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See: <http://msutoday.msu.edu/feature/2017/spartan-success-stories>

STUDENT SUCCESS ANNUAL REPORT

2017-2018

Michigan State University's Student Success Initiative is a key strategic focus that impacts every aspect of the university, including curriculum, teaching and learning, advising, policy and processes, research and scholarship, student support, and the residential experience.



MICHIGAN STATE
UNIVERSITY

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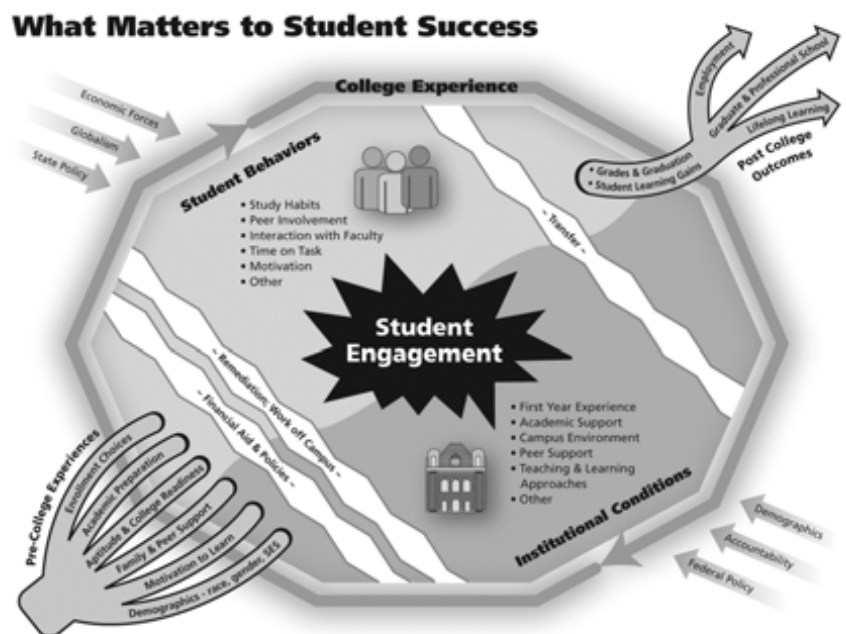
Student Success Literature And Guiding Frameworks

Student Success initiatives at MSU are grounded in, and continually refined by, educational literature, research and data.

MSU has been engaged in student success efforts for many years within colleges, the Provost's Office, and throughout student support service units. With the creation of the MSU Neighborhoods, we have continued to refine our campus-wide approaches with the aim of creating a precise MSU definition of student success, developing a campus-wide coalition to improve our ability to help students succeed, and a focus on closing the opportunity gaps in student success among various sub-groups of students. The Student Success Steering Committee, the Senior Staff of the Associate Provost for Undergraduate Education, and the Neighborhoods Leadership Learning Community (which includes Student Affairs and Services and Residence Education and Housing Services) regularly review the literature and discuss evidence-based practices to guide our programs and initiatives ([see the References](#) at the end of this report, prior to Appendices). We attempt to enact these practices, tweaking them to meet the needs of our MSU community specifically. This student success report attempts to highlight some of our more recent activities and we have many longstanding programs on campus that add to a more comprehensive picture of "student success" at MSU ([see MSU Student Success ecosystem diagram](#)).

We are currently reviewing three major frameworks (Cuseo, 2007; Gates Co:Lab, 2018; Kuh, Kinzie, Buckley, Bridges & Hayek, 2006) that provide some guidance on evidence-based practices for student success to further organize our campus efforts. According to Cuseo (2007), the areas of student success most frequently cited are: student retention/persistence, educational attainment, academic achievement/student learning, time to degree, holistic development (intellectual, emotional, social, ethical, physical, and spiritual). In addition, Cuseo (2007) indicates that the most potent processes of student success include: personal validation/sense of belonging, self-efficacy, sense of purpose, active involvement, reflective thinking, social integration and self-awareness. Cuseo (2007) urges readers to *identify positive outcomes that represent concrete indicators of student success*.

According to Kuh et al. (2006), in Review of the Literature for the National Symposium for Post-Secondary Success, student success is defined as academic achievement, engagement in educationally purposeful activities, satisfaction, acquisition of desired knowledge, skills and competencies, persistence, attainment of educational objectives, and post-college performance. A diagram of student success centers student engagement and identifies the institutional context, and other environment factors (e.g. state policy) as part of environment that influences student success efforts from high school through to career or advanced degree attainment (diagram from page 8 of the report). Finally, Kuh (2008) has also identified a set of "high impact practices" that are beneficial for students of many backgrounds including: first-year seminars and experiences, common intellectual experiences, learning communities, writing intensive courses, undergraduate research, diversity/global learning, service learning, internships and capstone courses/projects. Many of these practices are part of the core functions of Undergraduate Education and Neighborhoods initiatives, programs and activities.



What Matters to Student Success, from Kuh et al. (2006)

Student Success Literature And Guiding Frameworks

University Innovation Alliance Areas of Focus

1

PREDICTIVE ANALYTICS AND DATA DRIVEN INTERVENTIONS. Corporations have long mined data to predict and influence customer decisions. Universities are now adapting this technology to gather data on students and use the data to keep students on track to graduation.

2

ADAPTIVE LEARNING. This computer-based instruction that adapts on the fly to learners' need, using software that learns from users' interaction. Researchers and major foundations believe adaptive learning has tremendous potential to increase student success, decrease time-to-degree and restrain costs.

3

FINANCIAL INTERVENTIONS. These strategies include grants to supplement state and federal aid, financial literacy education and just-in-time grants to prevent students from dropping out.

4

PRE-COLLEGE (UNIVERSITY) OR BRIDGE PROGRAMS. Such strategies teach out to students and their families as early as middle school to encourage and prepare them to attend college. They also include initiative for students enrolled in community college and associate's degree programs to ensure their success as university transfer students.

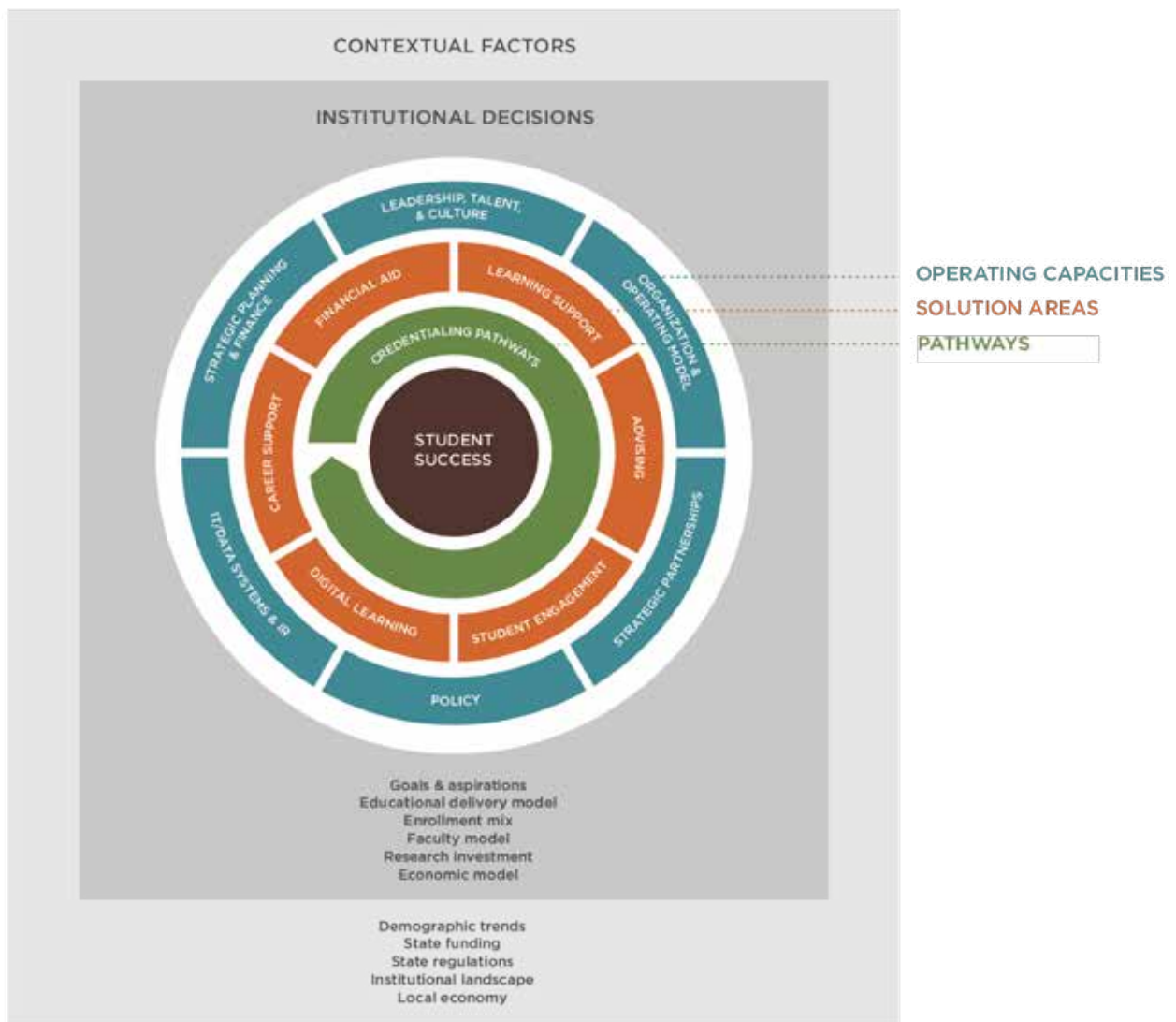
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TARGETED STUDENT SUPPORTS. Interventions of this kind reach out to specific subgroups of students with programs finely articulated to meet needs identified by analyzing large data sets an institution assembles over time.

