

STUDENT SUCCESS STRATEGY MAP

UMD's strategic approach for improved student learning, student satisfaction, and graduation rates

CORE PROCESS AREAS FOR IMPROVED STUDENT SUCCESS

- I. **Fit:** Interests and educational goals of students are aligned with UMD, its programs, and regional setting.
- II. **Financial:** Students have access to sufficient resources and knowledge to plan for and invest in their education.
- III. **Learning:** Students are engaged in challenging learning activities that are aligned with campus and program learning outcomes and lead to timely degree completion.
- IV. **Support:** Students are connected to a strong network of caring faculty, staff, and students and supported through educationally effective practices, programs and resources.
- V. **Culture:** Students, faculty, and staff are valued participants in, and contributors to, a diverse and inclusive community that is educationally purposeful.

At an institutional level, measures of *student success* include the level to which students achieve institutional and program learning outcomes, report satisfaction with their educational experience, and persist to timely completion of an undergraduate degree. Institutional goals for each measure will be achieved through the strategic priorities detailed in this document.

Institutional Measures of Student Success

Institutional and program learning outcomes: *assessment plans currently being developed*

Satisfaction with UMD educational experience: (UMD seniors)

(4=excellent/definitely yes, 3=good/probably yes, 2=fair/probably no, 1=poor/definitely no)

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| | <u>2008 NSSE</u> |
| • How would you evaluate your entire educational experience at this institution? | 3.04 |
| • If you could start over again, would you go to the same institution you are now attending? | 3.00 |

Graduation rates: *reported fall 2008*

| | <u>Current</u> | <u>2012 Goal</u> |
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| • 4-year graduation rate | 30.2% | 40.0% |
| • 5-year graduation rate | 53.7% | 60.0% |
| • 6-year graduation rate | 60.1% | 65.0% |



| Core Process Area UMD Retention Areas | Strategic Priorities See “Literature Review” | Opportunities for Action See “Best Practices” and “Idea Brainstorming” | New Initiatives (Fall 2006 to Present) |
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| I. Fit Interests and educational goals of students are aligned with UMD, its programs, and regional setting. | A. Admitted students have a high commitment to UMD and its community. 5% of first-year students transfer to another UM campus UMD Survey (Fit1), Graunke (Fit2), Seidman p. 230 (Fit5), AASCU (C8). | 1. Promote what is unique about UMD, its academic programs, and Duluth to prospective students. | |
| | | 2. Prospective students are given an on-line assessment to determine academic fit prior to admission. | |
| | | 3. Prospective students are assessed to determine commitment to attaining a bachelor’s degree from the institution, i.e. recruitment with retention in mind. | |
| | B. Admitted students are academically and socially prepared for UMD. | 1. Develop a program to enhance college readiness among freshmen. | Expanded Fall Orientation (FYE, Student Life, Collegiate Units): <i>implemented fall 2008</i> |
| | Review of UMD ACT college readiness benchmark data indicates that 7% of 2010 entering students are underprepared in English (writing), 26% in mathematics, 23% in reading, and 51% in science. | 2. Review admission standards with respect to improved student fit with UMD, e.g. broaden criteria beyond HSR and ACT score | Fit related to Admission Policies (EPC-ARG), <i>recommendations submitted to EPC May 2008; EPC forwarded recommendations to R. Hyman Dec. 2008; data collection underway</i> |
| | Bean, editor Seidman (Fit5), Seidman (C1), Seidman (Fit9), Seidman (Fit11). | 3. Expand student participation in pre-matriculation programs, such as the summer SSP 1000 course. | |
| | | 4. Collaborate with CITS faculty, CITS departments, regional high schools and other feeder-schools to ensure that CITS course content is consistent with courses taught at UMD. | |
| | | 5. Encourage more prospective students to take advantage of CITS, PSEO, IB, CLEP, and AP credit options to improve college preparatory skills. | |

