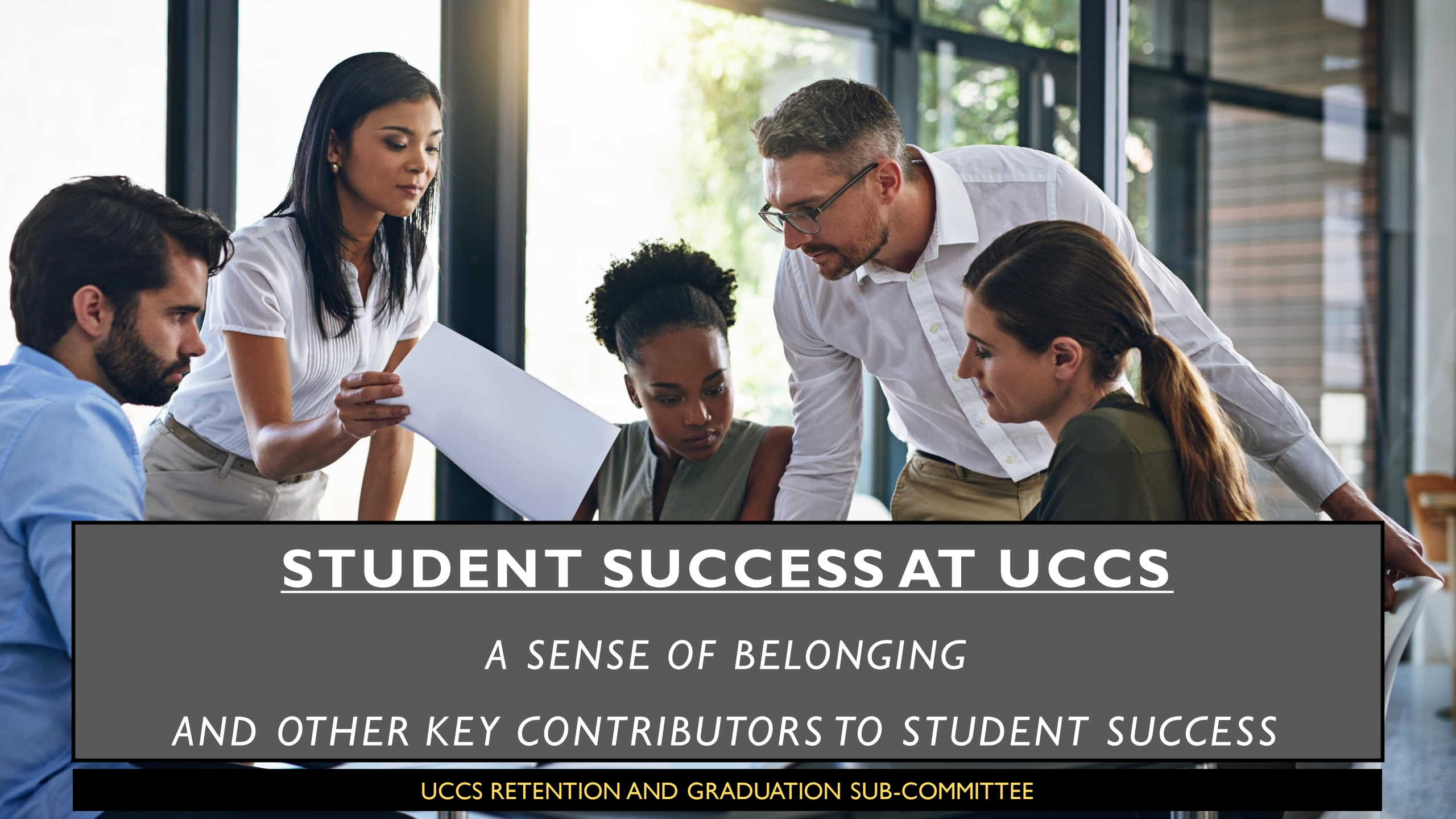


STUDENT SUCCESS AT UCCS

A SENSE OF BELONGING

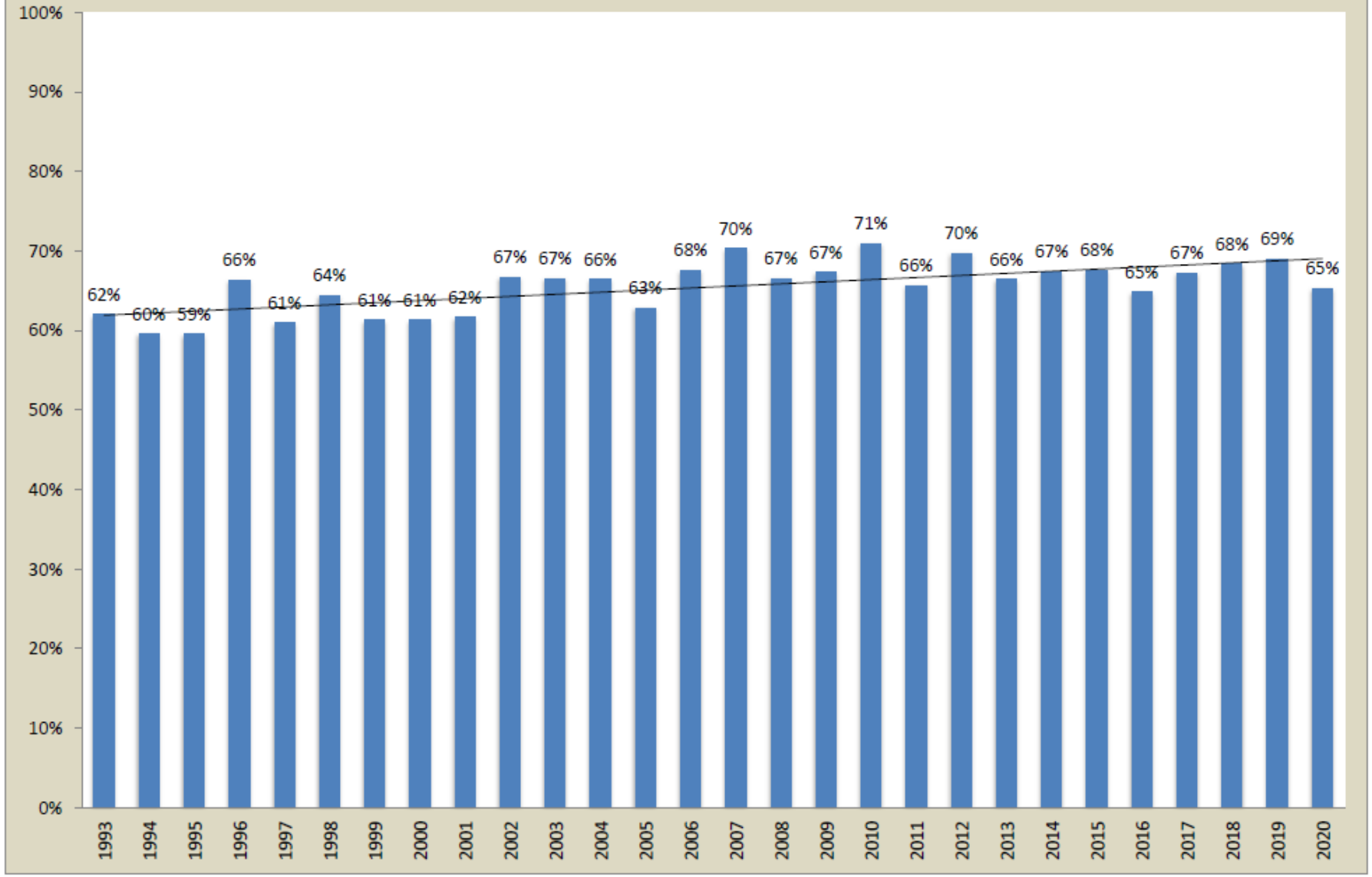
AND OTHER KEY CONTRIBUTORS TO STUDENT SUCCESS

