Beyond MU – Building a Culture of Student Success

Dr. John Su, Vice Provost for Academic Affairs and Student Success

Mr. Andrew Hirsh, Ed ’21, Graduate Assistant for Assessment, M. Ed. Student
Goals of student success

• Support undergraduate retention, graduation, and first destination outcomes

• Target to increase six-year graduation rate to 90% and year 1-2 retention rate to 94%.
Why Student Success?

- Catholic, Jesuit mission
- Diversity, Equity, and Inclusion
- Synergy among campus strategic efforts (e.g., wellness)
How are we doing?

- Marquette: +9
- UW-Madison: +5
- Villanova: +5
- Loyola Chicago: +4
- St. Louis University: +1
- Creighton: +0
- Notre Dame: +0
- Boston College: -2
- Georgetown: -2
- UWM: -9
“Colleges where low-income students get the highest ROI”

- Marquette ranks #50 in the country
- Source: https://cew.georgetown.edu/cew-reports/lowincome/
### Student success gaps at Marquette

#### Demographics

<table>
<thead>
<tr>
<th>Category</th>
<th>Overall</th>
<th>81.4%</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Generation</td>
<td>75.7%</td>
<td></td>
</tr>
<tr>
<td>Not First Generation</td>
<td>82.9%</td>
<td></td>
</tr>
<tr>
<td>Amer Ind/Al Native</td>
<td>33.9%</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>87.2%</td>
<td></td>
</tr>
<tr>
<td>Black or A/T American</td>
<td>67.9%</td>
<td></td>
</tr>
<tr>
<td>Hispanic Latino</td>
<td>79.3%</td>
<td></td>
</tr>
<tr>
<td>International</td>
<td>83.5%</td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian or</td>
<td>100.0%</td>
<td></td>
</tr>
<tr>
<td>Two or More Races</td>
<td>80.0%</td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td>83.0%</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>83.0%</td>
<td></td>
</tr>
<tr>
<td>Females</td>
<td>84.5%</td>
<td></td>
</tr>
<tr>
<td>Males</td>
<td>77.2%</td>
<td></td>
</tr>
<tr>
<td>Not Pell Recipient</td>
<td>83.1%</td>
<td></td>
</tr>
<tr>
<td>Pell Recipient</td>
<td>73.2%</td>
<td></td>
</tr>
<tr>
<td>Commuter</td>
<td>67.0%</td>
<td></td>
</tr>
<tr>
<td>Not Commuter</td>
<td>82.1%</td>
<td></td>
</tr>
<tr>
<td>Test Optional Status n.</td>
<td>81.4%</td>
<td></td>
</tr>
</tbody>
</table>

#### High School GPA, ACT Score and Credit Hour Groups

<table>
<thead>
<tr>
<th>GPA Group</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt; 27 ACT</td>
<td>96.2%</td>
</tr>
<tr>
<td>25 to 27 ACT</td>
<td>80.5%</td>
</tr>
<tr>
<td>21 to 24 ACT</td>
<td>70.0%</td>
</tr>
<tr>
<td>&lt; 21 ACT</td>
<td>86.7%</td>
</tr>
<tr>
<td>No ACT Score</td>
<td>73.4%</td>
</tr>
<tr>
<td>18+ Credits</td>
<td>86.8%</td>
</tr>
<tr>
<td>17 Credits</td>
<td>84.1%</td>
</tr>
<tr>
<td>16 Credits</td>
<td>63.4%</td>
</tr>
<tr>
<td>15 Credits</td>
<td>82.4%</td>
</tr>
<tr>
<td>12 - 14 Credits</td>
<td>76.3%</td>
</tr>
<tr>
<td>&lt; 12 Credits</td>
<td>75.0%</td>
</tr>
<tr>
<td>GPA group not available</td>
<td></td>
</tr>
</tbody>
</table>
What is our vision?

• “From First Day to First Destination”
• Culture of mentorship and engagement
• Retention focus
What is our strategy?

