Present: Debbi Almand, Kerry Pickens, Russell Tipton, Kari Keller, Judd Moody, Darby Roberts, Kelly Cox, Susan Fox-Forrester, Katie Reed, Eric Webb, Carol Binzer, Paul Harwell

Absent: Corps of Cadets, MSC, DMS, Student Life, Rec Sports, Student Activities, UART, University Center & Special Events, and VRSC

Introductions:
- Eric Webb started working in Student Life Studies, specifically working with measuring student learning.

A-Team Reflection:
- How do we collect information from students without contributing to survey fatigue?
    - Focus groups
    - Social media comments
    - Polling
    - Conversations
    - Email address for the "from" for department addresses, may want it to be checked what it looks like
    - Observation checklist
    - Existing data

Retention, Persistence and Graduation Rates:
- *Persistence* - often used interchangeably with "retention" but can persist between any semesters (not just fall-fall). This is a student measure, we can support students to help them persist.
- *Retention* - Number of students in a beginning fall cohort who return to the institution in a subsequent fall semester. This is an institutional measure, the university can develop strategies to increase its retention rates.
- *Graduation Rates* - Number of students from an admissions cohort who received a degree, reported for 4, 5, and 6 years.
- The university's strategic plan and the DSA strategic plan highlights these areas and understanding retention, student success, and timely graduation for students in our programs and activities...where appropriate.
- Departments included many of these areas in their annual report metrics.
- There was a good discussion regarding questions departments should consider to determine what makes sense in looking at retention, persistence, and graduation rates. Not looking at all programs will make sense and deciding if comparisons make sense for that program.
- Student Life Studies can help with providing retention, persistence, and graduation rates. Staff needs to provide a list of UINs for this data to be run. In addition to this information, Student Life Studies can provide demographic data.
- Departments can also include information that is specific to your department with the UINs - this could be leaders or positions, students utilizing specific services, etc. This information could be coded when sent to Student Life Studies.

Assessment Plan Feedback for 2015-2016:
- Feedback from Office of Institutional Effectiveness and Evaluation (OIEE) is currently available in WEAVEonline for all departments. Go to the document repository to get your report. There were several changes in the review process this year so you will not see the green, yellow, red color-coding for each area. A rubric was used to look at key characteristics which were assessed and there are identified issues that prevents a department from being exemplary for that category as well as identified issues that automatically result in a department needing improvement for the category.

- Overall, the division continues to struggle with action plans.
- Please look to the feedback provided from Student Life Studies on your 2016-2017 assessment plan and refer to this assessment review document being used by OIEE. Feedback from you 2015-2016 applies to this year's assessment plan so make changes accordingly.

Department Presentations:
- Student Health Services
    - Judd Moody presented for Student Health Services on insurance claims.
    - What the diagnosis is needs to match the testing or services provided.
    - 18,000 insurance claims last year - SHS does work with insurance, student just might be out of network.
    - Study - 8,542 claims reviewed from January - May 2016 and 492 errors were identified (5.76%)
    - The top categories included wrong E/M (New/Est) (22%), missing accident details (19%), code not specific enough (18%), DX does not match record (16%), DX code missing laterality (13%).
    - Clinical topics included a higher error concentration within injuries/accidents and orthopedics.
    - No evident correlation with time of day, staff workload, or recent hires.
    - Data was shared with staff to educate staff and make improvements.
    - This process is very labor intensive, need to better define error categories, and considering if it there should be a carrot or stick approach based on data.

- Children's Center
    - Debbi Almand presented for the Becky Gates Children's Center on assessing their student employees.
    - They have 40-50 student employees and are working to improve assessing these student employees.
    - Last spring they had students complete a survey through Survey Monkey for a self-evaluation. The primary teacher also completed the survey for the student employees.
    - Found out areas that needed more training.
    - Ask students what they are getting from this student employment experience; which is now being asked when interviewing for a position.
    - Did a reflection project focused on critical thinking in the classroom. The first time, the results did not provide the depth the Children's Center was looking for. The questions were changed to get to a deeper level the next time.

Announcements:
- Shout out to Mark Haven for contributing an article for Assessment Update! Way to go Mark!
- Look for new reports posted on SLS's website.
- The SERU will be running this spring - it will go out until to all undergraduate students. It generally runs from February until June.
- There will be a Leadership and Involvement study running, hopefully before spring break...once IRB approved.
- Staff Development - the next workshop will be with Dr. Marcia Baxter-Magolda on March 1 in the Bethancourt Ballroom. The presentation title is "*Learning to be a Learning Partner: Creating Spaces for Self-Authorship*." Her work with self-authorship fits well with what we discuss related to reflection and student learning. Encourage your staff to attend!

Next Meeting:
- The March 13 meeting has been cancelled due to NASPA and spring break.
- The next meeting will be April 10
    - Department presentation by Rec Sports and Music Activities
    - A-Team Reflection will be "What assessment related challenges is your department facing?"

