FOSTERING STUDENT SUCCESS AT HSU

Connecting Strategies

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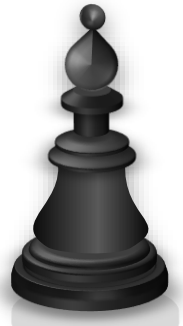
Context



- One of eight campuses to successfully obtain “Scaling High Impact Practices” Grant funding to support inventorying HIPs.
- Opportunity for us to reflect on current structure and practices and ask ourselves the fundamental question…

So what?

Scaling HIPs Grant: HSU Approach

- Supplemental Instruction participation
- Service learning
- Academic internships
- Field trips
- Outdoor education
- Study abroad

- Student government participation
- Being a peer advisor, peer tutor, peer mentor
- Teaching Supplemental Instruction
- Club leadership

- Being peer-mentored
- Access to Faculty-in-Residence
- Veterans' Services
- SDRC
- Early Alert
- Probation counseling
- Career Services

- Capstone
- Writing-intensive classes
- FYE (Chem 109/110)
- FY Section, Engineering, Biology
- Early Start
- Summer Bridge
- Fall Bridge

- Club participation
- Orientation (online, on-campus)
- Traditions and rituals
- On-campus residence
- On-campus employment
- Community service/volunteering
- Participation in Centers for Academic Excellence

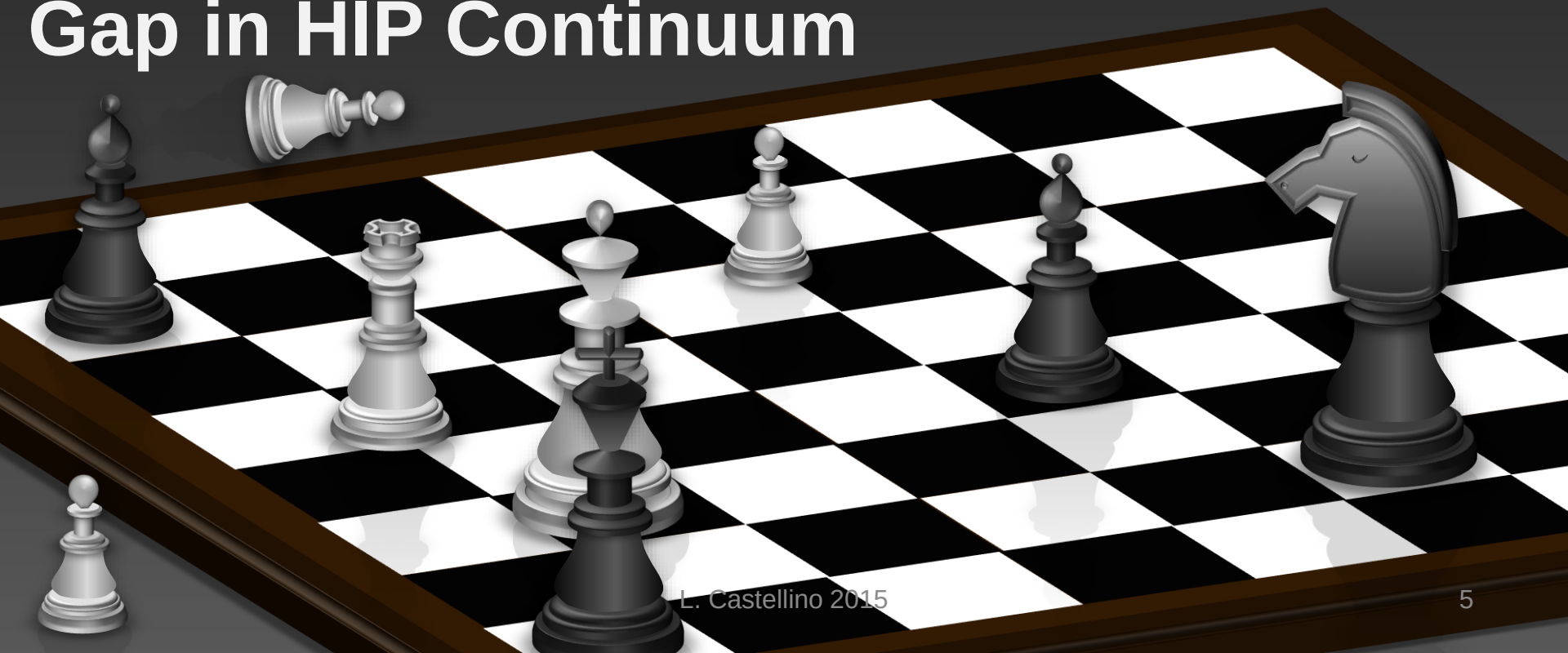
- Mentored undergraduate research
- Action research/problem-based learning
- Publishing: Toyon
- Public presentations and posters

Current Structure

- All or nothing approach
  - “blunt instrument”
  - Highly specialized
- Disconnected between students’ needs and intervention(s)/HIP(s).

- Is it the right one?
- Is it the right time?
- Does more = better?
- What do we stop?

