



2023-2024 STUDENT SUCCESS STRATEGY 270-DAY FINAL REPORT

Executive Summary

The 2022-2027 UW Tacoma Strategic Plan identified advancing student success academically, professionally, and personally as a key campus priority. Building on recommendations from the 2022-2023 Student Success Task Force, a team was assembled to address five critical priorities in 2023-2024: First Year Experience, Graduate Student Support, High Impact Practices, Removing Curricular Barriers, and Slate Student Success. Each priority was delegated to a workgroup with a cross-campus team of co-chairs, who, along with the co-conveners of the overall strategy, comprised the Student Success Steering Committee. With executive sponsorship from Academic Affairs and Student Affairs Vice Chancellors, this group agreed on an overall framework to prioritize the work: 1. Build on our collective assets and lessons learned from past work through a continuous improvement approach; 2. Develop programming that builds both sense of belonging and sense of purpose of our students; and 3. Focus on first-time-in-college students in their first year of college, using a first-generation lens (First 3). We used this structure and framework to engender a culture of approaching student success work that is student-centered, equity-focused, data-informed, nimble, interdependent, and sustainable.

The five working groups recruited active teams (58 total faculty and staff and one student, Appendix A). Sova Solutions trained co-chairs with a solid foundation to adopt collaborative continuous improvement processes, developed driver diagrams and action plans, and accomplished significant sense-making among diverse perspectives around complex and interconnected support systems. Groups submitted quarterly updates, which were synthesized into interim reports (90 day, 180 day). This is a cumulative 270-day report, including recommendations to continue this work into the 2024-2025 academic year.

The **First Year Experience** team engaged stakeholders, including students, to create three experience maps based on data-informed personas of First 3 students (Appendix D). Using these maps, they identified three themes of interventions for this work: community building, major exploration, and second-year programming. One of the co-chairs attended training for the Student Experience Project (SEP), a faculty professional development program developed by the Coalition of Urban Serving Universities, to transform classroom practices, supporting a greater sense of belonging and fostering instructor growth mindsets (Appendix E). That co-chair is leading the implementation of this scalable model in 2024-2025, focusing on faculty who teach first-year courses. Recommended activities for next year build on this year's work, including programming to expand and scaffold major exploration throughout the first year and integrating CORE 2.0 into the overall first-year experience work. We recommend that this group split into multiple groups to address these interventions in a more targeted way. Concurrently, Career Development and Education is co-locating with University Academic Advising, the Office of Global Affairs, and the Office of Undergraduate Education, providing opportunities to co-create programming supporting lower-division students. This move is not part of this group's actions, but the collaboration in the Student Success Strategy helped set the stage for this move.

The **Graduate Student Support** group worked on three goals: (1) scoping the needs for graduate student support to inform appropriate staffing, (2) creating a framework for a campus-wide orientation program, and (3) developing a campus philosophy and commitment to graduate student sense of belonging. Through a series of stakeholder outreach activities (Appendix F), including with students, they developed recommendations for these three efforts, including a set of recommendations to support Graduate students' sense of belonging (Appendix G). In addition, one of the co-chairs is on the leadership team for the SEP, which will also include instructors who teach first-year graduate students. The group met its goals. Therefore, we recommend that the group in this format is no longer needed, and the work is ready to move into an implementation phase.

The **High Impact Practices (HIPs)** group recognized the interest and need to collaborate on broader infrastructure and support for HIPs across campus and met with other bodies working on similar issues. The team identified their top priority of reducing uneven and inequitable access to HIPs for First 3 students, which will likely have the most impact on retention. A team of faculty and staff attended the [AAC&U High Impact Practices Summer Institute](#) and developed a recommended action plan for 2024-2025 (Appendix H). We recommend enacting elements of this plan in the coming year, including creating a cohort of First 3 HIPs champions, developing a marketing campaign to connect students to HIPs, and generating recommendations on how to streamline supports for HIPs that are distributed across campus offices. To begin the latter goal, the group is creating a centralized online resource to support faculty developing HIPs. One of the HIPs group's co-chairs is on the SEP leadership team, bringing a HIPs lens to that work. Another co-chair is co-leading an [AAC&U Curriculum to Career Models Project](#) to support the development of sense of purpose and career competencies for lower-division, first-generation, economically marginalized students.

The **Removing Curricular Barriers** group did a deep dive into existing data and conducted advisor surveys, a student information session, and stakeholder engagement. They identified a high-priority need to streamline the transfer equivalency process and wrote a short white paper that describes the problem and recommends solutions (Appendix I). This work led to UW Tacoma initiating a tri-campus effort, including all three campus registrars, admissions offices, and advisors, to prioritize a solution; this group will begin meeting in fall 2024. The group also identified bottleneck courses and developed an alternative measure to high-DFW classes (those with high D or F grades, or withdrawals) called "nSPG" (non-Satisfactory Progress Grade). They developed a list of courses with high nSPG rates that are also prerequisites for other classes. This list was used to prioritize instructors for the SEP as a key intervention for these courses; one of the co-chairs also participated in the SEP institute with the other group co-chairs. Next year, we recommended finalizing the course list, prioritizing "low-hanging fruit" recommendations for those courses, and determining how to assess schedule and curricular complexity at a larger scale. This cross-unit group of subject matter experts could have an ongoing role on campus to identify student barriers and recommend solutions to overcome those barriers.

The **Slate for Student Success** team laid the groundwork for campus-wide collaboration and implementation of this new data system, while awaiting the hiring of a technical consultant. They met with other users of this system, built a cross-campus team with common goals and an understanding of the initiative's purpose, and attended a conference to learn and network with users nationwide. They served on the committee, led by Enrollment Management, that selected the consultant. This summer, the group has become the leadership team working with the consultant and others across campus for implementation, estimated to be completed in spring quarter. The work of this group will be critical for

prioritizing the student success strategies to add to the platform and creating ongoing governance and user structures.

As noted by Sova Solutions, reflection and process are vital to the implementation science of complex organizational endeavors. To that end, the co-conveners solicited feedback from participants throughout the first year and identified **recommendations for process improvements** for next year. The 90-day cycle approach was valuable for keeping momentum and providing predictable updates to campus leadership, although going forward the cadence will be better aligned with the rhythm of the academic calendar. We clarified what types of actions are compatible with a cross-campus committee structure and which need to evolve into permanent structures such as established programs and staff job descriptions. The current structure can be seen as an “incubator”, generating collaborative solutions and recommendations that will eventually become independent programs, initiatives, and structures.

Our effort has clear Key Performance Indicators (KPIs, Appendix B), defined by the 2022-2023 Student Success Team and based on the 2022-2027 UW Tacoma Strategic Plan. These "lagging" indicators are critical for synthesizing and reporting on our overall success, giving a retroactive view of our progress. A key goal for next year is to develop a "Common Outcomes Framework" (Appendix C) to provide the building block measurements for leading metrics that focus on the "leading" measurable outcomes of our work on a shorter-term, pro-active scale.

This work has successfully brought together cross-campus stakeholders focused on student success and provided a framework to create a culture of collaboration and action. In the next year, our goal is to finalize prioritized recommendations and identify pathways to implementation, create a common outcomes framework, and work toward adoption of practices and policies into daily work. This will require leaders at all levels to champion interdependent work approaches and follow through with aligning structures and resource allocation with these action plans. In addition, we intend to deepen the participation of students across work.

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Background

During the 2022-23 academic year, UW Tacoma Student Affairs and Academic Affairs convened a task force to prioritize student success initiatives for 2023-2024 and beyond.

This team recommended a coordinated and interconnected Student Success Strategy, including five urgent actions and a structure to drive collaborative work in the 2023-2024 academic year. This work was summarized in a final report that [can be found here](#). Specifically, the five recommended actions were:

- 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
- 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.
- 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 "First 3" approach to create supportive structures tailored to our FTIC first-generation students during their first year
- 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
- 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

Three overall principles informed the strategy:

- Build on our collective assets and lessons learned from past work. Bring a continuous improvement mindset with supporting tools to this work.
- Develop programming that supports the sense of belonging and sense of purpose of our students.
- Focus on first-time-in-college students in their first year of college, using a first-generation lens (First 3).

Reports documenting the progress of the first two quarters of this work [are available here](#). The following report is cumulative, including updates from the last quarter of this yearly cycle.

Building on the recommendations developed in 2022-23, a team was assembled to address the five critical priorities. A structure that included executive co-sponsors, co-conveners, working group co-

chairs, and working group members was created. Collectively, the co-sponsors, co-conveners, and working group co-chairs worked on an annual timeline with milestones, report deadlines, quarterly meetings, and structured opportunities to share progress and recommendations in three 90-day cycles (Figure 1).

