



The Council of
Independent Colleges

Building Places
of Promise:
**Unlocking
Student
Success**

2025 Institute for Chief Academics Officers with
Chief Student Affairs Officers and Chief Student Success Officers
November 1–4, 2025 🗝️ JW Marriott, Indianapolis, IN

Programming for Effective Student Success



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Independent Colleges

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Building Places of Promise:
Unlocking Student Success

Workshop Coordinators

- Alden Stout
Vice President for Academic Affairs
Newman University (KS)
- Titi Ufomata
Senior Vice President for Academic Programs
Council of Independent Colleges



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Building Places of Promise:
Unlocking Student Success

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Building Places of Promise:
Unlocking Student Success



Think Big, Act Bold: Transforming Student Success from the Inside Out

Dr. Rosa E. Rivera-Hainaj

Vice President for Academic Affairs and Dean of Faculty

Professor of Chemistry

November 1, 2025



Agenda

- I. Introduction and Defining the Vision
- II. Activity 1: Identify and Map Stakeholders
- III. Activity 2: Integrate and Design Action Plans
- IV. Assess and Sustain Transformation
- V. Q&A and Resources



I. Introduction and Defining the Vision

Quick Poll

In one word, how would you define student success?

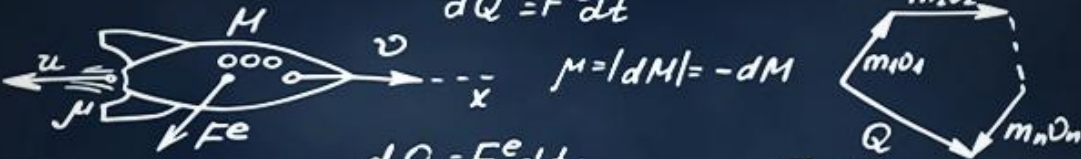
What is the biggest student success-related 'silo' on your campus right now (e.g., career services, mental health, or academic departments)?

Why are we here? What is it that we ALL look for?



Lessons from student success work...

1. Student Success is **NOT** rocket science... but it is complex due to its collaborative nature.



$$dM < 0; \quad M = F(t); \quad Q = \sum m_k \cdot v_k$$

$$dQ = F^e dt; \quad M = |dM| = -dM$$

$$M \frac{dv}{dt} = F^e + u \frac{dM}{dt}; \quad M \frac{dv}{dt} = -u \frac{dM}{dt}; \quad \sum m_k R_k = M r c;$$

$$M \frac{dv}{dt} = F^e + \Phi; \quad v = v_0 + u \ln \frac{M_0}{M}; \quad \sim dv = -u \frac{dM}{M};$$

$$\frac{dM}{dt} = -G_{ex}; \quad \Phi = -u G_{ex}; \quad M_0 = M_k + M_T; \quad \sum F_k^e = 0;$$

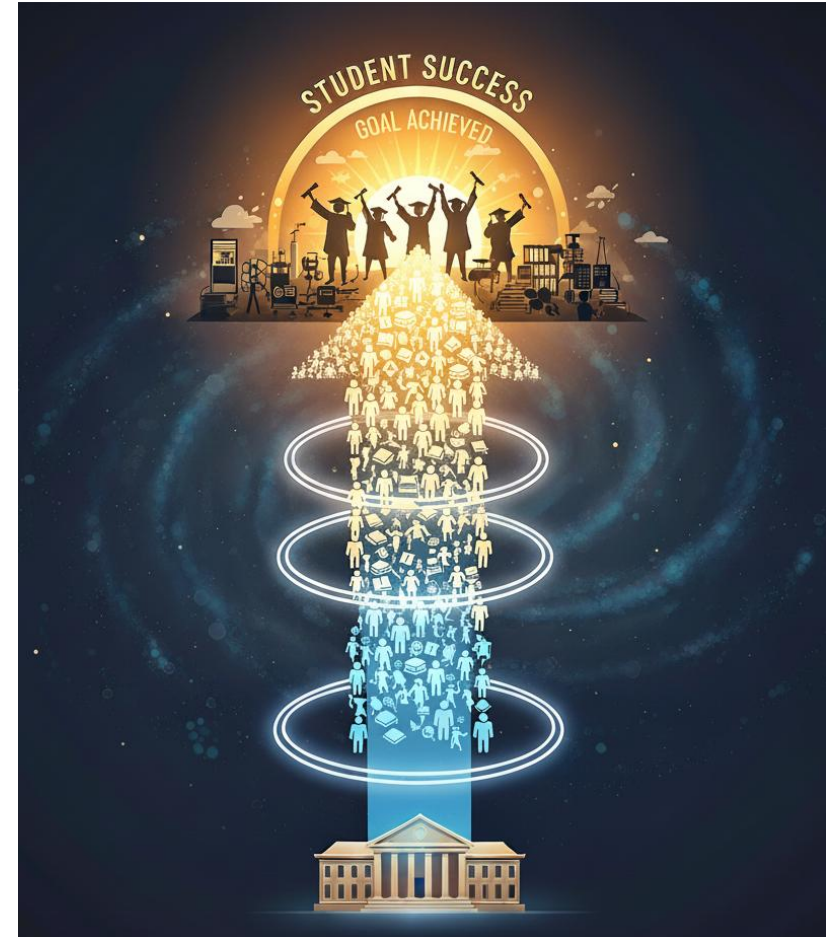
$$u_M = -u dM; \quad v_1 = v_0 + u \ln \left(1 + \frac{M_T}{M_k} \right); \quad Q_x = \text{const.}$$

$$dQ = M dv - v dM.$$

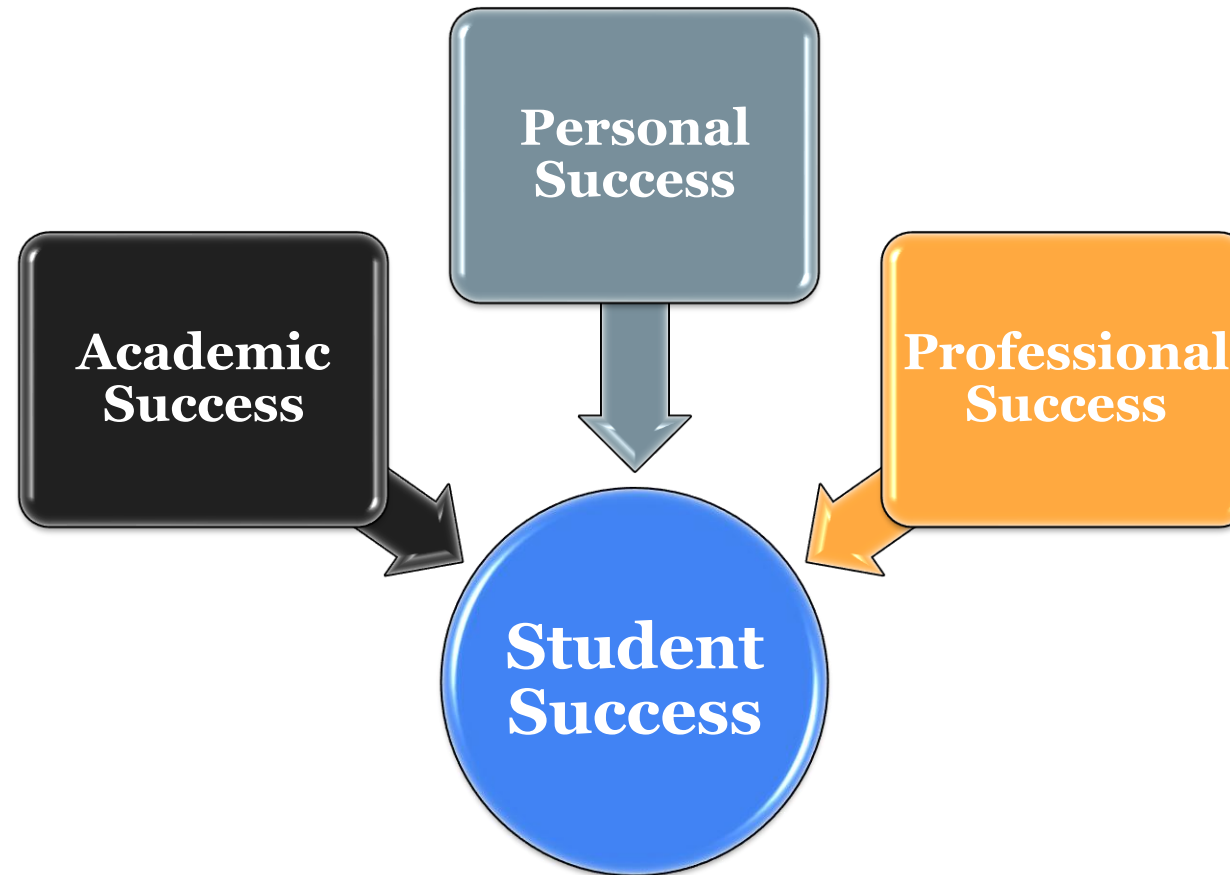
$$Q = M v c.$$

Lessons from student success work...

2. Student Success **does NOT** happen overnight...
focus drives student success and helps institutions
achieve their goals.
3. Track, track, track...everything.



360⁰ Advising – a holistic model balanced on three pillars:



Academic Success

Core components like classroom engagement, tutoring, advising, faculty mentorship, and registrar support form the foundation of student learning and progression.



Personal Success

Services addressing mental health, financial well-being, and housing are essential for student retention and overall wellness.

