UNIVERSITY OF ONTARIO INSTITUTE OF TECHNOLOGY

Academic Council - Student Success

Presented By Brad MacIsaac, AVP Planning

Jan 16, 2018

1) **Academic Advising**: develop a campus-wide strategy for academic advising including specialized training/ certification, move towards proactive advising, enhance early warning systems.
2) **First-year and Learner Support Programming**: evaluate efficacy of learner support programs. Enhance connection between the classroom and support units.
3) **Communication and Cultural Change**: collaborative efforts to move towards greater awareness & engagement in an integrated student success strategy.

Based on Habley and McClanahan's (2004) report on national survey on student retention, What Works in Student Retention

New Entering Student to x+1 Rates

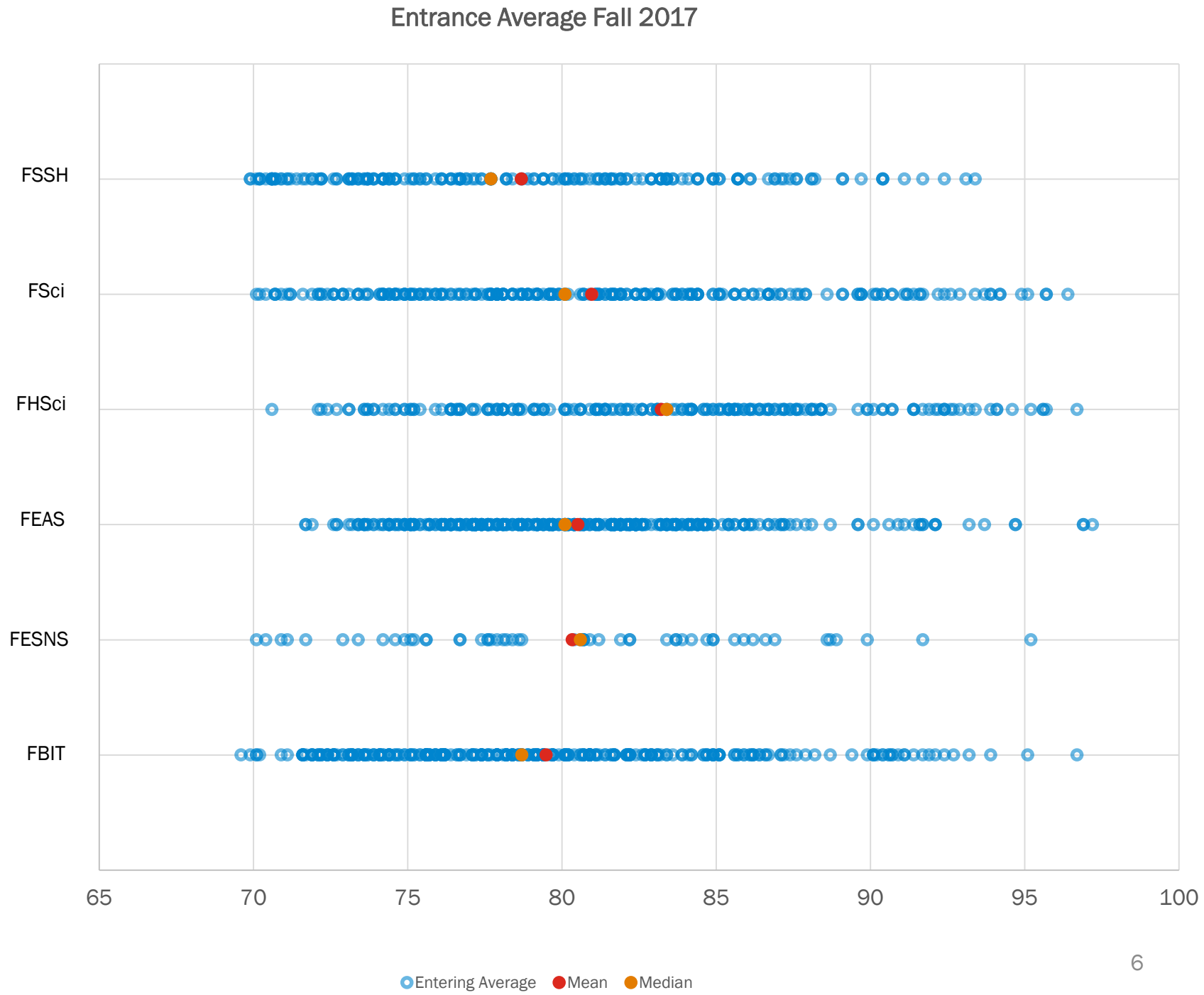
	Cohort		
Faculty/ Program	**2014**	**2015**	**2016**
Business & Information Tech	71.9%	74.8%	69.9%
Energy Systems & Nuclear Sci	87.9%	78.8%	89.7%
Engineering & Applied Science	83.1%	83.9%	87.8%
Health Sciences	89.1%	85.4%	83.0%
Science	76.5%	72.6%	81.1%
Social Science and Humanities	82.0%	82.6%	81.4%
Grand Total	80.3%	79.9%	81.0%

