FSS

Foundation for Student Success

Foundation for Student Success Report

Prepared by

NCHEMS

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About the Foundation for Student Success

The mission of the Foundation for Student Success, established by the Board of Directors, is to support postsecondary institutions to achieve greater student success and reduce equity gaps through comprehensive campus culture change strategies.

In the fall of 2016, NCHEMS staff used publicly available data sources to identify a small group of community colleges and public universities across the country whose students were being more successful than input variables would predict. The analysis began by including those institutions with at least 25% of the student body coming from the following populations: American Indian, Black, and/or Latinx. While the input variables were a little different for the community colleges than for the universities, the results allowed the identification of institutions that might have some promising practices. Examples of input variables include Pell-eligibility of students enrolled, race and ethnicity of students, full-time/part-time student proportion, age of students, and location of institution.

FSS supplemented the quantitative component with a qualitative one— NCHEMS staff interviewed leaders at these institutions. The FSS Board members evaluated the information gathered and identified colleges and universities that had been successful in actually changing the culture on their campuses. These institutions were then invited to become *mentors*. The result was the selection of seven mentor institutions, each of which agreed to work with three institutions (*mentee* institutions) over the next two years. Mentee institutions' presidents/chancellors committed to work towards achieving the student-success related goals they set for the two-year project. Each group of one mentor institution and three mentee institutions was referred to as a pod. The pods included:

- California State University Channel Islands, CA
  - Central State University, OH
  - Southern Connecticut State University, CT
  - Adams State University, CO

- Los Medanos College, CA
  - Arizona Western College, AZ
  - Community College of Aurora, CO
  - Yakima Valley College, WA

- Rutgers University – Newark, NJ
  - Kentucky State University, KY
  - Northeastern Illinois University, IL
  - Texas Southern University, TX
- San Jacinto College, TX
  - Edmonds Community College, WA
  - Monroe Community College, NY
  - Salt Lake Community College, UT

- Santa Fe College, FL
  - Coconino Community College, AZ
  - El Paso Community College, TX
  - Thomas Nelson Community College, VA

- University of South Florida, FL
  - University of Nevada, Las Vegas, NV
  - New Mexico State University, NM
  - Augusta University, GA
- Winston-Salem State University, NC
  - Savannah State University, GA
  - University of Michigan – Flint, MI
  - Langston University, OK

Based on Fall 2016 IPEDS data, the 21 mentee institutions include a total of over 216,000 students, of whom over 99,000 are American Indian, Black or Latinx. The seven mentor institutions include a total of over 120,000 students, of whom over 52,000 are American Indian, Black or Latinx.

The following map represents the geographic distribution of the mentors (green) and mentees (blue).

States with public institutions in FSS project
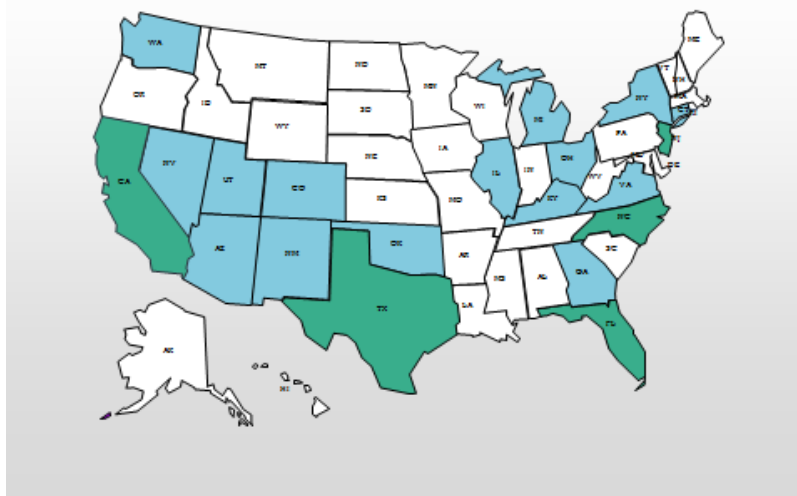
In December of 2016, campus leaders from the selected mentor institutions gathered in person to discuss expectations, ideas and goals for the project.

In the spring of 2017, staff from each mentee college and university visited their mentor institution to start the process of understanding how the mentor institution was able to manage its long journey of institutional transformation that resulted in improved student success, parity in outcomes, and a continued commitment to improvement.

The point person (or persons) at mentor campuses created the agenda and invited various key players from their campus to speak with mentee institution guests.

Before leaving the mentor campus, each mentee campus team was asked to provide a list of topics they would like to discuss with the mentor institution and to outline their goals for the two-year project. These goals were later revised—in most cases, several times— as teams narrowed down their focus and adapted to changes at the campus, system, and/or state level.

NCHEMS staff coordinated periodic conference calls between employees of mentor institutions and of mentee institutions as the mentee teams refined their goals and implemented their action plans for the project. NCHEMS staff listened in on each call in order to document the process. Observations on the mentor/mentee interactions over the two-year grant period begin on page 5.

In December 2017, mentors gathered in person to discuss progress and next steps. Informed by discussions at the mentor meeting, mentors proposed to their pods the idea of having more one-on-one calls to better address the specific goals each mentee institution set for itself. Several pods transitioned from monthly pod calls to one-on-one calls and email correspondence.

In late 2017, NCHEMS staff asked each mentor campus to share information about their transformational journey using a mentor case study template. A summary of the mentor case studies, written in May 2018, begins on page 15. The mentor case studies are included in Appendix A.

In Spring and Fall 2018, mentor and mentee institutions were featured in webinars focused on campus conversations toward equitable student success that can be difficult to have. Recordings of these webinars are available on the FSS website (https://fssawards.org/). More information on the FSS webinar series is included in Appendix C.

In Spring 2018 and Spring 2019, NCHEMS staff asked mentee institutions to disseminate a campus-wide survey to gauge campus culture and to submit a report on progress made on the goals they set for the project. The survey and report templates are included in Appendix B. A summary of observations on aggregate responses to the mentee survey begins on page 20.

Mentors, mentees, and FSS Board members convened in April of 2019 to reflect on their participation in the project, provide feedback, and to help distill what the collective group learned from the project. A summary of the culminating convening begins on page 27, and the agenda for that convening is in Appendix E.

Reflections on the project as a whole begin on page 29.

Observations on Mentor/Mentee Interactions

The expectation set at the beginning of the project was mentor team lead(s) would hold a monthly conference call with the pod, which included staff/faculty from the mentor institution and three mentee institutions. NCHEMS staff encouraged the mentor team lead(s) to work with their mentee teams to select a recurring monthly meeting time in order to reserve a dedicated slot on everyone's schedules. During the Spring 2017 mentor campus visits, mentee teams provided a list of topics they would like to cover during the series of monthly conference calls. These lists were shared with mentor leads who then used them to set agendas for the calls.

As should be expected, there was wide variation in engagement levels on both the mentor and mentee institution sides. Examples of factors contributing to this variation include: changes in personnel, leadership, and priorities at the mentee and mentor institutions; similarity of goals and priorities between mentor and mentee institutions; and coherence in structures. Some campuses had collective bargaining, and some did not. The strategies that work in one context might not work in another context, which is one of the reasons the pods shifted to individual calls.

To help capture the variation, a description of each pod is provided below. The labeling of the pods (A, B, C, etc.) is arbitrary and does not reflect other lists in this document. Overall, the level of engagement within a pod depended markedly on the stability of personnel and leadership at both the mentor and mentee institution, as noted above. The degree of similarity in focus and goals of the institutions within the pod, and persistence in finding a dedicated time for interactions were also factors.

Pod A

Pod A had two individuals serving as mentor leads. One of the two leads oftentimes deferred to the other, but they were both usually equally involved. Setting a recurring meeting time was difficult at first but was made easier after FSS staff stepped in to assist. Members of the pod established calendar invitations for July 2017 – December 2017, understanding that time commitments change from semester to semester.

One of the three mentee institutions experienced several reconfigurations in their FSS team. It might be the case that these reconfigurations affected engagement of the team, or that the low engagement of members led to reconfigurations in the team, or a little bit of both.

One of the three mentee institutions of this pod visited the mentor campus on a second occasion, sending a group with a more targeted agenda in November 2017 that was informed by what the mentee team learned about the mentor campus during the Spring 2017 visit and subsequent calls. The agenda included: organizational structure; advising structure; data collection methods used to focus on equity efforts; pathways culture; measuring and assessing academic services, student services, and support services; and how to evaluate instructional programs for viability.

Engagement was greater in the first year of the project, compared to the second year.

Pod B

Even though Pod B had two individuals serving as mentor leads, there was usually more involvement from one lead than the other on the calls. This did not seem to affect the dynamics of the group. While there was some rescheduling of calls in the summer of 2017, a recurring calendar invitation was sent out for September 2017 – December 2017.

Two of the mentee institution teams faced considerable staff changes. While one of the two eventually reengaged, the other did not reengage after the reconfigurations. As in Pod A engagement was far greater in the first year of the project, compared to the second year. The third mentee institution, which had stable engagement throughout, reported they kept in touch with the mentor lead via email fairly regularly, on an as-needed basis.

Pod C

Pod C had a change in mentor leads very early on in the project. Three individuals assumed the role at first, but one left the institution leaving two co-leads for the remainder of the project. One of the two leads oftentimes deferred to the other, but they were both usually equally involved.

The visit of the mentee institution teams to this mentor institution stood out thanks to the encouraging group activities offered by the mentor team leads. These activities included building a timeline of highlights in recent years at their institution that were related to the mission of FSS. These activities helped mentee teams dig deeper and articulate goals for the project that were more focused than those of mentee teams in other pods. Members of Pod C left the meeting having decided that their first pod call would be on the topic of hiring strategies for equity.

The three mentee institution teams had stable membership and involvement throughout the project.

The first call was held June 2017 and this pod was able to jump right into a topic thanks to the progress they made during the campus visit. For the July 2017 call, the group decided to try video conferencing. There were some challenges with the technology, but the meeting was still productive and video conferencing was used for subsequent calls. The mentor shared information about major equity/inclusion planning activities and split the meeting time with a mentee that shared their work in the area. In August of 2018, the team leads communicated that the group would transition from monthly scheduled calls to as-needed individual institutional support.

Pod D

Pod D had one mentor lead from start to finish. Schedules did not quite align at first, but a recurring meeting calendar invitation was eventually sent out and kept for the entirety of the project, with few exceptions.

The three mentee institution teams had fairly stable membership and involvement throughout the project. One team had a reduction in members participating (only two individuals really engaged throughout the project). In terms of engagement as a pod, this pod had the most even engagement from year one to year two. Several factors may have contributed to the continued engagement the

second year. The group elected to continue group calls into the second year, rather than opting for one-on-one communication. During deliberations that led to that decision, mentees indicated they valued hearing from the other mentee institutions regarding their issues, challenges, and strategies for solutions. Another possible contributing factor is that there was at least one person from each mentee institution that remained active (by participating on the calls and being responsive to communications) throughout the project.

Pod E

Pod E had one mentor lead from start to finish. FSS staff worked with the leader's assistant who was very valuable throughout the grant period for logistics. There were some scheduling difficulties at first due to changing commitments and difficulties receiving responses from mentees but in February 2018, the group finally agreed on a recurring meeting which helped with maintaining the regularity of communication. In the second year of the project, communication was more regular. This pod had the most involvement on the calls from a variety of individuals at the mentor campus. The mentor lead used the list of topics agreed upon during the mentor campus visit to set the agenda and invited colleagues on campus to share their expertise on the topic.

One of the mentee institutions experienced very high staff turnover during the project making it very challenging for FSS to maintain communication with any one person at the institution. Several attempts were made to identify a new contact at the institution and some of these attempts were initially successful but a notification of that contact person leaving the institution soon followed.

The second mentee institution experienced a decline in participation, in terms of number of individuals directly engaged, but one individual did remain involved throughout the entire project and seemed to really value the opportunity.

The third institution became increasingly engaged in the project as time went on. Facing severe budget cuts and new leadership, the team really seemed to find the input from the mentor very timely and valuable. The mentor lead and financial officer visited this mentee campus in the summer of 2018. The mentor leads had lunch with deans of the mentee campus and key individuals working on retention efforts. After lunch, the mentor institution representative had an open, informal conversation on retaining Black and Latinx students with approximately 60 mentee campus attendees who made comments on opening remarks from the mentor lead and asked questions. The mentee team lead spoke highly of the visit and received positive comments from attendees.

Pod F

Pod F had one mentor lead throughout the project. A recurring meeting time was chosen within the group and a recurring invitation was sent out for July 2017 – December 2017. Interactions decreased in the second year of the program, partly due to a change in leadership at the mentor institution.

One mentee institution faced several challenges that made communication very challenging. Early in the project, a member from the team expressed concern that she did not have the broad purview of the institution that would allow for more meaningful engagement. This institution faced several re-

organizations, which also had a negative impact on the team's engagement. Despite these challenges, a key administrator from this mentee institution visited the mentor campus in the spring of 2018 and reported positive feedback on that visit.

Communication with another mentee institution became a challenge towards the end of the grant period. Eventually it was learned that that the lead of that institution left without passing on any information regarding the FSS project.

Pod G

Pod G had three members of the mentor institution engaged throughout the project. At about a year into the project, an additional two other mentor members were brought into the group.

Finding a recurring time for the monthly call was a challenge for this group as well but the pod did have regularly scheduled conference calls during the first year of the project. The mentor institution faced considerable restructuring and leadership changes which created some challenges for the pod during the second year of the project. This pod also reported challenges related to substantial differences in individual goals for the project and organizational and/or leadership changes at the mentee institutions. Two of the mentee campuses were able to get direct support from the mentor as new leaders came in.

Common Themes among the Pods

Several themes emerged from the campus visits and monthly pod calls. Examples of what was discussed, particularly challenges and lessons, are provided below. Note, there are inherent overlaps between themes.

Culture Change

- Challenge: Defining student success and equity
    - It is difficult to effect cultural change without changing the language around student success.
    - There is a need to emphasize the full range of assets students have in all you do and say; identify experiences/skills of students that your institution can help flourish; ground success in the context of your students; philosophically approach what you do with an asset-based model.
    - Suggestion: Use the term "underserved" instead of "unprepared" (note: another term that is emerging is "underestimated populations").
    - Consider the whole student and understand that the entire campus will need to be involved in ensuring student success.
    - Be intentional about defining equity. Organic spreading of equity-mindset that lacks institutional-level intentional messaging about equity, may lead to challenges such as a lack of a unified understanding of what equity entails.
    - The assumption that students internalize a particular identity, often partially based on race/ethnicity, is supported by research, which suggests students often internalize

multiple identities based on many characteristics. Consider centering equity around intersectional identities and framing it as a way to reduce stereotype threat/anxiety.

- Challenge: What does it mean to be a Hispanic Serving Institution (HSI) and how do we ensure we are indeed *serving* our student population?
    - If your HSI grant is within the purview of only one small area of the campus, open that up for greater impact.
    - Good service for Latinx students can be measured when you disaggregate student success data.

Faculty Buy-In

- Challenge: Faculty Buy-In and Ownership
    - Conduct training for faculty to help reframe strategies around student-centered pedagogy to change teaching culture over time.
    - Provide professional development to engage in thinking about how an institution's mission might necessitate changes in teaching styles.
    - Find faculty who are already engaged and student-centered, then help them lead others.
    - Start with an "army of the willing" that want to improve their pedagogy.
    - Have a clear goal and present it in a very succinct way. What does success look like?
    - Provide opportunities for faculty release time for faculty to engage with others regarding student success.
    - Provide opportunities for department chairs and full-time faculty to focus on a class and look at course-level data to revisit strategies.
    - Consider providing stipends or other incentives (such as public recognition) to faculty to try systems and make comments before launching more broadly.
    - Provide consistent messaging on why equity gap reduction is important and be transparent.

Educating the Campus and Buy-In

- Challenge: Educating the campus on equity
    - Educate the campus on definitions (e.g. learning what graduation rate metric really is).
    - Disaggregate and share data widely.
    - Provide campus-wide training on how to access, understand, and use the data.
    - Provide training by experts on inclusive pedagogy.
    - Educate students on the equity gap through a campaign showing them data and asking why they think a gap exists and how it might be addressed by institutions.

- Challenge: Campus Buy-In
    - President/chancellor should show that the inequity on campus is something that's important and unacceptable.
    - Messages must be presented in terms the audience can best understand and internalize.

- Train staff at all levels of campus including food service employees, parking attendants, and custodians on whom to contact when they encounter a student behaving out of the ordinary (such as sleeping in a car).
- Hold monthly meetings during the kickoff of institutional change to educate the campus and build relationships.
- Intentionally design cross-divisional teams charged with examining issues and sharing in problem solving.
- Each group/committee that worked on a specific goal needs the opportunity to present it broadly.
- Use data to track small gains and complement them with compelling student stories.
- To help with buy-in, campus leaders need to show interest and engagement in driving strategic planning work.
- Find those individuals that really believe in the vision and help them become the spokespeople.
- Define the year by year goals to help facilitate conversations with leadership looking to assess success.
- President/chancellor and/or provost must empower champions of institutional change for improved student success and reduced equity gaps. This should be visible campus wide.
- To move beyond a pilot project and bring best practices to full-scale implementation, recurring resources are critical.

Unifying Efforts

- Challenge: How to unify the various programs, initiatives, and other efforts occurring in silos on a campus that could amplify their impact by strategically coming together.
    - Take inventory of the various programs, initiatives, and other efforts.
    - Create a plan to align and leverage limited resources, enabling greater efficiencies.
    - Synchronize interests.
    - Consider using the most frequent touchpoints with students and make the most of them. For example, leverage opportunities stemming from the various frequent touchpoints with students that are in an athletics program to support success in more than just athletics.
    - Remember that unification of efforts is an iterative process.

Data

The topic of data was discussed in many conversations. Challenges and related guidance shared on the topic of data include:

- Challenge: What data to collect?
    - People need to ask the right questions because the data are most likely already in the system.
    - Be intentional and cautious about the populations chosen for disaggregated data gathering and consider intersectionality.

- Beware of metrics that don't capture all the students (such as metrics that ignore non-first-time students).
- To help prevent survey fatigue, keep a survey schedule on your website and try to make use of data you already have instead of launching a new survey for every need.

- Challenge: How to leverage data?
  - Create a strong institutional research team that reports to the leadership and board on a regular basis.
  - It is very helpful for faculty and staff to have the ability to look at data on their students regarding who is dropping out, and when, as well as data on where students are on various success factors.
  - Data can trigger questions around pedagogy and inform an examination of the syllabus and structure of a course.
  - Disaggregate data to show which populations are being less successfully served. This helps send a clear signal to campus faculty/staff regarding the priorities for serving those populations.
  - Data alone are not enough to mobilize. The story behind the numbers is critical.
  - When receiving data from the institutional research office, it is usually in a large table that is not always displayed in the manner that is most useful to a unique application. As the person intending to communicate data for rallying allies, first make sure to understand each of the columns within the table. Removing abbreviations and color coding can help ensure meaning is clear. Once clear on what data mean, then make visualizations. Keep a timeline of significant events to then overlay other trend data to see what possible reasons may be behind the trend observed.
  - Be creative in presenting and disseminating data and recognize that not everyone digests information in the same manner.
  - Consider ways to provide guidance on creating goals and connecting goal creation to data.
  - Feed data back to deans and department/division chairs.
  - When creating predictive models, consider the following:
    - What is the goal? For example, is it to target resources in order to maximize return on investment?
    - Potential uses of predictive models can raise various ethical questions. Consider these from the start. For example, some faculty members may disengage with a student if the student is flagged as a likely dropout.
    - What do you want to learn and what are you willing to do with what you learn?
    - Could you iteratively create the models in-house? This could help lower the cost and also result in better informed models.
  - It is a mistake to place all your confidence in predictive analytics. First and foremost, develop a solid, robust core foundation for student success that can drive how you use the analysis.

- How to assess progress?

○ Work on leading indicators (smaller steps) that tell you about how changes are impacting something like progression.

College-Wide Planning

- Challenge: How to leverage college-wide planning for improving student success?
  ○ Embed student success with measurable outcomes throughout the institution's strategic plan.
  ○ Break down work into phases so that progress can be made, measured, and recognized.
  ○ Constantly ask units, "do you see yourself in this plan?" If the answer is no, go back to the drawing board. Employees should be able to tie their role and activities back to the strategic plan.
  ○ Resource allocation needs to be tied to institutional goals.

Giving Voice to Students, Faculty, and the Community

- Challenge: How to gather feedback from various perspectives and how to articulate the value of doing so?
  ○ Invest in student surveys; responses received can be critical to showing the impact that current practices have on students and how culture has an impact on students.
  ○ Examples of challenges expressed by students can be powerful for getting commitment to making changes in practice.
  ○ Surveying faculty can help benchmark the current culture from the faculty perspective.
  ○ Consider going to where students are (the cafeteria, for example) to get their input; students are already short on time and adding yet another commitment to their list can be a challenge.
  ○ Be intentional about gathering student, faculty, and community feedback and making it visible.
  ○ Increase ties to the local community to help with demonstrate the value of your institution.
  ○ Engage with students, faculty, and the community to help create synergy around the preparation of students/future citizens of the community.

Curriculum

- Challenge: How to provide and structure educational offerings.
  ○ Focus more on meeting student learning outcomes than prescribing how to teach the course.
  ○ Review general education offerings and identify barriers (such as being very prescriptive).
  ○ Review how required courses are sequenced and offered to streamline the path to graduation.
  ○ Create opportunities to discuss embedding equity-mindedness in the curriculum.
  ○ Assure students have the knowledge they need to understand how each class leads to their goals.

- Work to streamline credentials and match to the workforce.