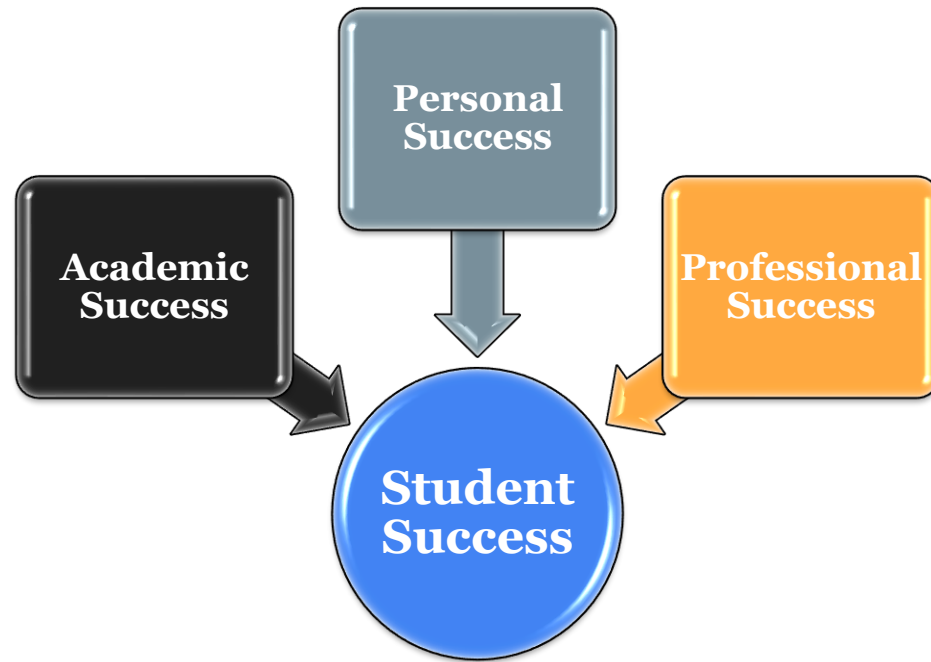


Professional Success

Career counseling, internship placements, and alumni networking prepare students for a competitive and fulfilling career path - Campus to Career maps



360⁰ Advising – a holistic model balanced on three pillars:



Let's start from the beginning...a good place to start...

ASK YOURSELF! BE HONEST! NO THE TIME TO PAD YOURSELF ON THE BACK!

- ✓ Do you know what you are doing well?
- ✓ Do you know what you are not doing well?
- ✓ Do you know what you are not doing at all?

How would I know the answers to those questions?

[Holistic Student Supports Discovery Inventory](#) – a tool from [Achieving the Dream](#)

Hanover Research

EAB

Gardner Institute



Example of a section within the Discovery Inventory

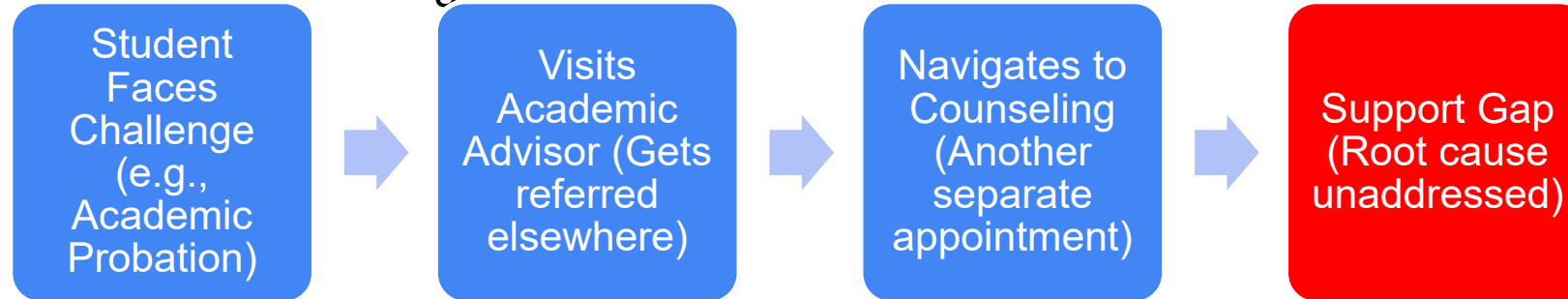
Admissions and Entry				
	Current Design	What are the issues for students, staff, or faculty with the current design?	What is the ideal design? What additional information do you need to answer this?	What changes or next steps are needed to move toward the ideal design?
Admissions Documents a) What admissions documents must a student complete before registering for classes? b) How are testing scores recorded for students admitted but not registered? c) What can be submitted online vs. what must be submitted in person? d) Who is responsible for obtaining these documents from the student?				
Intake Survey a) Is an intake survey used to gather contextual information about each student? b) If so, how is this information used to connect students to support services prior to starting class?				

Example of a section within the Discovery Inventory

Advising and Planning				
	Current Design	What are the issues for students, staff, or faculty with the current design?	What is the ideal design? What additional information do you need to answer this?	What changes or next steps are needed to move toward the ideal design?
Advising Structure a) Do you have faculty advisors, professional advisors, or a hybrid model? b) Do you have full-time advisors? c) Is advising centralized or decentralized by campus/department? d) How are the degree checklists communicated to the advisors other than through the college catalog? e) Is one person ultimately responsible for advising? f) Does this individual have sufficient time to support and oversee advisors? g) Does this individual review and have sufficient authority to make changes to the advising process to ensure advising quality and consistency?				

Defining Your Institution's Context

The Challenge: Overcoming Institutional Silos



Defining Your Institution's Context

Identify a high-priority institutional pain point

What is the biggest existing “silo” (unconnected service) we want to address?

[Academic, Personal or Professional]



II. Hands-On Activity #1

1. Academic Success	2. Personal Success	3. Professional Success
Services:	Services:	Services:
Stakeholders: [List 3-5 roles]	Stakeholders: [List 3-5 roles]	Stakeholders: [List 3-5 roles]



What two critical links are missing in how students transition between these services?

Example:

No formal introduction between Professional Academic Advisor and Faculty Mentor



III. Hands-On Activity #2 – Action Plans

A. The Pain Point/Silo to Bust	B. Integrated Solution & Collaboration	C. First Step Action
Focus Area: Example: Underutilization of Career Services by Sophomores	Goal: Create a mandatory, integrated check-in that requires collaboration between Academic Advisors and Career Counselors.	Action: Schedule a joint 1-hour planning meeting with the Director of Career Services and the Head of Academic Advising to define shared learning outcomes.
My Focus Area:	My Goal:	My First Step Action:
Detail the specific problem	Describe the integrated (non-referral) solution	Concrete, measurable step to be taken next week



IV. Assessment

Qualitative – student success stories, advisor feedback

vs

Quantitative – KPIs

Examples of key metrics:

First-year retention, 4-year graduation, 6-year graduation, utilization of a specific holistic service, etc.

Examples of utilization of specific holistic services: utilization of career office, utilization of health & wellness services, utilization of tutoring center, etc.



Student Success Dashboard

<https://sites.google.com/albertus.edu/student-course-success>



November 1, 2025

CIC-CAO Programming for Effective Student Success

If your new 360° model is a success, how will you prove it?

Measure Type	Key Performance Indicator (KPI)	Rationale (Why this matters)
Quantitative 1	Metric focused on academic success, e.g., Increase course completion rates by X%	Reason
Quantitative 2	Metric focused on professional/personal success, e.g., X% increase in student-reported well-being	Reason
Qualitative	Method focused on stories, e.g., Conduct 10 exit interviews with graduating seniors	Reason



My Immediate Commitment

The single most important step I will take when I leave this workshop is:



Takeaways

- Collaboration
- Integration
- Measurement



V. Q&A and Resources

[Holistic Student Supports Redesign Toolkit](#)

[EAB Student Success Strategy Playbook](#)

[Gardner Institute](#)



November 1, 2025

CIC-CAO Programming for Effective Student Success



ALBERTUS MAGNUS COLLEGE

Untold: Purpose, Promise and Progress - A Formula for Student- Athlete Success



Reflective Exercise

NCAA



This isn't About the Headlines

- 3 Divisions.
- 1,000+ NCAA colleges and universities.
- 500,000 student-athletes.
- 91 NCAA Championships.
- 24 sports.



"High-impact practices are different initiatives that students can engage in while they are in college that allow them to take what they are learning and move it beyond the classroom. These experiences have been shown to have a lasting impact post-college in areas such as workforce skills, community engagement and personal development."

Dr. Lydia Bell

Managing Director, NCAA Research



NCAA GOALS Study

The Growth, Opportunities, Aspirations and Learning of Students in College Study, (GOALS) is a nationally representative NCAA study of the experiences and well-being of current student-athletes that has been conducted regularly since 2006.

Topics Include:

- College academics.
- Athletic and social experiences.
- Coach-athlete relationships.
- Recruitment and college choice; time commitments.
- On-campus support.
- Finances.



High Impact Practices

By Definition:

High Impact Practices (HIPs) can be "high impact" because of their potential to promote transformative learning and their correlation with high levels of engagement, retention, GPA.

Characteristics:

- Performance expectations are at appropriately high levels.
- Significant investment of time and effort by students over an extended period.
- Experiencing diversity.
- Frequent, timely and constructive feedback.
- Public demonstration of competency.