UCCS RETENTION AND GRADUATION SUB-COMMITTEE

AGENDA

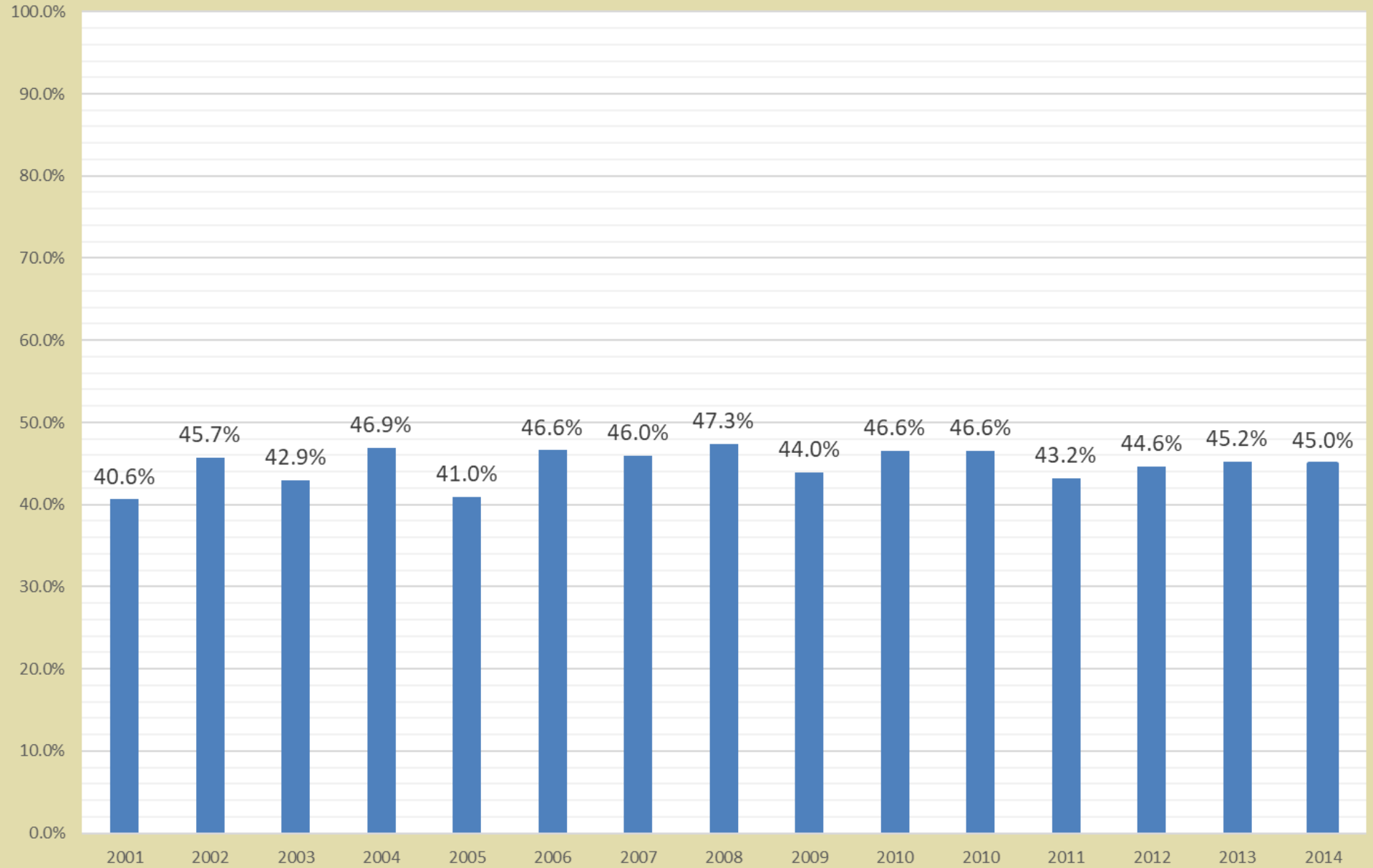
- Student Success
- Student-Student Collaboration
- HIPs and Student-Faculty Interaction
- Community and Belonging
- Current Initiatives and Faculty Needs
- Recomendations and Paths Forward

University of Colorado Colorado Springs
First-Year Student Retention Rate (Fall to Fall Census)



Office of Institutional Research
9/14/2021

University of Colorado Colorado Springs
Six-Year Graduation Rate by Cohort Year
(First-Time, First-Year, Full-Time Cohorts)



FACULTY NEEDS FROM SURVEY

- **Technology Tools to Aid Teaching – 67**
- **Support Services for my Teaching - 60**
  - *(Such as zoom assistants, tech help, or TAs)*
- **Training in ways to Support Student Outside my Courses – 58**
- **Training in Teaching Strategies that Support Success in my Courses – 57**
- **Other – 44 (see next slide)**

FACULTY NEEDS FROM SURVEY
OTHER – 44

- **More Time**
  - (course offloads, support staff, less service, less administration)
- **Financial Support for Faculty, higher salary, etc**
- **Financial Support for Students**
  - (graduate programs, research funding, event funding)
- **Faculty Training**
  - (inclusive practice, mental health support, etc)
- **Smaller class sizes**
- **Higher academic standards**

DRIVERS AND OBSTACLES TO SUCCESS
FEEDBACK FROM FACULTY SURVEY

DRIVERS OF SUCCESS

- Engagement and Participation
- Career Goals
- Faculty
- Flexibility and Choice

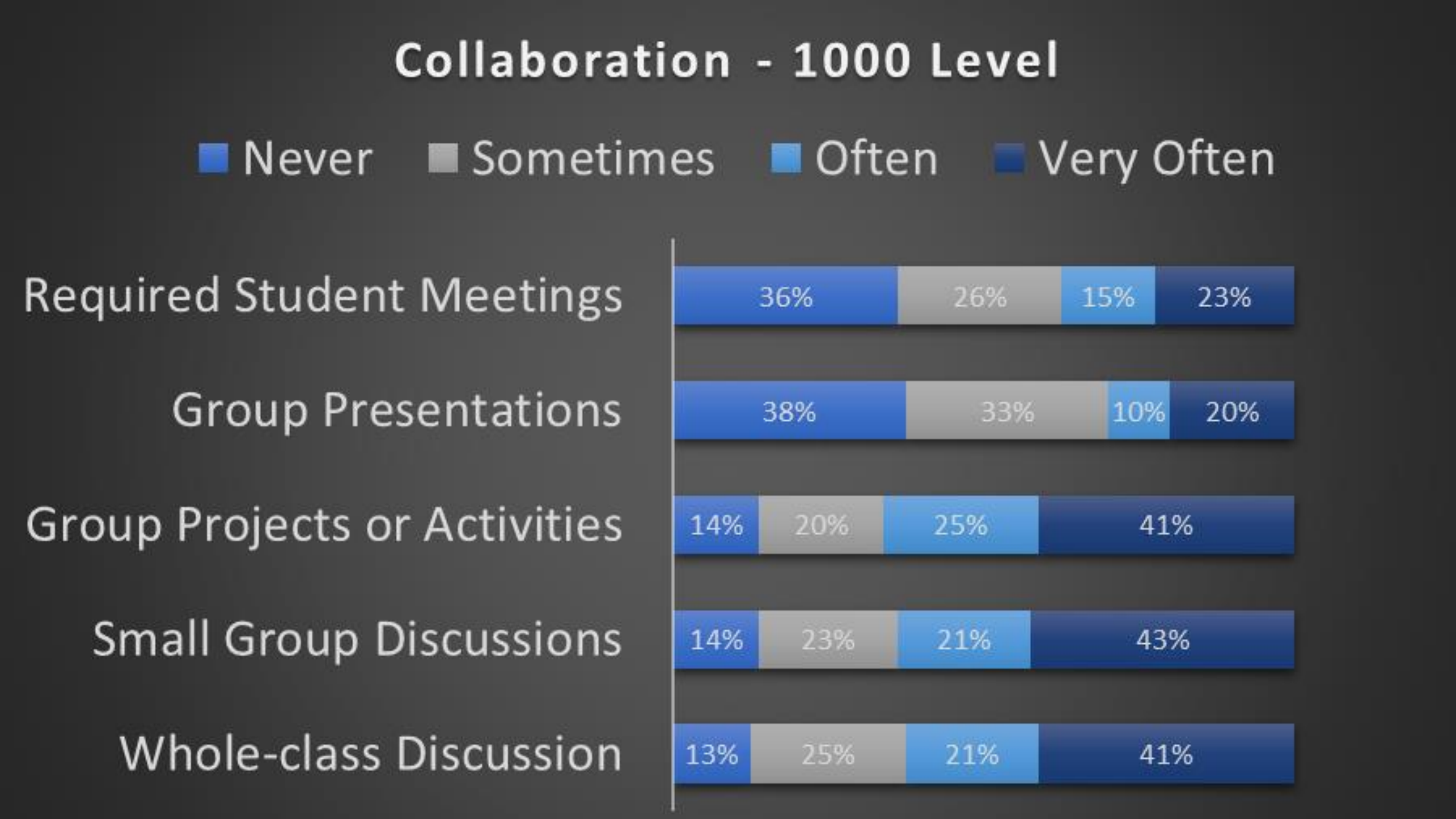
OBSTACLES TO SUCCESS

- Attendance and Effort
- Lack of Time, Time Management
- Competing Priorities (work, family)
- Cost and Lack of Financial Resources

