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
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?

- 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.”
### Antarctic Studies

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<th>First Name</th>
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### Aviation Studies

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### Bridge Building

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**EXAMPLE OF COLLABORATION – STUDENT SUCCESS PARTNERSHIP**
Thank you.

Questions?