DEFINITION
Student success is defined as supporting student achievement to develop graduates who have a high level of self-confidence, are professionally competent, and are prepared to assume leadership roles in their communities as well as their chosen discipline.

VISION
South Dakota State University is a student-centered and accessible land grant university.

CREATING THE PLACE
The following guiding values drive institutional practices and promote an environment that encourages student success at SDSU.

ACADEMIC ADVISING We support a developmental and intentional advising approach that engages students in the academic process.

ACADEMIC & CAREER PLANNING We facilitate academic and career planning through a collaborative approach utilizing academic advising, faculty mentors, career-oriented courses, career center resources, information links to library resources, and networking opportunities with professionals in one’s chosen field.

ACADEMIC EXPECTATIONS We cultivate academic challenge by clearly communicating educational expectation, as well as provide the services necessary to enhance the alignment of our students.

ACCLIMATION We provide developmental programs that contribute to the successful transition of students to our university.

COLLABORATION We foster an environment of student success through advocacy for strong, well-integrated academic and co-curricular programs.

CULTURE We embrace diversity and place an emphasis on student satisfaction and service from recruitment to transition—at SDSU, students are the priority.

EVALUATION We depend upon data driven programs and conduct evaluations in order to invest appropriate resources to effectively promote student success.

INTERACTIVE LEARNING We deliver curriculum through an approach that engages students in the educational process and provides opportunities for practical learning experiences.

MENTORING We value mentoring relationships, between students and their peers and students and faculty/staff.

PHYSICAL ENVIRONMENT We create physical spaces and that encourage meaningful social and academic interaction.

RECRUITMENT We recruit students that fit the academic, cultural and social environment of the institution.

SERVICE We acknowledge service as a powerful learning strategy which develops action-oriented and compassionate leaders.
STUDENT SUCCESS STRATEGY MAP
(Five-Year Plan)

Intentional Recruitment Activities
(K—12)
- K-12 Programs
- Recruitment Activities
- TRiO Upward Bound
- New Student Orientation†
- Summer Bridge Program* (Summer 2011 Implementation)

Acclimation (Retention) Activities
(Year 1)
- First-Year Experience (Fall 2010 Pilot Implementation)
  - Meet State (extended orientation)†
  - First-Year Seminar*†
  - Common Read
  - Living Communities with Faculty in Residence*
  - Learning Communities (with block scheduling)*†
  - Off-Campus Learning Community*
  - Consistent Residence Hall Programs*
  - Individual Learning Plans*
  - Early Alert System*†
  - Freshman Advising Center*†
  - Peer Mentoring Programs*
  - Service Learning
- TRiO Student Support Services Program
- Re-admit Success Plan*
- Honors College
- Wintrode Tutoring Program
- Supplemental Instruction for DWF Courses*

Alignment (Persistence) Activities
(Years 2-3)
- Sophomore-Year Experience (Fall 2011 Implementation)
  - Welcome Back Event*
  - Sophomore Interactive Portal*
  - Common Read
  - Electronic Academic Road Map*
  - Professional Advisor with Faculty Mentor*
  - Service Learning/Civic Engagement Initiatives
  - Study Abroad
  - The Lead State Program
  - Faculty/Sophomore Dinners*
  - Sophomore Living/Learning Communities*
- Wintrode Tutoring Program
- Undergraduate Research (creative activities)
- Supplemental Instruction for DWF Courses*
- Extension Grade Contract* (Fall 2012 Implementation)
- Transfer Program* (Fall 2011 Implementation)
- Internship Program
- Common Read

Transition Activities
(Year 4)
- Undergraduate Research Symposium*
- Capstone Courses
- Career & Placement Center

SIDE NOTES
The † denotes programs that will be required for all first year students.
The * denotes programs or initiatives that don’t currently exist or could be further enhanced, but would be designed to specifically address student success.

TIMELINE
The initial implementation of this model will occur along a five-year continuum, between the fall of 2010 and the fall of 2014.
The Graduate School has developed specific goals, with 2012 benchmarks in mind. The goals and initiatives designed to reach the benchmarks are outlined below.

