



**Implementation Team Report  
Cover Sheet**

<b>Implementation Team: Student Success</b>
<b>Which Charting the Future Report Recommendation(s) did your team address?</b> Dramatically increase the success of all learners, especially those in diverse populations traditionally underserved by higher education.
<b>Recommended Initiatives</b>
1) Focus on improvement of advising services <ol style="list-style-type: none"><li>a. All MnSCU institutions will incorporate the following items addressing advising into an institutional “Student Success Plan” or into an existing institutional plan such as the Strategic Plan, the Enrollment Plan, or the Retention Plan.</li><li>b. The MnSCU System will enhance on-line pre-college resources available to any prospective or current students through a system-wide site.</li><li>c. Establish a system-wide Advising Council.</li><li>d. Create a new Strategic Framework Performance Measure (SPM) in the area of Student Success related to advising.</li></ol>
2) Policy review of the following MnSCU policies: 2.9 Financial Aid Satisfactory Academic Progress (SAP), 5.12 Tuition and Fee Due Dates, Refunds, Withdrawals, and Waivers
3) Selection, hosting, and funding of a system-wide technology platform/components that integrate(s) with ISRS/Student Records System for (a) predictive analytics, (b) customer relationship management, and/or (c) Grad Planner (progress to degree) available to all institutions



## Initiative #1: Focus on improvement of advising services

**1: All MnSCU institutions will incorporate the following items addressing advising into an institutional “Student Success Plan” or into an existing institutional plan such as the Strategic Plan, the Enrollment Plan, or the Retention Plan.** Further:

- a) Determine the frequency and pattern of how and when students meet with a qualified faculty or staff advisor to review the student’s educational plan and goals. The institution’s advising policy should be published and readily available to students, and should address whether or not the institution exempts certain groups of students from regular advising meetings based on established criteria. The advising policy should describe any existing alternatives to the traditional delivery system for advising, such as online advising or advising that is incorporated into the curriculum. The institution’s advising policy should also establish definitions for **advising** and **qualified advisor**.
- b) Provide description of the resource commitment dedicated to advising of enrolled students. This includes career advising, academic advising, and training/support/professional development for faculty and staff charged with advising. National Benchmarks/Professional standards/Best Practices should be considered when allocating resources.
- c) Provide description of the institution’s early alert program. Each institution will define and identify at-risk students and develop/adapt intrusive advising or other innovative approaches to reach out to these students. As part of the “Student Success Plan,” institutions will develop/adapt procedures to assist students in maintaining/achieving good academic standing.

**2: The MnSCU System will enhance on-line pre-college resources available to any prospective or current students through a system-wide site.** It will be interactive and discuss the time commitment of college, scheduling, choosing a major, campus student services and resources, financial aid, etc. Institutions are encouraged to link to this site and/or create their own resources.

**3: Establish a system-wide Advising Council.** The Council will include representatives of all constituency groups, including students, and will meet regularly to study, review and make recommendations related to advising. This Council will also have a designated budget to plan and provide professional development opportunities to faculty and staff advisors in MnSCU institutions. Council members will serve as consultants with campuses to help them re-envision their approach to advising (enrollment to graduation) by helping them map their processes, determine what does/does not work, and identify gaps and solutions.

**4: Create a new Strategic Framework Performance Measure (SPM) in the area of Student Success related to advising.** This measure would be based on questions related to advising from the National Survey of Student Engagement (NSSE) and the Community College Survey of Student Engagement (CCSSE), in a manner similar to the current Campus Climate SPM. The System Research Group would create the measure in consultation with college and university institutional research directors, advisors, and staff. The measure would be a composite of multiple questions on the NSSE and CCSSE student engagement surveys (yet to be determined) to create an item score that relates to student perceptions of their advising experience. The engagement survey data enable comparisons not only within MnSCU, but also comparisons to national data on specific questions.

**What is the Current State?** Advising quality is inconsistent across the system and can negatively impact student success.

**What is the Desired Future State?** Research demonstrates and feedback from Gallery Walks and Focus Groups support the availability and quality of advising as crucial to student success. In the desired future state, advising is consistent, available, high quality, offered at multiple points, and delivered in a variety of methods.



