

Retreat on Student Success

SCHEDULE/PROGRAM

Thursday, October 20, 2011

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- 8:00-9:00 am Arrival, check-in, registration, hang posters
- 9:00-10:00 am Welcoming remarks, introduction of mentors (*Alma Clayton Pedersen and Daryl Smith*)
Renaissance IV and V
- Teams convene, discuss goals, strategy for the workshop
- 10:00-11:15 Plenary: “Gathering and Making Meaning of Student Success Data.”
(*Daryl Smith*) *Renaissance IV and V*
- 11:15-11:35 am Clarification of mentoring arrangements
Grab-and-go snack
- 11:50-12:45 pm Teams meet in mentor groups (discussion of action plans and choice of mentors for
consultation) *Designated rooms & areas*
- Lisa Bortman
 - Alma R. Clayton-Pedersen
 - Jeri Echeverria
 - David Fairris
 - William Franklin
 - Vic Liptak
 - José Moreno
 - Abbie Robinson-Armstrong
 - Daryl G. Smith
- 12:50-1:00 pm Sign up for mentor appointments
- 1:00-1:45 pm Lunch; posters
- 2:00-3:00 **Breakout Sessions: problem-solving, how-to, examples, case studies**
- Making Meaning of Campus Data – Digging Deeper (D. Smith)
 - Improving Student Success in “Gatekeeper” Courses (J. Moreno)
 - Presenting Data to the Larger Community (A. Robinson-Armstrong)
 - Using Student Data to Foster Student Success: A Case Study (D. Fairris)
- 3:00- 3:15 Break
- 3:15 –6:00 Team time for planning, action plans; appointments with mentors;
- 3:15-3:55
 - 3:55-4:35
 - 4:35-5:15
 - 5:15-6:00
- 6:00 pm Dinner on your own (optional team dinners)

Friday, October 21, 2011

- 7:00-8:30 am** **Breakfast and one mentor appointment**
- 7:45-8:15
- 8:30- 9:30 am** **Plenary: High-Impact Practices to Support Students (*Alma Clayton-Pedersen*)**
Renaissance IV and V
- 9:45-10:45 am** **Break-out sessions: problem-solving, how-to, examples, case studies**
- **Assessment of Learning and Student Success (V. Liptak)**
 - **Implementing Specific Strategies to Improve Student Success (W. Franklin)**
 - **Developing an Institutional Culture of Student Success (A. Clayton-Pedersen)**
 - **First-year Programs and Student Success (L. Bortman)**
- 11-12:30** **Team time for planning, action plans; appointments with mentors; break as needed**
- 9:45-10:25
 - 10:25 - 11:05
 - 11:05 -11:45
 - 11:50 -12:30
- 12:30 – 1:15 pm** **Lunch in teams**
- 1:30 – 3:15 pm** **Mentor Groups: Final Session (report-out to mentor group)**
- 3:30 – 4:30 pm** **Closing plenary Q&A: Next Steps: Student Success and Accreditation (panel)**
- 4:30 pm** **Retreat ends**

BREAKOUT SESSION DESCRIPTIONS		
20 October 2011—2:00–3:00 PM		
<i>Session Title</i>	DESCRIPTION—WORKING WITH DATA	<i>Facilitator</i>
<i>Making Meaning of Campus Data</i>	We've all worked on reports that require gathering data for decision-making. Too often these reports do not provide meaningful information to guide action. This session uses existing student data to explore critical indicators of student success, how to make meaning, and how to monitor progress on student success	<i>Daryl G. Smith</i>
<i>Improving Student Success in "Gatekeeper" Courses</i>	Many courses required for specific majors show high withdrawal and failure rates, particularly among non-traditional students. A student's lack of success in a required course can lead to a loss of confidence, the inability to pursue a desired major, and even giving up on higher education completely. In this session we explore how to use data to identify problems at course and program levels so that pass rates – for <i>all</i> students – can be improved without sacrificing quality of learning.	<i>José Moreno</i>

<i>Using Student Data to Foster Success:</i>	UC Riverside has one of the most diverse student bodies in the UC system. In this session, we move beyond a general discussion of how to collect and analyze data to some specific examples of how our campus used that data to significantly improve the retention, completion, and time to degree for the full range of students.	<i>David Fairris</i>
<i>Presenting Data to the Larger Community</i>	Gathering data on student success is only half the battle. Then the data need to be presented to the larger campus community in a way that will mobilize commitment and suggest appropriate responses. In this session we strategize about ways to approach different campus communities.	<i>Abbie Robinson-Armstrong</i>

BREAKOUT SESSION DESCRIPTIONS

21 October 2011—9:45–10:45 AM

<i>Session Title</i>	DESCRIPTION—IMPROVING STUDENT LEARNING AND SUCCESS	Facilitator
<i>Connecting Student Success with Assessment</i>	“Student success” is not determined solely by accumulating credits or getting the degree but also by what students know and are able to do with their learning once they graduate. In this session we examine case studies from a range of disciplines and professional programs that show how assessment of student learning can strengthen students’ motivation to persist even as it builds knowledge and skills.	<i>Vic Liptak</i>
<i>A Case Study First-year Programs and Student Success</i>	First-year programs have been identified as a high-impact practice that can greatly strengthen students’ understanding of what will be required of them in college and help students develop the skills to persist and succeed. But not all first-year programs are equally effective. Join this discussion of the characteristics of effective first-year programs and consider how your own program can be improved.	<i>Lisa Bortman</i>
<i>Implementing Specific Strategies to Improve Student Success</i>	For decades researchers have been gathering evidence of the practices that help students achieve at high levels. This session explores these practices and focuses on how to improve the quality and intensity of these practices to better ensure student success.	<i>William Franklin</i>
<i>Developing an Institutional Culture of Student Success</i>	Often leaders assume that campus staff need only work on “fixing” students’ deficits so they will be “college ready.” This session focuses on making institutions “ready” for the broad range of students they serve through better alignment with mission and student needs. A culture of student success requires curricular and co-curricular coherence as well as a comprehensive approach that focuses the entire campus on student success.	<i>Alma R. Clayton-Pedersen</i>