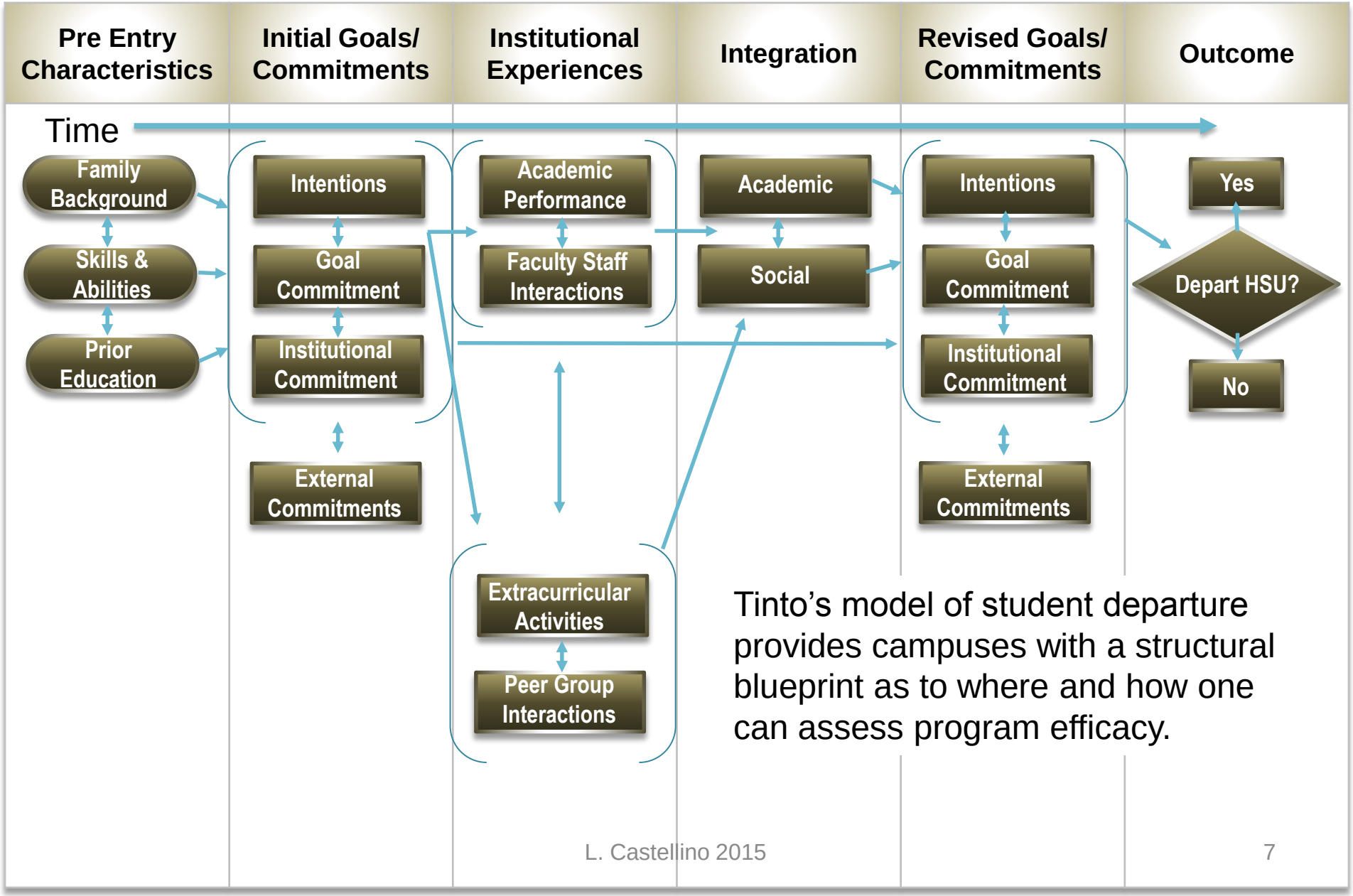
Gap in HIP Continuum



Part I

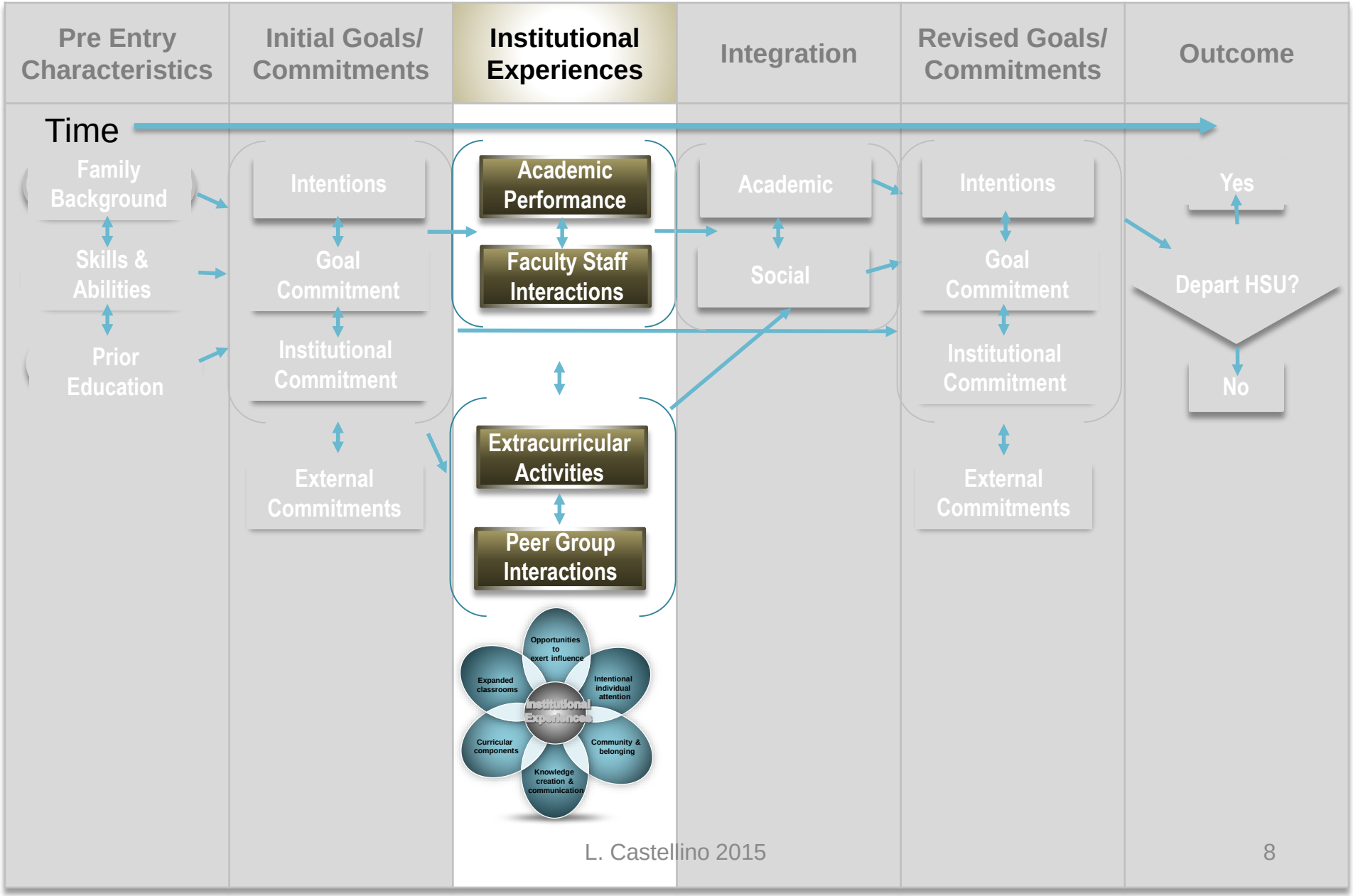
CONTEXTUALIZE THE WORK

Tinto's Model of Student Departure



Tinto's model of student departure provides campuses with a structural blueprint as to where and how one can assess program efficacy.