Since September 2014, MSU has been a part of the University Innovation Alliance (UIA). (More information about the UIA can be found on [page 8](#)) The University Innovation Alliance has been focusing on five evidenced-based areas of policy and practice that stem from successful practices at Arizona State University, Georgia State University and the University of Florida: 1.) Predictive Analytics and Data Driven Interventions 2.) Adaptive Learning, 3.) Financial Interventions, 4.) Pre-College or Bridge Programs, and 5.) Targeted student success supports that reach out to specific sub-groups of students. In addition, we learned through a conversation Florida State University's leadership that they credit closing their opportunity gaps around race/ethnicity on several initiatives: a credit momentum (15 credits in 4 years) campaign, their CARE program, and through student success steering meetings every two weeks for 16 years with the 20 most relevant offices. They also tracked their efforts across various student retention points pre-college through graduation.

Our goal is to continue engaging stakeholders from the MSU community (faculty, staff, administrators, and students) to develop a clear and comprehensive vision, mission, values and goals for student success at MSU based on aspects of these frameworks. Over the past several years, Dr. Kristen Renn has been part of a working team with the Gates Foundation Postsecondary Success Team, Co:Lab (2018). Jennifer Wells (Senior Program Officer, Gates Postsecondary Success) and Alexander Nicholas (Program Officer, Gates Postsecondary Success), write that a key challenge before us as a community *"is how do we align around a shared approach to transform higher education models for colleges and universities so that more students – especially low-income, students of color and first-generation students – graduate at higher rates, with high-quality degrees or certificates at an affordable price"*.

Student Success Literature And Guiding Frameworks



The Gates Co:Lab (2018) has been developing a framework and Institutional Transformation Assessment for student success in consultation with higher education experts and the three case study institutions (Arizona State University, Georgia State University and the University of Central Florida), to identify key elements of a transformation to serve a larger, more diverse student base with high quality education at an affordable cost to the student. The framework attends to:

- **Contextual Factors:** challenges and opportunities outside the present leadership's control.
- **Institutional Decisions:** purposeful choices within the institution's control, setting the stage for pursuing transformation.
- **Operating Capacities:** institutional mobilization to effectively serve a larger, more diverse student base. (policy; strategic partnerships; IT/Data systems; strategic planning and finance; leadership, talent and culture; organizational and operational model)
- **Solution Areas:** ways in which the institution attempts to improve student outcomes. (Financial Aid, learning support, advising, student engagement, digital learning, career support)
- **Pathways:** the institution's ability to help students see a clear route to a meaningful credential (and a career) and then support students to keep them on that path to success.

Student Success Literature And Guiding Frameworks



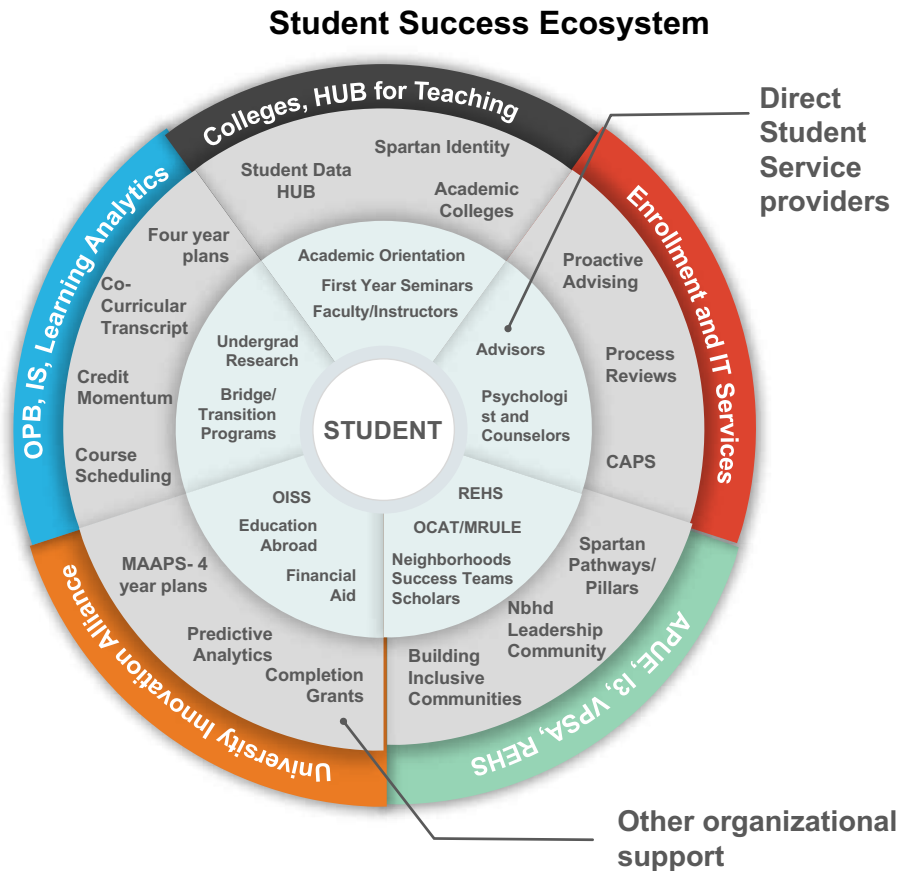
Student Success Vision

Support Learning and Persistence

Increase Graduation Rates

Decrease time and cost of degree

Close opportunity gaps



Student Success Ecosystem

This framework aligns with MSU's collaborative efforts in the University Innovation Alliance and with our own campus ecosystem for student success, as represented for the Student Success Summit in this diagram. This report provides examples of campus initiatives focused on student success. This year we defined a set of themes and organization work streams through which we prioritized our efforts ([see Workstreams section](#)). Some of the highlights of this year's efforts that directly connect with the evidence-based strategies described above include: the Go Green, Go 15 Campaign; retention and completion grants in collaboration with the other UIA institutions; using the Student Success Dashboard (predictive analytics) to engage in student outreach via the Neighborhood Success teams and college advisors (particularly between AOP in the summer and open enrollment in April where students have an explicit need to see an advisor); creating an advising fellows program to support our proactive advising initiative; the undergraduate research Emerging Scholars program and reviewing academic policies and practices with an empathetic, student-centered approach.

We continue to refine our approach and are working with campus partners to create a robust campus engagement strategy. This summer we are engaging in a series of conversations to better align our visions, goals/objectives, key student success performance indicators, workstreams, meetings, project management techniques, and our engagement strategies. We welcome your input and expertise!

Vision

MSU is committed to support the ongoing learning and persistence of its students, and the belief that all undergraduate students can graduate.

We are committed to helping our students reduce their time and cost of degree as they navigate the right academic path, grow their knowledge, pursue their passion, and discover their purpose.

MSU aims to increase our overall graduation rate to 82% by 2020. As a part of achieving this goal, we are focused on closing opportunity gaps for lower-income, first-generation, and underrepresented minority student populations.

MSU aspires to create a national model for students to be successful.



Increase Graduation Rates & Close Opportunity Gaps



Building Inclusive
Communities



Go Green Go 15



Spartan Pathways



Spartan Identity

Themes

Student success themes are strategic areas of focus for academic year 2017-2018.

- **Go Green, Go 15:** Engage students, parents, advisors, and faculty to encourage MSU students to aim to enroll in an average of 15 credits per semester and 30 credits in each year, and to have a completion conversation with their advisor. Credit momentum is strongly correlated with higher levels of academic success for students from all backgrounds.
- **Spartan Pathways:** Coordinate recruiting, admissions, orientation, first-year curriculum, and co-curricular experiences to create a seamless pathway for each student from high school to MSU, providing the appropriate support, guidance, and skill development to establish a strong foundation for academic success.
- **Building Inclusive Communities:** Focus on staff and community development to improve the living and learning environment for our students from all backgrounds, and examine our programs so students learn to work together across difference with respect and a commitment to equality.
- **Spartan Identity:** Synthesize and communicate our vision for an MSU undergraduate education that prepare our students to “contribute fully to society as globally engaged citizen leaders”. Align our engagement, curricular, and student support processes with this vision. Provide clear direction to guide student learning, persistence, and success

Workstreams

Workstreams are organizational levers and tactics for moving our initiatives forward.

- **Proactive Advising:** Proactive advising focuses on activities that help advisors support students through direct interaction, and across all Colleges and Neighborhoods.
- **Student Success Analytics:** Student success analytics contains the projects related to developing better reporting, diagnostic, and predictive analytics capabilities to support student success interventions.
- **Curriculum and Instruction:** Curriculum and instruction supports longer-term efforts by which fundamental changes in what and how students are taught can impact overall student success.
- **Enabling Technology and Data:** Enabling technology and data involves implementing the supporting technology necessary for proactive advising and student success analytics.
- **Student Centered Process Reviews:** Review of institutional processes that can affect student success.
- **Neighborhoods:** Continued coordination and expansion of neighborhood support programs in collaboration with Residence Education and Housing Services, Student Affairs, and the Colleges.
- **University Engagement:** Strategic planning and activities needed to inform, communicate, and engage the broader MSU community as it relates to the student success program and initiatives.
- **Academic Services and Enrollment Management:** Facilitate student recruitment, transition, enrollment, and success to enhance and support student success

Executive Summary

We and our campus partners celebrate many accomplishments, some of which include increasing students' credit momentum, reforming math curriculum, progressing proactive advising, and continued partnership with the University Innovation Alliance.

In this annual report we outline our vision, activities, accomplishments, and plans to increase undergraduate student learning, persistence, and success at Michigan State University. By reviewing many of our programs and plans in one place, we hope to illustrate the progress we have made, celebrate the cross-campus partnerships they represent, and facilitate the reflection and analysis needed to prioritize and decide on next steps. In addition, we hope this exercise will enable a review of the organization and management of our student success efforts, so we may improve our processes and procedures as well.