High Performance Expectations



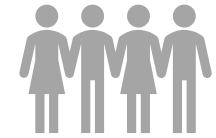
Academic Performance
(eligibility benchmarks in
DI and DII)



Time Management



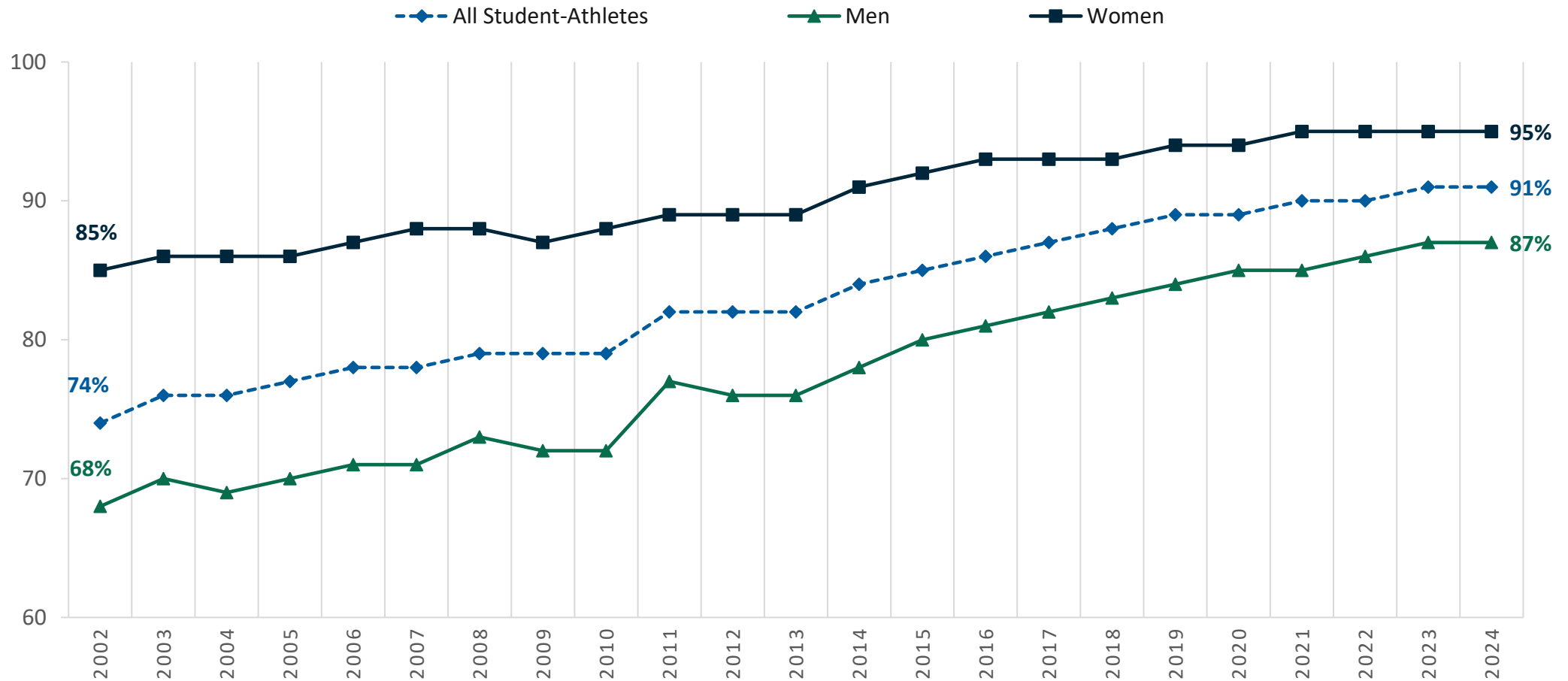
Conduct



**Engagement in
Community Service**

Graduation Success Rate (GSR) Trends of Division I Student-Athletes

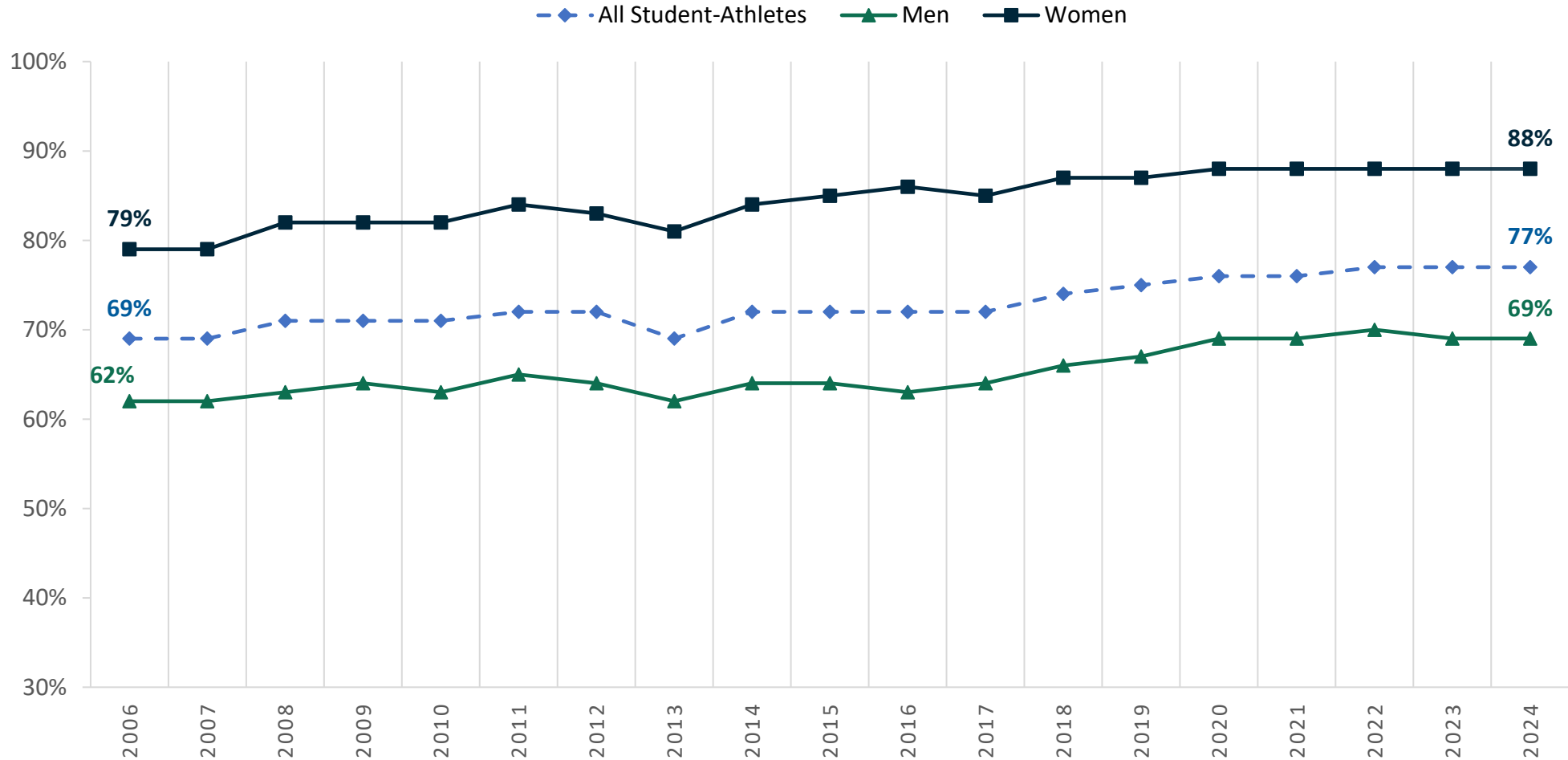
(Single-cohort six-year graduation rates)



Source: Trends in NCAA Division I Graduation Rates (November 2024).

Academic Success Rate (ASR) Trends of Division II Student-Athletes

(Single-cohort six-year graduation rates)



Note: 2024 reporting year represents 2017-18 entering cohort; 2023 represents 2016-17 entering cohort, etc.

Commitment to Academics

- Approximately 80% of male student-athletes and over 90% of female student-athletes consider themselves dedicated students.
- Nearly 60% of men and 75% of women believe it's likely they will attend graduate school in the future.
- Over 60% of student-athletes indicate that they have developed a strong, personal relationship with at least one faculty member.

Source: NCAA GOALS Study (2019).



Experiences with Diversity

NSSE Results Show:

- Student-athletes interact more often with diverse peers in meaningful ways than non-student-athletes.
- One study found the difference was even greater among high-profile team sports (Cruce & Nelson-Laird, 2009).

NCAA Results Show:

- 8 in 10 student-athletes agree that their college athletic experience had a positive impact on their understanding of people of other races and backgrounds (NCAA GOALS Study, 2019).
- Student-athletes report their coach and teammates foster a high level of team inclusion/openness (NCAA GOALS Study, 2019).
- Inclusive team culture is positively and significantly related to both the frequency of and positive feelings about cross-racial interactions, independent of campus racial heterogeneity (Jones, Liu & Bell, 2016).

Note: NSSE is the National Survey of Student Engagement, a nationwide survey administered by the Center for Postsecondary Research at Indiana University.

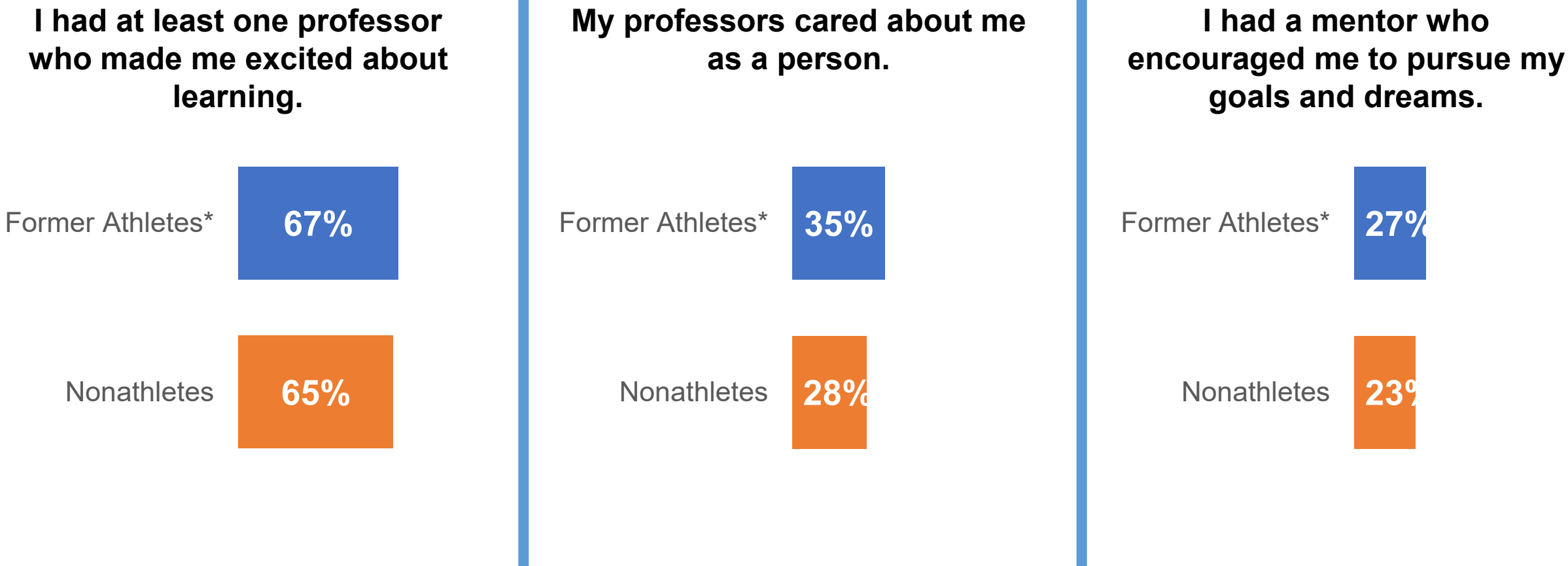


Frequent, timely and constructive feedback.

