2018
Student Success Summit

May 8, 2018
Michigan State University
Wells Hall

Office of the Associate Provost for Undergraduate Education
&
Neighborhood Student Success Collaborative

Partnering with MSU Teaching & Learning Spring Conference

The whole university is invloved in the work of enhancing student success through quality education, inclusion efforts, and connecting students with resources.

The MSU Teaching and Learning Conference and the Student Success Summit leverage the campus community's collective skills and knowledge about teaching, learning, and administrative processes to advance student persistence and success.

During the Student Success Summit, we strive to highlight initiatives, activities, and programs that have been successful in builnding partnerships amount instructors, researchers, practitioners and administrators.

We define success as indentifying a problem, taking active data driven actions, and then assessing the outcomes.

2018 Student Success Summit

9:00am – 9:30am	Check-In for Pre-Summit & Continental Breakfast	**HUB – D101**
9:30am – 10:45am	Pre-Summit *(Pre-registration required)*	**HUB – D101**
10:15am – 3:30pm	Check-in for Student Success Summit	**outside B115**
11:00am – 11:30am	Welcome & Opening Remarks Associate Provost Sekhar Chivukula, Assistant Dean Genyne L. Royal and Assistant Dean Amy Martin	**B115**
11:30am – 12:30pm	Lunch, networking and posters on display	**B wing hallway**

(Those who identified dietary needs can pick up their lunch at the check-in table outside B115)

12:45pm – 1:45pm	Breakout Session 1	**A and B Wings**

Session A - Credit Momentum Campaign: Combining Data with Engagement Messages	**B117**
Session B - Voicing Student Stories: Developing, implementing and Analyzing Campus-Wide Assessment of Academic Advising Services	**B122**
Session C - Promoting Student Success in the College of Social Science through Strategic Planning and Collaboration	**A108**
Session D - The Recreational Sports Research Agenda: Impacts of Participation on Student Success and Wellness	**A116**
Session E - The How and the What: Developing Critical Consciousness, Building Vibrant Communities, and Promoting Student Success at MSU	**A118**
Session F - The Learning Analytics Group: A Loosely Coupled Team Supporting Data-Driven Student Success Decisions	**B119**

1:45pm – 2:00pm	Travel to Session	
2:00pm – 3:00pm	Breakout Session 2	**A and B Wings**

Session G - Neighborhood Student Success Teams: New Strategies for Improving Second-Year Student Success	**B122**
Session H - Pathway Programs in the Neighborhoods: Spartan Success, Detroit MADE, Dow STEM	**A108**
Session I - Pillar Session: Exploring Purpose to Enhance Undergraduate Learning and Success	**A116**
Session J - Building Inclusive Classroom Communities through Intergroup Dialogue	**B117**
Session K - Exploring Holistic Student Support with Noncognitive Variables	**A118**
Session L - Cognitive and Non-Cognitive findings from the Fall, 2017 First-Year, Common Intellectual Experience	**A124**

3:00pm – 3:30pm Break for Pie/Travel to Session 3 **B wing hallway**

3:30pm – 4:30pm Breakout Session 3

Session M - Pillar Session: Diversity, Inclusion & Intercultural Competency Certification **A108**

Session N - Tale of a Turn-around: Building First-Year Seminars for Student Success **A116**

Session O - Facilitating Connections and Building Community: How Science and Art Inspire Culture Change That Supports Student Success (STEP, Spartan Success) **B117**

Session P - Student Centered Academic Process Reviews **A118**

Session Q - Pillar Session: Advancing the Academic Pillar **A124**

4:30pm – 5:30pm Reception and Poster Session joining Spring Conference for Teaching and Learning **HUB D-101 & B wing**

5:45pm – 6:30pm Keynote - Beronda Montgomery: Re-envisioning Mentoring as Learning: Promoting Growth, Reciprocity and Success **B119**

6:30pm – 7:00pm Panel Discussion - Moderated by Provost June Youatt
Topic: What does teaching for student success mean to you? **B119**

Panel:

