# Student Success Updates for CAS
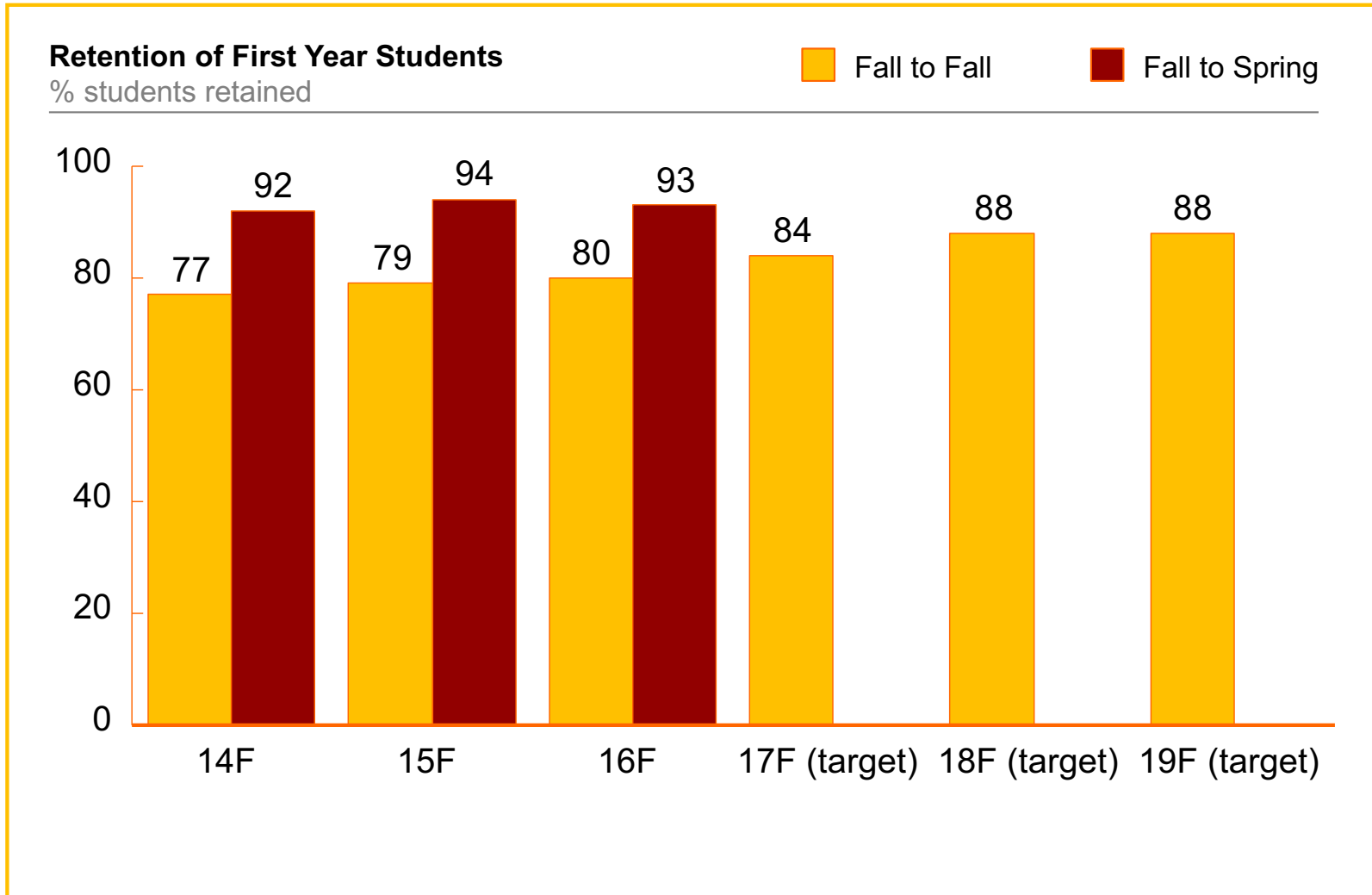
Josh Harris, Student Success
Elizabeth Rainey, Student Success

November 30, 2017

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# Retention Workstream Targets



**Retention of First Year Students**
% students retained

Legend: Fall to Fall (yellow), Fall to Spring (dark red)

| Year | Fall to Fall | Fall to Spring |
|------|------|------|
| 14F | 77 | 92 |
| 15F | 79 | 94 |
| 16F | 80 | 93 |
| 17F (target) | 84 | |
| 18F (target) | 88 | |
| 19F (target) | 88 | |

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# Retention Workstream

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# Technology: Blackboard Updates

**Updates to Blackboard to Support Student Success**

Qwickly Attendance
Blackboard Predict

**Resource Guide:**
**http://researchguides.loyno.edu/instructorsupport**

**Newsletter from Loyola's Library Team**
**(to come)**

**Blackboard Training for Faculty and Advisors**
**(to come)**

# Team Coach

| | |
|---|---|
| **Student Success** | ❑ Josh Harris, Full-time Success Coach<br>❑ 2 Staff and 2 Graduate Assistants |
| **Career Development** | ❑ 2 Career Coaches |
| **Inside Track** | ❑ 2 Inside Track Coaches |
| **Faculty** | ❑ 4 Faculty from Classical Studies, Communications, English, Honors |
| **Business** | ❑ Staff Member |
| **Marketing & Communications** | ❑ Staff Member |
| **University Counseling** | ❑ Staff Counselor, Initiative Owner |

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# Coaching Meeting and Outreach Data

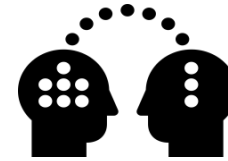| | Number of Students | Percentage |
|---|---|---|
| Total Case Load | 803 | |
| Students who have responded to outreach | 644 | 79.9% |
| Total # of Meetings | 1,050 | |
| # of Students who have had 1+ meeting | 576 | 71.7% |

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# What do success coaches do?

Support

Partner

Reflect

Knowledge

Skills

Attitudes

Challenge Assumptions

Understand the Need

Be Transparent

Develop, not Tell

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# Topics Covered in One Meeting This Semester

- Student struggling with lecturing style
  - Went to **office hours**, got a better understanding of how to take notes
  - Discussed doing this in the **future**

- Student rarely had time to make it to OR for dinner
  - Talked about **scheduling time** to grocery shop including travel to and from

- Student made a **GPA goal** of 3.6
  - Noted that grades aren't always in his control
  - Discussed **making goals you can control** like "never miss an assignment"

- Student stated he needed to "study more"
  - Discussed **quality of study time vs. quantity**

- Student had trouble fitting his tasks into one day
  - Pointed him toward a **scheduling app**

- Student expressed that **drawing for pleasure** was **important to him**
  - Discussed using his planner to schedule personal tasks alongside schoolwork

✓ "Growth mindset" in the face of challenges

✓ Goal setting

✓ Study skills

✓ Effective planning

✓ "Work/Life Balance"

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## Concluding Thoughts and Questions

Looking for **coach volunteers** for Fall 2018!
- Will reach out in early Spring

Our workstream is brainstorming a **campus-wide conversation** about the importance of **student persistence**
- How can we support faculty?
- How do we engage the entire Loyola community to see student persistence and success as part of their role?
- How do we ensure students feel they belong here?

*Invite your suggestions and new members to our workstream:* ***earainey@loyno.edu***

**Questions?**

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