

Student Success Team Final Recommendation 2022-23

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Members

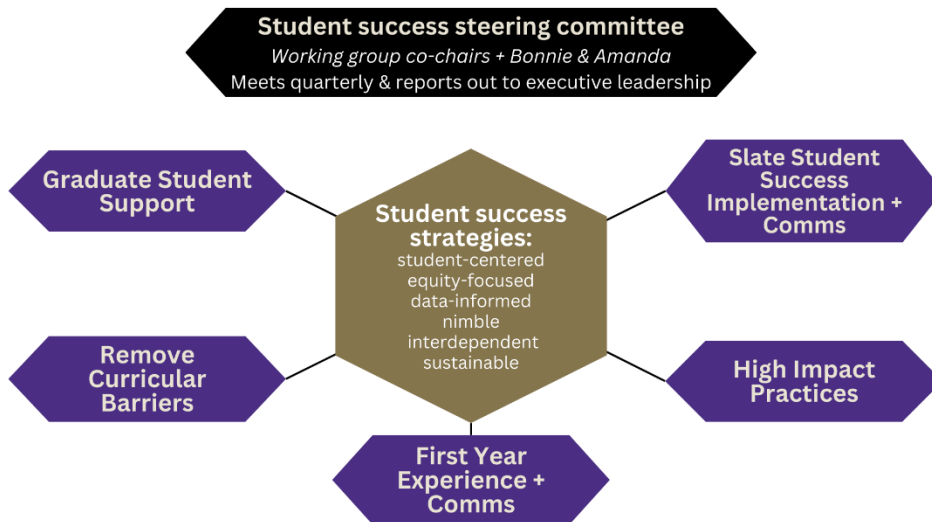
Name	Affiliation
Andy Harris	Academic Affairs / Co-Executive Sponsor
Mentha Hynes-Wilson	Student Affairs / Co-Executive Sponsor
Bonnie Becker	Academic Success Programs / Co-Chair
Amanda Figueroa	Student Transitions & Success / Co-Chair
Andrew Chamberlain	Institutional Research
Donald Chinn	School of Engineering and Technology
Lorraine Dinnel	University Academic Advising
Stan Emert	Milgard School of Business
Natalie Eschenbaum	School of Interdisciplinary Arts & Sciences
Johnica Hopkins	School of Nursing & Healthcare Leadership
Kira King	School of Engineering and Technology
Joe Lawless	Chancellor's Office
Nedralani Logotala	Equity & Inclusion
Tina Peterman	ACE (American Council on Education) Fellow
Deirdre Raynor	Undergraduate Education

David Ross	School of Social Work and Criminal Justice
Stephen Ross	School of Interdisciplinary Arts & Sciences
Ashley Walker	School of Education

Outcomes

- Assembled a cross-unit, cross-disciplinary team and met seven times to create a collaborative student success strategy.
 - Developed a Student Success Asset Inventory.
 - MS Teams link to final inventory: [Student Success Asset Inventory 2023.pdf](#)
 - Identified opportunities, gaps, and redundancies in the asset inventory.
 - Crowdsourced 1-year and 5-year actions to support student retention and success.
- Identified five urgent actions and developed a structure to drive collaborative work in the 2023-24 academic year.
 1. Launch a common student data support system (by Summer 2024)
 - Build data and governance infrastructure to launch Slate Student Success
 - Create a user communications and engagement strategy for campus adoption
 2. Expand equitable access to high-impact practices
 - Review 2018 recommendations and prioritize a clear set of actions for the short and long term (by Winter 2024)
 - Expand infrastructure for faculty and staff to incorporate HIPs into curricular and co-curricular experiences and to assess access and equity gaps.
 3. Strengthen the first-year experience & communications
 - Create journey maps for pathways of first-time-in-college (FTIC) students in their first year at UW Tacoma (by Winter 2024)
 - Implement a "First³" approach to create supportive structures tailored to our FTIC first-generation students during their first year
 4. Remove curricular barriers
 - Conduct a thorough audit of curriculum and scheduling practices to identify bottlenecks (by Winter 2024)
 - Expand access to and engagement with faculty professional development for teaching and learning
 5. Graduate Student Support
 - Develop cross-campus priorities for short-, mid-, and long-term graduate student supports (by Winter 2024)
 - Identify at least one strategy that can be implemented by June 2024

