Student Success Council
Up-date
As of April 3rd

Four Categories: Academic Advising, First Year Transition, Faculty/Student Engagement, and Student Service

ACADEMIC ADVISING

*Initiative #1 Develop a total intake model for academic advising*

- First year students
  - 25%+ come in undeclared
  - 70%+ file change of majors during first year
  - First point of contact with academic advisor (if major has been declared) is during registration for next Fall—during weeks 12-13 of the semester

- In-take Model
  - Staffed by staff advisors with academic faculty representatives
  - Developmental Advisement training for all
  - Summer advising by this unit
  - Week 4 mandatory engagement
  - Additional engagements as determined
  - Towards end of this first year, transitioned to a faculty advisor
    - They are reaching the completion of at least 24 credit hours
    - They have declared a major
    - They are in good academic standing
  - The “hand-off” will include completion of an academic plan towards graduation that has been created by the academic unit (Initiative #2)

*Initiative #2 Develop advising plans in each academic unit that include advisor selection/assignment, advisor training, advisor acknowledgement and assessment of departmental advising.*

*Initiative #3 Provide professional development for developmental academic advising including degree planning.*

*Initiative #4 Create a university culture which empowers students to take responsibility for their own degree planning.*

FIRST YEAR TRANSITION

- Approximately 20% of freshmen do not return the next fall
- Another 10% disengage between second and third year

*Initiative #1 Develop a common first year experience utilizing General Studies Portal Classes*

Proposed to ask faculty of Portal Classes to volunteer to incorporate some additional elements and designate those sections as “First Year Transition Classes”. Peer leader and additional faculty training to meet needs of identified “at risk” first year students.

*Initiative #2 Develop a common first year experience via the residence halls. Creation of “traditions” and a “celebration” event for the second year experience.*
Initiative #3 Develop an informational program for parents of first year students.
Initiative #4 Develop a first year transitions program for students who have been historically at-risk.

- Noel-Levitz has identified several risk factors for UNK student persistence.
- Students identified as having a set number of these factors will receive additional support as deemed necessary.

ENGAGEMENT

- Data collected from UNK students indicate that they DO engage with faculty at UNK and that it is important to them
- Same data indicates that we can improve. Focus group data indicates that students are desiring a stronger level of engagement with faculty from the very beginning.

Initiative #1 Create an atmosphere where faculty/student engagement is a priority

- Create an expectation of such from the senior leadership of the institution
- Reward faculty who demonstrate engaged behavior

Orient new faculty and provide them with developmental opportunities (that are available to “seasoned” faculty, also)
- Explore incorporation of faculty engagement measurement into faculty performance evaluation systems.

Initiative #2 Develop content for new faculty orientation which focuses on quality student/faculty engagement with emphasis on teaching and learning.
Initiative #3 Increase the level of significant and relevant student-faculty interaction outside the classroom.

- Provide professional development opportunities to faculty
- Encourage faculty engagement and provide more timely and complete information about activities on campus.
- Increase participation in existing programs (Thompson, undergrad research) and identify new possibilities.

Initiative #4 Increase the level of significant and relevant academic challenge as measured by SSI and NSSE data.

- Include a measure of meaningful work assigned outside the classroom in course evaluations
- Ramp up CTE professional development offerings for faculty
- Develop an inter-campus conference on teaching

STUDENT SERVICES

Initiative #1 Develop a program to address the needs and interests of students who live off campus.

Initiative #2 Enhance student employment opportunities on campus.
Initiative #3 Develop and implement a second year student transition program.
A proposal to support the resumed production of the UNK Telephone Directory:

The UNK Telephone Directory was a great use to faculty and staff as they conducted daily business on campus. While there was a cost savings associated with not printing this document, we feel that the loss of productivity outweighs the printing costs. People are keeping their UNK Directories due to the easy access to phone numbers, departmental faculty names, building abbreviations, maps, and even emergency information. The phone number information is available online, but this is not as easy to use, and is only available when a computer is on, and at the correct web page. The recent publication of the “University of Nebraska at Kearney Emergency Plan Operation” on colored heavy cardstock indicates that some funds are available for publication of materials for faculty and staff. This proposal supports the resumption of UNK Telephone Directory as before with the inclusion of the Emergency Plan Operation material. The Directory has proven utility and acceptance and should be reinstated.

A couple more points:

1. The current situation of “printing the directory if you want it” just cost-shifts from the university to the departmental level – and costs more per page to print on departmental printers. So the university loses money if enough people eventually print this out. And the letter-size format is not as easy to use as the smaller form the UNK Directory was printed on.

2. A bit of a reiteration here, but to be clear: money was spent on the current Emergency Plan Operation (EPO) manual. That money could have been used to print the normal UNK phone directory.