses, etc¹. In the course of this research the committee stumbled upon an interesting article written by Michael Ferguson, an AAC&U senior staff writer titled 'Creating Common Ground: Common Reading and the First Year of College'. This article discussed about the common intellectual experience high-impact practice and its potential to retain students by sustaining student interests and by engaging students in meaningful ways. As the group started researching more into common intellectual experiences it became clear that (per the AAC&U) definition this high impact practice is an organized general education program that exposes students to broad themes or **common experiences**, which can include a set of common courses or participation in a

¹ Details are beyond the scope of this report. Please refer to the detailed literature summary compiled by Dr. Judy Myers for a detailed synopsis of our individual findings.

program that explores a larger societal topic². This led to a discussion about the common experience program at IUS and whether it was implemented as a common intellectual experience high impact practice (see Fig 2).

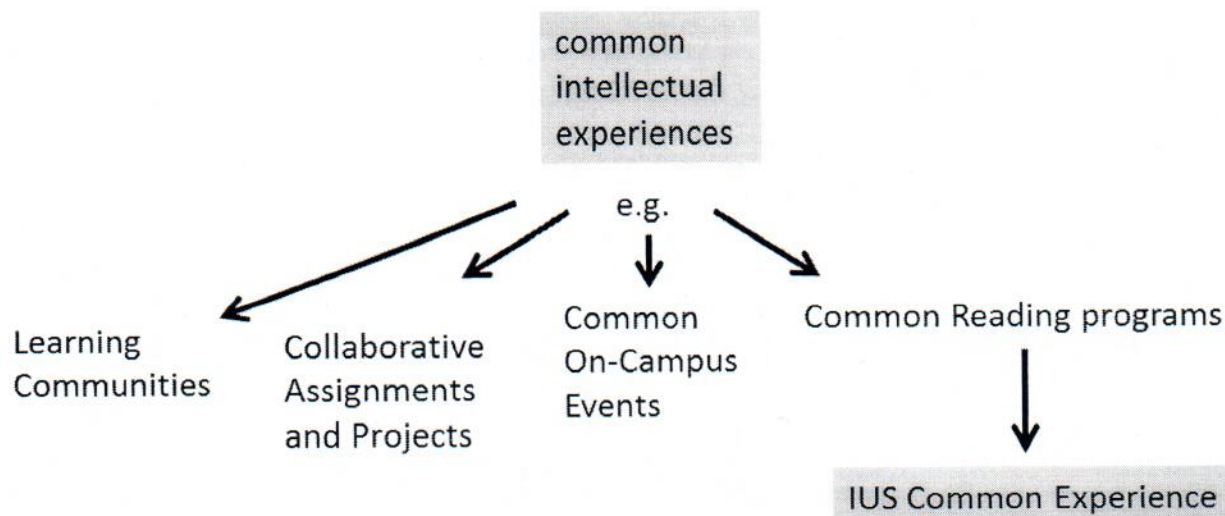


Figure 2

Many questions surfaced and concerns emerged – for example: the group discovered that no concrete institutional memory existed about how the IUS Common Experience was implemented since its inception. The group also discovered that the Common Experience was listed in the IU Southeast Strategic Plan 2010-2015 under Strategic Objective 1.5 (see excerpt below)

Strategic Objective 1.5: IU Southeast will increase its offering of intellectual and cultural programming and will increase the engagement of both the campus and the external communities in those programs.

Initiative 1.5.1: Pursue development of a major speaker series that would include at least one speaker each year with appeal to an audience beyond the campus. When it is feasible, this speaker series would be linked to the theme/readings of the Common Experience. (see 6.5.1)

Initiative 1.5.2: Consider how to build on the success of the Common Experience to broaden its appeal and to institutionalize it. One possibility would be to link the Sanders Speaker Series in the School of Business to the Common Experience theme in some years. Another possibility would be for the faculty teaching one or more widely taken general education courses to incorporate the Common Experience into their courses.

Initiative 1.5.3: Support and encourage disciplinary seminar series and/or visiting scholars/artists. Initiatives like these can be strengthened through partnerships with other higher education institutions and organizations such as the World Affairs Council. (see 6.10.3)

Hence, given the importance of the Common Experience to IUS’s strategic plan and also given the depth and breadth of this assignment, the group decided that the remainder of this year will be dedicated to investigating the state of the Common Experience program at IUS (with the intention to help make it a successful common intellectual experience for all involved).

² <http://learning.tamu.edu/sites/default/files/Other%20High%20Impact%20Practices.pdf>

In particular, the high impact seekers focused their investigations and analysis on Initiative 1.5.2 – *how to institutionalize the Common Experience program at IUS in order to broaden its appeal*. Several activities were undertaken by the group,

- ✓ The group interviewed past chairs of the CE program.
- ✓ The group collected any/all archives or material pertaining to CE since its inception.
- ✓ The group arranged for and conducted face-to-face meetings with past CE members to discuss future directions for CE on our campus.
- ✓ The group then started work towards its deliverable for Year 1 - creating a manual for the CE committee that would contain
 - details about the mission, vision, bylaws and organization of the CE committee
 - goals and objectives mapped to the assessment instruments of choice
 - marketing and budget details for the CE committee

Appendix III-B: Summary Report of Research by Wyandotte, January 2013

To: Wyandotte, Annette M
 Subject: Summary Report from Annette on her Research for Team 2 for Jan. 29.13
 Meeting

Team 2 Report from Annette's research 1/29/13:

I. Summary

I have been researching the nexus between common intellectual experience for college students and student success and any relationships to retention and/or persistence.

One definition: Common intellectual experiences: Required common courses or vertically organized general ed that includes advanced integrative studies and/or requires participation in a kind of learning community. These are programs that combine broad themes (tech and society, global interdependence, w. curricular and co-curricular options. (description from the AACU on High Impact Practices provided us earlier)

"Intellectual" seems to refer to structuring curricular and/or co-curricular activities to give students opportunities to develop their ability to write and speak clearly and effectively, to think critically, to analyze problems, and to learn on their own.

Clear evidence and accepted theory points to early academic achievement and intellectual engagement with student success. (For instance, see the 1/15 and 1/16 handouts from the All-SSAT meetings I gave you).

Also see Chickering and Gamson (1987) for productive faculty activities to engage students, as well as Astin 93, Kuh 05, Pascarella and Terenzini 91, 05) for research positively linking student engagement in educationally purposeful activities and success (grades, educational gains, persistence first-to-second year, etc.)

So in searching, I am tying the above to theory and research relating looking at student engagement in relation to curricular and co-curricular activities that promote student success. So far, I have found evidence of the following academic/intellectual and co-curricular activities that promote student success,

* A level of academic challenge promotes student success (or persistence), including first-year because it places more emphasis on the social and collaborative aspects of learning (time on academic tasks in and out of the classroom) - based on learning and development as a social process (Vygotsky 62, 78). So they are key even in first-year college experiences and is especially helpful to underrepresented populations.

* In-and out-of class interaction with/collaboration with faculty

* Faculty teaching lower-division courses with deep approaches to learning (higher-order and integrative learning in courses)

* Faculty integrating intellectual with practical skills in which courses are structured to emphasize solving real world problems, working with others, and learning on one's own

* Faculty including issues involving individual and social responsibility that emphasize understanding self and others

* Involving students in co-curricular activities has been shown to strongly impact students' probability of return to a second year of college (Kuh 06) and it is well documented empirically (Astin 93; Pascarella and Terenzini, 83, 05) and theoretically Astin 84, Tinto 93).

* Effective teaching requires the belief that every student can learn under the right conditions and finding ways to recognize and make room for diverse talents and abilities (Astin 85, Chickering 06, Chickering and Gamson 87)

* In NSSE surveys on student engagement, 19 items measure student interaction with faculty, their experiences with diverse others, and their involvement in opportunities for active and collaborative learning (Kinzie, Gonyea, Shoup, Kuh, 2008).

* Koljatic & Kuh (2001) conducted a longitudinal assessment of college student engage in good practices in undergraduate education that found (between 1983-1997), it had not changed appreciably in these 15 years at any of the types of institutions included in the study. (Their data included 73,050 students who completed the College Student Experiences Questionnaire, using multiple regression and effect sizes).

* Kuh's DEEP project (Documenting Educational Practice) found a handful of varied schools whose approach yields higher-than-average success for students. Among the factors these 20 institutions shared were balancing academic challenge and student support, respect for diverse talents and cultural differences, high performance standards for students, adequate time on task; emphasis on early months and first-year experience; integration of prior learning and experience, ongoing practice of learned skills; timely assessment and feedback, collaboration, and out-of-class faculty contact (Crockett Noel Levitz). These are enriching educational experiences.

* A substantial body of research shows that human and other resources can be arranged to induce students to participate in educationally effective practices in and outside class (Kinzie & Kuh in Kramer (2007) p 20

* Also see 7 Principles for Good Practice in Undergrad Ed (Chickering & Gamson 87), as well as Bailey 05, Bauman 05, Carey 04, Peter & Cataldu 05, and Tagg 03 for examples.

* This kind of success requires clear and consistent objectives stated as desired outcomes for learning and for personal development (Chickering & Resisser 93 p 287)

* Engaging pedagogies matter b/c they provide a more intensive learning experience,

increase time on task, harness peer influence in purpose academic ways, include discussion-oriented classes, raise problems to solve, and appeal to a range of learning styles (Pascarella & Terenzini 05, NSSE 05) in Kramer 07 p. 26

* Students flourish where they are known and valued, not anonymous, and retention is aided by creating and providing meaningful experiences that create memories (Kramer p 27)

* NSSE helps a campus to understand its culture and can be disaggregated by student backgrounds and persistence and graduate rates and analyzed by major and course-taking patterns to find curricular trouble spots. Looking at campus events, use of student support for underperformers, all yield rich information (Kramer 07 p 34)

* A key issue for institutions in these programs for achieving student success is to not only consider what to do next but what to STOP doing and then reallocate resources where they are more effective, to prioritize support for student success. Kramer 07 p 34

II. Some of the terms I have used to find the above have included

Cumulative learning and student engagement/success
 Common intellectual experiences and student success
 Integrated learning and student engagement/success
 Deep learning and student satisfaction (NSSE)
 College Academic Achievement and Retention
 Student Attainment and Intellectual Achievement and/or Co-Curricular Events)
 Academic Performance and Retention
 Educational Attainment and Teacher-Student communication
 College freshmen and academic achievement
 Time on Task (Education) and Student Success
 Active learning and Faculty Engagement
 Experiential learning for academic success in and out of the classroom
 Curricula (Courses of study) and Early Student Success
 High-Impact Practices and Intellectual Skills
 Underrepresented minority, low-income, and first-generation student success
 Positive Classroom Environments and linked assignments
 High impact practices and critical thinking skills

III. A Developing Line of Reasoning from My Research Efforts

The chain of reasoning I see evolving to date from my research, supported by theory and research, affirm relationships evident (skeletal) in the following syllogisms:

Common Intellectual Experiences Promote Student Engagement. (A does B)
 IU Southeast's Common Experience offers a common intellectual experience. (C does A)
 IU Southeast's Common Experience enhances student engagement. (C does B)

Common Intellectual Experiences Support Retention and Persistence (A does D)
 IU Southeast's Common Experience provides a common intellectual experience. (C does B)
 IU Southeast's Common Experience Supports Retention and Persistence (C does D)

Meaningful academic curricula for students challenge and supports their learning and development. (E does F)
 IU Southeast's Common Experience presents a meaningful academic curriculum each year. (G does E)
 IU Southeast's Common Experience supports student learning and development. (G does F)

IV. Direction of This Chain of Reasoning

By these views, evidence for the major premises will come from theory and research. Evidence of the minor premises will come from applications of theory and research to IU Southeast practices we find. From them, we will be able to affirm some IU Southeast Common Experience practices and perhaps argue for change of others (by addition, modification, deletion to strengthen the whole to make the best use of CE resources.

V. Envisioning a Reporting Sequence

Part 1. High Impact Academic Practices and Student Success
 Part 2. Role of Student Success in Retention and Persistence
 Part 3. Common Intellectual Experiences as a High-Impact Practice (and student success)
 Part 4. IU Southeast's Common Experience
 As a Common Intellectual Experience
 As a high impact practice for student success
 As a Method to promote Student Engagement
 As a Method to promote Retention and Persistence

VI. Determining the fit of our separate work, integrating what we can and re-cycling or building on the rest, as our future directions may suggest

Annette Wyandotte

Appendix III-C: Summary Report of Research by Myers, February 2013

SSAT- Annotated Bib on Persistence and First-Year Students

1. Alon, Sigal. *Who Benefits Most from Financial Aid? The Heterogeneous Effect of Need-Based Grants on Students' College Persistence.* Social Science Quarterly (Blackwell Publishing Limited); Sep2011, Vol. 92 Issue 3, p807-829, 23p.