Advising

- Challenge: Faculty and professional advisors do not always work in tandem.
  - Consider an intentional, joint approach to advising.
  - Provide training for both faculty and professional advisors.
  - Consider moving to a case management approach to advising. This shift can be beneficial.
- Challenge: Keeping students from falling through the cracks.
  - Provide all students with progress reports (not just those with Ds and Fs) so they know where they stand.

Career Services

- Challenge: Providing more proactive career services.
  - Assist students to identify their career path and create a degree plan as early as possible.
  - Consider possible changes to courses, course offerings, and processes to better equip students, reduce unnecessary credits, and allow for the completion of a degree in a timelier manner.
  - Encourage career services involvement in courses to help students see the value of the course.
  - Provide guidance to students to better articulate skills and experience on their resumes.

Leadership

- Challenge: Change in leadership and other key positions.
  - Changes in leadership can impede progress if the champion of this work leaves the institution.
  - Student success champions must take a proactive approach in helping new leaders learn about what is being done already and how progress is being measured.
  - Changes in leadership can provide an opportunity to re-evaluate priorities and bring students' success to the fore.
  - It is important to work across departments/divisions to achieve student success goals.
  - Set realistic expectations. A reorganization or other strategies may not be the silver bullet everyone is seeking.

Hiring Strategies for Equity

- Challenge: How to hire faculty and staff through an equity lens.
  - Be explicit regarding diverse applicant pools.
  - It is important to have transparent and consistent hiring practices campus wide.
  - If there is resistance to explicit affirmative action strategies, highlight skills, experience, abilities, and knowledge of potential candidates.

- ○ Focus on equity work in the hiring process with faculty as well as other positions.
- ○ Make it clear in recruitment materials that your campus is committed to equity.

Student Finances

- Challenge: Role of finances in attrition.
  - ○ Make a plan to provide assistance to students to overcome the obstacle of large tuition differentials from 2-year to 4-year institutions.
  - ○ Dual credit can be a mixed blessing. Some students bring in lots of credits but many of those credits may not actually count towards graduation and may make them hit their financial aid limits too soon.

Enrollment Management

- Challenge: Handling enrollments
  - ○ Consider offering several enrollment dates, including dates in the summer to free up student time to focus on moving in and being engaged with other orientation events.
  - ○ Consider holding enrollment events that include students' families.
  - ○ Gather data on phone calls received regarding enrollment and use data collected to improve your strategy. Perhaps phone menu options need to be reworked. Perhaps you need to staff differently.
  - ○ Consider hiring work study students to provide comprehensive support.
  - ○ For transfer students – consider calling every transfer applicant early in the process to address concerns and discuss next steps. Host events on campuses from which students transfer with representatives from various departments of your institution so that those preparing to transfer can speak to representatives directly, apply, etc. from where they are.

Mentor Case Study Summary

As part of participating in the Foundation for Student Success (FSS), mentor institutions were asked to complete case studies in late 2017. Specifically, the institutions were asked to share the journey traveled in order to ignite a campus-wide culture change toward equitable student success. The case studies are intended to be a starting point for institutions contemplating changing the culture on their own campus for the benefit of students. A template was provided that asked the following questions:

- How did the institution get started on the "student success" path?
- How does the institution sustain the student success movement?
    - What is the role of leadership?
    - What is the role of culture change?
- Results
- Overcoming Challenges
- Knowing what you know now… what would you do differently?
- Advice for those just starting the student success journey
- Anything you would like to add?

All seven mentor institutions submitted case studies.

The following common themes emerged from the case studies.

Leadership and Buy-In

Many of the mentor institutions emphasized the importance of leadership commitment and buy-in to the work of culture change and inclusive student success.

Los Medanos College highlighted the significance of a cabinet level position that is focused on equity. They hired a Dean of Equity and Inclusion. Additionally, Los Medanos College stressed the importance of leadership in sustaining their equity-focused student success movement which includes administrative leadership, faculty leadership, classified professional leadership, and student leadership. Los Medanos College found advocates in each of these areas and engaged them early.

At California State University – Channel Islands (CSUCI), the Executive Director of Academic Student Success and Equity Initiatives reports to a member of the president's cabinet and this has been essential in engaging with the cabinet in general. CSUCI is a Hispanic Serving Institution (HSI) and the president embraced the notion that as an HSI, CSUCI has a responsibility to serve the community and pay attention to the equity gap. The president appointed an HSI Steering Committee who met regularly with the Institutional Research staff to understand the student demographics and equity gaps.

Every level of Winston-Salem State University's executive leadership has a role in meeting goals of student success. Each leadership position has a part to play in student success. For example, they note that the Chancellor leads transformation for the campus and stakeholders. The Provost as the chief academic officer leads the curricular discussions and leads the faculty. The Vice Chancellor for Student Affairs leads the co-curricular initiatives that work in concert with activities inside the classroom. The Chief Information Officer supports engagement in and out of the classroom for faculty, staff, and

students regarding technology. The Vice Chancellor for Finance and Administration ensures that financial resources are strategically allocated in support of success initiatives. The Vice Chancellor for Advancement leads the fundraising efforts that support student success goals.

At San Jacinto College, the Board of Trustees led the way in developing the strategic vision that focuses on student success and in turn made it a priority for all faculty, staff, and leaders. All members of the campus community are responsible for student success. Everyone shares the responsibility to provide students with the best environment and support available which allows students to concentrate on learning.

The Rutgers system-wide strategic plan was initiated in 2012-2013. Rutgers University – Newark began its planning process with the arrival of a new Chancellor in 2014. It was a bottom-up effort supported by the new Chancellor who had several days of listening tours and charrette groups. This process led Rutgers University – Newark to realize that they wanted to focus their work on supporting students and engaging with the local community.

Hiring

Santa Fe College noted the importance of hiring both faculty and staff to sustain the student success movement on that campus. Santa Fe College strives to select candidates who appreciate the importance of student outcomes. The campus has successfully recruited faculty and staff committed to constantly improving.

Los Medanos College acknowledged that they should have put more emphasis on hiring early on. Los Medanos College is taking a closer look at "who" is serving their students. They noted that in recent years there has been a significant decrease in African American and Latinx faculty and staff employed at the college. In 2014, Los Medanos College found that Latinxs were significantly under-represented in all employee groups (classified, faculty, and management) but they are a Hispanic Serving Institution (HSI) with more than 40% of the student population identifying as Latinx. Hiring was not addressed early in the process, but they are now working on this issue.

Data

The mentor institutions conveyed the significance of using data in their student success efforts.

The University of South Florida uses big data to detect students who could benefit from an intervention and utilizes a case management approach (as described below in the Advising section). This marriage has enabled the campus to institutionalize student success for each of its 43,000 students.

San Jacinto College uses completion data to highlight successful practices that promote course, certificate, and degree completion. Completion data is used to identify areas of low completion to initiate redesign of instructional and support services. The college's institutional research office produces program review reports for every program. The reports provide data on student course success, credential attainment, time to award, enrollment and many other data points. These data are used by every program, department chair, dean, and provost to provide analyses of student outcomes. As the data is reviewed, improvements are made to the programs.

Santa Fe College produces an annual equity report that includes data on overall student retention and completion by race and ethnicity in addition to success and performance gaps in gateway courses. They use this report to formulate action plans for the coming year based on the previous year's data. Santa Fe College also incorporates same-semester retention and grade distribution data at the course and instructor level into pre- and post-tenured faculty evaluations. Additionally, student success data is accompanied by student learning outcome assessment data to prevent the emphasis on student success leading to grade inflation or reduction in academic standards. Additionally, Santa Fe College noted the importance of combining anecdotes that bring the reality of a student's experience to life with other data to create a momentum for change.

Rutgers University – Newark has a set of core data points used for assessing how well it is serving its students from populations that do not historically enroll and attend research universities and for assessing how well the institution is decreasing the gaps in graduation rates. One area that Rutgers University – Newark has highlighted is the enrollments from the city of Newark. The enrollment of local students almost doubled in a five-year period. Another data point emphasized by Rutgers University – Newark is the gap in graduation rates. The institution noted that although the cohorts are fairly small, in two of the past six years, Black students have had a higher six-year graduation rate than White students. Further, after many years of double-digit gap in graduation rates between White and Hispanic/Latinx students, the six-year graduation rate gap has moved to only single digits in six of the past ten years.

Advising

Winston-Salem State University focuses on advising as a key to student success. They implemented a new advising model. The model seeks to build a network of advisors. Each advisor offers a different expertise. A faculty advisor is paired with a professional advisor to better serve the students. The professional advisor is considered a pre-major advisor and stays with the student until the student declares a major in the second semester of sophomore year. The role of the faculty advisor is to guide the student through curriculum options, to help the student navigate the many offerings in a way that is supportive to the student's intellectual growth. While the professional advisors are also very familiar with the curriculum, they have the additional understanding of other university offices and processes such as financial aid and housing.

At the University of South Florida, a *Persistence Committee* was formed to provide cross-functional, data-informed student support. The University of South Florida also implemented a case management approach similar to what is used in healthcare. Case managers, known as academic advocates, communicate with students and assess the situation at hand. They are then able to coordinate efforts with other student support specialists as necessary. This broader group of specialists is called the *Care Team*. The *Persistence Committee* meets weekly with the academic advocates.

Webinar Series

FSS featured four webinars in the *Engaging in Tough Conversations Toward Equitable Student Success* webinar series. All webinars were 90 minutes in length with time for questions and comments from the audience.

The webinar series was open to all who are interested in promoting access and success for all students. Leadership, faculty, and student services staff from both two-year and four-year institutions were particularly interested in attending.

NCHEMS' staff designed, moderated, recorded, and posted all of the webinars. The series of webinars are still being watched by campuses wanting to learn the FSS lessons. More information on the webinars, listed below, is found in Appendix C.

> Shifting Student Demographics Matter— How to Start the Campus-Wide Conversation
> Who Owns Student Success on Your Campus?
> Strategies for Engaging Leaders
> Hiring Strategies for Promoting Equity

FSS Presentations

FSS, along with FSS participants, had the opportunity to share information about the project at presentations and webinars to organizations that included:

- State Higher Education Executive Officers (SHEEO)
- National Congress of State Legislators
- Distance Education Accrediting Commission
- CAEL
- WICHE Task Force on Closing Postsecondary Attainment Gaps
- Jobs for the Future
- Community Colleges State Directors
- Woodrow Wilson Foundation's State Partners Convening
- Native American Serving, Non-Tribal Institutions' National Summit

A full list of organizations and outreach is available in Appendix D.

Mentee Survey Summary

I.   Background Information

Institutions participating as Foundation for Student Success mentees agreed to complete two mentee surveys (among a few other requirements) during the duration of the grant period.

In both 2018 and 2019, mentee institutions were asked to disseminate the survey. Once launched, responses were accepted for a duration of three weeks. Strictly anonymous responses were collected, and aggregate survey results were shared with the individual taking the lead on the project at the respective mentee institution.

The intended purpose of the survey instrument was gauging the campus culture (how deeply the student success messages are being spread throughout the institution) at two different points in time and gauging progress on the goals set for the project by each mentee institution.

In order to get a sense of shifts that may be occurring at mentee institutions, individual survey responses from the mentee institutions that disseminated both the Spring 2018 and Spring 2019 surveys (listed below) were merged for comparing Spring 2018 survey responses to Spring 2019 survey responses. Due to staff turnover, leadership changes, and competing surveys, several campuses were not able to disseminate the survey in either or both years, limiting the responses to be aggregated for the comparison. Some institutions that did disseminate both surveys were excluded from the comparison since they appeared to not have followed instructions by inviting students to respond to the survey and/or by sharing the invitation to complete the survey with a very limited group of employees in one or both survey dissemination periods.

- Arizona Western College
- Augusta University
- Coconino Community College
- Monroe Community College
- Savannah State University
- Southern Connecticut State University

Please note, these observations provided are only descriptive— correlation (let alone causation) is not supported by the survey instrument.

II.   Comparison of 2018 and 2019 Aggregate Responses

The merged data set of responses to the 2018 survey includes 753 individual responses and the merged data set of responses to the 2019 survey includes 769 individual responses. Observations on the comparison between responses to the 2018 survey and the 2019 survey are noted below.

A. **Item: I share responsibility for student success on this campus.**

In both 2018 and 2019, campus support staff respondents answered 'Yes' to this question at a lower rate than respondents from all other employee categories. However, there was a shift in responses from campus support staff, as seen in the following table.

	2018	2019
Campus Support Staff Responding 'Yes'	86.1%	90.5%

We have learned from our involvement with our FSS partners that the everyday activities of ALL employees make a difference in student experiences and everyone on campus must understand their role in promoting student success. A key phrase in this question is "I share responsibility" and truly, all campus employees must feel they do.

B. **Item: Campus leadership equips me with the tools I need to help students be successful.**

Of all 2018 responses to this question, 24.1% were in the 'Strongly disagree' or 'Disagree' category compared to 20.6% in 2019. The table below shows responses by role on campus.

		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Faculty	2018	7.7%	37.7%	24.2%	22.3%	8.1%
	2019	7.4%	41.0%	28.1%	14.9%	8.5%
Executive / Administration	2018	18.8%	56.5%	14.5%	7.2%	2.9%
	2019	25.0%	55.0%	13.3%	5.0%	1.7%
Student Support Staff	2018	7.4%	48.0%	24.8%	13.9%	5.9%
	2019	6.2%	47.3%	22.5%	15.5%	8.5%
Campus Support Staff	2018	11.7%	40.1%	27.0%	17.5%	3.6%
	2019	8.6%	41.9%	32.4%	8.6%	8.6%

As seen in the table above, executive/administration respondents chose 'Strongly Agree' or 'Agree' at a higher proportion than respondents from all other campus role categories. There appears to be a mismatch between what campus leaders think about the tools they make available and what the rest of the employees think about what tools leadership makes available to them to help all students be successful.

Disaggregating responses by years at the institution, in both 2018 and 2019, respondents at the institution less than three years selected 'Agree' and 'Strongly agree' at a higher proportion than respondents in all other categories.

From what we have learned from our FSS partners, a possible contributor to this difference in response by years at the institution is that those who have been at the institution longer have seen one or more new "silver bullet" type tools be introduced, not resulting in the outcomes expected or promised, and then be replaced—leading to decreased confidence in the tools leadership makes available.

Note: We made a slight change to the question in response to feedback received on the 2018 survey. The modification does not appear to have resulted in much difference in responses.

i.   2018: Campus leadership equips me with the tools I need to help all students be successful.

ii. 2019: Campus leadership equips me with the tools I need to help students be successful.

C. **Item: This campus is welcoming to students from all cultures, abilities, and backgrounds.**

Responses to this question on the 2019 survey were more positive than those of the 2018 survey, as seen in the table below.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
2018	22.8%	52.6%	9.7%	8.0%	6.9%
2019	26.8%	52.7%	9.2%	6.8%	4.5%

The table below shows responses by role on campus.

		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Faculty	2018	19.7%	54.2%	11.6%	10.3%	4.2%
	2019	21.9%	54.0%	10.1%	8.8%	5.2%
Executive / Administration	2018	24.6%	47.8%	13.0%	8.7%	5.8%
	2019	42.6%	42.6%	8.2%	3.3%	3.3%
Student Support Staff	2018	19.8%	58.4%	7.4%	7.4%	6.9%
	2019	24.0%	58.1%	10.1%	7.8%	.0%
Campus Support Staff	2018	36.0%	44.9%	5.1%	2.9%	11.0%
	2019	35.2%	49.5%	7.6%	1.0%	6.7%

In each category, 2019 survey responses were more positive than 2018 responses. The biggest shift in responses is observed in the executive/administration employee category.

Disaggregating responses by number of years at the institution, 2019 survey responses were more positive than 2018 survey responses except from respondents who have worked at the institution for five to seven years. We think the reasons are similar to those mentioned in the analysis of item B above.

D. **Item: My understanding of diversity, inclusion, and intercultural issues is an important part of my working environment.**

The response categories differed between surveys, in response to feedback received on the 2018 survey. Response categories differed enough that comparisons between 2018 and 2019 responses are not recommended.

    a. 2018 response categories:

        i. Not important at all
        ii. Of little importance
        iii. Of average importance
        iv. Very important
        v. Absolutely essential

    b. 2019 response categories:

        i. Strongly disagree
        ii. Disagree
        iii. Neither agree nor disagree
        iv. Agree
        v. Strongly agree

E. **Item: My campus works together to help all students be successful.**

Responses to this question on the 2019 survey were more positive than those of the 2018 survey (see table below).

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
2018	12.9%	46.3%	18.2%	18.4%	4.1%
2019	15.7%	47.4%	18.0%	14.1%	4.8%

As seen in the following table, disaggregating by role on campus, responses were generally more positive in 2019 than 2018. The greatest shift in responses is observed in the executive/administration category. The smallest shift in responses is observed in the student support staff category.

		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Faculty	2018	11.6%	42.3%	21.3%	20.3%	4.5%
	2019	12.6%	45.5%	20.5%	15.9%	5.5%
Executive / Administration	2018	10.1%	52.2%	15.9%	21.7%	.0%
	2019	27.9%	50.8%	9.8%	8.2%	3.3%
Student Support Staff	2018	15.3%	46.5%	17.8%	16.8%	3.5%
	2019	12.4%	48.8%	17.8%	17.1%	3.9%
Campus Support Staff	2018	16.1%	47.4%	13.1%	16.8%	6.6%
	2019	21.0%	51.4%	14.3%	8.6%	4.8%

Disaggregating by years having worked at the institution, 2019 responses are more positive than 2018 responses in all categories of "number of years having worked at the institution." In both surveys, respondents that have worked at the institution less than three years responded more positively than respondents from all other categories.

Note: We made a slight change to the question in response to feedback received on the 2018 survey.

      i. 2018: We are a campus where everyone works together to help all students be successful.

      ii. 2019: My campus works together to help all students be successful.

F. **Item: M**y **campus is committed to removing barriers so that students are successful.**

Overall, responses to this question from 2018 and 2019 are very similar. However, when disaggregated by role on campus, responses from executive/administration respondents are more positive for 2019 than 2018 while responses from student support staff respondents are less positive for 2019 than 2018.

		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Faculty	2018	11.0%	48.9%	23.0%	13.9%	3.2%
	2019	11.0%	45.8%	25.2%	13.4%	4.7%
Executive / Administration	2018	23.2%	40.6%	24.6%	10.1%	1.4%
	2019	33.3%	53.3%	8.3%	3.3%	1.7%
Student Support Staff	2018	10.9%	54.5%	18.3%	11.9%	4.5%
	2019	11.6%	46.5%	25.6%	12.4%	3.9%
Campus Support Staff	2018	17.5%	54.0%	14.6%	10.9%	2.9%
	2019	25.7%	49.5%	13.3%	10.5%	1.0%

As seen in the table below, when disaggregated by number of years having worked at the institution, the greatest negative shift is observed in responses from respondents who have worked at the institution for three years or less and the greatest positive shift is observed in responses from respondents who have been working at the institution for three to four years. In both 2018 and 2019, respondents who have worked at the institution for less than three years selected the 'Agree' or 'Strongly Agree' response at higher rates than respondents from all other categories.

		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Less than three years	2018	26.0%	50.4%	16.5%	6.3%	.8%
	2019	23.0%	49.2%	10.7%	12.3%	4.9%
Three to four years	2018	9.5%	51.2%	20.2%	11.9%	7.1%
	2019	23.6%	47.2%	18.1%	6.9%	4.2%
Five to seven years	2018	8.8%	51.6%	18.7%	17.6%	3.3%
	2019	10.7%	46.4%	23.8%	13.1%	6.0%
Eight to ten years	2018	9.7%	59.1%	18.3%	12.9%	.0%
	2019	5.3%	55.3%	23.4%	13.8%	2.1%
More than ten years	2018	12.1%	48.6%	21.9%	12.9%	4.5%
	2019	15.4%	45.5%	25.4%	10.7%	3.1%

Note: We made a slight change to the question in response to feedback received on the 2018 survey.

      i.   2018: We are a campus committed to removing barriers so that students are successful.

      ii.   2019: My campus is committed to removing barriers so that students are successful.

G. **Item: Campus leadership uses data to inform us how well different groups of students are doing.**

We made a change to the question in response to feedback received on the 2018 survey.

      i.   2018: Our campus uses data to inform us how well different groups of students are doing.

      ii.   2019: Campus leadership uses data to inform us how well different groups of students are doing.

The question differed enough that comparisons between 2018 and 2019 responses are not recommended.

With that in mind, here are a few observations. Responses of faculty to the 2019 version of the question were more negative than to the 2018 version of the question. The opposite was observed for responses from respondents in executive/administrative roles, with responses to the 2019 version (that asks about campus leadership's use of data) being more positive than to the 2018 version of the question.

This suggests there might be a mismatch between leadership and faculty perceptions regarding efforts to inform the campus on how well different groups of students are doing.

Culminating Convening Summary

In the spring of 2019, the Foundation for Student Success (FSS) convened a culminating meeting for all participants from the mentor and mentee institutions. The participants reflected on their participation in the project, provided feedback, and helped us solidify what we all learned from the project.

Seven mentor campuses were represented along with 12 mentee institutions in person and three mentee campuses virtually for a total of over 30 participants from the mentor and mentee institutions. Board members were on hand, as well as NCHEMS staff, for a grand total of about 40 attendees.

On the first day, attendees were seated with their pods for a discussion about the lessons learned from the project. The attendees were guided by the following questions:

- Reflect on the mentor and mentee model. What worked well? What were some challenges?

- Do you anticipate continuing to engage with others from the FSS network once the grant has come to an end? In what ways?

- What are some "big picture" lessons you are taking away from engaging in this project?

- How have the goals your team set for the project changed in the past two years?

- Thinking back on the goals you set for the project, how would you compare the actual progress on those goals with the progress you hoped for?