Highlights of our student success accomplishments this year include substantial increases in first-year student credit momentum ([pg. 9](#)), reform of our gateway mathematics curriculum ([pg. 12](#)) progress in proactive advising ([pg. 13](#)), continuing growth and scope for the Neighborhood Student Success Collaborative ([pg. 20](#)), coordination of Spartan Pathways for students including reorganization and new leadership of the Pillars ([pg. 15](#)) and the creation of deep linkages with the Hub for Innovation in Learning and Technology ([pg. 29](#)).

Our successes this year suggest fruitful approaches for the future. The success of gateway mathematics curriculum reform demonstrates the power of combining course and curricular innovation with advising and student support and illustrates the need for the deep engagement of faculty, departments, and colleges in student success. Introductory writing (Writing, Rhetoric and American Cultures (WRA) 101 and related courses) and Integrative Studies are essential next areas of potential course and curricular reform. The improvements in credit momentum were the result of collaboration across multiple units, including colleges and the Office of the Registrar to provide seats for students, internal communications to message the importance of "Go Green, Go 15" to students and their family members, and especially the collaboration of the advising community and our academic orientation program to register incoming students appropriately. We celebrate the successes and strengths of our students, and have seen an increase in the six-year graduation rate and decrease of the first-year probation rate for African-American/Black students. We continue to refine our interventions to build trust, cultural sensitivity, and to better support students of diverse identity groups. These activities will be crucial to ensure the success of our new initiative to create credit-bearing summer bridge programs – an activity which has greatest potential to increase our ability to serve our first-generation and underrepresented student subgroups, and to substantially close the corresponding opportunity gaps.

Finally, while this document is co-authored by the members of the Student Success Steering Committee, which includes direct representation from the Office of the Associate Provost for Undergraduate Education, MSU Information Technology, the Office of Planning and Budgets, Institutional Studies, the Hub for Innovation in Learning and Technology, and the Office of the Registrar, the advances reported here and future success depends on the hard work and collaboration of numerous other campus partners, including the Office of the Vice President for Student Affairs & Services, Residence Education and Housing Services, the Office for Inclusion and Intercultural Initiatives, the Office for Civil Rights and Title IX Education, Admissions, Financial Aid, and the many deeply dedicated faculty, staff, departments and colleges with whom we have the honor of working. The work of student success is broad-ranging and we could not possibly document all of the initiatives here.

Measures of Student Success

At MSU, we believe that all admitted students have the ability to learn, persist, and succeed. We are committed to creating equitable pathways to enable students to do so. In order to track our progress, we need data measuring different aspects of student learning, persistence, and success. One-page summaries produced by Institutional Studies (IS), a part of the MSU Office of Planning and Budgets, summarizing important aspects of our performance in helping students succeed, [are provided online](#).

University Innovation Alliance

Through MSU's involvement with the UIA, we launched the Spartans Will Completion Grants, which are small grants given to low income students who are close to completing their degree but have an outstanding balance. Preliminary results show that students who received the grants re-enrolled for the next semester and had higher academic performance than their non-grant receiving peers. Additionally, the Monitoring Advising Analytics to Promote Student Success (MAAPS) project continued to allow advisors to engage in proactive and intrusive advising resulting in over 5,300 connections with students.

The goal of the 11 member institutions in the UIA is to increase the number of students who graduate from UIA institutions by 80,000 with at least half of them being students from low incomes. Our most recent data compilation shows that the UIA is on track to surpass that goal and graduate 100,000 additional students. Three years in, the UIA institutions are producing 25 percent more low-income graduates per year!

The work of the UIA is done through collaborative innovation and scaling successful interventions. Each year, the UIA institutions select an initiative that has proven success on at least one campus and scale it out to the partner campuses. Past scale projects include the UIA Fellows program, Predictive Analytics, Proactive Advising through our MAAPS program, and Microgrants. The current status and success of each is described below. While we have learned a lot from scaling ideas from other campuses, we are excited that it will soon be MSU's turn to lead and scale our own student success work out to partner campuses. Two of three future scale projects being discussed are MSU based and focus on our curriculum reform work including Go Green, Go 15! and Math Reform as well as our Growth Mindset/Non Cognitive Variables work.

Spartans Will Completion Grants

This year we created a pilot microgrants program through our involvement with the University Innovation Alliance (UIA) focused on seniors who owed \$1000 or less. The program was called the Spartans Will Completion Grants and we were able to give the grant to 67 students in the fall, with the average award being \$498, and to 56 students in the spring, with the average award being \$468. The program is a randomized control trial that allows us to explore the direct impact the microgrants have on student success and retention. Preliminary analysis shows that all students who received the grants re-enrolled for the next semester and had higher semester GPA and term to term GPA than their non-grant receiving peers.



Monitoring Advising Analytics To Promote Student Success (MAAPS)

Since fall 2016, the Monitoring Advising Analytics to Promote Student Success (MAAPS) program has been active at Michigan State University. The program allows advisors to engage in proactive and intrusive advising to help track their student's success markers with small cohorts of students who are eligible for the Pell Grant, or who are first generation. MAAPS students have praised how easy it is to contact or meet with their MAAPS Advisor and receive a reply in a timely manner. MAAPS Advisors have made over 5,300 connections with their students by phone calls, emails, text messaging, or in person appointments. Additionally, the MAAPS team has influenced the creation of four-year degree plans for each major, help facilitate degree plans for students, and collaborated with university partners to promote student success. We now have 4-year degree plans for every major on campus as well as adaptations to each major to account for different math placement exam scores. These plans have been collected in a structured and standardized manner so as to allow for analyses that compare our stated requirements with the courses students have actually taken, which will uncover the majors' hidden curricula.

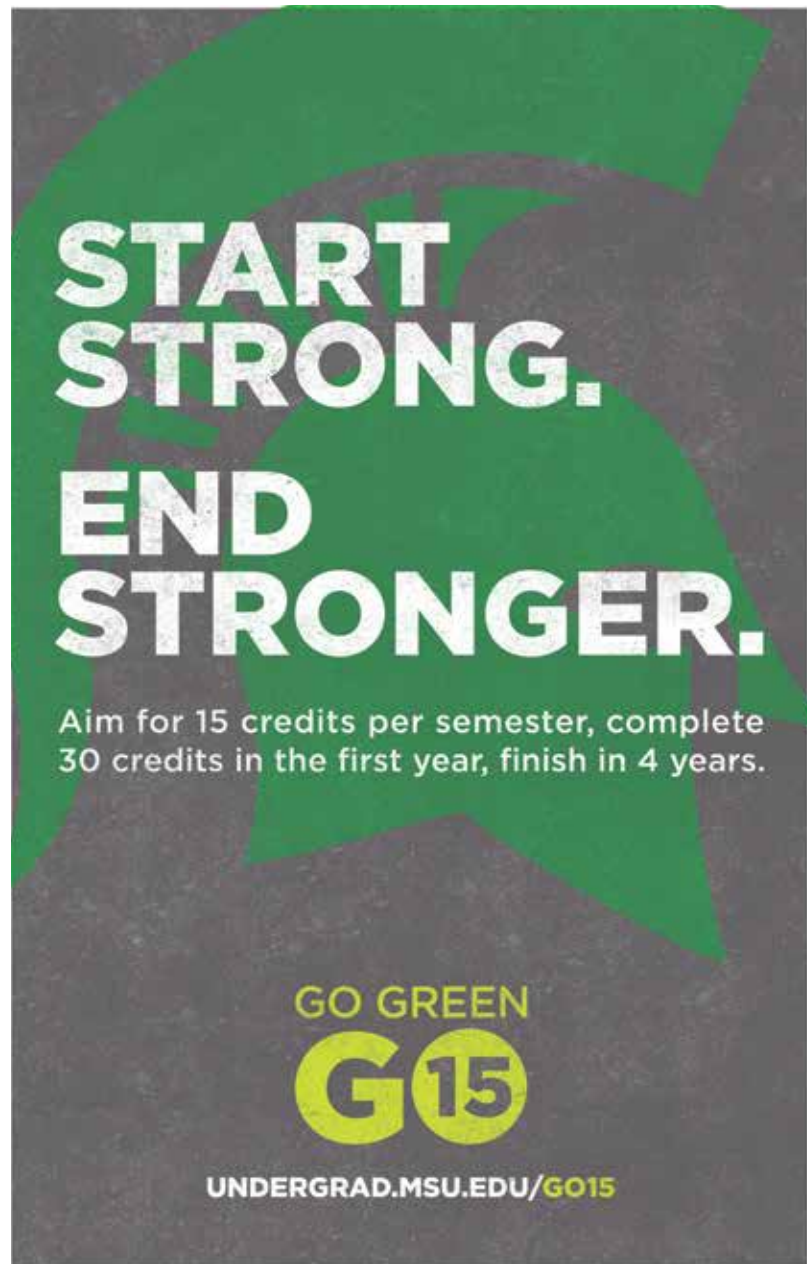
Credit Momentum

Go Green, Go 15 Campaign

MSU launched the Go Green, Go 15 campaign after finding that attempting 30-plus credits was beneficial for student success. The campaign resulted in a 13 percentage point increase in students attempting 15 or more credits in the fall with no negative change in academic performance.

The Go Green, Go 15 campaign illuminated that students had difficulties registering for a sufficient number of courses due to limited scheduling options. After finding that 72% of courses were between 10am and 3pm Monday to Thursday, we implemented a new visual tool in Schedule Planner and created a 3-day 4-credit course option to move courses out of the congested time.