Abstract: Objectives. This study assesses whether need-based grants are equally conducive to the college persistence of students from various economic strata and the extent to which a redistribution of funds can narrow economic-based inequality in college persistence. Methods. To estimate the causal effect of need-based grants on several persistence outcomes the discontinuity created in the dollar amounts of Pell grants when the students have siblings attending college is exploited. The analyses use a nationally representative sample of students enrolled at four-year institutions in 1995. Results. While the allocation of Pell Grants responds to students' pecuniary constraints, institutional and state grants expand the circle of recipients to more well-off students. Yet, it is only the persistence of students from the bottom half of the income distribution that is sensitive to aid amounts. If the need-based funds granted to affluent students had been diverted to these students, the gap in first-year persistence would have been closed. Conclusions. For a redistribution of funds to boost degree attainment and achieve equality of educational opportunity it must be based on stricter means-tested allocations of nonfederal funds as they are the main source of need-based aid.

2. Eagan, M. Kevin, Jaeger, Audrey. *Closing the gate: Part-Time faculty instruction in gatekeeper courses and first-year persistence.* New Directions for Teaching & Learning; Fall2008, Vol. 2008 Issue 115, p39-53, 15p, 2 Charts

Abstract: This chapter reports the results of a large study on the effects of part-time faculty on student persistence and suggests that administrators give careful consideration when trying to reduce expenses through the use of such faculty in large beginning courses

3. Ferguson, Michael, *Creating Common Ground: Common Reading and the First Year of College* Peer Review; Summer2006, Vol. 8 Issue 3, p8-10, 3p

Abstract:

The article presents information on the practice of common reading as a part of orientation activities and first-year programs in colleges and universities in the U.S. The idea behind the practice of assigning incoming students reading a same book is to bring them closer together as a community by creating common ground for discussion. The program was designed to improve the first-year experience of first-year students. The task of reading a same book gives incoming students a shared experience who often come from very different backgrounds.

4. Goodman, Kathleen, Pascarella, Ernest, First-Year Seminars Increase Persistence and Retention: A Summary of the Evidence from *How College Affects Students*.

Peer Review; Summer 2006, Vol. 8 Issue 3, p26-28, 3p

Abstract:

The article presents information about the first-year seminars that focus on the needs of first-year students and undergraduate programs in colleges and universities in the U.S. Researchers Ernest Pascarella and Patrick Terenzini reviewed relevant studies of first-year seminars and compiled them in the first and second volume of their collective work "How College Affects Students." On an examination of several research projects about such seminars, they found evidences showing that first-year programs enhanced consistency from the first to second year of college.

5. Hausmann, Leslie et.al. *Sense of Belonging and Persistence in White and African American First-Year Students*. Research in Higher Education; Nov2009, Vol. 50 Issue 7, p649-669, 21p.

Abstract: The authors argue for the inclusion of students' subjective sense of belonging in an integrated model of student persistence (Cabrera et al., *J Higher Educ* 64:123-139, 1993). The effects of sense of belonging and a simple intervention designed to increase sense of belonging are tested in the context of this model. The intervention increased sense of belonging for white students, but not for African American students. However, sense of belonging had direct effects on institutional commitment and indirect effects on intentions to persist and actual persistence behavior for both white and African American students.

6. Hu, Shouping, McCormick, Alex and Gonyea, Robert. Examining the Relationship between Student Learning and Persistence. *Innovative Higher Education*; Nov2012, Vol. 37 Issue 5, p387-395, 9p.

Abstract: Using data from the 2006 cohort of the Wabash National Study of Liberal Arts Education, we examined the relationships between three approaches to measuring student learning outcomes (direct-assessment learning gains, self-reported gains, and college grades) and student persistence from the first to second year. Results from a series of logistic regressions indicated that students' grade-point averages had the largest explanatory power in student persistence, followed by self-reported gains. Direct-assessment learning gains had the least power in explaining persistence. The findings have implications for the national conversation on student success in college.

7. Kuh, George et.al Unmasking the Effects of Student Engagement on First-Year College Grades and Persistence. *Journal of Higher Education*; Sep/Oct2008, Vol. 79 Issue 5, p540-563, 24p.

Abstract: This article presents research into the relationship between student behaviors and institutional conditions and policies that affect student success. The authors attempt to determine how student engagement impacts first-year academic achievement and the chances of returning for a second year. They also factor race and ethnicity into their methodology. They found that prior academic achievement was the greatest predictor of first-year performance and that student engagement was the next most significant factor.

8. Morrow, Jennifer and Ackermann, Margot. *INTENTION TO PERSIST AND RETENTION OF FIRST-YEAR STUDENTS: THE IMPORTANCE OF MOTIVATION AND SENSE OF BELONGING*. *College Student Journal*; Sep2012, Vol. 46 Issue 3, p483-491, 9p

Abstract: At public Ph.D. granting institutions in the United States, approximately 22% of first-year college students do not return for their sophomore year (ACT, 2011). It was hypothesized that higher levels of sense of belonging would be related to self-reported intention to persist as well as actual second-year retention. It was expected that higher levels of positive motivational attitudes would be related to intention to persist and second-year retention. When sense of belonging and motivational attitudes were included in the same prediction model, sense of belonging was no longer significantly related to intention to persist or second-year retention.

9. Porter, Stephen et.al. *Understanding How First-year Seminars Affect Persistence*. *Research in Higher Education*; Feb2006, Vol. 47 Issue 1, p89-109, 21p, 6 Charts.

Abstract: First-year seminars are nearly ubiquitous fixtures in American higher education, and research has documented their positive effect on student persistence. Only limited research, however, has attempted to isolate the impact of various aspects of first-year seminars on persistence, especially on a cross-institutional basis. We use a survey of almost 20,000 first-year students at 45 four-year institutions combined with institutional-level data to understand how aspects of first-year seminars affect early intentions to persist. Because survey respondents are grouped within dissimilar institutions, we use a multilevel modeling approach to model intent to persist. Using a survey of students at 45 institutions, we derived five measures of learning outcomes in transition-themed first-year seminars and investigated their impact on intent to persist. Although all five are common components of first-year seminars, only two of the five measures, study skills and academic engagement, and health education, have substantial impact on early intention to persist. What is also striking about these findings is that faculty often report that their least favorite part of first-year seminars is teaching study skills, and that the

area they feel least prepared for is the counseling aspects of helping students develop holistically. Yet the two most important links to early intention to persist appear to be exactly these two issues.

10. Price, Joshua. *The effect of instructor race and gender on student persistence in STEM fields.* Economics of Education Review; Dec2010, Vol. 29 Issue 6, p901-910, 10p

Abstract: The objective of this study is to determine if minority and female students are more likely to persist in a science, technology, engineering, and math (STEM) major when they enroll in classes taught by instructors of their own race or gender. Using data from public 4-year universities in the state of Ohio, I analyze first semester STEM courses to see if the race or gender of the instructor effects persistence of initial STEM majors in a STEM field after the first semester and first year. Results indicate that black students are more likely to persist in a STEM major if they have a STEM course taught by a black instructor. Similar to previous findings, female students are less likely to persist when more of their STEM courses are taught by female instructors

11. Stieha, Vicki. *Expectations and experiences: the voice of a first-generation first-year college student and the question of student persistence.* International Journal of Qualitative Studies in Education (QSE); Mar/Apr2010, Vol. 23 Issue 2, p237-249, 13p

Abstract: This single case study takes a phenomenological approach using the voice centered analysis to analyze qualitative interview data so that the voice of this first-generation college student is brought forward. It is a poignant voice filled with conflicting emotional responses to the desire for college success, for family stability, for meaningful friendships, and for understanding the self. In combination with other research calling for an expansion of the dominant theory of persistence, this research raises the importance of elevating family relationships in the student persistence model.

12. Williams, James and Luo, Mingchu. UNDERSTANDING FIRST-YEAR PERSISTENCE AT A MICROPOLITAN UNIVERSITY: DO GEOGRAPHIC CHARACTERISTICS OF STUDENTS' HOME CITY MATTER? College Student Journal; Jun2010 Part A, Vol. 44 Issue 2, p362-376, 15p.

Abstract: This study analyzed data of two freshmen cohorts to examine the effect existence of students' home city geographic characteristics on first-year persistence at a micropolitan university. The geographic factors including proximity and urbanicity of students' home city were combined with the other factors of students' background characteristics, financial aid, and university academic outcomes in the model development of first-year persistence by using

sequential logistic regression. This study shows that in addition to academic major certainty and academic performance demonstrated from high school through university, the proximity of home city to campus has significant positive relationship with first-year students' persistence. Urbanicity of home city does not seem to influence first-year persistence. Practical implications with regard to addressing the student retention at rural universities are discussed

13. Xueli Wang, *Baccalaureate attainment and College Persistence of Community College Transfer Students at Four Year Institutions*. Research in Higher Education, Sep 2009, vol.50 issue 6 p570-588, 19 pp.

Abstract: Studying factors that predict bachelor's degree attainment has generated considerable empirical interest over the past few decades. Relatively few studies, however, have focused on community college transfer students and the unique factors that predict their educational outcomes. Utilizing the National Education Longitudinal Study of 1988 and Postsecondary Education Transcript Study, this research tested logistic regression models to predict baccalaureate attainment and college persistence among high school graduates of 1992 who attended community colleges first and eventually transferred to four-year institutions. Results indicate that the probability of attaining a bachelor's degree among these students is significantly associated with gender, SES, high school curriculum, educational expectation upon entering college, GPA earned from community colleges, college involvement, and math remediation. Perceived locus of control and community college GPA are significant predictors of persistence. Implications for policy and future research are also discussed.

Common Experience, Marketing and University Communications

1. The typical Marketing materials in previous years were as follows:
 - a. Tri-fold brochure, designed as a self-mailer. These included most if not all of the events for the year, as well as noting the committee members and participating faculty.
 - i. These were discontinued when it was learned they were not being mailed.
 - ii. These also required that all major events for the entire academic year be planned prior to printing, which took place prior to the beginning of the fall semester.
 - b. A large poster with the theme and graphic logo. These were hung on walls, doorways, etc..., although not usually on bulletin boards because they were so large they took up the entire board and as a result would get covered over.
 - i. When the University regulations on putting posters on the wall changed, these posters were no longer used, due to the aforementioned difficulty with the bulletin boards, which is currently the only allowable place to put them.
 - ii. If permission could be granted to hang these posters in main spaces on campus without having to be put on bulletin boards, it could be helpful to incorporate them in the marketing plan.
2. The Marketing materials used for 2013-2014 are as follows:
 - a. Postcard-sized handout with general information about Common Experience, including this year's theme and a QR code that would take interested persons to the CE website for event information.
 - i. This was considered a good size for general use, to be placed around campus, etc...
 - ii. This could also be "tweaked" to be a mailer.
 - b. 11X17 posters, of which there were two:
 - i. One general poster, that included the CE theme and logo for the year, as well as images of the books being read.
 1. This was considered very positive, as it included the image of the books, thus emphasizing the common reading aspect.
 2. This size was more able to fit on bulletin boards without being covered up. However, due to smaller size and being on bulletin boards, may not have been as noticeable.
 - ii. One poster for each semester noting the events for that semester.
 1. The positive about these posters is that all of the events do not necessarily need to be planned in advance. However, it is more expensive to run multiple sets of posters at different times, rather than all at the same time.
 2. It was questionable as to whether or not anyone would stop and read the posters for the events, as there was a lot of verbiage on each.
3. Timeline

Common Experience, Marketing and University Communications

- a. The Timeline for the marketing materials will depend on two primary factors, as noted below. However, for the most part, the marketing timeline can be incorporated into the overall timeline for the CE committee.
 - i. The goals of the Common Experience committee and what they hope to accomplish. For instance, if involvement from the off-campus community is a goal, then the CE will need to be marketed off-campus.
 - ii. The type of events being planned and when they are being planned. If the CE committee is able to bring the author of the chosen book to campus, for example, then a much wider marketing and advertising push might be made.
4. Recommendations, including What Ifs: University Communications recommends that there be consistent marketing materials each year, with perhaps additional materials each year based on particular scenarios. These common materials, as well as some “What If” scenarios, can be included in the CE manual. It should be noted, though, that this does not limit the CE committee to only those materials; each CE committee should plan to meet with a marketing representative to discuss the goals of that years’ CE in case there are additional materials which could help and/or to make specific changes to the annual recommendations.
 - a. Posters are one item listed as key. As noted in 1.b.ii above, if permission could be granted for large posters around campus, this is potentially a high-visibility item.
 - i. Note that the posters need not list all events, but could list one or two key events, such as “keynote” speakers.
 - ii. A picture of the book on the poster also helps keep the common reading as a central part of CE.
 - b. Brochures of some kind were also seen as a good item, or perhaps a mix of the brochures from past years and the postcard from this year.
 - i. Rather than a tri-fold brochure, perhaps a large postcard, that could be mailed.
 - ii. Perhaps monthly brochures or postcards, with events for that month (semester?) to keep up the marketing of CE all year.
 - iii. If books are purchased for a group of students (most likely freshmen), then a bookmark with a QR code could be a good item.
 - c. Press and/or web releases are an option, but they will not be done for every event. These are best saved for the “biggest push” events, such as speakers from off-campus or events for which we want the most participation.
 - d. Dedicated displays of the chosen book throughout the academic year in both the library and the bookstore.
 - i. Have the CE poster in the bookstore, preferably in a highly visible area, with the books for purchase. If including the community is a goal, perhaps we could also recommend this in local area bookstores.
 - ii. If books cannot be purchased for faculty and staff, perhaps negotiate with the bookstore to allow staff, faculty and students (upperclassmen?) to purchase the book at cost, if CE pays all or part of the difference.

