

**Exhibit Materials for Taylor W. Acee:
Research Presentation**

Acee, T. W., Mireles, S. M., & Paulson, E. J. (March, 2013). *Comprehensive Student Success Program Report*. Summary report presented to the board members of the Texas Higher Education Coordinating Board, Austin, TX.

Summary: This invited research presentation and public testimony to the Texas Higher Education Coordinating board is both an external recognition of my scholarly work and an example of my continued scholarly activities as Co-Principal Investigator of the *Evaluation of the Comprehensive Student Success Program* grant. As part of this grant, we have received \$532,304 in funding from 2011-2013.

Comprehensive Student Success Program Report

Taylor W. Acee, Selina Vasquez Mireles,
& Eric J. Paulson
Texas State University - San Marcos

Presentation to the Texas Higher Education Coordinating
Board on March 27, 2013

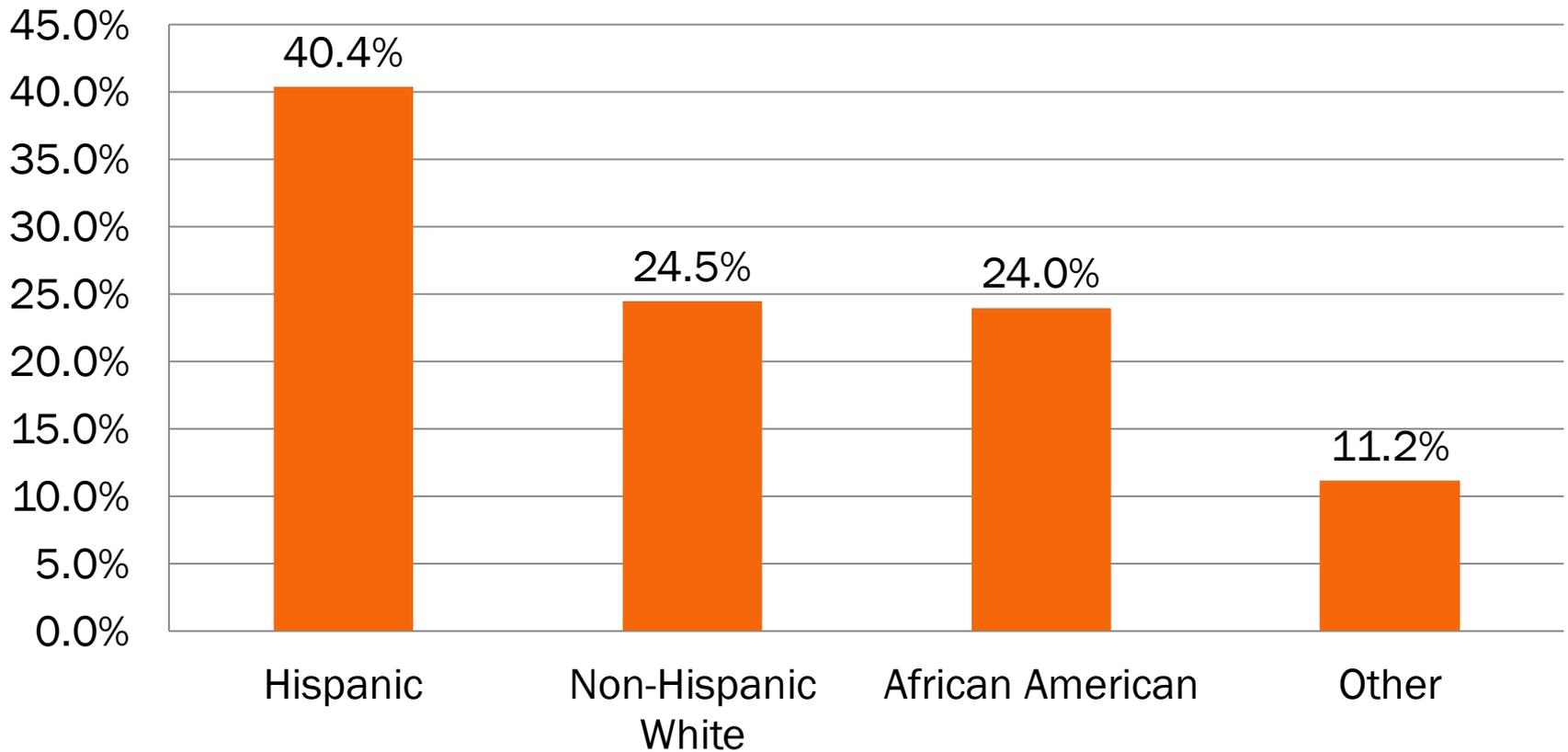
Overview of CSSP

CSSP Program

- Primary goal is to improve student persistence and success rates in high enrollment, gatekeeper courses with traditionally high rates of D, F, or W
 - Reduce Rates of “D” and Failure
 - Reduce Withdrawal Rates

