Introduction

The current environment of higher education is one of many challenges. Institutions are faced with declining funding, the need for greater transparency, and rising student indebtedness among other issues. In this environment, it is more important than ever to create learning experiences that will provide positive student outcomes. It is the responsibility of institutions of higher education to ensure that student learning outcomes are met in a timely manner. To do this, institutions must ensure efficiency, effectiveness, and overall student engagement.

Student engagement is a two-way process. It requires students to devote time and energy to educationally purposeful activities both in and out of the classroom. It also requires institutions to use effective educational practices to assist students in taking the right path to success. One effective method for doing this is creating partnerships to expand opportunities for students to succeed.

Project Documenting Effective Educational Practice (DEEP) has shown that one characteristic of effective institutions is a shared responsibility for educational quality. (Koh, 2005) This means that all faculty and staff share the responsibility for student success. Students are more likely to have a transformative education when intellectual, social, and emotional development are woven throughout the curriculum and co-curriculum. This can be done by a shared focus on learning and capitalizing on boundary spanning activities and partnerships.

However, improving the students’ educational attainment is a process that requires commitment and faces challenges. Most institutions have failed to create a consensual definition of student success and a common framework. Few institutions have systematically studied the student experience. Additionally, deeply rooted historical differences divide faculty from staff. By removing barriers to collaboration and seeking ways to establish effective partnerships, Purdue can focus programs, policies, and practices on enriching educational opportunities and creating seamless learning environments.

The Foundations of Excellence (FoE) process is focused on aiding the Purdue campus in creating these seamless learning environments. Under the FoE philosophy (http://www.purdue.edu/foundationsofexcellence/philosophy.html), the campus has an opportunity to come together to help students discover, engage, and learn. With this in mind, a Forum on Collaborating for Student Success at Purdue was held on Wednesday, March 27, 2013. This Forum included keynotes from national leaders on student success and breakout sessions aimed at promoting ideas for collaboration. The following is a summary of the information generated from the Forum.

As the FoE process moves along, we invite all members of the campus community to view the FoE website (http://www.purdue.edu/foe) to find ways to become involved. Specifically, community members are invited to join one of the following communities of practice that will be forming around four of the FoE recommendations:

- Ensure that every student has a consistent and coordinated first-year orientation experience
- Support the implementation and expansion of the core curriculum to improve portability of courses across majors
- Assisting each student develop the skills, knowledge, and abilities engendered by the embedded outcomes
- Developing programs targeted at removing disparities in success among identified groups of students
502 Total Registrants

- Faculty: 168
- Staff/Administrators: 297
- Students: 37

401 Participants

- Faculty: 125
- Staff/Administrators: 259
- Students: 17

Participants by Academic College

Participants by Division or Unit
THINKING ABOUT
FACULTY AND STAFF CONTRIBUTIONS TO STUDENT SUCCESS

We asked participants to respond to the three questions below. There was an emerging consensus in the responses. Below is a compilation of the answers given.

What is your personal role in ensuring student success?
- Being available to address students’ concerns and needs
- Assisting in their academic, professional, and personal growth / Help students explore their options
- Helping connect students to university resources and services
- Caring about each student’s well-being
- Sharing information broadly and openly; Serving as conduit for resources on campus.
- Advocating for the students college experience
- Being knowledgeable about University policy, dates, requirements, etc.
- Supporting our students
- Challenging our students
- Encouraging students to get involved on campus and invest in their own education

What specific roles to faculty have in ensuring student success?
- Caring about students and their success / Making first-year and undergraduate students a priority
- Being available and accessible outside of class to meet with students
- Setting high expectations for students’ attendance, work, and learning / Believing in students
- Volunteering to teach traditionally first-year courses / Having best instructors teach first-year courses
- Monitoring the success of the students
- Mentoring students
- Connecting with students early in their tenure at Purdue
- Carefully considering relevant curricula and proper preparation
- Creating clear learning outcomes / Being clear in course expectations
- Collaborating with staff (academic advisors, etc.) to create a success team focused on each student
- Innovating teaching / Engaging classroom environment / Being excited to teach
- Providing opportunities for undergraduate research
- Making sure that students obtain the knowledge they need to be successful
- Providing early feedback by way of quizzes, tests, papers, etc. / Providing mid-term grades
- Offering multiple modes for students to engage critical course materials

What specific roles to staff and administrators have in ensuring student success?
- Supporting the faculty / Reinforcing the faculty’s high expectations
- Caring about students and their success / Providing a caring and friendly environment
- Being available to meet with students
- Creating a welcoming environment / Creating a home away from home atmosphere on campus
- Asking questions and giving advice
- Supporting the learning that takes place in the classroom through meaningful co-curricular and extra-curricular experiences
- Eliminating barriers for students / Removing road blocks to progress
- Making sure that students obtain the support and advice they need to be successful
Forum participants were asked to rate the effectiveness and importance of partnerships between Academic Affairs and Student Affairs around the following items. Below are the responses.