Mentor/Mentee Relationship

Overwhelmingly, the pods looked favorably on the mentor/mentee relationship and were disappointed to see it formally end. Many institutions mentioned campus visits as a project highlight and having the FSS network as a resource as a valuable outcome of the project. Most participants voiced their intention of staying in touch with their pod after the conclusion of the project.

Communication

Modes and frequency of communication varied within each pod. Initially the mentors planned on monthly conference calls with their three mentee institutions all on the call, but it soon became clear that method may not work for everyone involved. The mentors discussed that balancing the diverse needs of the mentee institutions proved to be a challenge. Many pods moved to one-on-one phone meetings and/or email correspondence which helped with individualizing the discussions. However, the participants noted that by moving to one-on-one communication, the sense of community was lost.

Project Model

Feedback regarding the FSS mentor/mentee model was generally positive. Attendees noted the challenges of differing goals and issues among the mentee institutions in the same pod. Several

campuses faced some challenges with the project when there was a change in leadership and/or personnel.

<u>Goals</u>

Many mentee attendees noted how their goals had shifted based on discussions within the pod and with their mentee institution contacts. There were also discussions regarding the importance of having measurable goals that are closely monitored.

<u>Other "Big Picture" Lessons</u>

- Ask students what works for them instead of making assumptions.
- Modify deficit language that may alienate students. For example, instead of "high-risk students" an institution can use "high priority students."
- Consider a regional approach to advancing student success and equity initiatives.
    - Foster meaningful relationships with all levels of public education in the community as well as with community organizations, local government, and business leaders.
- Be proactive—intervene early to avoid more serious issues later.
- The way resources are allocated says a lot more than a mission statement.
- When there are strong, opposing opinions about how to best move forward, put the student at the center of the conversation.
- Early wins are key to garnering support.
- Strategic planning needs to be a campus-wide effort and should be assessed continuously.
- Maintain communication with senior leaders about student success so that it remains an institutional priority.
- Although each institution is unique, experiences can be similar and individuals at one institution can look to other institutions for support.

On the second day, attendees were divided into pre-selected groups to review the levers and some initial items for the prospective self-assessments for each of the levers. Groups were assigned to discuss the four levers: Data, Campus Engagement, Hiring Policies and Practices, Policy and Practices Audit.

Each group discussed the self-assessment idea generally and then reviewed the sample items for that group's assigned lever. The self-assessments were received with much valuable feedback given on the individual items. NCHEMS staff have used and continue to use the feedback received to refine the draft self-assessment tools.

Reflections on the Project

Looking back and reflecting on the two years spent working with the mentor and mentee institutions, the following are lessons learned and revelations on improvements to the process.

1) <u>Match mentors/mentees based on goals</u>. When matching mentor and mentee institutions, goals should be one of the variables included in addition to other external characteristics. Although having other identifiers in common such as rural vs urban, community college vs. four-year, and/or being an HSI or HBCU is important, similarity in goals could have allowed for richer conversation and a quicker learning curve.

2) <u>Site visit planning</u>. The mentor campus visit had a profound effect on the engagement and usefulness of the pod interactions. However, initial mentor campus visits could be improved by including more depth of planning activities. Spend half of the time on what the mentees have done and then discuss what the mentees would want to do.

3) <u>Monthly communication.</u> Pod communication was more sporadic during the second year of the project. In year two, some mentor institutions chose to engage in individualized calls with each mentee instead while others continued to maintain the scheduled monthly calls.

4) <u>Staff commitment.</u> Staffing changes have a profound effect on progress and engagement. There must be staff who are committed to the work and to lead the efforts on campus throughout the project.

5) <u>Leadership.</u> Leadership changes at both the mentor and mentee institutions had far-reaching effects on progress for the mentees. Staff need a strategy to engage with the new leadership that is intentional and proactive. Staff need to be empowered to champion the cause with new leadership.

6) <u>Student centric.</u> The student should be at the center of the conversation at every and all planning meetings and discussions. This is especially helpful when trying to find common ground and a path forward.

7) <u>Critical levers.</u> After two years of practical research with 28 public institutions of various types (urban, rural, research universities, community colleges, comprehensive universities, HSI's and HBCU's), we have identified the following as the most critical levers for starting and maintaining institutional culture change that results in equity gap reductions and better success for all students.

   - Data collection, analysis, and use
     - How to find available data.
     - How to interpret data.
     - How to better use the data available (disaggregate data, share data broadly and clearly).
     - Engaging Institutional Research (IR) offices as partners.
     - Developing Key Performance Indicators (KPI) on student success and using data to hold the campus community accountable.
   - Effective campus-wide communication and engagement

- Campus-wide training for faculty (including adjuncts) and all non-academic staff (including campus facilities and services staff).
- Communication to the entire campus community regarding institutional culture change and equity gap reduction strategies.
- Data on student success and progress are shared with the campus community.
- All faculty and staff are engaged as partners in the goal of institutional culture change and equity gap reduction on their campus.
- Hiring strategies and personnel policies
  - Strategies for more diverse and equitable hiring that consider collective bargaining if needed.
  - Importance of empowering a high-level person who leads the charge, has resources to ensure the campus is making progress on equity and diversity goals, has the authority to hold others accountable, and is accountable for meeting campus-level goals.
  - Hiring strategies need to promote campus culture change and include activities such as revising job descriptions and interview questions, ensuring diverse search committees, and diversifying job posting locations/websites.
  - All campus community members are held responsible for student success.
- Auditing campus and state policies and practices to identify those that perpetuate the status quo
  - Identify alignment with institutional culture change and equity gap reduction strategies.
  - Evaluate those typical practices that can easily change and those that are mandated by institutional or state policies.
  - Work to modify practices and policies as needed.

Appendix A.   Mentor Selection and Mentor Case Studies

Appendix A – Mentor Selection and Mentor Case Studies

In the fall of 2016, NCHEMS staff used publicly available data sources to identify a small group of community colleges and public universities across the country whose students were being more successful than input variables would predict. The analysis began by including those institutions with at least 25% of the student body coming from the following populations: American Indian, Black, and/or Latinx. While the input variables were a little different for the community colleges than for the universities, the results allowed the identification of institutions that might have some promising practices. Examples of input variables include Pell-eligibility of students enrolled, race and ethnicity of students, full-time/part-time student proportion, age of students, and location of institution.

FSS supplemented the quantitative component with a qualitative component— NCHEMS staff interviewed leaders at these institutions using the protocol below. The FSS Board members evaluated the information gathered and identified seven colleges and universities that had been successful in actually changing the culture on their campuses. These institutions were then invited to become *mentors*. A case study of each of the mentor institutions is found in the next several pages.

Interview Protocol

Institution Name:

1. Name and Title of person interviewed and contact information:

2. Date/time of call:

3. Can you tell me about your institution's unique and successful approach to serving target student populations?

4. How well is the approach working?

5. How do you know if what you're doing works?

6. Can we follow up (for more details)?

7. Who should we contact for more information?

Mentor Case Study:
California State University – Channel Islands
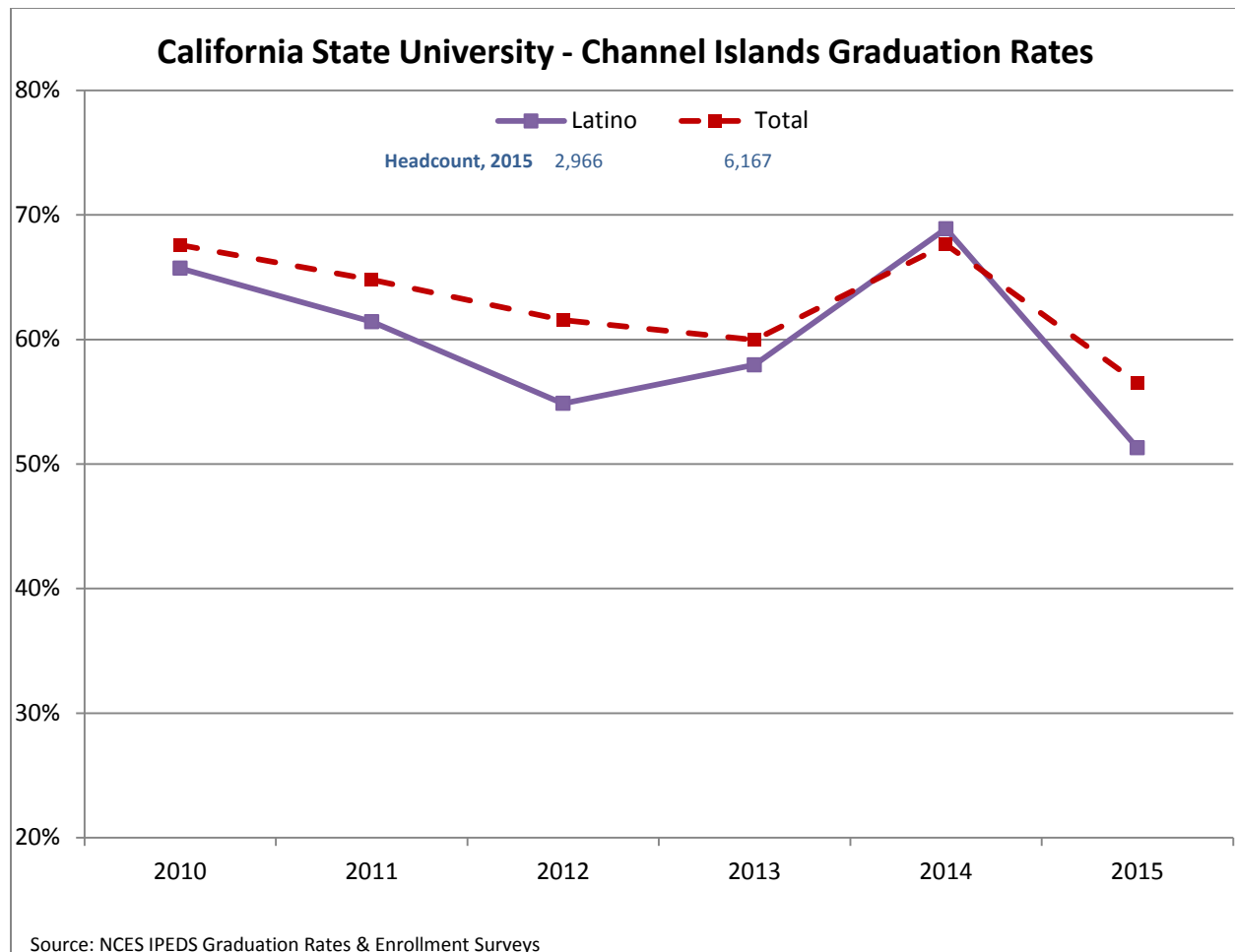### Camarillo, California

Overview of the California State University – Channel Islands
In 2002, California State University Channel Islands (CSUCI) became the newest of the 23-campus California State University (CSU) system. CSUCI is in Camarillo, a rural suburb 60 miles northwest of Los Angeles situated in Ventura County (VC), California (CA). Born of a 40-year community-led effort to bring a comprehensive public university to the region to meet the need for accessible higher education, CSUCI is a 21st century university founded on a student-centered mission *emphasizing learning within and across disciplines through integrative approaches and community service, with multicultural and international perspectives.*

CSUCI welcomed transfer students in *fall 2002*, admitting its first freshman class of 234 in fall 2003. Accredited in 2007, CSUCI offers a range of educational programs: bachelor's degrees, master's degrees, teaching credentials, certificates in specialized areas, and a doctorate program. CSUCI is projected to grow to 15,000 students at full capacity, serving a diverse, regional population of undergraduate and graduate students (7,034--53% are ethnic minorities). Reflective of the service area--Ventura, Northern Los Angeles, and Southern Santa Barbara counties--CSUCI's Hispanic enrollment has increased by 23% since achieving HSI status in 2010. In Fall 17, Hispanic students were 50% of total enrollments, with 46% of all students from low socioeconomic status backgrounds and 59% of all students being the first in their families to attend university.

Data Trend Chart
The chart below represents CSUCI graduation trends for Latino students (purple line), and for all students (red) over five years.

California State University - Channel Islands Graduation Rates

Legend: Latino — Total

Headcount, 2015   2,966   6,167

Source: NCES IPEDS Graduation Rates & Enrollment Surveys

How did CSUCI get started on the "student success" path?
From its inception, one of CSUCI's articulated values has always been that our student population reflects the diversity of our surrounding communities. In 2004 it was clearly articulated by university leadership that CSUCI was on a trajectory to becoming a Hispanic Serving Institution (HSI). Staff and faculty began reaching out to national organizations that support HSIs and working locally with the Latino community and educational partners on issues of access to educational opportunity for a growing Latino population in our region. CSUCI was interested in leveraging external and university resources to prepare the institution to meet the demands of a primarily first-generation Latino student population. The President appointed an HSI Steering Committee and charged them with meeting regularly with our Institutional Research office to understand our student demographics and our equity gaps. The HSI Steering Committee would review student data disaggregated by race/ethnicity, gender, SES and first-generation status. Our team included faculty, staff, and administrators many of whom are either first-generation and/or Latino/a college graduates, and therefore understood the range of cultural and institutional barriers that impede the success of students like ourselves. Inspired by the vision for this new university the HSI Steering Committee, Chaired by Dr. Amanda Quintero, now Executive Director of Student Success & Equity Initiatives, made it a goal to understand

what it means to really be an HSI and what the institution could do differently to prepare for Latinos as the majority-minority student population.

As we learned about best practices that shifted the responsibility of change away from the student to the institution we worked with allies to share these practices with the University President. Our team conveyed the importance of being ready as an institution to meet the needs of an increasingly diverse student population. This would require intentional examination of current institutional structures, programs, and practices. In addition, resources were made available to send members of the steering committee to national conferences focused on accelerating Latino student success.

As the chair of the steering committee, Dr. Amanda Quintero, thought it was important that all members engage with the literature on college impact, student success, and high impact teaching and learning practices from a cultural perspective. This lens framed the conversation away from mainstream student-institution fit models. Rather, we focused our research on scholars who reframed the college-going experiences of historically underserved students by placing emphasis on the shared responsibility of the student and the institution for their success. This reframing helped to reinforce the importance of why culturally responsive practices and strategies are needed to support the success of our growing Latino student population. In this way, institutional intentionality became especially important because HSI status is a function of enrollment, with few institutional incentives to ensure that all students, Hispanic/Latina/o students in particular, successfully complete a four-year degree. The journey on the student success path started from a place of strengthening CSUCI's institutional capacity to support Latino student success. By intentionally focusing on improving student success and equity outcomes for Latino students, our work has evolved into achieving academic excellence for all students.

How does CSUCI sustain the student success movement?

> ### *What is the role of the leadership?*
> Institutional transformation for student success & equity   requires intentionality and commitment from institutional leadership. The University President set the tone and embraced the concept that as an Hispanic-*serving* institution we have a responsibility to serve our community and a commitment to minding the equity gap so that all students have the opportunity to be successful at CSUCI. Our leadership encouraged innovation and cross-divisional and campus-wide partnerships to support student success. This messaging provided an opportunity for me and my colleagues to bridge across divisions to form strategic partnerships to seek external funding opportunities that advance student success and equity.
>
> Although institutional leadership supported our successes, they also allowed us to try new ideas and to fail. University leadership made themselves available to frame the importance of key institutional capacity building and institutional change initiatives. Their presence and willingness to make this work visible and important to our mission mattered. Having strong support from university leadership helped to foster a culture of risk-taking and innovation at all levels particularly among faculty and administration.

Sustaining the student success movement requires strategic thinking and integrative planning so that buy-in and ownership of this work is widespread (i.e., faculty, staff, administrators, students, and university leadership).

What is the role of culture change?
Changing organizational culture and attitudes about student success and equity as a *shared* student-institution responsibility is both a challenge and opportunity. Culture change for the success of all students' challenges deeply held beliefs that students need to change not the institution or that as our student body becomes more diverse we have somehow lowered our curricular standards. External pressure and funding goes a long way to support culture change, especially as state funding for public higher education is decreasing overall. As an HSI we were intentional about seeking external funding to support institutional capacity building initiatives to advance a student success and equity agenda. These resources allowed us to stay focused on innovating the curriculum and co-curricular programming during the economic down-turn. With the support of university leadership, we continue to work from the bottom-up by making strategic investments in faculty and staff development to advance culture change. For example, professional development initiatives that I support now embed information about the socioeconomic demographics of our student population as well as evidence-based practices for culturally responsive pedagogies and practices. This approach has allowed us to engage faculty and staff with disaggregated student data. What we learned is that few opportunities exist for student success data sharing framed within the context of why equity matters to our work. In this way, culture change plays a critical role in sustaining the student success movement.

What institutional data is used to drive efforts?
Please see the report attachment (CSUCI Attachment): Reguerin, P.G. (2017). *Graduating Students of Color: An Analysis of Public 4-year Hispanic-Serving Institutions (HSIs) and Non-Hispanic Serving Institutions in California.* (un-published doctoral dissertation). University of California, Davis, Davis, CA.

How were challenges overcome?
One institutional challenge has been a consistent turnover of key university leadership. This largely affects agreements and institutional commitments made by the previous administration to support student success and equity work. This cycle is disruptive to the momentum and we have not really come up with one way to overcome this challenge. It has been extremely helpful to have the Executive Director of Student Academic Success & Equity Initiatives position report to a member of the president's cabinet and to engage with the president's cabinet. This approach allows for broader support of this work and cabinet members can help to convey the importance of keeping institutional commitments to sustain culture change and institutional capacity building initiatives. Leveraging support for this work through external funding opportunities and national initiatives is another strategy for helping to overcome this challenge.

Prioritizing funding to scale-up effective student success practices to impact a larger number of students has also been a challenge. Along with how to measure the collective impact of multiple student success initiatives to advance institutional goals.

Perhaps the most significant challenges that we face is liberating the data. Finding ways to shift the culture of the institution from a passive model of examining student success to an active model. The access-retention-success model most commonly used merely opens the doors, counts who leaves with or without a degree, and typically examines this data after-the-fact. As public 4-year Hispanic *Serving* Institution this passive model of student success does not meet the needs of our diverse student population, nor does it bring awareness of ways in which the institution must change to be responsive to those needs. Shifting the focus away from passive to active model for student success requires capacity building in a way that broadens access to institutional data and shares the responsibility for using institutional data to measure impact and guide decision making.

Knowing what you know now, what would CSUCI do differently?

1. Invest time up front in establishing an advisory council of institutional research staff, faculty research collaborators, and project evaluation consultants to build a culture of evidence-based practices.
2. Hire consultants who can help you with assessment and evaluation tools to share findings about the impact of your work on student success and equity outcomes.
3. Raise the level of visibility of your work by disseminating your work through publications and at conferences. Involve faculty in these efforts as a way to help them with tenure and promotion.
4. Document institutional agreements and commitments via an MOU to hold the institution accountable to honoring commitments.
5. Request institutional resources and support to develop a strategy for branding and communicating the impact of your work. If done well, this is a win for the institution and shines a bright light on the results of student success and equity work.
6. Prioritize debriefing about key wins with university leadership and do this consistently, even if it is only once a year.
7. When generating external resources do so in a way that will generate institutional support for this work. Always ask the institution to do more, after all institutional transformation for student success & equity is a shared responsibility.

Advice for those just starting the student success journey?

1. Identify strategic funding opportunities that help your institution build capacity for student success and equity initiatives. External funding opportunities create a sense of urgency to get things done within a specified timeline.
2. Build allies and champions outside of your institution within your region and nationally.
3. Build a track record of success for high quality work.
4. Establish clear values that will help people stay centered on why this work matters.

5. Invest in cultivating a high performing team to sustain and build on a track record of success.
6. Build a network of support across divisions.
7. Use your student success and equity gap data to frame your messaging in a way that is asset-based and equity minded to position the campus for culture change.
8. Make sure that you are part of important division and campus-wide strategic planning processes and use student success and equity data to inform these processes.
9. Always be intentional about linking student success strategies and interventions to university articulated values and strategic goals to show how your successes contribute to advancing institutional student success and equity outcomes.
10. Take the time to recognize everyone's contributions and celebrate your successes.

Graduating Students of Color: An Analysis of Public 4-year Hispanic-Serving Institutions (HSIs) and Non-Hispanic Serving Institutions in California

Quantitative Analysis Findings – Pablo Reguerin

The findings are very similar to prior studies on HBCUs (DeAngelo, Franke, Hurtado, Pryor, & Tran, 2012) in that the HSIs outperformed the non-HSIs using the HERI graduation calculator (Expected vs Actual) graduation rates in that HSIs outperformed their expected rates by 5.2% whereas compared to non-HSIs at 2.9%.

Although the raw graduation rates for non-HSIs was higher than HSIs in CSUs, UCs and cumulatively, the HSIs outperformed non-HSIs when using the HERI method of expected vs. actual by 2.3% cumulatively and 1.2% for UCs and 3.5% for CSUs respectively.