MSU launched the Go Green, Go 15 campaign in Summer 2017 based on analyses by Institutional Studies and work with the University Innovation Alliance. The campaign was launched after analyzing MSU's student data and finding that attempting 30-plus credits was beneficial for student success. Team leaders engaged advisors, student success partners, and student groups throughout the process of creating the campaign. Additionally, students were asked about the campaign as part of a survey and through a small sample (60 students) of in-person interviews. The results of this information were used to revamp the campaign messaging and refresh the campaign materials to incorporate feedback received. The campaign resulted in a 13-percentage point increase in students attempting 15 or more credits in the fall. Most importantly, we saw no negative change in academic performance such as GPA or percent of students in good academic standing.



Go Green, Go 15 poster example

Credit Momentum

Proportion who attempted 30+ AY quarter term credits from 2016 to 2017*



Institutional Studies
Office of Planning and Budgets
MICHIGAN STATE UNIVERSITY

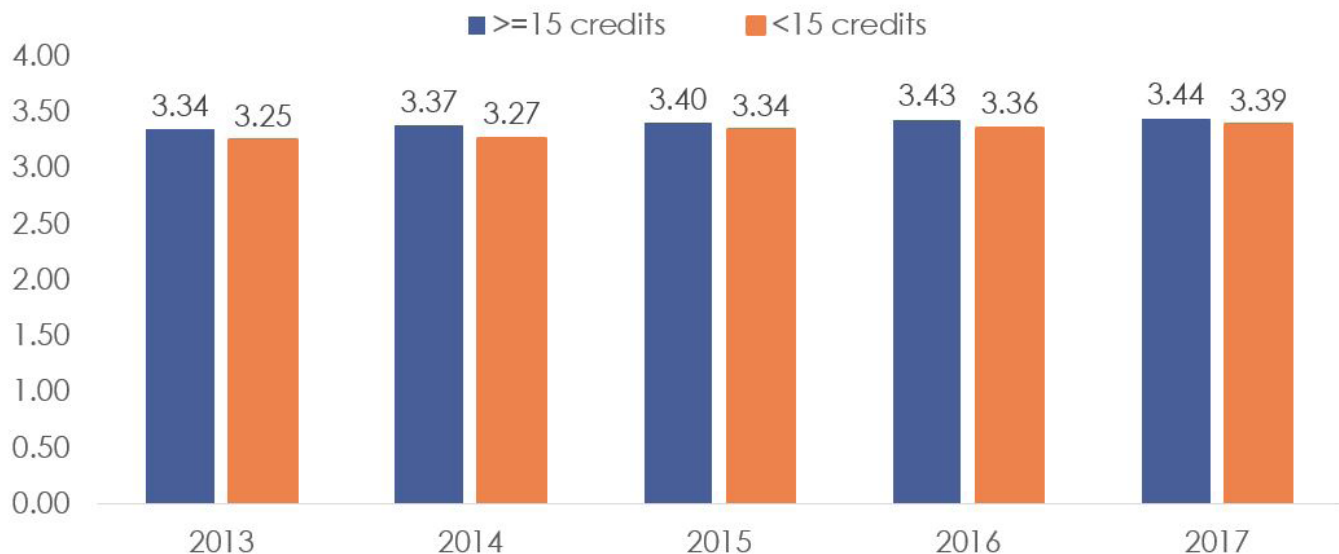
*Racial or ethnic group with which the student self identifies as defined by federal reporting standards.



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2

Fall Semester Outcomes (average GPA)



Institutional Studies
Office of Planning and Budgets
MICHIGAN STATE UNIVERSITY

Data source: Student Information System (SIS) and Persistence and Graduation Database generated by Institutional Studies, Office of Planning and Budgets.



Associate Provost for Undergraduate Education
MICHIGAN STATE UNIVERSITY

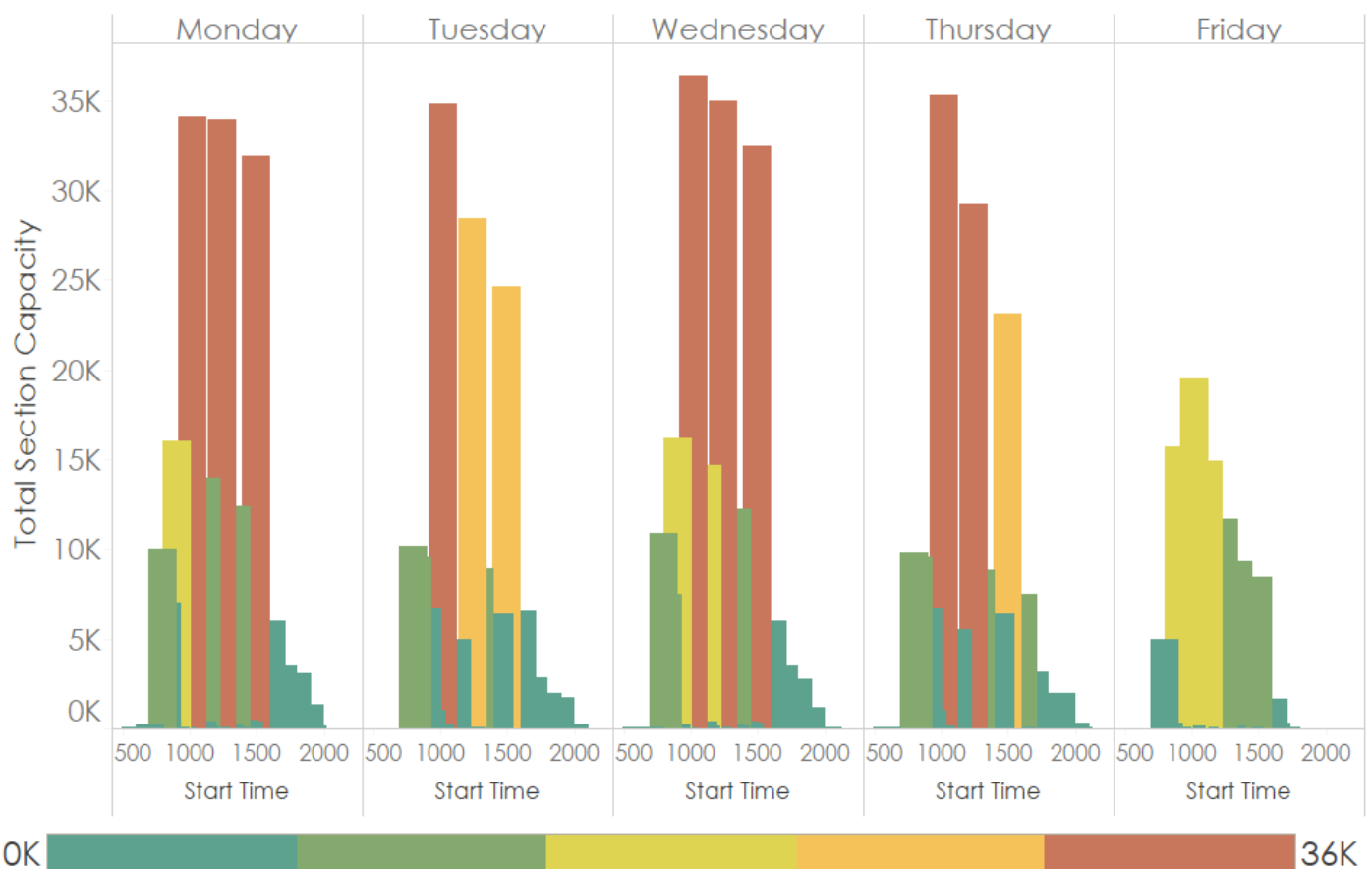
[View Appendices A, B, C](#)

Credit Momentum

Classroom Scheduling

With encouragement from the Go Green, Go 15 campaign to increase students' credit load, we discovered that many students had difficulties in registering for a sufficient number of courses due to limited scheduling options. Analysis showed that 72% of classes had starting times between 10 a.m. and 3 p.m., Monday through Thursday, and that only 11% of classes had a Friday meeting time (Fall 2017). An effort was put forth to distribute classes more broadly throughout the day and week, improving students' ability to register for a larger number of classes each semester. When scheduling for the upcoming year, colleges and departments were given a new visual tool in the schedule planner that shows capacity across each day/hour including a this-year/last-year comparison. Scheduling patterns were also reviewed and a new 3-day (Monday, Wednesday, Friday), 4-credit course scheduling option was made available. While the overall percentage of classes starting between 10 a.m. and 3 p.m. (Monday through Friday) only decreased by 1 percentage point to 66% for Fall 2018, several departments made significant progress for key first year course offerings, utilizing the 3-day 4-credit course option and moving courses out of the congested 10:20-3:00 time frame. Going forward, we will proactively work with key departments that have a greater percentage of classes taking place between 10:20 and 3:00 to "flatten out" their offerings. We will also encourage more evening offerings, especially in those units that historically offered more evening classes.

Course Distribution by Total Section Capacity, Organized by Date and Begin Time Group (Academic Year 2017)



Gateway Math Reform

Curriculum And Pathway Changes

The Department of Mathematics, the Department of Statistics and Probability, the Program for Mathematics Education (PRIME), the Hub for Innovation in Learning and Technology, and the Associate Provost for Undergraduate Education collaborated to revise gateway math reform, resulting in the sunsetting of MTH 1825. Instead, those who would have tested into MTH 1825, and who need college algebra, will take a two semester sequence (MTH103A and MTH103B).

At MSU we are committed to constructing realistic pathways for students to develop mathematical skills and knowledge and to providing guidance for students in finding the right paths for them. The [Department of Mathematics](#), the [Department of Statistics and Probability](#), the [Program for Mathematics Education \(PRIME\)](#), and the [Hub for Innovation in Learning and Technology](#), have collaborated to revise our gateway mathematics curriculum to better meet the needs of our students.

- Beginning in Fall Semester 2018, Mathematics (MTH) 1825 will no longer be a prerequisite for MTH 101 and 102 regardless of a student's Math Placement Exam score, and we will expand the number of seats available.
- For entering students needing to take college algebra and who would have previously placed into MTH 1825, we will create a two-semester credit-bearing sequence, MTH 103A (graded Pass/Fail) and 103B, which will together serve the role of MTH 103 for the purposes of prerequisites, co-requisites, and the [University Mathematics requirement](#).
- We will use high school transcript information to improve accuracy of placement, and in particular to avoid under-placement, and provide an "off-ramp" from 103 to 103A.