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<p>This initiative aligns with MnSCU’s Strategic Framework:  <i>1. Ensure access to an extraordinary education for all Minnesotans 2. Be the partner of choice to meet Minnesota’s workforce and community needs 3. Deliver to students, employers, communities and taxpayers the highest value / most affordable option</i></p>			
<p><b>Risk analysis</b>          Inconsistency in the quality of advising will continue to create barriers to student success. By not systemically addressing improved quality and investment in advising, we would be ignoring one of the most powerful means to improve student success.</p>			
<p><b>Type of Initiative</b> (check all that apply):          X_ System wide</p>	<p><b>Suggested Timeframe for Completion:</b>          X_ Medium Term (6-18 months)          X_ Long Term (&gt; 18 months)</p>		<p><b>Ease of Implementation</b>          X_ Difficult  <i>Consider elements such as consultation, policy changes, resource commitment, and general feasibility.</i></p>
<p><b>Action Steps:</b>          Refer initiative sub-parts as follows:</p> <ol style="list-style-type: none"> <li>1. (Student Success Plan) Leadership Council and Chancellor</li> <li>2. (On-line resources) Student Affairs Council; Academic and Student Affairs Technology Council</li> <li>3. (System wide Advising Council) Chancellor and/or designee for consultation with constituency groups</li> <li>4. (New metric around advising) Chancellor, Leadership Council, System Research Office</li> </ol> <p>Additional detail is provided above in the initiative description.</p>			
<p><b>Interdependencies and other concerns:</b>  <i>Identify, as specifically as possible, the policies and practices that may pose a barrier to implementation and one possible means to deal with each issue; connection to other work.</i></p>	<p>1) Different approaches to advising across the system - addressed by the flexibility campuses will have in designing and implementing advising initiatives</p>	<p>2) Different contractual language and financial implications of increased investment in advising – addressed by the flexibility campuses will have in designing and implementing advising initiatives</p>	<p>3) Alignment with tech initiative from Student Success, and with initiatives from Educational Technology, and Information Technology Systems Design teams for selection of integrated software platforms assisting in improving student success</p>
<p><b>Resources:</b>  <i>Identify, as specifically as possible, the top three resources required to move forward implementation and associated opportunities for reallocation. Examples include approximate budget, extra personnel, special technology, etc.</i></p>	<p>1) Increased investment/reallocation in advising</p>	<p>2) Ongoing professional development for advisors</p>	



## Supporting Documentation

### Research and References

See Bibliography

### Gallery Walk Feedback

*What did you hear from stakeholders? How did it help the team inform and refine this initiative?*

Feedback came from the following: Focus group data collected across 15 MnSCU campuses from 192 students, 5000+ attendees at the Fall Gallery Walks, and the collective expertise from the Student Success and Diversity Team members, resulting in the following issues related to student success:

- Develop an integrated comprehensive advising model
- Implement intrusive advising
- Recognize the need to have full-time program/academic advisors
- Implement advising for career planning/goal setting
- Assess need for mental health counselors
- Consider dedicated advisors for developmental education, pre-college, underrepresented students, other special populations
- Provide professional development and ongoing training for all advisors with additional development in the area of transfer
- Require advising and/or pre-college orientation/workshops
- Foster collaborations between faculty and professional advisors, among departments across campus, and within the community (K-12 / business, etc.)
- Provide multiple delivery models for advising
- Lack of midterm (or earlier) grade information creates barriers to identifying at-risk students and student decision-making around course work

### **Additional Ideas and Initiatives**

Optional: Please provide a list of additional ideas and initiatives that the team considered and believes should merit further discussion.

1. Create a process to actively engage students in Advising.
2. Use Continuous Quality Improvement to evaluate the effectiveness of new advising processes, share experiences and disseminate through the newly formed System Advising Council



**Initiative #2: Recommendation is for policy review of the following MnSCU policies: 2.9 Financial Aid Satisfactory Academic Progress (SAP), 5.12 Tuition and Fee Due Dates, Refunds, Withdrawals and Waivers.**