	HERI Predicted Grad Rate (6-year 2008 cohort)	Actual Grad Rate (6-year 2008 cohort)	Diff.
CA 4YR Public HSIs	.470	.522	.052
CSU	.448	.499	.051
UC	.600	.662	.062
CA 4YR Public Non-HSIs	.628	.657	.029
CSU	.520	.535	.016
UC	.798	.849	.050

	HERI Predicted Grad Rate (6-year 2008 cohort)	Actual Grad Rate (6-year 2008 cohort)	Diff.
All CA Pub 4Yrs HSI min Non-HSI	-.158	-.135	.023
HSI-CSU min Non-HSI CSU	-.071	-.037	.035
HSI-UC min Non-HSI UC	-.199	-.187	.012

Expected vs. Actual Grad Rate for HSIs & Non-HSIs
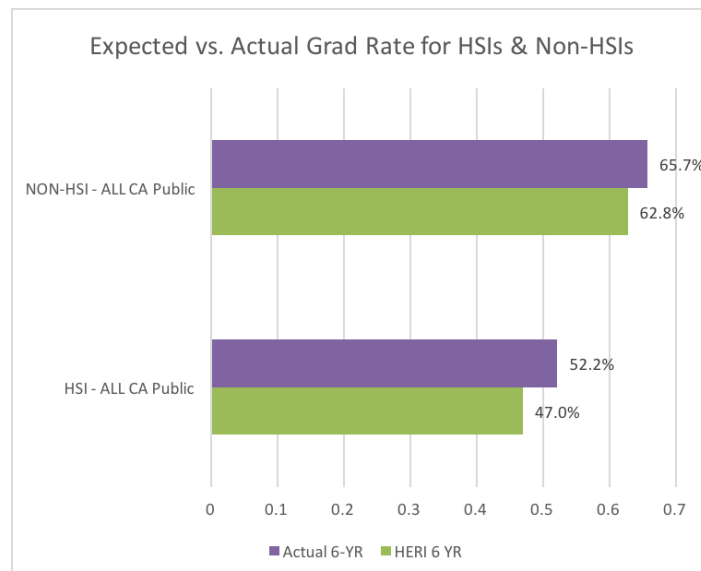
The CSU HSIs outperformed non-HSIs at a higher rate than UCs. For example, HSI-CSU campuses outperformed their expected graduation rates by 5.1% compared to 1.6% for Non-HSI CSUs. While there as a similar pattern for UCs, the HSI-UCs had a smaller margin of 1.2% with HSI-UCs outperformed by 6.2% compared to Non-HSI-UCs at 5%.

The HSI institutions that outperformed their graduation rates (actual vs predicted) using the HERI calculator included:

CSU Channel Islands, +13.5%
CSU Stanislaus, +10.6%
CSU Fresno, +8.6 (has double digit equity gaps for both AA & Latina/o)
UC Riverside, +7.7%
CSU Long Beach, +7.6% (has double digit equity gaps for both AA & Latina/o)
CSU San Bernardino, +6.6%
UC Merced, +4.7%
CSU Northridge, +4.6% (has double digit equity gaps for both AA & Latina/o)
CSU Dominguez Hills +4.3% (has double digit equity gaps for both AA & Latina/o)
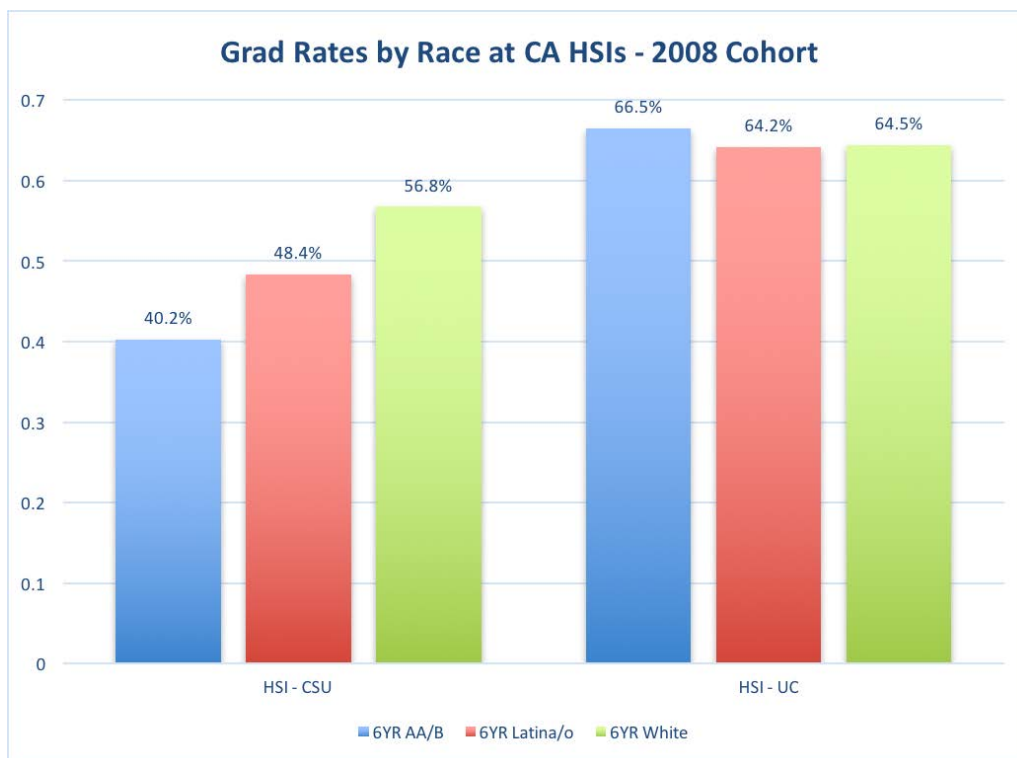*All other HSIs were below 4% with one campus going into a negative 0.2%.

In terms of equity outcomes, the following HSIs performed as follows:
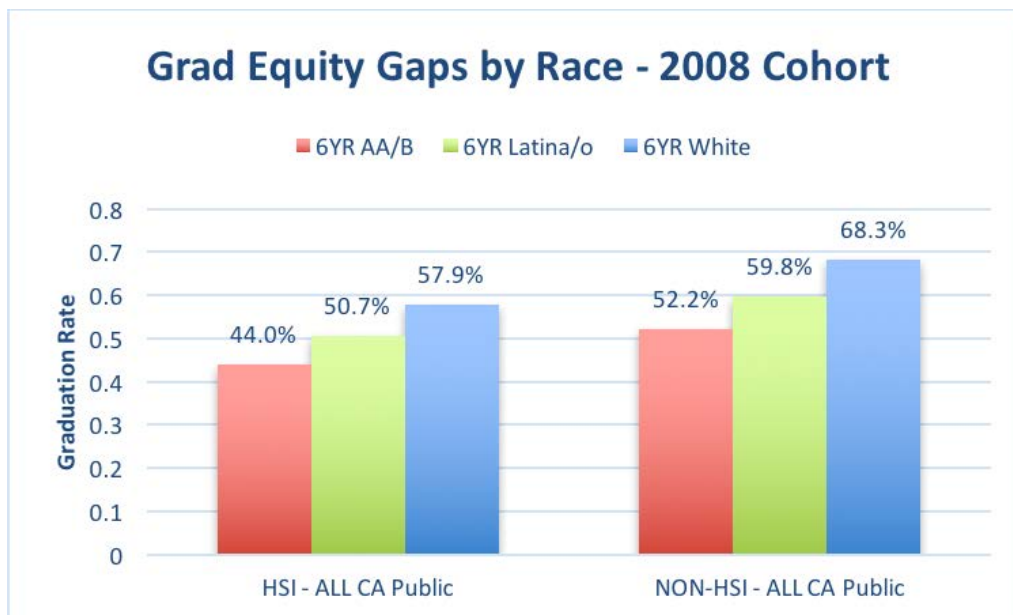- HSIs with the narrowest equity gap between White and Latino students:
    - CSU Bakersfield, +0.024
    - UC Merced, +0.018
    - CSU Channel Islands, -0.006
    - UC Riverside, -0.023
    - CSU Monterey Bay, -0.031
    - CSU Stanislaus, -0.043
    - CSU San Bernardino, -0.05
    - All others had equity gaps above -0.09 or -9%

- HSIs with the narrowest equity gap between White and African American/Black students:
    - CSU Monterey Bay, +0.095
    - UC Riverside, +0.048
    - UC Merced, -0.007
    - CSU Channel Islands, -0.036
    - CSU Stanislaus, -0.088
    - All others had equity gaps above -.15 or -15%

- When sorting on difference (expected vs. actual) grad rate, only three campuses meet the +10% or higher, this benchmark is considered to be the cutoff for both practical and statistical significance (Astin, 1997):
    - CSU Channel Islands – HSI (13.5%)
    - CSU Chico – Non-HSI (10.9%)
    - CSU Stanislaus – HSI (10.6)

- When sorting on difference (expected vs. actual) grad rate, ten campuses meet at least +5% - +9.99% range:
  - UC Santa Cruz – Non-HSI (9.2%)
  - CSU Fresno – HSI (8.6%)
  - UC Los Angeles – Non-HSI (7.9%)
  - UC Riverside – HSI (7.7%)
  - CSU Long Beach – HSI (7.6%)
  - CSU San Bernardino – HSI (6.6%)
  - CSU Sonoma - Non-HSI (6.3%)
  - UC Irvine – Non-HSI (5.6%)
  - UC Berkeley – Non-HSI (5.5%)
  - San Diego State University – Non-HSI (5.4%)

Grad Rates by Race at CA HSIs - 2008 Cohort

Grad Equity Gaps by Race - 2008 Cohort

Categories of institutional performance on graduation outcomes (predicted vs. actual) and equity outcomes for African American and Latina/o students were developed to group based upon these performance measures.

Aspirational Performance (highest)
Graduation: Actual is higher than predicted by at least +10% as Astin (1997) noted for both practical and statistical significance and no equity gap (parity) for both African American and Latina/o students.

Unfortunately, not a single institution met the aspirational standard.

Strong Performance (high)
Graduation: Actual is higher than predicted by at least +5% and equity gap (parity) is at or below -5% for both African American and Latina/o students or at least for one group with the other below -10%.

Campus		HERI Expected 6Yr Grad Rate	Actual Grad Rate	Difference (Expected minus Actual)	Difference (Latino minus White)	Difference (AA/Black minus White)
CSU Channel Islands	HSI	48.0%	61.5%	13.5%	-0.006	-0.036
CSU Stanislaus	HSI	42.7%	53.3%	10.6%	-0.043	-0.088
UC Riverside	HSI	61.6%	69.3%	7.7%	-0.023	0.048
UC Merced	HSI	58.3%	63.0%	4.7%	0.018	-0.007

Good Performance (good)

Graduation: Actual is higher than predicted and equity gap (parity) for both African American and Latina/o students or at least for one of these groups is less than 9.99%.

Campus		HERI Expected 6Yr Grad Rate	Actual Grad Rate	Difference (Expected minus Actual)	Difference (Latino minus White)	Difference (AA/Black minus White)
CSU San Bernardino	HSI	40.4%	47.0%	6.6%	-0.05	-0.151
CSU Monterey Bay	HSI	42.8%	45.3%	2.5%	-0.031	0.095
CSU Los Angeles	HSI	39.5%	41.1%	1.6%	-0.096	-0.19

Equity Improvement Needed
Graduation: Actual is higher than predicted grad rate and equity gap (parity) for both African American and Latina/o students is equal to and greater than 10%.

Campus		HERI Expected 6Yr Grad Rate	Actual Grad Rate	Difference (Expected minus Actual)	Difference (Latino minus White)	Difference (AA/Black minus White)
CSU Fresno	HSI	43.8%	52.4%	8.6%	-0.141	-0.243
CSU Long Beach	HSI	57.4%	65.0%	7.6%	-0.135	-0.175
CSU Northridge	HSI	42.2%	46.8%	4.6%	-0.139	-0.238
CSU Dominguez Hills	HSI	28.0%	32.3%	4.3%	-0.146	-0.282
CSU Fullerton	HSI	55.2%	55.7%	0.5%	-0.132	-0.192
CSU Bakersfield	HSI	40.8%	41.2%	0.4%	0.024	-0.277

Graduation Improvement Needed
Graduation: Actual is less than predicted grad rate and equity gap (parity) for both African American and Latina/o students is less than 9.99%.

Graduation and Equity Improvement Needed (Intervention on both measures)
Graduation: Actual is less than predicted grad rate and equity gap (parity) for both African American and Latina/o students is equal to and greater than 10%.

Campus		HERI Expected 6Yr Grad Rate	Actual Grad Rate	Difference (Expected minus Actual)	Difference (Latino minus White)	Difference (AA/Black minus White)
CSU Polytechnic Pomona	HSI	40.4%	47.0%	6.6%	-0.05	-0.151

Therefore, based upon the graduation and equity outcomes, the top five performing institutions for the 2008 cohort is: CSU Channel Islands, CSU Stanislaus, UC Riverside, UC Merced and CSU San Bernardino. All of these institutions outperformed their HERI expected 6-year graduation rate by 5% and had amongst the narrowest equity gaps for Latina/o and African American/Black students.

Mentor Case Study: Los Medanos College
## Pittsburg, California

Overview of Los Medanos College

Los Medanos College is the newest campus of the three colleges in the Contra Costa Community College District. The college, which opened in 1974, prepares students to excel and succeed economically, socially, and intellectually in the innovative, engaging and rapidly-growing and changing East County, while enhancing the quality of life of the diverse communities it serves. Los Medanos College is known for its transferable general education program and career technical programs strongly connected with local business and industry.

Los Medanos College (LMC) serves over 12,000 students. The largest three racial/ethnic groups are Latino (41%), White (26%) and African American (15%) and 69% of the student population is under the age of 25. The majority of students attend part-time with only 34% of students taking 12 or more units.

Data Trend Chart

The chart below represents Los Medanos College's graduation trends for Black students (blue line), Latino students (purple line), and for all students (red) over five years.

Source: NCES IPEDS Graduation Rates & Enrollment Surveys
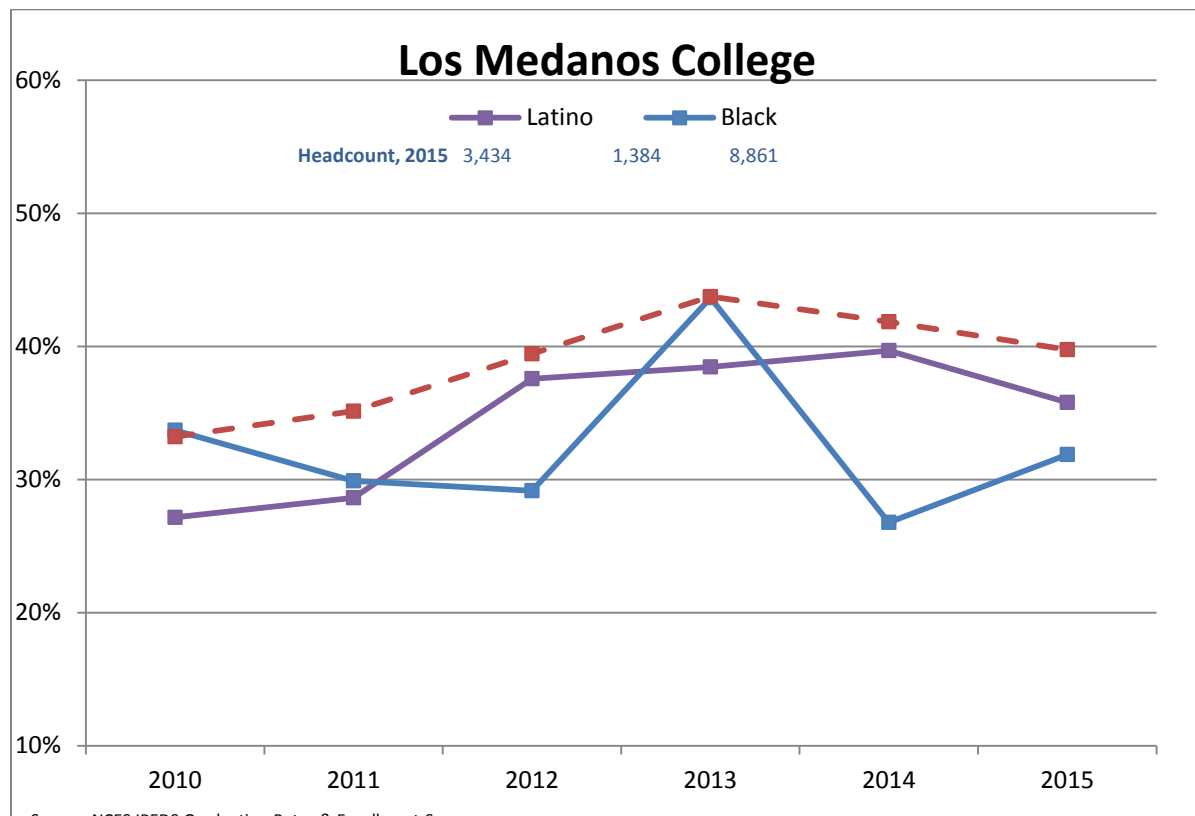
How did Los Medanos College get started on the "student success" path?
The road to success is seldom smooth and straight and that has been true for LMC. The story of LMC's institutional change focused on equitable student success can be broken down into four overlapping areas.

The Early Days: Between 2005 and 2008 foundational ground work began to support Latino and African American students. In 2005 with a rapid increase in Latino student population, and newly acquired Hispanic-Serving Institution (HSI) status, LMC received its first federal Title V HSI grant. The grant primarily focused on access for Latino students based on data which showed that Latino students represented 40% of local middle and high school students. A series of middle school and high school workshops were planned and hosted to help increase the enrollments of Latino students attending LMC. The grant also focused on developing the college's ESL program. In 2006 LMC partnered with California Tomorrow's "Campus Change Network" which helped support community college leaders in strengthening, expanding and institutionalizing change efforts around issues of diversity, access and equity. For two years the Campus Change Network convened and engaged teams of community college faculty, administrators, staff and student leaders to discuss, share and learn from practices and models that have created fundamental campus reforms around access and equity. Following the conclusion of the partnership with California Tomorrow, the LMC Black Scholars Task Force was formed to look at the success and retention data for African American students. From this work, a learning community called the Umoja Scholars Program was formed. The program was designed to increase the success rates for African American students in college level English and math.

Formalizing the Work: Exciting work took place in 2009 as LMC began to formalize the equity work taking place. Out of the partnership with the Campus Change Network the Institutional Development for Equity and Access (IDEA) committee was formed. IDEA became a formal sub-committee of the Shared Governance Council, setting itself in position to be a vital part of the institution. The IDEA Committee analyzes college data and seeks out areas in need of critical attention. Initially the committee focused on: conditions of academic success amongst African American and Chicano/Latino students; student leadership and engagement; and the development of a shared language amongst LMC professional community on issues of diversity, equity and inclusion. At approximately the same time, IDEA partnered with Center for Urban Education (CUE) at University of Southern California's School of Education. This partnership centered on training 17 faculty and staff to engage in action research by analyzing data that would eventually lead to recommendations and beginning steps towards identifying equity gaps and creating an action plan to address them. Also in 2009, LMC received approval for a Mathematics Engineering Science Achievement (MESA) program which is designed to serve educationally underrepresented students in Science Technology Engineering and Mathematics (STEM) fields.

Growing and Expanding: From 2010 to 2013 equity work continued to grow and expand in many areas of the college. In 2010, the math and English departments began to look at how accelerated pathways through basic skills courses may increase success for African American and Latino students. That same year LMC received its second Title V HSI grant. Based on data showing that

transfer rates among Latino and low-income students could be improved significantly by making academic, programmatic and systematic changes within the institution, the grant focused on increasing transfer services and transfer rates at LMC by creating a clear pipeline to transfer and improving student and family outreach services and the welcoming of Latino and low-income students to LMC. Another learning community, the Transfer Academy, was formed out of this grant as well. Additionally, in 2011, the college chose to focus on African American student success in its interim Strategic Plan. One of four strategic initiatives in the Interim Strategic Plan was: "Improve the Academic Success of our African American students". LMC was also granted a Title III NSF HSI STEM grant and began another round of equity-focused action research with CUE in 2011. The "growing and expanding" era ended with a focused look on using data to evaluate programs and receiving the first NSF S-STEM grant which allows LMC to put money in the hands of educationally underrepresented students to pursue their education in STEM.

State Mandated Change: Beginning in 2014 the California Community College Chancellor's Office began issuing state mandates to improve the success of underserved students. Each California Community College was directed to develop a Student Equity Plan. Based on disaggregated data provided by the state and research gathered by the District research office, LMC went through a process of creating student equity goals and activities and a way to distribute the state-allocated funds. Equity professional development was funded and began to focus on training our faculty and staff to enhance their understanding and use of cultural competence and cultural humility with regard to practice and pedagogy. After a few years of exploring acceleration in basic skills in math and English, a fully developed acceleration model for English and math was implemented. In addition, a significant amount of work was put into Multiple Measures Placement which when combined with accelerated support course curriculum, now has the majority of LMC students placing at college level as compared to 80% placing at the basic skills level prior to these efforts.

In 2017 the Office of Equity and Inclusion was formed and a successful hiring search was conducted for a Dean of Equity and Inclusion. This leadership position is now a member of the President's Cabinet ensuring equity continues to be a college priority and considered in all high-level decision making. Furthermore, the state continues to develop initiatives to ensure community colleges continue their equity work. Two large initiatives include the use of Starfish technology (for early alert retention efforts) and Guided Pathways. To support Guided Pathways implementation, the state Chancellor's Office has allocated $150 million system-wide to support colleges in designing academic roadmaps and transfer pathways that explicitly detail the courses a student must take to complete a certificate or degree on time.

Yet despite these successes, LMC has not arrived. The college is still on the path to fully realizing equitable student success. This path continues to be pathed with changing goals and directions. Over time, the road has become more strategic and intentional and as a result more meaningful and impactful. The work continues to move forward.

How does Los Medanos College sustain the student success movement?
Leadership plays an important role in sustaining the equity-focused student success movement. In a community college shared governance environment, it takes the support of administrative

leadership, faculty leadership, classified professional leadership and student leadership for this to happen. LMC's approach was to find advocates of equity work in all of these areas and engage them in the conversations early on. It was also important to engage those who were opposed to some of the work, to understand their views and engage in dialog when appropriate. LMC has been fortunate to have a strong leadership team that understands the importance of serving all students equitably. Even at times when they could not be directly engaged in the work, having their support was critical.