[Read the article on the APUE website.](#)

[View Appendices E, F](#)

Math And Advising Professional Learning Community: Addressing Bias

The purpose of this group is to increase the learning and persistence of minoritized students, address implicit bias in the curriculum, advising practices and teaching strategies, reinforce strengths based advising and teaching and build relationships, conversations and communication among advisors and math instructors.

Associate Provost for Undergraduate Education, R. Sekhar Chivukula, and Director of the Office for Inclusion and Intercultural Initiatives, Paulette Granberry Russell, are sponsoring a professional learning community for math instructors and advisors. This group began with a workshop this spring, will continue with a workshop in the fall and meet monthly over the course of the 2018-2019 academic year. Together, members of this group (faculty, instructors, advisors, undergraduate learning assistants, and graduate teaching assistants) will create a space for shared knowledge, developing individual and group expertise across group boundaries, and creating a deeper understanding of the connections between math and advising related to student success outcomes for undergraduate students. The purpose is to increase the learning and persistence of minoritized students, address implicit bias in the curriculum, advising practices and teaching strategies, reinforce strengths based advising and teaching and build relationships, conversations and communication among advisors and math instructors.

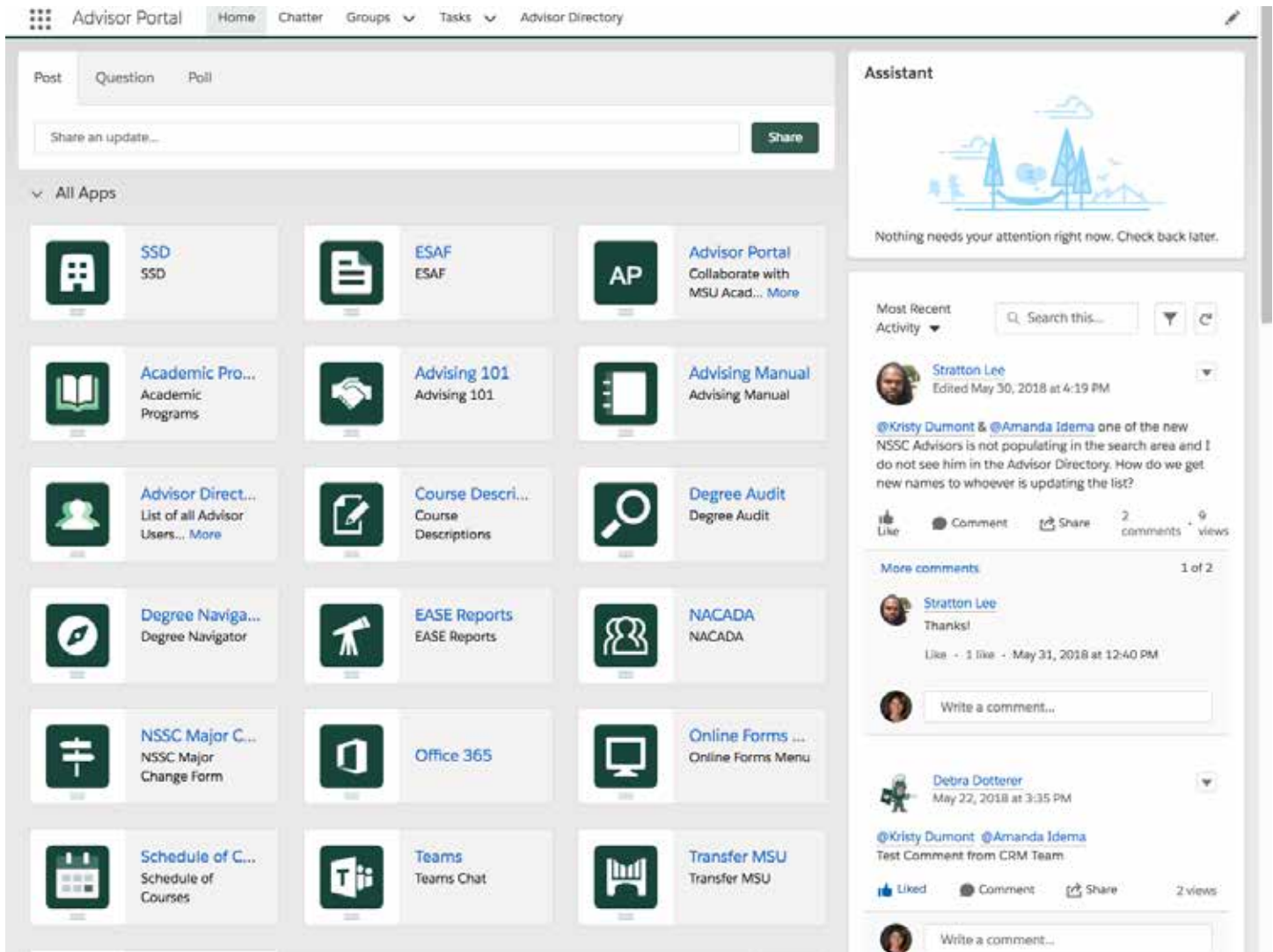
Proactive Advising

This initiative focuses on activities that can help advisors in their daily work supporting students through direct interaction and early, proactive intervention across all Colleges and Neighborhoods. The Advising Fellows Leadership program has accelerated change efforts such as exploratory advising and coaching in the Neighborhoods, clearer student/advisor assignments, a comprehensive advising onboarding tool, and a new advising portal that will improve advising sessions with students.

[Proactive Advising](#) focuses on activities that can help advisors in their daily work supporting students through direct interaction and early, proactive intervention across all Colleges and Neighborhoods. The Advising Fellows Leadership program comprised of Kristy Dumont (College of Education), Dorcia Chaison (Agriculture and Natural Resources), and Sadiq Mohammad (Honors College) has accelerated change efforts such as exploratory advising and coaching in the Neighborhoods, clearer student/advisor assignments, a comprehensive advising onboarding tool, and a new advising portal that will improve advising sessions with students.

The overall goal in this student success workstream is to develop career ladders within the MSU advising community; develop comprehensive training tools and experiences that support advisor knowledge acquisition; assess the potential for revising advising loads and performance across the university. Leaders of the initiative have assessed Student Learning Outcomes as a result of the academic advising experience. They plan to assess Advisor Learning Outcomes mapped to the Student Learning Outcomes, using the information to improve onboarding and training of advisors throughout campus as well as to support hiring practices in an effort to create a diverse academic advising community. Regular town hall meetings, monthly meetings with the University Advising Leadership, and awards ceremonies are three concrete ways MSU is trying to develop a sense of community and reward efforts related to student success.

Proactive Advising



Screenshot of the new Advisor Portal

TOOLS & COLLABORATION An online portal was developed to bring together advising tools in an effort to streamline the advising workload. The portal was launched in May 2018 and advisors will be using the tool by August 2018.

ADVISOR TRAINING Advising leadership developed a robust campus-wide advisor training program for the 2017-18 academic year as well as embarked on the creation of a learning outcomes-based advisor onboarding tool to provide more comprehensive and consistent training for new advisors (with Hub support). This tool should launch in early 2019.

ADVISING ASSESSMENT 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 of students and the development of focus group sessions (completed, 2018). This information will be used in combination with the advisor learning outcomes assessment to develop an advisor evaluation that aligns performance outcomes with the needs of students.

For more information, see the [Assessment and Metrics Working Group Report](#) from 2017-18.

Spartan Pathways/Pillars

The goal of this coordinated effort is to ensure that all incoming students, regardless of background, experience personal and academic success at MSU. A centralized organizing team and committees designed around five pillars for student success (purpose, academic, intercultural, community, wellness) seek to develop collaborative, adaptive systems that provide multiple, developmental interactions for students from acceptance to graduation. The leadership of these groups work to provide:

1. **continuity of messaging and just-in-time delivery of support;**
2. **coverage of the MSU Undergraduate Learning Goals (ULGs) and core values; and**
3. **elimination of redundancy and gaps in service as a means of better serving all students.**

The Spartan Pathways Team (SPT) works to ensure that all incoming students, regardless of background, experience personal and academic success at MSU. In doing this work, SPT acknowledges that each student's transition processes is unique, so to ensure success at MSU, SPT seeks to develop collaborative, adaptive systems that provide multiple, developmental interactions for students from acceptance to graduation. The SPT accomplishes its goal by providing leadership that facilitates:

- continuity of messaging and just-in-time delivery of support
- coverage of the MSU Undergraduate Learning Goals (ULGs) and core values
- elimination of redundancy and gaps in service as a means of better serving all students

Spartan Pillar Activities

Purpose: focused integrating purpose development into the first-year experience and advising. The pillar seeks to define “purpose” in the MSU context and create a framework for defining purpose, create advisor workshops related to purpose development, and explore enhanced systems for how MSU might help students find their academic and professional purpose. Leads: Deb Dotterer, Mary Beth Heeder, Mark Hunsaker

Academic: focused on effective practices for college transition and bridge programs for admitted MSU students. The pillar seeks develop consistent language and best practices related to MSU programming and create a searchable, public website of available programs to allow students to make more informed decisions and allow MSU units to enhance collaboration. Leads: Kelly Millenbah, Genyne L. Royal, Erik Skogsberg

Intercultural: focused on the development of a co-curricular certificate/badging program related to inclusion and intercultural learning. The pillar has developed a set of learning outcomes for the certificate and is working with the co-curricular record to pilot and implement the program in 2019. Leads: Paulette Granberry Russell, Sharon Chia Claros

Community: focused on the 2nd Year Experience of Spartans in collaboration with the research being done relative to a two-year live-on policy. The pillar seeks to work collaboratively on transitioning students from on-campus to off-campus living, as well as to identify the types of interventions that might assist 2nd-year student learning. Leads: Ray Gasser, Sue Webster

Wellness: focused on developing student-focused modules on mindfulness and responding to the Jed Foundation. Lead: Jim Lucas

For more information, see the 2018 Student Success Summit presentation on [Advancing the Academic Pillar](#).