Common Experience, Marketing and University Communications

- iii. The library could perhaps also be a dedicated resource for faculty and staff on materials related to the year's topic.
 - e. Of particular importance for the CE committee and Chair is that Marketing and the Web are not the same thing! One member of the CE committee needs to be designated as the editor for the CE website, ensuring that it is kept up-to-date with events listed.
 - i. University Communications can help craft the messages that will be put onto the web, and because they often work closely with the web team, they are often seen as one and the same. That is not correct, and the CE committee will need to ensure coverage for the web editing, as it is an important tool for promotion.
 - ii. Any Marketing files, such as graphics and the theme-specific logos, will be sent directly from Marketing to the web team, to ensure that they get loaded correctly. Again, though, it is the CE committee's responsibility to ensure that the CE website is up-to-date and has the desired information.
- 5. Budget and Ownership
 - a. It was emphasized that many assume because Marketing has happened for CE in the past that it will automatically happen again. This is not the case! It is the responsibility of the CE committee and Chair to communicate CE goals to Marketing and work with the Marketing staff to ensure that materials are created in a timely fashion. This is true even if an annual Marketing plan is put into place and listed in with the rest of the CE committee responsibilities.
 - b. University Communications does not have a Marketing budget. All expenses for marketing the Common Experience must come out of the CE budget, which is established separate and apart from University Communications.
 - i. It was suggested that the CE budget be controlled in future years by Accounting Services (which it was believed was the case after much deliberation throughout this academic year).
 - ii. The marketing part of the CE budget should be defined in advance, to help prioritize different marketing possibilities.
 - c. When planning a Marketing budget, it is important to note that ordering everything together – posters, brochures, handouts, etc... - is much more cost-effective. However, this requires that most or all events be planned prior to ordering any materials. In any given year, printed materials should be ordered no later than June to be ready for beginning of the fall semester.

Implementation History and Feedback from Common Experience Chairs

History and Purpose

- 1) What was/is your understanding of the goals of Common Experience at IUS?
 - a. Pairing co-curricular activities with academics. Whatever the topic, we would provide activities to enhance the understanding of the topic and get community involved.
 - b. Common experience is a project that unites students, faculty and staff and gives them a bond and topics for discussion. There are myriad relationships that can be formed (students-faculty-staff) IF people participate. Bring us all together under one common experience.
 - c. Program designed to organize campus around a common theme or issue through events and common readings to promote discussion and interaction.
- 2) What is your understanding of the history of CE and how it has evolved over the years?
 - a. My initial thought was that it was supposed to be a First Year common reading, given that Orientation had money to purchase and distribute the books. My involvement in the committee changed my perspective to a broader focus. I had a misunderstanding of who the intended audience was. Enrollment management did not renew funds for purchasing the books. If there were any given in 2011, it was very few. Thus, it didn't make sense to advertise CE to new students because not all would be required to use it, with only certain faculty incorporating it in the class.
 - b. We were one of the frontrunners in the Common Experience, then it became more commonplace "throughout." Not sure how it all got started. Half way through the first year, Student Affairs need a representative to get involved and report back on what was happening. CE came about to retain students and get them talking intellectually and bond them to the institution.
 - c.
- 3) What impact has this evolution had on the participation and effectiveness of CE, in your understanding?
 - a. If it were a requirement (some Universities do require CE), then they have an intellectual basis across campus.
 - b. Choosing to have more than one text creates confusion. It just didn't "gel." Anecdotal feedback was not positive for the books. Maybe they were "over the heads" of students?
 - c. When funding was no longer available, didn't spend time on it at Orientation because not all students would read the books. However, that negatively affected the visibility of CE because it wasn't being "talked up."
 - d. Don't want to say there is no *intention* to CE, the topics are of interest and something current and relevant. But how that gets communicated is way too late.

Implementation History and Feedback from Common Experience Chairs

Didn't meet until November. Everything laid out by March 1st, and the first orientation was in April.

- e. It would make sense if one discipline made it a priority to incorporate into ALL classes.
- f. Participation has dwindled, from what I can tell.
- g. Last year, the topic was so broad that they listed all kinds of events

Involvement & Logistics

- 4) How did you become Chair and/or a Committee member?
 - a. Asked to be on the committee because needed someone from Student Affairs. Academic Affairs doesn't have experience with promoting events, purchasing, event calendars, etc., so Student Affairs experience was valuable on that point.
 - b. Expressed an interest and invited to join half way through year, so the decisions were already made. Following year, Dr. Atnip asked me to co-Chair. Didn't have much experience with CE when made the Chair, so not sure why I was asked.
- 5) Why did you choose to become involved?
 - a. I don't necessarily have a lot of interest in CE per se. Initially I was interested because I thought it was more of a first year read, which connects nicely with Orientation activities, but when funding got cut, there was no effort put into making connections.
 - b. Faculty don't get excited. If faculty pushed it, the rest of the campus would get more excited.
 - c. It is important to have Student Affairs perspective on the committee. For example, the committee was unaware that there is a Student Leadership Conference in the fall. What else is going on in Student Affairs that could be connected with CE?
 - d. Felt Library could be influential, and always looking for ways to get the Library involved on campus. CE involves all areas on campus, so wanted to be involved in that.
- 6) What information were you given in advance, if any?
 - a. We didn't know the budget. There were sufficient funds, apparently, and all we needed to do was ask Teresa Andrews for an account number.
 - b. Not given anything, per se. Made assumptions about the goals. Collaborative committee, insofar as ideas, events, book choice, etc..
 - c. Given a file including documentation from previous year(s). Kim Pelle, previous Chair, was also a good source of information.
- 7) How was the theme chosen?
 - a. Consensus of the group. What's relevant right now. Had a lot to do with the committee members and what they were passionate about.
 - b. Current, important and easy to program around. Multiculturalism was a push of the campus at the time, diversity initiatives were a big buzzword and a goal of the

Implementation History and Feedback from Common Experience Chairs

University, including admissions. Environment and Health was another topic.
Could we have viable events that fit the theme?

- c. Co-Chairs had theme ideas which they took to and refined with the committee.
- 8) How were the readings and events chosen/planned?
- a. Books were handed out to the committee members, who read and reviewed them, then the group selected which to choose based on reviews. Wanted books that students could understand the subject matter, based on critiques that previous books were “over their heads.” Important to note that Obama had just been elected at the time, too.
 - b. Committee would do research. Chair had contacts with publishers for first year experience books. Members would come up with ideas. “Agonized” over fiction versus non-fiction, so decided to have one of each, which was the first year for two books. Having two options is important for use in class, too. Each member would then research a “short list” of options for discussion. Did have one student on committee. At least two programs or events per month was the goal. Faculty and staff are very enmeshed in the community, so they know what is “out there” for options. Would often say “I have connections..” or “I know a person who could speak...” It unfolded as a team.
 - c. Bursar made \$5 CE gift cards for all students who came to events/went to a table/got involved in some way, including professors to give to students. Students could only get one each, had to account for all of them, by student ID #.
 - d. Readings: First year/common reads catalogs. Chose books that matched themes. 8-10 ordered by library. Each committee member read two and reported back to group. Committee chose based on group reports – at least two members read each book option. Not a contentious process.
 - e. Events – divided academic year by month, pair of committee members responsible for each month’s activities. At least three per month was the goal.
- 9) How were the books purchased and distributed?
- a. Enrollment Management had funding for purchase of books, which were distributed at Orientation. Once funding was no longer available, books were not given to students.
 - b. Horseshoe had a grant, but don’t know the history of that. Any money went to speakers. While Chair, students did not have to purchase books – got them at Orientation, both First Year and Transfer students. Didn’t want to have any left. Bookstore should have #s and cost. Required to purchase at bookstore.
 - c. Given away at Orientation and at events. Students got one or the other, but had no way of knowing if that book would be used in classes. That would be easier if everyone used the same book. Purchased books through bookstore because “we had to,” although don’t know why.
- 10) What was your timeline for planning and implementation of CE?

Implementation History and Feedback from Common Experience Chairs

- a. Wanted it all to roll out by the first day of school. Started planning almost a year in advance. Sent faculty a letter in March. Had to do it in time for faculty to set up their courses. Publications and PR had to be turned in by June. Sent CE postcards to Ogle Center's Mailing List, area schools and libraries, etc. Alumni office also sent postcards to their lists.
 - b. First meeting in November 2010 for 2011-2012 academic year. Theme chosen in December. Books in January and started programming after that.
- 11) What would you like to see change about the planning and implementation of CE? Stay the same?
- a. If they are going to connect it to academic expectations, direct it to a particular population such as freshmen OR seniors. Once they know the target audience, you can market it to them. If first year, incorporate it in Orientation again at a deeper level than simply "here's your book."
 - b. Don't hear about it anymore! Maybe because I'm not "living it." Market on campus better. The Planet – not all events are listed. Committee members and other faculty did not attend events. "How can we expect students to attend if faculty don't?" Always the same people involved. Students have to be pushed. Why can't more faculty give extra credit and/or have it be a part of class?
 - c. Theme and books early. Faculty need time to read and integrate into classes. Co-Chairs wrote discussion questions and instructional materials. Three books is too many – two is most you should have. Not sure I would choose the same books, perhaps one fiction and one non-fiction instead of two non-fiction titles.
 - d. Participating Faculty list not in brochure because they didn't have it by the time the brochure needed to go to the printer.
 - e. Create a Common Experience Manual, posted electronically and passed down to co-chairs. Include instructions, include timeline of tasks, include important persons to engage (Website designer, University press and communications, etc.).
 - f. Committee members should make a 2-3 year commitment and be provided with a "charge" to they understand their role and task. Train committee on goals and best practices of implementing CE. Committee should be Co-Chaired by two individuals on a rotating basis.
 - g. The committee should be created in August to plan for following academic year and should be given a timeline for decision making.

Communication and Effectiveness

- 12) How did you communicate goals, thoughts, ideas and uses of the CE to faculty?
- a. Every school is represented on the committee and it is up to that faculty member to go back to their schools. Don't know how involved those faculty were or how it worked getting the information back to the schools. Chair could post emails through Academic Affairs, but the message was more "this is what we're doing"

Implementation History and Feedback from Common Experience Chairs

not “this is why we’re doing what we’re doing.” Those types of conversations happened in committee – OIRA wanted more accountability for Learning Outcomes.

- b. No communication “plan.” Communicated via email (through T. Andrews), no print materials except brochure. Brochure went to all faculty. Don’t remember if it went to staff, but we do need to include staff. Emails were sent to faculty as decisions were made (theme, books, events, etc...)

13) How might CE be structured to create interdisciplinary discussions, activities, learning opportunities?

- a. One staff member noted she had never been invited to participate in CE, or that there was no encouragement to participate. Could be infused in Student Affairs retreat, although there has been no retreat since Dr. Garvey-Nix’s departure. Staff might be excited, particularly about topics that impact them as well.
- b. It’s not easy! Worked really hard to choose something interdisciplinary. Not sure how successful we were. Books need to be universal enough to be adapted to all subjects, but not too broad to grasp onto.

14) How would you go about creating a discussion with faculty about utilizing CE across disciplines?

- a. Can we go about structuring it to be included in everyone’s jobs? For example, hourly employees – would there be a way to make it part of their paid time, or perhaps comp time, to encourage them to read the book and be involved, as well? Staff want to be a part of the campus community but sometimes staff just do not feel connected.
- b. Panel discussion of the book or a theme from the book, open to all (held in Library!)
- c. Once the book is selected, attend faculty meetings to encourage use of the book and participation in CE.

15) Why do you think faculty do/do not participate in CE?

- a. I think there is a lack of incentive. It may not be a topic of interest. There isn’t a clear expectation to be involved and why to be involve or who we’re trying to approach. Invitations sent and wait to respond, rather than a directive to participate from deans and administration.
- b. Not able to relate or connect to curriculum or just don’t care about being part of something that unites the campus. If you teach the same subject, you don’t have to change materials, but a new theme every year requires change and planning and faculty are quite busy.
- c. Note that Chair received no feedback about usefulness of instructional materials. Perhaps have a small faculty group create instructional materials to cross disciplines and increase faculty buy-in?

16) How might the CE at IUS be made more effective?

Implementation History and Feedback from Common Experience Chairs

- a. Promotion would be key, a direct target audience is needed, focus then build from there. Can then be truthful about who you intend to participate and build the message around that rather than an erroneous “everyone participates in this!”
 - b. Stronger assessment strategies! OIRA represented on committee, which helped. Tried using sign-in and then emailing participants a Qualtrics survey, but response rate was very low. Paper forms may be better. No feedback loop from committee to committee, however. What to do with the information gathered?
 - c. Select only one book – be intentional about this. Get input on book selection from faculty. Find the best, most economical way to purchase the book and distribute to first-year students at Orientation.
 - d. Create only 1 event per month, instead of 2 or 3. Determine dates/times/locations EARLY. Be intentional about events being created and how to publicize them.
 - e. Create a systematic assessment system. What information do we want to collect? How do we want to collect it? How will that information be utilized to strengthen CE for future years?
- 17) What are your thoughts on the idea of CE taking a one-year hiatus for the Chair and Committee to plan ahead and have time to incorporate modifications that might strengthen faculty awareness and participation as well as student and community involvement?
- a. Excellent idea. Don’t know that it would be missed, unfortunately. It has been watered down. Start early and be intentional. Get faculty buy-in – without that you don’t have anything. Topic plays a huge role in this.
 - b. Great idea! Only concern is losing momentum, but “bringing it back” and creating excitement can be useful if program is rejuvenated and done well.
- 18) Anything else you think it is important for our group to know and/or to potentially be considered by future CE Chairs?
- a. Focus on a specific population and target audience. Marketing! Get smart giveaways.
 - b. Give students the book! It’s a marketing tool in and of itself, particularly if we can honestly say “You’ll need this in your English class” (or whatever subject...). Orientation leaders read the books when they were given out previously, which could also create impactful conversations at Orientation!
 - c. If it could be connected to a class, then two books could be okay (ENG-W130 students get book A, W131 students book B, for example). But preference would be for one book only.
 - d. CE is such an important idea and has so much potential. It’s hard to lead the program. Really important to campus. Making it better!

