REASONS TO BE CHEERFUL

UNIVERSITY OF IDAHO
STUDENT SUCCESS CONFERENCE
MARCH 27, 2019

CHER HENDRICKS, VICE PROVOST FOR ACADEMIC INITIATIVES
REASON #1: WE LIVE IN IDAHO
REASON #2: WE HAVE POSITIVE SHIFT!

81% freshman retention

59% 6-year graduation

UP 5%

focus on program efficiency & quality

General Education Redesign

Engagement!

Vandal Ideas Project
BUILDING ON LAST YEAR’S WORK

1. Clearing the Academic Path
2. Creating Additional First-Year Support
3. Connecting Students with Resources
4. Addressing the Whole Student
5. Researching Student Needs
6. Establishing a Sense of Community
7. Making Students the Priority
8. Helping "At Risk" Students

STUDENTS

FACULTY

STAFF
THE FORMAT

1. DEFINING SUCCESS
2. ASK A STUDENT!
3. COLLABORATION
4. SOLUTIONS AND STRATEGIES
5. “THE ONE THING”
BREAK-OUT SESSION 1

- Think about your circle and your role on campus…
- What does student success mean to you?
- How do you define and conceptualize it?
- Operationalize it?
- What does it look like to you?
- How do you, in your role, advance or support it?
BREAK-OUT SESSION 1

In your groups, consider:

• What does student success mean to you?
• How do you define and conceptualize it?
• Operationalize it?
• What does it look like to you?
• How do you, in your role, advance or support it?

• Your answers:
SESSION 2

• Authentic perspectives

• Ask, listen, and learn

• Explore and examine assumptions

• Specifically…
STUDENT VOICES SESSION FORMAT/INSTRUCTIONS

1. Table interviews
   1. Faculty and staff: interview the student(s) at your table: 10 minutes
   2. Report out: one key success factor per table: 20 minutes total.
      1. Note what other tables say!

2. Qualitative data from students.
   1. Brian: 5 minutes

3. Perspective, insights, and open-mic.
   1. Nicole Skinner: 5-10 minutes.

4. Reflection for next session: 5 minutes.

• Notes:
SESSION 2: SOME RESPONSES

- Feeling comfortable and confident in what I’m learning and how I’m learning.
- It’s not necessarily about getting an A all the time but it is about whether I’m confident and can use the information that I am getting.
- Being in Housing has helped a lot because there’s resources everywhere. But I think the University could do better with making the resources to students more well-known.
- Some professors need to report grades in a more timely manner, or report them at all. It’s important that students know how they’re doing in their classes.
- Student success isn’t just getting good grades, … it as an improvement upon graduation. If a student gets into a job/internship/doctorate program after college, that qualifies as a success.
- Student success is coming out of college a better person than when you began.
- Learning how to work and deal with people, learning how to handle your emotions.
- College is not just a process of learning about your major. College is learning about yourself and how to constantly strive to be your best self.
SESSION 2: SOME MORE RESPONSES

• “Student success” is when students are able to enjoy and excel in their academics while also having a healthy social and emotional life.

• Student success can be defined as the overall health and welfare of all the aspects of a student.

• Student success to me is being able to hold yourself accountable.

• A major benefit to my success is having an academic advisor. This has been extremely beneficial because it allows me to have someone looking out for my best interest.

• The greatest threat to my success is financial. It’s just...hard.

• Career services helps with interviews, Writing Center helps to correct grammar and edit essays for classes, S.I tutoring sessions for harder classes, office hours.

• The group therapy sessions have helped me emotionally.

• I have been lucky to have some pretty great professors who help me succeed. I have an advisor who is able to help answer my questions and give suggestions where they are needed.

• Providing physical, safe spaces for a wide variety of students and humans on campus.

• The University of Idaho has helped with my success by being a smaller tight-knit community, where people are open to helping you whenever.
COLLABORATION EXERCISE

- Let’s bring our separate circles together…

- How are your definitions, goals, and solutions similar? Different?

- What are the points of convergence & divergence?

- What are your paths forward?

- Explore the Intersections!
COLLABORATION EXERCISE

How are your definitions similar and different? Solutions? Paths forward? Explore the intersections!