Spartan Pathways/Pillars

Spartan Pathways Team Activities

Communication: Mary Beth Heeder, working with stakeholder offices and the Spartan Pathways Team (SPT), has initiated a communication strategy to get more students taking their MSU placement tests earlier, as well as more students engaging with e-learning opportunities such as Sexual Assault and Relationship Violence Prevention and inclusion.

Pre-Enrollment: Through partnership with the Office of the Registrar, the SPT has worked to implement a process for doing pre-enrollment multiple times throughout the summer orientation process to ensure a more equitable distribution of courses across student populations.

Tracking codes: In collaboration with the Office of the Registrar and Academic Pillar, the SPT is working to expand the consistent use of tracking codes for all first-year programming. This system will allow for better tracking of the students being served, as well as program management and evaluation.

Exploratory major: In March 2018, the SPT launched a campus-wide discussion about changing the terminology for students who have not selected a major from the current “no preference” to “exploratory.” The main reason for the proposed change is to move away from the negative association of “no preference” toward a positive, active association of “exploratory.” Beyond semantics, evidence from the University Innovation Alliance suggests that students who enter a well-run “exploratory” program change their major once, while at MSU students average four major changes before setting on a pathway. Given the support of the broader MSU community, we recommend a change from “no preference” to “exploratory” effective Fall 2019..

[View Appendix G](#)

MSU Emerging Scholars Undergraduate Research Project

The [Emerging Scholars Program](#) placed incoming first-year students who received the Pell Grant in a research opportunity where they were mentored by faculty, with the goal of providing meaningful employment that encouraged deeper academic engagement and connected students to faculty. Six students and four faculty from Criminal Justice and Political Science participated in the two-semester pilot; four students and three faculty finished the program. The aim of the second pilot program is to identify successful early undergraduate research engagement models that could be adapted across campus.

The [Emerging Scholars Program](#) placed incoming first-year students who received Pell grants in a research opportunity, with faculty mentors, with the goal of providing meaningful employment that encouraged deeper academic engagement and connected students to faculty. Six students and four faculty from Criminal Justice and Political Science participated in the two-semester pilot; four students and three faculty finished the program. We identified several barriers that affected student and faculty engagement related to student recruitment, the selection process, student work environment, and students' time management skills. In academic year 2018-19, we will "re-pilot" the program in three colleges (College of Natural Science, College of Social Science, and the College of Agriculture and Natural Resources) using three different models that address the challenges encountered during this first year. The aim of the second pilot program is to identify successful early undergraduate research engagement models that could be adapted across campus.

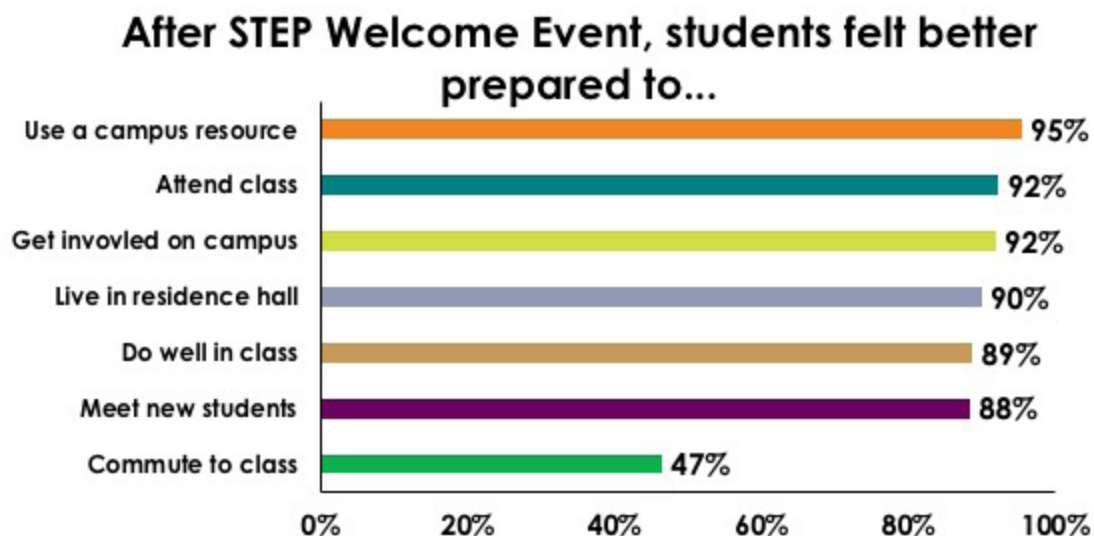
Academic Orientation and Transitions

The Students Transition to Excellence Program (STEP) program launched this year with 347 students participating. Students who participated in STEP were more likely to be in good standing (86.52%) than similar students who did not participate (83.21%).

Students Transition To Excellence Program (STEP)

STEP, a collaboration between the Office of the Associate Provost for Undergraduate Education (APUE), Residence Education and Housing Services (REHS), the Division of Student Affairs and Services (VPSA), Academic Services and Enrollment Management, faculty, and staff, extends orientation beyond the Academic Orientation Program, (AOP). STEP professional coaches (115 faculty/staff) provide 347 students with support during their first two years. Family members are also invited to participate. More students (86.52%) invited to STEP and participating were in good academic standing after fall semester 2017 than students invited to join STEP but not participating (83.21%). Coaches report that STEP has changed how they interact with students in/out of the classroom and re-ignited passion for their work. STEP has increased student, faculty/staff sense of belonging; 17% of the students who attended a STEP welcome event felt a sense of belonging to MSU before AOP; 79% felt a sense of belonging to MSU after AOP and the STEP welcome event. 95% of the students who attended a STEP welcome event felt better prepared to use campus resources; 92% felt better prepared to get involved on campus. In order to validate the students' sense of belonging, a student success advisory board, which informed student success efforts and produced a vlog sent to students on probation, was created. Students, from in and out-of-state, report it is because of STEP that they will return to MSU.

STEP Outcomes



Academic Orientation and Transitions

Academic Orientation And Transitions (AOT) Projects

In an effort to close gaps between student success work, AOT brings together student success stakeholders who participate in Academic Orientation Programs (AOP) and support the transition process after AOP so they can connect their work. Because orientation was perceived to be a single program rather than a transitions process, an opportunity to better support students between AOP through the first part of the fall semester exists. A systems approach is being used to drive institutional change. AOT developed a stakeholder work group to coordinate messaging and educational opportunities around Relationship Violence and Sexual Misconduct (RVSM) and Sexual Assault and Relationship Violence Prevention (SARV), diversity and inclusion, health, and wellness. We have increased collaboration on initiatives/programs, such as AOP, STEP, and the Spartan Seven. A plan was developed to introduce students to the Building Inclusive Communities campaign during AOP, connect AOP and Fall Welcome through The Spartan Seven brand/messages and extend/enhance orientation for international students by providing an opportunity to participate in an intercultural learning experience with STEP students. AOT collaborated with the Department of Writing, Rhetoric, and American Cultures (WRAC), the Office of the Registrar, and the Spartan Pathways Team to pre-enroll more students and to increase the number of students enrolled in a WRAC course during their first year. AOT also worked with advisors to determine the best way to orient and support students through the transition process.

Academic Orientation And Transitions (AOT) Communications

AOT and the Office of the Provost Communication Team are working together to create a plan that supports MSU's values, which affect student success behaviors. Transitions are critical points in the communications plan and avoiding gaps and confusing messaging is essential. AOT collaborated with campus partners to send messages through relevant stories that reflect MSU's values; considered content, timing, delivery mode, student learning, how messages are connected; collaborated with campus partners to create The Spartan Seven by adding a "Commit to Respect" hexagon; changed language used to reference students, using "scholars" when appropriate. AOT website development includes a transitions piece which is informed by student focus groups and will include resources developed by students for student. AOT collaborated with student success stakeholders to publish a Spartan Resource Guide, which all students and parents/family members receive when they attend their respective orientations. The student edition includes a planner.

Connected Learning

Recognizing that when education is connected it can better support student success, Academic Orientation and Transitions (AOT) and First Year Writing (FYW) have begun to align teaching missions and connect curricula. Beginning at the Academic Orientation Program (AOP) students are invited to put their prior knowledge in relationship to new understandings through inquiry, discovery, and communication. First Year Writing builds upon what students begin to discover about themselves as learners during AOP and prepares them to reflect on their learning in order to set goals for their continued development as writers, students, and professionals. The AOP and FYW connected learning initiative is inspired by the Building Inclusive Communities Campaign, Purpose Pillar, The Spartan Seven, and aligns with the Spartan Pathway Model. Connected learning is evident as FYW faculty participate in AOP and support other AOT initiatives, such as The Spartan Seven; AOT initiatives, including AOP, are part of Writing, Rhetoric and American Cultures (WRAC) department meetings, retreats, and faculty orientation; writing instructors are better informed about how AOP and FYW connect. Several WRAC faculty aligned their courses with The Spartan Seven. WRAC and AOT are partnering to produce a collection of stories (Side-by-Side) written by faculty, staff, and students about the college transition; all students will receive a copy at AOP.