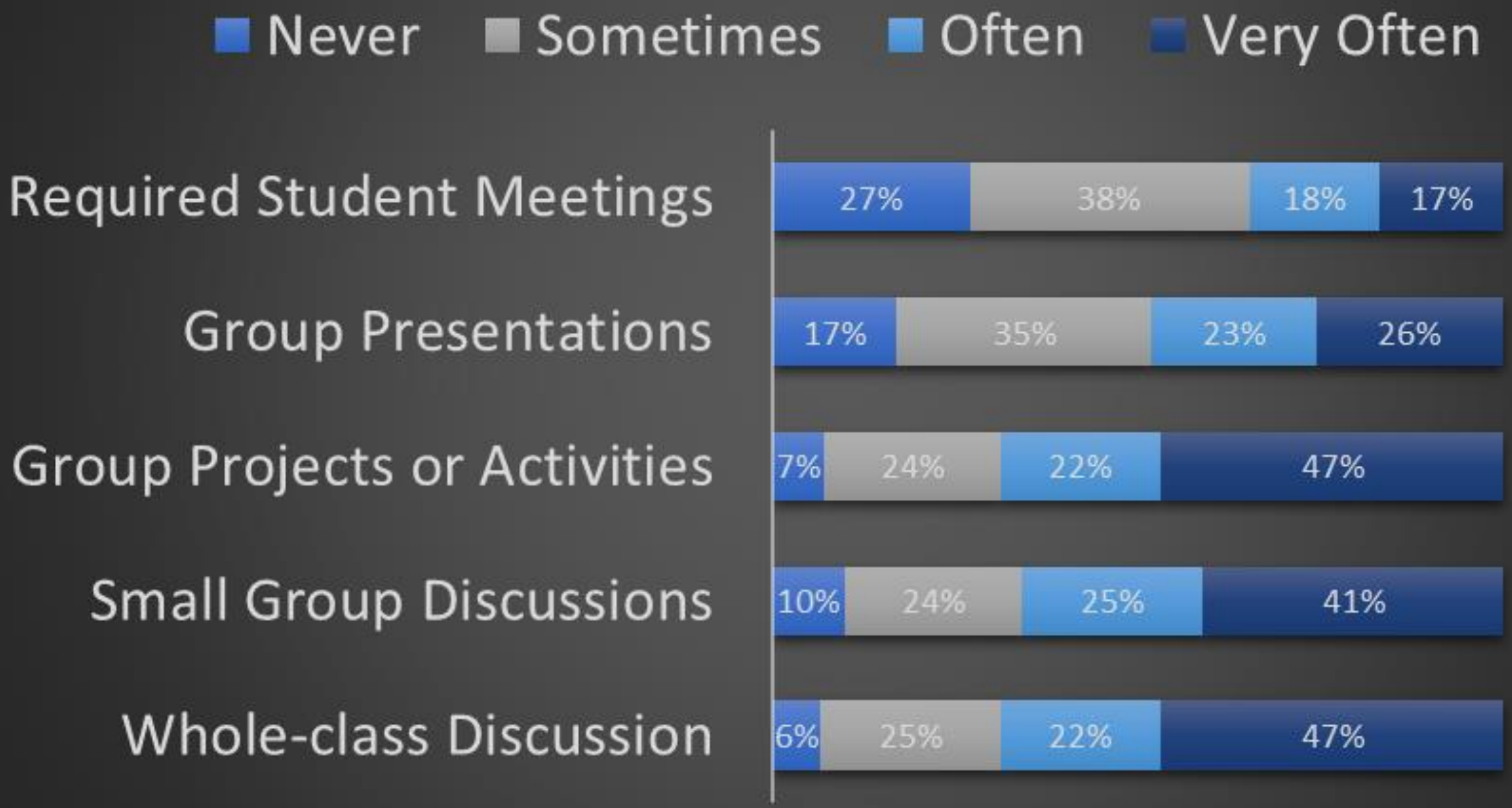
- Commitment, Motivation
- Use of Campus Resources
- Community and Connection
- Preparation and Academic Skills

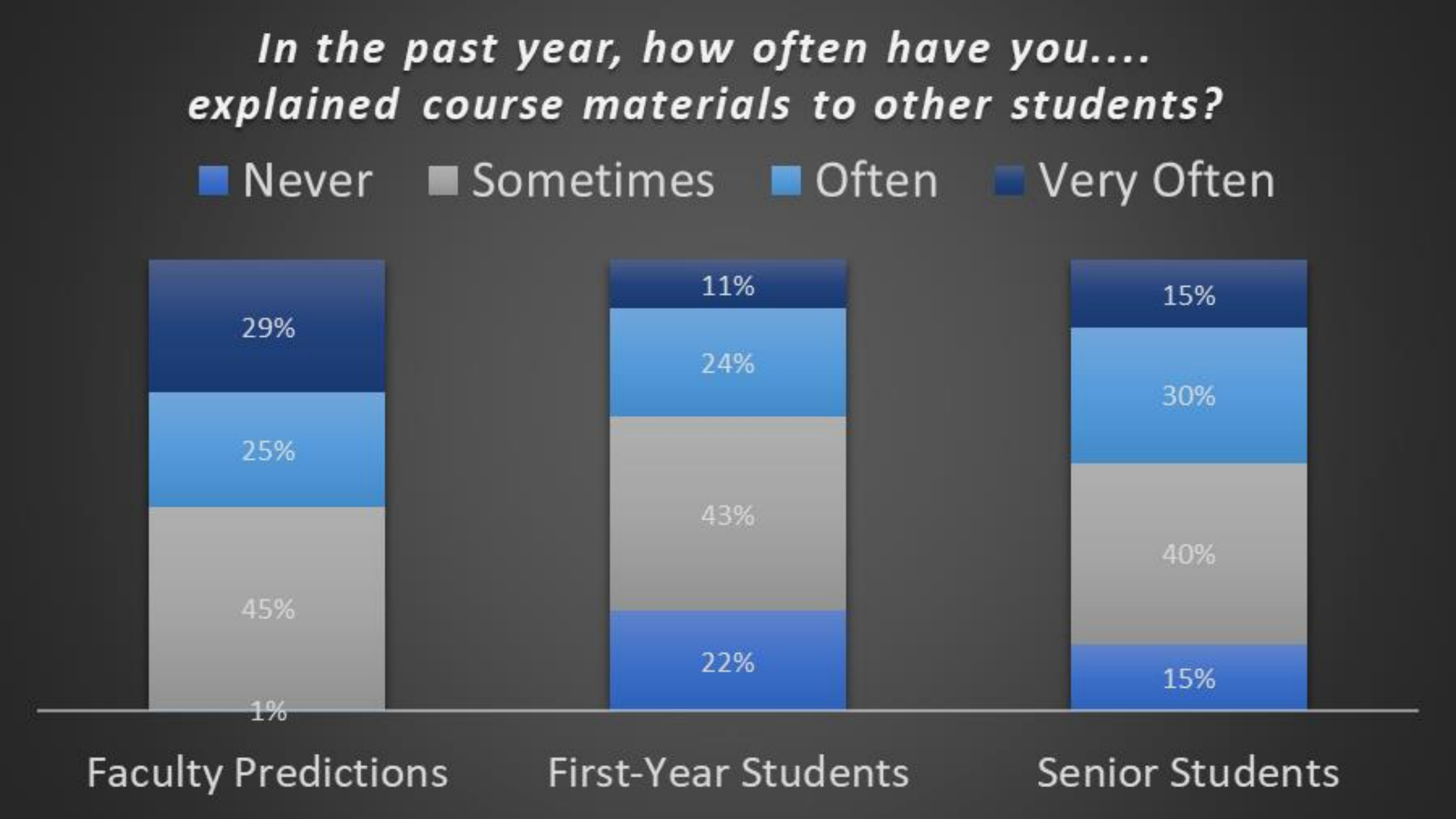
- Commitment, Motivation
- Use of Campus Resources
- Community or Connection
- Preparation and Academic Skills