PERSISTENCE, RETENTION, GRADUATION

Texas A&M-Division of Student Affairs-Assessment Team | 2017

Persistence is a student measure; we can support students' development of skills, dispositions, and resources that will help them persist.

Retention is an institutional measure; the University can develop strategies to increase its retention rates.

Graduation refers to students who earn degrees, generally 4-year and 6-year graduation rates are reported.
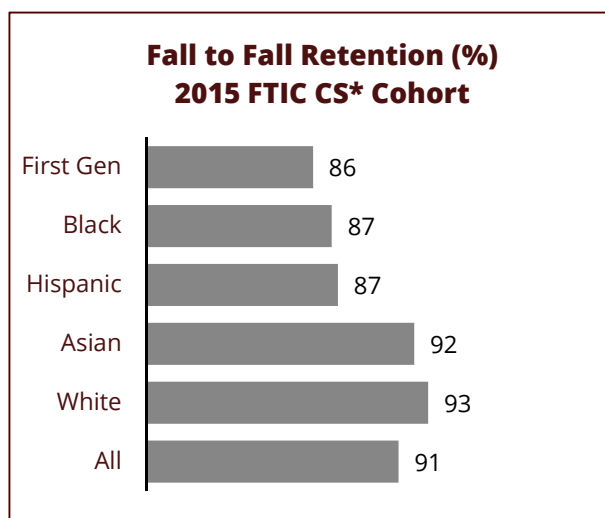
PERSISTENCE	**RETENTION**	**GRADUATION**
Often used interchangeably with "retention", but can persist between any semesters (not just fall-fall).	Number of students in a beginning **fall** cohort who return to the institution in a subsequent **fall** semester.	Number of students from an admissions cohort who received a degree, reported for 4, 5, and 6 years.

A cohort is a group of people with a common statistical characteristic (e.g., cohort of students admitted in Fall 2015). This is important because it can make things difficult for us in Student Affairs—students in one "program cohort" (e.g. 2015 MSC Committee Chairs) do not all belong to the same admission cohort, so tracking retention and graduation is complex and the meaning isn't the same.

How does tracking retention and graduation fit with the University and Division strategic plans?

In recent years, Texas A&M University has had renewed discussion and enthusiasm around undergraduate student retention, persistence, and timely graduation. The Provost and the Vice President for Student Affairs expect faculty and staff to improve the retention, persistence, and timely graduation rates. During the University strategic planning process, the Provost presented retention rates and 6-year graduation rates compared to our Vision 2020 peer group. She challenged faculty and staff to increase retention and decrease the time to graduation.

See historical retention and graduation data for the University (filtered by campus, type of retention, race/ethnicity, etc.) here: https://dars.tamu.edu/Data-and-Reports/Student/Retention-Graduation

Fall to Fall Retention (%)
2015 FTIC CS* Cohort

First Gen	86
Black	87
Hispanic	87
Asian	92
White	93
All	91

1*First Time in College, College Station only*

Who should be tracking retention and graduation rates for their participants?

While we're all in the business of student learning and want our students to succeed, some programs and services are tied more directly to helping students persist, increasing retention rates, or supporting progress towards graduation. There are several things to consider when deciding what and how to report.

☐ Is retention or graduation a central outcome for your program or service?

☐ Is your program a sustained initiative or a one-time interaction with students?

☐ Could you reasonably change something about your program or service to improve retention or graduation rates?

☐ Who participates in your program, and does studying retention and graduation make sense for that population?

☐ If you're interested in retention, do you have UINs for your students going back at least 1 year?

☐ If you're interested in graduation rates, do you have UINs for your students going back at least 4-6 years?

☐ If retention/graduation analysis is appropriate for you but you don't have historical data, do you have a plan for systematically and accurately collecting and saving UINs going forward?

UIN

UIN is the only unique identifier we can use to look up a student's academic record. You can check out scanners from DoIT to capture participants' UIN.

What data is necessary to measure retention and graduation rates?

You provide Student Life Studies the UINs and the relevant information for whatever your program, group, or service is. This may be the year the student was involved, their role or title, or information specific to your program, like which residence hall a student lives in or which program they attended. If you have sensitive information, you can code it so that it is not associated with UIN directly.

Student Life Studies can provide demographic variables, such as:

	A	B	C	D
1	UIN	Semester	Year	Position
2	111111111	Fall	2015	President
3	222222222	Fall	2015	Treasurer
4	333333333	Fall	2015	Exec Team
5	444444444	Spring	2016	President
6	555555555	Spring	2016	Vice President
7	666666666	Spring	2016	Secretary

- Age   - Classification
- College   - Department
- Citizenship   - Sex
- Ethnicity/Race - First Generation Status
- Top 10%   - Cumulative GPR