



UNIVERSITY OF
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Student Success
and Retention Plan
June 2017

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Guiding Principles

The Student Success and Retention Council (SSRC) has articulated the following guiding principles – commitments made by the university to student success.

We will:

- Provide every student with the information, access to resources and services, and opportunities vital to successful engagement in the UCA community. [GP1]
- Provide guidance and support for students to develop the knowledge and skills necessary to achieve academic and personal success. [GP2]
- Accept responsibility and accountability for consistently measuring evidence of student success. [GP3]

These principles are intended to identify a broadly shared understanding by the UCA campus community – students, staff, and faculty – of its commitment to student success and to assist the SSRC and the campus community in prioritizing investments in student success initiatives.

Council Charge

Charge:

The Student Success and Retention Council (SSRC) undertakes the on-going study and data reporting of the admissions, retention, graduation, and program completion of UCA students. The SSRC also engages in best practice research, continuous improvement action development, and assessment activities aimed at driving, guiding, and supporting student success. [GP3]

Annual Report and Presentation:

The Faculty Senate requests that this council provides a written report to the Faculty Senate by November 15 of each year. This report should summarize the body's activities during the prior year, provide appropriate statistics and data, and outline long-range planning for the following year. This report should be approved by the membership of the council. The chair of this council shall contact the president of the Faculty Senate to schedule a presentation to the full Senate by this same date. [GP3]

Introduction

During the Spring 2015 semester, members of the University’s Student Success and Retention Council (SSRC) identified goals and strategies for moving the University toward higher levels of student persistence and success, based in part on the existing Enrollment Management Plan (2014) and informed by the current Strategic Plan (FY 2017-2022). Various retention and success initiatives that were part of the previous Enrollment Management Plan, as well as more recent efforts, were identified as “actions” by which the University could seek to reach its persistence and retention goals as stated in UCA’s published Key Performance Indicators.

During the 2016-2017 Academic Year, a new framework for the Student Success and Retention Plan, consisting of these Goals/Strategies/Actions, was developed by the SSRC. A key component of the revised plan was the integration of a reporting and assessment process for the actions identified as a means to meet the University’s goals.

Goal I – Common Educational Experience

[SPG1C, GP1:2]

In order to support and empower students for success, all undergraduate UCA students will be afforded a Common Educational Experience that will include, but will not be limited to: UCA Core, First Year Seminars, Service-Learning, and program-embedded experiential learning activities. UCA Core will apply to all majors in both the lower and upper divisions, providing students an increased set of options in meeting overall Core education guidelines.

Strategy:

1. Ensure UCA Core is applicable and available to all majors in both the lower and upper divisions. [S1]
2. Ensure processes and procedures for changes to students' majors do not hinder students. [S2]
3. Establish guided pathways that demonstrate potential choices to students' majors based on college coursework already completed. [S3]

Action:

1. UCA Core Council, UCA Core Director – Verify all degree programs provide for the completion of the UCA Core. [G1S1]
 - a. Target: Ensure that 100% of degree programs will have an articulated guided pathway to meet UCA Core lower and upper division requirements (e.g., AMAPS) by the start of Spring 2018.
 - b. Target: Continuously review all courses in the UCA Core through the assessment process (e.g., academic assessment, high attrition/high failure (HA/HF) reporting) by the start of Fall 2017.
 - c. Target: Develop an assessment plan and handbook for the UCA Core by the beginning of Fall 2017.

2. UCA Core Council, Academic Departments, Advising – Review all policies and procedures to ensure changes to students’ majors/minors enable student progression. [G1S2]
 - a. Target: Review all policies and procedures by the end of the 2017-2018 academic year.
 - b. Target: Ensure that 100% of change requests to student’s majors/minors are completed within five business days during the academic school year by the start of Spring 2018.
 - c. Target: Develop advising procedures for students who change from one major discipline to another major discipline that explores the reason(s) for the major change by the start of the 2017-2018 academic year.
3. UCA Core Committee, Academic Departments, Advising – Establish guided pathways for degree programs. [G1S3]
 - a. Target: Verify 100% accuracy of all programs in Degree Works by the end of the 2017-2018 academic year.
 - b. Target: Develop student training for Degree Works by the beginning of the 2017-2018 academic year.
4. UCA Core, Student Success Directors – Incorporate First Year Seminar Peer Mentor Program into First Year Seminar course sections. [G1S1]
 - a. Target: Incorporate First Year Seminar Peer Mentor Program into 50% of First Year Seminar sections by the beginning of Fall 2017.
 - b. Target: Incorporate First Year Seminar Peer Mentor Program into 100% of First Year Seminar sections by the beginning of Fall 2018.