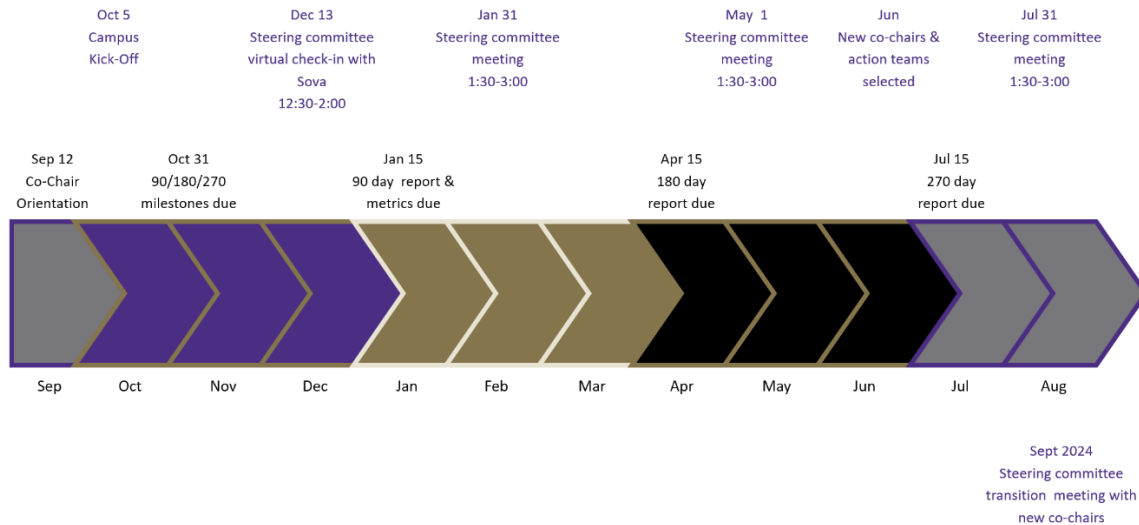


FIGURE 1. TIMELINE OF 2023-2024 STUDENT SUCCESS MEETINGS AND MILESTONES.

Sova Solutions was engaged to train co-chairs with a solid foundation to adopt collaborative continuous improvement processes. The five resulting working groups successfully recruited active teams (58 total faculty and staff and one student, Appendix A), developed driver diagrams and action plans, and accomplished significant sense-making among diverse perspectives around complex and interconnected support systems.

Working group improvement projects 2023-2024

First Year Experience

This group's priority action area was to transform and improve UW Tacoma's approach to supporting First 3 students.

In the first 90 days, the team determined they will track and reduce the attrition of First 3 students. They ideated 14 potential improvement projects and planned to utilize user-centered practices to examine the experiences of First 3 students.

In the second quarter, the team continued engaging the many stakeholders influencing the first-year experience, including students. They used data-informed personas of First 3 students to create three experience maps and ideate interventions that could improve retention (Appendix D).

In the final 90-day period, the group reviewed data collected and proposed interventions from the student experience mapping conducted in Winter 2024. They identified three themes of interventions from this work: community building, major exploration, and second-year programming.

In addition, one of the co-chairs of the First Year Experience group (Joyce Dinglasan-Panlilio) will be leading the Student Experience Project (SEP) faculty professional development initiative (Appendix E). A group of co-chairs completed the SEP Institute in January 2024 and learned a suite of classroom practices developed by the Coalition of Urban Serving Universities to transform classroom practices, supporting a greater sense of belonging and fostering instructor growth mindsets. Based on this initiative's priorities and findings, the group developed a list of instructors to invite to the SEP, including first-year undergraduate and graduate classes. They also used the list of courses created by the Removing Curricular Barriers working group to prioritize courses identified as potential barriers to student progress. Funding was secured, and an initial cohort was recruited to launch the SEP in Autumn 2024. The SEP is a cross-group initiative with particular salience to the First Year Experience work.

While not a project undertaken by the First Year Experience working group, the conversations and collaborative ethos fostered this year led to an intentional co-locating of Career Development & Education into the suite that includes the Office of Undergraduate Academic Advising for pre-majors, the Office of Global Affairs, and the Office of Undergraduate Education. Plans are currently under development to utilize the co-location for intentional, collaborative advising for lower-division students about sense of purpose, experiential learning, and high impact practices.

Graduate Student Support

The priority actions for this group were to 1) build belonging for graduate students with endeavors that cross between programs, 2) elevate current campus resources to attract grad students, 3) enhance funding support, and 4) hire a director-level staff member to coordinate between UW Seattle, the Tacoma campus, and individual UW Tacoma graduate programs.

In the first 90 days, the team identified the goal of reaching at least 20% of the graduate student population with programs and initiatives that foster a sense of belonging. They began work to 1) create a job description for a Director of Graduate Student Affairs, 2) establish a holistic graduate student orientation program, and 3) identify measurable and empirical practices to build a sense of belonging.

In the second quarter, they gathered valuable information from additional stakeholders, including the UW Bothell Associate Director of Graduate Studies, UW Tacoma graduate academic advisors, and faculty to help inform supports and staffing needed to enhance the graduate student experience (Appendix F). They also expanded benchmarking for a campus orientation for graduate students and online resources and planned a graduate student focus group.

In the final 90-day period, this group was included in a May meeting when Dr. Joy Williamson-Lott, Dean of the UW Graduate School, visited the Tacoma campus. They discussed their findings from focus groups and surveys and identified shared barriers and aspirations for future work and collaboration.

They developed finalized recommendations for 2024-2025, which included (1) identifying resources for a staff member to coordinate graduate student support, (2) implementing a campus-wide orientation program, and (3) developing a campus philosophy and commitment to graduate student sense of belonging. The group also finalized recommendations for strategies to foster graduate students' sense of belonging (Appendix G). The group met its goals, and their recommendations are ready for the campus to identify how to resource and implement.

Finally, one of the Graduate Student co-chairs (Anaid Yerena) is on the leadership team for the Student Experience Project (SEP) faculty professional development initiative, described in the First-Year section above.

High Impact Practices (HIPs)

High Impact Practices (HIPs) include a range of experiential learning activities that have been shown to increase student learning and persistence, and close equity gaps for students from underserved populations, such as students of color and first-generation students. The priority action for this group was to expand access to priority HIPs that can have the most impact at UWT for first-generation, first-time-in-college students in their first year (First 3).

In the first quarter, Team High Impact Practices determined that they would focus on expanding access to HIPs that could significantly impact First 3 student retention, and they identified several improvement plans. They prioritized undergraduate research and community-engaged/global learning in a data-gathering phase to 1) understand the current landscape of access for First 3 students and 2) establish prioritization for faculty professional development and infrastructure improvements.

In the second 90 days, the team deepened their understanding of the HIPs landscape by analyzing HIPs offerings in the lower division and meetings with the UW Bothell Office of Connected Learning, the Research Advisory Council, and Community Engagement Leads. They identified the need for more lower-division courses to scaffold HIPs experiences for First 3 students. They prioritized a focus on improving structural supports to reduce uneven and inequitable access, such as offering more centralized coordination of HIPs resources and support, research and community-engaged learning courses in the lower division, and faculty professional development opportunities.

In the final 90-day period, a team of faculty and staff were brought together to attend the AAC&U High Impact Practices Summer Institute. The team included members of the working group and expanded engagement with staff who are also vital in expanding students' access to high impact practices (pre-major advisor Isabella Webb and Employer Relations Manager, Eric Hilldorfer). Hosted virtually June 18-12, 2024, the team worked with national experts and created a recommended action plan for 2024-2025 (Appendix H).

The group continued with its work to create a temporary online resource for faculty to support the expansion of high impact practices in the classroom. They collected resources and examples from other institutions and developed a work plan with the UW Tacoma Library and Career Development & Education. HIPs working group co-chair Dawn Williams and Librarian Liz Ochoa are currently implementing the work plan, and the resource is anticipated to be live by Fall 2024.

Informed by but separate from this work, group member Heather Dillon received a grant and matching funds to launch a faculty development program to support undergraduate research mentoring. A recommendation to create a task force to create criteria for R-designated courses was submitted to the Academic Policy and Curriculum Committee.

As described in the First Year Experience section above, an outgrowth of this work was connecting HIPs working group members and the Student Success Strategies co-conveners into a conversation about strengthening advising for pre-major students to foster engagement in high impact practices. Students often don't distinguish between academic and career advising conversations, and this work has natural

areas of overlap. In 2024-2025, Career Development & Education will move into the GWP suite where University Academic Advising, the Office of Global Affairs, and the Office of Undergraduate Education are currently located. The student success strategy work has fostered an intentional approach to activate this space and foster collaboration to address advising and engagement of pre-major students into accessing experiential learning and high impact practices opportunities.

Lastly, the HIPs co-chairs and members are concurrently participating in additional aligned work. One of the HIPs co-chairs (Emma Rose) is part of the Student Experience Project leadership team, described in the First Year Experience section and Appendix E, and will help connect the cross-group work. Another co-chair (Dawn Williams) is part of a leadership team with the two co-conveners (Amanda Figueroa and Bonnie Becker) participating in the [AAC&U Curriculum to Careers Models Project](#). The model we are establishing, the "Tacoma Purpose Pipeline," is focused on a vision: "Lower division first gen, economically marginalized (FGEM) students will develop their sense of purpose, ability to articulate their career competencies, and be able to identify next steps for further growth." Activities include launching a faculty development program and establishing formative tools to assess student progress.

Removing Curricular Barriers

The priority action for this group was to remove curricular barriers, centering the experiences of First 3 students. They identified two major themes in this work: a better understanding of the institutional processes and policies contributing to barriers (the nuts and bolts) and changing the culture through professional support for pedagogical growth.

In the first quarter, the group reviewed existing data, conducted a cross-campus advisor survey, and participated in a working retreat. In the next 90 days, they created a comprehensive analysis of course characteristics, including DFW and fill rates, and synthesized a limited list of priority classes for further attention. They completed a one-page summary of challenges around course equivalencies (Appendix I) with their recommendations for action. They conducted a focus group with Student Advising Mentors who helped guide their work. They have developed tools to help the campus identify where to prioritize resources based on impacts on student progression and the scale of impact.

In the final 90-day period, the working group connected with two other stakeholders to further inform the committee's work: Victor Flores from Disability Resources for Students (DRS) and Henry Lyle from UW Seattle Information Technology. They learned that DRS doesn't currently have data regarding courses requiring more accommodations for registered students, and they learned about some of the systems Seattle uses to mark bottleneck courses.

