Influences

Two initiatives which positively impact student success:

1. Reorganization of the College of Education in fall 2010 created a professional unit that allows more emphasis on both retention and advising in the preparation of teachers, counselors, and school leaders.

2. Effective implementation of Ready2Teach includes strengthened P-12 partnerships that provide relevant experiences for our students.
Goals of Retention Plan

• **Goal 1:** Enhance the student support structure (advising, admission and exit procedures, field placements, licensure) to improve retention.

• **Goal 2:** Use multiple data sources to monitor and improve:
  • candidate progress through academic programs;
  • student knowledge, skills, and dispositions;
  • effectiveness of retention efforts.
Basic Assumptions

The plan developed by departmental retention committees is based on three fundamental assumptions:

• Strategies are designed to positively impact both non-academic support (advising, admissions, placement, etc.) and academic support (classroom work and key assessments).

• Strategies are data-driven utilizing a system of data collection, collaborative analysis of data, decision-making, goal setting, and monitoring of results.

• Strategies are integrated and aligned for SACS, NCATE, and Ready2Teach so that Retention is a key component of a comprehensive plan.
Goal 1: Student Support

COE Academic Advising Model

Initial Assignment upon admission:
- Freshmen are assigned to the UCAC Advisor
- Transfer students are assigned to the COE College Advisor

Admission to Teacher Ed. Workshops:
- Conducted each semester by the College Advisor and required of all COE majors

Admission to Teacher Ed.
- Cumulative GPA 2.75 or higher
- Completed 45 hours (6 at MTSU)
- Acceptable test scores:
  - ACT 22 or higher; SAT 1020 or higher; Praxis I (Writing & Math 173 or higher, Reading, 174 or higher)
- Submitted application for Admission to Teacher Education
- Clear background/fingerprint check

Post Admission to Teacher Ed. Advising:
- Faculty Advisor completes upper division, substitution, and intent to graduate forms
- Mentors students through program completion

<table>
<thead>
<tr>
<th>UCAC Liaison Advisor</th>
<th>Freshmen</th>
</tr>
</thead>
<tbody>
<tr>
<td>COE College Advisor</td>
<td>Transfer and Re-enrolling Students</td>
</tr>
<tr>
<td>COE Faculty Advisors</td>
<td>Transfer students w/AST, Post-bac. students, students admitted to teacher education</td>
</tr>
</tbody>
</table>
**Goal 1: Student Support**

