A Symposium on Transforming the Foundational Postsecondary Experience

Agenda   Monday, June 12, 2023

Doubletree Asheville Biltmore
115 Hendersonville Rd, Asheville, NC 28803

GARDNER INSTITUTE

Time	Session	Location
7:00 – 8:30 am	**Registration**	Executive Tower Lobby
7:30 – 8:30 am	**Breakfast**	Burghley B
8:30 – 9:30 am	**Transforming the Foundational Postsecondary Experience: A Call to Action for All Postsecondary Educators** Drew Koch, CEO, Gardner Institute	
9:30 – 9:45 am	**Break**	
9:45 – 11:45 am	**Workshop- Part 1 (In assigned track room)** Teaching and Learning in Gateway Courses- Burghley B First Year- Vanderbilt Transfer- Stuyvesant Analytics, Assessment and Evaluation- Burghley A	
11:45 am – 12:05 pm	**Break and Lunch**	Burghley B
12:15 – 1:00 pm	**Relationship-Rich Campuses: Being Intentional about Institutional Culture and Helping Students Make Critical Connections in College** **Leo Lambert,** President Emeritus and Professor, Elon University **Isis Artze-Vega,** College Provost and Vice President for Academic Affairs, Valencia College **Peter Felten,** Executive Director, Center for Engaged Learning; Professor of History; Assistant Provost for Teaching & Learning, Elon University **Oscar Miranda Tapia,** Ph.D. Student, North Carolina State University **Amaya Gaines**, Ph.D. Student, Cornell University	
1:00 - 1:30 pm	**Break**	
1:30 - 2:15 pm	**Concurrent Sessions**	
Teaching and Learning in Gateway Courses	**Utilizing lab written HW to foster interaction between students and the learning assistants in finite mathematics** **Lakshmy Menon Narayanankutty,** Associate Teaching Professor, Center for Transformation of Teaching Mathematics, Florida International University **Francisco Reyes,** Assistant Teaching Professor, Center for Transformation of Teaching Mathematics, Florida International University	Burghley B
First Year	**Three Gen Mentoring: Connecting Alumni, Peer Mentors, & First-Year Students** **Renee Green,** Director of Leadership Development & Student Success, Campbell University	Vanderbilt

Transfer	**Supporting Completion and Transfer through Career Community Degreesareer Community Design** Cheryl Garayta, Director of Academic Quality, Lansing Community College	Stuyvesant
Analytics, Assessment, and Evaluation	**Academic Advocacy: ARISE to Support All Students** Leslie Tod, Director, Office of Academic Advocacy, University of South Florida Kim Williams, Data Manager, Office of Academic Advocacy, University of South Florida	Burghley A
2:25 - 3:10 pm	**Concurrent Sessions**	
Teaching and Learning in Gateway Courses	**Leveraging Digital Courseware as a Driver for Collaborative Course Redesign Initiatives** Megan Tesene, Assistant Vice President, Office Digital Transformation for Student Success, Association of Public and Land-grant Universities Julia Chadwick, Assistant Director, Office of Digital Transformation for Student Success, Association of Public and Land-grant Universities	Burghley B
First Year	**Composing an Anti-Racist First Year Experience: Systems and Structures** Meghan Gilbert, Associate Professor and Interim Coordinator, First Year Experience, CUNY Guttman Community College Daniel Collins, Dean of Faculty, Guttman Community College	Vanderbilt
Transfer	**Strengthening Humanities Transfer Pathways in Higher Education** Daniel Sparks, Doctoral Candidate; Senior Research Assistant, Teachers College, Columbia University Jenny Schanker, Director of Research and Institutional Practice, Michigan Community College Association	Stuyvesant
Analytics, Assessment, and Evaluation	**Leveraging Data and High-Impact Practices to Enhance Civic Engagement and Improve Student Outcomes** Amy O'Dell, Department Head, Tarleton State University Catherine Copeland, Director of the American Democracy Project, American Association of State Colleges & Universities Bolek Kabala, Instructor of Government & Town Hall Coordinator, Tarleton State University	Burghley A
3:20 - 4:05 pm	**Concurrent Sessions**	
Teaching and Learning in Gateway Courses	**The Liberal Arts Gateway Program at Austin Community College** Arun John, Associate Professor, Austin Community College Chris Berni, Professor, Composition and Literary Studies, Austin Community College Wendy Lym, Department Chair, Composition and Literary Studies, Austin Community College	Burghley B
First Year	**Achievements and Challenges in Developing a Campus-Wide Learning Framework for Student Success** Shaun Vecera, Professor & Director of University Honors Program, University of Iowa Anat Levtov, Program Manager, Learning at Iowa, University of Iowa Jessica Bowden, Doctoral Candidate & Graduate Teaching Assistant, University of Iowa	Vanderbilt