They narrowed down the data they gathered in Winter 2024 and produced two lists of courses that proved to be the most significant barriers for students. The first is a list of 34 courses that serve as prerequisites for other classes and have non-Satisfactory Progress Rates (nSPG) of 25.09%+. That is, 1/4 of students who enroll in these classes cannot progress to the next class. The second is a list of 70 courses that serve as prerequisites and have enrollment fill rates of 95%+. That is, students maybe have trouble getting seats in courses that are needed for them to progress.

After reviewing the two lists of courses, the working group created and distributed a survey to advisors to ground truth the lists against the experiences of practitioners. Staff from DRS, the Registrar's Office, and academic advisors were asked to list courses that present barriers in their experiences and then to provide feedback on whether the courses from their lists presented obstacles.

In addition, one of the co-chairs (Natalie Eschenbaum) participated in the Student Experience Project Institute (see First Year Experience and Appendix E) and continues to support the leadership team. The data produced by the working group was central to prioritizing the invited faculty for the SEP.

Slate for Student Success

Slate for Student Success is a module we will add to the admission instance of Slate, currently employed by Enrollment Services. This system aims to establish a centralized case management, scheduling, communication, early alert, and reporting system to allow offices across campus to collaborate in supporting students. The priority action for this group was to engage and train all stakeholders to be prepared to use Slate Student Success in Summer 2024. The anticipated launch date had to be revised because the consultant selection timeline took several months longer than expected.

In the first 90 days, the team convened a cross-functional group and laid the groundwork for implementing this critical data system while the procurement process for a technical consultant was in process. They met with other groups who use this system to learn more about their implementation and began to assess which campus stakeholders to engage.

During the second quarter, the group served on the committee to review potential Slate implementation consultants with the Enrollment Management team. In the meantime, the co-chairs conducted individual interviews with their members to identify what success looks like for implementation, areas of concern, and each committee member's essential skills and contributions.

In the final 90-day period, a consultant for the implementation of Slate for Student Success was selected (Kennedy and Company), and a 7-month implementation schedule was created. The co-chairs and co-conveners participated in an implementation kick-off meeting with Kennedy and Company on 7/15/24 and continue to meet weekly as the ongoing leadership team.

In June 2024, the co-chairs attended the national gathering of Slate Summit, where they joined 4500 Slate users from around the country, attended several breakout sessions on student success, shared instance implementation, role identification, and networked with other higher education professionals. The team has developed a strong foundation to enhance effective implementation and cross-campus adoption.

2024-2025 Action Recommendations

A theme throughout our work on continuous improvement with Sova Solutions and in our reports is the importance of capturing what was learned and implementing that knowledge into the next steps. To that end, the co-conveners of the Student Success Strategy grappled with simple and powerful questions to guide the development of recommendations for the next year:

- Are we better positioned to implement student success strategies with our desired characteristics than a year ago? (student-centered, equity-focused, data-informed, nimble, interdependent & sustainable)
- Is there enough buy-in from UW Tacoma leadership to make investing in this approach successful?
- What did and didn't work well this year?

- What work is a cross-campus working group suited to support?

After reflecting on these questions, we strongly recommend continuing with this approach and including the following adaptations and working group actions. Working group co-chairs reviewed draft recommendations in the final 7/31/24 steering committee convening. The feedback they submitted is incorporated in the final recommendations below.

Student Success Strategy Initiative

Structure & Process

Moving into next year, we recommend maintaining cross-campus co-chairs and quarterly steering committee meetings. While working group members and co-chairs were learning and building continuous improvement practices, some groups engaged with students. Still, there needs to be more intentionality and structure to ensure their voices are centered in the next academic year. Additionally, we need to be more explicit about how the work is addressing equity gaps and ensure diverse perspectives across all campus divisions and schools are engaged in this work.

Timeline

The pre-set timeline helped move the work forward and created accountability for reflection and action, although we have adapted the timing to better align with the rhythm of the academic year. Submitting reports for the 90 and 180-day cycles went well, although groups felt the tension of the year-end work and transitions in the Spring quarter when submitting their 270-day reports. Not collecting the final data from groups until July presented a challenge in reflecting and creating recommendations for the next academic year because of the short turnaround time. Given what we learned from this experience, the following timeline is recommended for 2024-2025 (Figure 2).

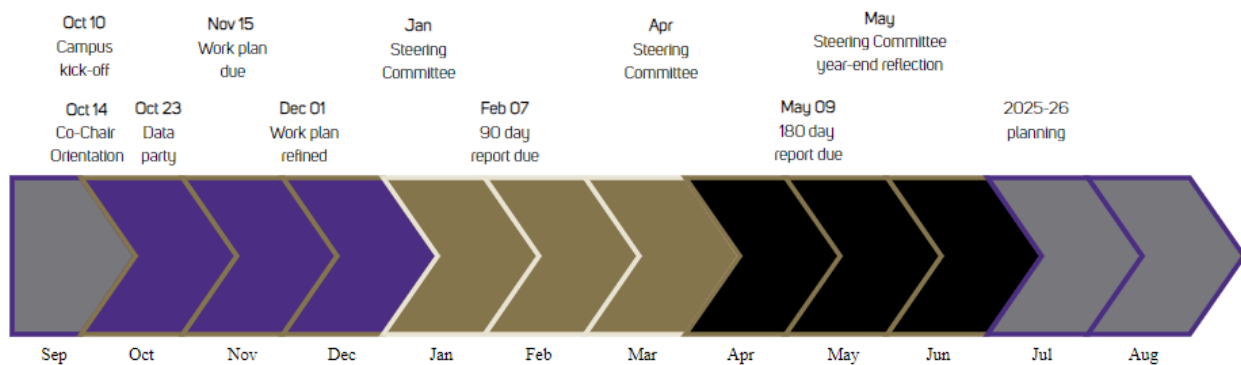


FIGURE 2. PROPOSED TIMELINE FOR MEETINGS AND DUE DATES FOR 2024-2025.

Reporting Progress

While the 2023-2027 UW Tacoma Strategic Plan key performance indicators are necessary anchors for student success work, groups need more support to define leading indicators to assess their interventions, daylight equity gaps, and drive their decisions. We will create a centralized platform of common, well-defined leading measurements that can be adapted for each group's specific goals, which will also develop better infrastructure for complementary student success work across the campus. We recommend implementing a "Common Outcomes Framework" across all working groups (Appendix C).

Better Defined Scope

In developing specific action recommendations, we asked, "What work is a cross-campus working group suited to support?" The table below summarizes what we think are the types of actions that are a good or bad fit for this structure.

| Good Fit | Bad fit |
|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sense-making | Implementing projects (especially when there are unit-level budget implications) |
| Examining adaptive problems (synthesizing diverse perspectives across campus stakeholders) | Work plans that require time and effort -beyond the workload a supervisor is supportive of (staff) -not in alignment with P&T processes (faculty) |
| Coordinating & thought partnership | Creating work plans for other units to carry out |
| Requires a platform for campus-wide attention, engagement, & storytelling | Connecting with broader campus priorities that aren't directly labeled as 'student success' |
| Requires connection to executive leadership | Making decisions that are under faculty governance purview |
| Developing recommendations, endorsements, & proposals | |
| Designing solutions that put students at the center and asking, "what is the campus not doing/could be doing better?" | |

Work toward steering committee obsolescence

The student success steering committee is a temporary structure intended to foster an interdependent and collaborative culture around student success work, and to catalyze creative work that addresses equity gaps in strategic areas that can yield positive impacts for student success. All working groups should be aiming to move their efforts into sustainable, regular daily work. This year, working group co-chairs will be engaged in thinking about how to evolve their efforts into sustainable, regular daily work and what cross-campus coordinating bodies may be appropriate to sustain collaboration and student-centered approaches.

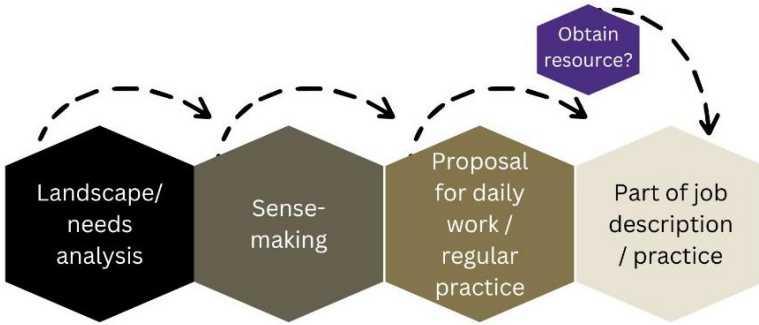


FIGURE 3. CONCEPTUAL MODEL OF THE STEPS TO MOVE FROM COMMITTEE RECOMMENDATIONS TO SUSTAINABLE REGULAR DAILY WORK.

Below are specific recommendations for each working group for 2024-2025.

First Year Experience (to become the Student Experience Project and Scaffolded Exploration)

This category is broad, encompassing both curricular and co-curricular activities and activities that span departmental practice decisions and faculty governance authority. This year, we recommend building on work done last year, focusing on themes identified in the experience mapping exercise (community building and major exploration and second-year programming).

Recommended actions and working groups

- Pilot cross-unit programming that will support scaffolded major exploration throughout the first-year experience and build toward a successful Sophomore year (first day of Autumn quarter through their first summer) that centers the experiences of First 3 students
- Deploy the SEP faculty professional development initiative as a framework for engaging faculty teaching in the first year

The Office of Undergraduate Education has informed the Student Success Steering Committee they have a proposal for implementing CORE 2.0 and are seeking resources to implement that plan. First Time in College Students with less than 45 college credits comprise a significant proportion of incoming new students, so we strongly recommend that the university and leadership work to resource these efforts and integrate/align this work into a first-year experience plan.