Entrance Averages

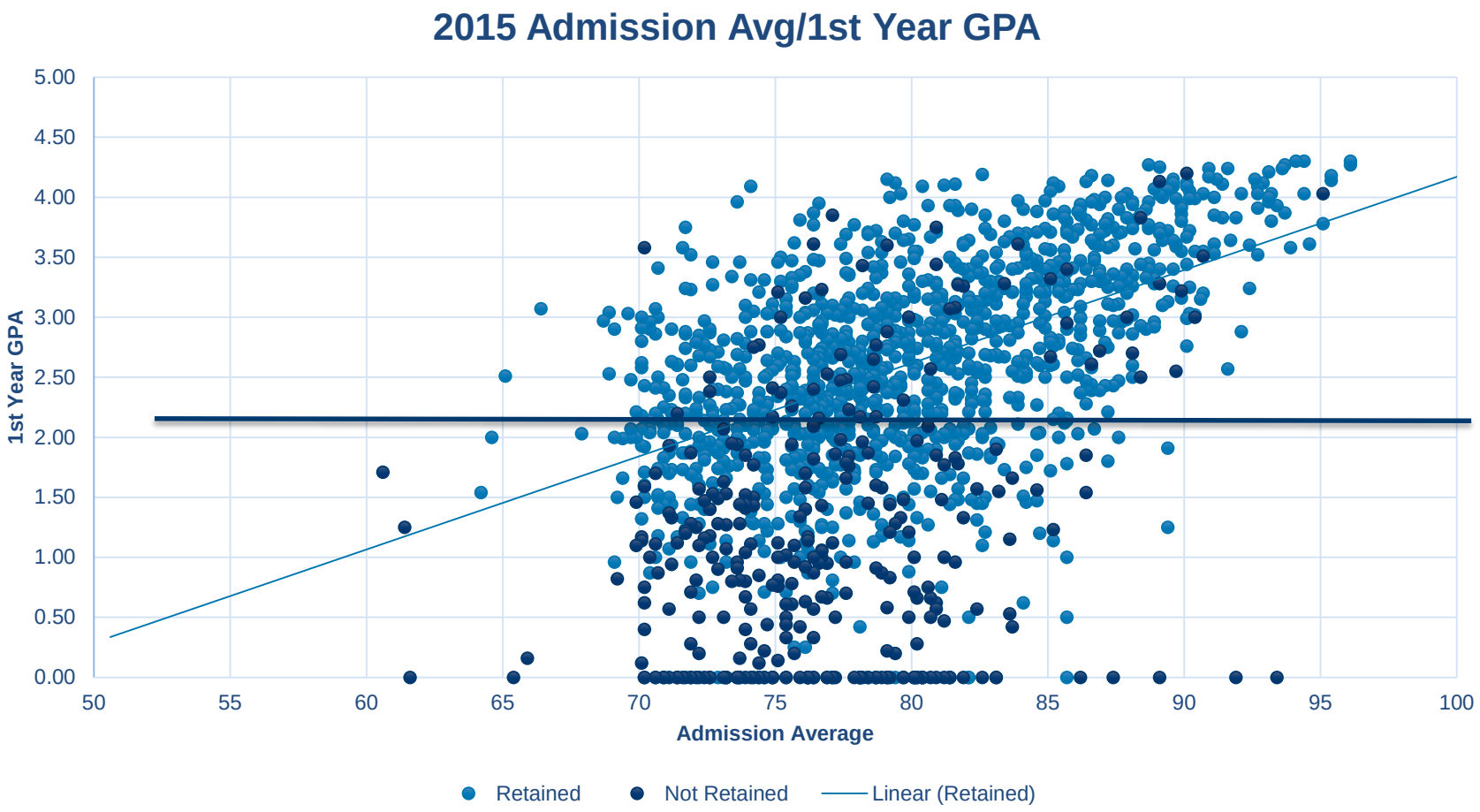
Faculty/Program	2013	2014	2015	2016	2017
Business & Information Tech	77.8	78.1	78.6	78.1	79.5
Energy Systems & Nuclear Sci	79.3	82.0	79.9	81.1	80.3
Engineering & Applied Science	77.9	78.4	79.9	80.0	80.5
Health Sciences	81.3	80.4	81.5	81.5	83.2
Science	78.6	79.5	79.0	79.6	81.0
Social Science and Humanities	77.1	77.1	78.3	78.0	78.7
Grand Total	78.4	78.7	79.5	79.6	80.5

