Attachment 19

Texas Success Initiative

2018-2019 and 2017-2018 Academic Year 1-page Dashboards Followed by the Detailed Assessment Plan
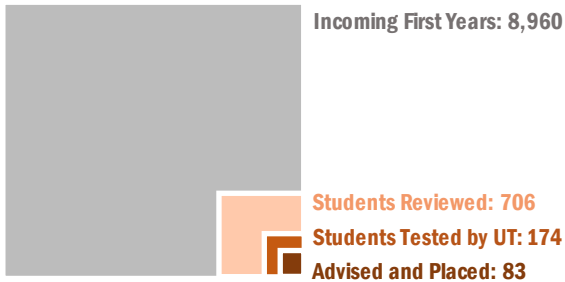
VISION Equip underprepared students for academic success by providing exceptional, responsive instruction

MISSION Ensure that all students admitted to UT Austin meet the state of Texas college readiness requirements in Reading, Writing and Math, and provide the means for those students who don't to develop the skills necessary for academic success.
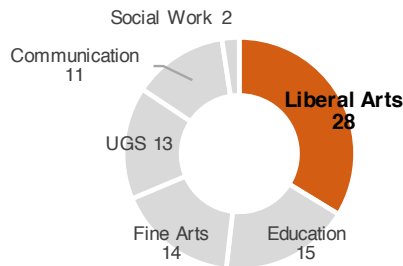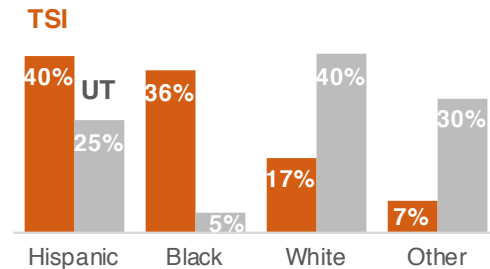
UGS Program Review
Fall 2019

STUDENT POPULATION SERVED

Incoming First Years: 8,960

Students Reviewed: 706
Students Tested by UT: 174
Advised and Placed: 83

57% of TSI students came from families with incomes less than $60K/year
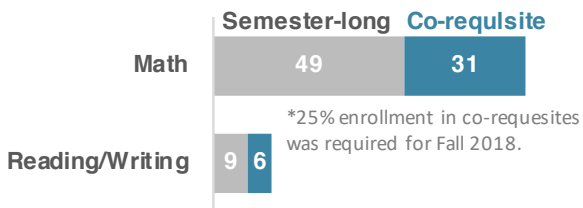
One-third of TSI students were from Liberal Arts.

Social Work 2
Communication 11
UGS 13
Fine Arts 14
Education 15
Liberal Arts 28

The majority of TSI students were Hispanic.

TSI / UT

	Hispanic	Black	White	Other
TSI	40%	36%	17%	7%
UT	25%	5%	40%	30%

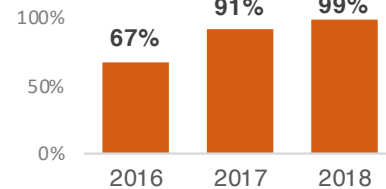## SERVICES OFFERED **83** students received holistic, in-person advising from the TSI Office.

Enrollment by class type

	Semester-long	Co-requisite
Math	49	31
Reading/Writing	9	6

*25% enrollment in co-requesites was required for Fall 2018.

Increase in registered and tested students before orientation.

2016	2017	2018
67%	91%	99%

OUTCOMES

Student course grades improved from 2017 to 2018 in RHE 306 and SDS 302.

The co-requisites for SDS courses have changed to three hours to better support students.
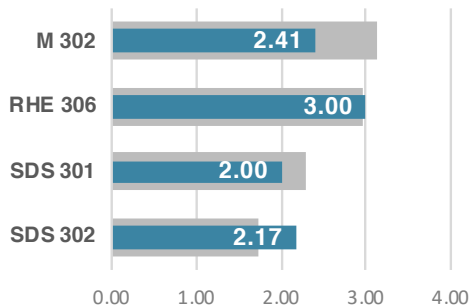
	Grade
M 302	2.41
RHE 306	3.00
SDS 301	2.00
SDS 302	2.17

100% of TSI students who took **reading/writing co-requisite** courses earned credit in their first semester.