Student Success Strategies



We prioritized five urgent strategies that can impact student success significantly. Additionally, we recognized the critical need for effective communication in promoting student success. Due to the broad scope of communications, we have incorporated a communications aspect into two strategies. This approach allows us to specifically address communication related to student outreach (Slate) and first-year experiences, initiating a long-term effort to enhance communication with students throughout the campus.

There are also key characteristics that all strategies must include for this work to be successful. The strategies and work must center student experiences within the context of institutional structures or norms. Working within the campus and tri-campus structures will necessitate different configurations for each strategy and strong support from campus leadership. Strategies must also promote equitable outcomes and inclusive learning, working, and teaching environments. Utilizing data to inform work and measure impacts will be critical, as will adopting practices that promote fast learning and nimble change. We also recognize that the strategies developed are interdependent, so continuing to communicate across this work, sharing guiding principles, ensuring broad stakeholder engagement, and aligning the strategies to resource allocation will all be required to create sustainable change.

First-Year Experience + Communications

The proportion of students joining UW Tacoma as first-time-in-college (FTIC) students is growing, and their retention rates have been lower than transfer students, with a majority of FTIC students who leave UW Tacoma doing so during their first year. There are ample shorter and longer-term opportunities to establish stronger connections among programs serving FTIC students during their initial year, including academic advising, orientation programs, academic experiences including TCORE and other lower division pre-major courses, and student support.

Furthermore, most of our students are first-generation college attendees, exhibiting slightly lower retention rates than continuing-generation students. To address this, we propose implementing a "First³" approach to create supportive structures tailored to our FTIC first-generation students during their first year. While our initiatives will be available to all first-year students, we believe that adopting the First³ approach will promote equity and enhance the impact of our activities. UW Tacoma has access to nationally recognized experts and a network of colleges and universities to move this approach forward through its membership in the NASPA First Scholars Network: <https://firstgen.naspa.org/programs-and-services/first-scholars-network>.

To begin this effort, we will develop journey maps for all FTIC first-year students in collaboration among academic advisors, Enrollment Management, the Office of Undergraduate Education, faculty who teach lower division requirements, and Student Transitions and Success. These maps will help identify and address gaps in programmatic and communication activities. Longer-term goals include the creation of scaffolded orientation and academic experiences that foster a sense of belonging and purpose, facilitate college navigation, and provide clear pathways into majors.

We also acknowledge the need to focus on the first-year experience in graduate school. Although this aspect is better addressed in the graduate-specific strategy, it should still involve interaction with the undergraduate effort gain efficiencies where possible.

Graduate Student Support

Graduate students are one of the fastest-growing populations on campus. Unfortunately, due to the organizational structure at UW Tacoma, most graduate student support is either decentralized across schools or managed through the Graduate School in Seattle. However, we acknowledge a significant demand for a locally driven, sustainable, coordinated support system to enhance graduate student success. To address this need, the Student Success Team has identified the requirement for subject matter experts to contribute to further developing this strategy.

We will form a team of subject matter experts tasked with analyzing the essential graduate student support services and advising. Subsequently, we will implement these identified supports to ensure comprehensive assistance for our graduate student community.

Removing Curricular Barriers

Like many universities, our curricular pathways are complex and can operate within isolated silos. This lack of overall coordination creates barriers to student success. This strategy aims to enhance the classroom experience, reduce excess credits, and facilitate timely graduation for students. To accomplish these goals, we will undertake several vital steps. Note that the UW Provost has charged a tri-campus [Future of Teaching and Learning Working Group](#) that is creating recommendations and a framework for similar work, and the intention is for this local group to adapt and implement these recommendations for the Tacoma campus.

