Senate Academic Success Evaluation Task Force

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Recommendations

1. We recommend that faculty be given the choice of using P/F or grades for midterm grades. However this is just one small piece of academic success and not an indicator that is early enough, reliable enough, or specific enough. It doesn’t provide enough information to help students or support services help students.
2. We recommend that resources be put into achieving faculty buy-in for early, substantive, meaningful, detailed student progress reporting.
3. Faculty need to know that if they make reports, there are clear guidelines and expectations for follow-up.
4. The EAB Alert function provides the following useful drop-down options: a) needs tutoring; b) absences; c) tardiness; d) missing assignments; e) writing support. There is a comment field. We recommend that the Alert function include the following additional drop-down options: a) early signs of substandard work; b) persistent sub-standard work (despite feedback/intervention); c) time management; d) non-academic challenges-financial; e) non-academic challenges-non-financial; f) academic disposition (beliefs and attitudes about participation in academic community); g) college readiness skills and techniques (goal-setting, persistence, self-awareness, motivation, tenacity); h) technology skills; i) academic integrity; j) making satisfactory progress.
5. There seems to be no functioning system for accurate assignment of students to advisors within the majors in EAB or across the University. This impedes student success.
6. Faculty will use these alerts at the 4-5 week mark and the 8-9 week mark. The system will be available throughout the semester if the need for intervention arises.
7. The Alert system will not be implemented until a high-quality response protocol has been designed and institutionalized with faculty input. For example, alerts about non-academic challenges should be addressed within 48 hours. The method of response, the person or people responsible, and the timeliness of the response need to be addressed.
8. We recommend a peer leadership and mentoring component.