Dr. Sekhar Chivukula
Associate Provost for Undergraduate Education

Dr. Jasmine Lee
Neighborhood Student Success Collaborative

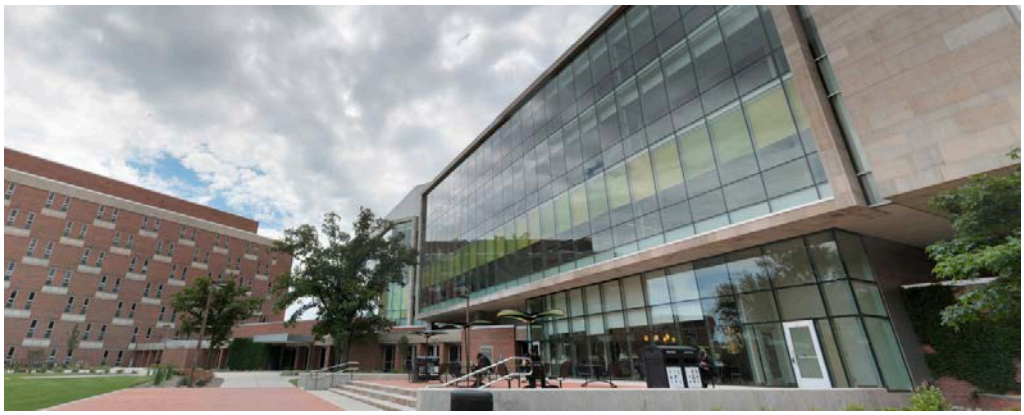
Dr. Isabel Ayala
Department of Sociology

Ms. Danielle Lopez
College of Natural Science

Dr. Teena Gerhardt
Department of Mathematics

Dr. Randy Rasch
College of Nursing

Dr. Chezare Warren
Department of Teacher Education



Breakout Session 1 Descriptions: A - E

Session A, Room B117

Credit Momentum Campaign: Combining Data with Engagement Messages
Teal Amthor-Shaffer, Susan Richter, Renata Opoczynski, Amy Martin

In this presentation we will discuss the mixed methods approach that was used to inform the credit momentum campaign on campus. The mixed methods approach integrated quantitative student data, with qualitative student interviews that was linked to the advertising campaign developed by APUE. First, there was a data-driven approach to inform the credit momentum campaign that was launched in summer 2017. The campaign was launched based on quantitative research on how attempting 30 plus credits was beneficial for student success. The result was a campaign that resulted in a 13 percentage point increase in students attempting 15 or more credits in the fall. Over the 2017-2018 academic year qualitative research was conducted to understand what part of the message resonated with students and how students make decisions on course enrollment. This information was then reintegrated into the summer 2018 credit momentum campaign. The mixed method approach can be a model for how to develop student success campaigns. We will share our experiences, the lessons learned and how to better communicate data, both quantitative and qualitative to faculty/staff/students on campus.

Notes:

Session B, Room B122

Voicing Student Stories: Developing, implementing and Analyzing Campus - Wide Assessment of Academic Advising Services

Sadiqkhan Mohammed, Charles Jackson, Emily Bovee, Christopher Davis

Academic advisors are constantly in pursuit of improving the advising experiences of their students. However, finding appropriate channels to give voice to their experiences can be an arduous task. By adopting an outcomes based approach, the advisors at Michigan State University developed a comprehensive advising assessment plan involving the implementation of a campus-wide survey and the development of focus group sessions. Through this session, the presenters will share their experience of developing and coordinating the campus assessment plan. The presenters will also share their experiences collaborating with other units and campus stakeholders to develop, implement and analyze the plan. Furthermore, the presenters will talk about implications of the findings and lessons learned.

Notes:

Session C, Room A108

Promoting Student Success in the College of Social Science through Strategic Planning and Collaboration

Brandy Ellison, Justin Bruner

One emphasis of the College of Social Science strategic plan is student learning, specifically, improving communication skills, eliminating course-based opportunity gaps for historically minoritized groups, and supporting instructors in implementing active learning strategies. To achieve these goals, the College has formed partnerships across the University to explore our Tier II writing courses, better understand student outcomes in our gateway courses, and develop an instructional support network for faculty to share and adopt effective pedagogy, with a focus on gateway courses. This presentation will highlight the processes, data exploration, and decisions undertaken to marry a College-level plan, University initiatives, and student success outcomes. In this interactive presentation, participants will explore what has worked, where our opportunities are, and what our next steps will be. The goal of the session is to spur innovation and collaboration by offering an opportunity for all participants to learn about current student success efforts in one college at MSU and to share their own initiatives and plans with other attendees.

Notes: _____

Session D, Room A116

The Recreational Sports Research Agenda:
Impacts of Participation on Student Success and Wellness

Kerri L. Vasold

Previous research has shown that recreational sports participation has a positive relationship with college student academic success and health/wellness outcomes. Various outcomes have been investigated, but there are still gaps in the current body of literature. The Recreational Sports and Fitness Department has developed and executed a research agenda to address these gaps over the past seven years, and results from four different studies concerning student academic success and health/wellness outcomes will be discussed. Studies focus on both participation as a whole, and participation in specific avenues available through programs and services. Studies will highlight various methods for data collection and evaluation, including what on-campus resources were utilized for each project. Professionals of all areas are encouraged to join us for an engaging discussion on current research practices and future directions to pursue concerning student success!