### Goals

- **Increase Enrollment**
  - Enhanced Graduate Assistantship/Financial Support Program
  - English Second Language Program
  - Electronic Application/Communication

- **Increase Retention**
  - Graduate Faculty Orientation/TA Training
  - Program Specific Orientation Courses
  - Mentoring Program

- **Increase Program Completion**
  - Research/Dissertation/Thesis writing Course
  - Student Success and Satisfaction Survey
  - Increased Student Recognition/Publication/Grant Receipt

### TIME LINE

Many of these programs will be piloted by the fall of 2011, with full implementation in 2012.
The following goals are based on 2008 data from the National Survey of Student Engagement (NSSE). To interpret NSSE data, effect sizes are used to compare SDSU to other institutions. Desired effect size increases in five distinct areas have been established, with 2012 set as the goal date. Effect sizes are defined for both first-year and senior students. The goal areas and increases are outlined below.

### A. Level of Academic Challenge (LAC)

Raise the effect size for the LAC benchmark for:

<table>
<thead>
<tr>
<th>Cohort</th>
<th>2008</th>
<th>2012 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-year Students</td>
<td>-.29</td>
<td>.00 or higher</td>
</tr>
<tr>
<td>Senior Students</td>
<td>-.13</td>
<td>.00 or higher</td>
</tr>
</tbody>
</table>

**Recommendations**
- Require more reading, writing, and quantitative reasoning across the curriculum.
- Create faculty development opportunities related to higher level thinking skills.
- Increase course rigor and level of expectation (i.e. advanced writing).

### B. Active & Collaborative Learning (ACL)

Raise the effect size for the ACL benchmark for:

<table>
<thead>
<tr>
<th>Cohort</th>
<th>2008</th>
<th>2012 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-year Students</td>
<td>-.17</td>
<td>.00 or higher</td>
</tr>
<tr>
<td>Senior Students</td>
<td>-.11</td>
<td>.00 or higher</td>
</tr>
</tbody>
</table>

**Recommendations**
- Partner with AL Cloud to incorporate faculty development in active learning methods in large classrooms.
- Require class discussion of readings, papers, projects and learning activities outside the classroom setting.

### C. Student Faculty Interaction (SFI)

Increase or maintain the effect size for the SFI benchmark for:

<table>
<thead>
<tr>
<th>Cohort</th>
<th>2008</th>
<th>2012 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-year Students</td>
<td>.01</td>
<td>.01 or higher</td>
</tr>
<tr>
<td>Senior Students</td>
<td>.11</td>
<td>.11 or higher</td>
</tr>
</tbody>
</table>

**Recommendations**
- Provide faculty training in facilitating discussions and providing feedback using technology (i.e. blogs, twitter, facebook, other social networking platforms).
- Develop undergraduate research opportunities early in students’ academic careers.
- Enhance use of the AL Cloud technology for advising and class/project discussion.

The negative effect size indicates that SDSU is performing at a lesser level than national peers. The 2012 NSSE data will be used to determine whether or not effect size increase goals are met.
D. ENRICHING EDUCATIONAL EXPERIENCES (EEE)

Raise the effect size for the EEE benchmark for:

<table>
<thead>
<tr>
<th>Cohort</th>
<th>2008</th>
<th>2012 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-year Students</td>
<td>-.37</td>
<td>.00 or higher</td>
</tr>
<tr>
<td>Senior Students</td>
<td>-.06</td>
<td>.00 or higher</td>
</tr>
</tbody>
</table>

Recommendations

- Broaden the definition of diversity to include not only race and ethnicity, but also religion, age and socio-economic status.
- Integrate educational experiences that are purposefully linked to academic programs (i.e. service-learning, internships and volunteer work).
- Enhance student leadership development opportunities.
- Build faculty and student capacity to use electronic media for academic work.

E. SUPPORTIVE CAMPUSENVIRONMENT (SCE)

Raise the effect size for the SCE benchmark for:

<table>
<thead>
<tr>
<th>Cohort</th>
<th>2008</th>
<th>2012 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-year Students</td>
<td>-.14</td>
<td>.00 or higher</td>
</tr>
<tr>
<td>Senior Students</td>
<td>.00</td>
<td>.00 or higher</td>
</tr>
</tbody>
</table>

Recommendations

- Develop a Student Success Handbook (online/electronic) that provides information on the academic and social supports the University provides.
- Pursue developing partnerships between Academic and Student Affairs.
- Communicate explicitly academic and other resources available to students (i.e. the Wintrode Student Success Center, the Multicultural Center).