Collaboration - 1000 Level

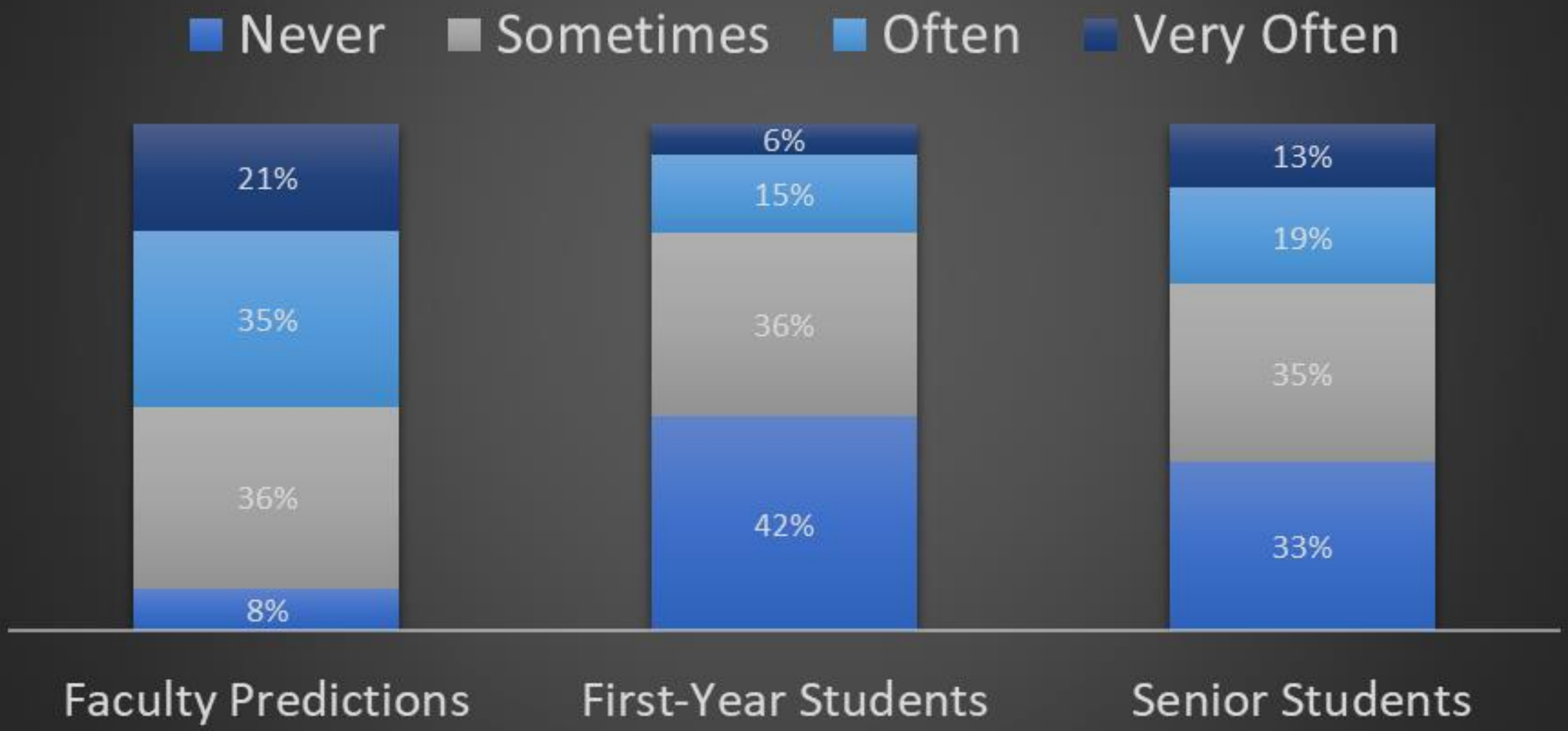


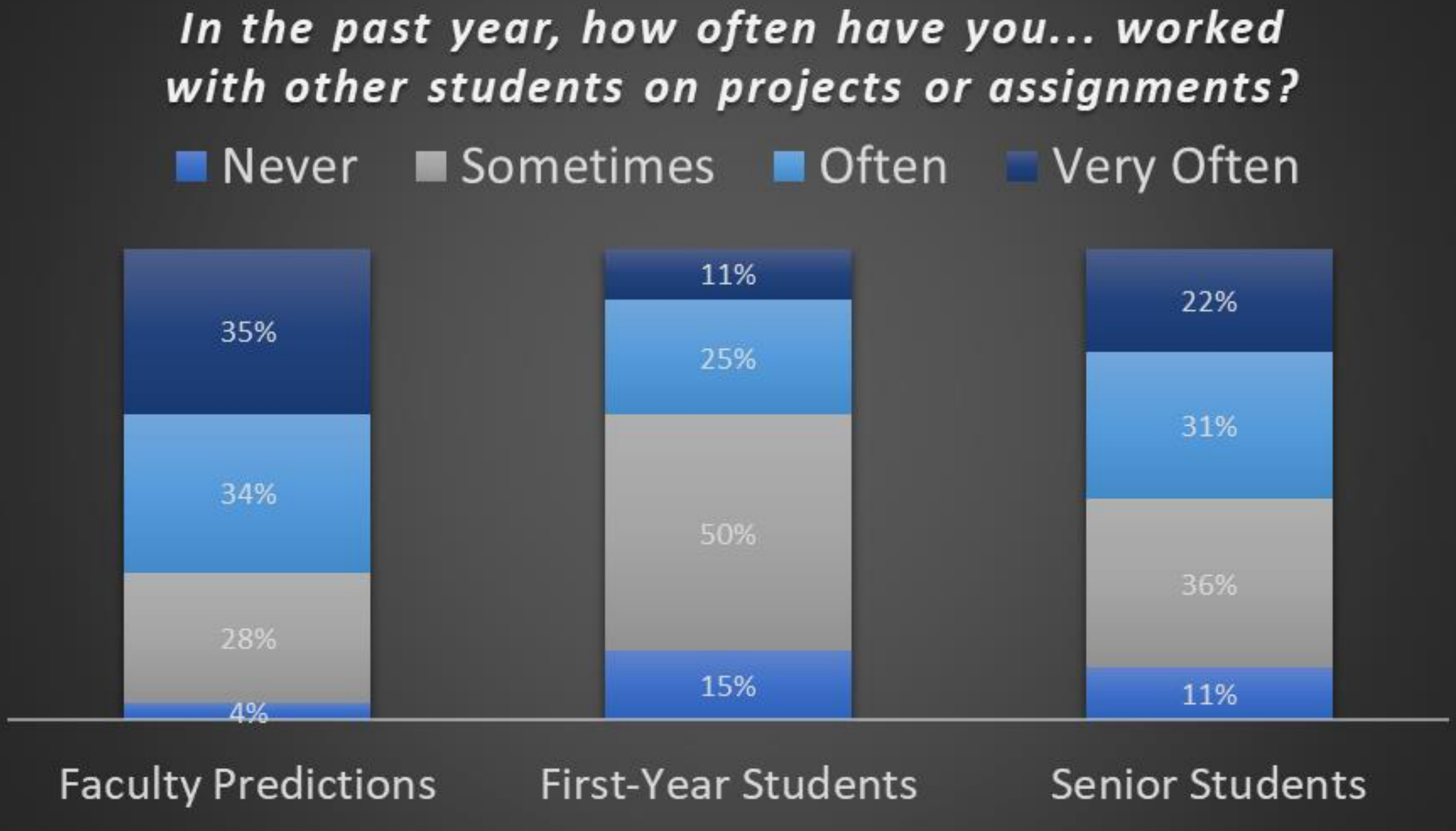
Collaboration - 2000 to 4000 Level




In the past year, how often have you.... explained course materials to other students?
Never
Sometimes
Often
Very Often
29%
25%
45%
1%
11%
24%
43%
22%
15%
30%
40%
15%
Faculty Predictions
First-Year Students
Senior Students

In the past year, how often have you.... prepared for exams with other students?




In the past year, how often have you... worked with other students on projects or assignments?
Never
Sometimes
Often
Very Often
35%
34%
28%
4%
11%
25%
50%
15%
22%
31%
36%
11%
Faculty Predictions
First-Year Students
Senior Students

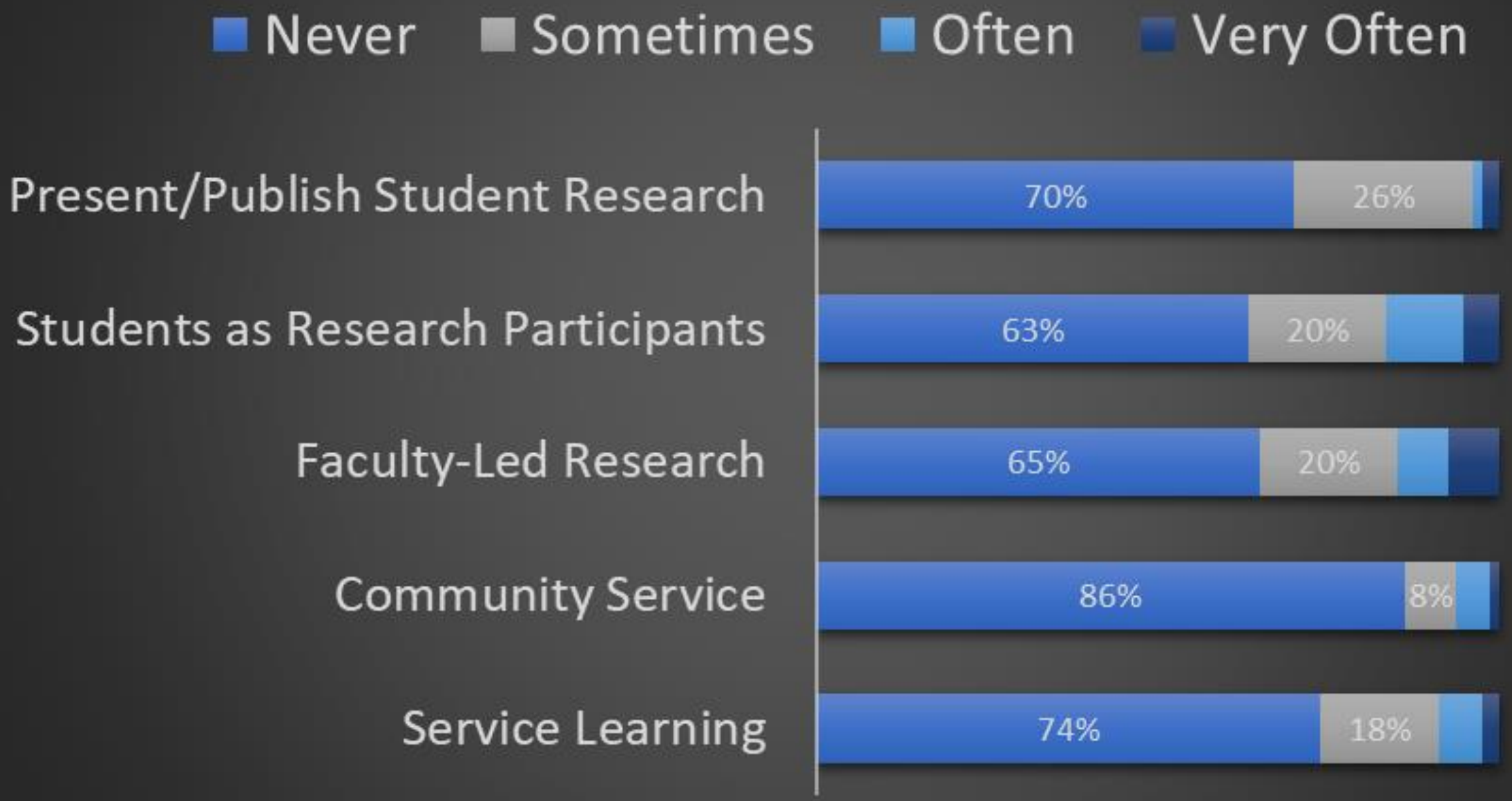
DISCUSSION QUESTIONS ABOUT STUDENT COLLABORATION

- **What has worked well in your classroom to encourage student to student collaboration?**
- **What challenges do you face when encouraging student to student collaboration in your courses?**
- **What do you need in order to foster more effective student to student collaboration in your courses?**