Assessment Initiatives Related to Model



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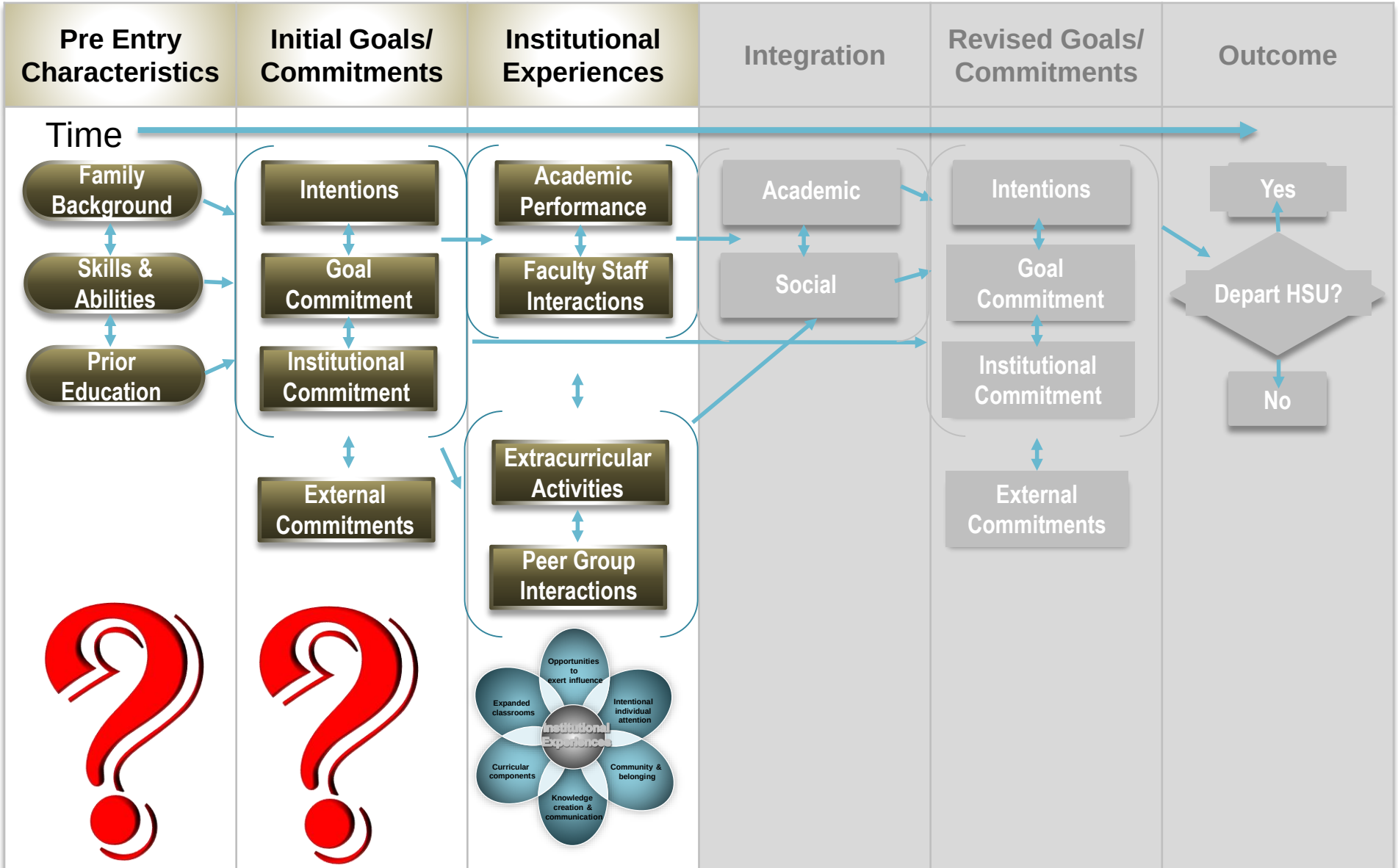
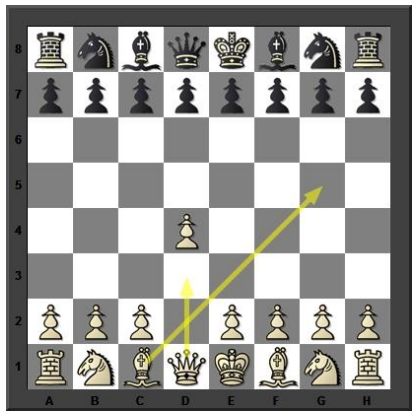