Transfer	**Transfer Student Success: Orientation to Graduation** **Nicole Guerrero Trevino**, Associate Vice President, Student Success, St. Edward's University **Kendall Swanson**, Director, Academic Counseling and Support Programs/ Disability Services, St. Edward's University	Stuyvesant
Analytics, Assessment, and Evaluation	**Mapping the Steps in NASAD Certification to a Change Management Paradigm** **Alexander Gorelik**, Ph.D., Professor of Mass Communication, Benedict College **Gina Moore**, Chairperson, Department of Communication and Arts, Benedict College	Burghley A
4:15 - 5:00 pm	**Concurrent Sessions**	
Teaching and Learning in Gateway Courses	**How to make small changes in transparency and metacognition to improve student persistence and engagement** **Katherine LaCommare**, Lecturer IV, University of Michigan - Dearborn **Judith Nesmith**, Lecturer IV, University of Michigan-Dearborn	Burghley B
First Year	**Shifting Higher-Ed Landscape and the Need for Change** **Pelin Bicen**, Associate Dean of Undergraduate Education, Suffolk University **Russell Seidle**, Associate Professor of Strategy and International Business, Suffolk University	Vanderbilt
Transfer	**The Florida Transfer Success Network: Collaboration in Action** **Michael Preston**, Executive Director, Florida Consortium of Metropolitan Research Universities **Pam Cavanaugh**, Associate Vice-Provost, University of Central Florida **Fai Howard**, Assistant Dean, Transition & Academic Growth, University of Central Florida	Stuyvesant
Analytics, Assessment, and Evaluation	**Creating Pathways to Success for Historically Underserved, Racially Minoritized, and Academically at-risk College Students** **John (Skip) Crooker**, Interim Vice Provost/ Director of Institutional Research and Effectiveness, University of Nevada, Las Vegas **Laurel Pritchard**, Vice Provost for Undergraduate Education, University of Nevada, Las Vegas **Jeffrey Orgera**, Associate Vice Provost for Student Success, University of Nevada, Las Vegas	Burghley A

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Time	Session	Location
7:30 – 8:30 am	**Breakfast**	Burghley B
8:45 - 9:30 am	**Concurrent Sessions**	
Teaching and Learning in Gateway Courses	**All History is Local: History Gateways in Practice** Annie Evans, Director of Education and Outreach, University of Richmond Amy Powers, Professor of History, Waubonsee Community College	Burghley B
First Year	**Reversing Equity Gaps in the First-Year: The Success of a Pre-College Program** Tony Scinta, Executive Vice Provost, Nevada State College Sandip Thanki, Associate Vice Provost of Institutional Effectiveness, Nevada State College Gregory Robinson, Vice Provost for Student Success, Nevada State College	Vanderbilt
Transfer	**The Transfer Year Experience at the Research University** Steven Girardot, Vice Provost for Undergraduate Education, Georgia Institute of Technology John Stein, Associate Vice President for Student Life & Brandt-Fritz Dean of Students Chair, Georgia Institute of Technology	Stuyvesant
Analytics, Assessment, and Evaluation	**From Piecemeal to Comprehensive – a Planning Guide for Strategic Program Development** Kate Szur, Assistant Dean for Student Success and Retention, John Jay College	Burghley A
9:45 - 10:30 am	**Concurrent Sessions**	
Teaching and Learning in Gateway Courses	**Significant Change: Supporting Instructors Teaching Gateway STEM Courses Across Institutions** Taimi Olsen, Executive Director-Office of Teaching Effectiveness and Innovation, Clemson University Bridget Trogden, Associate Dean Undergraduate Studies, Clemson University	Burghley B
First Year	**Centering the Student Voice: Empowering First Years through Self-Accountability, Self-Assessment, and Self-Awareness** KC Clemens, Associate Instructor, Lees-McRae College Sue McGuire, Associate Instructor, Director of FYS, Lees-McRae College	Vanderbilt