Overall Success Measures:

1. Improved time to degree (e.g., 4-year and 6-year graduation rates, ADHE Funding Guidelines for Time to Degree).
2. Reduced D, F, W, and X grades in UCA Core Courses.
3. Reduced number of transfers from UCA to an external institution year over year.
4. Reduced number of students with undeclared majors who have earned more than 27 undergraduate credit hours.

Goal II – Resources for Teaching and Learning

[SPG1A:B, SPG2A, GP1, GP2]

Both faculty and students shall have sufficient academic resources to be successful in the classroom. Faculty shall have sufficient professional development opportunities, technology training, and institutional support to promote success in the classroom. Students shall have sufficient academic opportunities for success, tutoring opportunities, and other student-centered support services.

Strategy:

1. Develop and formalize a communication plan for all student-centered campus resources. [S1]
2. Increase participation in student success opportunities (e.g., Writing Center, Success Coaching). [S2]
3. Provide enhanced professional development opportunities focused on curricular or pedagogical methods and best practices for faculty. [S3]
4. Provide technology training focused on innovative implementation and best practices related to educational technology applications for faculty. [S4]

Action:

1. All Co-Curricular and Support Units – All units must develop a Communication Plan [G2S1]
 - a. Target: Ensure that 100% of relevant units will publish communication plans by the end of the 2017-2018 academic year.
 - b. Target: Ensure that 100% of communication plans will be assessed for website hits, myUCA application usage, emails/survey responses, etc. on an annual basis.

2. Office of Student Success, Center for Writing and Communication – Increase number of students who use Tutoring Services and Center for Writing and Communication. [G2S2]
 - a. Target: Increase percent of “unique” students who use services by 5% per year by the end of the 2021-2022 academic year. (“Unique means only counted one time.)
3. Office of Student Success – Increase student participation in Supplemental Instruction (SI) courses. [G2S2]
 - a. Target: Increase number of courses designated as Supplemental Instruction (SI) sections until program includes all sections of targeted courses.
 - b. Target: Increase number of academic programs with high attrition/high failure courses included in supplemental instruction.
 - c. Target: Increase student participation by 5% per year for the 2017-2018 and the 2018-2019 academic years.
 - d. Target: Increase perseverance by 3% in students receiving Supplemental Instruction (SI) by the end of the 2021-2022 academic year.
4. Office of Student Success – Increase student participation in bridge programs. [G2S2]
 - a. Target: Increase student participation by 200% [of 2016 numbers] by the start of Summer 2018.
 - b. Target: Identify private, partner funding and begin application processes by the end of the 2018-2019 academic year.
5. Office of Student Success – Increase number of students who participate in UCA success coaching program. [G2S2]
 - a. Target: Increase student participation for students on probation by 5% for the 2017-2018 and the 2018-2019 academic years.
 - b. Target: Increase student participation for students on warning by 5% for the 2017-2018 and the 2018-2019 academic years.
 - c. Target: Increase student participation for other students by 5% for the 2017-2018 and the 2018-2019 academic years.