Target Structure



INTERVENTION/HIP

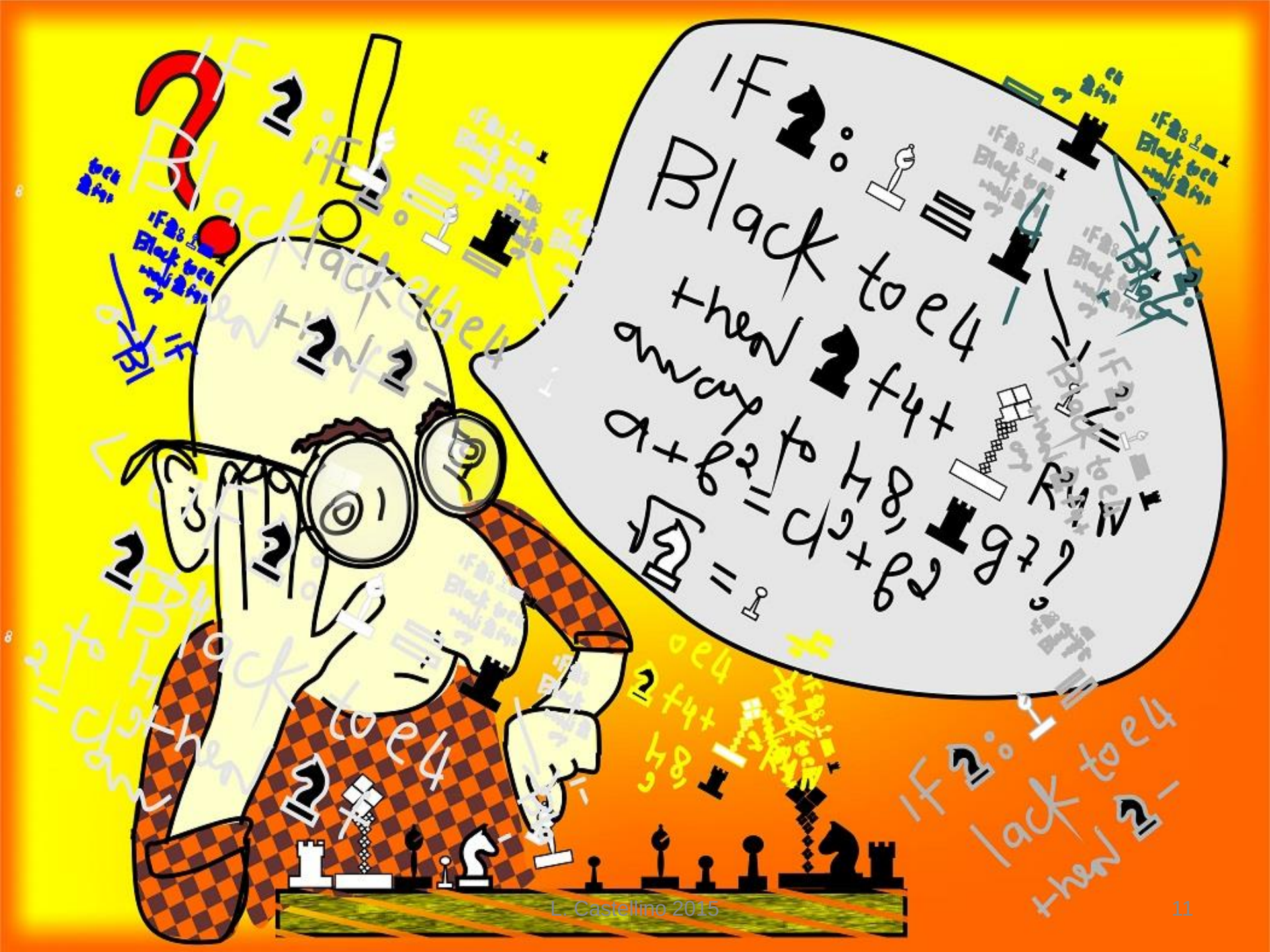
TIME

The “right intervention, at the right time, for the right student.”

FYE

CAE

RAMP


IF 2: i = 1
Black to e4
then 2 f4+
away to h8, 1 g7?
a+b²=c²+b²
√2 = i
IF 2: i
lack to e4
then 2-

Part II

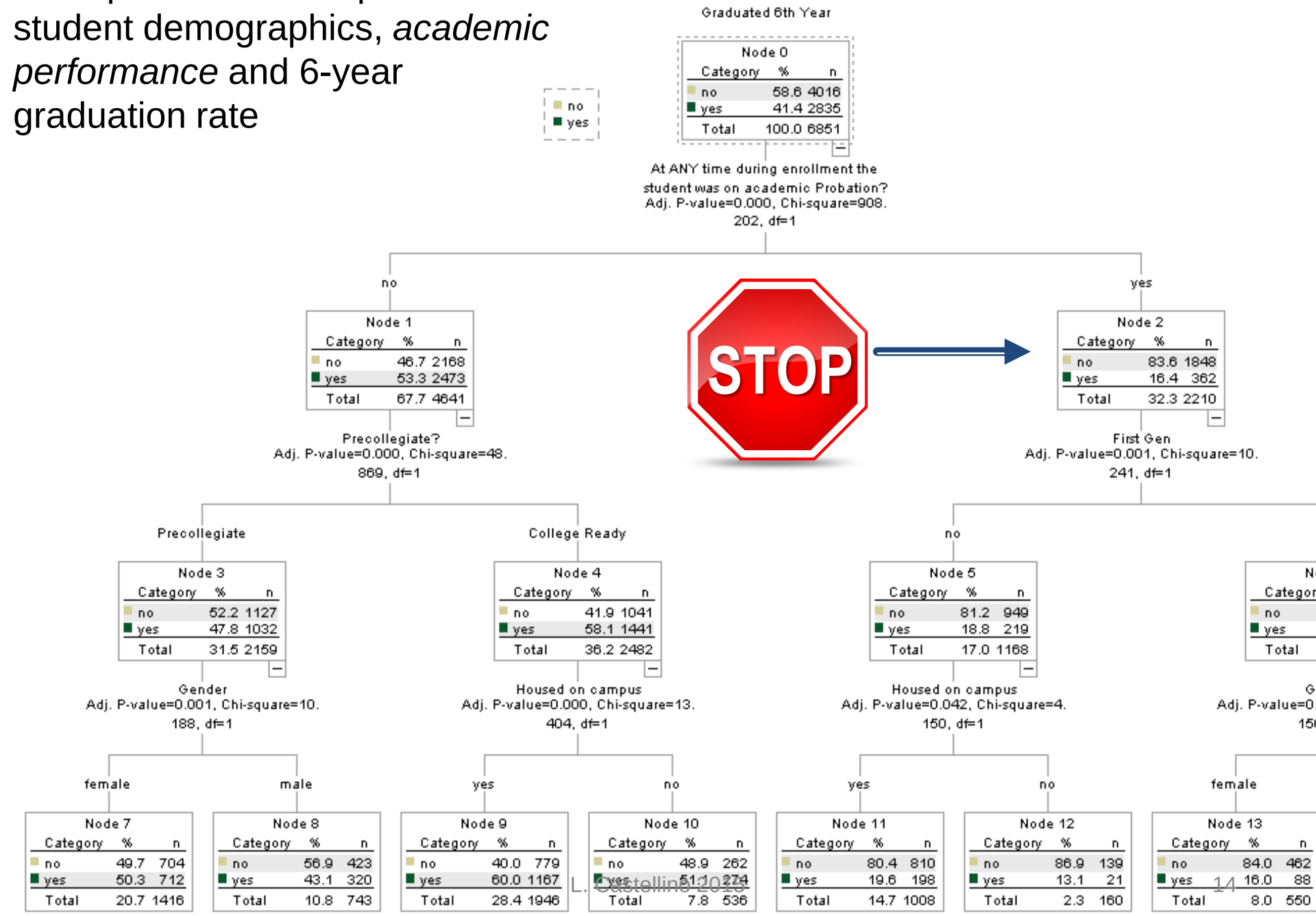
IDENTIFY AND CONNECT

How do we decide which student?