Transfer	**Perceived Barriers to Enrollment for Incoming Transfer Students at a Large, 4-yr Institution** Lauren Ibarra, Director, Transfer Initiatives, Texas State University	Stuyvesant
Analytics, Assessment, and Evaluation	**Time with Workshop Leaders** **Brent Drake,** Senior Vice President for Operations and Research **Ethan Campbell,** Assistant Director of Technology, Informatics, and Data Security **Rob Rodier,** Director of Technology, Informatics, and Data Security **Brandon Smith,** Associate Vice President	Burghley A
10:30 - 10:45 am	**Break**	
10:45 am - 1:45 pm	**Workshop- Part 2** **Lunch in workshop room**	
2:00 - 3:00 pm	**Closing Session**	Burghley B

▶ Plenary

Transforming the Foundational Postsecondary Experience: A Call to Action for All Postsecondary Educators

Drew Koch, CEO Gardner Institute

In his plenary address, Drew Koch will make the case for why we must examine and intentionally redesign both the first and the second year of the college experience if we are to truly concerned about equitable outcomes and genuinely want to transform higher education so that every student can graduate. The session will share emerging sources of evidence to support the call of action and frame the work that Symposium participants will do in the sessions that follow.

Relationship-Rich Campuses: Being Intentional about Institutional Culture and Helping Students Make Critical Connections in College

Leo Lambert, President Emeritus and Professor, Elon University

Isis Artze-Vega, College Provost and Vice President for Academic Affairs, Valencia College

Peter Felten, Executive Director, Center for Engaged Learning; Professor of History; Assistant Provost for Teaching & Learning, Elon University

Oscar Miranda Tapia, Ph.D. Student, North Carolina State University

In Relationship-Rich Education: How Human Connections Drive Success in College (Felten and Lambert, Johns Hopkins University Press, 2020), the authors aim help institutional leaders (faculty, staff, administrators, and others) think about the important of re-centering the importance of human relationships on campus, because decades research tell us relationships are critical to learning, student persistence, identity development, and well-being, both in college and after graduation. Being intentional about cultivating the relationship-rich campus is crucial, and the grassroots leadership of all faculty and staff can shape institutional culture powerfully in this regard. This is especially important following the pandemic and with concerns about student mental health on a dramatic rise.

Students are also critical actors in creating relationship-rich campuses, but they must be empowered with the strategies to form meaningful relationships with faculty, staff and peers. This is often intimidating for new students, and particularly for a rising new majority of students who are first-generation, students of color, part-time, or otherwise experience that they are at the margins of campus life. To assist students in building constellations of purposeful relationships, Felten, Lambert, Artze-Vega, and Miranda-Tapia, have recently completed a new book, Connections Are Everything: A College Student's Guide to Relationship-Rich Education (Johns Hopkins University Press, 2023), the electronic version of which will be available free on Project Muse thanks to a generous grant from the Gardner Institute.

In this plenary session, the authors of Connections Are Everything will be joined by Amaya Gaines, a 2023 alumna of Elon University, to examine 1) elements of relationship-focused culture that every member of a campus community can help strengthen with intentionality; and 2) the imperative to make transparent to students why relationships in college with faculty, staff, and peers matter so much and how they can develop the agency to cultivate these relationships as one of the most important outcomes of undergraduate education.