6. Office of Student Success – Develop Outreach Coaching Program for admitted First Generation and/or low income students. [G2S2]
 - a. Target: Pilot Outreach Coaching Program prior to the 2017-2018 academic year.
 - b. Target: Expand Outreach Coaching Program to all admitted First Generation and/or low income students prior to the 2018-2019 academic year.
7. Center for Teaching Excellence – Provide faculty development opportunities that focus on curricular and pedagogical strategies for improving student success. [G2S3, G2S4]
 - a. Target: Develop and offer faculty workshops on expanding opportunities for experiential learning in all disciplines by the beginning of the 2017-2018 academic year.
 - b. Target: Develop and offer faculty workshops on curriculum and pedagogy for reaching at-risk populations (e.g., underserved races, underserved income levels, underserved academic status, adults 25 to 54 years of age, or as otherwise defined by ADHE Funding Guidelines) by the start of the 2018-2019 academic year.
 - c. Target: In collaboration with Information Systems & Technology, provide technology training focused on innovative implementation and best practices related to educational technology applications for faculty by the start of the 2018-2019 academic year.
8. Academic Departments, Advising, Registrar – Develop “badges” that signify accomplishments, project completion, skill mastery, or mark of experience that is documented on student transcripts. (“Badges” mean a form of identification placed on students’ records.) [G2S1]
 - a. Target: Develop badges by the end of the 2017-2018 academic year.
 - b. Target: Develop and implement transcript protocols for badges by the end of the 2018-2019 academic year.

Overall Success Measures:

1. Improved time to degree (e.g., 4-year and 6-year graduation rates, ADHE Funding Guidelines for Time to Degree).
2. Increased student academic engagement rates.
3. Reduced number of students with undeclared majors who have earned more than 27 undergraduate credit hours.
4. Increased faculty internal professional development rates.
5. Reduced D, F, W, and X grade rates.
6. Improved progress for students participating in student success activities.

Goal III – Integrated Academic and Career Advising

[SPG2B:E, GP2]

UCA shall offer high quality academic and career advising services that begin during the students' first recruitment activity and continue through their academic years and future success.

Strategy:

1. Provide goal oriented academic advising. [S1]
2. Connect students who are underperforming academically with appropriate, timely, and relevant interventions. [S2]
3. Develop intentional, ongoing, and integrated career and academic advising programming. [S3]
4. Incorporate an academic early alert system into advising and instructional practices. [S4]

Action:

1. Advising - Maintain consistent and supportive academic advising services throughout each student's relationship with UCA. [G3S1, G3S3]
 - a. Target: Increase student satisfaction with academic advising services by 5% per year by the end of the 2021-2022 academic year.
 - b. Target: Increase student participation in pre-registration academic advising by 5% by the end of the 2021-2022 academic year.
 - c. Target: All program AMAPS will be reviewed and updated annually by the department.

2. Advising, Information Systems & Technology – Maintain an academic early alert system and ensure campus community personnel are trained in its use. [G3S4]
 - a. Develop and implement intervention for students identified as at-risk by GradesFirst and/or ADHE Funding Guidelines by the end of the 2017-2018 academic year.
 - b. Develop and implement training and evaluation procedures for faculty and staff use of the early alert system by the end of Fall 2017.
3. All Colleges (College Faculty Committee/Dean) – Each college will develop intervention strategies specific to their programs. [G3S2]
 - a. Target: Faculty advisors responsible for all majors will identify intervention strategies for students who are underperforming academically and/or “at risk” (ADHE Funding Guidelines) by leveraging existing resources by the start of the 2018-2019 academic year.
 - b. Target: Faculty advisors responsible for all majors will develop procedures to connect students to the identified existing resources by the start of the 2018-2019 academic year.
4. Alumni, Career Services, Advising – Develop ongoing programming that provides students of all levels opportunities to interact with alumni. [G3S3]
 - a. Target: Improve existing and develop new programming by the end of 2017-2018 academic year.
5. Advising – Develop major declaration timeline on or before the 27 credit hour milestone [Undergraduate Bulletin 2.1.2]. [G3S1]
 - a. Target: Develop advising and major declaration protocol for students with undeclared majors to meet the 27 credit hour milestone by the end of the 2018-2019 academic year.
 - b. Target: (Post-Development) Reduce the percent of students with undeclared majors in excess of 27 credit hours by 5% per year by the end of the 2019-2020 academic year.
6. Advising, Career Services – Develop online tools that allow students to align interests and UCA degree options with potential careers and salary information. [G3S3]
 - a. Target: Develop and implement online tools by end of 2018-2019 academic year.

7. Advising, Career Services – Provide cross training for academic advisors and career services staff. [G3S1-4]
 - a. Target: Develop and implement cross training workshops for both advising and career services by end of the 2017-2018 academic year.
 - b. Target: Develop and implement cross training workshops completed by a minimum of 75% of Advising and Career Services staff by the end of the 2018-2019 academic year.
 - c. Target: Increase percent of Advising and Career Services staff who have completed cross training to 95% by the end of 2021-2022 academic year.