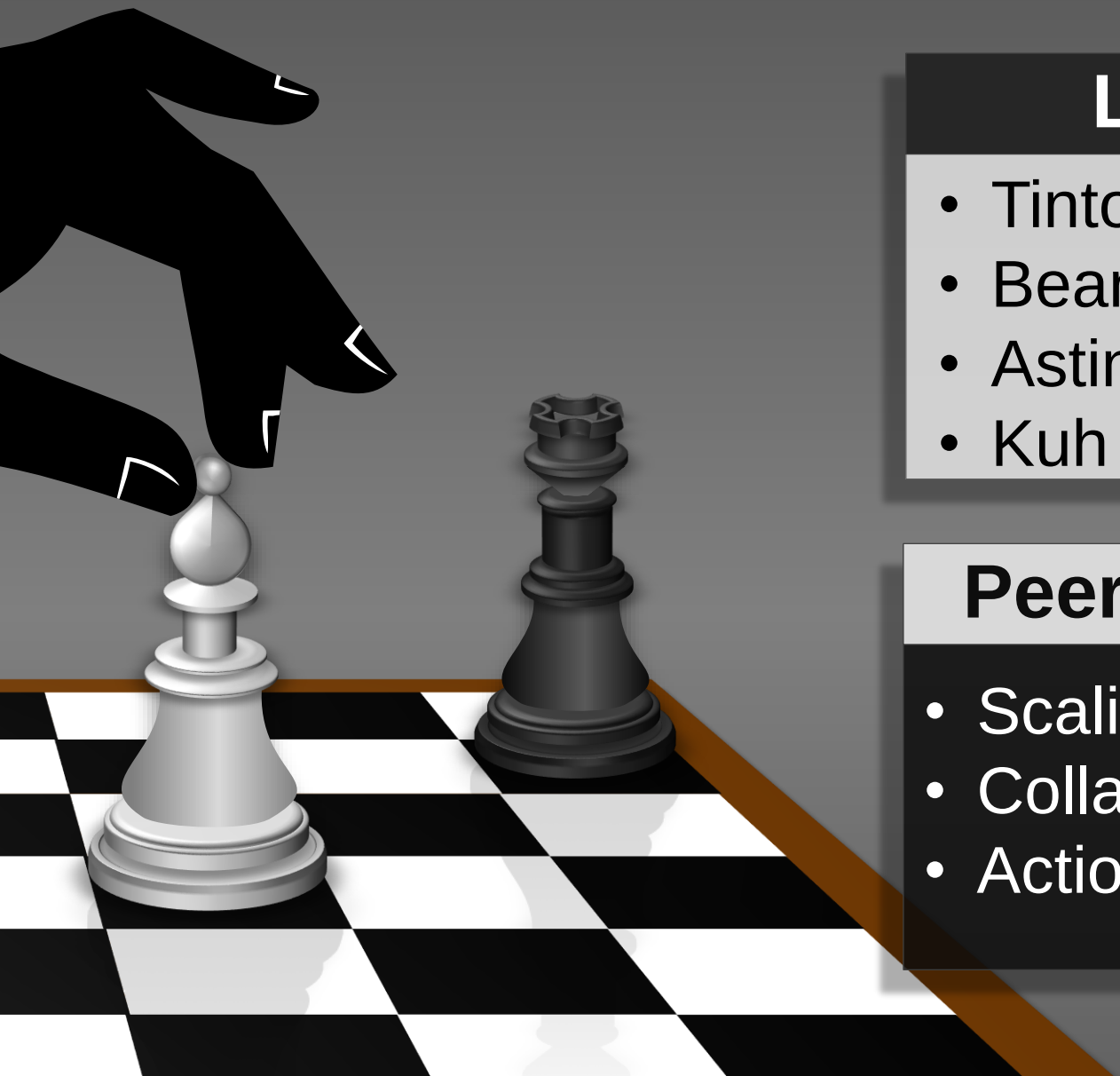
Know Your History

- Decision Trees
- Cluster Analysis
- Structural Equation Modeling
  - Latent Growth Curve

Example: Relationship between student demographics, *academic performance* and 6-year graduation rate



How do we decide which intervention/ HIP?



Literature

- Tinto
- Bean
- Astin
- Kuh

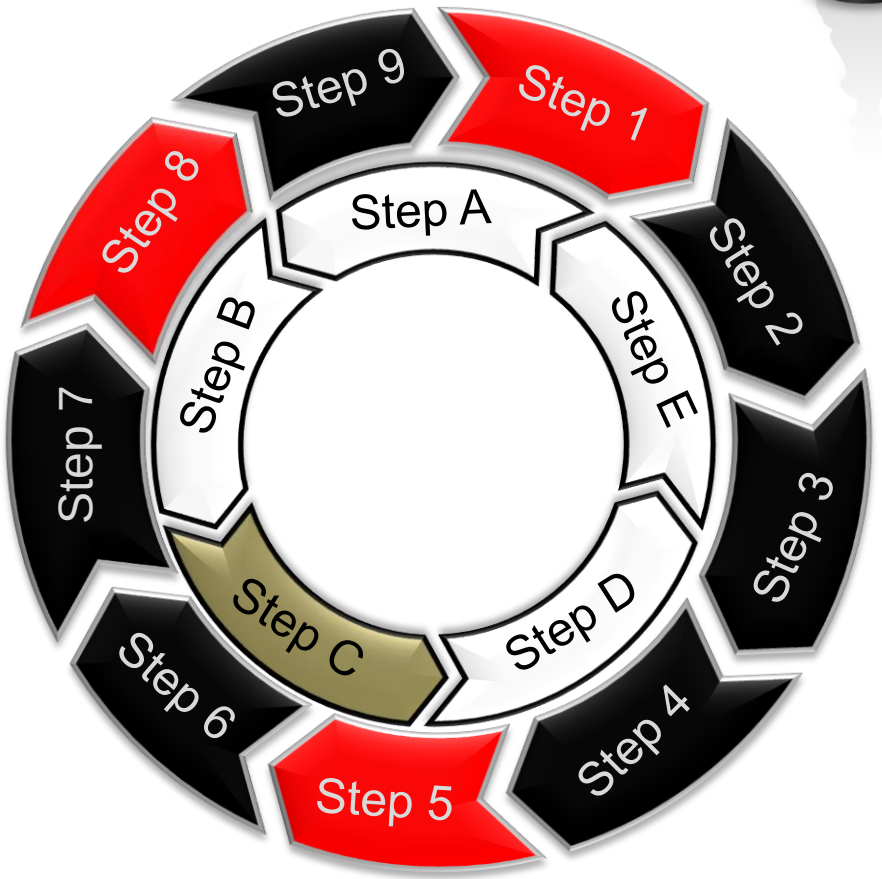
Peers/ Inventory

- Scaling HIPs
- Collaborative Studies
- Action Research

Part II

CONNECTIONS TO ACTION

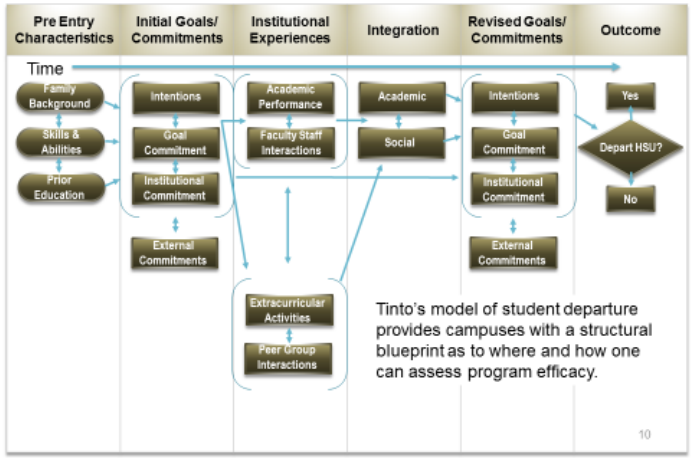
Step-by-Step



Step 1- Assess and dedicate resources.