Notes: _____

Session E, Room A118

The How and the What: Developing Critical Consciousness, Building Vibrant Communities, and Promoting Student Success at MSU

Jeanne Gazel, Maggie Chen-Hernandez, Paul Brown

Studies of higher education have previously connected the concept of belonging to both student engagement and student success, and recent data suggests that orienting colleges and universities using the culturally engaging campus environment (CECE) model (Museus, 2014) could also contribute to student belonging (Museus, Yi, and Saelua, 2017). Building on this work and borrowing from that of Kahu and Nelson (2018), we, at the Multi-Racial Unity Living Experience/Intercultural Aide (mruleICA) program, have adopted a conceptual framework that situates belonging as a mediating mechanism within an educational interface. This interface acknowledges the mutuality needed between students and institutions to achieve the engagement, belonging, and success they so desire. As a means to achieve these desires, we've sought to integrate care, concern, and commitment into our approach to cultivating vibrant communities within MSU's residence halls (Barnacle and Dall'Alba, 2017), and we've developed the capacities of our intercultural aides (ICAs) to engage in a robust and reflective practice of "arguing to learn together" (Baruch and Schwarz, 2017). Through surveys, focus groups, and Photovoice, we aimed to answer the following questions: How, if at all, does our approach to building vibrant communities contribute to students' sense of belonging? And how, if at all, does our practice of engaging residents in weekly roundtable discussions result in both "consciousness-raising and community building" (Seider, Clark, Soutter, 2015)? Our initial findings, linked to the learning outcomes articulated in the Spartan Pathways model, suggest we're making progress toward overarching university goals and thereby contributing to student success.

Notes:

Session F, Room B119

The Learning Analytics Group: A Loosely Coupled Team Supporting Data-Driven Student Success Decisions

Bill Heinrich, Becky Matz

The Learning Analytics Group (LAG) at MSU facilitates collaboration across key units of the university to develop and act on analytical insights that improve outcomes for students. Specifically, the LAG uses student data to examine the institution's policies, practices, and norms with the goal to use analytics to uncover unintended barriers to student success; challenge the assumptions on which our curricula, policies, and practices are based; and identify successful interventions. The LAG includes representation from central administration units, student success efforts, and faculty and staff more directly connected to colleges, courses, and curricula. The loosely coupled nature of the group represents a unique model for learning analytics as compared to peer institutions. In this session, we will describe key events that led to the creation of the group as it is today, the current makeup of the group, and example projects that have influenced actions on our campus.

Notes:

Breakout Session 2 Descriptions: F - K

Session G, Room B122

Neighborhood Student Success Teams:
New Strategies for Improving Second-Year Student Success
Tonya Bailey, Bradley Custer, Larry Long, Susan Richter, Rebecca Murthum, Amy Martin

Beginning in Fall 2017, the five Neighborhood Student Success Teams engaged in new strategies to increase persistence and reduce probation rates for second-year NSSC students. Using a variety of data sources, the APUE Student Success Operations Team identified students throughout the semester who could benefit from seeing an academic advisor. Then, the Success Teams initiated a new process for outreach and intervention using the EAB Student Success Dashboard. Success Team members sent outreach messages and created advising appointment campaigns to encourage students to see their NSSC advisor, all while tracking their efforts through the new case management features in the dashboard. In this presentation, team members will explain how students were identified, the case management and outreach process, lessons learned, and outcomes from the fall semester interventions. This presentation offers participants a demonstration of how the dashboard's case management features can be used to track and report on student success interventions. We are also interested in participant observations and suggestions for improving our process in the future.

Notes:

Session H, Room A108

Pathway Programs in the Neighborhoods: Spartan Success, Detroit MADE, Dow STEM

Kelly High McCord, Joy Hannibal, Robin Rennie

The Neighborhood Student Success Collaborative has 3 Neighborhood Pathways to increase student success in specific groups of students. Each has a unique design and will share their tools, techniques, outcomes, and future plans. Detroit M.A.D.E is built on the student success literature associated with High-Impact Practices (Deans, 2011; Engberg, 2013; & NSSE, 2015). These learning opportunities will span four years and include a first-year seminar, service-learning project, education abroad/study away programs, and undergraduate research. It is through these opportunities and other initiatives that scholars connect back to the city of Detroit through intellectual and practical contributions to the community. Designed to increase the number of students completing STEM degrees, the Dow STEM Scholars Program, seeks ways to remove barriers for underprepared students. A re-designed entry level algebra course, new intro Chemistry course, skills-based first-year seminar, intrusive advising, and building a community are making a difference. Dow Scholars are succeeding and ever surpassing their counterparts while innovative initiatives such as DOW STEM's math course is being adopted University wide. The goal of the Spartan Success Scholars Program is to increase the graduation rate of first-generation and Pell-grant eligible students. We strongly encourage our first year Scholars to sign up for a Peer Success Coach who is trained to support students in the areas of academic proficiency, institutional navigation and socio-emotional engagement. We are excited to see progress and stronger academic outcomes with Scholars who fully engage in the program.

