

**TOPIC:** Closing the Achievement Gap/Student Success Matrix Update

**COMMITTEE:** Education Policy and Student Life

**DATE OF MEETING:** Tuesday, November 15, 2016

**SUMMARY:** As reported on previously to the Committee, use of the Student Success Matrix (SSMx) is part of a larger focus on data and analytics under Academic E&E (E&E 2.0).

In spring 2016, the Kirwan Center for Academic Innovation engaged USM institutional teams in using the SSMx to inventory, categorize, and explore the returns on investment for student success interventions related to Closing the Achievement Gap (CAG). This presentation will provide an update on progress to date and discuss how the SSMx is influencing the content of system-wide CAG reporting. Use of the SSMx will provide more consistent and detailed data regarding CAG interventions within and across USM institutions. It is our hope that the use of this tool will help shift the function of CAG reporting from primarily compliance to serving as a mechanism for continuous improvement.

**ALTERNATIVE(S):** This is an information item.

**FISCAL IMPACT:** This is an information item.

**CHANCELLOR'S RECOMMENDATION:** This is an information item.

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COMMITTEE ACTION: Information Only

DATE: November 15, 2016

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BOARD ACTION:

DATE:

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SUBMITTED BY: Joann A. Boughman

301-445-1992

jboughman@usmd.edu

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WILLIAM E. KIRWAN

CENTER *for* ACADEMIC INNOVATION

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# How Reporting Can Drive Reflection, Conversation and Action

Nancy O'Neill

Kirwan Center for Academic Innovation

November 15, 2016

# Overview

- E&E 2.0 focused on how improved access to and analysis of data from academic and student services can inform student success initiatives.
- Last spring, USM institutions began using a research-based tool, the Student Success Matrix (SSMx), to inventory, categorize, and explore the returns on investment for student success interventions.
- Meanwhile, examined the Closing the Achievement Gap report in order for it to function less as a compliance mechanism and more as a continuous improvement mechanism.

# SSMx

SSMx		ACADEMIC LIFECYCLE			
		Connection	Entry	Progress	Completion
PREDICTORS	Learner Characteristics				
	Learner Behaviors				
	Fit/Learner Perceptions of Belonging				
	Other Learner Supports				
	Course/Program Characteristics				
	Instructor Behaviors/ Characteristics				