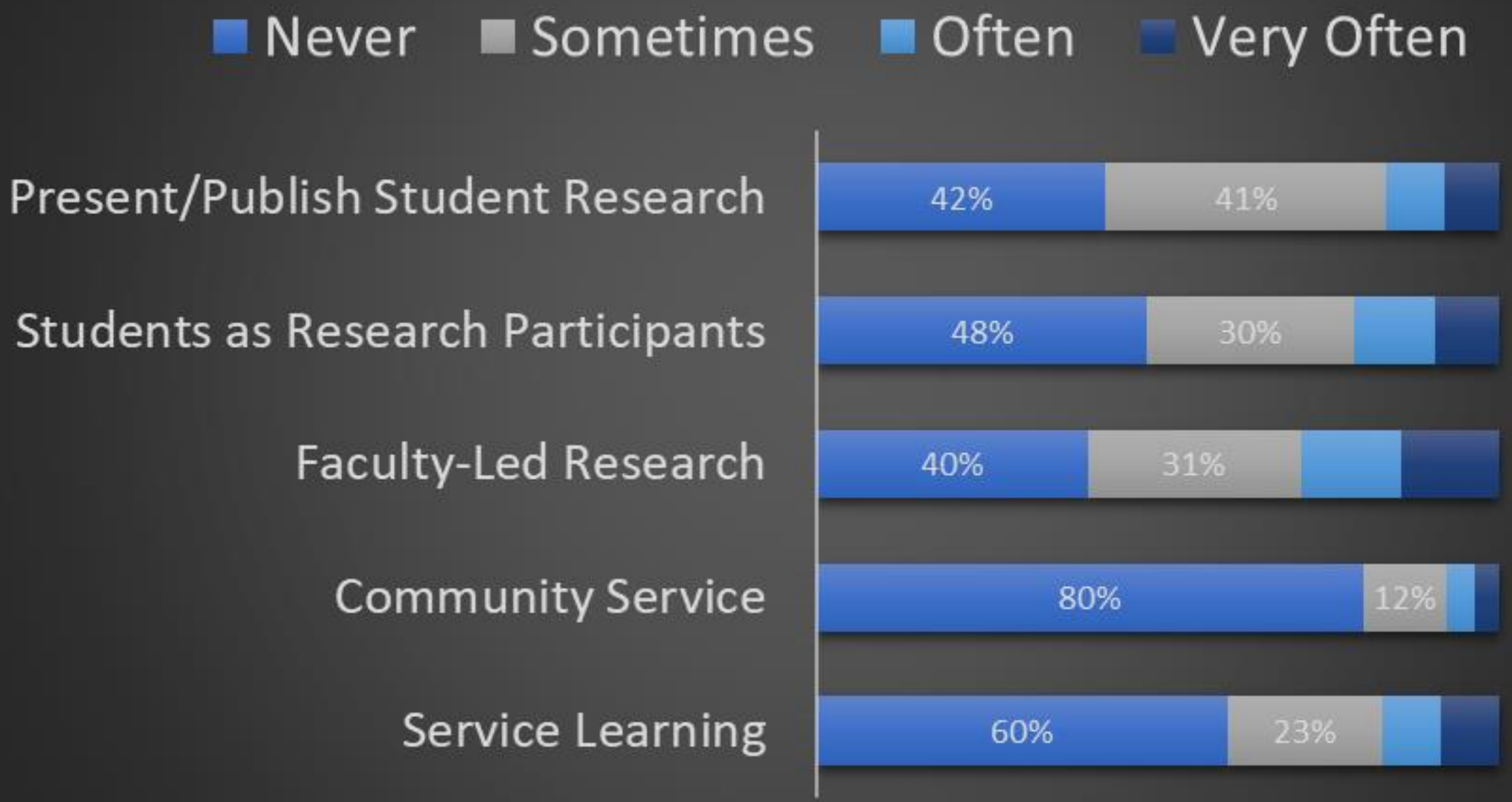
AAC&U'S HIGH IMPACT PRACTICES (KUH ET AL. 2017)

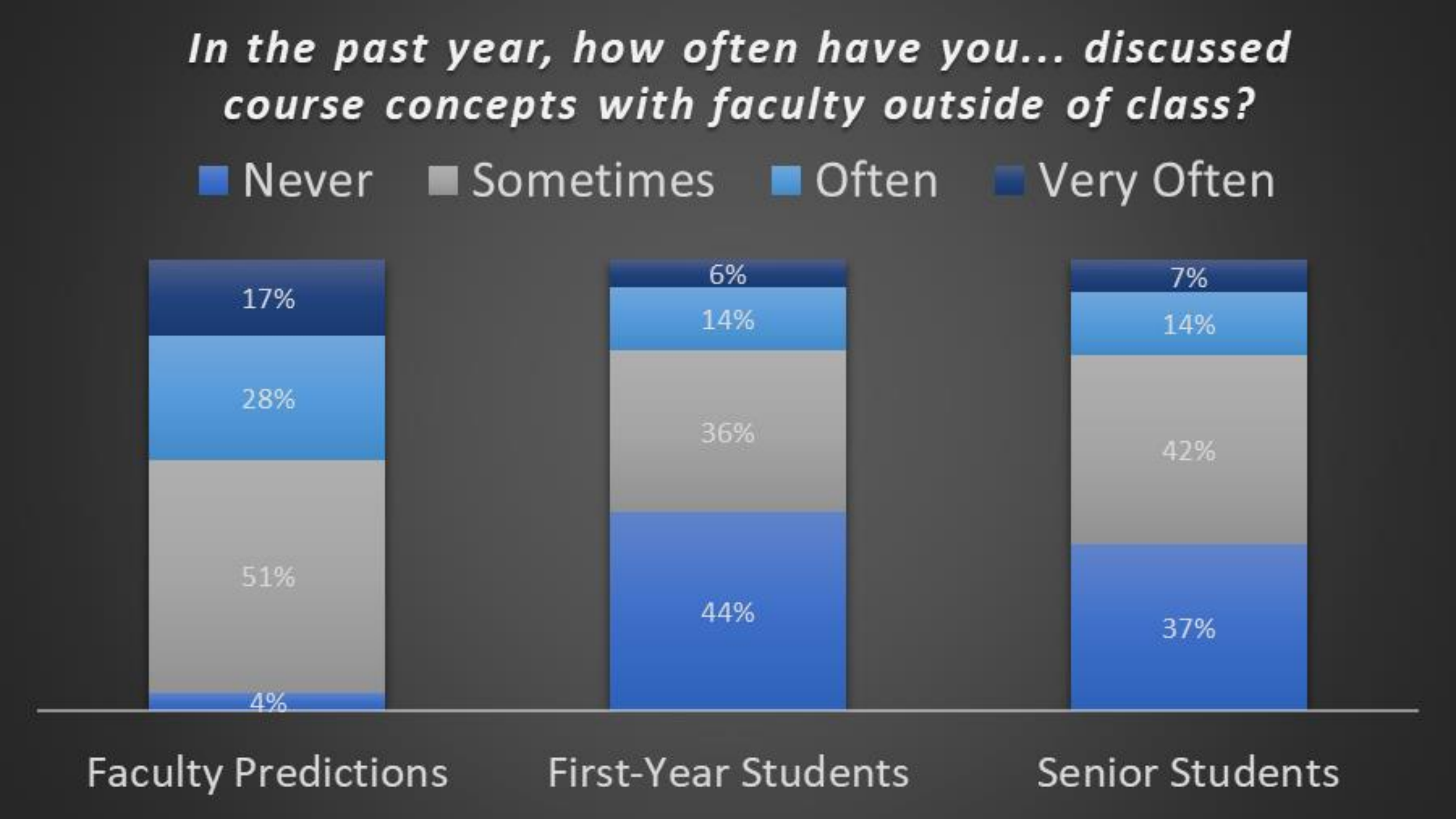
- First-Year Seminars and Experiences
- Common Intellectual Experiences
- Learning Communities
- Writing and Inquiry Intensive Courses
- Collaborative Assignments and Projects
- Undergraduate Research
- Diversity/Study Away/Global Learning
- Service Learning, Community-Based Learning
- Internships and Field Experiences
- Capstone Courses and Projects
- ePortfolio