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| | C. Program and major offerings reflect the needs of enrolled students and of society. Seidman (Fit1), UMD Dropout Survey (Fit1). | 1. Fit, as it relates to both major selection and career goal setting, is reevaluated throughout students' college experience. | |
| | | 2. Improve means by which students can influence activity offerings, culture, policy, and physical environment. | |
| | | 3. Promote and foster a culture of respecting and celebrating cultural, ethnic, and political diversity. | |
| | D. Students actively participate in available programs that match their interests and abilities. UMD Dropout Survey (Fit 1), Graunke (Fit 6), Seidman (Fin1), Seidman (L4), Task Force (S3). | 1. Based on results from an assessment of interests, students are provided resource information about available programs and activities. | ACT Data Project (M. Keenan); <i>implemented Dec. 2008; implementation plan approved by J. Millslagle and R. Hyman June 2009.</i> |
| | | 2. Admitted students are assessed for program fit and appropriately advised regarding their fit and options. | ACT Data Project (M. Keenan); <i>implemented Dec. 2008</i> CEHSP pilot program to assess initial fit in elementary/middle school and psychology majors: <i>on hold; currently reassessing</i> 2 nd Choice Admission Insert (Student Affairs and Admissions): <i>completed Sept. 2007</i> |
| | | 3. UMD takes part in the national survey of student engagement. | NSSE implemented 2000, 2002, 2004, 2005, 2007, 2008 (VCAA) |
| | | 4. Faculty/Staff training includes information on how to help students get actively involved in campus life. | |
| | | 5. Resources related to major/career exploration are readily available to all students. | |

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| II. Financial Students have access to sufficient resources to plan for and invest in their education. | A. The cost to attend UMD is affordable for admitted students. 76% of UMD 2009-2010 incurred an average loan debt of \$29,195 UMD Dropout Survey (Fin2), Matross and Huesman (Fin3); Seidman p. 134, 135, 141 (Fin4) (Fin5), Kuh (Fin10). | 1. Tuition and fee increases are kept to a minimum | |
| | | 2. Scholarships and grant awards are increased | CLA Scholarship TLP Cohort III (A. Meyer): <i>project started fall 2008</i> |
| | | 3. Need-based scholarships are increased | |
| | | 4. Implement best practices for instructional approaches that enhance quality while saving money. | |
| | B. Sufficient on-campus employment opportunities are available and accessible. Grad Comm. (Fin6), Task Force (L14), Seidman p. 136 (Fin8) and (Fin9). | 1. Expand work-study options | On-Campus Student Employment TLP Cohort II (M. Cameron): <i>implemented Sept. 2008; received TLP grant</i> |
| | C. Financial aid counseling is proactive. UMD Dropout Survey (Fin2), Matross and Huesman (Fin3), Seidman p. 134, 135, 141 (Fin4) and (Fin5), Kuh (Fin11). | 2. Increase the number of internships | Internships TLP Cohort I (J. Westlund): <i>in-progress; data collection completed; goals through 2009-10 established</i> |
| | | 3. A database of scholarships, grants, and awards is available to all students. | |
| | | 1. Workshops are available to students on money management. | Student Financial Literacy TLP Cohort II (J. O’Connor): <i>implemented fall 2008</i> |
| | | 2. When students are on financial aid probation, students, their advisors and financial aid counselors are notified. | |
| | | 3. A support process is in place for students prior to the time when financial aid is withheld or past due tuition bills prevent continued enrollment. | |
| | 4. Students are taught to develop plans for paying for their education. | | |
| | 5. Create small pockets of emergency funds to address real student needs in real time. | | |

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| | D. UMD defines and communicates a clear response to current economic conditions. Seidman (Fin 1), CLA Freshman Survey (Fin 12). | 1. Increase financial planning education for students. 2. Communications to students and parents about the financial status of UMD and campus strategies to reduce costs. | CashCourse (NEFE sponsored) <i>implemented summer 2009</i> (J. O’Connor) |