Teaching and Learning in Gateway Courses
Session Abstracts- June 12, 2023

1:30 - 2:15 pm	**Utilizing lab written HW to foster interaction between students and the learning assistants in finite mathematics.** Lakshmy Menon Narayanankutty, Associate Teaching Professor, Center for Transformation of Teaching Mathematics, Florida International University Francisco Reyes, Assistant Teaching Professor, Center for Transformation of Teaching Mathematics, Florida International University Students in non-STEM tracks tend to have anxiety about their mathematics classes and a lack of confidence in their mathematical skills. At FIU, we integrated Lab Written HW into Finite Math to provide an opportunity for students to interact with peer learning assistants who had recently taken the course. The primary goal for these interactions was to help students gain confidence in their ability to learn math and ultimately achieve greater success in the course.
2:25 - 3:10 pm	**Leveraging Digital Courseware as a Driver for Collaborative Course Redesign Initiatives** Megan Tesene, Assistant Vice President, Office Digital Transformation for Student Success, Association of Public and Land-grant Universities Julia Chadwick, Assistant Director, Office of Digital Transformation for Student Success, Association of Public and Land-grant Universities Educational technologies like digital courseware can help drive course redesign efforts in gateway courses, improving the quality of teaching and learning for faculty and students. In this session, higher education experts from APLU will share lessons from previous grant work, highlighting the strategies and practices employed by university exemplars to cultivate faculty buy-in, build relationships among campus stakeholders, and support departmental-level efforts to adopt new technologies and implement quality pedagogy in gateway courses at scale.
3:20 - 4:05 pm	**The Liberal Arts Gateway Program at Austin Community College** Arun John, Associate Professor, Austin Community College Chris Berni, Professor, Composition and Literary Studies, Austin Community College Wendy Lym, Department Chair, Composition and Literary Studies, Austin Community College To revitalize the teaching of liberal arts and improve outcomes in gateway courses, motivated faculty and a dean at Austin Community College formed the Liberal Arts Gateway (LAG)—an incubator for curricular innovation that increased student engagement and retention. Two years out, LAG Composition I courses outpace traditional composition courses in student success and engagement, particularly for students of color.
4:15 - 5:00 pm	**How to make small changes in transparency and metacognition to improve student persistence and engagement** Katherine LaCommare, Lecturer IV, University of Michigan - Dearborn Judith Nesmith, Lecturer IV, University of Michigan-Dearborn In this workshop, we will describe small changes that we made to an introductory biology class that improved student persistence, increased student understanding and increased student engagement. We use transparency and active-learning strategies that entwine peer-instruction and metacognition into our introductory biology course. We will share examples of our activities and assignments and participants will be given opportunities to workshop classroom activities and assignments that are transparent, embed metacognition, and provide opportunities for peer-instruction.

8:45 - 9:30 am	**All History is Local: History Gateways in Practice** Annie Evans, Director of Education and Outreach, University of Richmond This session is a collaboration between New American History and Waubonsee Community College, inspired by "Many Thousands Failed," and the Gardner Institute's "Socially Just Design" sessions to illustrate the power of engaging and inclusive teaching. Blending digital humanities with local history allows every student to see themselves in the historical narrative. Learn how one instructor achieves this with her FYE students using digital tools including Bunk and American Panorama.
9:45 - 10:30 am	**Significant Change: Supporting Instructors Teaching Gateway STEM Courses Across Institutions** Taimi Olsen, Executive Director-Office of Teaching Effectiveness and Innovation, Clemson University Instructors are an often overlooked resource for improving gateway course student success, especially when examining the pathways for students who begin a baccalaureate degree path at a community, technical, or two-year college. Rather than focusing on student deficits, we choose to focus on instructor assets. We designed a semester-long STEM Design and Faculty Learning Community to support learning and pedagogical activities for a blended group of instructors teaching courses across two-year and four-year partner institutions.

1:30 - 2:15 pm	**Three Gen Mentoring: Connecting Alumni, Peer Mentors, & First-Year Students** **Renee Green,** Director of Leadership Development & Student Success, Campbell University This session introduces the execution and benefits of connecting first-year students, Peer Mentors, and Alumni Mentors in a structured relationship from day one. We will discuss: Research regarding the effectiveness and benefits of both peer mentoring and professional/alumni mentoring; quantitative and qualitative results impacting retention and engagement; and experience over the past 12 years and the way the program has grown in curriculum and impact over the past three years.
2:25 - 3:10 pm	**Composing an Anti-Racist First Year Experience: Systems and Structures** **Meghan Gilbert,** Associate Professor and Interim Coordinator, First Year Experience, CUNY Guttman Community College **Daniel Collins,** Dean of Faculty, Guttman Community College This panel addresses ongoing changes to our Composition and broader First Year Programs at Guttman Community College, changes grounded in anti-racist pedagogy and theory, as well as the scholarship and activism of linguistic justice.
3:20 - 4:05 pm	**Achievements and Challenges in Developing a Campus-Wide Learning Framework for Student Success** **Shaun Vecera,** Professor & Director of University Honors Program, University of Iowa **Anat Levtov,** Program Manager, Learning at Iowa, University of Iowa **Jessica Bowden,** Doctoral Candidate & Graduate Teaching Assistant, University of Iowa The Learning at Iowa project at the University of Iowa is a campus-wide learning framework that supports student learning with content from cognitive science. The project involves several campus partners (e.g., instructors, advisors, students) across a variety of contexts (e.g., classrooms, advising, residence halls). Across these settings, the project provides training and resources to promote consistent, evidence-based messaging about effective learning. The presentation will include examples of Learning at Iowa materials and initial qualitative assessment.
4:15 - 5:00 pm	**Shifting Higher-Ed Landscape and the Need for Change** **Pelin Bicen,** Associate Dean of Undergraduate Education, Suffolk University **Russell Seidle,** Associate Professor of Strategy and International Business, Suffolk University This session focuses providing highlights from a recent curriculum study that aims to help students construct a strong educational foundation, excitement, and the desire to solve complex global and societal challenges (e.g., climate change, rising inequalities, international isolationism, the emergence of new media platforms with their attendant challenges) – all while learning ethical leadership qualities to lead the successful organizations of the future.