- Head coach and coaching staff.
- Athletic academic advising.
- Sport medicine and nutrition.
- Athletic strengthen and conditioning.
- Teammates.
- Mentors.
- Coaching.
- Teaching.
- Advising.
- Correcting.
- Motivating.
- Directing.
- Strategizing.
- Guiding.

Campus Faculty Engagement

Percentage Who Strongly Agreed

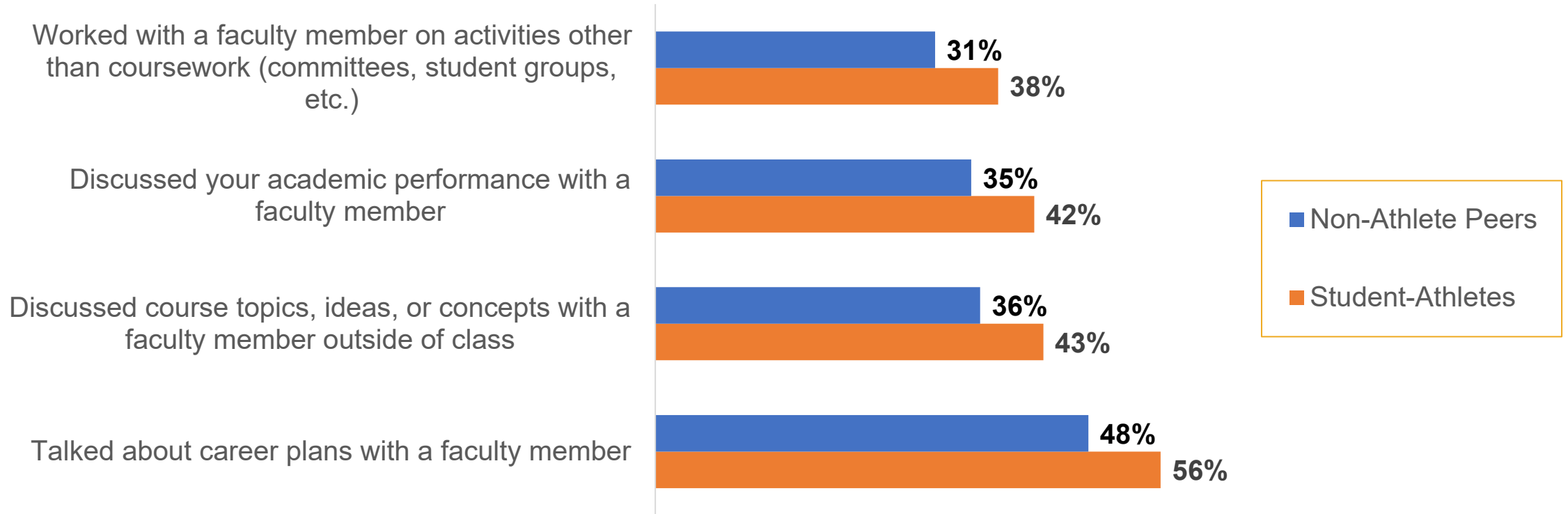


*Statistically significant difference ($p < .05$)

Source: Gallup (2020). A study of NCAA Student-Athletes: Undergraduate Experiences and Post-College Outcomes.

Faculty Interactions

Percentage of Seniors Who *Frequently* Engage with Faculty by Athletic Status



Note: Combined response options 'Often' and 'Very Often' represents *frequently*. Restricted to full-time students only. NSSE Report Builder (2017 & 2018).

Commitment to Service

- Human growth and development.
- Valuable life skills such as leadership, teamwork, and perseverance.
- A sense of community and shared purpose.

“Being part of this team isn’t just about competing in the sport, but being a good person of character and taking care of the community that cares so much for us as well.”

-Luke Urbonavicius '22, Doane University





#Helper #Helper OVERVIEW



TOTAL HOURS

572,266



OPPORTUNITIES

17,118



ECONOMIC IMPACT

\$18.2 M



PARTICIPANTS

52,687

Public demonstration of competency.

- Regular season competition.
- Conference participation.
- NCAA Championships.
- International.
- Professional sports.
- Olympics.



330 total medals

Purpose well-being



Social well-being



Community well-being



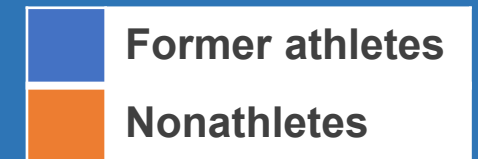
Physical well-being



Financial well-being



Former NCAA athletes thrive at greater rates in 4 of 5 areas of well-being.



*Statistically significant difference ($p < .05$)

My college athletics experience has had a positive effect on the following skills/qualities in myself

(% Responding Positive or Very Positive)

	All Student-Athletes
Personal responsibility	93%
Work ethic	93%
Teamwork	92%
Goal setting	90%
Attention to detail	88%
Leadership skills	87%
Dealing with change	87%
Time management	87%
Understanding different races/backgrounds	81%
Self-confidence	78%
Commitment to community service	62%

Source: NCAA GOALS Study (2019).

Note: Endorsement of top two scale points on a 6-point scale.



RESEARCH

- The primary contributors to effective utilization of these practices are university faculty. According to Kuh (2008)
- “What faculty think and value does not necessarily impel students to take part in high-impact activities or engage in other educationally purposeful practices. Rather, when large numbers of faculty and staff at an institution endorse the worth of an activity, members of the campus community are more likely to agree to devote their own time and energy to it, as well as provide other resources to support it—all of which increases the likelihood that the activities will be available to large numbers of students and that the campus culture will encourage student participation in the activities.”

Thoughts from the Academy

- Interacting deeply with peers across campus (*not just teammates*);
- Reflecting on their participation and how they use things in other areas and can apply them to their sport; and
- Discovering the real-world applications like leadership, work ethic and responsibility that their participation teaches them.



STEAM

Science

Technology

Engineering

Arts & Athletics

Mathematics

Spur consideration and research in the efficacy and assessment of athletics as High Impact Practice.



Thank you.

[Felicia Martin](#)

fmartin@ncaa.org





ncaa.org

@ncaa



A scenic view of the Indianapolis skyline across a river. The city's architecture, including a prominent blue glass skyscraper and a red brick building, is reflected in the water. A stone bridge with multiple arches spans the river in the foreground. The sky is a soft, hazy blue.

The State of Play in Student Success: Perspectives from Research, Students, and Student Success Professionals

CIC 2025 Institute for Chief Academic Officers

Indianapolis, IN

Charlie Blaich & Kathy Wise, HEDS

Agenda

- About us
- How do students think about student success?
 - > Data from Fall 2025 incoming students
- What experiences, practices, and conditions promote student success?
 - > What do recent graduates say?
 - > What longer-term, quantitative data suggest about “meta” good practices
- What supports, and what hinders, staff and faculty who aim to promote student success?
 - > Perspectives from HEDS Student Success Champions



About us

- We lead the Higher Education Data Sharing Consortium (HEDS)
 - > Located at Wabash College in Indiana
 - > Small, non-profit organization
- Our mission: Improve undergraduate liberal arts education, inclusive excellence, and student success
 - > We work with 4-year and 2-year colleges and universities across the country
 - > Focus on using evidence, working with people at institutions
- Our work includes
 - > Quantitative and qualitative research
 - > Grant and program evaluations; workshops with faculty, staff, and students; assessment support; professional development
 - > Providing low-cost surveys





How do students think about student success?



Data from students

- HEDS Student Success Site Visits
 - > Took place from Fall 2019 – Fall 2024
 - > 13 institutions
 - Saint Anselm College (NH)
 - Hanover College (IN)
 - University of Puget Sound (WA)
 - Willamette University (OR)
 - Kenyon College (OH)
 - Carthage College (WI)
 - Saint Catherine University (MN)
 - Linfield University (OR)
 - Providence College (RI)
 - Macalester College (MN)
 - St. Francis College (NY)
 - Seattle Pacific University (WA)
 - Whitman College (WA)

Data from the HEDS New Student Survey

Year	# of Institutions	# of Students
2020	7	1,527
2021	29	7,765
2022	34	9,659
2023	45	10,954
2024	49	12,076
2025	57	> 12,000



Structure of the focus groups

- We asked students the following question in our focus groups:
 - > Imagine some point in the future, after you're done with school and you're leading a successful life. What does your life look like? What are you doing? How are you living?
- We also asked these follow-up questions:
 - > What experiences at your institution have most helped you move towards your vision of success?
 - > Have there been any experiences at your institution that have slowed your progress towards success?
 - > What are your biggest worries or concerns as you think about what's coming up in college and beyond?
 - > Have you ever considered leaving your institution, either to go to another college or to take a break from college? If so, what led you to think about leaving? Why did you decide to stay at your institution?