History of Common Experience at IU Southeast

WELCOME TO THE IU SOUTHEAST COMMON EXPERIENCE
<i>An annual program designed to cultivate a common intellectual conversation across campus, to strengthen the sense of community at Southeast and in the region, to encourage open discussion, civil discourse, and critical thinking, and to enhance the reputation of Southeast as a regional center of learning excellence.</i>
The goals of the IU Southeast Common Experience are as follows:
<ul style="list-style-type: none"> • To cultivate a common intellectual conversation across campus among the faculty, staff, and students, and with people from the local communities in the region. • To engage, especially, all first year students in a common intellectual experience. • To strengthen the sense of community among faculty, staff, and students at IU Southeast and with people from the local communities in the region. • To enhance student participation in the intellectual life of the campus by encouraging open discussion, civil discourse, and critical thinking about a common theme and text. • To enhance the reputation of IU Southeast as a regional center of learning excellence. • To further distinguish IU Southeast from other local or regional universities and colleges

Citizens Making a Difference in America 2006-2007	
Readings: <i>Coming of Age in Mississippi</i> by Anne Moody	
Committee Members	Participating Faculty
(Cliff Staten wrote original grant request for funds to purchase common text for all students, which was distributed at Orientation.)	
Identity in a Multicultural World: Who Am I? 2007-2008	
Readings: <i>Dreams from My Father: A Story of Race and Inheritance</i> by Barack Obama <i>Skull Wars: Kenniwick Man, Archeology, and the Battle for Native American Identity</i> by David Hurst Thomas	
Committee Members	Participating Faculty (Brochure)
Gloria J. Murray (Chair), Michael Abernathy, Sheying Chen, Jim Hollenbeck, Robin Morgan, Kimberly Pelle, Cliff Staten, Mildred Vernia	Michael Abernethy (Communications), Ann Allen (Fine Arts), Ronald Allman (Journalism), Stephanie Bower (History), Rebecca Carlton (Communications), Brian Dotts (Political Science), Debbie Finkel (Psychology), Betty Hughes (Education), Luz Huntington-Muskos (Nursing), Walter Jackson (Writing), Linda Jasper (Sociology), Ann Jones (Education), Carl Kramer (History), Tom Kotulak (Political Science), Gloria Murray (Education), Robin Morgan (Psychology), Charles Pooser (French), Jason Ramsey

History of Common Experience at IU Southeast

	(Communications), Angela Salas (Honors), Valerie Scott (Psychology), Cliff Staten (Political Science), David Taylor (Biology), and Guy Wall (Education)
Greening of Earth: Whose Responsibility? 2008-2009	
Readings: <i>Oryx and Crake</i> by Margaret Atwood <i>Whose Water Is It? The Unquenchable Thirst of a Water-Hungry World</i> edited by Bernadette McDonald and Douglas Jehl	
Committee Members	Participating Faculty (Brochure)
Robin Morgan (Co-Chair), Chris Bjornson (Co-chair), Kim Clemens, Luz Huntington-Moskos, Gloria J. Murray, Kimberly Pelle, Cliff Staten, Mike Turley, Mildred Vernia and Christa Zorn	Michael Abernethy (Communications), James Beeby (History), Stephanie Bower (History), Dee Cochran (Mathematics), Jeffrey Cox (English), Donna Dahlgren (Psychology), Deborah Farrell (Sociology), Debbie Finkel (Psychology), Linda Jasper (Sociology), Ann Jones (Education), Robin Morgan (Psychology), Elizabeth Raleigh (Fine Arts), Angela Salas (Honors), Sam Sloss (Sociology), Cliff Staten (Political Science), Brenda Swartz (Economics), Joe Wert (Political Science), Mildred Vernia (Mathematics), Diane Wille (Psychology) and Christa Zorn (English)
Health and Humanity in the new Millenium: Where do we go from here? 2009-2010	
Readings: <i>My Sister's Keeper</i> by Judy Picoult <i>The Omnivore's Dilemma</i> by Michael Pollan	
Committee Members	Participating Faculty (Brochure)
James M. Beeby (co-chair), Kimberly Pelle (co-chair), Rebecca Carlton, Seuth Chaleunphonh, Amy Freyn, Alyssa Lambert, Chris Lang, Robin Morgan, Judy Myers, and Mike Turley	Jean Abshire (Political Science), Ron Allman (Journalism), James M. Beeby (History), Stephanie Bower (History), Faye Camahalan (Education), Rebecca Carlton (Communication), Pam Connerly (Biology), Jeffrey Cox (Political Science), Peggy Cummins (History), Samantha Earley (Honors Program), Deborah Farrell (Sociology), Kyle Forinash (Physics), Deborah Finkel (Master of Liberal Studies), Michael Jackman (English), Linda Jasper (Sociology), Marilyn Jones (English), Tom Kutulak (Political Science), Janice Mahan (Nursing), Robin Morgan (Psychology), Gloria Murray (Education), Judy Myers (Nursing), Greg Phipps (Sociology), Elizabeth Raleigh (Fine Arts), Diane Russell

History of Common Experience at IU Southeast

	(English), Kelly Ryan (History), Angela Salas (Honors Program), Valerie Scott (Psychology), Sam Sloss (Sociology), David Taylor (Biology), Barbara Thompson-Book (Education)
Living in the Digital Age: Virtual Community or Real Connectedness? 2010-2011	
Readings: <i>I'm Not a Gadget</i> by Jaron Lanier	
Committee Members	Participating Faculty (Events)
Rebecca Carlton (co-chair), Kimberly Pelle (co-chair), Maria Accardi, Valerie Allen, Teresa Andrews, Seuth Chaleunphonh, Jennifer Crompton, Amy Freyn, Alysa Lambert, Robin Morgan, Judy Myers	Michael Abernathy (Communication), Maria Accardi (Library), Mary Bradley (Education), Amy Freyn (Education), Diane Reid (Communication), Angela Salas (Honors), Barbara Thompson-Book (Education)
Liberty and Justice for All? Social Change and Campus Action for 70 Years and Beyond 2011-2012	
Readings: <i>The Working Poor: Invisible in America</i> by David K. Shipler <i>A Country for All: An Immigrant Manifesto</i> by Jorge Ramos	
Committee Members	Participating Faculty (Events)
Maria Accardi (co-chair), Kathy Meyer (co-chair), Mary Bradley, Lisa Carter-Harris, Ronald Dunlop, Sarah Gierke, Jim Hesselman, Meghan Kahn, Mary Beth Nanz, Ron Severtis, Diane Wille	Bernadette Jessie (Criminal Justice), Jacquelyn Reid (Nursing), Rhonda Wrzenski (Political Science)
Education in America: Relevance and Empowerment 2012-2013	
Readings: <i>The Element: How Finding Your Passion Changes Everything</i> by Ken Robinson <i>Lives on the Boundary</i> by Mike Rose <i>The Boy Who Harnessed the Wind</i> by William Kamkwamba	
Committee Members	Participating Faculty (Web)
Mary Bradley (Chair), Brian Atwater, Meghan Kahn, Chris Kimmer, Chris Lang, Trey Lewis, Leigh Ann Meyer, Valerie Scott, Miranda Thomas, Denny Williams	Maria Accardi (Library), Ron Allman (Journalism), Mary Bradley (Education), Faye Camahalan (Education), Samantha Earley (English), Deborah Finkel (Psychology), Linda Jasper, Meghan Kahn (Psychology)

**Common Experience: Guidebook
Indiana University Southeast**

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CE Goals and Objectives

Goals	Objectives	Measurement
To cultivate a common intellectual conversation across campus among the faculty, staff, and students, and with people from the local communities in the region.	Planning Committee will be composed of representatives from faculty, staff, student and local community . CE Event attendees will be composed of representatives from faculty, staff, student and local community .	The annual report Demographics data (yearend analysis) of the participants of the events – like a sign in sheet
To engage, especially, all first year students in a common intellectual experience.	80% of all FYS students will participate in at least one CE event. 80% of all FYS courses will require participation in at least one CE event.	Attendance data collected by FYS faculty and/or event coordinators. Review/Audit of the FYS Syllabi
To strengthen the sense of community among faculty, staff, and students at IU Southeast and with people from the local communities in the region.	Increased sense of connectedness/community will be reported by attendees	Self report survey item from event evaluation instrument
To enhance student participation in the intellectual life of the campus by encouraging open discussion, civil discourse, and critical thinking about a common theme and text.	A majority of IUS students will be aware of the CE text and theme selected in that given year.	Random student poll in March
To enhance the reputation of IU Southeast as a regional center of learning excellence.	CE data will be included in internal and external reports.	Actual citation record.
To further distinguish IU Southeast from other local or regional universities and colleges.		

NOTE: do we need some written explanation here?

NOTE: should measurement of these objectives be the next section?

Building a Strong Committee

The following are possible Ex-Oficio Members; appointed by the VCAA

- Director of Freshman Seminar
- Director of Honors Program
- Dean of Student Life
- Director of Residence Life
- Director of Student Orientation
- Assoc Director of Advising
- Library Faculty
- Two Deans

Role of Ex-Oficio Members:

Serve as advisors, resources, and 'the strong arm' we need sometimes

Ex-Oficio members can help us in the following ways:

- Recruit current faculty to 'host' a CE event
- Recruit current faculty members to use their professional and personal connections to help create CE events
- Recruit faculty to participate in CE and adopt the book in their classes
- Help advertise events; promote events to students
- Bring classes to CE events we have planned
- Help connect students and student life to CE events

Active Committee members include:

- Faculty member from each school
- WHO ELSE?
- Committee Members serve a minimum of 2 years
- Student member 1
- Student member 2

Chairs & Co-Chairs

- Ideally, the committee will have 2 members serving as chairs, or co-chairs
- Year 2, one co-chair steps down & a current committee member becomes a new co-chair
- Each year, there will be one co-chair rotating off, and one committee member rotating into a co-chair position

When and How is the Committee Selected

In early March, co-chairs will identify:

- Committee members who will serve at least 1 more year
- Committee members who will end their service in May
 - these members are asked to recruit a new member from their school to serve on the committee
- one co-chair who will end their service in May
- a new co-chair will be added; preferably a member from the previous years' committee

End of March: Co-Chairs provide all names to the AVCAA

AVCAA will send appropriate letters to the above people;

Beginning of April: New Committee members, including the new co-chairs, should be identified
Letters from the VCAA should be sent to these people
Co-chairs are notified of the new committee

May: new co-chairs send email to ALL active committee members welcoming them
state the first committee meeting will be in September

First Committee Meeting – what needs to be discussed?

1. Co-chairs welcome everyone, thank everyone for their service, introduce themselves
2. Ask all member to introduce themselves
3. Co-chairs then explain:
 - a. their roles as co-chairs
 - b. the role of each ex-officio members and why we have ex-officio members
 - c. the role of committee members; expectations of committee members; the charge of the committee
 - d. the goals and outcomes of CE, and distribute a copy of these to members
 - e. selection of 1 book and why 1 book is chosen
 - f. no more than 2 events per month; some months CANNOT have two events
 - g. resources for identifying a theme and book (i.e, research other campuses, review past themes on our campus, etc.)
 - h. what makes a 'good' theme; importance of including all disciplines, etc.
 - i. timeline for when things must be finished, distribute timeline to all members
 - j. explains the budget the committee has to work with
 - k. how to work with University Communications and when
 - l. sets meeting times for the entire year; 1 meeting at month then 2 mtgs a month
 - m. give at least 1 action item to every member to complete before meeting #2

Timeline for Planning

February – the Dean of the committee and maybe the, AVCAA submit budget for the following year's planning committee

March – identify members of committee who will return for a second year; identify members who have finished their service to the committee; AVCAA sends appropriate letters to these members; 1 co-chair will remain and 1 co-chair will end their service; 1 new co-chair will be identified (preferably one of the existing committee members) send appropriate letters to these co-chairs

April – all committee members should be identified by now; co-chairs send email to entire committee, thanking them for their service, indicating the first committee meeting with take place NO later than the 2nd week of September

August: co-chairs email all committee members (not ex-officio members) and solidify a meeting date and time. NOTE: might use Doodle poll to find a meeting time

September: first committee meeting occurs. See First Committee meeting section

October – members discuss research they have done about possible themes and book selection; suggest members have read at least some of the books they are suggesting, before leaving this meeting, narrow down to 3 book and theme ideas; suggest members divide up the books at this meeting and members read parts of the possible books

November – decide the theme and book at this meeting, assign tasks for each committee member

December – begin brainstorming possible events, send email announcement to all faculty and staff announcing the CE Theme and CE Book

January -

February -

March -

April -

May -

Checklist of Things to be completed – UNDER CONSTRUCTION

Budget has been sent to budget committee in March

Cost of books

Cost of Publicity

Cost of Promo items

Cost of Food

Co-chairs have been identified

Committee has been created by May 1st

First committee meeting is early September

Theme is selected

Book is selected

Someone is working with University Communications on Publicity

Posters

Promo Items

Email sent to all staff, faculty and administrators announcing the theme

Systematic Evaluation of CE, impact on students, faculty, staff, community

UNDER CONSTRUCTION

What data to collect

How to collect it

Where it is stored

When to assess the data, how to use data for continuous improvement

Where to report data and analysis

Review the goals

Turn these into outcomes that are measurable

Decide what kind of data we want

Decide how we will collect that

Creating a Budget – UNDER CONSTRUCTION

Planning Purposeful CE Events: UNDER CONSTRUCTION

What makes a CE event successful?