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| III. Learning Students are engaged in challenging learning activities leading to timely degree completion. | A. Students develop and articulate their own educational goals, making and monitoring progress towards those goals throughout their academic career. Tinto (L4), Schaller (L23), Seidman (Fit9), and Graunke (S20). | 1. Students are supported to explore majors during their freshman year; students should not be pressured during freshman year to make a decision on major. | CNED 2535, 2 nd semester major/career exploration course (Career Services): <i>implemented spring 2008</i> |
| | | 2. Timetable for declaring academic major is clearly communicated to students. | |
| | | 3. Starting in their sophomore year, students develop and continuously update their graduation plans with advisor input. | Grad Planner Implementation (L. Reeves): <i>implemented fall 2007</i> |
| | B. Students are engaged in learning activities that are interesting, participatory, challenging, and relevant. Seidman (C4), UMD Survey (L1), UM Survey (L14), Kuh (L16) (L17) (L18), Schaller (L23), AASCU (C5) (C7). | 1. Establish committees to develop strategies for supporting students to be successful learners. | CLA Student Affairs Committee: <i>established fall 2008</i> CEHSP Retention Committee: <i>ongoing</i> |
| | | 2. Students are encouraged and supported to collaborate on specified learning activities. | |
| | | 3. Assessment results (see IV.F.) are utilized to improve achievement of campus student learning outcomes. | |
| | C. Students receive timely feedback assessing their understanding of expected learning outcomes. UMD Survey (L1), Seidman (Fit9), AASCU (C5). | 1. Faculty members give early and frequent feedback to students, especially in their freshman year. | Outcome of SCSE “Freshman Faculty” meetings: implementation of graded assignment by the end of week 4 (2007) |
| | | 2. Instructors proactively recommend strategies and resources for obtaining help when students are struggling. | |
| | | 3. Early intervention warning system notifies advisor when student is at risk of withdrawing from college. | CLA At-Risk Initiative: Faculty Referral Form & advisor notification of term GPA drop of 0.5 or greater (CLA SAAC): <i>implemented 2007-08</i> |

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| | <p>D. Students attend and/or participate in non-classroom learning activities that integrate and reinforce their learning.</p> <p>UMD Survey (L1), Schaller (L24) (L25) AASCU (C5), Seidman (C3).</p> | <p>1. New students, especially transfer and commuters, are provided opportunities to join interest groups.</p> | |
| | | <p>2. Students apply learning through practical applications and experiences.</p> | <p>Civic Engagement TLP Cohort I (Casey LaCore): <i>completed summer 2007; received a Chancellor TLP grant to produced pamphlet for faculty</i></p> <p>Kirby Leadership Certificate (KSC); <i>implemented 2007-08; 130 participants in 2008-09</i></p> <p>College Connections Program (LSBE Student Affairs): <i>piloted 2006, fully implemented 2007-08</i></p> <p>Internships TLP Cohort I (J. Westlund): <i>in-progress; data collection completed; goals through 2009-10 established</i></p> |
| | <p>E. Students document their personal accomplishments and professional identities, being appropriately recognized and celebrated by UMD faculty and staff.</p> | <p>1. Students are known on a personal basis by at least one UMD faculty or staff member starting their freshman year.</p> | <p>Faculty/Student Relations TLP Cohort I (S Crawford): <i>data collected, change to be implemented</i></p> |
| | <p>Seidman (L10), AASCU (C7).</p> | <p>2. Students document learning outcomes in an electronic portfolio, sharing it with advisors, teachers, family, and friends as needed.</p> | <p>Portfolio Implementation Project (Paul Treuer): <i>ongoing</i></p> |
| | | <p>3. Capstone experiences are designed to recognize students for their learning accomplishments.</p> | |
| | | <p>4. Commencement activities are fun and inclusive of the entire UMD community.</p> | |
| | <p>F. Student progress in a timely manner in their desired program(s) and courses.</p> | <p>1. A clear path to graduation is communicated to students.</p> | <p>30-60-90 Student Success Roadmap (Student Success Initiative): <i>implemented fall 2008</i></p> |
| | <p>Kuh (L16)</p> | <p>2. Individual progress to graduation is monitored and appropriate interventions implemented for students identified as “off track”.</p> | <p>Credit benchmark communications (Roadmap Comm Team) <i>implemented fall 2008</i></p> <p>Course completion on track with requirements communications (Roadmap Comm Team) <i>piloted summer and fall 2008</i></p> |

