



**Faculty Involvement Group
Task Force on Student Success
Final Report and Recommendations
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Committee Members

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Charge

The charge of the Faculty Involvement Group by President Bradshaw is to focus on how faculty can be more engaged in student success (e.g., enhanced use of

Canvas features to track student participation; implementing a mid-term grading policy; looking at incentives based on program or departmental student outcomes; e.g., enrollment in major, time to degree, academic progress, degree production, post-graduation employment and wages, etc.).

Background and Process

The Faculty Involvement Group met every other Tuesday in Seidler Hall Room 402 at Noon. Each member of the workgroup brought their expertise to the table in order to assemble a list of recommendations. Dr. Pavelka, Chair, also had engaged discussions with Florida Gulf Coast University (FGCU) Student Government, Faculty Senate, Marieb College of Health & Human Services (Dr. Eric Shamus co-presented), and various other faculty, staff and advisors.

Dr. Pavelka conducted a conference call with Dr. Randy Kennedy, Director, Student Athlete Success, Kennesaw State University to discuss KSU's experience with expanding utilization of GradesFirst. GradesFirst is used by the Athletics Program. All students are required to take a 3 hour Intro/orientation course KSU 1101 that is being used as the Pilot course for the expansion of Grade First beyond Athletics. Interventions include: advising campaigns university-wide, targeted advising communication with an invitation to schedule an appointment with an advisor. The university also has Graduation Coaches where a number of these positions are university funded and others are grant funded for certain cohort groups.

Dr. Pavelka also had a conference call with Dr. Michele Hawkins, Vice Provost, Florida Atlantic University (FAU) to discuss their student success strategies. Weekly meetings are conducted with faculty group regarding the matrix. Monthly meetings are held with administration and faculty to review performance metrics. Regular updates are provided at Faculty Senate meetings. This is a "group up" strategy. FAU requires midterm grades and conducts predictive analytics. Graduation advisors have been added. FAU has made great progress in 3 years using these strategies.

It was important to the workgroup members to review and consider the excellent resources that already provided at FGCU. In doing so, we also considered how we might expand these current resources in order to be of benefit to the students, faculty, and staff and how we could better engage faculty– with the ultimate goal to improve student success at FGCU.

Discussion and Recommendations

The Faculty Involvement Group provides the following recommendations in order to phase in strategies campus-wide.

PHASE 1

TOOL: Canvas

Canvas Learning Management System is recommended for use within an early alert and retention management solution. Canvas provides faculty with access to analytics on student engagement and progress in the course while students can monitor their own progress. This level of Canvas usage is necessary for the integration of an analytics/reporting system to provide advisors with near real-time student progress reports. Grades should be monitored at specified intervals e.g., 3rd, 5th and 7th week of the semester in order to review grade progression.

A number of Retention Management Solutions were considered: Canvas, GradesFirst, Skyfactor, ASPIREDU, Civitas, and Banner Student. Canvas was selected as the recommended tool primarily because FGCU has invested in Canvas. A number of faculty, but not all, are currently using Canvas. Canvas has a number of features that faculty are able to utilize as an early alert system for students who may be in jeopardy of not doing well (e.g., drop, fail, or withdraw) in their specified course.

Canvas LMS

- Faculty can post grades in Canvas for all course assignments
- Faculty can post attendance in Canvas
- Student progress data such as grades and attendance, can be exported from Canvas

- Student activity data (login and click data) can be exported from Canvas

Elucian's Banner Student is FGCU's student information system (SIS) where student information and historical data is kept (e.g. course grades, enrollments, program affiliation). Banner Student is not a student success system, however Elucian does offer a student success product.

Banner Student

- Course registration tools
- Faculty Grade entry
- Attendance tracking
- Advising profiles
- Mobile access

To expand the usefulness of the near real-time data available within Canvas as well as the data available in Banner, these Retention Management technologies were also discussed:

GradesFirst

- Currently used by the FGCU Athletics department
- Offers early alert for faculty to identify at-risk students
- Very user friendly
- Email and text reminders
- Appointment scheduling abilities
- Support of Academic Advisors
- Support for tutoring and academic support services
- Does not interface with Canvas LMS

Skyfactor (MAP-Works)

- Combine institutional student data with predictive analytics gather from student survey
- Connects students with several campus contacts (faculty, advisors, student support services)
- Dashboard displays student risk factors for easy identification and intervention
- Reporting