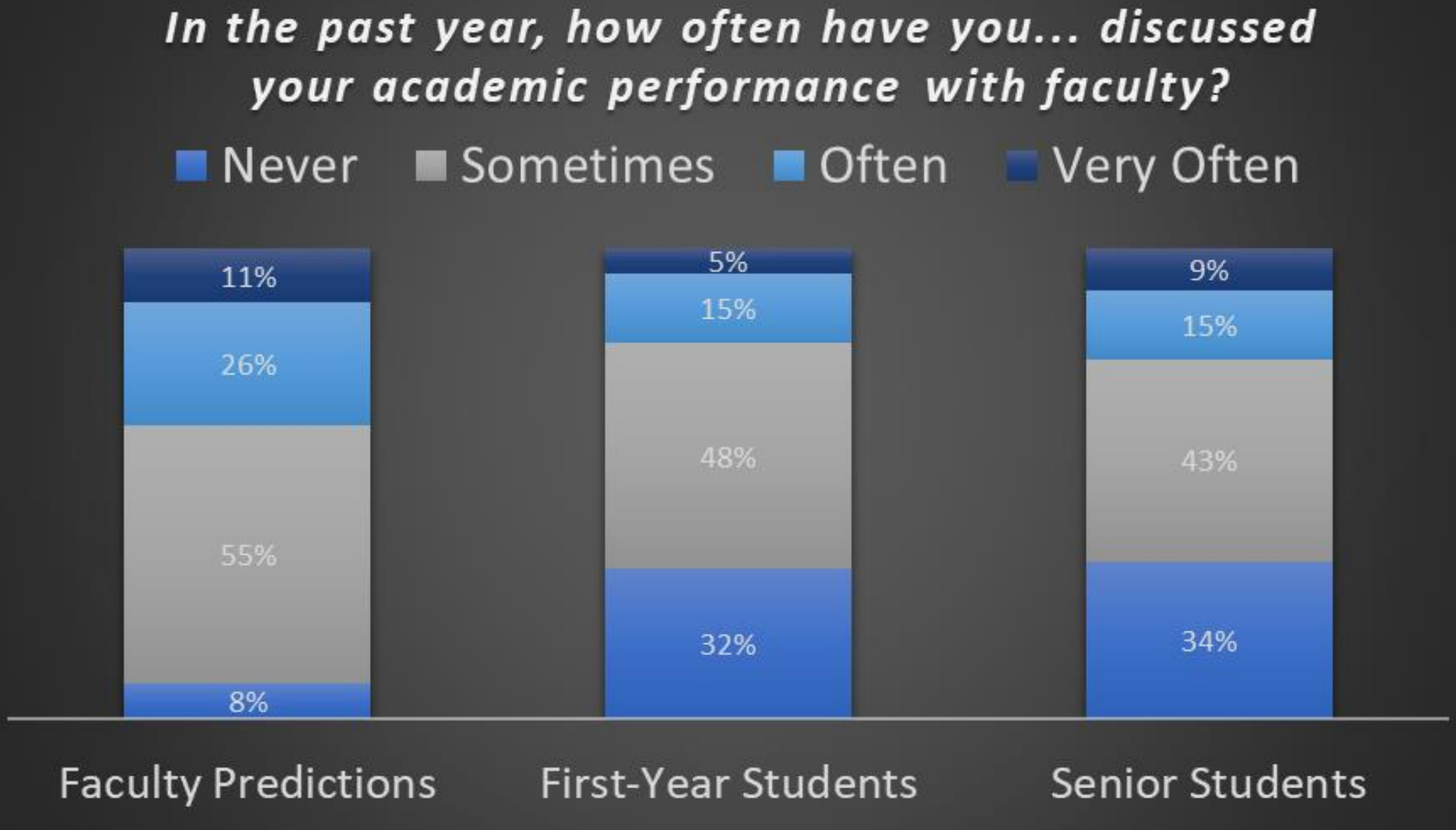
HIPs - 1000 Level



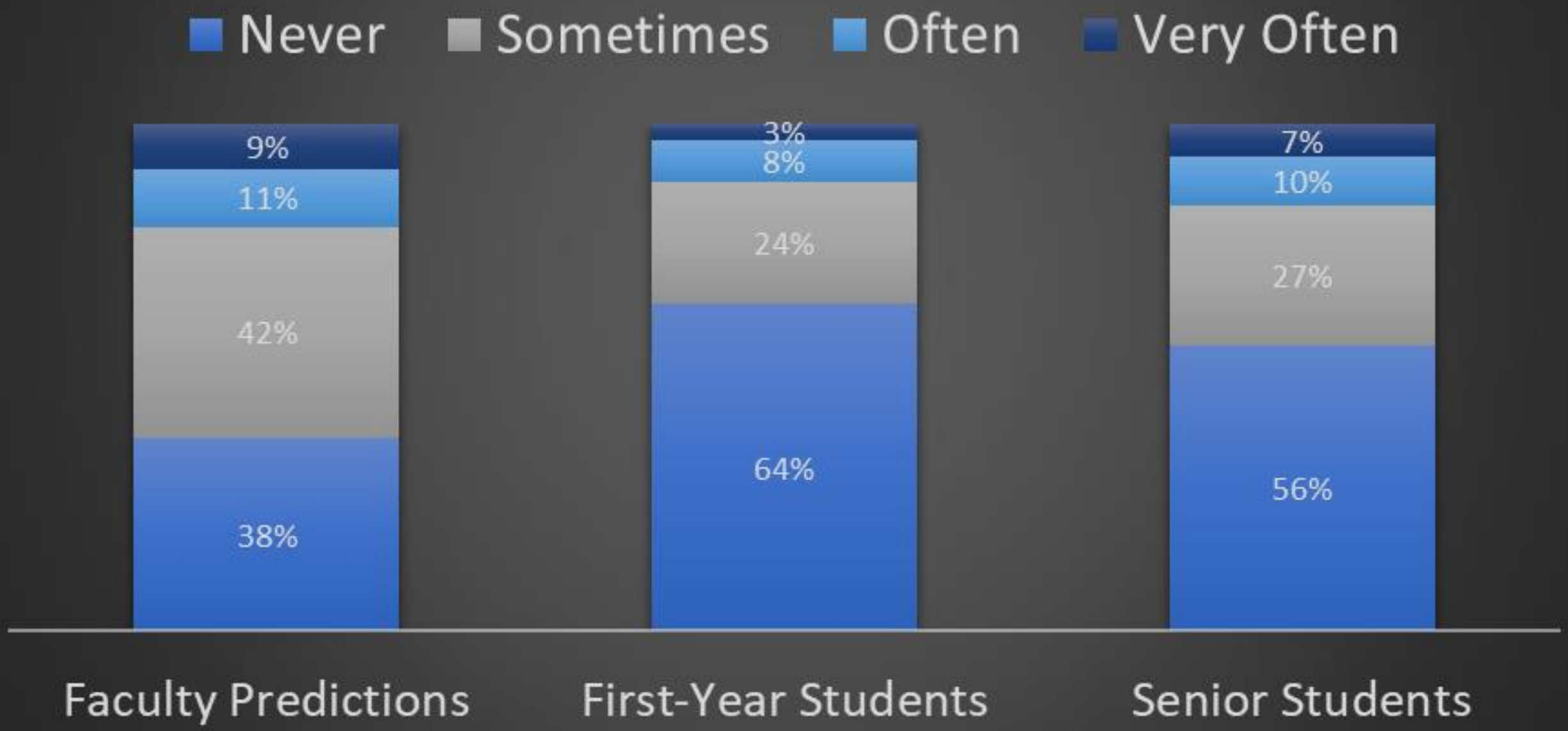
HIPs - 2000 to 4000 Level



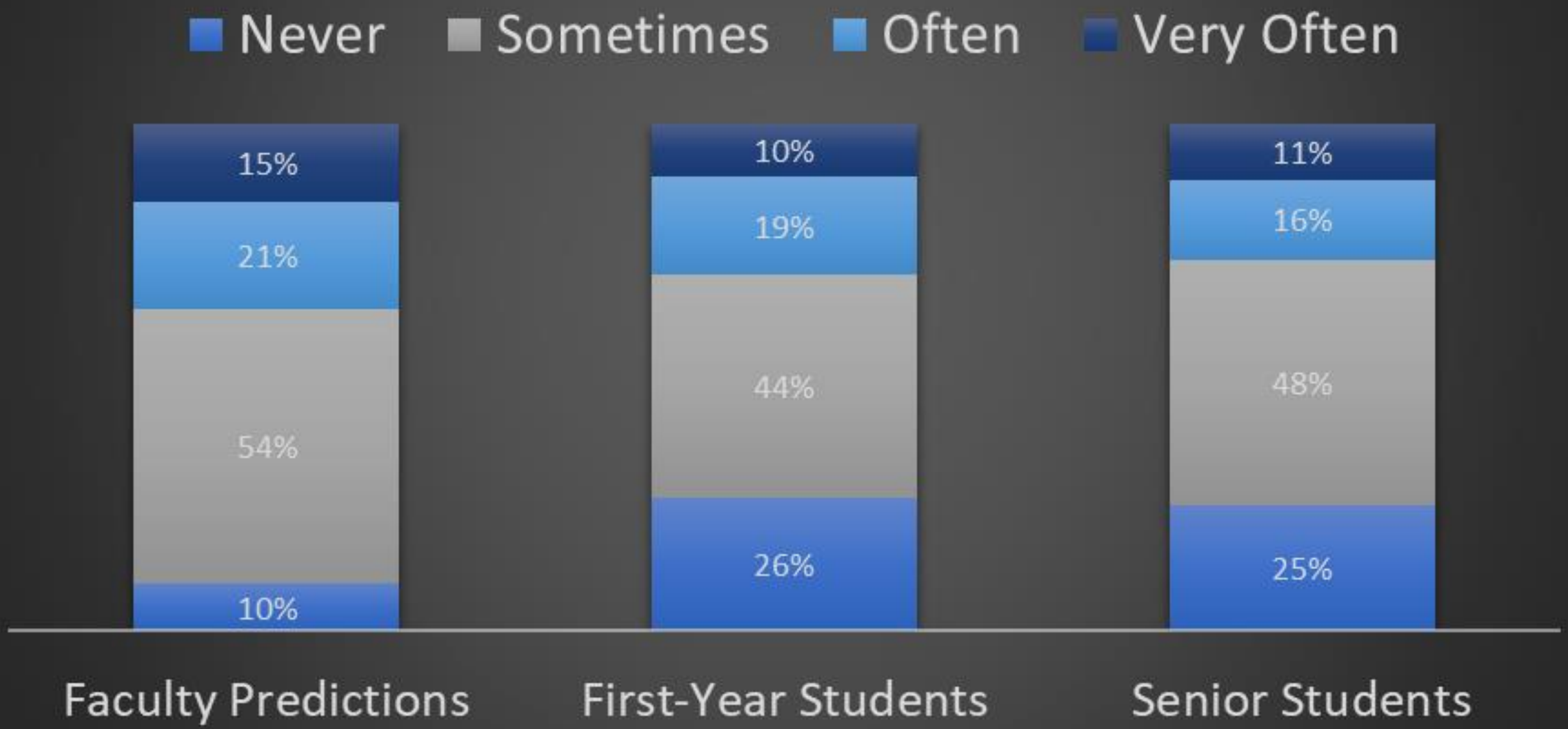

In the past year, how often have you... discussed course concepts with faculty outside of class?
Never
Sometimes
Often
Very Often
17%
28%
51%
4%
6%
14%
36%
44%
7%
14%
42%
37%
Faculty Predictions
First-Year Students
Senior Students


In the past year, how often have you... discussed your academic performance with faculty?
Never
Sometimes
Often
Very Often
11%
26%
55%
8%
5%
15%
48%
32%
9%
15%
43%
34%
Faculty Predictions
First-Year Students
Senior Students

In the past year, how often have you... worked with faculty on activities other than coursework?



