

Student Success Tiger Teams

Moving Forward with Recommendations

Suggested Action and Prioritized Implementation

High Impact/Low ↔ Moderate Resource Requirements	High Impact/Significant Resource Requirements
<p style="text-align: center;">←----- 1. Establish campus wide planning team and coordinator -----></p> <p style="text-align: center;">(#12) and (#1a) AALANA</p> <ol style="list-style-type: none"> 2. Advising (#2 – 6) (AALANA #2, 2a,2b, 4, 4a) 3. Define requirements and costs for customer relationship management system (#21 & AALANA #3b) 4. Data mining study (#15) and continuation of investment in Data Warehouse (#19 & AALANA #3) ✓ 5. Improve Early Alert system (#10) 6. Define requirements and costs for new student information system (#20) – implementation of a new SIS will require significant resources 7. More in-depth analysis of student (stakeholder) survey data (#18) 8. Modifications to Orientation Program (#8 & 9) (Overlaps with Greater Expectations) 9. Enforce pre-requisites for course pre-registration ✓ 10. Continue to focus, enhance and expand programs for upper-level and transfer students ✓ 11. Require consistent University-wide communication regarding faculty office hours and ways students can seek assistance <ul style="list-style-type: none"> ○ Post outside office (#26b and c) ○ Include office hours and contact information in syllabus (#26b) ✓ 12. Utilize myCourses to post syllabi and use gradebook to provide feedback to students (#27a) and (AALANA #3) 13. Provide faculty training/development in test design, assessment tools, evaluation techniques, role of feedback in learning (#27b&c) 14. Establish cross-college faculty learning communities (#28) ✓ 15. Provide in-service training on how instructional technologies can be used to enhance teaching/learning for junior faculty and veteran faculty whose teaching performance is below department norms (#28) 16. Require mandatory orientation and training for on-line teachers (#28) 17. Provide and emphasize training in collaborative and active learning strategies (#28) 18. Provide training in course development and design (#28) 19. Provide staggered scheduling and trailer courses (23b) 20. Modify student workload and manage demands across courses (#24 a, b & c and AALANA #5a & b) 21. Incorporate a planning-assessment cycle into all academic and administrative initiatives to develop a university-wide culture of assessment and data-informed decision making. <p>✓ = Governance considerations</p>	<ol style="list-style-type: none"> 2. Coordination and integration of high impact educational practices* (#7) (AALANA #1) 3. Study students who have left RIT(#16) 4. Increase experiential learning opportunities (#25 a – e) <ul style="list-style-type: none"> ○ Undergraduate research ○ Internship ○ Summer Research Scholars ○ Study Abroad ○ Service Learning 5. Increase academic challenge expectations <ul style="list-style-type: none"> ○ Reading/writing across the curriculum (#22a) ○ Critical thinking and problem solving into coursework (#22b) ○ Senior culminating experience (#22c) 6. Increase quality, frequency and ease of student-faculty interaction <ul style="list-style-type: none"> ○ Additional inviting physical spaces (#26a) 7. Improve course availability for all students (including parallel scheduling and using experienced faculty to teach trailer courses (#23a, c and AALANA #5a & b)) <p>* Some components of Greater Expectations may require more resources than others</p>

Other Recommendations with Reasonable Impact at Low Cost

Student Success Tiger Team	AALANA Student Success Tiger Team
<ol style="list-style-type: none"> 1. Establish the following persistence goals complement the 93/72 goal: Year 2 to 3: 88% Year 3 to 4: 82% Year 4 to 5: 75% 13. Educate our workforce about each member’s role in student success and retention. 17. Adjust our internal reporting of persistence rates to match IPEDS reporting requirements. 	<ol style="list-style-type: none"> 1a. Identify who is specifically responsible for AALANA retention. Create a culture of “Retention Responsibility” and accountability among Institute partners and promote congruency between core teaching mission, scholarship and research. 1b. Standardize data requirements with policies and set criteria to ensure reporting consistency across the Institute. Require quarterly data collection processes with routine sharing of information and best practices across service units. Collection and analysis efforts should emphasize cohort comparisons, particularly AALANA/Non-AALANA student factors, and benchmark transfer populations in recognition of their increasing enrollment and growth potential. 4a. Resilient students persist through challenges. Enhance our identification and training of students to operate with a mastery-oriented coping style instead of a helpless pattern. (Dweck, C. & L. Sorich, <i>Mastery-Oriented Thinking</i> [in Snyder, C.R., <i>Coping: The Psychology of What Works</i>, Oxford Univ. Press: 1999]). 6. Create a process by which faculty, staff, and students jointly work to improve the social environment within RIT for AALANA students. This will use constituencies from Student Government, the ALANA Collegiate Association, and other special interest clubs and organizations. It will consider student social needs, calendaring, funding sources, communication, advertising, and membership. Emphasis will be placed upon enhancing opportunities for collaboration, improving meaningful programming, and developing more systematic (on-going) assessment for student organizations.