The ability to sustain the work of institutional culture change requires an intentionality to infuse equity into major and minor aspects of the college. Ad-hoc work is sometimes the best approach to getting started in equity work, but in order for it to be sustained long enough and deep enough to make a real impact on the lives of students, it has to be infused into the fabric of the institution: the mission and vision, strategic plan, college policies and other major initiatives (such as the LMC Student Equity Plan, Equal Employment Opportunity plan, etc.).

What institutional data is used to drive efforts?
LMC uses a variety of data and sources to measure impact on achieving equitable student success. According to the IPEDS data for 2015-16, although African American students are underserved in the area of certificate completion at 9.8%, they are close to equitable representation with AA degree completion at 13.8% and a graduation rate of 17%. Latino students are slightly underrepresented with a graduation rate of 31% but very close to equitable representation of certificate completion (36%) and AA degree completion (38%). Transfer velocity data shows some increases for both Black and Latino students in recent years. When tracking a 6 year transfer period, the transfer rate for the 2008-09 African American student cohort increased from 26.3% to 46.2% in 2010-11. The transfer rate for the 2008-09 Latino cohort increased from 28.5% to 32% in 2010-11.

Furthermore, while not disaggregated, the significant increase in overall transfer success for the college is telling. Over a fifteen-year period UC transfers increased from 15 to 102, CSU transfers increased from 155 to 412, and Out of State transfers increased from 39 to 127. While enrollment has remained relatively steady during this period, the college has more than doubled its annual transfer rate.

The MESA and Umoja Scholars Program learning communities have also shown positive outcomes. According to data from 2016-17, MESA serves approximately 240 students per year. The MESA program achieves an average retention rate of 92% for African American students and 94% for Latino students. Furthermore, the success rate for African American students in MESA is 89% and is 87% for Latino students. The Umoja Scholars Program serves approximately 140 students annually and has an average completion rate of 79%.

In attempting to achieve institutional culture change, it is also important to pay attention to qualitative and anecdotal data. The increased engagement of African American and Latino students on campus is an important accomplishment. This can be attributed to a number of factors including the promotion/support of learning communities and an engaged student government and Student Life Office that teaches advocacy and leadership skills.

How were challenges overcome?
When attempting to create change, there will always be challenges. Los Medanos College is no exception to this. One major challenge, common to many, is limited resources. Although there has been recent funding provided by the state to help support, the resources have not always been available and there is no guarantee that they will continue. In addition, the resources are limited and are allocated with numerous specific restrictions. For example, using equity funding for necessary positions allows the work to be imbedded in the college, but also takes up a large percentage of the funds. In addition, it is a challenge to balance the expectations for immediate results that often come with this funding with work that makes sense, is meaningful to the college, and addresses long-term barriers for students.

Another challenge also common to many institutional change efforts is the ability to make systematic meaningful shifts while navigating many uncontrollable external factors. The changing demographic of LMC over the past decade has led to the challenge of serving an increasingly diverse population. This demographic shift has come with lower socio-economic status, social oppression, an increase in first generation college students, etc.., all of which impact student success. With these challenges comes the opportunity to rise to the occasion to meet the needs of our changing and growing student population. Not everyone at the institution fully understands this opportunity and our responsibility to meet students where they are in order to help them reach the outcomes they desire. Many are unaware of their ability to have an impact on students to realize an improved socio-economic status and the possibility to overcome social oppression. This leads to an additional challenge of building an increased commitment for more people to engage in equity-focused work and who are willing to be more intentional with regard to the process of making equity-focused institutional change. It becomes a challenge when the same handful of people are carrying on what should be the work of the entire institution to create an environment where all students can achieve equitable outcomes and be successful.

Knowing what you know now, what would Los Medanos College do differently?
LMC's equity efforts have led to rich learning experiences and more importantly growing experiences, so there are no regrets. However, knowing what we know now, one area of focus that should have been tackled earlier and with more intention is related to hiring. There has been a significant decrease in African American and Latino faculty and staff employed at the college in recent years. While there has been a huge focus on student success, transfer, and completion, there has not been a good enough look into what we were exemplifying as an institution with regard to "who" is serving our students. For example, according to our 2014 employee data, Latinos are significantly under-represented in all employee groups (classified, faculty, management), yet LMC is an HSI with more than 40% of the student population identifying as Latino. The Equal Employment Opportunity committee has done some work towards this and continues to try and make change, but an initial sense of urgency and attention given towards this issue was not as strong as it could have been in the beginning.

Advice for those just starting the student success journey?
Words of advice Los Medanos College would like to share with others engaging in this work are:

1. Be strategic and intentional. Whether equity work at an institution begins as a grassroots effort or as organized institutional action, it is important to be strategic and intentional about this work. It is ok to make mistakes along the way that you will learn and grow from, but what you cannot afford to do is to make decisions that are not thought through. However, don't get stuck in thinking and lose a sense of urgency - there is no time to waste when each day is an opportunity to change students' lives.
2. Use the data but do not get lost in it. It is important to use data to inform decision making and to measure your results, but it is just as important to not spend so much time in the weeds of the data that you never move towards action.
3. Carefully decide which battles you will fight and who you need on your team to carry out the work. Every angle is not worth taking and every battle is not worth fighting. It is important to decide which are worth it. Sometimes this may happen in the middle of the battle which is ok. What is important is that the team understands this work takes time and must be approached from different angles. If one angle is not working, it may be necessary to try a different approach.
4. Institutionalize the work by embedding it into the "fabric" of the college. Whatever the equity effort may be, it is important that one end result of that work is that it becomes a part of the institution rather than a separate isolated effort that is reliant on a particular person or champion to keep it moving forward. This keeps the work "alive" and not faced with the possibility of fizzing away because champions leave or get tired.
5. Celebrate. This is hard work. In many cases, only a small group is deeply "called" to do this work. People get tired, but what gives them renewed energy to continue is to celebrate the accomplishments along the way, both big and small.

Mentor Case Study:
Rutgers University - Newark
Newark, New Jersey

Overview of Rutgers University – Newark

Rutgers University – Newark's vision is to be a national leader in 21st century higher education through a commitment to the values of educating a diverse citizenry, producing high impact scholarship, engaging in our community as an anchor institution, and drawing the connection between local and global, for the improvement of the economic and social well-being of society as a whole.

More than 14,000 students are currently enrolled at Rutgers University – Newark's 38-acre campus in a wide range of undergraduate and graduate degree programs offered through the Newark College of Arts and Sciences, University College, the Graduate School-Newark, Rutgers Business School-Newark and New Brunswick, the School of Law-Newark, the School of Criminal Justice, and the School of Public Affairs and Administration. Rutgers University – Newark awards approximately 300 doctoral and law degrees, 1,200 master's degrees, and 1,600 baccalaureate degrees each year, and is ranked among the best in the nation for quality among small research universities by the National Faculty Productivity Index.

Rutgers University – Newark has a long, respected tradition of involvement with issues affecting the national and global community in the areas of social and economic justice, civil rights, politics, business, law, journalism, and scientific discovery. In a host of ways, Rutgers University – Newark is deeply committed to engagement with Newark and surrounding communities through teaching, research, public service, experiential learning, free lectures, conferences, and concerts open to the public, as well as mentored student research and field work in Newark. Rutgers University – Newark's' social mission is also grounded in its history of educating first-generation college students, those of modest means, and people from diverse racial, ethnic, national, and religious backgrounds.

At a historical moment when our cities, our state, our nation, and our world desperately need higher education to fulfill its promise as an engine of discovery, innovation, and social mobility, Rutgers University – Newark is exceptionally well positioned to fulfill that promise. It has a remarkable legacy of producing high-impact scholarship that is connected to the great questions and challenges of the world. It has the right mix of disciplines and first-rate interdisciplinary centers and institutes to take on those questions and challenges. It is in and of a city and region where its work on local challenges undertaken with partners from sectors resonates powerfully throughout our urbanizing world. Most importantly, Rutgers University – Newark brings an incredible diversity of people to this work—students, faculty, staff, and community partners—making it more innovative, more creative, more engaging, and more relevant for our time and the times ahead.

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How did Rutgers University-Newark get started on the "student success" path?

Historically, Rutgers University – Newark has maintained its commitment to cultivating talent to people who might not have the same educational opportunities as others, especially first and second-generation immigrants that have come to the area in large numbers. System-wide strategic planning was critical for bolstering commitment to student success.

After more than a decade operating without a system-wide strategic plan, Rutgers initiated a strategic planning process in 2012-13 that would roll out to each of the universities within the system over the next two years. The process started at Rutgers University – Newark shortly after Chancellor Cantor arrived in 2014. It was, in many ways, a bottom-up effort. Chancellor Cantor had several days of listening tours around campus and the community, and charrette groups that would bring people together from different constituencies to have facilitated discussions around a specific question. One of those very important questions discussed in a charrette group was "what does the world expect from higher education institutions today?" The question was intentionally decentering—it was not framed in terms of what does our Board of Governors or what does our new Chancellor want, for example. The discussions stemming from that charrette group resulted in the realization that Rutgers University-Newark wanted its work to be about supporting students and engaging with the local community instead of being an ivory tower that only engages with other ivory towers.

How do you sustain the student success movement? What is the role of leadership and of culture change?

Leadership and culture change go together and are key to the student success movement. Leadership is crucial for making the culture that goes deep and broad through discourse (what we talk about and how we talk about it), who is placed in leadership roles, expectations we place upon people, and focusing on collaborative efforts rather than narrowly-defined outcomes.

At some level, postsecondary education is about trying to create knowledge and educated citizens and the work Rutgers University-Newark has embarked on is about changing the mentality around how to achieve those goals and how to determine success. The work is about shifting from a gatekeeper approach—such as the approach of national rating systems that use the number of students rejected as a measure of the quality of a postsecondary institution and proportion of grades of C or lower as a measure of rigor— to an affirmative approach— a mentality that emphasizes the ability to think about what students need and finding ways to make sure students are able to get what they need in order to clear obstacles on the path to achieving their goals. This shift in approach has been the work not only in many of the academic spaces but also of other areas. For example, in financial aid offices, the ability to say 'no' is often viewed as a sign of compliance; thus, the work at Rutgers-Newark has been focused on helping employees

in the financial aid office find ways to make things work for students rather than standing by and defending the policy without understanding and assessing the situation in its entirety.

Data Tracked to Measure Progress

Rutgers University – Newark has a core set of data points it tracks for assessing how well it is serving its students, how well it is increasing access to a research university to students from populations that do not historically enroll at research universities, and how well it is decreasing gaps in graduation rates. The institution focuses on data points of the past five years since Rutgers University – Newark's strategic plan was finished in summer 2014.

One area highly emphasized by Rutgers University – Newark is enrollments from the city of Newark. Enrollments from the City of Newark and Greater Newark have continuously grown (as a percentage of total undergraduate enrollment and in number) in the past five years. In the past five years, enrollments from the City of Newark have grown from 660 to 1,232 during a period of time during which counterpart institutions elsewhere are focusing less on enrolling students from the community in which the institution is located.

While not intentionally sought, the undocumented student population has grown very rapidly in Rutgers University – Newark during the last five years. This rapid growth may be in part due to annual informational sessions provided (with other participating institutions that are mainly New Jersey County Colleges) to students about resources and opportunities available to undocumented students and Rutgers University – Newark's expansion of funding opportunities for undocumented students.

Another area to highlight is graduation rate gap reduction. While cohorts are fairly small at Rutgers University – Newark, resulting in fluctuation from year to year from just a change in three or four students, data show that in two of the last six years Black students have had a higher six-year graduation rate than White students. Also, after many years of a double digit gap in graduation rates between White and Hispanic or Latino students, the six-year graduation rate gap has been in the single digits six of the past ten years and Hispanic or Latino students had a higher six-year graduation rate than White students in one of last five years.

Consistently, transfer students coming in with a degree graduate in three years (150% time) at higher rates than first-time freshmen students graduate at the comparable 150% time (six years).

These data points are connected to the efforts made at the university to increase access for students from populations that historically have not enrolled at a research university and also to improve graduation rates and eliminate gaps in graduation rates that have historically existed between different subpopulations.

Discuss any significant challenges the institution has faced and how those challenges were overcome.

In the 90s, under Governor Christine Todd Whitman, the State of New Jersey dissolved the Board and Department of Higher Education. The highly deregulated nature of higher education in the state of New Jersey, in which there is very limited executive and legislative branch intervention in higher education, has created a series of ongoing crises for Rutgers University-Newark and other higher education institutions in New Jersey that are related to the associated lack of coordination and lack of bond issues, among other things.

At a time during which there was talk about separating the Rutgers system into universities with no tie to one another, the strategic planning process addressed some of those challenges by articulating a single direction at the system level while also giving greater autonomy to each campus. The increased coordination in conjunction with increased autonomy (having a separate budget for the first time) has allowed Rutgers University –Newark to re-focus on student success and anchor work while other parts of the system have been able to focus on other goals.

The highly deregulated nature of New Jersey higher education created a series of ongoing crises for the institution but strategic planning, starting with the arrival of President Barchi followed by the arrival of Chancellor Cantor at Rutgers – Newark and Chancellor Haddon in Rutgers – Camden, really helped focus the institutions.

Based on what you feel you have achieved, what important work remains?

What Rutgers University – Newark got right was engaging everyone from the beginning of the strategic planning process. In some of the initial stages, the institution did not pay enough attention to pedagogy and curriculum and things that went on in the classroom and around the classroom. A lot of initial student success work was focused on the enrollment offices, restructuring financial aid both in terms of how the money flows and staffing (much of staffing has turnover in about five years in the financial aid office). Student advising is also much different now compared to five years ago. However, in the past year, leadership has been engaging faculty a lot more and a lot more work is being done with respect to looking at individual course outcomes. At some level, this work could have started earlier but there was a strong consensus that it was not the area that was presenting the most challenge. Now to make further progress, Rutgers – Newark will need to do more of this level of work.

Advice for those just starting the student success journey

Student success work requires collaboration across the entire institution—it is work that fundamentally cannot be done alone— and leadership, at every level, plays a critical role in creating that collaborative environment.

Mentor Case Study: San Jacinto College
Houston, Texas
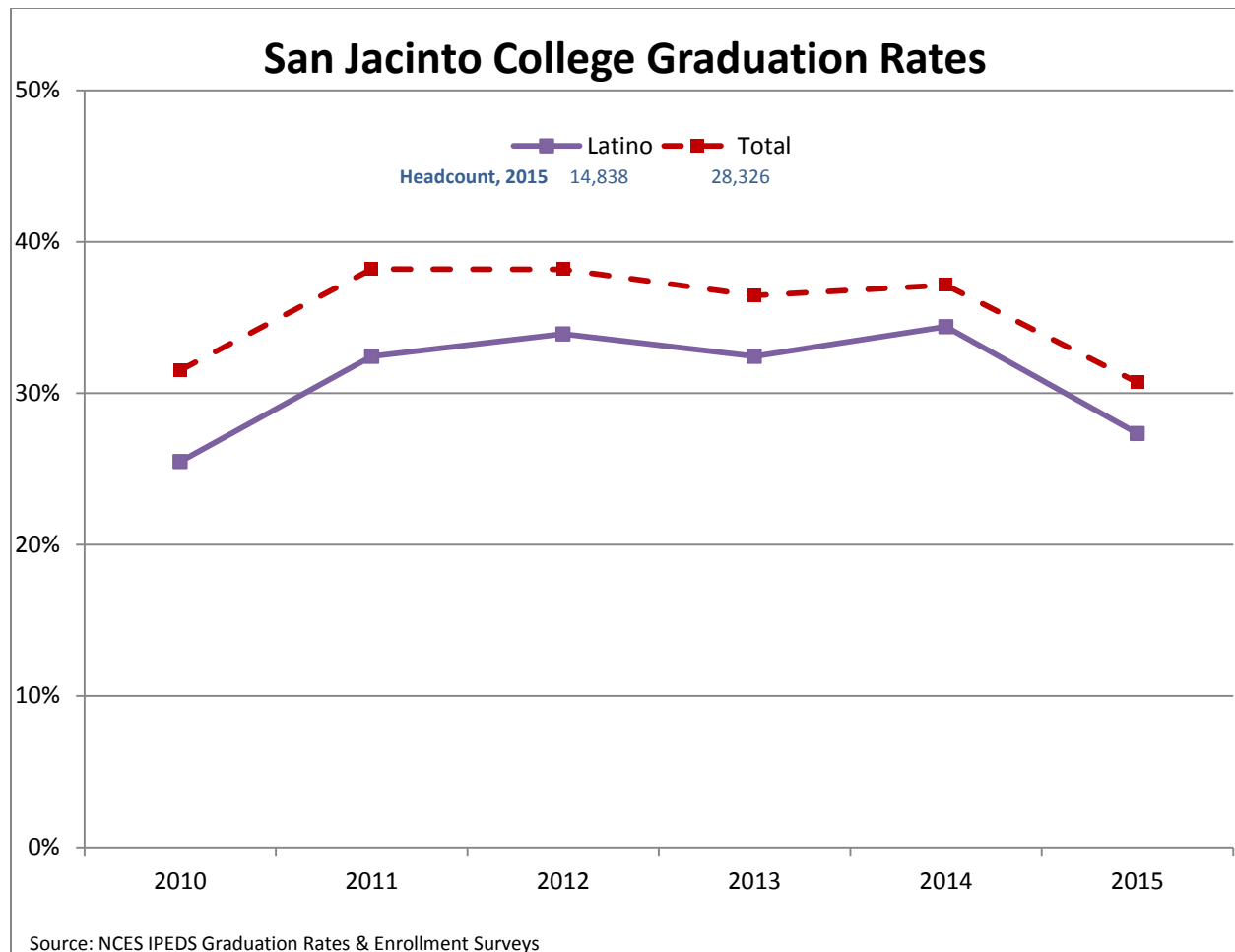
Overview of San Jacinto College
Surrounded by monuments of history, industries and maritime enterprises of today, and the space age of tomorrow, San Jacinto College has been serving the citizens of East Harris County, Texas, since 1961. San Jacinto College is a 2017 Aspen Prize for Community College Excellence Rising Star Award recipient and an Achieving the Dream Leader College. Approximately 45,000 credit and non-credit students each semester benefit from a support system that map out a pathway for success. The College offers eight areas of study that prepare a diverse body of students to transfer to four-year colleges or universities or enter the workforce with the skills needed to support the growing industries along the Texas Gulf Coast. San Jacinto College graduates contribute nearly $690 million each year to the Texas workforce.

Our mission is to ensure student success, create seamless transitions, and enrich the quality of life in the communities we serve. San Jacinto College is a leader in educational excellence and in the achievement of equality among diverse populations. We strive to empower students to achieve their goals, redefine their expectations and encourage their exploration of new opportunities. Our passions are people, learning, innovation, and continuous improvement.

The College is active in workforce and economic development partnerships across the region. Industry partners serve on advisory committees for all technical programs and work in mutually supportive ways to train incumbent and future workers. Program development is keyed to job availability and market demand. The Chancellor served as chair of the Economic Alliance Houston Port Region (2012-13), chair for Bay Area Houston Economic Partnership (2014-15), and on the Board of Greater Houston Partnership. San Jacinto College personnel serve on both the Steering Committee, Construction Sector, and Petrochemical Sector committees for Greater Houston Partnership, and Upskill Houston Initiative.

Data Trend Chart
The chart below represents San Jacinto College graduation trends for Latino students (purple line), and for all students (red) over five years.

San Jacinto College Graduation Rates

Headcount, 2015 — Latino 14,838 — Total 28,326

Source: NCES IPEDS Graduation Rates & Enrollment Surveys

How did San Jacinto College get started on the "student success" path?
Since joining Achieving the Dream in 2006, San Jacinto College shifted its institutional focus from enrollment to a commitment to student success and completion that involves every employee. What drives the institution is not individual pursuits, but a collaborative emphasis on ensuring success for all students who enter the College, no matter the pathway they use or the level of skills with which they arrive. We have engaged in re-designing the institution: admissions, test preparation, entry testing, advising, differential placement, developmental education, entry college-level courses, mathematics and English, student success courses with faculty advisors, tutoring services, technical programs, part-time faculty development, intense and intentional communication plans, and commencement. All aspects of the College are building around the student's San Jacinto Journey from front door to completion. This has resulted in a 140% increase in certificate and degree completers from 2007 to 2015, with 6,441 degrees awarded in 2014-15, making San Jacinto the 17th highest degree-granting community college in the nation and 19th highest for degrees to minorities.

Student Success Goals are stated in the San Jacinto College mission statement: seamless transitions from the front door to completion, equity among diverse populations, student

achievement of goals, redefining of student expectations, and encouragement of student exploration of new opportunities. Student Success is one of the five college strategic goals: Student Success, Workforce and Economic Development, P-16 Pipeline, Our People, and Continuous Improvement. From the strategic goals, annual priorities are developed. For Student Success, these include positioning for the future, front door to completion, anticipation of and response to workforce needs, talent and organizational development, and fiscal accountability and responsibility.

At San Jacinto College, we hold ourselves accountable for the performance of our students, and every day faculty, staff, and administration work to help students achieve their goals.

How does San Jacinto College sustain the student success movement?
Our Board of Trustees has led the way in developing an external and internal strategic vision that maintains a focus on student success. Our Chancellor stimulates creativity, fosters opportunities for success and communicates the shared vision of our Board of Trustees. Together they provide the bold leadership that keeps the college striving to be better.

San Jacinto College's executive leadership test the robustness of assumptions and logic while exhibiting a college-wide perspective and understanding of issues, processes, policies, practices, and resources. When working with their direct reports, executive leaders direct and guide an understanding of this unified perspective. Each leader facilitates communication with peers, constituencies, and the College community. The College's values guide the organization's culture and character. Each leader fosters a climate that is consistent with these core values.

The focus of the campus leaders is to foster teaching, learning and student success. The campus leaders endeavor to identify new ways and programs to serve the community and to promote creative methods to engage faculty and staff. The campus leaders challenge the status quo, promote academic excellence, and ensure consistent quality and service levels among campus operations.

