

Student Success Partnership Steering Committee
Minutes - April 3, 2012

Present: Terry Ballman, Marie Francois, Ginger Reyes, Jane Sweetland, Kaia Tollefson
and Cindy Wyels

Unable to attend: Damien Peña

- Approval of the Minutes of the March 6 Meeting
 - Discussion if names should appear on official notes. It was agreed that official notes would not list the names of who said what
 - It was moved/2nd to approve minutes
- Student Success Week
 - **Purpose**
 - (Echoing a colleague's earlier comment): Promote a sense of responsibility for student success in every corner of campus
 - How do students benefit from that?
 - Raising the level of conversation about success? Referenced CI Mission – cards that were sent around, important enough for everyone to have one, to learn the mission. Purpose: Every person has a different role re. student success. Raise level of awareness about every individual's role in student success on campus
 - Explore what “student success” means to students, staff, faculty and administrators while raising individual awareness of all campus members' roles in promoting student success.
 - Outcome measure could be a pin that says something like, “Success is... (e.g., 800 on GRE, getting a job)” Outcome measure: Majority of campus community members have a definition for success. We'd have 4,432 definitions.
 - 2-3 different roles. Student perspective on success, also staff and faculty perspective on what role we see for ourselves in helping students to achieve success. There's an exercise for us to do, something from the President, we should be able to define for ourselves: what are you doing in your role to help students to achieve success? As someone said, we could have buttons saying how we could be part of student success.
 - Retreat aspect, do this before Student Success Week (SSW). My roles are a, b and c – someone else's are d, e and f – I can see that I should be adopting e for myself, too.
 - Strategies divide into students and admin/staff. What have we learned from students about what success means to them? Add as a strategy: Presidential retreat question. At your retreat (administrator point of view includes a lot of measures... how have you narrowed a gap?)

- It would be good to be able to compare what success means, from staff, faculty and student perspectives. Find out where we converge and diverge. We want staff members to see, scanning transcripts plays a huge role in promoting student success. See how they fit into the bigger picture.
- Graffiti boards are white boards. C takes them, SPSS, frequency of kinds of responses.
- Wordles. (website to create word clouds)
- A goal/outcome measure, then – publish graphic representations of student graffiti boards
- Capture text off videos (Story Corps idea from last meeting): use for Wordles frequency clouds as well
- Add “access to resources” as another goal
- **Goals:**
 - Increased awareness of/access to university resources
 - Input from all campus constituencies in defining student success
- Empowering students through CI’s Academic Requirements Report (CARR), required before registering second semester. How do we “deputize” all campus members to be partners in promoting student success?
 - (1) In strategies we had, to say in class – how are you doing? Empower all staff/faculty to ask, “How are you doing in your x class?” (2) Have non-students analyze, what are the ways I can help students? Ask them to create/distribute cards that communicate those things. (3) Game show environment, President as MC, orientation leaders start the ball rolling. President says, “I have x issue!” Someone in the crowd says, “I have this resource!” Come on down! 😊
 - Keep a running board, a whiteboard with someone scribing the issues/resources
 - This turns into a FAQ doc posted online
 - Initial question the MC asks? C: MC asks people to state what it is that they need to be successful
 - Survey of students who left sometimes reveals students who left for reasons we don’t want to accommodate. How to make sure we’re not honoring/giving voice to unreasonable demands or requests?
 - Re deputizing. What if FAQ wasn’t the only thing we offer, but also a set of critical questions to encourage. Questions to Ask Frequently (QAF) (e.g., When was the last time you talked to your faculty advisor? Can see this be on a t-shirt. Discover CI, Orientation – we have a marketplace within these events. Do this for students during that week. Get Student Services Programs out there, like Sue Saunders’ major fair. Faculty and Student Services programs are all

there together, but we're focusing on continuing students.
G: Major fair more or less coincides with this. Perfect. We see if we can combine with her. Good, in addition to QAF's, provide relevant stats (e.g., by 8th week of school x% of students know they're dropping out...)

- There's a lot of data about early interventions; we don't wrestle with those issues on our campus. It's the student who's failing but didn't know until week 10 that's hard. But I'm talking about general stats, not just specific to CI. Impact of having a faculty mentor, importance of semester 1 performance, peer relationships, importance of declaring a major, etc.
- Marketplace – statistics and trends. I will start looking for this info. Frequently used resources, where to look for it, steps to graduation, stuff about CAR. Another opportunity to bombard students with information they heard at orientation, etc., this time 8 weeks into term.
- Tests, how many times have you done x y or z? Upside down tests. They take the test, an opportunity to provide a self evaluation. How often are you late to class, etc., turn the test upside down and you see the stats/trends about how their pattern will play out. So they find out they're at high risk of failing, they have to have an avenue. What avenues do we provide? Instead of saying, "You're at risk of failing" say, "Join the Rhodes Club." Do x y or z to beat the statistics message.
- Is there a way to launch a political arm to this? Not only what is student success, but what does student success require? Public support for public education. Opportunity for lobbying effort to take place, perhaps in partnership with student govt? End the week with a call to action? What resources do we need? This will be a month before November election. Yes, we're not a vacuum. Their success is informed by what they experienced before they got here. When's the deadline to register to vote? Look at the week, Tuesday might be faculty day. Sue's declared major thing the beginning of Tues. Wednesday is campus services. Then Thursday a letter-writing campaign? None of this can happen without funding. Maybe students mobilize a call to action? Critical mass Mon-Thursday, with Friday dropoff. Next Fall, close to 5000 students.
- Polled mid-term grade report and... All of these other campuses have a mechanism to know where students stand. If we want students to say how are you doing, and their class doesn't have a major assignment until week 9. A faculty development/culture shift need here. Need something, some kind of low-stakes gauging at least, to let students know how they're

doing. We can have students saying legitimately, I have no idea how I'm doing. Sway the faculty by ramping that up. Freshman level classes need feedback. Easy argument to make initially. I'll make a big push with my people. Everybody give official midterm feedback on grades so far. We have a targeted email list for students at risk. Doesn't help to get these are the ones at risk in January. That's the push of this effort. Try some kind of alert process, but need midterm grade information. 150 they're all freshmen. Transfers are in 300+ courses. Legitimate question for a student to ask for QAF, How am I doing? Prof should be able to tell them.

- Results of Task Force 3
 - Didn't get to this.