100% of students who took **M 302 co-requisites** earned credit in their first semester.

56% of students in **SDS 301 co-requisite** earned credit in their first semester.

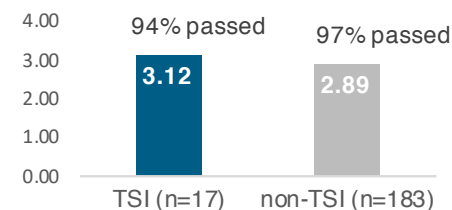**50%** of students in **SDS 302 co-requisite** earned credit in their first semester.

On average, M 302 students who were just **above the SAT cutoff score** (>= 530 and <550) performed better than those who were just **below the cutoff score** (>=510 and <530).

M 302

	TSI (n=28)	non-TSI (n=107)
passed	96%	93%
grade	2.67	3.15
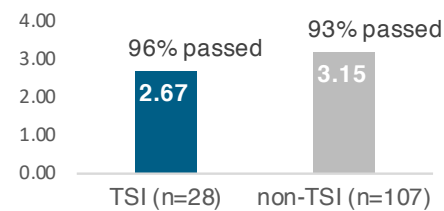
On average, RHE 306 students who were just **below the SAT cutoff score** (>= 440 and <480) performed better than those who were just **above the cutoff score** (>=480 and <520).

RHE 306

	TSI (n=17)	non-TSI (n=183)
passed	94%	97%
grade	3.12	2.89

STUDENT POPULATION SERVED

Incoming First Years: 8,381

Students Reviewed: 1,006
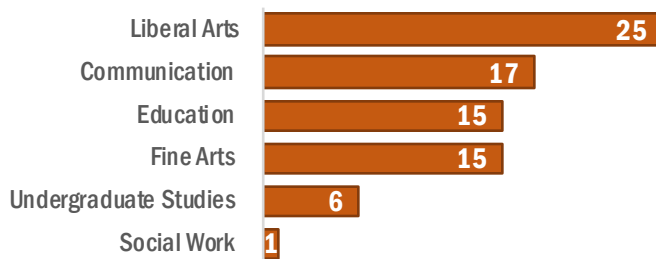Detailed Communication: 500
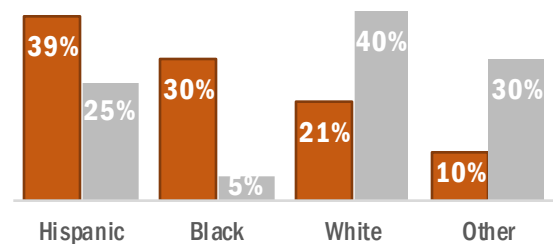Students Tested by UT: 207
Advised and Placed: 79

63% of TSI students came from families with incomes less than $60K/year compared with XX% of all UT students

Over half of TSI students were from Liberal Arts and Communication.

Liberal Arts	25
Communication	17
Education	15
Fine Arts	15
Undergraduate Studies	6
Social Work	1

The majority of TSI students were Hispanic.

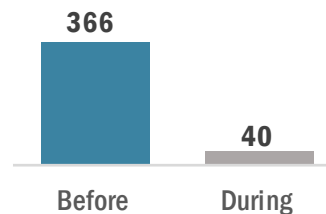|	Hispanic	Black	White	Other
	39%	30%	21%	10%
	25%	5%	40%	30%

SERVICES OFFERED

79 students received holistic, in-person advising from the TSI Office.

Enrollment by class type

	Semester-long	Co-requisite
Math	44	24
Reading/Writing	11	11
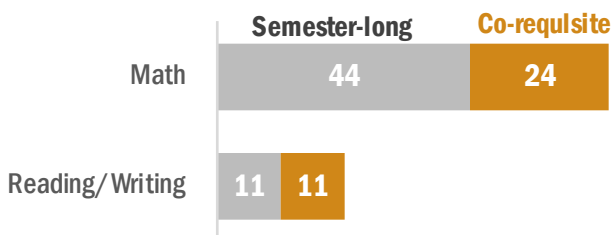
Students who registered and tested before orientation increased by 51% since 16-17.