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<tr>
<th>Effectiveness</th>
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<td>6. Teaching first-year seminars</td>
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<td>7. Student recruitment</td>
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<td>8. Special support for historically underserved students</td>
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<td>9. Faculty/staff development initiatives</td>
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<td>10. Facilitating faculty/staff/student interactions - especially outside of class</td>
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<td>11. Academic/Learning Support</td>
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<td>12. Identification and support of students with special needs (e.g. learning disabilities)</td>
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<td>13. Retention task force</td>
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<td>14. Early identification of, and outreach to, students in academic difficulty</td>
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<td>16. Career planning activities</td>
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<td>17. Reaching out to families of students</td>
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<td>18. Health, drug/alcohol education initiatives</td>
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<td>19. Volunteer/community service/service-learning activities</td>
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<td>20. Administration of student discipline and codes of conduct</td>
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<td>21. Encouragement and support of student involvement in co-curricular learning activities</td>
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Identified Opportunities for Collaboration

The following two pages list the opportunities that were identified by the discussion groups for collaboration on the four FoE recommendations discussed at the Forum. The opportunities are pulled directly from worksheets that each table completed.

Collaborations around the goal of providing every student a consistent and coordinated first-year orientation experience

- Create a series of cross campus/cross discipline orientation/transition workshops
- Build an information clearing house for student, faculty, staff, and parents – constructing a first year-experience handbook (on-line)
- Offer increased supplemental instruction in Residence Halls (especially focused on first-year students)
- Promote Murphy Award winners widely across campus – disseminate their successful strategies to promote scholarship of teaching and learning
- Expect that Learning Communities serving first-year students will include orientation and transition topics in the curriculum
- Require reporting of first exam/first assignment results for all first-year students before course drop date
- Develop early intervention program for first-year students involving faculty, advisors, and other staff. This could be built around better communications and SIGNALS
- Add college-specific and academic oriented content to BGR. Involve faculty in planning and implementation of the processes
- Expand information used to identify who is struggling and who is excelling, i.e., behavior, cheating, code of conduct issues, etc. Adapt Maxient for use here. Establish expectations for faculty and staff to make referrals if they become aware of “warning signs”
- Use Boiler TV to deliver math tutoring
- Address barriers to participating in FoE initiatives, including: time, research mission, promotion and tenure, resources
- Offer more Learning Communities and offering second-year Learning Communities
- Conduct valid assessment of existing programs and widely disseminate the results and use to address the issue of too many marginally effective initiatives
- Address the issue of too many systems and too many systems that don’t communicate with each other (technological and non-technological)

Collaborations that can support the goal of assisting each student to develop the skills, knowledge, and abilities engendered by the embedded outcomes

- Collaborate with existing programs to enhance and expand their learning outcomes (e.g. Horizons, Impact, Pete’s Pals, ROTC courses, Learning Communities, Cultural Centers, EPICS, Faculty Fellow Program, Co-Rec and Think Summer)
- Expand the teaching track for tenure or other rewards for faculty/staff involvement
- Create training teams of faculty/staff to facilitate collaboration on activities
- Connect outside of class activities to the CORE (e.g. learning communities, student employment, supplemental instruction and service learning
- Expand faculty/staff awareness and endorsement of existing activities
- Create structured opportunities for international and domestic students to interact
- Include embedded outcomes in all classes, not just CORE curriculum
- Repeat locally national presentations by Purdue faculty/staff
Collaborations that can make coordinated undergraduate success programs available to every student