Notes:

Session I, Room A116

Exploring Purpose to Enhance Undergraduate Learning and Success

Deb Dotterer, Jane Evarian, Marybeth Heeder, Marc Hunsaker, Justin Micomonaco

Join members of the Spartan Pathways Purpose Pillar as we explore the concept of "purpose" and consider how to more effectively engage MSU students in this important area of personal, academic, and career development. In this session we will share a framework for defining purpose, demonstrate how purpose engagement is connected to student success (both inside and outside the classroom), describe some purpose-engagement strategies employed by MSU (and other higher education institutions), and present data that identifies how MSU students conceive of purpose and which factors most impact their purpose-development while on campus.

The aims of this interactive session are to:
1) Analyze areas of strength and weakness on MSU's campus for fostering students' engagement with purpose;
2) Identify strategic allies, partnerships, and collaborations which are critical to further integrate purpose-development into our work with students;
3) Invite attendees to give valuable feedback which will inform the future direction and strategies of the Purpose Pillar committee as we help to facilitate and coordinate students' purpose-development across campus.

Notes:

Session J, Room B117

Building Inclusive Classroom Communities through Intergroup Dialogue

Donna Rich Kaplowitz, Authrene Ashton

Intergroup dialogue is a face-to-face facilitated learning experience that brings together individuals from different social identity groups over a sustained period of time to:

1. understand their commonalities and differences,
2. examine the nature and impact of societal inequalities,
3. explore ways of working together toward greater equality and justice, and
4. prepare students to live, work, and lead in complex, diverse stratified society.

Intergroup dialogue has been used on more than 100 college campuses over the last 30 years. It is evidence-based and research shows that participants grow in their ability to understand and work across racial, gender and social class differences, and deepen their empathy toward others' lived experiences.

This year, MSU inaugurated its first set of race dialogues.

In this session, we will share MSU's new dialogue program and look at some of the basic principles behind dialogue that can be translated into a variety of classroom settings. We will examine our latest data from the pre-post survey where students report statistically significant growth in all areas measured including willingness to interrupt bias, greater self-awareness and developing relationships across difference.

Notes:

Session K, Room A118

Exploring Holistic Student Support with Noncognitive Variables

Samantha Spitak, Sam Drake

This session will discuss the background and purpose of the Noncognitive Variable Assessment. Discussion with center upon the eight variables, how they have been empirically shown to impact student success, and how we intend to use them to provide holistic support at Michigan State. This session will present information from the Fall 2017 pilot cohort as well as future plans for data usage. There will be an opportunity for participants to provide feedback, discuss programs that may be available in their units – or at the university – that address low scores on the noncognitive variables, and how they may use the data to support students in their units.

Notes:

Session L, Room A124

Cognitive and Non-Cognitive findings from the Fall, 2017 First-Year, Common Intellectual Experience

Justin Bruner, Jim Lucas

Common Intellectual Experiences (CIE) are one of the high-impact practices highlighted by AAC&U (2008). In Fall of 2017, MSU welcomed two cohorts of incoming Freshman to participate in two distinct CIE with a common theme around social justice. Students in these cohorts took some of their courses together with a focus on social justice, engaged in common co-curricular events around this same theme, and participated in a cohort welcome event.

The assessment of the CIE includes looking at academic outcomes such as grades, retention, and probation as well as non-cognitive outcomes such as belonging, developing a growth mindset, and utilizing campus resources. Halfway through the year, students in the CIE performed just as well, if not better in their Math courses despite having lower Math Placement scores. CIE students also report greater levels of social integration and college self-efficacy. In this session, participants will see results and engage in an activity to share ideas for making CIE at MSU more impactful.

Notes:

Breakout Session 3 Descriptions: L – Q

Session M, Room A108

Intercultural Pillar: Diversity, Inclusion & Intercultural Competency Certification
Sharon Chia Claros

Findings from two national surveys found 78% of employers agree that “all college students should gain intercultural skills and an understanding of societies and countries outside the United States” (Hart Research Associates, 2015). The Intercultural Pillar team will introduce the value that a Diversity, Inclusion & Intercultural Competency certification will add to a student’s degree and seeks your insights as it relates to launching institutionalizing this program.