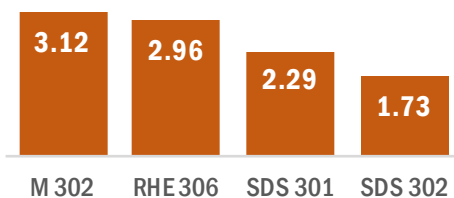| Before	During
366	40

OUTCOMES

100% of TSI students who took reading/writing co-requisite courses earned credit in their first semester.

96% of students who took math co-requisites earned credit their first semester.

Average Course GPA

M 302	RHE 306	SDS 301	SDS 302
3.12	2.96	2.29	1.73

More UT Austin TSI students are completing their Math and English gateway courses in their first year compared to FTIC students in other Texas research universities.

85% of all UT Austin TSI students who complete their developmental sequence completed both Math and English gateway courses in their first year.

78% of all FTIC students in Texas research universities completed both Math and English gatweay courses in their first year. (source: Complete College America)

The University of Texas at Austin
Texas Success Initiative
School of Undergraduate Studies

Mission: The mission of the Texas Success Initiative (TSI) is to ensure that all students admitted to UT Austin meet the state of Texas college readiness requirements in Reading, Writing and Math, and provide the means for those students who don't to develop the skills necessary for academic success.

	Your Planned Work		Your Intended Results	
Desired Goals The following goals define your mission	**Activities/Services** If you want to accomplish your desired goals, **then** you will conduct or provide the following activities	**Evidence of Activities/Services** If you accomplish your planned activities, **then** you will hopefully deliver the amount of service that you intended (e.g., products, reports, number of services/events)	**Expected Outcomes** If you accomplish your planned activities to the extent you intended, **then** your participants will benefit in certain ways (e.g., changes in knowledge, skills, attitudes, behaviors)	**Expected Long-Term Impacts** If these benefits are achieved, **then** certain changes in groups or communities are expected to occur
1. Enhance process in which students are notified and registered for TSI assessment	Communicate with students regarding TSI testing requirements Coordinate with internal and external stakeholders regarding timing of TSI test	• # and type of student outreach initiatives • # and type of stakeholder outreach initiatives • Notes from stakeholder meetings to report on progress	Streamline communication process for TSI testing and submission of documents Increase percentage of students who complete the TSI assessment remotely and online	Efficient structures in place that promote coordinated and effective completion of student TSI testing requirements
2. Provide support to affiliated campus advisors and TSI faculty to meet student needs	Work with affiliated campus advisors to maintain awareness of TSI requirements and course enrollment needs Work with TSI faculty to identify and implement best practices for teaching and learning	• # and type of campus advisor outreach initiatives • # and type of faculty outreach initiatives • Notes from meetings regarding advisor/faculty questions or feedback to improve future TSI initiatives	Campus advisor awareness of TSI requirements will be maintained to ensure proper advising of TSI students across campus TSI faculty will have access to support and resources in their field	Strengthened and sustained partnerships with campus advisors and TSI faculty that foster student success
3. Enhance student success in required TSI courses and beyond	Utilize a holistic course placement process Coordinate with campus departments regarding student course enrollment needs Remind students about TSI requirements Provide quality TSI curriculum and instruction Align TSI and subsequent course curriculum	• Track number of students placed in TSI courses based on holistic review process • Generate placement sheets for each student • Document FAC feedback and decisions regarding changes to TSI curriculum • Curriculum map of TSI and subsequent course objectives	The number of students enrolled in credit-bearing courses for next long semester will be increased compared to previous years Students in NCBO or semester long TSI courses will pass their paired credit-bearing or subsequent courses TSI students attain social and academic skills and experiences necessary for college success Increase percentage of students in NCBOs based on House Bill 2223	TSI students make timely progress towards graduation (TBD) TSI students attain marketable skills (TBD) TSI graduates are self-sufficient and civically engaged individuals (TBD)