The First 3 lens for this endeavor was inspired by data that indicated first generation students who were first-time-in-college students were the least likely to persist to their second year. This work, focused on centering experiences of First 3 students, will close an important equity gap while helping the campus meet data-informed retention goals.

Graduate Student Support

Last year's working group engaged critical stakeholders and outlined strong recommendations. The work of this group is at a point where some work can be promoted and endorsed to add to existing practices, and other work requires identifying new resources to support.

Recommended actions

- Identify unit lead and submit budget ask in 2024-2025 UW Tacoma budget process for a Graduate Student Support Coordinator and campus-level graduate student orientation
- Meet with the Graduate Program Advisors group and Graduate Program Coordinators to review recommendations and identify what can be adopted within current practices

High Impact Practices

The category of high impact practices is broad, encompassing curricular and co-curricular activities. It has been helpful to narrow the focus on which activities are most likely to support First 3 students' retention, and that will continue to be a priority into the coming year. The recommended actions below are informed by the action plan developed by the AAC&U HIPs Institute team in Summer 2024 (Appendix H).

Recommended actions

- Building on the AAC&U Curriculum to Career Model project, pilot a faculty community of practice for implementing and assessing career-oriented HIPs in lower division courses with a lens on first generation, economically marginalized students
- Further develop recommendations for structures that support equitable access to HIPs (e.g. student-centered marketing campaign, faculty support, student access, activating the GWP suite)

Removing Curricular Barriers

This group can be an ongoing structure that daylights barriers and produces important tools useful for many campus stakeholders. For example, the course lists created were utilized to prioritize the recruitment of two faculty professional development initiatives.

Recommended actions

- Analyze Spring 2024 survey results and 1) use data to create a final, short list of courses where some change will have the most significant positive impact; 2) categorize the courses for the types of barriers they present (e.g., difficulty of course, scheduling concerns, transfer issues; 3) develop recommendations for addressing the barriers
- Determine how to assess and influence the complexity of student schedules and curriculum at a larger scale
- Prioritize "low-hanging fruit" from 2024-2025 to examine and develop recommendations for work or structures to overcome those barriers

Slate for Student Success

For this initiative to succeed, it must be a cross-campus endeavor with an inclusive roll-out and strong campus buy-in. At the same time, because we share an instance of Slate currently configured for operationally critical admissions processes, there must be strong collaboration with Enrollment Services and Information Technology.

Recommended actions

- Lead user group engagement to identify which student success strategies the platform should be tailored to in the first year

- Create a recommended ongoing structure for governance and connectivity between transactional and reporting needs, prioritize which student success strategy tailoring should be undertaken and identify how Slate can support closing equity gaps in student persistence

Appendix A: List of Participants

Executive Co-sponsors:

1. Andy Harris, Executive Vice Chancellor, Academic Affairs
2. Mentha Hynes- Wilson, Vice Chancellor, Student Affairs

Co-conveners:

1. Bonnie Becker, Associate Vice Chancellor for Student Success, Academic Affairs
2. Amanda Figueroa, Associate Vice Chancellor for Social Mobility, Student Affairs

First Year Experience:

1. Co-chair: Joyce Dinglasan-Panlilio, Associate Professor, School of Interdisciplinary Arts and Sciences
2. Co-chair: Stephon Harris, Associate Director of New Student & Family Programs
3. Co-chair: Deirdre Raynor, Executive Director of the Office of Undergraduate Education & Associate Professor, School of Interdisciplinary Arts and Sciences
4. Wendy Barajas Cadenas, Academic Advisor, University Academic Advising
5. John Burkhardt, Director of Communications, Marketing and Communications (through spring 2024)
6. Ricky Chon, Academic Advisor, School of Interdisciplinary Arts and Sciences
7. Cara Hale, Program Support Supervisor & Learning Consultant, Teaching and Learning Center
8. Jillian Leahy, Divisional Operations Specialist, Finance & Administration
9. Marcia Monroe, Access Services Supervisor, UW Tacoma Library
10. Phanat Ny, College Success Coach, College Success Foundation
11. June Marie Parra, Academic Advisor, School of Interdisciplinary Arts and Sciences
12. Karl Tolentino, Program Assistant, School of Interdisciplinary Arts and Sciences
13. Ahmed Wafai, Student Retention & Community Development Specialist, Office of Equity and Inclusion
14. Isabella Webb, Academic Advisor, University Academic Advising

Graduate Student Support

1. Co-chair: Conor Leary, Director of Student Involvement
2. Co-chair: Ashley Walker, Enrollment and Student Services Lead, School of Education
3. Co-chair: Anaid Yerena, Associate Professor, School of Urban Studies
4. Julia Aguirre, Faculty Director, Teacher Certification Programs & Professor, School of Education
5. Erika Bailey, Data and Digital Scholarship Librarian, UW Tacoma Library
6. Justin Gailey, Academic Advisor, Recruitment & Retention Specialist, School of Education
7. Johnica Hopkins, Academic Advisor, School of Nursing and Healthcare Leadership
8. Kira King, Academic Lead Advisor, School of Engineering and Technology
9. Joe Lawless, Chief Strategy Officer, Office of the Chancellor
10. Margaret Lundberg, Personal and Public Writing Specialist, Teaching and Learning Center
11. Jose Rios, Associate Professor, School of Education
12. Akane Yamaguchi, Director, International Student and Scholar Services, Office of Global Affairs

High Impact Practices

1. Co-chair: Annie Downey, Associate Dean of University Libraries, Tacoma Library

2. Co-chair: Emma Rose, Associate Professor, School of Interdisciplinary Arts and Sciences
3. Co-chair: Dawn Williams, Assistant Director of Career Development & Education
4. Sarah Alaei, Assistant Professor, School of Interdisciplinary Arts and Sciences
5. Nicole Blair, Associate Teaching Professor, School of Interdisciplinary Arts and Sciences
6. Leighann Chafee, Associate Teaching Professor, School of Interdisciplinary Arts and Sciences
7. Vanessa de Veritch Woodside, Associate Dean of Equity and Inclusion and Associate Professor, School of Interdisciplinary Arts and Sciences
8. Heather Dillon, Program Chair for Mechanical Engineering, School of Engineering and Technology
9. Nicole Jordan, Director of Cross-Cultural Engagement, Office of Equity and Inclusion
10. Courtney Kroll, Associate Director of Study Abroad, Office of Global Affairs
11. Julie Masura, Teaching Professor, School of Interdisciplinary Arts and Sciences
12. Peter Selkin, Associate Professor, School of Interdisciplinary Arts and Sciences
13. Julia Smith, Executive Administrator, Office of Community Partnerships
14. Rachel Vaughn, Executive Director of the Center for Leadership & Social Responsibility

Removing Curricular Barriers

1. Co-chair: Lindsey Clark, Associate Registrar, Office of the Registrar (Beginning term: Winter 2024)
2. Co-chair: Natalie Eschenbaum, Dean, School of Interdisciplinary Arts and Sciences
3. Co-chair: David Ross, Manager, Student Services & Outreach, School of Social Work & Criminal Justice (Served from Summer 2023- Autumn 2023)
4. Ellen Booth, Student, Environmental Sustainability: Policy and Law Major, School of Interdisciplinary Arts and Sciences
5. Andrew Chamberlain, Data Analyst, Institutional Research
6. Darcy Janzen, Director of the Office of Digital Learning
7. Allen Olson, Assistant Teaching Professor, School of Interdisciplinary Arts and Sciences
8. Stephen Ross, Associate Dean of Faculty Development and Student Affairs, School of Interdisciplinary Arts and Sciences
9. Aubree Steffens, Assistant Director of Academic Services, Milgard School of Business
10. Will Taylor, Academic Advisor, University Academic Advising

Slate Student Success Implementation and Communications

1. Co-chair: Andrea Coker-Anderson, Registrar, Office of the Registrar
2. Co-chair: BethAnn Hoover, Assistant Director of Academic Services, School of Interdisciplinary Arts and Sciences
3. Ana Marie Alameda, Technology & Systems Specialist, Office of the Registrar
4. Caitlin Chavez-Moats, Project Manager, Information Technology
5. Bill Fritz, Director, Information Technology
6. Darcy Janzen, Director of the Office of Digital Learning
7. Jennifer Mitchell, Program Support Supervisor, University Academic Advising
8. Lisa Paul, Senior Computer Specialist, Admissions

Appendix B: Key Performance Indicators of the Student Success Strategy

When we launched the Student Success Strategy, we defined the following key performance indicators for the work, informed by the 2022-2027 UW Tacoma Strategic Plan KPIs 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%. A decrease in the equity gaps in FTIC six-year graduation rates from 1.9% to 0%.
- 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.
- An increase in attainment of full-time employment or continuing education within 6 months of graduation from 69.6% to 75% (source: UW OEA Alumni Survey, includes graduate students)
- A decrease in the equity gap of full-time employment or continuing education within 6 months of graduation from 6.8% to 0

We continue to monitor these KPIs, and report updated numbers here. Retention and graduation numbers are most meaningful when tracking the fall cohort, which is much larger than the cohorts that start in other quarters. Therefore, these data are the same as we reported in the 90-day and 180-day reports. Our next report will include the new numbers for 2024-2025 when they become available. Despite these numbers being the same throughout the academic year, we will continue to share these indicators to reinforce the importance of monitoring KPIs. The delay in new information also shows the limitations of using lagging indicators to assess our efforts more regularly. One of our immediate goals for the Student Success Strategy is to identify agreed-upon, relevant, and action-oriented leading metrics for this effort and other campus initiatives. See the proposed Common Outcomes Framework in Appendix B.