Student Success is a priority for faculty, staff and leadership at San Jacinto College. All members of the College community are responsible for student success. Those in the classroom facilitate learning, while maintaining the highest standards of quality. We all share the responsibility to provide students with the best environment and support available so that students can concentrate on learning. We are charged with ensuring excellence in everything that we do and addressing challenges directly.

> *What is the role of culture change?*
> The gains we have achieved since 2007 would not have been possible without a change in culture. San Jacinto College District operates as one college with multiple campuses, centers, programs, and services. Common policies and procedures and consistent business practices guide the organization. The synergy is apparent. Concern is for the whole. Competition between the individual units, departments, or functions is not part of our values. Decisions and actions are data informed answering the ultimate question,

"How does this improve student success?" We celebrate our accomplishments and successes together.

As an institution we place our students first. We evaluate practices and procedures with the goal of removing barriers for our students. We use data to help us identify ways that we can improve and it is this culture of constant improvement that allows us to better serve our students and our community.

What institutional data is used to drive efforts?
San Jacinto College embraces a proactive approach in collecting and analyzing completion data in an effort to highlight successful practices that promote course, certificate, and degree completion.   We use completion data to identify areas of low completion in order to initiate instructional and support services redesigns that will improve completion. The collected data build from the course level and include successful completion of student learning outcomes and course success rates. For example, faculty include the review of student success data as an integral component of their individual self-assessment and the overall assessment of certificate and degree programs.

The college's institutional research office produces detailed program review reports for every program at the College on a four-year cycle and oversees a college dashboard on the website, an aspect of which is reviewed at every Board of Trustees meeting. The reports provide data on student course success, credential attainment, average time to award, enrollment, success by instructional modality, and students' GPAs, among others. These data are used by every program, department chair, dean, and provost to provide in-depth analyses of student outcomes. As program data are thoroughly reviewed, continuous improvement occurs in each program. For example, analysis showed the lowest completion in mathematics, Composition I and II, and lab sciences; faculty and leaders in those programs began fundamental changes to instruction and student support in those courses, resulting in an increase in student success in individual courses and, ultimately, degrees. The improvements based on student outcome data ultimately affect all 28,000+ students at the College.

San Jacinto College Dashboard

How were challenges overcome?
A challenge that all institutions face is identifying those initiatives that are the most effective as well as those initiatives that may have limited impact or initiatives that are challenging to expand. Over the years we have piloted a number of student success initiatives. These initiatives have various levels of success and the challenge is how to determine the true impact on our students.

We have empowered our Institutional Research & Effectiveness Office (aSPIRE) to provide the necessary support. The aSPIRE Team provides innovative and creative research and data analyses for the San Jacinto College community to inform decisions that result in a positive, measurable effect on student success.

We recently held a joint meeting of the aSPIRE team and the instructional deans to examine our student success metrics and identify those initiatives that provided the greatest impact as well as factors that limited impact on student success. These findings were presented to our Board of Trustees at our monthly Board Meeting. The ability to review initiatives and explore what works in an open and transparent manner has been a significant change in culture for San Jacinto College and has allowed us as an institution to ask the hard questions.

The San Jacinto College vision is that a student should never fail because of a barrier we overlooked or created. Our faculty and staff are working together, examining processes and procedures, and determining if they present unintended barriers to student success and completion. With the help of faculty, we are getting student input on what barriers they encounter along their educational pathway. As a result, a group of leaders in student support services, faculty, financial aid and administration has begun the job of examining and redesigning the student experience from enrollment through the last semester. The intended result is for students to complete their certificate or degree in a timely manner to transfer to a four-year university as a junior or move into a career in their chosen field.

Knowing what you know now, what would San Jacinto College do differently?
The journey over the last ten years has been challenging, but the challenges allowed us to grow as an institution. There is no perfect path, but it is essential that an institution embraces a culture of change and self-improvement that emphasizes student success. Obviously, there are individual initiatives that in hindsight we might reconsider. However, growth occurs through the process of trial and error.

Advice for those just starting the student success journey?
Keep your focus on your students and their success. Do not be afraid to try new things. One of the mindsets we had to break was the "we have always done it that way" philosophy. Breaking away from "tradition" allowed us to take positive steps to eliminate barriers that we created as an institution. Our gains in completion rates and our achievements in equity validate our break from past practices.

Take great pride in your mission of helping students achieve their dreams. Graduation is obviously one of our favorite days of the year. It is gratifying as students walk across the stage and accept their degrees or certificates and heartwarming to hear their families cheer them on. At that moment you realize that all that we do is changing the lives of our students, their families, and our communities.

Mentor Case Study: Santa Fe College
## Gainesville, Florida

Overview of Santa Fe College

Santa Fe College is a comprehensive community college in Gainesville, Florida, enrolling some 22,000 students per year (annual unduplicated headcount; about 12,000 FTE). Approximately 66% of the college's students are enrolled in the university-transfer A.A. degree with the goal of transferring to the nearby University of Florida or another institution in the state university system. Roughly the other third are enrolled in certificate and degree programs in career and technical education, and the college has built especially strong programs in the health sciences, information technology, building construction, public safety, and biotechnology programs, with graduates going on to earn wages that exceed the average for our region. The college enrolls almost 1,000 students annually in high school dual enrollment programs, and just under 5% of the college's overall FTE (600-800 students) continue at Santa Fe to pursue one of nine specifically authorized and workforce-oriented baccalaureate programs.

Because of its close transfer relationship with the University of Florida, almost half of Santa Fe's students come from outside its two-county service district. Thousands of students enroll annually from Florida's major population centers (the Miami, Orlando, Jacksonville, and Tampa/St. Pete metro areas), as well as suburban and rural counties from throughout Florida. While this influx of students from around the state makes the population of Santa Fe look much more traditional than many community colleges (our average student age is 24), it also brings tremendous diversity and a higher percentage of Black and Hispanic students than is present in the college's local service area. Currently, almost 40% of Santa Fe students are minorities, with approximately 20% identifying Hispanic origin and 19% African-American.

Data Trend Chart

The chart below represents Santa Fe College's graduation trends for Black students (blue line), Latino students (purple line), and for all students (red) over five years.

Santa Fe College Graduation Rates

Source: NCES IPEDS Graduation Rates & Enrollment Surveys
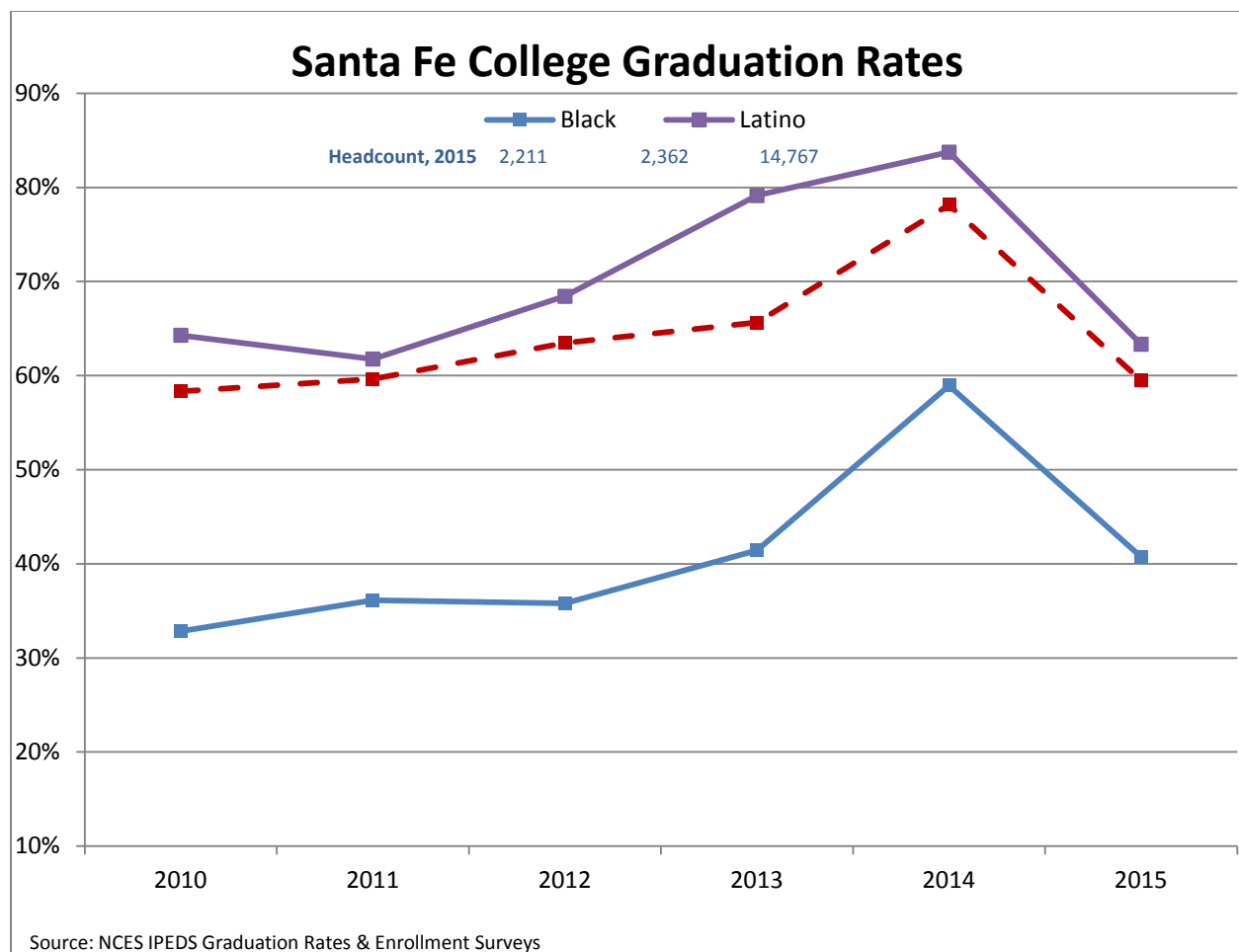
How did Santa Fe College get started on the "student success" path?

President Jackson Sasser became president of Santa Fe College in 2002, and the college is fortunate to have had conscientious leadership that for almost two decades has emphasized student success, well before the national conversation regarding completion gained traction. As a Board college leading the League for Innovation in the Community College, as a longtime participant in the Community College Survey of Student Engagement, and through involvement with other national organizations, the culture of Santa Fe was already involved with national conversations regarding the completion agenda. The college was also fortunate, in a way, to be closely linked to a university that, for its own reasons, began requiring the A.A. degree for all transfer students around 2005, making degree progression and completion a key outcome that was well understood by all employees of the college.

Around that time, facing persistent performance gaps between white and African-American male students, President Sasser and the college committed resources to starting and maintaining a permanent coaching and mentoring program for African-American men called "My Brother's Keeper." The program's goal was to support black men from the time they first entered the college all the way through graduation, and the program represented an intentional commitment of institutional resources with the goal of closing an equity gap and improving outcomes for a

specific population. Since then, the college has begun programs dedicated to supporting Hispanic students and GED earners.

When the Great Recession began having a tremendous impact on Florida (c. 2007-2011), the conversation about student success took on much greater urgency. Virtually every conversation with a Santa Fe student revealed a case where someone had lost a job, a family had been displaced, earlier workforce training was no longer needed or relevant, and retraining or new education was needed.

Building on that urgency, the Aspen Institute for Community College Excellence also embraced the completion agenda (as well as an equity agenda) in a way that newly energized two-year colleges beginning around 2011. Aspen's four-part rubric for institutional success (student learning, student outcomes, equity outcomes, and workforce outcomes) led Santa Fe to recommit itself to an outcomes-based vision of institutional excellence.

How does Santa Fe College sustain the student success movement?
The college sustains its orientation towards student success in several ways. First, in hiring both administrators and faculty, the college endeavors to select candidates who understand the importance of student outcomes. Second, in its programming, the college continues to pursue initiatives that keep student success at the front of the institution's primary concerns. For example, since 2013, the college's SACS-required QEP has been focused on improving our student intake and orientation systems, instituting developmental advising (rather than just transactional course selection), giving faculty new resources to communicate early alerts to all students when they are getting off track, and introducing mindset interventions that can be used by faculty and advisors at any time. For another example, in competing for a new Title III grant, the college focused attention on the success of students in a variety of developmental and gateway courses and used the (mixed) results of those courses as impetus for improvement.

What is the role of the leadership?
The President, the Provost, and the academic leadership team regularly use student success as an indicator of program success. Conversations about enrollment management and learning must carry through to a focus on student completion, as well as equitable completion for all students. Increasingly, the entire leadership team (both in student affairs and academic affairs) is comfortable articulating the institutional mission in terms of a success agenda, as well as confronting those barriers that may hinder students from completion. Increasingly, too, all leadership carry responsibility for continuing a conversation about equity; while many of our minority students are performing well (Hispanic students during some years outpacing white students), the performance gap between African-American students and other groups remains persistently poor.

What is the role of culture change?
Culture does not stand still at Santa Fe. Whether because of seemingly annual legislative mandates that have changed developmental education and general education, whether because we have a robust culture of innovation and grant writing that seeks new opportunities and challenges; whether because we have successfully recruited faculty and

staff committed to the idea of constantly improving rather than maintaining the status quo-- the Santa Fe culture has embraced an ethos of continuous improvement. Like many institutions, we sometimes experience initiative fatigue (currently, for example, we are involved with three far-reaching grants and multiple facilities projects, all happening at the same time), but the culture of Santa Fe has proven itself to be resilient and adaptable.

What institutional data is used to drive efforts?
- Internally, we find that program-level data about student retention and success is helpful for identifying those areas where students are making good progress through their chosen programs of study and others where students regularly encounter difficulty. Often, such metrics require combination with some qualitative analysis to determine why specific "loss points" exist. (Not all are related to poor instruction or lack of student progression.)

- We use same-semester retention and grade distribution data at the course and instructor level and can compare that data to discipline and departmental averages to identify areas of instructional strength and weakness. This data is required to be incorporated into pre- and post-tenured faculty evaluations.

- Our success data is accompanied by robust student learning outcome assessment data in virtually all programs, assuring that direct and indirect measures of student knowledge and skills development are in place, and that the emphasis on student success doesn't lead thoughtlessly to grade inflation or reduction in academic standards.

- We have begun looking more closely at fall-to-fall retention among our FTIC cohort and are attempting to generate predictive models of scenarios in which students are most likely to stop out of attendance.

- We produce an annual equity report that provides more granular data on overall student retention and completion by race and ethnicity, as well as success and performance gaps in gateway courses (especially in English and math), and we formulate action plans each year based on the previous year's results.

How were challenges overcome?
To be sure, the college has experienced the usual challenges involved with culture change: uncertainty that the work involved with change will lead to better results; the onboarding of new technology; and trying to find ways to "work smarter" rather than overloading already busy employees. But the chief way in which the college addressed all these challenges has been through a culture of open transparency and the desire to keep the student's experience and success at the heart of institutional conversations.

The college continues to struggle with the persistent gap between African-American students and their white and Hispanic peers. Although it is encouraging that the performance gap has narrowed in recent years, the interventions the college currently has in place have not yet erased a significant gap.

Knowing what you know now, what would Santa Fe College do differently?
No response provided.

Advice for those just starting the student success journey?
My advice would be to ground the need for institutional improvement of student success and equity in terms that connect to real-world circumstances. Many of our students struggle with poverty, obtaining a living wage, developing effective labor market skills, and equitable access to educational and financial opportunity. As educators, we have a moral imperative to make education responsive to the needs of our citizens and our communities. I would say this work requires a measure of personal and professional courage to "call the question" on whether our current practices are effective or yield results we are satisfied with. Many of our community college students in particular show tremendous courage by enrolling in higher education, when education has not necessarily been their lifelong friend. The least we can do as educators is been brave enough to ensure that the experience we offer meets their needs.

Finally, I would suggest to those just getting started that the "data is your friend." As educators, we are not necessarily trained in analytics or business data, and some of us might prefer the anecdote or the feel of the interactive educational process over measuring the outcomes. However, to create momentum for change, data about the numbers of students who are successful or unsuccessful—especially when combined with moving anecdotes that bring the reality of a student's experience to life—can create add weight and urgency to what might otherwise be a one-off story.

Mentor Case Study: University of South Florida
Tampa, Florida

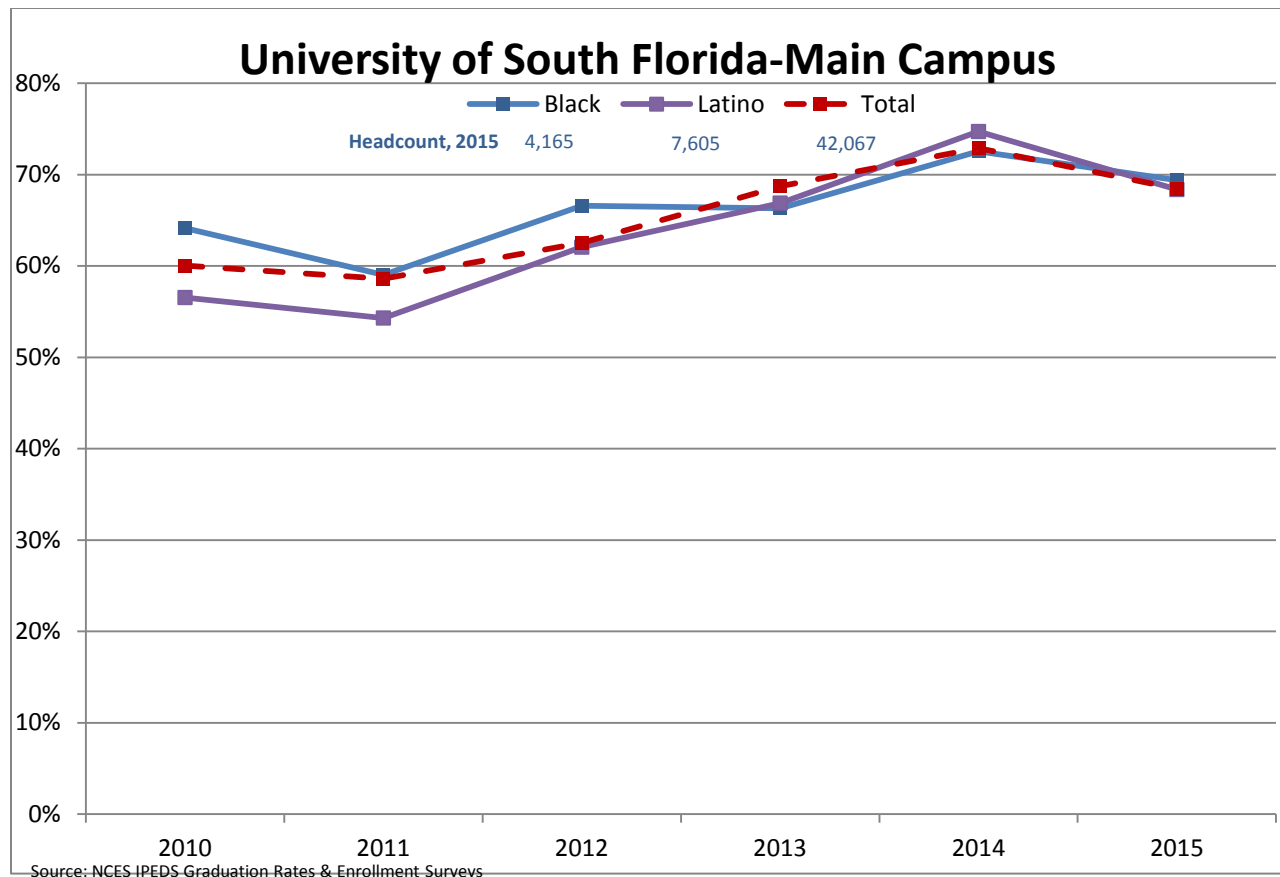**Overview of University of South Florida**

The University of South Florida (USF), located in Tampa, is a large, public four-year university offering undergraduate, graduate, specialist, and doctoral level degrees. It is the largest institution in the USF System, which also includes two other separately accredited institutions: USF St. Petersburg and USF Sarasota-Manatee. Serving more than 50,000 students, the USF System has an annual budget of $1.6 billion and is ranked 29th in the nation for research expenditures among all public universities. USF Tampa is Carnegie classified as a Doctoral University: Highest Research Activity.

USF is comprised of 14 colleges offering more than 200 undergraduate majors and concentrations—with some of the most populated colleges being Medicine, Nursing, Pharmacy, Public Health, Arts & Sciences, Business, and Engineering. USF also offers numerous degree programs at the graduate, specialist and doctoral levels, including a Ph.D. in Medical Science.

USF celebrates its highly diverse student population, which is comprised of students representing all races, ethnicities, income levels, sexual identities, and more than 145 countries. USF prides itself on being a high-impact global research university dedicated to student success.

Data Trend Chart

The chart below represents the University of South Florida's graduation trends for Black students (blue line), Latino students (purple line), and for all students (red line) over a period of five years.

University of South Florida-Main Campus

Legend: Black — Latino — Total

Headcount, 2015   4,165   7,605   42,067

Source: NCES IPEDS Graduation Rates & Enrollment Surveys

How did the University of South Florida get started on the "student success" path?
In 2009, USF aspired to be a premier public research university with state, national and global impact that produces global citizens well prepared to compete in and contribute to the dynamic marketplace. However, with a six-year graduation rate of only 48 percent and a first-year student retention rate of 86 percent, USF faced student success challenges. To address these challenges, USF launched a Student Success Task Force that year and charged it to "present actionable and prioritized recommendations" to transform the culture of the university in order to raise retention and graduation rates. The 100-person task force consisted of representatives throughout campus and across all disciplines, and was intentionally composed to ensure university-wide contributions to the student success movement.