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| | G. All programs establish measurable learning outcomes and assessment plans for improved student learning. | 1. Program-specific learning outcomes are established and monitored. | <i>Implemented beginning fall 2008 (CASL)</i> |
| | | 2. Learning outcomes are communicated to students and students are engaged in monitoring their own progress. | |
| | | 3. Assessment data are shared with faculty/staff with guidance for reflection and learning improvement. | <i>Implemented 2010-11 (CASL)</i> |

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| <p>IV. Support Students are connected to a strong network of caring faculty, staff, and students</p> | <p>A. Students are intentionally and extensively supported during the first year of college.</p> <p>First-term UMD GPA has a significant positive relationship to first-year retention: a one point increase in first-term GPA increases the odds of retention by 115.2%; a 0.5 increase by 57.6%.</p> <p>Satisfaction with educational experience and institution (NSSE measures) along with first-term GPA account for 32% of the variation in first-year retention.</p> <p>UMD Graduation Rate Committee (L1), Graduation Rate Study, P. 10, 12 (Fit 3) Seidman, p. 140 (Fit 5), (L4) and (L8),Kuh (S14) (S15) (S16), Seidman (C1) and (C4).</p> | <p>1. New student orientation encompasses a broad range of factors leading to a successful transition to college.</p> | <p>Bulldog Welcome Week (FYE, Collegiate Units, KSC, RSOP, Housing): <i>implemented August 2008</i></p> <p>Comprehensive Orientation Program TLP (M. Perry-Spears)</p> <p>Academic Success TLP Cohort I (M. Keenan): <i>Phase I project completed; recommendations given to J. Eltink, June 2007</i></p> <p>Personal Transitions TLP Cohort I (J. Eltink) <i>Phase I nearing completion; numerous Quick Wins implemented fall '07 orientation cycle</i></p> <p>Faculty/Student Relations TLP Cohort I (S Crawford): <i>data collected, change to be implemented</i></p> <p>Parents/Families TLP Cohort I (V. Repesh): <i>completed; improvements to be implemented beginning 2008 orientation cycle</i></p> <p>CEHSP Collegiate Welcome booklet: <i>completed and in use</i></p> |
| | | <p>2. Freshman students are engaged in an academic community through intentional contact with faculty both in and out of the classroom, e.g. expand learning community offerings, decrease the size of freshman courses, and encourage informal faculty-student interactions outside the classroom.</p> | <p>Early advisement introduction for music majors (J. Doty)</p> <p>“Be Advised” campaign (ACC)</p> |
| | | <p>3. High-risk freshman courses are enhanced with academic support, e.g. tutoring and supplemental instruction.</p> | <p>Increase Usage of Tutoring Center TLP Cohort II (C. Plaunt-Martin): <i>solutions implemented spring 2008</i></p> |
| | | <p>4. Freshman students establish a personal relationship with their faculty/professional advisor; first advisement appointments take place within the first three weeks of first semester; advising is integrated with first-year programming.</p> | <p>CEHSP Fall Welcome events within major: <i>implemented fall 2007</i></p> <p>Related to advising integration: Res Hall advisement during freshman queue (ACC): <i>conducted in 2007-08</i></p> |
| | | <p>5. Peer mentor programs support at-risk freshman students.</p> | |