- Communication
  - Navigation
  - Academic Engagement Network
- Community
  - Peer mentoring
- Classroom
  - High-DFW Courses
  - Inclusive pedagogy
Lemonis Center for Student Success

Academic “first stop”/“start here”:

- Academic advocates
- Support academic progression (tutoring, coaching, career)
- Hub connecting to broader campus support network
Serving the whole person

- Academic coaching
- Tutoring/learning communities
- Career/professional formation
- Experiential learning
- Library research support
- Student Development
- Student Organizations
- Center for Engagement and Inclusion
- Community Service
- Campus Ministry
- Recreation Center
- Student Counseling Services
- Student Prevention Services
- Student Medical Clinic
- Bursar
- Financial Aid
- Registrar
- Student Employment
- Marquette Central
- Wellness (2024?)
- Student Life (Union)
- Student Success Center
- Student Counseling Services
- Student Prevention Services
- Student Medical Clinic
- Academic coaching
- Tutoring/learning communities
- Career/professional formation
- Experiential learning
- Library research support
- BE THE DIFFERENCE
- Student Counseling Services
- Student Prevention Services
- Student Medical Clinic
- Academic coaching
- Tutoring/learning communities
- Career/professional formation
- Experiential learning
- Library research support
- BE THE DIFFERENCE
Where are we?

- **Spring 2021**: Definition/Data
- **Summer 2021**: Pilot planning
- **Fall 2021**: Implementation
- **Spring 2022**: Assessment/strategy
Student-Led Research

• Spring 2022 Team (8 Students, 4 Staff/Faculty)
  • Main objective: make recommendations for improved Student Success Website and communication of resources
  • 8 students & 4 faculty/staff
    • Diverse majors, social identities, residential status, transfer status, etc.

• Main Steps
  • Research peer institutions
  • Engage in interviews with students, faculty, and staff
  • Share experiences and converse with each other
Summary of Student Recommendations

• Accessibility of the website
  • Links, chat function/help button, going beyond academics

• Financial support
  • Scholarships, financial literacy skills, approachability

• Safe spaces
  • Hurdles to access, campus climate, welcoming spaces for marginalized identity groups

• Mental health
  • Increased counseling staff, boost duration of support, "normalize asking for help"
Thriving academically, socially, and in overall health and wellness through supportive programming and peers.

Having resources that are accessible for students to do well in and out the classroom.

Providing resources to students to help them in and outside of the classrooms which ensures the progression of students.

Centering the voices of students who are often overlooked so that they find a sense of belonging on campus. Marquette is not just for people who fit a particular image or stereotype, and there should be a concentrated effort to provide space for those who don't feel they fit the picture of a Marquette student.

An academic scholar is achieving greatness in their studies, but more importantly is well-rounded in their co-curricular, jobs, and utilizing different resources for their benefit.

Students feel confident that they have a solid social and academic support group throughout their college experience and feel like they have the resources to strive to the goal they want to achieve.
Spotlight on key student success initiatives

PEER MENTORING

EXPERIENTIAL LEARNING

RESIDENCE HALL

STAFFING SUPPORT
Peer mentoring

- Learning communities = academic success
- Extending Orientation
- Building future networks
Experiential learning: from labs to documentaries

- Meaningful engagement = academic success
Residence life and academic success

Student Success Rates of Commuters vs Non-Commuters

<table>
<thead>
<tr>
<th>Rate</th>
<th>1st to 2nd Year Retention</th>
<th>1st to 3rd Year Retention</th>
<th>1st to 4th Year Retention</th>
<th>6-year Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Commuter</td>
<td>89%</td>
<td>85%</td>
<td>82%</td>
<td>83%</td>
</tr>
<tr>
<td>Commuter</td>
<td>84%</td>
<td>78%</td>
<td>72%</td>
<td>71%</td>
</tr>
</tbody>
</table>

% Commuters in First-Year Class

- Fall 2012: 4%
- Fall 2013: 4%
- Fall 2014: 4%
- Fall 2015: 5%
- Fall 2016: 5%
- Fall 2017: 5%
- Fall 2018: 7%
- Fall 2019: 8%
- Fall 2020: 9%
- Fall 2021: 11%
People change lives

RISE
Student Educational Services
Urban Scholars
Educational Opportunity Program
Career Services

Supporting faculty/staff mentors
QUESTIONS???

“Silos” vs. “Centers of Excellence”—How do we coordinate across campus?

How do we deepen our culture of mentorship and engagement?

How do we utilize the creativity and expertise of students to enhance student success?
TIME TO RISE
THE MARQUETTE PROMISE TO BE THE DIFFERENCE
MARPQUETTE UNIVERSITY