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<thead>
<tr>
<th>Convergence</th>
<th>Divergence</th>
<th>Solutions/Pathways</th>
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Convergence = where you agree/are on the same page. Divergence = where you are not.
For this exercise, examine how, where, with whom, and why you converge/diverge. Can you collaborate further?
REPORT OUT
ONE PER TABLE
Categories and Considerations

- Applying Student Data
- Improving the Educational Experience
- Integrating Academic Support
- Promoting Students’ Well-Being

- “The student success movement is at a turning point between rhetoric and reality” and we are experiencing that. But there are no quick fixes…
- “Innovations in teaching and learning should be central to campuses’ student-success plans – or other efforts will have little effect.”
HIGHER ED INSIGHTS: RESULTS OF THE SPRING, 2016 SURVEY

TOP 3 OBSTACLES TO STUDENT SUCCESS

• Insufficient funding
• Faculty hiring, training, and incentive structures that de-emphasize or discourage improvements in teaching and student support
• Administrative silos, which prevent fruitful coordination and collaboration across institutional departments

TOP 3 SOLUTIONS

• Reward faculty for experimentation and innovation around teaching and learning, including taking a research-based approach to their own teaching
• Promote more research and evidence on how to bring student-success initiatives to scale
• Develop more robust collaboration across systems to streamline articulation
Reinvent the First-Year Experience

The Challenge

The current first-time enrollment at institutions is declining. The cost of higher education is rising. The economic climate is uncertain. Many students are entering college with social media and technology. They are craving more interactive, engaging learning experiences. They also want more support they can find in community college. The demonstrations are more likely to make an impact than traditional classroom settings. They want to be able to connect outside of the classroom. They want to be able to focus on different aspects of their academic and personal life.

The Approach

The approach is to create customized first-year experiences that are content specific and culture vs. college. The curriculum is designed to be flexible and support personalized learning experiences. This should be a yearlong experience that focuses on both academic and personal development. The curriculum should be designed to allow students to focus on their interests. The curriculum should be flexible and allow students to change their focus if needed. This will help students to be more successful and engaged in their first year.

The Impact

The goal is to create a personalized experience that is content specific and focuses on both academic and personal development. This will help students to be more successful and engaged in their first year.

Revamp General Education

The Challenge

The current general education curriculum is outdated. The current curriculum is not aligned with the needs of the workforce. The curriculum is not relevant to current issues. The curriculum is not aligned with the needs of the students. The curriculum is not aligned with the needs of the community.

The Approach

The approach is to create a new general education curriculum that is aligned with the needs of the workforce. The curriculum should be aligned with the needs of the students. The curriculum should be aligned with the needs of the community. The curriculum should be flexible and allow students to change their focus if needed. This will help students to be more successful and engaged in their first year.

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Help First-Generation Students Thrive

THE CHALLENGE

First-generation students face unique obstacles in their pursuit of higher education. They often lack the support systems and resources that their non-first-generation peers have.

THE APPROACH

In response to these challenges, many colleges and universities have implemented programs specifically designed to support first-generation students.

THE RESULTS

These programs have been shown to significantly increase the likelihood of first-generation students graduating. They also improve overall academic performance and success.

Get Students Across the Finish Line

THE CHALLENGE

Many students struggle to stay on track and graduate on time. This can be due to a variety of reasons, including financial issues, family responsibilities, and academic difficulties.

THE APPROACH

In order to help students stay on track, many institutions offer support systems such as mentorship programs, academic advising, and financial assistance.

THE RESULT

These programs have been shown to increase graduation rates and improve students' overall academic performance. They also help reduce the financial burden of education.

...TO THRIVING AND FINISHING...
...TO UNDERSTANDING WHAT MATTERS...
...AND WHO MATTERS...

PUTTING THE PERSON FIRST

People with disabilities share their experiences searching for accessibility and inclusion

I definitely love spreading the message that if you have a disability you can participate in science fairs and science research.

— Michaela Brown

Once diagnosed, the bias urges from everyone to put you in a box...

— Daniel Reidman

People with disabilities share their experiences searching for accessibility and inclusion.
...TO ADDRESSING IT IN NEW WAYS...
...THROUGH ENGAGED LEARNING, AND...

Redesign Courses for Student-Centered Learning

The Challenge
Improving students' academic engagement and performance.

The Approach
Offer 12-week team seminars with faculty mentors during teaching and skill enhancement workshops.

The Results
More than 80% of faculty members have reported increased student retention and engagement.

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Offer Online Learners More Personalized Contact

Great Plains IDEA is committed to making its coursework available online, as well as offering new opportunities for students to learn from their peers.

Train the Faculty to Create Inclusive Classrooms

The Challenge
Promote equitable and inclusive teaching practices, focusing on the needs of all students.

The Approach
Provide workshops and training sessions for faculty members on inclusive teaching strategies.

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YOUR IDEAS
SESSION 5: THE ONE THING

University of Idaho

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“THE ONE THING”...

• I/my program can/will do:

• The University of Idaho should do: