Another Analysis of Student Success discussion at Faculty Retreat 2016
By the Senate Analyst

Characteristics of Successful Students

Can find and evaluate information in a multi-media and social world
Has good communication skills
Takes responsibility for own learning
Applies what learned to other situations
Learns to set goals and achieve goals
Asks questions
Learns from failure
Thinks for themselves & thinks critically
Finds their passion
Is self aware and reflexive
Have identified a career path

How faculty can support and contribute to successful students

Help students see how to have a positive impact on what they are passionate about
Teach students to think critically and challenge themselves
Show how knowledge is practical and useful
Require internships, lab work, participation in campus organizations, volunteering.
Integrate curriculum and co-curriculum more intentionally
Connect course work to “real world”
Foster intelligence
Help students build confidence
Encourage civic engagement
Encourage effort and persistence
Help students see connection between curriculum and co-curriculum as path building for their aspirations.
Promote intellectual development
Road maps to careers given early on in disciplines

How the University can support and contribute to successful students

Support mentoring
Facilitate relationship building between faculty and students in freshman year.
Support students building a career mindset
Talk about success as an on-going process beyond first job
Promote responsible social media presence and digital marketing strategies for current and future career needs
Encourage entrepreneurship
Promote civic engagement
Promote social justice/activism
Diversify the faculty
Support manageable student faculty ratios
Continue hiring more faculty
Summer programs to immerse students in disciplines and invigorate faculty.
More to discuss

How to evaluate learning more clearly, less focus on grades?
Student’s right to define student success
How do we define and measure a process that may change over time?
Narrative evaluations? Evaluate in new ways?
Similar thinking among faculty contrasts with what is measured