Notes:

Session N, Room A116

Tale of a Turn-around: Building First-Year Seminars for Student Success

Jim Lucas

First-year seminars (FYS) rank among the high-impact strategies (Kuh, 2008) that can increase undergraduate retention and completion rates (Noel-Levitz, 2015). An estimated 95% of institutions have some form of FYS (Goodman & Pascarella, 2006), and these programs build upon over 80 years of literature (e.g., Fitts & Swift, 1928) that suggest their ability to address a university's student success worries, including first-term and first-year GPA and persistence. For the last two years, the office of the Associate Provost for Undergraduate Education has embarked on an effort to organize and re-conceptualize the UGS first-year experience model. This session will discuss how the Spartan Pathway model was used to create and expand UGS seminar offerings. The presenters will emphasize relevant concepts from the reform effort including the development of learning outcomes; fostering campus support, partnerships, and collaborations; building support for instructors; and implementing assessment. Attendees will engage in dialogue about pertinent issues, such as diversifying FYS offerings, supporting instructors, demonstrating value to stakeholders, and developing and implementing multi-level assessment processes.

Notes:

Session O, Room B117

Facilitating Connections and Building Community: How Science and Art Inspire Culture Change That Supports Student Success

Mary Beth Heeder, Christina Finley, Susan Richter

At MSU we believe all students have the ability to succeed and graduate in a timely manner. But the transition to college is a major life change that can be challenging and overwhelming. Navigating the transition, including finding their home at MSU and managing a multitude of factors outside of academics, can derail students' progress towards timely completion of their degrees. Student focused outreach in the classroom and through the Spartans Transition to Excellence Program (STEP) and Spartan Success Scholars Program (SSC) facilitates meaningful connections with students and provides resources for students to lean on and into while at MSU. During this session presenters will share how science (data-informed approaches) and art (facilitating connections) work together to build community, change the teaching and learning culture, and support the work of students, faculty, and staff. Presenters will first showcase data on college completion in the United States and at MSU and how STEP, SSC, and faculty attempt to address gaps in college completion. The overview data and program specific data will explain the importance of student focused outreach in and out of the classroom. The presentation will conclude with a panel discussion of staff, faculty, and students, where presenters explore the evolution and effects of building community and culture shifts, lessons learned, and unexpected results which informed our work.

Notes:

Session P, Room A118

Student Centered Academic Process Reviews

Charles Jackson, Deb Dotterer, Amy Martin

As administrators, and academic advisors, we are constantly in pursuit of improving policies that impact our students. Thru academic process reviews of MSU policies on medical withdrawal, major transition, academic standing of undergraduate students (ASUS), and grief absences we utilized process mapping to identify improvements within these programs. Process mapping is a collection of activities that together create value for a customer. Process mapping can define what an entity/organization does, who is responsible for what, to what standard a process should be completed, and how the success of a process can be determined. In addition, a clear and detailed business process map or diagram allows an outsider look to determine whether or not improvements can be made to the current process. In each of our academic process reviews we collaborated with colleges and units to identity opportunities for improving the student experience at Michigan State University thru: examining institutional data, creating student personas, small group discussions with key leaders, gathering information from each unit and college on current practices, creating workflow charts and diagrams, and conducting focus groups with students. In this session we will share our strategies, lessons learned, and current outcomes in a discussion-based format where we gather feedback and future recommendations from participants.

Notes:

Session Q, Room A124

Advancing the Academic Pillar

Kelly Millenbah, Genyne Royal, Erik Skogsberg

Over the last several years, the Associate Provost for Undergraduate Education (APUE) has taken up various projects for improving the undergraduate academic experience particularly focusing on incoming student transition to the postsecondary experience. In Fall 2017, the Academic Pillar 2.0 was initiated to further advance previous pillar work but through different processes and with different partners. The purpose of the Academic Pillar 2.0 is to focus on effective practices for college transition/bridge/pre-college programs in- and outside MSU. In addition to identifying effective practices for these programs, the pillar aims to provide students and units on campus with a searchable, public website to allow students to make more informed decisions about which programs would benefit them the most as well as allowing units across campus to learn about the breadth of programs and to identify possible opportunities for collaboration. During this session, the Academic Pillar will provide an overview and update on our current work, including: 1) a draft mockup of a searchable, public website, 2) a draft University-wide operating definition of transition/bridge/pre-college programs, and 3) common effective practices from other institutions for these programs. Participants will be asked to engage in discussion around each of these areas to further refine the work of the Academic Pillar.

Notes:

Poster Descriptions

Undergraduate Research: Emerging Scholars Program
Lizzy King

The Emerging Scholars program is a research opportunity that places incoming first-year students demonstrating high financial need to work as research assistants with faculty. The program aims to help students become more deeply engaged in their education through meaningful employment connecting them to faculty and develops academic, organizational, and social skills.