8:45 - 9:30 am	**Reversing Equity Gaps in the First-Year: The Success of a Pre-College Program** **Tony Scinta,** Executive Vice Provost, Nevada State College **Sandip Thanki,** Associate Vice Provost of Institutional Effectiveness, Nevada State College **Gregory Robinson,** Vice Provost for Student Success, Nevada State College In three of the previous four years, the success rates of our first-generation and diverse students have eclipsed those of traditional comparison groups. This presentation will review several efforts that have contributed to this outcome, with a specific focus on a concurrent enrollment program that delivers college gateway courses to a high school population. We will discuss key strategies that have helped us flip conventional equity gaps, as well as lessons learned along the way.
9:45 - 10:30 am	**Centering the Student Voice: Empowering First Years through Self-Accountability, Self-Assessment, and Self-Awareness** **KC Clemens,** Associate Instructor, Lees-McRae College **Sue McGuire,** Associate Instructor, Director of FYS, Lees-McRae College **Bri DiBacco,** Instructor for Foundations Reading/Writing, Director of the Ratchford Writing Center, Lees-McRae College This panel explores practices that encourage First Year students to succeed by instilling self-accountability, self-assessment, and self-awareness. Prof. McGuire will discuss self-accountability through lessons on learning modalities, Prof. Clemens will offer strategies for allowing students to self-assess, and Prof. DiBacco will review classroom techniques on self-awareness.

1:30 - 2:15 pm	**Supporting Completion and Transfer through Career Community Degreesareer Community Design** **Cheryl Garayta,** Director of Academic Quality, Lansing Community College This session describes the process Lansing Community College is implementing to redesign all degree pathways, moving from a list of over 200 Associate degrees and certificates to a set of 16 Career Community pathways. The redesign touches every academic program and involves a redesign of College processes, including transfer articulation. The session includes examples of new degree pathways and revised program webpages along with a discussion of lessons learned throughout the design and implementation process.
2:25 - 3:10 pm	**Strengthening Humanities Transfer Pathways in Higher Education** **Daniel Sparks,** Doctoral Candidate; Senior Research Assistant, Teachers College, Columbia University **Jenny Schanker,** Director of Research and Institutional Practice, Michigan Community College Association Community colleges are often overlooked in broader discussions of the role of humanities in higher education and what institutions can do to increase access to and enrollment in humanities' fields. We use administrative data from Michigan to describe trends in community college student course enrollments, transfer, and bachelor's degree completion across humanities' fields. We also summarize findings from interviews with faculty, staff, and students to highlight promising approaches to strengthening humanities' transfer outcomes.
3:20 - 4:05 pm	**Transfer Student Success: Orientation to Graduation** **Nicole Guerrero Trevino,** Associate Vice President, Student Success, St. Edward's University **Kendall Swanson,** Director, Academic Counseling and Support Programs/ Disability Services, St. Edward's University Research has shown that students face a wide range of challenges when they transfer from one university to another. This transition can impact student success and persistence rates. At a tuition-driven institution, lower persistence rates impact the university's budget. In addition to the financial implications, universities have an obligation to support students from entry through graduation.
4:15 - 5:00 pm	**The Florida Transfer Success Network: Collaboration in Action** **Michael Preston,** Executive Director, Florida Consortium of Metropolitan Research Universities **Pam Cavanaugh,** Associate Vice-Provost, University of Central Florida **Fai Howard,** Assistant Dean, Transition & Academic Growth, University of Central Florida The Florida Transfer Success Network, formed in 2018, is dedicated to exploring data driven practices that assist transfer students make the transition from their community college to the university smooth. This session will focus on the current results of our four-year transfer success project. Through collaborative technology development, expanding academic coaching, and data driven interventions we believe that if four years are good enough for FTIC's then that should work for transfer students too.