ASPIREDU

- Identifying at-risk student (Drop-out Detective)
- Interfaces with Canvas LMS
- Takes data and presents in color-coded charts (Red, Yellow, Green)
- Places intervention power in the hands of the teachers
- Automated text and email capability

Civitas

- Timely predictions about student risk
- Interfaces with Canvas LMS
- Integrates data from multiple sources - Banner, Canvas LMS, etc.
- Specific tools for both faculty and advisors

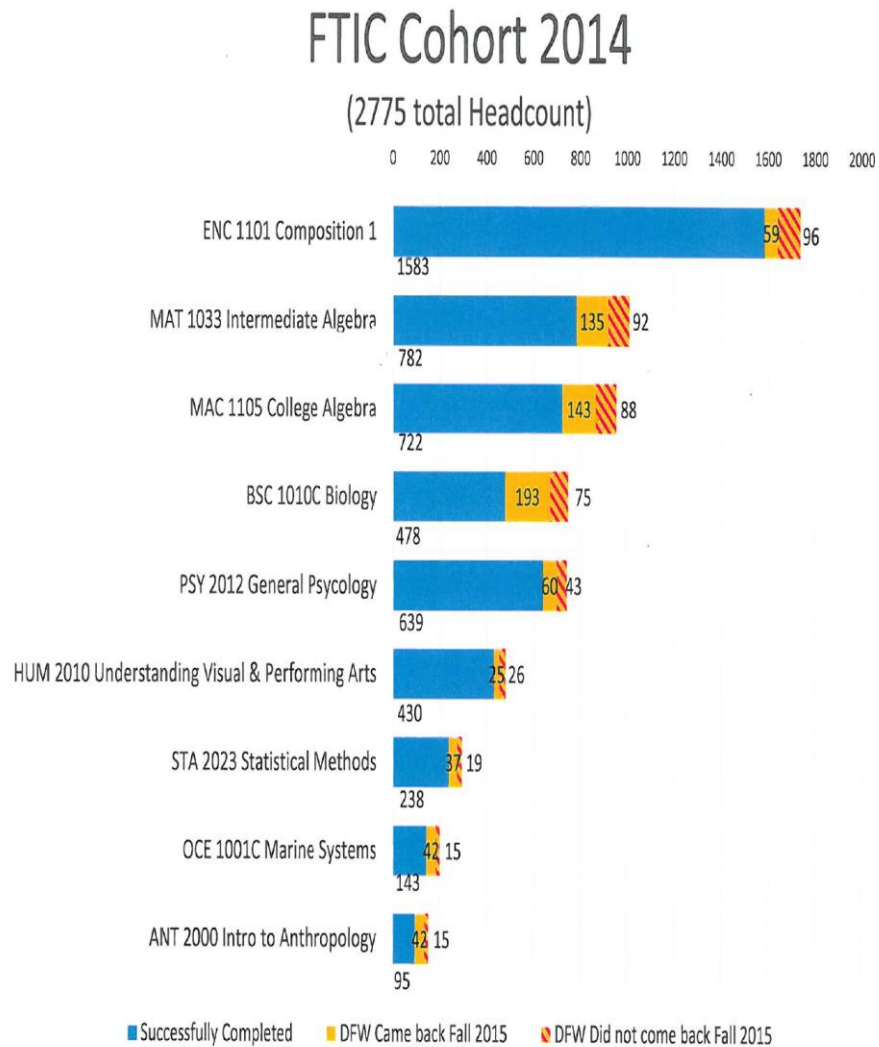
INTERVENTION: Intervention Specialist

An Intervention Specialist position is recommended to receive student referrals from the faculty members or from a Canvas integrated alert system and provide case management. The referred students may be in need of specific services and assistance: tutoring, mentoring, counseling, etc. The Intervention Specialist will be a dedicated person who takes the Canvas data and faculty referrals and connects students with the appropriate service. The number of Intervention Specialist positions will be determined by further analysis. Intervention specialists will work closely with or in the Center for Academic Achievement (CAA) in utilizing the Center's resources.