	Your Planned Work			Your Intended Results	
Desired Goals The following goals define your mission	**Activities/Services** **If** you want to accomplish your desired goal, **then** you will conduct/provide the following activities	**Evidence of Activities/Services** **If** you accomplish your planned activities, **then** you will hopefully deliver the amount of service that you intended	**Expected Outcomes** **If** you accomplish your planned activities to the extent you intended, **then** your participants will benefit in certain ways (e.g., changes in knowledge, skills, attitudes, behaviors)	**Expected Long-Term Impacts** **If** these benefits are achieved, **then** certain changes in groups or communities should occur
1. **Enhance process in which students are notified and registered for TSI assessment**	**Communicate with students regarding TSI testing requirements:** TSI leadership maintain ongoing communication with students about the TSI Pre-Assessment Activity (PAA), remote testing sites, testing vouchers, retrieval of test scores, and notification of TSI bars on UT MyStatus page **Coordinate with internal and external stakeholders regarding timing of TSI test:** TSI leadership maintain ongoing communication with UT Testing Services, UT Athletics, high school counselors, and the Texas Education Agency (TEA)	Number and type of student outreach initiatives Number and type of internal and external stakeholder outreach initiatives Notes from stakeholder meetings to report on progress Number of students who tested before and during orientation	**1.1 Streamline communication process for TSI testing and submission of documents (**Assessment year and targets TBD) **1.2 Increase the percentage of students who complete the TSI assessment remotely and online** 15-16; 17-18 1. **≥90%** of students complete TSI test before Orientation	Efficient structures in place that promote coordinated and effective completion of student TSI testing requirements

		Your Planned Work		Your Intended Results	
Desired Goals The following goals define your mission	**Activities/Services** **If** you want to accomplish your desired goal, **then** you will conduct/provide the following activities	**Evidence of Activities/Services** **If** you accomplish your planned activities, **then** you will hopefully deliver the amount of service that you intended	**Expected Outcomes** **If** you accomplish your planned activities to the extent you intended, **then** your participants will benefit in certain ways (e.g., changes in knowledge, skills, attitudes, behaviors)		**Expected Long-Term Impacts** **If** these benefits are achieved, **then** certain changes in groups or communities should occur
2. **Provide support to affiliated campus advisors and TSI faculty to meet student needs**	**Work with affiliated campus advisors to maintain awareness of TSI requirements and course enrollment needs:** TSI leadership attend annual ACA meeting and meet with new UGS advisors to share TSI updates and gain feedback; Send list of students with TSI bars per college to advisors; ensure there are no advising schedule conflicts; Maintain updated Toolkit notes **Work with TSI faculty to identify and implement best practices for teaching and learning:** TSI leadership facilitate and update TSI faculty about professional development opportunities; Provide ongoing check-ins and teaching materials as needed **Perform Faculty Observations:** TSI Director observes each TSI instructor in the Fall semester and completes an observation report **Provide TSI students with opportunity to give feedback:** each semester, TSI leadership will administer a Mid-Semester Survey to TSI students to learn more about their experiences and needs in TSI courses	List of TSI students sent to college advisors Number and type of campus advisor outreach initiatives Number and type of faculty outreach initiatives Notes from meetings regarding advisor/faculty questions or feedback to improve future TSI initiatives Instructors are provided with their observation report and are given the opportunity to have a debriefing meeting with the TSI Director	**2.1 Campus advisor awareness of TSI requirements will be maintained to ensure proper advising of TSI students across campus** 15-16; 17-18 1. **100%** of advisor Toolkit notes are updated (*Toolkit notes*) **2.2 TSI faculty will have access to support and resources in their field** 15-16; 17-18 1. **100%** of TSI faculty feel supported to teach TSI courses indicated by responses to reflection questions including: To what extent did you feel supported/prepared to teach TSI courses (TBD), How can TSI better support your efforts in the classroom? If there are professional development areas, classroom or advising resources for students, or other professional support measures that would help you, please let us know (*Faculty reflection survey*) 2. Of the TSI faculty who attend TSI Summer workshop, 90% indicate that they gained knowledge/awareness of teaching/learning practices in TSI courses (*Faculty reflection survey*) 3. Maintain TSI faculty stability (*Track faculty retention rate*)		Strengthened and sustained partnerships with campus advisors and TSI faculty that foster student success