Ethnicity and Race of Students Served

N = 1595



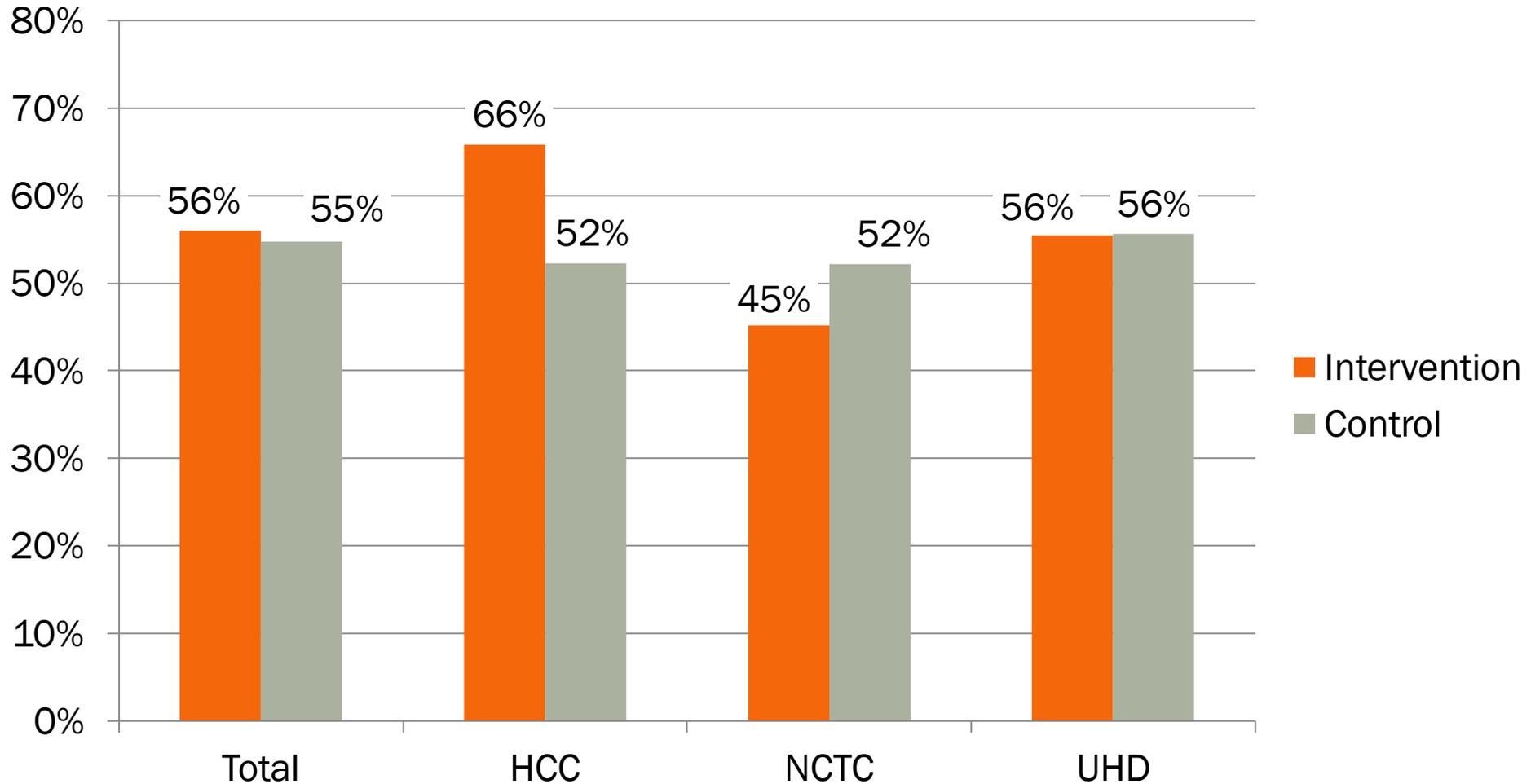
Targeted High-Risk Courses

Subject Area	Frequency	Percent
Mathematics	529	33.2%
History	436	27.3%
English	429	26.9%
Biology	57	3.6%
Philosophy	51	3.2%
Chemistry	49	3.1%
Sociology	44	2.8%
<i>Total</i>	1595	100%

Program Components

- ∞ Learning Support
 - Supplemental Instruction
 - Required Tutoring
 - Learning Strategies Instruction
 - Online Modules
- ∞ Advising, Counseling, and Student Monitoring/Feedback Systems
 - Early Alert Programs
 - Intrusive Advising
 - Expanded Academic Advising/Counseling Times
- ∞ Faculty and Staff Training
 - Early Alert, Instructional Strategies for Large Lecture Classes
 - Faculty/Student Engagement
 - Tutor Training

Fall 2011 Course Success



 ACC Fall 2011 control courses and success rates still under analysis.