**Academic Advising**

**Graduating Student Survey**

<table>
<thead>
<tr>
<th>Major Degree Program</th>
<th>BAS</th>
<th>BHS</th>
<th>BUS</th>
<th>ED</th>
<th>LA</th>
<th>MC</th>
<th>UC</th>
<th>MTSU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent selecting 'Good' or 'Excellent'</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q60. Content of courses in the major</td>
<td>90%</td>
<td>94%</td>
<td>88%</td>
<td>79%</td>
<td>94%</td>
<td>82%</td>
<td>85%</td>
<td>89%</td>
</tr>
<tr>
<td>Q61. Availability of courses in the major</td>
<td>69%</td>
<td>77%</td>
<td>61%</td>
<td>66%</td>
<td>76%</td>
<td>54%</td>
<td>77%</td>
<td>69%</td>
</tr>
<tr>
<td>Q62. Diversity of courses in the major</td>
<td>76%</td>
<td>83%</td>
<td>66%</td>
<td>65%</td>
<td>83%</td>
<td>63%</td>
<td>82%</td>
<td>75%</td>
</tr>
<tr>
<td>Q63. Quality of instruction in the major</td>
<td>80%</td>
<td>86%</td>
<td>78%</td>
<td>71%</td>
<td>91%</td>
<td>74%</td>
<td>83%</td>
<td>82%</td>
</tr>
<tr>
<td>Q64. Opportunities for formal student evaluation of instruction</td>
<td>74%</td>
<td>79%</td>
<td>68%</td>
<td>67%</td>
<td>76%</td>
<td>64%</td>
<td>80%</td>
<td>73%</td>
</tr>
<tr>
<td>Q65. Academic advising by faculty advisor</td>
<td>66%</td>
<td>74%</td>
<td>62%</td>
<td>63%</td>
<td>81%</td>
<td>53%</td>
<td>77%</td>
<td>68%</td>
</tr>
<tr>
<td>Q66. Academic advising by college academic advisor</td>
<td>70%</td>
<td>73%</td>
<td>65%</td>
<td>62%</td>
<td>80%</td>
<td>56%</td>
<td>78%</td>
<td>69%</td>
</tr>
<tr>
<td>Q67. Availability of faculty to help students outside of class</td>
<td>85%</td>
<td>84%</td>
<td>77%</td>
<td>70%</td>
<td>89%</td>
<td>71%</td>
<td>77%</td>
<td>81%</td>
</tr>
<tr>
<td>Q68. Availability of faculty advisor</td>
<td>75%</td>
<td>76%</td>
<td>67%</td>
<td>67%</td>
<td>84%</td>
<td>55%</td>
<td>77%</td>
<td>72%</td>
</tr>
<tr>
<td>Q69. Availability of college academic advisor</td>
<td>72%</td>
<td>75%</td>
<td>64%</td>
<td>66%</td>
<td>84%</td>
<td>53%</td>
<td>79%</td>
<td>71%</td>
</tr>
<tr>
<td>Q70. Willingness of faculty advisor to help</td>
<td>79%</td>
<td>82%</td>
<td>70%</td>
<td>71%</td>
<td>88%</td>
<td>69%</td>
<td>81%</td>
<td>78%</td>
</tr>
<tr>
<td>Q71. Willingness of college academic advisor to help</td>
<td>76%</td>
<td>79%</td>
<td>70%</td>
<td>72%</td>
<td>86%</td>
<td>64%</td>
<td>83%</td>
<td>76%</td>
</tr>
<tr>
<td>Q72. Adequacy of computer resources</td>
<td>77%</td>
<td>80%</td>
<td>84%</td>
<td>76%</td>
<td>79%</td>
<td>72%</td>
<td>86%</td>
<td>79%</td>
</tr>
<tr>
<td>Q73. Adequacy of classroom facilities and equipment</td>
<td>73%</td>
<td>80%</td>
<td>83%</td>
<td>77%</td>
<td>78%</td>
<td>72%</td>
<td>84%</td>
<td>78%</td>
</tr>
<tr>
<td>Q74. Adequacy of laboratory facilities and equipment</td>
<td>67%</td>
<td>79%</td>
<td>78%</td>
<td>73%</td>
<td>79%</td>
<td>72%</td>
<td>84%</td>
<td>75%</td>
</tr>
<tr>
<td>Q75. Opportunity to apply what was learned in the classroom</td>
<td>78%</td>
<td>86%</td>
<td>76%</td>
<td>76%</td>
<td>86%</td>
<td>78%</td>
<td>82%</td>
<td>81%</td>
</tr>
<tr>
<td>Q76. Practicum/internships/co-op experience</td>
<td>72%</td>
<td>86%</td>
<td>68%</td>
<td>79%</td>
<td>81%</td>
<td>76%</td>
<td>74%</td>
<td>77%</td>
</tr>
<tr>
<td>Q77. Quality of courses in preparing you for employment</td>
<td>75%</td>
<td>82%</td>
<td>76%</td>
<td>71%</td>
<td>76%</td>
<td>67%</td>
<td>77%</td>
<td>75%</td>
</tr>
<tr>
<td>Q78. Opportunities to express ideas in writing in the major</td>
<td>69%</td>
<td>82%</td>
<td>65%</td>
<td>70%</td>
<td>89%</td>
<td>68%</td>
<td>83%</td>
<td>75%</td>
</tr>
<tr>
<td>Q79. Understanding how to research a topic or idea</td>
<td>84%</td>
<td>88%</td>
<td>79%</td>
<td>80%</td>
<td>93%</td>
<td>73%</td>
<td>84%</td>
<td>84%</td>
</tr>
<tr>
<td>Q80. Experiential (hands-on) learning</td>
<td>80%</td>
<td>84%</td>
<td>65%</td>
<td>79%</td>
<td>80%</td>
<td>78%</td>
<td>74%</td>
<td>78%</td>
</tr>
</tbody>
</table>
Goal 1: Student Support
Academic Advising Model

- Intake Advising Model
  - Specific Duties for UCAC and College Advisors
  - UCAC Liaison to COE
  - UCAC Advisor for all Freshmen and CUSTOMS
  - College Advisor for all Transfer and Re-Enrolling Students
  - Teacher Education Admission Workshops Each Semester Led by College Advisor (attendance required for education majors)
- Faculty Advisors Assigned to All Education Majors and Secondary Education Minors
Focused Intervention Strategies: Academic Advising

• Assign faculty advisor to community college for outreach, communication, and advising.

• Establish a COE Advising Team to review and revise processes (i.e. change of major, faculty advisement, transfer advisement, secondary education advisement, internal and external training and communication).

• Establish a COE Retention Team to implement and support initiatives such as a mentoring program for COE students, student teacher exit interviews with Dean, COE advising nights, a “Celebrate Teaching” focus, “Ask a Teacher” sessions, Ready2Teach information using multi-media.
Focused Intervention Strategies: Academic Advising

• Track retention of students from Admission to Teacher Education to Licensure.

• Create communication models to better advise students of program requirements (brochures, step-by-step benchmark timeline, web page, multi-media for Customs, meetings with other Colleges).

• Evaluate annual survey of students on COE advising experience.

• Focus on Student Service
Goal 2: Enhancing Academic Success Using Multiple Data Sources

Enhance the **academic success** of students admitted to the Teacher Education Program by utilizing **multiple data sources**, including:

- COE Assessment of Student Teacher Preparation (ASTP)
- Teacher Performance Assessment (edTPA data)
- Praxis Data
- Dispositions Assessment
- Grade Distribution Reports
- Residency I and Residency II Performance Data
- Surveys of Graduation Seniors, MTSU faculty, P-12 Partners
- Formative Assessment of Student Learning Outcomes (Tk20 data management system)
Focused Intervention Strategies: Assessment Data – Analyzing Student Performance

• Use edTPA, ASTP, the THEC Higher Education Report Card, TK20, and other data to identify competencies not mastered by students.