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|---|--|---|---|
| | | 6. Attendance in freshman courses is tracked and appropriate interventions implemented. | |
| | | 7. Staff and faculty are provided opportunities to develop knowledge around the topic of freshman success strategies. | SCSE “Freshman Faculty” meetings (T. Holst) Math department “Freshman Faculty” group (Dept of Math & Stats) Joe Cuseo campus visit (Grad Rate Initiative) 2007 |
| | B. Students are intentionally supported during the sophomore year. Schaller (S24) (S25) (L25), Finning (S26) (S27), and Toosi (S28) | 1.Design learning environments that guide sophomores in ongoing, structured exploration of themselves and the world. | |
| | | 2.Address sophomore academic and career needs; connect coursework to major, career, and life goals (developmental advising and career planning). | |
| | | 3.Provide opportunities to enhance social and academic interactions. | <i>Sophomore Council implemented fall 2010 (M. Keenan)</i> |
| | | 4.Ensure sophomores have access to the courses and resources necessary for degree planning and progress. | LSBE sophomore course completion monitoring (T. Bolen): <i>pilot February 2009</i> |
| | C. Students are able to overcome academic and personal difficulties that may lead to attrition. UMD Dropout Survey (S1) (L1), Seidman (S4) and (C5). Grad Comm. (S21) and (S23). | 1. Information going to both students and advisors regarding poor course performance is improved; students are provided course feedback early enough to seek solutions. | |
| | | 2. Student knowledge of campus resources is improved. | Bulldog Welcome Week (FYE, Collegiate Units, KSC, RSOP, Housing): <i>implemented August 2008</i> |
| | | 3. Specific interventions are in place for targeted at-risk groups. | Civic Engagement At-Risk Student Grant (C. LaCore; R. Thelen) CLA At-Risk Initiative: online faculty referral form; GPA drop; 1 st year probation initiative (CLA SAAC): <i>ongoing</i> LSBE Freshman SD Program (LSBE Student Affairs): <i>ongoing</i> SCSE Probation Intervention Project (SCSE Student Affairs): <i>ongoing</i> SFA probation program (S. Crawford): <i>ongoing</i> |

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| | | | SCSE Identification of At-Risk Students (SCSE): <i>ongoing</i> Freshman Follow-Ups workshop series (Disability Services): <i>implemented 2007-08</i> |
| | | 4. The campus referral process is streamlined allowing students to receive assistance in a timely, effective manner. | HS Emergency Protocol TLP Cohort I (K. Morris): <i>completed spring 2007; administrative support sought prior to communicating with campus</i> SFA at-risk student referral form (S. Crawford): <i>implemented; 19 students were referred by faculty and staff fall 2007</i> Student Support Network (SSN), est. 2006, (ACC): <i>22 students referred to ACC for integrated response to their needs</i> |
| | | 5. Strategies for reducing the number of courses with high “D, F, and W” rates are enacted. | Math 1007 Algebra Review online course (SCSE): <i>implemented fall 2006</i> New math placement process (SCSE): <i>implemented fall 2008</i> Improved General Biology course delivery (SCSE): <i>implemented fall 2007</i> |
| | | 6. Students who stop-out know how to re-enroll at UMD. | SFA student exit process (S. Crawford): <i>implemented; 16 exit interviews 2006-07</i> |
| | | 1. Flexible course offerings are available for high demand, “bottleneck” courses, including expanded course offerings during J-term and online. | Online Learning TLP Cohort I (A. Evans): <i>in-progress</i> |
| | D. Students enroll in academic programs and courses for which they are interested and prepared. Seidman (Fit9), Matross (S23), UMD Survey (L1). | | |

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| | | <p>2. Policies are reviewed in respect to helping students enroll in programs and courses with minimal red tape.</p> | <p>Earlier Course Access Fund Distribution (VCAA): <i>implemented spring 08 and fall 08</i></p> <p>Course Access Survey (Academic Administration): <i>implemented fall 2007 queue; recommend continuation</i></p> <p>Service Indicators TLP * (T.Bolen): <i>completed 2007-08; classification of holds implemented; automated message regarding new holds currently hold pending PeopleSoft programmers</i></p> <p>Developing a Strategy Map for Improving Course Access TLP (R. Thelen): <i>completed and presented to UMD administrators spring 2008</i></p> <p>Change of college deadline (T. Bolen): <i>completed 2007; successfully revised change of college deadline to better meet student needs</i></p> <p>Online Learning TLP* (A. Evans): <i>in-progress; support, direction, and coordination from administration needed to move forward with solutions</i></p> |
| | | <p>3. Flexible mid-semester course change, i.e. offer courses beginning week 4/5 for students who need to drop to a lower level course.</p> | |
| | | <p>4. Students and their parents are given information about risks and costs of dropping out, stopping out, and delayed graduation.</p> | <p>“Be Advised” presentations in SSP 1000 (ACC)</p> <p>Orientation parent program revised to include drop-out/stop-out information (V. Repesh)</p> |
| | | <p>5. CITS, PSEO, IB, CLEP and AP opportunities are utilized during high school to reduce demand for 1xxx-level courses.</p> | |