Firstly, we will conduct a thorough curriculum audit to identify gateway and bottleneck courses. This analysis will allow us to pinpoint areas that require attention and improvement. Additionally, we will analyze our students' pathways to major declaration and graduation to understand better any hindrances they may encounter. This effort should include a focus on transfer and dual credit students, who navigate complex equivalencies among colleges and universities. Academic advisors will be key partners in identifying and ameliorating these barriers.

Furthermore, we will assess our course scheduling practices, ensuring they align with the needs of our students. As part of this effort, we recommend developing a comprehensive strategy for course modality, considering both in-person and online options that can accommodate the pedagogical and personal requirements of our diverse student body.

To promote equitable pedagogical practices, we propose to expand access to and engagement with faculty development programs. These initiatives will provide faculty members with the necessary tools and resources to create inclusive and effective learning environments.

Common Student Support Data System

Our campus experiences fragmentation in student support due to disparate systems across different units. For instance, our academic advisors rely on a limited UW-built advisor note system (EARS) that only allows basic student information lookup, degree audits, and isolated notetaking. This system cannot analyze data patterns or facilitate proactive outreach campaigns. Additionally, other units employ various tools, including internally developed Excel sheets, to track their interactions with students. Communication is enabled through individual relationships and emails.

Since 2018, a dedicated group of campus stakeholders has actively sought and advocated for a comprehensive student support system with expanded functionality. As a result, several pre-built systems have emerged that enable FERPA-compliant communication and note-sharing across units. These systems also facilitate communication channels such as email, text messaging, and student scheduling. Furthermore, they support coordinating critical processes, including the major declaration process and other Registrar's Office functions. Such a system would also enable outreach efforts and early alert systems.

After extensive consultation with stakeholders on campus, the group has identified Slate Student Success as the preferred case management system. Slate Student Success is recognized for its flexibility, user-friendliness, and long-term sustainability. It will either replace or enhance existing systems, integrate siloed support communications, and introduce much-needed capabilities that have been sought for years. Importantly, implementing this system can be achieved without requiring additional funding. However, it will demand significant staff effort, particularly from Information Technology (IT), the Registrar's office, Institutional Research (IR), and academic advisors. It will also create significant changes in workflow for all student-facing services and programs.

To realize this initiative, we will assemble a team to implement Slate Student Success during the 2023-24 school year with the guidance of a consultant we are hiring. The team's responsibilities will include engaging stakeholders in student-facing roles across campus, developing the technical interface, integrating with UW data systems, establishing data governance protocols, creating best practices for outreach and note-taking, and formulating a comprehensive communication and training plan for campus-wide adoption.

This team will launch as soon as the consultant is hired and will complete its work in the next academic year. The Slate Student Success system should "go live" at the start of Summer Quarter 2024.

High Impact Practices

High Impact Practices (HIPs) have proven effective in promoting deeper learning, improving retention rates, and enhancing student engagement. Research indicates that access to HIPs, including learning communities, undergraduate research, diversity and global learning, community-based learning, internships, and capstone courses, benefits all students. However, students from marginalized communities have particularly benefited from these practices. While some experiential learning opportunities exist within individual classrooms and programs, faculty and staff have a collective desire to institutionalize and resource HIPs, making experiential learning a central component of the UW Tacoma student experience.

In 2016, a team from UW Tacoma attended an AAC&U (American Association of Colleges & Universities) Institute and developed an action plan to strengthen the institutionalization, support, and accessibility of HIPs. Subsequently, in 2018, faculty communities of practice collaborated to provide recommendations focused on undergraduate research and community-engaged learning. These included some recommendations that were completed, such as creating course designations for community engaged and research classes or the

establishment of programming and fellowships in the Office of Community Partnerships. Many of the recommendations around assessment, resource allocation, and clarifying expectations and rewards around HIPs have not been addressed, although the Research Advisory Council has begun to work on some of these issues.