How to create events, who to contact to help create events

Reserving rooms for events

Necessary permissions and forms

University Communication

1. The typical Marketing materials in previous years were as follows:
 - a. Tri-fold brochure, designed as a self-mailer. These included most if not all of the events for the year, as well as noting the committee members and participating faculty.
 - i. These were discontinued when it was learned they were not being mailed.
 - ii. These also required that all major events for the entire academic year be planned prior to printing, which took place prior to the beginning of the fall semester.
 - b. A large poster with the theme and graphic logo. These were hung on walls, doorways, etc..., although not usually on bulletin boards because they were so large they took up the entire board and as a result would get covered over.
 - i. When the University regulations on putting posters on the wall changed, these posters were no longer used, due to the aforementioned difficulty with the bulletin boards, which is currently the only allowable place to put them.
 - ii. If permission could be granted to hang these posters in main spaces on campus without having to be put on bulletin boards, it could be helpful to incorporate them in the marking plan.
2. The Marketing materials used for 2013-2014 are as follows:
 - a. Postcard-sized handout with general information about Common Experience, including this year's theme and a QR code that would take interested persons to the CE website for event information.
 - i. This was considered a good size for general use, to be placed around campus, etc...
 - ii. This could also be "tweaked" to be a mailer.
 - b. 11X17 posters, of which there were two:
 - i. One general poster, that included the CE theme and logo for the year, as well as images of the books being read.
 1. This was considered very positive, as it included the image of the books, thus emphasizing the common reading aspect.
 2. This size was more able to fit on bulletin boards without being covered up. However, due to smaller size and being on bulletin boards, may not have been as noticeable.
 - ii. One poster for each semester noting the events for that semester.

1. The positive about these posters is that all of the events do not necessarily need to be planned in advance. However, it is more expensive to run multiple sets of posters at different times, rather than all at the same time.
2. It was questionable as to whether or not anyone would stop and read the posters for the events, as there was a lot of verbiage on each.

3. Timeline

- a. The Timeline for the marketing materials will depend on two primary factors, as noted below. However, for the most part, the marketing timeline can be incorporated into the overall timeline for the CE committee.
 - i. The goals of the Common Experience committee and what they hope to accomplish. For instance, if involvement from the off-campus community is a goal, then the CE will need to be marketed off-campus.
 - ii. The type of events being planned and when they are being planned. If the CE committee is able to bring the author of the chosen book to campus, for example, then a much wider marketing and advertising push might be made.

4. Recommendations, including What Ifs: University Communications recommends that there be consistent marketing materials each year, with perhaps additional materials each year based on particular scenarios. These common materials, as well as some "What If" scenarios, can be included in the CE manual. It should be noted, though, that this does not limit the CE committee to only those materials; each CE committee should plan to meet with a marketing representative to discuss the goals of that years' CE in case there are additional materials which could help and/or to make specific changes to the annual recommendations.

- a. Posters are one item listed as key. As noted in 1.b.ii above, if permission could be granted for large posters around campus, this is potentially a high-visibility item.
 - i. Note that the posters need not list all events, but could list one or two key events, such as "keynote" speakers.
 - ii. A picture of the book on the poster also helps keep the common reading as a central part of CE.
- b. Brochures of some kind were also seen as a good item, or perhaps a mix of the brochures from past years and the postcard from this year.
 - i. Rather than a tri-fold brochure, perhaps a large postcard, that could be mailed.
 - ii. Perhaps monthly brochures or postcards, with events for that month (semester?) to keep up the marketing of CE all year.
 - iii. If books are purchased for a group of students (most likely freshmen), then a bookmark with a QR code could be a good item.
- c. Press and/or web releases are an option, but they will not be done for every event. These are best saved for the "biggest push" events, such as speakers from off-campus or events for which we want the most participation.
- d. Dedicated displays of the chosen book throughout the academic year in both the library and the bookstore.

- i. Have the CE poster in the bookstore, preferably in a highly visible area, with the books for purchase. If including the community is a goal, perhaps we could also recommend this in local area bookstores.
 - ii. If books cannot be purchased for faculty and staff, perhaps negotiate with the bookstore to allow staff, faculty and students (upperclassmen?) to purchase the book at cost, if CE pays all or part of the difference.
 - iii. The library could perhaps also be a dedicated resource for faculty and staff on materials related to the year's topic.
 - e. Of particular importance for the CE committee and Chair is that Marketing and the Web are not the same thing! One member of the CE committee needs to be designated as the editor for the CE website, ensuring that it is kept up-to-date with events listed.
 - i. University Communications can help craft the messages that will be put onto the web, and because they often work closely with the web team, they are often seen as one and the same. That is not correct, and the CE committee will need to ensure coverage for the web editing, as it is an important tool for promotion.
 - ii. Any Marketing files, such as graphics and the theme-specific logos, will be sent directly from Marketing to the web team, to ensure that they get loaded correctly. Again, though, it is the CE committee's responsibility to ensure that the CE website is up-to-date and has the desired information.

5. Budget and Ownership

- a. It was emphasized that many assume because Marketing has happened for CE in the past that it will automatically happen again. This is not the case! It is the responsibility of the CE committee and Chair to communicate CE goals to Marketing and work with the Marketing staff to ensure that materials are created in a timely fashion. This is true even if an annual Marketing plan is put into place and listed in with the rest of the CE committee responsibilities.
- b. University Communications does not have a Marketing budget. All expenses for marketing the Common Experience must come out of the CE budget, which is established separate and apart from University Communications.
 - i. It was suggested that the CE budget be controlled in future years by Accounting Services (which it was believed was the case after much deliberation throughout this academic year).
 - ii. The marketing part of the CE budget should be defined in advance, to help prioritize different marketing possibilities.
- c. When planning a Marketing budget, it is important to note that ordering everything together – posters, brochures, handouts, etc... - is much more cost-effective. However, this requires that most or all events be planned prior to ordering any materials. In any given year, printed materials should be ordered no later than June to be ready for beginning of the fall semester.

Appendix III-H: Common Experience Assessment Plan Goals & Objectives

Goals	Objectives	Measurement
<ul style="list-style-type: none"> To cultivate a common intellectual conversation across campus among the faculty, staff, and students, and with people from the local communities in the region. 	<p>Planning Committee will be composed of representatives from faculty, staff, student and local community.</p> <p>CE Event attendees will be composed of representatives from faculty, staff, student and local community.</p>	<p>The annual report</p> <p>Demographics data (yearend analysis) of the participants of the events – like a sign in sheet</p>
<ul style="list-style-type: none"> To engage, especially, all first year students in a common intellectual experience. 	<p>80% of all FYS students will participate in atleast one CE event.</p> <p>80% of all FYS courses will requires participation in atleast one CE event.</p>	<p>Attendance data collected by FYS faculty and/or event coordinators.</p> <p>Review/Audit of the FYS Syllabi</p>
<ul style="list-style-type: none"> To strengthen the sense of community among faculty, staff, and students at IU Southeast and with people from the local communities in the region. 	<p>Increased sense of connectedness/community will be reported by attendees.</p>	<p>Self report survey item from event evaluation instrument</p>
<ul style="list-style-type: none"> To enhance student participation in the intellectual life of the campus by encouraging open discussion, civil discourse, and critical thinking about a common theme and text. 	<p>A majority of IU students will be aware of the CE text and theme selected in that given year.</p>	<p>Random student poll in March</p>
<ul style="list-style-type: none"> To enhance the reputation of IU Southeast as a regional center of learning excellence. 	<p>CE data will be included in internal and external reports.</p>	<p>Actual citation record.</p>
<ul style="list-style-type: none"> To further distinguish IU Southeast from other local or regional universities and colleges. 		

IV. The Go Gritters (Maria Accardi, Michael Abernethy, Angela Salas, Amanda Stonecipher and Annette Wyandotte)

The Go Gritters SSAT task team sought to understand the influence of non cognitive factors on student success, beginning with the investigative questions below:

A. Investigative Questions

1. What non cognitive factors may impact student success?
2. How are they defined?
3. What is the nature of their influence?
4. How do IU Southeast students fare on these indicators?
5. How may faculty and student support staff facilitate students to accentuate the positive and reduce the negative influences of such factors?

B. Data and Processes

1. Review of the Literature¹⁹
2. Selection of Survey Instruments
3. Design and Implementation of Pilot Survey of spring 2013 First Year Seminar students using²⁰
 - a. The Grit Scale (Duckworth, 2009)
 - b. The Hope Scale (Snyder, 2002)
 - c. The College Undergraduate Stress Scale (Renner & Mackin, 1998)
 - d. Perceptual Affirmations of Connectedness, Belonging, and Caring (IU Southeast First Year Seminar Pre/Post Survey)

C. The “Grit” Scale²¹

1. Findings:
 - a. On average, 81% of IU Southeast respondents self-identified with each of the four attributes which the scale associated positively with Grit, in being “very” or “mostly” *hard working, diligent, and a finisher who is not discouraged by setbacks.*

¹⁹ See Appendix IV-A and IV-B for an annotated bibliography of the key literature on *Grit* and *Hope*.

²⁰ See Appendix IV-C for a copy of the Qualtrics survey administered in FYS classes in April, 2013.

²¹ *Grit* combines the traits of *interest* and *effort* that signal an individual’s perseverance and passion for long-term goals in face of challenges and setbacks, US Dept. Education, 2013). See Appendix IV-D for specific Grit scores.

- b. Conversely, 70.48% of the respondents distanced themselves from each of the four attributes associated negatively with Grit. They found it “mostly” or “very unlike” themselves *to change goals, to be distracted from old projects by new ones, to lose focus on long-term projects, or to lose interest in a project after a brief obsession with it.*
- c. Studies by the US Department of Education (2013) have shown that “grit, tenacity, and perseverance” are “malleable and teachable” in terms of facilitating students’ academic mindsets about the learning environment, their effort to direct their attention to the long-term, despite hindrances, and their strategies for addressing hindrances.

2. Conclusions and Next Steps

- a. Pilot results on Grit may lead to a better campus understanding of potentially important non cognitive factors such as perseverance in their potential impact on student performance and persistence to degree completion.
- b. Grit studies indicate that this concept may provide faculty, advisors, and other student support staff a point of entry into facilitating the mindsets and coping strategies of students who may be self-defeating.
- c. Further study and use of the Grit scale is merited by the Go Gritters. Therefore, Go Gritters will administer the survey piloted in spring 2013 to a larger group in the fall, working through FYS classes.
- d. Go Gritters will work with the ILTE to schedule one or more workshops for faculty and support staff. They will introduce non cognitive factors that impact student success and provide strategies to help students who signal a negative mindset about the academic environment or their inability to complete long-term goals.

D. The “Hope” Scale²²

1. Findings:

- a. On average, 57.42% of IU Southeast respondents self-identified with each of eight attributes associated positively with Hope, *in being resourceful and approaching specific goals with multiple paths to meet them, notwithstanding setbacks.*
- b. On average, 74.18 % of these respondents self-distanced from each of four negative attributes associated with Hope, *in not usually worrying or being tired or easily beaten down.*

²² *Hope* means thinking about and approaching specific goals with the will to pursue them and with multiple paths to their potential achievement (Snyder 2002). See Appendix IV-E for specific Hope results.

- c. In Snyder's (2002) study, when he divided new freshmen by their high, medium, or low "hope" scores after a mass screening of 808 students comprising multiple introductory psychology classes at a public Midwestern university, he found that
 - 1) Persons with higher measures of hope produced more ways to achieve goals and
 - 2) Higher hope scores correlated with a
 - a) higher likelihood of graduating
 - b) lower rate of dropping out or being suspended, and
 - c) higher GPA

2. Conclusions and Next Steps

- a. In view of pilot results on Hope, along with Grit, it may be an important non cognitive factor in relation to student performance and persistence to degree completion.
- b. Hope studies indicate that this concept may provide faculty, advisors, and other student support staff a point of entry into facilitating student mindsets and coping strategies toward specific goal-setting and achievement, especially for long-term projects, including persisting to graduation.
- c. Further study and use of the Hope scale is merited by the Go Gritters. Therefore, the Hope scale will be included in the Qualtrics survey administered to FYS classes in the fall of 2013.
- d. Go Gritters may want to include Hope in the materials they present to faculty and support staff in appropriate workshops the next academic year to raise their consciousness of Hope and to help them learn how to facilitate Hope in students with course projects, as well as long term goals like graduation.