Your Planned Work			Your Intended Results	
Desired Goals The following goals define your mission	**Activities/Services** **If** you want to accomplish your desired goal, **then** you will conduct/provide the following activities	**Evidence of Activities/Services** **If** you accomplish your planned activities, **then** you will hopefully deliver the amount of service that you intended	**Expected Outcomes** **If** you accomplish your planned activities to the extent you intended, **then** your participants will benefit in certain ways (e.g., changes in knowledge, skills, attitudes, behaviors)	**Expected Long-Term Impacts** **If** these benefits are achieved, **then** certain changes in groups or communities should occur
3. **Enhance student success in required TSI courses and beyond**	**Utilize a holistic course placement process:** Students are placed into TSI courses based on pre-survey data, discussions with TSI advisor, and alignment with student degree plans **Coordinate with campus departments regarding student course enrollment needs:** Reserve seats for TSI students in Math, RHE, and HIS courses; Check TSI student schedules to make sure students are enrolled in proper courses **Remind students about TSI requirements:** TSI advisor attends TSI courses during registration periods to remind students of subsequent course requirements and emails using iModules to students during advising periods to remind them of subsequent course requirements **Provide quality TSI curriculum and instruction:** Incorporate Faculty Advisory Committee (FAC) feedback into curriculum; Promote a supportive, mastery-oriented learning environment in TSI courses **Align TSI and subsequent course curriculum:** Work with campus departments to develop curriculum mapping of TSI courses and subsequent credit-bearing courses	Track number of students placed in TSI courses based on holistic review process Generate placement sheets for each student Document FAC feedback and decisions regarding changes to TSI curriculum Curriculum map of TSI and subsequent course objectives Track number of students enrolled by class type Collect demographic information to understand student needs	**3.1 The number of students enrolled in credit-bearing courses for next long semester will be increased compared to previous years** 16-17; 18-19 1. **100%** of TSI students register for required, subsequent credit-bearing course(s) 2. **≥90%** of TSI students complete required courses in long semester after TSI course (98% by 17-18) **3.2 Students in NCBO or semester-long TSI courses will pass their paired credit-bearing or subsequent courses** 16-17; 18-19 1. **≥90%** of students in semester-long TSI courses and NCBO courses pass RHE 306 and **≥85%** pass M302/SDS 302 2. TSI students demonstrate comparable to better reading, writing, and math scores compared to non-TSI students (with similar characteristics) in subsequent coursework *(Track course grades)* **3.3 TSI students attain social and academic skills and experiences necessary for college success** *(Targets TBD)* 16-17; 18-19 1. TSI course quality (autonomy support, civic engagement activities, etc.) *(student survey)* 2. Level of engagement (in and out of classroom, TSI events, campus resources and organizations) 3. Academic self-efficacy, coping with stress/anxiety, resiliency, self-regulation, mindset/effort, intrinsic motivation, belonging, major/career goal setting *(student survey)* 4. Track student retention and graduation rates **1.3 Increase percentage of students in NCBOs based on House Bill 2223. (**Assessment year and targets TBD)	TSI students make timely progress towards graduation (TBD) TSI students attain marketable skills (TBD) TSI graduates are self-sufficient and civically engaged individuals (TBD)

Holistic Review Process:
TSI leadership meet during Orientation to assess student non-cognitive factors, consult self-efficacy scores from Pre-Assessment activity, assess student academic characteristics, refer to TSI diagnostic scores, high school course, GPA, rank, and assess student behavior and motivation noted during TSI advising

Holistic Placement Criteria:
If a student scores above a 336 on the Math section with an ABE score of 5 are higher, they will be considered for the math NCBO option. If a student scores above a 342 on the Reading section with an ABE score of 5 or higher, they will be considered for the reading/writing NCBO option. If a student scores above a 355 on the Writing section with a 4 on the Essay section, they will be considered for the reading/writing NCBO option]