Conversation about data

- Answers to the “successful life” question from incoming students who took the New Student Survey from June-October 2025 at 10 private institutions
 - > Each table has a unique data set
- Read through the comments and discuss the following questions:
 - > What themes do you see across the comments?
 - > What surprised you?
 - > What implications do these themes have?
- We’ll give you 15 minutes to read and discuss
 - > We’ll randomly select tables to report out



15 minutes

Discussion at your table

Focus group themes from the successful life question

- Good work
 - > Enjoyable work that makes a positive difference
 - > For less affluent students: Giving back
 - > For more affluent students: High-paying job
- Financial security
 - > Making enough to live, to eat out occasionally, and to travel and take vacations
 - > Not living paycheck to paycheck
 - > Not stressed about debt
 - > Being *comfortable*, which differed depending on the affluence of the students
- Meaningful relationships
 - > Being surrounded by people who care for them and who they care about in return
- Work/life balance
 - > Having enough time for family, friends, hobbies, and relaxation
 - Often a way of signaling that they don't want a high pressure, all-consuming job
 - > Meaningful work, but not work that means everything



Other lessons from the focus groups

- In terms of deciding whether to stay in college, students were thinking, in part, about whether college was helping them achieve these goals
 - > Not just a career or job, but a fuller set of aims
 - > “We’ve got futures we’re trying to start”
- In addition, many students said
 - > They enjoyed the conversations with other students about success
 - > They had not had these conversations on campus prior to the focus group

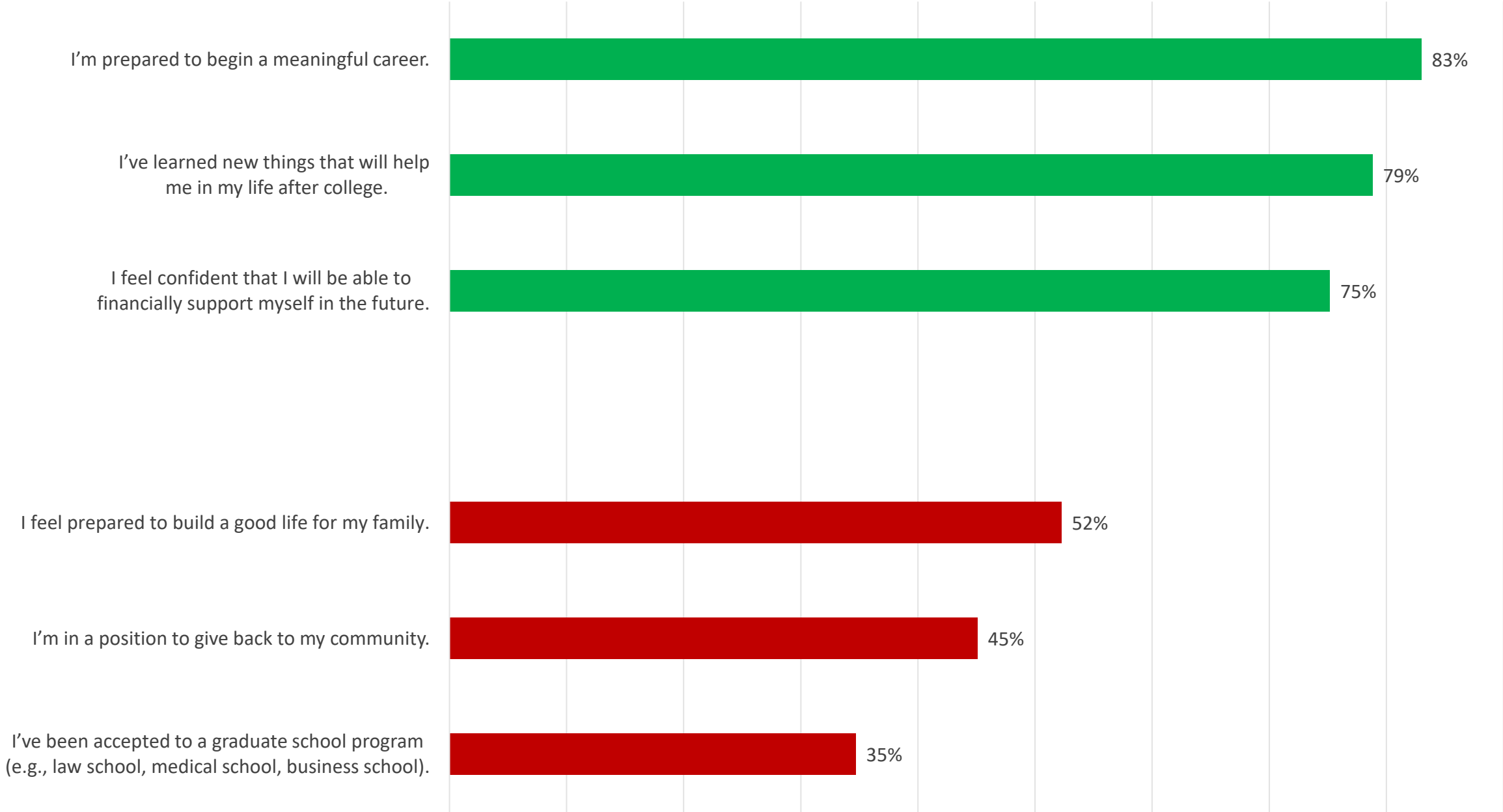


New Student Survey – Goals for College

- People go to college to achieve many different goals. Which of the following must happen by the time you graduate for you to feel like you've had a successful college experience? *(Select all that apply)*
 - > I'm prepared to begin a meaningful career.
 - > I've learned new things that will help me in my life after college.
 - > I feel prepared to deal with intellectual and interpersonal challenges that will come my way.
 - > I've built friendships that will last long beyond college.
 - > I've figured out what I want to do with my life.
 - > I feel confident that I will be able to financially support myself in the future.
 - > I feel prepared to build a good life for my family.
 - > I've made my family proud.
 - > I'm in a position to give back to my community.
 - > I've been accepted to a graduate school program (e.g., law school, medical school, business school).
 - > I'm better prepared to make a positive impact on the world.



Goals for Successful College Experience – Top Three and Bottom Three

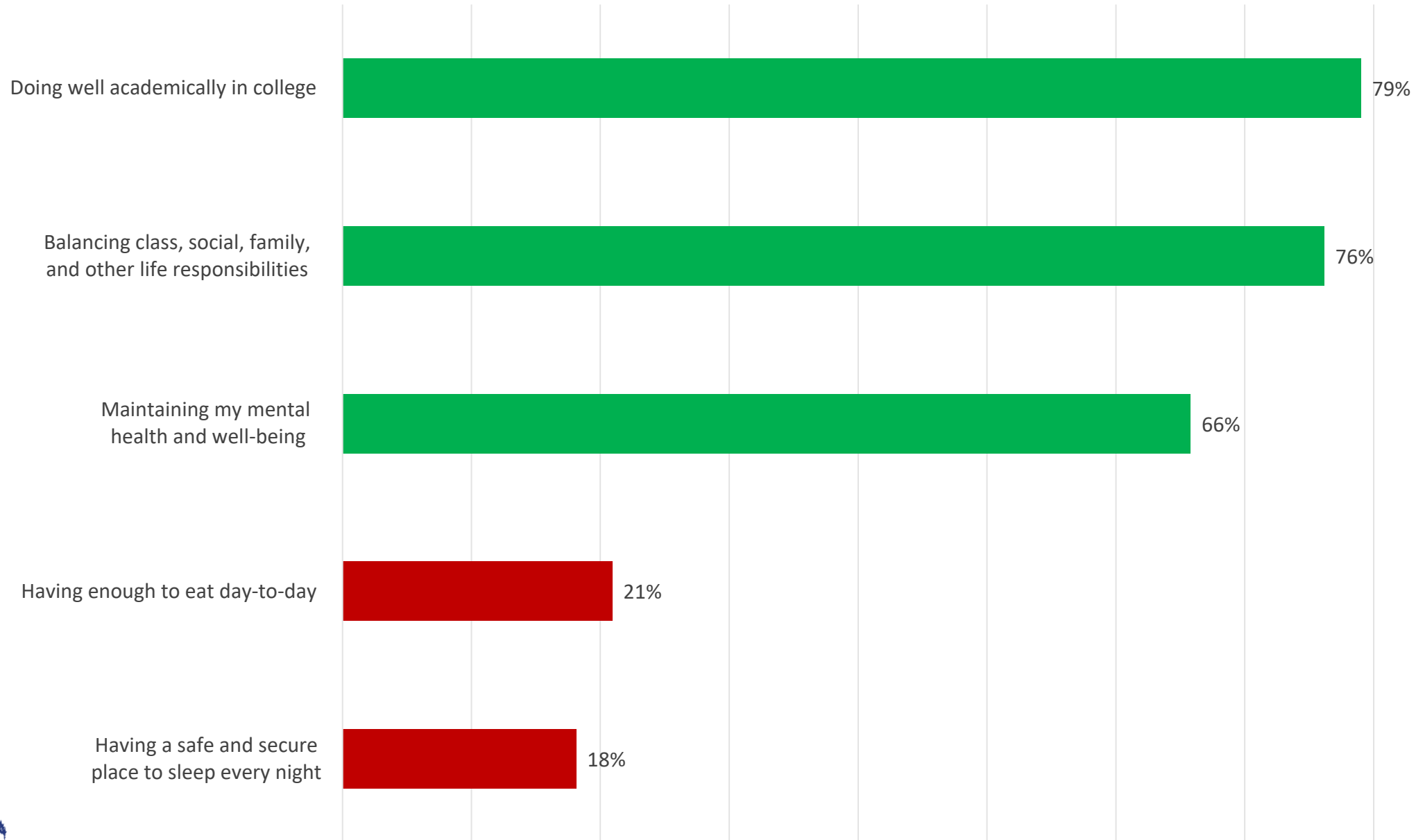


New Student Survey - Worries

- How often do you worry about the following?
 - > Doing well academically in college
 - > Making friends
 - > Paying bills (tuition, books, etc.)
 - > Meeting the expectations of others
 - > Balancing class, social, family, and other life responsibilities
 - > Maintaining my mental health and well-being
 - > National/global issues that impact society at large (e.g., climate change, the political environment, social inequality)
 - > Figuring out what I want to do with my life
 - > Having enough to eat day-to-day
 - > Having a safe and secure place to sleep every night



Percent of Students Who Reported Worrying “Often” or “Very Often” – Top Three and Bottom Two



*What, experiences, practices,
and conditions promote
student success?*



HEDS Graduating Student Survey

- Asks graduating students to:
 - > Evaluate the teaching practices and institutional conditions they experienced as undergraduates
 - > Assess the impact of their experiences on their intellectual growth and how well their college experience prepared them for success after college
 - > Describe their plans after graduation
- Open-ended question: What experiences at your institution have been most helpful in preparing you to be successful and live the life you want to lead after college?