Given our "First 3" lens, we highlight first-time-in-college and first-generation student numbers. The data below were pulled from the UW BI Portal Undergraduate and Retention Rates and using the 'First Generation (4 Year) at entry' and Academic Origin' High School' to identify first-gen and FTIC populations, respectively. It should be noted that more work is needed to identify graduate student graduation and retention data.

- An increase in the one-quarter retention rate from 92.9% to 94%

| Fall Cohort | 1-qtr retention | FTIC only |
|-------------|-----------------|-----------|
| 2021 | 92.9% | 91.7% |
| 2022 | 95.5% | 94.6% |
| 2023 | 93.8% | 91.8% |

- A decrease in the one-quarter equity gap from 2% to 0

| Fall Cohort | 1-qtr retention | Non-URM students | URM students | Difference | Non-First Gen students | First-Gen students | Difference |
|-------------|-----------------|------------------|--------------|------------|------------------------|--------------------|------------|
| 2021 | 92.9% | 93.5% | 91.5% | -2.0% | 92.0% | 93.6% | +1.6% |
| 2022 | 95.5% | 95.6% | 95.2% | -0.4% | 95.2% | 95.4% | +0.2% |
| 2023 | 93.8% | 95.5% | 91.6% | -3.9% | 92.9% | 94.6% | +1.7% |

- An increase in the one-year retention rate from 82.6% to 88%

| Fall Cohort | 1-year retention | FTIC only |
|-------------|------------------|-----------|
| 2020 | 82.6% | 75.0% |
| 2021 | 83.0% | 76.1% |
| 2022 | 85.0% | 79.5% |

- A decrease in the one-year equity gap from 3.6% to 0

| Fall Cohort | 1-year retention | Non-URM students | URM students | Difference | Non-First Gen students | First Gen students | Difference |
|-------------|------------------|------------------|--------------|------------|------------------------|--------------------|------------|
| 2020 | 82.6% | 83.7% | 80.1% | -3.6% | 84.5% | 82.2% | -2.3% |
| 2021 | 83.0% | 82.8% | 82.2% | -0.6% | 82.3% | 82.6% | +0.3% |
| 2022 | 85.0% | 86.5% | 82.5% | -4.0% | 83.2% | 85.6% | +2.4% |

- An increase in the six-year graduation rate for FTIC students from 56.4% to 64%. A decrease in the equity gaps in FTIC six-year graduation rates from 1.9% to 0%.

| Fall Cohort | 6-year graduation of FTIC | Non-URM students | URM students | Difference | Non-First Gen students | First Gen students | Difference |
|-------------|---------------------------|------------------|--------------|------------|------------------------|--------------------|------------|
| 2015 | 60.0% | 62.7% | 56.5% | -6.2% | 65.8% | 57.2% | -8.6% |
| 2016 | 56.4% | 56.8% | 54.9% | -1.9% | 65.0% | 51.9% | -13.1% |
| 2017 | 64.2% | 68.1% | 57.1% | -11% | 70.9% | 60.3% | -10.6% |

- 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.

| Fall Cohort | 4-year graduation of Transfer | Non-URM students | URM students | Difference | Non-First Gen students | First Gen students | Difference |
|-------------|-------------------------------|------------------|--------------|------------|------------------------|--------------------|------------|
| 2017 | 85.4% | 87.1% | 82.0% | -5.10% | 86.7% | 84.5% | -2.20% |
| 2018 | 82.2% | 84.2% | 78.2% | -6.00% | 85.8% | 80.1% | -5.70% |
| 2019 | 85.1% | 85.7% | 82.5% | -3.20% | 86.7% | 83.6% | -3.10% |

- An increase in attainment of full-time employment or continuing education within 6 months of graduation from 69.6% to 75% (source: UW OEA Alumni Survey, includes graduate students)
- A decrease in the equity gap of full-time employment or continuing education within 6 months of graduation from 6.8% to 0

| Graduation cohort | All students | URM students | Difference |
|--------------------------|---------------------|---------------------|-------------------|
| 2020-21 | 69.5% | 64.4% | 5.1% |
| 2021-22 | 69.6% | 65.7% | 3.9% |

Appendix C: Common Outcome Framework for the Student Success Strategy

In 2023-2024, we adopted *continuous improvement* practices, using tools such as driver diagrams and 90-day improvement plans to create opportunities for discrete units of work and formative evaluation of our progress throughout the year. In continuing this approach, we will go deeper into outcome measurement this year to foster action-oriented, measurable interventions and practices with a focus on access and equity.

To take collaborative student success work to the next level, we need a framework of indicators that measure progress at different levels—from strategic key performance indicators to more granular measures of specific interventions. Critically, the indicators need to be anchored to a logic model that explicitly makes predictions about how documented needs lead to concrete outputs and activities with predicted resulting outcomes. These levels need a nomenclature that makes sense to different audiences and needs to be thoughtfully designed to elucidate equity and access gaps for diverse populations of students. We also need indicators that can be benchmarked and/or have clear connections to specific actions, are easily explained to others with standardized language and definitions and can be tracked within the structures and resources available.

Developing this framework is a major goal for next year and will require some experimentation and iteration. The framework itself should also be evaluated and adjusted annually. Below are some foundational concepts and definitions to begin this process with common understanding.

Types of Indicators

When developing a framework, it is important to recognize the need to include both lagging and leading indicators, which have different purposes. **Lagging** indicators describe what has happened. They drive strategic direction, synthesize multiple factors, and inform long-term **goals** that take time to achieve. In higher education, these lagging indicators tend to be defined at a national level, allowing institutions to benchmark them against each other. Our student success strategy is tied to lagging **key performance indicators (KPIs)** derived from the UW Tacoma Strategic Plan (Appendix B), including targets for graduation, retention, and reducing their equity gaps. These KPIs are critical for driving our overall strategy, reporting to leadership, and holding ourselves accountable to campus and our communities. Potentially, many interacting practices, activities, and interventions drive the trends in KPIs, making them critical for synthesizing the overall impact of our work. However, since they are backwards-looking, slow to change, and hard to attribute to individual actions, lagging indicators alone are not sufficient to assess our impact.

Leading indicators, on the other hand, are intended to be forward-looking. They can be monitored to determine progress towards shorter-term **objectives**. Leading indicators are designed to provide actionable, timely feedback that is used to adjust activities in real-time. They have an element of uncertainty, since there is an explicit prediction about the connection between the individual objectives adding to progress towards the goal. These leading indicators can be more difficult to identify and require a clear description of the specific outcome we are hoping to achieve. Some of our groups have begun to define their specific leading indicators, which we call **metrics** in this framework, but we have

identified the need to develop, revise, and align these metrics in the next year. An example of a commonly used leading indicator in student success is first year credit completion ratio—the number of credits students earned vs. attempted—has been shown to be an early momentum measure that predicts student progression towards graduation and can be particularly helpful for identifying early equity gaps among student populations. Note that there is a continuum between lagging and leading indicators, and it is possible that the same indicator could be considered one or the other in different contexts.

In this framework, we distinguish between output and outcome metrics. **Output metrics** describe what we produce, such as the number of events or the number of students attending a program. They are usually relatively straightforward to measure, easy to control, and quantitative in nature. **Outcome metrics** describe the progress towards the desired result of the output—what students should do or know as a result. Outcomes must be measurable, but not necessarily in numbers. Measurable means you must be able to identify or observe how you know how your practices, activities, and interventions are working. Ideally, there is an explicit prediction connecting the output metric to the outcome metric to the KPI. For example, we predict that higher numbers of students taking classes using Student Experience Practices (output metric) will increase their sense of belonging as measured by the Ascend tool (outcome metric). This is based on the testable prediction that students with a higher sense of belonging (leading outcome metric) are more likely to be retained in the first year (KPI lagging metric).

The power of this approach is realized when these indicators, at all levels, are strategically **disaggregated**. A major goal of the student success strategy is to eliminate equity gaps based on race or first-generation status. All measures made by the Student Success Strategy must be disaggregated by student demographic and academic factors. The strength of having a Common Outcomes Framework is that we can make *a priori* decisions about how to disaggregate to support our goals and objectives and ensure consistency and accountability in how this is done.

Definitions

There are multiple taxonomies to describe assessment indicators, each with their own context, pros, and cons. Most importantly, we need a common language in service of a *Common Outcomes Framework*. Below is a set of definitions we will finalize in fall quarter to ensure we are consistent and focused as we develop the framework.

Indicator: Generic term for a measure used to evaluate our work, regardless of level or type.

Key Performance Indicator (KPI): High level, lagging indicator that is directly tied to the goals of the overall strategy. The Student Success KPIs include targets for retention, graduation and post-graduation career with an elimination of all equity gaps in these numbers.

Goal: Long-term desired result (over multiple years), as measured by KPIs.

Metrics: Specific, leading indicators that are directly tied to a specific objective. Metrics include *output metrics* and *outcome metrics*.

Output Metrics: Measures of what we produce or do, in terms of practices, activities, or interventions, including the amount of participation. It is best if there is a prediction about what outcome(s) is expected from an output. Usually quantitative.

Outcome Metric: Measures the *results* of what we produce or do. Specifically, what students should do or know as a result of an output. This is an important, leading indicator of the progress towards our goals.