In 2010, the task force released a lengthy set of recommendations that began with three fundamental reforms: institutionalize student success, transform the culture to promote student success, and build research capacity to support student success initiatives. Since then, the task force has implemented numerous student-centric programs, reshaped university policies, introduced new software tools, developed targeted student success messaging campaigns, and embedded High Impact Practices in the curriculum to support and engage its very diverse student population.

How does the University of South Florida sustain the student success movement?

What is the role of the leadership?
USF's leadership—Board of Trustees, President, Provost, and senior management teams— have long been committed to the student success movement on campus. It was USF's President who called for a focus on student success in 2009 and the Provost who formed and charged the Student Success Task Force. The university leadership backed up its commitment by making an initial investment of $3 million to launch recommended student success initiatives, as well as subsequent investments in programs, human resources, and initiatives. Leadership's commitment to the USF student success movement was clearly articulated in the university's 2013-2018 strategic plan.

"We will distinguish USF as an inclusive environment that expands access for students from all walks of life, creating a learner-centered environment where every aspect of the university is committed to student success," said USF System President Judy Genshaft in the 2013-2018 Strategic Plan.

Today, "student success" is always present in communications from senior leadership. It is this top-down, unwavering, frequently articulated commitment that is a critical role for leadership to assume for any successful movement to take root and flourish.

What is the role of culture change?
Early on, the USF Student Success Task Force identified the need for an institutional culture change to promote student success. Even though an Office of Student Success was formed at the task force's recommendation, this office and senior leadership continued to stress that student success was the responsibility of all faculty, staff, and administrators. Although some positions/units on campus hold greater or more obvious influence over students and their ability to progress—such as faculty, Financial Aid, academic advisors—USF is working to ensure all employees understand how they can contribute, too.

High-profile leadership "walking the talk" is critical for fueling the shift, and USF's President and Provost clearly demonstrate their support of students by taking the time to meet with students, personally addressing issues raised, and being visible (and approachable) on campus.

Shifting to a student success minded culture is an intentional and slow process requiring transparent communication of expectations and support from leadership, including recognition of duties performed well and necessary training—all of which USF has integrated into its campus.

What institutional data is used to drive efforts?

2016 was a pivotal year for advancing the student success movement and in creating a truly 360-degree student success experience. Joining the efficiencies and analysis capabilities of Big Data, a new technology platform, and the care and expertise of our case management teams, USF has institutionalized student success on a campus of over 43,000 students. The results of this powerful combination include:

- A first-year retention rate of 90 percent was reached for both the 2015 and 2016 cohorts, the highest retention rate achieved in USF history. See Appendix: Graph 1

- A six-year graduation rate for the 2011 cohort reached 71 percent in 2017, the highest six-year graduation rate in the history of USF. See Appendix: Graph 2

- The achievement gap (measured as a 6-year graduation rate) by race and ethnicity has been eliminated. Black and Hispanic students graduate at rates equal or greater than that of white students. See Appendix: Graph 3

- At-risk students across the institution are experiencing a higher quality, more personalized and effective outreach, and guidance as the result of the student success case management program.

How were challenges overcome?

Thanks to the work of the Student Success Task Force, USF had made significant improvements in both first-year student retention (89 percent) and six-year graduation (57 percent) rates by the end of the 2013- 14 academic year. However, the pace of improvement slowed in subsequent years as the student success initiatives were no longer moving the needle.

With aspirations of meeting and exceeding a 90 percent retention rate and 70 percent six-year graduation rate established by the State of Florida as the baseline for performance based funding, USF sought new and innovative methods to advance student success. Forward thinking leadership realized the need for earlier intervention to keep students on a solid path to graduation so, early in 2012, members of the Student Success team began utilizing an internally developed predictive model to determine the risk of attrition of first-year students.

This model, based on pre-matriculation data gathered via a survey of the incoming freshman class, helped to uncover groups of students that were likely to face challenges based on characteristics and their expectations. From this data, USF was able to identify 10 percent of first-year students most likely to need support and focus its outreach through a team of support staff from across campus. Although this information was helpful, retention rates barely improved.

Recognizing the power of data analytics, USF contracted with Civitas Learning in 2014 to deploy a student success platform that could generate predictors of persistence for all students. Implemented in 2016, the Civitas predictive analytics modeling software analyzed real-time

student data (including grades, class participation, absenteeism, etc.) to provide actionable reporting that enabled staff to pinpoint struggling students and provide personalized support when needed most.

With the implementation of powerful data tools, USF realized a need for a guiding body to put the data to use and determine/implement needed policy and process changes. Early in 2016, the Vice Provost for Student Success, Vice President of Student Affairs, and Dean of Undergraduate Studies formed the Persistence Committee. Comprised of approximately two dozen staff from across the institution—including academic advisors, academic advocates, financial aid advisors, career counselors, resident assistants, and other support personnel—the Persistence Committee provides cross-functional, data-informed student support. The committee meets weekly, reviews lists of at-risk students pulled from the predictive analytics platform, determines the appropriate means to intervene with each identified student, and assigns follow up.

In the fall of 2016, after months of working with hundreds of student cases, innovative leadership introduced a case management approach like that used in the healthcare industry. Case management would allow the Persistence Team to closely monitor students and resolve individual student issues in a more organized and efficient manner. USF case managers, known as academic advocates, initiate communications with each of the students, triage each case to identify what often is a confluence of issues, and coordinate the needed outreach by other student support specialists from a multitude of offices to provide the most effective and efficient level of care. The specialists—mental health counselors, financial aid counselors, student involvement professionals, resident advisors, etc.—form a broader group, the Care Team, who help to remove obstacles and provide specific resources to assist each student back to a successful path. The Persistence Committee meets weekly with the academic advocates, providing additional secure information about students in their curricular and co-curricular settings and feedback regarding possible interventions and next steps.

Initial communications tools used by the Persistence Committee consisted of bi-weekly meetings, spreadsheets, files, and a countless emails between academic advocates, other members, students, the Care Team and others on campus. As the student volume increased, it was evident that the university needed a formalized and efficient case management tool to facilitate the work. USF Information Technology worked with platform provider Appian to build USF's Archivum Insights case management software.

Early in 2017, USF's developers delivered phase I of a revolutionary student success case management system to monitor and individually manage at-risk students. This platform bridged various complex platforms (i.e., student information and learning management systems); integrated with the Civitas Learning software; featured state-of-the-art design; and addressed the functional needs of executives, academic advisors, and student support personnel.

Archivum allows the academic advocates, as well as the Persistence Committee and the Care Team members, to access student data, add and review notes about students, create referrals to other campus partners, and create and manage student cases. USF's new analytics-driven case

management system transformed a spreadsheet and paper intensive process to a user-friendly dashboard to guide users through the individual student cases. Although still in development, the next phase of the system will provide a student dashboard so all students can see their personal academic standing and their pre-assigned academic advocate and Care Team members for self-service. The new system is already proving its value as an efficient tool to intercept students, streamline case management communications, and generate executive reporting to support USF's most effective and transformational student success initiatives to date.

Knowing what you know now, what would the University of South Florida do differently?
USF would have better managed our expectations and not expected the adoption and implementation of predictive analytics platforms to change attitudes or behavior quickly. People and institutions are slow to change and, aside from the skepticism that so often greets new technologies and data capabilities, the power of new tools like predictive analytics is not so readily recognized. People are slow to adapt their practices to the capabilities of the new tools. In the case of USF, the adoption of predictive analytics was the start of a conversation that is now in its fourth year.

Advice for those just starting the student success journey?

1. Frame the goals of your student success efforts in line with the strategic priorities of your institution. Successful student success efforts are linked by champions of the efforts, as well as leadership support, resources, and a clear path in the broader mission of the institution.

2. Focus your efforts on key areas in need of improvement. Trying to tackle too many things can lead to confusion across campus, initiative fatigue, and not enough resources appropriated to any given effort at a time.

3. Find a champion or consistent set of champions who will serve as the constant in carrying the message of the student success effort at your institution. USF was fortunate to have that in Dr. Paul Dosal, who was initially tapped to create and lead the Office of Student Success, which evolved into a division also encompassing Student Affairs and Undergraduate Studies.

4. If embarking on predictive analytics, be mindful that a tool or set of tools should augment your student success efforts, not define or lead them.

5. Be mindful of the natural cycle that student success reform brings. Units and roles will be redefined, once or more during your journey. As an institution, it is incumbent on us to ensure we provide units and roles to find themselves in the journey, or sometimes redefine themselves in the journey.

6. Analytical tools deployed simply shine the light on problems. These tools don't solve anything. People do.

The transformation of USF's institutional culture has probably been the most important change driving its student success initiative upward. USF deliberately set out to change attitudes and practices of faculty, staff, and students. The university used to find every excuse in the world to explain why its employees and students could not achieve higher levels of performance. The responsibility for student success was often placed on specific units—Student Affairs, Undergraduate Studies—or on the students, and was not owned by all units on campus. For seven years now, USF has promoted the notion that everyone has a responsibility for student success and, more recently, expanded that mantra with the belief that every student will succeed. In this new cultural climate, poor student performance is becoming the aberration, not the norm.

Appendix – DATA

Graph 1:

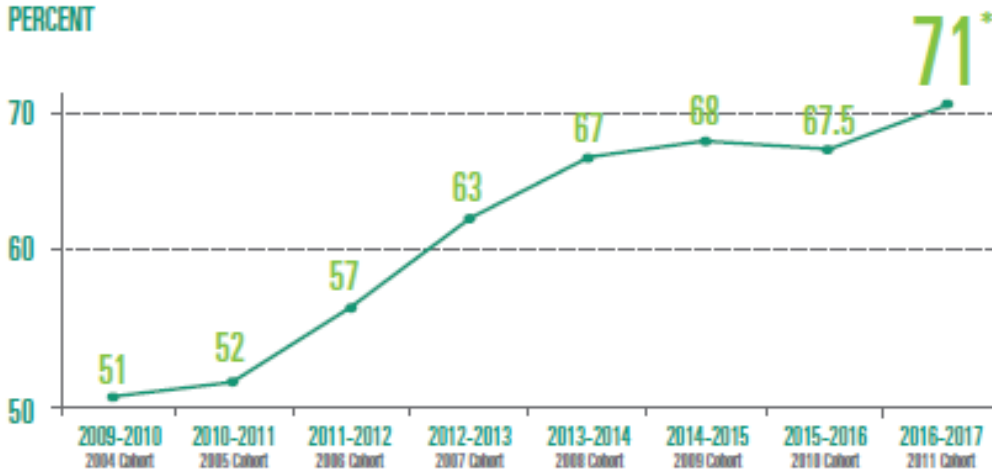## FIRST-YEAR RETENTION RATE

PERCENT
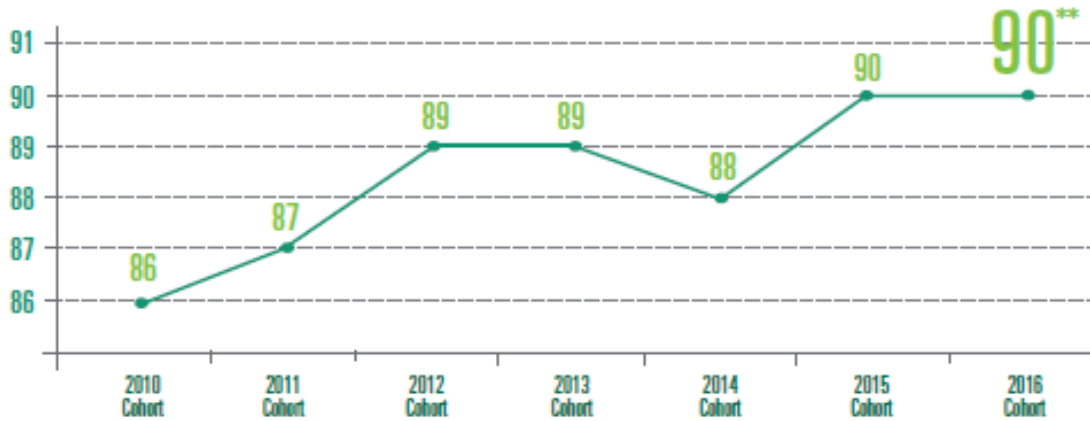
*Data reported follow IPEDS methodology and are preliminary based on internal data

Graph 2:

SIX-YEAR GRADUATION RATE

PERCENT

*Data reported follow IPEDS methodology and are preliminary based on internal data

Graph 3:

SIX-YEAR GRADUATION RATES: RACE & ETHNICITY

Cohort	WHITE	BLACK	HISPANIC	ASIAN
2009-2010 / 2004 Cohort	51%	56%	50%	58%
2010-2011 / 2005 Cohort	51%	53%	48%	61%
2011-2012 / 2006 Cohort	55%	63%	55%	61%
2012-2013 / 2007 Cohort	63%	62%	61%	67%
2013-2014 / 2008 Cohort	66%	66%	68%	73%
2014-2015 / 2009 Cohort	67%	69%	68%	78%
2015-2016 / 2010 Cohort	66%	69%	68%	76%
2016-2017 / 2011 Cohort	67.7%*	73.9%*	71.3%*	87%*
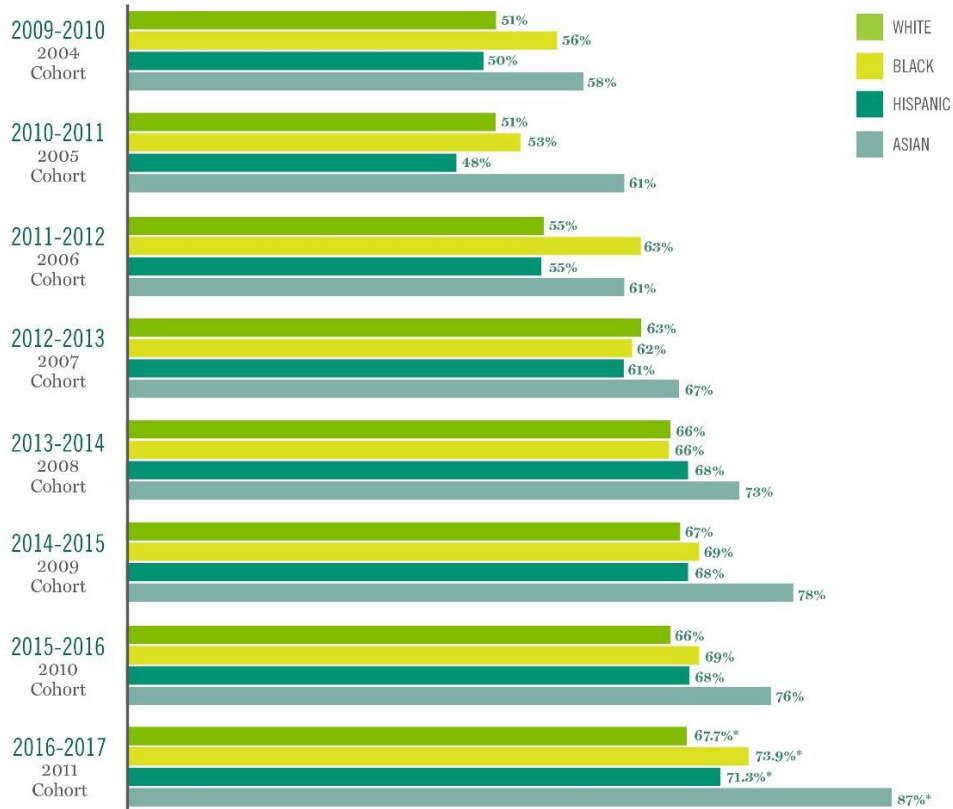
Source IPEDS
* Data reported follows IPEDS methodology but are based on internal preliminary data

Mentor Case Study: Winston-Salem State University
Winston-Salem, North Carolina

Overview of Winston-Salem State University

Winston-Salem State University was founded as the Slater Industrial Academy by Simon Green Atkins on September 28, 1892. Atkins had an audacious vision to create an institution where every student would meet the challenges of the day equipped with an education designed to intellectually prepare the "head, hand, and heart." Twenty-five students attended classes in a one-room frame structure and were taught by a single instructor.
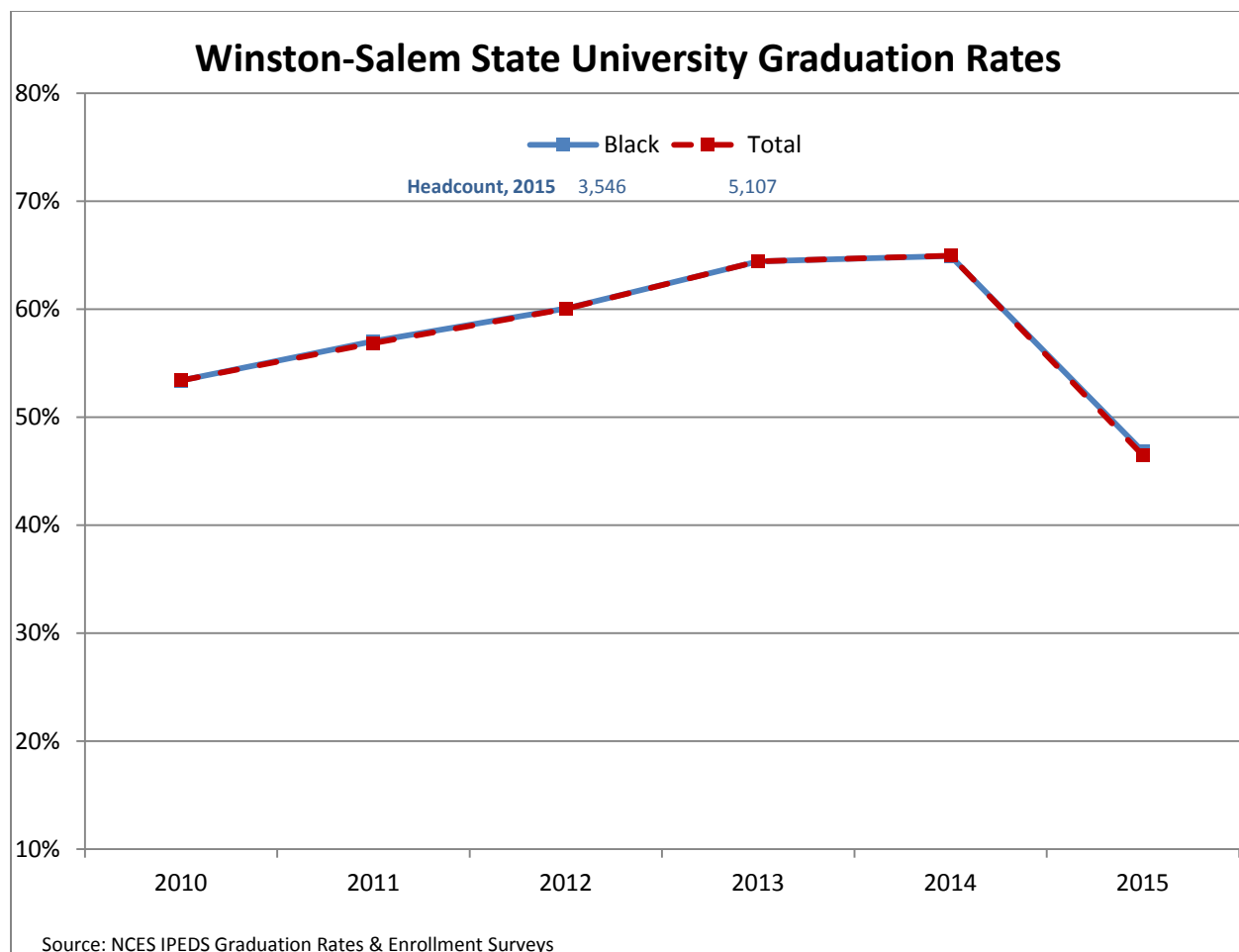
In 1925, the General Assembly of North Carolina recognized the school's curriculum above high school, changed its name to Winston-Salem Teachers College, and empowered it under authority of the State Board of Education to confer appropriate degrees. Winston-Salem Teachers College thus became the first Black institution in the nation to grant degrees for teaching the elementary grades.

In response to a growing medical community emerging in the Winston-Salem area, the School of Nursing was established in 1953, awarding graduates the degree of Bachelor of Science in Nursing. In recognition of the university's growing curriculum and expanding role, the North Carolina General Assembly of 1963 authorized changing the name from Winston-Salem Teachers College to Winston-Salem State College.

A statute designating Winston-Salem State College as Winston-Salem State University received legislative approval in 1969, and in 1972, Winston-Salem State University became one of the 16 constituent institutions of the University of North Carolina, subject to the control of a Board of Governors.

Data Trend Chart

The chart below represents the Winston-Salem State University's graduation trends for Black students (blue line) and for all students (red) over five years.

Winston-Salem State University Graduation Rates

Legend: Black, Total

Headcount, 2015   3,546   5,107

Source: NCES IPEDS Graduation Rates & Enrollment Surveys

How did the Winston-Salem State University get started on the "student success" path?
In 2016, the university laid out a strategic plan for 2016-21 that embraces a new model for higher education that ensures that every student is prepared for a career and a job that may not yet exist. This plan builds on the success of the prior strategic plan (2010-2015). The plan reflects the university's commitment to producing graduates who are critical thinkers, analytical problems solvers, effective communicators, and innovative and creative collaborators. The plan seeks to engage our students inside and outside the classroom while working to ensure all students have opportunities for deeper learning to stimulate their growth and cultural skills through high-impact learning opportunities, such as internships, research projects, and study abroad experiences.