# SSMx

91

**Total**  
Interventions

88

**Draft**  
Incomplete

0

**Reviewable**  
Not  
verified

3

**Completed**  
Not  
verified

0

**Verified**  
by Admin

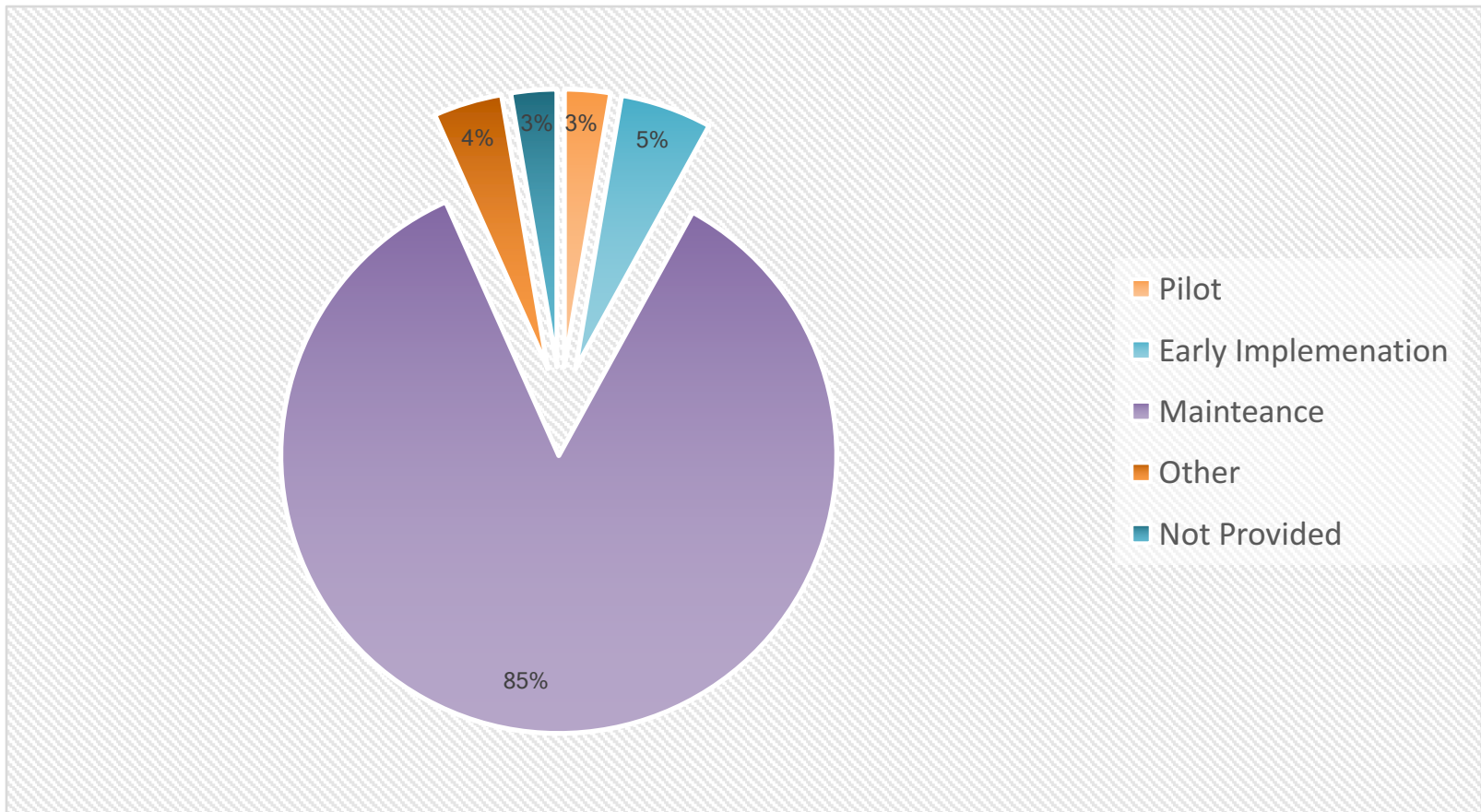
Predictor Categories		Drafts	Connection	Entry	Progress	Completion
▶ <u>LEARNER CHARACTERISTICS</u> 50 Interventions	49	15	41	27	10	
▶ <u>LEARNER BEHAVIORS</u> 30 Interventions	29	5	23	15	6	
▶ <u>FIT/LEARNER PERCEPTIONS OF BELONGING</u> 71 Interventions	69	12	60	49	20	
▶ <u>OTHER LEARNER SUPPORTS</u> 25 Interventions	25	3	20	21	14	
▶ <u>COURSE/PROGRAM CHARACTERISTICS</u> 12 Interventions	10	2	11	6	1	
▶ <u>INSTRUCTOR BEHAVIOR/CHARACTERISTICS</u> 4 Interventions	4	0	4	4	2	
▶ <u>UNCATEGORIZED</u> 2 Interventions	2	0	0	0	0	

## Round 1: Closing the Achievement Gap

- Institutions entered interventions previously included in Closing the Achievement Gap (CAG) reports.
- Common definitions for matrix elements allows for “apples to apples” sharing, reporting.
- Gathering the same information for each intervention within an institution as well as across institutions, including elements associated with ROI.

