

Task Force: Student Success

Committee Name: **Student Success Vision**

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Summary of Recommendations

1. Review and revise as needed the existing institutional mission and vision to ensure they support future strategic planning.
2. Align the organizational structure with the aforementioned institutional mission and vision in order to align resources, which will lead to organizational efficiencies. Rowing, not drifting.
3. Strengthen and enhance campus culture by developing a more robust way for all faculty, staff, and students to understand what it means to be part of the UNC community.
4. Consider the important intersections between student success, Student Affairs, and Academic Affairs and the implications on organizational structure. Rather than three separate divisions, student success should be infused in both Student Affairs and Academic Affairs.
5. Develop strategies to examine and support the success of other specific UNC student populations, including graduate students and transfer students.

Detailed Discussion of Recommendations

1. In what ways do these recommendations align with the guiding principles for all task force committees?

Our recommendations and vision for student success provide an important foundation for guiding principles 1-4; all the recommendations are integral to student success. In order to ensure that our institutional units are working in a coordinated and cohesive fashion, we must first develop a commonly understood institutional framework. After this framework has been established, future institutional efforts toward student success will be more effective.

2. What resources would be saved or required to implement and sustain these recommendations? Remember that resources include human, financial, technology, and facilities.

This question is beyond the scope of the SS Vision action team's charge.

3. How would implementation of these recommendations improve existing programs and services?

This question is beyond the scope of the SS Vision action team's charge.

4. What services or programs could be phased out because they would no longer be needed or because implementation of the recommendations would represent a more effective and efficient use of university resources?

This question is beyond the scope of the SS Vision action team's charge.

5. Who would be primarily responsible for implementing these recommendations and have those individuals/units been consulted?

This work should include representatives from various units and levels across campus. The president and provost's office and cabinet will need to commit to identifying appropriate representatives from each campus unit to lead efforts to implement the recommendations. The work will not need to be carried out directly by the president, provost, VPs or deans; rather, these individuals should identify people in various positions to be involved in the efforts. Support from the executive level for these recommendations and for communicating them broadly to campus will be essential.

Specific individuals have not yet been consulted.

6. Action Plan – complete the table on the following page outlining the concrete actions required for implementing your committee's recommendations, performance metrics (how we would know UNC is making progress and/or achieving success), who would be responsible for implementation, and whether implementation would begin in the short or long term.

Action Plan

Recommendation 1: Review and revise as needed the existing institutional mission and vision to ensure they support future strategic planning.		
Performance Metric(s): Timely completion of a clearly articulated updated institutional mission and vision.		
Action	Responsibility	Short or Long Term
--Invite participation from the campus community (including students, faculty, and staff) in reviewing and revising the institutional mission and vision	President's Office	Short-term
--Ensure institutional mission and vision are tied directly to ILOs	President's Office	Short-term
--Garner support/buy-in for shared vision through: <ul style="list-style-type: none"> • Communication of the vision at departmental meetings • Direct, clear two-way communication (to include listening and revising as needed) • Developing trust 	Department chairs, directors	Long-term
Recommendation 2: Align the organizational structure with the aforementioned institutional mission and vision in order to align resources, which will lead to organizational efficiencies. Rowing, not drifting.		
Performance Metric(s): Revised organizational structure that thoughtfully aligns functions and resources.		
Action	Responsibility	Short or Long Term
--Finalize organizational charts and reporting structures	Presidential designees	Short-term
--Determine office locations	Presidential designees	Short-term
--Review, update and/or develop new policies and procedures for all organizational units	Presidential designees	Long-term
--Realign budgets as needed, including signatory authorities	Presidential designees	Short-term
--Articulate the roles/responsibilities of revised/new positions to campus	Presidential designees	Short-term
--Review faculty/staff evaluation process to ensure evaluations tie robustly to outcomes and accountability	College deans and unit directors	Long-term
--Ensure departments are appropriately resourced with staff, technology, ongoing training, time, etc. to facilitate success (e.g., don't just purchase new technology, but provide ongoing training and professional development)	College deans and unit directors	Long-term
--Involve IM&T directly in restructuring process to minimize confusion	College deans and unit directors	Short-term
--Develop branding for new divisions (e.g., Student Affairs, Student Academic Success, etc.) to include marketing/publicity that is clear to students, faculty, and staff	University Relations	Long-term

