Student Success Partnership Meeting
May 11, 2011
10:30am-12:00pm, BTW 1102

Members in Attendance: Jacquelyn Kilpatrick, Jane Sweetland, Marie François, Damien Peña, Ginger Reyes, Kaia Tollefson

Admin Support: Carmen Delgado

Meeting called to order at 10:40am.

Motion was made by Marie Francois, and seconded by Kaia to approve the minutes of the April 26, 2011 meeting. Motion carried.

- **Forming task forces:**
    - Keep goals of Task Forces very small---reachable goals.
        - What are major causes for successful/failed leavers?
        - Of failed/successful leavers, how many are there in each major?
        - What mechanisms can we implement in each discipline to find and support students who are having trouble, at risk of leaving?
        - Advisor calls to students: how are you doing? With menu options predetermined as paths to explore based on student answers (doing well? Have you thought of honor society? Not doing well? X, y, z options of appropriate supports available)

    - We are doing this with small population of students. For 124 EOP students, that happens twice a semester. For 72 students in SSS (160 next year), this will also happen twice a year
        - To receive priority registration, EOP students have to fill out a "gold card." Every semester, to get priority registration (making it more of a responsibility than a privilege), they've done this for 3 years. 100% return from freshmen and sophomores. Gold card requires them to meet a couple of obligations: meet with academic advisor, with faculty advisor, writing center, tutoring center, attend a workshop or campus event. These change every semester, by year as well as by semester. Fall freshman has different obligations than Fall senior. Turn in by designated date, receive priority registration. They get the conversation: Tell me, how are you doing? Counselor and coordinator are following up with faculty members to ensure consistency of story. Early warning system: goes out and can be online;

faculty in week 8 could choose to go into roster, click on a code that says (e.g., this person should come to see me in office hours, this person is getting a C). This info compiled, disseminated to student, faculty advisor, etc., to let them know that at this point in the semester, this person is (e.g., getting a C). Damien was in charge of facilitating this process at another institution. A letter would be sent out to students saying, You're getting a C according to the prof, this is why, these are the resources.

- Now EOP students, FGCS low-income – we only admit at freshman level.
- Student Success Partnership needs to look at small programs like this, how can we replicate across the campus? Current reality: faculty don't have to go in and input any data for students until end of semester. Doesn't have to be that way. Could begin with a cadre of faculty. So, EOP and SSS students do have that touch.
- GPA of 2.2, a letter is generated (collaboration of Sue Saunders and registrar): we notice your GPA is close to a 2.2. If it drops below, you will be on probation. It's a warning, that also says these are the resources available to you. It's an early warning system for the next semester (occurs at end of semester, but students will already have registered for next semester).
- How do we check in with students?
- Freshman seminar, four sections. Four University Experience Associates (students) who will be in the class, also meet every other week in groups of 5 – Dolphin Interest Groups (DIGS). Can have UEA students ask DIGS students whatever Marie wants. The point of this group is to address all university students – but we already have some strategies working with smaller cohorts of students.
- Ginger has four student outreach advisors who make phone calls – work with transfer students, how are you doing. Dream: If we know we want to be more proactive for these students, peer-to-peer or faculty driven – get a group of us who can do phone calls to the students. Orientation leaders do that in the third week of school. Last year's orientation had 800 Facebook friends, this summer's orientation is also robust in Facebook. Orientation leaders have 48 hours with incoming students – relationship is there.
- Task force 1 – find out what is already happening, figure out which of those are scalable. Task force 2: Figure out what to do with students not being touched. Jacque: And figure out how the two divisions can collaborate.

- Important to involve disciplines. Make the problem of "leavers" a felt responsibility by faculty, rather than vague campus-wide story.
- Two task forces. One is a survey group, see what's out there for early warning system work. Two is sorting the data, you had in Education of 146 students eligible to come back from Fall to Spring, 60 were Education. We have data on this, we should take it and put it in programs – send this data through Chairs. A survey does go out to leavers, asking is there anything we could have done (10% return rate). These students are also matched against financial aid – "we notice you haven't registered, yet..."
- Priorities, yes that would be a second priority. Third task force: What can I do, if 60 of the leavers are from Education? Give people solutions (assuming the first two task forces have led us in that direction).
- One task force might be designing a script. Some of that could come out of Task Force 1. Have #1 collect artifacts that can be adapted to campus-wide application.
- End result – students get engaged, help them FEEL connected to the university. (Marie: that feeling comes from sustained relationships with faculty, relationships with other students) Virgil's EACH ONE, REACH ONE idea.
- We need to build in opportunity to look honestly at where we're failing. Where is resistance? How do we overcome it?

Task Force 1: Inventory of Current Early Intervention Strategies (e.g., EOP, SSS, Enrollment Services)
- Question: What are we doing to check in with students?
- Timeline: task force progress report by 9/16/2011
- Membership – representatives from:
  - Enrollment Services (Darius Riggins)
  - Student Affairs (Brianna Christie)
  - Program Chair (Beth Hartung)
  - Extended University (Nick Fuentes)
- Survey the following:
  - Enrollment Services
  - Program chairs
  - Postbac/Graduate program directors
  - Extended University support staff
  - Advising
  - Counseling
- Survey items:
  - What? What is the intervention?
  - Who? What population?

- When? When is it done?
- How? Method of contact/instruments? (collect artifacts)
- Assessment: successful? What more could be done?
- So what? What do you do when you hear student responses?

Task Force 2: Possible Focus—Data Analysis
- Who is not being touched?
- What does "leaver data" look like by program?
- 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?

Student Success Partnership webpage
- Carmen to create new webpage
- SSP webpage will have links to CAG & CARS
- Jane Sweetland will send Carmen previously developed data/documents to post in "resources" section of new webpage.

The meeting was adjourned at 12:00 PM.