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| | <p>E. Students are provided resources that support academic major and career exploration.</p> <p>Seidman (S18), Tinto (L4), College Retention; Graunke (S19), Woosley, Helms (S20).</p> | <p>1. “Stealth” undecided students, i.e. students with a declared major that they no longer plan to pursue, are recognized and supported in revising academic goals.</p> | <p>Undeclared Coordinator hired (CLA): <i>August 2008</i></p> <p>“Secretly Undecided” Professional Advisor Team (PAT): <i>held spring 2007</i></p> <p>CNED 3535, career exploration course for students with 45 or more credits (Career Services): <i>implemented fall 2007</i></p> <p>CNED 2535, career exploration course for student with fewer than 45 credits (Career Services): <i>implemented spring 2008</i></p> |
| | | <p>2. Students with non-vocationally centered majors are proactively connected to career resources within the first two years of college.</p> | |
| | | <p>3. Students in vocationally centered programs, such as pre-med and pre-pharm, create a realistic post-baccalaureate plan early in their college career.</p> | |
| | | <p>4. Faculty advisors are given opportunities to develop proficiency around the topic of career exploration.</p> | <p>Advising Webinar: Incorporating Career Advising into Academic Advising (ACC): <i>held March 2008 24 attendees</i></p> |
| | <p>F. Student success is supported by assessment of student learning outcomes.</p> <p>Keeling (S29) (S30) (S31) and Kuh (S32).</p> | <p>1. Establish campus teams to develop strategic assessment approaches to student learning outcomes.</p> | <p>Council for Advancement of Student Learning (J. Millslagle): <i>established fall 2008</i></p> <p>Student Development Team (P. Treuer): <i>established January 2009</i></p> |
| | | <p>2. Provide faculty/staff development related to assessment and effective educational practices.</p> | <p>Ongoing development and individual consultations implemented fall 2009 (CASL)</p> |
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| V. Culture Students, faculty, and staff are valued participants in, and contributors to, a diverse and inclusive community that is educationally purposeful. | A. Facilitate academic and social integration of students in the campus culture. Seidman (C1), AASCU (C4) and (C7), Kuh (S14) (S17). | 1. Faculty members interact with students outside the classroom on a regular basis. | |
| | | 2. Students participate in programs that facilitate their successful transition to the university, e.g. new student orientation, developmental courses, learning communities, and residence life programs. | Bulldog Welcome Week (FYE, Collegiate Units, KSC, RSOP, Housing): <i>implemented August 2008</i> |
| | | 3. On campus housing is available for all first year students who desire it. | |
| | | 4. Student involvement in campus activities, organizations, and cultural offerings is supported. | Expanded Student Activities Fair (KSC): <i>implemented fall 2007</i> Intercultural Effectiveness Program, Cohort III TLP (P. Pedersen): <i>project started fall 2008</i> |
| | | 5. The needs of special populations of students, e.g. commuter students and international students, are addressed. | |
| | | 6. Students, parents, faculty and staff are all aware of strategies that promote student success. | CLA At-Risk Initiative: "10 Questions" parent communication (CLA SAAC): <i>implemented fall 2007</i> Faculty & Staff Postcard Series (Grad Rate Initiative): <i>2007-08</i> 30-60-90 Roadmap articles, emails, website, and presentations (M. Keenan, SSP/CLA instructors): <i>2008-09</i> |
| | B. Build, nurture, and invest in a campus environment focused on learning and student success. AASCU (C5), (C7), and (C8), Tinto (C10), Kuh (L16) (L17). | 1. Ensure that UMD's mission statement reflects a focus on learning and student success and is genuinely supported by faculty & staff. | |
| | | 2. Faculty and staff development opportunities related to best practices, knowledge of students, etc. are offered on an ongoing basis. | Faculty advising seminars offered 2-3 times per semester (ACC): <i>Millennial Student workshop spring 2007 (22 attendees); Cultural Considerations in Advising workshop spring 2007 (50 attendees); Academic Advising's Integral Role in the Academic Success and Persistence of Students (16 attendees); Advising At-Risk Students (26 attendees); Meeting the Needs of the Returning Vets (31 attendees); College Student Mental Health (22 attendees); Incorporating Career</i> |