Step 2- Identify your available data.

Tinto's Model of Student Departure



Step 3- Complete decomposition study on student performance.

Step 4- Complete literature review on best practices.

Step 5- Inform stakeholders, programs & students. Communicate x 12

Step 6- Fullerton Model

Step 7- Three- to five-year assessment cycle.

Step 8- Sunset what isn't working.

Step 9- Redeploy resources as needed.

Fullerton Model

Step A: Create a Taskforce
Step B: Campus-wide HIP Inventory
Step C: Pre-HIP Status designation process (Fullerton Phase II)
Step D: HIP Development Process
Step E: HIP Designation

The Result: Intervention or HIP Model

Longitudinal studies about which types of students succeed.
(Example- Male URM students decline in enrollment; less likely to retain to 2nd year 'if they are first generation'.)

How? Decision Trees, SEM

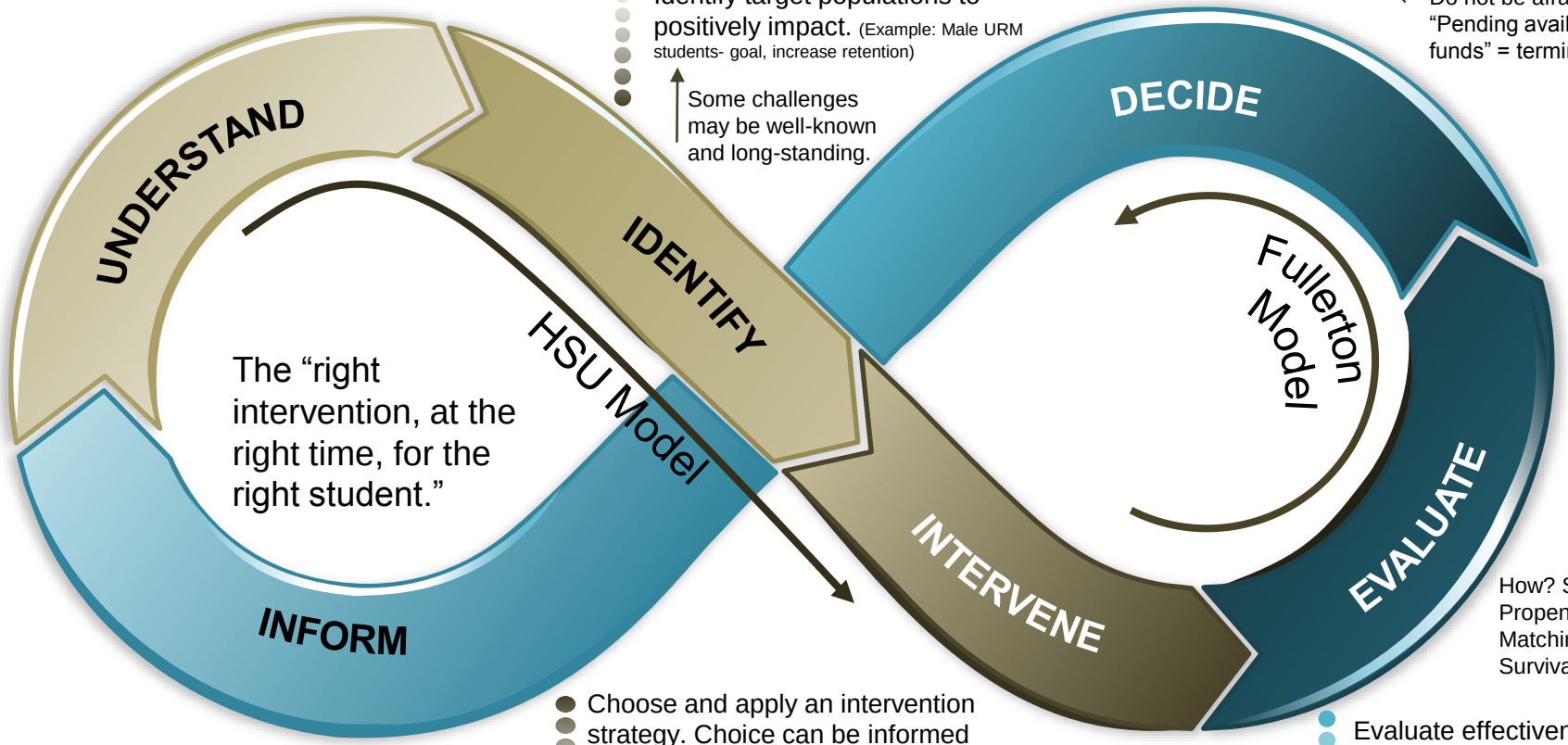
Beyond descriptive to better understand nuances of different groups.

Determine whether to expand, contract, or stop intervention.
(Example-Intervention found to positively influence retention- expand to other residence halls)

Do not be afraid to stop. "Pending available funds" = termination

Identify target populations to positively impact. (Example: Male URM students- goal, increase retention)

Some challenges may be well-known and long-standing.



How? SEM, Propensity Score Matching, Survival Analyses

Evaluate effectiveness of strategy OVER TIME.
(Example- study influence of faculty in residence in student retention in general, and URM Male)