To advance this strategy, we propose prioritizing and implementing select recommendations from the action plan and prioritizing experiential learning opportunities within the curriculum. Additionally, we aim to shift our focus from specific activities to the characteristics that define HIPs. This broader perspective allows us to include a career readiness curriculum across all programs and explore opportunities to incorporate HIP approaches in co-curricular spaces, such as student employment and student organizations.

By emphasizing the importance of HIPs and expanding their integration throughout the institution, we seek to create a transformative educational environment that benefits all students, with a particular emphasis on supporting marginalized communities. This strategy will involve collaborative efforts among faculty, staff, and administrators to provide students with diverse and meaningful experiential learning opportunities that contribute to their academic, personal, and professional growth.

Next Steps



To address the overlapping aspects of these strategies and minimize redundancy, we are establishing a structure that allows flexibility and encourages the exchange of ideas among them. We expect each strategy will be driven forward by a working group that is co-chaired by faculty and staff with authority in each area and job responsibilities aligning with the strategy's work. Each group will have a different configuration of people and meeting schedules, and they will meet to move work forward as determined by the co-chairs and working group members.

Before Autumn quarter begins, we will facilitate a one-day orientation for co-chairs to provide professional development around change management and group facilitation. We hope to invite outside support from existing partners at NASPA and the Aspen Institute to create a shared experience and framework for entering co-chairs, built on best practices in continuous improvement. We will introduce guiding principles that foster alignment among the working groups, emphasizing equity and inclusion, the development of student sense of belonging and purpose, and a dedicated focus on the needs of first-generation college students.

Once fall quarter begins the working groups are assembled, we will ask them to begin their work by reviewing existing plans and documents to build on previous work that has been done in all these areas. We will ask the working groups to center the following working definition of student success, adapted from the current strategic plan in Summer 2023: Student success means students graduating at higher rates with engaged, meaningful experiences in and out of the classroom that prepare them for next steps. They are supported by programming and campus structures that encourage academic excellence, degree completion, and career readiness equitably for all students.

This definition is informed by the 2022-2027 UW Tacoma Strategic Plan key performance indicators for students:

- An increase in the one-quarter retention rate from 92.9% to 94%
- A decrease in the one-quarter equity gap from 2% to 0.
- An increase in the one-year retention rate from 82.6% to 88%
- A decrease in the one-year equity gap from 3.6% to 0
- An increase in the six-year graduation rate for FTIC students from 56.4% to 64%
- An increase in the four-year graduation rate for transfers from 82.2% to 88%
- A decrease in the equity gaps in transfer four-year graduation rates from 6% to 0, and equity gaps in FTIC six-year graduation rates from 1.9% to 0.
- An increase in attainment of full-time employment or continuing education within 6 months of graduation from 69.6% to 75%
- A decrease in the equity gap of full-time employment or continuing education within 6 months of graduation from 6.8% to 0

We will task the groups with developing metrics to assess the effectiveness of our efforts, in alignment with the strategic plan student success key performance indicators. Groups will be asked to focus on short-term actions we can take this year, and development of long-term, sustainable strategies to be implemented over the term of the existing strategic plan.

An overall steering committee, made up of the co-chairs and led by Bonnie Becker and Amanda Figueroa, will meet quarterly to update on challenges and outcomes and to produce a report for campus leadership that can be broadly distributed. Bonnie and Amanda will also work more closely with the working group co-chairs to provide support and advocate for resources as needed. Since the groups will be adopting novel approaches and tools, an intentional reflection will also be held at the close of the academic year to refine guiding this work for 2024-25.