Recommendation 3: Strengthen and enhance campus culture by developing a more robust way for all faculty, staff, and students to understand what it means to be part of the UNC community.		
Performance Metric(s): Staff and faculty will be able to articulate their individual role in the overall UNC campus community, and how that contributes directly or indirectly to student success.		
Action	Responsibility	Short or Long Term
--Develop robust hiring, training, and ongoing professional development plans to ensure that we have the right people who are well-trained and equipped to succeed	College deans and unit directors	Long-term
--Enhance the existing New Employee Orientation/Welcome program for new faculty/staff to be more comprehensive. Incorporate information about what it means to be part of the UNC community and UNC history; offer the orientation experience to all new faculty, staff, and graduate/teaching assistants; also include current faculty and staff in a refresher training experience offered at least once per semester.	Human Resources to lead with input from colleges and departments across campus	Long-term
--Articulate UNC's mission and vision to all new hires. Specifically include the importance of student success. Consider including key people in faculty/staff orientation so new faculty and staff understand key contacts across campus.	Administrative designees	Long-term
Recommendation 4: Consider the important intersections between student success, Student Affairs, and Academic Affairs and the implications on organizational structure. Rather than three separate divisions, student success should be infused in both Student Affairs and Academic Affairs.		
Performance Metric(s): UNC's institutional structure will be aligned in a way that incorporates student success into both Student Affairs and Academic Affairs programs and services.		
Action	Responsibility	Short or Long Term
--Explore models from peer institutions (e.g., CSU's Collaborative for Student Achievement and AVP for Student Success, which report jointly to Student Affairs and Academic Affairs)	Designees of the Provost and AVP for Student Affairs	Short-term
Recommendation 5: Develop strategies to examine and support the success of other specific UNC student populations, including graduate students and transfer students.		
Performance Metric(s): Timely development of metrics and strategies to support the success of graduate students and transfer students.		
Action	Responsibility	Short or Long Term
--Align institutional enrollment goals with student success outcomes	Admissions Director & Strategic Enrollment Management Steering Committee	Long-term

Appendix/Supplemental Information

Value Statement for Student Success at UNC

At the University of Northern Colorado (UNC), we prepare our students to accomplish their current and future academic, personal and professional goals by providing ongoing and active support, guidance, and resources that assist students as they progress through and complete their college experience. At UNC, student success is achieved through student learning and personal development, as well as persistence through graduation. We acknowledge that success does not look the same for every student; therefore, as a foundation of student success, UNC is committed to fostering spaces of equity and inclusion where students feel they belong and can succeed. In addition, students achieve success by actively engaging in personal and professional growth both on and off campus and by cultivating connections that extend beyond UNC. Through our University culture, we are devoted to our students' academic, personal and professional preparation and achievement.

Words Associated with Student Success at UNC



Student Success Discussion Summary

The SS Vision action team discussed the following questions in detail. A summary of the discussion is included below.

- **How can we measure student success? What types of metrics should be considered?**
 - Retention/persistence rates (including Fall:Fall, Fall:Spring and to include Summer and Interim sessions)
 - Graduation/completion rates
 - GPA
 - Incoming GPA (with consideration to special student characteristics, such as HS the student graduated from, home city, FT/PT status, ethnicity, etc.) to identify areas where UNC can positively impact success
- **What is the formal role of Student Success in guiding institution-wide advising policies and practices?**
 - Identify and establish advising consistencies among/between different academic departments and units.
 - Communicate to faculty and staff advisors regarding best practices, technology, and tools (e.g., SSC Campus).
 - Set the standard of a student-centered model and ensure appropriate staff and faculty have all received proper advising training.
 - Nurture a “culture of communication” campus-wide. While Student Success may not be responsible for this, SS needs to be part of it. This means deliberate, open communication between faculty, staff, and advisors.
 - Ensure access to and dissemination of consistent, dependable 4-year plans for all academic programs.
 - Engage in ongoing assessment of how students interact with and perceive the usefulness of advisors in managing their degree plan and ultimate goal of graduation.
 - Employ generalists/success coaches who understand many campus resources and can help students develop their networks.
- **What role should Student Success play in guiding first-year retention strategies in and out of the classroom?**
 - Promote campus-wide use of technology such as SSC Campus and provide information and training.
 - Implement a “home base” for new students to be staffed by generalists, coaches, and/or advisors who connect students tactically to resources and people. A first-year student success department may be helpful in enhancing the support and retention of incoming students. With this recommendation, the university must be cognizant about other opportunities to enhance the retention and success of returning students (2nd year, 3rd year, etc.) or include all students in the “home base” initiative.
 - Facilitate connecting students with familiar and/or preferred culturally sensitive organizations on campus to support first-year retention.
 - Student Success is vital to guiding and ensuring implementation of first-year retention strategies; however, individual academic departments, faculty, and staff who work directly with students must also be part of the process.
 - Student Success could help facilitate connections between campus partners to be more strategic in offering support to students.