Several other initiatives have been implemented towards increasing the post-graduation success of students at Winston Salem State University. Upon serious reflection, the University made the decision three years ago to increase the admission criteria. Retention and graduation rates were showing that students who were least prepared at entry were more likely to drop out within the first two years. Holding to a higher set of admission standards has consistently yielded increasingly better prepared freshmen classes over the past two admission cycles. Moreover, first-year retention has improved from 71% to 79%. It must be noted that in an effort to retain

the University's commitment to access, a Dual Degree program with Forsyth Technical Community College was established for students interested in Winston Salem State but who do not meet the admission standards. These students are dually admitted to both institutions with the agreement that they matriculate directly to programs at Winston Salem State University once the Associates degree is complete.

Advising is key to student success. This is especially the case when the majority of students on your campus are the first-generation in their families to attend college. These students have less experience with higher education and require greater guidance and advice as they seek to negotiate the many educational opportunities. A new advising model was implemented at Winston Salem State as a complement to the new curriculum. The model seeks to create a network of advisors for students. Each type of advisor brings a different expertise to the partnership. This advisor is considered the pre-major advisor and will stay with the student until he or she officially declares a major in the second semester of the sophomore year. The role of the faculty advisors is to guide the student through the curricular options, to help the student choose among the many offerings in such a manner as to support the student's intellectual growth. Faculty advisors are paired with a professional advisor. Professional advisors are also well-versed in the curriculum, but they also understand other university processes like financial aid and housing and academic policies. The University has also increased resources for tutoring, supplemental instruction, writing support and support for technology and quantitative skills.

How does the Winston-Salem State University sustain the student success movement?
Consistent monitoring and review of success metrics is critical. We cannot rest on our laurels and success. We must stay current on trends and best practices and integration of data, predictive analytics and system expectations to sustain any level of success.

> *What is the role of the leadership?*
> The University of North Carolina Board of Governors, President, and system are committed to a plan that strengthens our institutions, improves student outcomes and expands access to affordable high-quality degrees. As such, specific system metric goals have been set, and Winston-Salem State University has selected specific objectives on which to focus and for which it is uniquely positioned.
>
> Every level of executive leadership has a role in meeting goals of student success:
>
> - **Chancellor**-leading transformation for the campus and stakeholders.
>
> - **Provost**-leading the curricular discussions as the chief academic officer and leading the faculty across changes in general education, majors, enrollment management and student support.
>
> - **Vice Chancellor for Student Affairs**-leading the co-curricular initiatives that complement and support activities in the classroom.

- **Chief Information Officer**-leading the evolution of technology to support engagement in and out of the classroom for faculty, staff, and students.

- **Vice Chancellor for Finance & Administration**-ensuring financial resources are strategically allocated in support of the strategic plan and success initiatives that improve the quality of facilities and infrastructure for students, faculty, and staff.

- **Vice Chancellor for Advancement**—leading the fundraising efforts to secure sufficient scholarship and endowment funds through alumni, corporate, and foundation gifts to the university that support success goals.

What is the role of culture change?
The manifestation of behaviors in a university are a component of the culture of the university. Anytime change is introduced there is natural resistance. Understanding that change will not always be on a large scale, but any movement of a percentage point is a positive sign that change is occurring. Adjusting expectations will limit frustrations as the change cycle happens.

What institutional data is used to drive efforts?
See Appendix A - Degrees Awarded 2008-2016 - (UNC General Administration InfoCenter Dashboard).

How were challenges overcome?
Winston-Salem State University experienced overall enrollment declines from 2009-2015. Some of this change in enrollment makeup and totals was intentional, as the university placed the focus on a high-touch liberal education model predicated on retention, high-quality learning outcomes, expedited degree completion, and strong matriculation metrics. The results in these areas have been excellent, with significant progress made specifically in graduation rates and time-to-degree calculations (where WSSU ranks among the best in the UNC system). The indirect result of these improvements, however, has been that the university has often graduated more students each year than it has been prepared to replace. Another challenge the university is facing is a decline in retention rates of upper class students. These declines are due to numerous factors we are working to address as a university.

Knowing what you know now, what would the Winston-Salem State University do differently?
Intentional and wide spread conversations about the vision as it evolved would allow more opportunity for buy-in, especially with faculty. Maximizing the influence from campus champions would have been an added benefit.

**Advice for those just starting the student success journey?**
Pace yourself, change will not happen overnight. Real change takes 5-10 years to become culture. Use quantitative and qualitative data as measures of success. Stay consistent with your message to faculty, staff, and students.

Appendix A

Degrees Awarded 2008-2016
(UNC General Administration InfoCenter Dashboard)

Year ▼	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009	2007-200
Institution ▲	Degrees	Degrees	Degrees	Degrees	Degrees	Degrees	Degrees	Degrees	Degrees
Winston-Salem State University	1,277	1,455	1,530	1,556	1,472	1,392	1,325	1,139	

Right-click on the table to download data
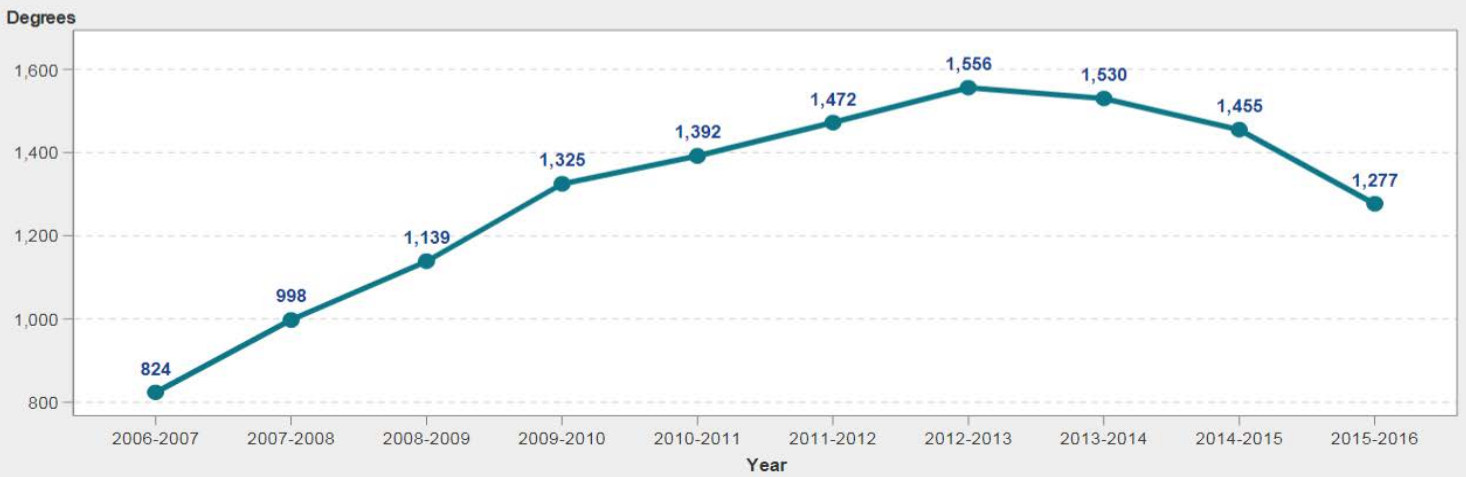
Graduation and Persistence Rates 2009-2015

Graduation Rates

Cohort Year (Entering Fall Term) ▲	Number of Students in Cohort	2nd-Year Grad Rate	3rd-Year Grad Rate	4th-Year Grad Rate	5th-Year Grad Rate	6th-Year Grad Rate	
2009	31,993	0.1%	1.2%	39.4%	58.2%	62.6%	
2010	31,391	0.1%	1.3%	41.1%	59.5%	.	
2011	31,293	0.2%	1.5%	42.6%	.	.	
2012	31,675	0.2%	1.7%	.	.	.	
2013	30,944	0.3%	.	.	.	.	
2014	31,540	.	.	.	.	.	
2015	32,372	.	.	.	.	.	

Persistence Rates = Retained Plus Graduated

Cohort Year (Entering Fall Term) ▲	Number of Students in Cohort	1st-to-2nd-Year Persistence	2nd-to-3rd-Year Persistence	3rd-to-4th-Year Persistence	4th-to-5th-Year Persistence	5th-to-6th-Year Persistence	
2009	31,993	81.8%	72.3%	68.7%	66.5%	65.3%	
2010	31,391	82.0%	73.3%	69.8%	67.6%	65.7%	
2011	31,293	82.4%	73.6%	70.4%	67.4%	.	
2012	31,675	83.1%	74.8%	71.3%	.	.	
2013	30,944	84.0%	75.9%	.	.	.	
2014	31,540	84.0%	.	.	.	.	
2015	32,372	.	.	.	.	.	

Appendix B.   Mentee Survey and Report Templates

Appendix B – Mentee Survey and Report Templates

<u>2018 Mentee Survey</u>

1. Please identify the location (campus/training center/site) you work at. If you work on the main campus or there is only one campus - please just type "main."

    If your position is not described above - please specify below.

2. How would you best describe your role on campus:

    - Faculty - employees with the title of Professor, Associate Professor, Assistant Professor, Instructor, or Adjunct
    - Executive/Administration – employees with the title of President or Chancellor, Academic Vice President, Vice Chancellor, Provost, Vice Provost, Administrative Vice President, Deans, and other executives
    - Student Support Staff - employees in non-faculty positions which are unique to higher education (academic counselor, athletics, assessment, residence life, library, etc.)
    - Campus Support Staff - include, but are not limited to, administrative support, information technology, accounting, engineering, in addition to custodial, building and grounds, food service, and craft workers.

3. How many years have you worked at this institution?

    - Less than three years
    - Three to four years
    - Five to seven years
    - Eight to ten years
    - More than ten years

4. I share responsibility for student success on this campus.

    - Yes
    - No

5. Campus leadership equips me with the tools I need to help all students be successful.

    - Strongly disagree
    - Disagree
    - Neither agree or disagree
    - Agree
    - Strongly agree

6. This campus is welcoming to students from all cultures, abilities, and backgrounds.

    - Strongly disagree
    - Disagree
    - Neither disagree or agree

- Agree
- Strongly agree

7. My understanding of diversity, inclusion, and intercultural issues is an important part of my working environment.

- Not important at all
- Of little importance
- Of average importance
- Very important
- Absolutely essential

8. We are a campus where everyone works together to help all students be successful.

- Strongly disagree
- Disagree
- Neither disagree or agree
- Agree
- Strongly Agree

9. We are a campus committed to removing barriers so that students are successful.

- Strongly disagree
- Disagree
- Neither disagree or agree
- Agree
- Strongly agree

10. Our campus uses data to inform us how well different groups of students are doing.

- Strongly disagree
- Disagree
- Neither disagree or agree
- Agree
- Strongly agree

11. Do you have any comments you would like to share?

2019 Mentee Survey

1. * ELECTRONIC CONSENT Clicking on the "Agree" button below indicates that you have read the above information, you voluntarily agree to participate, you are not enrolled as a student at [insert institution name], and you are 18 years of age or older. Otherwise, please click "Disagree."

- Agree
- Disagree

2. Please identify the location (campus/training center/site) you work at. If you work on the main campus or there is only one campus - please just type "main."

   If your position is not described above, please specify below.

3. How would you best describe your role on campus:
   - Faculty - employees with the title of Professor, Associate Professor, Assistant Professor, Instructor, or Adjunct
   - Executive/Administration – employees with the title of President or Chancellor, Academic Vice President, Vice Chancellor, Provost, Vice Provost, Administrative Vice President, Deans, and other executives
   - Student Support Staff - employees in non-faculty positions which are unique to higher education (academic counselor, athletics, assessment, residence life, library, etc.)
   - Campus Support Staff - include, but are not limited to, administrative support, information technology, accounting, engineering, in addition to custodial, building and grounds, food service, and craft workers

4. How many years have you worked at this institution?
   - Less than three years
   - Three to four years
   - Five to seven years
   - Eight to ten years
   - More than ten years
   Comments (optional)

5. I share responsibility for student success on this campus.
   - Yes
   - No
   Comments (optional)

6. Campus leadership equips me with the tools I need to help students be successful.
   - Strongly disagree
   - Disagree
   - Neither agree nor disagree
   - Agree
   - Strongly agree
   Comments (optional)

7. This campus is welcoming to students from all cultures, abilities, and backgrounds.
   - Strongly disagree
   - Disagree
   - Neither agree nor disagree
   - Agree
   - Strongly agree
   Comments (optional)

8. My understanding of diversity, inclusion, and intercultural issues is an important part of my working environment.

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree
Comments (optional)

9. My campus works together to help all students be successful.
- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree
Comments (optional)

10. My campus is committed to removing barriers so that students are successful.
- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree
Comments (optional)

11. Campus leadership uses data to inform us how well different groups of students are doing.
- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree
Comments (optional)

12. It is common on my campus to use data for decision-making.
- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree
- Don't know

13. Do you have any other comments you would like to share?

<u>2018 Mentee Report Template</u>

FSS asks that each mentee institution team submits a short report by March 1st outlining the following:

- Mentee progress on goals and accomplishments, however small they may seem
- Budget narrative (March 2017 – February 2018)
- Plans for next steps
- Response to the following question:
  - Have the goals and action plans you set for the FSS project been shared with the appropriate leadership? If so, whom have the goals and action plans been vetted by?

<u>2019 Mentee Report Template</u>

- Provide an update on mentee progress on goals and accomplishments, however small they may seem.
  - Please include specific updates regarding the plans for next steps you outlined in the Spring 2018 report.
- Provide a budget narrative (March 2018 – February 2019).
- Outline your plans for next steps.
- Characterize the nature and frequency of your interaction with individuals from your mentor institution.
  - Did those interactions meet your expectations? Why or why not?
  - In what ways did the mentor/mentee relationship help advance your work and in what ways did you hope it would have but did not?
- Characterize the nature and frequency of your interaction with individuals from other mentee institutions in your pod.
  - Did those interactions meet your expectations? Why or why not?
  - In what ways did interactions with individuals from other mentee institutions in your pod help advance your work?
- Characterize the nature and frequency of your interaction with individuals from mentee institutions outside of your pod.
  - Did those interactions meet your expectations? Why or why not?
  - In what ways did interactions with individuals from mentee institutions outside of your pod help advance your work?
- Do you anticipate continuing to engage with individuals from institutions that participated in this project?
- Please share any big lessons you will take away from engaging in this project.
- As a result of your engagement with this project, how would you assess the likelihood of your campus continuing to work towards campus culture change to promote greater student success and equity?

Appendix C.   Webinar Series Summary

Appendix C – Webinar Series Summary

FSS featured four webinars in the "Engaging in Tough Conversations Toward Equitable Student Success" webinar series. All webinars were 90 minutes in length with time for questions and comments from the audience.

The webinar series was open to all who are interested in promoting access and success for all students. Leadership, faculty, and student services staff from both two-year and four-year institutions were particularly interested in attending.

NCHEMS' staff designed, moderated, recorded, and posted all of the webinars. The series of webinars are still being watched by campuses wanting to learn the FSS lessons.

First Webinar:

Shifting Student Demographics Matter— How to Start the Campus-Wide Conversation
April 28, 2018
Number of Live Participants: 49[1]

Description:

For the last year, Foundation for Student Success (FSS) mentor and mentee institutions have worked together to start campus culture changes that result in more equitable student success. Panelists will share their institutions' journeys toward an understanding of the shifting student demographics on their own campuses and the steps they took toward inclusive student success.

Panelists:
- Quill Phillips, Special Assistant to the President for Inclusive Excellence, Community College of Aurora
- Van Wigginton, Provost, San Jacinto College
- Shelley Rinehart, Dean of Student Development, Central Campus, San Jacinto College
- Terricita E. Sass, Associate Vice President of Enrollment Management, Southern Connecticut State University
- Paul Dosal, Vice President for Student Affairs and Student Success, University of South Florida

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[1] *Note on number of Live Participants reported: we heard from several FSS participants that they would be tuning into the webinar with a group of colleagues—therefore, we likely have an undercount of live participants.

Second Webinar:

    Who Owns Student Success on Your Campus?

    May 23, 2018

    Number of Live Participants: 39

    Description:

    Panelists will talk about the intentional changes that have been made at their institutions to overcome barriers to Student Affairs/Academic Affairs partnerships and why this has been critical to better serving students.

    Panelists:
- Amanda Quintero, Associate Vice Provost for Student Success and Community Engagement, California State University – Channel Islands
- Roderic Land, Special Assistant to the President, Salt Lake Community College
- Edward Bonahue, Provost and Vice President for Academic Affairs, Santa Fe College
- Naima Brown, Vice President for Student Affairs, Santa Fe College
- Paul Dosal, Vice President for Student Affairs and Student Success, University of South Florida

Third Webinar:

    Strategies for Engaging Leaders

    September 13, 2018

    Number of Live Participants: 28

    Description:

    Panelists will discuss the challenges and opportunities they have faced relating to leadership buy-in and how leadership can push the equity and student success agenda forward, fostering innovation while managing expectations, and sustainability through leadership changes.

    Panelists:
- Ken Marquez, Vice President for Student Services, Adams State University
- Tricia Johnson, Vice President for Academic Affairs, Community College of Aurora
- Edward Bonahue, Provost and Vice President for Academic Affairs, Santa Fe College
- Letitia Wall, Assistant Provost, Winston-Salem State University

Fourth Webinar:

    Hiring Strategies for Promoting Equity

    November 13, 2018

    Number of Live Participants: 24

    Description:

    The FSS mentor and mentee institutions all consider hiring as a critical lever for driving and sustaining culture change that supports efforts to close equity gaps and increase overall student success. Panelists from a variety of campus types will discuss the opportunities and challenges related to hiring they have faced as well as strategies they have used, both successful and less-than-successful.

Panelists:

- Dave Belman, Dean of Student Success, Los Medanos College
- Sabrina Kwist, Dean of Institutional Equity & Inclusion, Los Medanos College
- Gena Jones, Assistant Vice President for Human Resources Services, New Mexico State University
- Jennifer Hodges, Director of Center for Academic Advising and Student Support, New Mexico State University
- Sherri-Ann Butterfield, Executive Vice Chancellor and COO, Rutgers University – Newark
- Tomas Ybarra, Vice President of Instruction and Student Services, Yakima Valley College

Appendix D.   FSS Presentations

Appendix D – FSS Presentations

FSS, along with FSS participants, had the opportunity to share information about the project at presentations and webinars. These events include:

- State Higher Education Executive Officers (SHEEO)
- Blackboard World Summit
- National Congress of State Legislators
- Distance Education Accrediting Commission
- National Student Services Conference
- CAEL
- WICHE Task Force on Closing Postsecondary Attainment Gaps
- Adams State University Trustees Retreat
- Jobs for the Future
- Community Colleges State Directors
- SHEEO's Project Pipeline Repair
- Woodrow Wilson Foundation's State Partners Convening
- Native American Serving, Non-Tribal Institutions' National Summit
- The National Student Success Conference
- NCHEMS 2019 Webinar Series July 12 edition
  A Little (Culture) Change Just Might Do the Trick
  Presenters: Sarah Torres Lugo, Paul Dosal, and Sally Johnstone
  Webinar Description: For the past two years, NCHEMS has hosted The Foundation for Student Success (FSS), setting up teams (or pods) of schools in Mentor/Mentee relationships to examine how some institutions of higher education have interrupted undesirable trends in student success measures of historically underrepresented and underserved populations.
  Discussion involved
    - Why it's important to re-examine business as usual and the status quo in the face of demographic shifts
    - Campus culture change
    - How the Foundation for Student Success (FSS) identified mentor institutions
    - The critical role of data in igniting and sustaining campus culture change that creates more fertile conditions for equity gap elimination and improvements in overall student success
    - FSS's process for learning about culture change
    - FSS lessons learned

FSS also had discussions related to the project with leaders at the following organizations:

- Achieving the Dream
- Jobs for the Future
- CAEL
- Quality Matters
- Aspen Institute's Aspen Prize for Community College Excellence
- American Association of State Colleges and Universities
- American Council of Education

Appendix E.   Culminating Convening Agenda

Appendix E – Culminating Convening Agenda

Mentors, mentees, and FSS Board members convened April of 2019 to reflect on their participation in the project, provide feedback, and to help distill what the collective learned from the project.

On April 12, attendees were put into groups to review the levers for campus culture change and some initial items for the prospective institution self-assessments. Groups were assigned to discuss the four levers: Data, Campus Engagement, Hiring Policies and Practices, Policy and Practices Audit. A recorder was assigned to each table. Transcripts received from the recorder were used to refine the levers for campus culture change.

Foundation for Student Success
Mentor and Mentee Project Wrap-Up Convening Agenda

Thursday, April 11, 2019

1:00 – 2:45 p.m. | Introductions and General Discussion

2:45 – 3:00 p.m. | Break

3:00 – 5:30 p.m. | Pod Discussions

Guiding Questions:

Reflect on the mentor and mentee model. What worked well? What were some challenges?

Do you anticipate continuing to engage with others from the FSS network once the grant has come to an end? In what ways?

What are some "big picture" lessons you are taking away from engaging in this project?

How have the goals your team set for the project changed in the past two years?

Thinking back on the goals you set for the project, how would you compare the actual progress on those goals with the progress you hoped for?

5:30 – 6:00 p.m. | Break

6:00 – 8:30 p.m. | Dinner and Debrief

Each pod will have one member share highlights of their discussions.

Friday, April 12, 2019

8:30 – 9:30 a.m. | Breakfast

9:30 – 10:00 a.m. | Introduction to Institutional Self-Assessment

10:00 – 10:15 a.m. | Break

10:15 – noon | Institutional Self-Assessment Breakout Exercise

Groups will be formed based on your goals for the project and reflections shared within the Spring 2018 Mentee Report and the Spring 2019 Mentee Report.

Noon – 1:00 p.m. | Lunch

1:00 – 2:30 p.m. | Institutional Self-Assessment Exercise Debrief

Each group will have one group member share highlights of their discussions giving way to broader discussions.

2:30 – 3:00 p.m. | Wrap-Up and Next Steps