Promising Practices

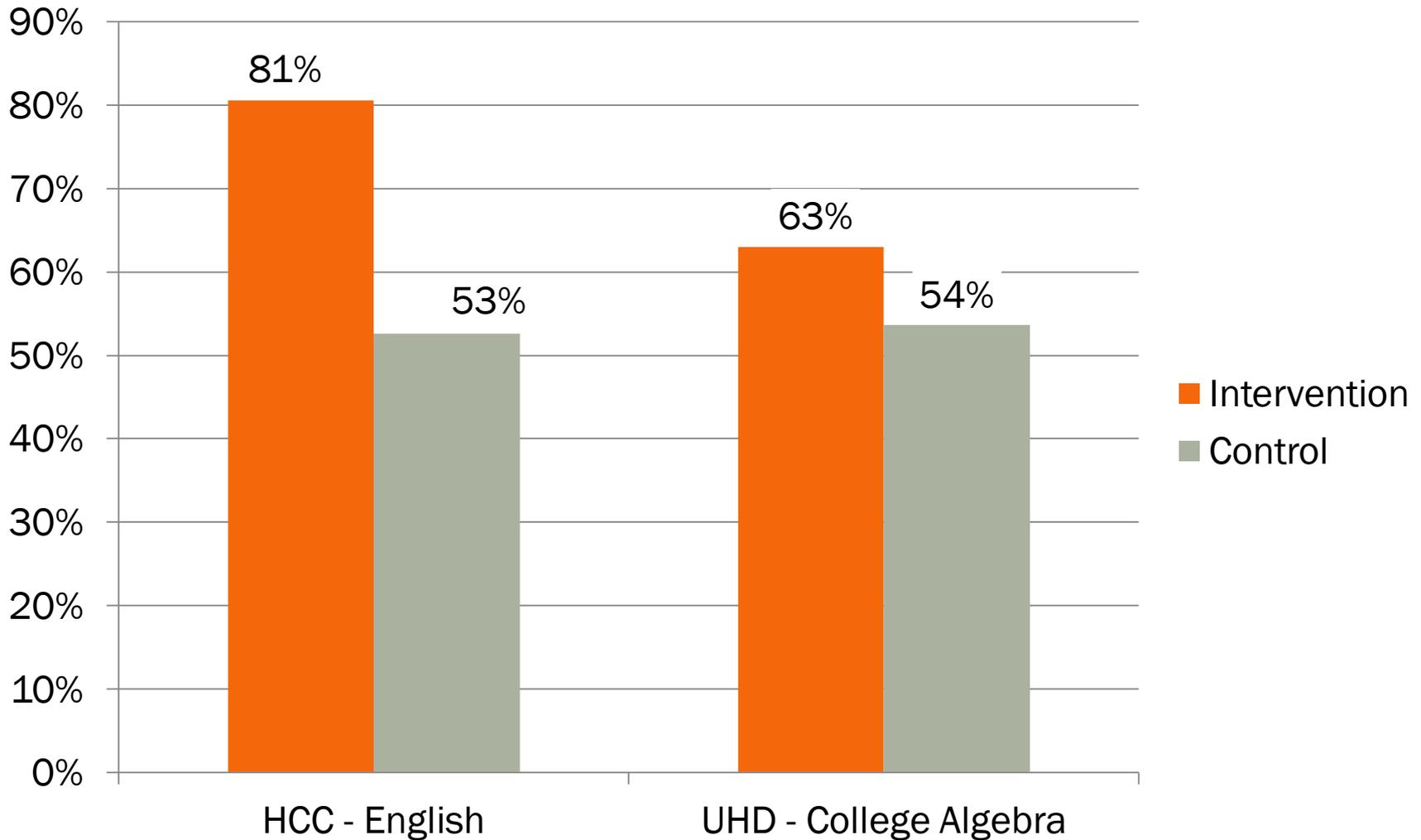
∞ HCC – English

- Required tutoring, advising/counseling, and attendance
- Online tutoring with assigned tutor
- Eagle Online with Counselor's Corner
- Early alert and faculty training

∞ UHD – College Algebra

- Learning strategies instruction
- Extended class time by 30 minutes
- Peer-tutors using Supplemental Instruction model
- Early alert and faculty training

Fall 2011 Course Success



Next Steps

☞ Data Collection

- Fall 2011 reported
- Fall 2010 and 2012 recently obtained

☞ Continued, Finer-grained Analysis

- Usage of support services, learning and study strategies, faculty and staff training
- Analysis of course success for 2012 – 2013

☞ Additional Research Questions

- Do support services produce different outcomes in student reported learning and study strategies?
- Does training produce different outcomes related to faculty and staff organizational capacity?

☞ Continue to Assess Project Goals