Overall Success Measures:

1. Improved time to degree (e.g., 4-year and 6-year graduation rates, ADHE Funding Guidelines for Time to Degree).
2. Increased student pre-registration academic advising rates.
3. Increased student academic advising satisfaction rates.
4. Reduced number of students with undeclared majors who have earned more than 27 undergraduate credit hours.

Goal IV – Student Engagement and Development

[SPG1B, SPG2A, GP1, GP2]

UCA faculty and staff shall engage students in holistic development of and contribution to a success-oriented campus community culture.

Strategy:

1. Provide timely and sufficient student engagement and development communication. [S1]
2. Enhance participation in established programs (i.e., success services, tutoring). [S2]
3. Increase faculty and staff use of high impact practices (e.g., first year seminar, learning communities, writing-intensive courses, collaborative assignments and projects, undergraduate research, diversity/global learning, service learning, internships, and capstones). [S3]
4. Increase student engagement and participation in recognized student organizations (RSOs), honors societies, interest/affinity groups, and discipline related activities across the campus community. [S4]
5. Increase faculty-mentored undergraduate research, scholarship, and creative activity opportunities. [S5]
6. Expand student involvement in global learning opportunities. [S6]
7. Increase opportunities for service learning across the curriculum. [S7]

Action:

1. All Colleges (College Faculty Committee/Dean) – Each college will develop initiatives specific to their programs for engaging students in RSOs, research, scholarship, creative activities, special events, etc., that are included on the college annual report and shared annually with the faculty and students. Initiatives should target the general student population, majors, minors, and students in the residential college program. [G4S3-5]
 - a. Target: Develop engagement plans by the start of the 2018-2019 academic year.
 - b. Target [Post-Development]: Increase participation rate 5% per year by the end of the 2021-2022 academic year.
 - c. Target: Develop and implement the Celebration of Student Scholarship event by the end of Spring 2018.
2. Learning Communities (Residential Colleges, Honors College, Commuter College) – Build a sustainable and effective framework of learning community programs. [G4S3]
 - a. Target: Increase participation rate in Learning Communities 5% per year by the end of the 2021-2022 academic year, or until maximum capacity is met.
 - b. Target: Increase Satisfactory Academic Progress of learning community students by 3% per year by the end of the 2021-2022 academic year.
3. Office of Diversity and Community – Faculty responsible for programs will seek to raise the satisfactory academic progress of students in historically underrepresented groups among the campus community. [G4S1-7]
 - a. Target: Increase participation rate in all diversity programs by historically underrepresented populations 5% per year by the end of the 2021-2022 academic year.
 - b. Target: Increase student satisfactory academic progress of participants in the Transitions Week, Minority Mentorship Program & ABC by 3% per year by the end of the 2021-2022 academic year.
 - c. Target: Increase student satisfactory academic progress of participants in the Black Male Achievement Challenge by 3% per year by the end of the 2021-2022 academic year.
 - d. Target: Develop and implement a Latino Student Advisory Board by the end of the 2017-2018 academic year.

4. Office of Student Life – Increase first-year engagement with RSOs. [G4S4]
 - a. Target: Increase first-year student participation in RSO events by 3% per year by the end of the 2021-2022 academic. (e.g., attendance and/or participation at RSO events)
 - b. Target: Increase number of first-year students participating in at least one RSO who report satisfactory campus community engagement by the end of the 2019-2020 academic year. (e.g., Mapworks)
5. Office of New Student Programs, Academic Advising Center – Improve entering first-year student engagement in and experience of the summer transition process. [G4S1]
 - a. Target: Develop a full “online orientation” program that provides cross-campus community information and activities for Fall 2019 entering cohort.
 - b. Target: Finalize assessment of and incorporation of College Transition Collaborative into online orientation program by the end of Summer 2018.
6. Office of Student Success, Housing and Residence Life, Advising – Fully implement and utilize Student Success and Early Alert software program(s). [G4S1]
 - a. Target: Increase Mapworks survey response rates by 5% per year by the end of the 2021-2022 academic year.
 - b. Target: Increase percentage of students who access Mapworks student report by 3% per year by the end of the 2021-2022 academic year.
 - c. Target: Increase number of targeted intervention for students identified as “at-risk” by Mapworks system by 3% per year by the end of the 2021-2022 academic year.
 - d. Target: Create working group to identify strategies for effective, efficient, and complementary use of software program functionality with emphasis on interoperability (e.g., GradesFirst, Mapworks, OrgSync) by the end of the 2017-2018 academic year.