2017 – Distribution Entrance Average

Faculty	70.0-74.9	75.0-79.9	80.0-84.9	85.0-89.9	90.0-94.9	95.0-100
Business & Information Tech	22.7%	34.8%	24.9%	9.6%	6.7%	0.6%
Energy Systems & Nuclear Sci	18.2%	29.1%	32.7%	16.4%	1.8%	1.8%
Engineering & Applied Science	10.5%	38.6%	37.5%	8.0%	4.5%	0.9%
Health Sciences	9.5%	22.1%	27.1%	26.6%	12.1%	2.5%
Science	19.0%	30.6%	26.2%	12.7%	9.9%	1.6%
Social Science and Humanities	32.6%	24.7%	25.8%	11.6%	4.2%	0.0%
UOIT Total	**18.1**	**31.5**	**29.2**	**12.8**	**7.0**	**1.1**


Entrance Average Fall 2017
FSSH
FSci
FHSci
FEAS
FESNS
FBIT
65
70
75
80
85
90
95
100
Entering Average
Mean
Median

Persistence by Admission Average and 1st Year GPA



UNIVERSITY OF ONTARIO INSTITUTE OF TECHNOLOGY

ACADEMIC COUNCIL REPORT

SESSION:		ACTION REQUESTED:	
Public	☒	Decision	☐
Non-Public	☐	Discussion/Direction	☐
		Information	☒

TO: Academic Council

DATE: January 16, 2018

PRESENTED BY: Brad MacIsaac, AVP Planning & Analysis

SUBJECT: Student Success - Update

Moving from Retention to Student Success

The University's 2012-2016 Strategic Plan highlighted the critical goal of increasing student retention. Since that time, multiple retention efforts were undertaken across the university, including a group funded by ONCAT developed the General Arts & Science (GAS) remedial program in conjunction with Durham College. While these efforts ultimately resulted in attaining our target goal of a 3% increase in student retention by 2016, the potential impact of a coordinated, strategic approach had yet to be explored.

In 2016, consultations with Academic Council and Board of Governors identified the idea of moving away from the term "retention" as that implies what we do to students and more towards integrated student supports to enhance student success. A priority was to examine how we could enhance collaboration and coordination across faculties, the Registrar's office, Student Life office, and other related administrative bodies. This decision led to the creation of a working group, informally called the Student Success Initiative, comprised of faculty and staff, many of whom contributed to Faculty-based retention development. In the fall of 2017 a work plan was presented to the Senior Academic Team that identified three overarching areas for increased focus that could form the foundation of a strategic program for student success. This plan was endorsed and a formal Student Success Committee (SSC) was formed (ToR listed below).