# Round 1: Closing the Achievement Gap

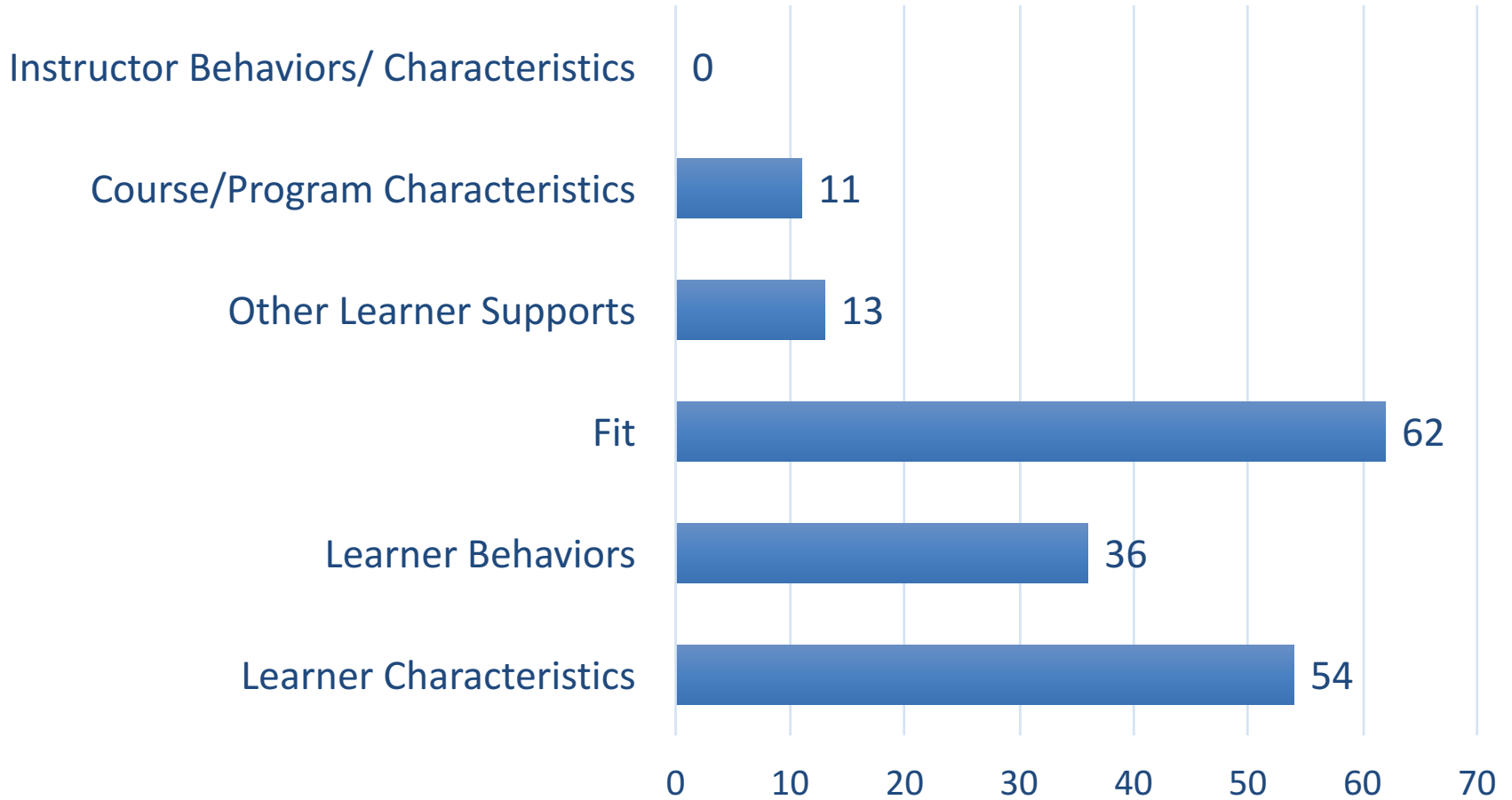
– 75 CAG interventions verified; rough count suggests 56,000 students impacted\*



\* Some may be duplicated; not all entries provided information about # of students impacted.