Appendix 1—Charge Letter



October 18, 2022

To:

Andy Harris	Academic Affairs / Co-Executive Sponsor
Mentha Hynes-Wilson	Student Affairs / Co-Executive Sponsor
Bonnie Becker	Academic Affairs
Andrew Chamberlain	Institutional Research
Lorraine Dinnel	University Academic Advising
Amanda Figueroa	Student Transitions & Success
Joe Lawless	Chancellor's Office
Nedralani Logotala	Equity & Inclusion
Deirdre Raynor	Undergraduate Education
Natalie Eschenbaum	School of Interdisciplinary Arts & Sciences
David Ross	School of Social Work and Criminal Justice
Stan Emert	Milgard School of Business
Kira King	School of Engineering and Technology
Donald Chinn	School of Engineering and Technology
Stephen Ross	School of Interdisciplinary Arts & Sciences
Johnica Hopkins	School of Nursing & Healthcare Leadership
Ashley Walker	School of Education
Tina Peterman	ACE Fellow

From: Sheila Edwards Lange, Chancellor

Re: **UW Tacoma Student Success Team**

I write to invite you to serve on the newly formed UW Tacoma Student Success Team. This team will have co-executive sponsors from Academic Affairs - Andy Harris, and Student Affairs - Mentha Hynes-Wilson. Representatives from across campus will complete the committee and will serve as a catalyst to drive student success at UW Tacoma. This mission-critical effort should be guided by the desire to positively impact all measures of success, including retention, academic progress, high impact practices, and employment outcomes, among others, in alignment with the goals, strategies, and metrics of the strategic plan. Your first task will be to create a collective definition of what success means at UW Tacoma. This change will require embracing the complex and interdependent nature of supporting student success, and this committee needs to exemplify a sea change in how UW Tacoma works together to create student—centered systemic changes.

Specific charge:

- Be champions for building a campus culture of student success across all units
- Short term: Identify impactful, early priorities that can have immediate impacts on student persistence
- Long term: Develop a statement on what is meant by student success and identify metrics to be used to track progress

- Identify barriers to student success and recommend strategies for removing those barriers
- Asset map what resources are available on campus to support student success
 - Document how they assess their impact on our student success and equity goals
 - Identify gaps
 - Identify campus practices that can be replicated or scaled (both from units to campus, and from campus to units), and identify options for sustainable funding strategies
- Identify best practices that can have a positive impact on our campus and make recommendations for student program creation, elimination, and improvement
- Review disaggregated data to identify any equity gaps that need to be addressed
- Lead the implementation of the goals in the new strategic plan related to student success
- Consider the full spectrum of programs and services, from recruiting to alumni
- Provide quarterly updates to Chancellor's Cabinet including any changes on metrics

Thank you for considering serving on this important new team. The future of this campus and the students that we serve will be well served by your efforts.

Appendix 2—Process and Meetings

October 16, 2022

Goal: Launch the Student Success Team

1. Introductions
2. Meeting schedule
3. Defining student success
4. Preparing for our next meeting: asset-mapping and data collection: what do we know? What do we need to know? What programs/services/initiatives/structures do we have here?

November 22, 2022

Goal: Introduce and launch the survey to complete the inventory. (Inventory was compiled by Tina Peterman)

1. Student success data and discussion—Bonnie Becker, AVC for Student Success
2. Student success survey and feedback—Tina Peterman, American Council on Education Fellow
3. Next steps
 - a. Survey due by December 7

January 25, 2023

Goal: Digest and reflect on the Student Success Asset Inventory

MS Teams link to final inventory: [Student Success Asset Inventory 2023.pdf](#)

1. Introduction—Andy and Mentha
2. Brief Summary of the Inventory—Tina
3. Independent Review Time
4. Discussion—Amanda and Bonnie
 - a. What surprised you in this report? What did the report confirm for you?
5. Next steps
 - a. Small groups established to review inventory and discuss specific questions
 - i. Where do we have initiatives that could be better integrated? (Natalie, Nedra, David, Mentha)
 - ii. Where are we not doing something critical or not providing a service essential to student success? (Deirdre, Joe, Johnica, Andy, Tina)
 - iii. How well are we communicating with students and faculty around what we offer? (Stephen, Stan, Kira, Andrew C, Amanda)
 - iv. Where are we doing work that could be scaled up to provide greater campus level impact? (Donald, Lorraine, Ashley, Bonnie)

February 28, 2023

Goal(s): Hear working group high-level learnings from deeper examination of Student Success Asset Inventory, create an initial, qualitative sorting of potential work and begin to uncover assumptions that will help determine shorter and longer-term work for the team.