The SSC acts collaboratively across campus to develop and implement strategies for student success. The SSC acts as a central coordinating body that will set student success priorities as endorsed by the senior academic team. The current priorities of the SSC are founded on framework identified by Hably and McClanahan's (2004) report on national survey on student retention, *What Works in Student Retention*, and selects three significant factors that affect student success:

1) **Academic Advising:** The SSC will be working with academic and support units to develop a campus-wide strategy for academic advising. This includes, but is not limited to, specialized training and certification for advisors, the development of an advising model that moves towards proactive advising, the integration of academic advising into early warning systems, and other university academic and support functions.
2) **First-year and Learner Support Programming:** This priority aims to evaluate our current efficacy of learner support programs across the university, and develop evaluation metrics that can lead to program optimization, and high student success outcomes. The SSC will attempt further integration of these supports into our students' normal academic progression and that connects the classroom to academic support units.
3) **Communication and Cultural Change:** The leadership of a cross-campus change in how the academy views and works collaboratively towards student success is a strategic imperative. The SSC will lead collaborative efforts to help move towards an integrated student success strategy (sample Appendix A and B).

The centralized strategic role of the SSC will focus on a selection of challenges that face all academic and support units at the university. Individual Faculties continue to have the autonomy to work on internal student success initiatives, while the SSC is a key collaborative resource for consultation and strategic planning. Faculty and support units should inform the SSC of any changes to student success strategies, so that the university can work towards a coordinated planning model. Finally, the priority items being actioned by the SSC represent the central university approach to student success and all peripheral approaches should be complementary to the priority strategies.

STUDENT SUCCESS COMMITTEE

I. TERMS OF REFERENCE

The committee's purpose is to identify and remove barriers for students who have a demonstrable desire to succeed.

The SSC has the responsibility to provide a cross functional forum for dialogue and communication about issues related to student success. The committee will serve to identify, plan, develop, implement and evaluate student success strategies collaboratively in order to achieve the measures of increased student success and program completion. The committee also provides coordination for the establishment and support of projects that enable programs and services to adopt.

The Committee should consider the following factors in performing this work:

- Demographics of our students (e.g. first generation, Indigenous, accessibility,);
- Impact of UOIT prevalent issues (e.g. long distance commute, part-time/ full-time work, dependent responsibilities);
- Academic barriers (e.g. courses with high failure rates);
- Non-academic barriers (e.g. reliance on financial aid);
- Access to services.

Specifically, the Student Success Committee shall:

1. Promote awareness that effective student success requires a total institutional response and that all members of UOIT's community can play a significant role;

2. Provide forums for discussion and sharing of ideas and concerns regarding student success among faculty, staff and students;

3. Inform and influence the direction/ coordination of student success programs across the university by setting short and long term action plans;

4. Guide the development of workgroups that are responsible for the evaluation and implementation of operationalizing student success strategies;

5. Guide the implementation of the success strategy informed by the Academic Plan;

6. Discuss the integration of activities but not limited to services, planning/analysis, academic advising and learning supports;

7. Pursue meaningful and measurable outcomes in terms of enhanced retention and program completion by conducting and supporting pilot projects. Promote retention-focused initiatives and make recommendations regarding policy changes that could enhance student success;

8. Prepare an Annual Report and Work Plan and report to Senior Academic Committee.

II. MEMBERSHIP

The Student Success Committee shall meet at least once a month, and consist of:

- Representative that reports into Senior Academic Committee
- Assistant Vice President, Planning and Analysis (and data rep)
- Director, Learning Innovation
- one member from Student Life
- one representative from Teaching and Learning
- one representative from the Registrar's Office
- Academic Advisors (at least 2 -student interface)
- Success Program Developer (Faculty members –at least 2).