In the past year, how often have you... talked about your career plans with faculty?

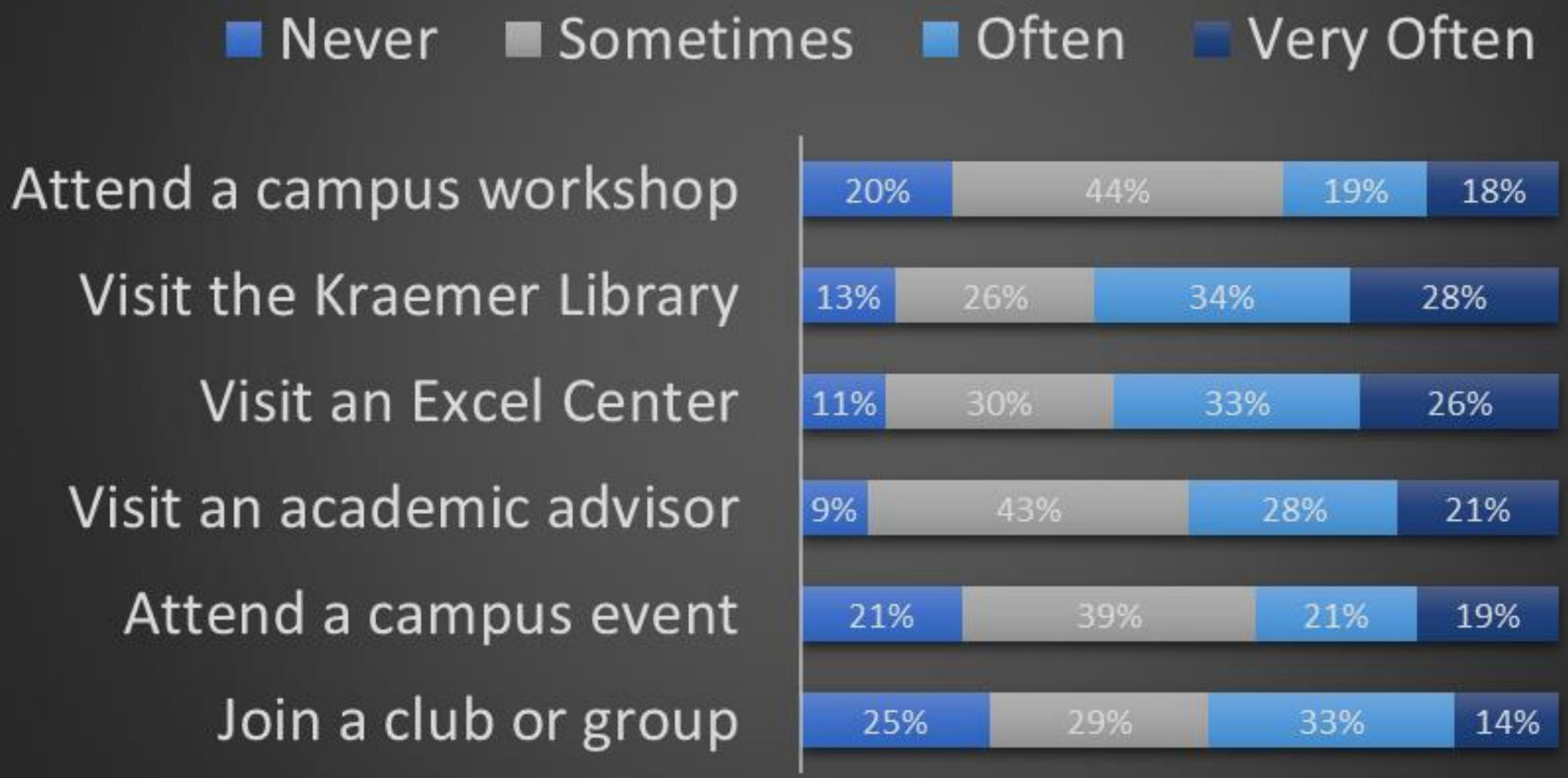


DISCUSSION QUESTIONS ABOUT HIPS AND STUDENT-FACULTY INTERACTION

- **What has worked well for you to encourage high impact practices and student-faculty interaction?**
- **What challenges do you face when encouraging high impact practices and student-faculty interaction?**
- **What do you need in order to foster more effective high impact practices and student-faculty interaction in your courses?**

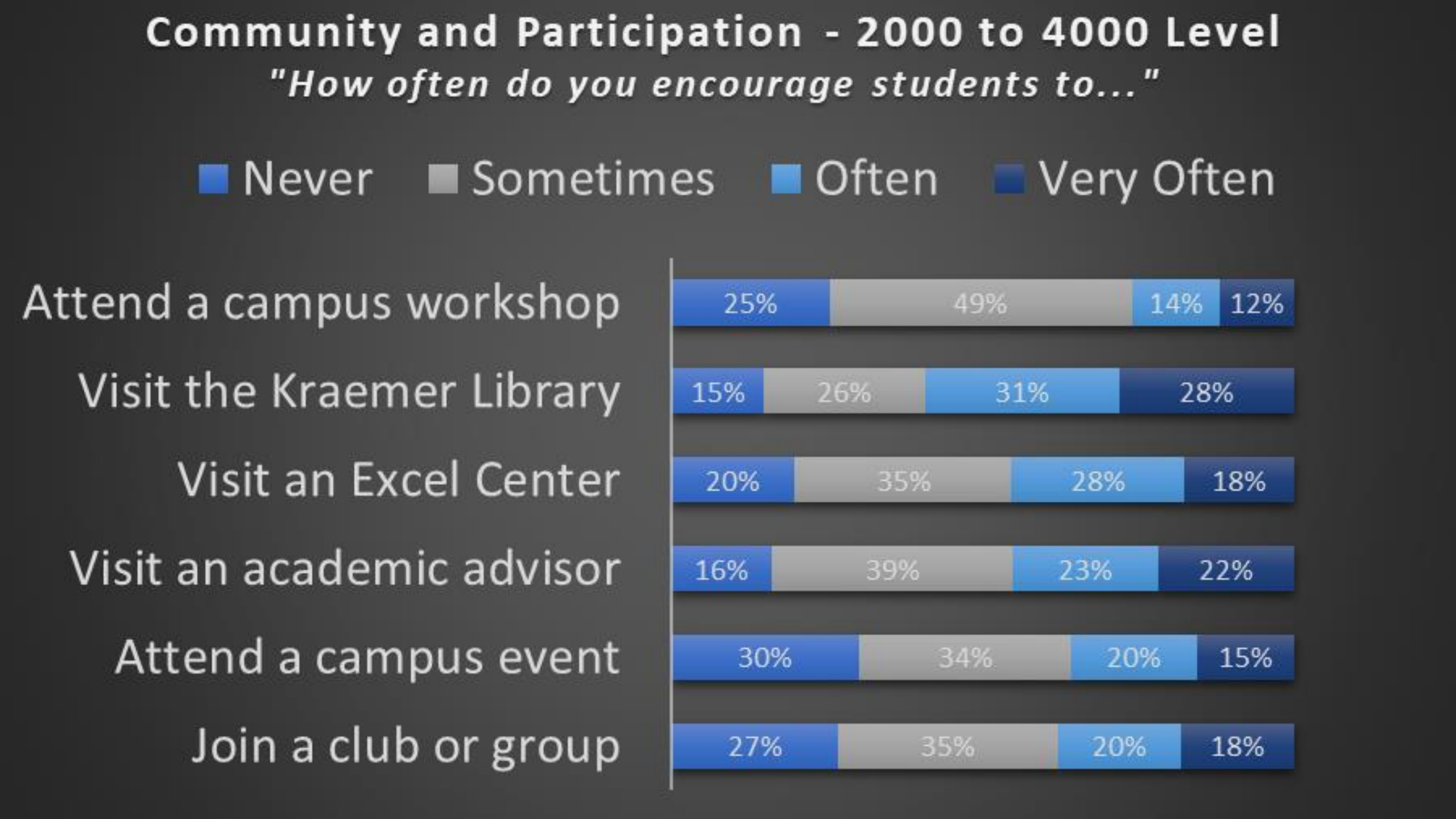
Community and Participation - 1000 Level

"How often do you encourage students to..."