Conversation about data

- Answers to the “most helpful experiences” question from graduating students over the last three years (2023-2025)
 - > Each table has a unique data set
- Read through the comments and discuss the following questions:
 - > What themes do you see across the comments?
 - > What surprised you?
 - > What implications do these themes have?
- We'll give you 15 minutes to read and discuss
 - > We'll randomly select tables to report out



15 minutes

Discussion at your table

*Longer-term, quantitative
data on “meta” good
practices*



Practices and conditions that promote student success

- The “Big Three”
- Data sources
 - > Longitudinal data from the Wabash National Study (2005 – 2012)
 - > HEDS Graduating Survey (2013 – present)
 - > HEDS Alumni Survey (2013 – present)
- Across different
 - > Time periods
 - > Research designs
 - > Sets of institutions
- Looking at 1st year students, 4th year students, and alumni



“Big Three” good practices and conditions

- Good teaching and high-quality interactions with faculty
 - > Faculty/staff interest in teaching and student development
 - > Out-of-class student/staff & student/faculty interactions
 - > Organization, preparation, clarity, prompt feedback
- Academic challenge and high faculty expectations
 - > Hard work, intellectually challenging assignments and interactions with peers and faculty
- Interactions with diversity
 - > Participating in diversity-focused activities
 - > Discussions or interactions with people who have different views and perspectives than you



Impact of the “Big Three”

- These good practices promote a host of outcomes including
 - > Growth in critical thinking, moral reasoning, interest in diverse ideas, civic engagement, etc.
 - > Increased retention and graduation rates, satisfaction with undergraduate education, sense of connection with their institution