F. BACKGROUND

The goals above were developed by a committee of individuals tasked with interpreting SDSU’s NSSE data and determining reasonable improvement objectives.

For more information on NSSE data, visit https://insidestate.sdstate.edu/academics/general/aea/NSSEFSSE/Forms/AllItems.aspx.
The task force has elected to use information collected through the Consortium for Student Retention Data Exchange (CSRDE). The CSRDE, established in 1994, provides benchmarks on student retention and graduation rates.

The CSRDE benchmarks are based on data collected from first-time, full-time freshmen who are enrolled in a Bachelor’s degree program. This distinction is important because the evaluated cohort doesn’t include the outcomes of part-time students.

With a two-year residential requirement, the majority of SDSU’s cohort lived on-campus during the first four semesters of their college experience.

**A. Retention**

The table below outlines SDSU’s retention rates over the past five years, along with the CSRDE benchmarks established by comparable institutions.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Cohort Size</th>
<th>SDSU Retention Rate</th>
<th>CSRDE Benchmark</th>
<th>% Above Benchmark</th>
<th>Average ACT Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-2004</td>
<td>1922</td>
<td>76.4%</td>
<td>72.3%</td>
<td>+4.1%</td>
<td>22.5</td>
</tr>
<tr>
<td>2004-2005</td>
<td>1927</td>
<td>74.9%</td>
<td>72.5%</td>
<td>+2.4%</td>
<td>22.8</td>
</tr>
<tr>
<td>2005-2006</td>
<td>1729</td>
<td>78.0%</td>
<td>75.7%</td>
<td>+2.3%</td>
<td>23.0</td>
</tr>
<tr>
<td>2006-2007</td>
<td>1787</td>
<td>77.4%</td>
<td>76.4%</td>
<td>+1.0%</td>
<td>23.1</td>
</tr>
<tr>
<td>2007-2008</td>
<td>1856</td>
<td>77.1%</td>
<td>76.5%</td>
<td>+0.6%</td>
<td>23.2</td>
</tr>
</tbody>
</table>

Source: CSRDE Annual Reports (2002-2009)

**B. Graduation**

The table below outlines SDSU’s graduation rates over a five year span, along with the CSRDE benchmarks established by comparable institutions.

<table>
<thead>
<tr>
<th>Academic Year (Enter)</th>
<th>Cohort Size</th>
<th>SDSU Graduation Rate</th>
<th>CSRDE Benchmark</th>
<th>% Above Benchmark</th>
<th>Average ACT Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998-1999</td>
<td></td>
<td>55.0%</td>
<td>44.5%</td>
<td>+10.5%</td>
<td>22.1</td>
</tr>
<tr>
<td>1999-2000</td>
<td></td>
<td>55.0%</td>
<td>45.0%</td>
<td>+10.0%</td>
<td>21.8</td>
</tr>
<tr>
<td>2000-2001</td>
<td></td>
<td>54.6%</td>
<td>46.0%</td>
<td>+8.6%</td>
<td>22.1</td>
</tr>
<tr>
<td>2001-2002</td>
<td></td>
<td>54.7%</td>
<td>46.2%</td>
<td>+8.5%</td>
<td>22.3</td>
</tr>
<tr>
<td>2002-2003</td>
<td></td>
<td>56.7%</td>
<td>46.2%</td>
<td>+10.5%</td>
<td>22.3</td>
</tr>
</tbody>
</table>

Source: BOR Factbooks (2004-2008)

**C. Goals**

According to SDSU’s Strategic Plan (2008), we aim to move the retention rate to 80% and the graduation rate to 60% by 2012.
**INTENT**

We are committed to assessing our programs at the highest level and determining future direction based on our ability to meet benchmarks and achieve desired objectives.

Our assessment plan involves cultivating student feedback at every level. Multiple surveys will also be employed to gather feedback from faculty.

The * indicates a survey we don’t currently use, but will be piloting in the fall of 2010 or 2011.

**SELECTED REFERENCES**