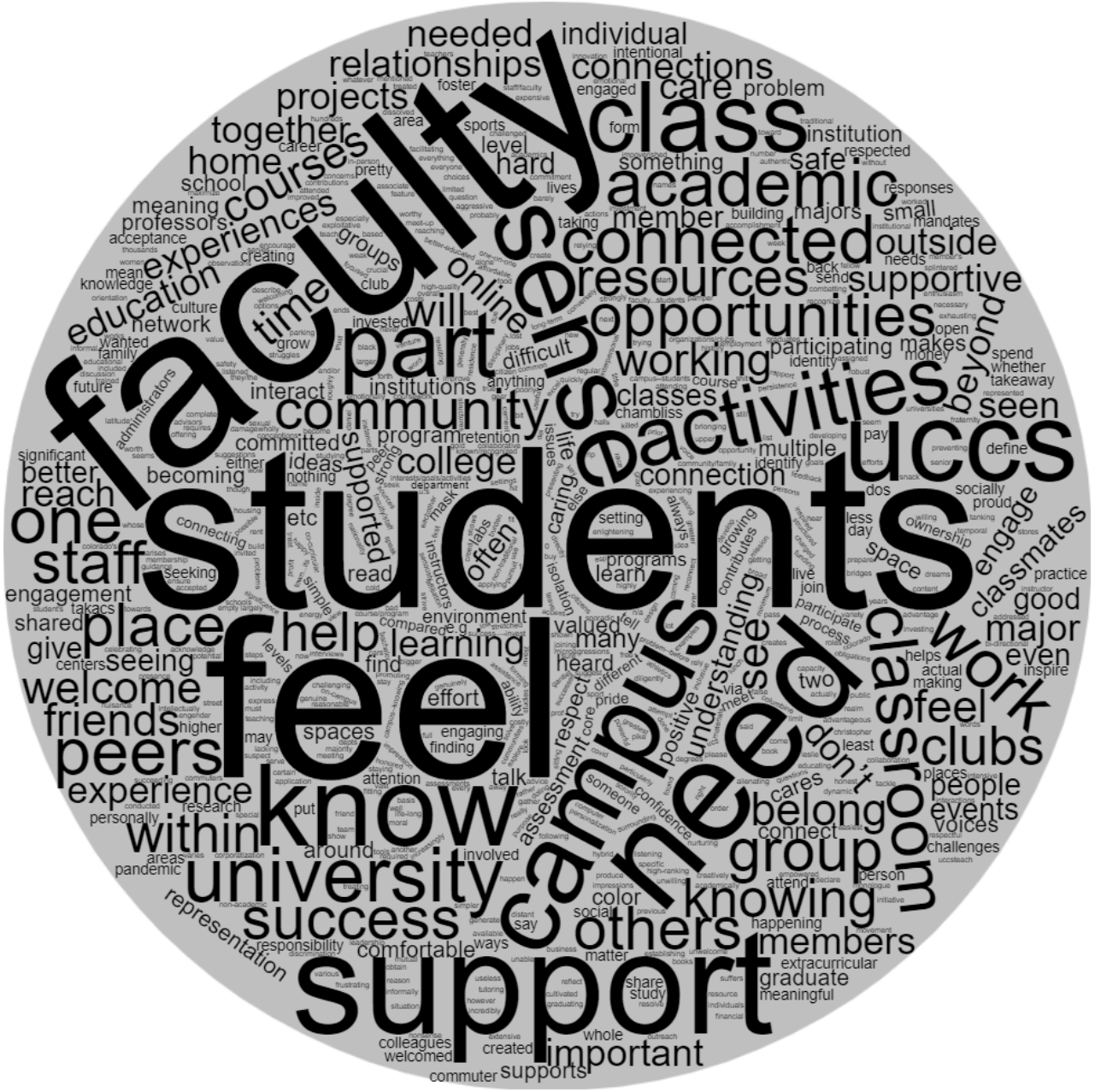
Community and Participation - 2000 to 4000 Level

"How often do you encourage students to..."



SURVEY FEEDBACK ON SENSE OF BELONGING

1. Students
2. Campus
3. Faculty
4. Feel
5. Sense
6. Need
7. Support
8. Community
9. Know
10. UCCS
11. Class
12. Part
13. Activities
14. College
15. Learning


students
feel
support
faculty
campus
need
know
class
academic
uccs
sense
part
activities
community
connected
resources
opportunities
working
university
success
within
peers
place
help
learning
welcome
friends
experience
staff
one
reach
better
seeing
give
shared
engagement
environment
assessment
understanding
belong
group
knowing
others
members
important
graduate
meaningful
extracurricular
representation
pandemic
comfortable
responsibility
colleagues
welcomed
created
commuter
supports
whole
share
study
color
social
matter
ways
say
happening
person
attend
connect
challenges
voices
events
people
places
clubs
feel
work
classroom
major
good
even
inspire
classmates
engage
beyond
seen
supportive
outside
individual
needed
relationships
connections
care
problem
institution
respected
safe
something
responses
small
mandates
majors
member
building
hard
level
sports
area
together
projects
home
courses
school
meaning
professors
experiences
education
time
online
will
network
culture
knowledge
mean
club
groups
creating
acceptance
invested
grow
wanted
family
administrators
future
interact
institutions
difficult
anything
participating
identity
makes
money
open
spend
whether
takeaway
define
pay
multiple
connection
classes
chambliss
program
retention
committed
college
supported
ideas
nothing
becoming
either
significant
life
caring
else
issues
peers
strong
department
mask
instructors
often
read
etc
connecting
seeking
takacs
shared
engagement
centers
levels
find
compared
e.g.
valued
many
heard
different
respect
core
effort
pride
positive
meet
see
two
via
cares
someone
confidence
talk
attention
put
research
personally
areas
around
involved
engaging
finding
spaces
higher
may
effort
ability
assessment
programs
learn
live
join
participate
process
space
ownership
less
day
dos
socially
proud
practice
setting
always
growing
contributes
isolation
helps
actual
making
inspire
even
people
events
voices
challenges
places
least
don't
belong
connect
group
knowing
others
members
graduate
meaningful
extracurricular
share
study
whole
important
supports
commuter
colleagues
welcomed
created
responsibility
comfortable
ways
matter
color
social
say
happening
person
attend
representation
pandemic
areas
within
around
involved
university
success
know
peers
experience
friends
welcome
place
help
learning
environment

DISCUSSION QUESTIONS ABOUT COMMUNITY AND BELONGING

- **What have you seen contributing to a strong community and sense of belonging at UCCS or on other college campuses?**

- **What can we do to aid in developing the community and sense of belonging at UCCS in the classroom and beyond?**

PATHS TO CONSIDER

Feedback from Faculty Survey

- **Reward faculty labor and training** related to these efforts
- **Financial support** for student success initiatives
- **Lower administrative and service burdens for faculty** to prioritize teaching and students

Student Success Strategies

- Promote **community and belonging** across campus
- Develop and support **learning communities, service learning, and community learning**
- Increase use of **collaborative assignments and activities**
- Increase **faculty connection with students** in and out of the classroom
- Promote **career exploration, internships, and networking opportunities**

DISCUSSION QUESTIONS ABOUT INITIATIVES, NEEDS, AND PATHS FORWARD

- **Questions or thoughts about the paths to consider?**
- **Additional or alternative ideas to share? What are we missing?**
- **Please feel free to share any additional feedback with…**

THANK YOU!

SELECT RESEARCH

- Increased "**sense of belonging**" predicted intent to persist among both white and African American students - Leslie et al. (2017)
- "**Supportive campus environment**" predicted retention and graduation at the institutional level - Pike (2013)
- "**Social engagement**" predicted retention at the student level – Shinde (2010)
- Significant relationship between **hours spent in extracurricular activity** and retention - Kuh (2008)
- Students who persist to the second year engage in more **collaborative learning** - Griffin (2016)
- Increased **collaborative learning** predicted increased retention - Loes et al. (2017)