<p>What is the Current State? <i>Policies were not necessarily written to ensure student success, but instead to satisfy other rules/conditions. For example, for transfer students, universities only accept transfer credits that have been completed. A student could have completed 50 of 100 credits with a 1.5 GPA at one institution but when credits are transferred to another institution, the receiving campus only accepts the completed credits. That student comes with 50 out of 50 credits completed (100%) and no GPA, which means appropriate interventions are not applied (early alert, academic warning). In addition, the current policy creates inequity for non-transfer students. The current drop for non-payment policy impacts colleges and universities differently. The policy allows colleges to avoid running courses with low enrollments, thus conserving resources. However, because of different enrollment patterns at the universities, this policy causes universities to expend significant resources unnecessarily and creates barriers for students by dropping them and requiring them to register again for their courses, often the same day.</i></p>			
<p><b>What is the Desired Future State?</b> <i>Interpretation and/or revision of these policies to ensure that students are not unnecessarily disadvantaged in achieving their educational goals. This would support student success and align with the Strategic Framework goal 1) Ensure access to an extraordinary education for all Minnesotans.</i></p>			
<p><b>Risk analysis</b> <i>Current policies have a disproportionate effect on some students and do not necessarily support student success.</i></p>			
<p><b>Type of Initiative</b> (check all that apply): X_ System wide</p>	<p><b>Suggested Timeframe for Completion:</b> X_ Medium Term (6-18 months)</p>	<p><b>Ease of Implementation</b> x_ Difficult <i>Consider elements such as consultation, policy changes, resource commitment, and general feasibility.</i></p>	
<p><b>Action Steps:</b></p> <ol style="list-style-type: none"> <li>1. System-wide review of Policies 2.9 and 5.12.</li> <li>2. Our recommendation is that this initiative be referred first to Academic and Student Affairs (ASA), then to Finance for review, then to ASA Policy Council.</li> <li>3. The review should be conducted with the goal of maximizing student success.</li> </ol>			
<p><b>Policy barriers, interdependencies, or other concerns:</b> <i>Identify, as specifically as possible, the policies and practices that may pose a barrier to implementation and one possible means to deal with each issue; connection to other work.</i></p>	<p><i>1) Given the differences between 2-year and 4-year campuses, (e.g. registration cancellation for nonpayment) one policy may not allow the flexibility necessary to meet the unique needs of a campus. Policy should</i></p>	<p><i>2) Federal Financial Aid Guidelines must be followed; however, we should maximize the flexibility of the guidelines to support student success</i></p>	



	<i>be revised to allow flexibility that supports student success</i>		
<b>Resources:</b> <i>Identify, as specifically as possible, the top three resources required to move forward implementation and associated opportunities for reallocation. Examples include approximate budget, extra personnel, special technology, etc.</i>	<i>1) An investment of time to address both student and policy concerns</i>	<i>2) Willingness to change</i>	<i>3)</i>

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See Bibliography

#### Gallery Walk Feedback

*What did you hear from stakeholders? How did it help the team inform and refine this initiative?*

Feedback came from the following: Focus group data collected across 15 MnSCU campuses from 192 students, 5000+ attendees at the Fall Gallery Walks, and the collective expertise from the Student Success Team, resulting in the following issues related to student success:

- MnSCU financial payment and drop for non-payment policies are not student success-centered
- Desire to move the last day to drop courses later in the semester
- Review of Satisfactory Academic Progress (SAP) to create a more success-centered learning environment
- Increased education around what Satisfactory Academic Progress means for both staff and students
- Additional consideration when students need to withdraw from school and/or re-enter after experiencing extenuating circumstances

#### **Additional Ideas and Initiatives**

Optional: Please provide a list of additional ideas and initiatives that the team considered and believes should merit further discussion.

1. All new and current policies should be reviewed from a student success perspective, including Finance policies as appropriate.
2. The group noted that measures to increase student success can have a positive impact on the bottom line, and likewise, measures to improve the bottom line can have a positive impact on student success if done strategically.



**Initiative #3: Selection, hosting and funding of a system-wide technology platform/components that integrate(s) with ISRS/Student Records System for (a) predictive analytics, (b) customer relationship management, and/or (c) Grad Planner (progress to degree) available to all institutions.**