• Ensure that courses emphasize what students need for key assessments and professional preparation.

• The *Grade Distribution Survey* indicates no specific course in which an abnormal number of students struggle. However, further analysis indicated a potential disconnect between course grades and student performance on key assessments such as Tk20, Praxis II, and edTPA.

• Adjust specific course content to integrate into pre-service programs instruction in those areas that will ensure student success in the profession (i.e. TVAAS instructional modules, Common Core Standards, TEAM Teacher Evaluation Training).

• Provide opportunities for training for faculty members in these areas.
Focused Intervention Strategies: Assessment Data – Analyzing Student Performance

• Intervene in problem areas as students progress through pre-service field experiences and Residency I and Residency II prior to completion of key gateway assessments.
• Conduct intensive skill training for students with significant deficiencies, monitoring individual student proficiency, involving faculty, P-12 educators, and Ready2Teach master clinicians.
• Monitor teacher candidate progression of skill attainment.
• Conduct surveys to determine teacher candidate perceptions of the quality of their experience and P-12 partner perceptions of student performance and preparation.
Focused Intervention Strategies: “Dispositions” Assessment

- Implement a support plan to assist students who experience difficulty in progressing through their education coursework and/or the student teaching residency semesters.

  - If a student is identified by two faculty members as deficient in a specific disposition, the student is referred to a team of faculty members that will address and attempt to remediate the deficiency.

  - A faculty team meets with the student as often as necessary to provide advice, support, skill acquisition, resources, and attitude development in an effort to identify and remediate the area of difficulty.
Focused Intervention Strategies: Assessment Data

• Share Praxis data results with the appropriate department chair and dean, and provost.

• Use Praxis data to set departmental goals and strategies as part of their Institutional Effectiveness Plans.

• Develop College of Education strategies to improve performance on the professional education section of the Praxis II assessment.
Office of Professional Laboratory Experiences and Teacher Licensure

- Implement the *Ready2Teach* initiative to improve teacher preparation effectiveness at all levels of the teacher education experience.
  - Integrate clinical preparation throughout every facet of teacher education through course work, laboratory-based experiences, and school-embedded practice.
  - Cultivate collaborative partnerships among schools, districts, and teacher preparation programs to ensure each teacher candidate receives a robust, high-quality clinical experience.
Office of Professional Laboratory Experiences and Teacher Licensure

• Use technology to track student residents’ progress electronically for meeting Ready2Teach requirements, such as TK20 and edTPA.
  - Upload academic maps in TK20 to support students in meeting Ready2Teach benchmarks.
  - Design interactive workshops, help sessions, and multiple resources to build capacity to fully use TK20 and Teacher Performance Assessment (TPA).
  - Create multiple sources of written and social media communication such as, media print, blogs, electronic mail and webpages to inform and advise students of Ready2Teach benchmarks.
  - Identify and implement interventions by faculty, LEA and university supervisors and master clinicians for individual and small groups of students.
Office of Professional Laboratory Experiences and Teacher Licensure

• Conduct surveys of Residency I and Residency II student residents, university faculty, and P-12 partners to identify and respond to areas of needed support.

  - Use survey data to design interactive workshops, seminars, and focus groups to target specific interventions and technical assistance.

  - Monitor the implementation of suggested strategies and interventions to measure progress through continuous observation and feedback.
Office of Professional Laboratory Experiences and Teacher Licensure

• Use multiple data sources to identify and respond to common needs of key stakeholders in the clinical experiences of student residents.

  ▪ Establish clear expectations for effective data use at all levels by key stakeholders.

  ▪ Model and monitor the use of data to inform instruction and clinical experiences, measure the degree of implementation of strategies, and to evaluate the effect of strategies on student learning and performance.
COE Retention and Advising Initiatives

• *Remediation and Intervention Teams* – Engage P-12 educators and faculty to develop plans and assist students who exhibit difficulty and/or specific deficiencies - $25,000

• *Course and Program Redesign* – Engage P-12 educators and faculty to develop and implement courses and field experiences to ensure that students are prepared for key assessments and entry into the profession - $18,000

• *Initiatives to Link Students to Professional Educators and Faculty* - Brown Bag Seminars, Advising Nights, *Ask a Teacher, Celebrate Teaching, etc* - $12,000

• *Enhanced Web Page and Multi-Media Communication* – Develop and utilize various media, including the COE Center for Educational Media video and podcast productions, to communicate program requirements, transition points, program expectations, and training opportunities to students - $42,000
COE Retention Plan Summary

The College of Education is committed to improving student success and retention through multiple changes and initiatives.

*While we cannot guarantee every student will be successful in every course, we can guarantee that every student will be provided with focused, meaningful assistance and support throughout their teacher preparation journey.*