IDENTIFIED COURSES

The Faculty Involvement Group recommends piloting the intervention strategies with specific General Education Program courses. These have been identified as courses that first-year students must complete successfully for timely academic progress. These courses also serve high populations of first-year students, and they correspond to high numbers of University withdrawals when the coursework proves to be too challenging for students (FTIC Cohort 2014) (See Table below). The pilot may include all CRNs in each course category or a select number of CRNs of the following courses:

- ENC 1101 Composition 1
- MAC 1105 College Algebra
- MAT 1033 Intermediate Algebra (not a General Education course)
- BSC 1010C Biology
- STA 2023 Statistical Methods



Source: FGCU Office of Planning and Institutional Performance

The identified courses have a high level of Canvas usage, including gradebook. In a Fall 2016 Student Technology Survey, 51% of students responded

that they would like to see the gradebook feature used more by professors and instructors. A recommendation of the Faculty Involvement Group is to identify the impediments to faculty regularly entering grades in Canvas, entering mid-term grades in Banner, providing students with immediate feedback on progress, and taking attendance. This will create opportunities to offer suggestions about specific support, services, technology and application of technology to assist in improving student success.

Our Faculty Involvement Group also strongly recommends the **expansion of the current resources available through the CAA:**

- Academic coaching and counseling (individual and group)
- Guest presentations to classes and groups
- Workshops (skills and resources)
- *Effective Learning* course for FTIC with lower than 2.0 GPA
- Tutoring
- Mentoring

It is also recommended that **a statement detailing the resources through CAA be required in each course syllabus.** Faculty Senate will have to provide necessary approval. Two versions (standard and abbreviated) of the suggested CAA language are included below:

A. Standard

The Center for Academic Achievement (CAA) offers various academic success programs to assist you in reaching your academic goals in a student-centered learning environment. CAA services are for all FGCU students and include:

* Academic Coaching: Individual or group sessions facilitated by CAA Academic Success Coordinators who discuss relevant success skills to enhance your academic experience. Coaching topics include -Time Management, Study Habits, Goal Setting, Motivation, and Organization.

* Tutoring: Drop-in, peer-led tutoring for math, science, and economics. Check our website for specific courses and times www.fgcu.edu/caa/schedules.

* Supplemental Instruction (SI): SI leaders are assigned to specific course sections and hold weekly 50 minute sessions in the library. Sessions typically focus on the most difficult content in the course. Visit www.fgcu.edu/CAA/si-schedules for full list of courses and schedules.

* SOAR to Success Workshops: Interactive workshops focusing on college success topics.

We invite you to visit www.fgcu.edu/caa to get schedules for tutoring, supplemental instruction, and workshops. You also can, stop by our office in Library West 103 to pick one up in person and to schedule an Academic Coaching appointment. We also have walk-ins on Friday.

B. Abbreviated

The Center for Academic Achievement (CAA) offers various academic success programs to assist you in reaching your academic goals in a student-centered learning environment. CAA services are for all FGCU students and include Academic Coaching, Tutoring, Supplemental Instruction (SI), and Success Workshops.

Stop by our office in Library West 103 to schedule your Academic Coaching appointment or pick up schedules for tutoring, supplemental instruction, and workshops. You also can visit www.fgcu.edu/caa for more information about the CAA. Follow us @fgcu_CAA

Our Workgroup recommends the **expanded utilization of the Lucas Center for Teaching and Learning for faculty workshops on teaching techniques, teacher/student engagement, and mentoring.**

We also recommend that **grant money be provided by the Lucas Center and/or Quality Enhancement Plan (QEP) as an incentive for faculty to improve techniques, pedagogical concepts for student success.** These faculty will implement these concepts and techniques and concepts and be required to present their data, impact, what was learned, outcomes, etc. at a Student Success Symposium.

The Faculty Involvement Group recommends that an academic component is added the Eagle View Orientation. Other public universities and colleges effectively include an academic component to their new student orientation. This approach will provide students with the opportunity to meet with faculty, advisors and know that academics is a priority as a freshman entering FGCU.

It is also recommended that an Office for Enrollment Management is established at FGCU. This office will provide assistance with college readiness and placement of students. FGCU may also consider class identity as a means to a cohesive group for incoming freshmen and all levels (e.g., CLASS OF 2020!). This office would also monitor retention rates and graduation rates. Additional advisor positions are also suggested.

Due to the significance of student success to FGCU, the Faculty Involvement Group highly recommends that a **Student Success Workgroup continues over a determined time period. The performance metrics should be continually reviewed at the university, college, and departmental levels to ensure inclusive decision making.**

Phase 2

Expand to Freshmen cohort or 6 to 10 general education courses

Phase 3

Expand to Sophomore cohort

Expand University-wide