Spartans Will Completion Grants: Purpose, Implementation, and Short-Term Results
Renata Opoczynski

This poster will discuss the implementation and purpose of the Spartans Will Completion Grants (SWCG). The SWCG are a University Innovation Alliance sponsored Microgrant to increase graduation rates for low-income students. Early results from the Randomized Control Trial will also be presented.

Empowered Mujeres, Empowering Mujeres:
Reflecting on Assessment and Engagement for Student Success
Aleida Martinez, Danielle M. Lopez, Erica Fiasky

Mujer a Mujer is based on a mission to empower undergraduate women by helping them develop academically and professionally through inspirational role models. The workshop series has been offered since Fall 2014 and a lunch series since Fall 2015. We will highlight program data, community service, campus partnerships, and collaborations.

College of Social Science Academic Probation Rate Trends – Update
Brandy J. Ellison

The poster will provide an update on first fall academic probation rate trends for first-time students with a major in the College of Social Science. Programs and activities that may have contributed to changes in the rates will be included.

Outcomes for Students in Limited-Enrollment Programs|
Abram Huyser-Honig

Roughly two in five FTIAC students enter MSU intending to pursue a degree in a limited-enrollment (LE) program such as Business, Engineering, Nursing, and others. We explored differences between entering and graduating LE program populations. We also analyzed academic outcomes, especially for students who entered MSU intending to pursue LE degrees but were not accepted into these programs in the secondary admissions process.

STAR Lite! Start Right!
Charlie Liu, Chelsea Belote, Jianyang Mei, Elizabeth Matthews

STAR Lite! Program is collaboratively designed to support freshmen and sophomores who are on academic probation and have not identified a major of study. The Program uses MSU Neighborhood Student Success Model to create a sense of belonging and pull resources together to help students recover academically and improve performance.

Collegiate Recovery Community: Promoting Wellness and Transforming Lives
Emily Young, Taylor Struna

The Michigan State University Collegiate Recovery Community supports students in or seeking recovery from alcohol and other drug addiction. Preliminary data at MSU is promising, mirroring national research that demonstrates collegiate recovery programs effectively promote recovery, prevent return to use, and improve educational outcomes for the students participating in them.

Making an IMPACT: A Service-Learning Program for Incoming First-Year Students
Andrew Murray, Erika Trigg Crews

The Honors College IMPACT Week of Service program was created to assist incoming, first-year Honors students in their transition to MSU and Honors College. Service-learning opportunities and academic conversations from faculty and community partners highlighted issues of social inequity. Students engaged in leadership and citizenship in their new community.

Engaging Students in Social Justice Through Art
Amber Benton, Veda Hawkins, Phillip Seaborn

The Social Justice Art Festival's purpose was to engage and increase understanding of social justice through a creative lens. During the event, students showcased an array of visual and performance art focused on topics such as racism, sexism, gentrification, and more.

Spartan Sage: Student Data Discovery Tool
Jeff Kodysh, Danielle Barnes, Sue Webster

Spartan Sage is an online geospatial data discovery tool created to help the university community understand the spatial patterns found in off-campus student communities. Featuring an intuitive map-based user interface, Spartan Sage helps to identify patterns of interest such as where international students reside and patterns of academic performance.

Student Parent Support = Two-Generation Success

Kimberly Steed-Page

Student parents face barriers to affordable childcare, lack of social support, and finances often delaying or preventing graduation. Specialized services for student parents increases the likelihood of earning a college degree, contributing to the family's future success. The Student Parent Resource Center offers campus and community services contributing to the advancement of student families at MSU.

Connections That Count

Mary Beth Heeder, Dan Watson, Lorelei Blackburn

The Spartans Transition to Excellence Program (STEP) for first-year students and their family members is designed to reduce belonging-uncertainty, increase trust/connections, and inspire living passionately with purpose. Learn how MSU faculty/staff who are STEP coaches and students are working together to fuse functional silos and create connections that count.

WELLNESS COACHING: Optimizing Wellness for Student Success

Kristin Traskie, Kevin Bator

College is a major period of transition and causes students increased levels of stress, anxiety and overwhelming feelings when trying to balance their studies, health, and socializing. Our Wellness Coaching Program was implemented in 2016 as an "upstream" approach to help build that balance; supporting students in identifying and creating conditions in their lives to promote a thriving life, while supporting and improving academic success.

Broadening Access to Honors: A Revision to the Academic Scholars Program through Support of First Gen and Pell Students

Bess German, Justin Micomonaco, Christine Raisanen

This poster presents our motivation for the change to the Academic Scholars Program through our research, increased connections to the freshman seminars/CIE, and new programmatic features that enable multiple admissions points to Honors College.