Transfer
Session Abstracts- June 13, 2023

8:45 - 9:30 am	**The Transfer Year Experience at the Research University** **Steven Girardot,** Vice Provost for Undergraduate Education, Georgia Institute of Technology **John Stein,** Associate Vice President for Student Life & Brandt-Fritz Dean of Students Chair, Georgia Institute of Technology The Transfer Year Experience at research universities is often decentralized, starting with the admission process and then moving through orientation, academic support and advising, and progression into the major. As a result, transfer students often report challenges with their transition, particularly when they come from 2-year colleges.
9:45 - 10:30 am	**Perceived Barriers to Enrollment for Incoming Transfer Students at a Large, 4-yr Institution** **Lauren Ibarra,** Director, Transfer Initiatives, Texas State University This presentation considers the perceived barriers to enrollment for transfer students who were admitted to and attended new student orientation at a large, public 4-year institution in Texas. The presenter distributed a survey to the 11% of students who did not enroll for classes for their semester of entry, and 46 students shared their experiences or rationales. Respondents representing a variety of majors reported that course availability, financial difficulties, and housing presented barriers to their enrollment. These barriers are explored through the lens of university services and affordability and housing barriers in the Central Texas area where the university is located.

1:30 - 2:15 pm	### Academic Advocacy: ARISE to Support All Students **Leslie Tod,** Director, Office of Academic Advocacy, University of South Florida **Kim Williams,** Data Manager, Office of Academic Advocacy, University of South Florida Academic Advocacy is the extra level of care that makes the difference between providing a service and engaging the right students with the service. The Academic Advocacy approach strengthened their institution's drive to close the achievement gap with a 5-step ARISE model of engaging students. ARISE is the acronym for Assess, Relate, Inform, Situate, and Educate. This practice can be adopted for all institutional sizes and structure in support of their student success efforts.
2:25 - 3:10 pm	### Leveraging Data and High-Impact Practices to Enhance Civic Engagement and Improve Student Outcomes **Amy O'Dell,** Department Head, Tarleton State University **Bolek Kabala,** Instructor of Government & Town Hall Coordinator, Tarleton State University By leveraging integrated collaborations that span institutional domains, the American Democracy Project (ADP) highlights campuses' best practices and encourages institutional leaders to discuss civic engagement data and how to evaluate a campus's efforts to create a comprehensive civic engagement footprint. An ADP partner, Tarleton State University has used data from its Town Hall project to increase funding, obtain resources, and support a four-fold program expansion, improving outcomes for over 1000 students each semester.
3:20 - 4:05 pm	### Mapping the Steps in NASAD Certification to a Change Management Paradigm **Alexander Gorelik,** Ph.D., Professor of Mass Communication, Benedict College **Gina Moore,** Chairperson, Department of Communication and Arts, Benedict College Faced with challenges in their operating environment, liberal arts institutions acquire professional accreditations for their academic departments, seeking to increase the employability of graduates and boost the program's prestige and student draw. These initiatives force institutional change in both the structural and employee aspects. The session maps the steps in receiving academic program professional accreditation onto the industry standard ADCAR™ change management model and describes the application of change management techniques in the program-wide assessment-based quality improvement process.
4:15 - 5:00 pm	### Creating Pathways to Success for Historically Underserved, Racially Minoritized, and Academically at-risk College Students **John (Skip) Crooker,** Interim Vice Provost/ Director of Institutional Research and Effectiveness, University of Nevada, Las Vegas **Laurel Pritchard,** Vice Provost for Undergraduate Education, University of Nevada, Las Vegas **Jeffrey Orgera,** Associate Vice Provost for Student Success, University of Nevada, Las Vegas Through holistic approaches to providing proactive support, the student success initiatives of first-year college mentors (FYCMs) and Student Outreach Specialists (SOS) programs at UNLV aim at enriching the student experience and promoting student success for historically underserved, racially minoritized, and academically at-risk college students. This proposal evaluates the effects of these recently implemented student success initiatives on a host of student success metrics measured by retention, gateway course outcomes, institutional GPA, and graduation rates.

8:45 - 9:30 am	**From Piecemeal to Comprehensive – a Planning Guide for Strategic Program Development** **Kate Szur,** Assistant Dean for Student Success and Retention, John Jay College "You want us to do that too?" At a time when resources are limited and student needs are plentiful, faculty and staff supporting student success can feel that there is a list of never-ending priorities being added to their core functions. This interactive workshop will share a blueprint for developing a comprehensive student success program by combining existing institutional initiatives and smaller, focused programs funded by private and public grants.
9:45 - 10:30 am	**Time with Workshop Leaders** Brent Drake and Team