E. The College Undergraduate Stress Scale (CUSS)²³

1. Findings²⁴

- a. Compared to the mean established for the Eastern US of 1242, the average stress score for IU Southeast respondents was 649.6 of a possible 1627.

²³ The CUSS surveys undergraduate perceptions of life stress by inviting students to check stressors they have experienced in the past year. Scores are weighted in terms of the nature of the event. Renner and Mackin observed scores ranging from 182 to 2571 and found that for over 12,000 college students in the eastern United States, the mean was 1242. See specific breakdown of scores in Appendix IV-F.

²⁴ See Appendix IV-H for findings in the literature on stress and the CUSS survey.

- b. Highest stressors identified by IU Southeast respondents were *lack of sleep* (69.6%) and *finals week* (63%).²⁵
 - c. Next highest stressors involved *overload* (54.3%), *major papers* (45.7%), *financial stress* (41.3%), *public speaking* (39.1%), and *wanting to earn As* (37%).
 - d. Others stressors of potential interest to the campus included *commuting* (30.4%), *plans for the future* (28.3%), *hating class* (28.3%), *job* (26.1%), *new term* (26.1%), and *family death* (23.9%).
2. Conclusions and Next Steps

- a. The timing of students' taking the survey (approaching finals' week in spring 2013) seemed to impact the stressors to which most respondents related. Therefore, a pre-post survey of stresses (and likely of Grit and Hope) may be useful to again include in the Qualtrics survey administered in the fall of 2013.
- b. Likewise, other major stressors tended to be school-related even though the list of options included opportunities to identify with more general life stressors. It may be desirable to consider what kind of referrals, if any, are relevant to particular respondents, such as advising for academic-related matters, or personal counseling for other matters. Ethical issues of confidentiality would need to be explored first.

Students who responded to the pilot survey in the spring received an automatic email providing them contact information to encourage them to make use of campus advising and personal counseling resources for problematic stresses. This could also be done in the future even if some appropriate way to offer services directly to a student may not be feasible.

- c. In relation to life stressors, most responses identified finances and work. Thus, it may be useful to cross tabulate CUSS scores and stressors identified to other data such as HSGPA, unmet need, age, first generation, student adjusted gross income. As in "b," identifying particular respondents for financial, academic, and other kinds of interventions could become a consideration, subject to the same caveats.
- d. Eventual workshops for faculty and support staff could potentially include information on becoming alert to student stresses and being able to facilitate referrals to appropriate personnel.

F. Perceptual Affirmations of Connectedness, Belonging, and Being Cared for²⁶

1. Findings

²⁵ Because it could not be done sooner, the Pilot survey was administered to spring FYS students between April 12-24th as final exams were approaching and when major papers were likely to be due.

²⁶ Perceptual affirmations were selected from FYS pre/post survey items to report respondents' level of agreement with feeling connected and cared for at IU Southeast. See Appendix IV-G for specific scores.

- a. Respondents' perceptions showed 84.78- 89.13 *agreement or strong agreement* that faculty and staff at IU Southeast *care about their emotional well-being and are willing to work with them when they have personal problems.*
- b. Other highly positive perceptions indicated *that respondents associated their success as students with being able to cope with life's stressors (86.96%) and knowing what resources are available to assist them with their problem (84.78%).*
- c. Otherwise, respondents *perceived their support as coming from family (63.04%), belonging to campus organizations (63.04%), and associating with other students on campus (52.17%).*
- d. The strongest perception of all was that *faculty and staff are NOT too busy to become engaged with them personally (91.30%).*
- e. However, over half the respondents *agreed or strongly agreed that they feel disconnected from the campus and its resources (55.56%).*
- f. Only a third of the respondents (32.61%) *perceived that personal problems interfered with their school work.*

2. Conclusions and Next Steps

- a. Respondents seemed to see themselves as connected to and cared for by faculty and staff.
- b. Therefore, it would be helpful to know why half of them felt disconnected from the campus and its resources. For instance, Go Gritters could seek a way to explore what students associate with the words "*campus*" and "*resources*," which could cue better understanding and appropriate action.
- c. Given that a high percentage of respondents *associated student success with the ability to respond to life stressors and to know and use campus resources to resolve their personal problems*, but only a third *saw personal problems as interfering with school work*—Go Gritters should consider how to explore what students see as contributing to and assisting with their academic success.

Appendix IV-A Annotated Bibliography on Grit Literature

I. The developers of the grit construct and its Grit Scale measurements

A. What makes the Grit-S (8-item grit scale) a preferable measure

A.L. Duckworth & P.D. Quinn. (2009). Development and Validation of the Short Grit Scale (Grit-S). *Journal of Personality Assessment* (92(2), 166-174.

Confirming Duckworth's et al. (2007) theory of grit as a compound trait comprising stamina in dimensions of interest and effort, this study introduces the 8-item self-report measure of grit (unlike the 12 item used then) to explore the differential predictive validity of these two factors.

The 09 study comprises 6 studies, the first identified items for the Short Grit scale (Grit-S) with the best overall predictive validity across four samples originally presented in the Duckwork et al (07) study, while study 2 used factor analysis to test the two-factor structure of the Grit-S in a novel Internet sample of adults. It compared the relationships between the Grit-S and Grit O and the Big Five personality dimensions and examined predictive validity for career changes and educational attainment.

Study 3 validated an informant version of the Grit S and established consensual validity. Study 4 measured the 1-year test-retest stability of that test in a sample of adolescents. Studies 5t and 6 tested the predictive validity of the Grit S in two novel samples of West Point cadets and National Spelling Bee finalists. In the latter instance, the 06 Scripps Spelling Bee tested the predictive validity of the Grit-S scale for behavioral (not self-report) measure of performance.

(Big Five dimensions are Consciousness, Neuroticism, Extgraversion, Agreeableness, and Openness to Experience).

Concerning the West Point students, comparing the Grit test to the Whole Candidate Score (used in conjunction with other information to admit applicants, a weighted compositive of high school rank, SAT, participation in extracurricular activities, and a standardized physical exercise evaluation. (Typicall 1 in 20 cadets drop out in the first summer of training). Study 6 tested whether the effect of grit on achievement was mediated by cumulative effort (spelling bee). Grit S completed prior to the competition predicted the final round attained by participants. Those who scored 1 SD higher on Grit S than same-aged peers 38% more likely to advance (had accumulated more practice in spelling).

Grit S was found to be a more efficient measure of trait-level perseverance and passion for long-term goals and differential associations with predicted outcomes showed that the factors were distinct from each other. Perseverance of Effort was a superior predictor of GPA, extracurrar activities and (inversely) tv watching among adolescents in study 4). Consistence of Interest, in contrast, was a better predictor (inversely) of career changes among adults in Study 1 and of final round attained in study 6. Evidence showed further that persons may need both to succeeded in the most demanding domains. The total Grit S score was a better predictor of the final round in the bee and retention among west Point cadets than was either factor alone.

U.S. Department of Education, Office of Educational Technology (2013). *Promoting Grit, Tenacity, and Perseverance: Critical Factors for Success in the 21st Century*. (Brief of Draft issued February 14, 2013).

Purpose of study:

To examine grit, tenacity, and perseverance as a core set of noncognitive factors residing within and beyond the student that enable their success with goals that are long-term and higher-order, notwithstanding challenges. (v)

Rationale:

Because new research shows their importance and how to promote them, “particularly for at-risk and vulnerable students” (v), the US Department of Education issued a brief (February 2013) exploring the prospect that honing these qualities “can be malleable and teachable” tools to cultivate student success¹ (vi)

Synthesis of the Literature:

The above study offers “a broad, multifaceted definition of *grit*” as “Perseverance to accomplish long-term or higher-order goals in the face of challenges and setbacks, engaging the student’s psychological resources, such as their [sic] academic mindsets, effortful control, and strategies and tactics” (vii).

Sociocultural context shapes student values and goals, the challenges they may face, and the resources they may have to achieve them; thus, “grit can be detrimental when it is driven by a fear-based focus on testing and college entry,” undercutting “conceptual learning, creativity, long-term retention, mental health, and ability to deal with ‘real-world’ challenges” (vii).

Campus environments can be shaped “to promote grit, tenacity, and perseverance” by 1) presenting students “*optimally challenging*” goals that fit “their personal values and interests” and 2) giving them “*a rigorous and supportive environment to accomplish*” them “*and/or develop critical psychological resources*” (vii).

Three facets of grit, tenacity, and perseverance have been “shown to be malleable and teachable”:

- a) Students’ *academic mindsets* set toward “growth” rather than “fixity” as learners in relation to “the learning environment” (vii-viii).
 - b) Students’ *effort to control* or “regulate their attention” to the long-term, despite hindrances.
 - c) Students’ strategies for addressing these hindrances, such as “defining tasks, planning, monitoring” and “changing” their actions.
-

Educators should recognize that **grit carries potential risks/costs** where efforts to succeed are ultimately “unimportant” or “inappropriate” and generate “stress, anxiety, and distraction” (viii). More research is needed to ensure best practices with “interventions” (viii)

Ways to measure grit depend on how it is conceptualized in the research.

Conceptualized as a disposition, grit is “a general or enduring tendency to persevere,” while as a set of processes, it concerns “sequences of behaviors, emotions, physiological reactions, and/or thoughts” in response to learning that indicate “persistence” or “giving up.” Viewed as “psychological resources,” measurement may examine “academic mindsets, effortful control, and strategies and tactics,” as mentioned above (ix).

Review of 50 programs and models with interventions to address mindsets, learning strategies, and resilience. Evidence has suggested that 2-10 hours can “significantly impact” these elements to “support resilience in the face of adversity” (xi) through

“Activities that explicitly teach students . . . that intelligence grows with effort” and that struggle is a sign of growing that precedes success(x);

“Opportunities” that “affirm their personal values” and investment of effort and “relate course materials” to their lives (x);

“Learning strategies” that “anticipate in advance how to deal with likely obstacles, develop general study skills, build a resource-rich network, or develop content-specific metacognitive skills to monitor progress” (xi);

“Resources” and “teaching tools” that “challenge through adaptivity”; support rigorous learning; facilitate goal achievement, “motivate learning and trigger interest,” and help to evoke desirable “mindsets,” “learning strategies,” and “effortful control” (xi).

Most relevant conclusions and recommendations:

1) A strong need exists to promote the noncognitive factors of grit; therefore, we should consider how to “give them priority” in “curriculum, teaching practices, teacher professional development,” and beyond the classroom” (xii);

2) “Substantial research points to actionable ‘best practices’” to this end (as above) and technological development should be designed to promote and measure these factors by a team of experts in “the learning sciences, software design, and domain-specific content” (xiii).

3) Important successes in promoting grit have been demonstrated by researchers and educators whose models provide fertile ground for “adopting and adapting” to our needs and contexts, employing best practices known to date, while they pursue further discoveries (xiii).

4) Constraints of the educational environment that may preclude implementation of these best practices may include lack of teacher training and lack of time for teachers to plan and collaborate, or other systemic and structural barriers; consequently, to develop this component of student success will require support in these areas (xiii).

5) The importance of grit, nonetheless, “is not necessarily widely known, and stakeholders at many levels may not understand its importance” as a priority. Therefore, those who do know and understand need “to become proactive advocates for these changes” in human and financial resources (xiv).

6) The need exists “to develop empirically based models of pathways for developing grit over time,” in different contexts, for different goals and challenges and to design age-and-context appropriate interventions; thus, systematic research and longitudinal studies should be undertaken (xv).

7) Students need to develop grit within disciplinary contexts, as part of how they become proficient in a subject matter, and best practices need to be developed in these areas (xv).

8) Educational “data mining, affective computing, online resources, and tools for teachers” need to be leveraged “to develop unprecedented approaches for a wide range of students”; new technologies and best practices need to be “well positioned to promote grit, tenacity, and perseverance, and key psychological resources (mindsets, learning strategies, and effortful control) for a range of purposes” (xv).