Objectives: Short-term desired result that contributes to achieving a goal. There is an implicit or explicit prediction of how the objectives will contribute to the realization of a goal. These are measured by outcome metrics.

Measures: A general term for independent or explanatory variables that can be shaped into outcome metrics or KPIs. For example, 6-year graduation rate, credit accumulation, and sense of belonging are all measures. In this framework, we aim to develop a limited number of standardized measures to create outcome metrics.

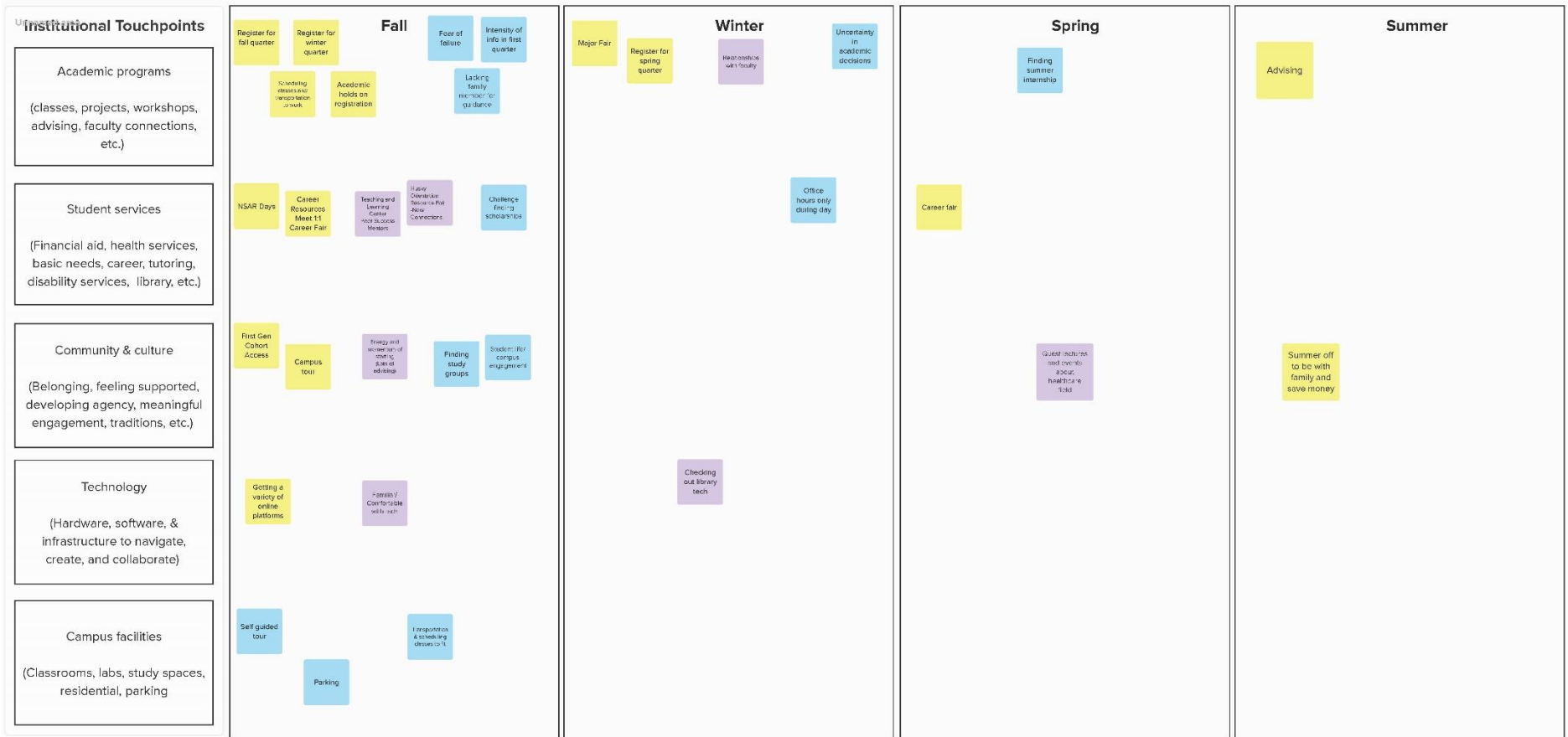
Potential outcome metrics

- Time to registration (relative to the start of the quarter)
- DFW/nSPG (non-satisfactory progress grade) rates
- Credit completion ratio and Credit accumulation (in alignment with the National Student Clearinghouse Post-Secondary Data Partnership)
- Time to major
- Number of major changes
- Student sense of belonging, purpose, career (through formative survey instruments such as Ascend through the Student Experience Project)
- Student engagement and support rates (through Slate Student Success, in the future)

Appendix D: Example Student Journey Map (First Year Experience)

ROBERT (THEY/THEM)
 FIRST YEAR EXPERIENCE AT UVA FACTORS
 21 YEARS OLD
 IDENTIFYING THEMSELVES AS BIPOC
 "I put my family and my education first!"

Persistence milestone
 Positive experience available now
 Pain point



Appendix E: Student Experience Project (Cross-Working Group)

The Student Experience Project (SEP), co-hosted by the APLU and the Urban Serving Universities Coalition, is an initiative to provide ready-made, evidence-based professional development materials for faculty communities of practice to implement best practices to support student **sense of belonging** in the classroom.

Our team was invited to attend the SEP Institute in Las Vegas from January 29-30, with travel for four faculty covered by the APLU. The team consisted of co-chairs from the Student Success Strategy (Joyce Dinglasan-Panlilio—First Year Experience, Natalie Eschenbaum—Removing Curricular Barriers, Emma Rose—High Impact Practices, and Anaid Yerena—Graduate Student Support). I attended as well, although my travel was not covered by APLU. After we learned more about the project, we added Darcy Janzen, Director of the Office of Digital Learning, to our team.

In addition to the institute, the SEP continues to meet virtually every month, and has provided free access to their materials, including a formative assessment instrument of student sense of belonging and instructor growth mindset called *Ascend*. The intention is for us to pilot a community of practice in fall.

After participating in the Institute, we have found the SEP to be a compelling approach that is backed by data from a variety of comparable institutions. Most of the recommendations are easy to implement—such as using growth mindset language in syllabi and assignment feedback—while likely to benefit our students' experiences in the classroom. The formative assessment tool (*Ascend*) is well-tested and benchmarked against other campuses. The program provides a framework that helps faculty make small adjustments that yield big results.

Most importantly, the SEP is consistent with our current Student Success Strategy, with its focus on the student sense of belonging as a key approach to supporting and retaining students. We would like to invite faculty who teach in strategic areas of our curricula: lower division classes, those with chronically high DFW rates, or first year graduate courses. These courses are consistent with the existing strategy, which is based on an analysis of our enrollment and retention trends.

Appendix F: Graduate Student Advisor and Faculty Themes from Focus Groups (Graduate Student Support)

- **Sense of Belonging / Connection to Campus**
 - Majority of graduate programs are not on-campus or as frequently; limited to a few times a month
 - Commuting to campus is a decision made by a lot of students: is it worth it other than on class days?
 - Will I make the trek to Tacoma?
 - Public Transportation, availability of parking, and/or travel concerns keep people from coming to campus
 - Students who went to Seattle as undergraduates are far more comfortable using their resources and services
 - Students starting in the summer recognize the campus as quiet and not something they find attachment to
 - Graduate Processes are complicated by the fact that students are technically housed in the UW Graduate School
 - UW Tacoma Grads are turned to Seattle because UW Tacoma staff and faculty cannot complete available processes to support them
 - A graduate student statement: "It doesn't feel like the campus cares that we're here."
 - Student Involvement experiences cater more to undergraduate students, especially in when programs and activities are offered
 - Working on campus increased student understanding of resources and services
- **Peer Connection**
 - Desire to meet other students in their graduate programs and beyond them was expressed multiple times from multiple participants
 - Relying on those who are in graduate students who were undergraduates to direct them to different areas of campus
 - Social programs for graduate students or better aligned with times when graduate students will be present | |
- **Motivation**
 - Expressed a need for Flexibility and accommodation, based on different schedule
 - Of the mind that living nearby or spending more time on campus would allow for better connection to resources, services, and more.
 - UW Tacoma Graduate programs are selected because of a:
 - Love for Tacoma
 - Part-time/flexibility of programs
 - Website is cumbersome and difficult to use
 - Faculty absenteeism was expressed as an issue that disappoints graduate students in their learning

- Faculty doubling as advisors in schools creates different and conflicting expectations for class and program work
 - Process for critiquing faculty is a dreaded process that students do not trust
- **Resources & Services / Campus Knowledge**
 - Consistent belief that campus was not open for them
 - Campus closing on Friday?
 - Campus resources and services not available after 5pm
 - ID Card issues and not fully understanding its purpose
 - Student needs:
 - How to reserve a study space/room?
 - How to acquire and make use of their Husky ID Card (UPASS)
 - How to park on and around campus & Parking passes
 - Information about the YMCA (for those who pay the Y Fee)
 - Office of Equity and Inclusion
 - UW Tacoma students are not added to Career Fairs for Seattle and Bothell- they cannot pre-register
 - Library resources
 - Free subscriptions (NY Times, Hulu, etc.)
 - Food and coffee in the evening
 - Student involvement opportunities for graduate students
 - Scholarships and financial support for graduate students
 - Greater explanation and benefits of using:
 - Handshake
 - DUBNET
 - UW Email & Microsoft programs
 - Students expressed that they've stumbled upon resources and services while exploring themselves
- **Orientation**
 - Students were unsure if they had an orientation for their programs, other than clicking through a Canvas Course
 - Students had graduate program-specific programs
 - Critique- left out important information about resources and services that are available to graduate students
 - Some graduate programs have created a campus tradition – Picture at the W
 - More focused on academic programs without exploring the on-campus resources and services available to graduate students (happy accidents)
 - Summer orientations are minimal

Appendix G: Fostering Graduate Students' Sense of Belonging (Graduate Student Support)

Below are some specific recommended actions based on the identified areas based on the research of the Graduate Student Support working group of 2023-2024:

1. Family-Friendly Events and Social Support

UWT should plan and host events that include partners and children, or offer social events where childcare is provided, allowing grad students and families to connect.

