

Student Success Partnership

Brought to you by
Academic Affairs/Student Affairs

CARS

The Committee on Access, Retention, Success (CARS) is charged with the responsibility of developing, implementing and assessing progress on achieving the Student Access, Retention and Success initiative that is a component of the University's Strategic Plan. Specifically, the group will engage appropriate offices and stakeholders on campus to ensure that two-year and five year goals are met.

CAG/ GI

Over the next few years, as CI collects graduation rate data, CI will target improvement in retention rates for first and second year students across all segments of the student body. . . . CI has assembled a delivery team with participation from all University divisions and selected the following programs to include in its initial delivery plan:

- Enhancing Academic Advising
- Planning and Implementing Summer and Special Sessions
- Planning and Implementing a 1st and 2nd Year Experience program
- Becoming a Hispanic Serving Institution

The Student Success Partnership is charged with the responsibility for leading campus efforts in planning and measuring the effectiveness of strategies designed to lead to student success.

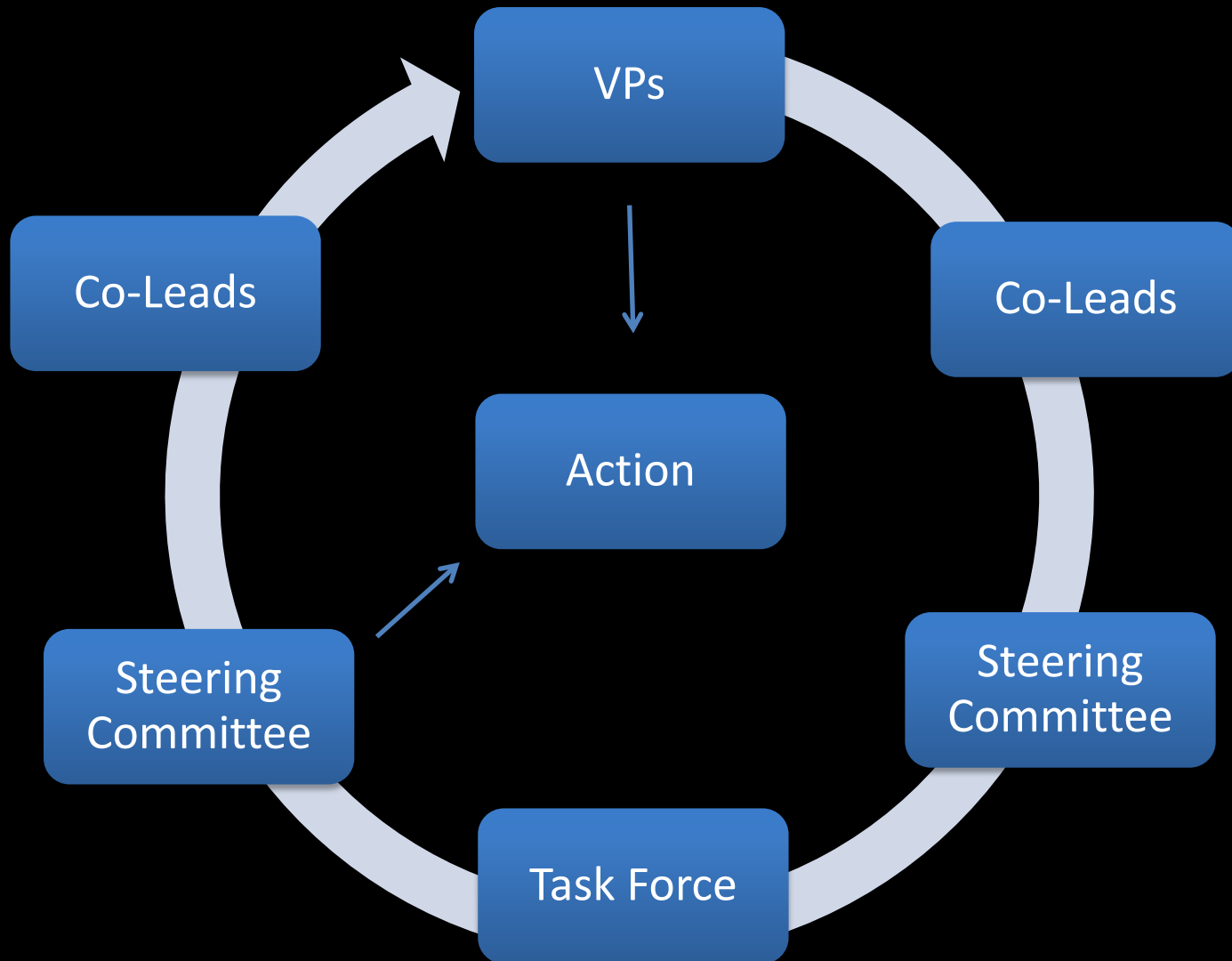
Framework and Story

- Quantitative and Qualitative Indicators
 - The numbers and the story behind the numbers

Structure

- Small Steering Committee
 - 2 co-leads, 2 Academic Affairs, 2 Student Affairs
- Short-term Task Forces
 - Generally of 3-week duration
 - Quick and nimble approach
 - Iterative process

Student Success Partnership Structure



First Task Force: Inventory of Current Early Warning Strategies

- Question: What are we doing to check in with students?
 - Timeline: task force progress report by 9/16/2011
 - Membership – interested; expertise
 - Suggestion—Survey
 - Suggestion—Questions:
 - What?
 - Who?
 - When?
 - How?
 - Assessment
 - So what?

Possible Next Task Forces

- Task Force 2: Data Analysis from Task Force 1
 - Who is not being touched?
 - Where are we succeeding and failing in checking in effectively with students?
 - New questions: Where does resistance to becoming more effective reside? How can we imagine overcoming that resistance?
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- Task Force 3: Solutions
 - Which current small-scale strategies are scalable/feasible for broader implementation?
 - Create a script: When contacting students, what to say in response to a student saying, “I’m doing great!” or “I’m about to drop out.”

EXAMPLE OF COLLABORATION – STUDENT SUCCESS PARTNERSHIP

ID	First Name	Last Name	CUM GPA	Last CI GPA	Status Sp11	City	Ethnic	CUM GPA	gender	Admit Term	Academic Level
Antarctic Studies											
00012345	AGA	FLUKE	2.723	4.0 Fa09	enrolled Fall 2010 but withdrew	Simi Valley	Hispanic	2.723	M	F '06	Senior

Aviation Studies											
00012345	AMELIA	EARHART	2.3	0.857 Fa10	Returned from informal leave but dropped	Ventura	Hispanic	2.3	F	F '08	Senior
00012345	JOHN	BROWN	3.804	4.0 Fa10	high financial need	Ventura	White	3.804	M	Fall '09	Senior

Bridge Building											
00012345	JOHN	WAYNE	3.383	4 Fa10	double majoring in Aviation and Antarctic Studies	Simi Valley	White	3.383	M	S '10	Junior
00012345	VICTOR	BORGE	3.055	3.325 Fa10	second stop-out	Santa Paula	Hispanic	3.055	M	F '09	Senior
00012345	BALSA	WOOD	3.085	1.075 fa10	Pell eligible	Oxnard	Hispanic	3.085	F	F '09	Junior

Thank you.

Questions?