Appendix IV-B Hope Scale Literature Review

Things to Know/Understand about *HOPE* to see what we're looking at:

- *Hope* is defined as the “process of thinking about one’s goals with the motivation to move toward them (agency) and ways to achieve them (pathways)” ; agency involves being able to motivate oneself to pursue goals; pathways refers to being able to generate multiple ways to achieve them, so 3 months may be too short a time frame for multiple pathways to be important
- Hope theory derives from Snyder et al , 1991, 1994, 2000) as a “dynamic cognitive motivational system” that supplements other
- Motivational constructs have aimed at factors promoting or inhibiting academic achievement (self efficacy, Bandura 1982), optimism (Scheier & Carver 1985) and goal theory (Covington 2000). [Self efficacy is defined as the levels of confidence a person has in the ability to execute a course of action or attain specific performance outcomes (Bandura 1997). Such work has relied on managing time, using learning resources, working in groups, and the like.]
- **Snyder et al’s (02)** examined 213 new freshmen divided into high, medium and low hope scores pulled from a mas screening of 808 students in intro to psyc at a Midwest public university (used as a continuous variable)
- Persons with higher measures of hope produced more ways to achieve goals
- Snyder’s et al (2002) study using the 12-item Hope Scale also supported the hypotheses that higher scores will relate reliably to a) higher GPAs, b) higher likelihood of graduating, and c) lower dismissal or dropout rates.
- Thus Snyder has offered hope as a more complete explanation of underlying motivational processes, and it affirms goal theory’s claim that high-hope students pursue learning goals to move toward mastery, while low-hope students settle for performance goals based on the world around them and are more apt to feel helpless.
- **Baneke’s 2008 study of 269** college students affirmed that though agency and pathway dimensions of the scale are two distinct constructs, at the level of measurement their variance is enough to treat them as unidimensional.
- **Pedrotti, Edwards, and Lopez (2008)** reviewed multiple studies which show that the construct of hope is a potentially valuable resource for school counselors to assist students to achieve their potential by identifying and ranking their goals and working with them to develop agency and pathway thinking.
- **Feldman et al’s 2009** research surveyed 162 college students on hope and goal importance early in the term and after 3 months, looking at 7 specifically identified goals they wished to accomplish by the end of the term, prioritizing their importance, and measuring hope overall.
- Feldman’s study found that goal specific hope significantly predicted goal attainment in every instance of the 7 goals, while generalized, overall hope significant predicted goal attainment in 3 of 7 goals
- Feldman concluded that students’ perceived importance of a goal influences their cognitive motivation (agency related thoughts) which shapes goal attainment.
- These findings also supported the hypothesis that individuals adjust their hope levels based on the relative level of success or failure at achieving goals during the term. Those with low goal attainment

reduced their goal-specific hope scores by an average of 2.41 points, while those with high goal attainment increased their goal-specific hope scores by 1.44 points.

- Feldman also affirmed the overall relationship between hope's agency component and the self reported goal attainments students reported 3 months after, and provided evidence supporting hope theory that individuals adjust their hopes as they experience success or failure in their pursuit.
- **Van Ryzin's 2011 study** examined 423 students from small secondary schools in the upper Midwest for their perceptions of the school environment. It found reciprocal effects among perceptions of the school environment, engagement in learning, hope, and academic achievement over a year's span. The findings point the way to leverage educational reform and interventions to target students' perceptions of autonomy, teacher/peer support, and goal orientation as a way to promote engagement, hope, and academic achievement in which they may create a positive feedback loop in which change in academic performance and adjustment accelerate over time.

Hope Results Success Indicators

Green = growth opportunities as percentages of respondents not identifying with a hopeful stance only somewhat or slightly

An average of over 60% of the respondents identified with descriptions of themselves as

- Pretty successful in life so far (65.3%) (31.7%)
- Well prepared for the future by past experiences (63%) (37.0%)
- Meeting self-set goals (63%) (37.0%)
- Energetically pursuing these goals (60.8%) (39.1%)

An average between 42.3% and 58.7% identified with themselves as

- Able to think of many ways to get out of a difficult situation (58.7%) (41.2%)
- Able to think of many ways to get the things in life most important (53.3%) (46.6%)
- Seeing lots of ways around any problem (52.3%) (47.8%)
- Knowing they can find a way to solve a problem even when others get discouraged (42.3%) (57.7%)

An average of 74.18% of the respondents dissociated themselves from

- Usually worrying about something (84.5%) (15.6%)
- Worrying about their health (80.5%) (19.5%)
- Feeling tired most of the time (80.0%) (20.0%)
- Being easily beaten in an argument (52.2%) (47.8%)

Implications for Practice

The literature reviewed is fairly recent and focuses on validating the hope scale. However, the findings imply that something can be done by teachers, advisors, and student support staff to promote hopefulness. Possibilities may include ???

Appendix IV-C: Qualtrics Pilot Survey Drart

For the following statements, please rate how much the statement applies to you.

	Very much like me	Mostly like me	Somewhat like me	Not much like me	Not like me at all
New ideas and projects sometimes distract me from previous ones.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Setbacks don't discourage me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been obsessed with a certain idea or project for a short time but later lost interest.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am a hard worker.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often set a goal but later choose to pursue a different one.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have difficulty maintaining my focus on projects that take more than a few months to complete.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I finish whatever I begin.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am diligent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Read each item carefully. Using the scale shown below, please which item that best describes you.

	Definitely false	Mostly false	Somewhat false	Slightly false	Slightly true	Somewhat true	Mostly true	Definitely true
I can think of many ways to get out of a difficult situation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I energetically pursue my goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel tired most of the time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are lots of ways around any problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am easily beaten in an argument.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can think of many ways to get the things in life that are important to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I worry about my health.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Even when others get discouraged, I know I can find a way to solve the problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My past experiences have prepared me well for my future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I've been pretty successful in life so far.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I usually find myself worrying about something.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I meet the goals that I set for myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Stress is a fact of life which comes from many sources. Some stress is positive and motivating. Too much of it can disrupt our lives for a time. Check each of the kinds of stress below that you have experienced in the past year. You will receive an email with your score compared to what research states is an average score for a college student.

Being sexually assaulted

Lack of sleep

- Finding out that you are HIV-positive
- Being accused of sexual assault
- Death of a close friend
- Death of a close family member
- Contracting a sexually transmitted disease (other than AIDS)
- Concerns about being pregnant
- Finals week
- Concerns about your partner being pregnant
- Oversleeping for an exam
- Flunking a class
- Having a boyfriend/girlfriend cheat on you
- Ending a steady dating relationship
- Serious illness in a close friend or family member
- Financial difficulties
- Writing a major term paper
- Being caught cheating on a test
- Drunk driving
- Sense of overload in school or work
- Two exams in one day
- Cheating on a boyfriend/girlfriend
- Getting married
- Negative consequences of drinking/drug use
- Depression or crisis in your best friend
- Difficulties with parents
- Talking in front of a class

- Change in housing situation (hassles, moves)
- Competing or performing in public
- Getting in a physical fight
- Difficulties with a roommate
- Job changes (applying, new job, work hassles)
- Declaring a major or concerns about future plans
- A class you hate
- Drinking or use of drugs
- Confrontations with professors
- Starting a new semester
- Going on a first date
- Registration
- Maintaining a steady dating relationship
- Commuting to campus, work, or both
- Peer pressures
- Being away from home for the first time
- Getting sick
- Concerns about your appearance
- Getting straight A's
- A difficult class that you love
- Making new friends; getting along with friends
- Fraternity or sorority rush
- Falling asleep in class
- Attending an athletic event (e.g. football game)

For the following statements, please rate how much the statement applies to you.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
The faculty and staff at IU Southeast care about my emotional well-being.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty and staff at IU Southeast are willing to work with me when I have personal problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know what resources are available to me on campus to assist me when I have personal problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My success as a student depends on my ability to cope with life stressors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I get emotional/personal support from other students on campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel disconnected to the campus and its resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Faculty and staff are too busy to become engaged with students personally.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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My family helps me succeed in school.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Belonging to campus organizations helps students succeed in college.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Taking time off school to deal with personal issues is acceptable.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Personal problems interfere with my school work.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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IU Southeast Enhancing Student Success Survey

Administered Spring 2013

Please rate how much the statement applies to you:

New ideas and projects sometimes distract me from previous ones.	N	%
Very much like me	1	2.2%
Mostly like me	11	23.9%
Somewhat like me	22	47.8%
Not much like me	10	21.7%
Not like me at all	2	4.3%
Grand Total	46	100.0%

Setbacks don't discourage me.	N	%
Very much like me	7	15.2%
Mostly like me	21	45.7%
Somewhat like me	12	26.1%
Not much like me	5	10.9%
Not like me at all	1	2.2%
Grand Total	46	100.0%

I have been obsessed with a certain idea or project for a short time but later lost interest.	N	%
Very much like me	3	6.5%
Mostly like me	14	30.4%
Somewhat like me	14	30.4%
Not much like me	13	28.3%
Not like me at all	2	4.3%
Grand Total	46	100.0%

I am a hard worker.	N	%
Very much like me	31	67.4%
Mostly like me	12	26.1%
Somewhat like me	3	6.5%
Grand Total	46	100.0%

I often set a goal but later choose to pursue a different one.	N	%
Very much like me	3	6.5%
Mostly like me	8	17.4%
Somewhat like me	14	30.4%
Not much like me	17	37.0%
Not like me at all	4	8.7%
Grand Total	46	100.0%

I have difficulty maintaining my focus on projects that take more than a few months to complete.	N	%
Very much like me	5	11.1%
Mostly like me	9	20.0%
Somewhat like me	13	28.9%
Not much like me	16	35.6%
Not like me at all	2	4.4%
Grand Total	45	100.0%

I finish whatever I begin.	N	%
Very much like me	16	34.8%
Mostly like me	24	52.2%
Somewhat like me	6	13.0%
Grand Total	46	100.0%

I am diligent.	N	%
Very much like me	19	41.3%
Mostly like me	19	41.3%
Somewhat like me	7	15.2%
Not much like me	1	2.2%
Grand Total	46	100.0%

Please select which best describes you:

I can think of many ways to get out of a difficult situation.	N	%
Definitely true	10	21.7%
Mostly true	17	37.0%
Somewhat true	7	15.2%
Slightly true	7	15.2%
Slightly false	1	2.2%
Somewhat false	2	4.3%
Mostly false	2	4.3%
Grand Total	46	100.0%

I energetically pursue my goals.	N	%
Definitely true	14	30.4%
Mostly true	14	30.4%
Somewhat true	10	21.7%
Slightly true	8	17.4%
Grand Total	46	100.0%

I feel tired most of the time.	N	%
Definitely true	4	8.9%
Mostly true	10	22.2%
Somewhat true	5	11.1%
Slightly true	13	28.9%
Slightly false	3	6.7%
Somewhat false	1	2.2%
Mostly false	8	17.8%
Definitely false	1	2.2%
Grand Total	45	100.0%

There are lots of ways around any problem.	N	%
Definitely true	9	20.5%
Mostly true	14	31.8%
Somewhat true	12	27.3%
Slightly true	7	15.9%
Slightly false	1	2.3%
Somewhat false	1	2.3%
Grand Total	44	100.0%

I am easily beaten in an argument.	N	%
Mostly true	1	2.2%
Somewhat true	1	2.2%
Slightly true	5	10.9%
Slightly false	6	13.0%
Somewhat false	11	23.9%
Mostly false	14	30.4%
Definitely false	8	17.4%
Grand Total	46	100.0%

I can think of many ways to get the things in life that are important to me.	N	%
Definitely true	10	22.2%
Mostly true	14	31.1%
Somewhat true	14	31.1%
Slightly true	4	8.9%
Slightly false	2	4.4%
Somewhat false	1	2.2%
Grand Total	45	100.0%

I worry about my health.	N	%
Definitely true	7	15.2%
Mostly true	4	8.7%
Somewhat true	9	19.6%
Slightly true	12	26.1%
Slightly false	3	6.5%
Somewhat false	2	4.3%
Mostly false	6	13.0%
Definitely false	3	6.5%
Grand Total	46	100.0%

Even when others get discouraged, I know I can find a way to solve the problem.	N	%
Definitely true	7	15.6%
Mostly true	12	26.7%
Somewhat true	15	33.3%
Slightly true	9	20.0%
Somewhat false	2	4.4%
Grand Total	45	100.0%

My past experiences have prepared me well for my future.	N	%
Definitely true	14	30.4%
Mostly true	15	32.6%
Somewhat true	13	28.3%
Slightly true	3	6.5%
Somewhat false	1	2.2%
Grand Total	46	100.0%

I've been pretty successful in life so far.	N	%
Definitely true	17	37.0%
Mostly true	13	28.3%
Somewhat true	6	13.0%
Slightly true	8	17.4%
Slightly false	2	4.3%
Grand Total	46	100.0%

I usually find myself worrying about something.	N	%
Definitely true	4	8.9%
Mostly true	10	22.2%
Somewhat true	14	31.1%
Slightly true	7	15.6%
Slightly false	3	6.7%
Somewhat false	3	6.7%
Mostly false	4	8.9%
Grand Total	45	100.0%

I meet the goals that I set for myself.	N	%
Definitely true	7	15.2%
Mostly true	22	47.8%
Somewhat true	13	28.3%
Slightly true	4	8.7%
Grand Total	46	100.0%

Check each of the kinds of stress below that you have experienced in the past year:

Sources of Stress	N
Lack of sleep	32
Finals week	29
Sense of overload in school or work	25
Writing a major term paper	21
Financial difficulties	19
Talking in front of a class	18
Getting straight A's	17
Two exams in one day	14
Commuting to campus, work, or both	14
Declaring a major or concerns about future plans	13
A class you hate	13
Concerns about your appearance	13
Making new friends; getting along with friends	13
Job changes (applying, new job, work hassles)	12
Starting a new semester	12
Death of a close family member	11
Flunking a class	11
Change in housing situation (hassles, moves)	11
Getting sick	11
A difficult class that you love	10
Serious illness in a close friend or family member	8
Registration	8
Maintaining a steady dating relationship	8
Difficulties with parents	7
Death of a close friend	6