Good Practices Over the Years

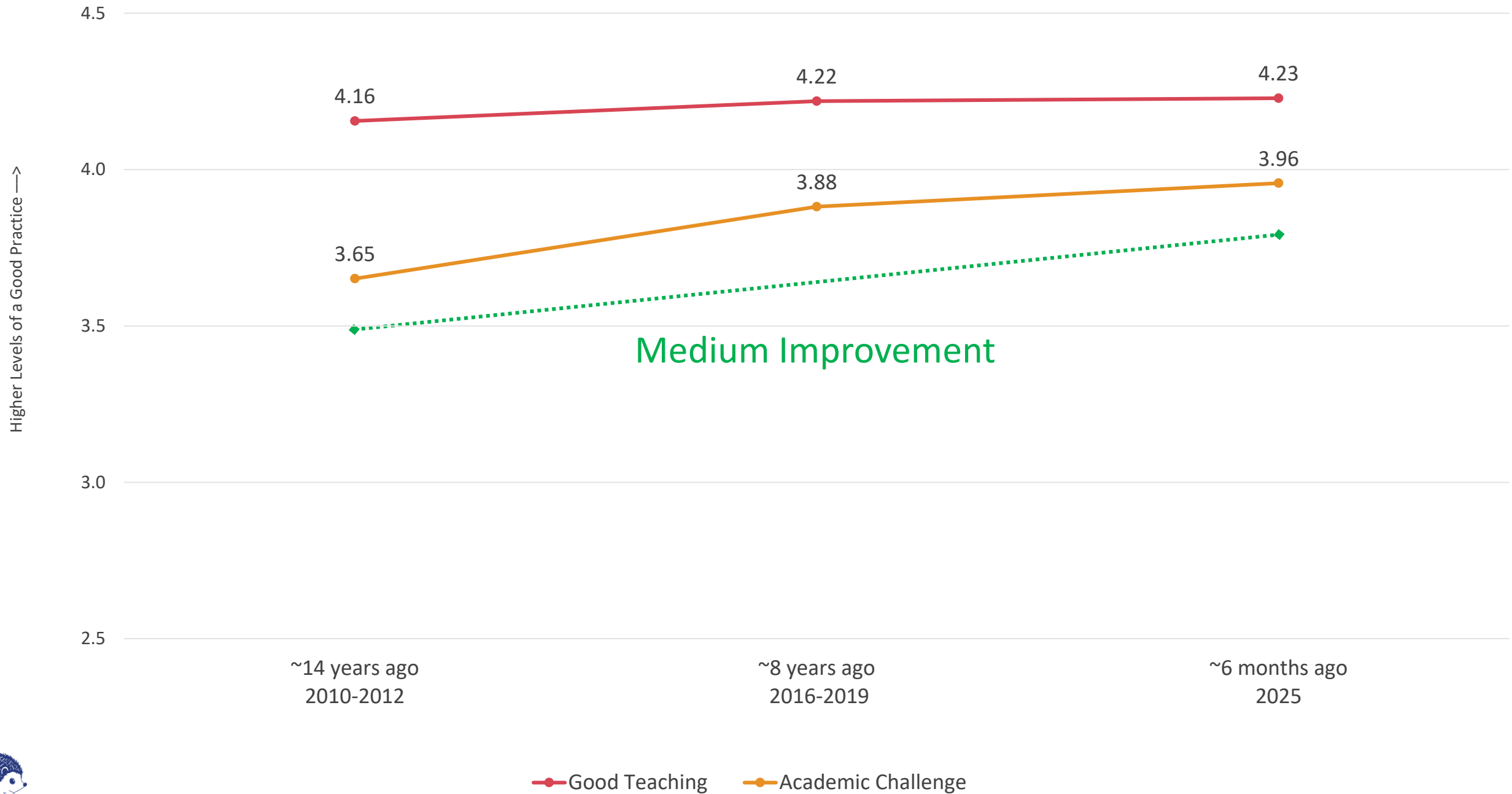
Higher Levels of a Good Practice —>



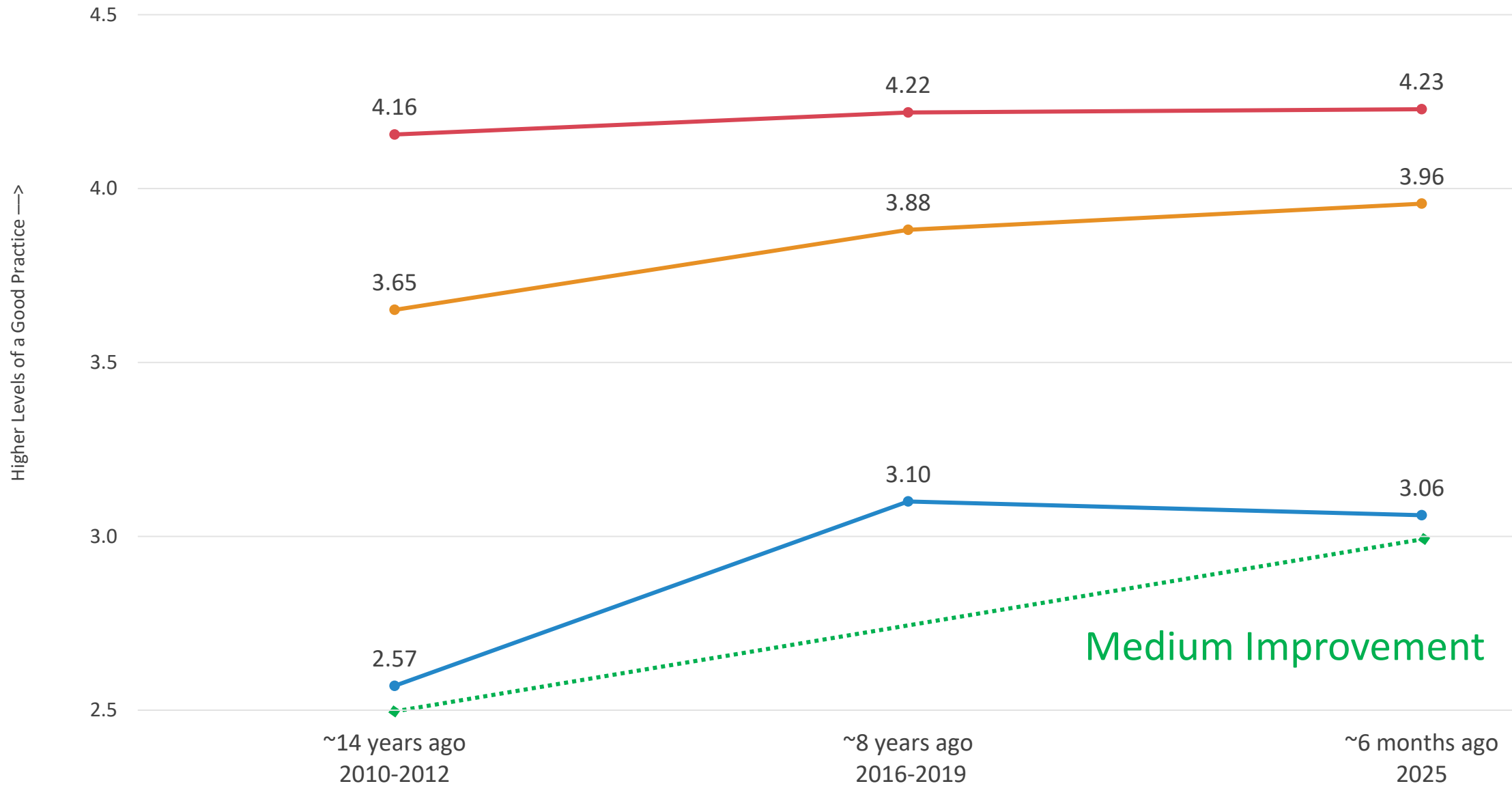
—●— Good Teaching



Good Practices Over the Years



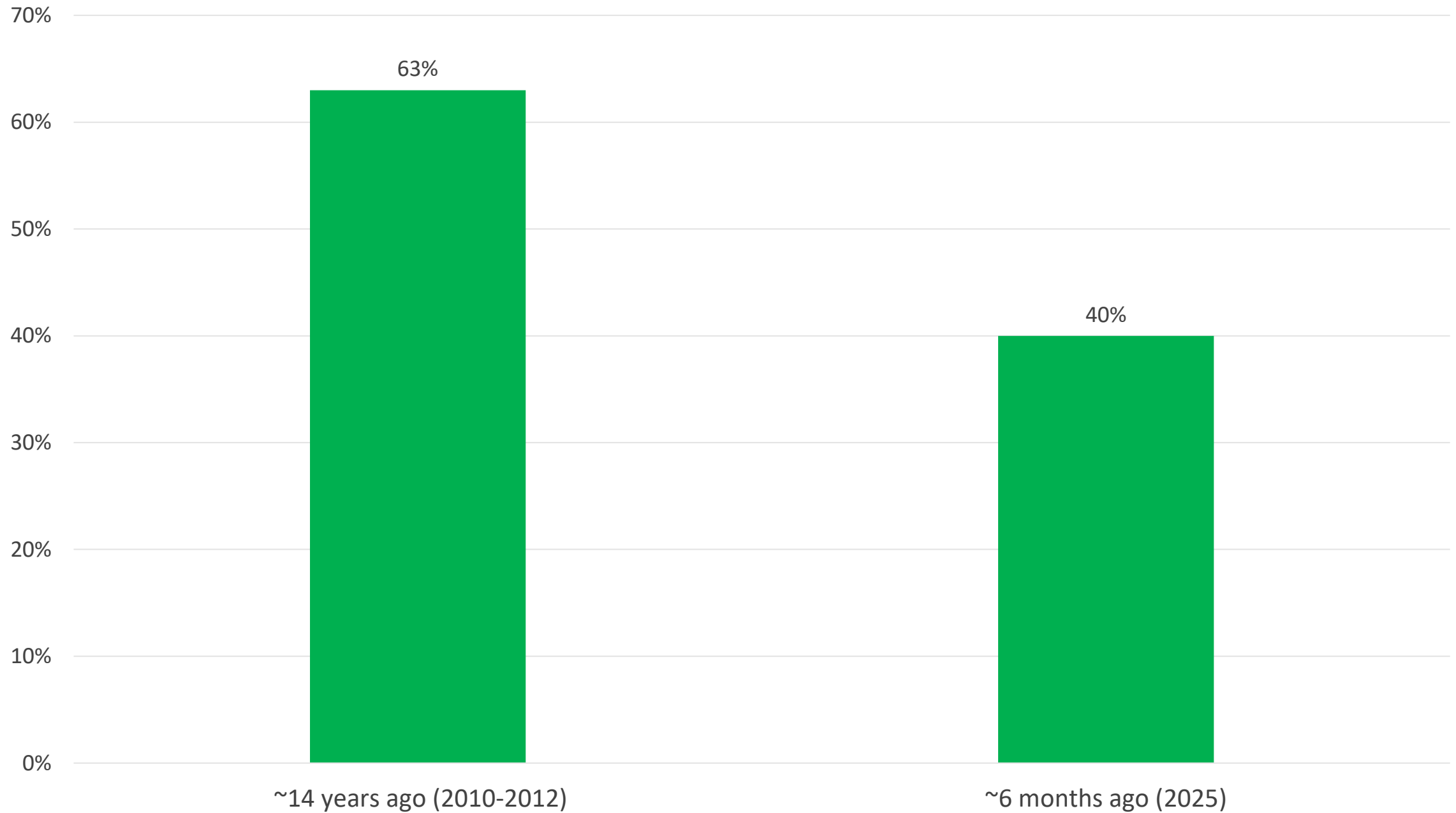
Good Practices Over the Years



—●— Good Teaching —●— Academic Challenge —●— Diversity



Had serious discussions with students whose political, social, or religious opinions were different from your own (Often/Very Often)



“Big Three” good practices and conditions

- Why do we call these “meta”?
 - > Because they are not specific to a particular class, program, or extra-curricular activity
 - > They describe the qualities of many high-impact courses, programs, and experiences:
 - Led by staff and faculty who are both genuinely interested in students and can connect with them
 - Well designed *and* well implemented
 - Are intellectually challenging and require effort
 - Create an environment where students with different identities, beliefs, and commitments can fruitfully talk and collaborate with one another
 - > These kinds of conditions and practices are what we mean when we say “HIPS ...when done well”