Avoiding the Sophomore Slump!

Tonya Bailey, Scott Fitzpatrick, Sara Bartles

The Sophomore Engagement Series (SES) is designed to engage sophomores living in Shaw Hall through a series of activities that promote student success. Many sophomores struggle with major declaration, career indecision, and social acclimation. SES provides a series of opportunities to enhance academic success, career exploration, campus involvement, and mentoring.

ACT to SAT: What the Switch Means for Our Students

Drew Trotter

As Michigan high school students transition from primarily taking the ACT to the new SAT, many of our score based programs and placements may need to be re-examined. Using the published concordance tables and data from incoming MSU students who took both exams, I discuss the impact of using SAT only scores in student evaluation.

Effects of Recitation Sections on Student Success in ISS 200 Level Courses

Jeff Ericksen

ISS 200 level courses regularly lead to student struggle. The CIS-SS conducted a quasi-experimental field study to determine the extent to which recitation sections enhance student success. First-year results indicated that recitation sections increased student success by nearly 7 percent. Updated findings with FS17 results will be presented.

Building Community: Connecting 2nd Year Spartans to Campus

Ray Gasser, Sue Webster

The Community Pillar has focused on the 2nd Year Experience of Spartans. With approximately half of sophomores living off campus, the experiences can vary greatly. Working collaboratively with both the on-campus and off-campus experience, 2nd year students will receive consistent messaging that is geared to help them be successful as they work toward their major.

Cultivating TA Habits of Mind In Support of Student Success: A Partnership Between the Graduate School & Office of the Associate Provost for Undergraduate Education

Madeline Shellgren, Melissa McDaniels

This poster outlines a collaborative research project which seeks to explore how graduate teaching assistants (GTAs) understand and enact their roles in promoting holistic undergraduate student success. GTAs are key to the Undergraduate Student Success Mission and we will discuss project history and strategies to support/ prepare GTAs.

Closing Keynote, Room B119

Beronda Montgomery, PhD

Beronda Montgomery
Research and Scholarship Node Leader
Assistant Provost for Faculty Development-Research
MSU Foundation Professor of Biochemistry, Molecular Biology and Microbiology, and Molecular Genetics in the Department of Energy (DOE) Plant Research Laboratory

Beronda Montgomery is Professor of Biochemistry & Molecular Biology and Microbiology & Molecular Genetics in the Department of Energy (DOE) Plant Research Laboratory at Michigan State University (MSU). She completed doctoral studies in Plant Biology at the University of California, Davis and was a National Science Foundation (NSF) funded postdoctoral fellow in Microbial Biology at Indiana University. Since starting at MSU in 2004, Dr. Montgomery's laboratory investigates the mechanisms by which organisms such as plants and cyanobacteria which have limited mobility are able to monitor and adjust to changes in their external environment. The ability of these largely immobile organisms to adapt their patterns of growth and development to fluctuations in external environmental parameters increases their survival and maximizes their growth and productivity. Dr. Montgomery's scholarly efforts were recognized by her receipt of an NSF CAREER Award in 2007, being selected as a finalist in the 2014 Howard Hughes Medical Institute (HHMI) Professors Competition, and a 2015 Michigan State University Nominee for the Council for Advancement and Support of Education (CASE) U.S. Professor of the Year Award. In addition to her core research and teaching efforts, Dr. Montgomery is also actively involved in scholarly efforts to promote effective research mentoring and management and the inclusion and success of individuals from groups underrepresented in the sciences.

Re-envisioning Mentoring as Learning: Promoting Growth, Reciprocity and Success

Beronda Montgomery

Mentoring is often positioned as the transfer of information from an experienced, senior individual (or mentor) to a junior, inexperienced individual (or mentee). Implicit in this description are the ideas that at the core of mentoring is a process of teaching – to guide, instruct and train – and that mentoring may largely be a one-way flow of information. Increasingly, however, mentoring is being understood as a process best facilitated through a bilateral exchange and flow of knowledge and learning between individuals in a mentoring exchange. In this evolving conceptualization and practice of mentoring, both mentor and mentee are positioned as learners *and* teachers. In this presentation, I explore effective means of cultivating mentoring as a place of collaborative learning and reciprocal cultivation, that promotes the growth and success of all involved in the mentoring process.

Panel Discussion, Room B119

Moderator: June Pierce Youatt, PhD, Provost and Executive Vice President for Academic Affairs

Topic: What does teaching for student success mean to me?