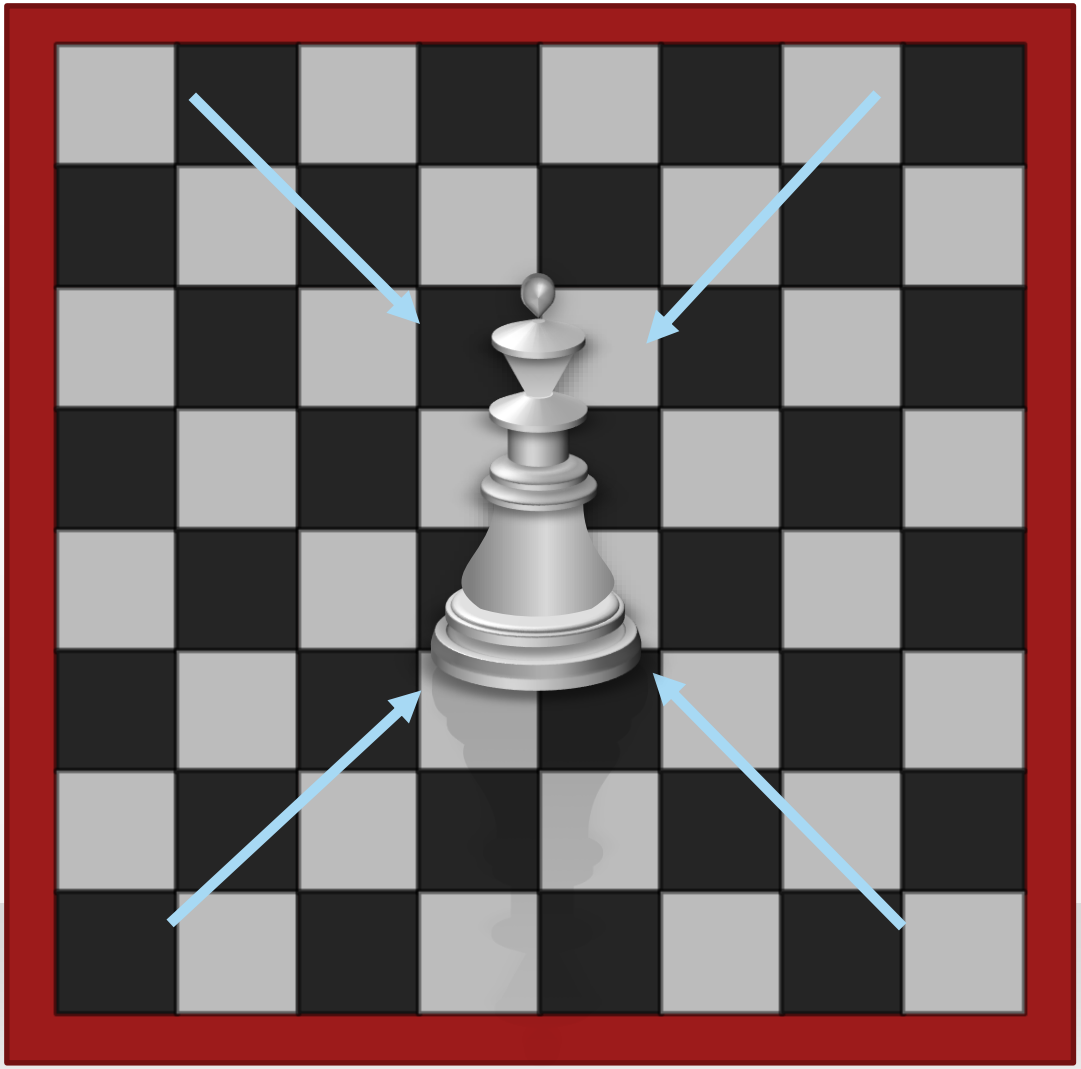
Commit to 3-year assessment window to determine stability.

Choose and apply an intervention strategy. Choice can be informed by literature review or peer best practice. (Example: URM Male students- Tinto's model – faculty interactions outside of the classroom positively influences retention) (HIP = Faculty In Residence- pilot 3 residence halls)

"Proof by pilot". Immediate, full-scale implementation is not recommended. "What if it works?" How will you fund?

Inform the campus about changes in student performance. Inform others of 'best practice'.
(Example: URM male students increase retention by x%)

Questions to ask



To ensure success

- Leadership buy-in
- Level of investment
- Adequate resources?
  - Time
  - Data
- Expertise IR professional
- Goals
  - Increase retention?
  - Decrease time-to-degree?
- Time table? Rome was not built in a day; neither will this.

For HSU: 1 PT Emergency hire + overload for DIR + Overload for 2 staff + 1 academic year

=

Sweat equity!

Leveraging Assessment Initiatives

Pre Entry Characteristics	Initial Goals/ Commitments	Institutional Experiences	Integration	Revised Goals/ Commitments	Outcome

Time

Family Background

Skills & Abilities

Prior Education

Develop "baseline" of who the HSU student is, their progression and how these items relate to retention.

Intentions

Goal Commitment

Institutional Commitment

External Commitments

Academic Performance

Faculty Staff Interactions

Extracurricular Activities

Peer Group Interactions

Academic

Social

Intentions

Goal Commitment

Institutional Commitment

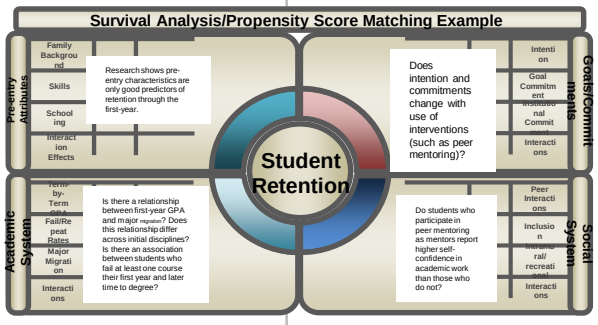
External Commitments

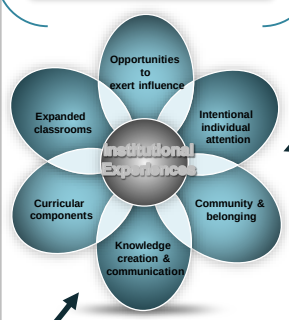
Monitor changes in commitment as another early alert.

Yes

Depart HSU?

No





Leverage action research to connect HIPs with students who might benefit the most

Surveys indirectly examine influence of different interventions; vehicle for early alert/ peer mentoring.