Neighborhood Student Success Collaborative (NSSC)



The [NSSC](#) has three Neighborhood Pathways (Detroit M.A.D.E, Dow STEM Success Scholars, and Spartan Success Scholars Programs) developed to increase and support student persistence and success. The Spartan Success Scholars Program was designed to support first generation, students who are eligible for the Pell Grant during their transition to MSU, offering academic and social support with solid, research-supported positive results. Designed to increase the number of students completing STEM degrees, the Dow STEM Scholars (DSS) Program, seeks ways to remove barriers for academically underserved students. This program is designed for in-state first-year students who both scored under an 11 on the MSU Math Placement Test and are also planning on a Science, Technology, Engineering, or Math (STEM) major. The Detroit M.A.D.E (Mastering Academics Demonstrating Excellence) Scholars Program focuses on academic success, college retention, four-year completion, and professional development for students who are both Detroit residents and graduates of Detroit Public or charter high schools.

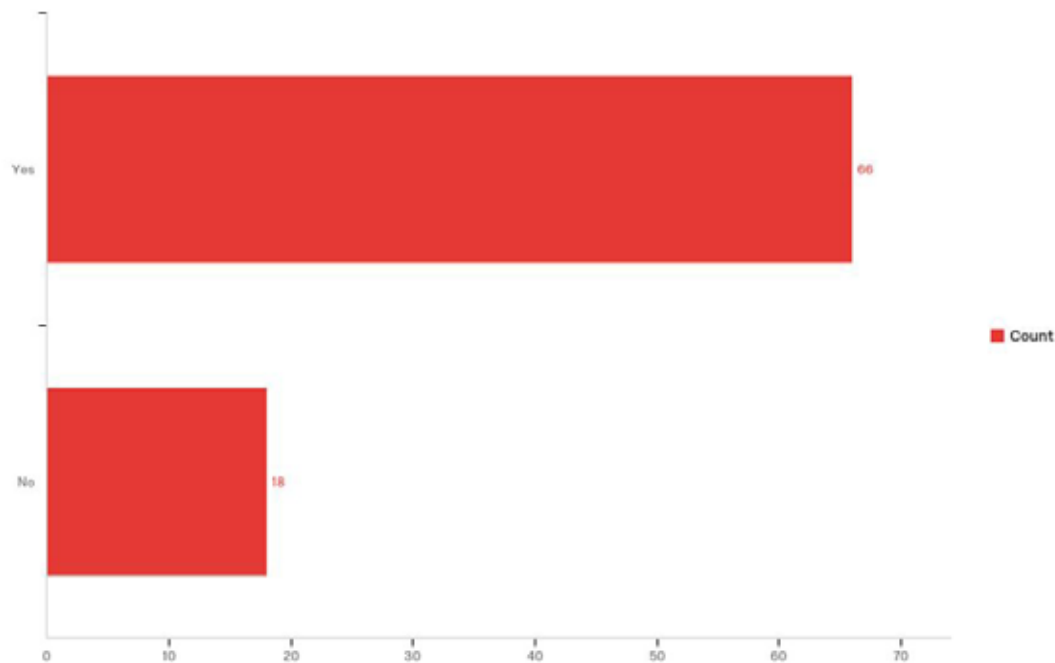
Spartan Success Scholars, Dow Stem Student Pathways, Detroit Made

The [Neighborhood Student Success Collaborative](#) (NSSC) has three Neighborhood Pathways (Spartan Success Scholars Programs, Dow STEM Success Scholars, and Detroit M.A.D.E. Scholars Program) developed to increase and support student persistence and success.

Spartan Success Scholars: The Spartan Success Scholars Program was designed to support first generation, students who are eligible for the Pell Grant, during their transition to MSU. The program offered academic and social support, and had with solid, research-supported positive results. Spartan Success Scholars benefit from continuous outreach and support from dedicated NSSC Neighborhood staff members and partners. Not only do students who engage in the activities offered through this opportunity have better grades, they are statistically more likely to stay on course for graduation in four years. Spartan Success Scholars have advanced opportunities to enhance their academic achievement, gain life skills, and build strong social networks. Scholars are also assigned a Peer Success Coach who is trained to support students in the areas of academic proficiency, institutional navigation and socio-emotional engagement.

Neighborhood Student Success Collaborative (NSSC)

Q11 - Has your coach had an impact on the way you view your success here at MSU?

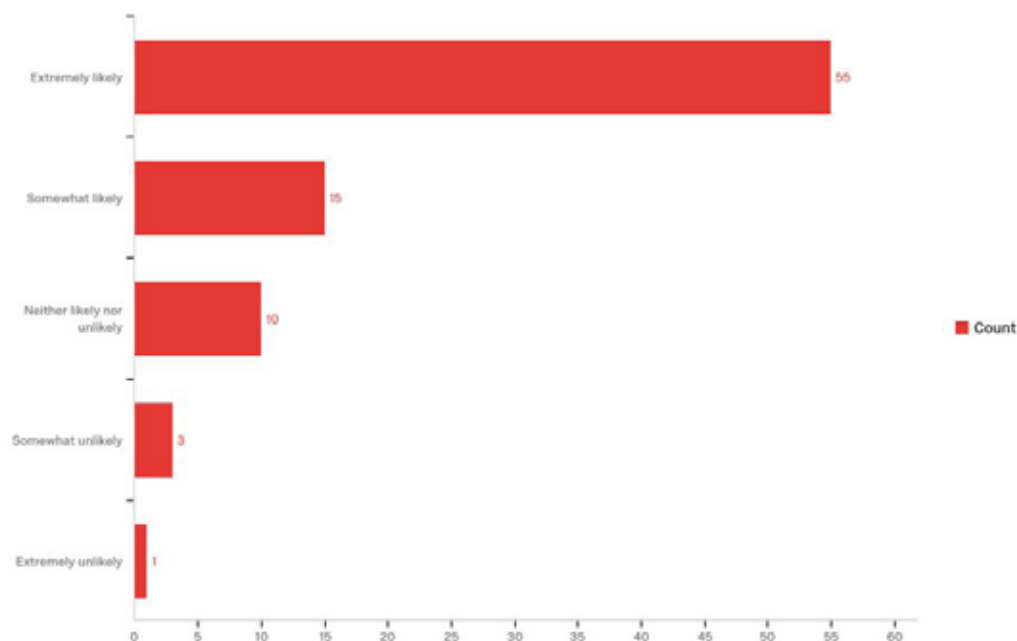


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Q14 - How likely is it that you would recommend a Spartan Success Coach to a friend/colleague?



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MICHIGAN STATE UNIVERSITY

Neighborhood Student Success Collaborative (NSSC)

Dow STEM Scholars: Designed to increase the number of students completing STEM degrees, the Dow STEM Scholars (DSS) Program, seeks ways to remove barriers for academically underserved students. This program is designed for in-state first-year students who both scored under an 11 on the MSU Math Placement Test and are also planning on a Science, Technology, Engineering, or Math (STEM) major. Foundational to the program is the specially-focused online Math course taken during the summer prior to their enrollment at MSU. From specifically designed Dow STEM chemistry and math courses to activities and field trips, this program is demonstrated to boost DSS students' academic success in STEM fields with a dedicated Dow advisor and peer mentors. A redesigned entry level algebra course, new intro Chemistry course, skills-based first-year seminar, intrusive advising, and building a community are making a difference. Dow STEM Scholars are succeeding and even surpassing their counterparts, while innovative initiatives such as Dow STEM's math course are being adopted University-wide.

Detroit M.A.D.E. Scholars Program: As the most recent grant-funded program within the NSSC, the Detroit M.A.D.E. (Mastering Academics, Demonstrating Excellence) Scholars Program focuses on academic success, college retention, four-year completion, and professional development for students who are both Detroit residents and graduates of Detroit public or charter high schools. Each cohort will engage in learning opportunities that span four years and include a first-year seminar, service-learning project(s), education abroad/study away programs, and undergraduate research. Through these opportunities and other initiatives these undergraduate scholars will have the opportunity to connect and give back to the city of Detroit through intellectual and practical contributions to the community.

For more information, watch the [2018 Student Success Summit presentation](#) on these programs

Collaborative Learning Center And Non-Cognitive Tool Development

The Collaborative Learning Center (CLC) is MSU's source for training peer educators—including tutors, supplemental instruction leaders, undergraduate learning assistants, recitation leaders, and academic coaches—to deliver effective study skills and learning strategies, collaborative learning techniques, and classroom assessment techniques. The CLC are also experts on non-cognitive indicators of academic success. AACRAO and Bill Sedlacek assisted with the development of a non-cognitive assessment tool used to proactively identify areas of additional support and development for incoming students. Currently the CLC is working with the College of Social Science and College of Education, as well as several other programs such as TRIO and CAMP to develop outreach for over 400 students based on their summer 2018 data.

The Collaborative Learning Center (CLC) is MSU's source for training peer educators—including tutors, supplemental instruction leaders, undergraduate learning assistants, recitation leaders, and academic coaches—to deliver effective study skills and learning strategies, collaborative learning techniques, and classroom assessment techniques. They provide training in “how to learn” with “what to learn.” Peer educators learn about academic success skills and study skills and how to apply them to their role. The CLC also provides Academic Success skills workshops available to all MSU students, with a focus on first and second year students who are either on probation, enrolled in an Undergraduate Studies (UGS) course, or have time management or anxiety issues. Skills addressed through the newly reorganized center include time management, organizational skills, study skills, overcoming procrastination, utilizing University resources, homework strategies, and post exam review to name a few. Further, the CLC are also experts on non-cognitive indicators of academic success. Emeritus Professor of Education from the University of Maryland, Bill Sedlacek, and the American Association of Collegiate Registrars and Admissions Officers (AACRAO) assisted with the development of a non-cognitive assessment tool used to proactively identify areas of additional support and development for incoming students. Using the eight (8) non-cognitive variables, faculty and staff will be able to identify existing resources available to students that will support their development in relation to each one and provide direction and support for students in connecting with those resources prior to them presenting any challenges or difficulty within the university environment. All faculty and staff are invited to participate in training in order to serve as a reader of student responses and learn more about the variables in order to support their

Neighborhood Student Success Collaborative (NSSC)

own application of the data in their respective units and colleges. Currently the CLC is working with the College of Social Science and College of Education, as well as several other programs such as TRIO Student Support Program and the College Assistance Migrant Program Scholars Initiative (CAMP) to develop outreach for over 400 students based on their summer 2018 data.

