

**STUDENT SUCCESS COMMITTEE OF SENATE**

November 28, 2018

Minutes of the Student Success Committee of Senate held in TRUSU Boardroom

Thompson Rivers University, Kamloops, B.C., commencing at 2:00 p.m.

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| **ATTENDANCE:** | |
| **Chair** | Michael Bluhm (Interim) |
| **Recorder** | Nicola Forbes |
| **Attendees** | Airini, Tanvir Alam, Dino Bernardo, Dorys Crespin-Mueller, Judy Duchscher, Matthew Dyck (representing Don Poirier), Kathy Gaynor, Carolyn Ives, Dipesh Prema, Marie Aimee Uwaimana Rutayirsire, Julia Wells |
| **Regrets** | Chris Adam, Aria Appleton, John Churchley, Catharine Dishke-Hondzel, Samira Keivanpour |
| **Absent** | Nasif Ekbal Ridoy, Archie Gupta, Paola Lopez, Anthea Mafasitera, Paul Michel |
| **Others Present** | Jan O’Brien, Kristen Hamilton |

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| **HEADING** | **ITEM / DISCUSSION** | **ACTION** |
| **CALL TO ORDER** | The Interim Chair called the meeting to order at 2:04pm and acknowledged being on the traditional and unceded lands of the Tk’emlúps te Secwépemc within Secwépemc'ulucw, the traditional territory of the Secwépemc people. |  |
| **ADOPTION OF AGENDA** | Motion to adopt the agenda;  K. Gaynor, Seconded by J. Duchscher  Motion seconded & Adopted. |  |
| **ADDITIONS TO THE AGENDA** | None |  |
| **OLD BUSINESS** | The Interim Chair started a round of introductions and gave a quick recap of the of the committee’s purpose and history for the benefit of new attendees. |  |
| **NEW BUSINESS** | 1. **Overview of Student Surveys** (D. Crespin-Mueller + guests Jan O’Brien and Kristen Hamilton from Integrated Planning & Effectiveness (IPE))   J. O’Brien gave an overview of how the student surveys act as the student voice and form a large cornerstone of work the University is doing for accreditation. J’ O’Brien handed over to K. Hamilton.  K. Hamilton gave an overview of the surveys the University uses and their respective results *(all results presented are available on the reports which are saved on the Student Success Committee Sharepoint site).*  **NSSE – National Survey of Student Engagement** is an international survey done by an outside provider. It is completed with 1st year and 4th year baccalaureate students to assess effective educational practices. It’s a survey of 100+ questions done online via email in English. It is used by Institutions across Canada every three years.  Most recent research defines student engagement as a partnership - effort from the student and support from the institution.  The main survey results give high impact practices (HIPs), perceived gains, overall satisfaction and 10 engagement indicators which are categorized into 4 themes:   * Academic Challenge * Learning with Peers * Experiences with Faculty * Campus Environment   K. Hamilton noted it is important to remember that perceived gains are self-reported. It is the students’ perception, not an objective measure.  It’s possible to opt into two additional modules to add to the core questions. TRU opted into the following:   * 2014 – Academic Advising & Learning with Technology * 2017 – Academic Advising & Civic Engagement   K. Hamilton goes on to talk through a summary of results from NSSE’s survey for on-campus students relating to Engagement Indicators, HIPs and Perceived Gains.    Question from committee member – are 4th year students being asked just about their 4th year?  K. Hamilton answered that most questions ask students to refer to their current year.  NSSE asks about the following HIPs: Participating in a learning community, Research with a Faculty member (4th year only), Participation in Study Abroad, Service Learning and Accommodating Senior Experience (Capstone project or portfolio etc. - 4th year only).  Research shows that students who participate in at least two HIPs during their time, and at least 1 in their 1st year tend to have higher success rates overall – at TRU, particularly if they participate in Research with a Faculty member.  Perceived Gains ask students about the extent to which their whole experience at TRU contributed to their knowledge, skills or abilities in certain areas *(as seen in report)* but it all depends on their starting level in these areas. Overall satisfaction is higher in 4th year.  **CUSC – Canadian University Survey Consortium** has been administered for over 10 years, designed by stakeholders in Canada and the former president is previous TRU Analyst, Linda Kupp.  CUSC looks at first year, middle year and graduating students consecutively, rather than all three groups in the same year.  