# Round 1: Closing the Achievement Gap

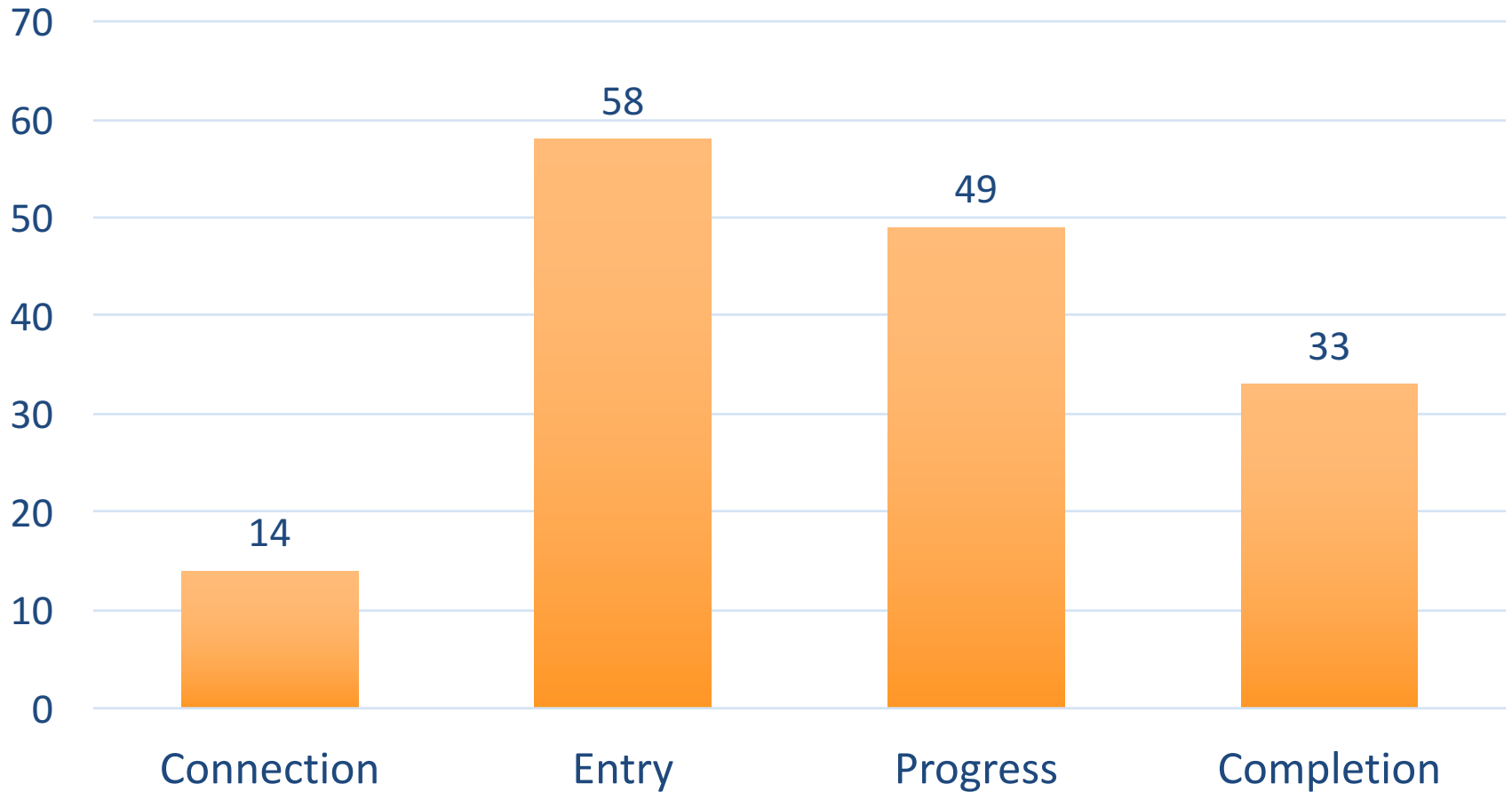
## PREDICTOR CATEGORIES





# Round 1: Closing the Achievement Gap

## CYCLE PHASES



# Round 1: Closing the Achievement Gap

Early findings, based on our May 2016 convening:

- Baseline information about participation and impact not gathered consistently across interventions/ institutions.
- Unintentional duplication of efforts (“intervention overload” for students).
- Priority areas for interventions may not match up with CAG goals/student success goals.

## Institutional Feedback

- “Inputting the information about each program helped us think more deeply about the purposes, activities, and objectives of each program. SSMx is helping us view our programming in a broader, more systematic sense.”
- “The SSMx process is clearly set up to allow us to evaluate the efficacy of specific interventions.”

## **CAG Reporting Next Steps**

- Drafted new reporting guidelines that align with SSMx framework.
- Comparable information will be forwarded about each intervention at each institution.
- Opportunity for richer detail about interventions, how institutions are measuring effectiveness, and whether interventions are having the desired impact.

## **CAG Horizon Issues**

- Merging insights from predictive analytics (from a variety of platforms) with insights about interventions drawn from the SSMx.
- Building capacity to examine relationships and interactions among programming, activities, interventions, on the one hand, and student retention, progression, achievement, and completion, on the other.

**Questions? Thoughts?**