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| | | | <p><i>Advising into Academic Advising (24 attendees); Advising Muslim Students (34 attendees)</i></p> <p><i>"Be Advised" faculty newsletter (ACC)</i></p> <p><i>Joe Cuseo campus visit (Grad Rate Initiative)</i></p> <p><i>Faculty & Staff Postcard Series (Grad Rate Initiative): implemented 2007-08</i></p> |
| | | 3. Messages to students, starting with admissions process and through their career that the goal is to earn a degree. | |
| | | 4. Students have opportunities to participate in decisions determining UMD activity offerings, culture, policy, and physical environment of the campus. | |
| | | 5. Nurture campus environment where all faculty and staff believe all admitted students have the potential to succeed. "Demography is not destiny." | |
| | | 6. Define and promote UMD's unique identity to foster a sense of pride and tradition. | |
| | | 7. Invest resources and adopt faculty and staff reward systems that promote the behaviors that reinforce the goal of improved student success and retention. | Enhancing Faculty Advising System TLP Cohort III (K. Roufs & Student Association): <i>project began fall 2008</i> |
| | | 8. Instructional changes within course offerings, e.g. shifting to online courses, are undertaken with rationale on how such changes will improve the student experience. | Online Learning TLP* (A. Evans): <i>in-progress</i> |

| Core Process Area UMD Retention Areas | Strategic Priorities See “Literature Review” | Opportunities for Action See “Best Practices” and “Idea Brainstorming” | New Initiatives (Fall 2006 to Present) |
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| | <p>C. UMD reflects the diversity of Minnesota and current high school graduates.</p> <p>Hersh (C22) (C23)(C24), College Access Matters (C25).</p> | <p>1.Steps are taken to make UMD a more attractive option to students of color,</p> <p>2. Diverse populations of students are recognized and supported.</p> <p>3.Diversity amongst faculty and staff is increased.</p> | <p>Mentor Program for International Students TLP Cohort III (T.O’Keefe): <i>project started fall 2008</i></p> <p>Cultural Considerations in Advising faculty workshop (ACC): <i>Feb 2008 (50 attendees)</i></p> <p>Students of Color Retention TLP Cohort II (S. Pelayo-Woodward): <i>completed spring 2008; data collection and analysis, increased dialogue with campus community, established part-time position in Twin Cities</i></p> <p>Advising Seminar: Advising Muslim Students (ACC): <i>34 attendees</i></p> |
| | <p>D. Students attain high academic and behavioral standards.</p> <p>Seidman (L10) (L14), UMD Survey (L1), Kuh, (L16), AASCU (C5) (C6).</p> | <p>1. The campus clearly communicates expectations to students regarding their responsibilities for learning, for membership in the broader campus community, and what they can expect of faculty and staff. (See UMD Student Life Creed for an example)</p> <p>2. Students, their families, faculty, and staff are provided information on student roles, responsibilities, and resources.</p> <p>3. Provide faculty and staff with information on how they can help students shift from an external to an internal control locus of control.</p> <p>4. Issues related to student alcohol and chemical use are addressed.</p> | <p>Collegiate welcome events (student affairs offices): <i>implemented August 2008</i></p> <p>Bulldog Welcome Week (FYE and student affairs offices): <i>implemented August 2008</i></p> <p>Bulldog Welcome Week (FYE and student affairs offices): <i>implemented August 2008</i></p> <p>Parents/Families TLP Cohort I (V. Repesh): <i>completed; improvements implemented beginning 2008 orientation cycle</i></p> <p>Personal Transitions TLP Cohort I (J. Eltink) <i>numerous Quick Wins implemented fall '07 orientation cycle</i></p> <p>CEHSP Collegiate Welcome booklet: <i>completed and in use</i></p> |