Ending a steady dating relationship	6
Depression or crisis in your best friend	5
Difficulties with a roommate	5
Being away from home for the first time	5
Falling asleep in class	5
Concerns about being pregnant	4
Having a boyfriend/girlfriend cheat on you	4
Drinking or use of drugs	4
Attending an athletic event (e.g. football game)	4
Oversleeping for an exam	3
Competing or performing in public	3
Confrontations with professors	3
Concerns about your partner being pregnant	2
Drunk driving	2
Negative consequences of drinking/drug use	2
Going on a first date	2
Fraternity or sorority rush	2
Being sexually assaulted	1
Finding out that you are HIV positive	1
Being accused of sexual assault	1
Contracting a sexually transmitted disease (other than AIDS)	1
Being caught cheating on a test	1
Getting married	1
Getting in a physical fight	1
Peer pressures	1
Cheating on a boyfriend/girlfriend	0

Please rate how much the statement applies to you:

The faculty and staff at IU Southeast care about my emotional well-being.	N	%
Strongly Agree	14	30.4%
Agree	25	54.3%
Neither Agree nor Disagree	7	15.2%
Grand Total	46	100.0%

Faculty and staff at IU Southeast are willing to work with me when I have personal problems.	N	%
Strongly Agree	16	34.8%
Agree	25	54.3%
Neither Agree nor Disagree	5	10.9%
Grand Total	46	100.0%

I know what resources are available to me on campus to assist me when I have personal problems.	N	%
Strongly Agree	13	28.3%
Agree	26	56.5%
Neither Agree nor Disagree	5	10.9%
Disagree	2	4.3%
Grand Total	46	100.0%

My success as a student depends on my ability to cope with life stressors.	N	%
Strongly Agree	14	30.4%
Agree	26	56.5%
Neither Agree nor Disagree	5	10.9%
Disagree	1	2.2%
Grand Total	46	100.0%

I get emotional/personal support from other students on campus.	N	%
Strongly Agree	9	19.6%
Agree	15	32.6%
Neither Agree nor Disagree	13	28.3%
Disagree	9	19.6%
Grand Total	46	100.0%

I feel disconnected to the campus and its resources.	N	%
Strongly Agree	2	4.4%
Agree	5	11.1%
Neither Agree nor Disagree	13	28.9%
Disagree	19	42.2%
Strongly Disagree	6	13.3%
Grand Total	45	100.0%

Faculty and staff are too busy to become engaged with students personally.	N	%
Strongly Agree	3	6.5%
Agree	1	2.2%
Neither Agree nor Disagree	10	21.7%
Disagree	25	54.3%
Strongly Disagree	7	15.2%
Grand Total	46	100.0%

My family helps me succeed in school.	N	%
Strongly Agree	13	28.3%
Agree	16	34.8%
Neither Agree nor Disagree	12	26.1%
Disagree	3	6.5%
Strongly Disagree	2	4.3%
Grand Total	46	100.0%

Belonging to campus organizations helps students succeed in college.	N	%
Strongly Agree	7	15.2%
Agree	22	47.8%
Neither Agree nor Disagree	13	28.3%
Disagree	2	4.3%
Strongly Disagree	2	4.3%
Grand Total	46	100.0%

Taking time off school to deal with personal issues is acceptable.	N	%
Strongly Agree	3	6.5%
Agree	20	43.5%
Neither Agree nor Disagree	12	26.1%
Disagree	7	15.2%
Strongly Disagree	4	8.7%
Grand Total	46	100.0%

Personal problems interfere with my school work.	N	%
Strongly Agree	4	8.7%
Agree	10	21.7%
Neither Agree nor Disagree	17	37.0%
Disagree	11	23.9%
Strongly Disagree	4	8.7%
Grand Total	46	100.0%

Stress Scale

Range	0-1627
Average	649.6
Average w/o 0	679.2
Grand Total	46

Appendix IV-E (1) Grit Survey Results

Question/Issue	N	More Like Me %	Less Like Me %
I am a hard worker.	46	43 93.48%	3 6.52%
I finish whatever I begin.	46	40 86.96%	6 13.04%
I am diligent.	46	38 82.61%	8 17.39%
Setbacks don't discourage me.	46	28 60.87%	18 39.13%
Totals/Avg	184	149 80.98%	35 19.02%
I often set a goal but later chose to pursue a different one.	46	11 23.91%	35 76.09%
New ideas and projects sometimes distract me from previous ones.	46	12 26.09%	34 73.91%
I have difficulty maintaining my focus on projects that take more than a few months to complete.	45	14 31.11%	31 68.89%
I have been obsessed with a certain idea or project for a short time, but later lost interest.	46	17 36.96%	29 63.04%
Totals/Avg	183	54 29.52%	129 70.48%

Appendix IV-E (2) Hope Survey Results

Appendix IV-E (2) Hope Survey Results

I've been pretty successful in life so far.	46	30	65.30%	16	31.70%
My past experiences have prepared me well for my future.	46	29	63.00%	17	37.00%
I meet the goals that I set for myself.	46	29	63.00%	17	37.00%
I energetically pursue my goals.	46	28	60.40%	18	39.10%
I can think of many ways to get out of a difficult situation.	46	27	58.70%	19	41.20%
I can think of many ways to get the things in life that are important to me.	45	24	53.30%	19	46.60%
There are lots of ways around any problem.	44	23	52.30%	21	47.80%
Even when others get discouraged, I know I can find a way to solve the problem.	45	19	42.30%	26	57.70%
Totals/Avg	364	209	57.42%	153	42.03%
I usually find myself worrying about something.	45	7	15.60%	38	84.50%
I worry about my health.	46	9	19.50%	37	80.50%
I feel tired most of the time.	45	9	20.00%	36	80.00%
I am easily beaten in an argument.	46	22	47.80%	24	52.20%
Totals/Avg	182	47	25.82%	135	74.18%

Appendix IV:F, CUSS Results

N 46

Stressor	# Responses	%
Lack sleep	32	69.6%
Finals week	29	63.0%
Overload	25	54.3%
Major Paper	21	45.7%
Financial	19	41.3%
Speech	18	39.1%
Want A's	17	37.0%
2 Exams	14	30.4%
Commuting	14	30.4%
Plans Fut.	13	28.3%
Hate class	13	28.3%
Appearance	13	28.3%
Job	12	26.1%
New Term	12	26.1%
Fam death	11	23.9%
Housing	11	23.9%
Sick	11	23.9%
Dif class +	10	21.7%
Drinking/Drugs	4	8.7%
Cheating	1	2.2%
Peer	1	2.2%
Range 0-1627		
Avg	649.6	39.9% of 1627 top of range
Avg w/o 0	679.2	41.7%
Eastern US Mean	1247	649.6/1247 = 52.30% of mean 679.2/1247 = 54.44% of mean

Appendix IV-G: Affirmative Perception Results from Pilot Survey

Statement	N	SA/A	%	Other Responses	%
The faculty and staff at IU Southeast care about my emotional well-being.	46	39	84.78%	7	15.22%
Faculty and staff at IU Southeast are willing to work with me when I have personal problems.	46	41	89.13%	5	10.87%
I know what resources are available to me on campus to assist me when I have personal problems.	46	39	84.78%	7	15.22%
My success as a student depends on my ability to cope with life's stressors.	46	40	86.96%	6	13.04%
I get emotional/personal support from other students on campus.	46	24	52.17%	22	47.83%
I feel disconnected to the campus and its resources.	45	25	55.56%	20	44.44%
Faculty and staff are too busy to become engaged with students personally.	46	4	8.70%	42	91.30%
My family helps me succeed in school.	46	29	63.04%	17	36.96%
Belonging to campus organizations helps students succeed in college.	46	29	63.04%	17	36.96%
Taking time off school to deal with personal issues is acceptable.	46	23	50.00%	23	50.00%
Personal problems interfere with my school work.	46	15	32.61%	31	67.39%

Appendix IV-H: Literature Review on Stress Factors and CUSS Survey Results

Factors of Stress to Consider in what we're looking at:

- A growing body of literature has drawn attention to the stressful nature of modern college life (daily stressors and an unusually high occurrence of potentially traumatic life events)
- Common college stressors are changes in the environment, loss of prior social support networks, new and increased academic pressures, and increases in personal responsibility for financial management
- Empirical literature on stressful life events and transitions suggests that much of the diversity of these experiences can be captured by a small number of response patterns, ranging from failing to adapt with an impact for years after; acute but moderate in distress, with a steady, gradual return to baseline functioning over 1-2 years; experience of moderate stress responses but failing to improve and perhaps worsening over time; and positive e adaptation with little or no disruption in functioning, referenced in the literature as "resilient."
- Consistent evidence demonstrates that resilient persons differ from the nonresilient by gender, older age, greater education, personality variables (low negative affectivity, perceived coping self-efficacy, optimism, social and economic resources, a priori positive world views, etc.)
- Earlier trends directed coping responses to addressing the past, with focused processing of personal thoughts and feelings with an associated event. More recent trends have focused on the future, looking toward events leading to better outcomes, and the expression of positive emotion, and staying active and socially engaged. Most recently, integrative methods have been preferred.
- **Galatzer-Levey et al's 2012** study recruited a cohort of 157 undergraduates to participate in an intensive 4-year study, completing several self-report measures in their first and fourth years and self report measures of distress each semester for four years. They investigated whether resilience in the face of adjusting to college is predicted by exposure to a PTE as compared to adaptation related to the multitude of developmental stressors associated with college life.
- These researchers found that 50.6% of the sample were exposed to a PTE in the first year alone, confirming prior research findings that college students may be particularly vulnerable and that exposure among this population is common. They found that observed response patterns were consistent whether students were adapting to new stressors related to college or to the same stressors as well as exposure to a PTE.
- Results showed that the ability to focus attention on or away from distressing material aided adaptation in meaningful ways, showing that either set of circumstances could be handled through flexible coping. Further, the ability to focus attention either direction predicted greater degrees of resilience within the context of exposure to a PTE and to managing stressors associated with college.
- **Roberti et al (2006)** studied 281 undergrads at 3 public universities, measuring Perceived Helplessness and Perceived Self-efficacy, to find that the 10-item Perceived Stress Scale (Cohen & Williamson, 1988) is a reliable and valid instrument to access perceived stress in college students. (i.e. a nonclinical, multisite sampling). They compared the PSS10 to other Psychological Measures, such as the State Trait Anxiety Inventory, Multidimensional Health Locus of Control, Sensation Seeking Scale, Santa Clara Strength of Religious Faith

SSAT ACCOMPLISHMENTS

In the course of its project work and additional team activities, the SSAT Task Force has raised consciousness of the nature and importance of student success to the campus. This awareness began with its own members and will continue to move outward as they come into contact with others. More specifically,

- Project teams gained valuable knowledge about student success shared with all SSAT members at monthly meetings throughout the year.
- Task-team members pursued a number of actions based on their investigations to share next year with administrators, faculty, and staff to better understand and to support student success.
- SSAT assisted Bryan Hall, IU Southeast team chair of the system-wide FACET project on High Impact Practices, to receive funds from the University Regional Affairs and Academic Planning. The project team received \$15,600 to implement a Residential Faculty Learning Community. In 2013-2014, the team will work with a cohort of up to 20 at-risk students (Pell-Grant eligible and/or First-generation) who live together in a residence hall and who take multiple classes together.
- Members from the Go Gritters task-team were selected to summarize their work at the Regional Conference on Student Completion in Indianapolis in May 2013 in a presentation considering some emerging best practices.
- SSAT's chairperson was also selected to provide a 50-minute program at this conference for deans and administrators on "Student Success: Transforming the Campus Culture into What It Might Be." The session featured the processes by which SSAT came to be, its nature and purposes, and highlights of its work to date.

SSAT 2013-2014 STRATEGIC PLANNING FOR STUDENT SUCCESS

Strategic Planning for Student Success will be the major all-SSAT focus for next year, to fulfill the charge to create and recommend a campus retention and persistence plan broadly encompassing campus constituents. Among its concerns will be how to situate the plan for implementation, assessment, and ongoing improvement. A number of ideas have been

generated in 2012-2013 for this purpose through the projects aimed to involve the campus broadly in actions for student success.

Trait Trackers have identified significant predictors of performance and retention of first-year students that may help those who make decisions about recruiting, admissions, and marketing to be aware of students' needs and faculty and staff's ability to support them in new ways.

Road Mappers have created information for the use of academic programs to ensure that the course scheduling helps rather than hinders students' ability to make timely progress toward graduation, as well as to ensure that program web sites provide accurate information that is easy to negotiate when students need it.

High Impact Seekers have provided leadership to enhance the success of the Common Experience curricular and co-curricular activities to engage students with faculty, staff, other students, and members of the community in meaningful dialogue on current issues.

Go Gritters have found and are using reliable tools to better understand socio-psychological factors that may help or hinder student success and what educators (administrators, faculty, and staff) may do to help students grow in positive directions.

In the summer and fall of 2013, the Enrollment Management Team, which includes several SSAT members, will consider and press forward to address crucial matters revolving around students: their enrollment, performance, engagement, retention, and degree completion. As a result of what they have accomplished in 2012-2013, they have positioned themselves well to be productive partners in these conversations.

Respectfully submitted on behalf of the
Student Success Action Team (2012-2015)

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