1. Welcome and review of agenda—Andy and Mentha
2. Asset Inventory working group reports—Bonnie and groups
3. Action items and areas of investigating sorting exercise—Amanda and groups
 - a. JAMBOARD LINK: <https://bit.ly/202302UWTJamboard>
4. Team report-outs
5. Campus Comeback update—Bonnie
6. Closing thoughts—Mentha and Andy
 - a. Reflect on how we are progressing within the scope of the team charge.

March 22, 2023

Goal: Introduce the next working group task, to identify 3-5 priority actions.

1. Welcome and review of agenda—Mentha and Andy
2. Reflection on 3/10 all-campus training
 - a. Was there anything from the training you think you will incorporate into your work in this group?
3. Next steps in process—Amanda and Bonnie
4. Questions and clarifications
5. Dawg Bites overview—Stan Emert

Thank you for working with your breakout group to suggest 3-5 actions you think the Student Success Team should begin working on. A few guidelines:

- Identify actions that have the potential to have the greatest impact on student success either in the timeframe of 2023-24 or 2023-2027. This will help us identify both shorter and longer-term endeavors.
- The actions you propose can be from any of the ideas, research, or discussions that have been shared during our landscape analysis. You no longer need to focus on your specific guiding question from last month.
 - Actions don't have to be specific programs or tactics. For example, generating knowledge about something we don't know can also be impactful for improving student success
 - Actions also don't have to be creating new programs. They may be about scaling things that are already working or coordinating current efforts.
- Fill out the row of each proposed action as fully as possible. This will include a hypothesis about who will be impacted, the scale of the impact, and how they will be impacted. More students being impacted is not an automatic criterion for selection – for example, impacting smaller numbers of students where a large equity gap exists. One way you can estimate how many students is to use the following categories: 1-10, 10-100, 100-1000, all, or unknown.
- Reports should be submitted to Bonnie Becker or Amanda Figueroa by April 12th. All reports will be compiled, and recommendations for working groups will be developed from this work.
- The Student Success Team will hold a longer meeting in April to do deeper thinking about working groups. Breakout groups will be re-distributed among our committee members and will be asked to generate actionable recommendations around specific activities, and new working groups will be formed for future work.

Please reach out to Amanda or Bonnie if you have any questions!

Action	Which students would be impacted?	How many students would be impacted?	How will students be impacted?	Are students likely to be impacted in 2023-24?	Additional thoughts

April 25, 2023

Goal: Introduce the mind map and draft action steps and get feedback.

1. Introduction—Mentha (Andy was participating in Provost search activities)
2. Review synthesis (mind map) of breakout group reports
3. Review draft priority actions
4. New breakout groups & feedback
 - a. Do you think the proposed actions will help advance student success?
 - b. What actions might be missing that we should consider moving forward?
 - c. For each action
 - i. Who needs to be at the table to move the work forward?
 - ii. What resources might be needed to move the work forward?
 - d. If you could work on 1 or 2 actions, which ones would you be most interested in?
5. Large group report-out
6. Next steps
 - a. Stakeholder analysis
7. Closing—Mentha

May 23, 2023

Goals: Introduce the Student Success structure for next year, solicit feedback, and start identifying co-chairs. Thank and end the Student Success Team.

1. Introduction—Andy and Mentha
2. Brief review of our status so far—Bonnie and Amanda
3. How our work will proceed—Amanda and Bonnie
4. Reflections from the group
5. Closing—Mentha and Andy

Appendix 3—Full Mind Map of Student Success Team Prioritized Actions

4/14/23 Mind map of Student Success Team prioritized actions