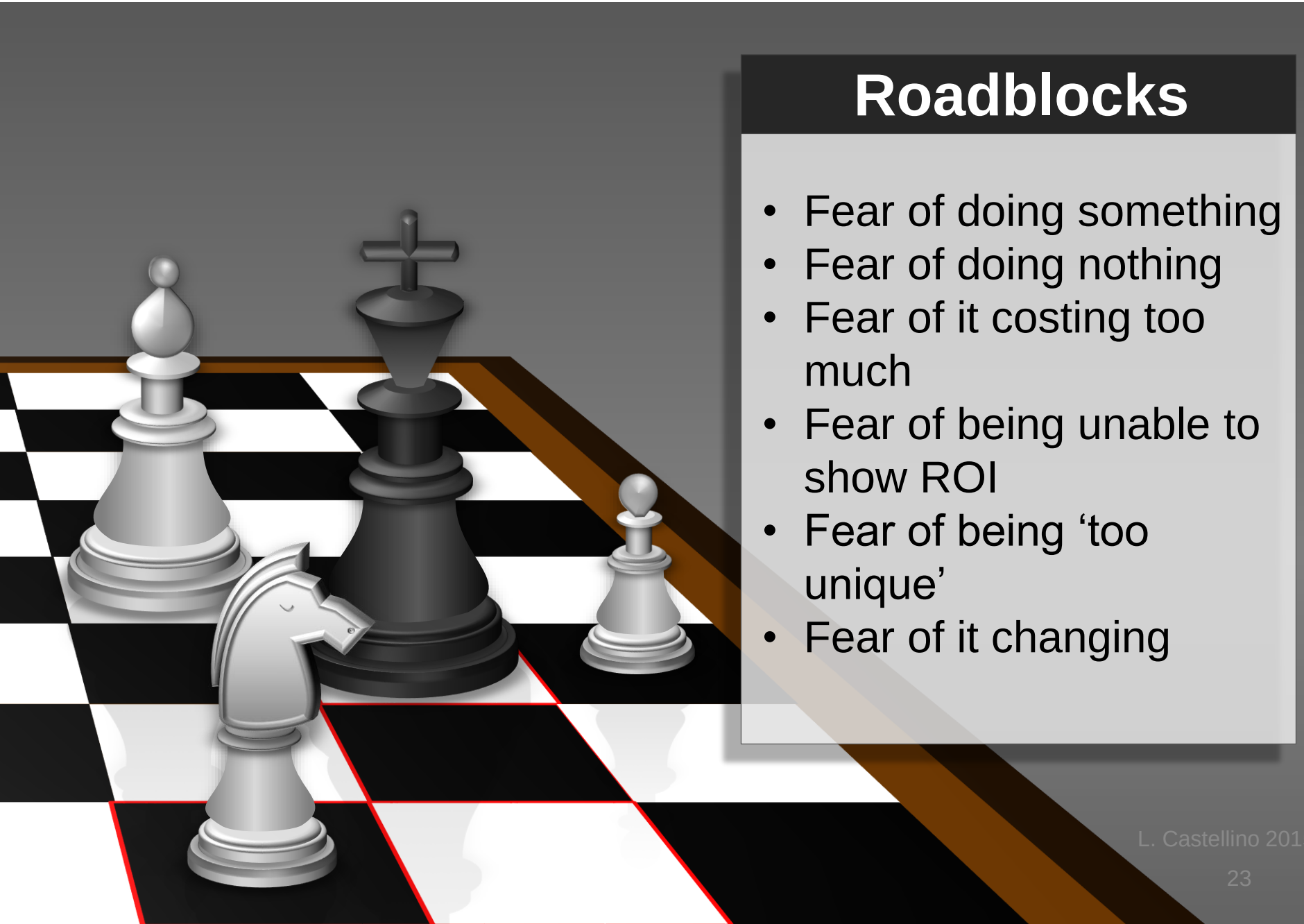
Can study HIPs specifically through surveys.

Part III

CHALLENGES

STOP

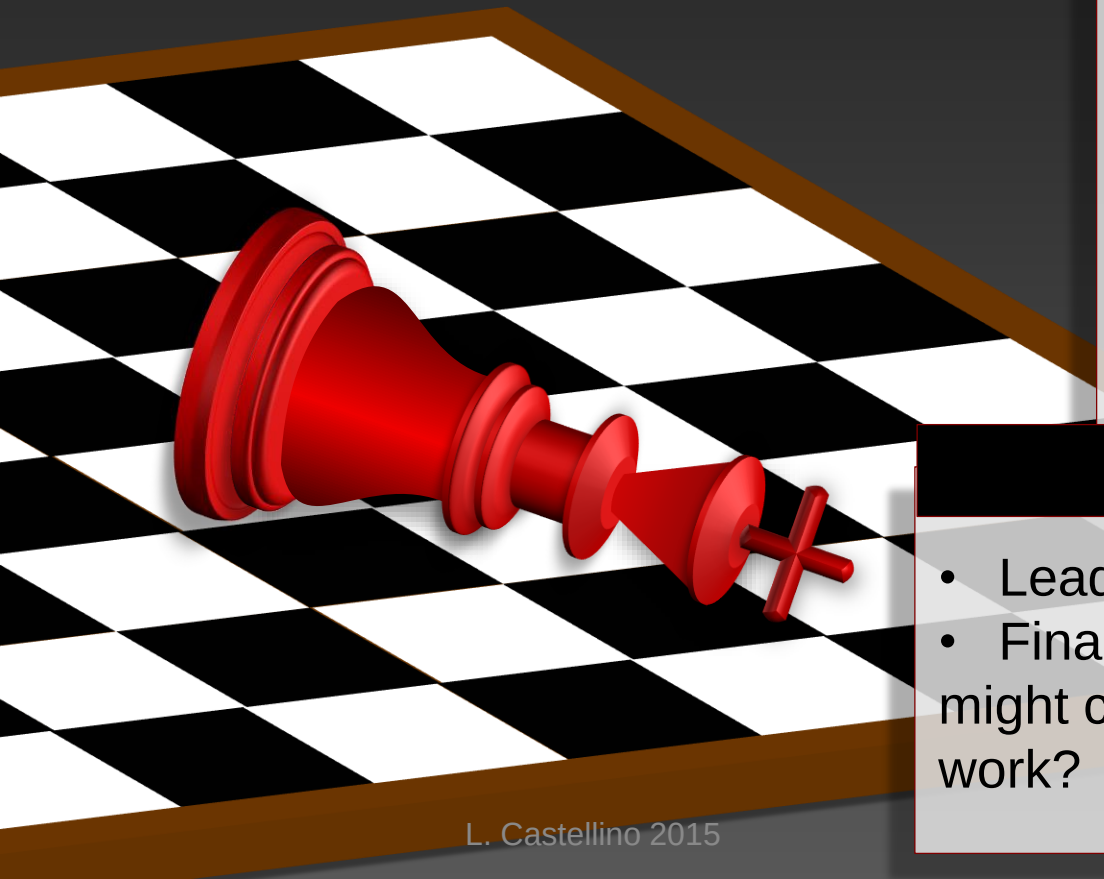
Potential for Checkmate



Roadblocks

- Fear of doing something
- Fear of doing nothing
- Fear of it costing too much
- Fear of being unable to show ROI
- Fear of being ‘too unique’
- Fear of it changing

Surrender?



Beyond Scaling HIPs

- Many campuses are working through both identifying and coding HIPs
- Grant ends once coding is complete?
- Does not answer the questions for which student, when?
- How will campuses continue this important work?

Opportunity

- Leadership
- Financial support- what grants might continue to support our work?

The Endgame

"Mastering the endgame requires dedication and time,….Precision is also required …since this is the phase of the game where the result will be decided. …where players tend to get a little bit tired and unaware of what they're doing, and can lead to small mistakes that could be costly…stay alert at all times and finish what you started!"

On behalf of the leadership at Humboldt State University, Thank you.