Panel:

R. Sekhar Chivukula, PhD, Associate Provost for Undergraduate Education and Dean of Undergraduate Studies, Professor of Physics

R. Sekhar Chivukula serves as the Associate Provost for Undergraduate Education and Dean of Undergraduate Studies at Michigan State University. In this role, he is responsible for overseeing University-level undergraduate initiatives that support and enhance the undergraduate experience, providing direction to a number of University-wide programs that serve undergraduate students, and coordinating the development and implementation of academic policies and procedures related to undergraduate education.
Chivukula is a Professor of Physics in the Michigan State University Department of Physics and Astronomy. He received his Ph.D. from Harvard University in 1987. Subsequently, he was a postdoctoral fellow and then a faculty member at Boston University, where he also served as Associate Chair for High-Energy Physics and as Director of Graduate Studies. He moved to Michigan State University in 2003, where he has served as Chair of the University Committee on Academic Policy.

Jasmine Lee, MSW, PhD, East Neighborhood Director
Advising Lead

Dr. Jasmine Lee is a Neighborhood Director with the Neighborhood Student Success Collaborative, where she provides leadership, planning, and service delivery for strategic student success initiatives. Furthermore she provides direction for academic advising and academic related programming within NSSC, specifically focused on exploratory or no-preference students. Dr. Lee completed her doctoral degree in the Higher, Adult, and Lifelong Education program in the College of Education at Michigan State University. Her research focuses broadly on race and racism in collegiate experiences, social justice, academic resilience, and theory-to-practice methods for higher education professionals. In addition to her student success work, she is regularly called upon in moments of racial crisis and broader diversity issues by faculty, students, and staff across campus. As such, she has led campus wide dialogues and town halls, has developed and led trainings on inclusive campus practices for faculty, staff, and students, and has published material around working with students of color and intercultural dialogue.

M. Isabel Ayala, PhD, Assistant Professor
Department of Sociology and Chicano/Latino Studies Program

Maria Isabel Ayala, (Ph.D., Texas A&M) is an Assistant Professor in the Department of Sociology and the Chicano/Latino Studies Program at Michigan State University. Her research agenda examines the social impact that the unique and complex racialization of Latinxs in the U.S. has on their experiences and social behavior. Challenging essentialist understandings of Latinx cultures, her research argues that normative ideologies and Latinxs' complex social location within the existing racial structure play a critical role in their life course. Throughout her work, she challenges the deficit perspective by which Latinxs have

been examined and instead suggests one of capital. In addition, she discusses the agentive and resilient behaviors of Latinxs in navigating physical, symbolic, and social White spaces. Dr. Ayala's most recent publications and work under review addresses the experiences of Latinx students in higher education spaces.

Danielle M. Lopez, MSW, Assistant Director of Student Success
Biological and Physical Sciences-Interdepartmental Advisor

Danielle Lopez is the Assistant Director of Student Success for the College of Natural Science where she advises Biological and Physical Science Interdepartmental students and is a member of the NatSci Council on Diversity & Community. Active in cross-campus collaboration, she assists with the development and implementation of Mujer a Mujer and the Neuroscience Mentoring Programs, and serves as a mentor in the Latinx community.

Teena Geerhardt. PhD, Associate Professor
Mathematics Department

Teena Gerhardt is an Associate Professor of Mathematics at Michigan State. Her research is in Algebraic Topology and Algebraic K-Theory. She is a recipient of a National Science Foundation CAREER award, supporting her efforts in research and education. She has also received the MSU Teacher-Scholar Award and the College of Natural Science Teaching Prize. Gerhardt has a particular interest in improving Gateway Mathematics education, and has co-led several course redesign projects within the Mathematics Department. Gerhardt has also worked at the national and local level on programs to increase the participation of women and underrepresented groups in mathematics.

Randy Rasch, PhD, RN, FNP, FAANP, Dean and Professor
College of Nursing

Randolph Rasch is the 9th Dean of the College of Nursing. Dean Rasch is a fellow in the American Association of Nurse Practitioners, a distinguished scholar in the National Academies of Practice, and has worked as a family nurse practitioner for more than 10 years. At the heart of his drive is the knowledge that the nursing profession is poised to have a significant impact on healthcare delivery. His research efforts have been in the areas of primary care and community health; specifically analyzing the roles, functions, and appropriate skill mix for all levels of the profession.

Chezare A. Warren, PhD, Assistant Professor
Department of Teacher Education

Chezare Warren's research interests include urban teacher preparation, culturally responsive teaching, and critical race theory in education. He has studied the utility of empathy for White female teachers' cross-cultural interactions with Black boys—work for which he received the 2014 Outstanding Dissertation Award from the American Association for Colleges of Teacher Education (AACTE). Currently, he is looking to examine the school conditions and teacher dispositions that produce high academic outcomes for students of color, particularly Black males in K-12 education contexts.

We want to hear from you! Please check your e-email after the summit and respond to the quick survey!

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