7. Department of New Student Programs – Students will have access to on-campus orientation opportunities that provide information and experiences relevant to “Campus Life” and student success. [G4S1-7]
 - a. Target: Increase participation in Summer Orientation and Registration (SOAR) by 3% by the end of the 2021-2022 academic year.
 - b. Target: Increase participation levels during Welcome Week by 3% by the end of the 2021-2022 academic year.
 - c. Target: Increase percentage of students participating in SOAR who report higher levels of Peer Connections and Social Integration (e.g., Mapworks) 3% per year by the end of the 2021-2022 academic year.
 - d. Target: Increase the percentage of students participating in SOAR who achieve higher rates of satisfactory academic progress by the end of the 2021-2022 academic year.
8. Housing and Residence Life – UCA students of all classifications will engage in on-campus housing. [G4S1-2]
 - a. Target: Perform feasibility study and needs assessment of second year student residency by the end of the 2017-2018 academic year.
 - b. Target: Redistribute bed allocation to increase the number of second year students living on campus by 5% per year by the beginning of Fall 2018.
 - c. Target: Develop and implement second year student experience program by the end of Spring 2018.
9. Study Abroad – Assure interested students opportunities for short-term, faculty led study abroad or global engagement courses. [G4S6]
 - a. Target: Develop a long-term (2 year) Study Abroad curriculum to enable student academic planning by the beginning of Fall 2018.
 - b. Target: Increase participation in short-term language immersion programs by the end of the 2021-2022 academic year.
 - c. Target: Develop and increase private funding for study abroad scholarships by \$10,000 per year by the end of the 2021-2022 academic year.

10. Financial Aid, Scholarship Committee – Improve student access to timely information about and use of institutional financial resources. [G4S1]
 - a. Target: Develop a Financial Aid module for the online orientation by the beginning of Summer 2018.
 - b. Target: Enhance Financial Literacy Workshop offerings by the beginning of Fall 2017.
 - c. Target: Develop and implement a plan to increase Financial Literacy Workshop participation by the end of the 2017-2018 academic year.
 - d. Target: Explore need-based scholarship opportunities by the end of the 2019-2020 academic year.
11. Student Well-being Units (Counseling, HPER, Student Wellness, and Health Clinic) – Enhance programmatic offerings and student development opportunities. [G4S1-2, 4]
 - a. Target: Increase participation in online student health and well-being resources by 10% per year by the end of the 2019-2020 academic (e.g., WellTrack, Student Health 101's Parents Issues).
 - b. Target: Establish consistent tracking of collaborations between well-being units and academic departments by the end of the 2018-2019 academic year (e.g., peer counseling, success coaches, faculty speakers during events).
 - c. Target: Increase student satisfaction scores for interpersonal competency to 5.5 or higher by the end of the 2018-2019 academic year (Benchworks CAS Criteria 4).
 - d. Target: Establish analysis and reporting of HPER Center usage data against academic achievement at UCA by the beginning of the 2018-2019 academic year.
12. Service Learning, Academic Departments – Increase Service Learning offerings in all programs. [G1S1]
 - a. Target: Increase Service Learning undergraduate course offerings 5% by the end of the 2018-2019 academic year.
 - b. Target: Develop Service Learning courses for upper-level requirements in each College by the end of the 2018-2019 academic year.
 - c. Target: Develop an assessment plan including a curriculum map that identifies existing service learning courses throughout the institution by the end of the 2021-2022 academic year.

Overall Success Measures:

1. Improved time to degree (e.g., 4-year and 6-year graduation rates, ADHE Funding Guidelines for Time to Degree) and overall success of attaining a degree.
2. Increased student engagement rates.
3. Increased second year student on-campus residential status.
4. Increased diversity engagement rates.



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Office of the Provost

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