*Given changes in student
preparation*

*Effective, high-impact teaching
will be even more important*

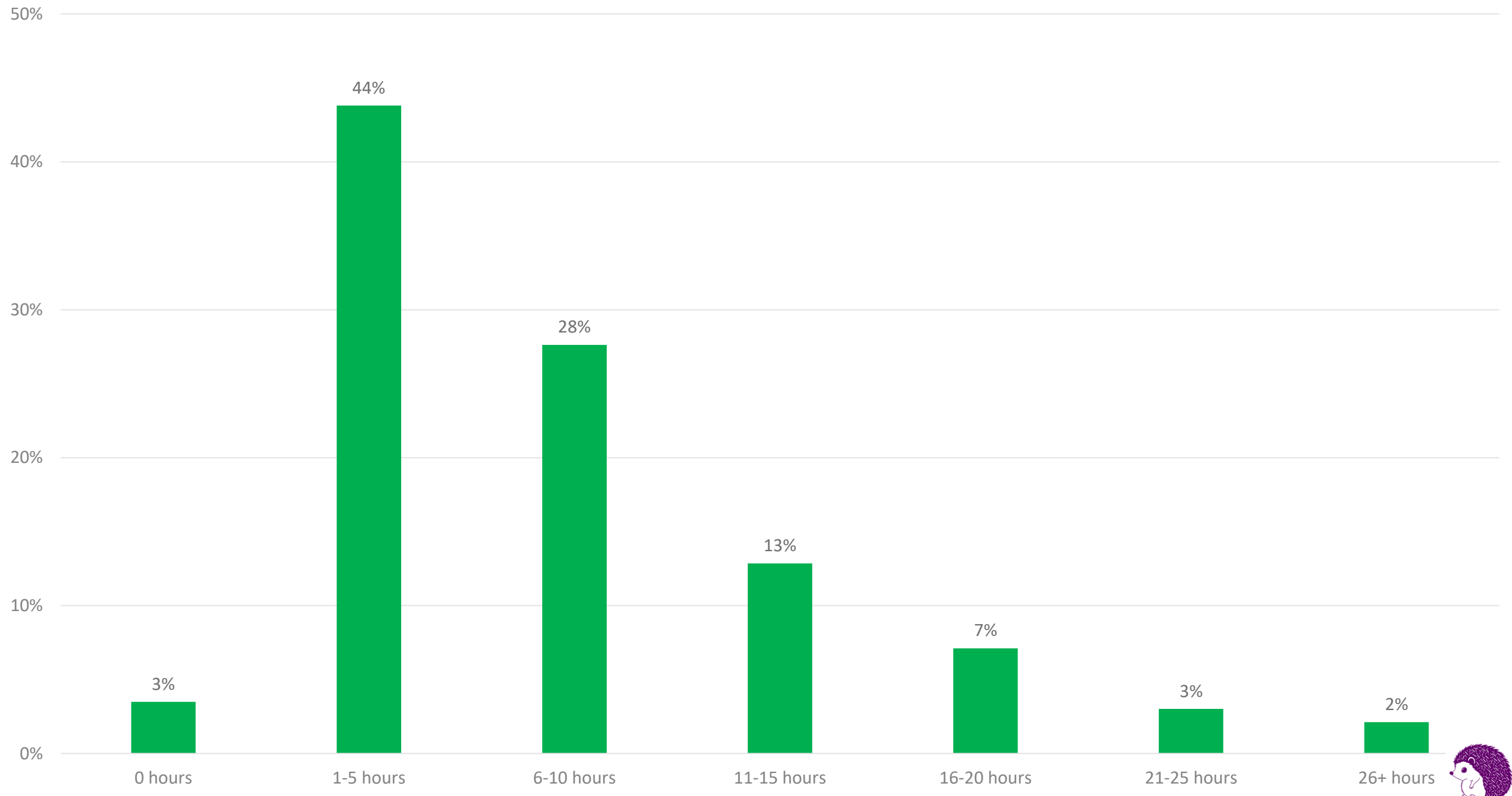


Institutional Readiness – High School Workload

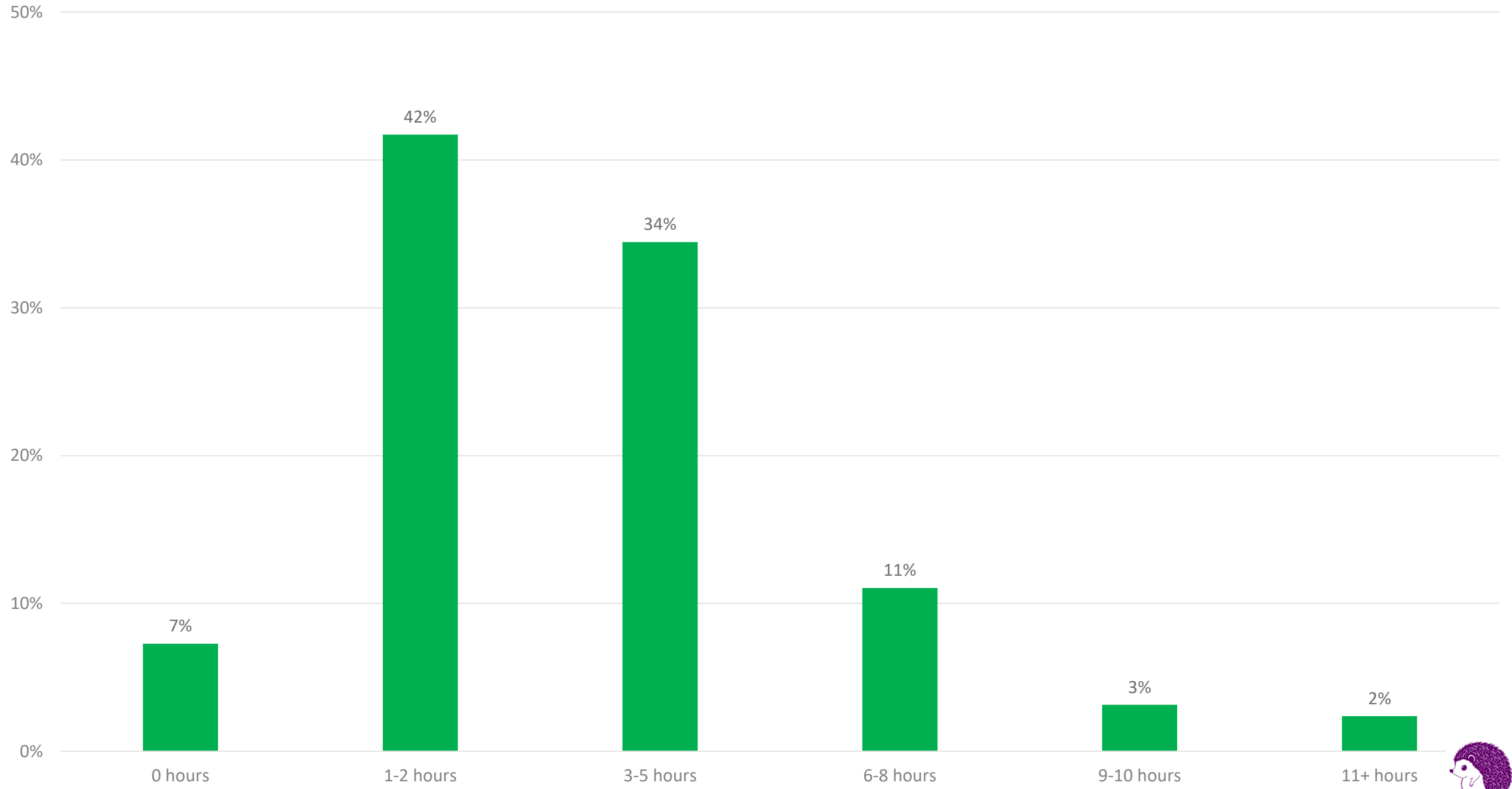
- During your last year of high school, how many hours per week, on average, did you spend
 - > Studying, doing homework, or preparing for classes?
 - > Reading for your classes?
- During your last year of high school, about how many papers of the following lengths did you write for your classes?
 - > 1-2 pages long
 - > 3-5 pages long
 - > 6 pages or more



Hours per Week - Studying, Doing Homework, or Preparing for Class



Hours per Week - Reading for Class



Paper Length	# Written During Last Year of High School
1-2 pages	25% of students wrote 2 or fewer
3-5 pages	45% of students wrote 2 or fewer
6 pages or more	42% of students wrote <i>no papers</i> of this length



Institutional Readiness – Math Confidence

- Depending on the major you choose or the courses you take, you may see math problems like those below. Do you know how to correctly answer the following problems? (% who said “Definitely yes”)

32%



Solve for x :

$$\frac{2}{5}(15 - 10x) - \frac{3}{8}(24 - 16x) = \frac{4}{3}(3x - 21)$$

53%



Solve for x :

$$-2x + 4 \geq 3$$

36%



Solve for x :

$$\left(16^{\frac{1}{2}}\right)^3 = x$$

36%



Solve for x :

$$\log_3 81 = x$$

39%



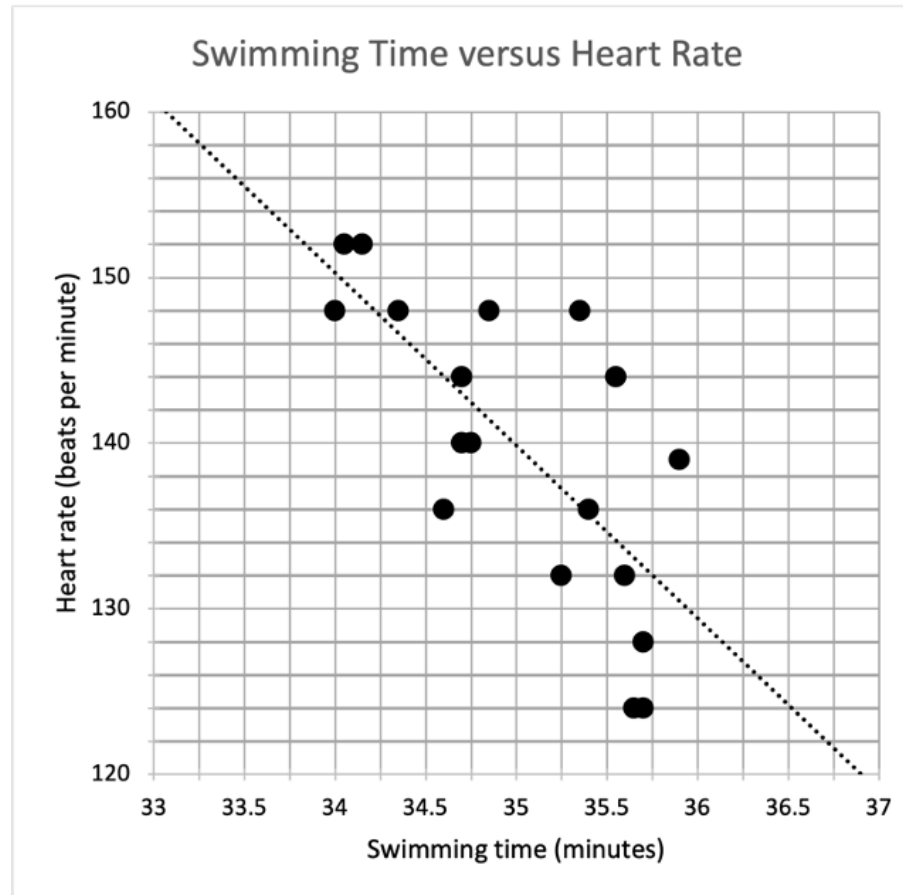
A box measures 3.12 ft in length, 0.0455 yd in width, and 7.87 inches in height. What is its volume in cubic centimeters?



Institutional Readiness – Math Confidence

39% →

Pat swam 2,000 yards a day for 18 days. The scatterplot below shows her swim time for and corresponding heart rate after each swim. It also shows the line of best fit for the data. For the swim that took 34 minutes, Pat's actual heart rate was about how many beats per minute less than the rate predicted by the line of best fit?



What supports, and what hinders, staff and faculty who aim to promote student success?



HEDS Student Success Champions Program

- Professional development program for people who are working to promote student success
 - > We don't care about your title or location in the institution's org chart
 - > We care about your commitment to student success
- The program provides community, support, and helps “agile” project management
 - > Emphasis on practical problem solving within the dynamic contexts of our institutions
- Two-year time commitment
 - > Two meetings at Wabash College and two virtual meetings each year
- Launched the program in 2022 and have added new cohorts every year
 - > To date, 56 people have participated in the program



Conversation about data

- Responses from Student Success Champions to the following prompt:

If you had a captive group of institutional leaders, what would you tell them about the things that help and/or hinder your work? What do institutional leaders not know or think about, but need to know and think about, when it comes to supporting student success?

- > There are two different data sets
- Read through the comments and discuss the following questions:
 - > What themes do you see across the comments?
 - > What surprised you?
 - > What implications do these themes have?
- We'll give you 15 minutes to read and discuss
 - > We'll randomly select tables to report out



15 minutes

Discussion at your table

What we've heard from Champions

- Student success is bigger than one person or office
 - > The problem of ownership
 - If it's everyone's responsibility, it's no one's responsibility
 - People leading initiatives may need to make changes in areas outside their scope of responsibility
 - > Need for collaboration
 - Our institutions are siloed; departments can be territorial
 - Different departments/programs may have similar goals but not communicate or work together
 - Faculty can be an asset or a hindrance
 - > How do different areas/people define student success?



What we've heard from Champions (cont.)

- Need clear communication and transparency
 - > To students, between departments, from leaders
 - > Engage people in decisions that affect their areas
- Change fatigue
 - > The constant need to adapt is exhausting
 - External forces
 - Internal pressures, including leadership changes
- Lack of funding coupled with ambitious goals
- No time for brainstorming/creative thinking
 - > Time is spent putting out fires



What we've heard from Champions (cont.)

- Technology can help, but it's not always the answer
- Exhaustion and burnout is real
 - > This work is hard
 - > Low pay/no raises, “doing more with less,” and a lack of recognition make it hard to stay motivated
 - Being given new responsibilities without training or support
 - High turnover, open/unfilled positions
 - Faculty/staff divide



Findings from Sense of Community Survey & Interviews

- Experiences that promote community at an institution:
 - > Opportunities to participate in events or activities that build community with other people at the institution
 - > Being treated fairly and with respect by staff, faculty, administrators, and students at the institution
 - > Having your ideas and concerns taken seriously by staff, faculty, administrators, and students at the institution
- Outcomes of a stronger sense of community:
 - > More likely to believe that people can be full members of the community regardless of their role on campus, race or ethnicity, gender identity, sexual orientation, religious beliefs, social class, or political beliefs
 - > More likely to feel comfortable sharing their beliefs and perspectives with others at their institution
 - > More likely to feel that they're growing professionally or as students
 - > More likely to respect other people, in various roles, at their institution
 - > More likely to believe that the community at the institution is working together to fulfill the institution's mission



Questions, thoughts, or comments?

Kathy Wise
(kathyswise@gmail.com)



Charlie Blaich
(charles.blaich@gmail.com)

Thank you for attending this workshop!



The Council of
Independent Colleges

2025 Institute for Chief Academics Officers with
Chief Student Affairs Officers and Chief Student Success Officers



Building Places of Promise:
Unlocking Student Success