APPENDIX A - The following is an example of a project the SSC is working with faculty and support services to develop and the attempt to enhance the communication. This was circulated in the Dec 13th weekly report:

MATH READINESS PROGRAM UPDATE

On November 17, more than 25 representatives from a number of departments and faculties across the university met to receive an overview of the **Math Readiness Program (MRP)** and discuss how best to co-ordinate academic and non-academic support for students in the university's first-year math courses (specifically, MATH 1010U and BUSI 1915U). Results of the discussion will help shape the next phases of the project, including the co-ordination of support services, redevelopment of course curricula, and logistical delivery of the MRP diagnostic test for summer 2018.

Key recommendations:

- The university should offer the 2018 MRP test online in the summer of 2018. Students can log in from anywhere during a particular window to attempt the test.
- After taking the test, students should receive a personalized action plan that identifies specific resources and services they can access to improve their math skills.
- Communication between faculty, advising, the Student Learning Centre and learning supports needs to improve, so members of the campus community are aware of ongoing initiatives to support students.
- Consideration should be given to the effects of class size and schedule on student attendance, and the ability of the instructor to offer active learning.
- Due to limited campus space, alternative settings should be developed/offered so students can engage with peers in learning communities.

The MRP working group will meet in the coming weeks to discuss the recommendations and develop further action plans.

The MRP working group includes representatives from:

- Academic Advising
- Faculty of Business and Information Technology
- Faculty of Education
- Faculty of Energy Systems and Nuclear Science
- Faculty of Engineering and Applied Science
- Faculty of Science
- Office of Student Life
- Office of the Provost
- Student Learning Centre
- Teaching and Learning Centre

For more information, contact Sarah Stokes, Special Projects, Office of the Provost, at ext. 2554.

APPENDIX B: The First-Year Student Persistence Report will be created each year to focus on the success of incoming class. For example a sections looks at the fall 2016 new cohort and whether they persist to the following fall. Note this captures students if they are still at UOIT (it may be still in year one and it could be a different program). The CSRDE methodology measures first time, first year, minimum 80% course load, pursing a 4-year degree). O**verall, UOIT's first year success rate for the 2016 cohort is 80.9% for ALL students, 3.6% higher than the 2015 cohort (77.3%). Using CSRDE methodology, first year success is 81.0%, up 1.1% from the 2015 cohort (79.9%).** A breakdown of the CSRDE method by program is:

Faculty/Program	N	% return
Business & Information Tech	365	69.9%
Accounting	98	74.5%
Business	10	50.0%
Finance	42	61.9%
Marketing	55	63.6%
Networking & IT Security	66	72.7%
Org Beh & Human Resources Mngt	18	66.7%
Game Dev & Entrepreneurship	75	74.7%
Energy Systems & Nuclear Sci	68	89.7%
Health Physics & Radiation Sci	6	100.0%
Nuclear Engineering	62	88.7%
Engineering & Applied Science	425	87.8%
Automotive Engineering	55	96.4%
Electrical Engineering	80	88.8%
Manufacturing Engineering	16	62.5%
Mechanical Engineering	132	86.4%
Software Engineering	45	86.7%
Mechatronics Engineering	97	88.7%
Health Sciences	270	83.0%
Health Sciences	104	78.8%
Kinesiology	91	78.0%
Medical Laboratory Science	26	100.0%
Nursing (Collaborative)	49	91.8%
Science	227	81.1%
Applied and Industrial Math	6	50.0%
Biological Science	79	82.3%
Chemistry	32	84.4%
Forensic Science	37	81.1%
Physics	16	50.0%
Computer Science	57	89.5%
Social Science and Humanities	220	81.4%
Community Dev & Policy Studies	10	70.0%
Criminology and Justice	114	81.6%
Forensic Psychology	52	82.7%
Legal Studies	13	84.6%
Commun & Digital Media Stdies	31	80.6%
Grand Total	**1575**	**81.0%**