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| <p>E. Promote and invest in a collaborative working environment across campus with a “no silo” philosophy. Establish coordination and integration of purpose between academic affairs and student affairs (student life/student development).</p> <p>AASCU (C9), Kuh (L21).</p> <p>*Note: The term “student affairs” is used here in its broad definition which encompasses all student services, student life, and student development functions on campus. Currently at UMD the term “Student Affairs” is being used narrowly to label the collegiate offices that provide advising and academic services.</p> | <p>1. Connections, discussions, and projects between faculty and staff members across all units, departments, and functions are the norm. Committees that oversee integrated services on campus draw membership from a wide array of functions.</p> | | |
| | <p>2. Faculty and staff development opportunities related to best practices and knowledge of student development are offered on an ongoing basis.</p> | <p>Joe Cuseo campus visit (Grad Rate Initiative)</p> | |
| | <p>3. Improve consistency of practices and processes across collegiate units.</p> | <p>First-Year and Probation Student Learning Outcomes (Professional Advising Team): <i>implemented fall 2007</i></p> <p>Roadmap Communication Team (M. Keenan): <i>established summer 2008</i></p> | |
| | <p>F. Students, faculty, and staff are encouraged and supported to measure and evaluate progress to plan.</p> <p>Seidman (C2), Tinto (C 10).</p> | <p>1. UMD’s strategic plan for increasing graduation rates is monitored in accordance with the strategy map, data collection plan and communication plan. Improvement efforts are evaluated quarterly to assess the impact of campus initiatives on key metrics.</p> | <p>B. Gildseth & M. Keenan in collaboration with administrators, EPC/ARG, and P. Treuer</p> <p>Associate Deans advise retention efforts (B. Gildseth): <i>ongoing</i></p> <p>Operationalize Retention Data Collection Plan TLP (A. Jokela, P. Treuer): <i>to be completed June 2009</i></p> |
| | <p>2. Collegiate units, departments, and programs recognize the importance of data collection and are supported in conducting their own data collection.</p> | <p>SCSE Data Collection Projects (T. Holst)</p> | |
| | <p>3. Student educational plans are documented in the graduation planner, and are evaluated regularly with each student and their advisor.</p> | <p>Graduation Planner Implementation Plan (L. Reeves): <i>ongoing</i></p> | |
| <p>4. Faculty and staff are supported in performing research related to teaching, learning, and student success.</p> | | | |
| <p>5. Faculty and staff are provided opportunities to further develop leadership and decision making skills.</p> | <p>Transformational Leadership Program (S. Vine, P. Treuer, M. Larson): <i>Cohorts I and II completed, Cohort II in-progress</i></p> | | |

| KEY TO DOCUMENT ACRONYMS: | | | |
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| AASCU | American Association of State Colleges and Universities | FYE | First Year Experience & Students in Transition |
| ACC | Advisement Coordination Center | HS | Health Services |
| ACT | American College Testing Program | IB | International Baccalaureate |
| AP | Advanced Placement | KLI | Kirby Leadership Institute |
| ARG | EPC subcommittee on Admission, Retention and Graduation | KSC | Kirby Student Center |
| CEHSP | College of Education & Human Service Professions | LSBE (SBE) | Labovitz School of Business & Economics |
| CITS | College In The Schools | NACADA | National Academic Advising Association |
| CLA | College of Liberal Arts | PSEO | Post Secondary Enrollment Options |
| CLA SAAC | College of Liberal Arts Student Affairs & Advising Center | SCSE (CSE) | Swenson College of Science & Engineering |
| CLEP | College Level Examination Program | SFA | School of Fine Arts |
| EPC | Educational Policy Committee | TLP | Transformational Leadership Program (indicates projects supported through TLP) |