- Programs where partnerships already exist that can be expanded including help rooms (Biology, Chemistry, Math, Physics, and the Writing Lab), faculty lead study sessions, DLRC, in COT faculty refer struggling students to advisors, COS learning beyond the classroom and feasting with faculty, SIGNALS, BGR, STAR, supplemental instruction, Internship/Clinical experiences embedded in the curriculum (COOP, H & K), learning communities, IMPACT courses, and the boiler volunteer network
- Create a wiki/seminar series that provides information on current resources available for helping students succeed
- Create regular channel for allowing faculty and staff to share information about specific students that are struggling
- Have faculty identify possible tutors for specific courses
- Have faculty and staff serve as joint advisors for student organizations
- Have faculty complete midterm grades for all students and share them with academic advisors to assist in advising sessions
- Add learning communities co-taught by faculty and participating staff
- Add first-year seminars co-taught by faculty and participating staff
- Encourage faculty to include co-curricular activities related to the class on the syllabus
- Incorporate upper class students to provide mentoring opportunities to students
- Recognize in meaningful ways faculty/staff for participation in extra programs – mentoring, club leadership, and teaching
- Involve faculty in the recruitment of student
- Have faculty, staff, and TA’s team teach study skill seminars
- Provide a pool of money to reward partnership development

Collaborations to develop programs targeted at removing disparities in success among identified groups of students

- Recognize programs where partnerships already exist that can be expanded, including BGR, BGRI, cultural centers, twenty-first scholars, horizons program, supplemental instruction, and Purdue promise
- Recognize faculty involvement in activities outside of the classroom
- Faculty and staff need to collaborate on methods to create a sense of community for students
- Expand mentoring programs for students
- Create/expand summer bridge programs and partnerships with Ivy Tech
- Create system to track students' movement through the CORE-curriculum
- Improve system to document participation in co-curricular activities
Barriers to Collaboration

While the discussion groups generated a large list of existing and potential opportunities for faculty and staff to collaborate on student success initiatives it is recognized that there are existing barriers on campus. The most common types of barriers discussed centered around time, cost, communication, and existing structures. Some of those most commonly cited barriers are listed below.

**Time**
- Time restraints for both faculty and staff to do more activities
- Making time to do what is needed – current priorities lead to time commitment barriers
- 10 month positions create a barrier when working with 12 month positions
- Faculty are seldom rewarded for collaborating

**Cost**
- Faculty/staff not compensated to collaborate on CORE
- Lack of reward structure
- Perception of no value in student success functions
- Budget and resources
- Not enough staff for dealing with emotional and mental problems
- Current budget cutting/salary freeze limits staff motivation to collaborate

**Communication**
- Lack of awareness by faculty and staff on programs, resources, activities, and the embedded outcomes
- No coherent way for students to see what is available for them
- Lack of awareness and understanding on how to deal with student success issues
- Lack of understanding of the role of advising by faculty
- Advisors and faculty don't have joint meetings
- Faculty unaware of where to find advisor contact information
- Faculty advisors not getting messages sent to professional advisors due to difference in SAP classifications
- Lack of knowledge regarding the faculty fellow program
- New faculty orientation focuses solely on research not on learning of students
- How Purdue interprets privacy laws on student information

**Structure**
- Lack of commonality in courses within the CORE curriculum
- Trying to force current courses into new outcomes, rather than investing in new curricular changes and updates
- Large classes
- Siloed colleges leads to differential student support
- Changing student population
- Advisors and faculty are not physically located next to or near each other
- Challenge to do things for students who are distributed across multiple colleges
Conclusion

Student success is the responsibility of every member of the Purdue community. The Forum showed that there is a consensus on what needs to be done to improve student success. Additionally, it appears that faculty and staff are largely in agreement on most things. This report summarizes a breadth of opportunities for collaboration across the Purdue campus that resulted from the faculty-staff discussions. In short, the Purdue community has many opportunities for collaborating to ensure student success.

With these things in mind, it is time for a call to action across the university community. Communities of practice are currently forming around the four recommendations discussed during the Forum: providing every student a consistent and coordinated first year orientation experience; assisting each student to develop the skills, knowledge, and abilities engendered by the embedded outcomes; making coordinated undergraduate success programs available to every student; and developing programs targeted at removing disparities in success among identified groups of students. If you would like to participate in the formation of these communities of practice, please contact one of the FOE co-chairs, Jared Tippets, Director of Student Success at Purdue or Daphene Koch, Associate Professor, College of Technology.

Jared Tippets, Ph.D.
Director, Student Success at Purdue
ENAD 212
765-494-2451
jtippets@purdue.edu
www.purdue.edu/StudentSuccess

Daphene Koch, Ph.D.
Associate Professor, Building Construction Management
447 Knoy Hall
765-496-1734
cyrd@purdue.edu
www.tech.purdue.edu/bcm/