TRU has opted into a survey database to compare data against other institutions and against certain student profiles – Indigenous, mothers, first generation students, students with disabilities etc.). Difference between “Peer” and “Canada” – e.g. UBC is competition but not in our peer group.  NSSE – mostly looks at academic experience + interaction with staff (what is happening in school)  CUSC – student services, finance, do the students work while they study etc. (what is happening outside of school)  Overall satisfaction – 20% of new students strongly disagree that they felt like they belonged. Higher than 14% of comparison group. There seems to be a trend that services that cost students money score lower on satisfaction.  Reasons to go to University – most students’ reason is to prepare for a specific career, get a higher paying job rather than just A job. Less concerned about making a difference in the community.  A Member made a comment about relationship between scoring low on ‘sense of belonging’ and ‘being part of a community’ scoring low on students’ reason for going to University. K. Hamilton ‘sense of belonging’ is highest predictors for student retention as well as drawing a relationship to career goals and working on campus.  TRU is net neutral for incoming and outgoing students - no longer a transfer University.  K. Hamilton confirmed that “coming back” most commonly refers to Fall-Fall numbers. Some studies done by TRU show that 7% of students who take a break come back.  K. Hamilton noted that International students have higher scores in ‘sense of belonging’ than domestic students – TRU ranked 2nd highest in Canada on International student.  K. Hamilton gave an overview of how IPE uses this survey data. There are three main ways of dissemination:   * Presentations and briefs (to stakeholders, Senate Committees, Accreditation Support, Governance, Faculties and Schools) * Post results to IPE’s OneTRU site * Internal Research (drawing relationships, creating predictive models, analyzing certain student profile groups)   K. Hamilton mentioned that IPE are currently looking at an Open Learning student behavior model to try to understand OL Student experience.  K. Hamilton handed over to J. O’Brien to present on TLNI 2018 (Teaching & Learning National Institute) in Washington state attended by a group of faculty and administrators from TRU. The purpose was ‘using evidence to improve student experience at your campus’.  TRU’s change initiative/focus is how can we work with faculty to improve the first-year student experience.  J. O’Brien noted again that CUSC data showed that 20% of students disagreed/strongly disagreed that they felt they belonged. A Member commented that out of 275 students who completed the survey, that only equates to 55 students.  Another Member made an observation that means 80% felt they belonged yet 89% would recommend TRU.  Another Member queried how students define/evaluate ‘sense of belonging’. K. Hamilton notes that recent surveys interpret it as “having conversations with others on campus”, “quality of relationships with services, faculty and administrators”, “professors treating you equally regardless of gender or race”, “involvement on campus” etc.  D. Crespin-Mueller added that the University communicating their reasons behind carrying out a certain initiative adds to a student’s sense of belonging – it shows the University cares about them.  Another Member acknowledged that the student’s experience in the 1st year/semester is critical - what about retention between 1st and 2nd semester? Retention between 1st and 2nd year may be too late. K. Hamilton noted that most students leave in the summer semester, some leave between fall and winter. J. O’Brien advised they are focusing on 1st year students but will take this onboard.  J. O’Brien advised Members to also visit the BC Student Outcomes website to see BC wide survey data. <http://outcomes.bcstats.gov.bc.ca/Default/Home.aspx>   1. Chair Election (M. Bluhm)   The Interim Chair brought the Chair Election forward and advised that quorum is not met. The Interim Chair advised that the election will be brought to the next meeting and asked Members to consider Chairship.   1. Enrollment Indicators (M. Bluhm)   M. Bluhm advised this will be spoken about in more detail at the next meeting but spoke briefly about retention rates from the 1st year and 1st semester.  D. Crespin-Mueller noted studies show there are many reasons for students leaving - not knowing what they want to do, finances, not being ready. |  |
| **OTHER BUSINESS** | None |  |

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| **NEXT MEETING** | December 12, 2018 at 2:00pm  Location: TRUSU Boardroom |  |
| **ADJOURNMENT** | Meeting adjourned at 3:09pm |  |