<p><b>What is the Current State?</b></p> <p>Across the system, there is mixed adoption and availability of these technologies. Our colleges and universities lack consensus on which are the best tools, and those that are in use lack integration with ISRS, limiting their efficacy in advancing student success. Without tools, we lack the ability to utilize data effectively to aid students in attaining their educational goals. Students transferring between campuses or attending multiple campuses cannot be effectively served.</p>		
<p><b>What is the Desired Future State?</b></p> <p>A unified interface with enhanced ability to leverage data, improve communication, and increase support for students as they pursue their educational goals. This initiative aligns with MnSCU's Strategic Framework:</p> <ol style="list-style-type: none"> <li>1) <i>Ensure access to an extraordinary education for all Minnesotans (improved communication with and increased support for students will help more students access an affordable education)</i></li> <li>2) <i>Be the partner of choice to meet Minnesota's workforce and community needs (improved communication with and increased support for students will lead to increased numbers of Minnesotans completing certificates, diplomas and degrees).</i></li> </ol>		
<p><b>Risk analysis</b></p> <p>Our inability to collect and use big data effectively as a system as well as provide students with the tools they need to be successful puts us at a competitive disadvantage and impedes student success.</p>		
<p><b>Type of Initiative</b> (check all that apply):</p> <p>X_ Systemwide</p>	<p><b>Suggested Timeframe for Completion:</b></p> <p>X_ Medium Term (6-18 months) RFI/RFP process</p> <p>X_ Long Term (&gt; 18 months) Selection and implementation</p>	<p><b>Ease of Implementation</b></p> <p>X_ Difficult</p> <p><i>Consider elements such as consultation, policy changes, resource commitment, and general feasibility.</i></p>
<p><b>Action Steps:</b></p> <ol style="list-style-type: none"> <li>1. Leverage the current RFP process for a system-wide CRM to include additional technology that will provide predictive analytics and grad planner fully integrated with ISRS.</li> <li>2. Depending upon the outcome of #1 above, conduct RFI for all technologies. Conduct RFP, including the following criteria:             <ol style="list-style-type: none"> <li>a. Software components should work for both current and prospective student data and include but not be limited to early alert, advising case management, advising scheduling, automated flags, and self-identify flags.</li> <li>b. Comply with requirements for accessibility, FERPA, etc.</li> <li>c. Campuses must have the ability to own, manage and analyze student data.</li> <li>d. Requires vendor pricing for many possible configurations (system-wide implementation, partial integration at multiple levels).</li> <li>e. Provides consideration for buying out existing contracts (for those institutions who have already invested in other platforms).</li> <li>f. Is seamless among institutions (at least between 2 and 4-year partners).</li> </ol> </li> <li>3. Based on RFP, select vendor(s) and create timeline for implementation.</li> </ol>		



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<p><b>Interdependencies and other concerns:</b> <i>Identify, as specifically as possible, the policies and practices that may pose a barrier to implementation and one possible means to deal with each issue; connection to other work.</i></p>	<p><b>1) All-in vs. opt-in:</b> In terms of pricing and implementation efficacy, participation by all campuses may be needed, which could be a barrier to success.</p>	<p><b>2) Limitations</b> inherent in ISRS</p>	<p><b>3) Data Integrity</b> and security issues</p>
<p><b>Resources:</b> <i>Identify, as specifically as possible, the top three resources required to move forward implementation and associated opportunities for reallocation. Examples include approximate budget, extra personnel, special technology, etc.</i></p>	<p><b>1) Financial Resources</b> (can't identify at this time how much)</p>	<p><b>2) Time</b> and Technical expertise</p>	<p><b>3) Professional development</b> to use the new technology platform(s)</p>
<p><b>Other Suggestions:</b> <i>Please share any additional ideas from the team on initiative implementation.</i> We support the proposed initiatives from Information Technology Systems Design (ITSD) related to supporting Student Success.</p>			

**Supporting Documentation**

**Research and References**

See Bibliography

**Gallery Walk Feedback**

*What did you hear from stakeholders? How did it help the team inform and refine this initiative?*

Feedback came from the following: Focus group data collected across 15 MnSCU campuses from 192 students, 5000+ attendees at the Fall Gallery Walks, and the collective expertise from the Student Success Team, Diversity Team, and ITSD Team members, resulting in the following issues related to student success:

- Provide strong support for students in areas of academic advising, academic planning, career planning, and support additional investment in advising to support student success
- Provide the needed tools to help students in their progress to degree
- Integrate all components with ISRS to maximize their utility
- Provide support for online tutoring and advising to enhance student success
- Provide upgrades to DARS to create integration with ISRS
- Provide new tools for degree completion like Grad Planner
- Invest in professional development opportunities for faculty and staff to maximize the utility of the tools.
- Provide institutions with the data and tools needed to most effectively and efficiently serve students



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### **Additional Ideas and Initiatives**

Optional: Please provide a list of additional ideas and initiatives that the team considered and believes should merit further discussion.

1. The team, after much discussion, acknowledged the disparity of human and financial resources across the campuses and concluded that a system-wide approach to technology upgrades would be most effective.



# Student Success Bibliography

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Initiative: Advising

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