- Specific Actions:

1. Establish Family-Friendly Event Calendar: Develop a schedule of events throughout the academic year that cater to graduate students and their families, such as picnics, workshops, and cultural celebrations.
2. Partner with Childcare Services: Collaborate with local childcare providers to offer on-campus or subsidized childcare during events, ensuring accessibility for graduate student families.
3. Create Supportive Networks: Form support groups or networks for graduate student parents to share resources, tips, and experiences related to balancing academics and family life.

2. Enhancing the Investment in Graduate Education

Emphasize the value of the educational investment through enriched academic experiences and career development opportunities.

-Specific Actions:

1. Create/Expand Professional Development Programs for Graduate Students: Develop workshops and seminars focused on career readiness, networking skills, and industry-specific training to enhance the practical value of the graduate degree.
2. Highlight Alumni Success Stories: Showcase successful alumni through panels, networking events, or online profiles to demonstrate the impact of the degree on career trajectories.
3. Offer Financial Counseling Services: Provide financial literacy workshops and one-on-one counseling sessions to help students manage the financial aspects of their education and career planning.

3. Building Cross-Campus Cohort and Academic Friendships

Foster academic and social connections among students through program-specific activities outside the classroom.

- Specific Actions:

1. Create Cohort Mentorship Programs: Pair incoming students with advanced peers or alumni mentors to facilitate networking and academic guidance.
2. Organize Research Colloquia or Symposia: Host regular gatherings where students can present their research or discuss academic topics of mutual interest. Be sure there is a "Graduate Student" section in the program, so it is evident there is a special focus on graduate work.
3. Facilitate Interdisciplinary Workshops: Arrange interdisciplinary workshops or study groups that encourage collaboration across different programs and departments.

4. Strengthening Faculty-Student Relationships

Incentivize faculty-student collaborations to enhance rapport and support.

- Specific Actions:

1. Establish Faculty Mentorship Grants: Provide grants or awards to faculty members who actively mentor graduate students in research, career development, or professional networking.
2. Develop Faculty Drop-In Office Hours for Graduate Students: Encourage faculty across campus to hold regular office hours specifically for graduate student consultations and discussions.
3. Recognize Outstanding Faculty Contributions: Institute awards or recognitions for faculty members who demonstrate exceptional support for graduate student success through teaching, advising, and mentorship.

Appendix H: Final Recommendations from the AAC&U High Impact Practices Institute (High Impact Practices)



American Association of Colleges & Universities

2024 Institute on High-Impact Practices and Student Success Reflection and Envisioning Change Tool Template

The "Reflection and Envisioning Change Tool" team presentations will be held on Friday, June 21st from 12:30 p.m. - 2:00 p.m. (ET). Each team will be allowed six slides and 15 minutes to provide an overview of their Reflection and Envisioning Change Tool and will receive feedback from your cluster. The first slide should provide your project description and goals. The second slide should list your engagement plan for stakeholders. The third slide should name the barriers to accomplishment, as well as the opportunities for support. The fourth slide should provide your communication strategy. The fifth slide should name your project timeline and the sixth slide should list evidence of success. This template is offered to help you shape your Reflection and Envisioning Change Tool. It is not meant to be prescriptive and should be adapted to your specific project goals and institutional context. There is no word count affiliated with this template, so please fill it in freely.

PROJECT DESCRIPTION AND GOALS

Our objective is to identify and implement strategies to increase participation in HIPs during students' first year at UWT, specifically focusing on our F3 student population (first generation, first time in college, first year), to increase retention and improve equitable access to HIPs.

GOAL 1: Create a cohort of First 3 Champions who teach in the first year

- Of all faculty and staff who teach 100-level courses and T UNIV 250 (a college success course for freshmen and premajors), 50% will assess and/or incorporate a HIP into their course, specifically for COIL, CEL, UR, Diversity AND a collaborative project
- Faculty will be provided with professional development and community of practice
- Faculty will commit to hosting a student affairs professional and/or student ambassador from one or more offices within their class each quarter (e.g., PAWS, Career Development and Education, UAA, student ambassadors like Student Advising Mentors (SAMS), peer advisors, Pack Advisors, TLC tutors, Rise Scholars members, First Gen, etc.) *Sequence by quarter to avoid info overload*

GOAL 2: Develop a marketing campaign to help students understand what HIPS are and includes people who look like them and centers student voices

GOAL 3: Lay the groundwork to create a centralized office for HIPS that is student-facing and houses support and resources for faculty (e.g., concrete examples of best practices, assessment, etc.)

We recognize that we can have the most significant impact on retention by focusing on the group of F3 students and that well-designed programming for them will benefit all of our students. Although our assessment infrastructure is under development, we know that these students have less access to HIPs. For example, a recent study revealed an equity gap in participation in internships between first-generation and continuing-generation students. This work aligns with our ongoing involvement in the NASPA First Scholars initiative to further the success of first-generation students. Through AAC&U's research, we know the importance of HIPs in supporting the deep learning, retention, and success of traditionally underserved students, which is why we have adopted equitable HIPs access as one of our five top priorities for the student success strategy.

We have identified a persistent gap in the retention of F3 students. Of the 172 students not retained between AU22 and 23, 71% were FTIC, and 55% were first-generation. Based on qualitative research studies of students who left our institution, we have identified the need for a "sense of purpose" and "sense of belonging" in college as critical drivers of student persistence. Therefore, besides an F3 lens, our groups have been tasked with creating support for student development of belonging and purpose. HIPs are a critical tool for that goal.

Thus, we need to do more to ensure that historically marginalized and minoritized students know about and engage in HIPs on our campus. Students typically hear about such opportunities in a relatively haphazard way (e.g., specific faculty may inform certain students about a special opportunity). This begins with collecting data about who is and isn't engaging in various HIPs, learning more about how students come to know about them, developing a comprehensive strategy that perhaps involves more centralized support for HIPs, etc.

ENGAGEMENT PLAN FOR STAKEHOLDERS:

Executive Vice Chancellor of Academic Affairs Office of Community Partnerships
Academic Success Programs Student Affairs
Office of Global Affairs Career Development and Education
Undergrad Academic Advising/Husky Success Series Office of First Generation Initiatives
Teaching and Learning Center New Student and Family Programs
Office of Digital Learning Students
Office of Equity and Inclusion Advancement, Communications, Marketing
Office of Undergraduate Education Faculty

Our engagement plan will focus on breaking down silos through identifying a primary point of contact within each identified unit. In alignment with community organizing efforts, we'll create conversations among groups that don't ordinarily connect, facilitating their sharing of stories to identify any efforts or initiatives related to HIPs, student success, and/or retention. We'll also create a communication plan to keep stakeholders apprised of ongoing and emerging initiatives to avoid duplication of labor and foment effective collaborations.

BARRIERS TO ACCOMPLISHMENT:

- Lack of centralized and funding for HIPS and faculty development for teaching in general
- Lack of infrastructure that is sustainable and scalable
- Aforementioned silos
- Faculty resistance
 - Unwillingness to change the curriculum
 - Culture of exclusivity, autonomy

- Lack of standardization and feelings of imposition around standardization
- Burnout
- Lack of common understanding/definition of HIPs for our institutional context
- Lack of institutional assessment efforts
- Constrained access to institutional data
- Students' lack of awareness of HIPS

OPPORTUNITIES FOR SUPPORT:

- Strong commitment for equity, inclusion and access part of our strategic mission and vision
- HIPS are specifically named in the Strategic Plan
- Key campus leadership support these efforts (EVCAA, AVC for Student Success)
- The Student Success Strategy (from which our work emerges) is a visibly high priority for campus
- Some available disaggregated data regarding participation in HIPs and student retention or persistence
- Many faculty and staff with expertise and knowledge related to high-quality HIPs (and even those who aren't yet engaged in work with HIPs tend to value student-centered learning)
- Faculty engagement with HIPs is an element of consideration in reappointment, promotion and tenure processes in some academic units (e.g., SIAS)
- Various campus stakeholders that currently engage in HIPs are already grounded in values of access, equity, and anti-racism (e.g., Office of Global Affairs, Center for Equity and Inclusion)
- Long-standing partnerships with community organizations in Tacoma and the South Sound

COMMUNICATION STRATEGY:

- Utilize current channels already being used for Student Success Strategy
 - Chancellor's Town Halls
 - Invitations to special events/report-outs
 - Share with related stakeholder groups
- Communicate directly with identified faculty and staff with expertise and interest in the three sub-areas (curricular, assessment, communication)
- Communicate efforts more broadly at unit retreats, faculty meetings, etc.
- Communicate with external partners (e.g., community organizations)
- Develop a plan to reach students to learn more about the student experience
- Develop a plan to market (or expose campus to) HIPs and benefits, namely to students

TEAM ACTIONS AND TIMELINE:

| Action | Purpose/Details | When |
|-------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|------------------|
| Identify staff/faculty leads and members of three F3 teams focused on curriculum, assessment, and communications/storytelling | In consultation with Student Success Strategy Team Leads and in alignment w/ongoing working groups | Summer 2024 |
| Inventory HIPS at the 100 level by surveying faculty and staff and analyzing the data | Understand what we currently are doing at the 100 level and identify faculty who are teaching HIPS at the 100 level (Assessment Team) | Summer–Fall 2024 |
| Identify funding: grants, work w/Advancement, internal funding | Support the effort for this work with resources (All F3 Teams) | Summer–Fall 2024 |

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| Engage Marketing/Communication to develop student-focused language related to HIPS and create a marketing plan that centers student experiences and voices | Understand what language/messaging resonates with students to describe HIPS and engage w/students about their experiences (focus groups) (Communications Team) | Fall 2024–Spring 2025 |
| Define HIPS for UWT using existing taxonomies for classification and assessment | Develop a consistent way to refer to and evaluate each of the HIPS at UWT and communicate to stakeholders (Curriculum and Assessment Teams) | Fall 2024 |
| Inventory co-curricular HIPs by surveying faculty and staff and analyzing the data | Create strategies for all students to engage in a HIP during the first year and utilize a determined number of campus resources/services (Assessment Team) | Fall 2024 |
| Creation of Student Affairs videos and other resources / Visits to 100-level classes | Introduce students to the variety of campus resources and services sequentially (Communication Team?) | Fall 2024—Winter 2026 |
| Determine the components of "First 3 Champions" professional development | Based on analysis of survey results and institutional resources, create more specific description of the purpose of "First 3 Champions" in anticipation of recruiting (All F3 Teams) | Fall 2024—Winter 2025 |
| Recruit First 3 Champions cohort | Targeted outreach to potential participants (All F3 Teams) | Winter–Spring 2025 |
| Identify topics and facilitators for First 3 Champions/HIPS community of practice | (Curriculum and Assessment Teams) | Winter–Spring 2025 |
| Launch First 3 Champions initial professional development series | Provide trainings (as identified) and networking opportunities for relevant faculty, including HIPS best practices, creating SLOs, designing specific strategies and assignments, developing assessment plans for individual courses or course components (Curriculum and Assessment Teams) | Spring–Summer 2025 |
| First 3 Champions implement plans to incorporate HIPS in their 100-level courses | Regular First 3 Champions meetings (and support from the Curriculum Team) | Fall 2025–Spring 2026 |
| Collect course-level data about implementation and outcomes | Identify quantitative and qualitative benchmarks and collect data (Assessment Team in consultation with Communications Team) | Fall 2025–Spring 2026 |
| First 3 Champions present outcomes, receive feedback from peers, and revise implementation and assessment | Quarterly (?) presentation of assessment outcomes (symposium or CoP meetings) | Winter—Summer 2026 |

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| of HIPS at the course level as needed and/or for expansion to other curricular areas | | |
| Recruit second cohort of First 3 Champions | All F3 Teams | Winter–Spring 2026 |
| Launch marketing campaign | (Communications Team) | Spring–Fall 2026 |

RECOMMENDED TIMELINE FOR CAMPUS WORK: (CONSIDER THIS QUESTION: What would it mean if this action plan was successful in 3 months? 6 months? 1 year?)

From a broader perspective, the general campus work entails assembling the three F3 teams, recruiting F3 Champions, providing professional development for F3 Champions cohort, implementing HIPS curriculum, assessing curriculum (and the F3 Champions program), and marketing/communications throughout.

| Action | Who | When |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|-------------------------|
| Assemble F3 teams (curriculum, assessment, communications/storytelling) | Team leads w/input from stakeholders | Fall 2024 |
| Communicate definitions for HIPS classification and assessment to campus stakeholders | F3 Teams | Winter 2025—Spring 2025 |
| Recruit First 3 Champions Cohort/CoP | | Winter—Spring 2025 |
| Launch First 3 Champions Professional Development Series | | Spring—Summer 2025 |
| First 3 Champions implement plans to incorporate HIPS in their 100-level courses and assess outcomes | | Fall 2025—Spring 2026 |
| Recruit second First 3 Champions Cohort | | Winter—Spring 2026 |
| Collect and analyze data regarding F3 student engagement in HIPS during their first year | | Spring—Summer 2026 |
| Launch second First 3 Champions Professional Development Series | | Spring—Summer 2026 |
| Launch full marketing plan | | Spring—Fall 2026 |
| First 3 Champions implement plans to incorporate HIPS in their 100-level courses and assess outcomes | | Fall 2026—Spring 2027 |
| Collect and analyze data regarding F3 student engagement in HIPS during their first year (Disaggregate data to understand who participated in which type of HIPS during first year, potential correlations between HIPS engagement and first to second- quarter and first to | Collaborate with Institutional Research, AVC for Student Success | Spring—Summer 2027 |

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| second-year retention, the impact of classroom visits and co-curricular opportunities, student awareness of HIPS, etc.) | | |
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EVIDENCE OF SUCCESS:

- 50% of all faculty who teach at 100 level have assessed and/or incorporated a HIP and collaborative work in their course
- All F3 students have had access to at least 1 HIP in their first year
- Greater awareness of the value of HIPS from students, faculty, staff (need to quantify)
- Greater awareness of the various HIPS opportunities available (and perhaps propose a scaffolded model?)
- Assessment plan for HIPS SLOs is developed and implemented over a 2 to 3-year period
- Cross-campus working groups and communities of practice meet regularly

What are your data sources? How will the data guide continuous inquiry?

- Use agreed upon taxonomies and rubrics to determine percentage of students engaging in HIPS and hitting competency benchmarks appropriate for the 100 level by assessing assignment products and including qualitative data/reflections from students and instructors
- Instructors/HIPs practitioners will collect data and a team of faculty/staff will be responsible for analyzing the data and presenting collective progress

What is your plan for communicating progress to the campus community?

- Campus-wide celebration of research, creativity, and inquiry for students to showcase their work and talk about their experiences (in collaboration with Husky Success Series/UAA, for example)
- Report-outs of HIPS SLO data by faculty/staff (at campus celebration and other opportune campus gatherings like Chancellor's Town Halls, unit retreats/meetings, etc.)
- Create and distribute a summary document outlining the progress toward ongoing goals for the campus community
- Prepare a more in-depth report for campus leadership at the end of year 2

Appendix I: Transfer Equivalency Challenges (Removing Curricular Barriers)

On behalf of the Student Success Team on Removing Curricular Barriers, we are submitting the below statement of the challenges identified by our committee related to course equivalency and the potential suggestions for improving with your support.

Course Equivalency Challenges

The University of Washington relies on a single equivalency system across all three campuses that is based on UW Seattle curriculum. This presents challenges for Tacoma students navigating the admissions process, community college advisors/UW Tacoma recruitment staff working with prospective students, advisors working with current students, and students registering for courses.

Enrollment Challenges

- Prospective students are often unsure or confused as to how transfer coursework will meet UW Tacoma requirements, especially since transfer credit evaluation is done after enrollment.
- Prospective students may choose other schools where this information is available prior to enrollment.

Retention Challenges

- Once evaluated, transfer courses appear with UW Seattle curriculum on the transcript & Degree Audit Report (DARs). This confuses students and can make DARs inaccurate or misleading, thus causing students to accidentally take unnecessary or excessive credits.
- Students have difficulty in registering on their own for a course if prerequisites were taken at a community college and the course did not have a UW Seattle equivalent but does have a UW Tacoma equivalent. Assistance from an advisor is necessary, leading to registration delays.
- When students are prevented from registering on time, they often miss out on classes they need for degree progression, thus extending their time to graduation.
- The advisor's workload in explaining the transfer process, reviewing individual transcripts, translating course equivalencies when meeting with students, managing course enrollment requests and making exceptions to DARs takes up valuable time. When advisor's calendars are full, students can be delayed from meeting with their advisor, thus contributing to registration delays, etc.

Background

The University of Washington uses a tri-campus student database (SDB) and third-party software (College Source Transfer Evaluation System) to upload transfer course details. These systems are primarily supported by UW Seattle resources and have been built to accommodate one single curriculum.

Through past committee work, UW Tacoma did not have significant resources to maintain its own equivalency guide or programming staff and there were concerns about modifications to the veteran student information system.

The challenges of a single equivalency system have been known for years. For additional historical context, see materials of the [Equivalency Guide Tri-Campus Task Force](#) from May 2014 and the [AACRAO](#)

(American Association of Collegiate Registrars and Admissions Officers) Report for UWT Retention Project from June 2014 ("The number one issue to insist on: Ensure UWS fixes the Tacoma transfer equivalency problem; bring all necessary pressure to bear").

Suggestions for Improving Transfer Equivalency

Technology

- UW Tacoma needs its own course equivalency integrated with the student database.
- Bring in technology consultants to review systems, offer potential products to fix, and implement solutions.
 - Explore opportunities through SLATE to address these issues

Staffing

- Currently UW Tacoma does not have dedicated staff to monitor and maintain its own equivalency guide. UW Seattle has 1 FTE dedicated to monitoring and maintaining the equivalency guide and 2 FTE dedicated to updating the articulation tables.
- UW Tacoma will need staffing for a new equivalency system and the maintenance of the equivalency guide.

Cross-Campus Communication

- UW Seattle leadership needs to understand the limitations and challenges of a single equivalency system for UW Tacoma (and Bothell) and work with UW Tacoma to address them.
- Establish a system of communication between Tri-Campus faculty and departments to increase collaboration and agreement about course equivalencies.
- Establish a system of communication between UW and Washington CTCs to increase collaboration and agreement about course equivalencies.

Student Success Team for Removing Curricular Barriers

April 15, 2024

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