Family Online Course

The NSSC, in partnership with the Office of Academic Orientation Programs, has developed an online course for family members who cannot attend parent and family orientation, or would like to have access to the information presented to them during the summer for future reference.

Parents and family members play a critical role in the success of new college students, but those who never attended college or who have been away from it for a while may lack critical information about the purpose, goals, and structure of higher education today. The NSSC, in partnership with the Office of Academic Orientation Programs, has developed an online course for family members who cannot attend parent and family orientation, or would like to have access to the information presented to them during the summer for future reference. This information will be available to all families. However, it has been designed with a particular focus on first generation students and their families. First generation families are faced with the dilemma to support their student in a way that is new and often foreign to them. Providing an online platform of resources to address and equip students and their families is critical to the college transition for first generation families. Furthermore, research supports that when a student from marginalized backgrounds has support from family and their learning institution they are more likely to persist and graduate from college. Through this site, our goal is to provide an online module for parents and family members of first-generation students to use, that will assist in a smoother transition to MSU, provide information to help students, parents and families get answers to questions, get acclimated to Neighborhood resources for student success, and share important tips for academic, social and personal success. Additionally, we provide institution-specific welcome videos, and a place for first-generation personalization inquiries in an effort to create a space for families to support the success of their student.

Major Exploration And Career Development

In an effort to help students understand the relationship between their interests, perspective major and career goals, the NSSC has developed a partnership with the Career Services Network (CSN). Using the Holland Code Assessment, we developed a tool to support students as they explore and identify a primary major or minors suitable to their interests and encourages earlier connection with campus departments, colleges, and community organizations and businesses. The ultimate goal is to decrease time to degree, by helping students identify a major and career that they have greatest interest in and present the ability to be successful. Students are also encouraged to meet with academic advisors periodically in order to further support students as those engage in this process and select courses that will also allow them to further explore their intellectual interests and advanced educational and career goals. Future plans include offering exploratory preference students this assessment, and also allow them to explore their purpose, and facilitate earlier engagement with CSN staff in order to expose students to additional professional experiences within a particular field/discipline.

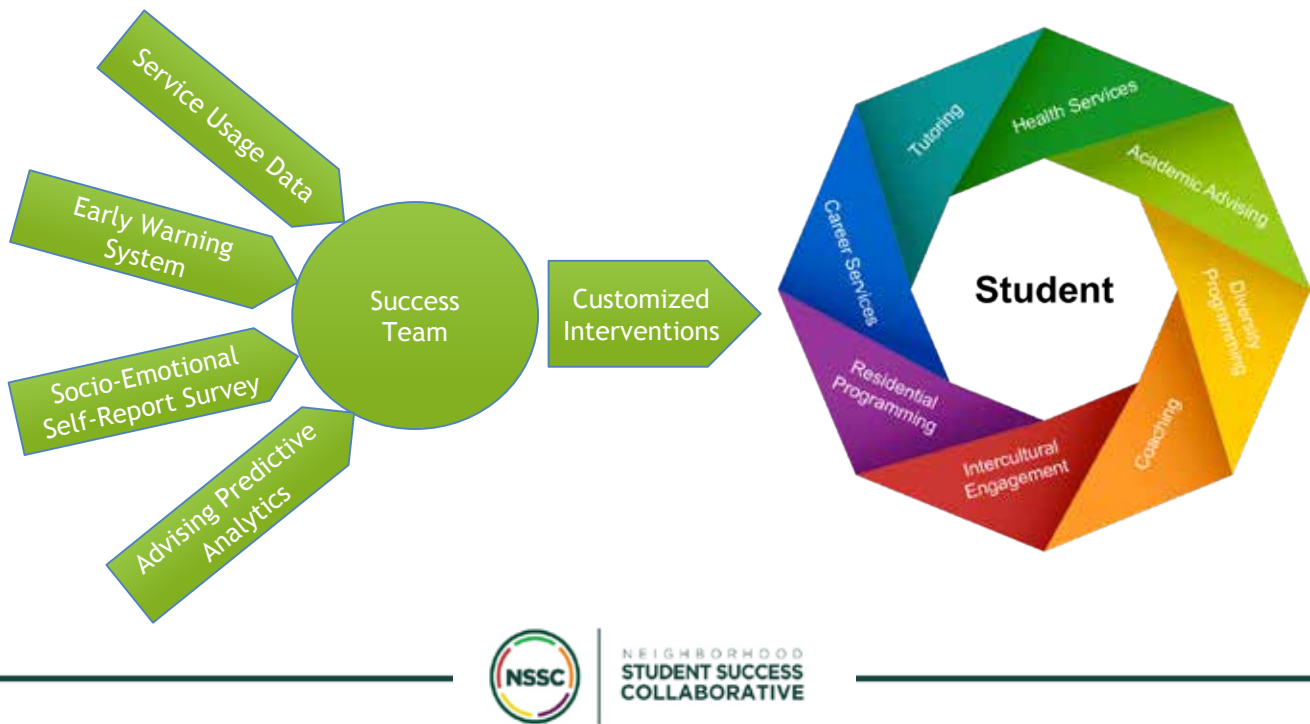
Building Inclusive Communities - Intergroup Dialogue

MSU launched its first intergroup dialogue series this year with 80 students. Participants noted an increase in awareness of their identities (from 34% to 70%), knowing people from different races (from 21% to 58%), knowing how to actively listen to others (from 35% to 89%), and ability to intervene what bias occurs (from 7% to 49%).



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: understand their commonalities and differences, examine the nature and impact of societal inequalities, explore ways of working together toward greater equality and justice, and 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 with 80 students. The program demonstrated tremendous promise in addressing some of the entrenched cultural issues on MSU's campus.

Neighborhood Success Teams



First Year Seminars saw increased demand in response to the Go Green! Go 15! Campaign. The UGS 101 - "Big Ideas Seminar" Series for this year include a reinvigorated effort to increase the number of sections, especially those that start three weeks into the semester.

UGS 102-Freshman Seminars Abroad program won the national study abroad best practice award this year from NASPA, Student Affairs Administrators in Higher Education, with efforts focused on diversity and inclusion, and assessment.

Common Intellectual Experiences (CIEs) are nationally recognized by the Association of American Colleges and Universities (AAC&U) and the National Survey of Student Engagement (NSSE) as high-impact practices that enhance student success and achievement. The CIE pilot project elicited positive academic outcomes (stronger Math GPA, stronger ISS 210 GPA, and overall Fall Semester GPA) and non-cognitive outcomes including: sense of belonging, community, growth mindset, and ability to complete college tasks (i.e., write a paper).

Curriculum and Instruction

First Year Seminars



UGS 101 – “Big Ideas Seminar” Series: We did not make significant changes to Undergraduate Studies (UGS) 101 for two years, as we created UGS 110; however, with the Credit Momentum campaign, we saw an increase in demand for this classes. The 101 milestones for this year include a reinvigorated effort to increase the number of sections, especially those that start three weeks into the semester. We obtained new interest from the MSU Libraries and the MSU Museum on the delivery of courses. Finally, we obtained funding from the Office of the Associate Provost for Undergraduate Education to provide \$500 per credit as a stipend for instructors and support experiential learning in the classes.

UGS102 – Freshman Seminars Abroad: The Freshman Seminars Abroad (FSA) program won the national study abroad best practice award this year from NASPA, Student Affairs Administrators in Higher Education, and we continued our continuous quality improvement efforts. Efforts fall into two broad categories: diversity and inclusion, and assessment.

For diversity and inclusion, we:

- brought together stakeholders to review housing policies in relationship to the LGBTQ community
- increased educator development
- worked with the Office of Education Abroad to revise a statement of responsibility and leader training program that more clearly address FSA students’ needs
- increased communication to students and parents
- reviewed orientation protocols to better align with Spartan Pathway and Sexual Assault and Relationship Violence Prevention messaging

For assessment, we:

- reviewed our current programming and learning outcome assessment efforts to determine effectiveness
- revised our pre-departure module to enhance coherence and student learning (as a result of the above point
- ran a statistical cohort study to determine if the FSA programs influence student success.

Data suggests that the FSA programs—holding demographic and achievement variables constant—benefit participants’ first-year GPA; first-year academic standing; second and third year persistence; and 4- and 6-year graduation rates. Finally, we created a new program in the U.K. per our strategic plan, and we are partnering with Detroit MADE to create a program in summer 2019.

Curriculum and Instruction

UGS 110 – People, Places, and Purpose: For Undergraduate Studies (UGS) 110, we focused on the continued development of the learning outcomes and our instructors' ability to effectively cover them. To support this goal, we developed a rubric for each outcome, moved an instructor development series to spring semester, and enhanced our repository of syllabi, academic materials, and assessments.

A second goal involved increasing the number of instructors and sections, which meant that we worked with campus stakeholders to recruit instructors; worked with Colleges to cross-list and co-support the course (i.e., expanded partnership with College of Social Science, continued partnership with the College of Education, and initiated relationships with the Broad College of Business, the College of Agriculture and Natural Resources, and student support programs like Maximizing Academic Growth in College, TRIO Student Support Services, and the College Assistance Migrant Program); and secured instructor stipends and development funding for UGS 110 efforts. Data from a statistical comparison of UGS participants and non-participants did not yield positive, but not significant, evidence of impact on students' student success.

Definition & Learning Outcomes: Integrative Studies' I-D-N Designations

We prepared draft learning outcomes that connect the University Learning Goal matrices to new definitions for I, D, and N. Once vetted by the Colleges' advisory committees, the team presented the new language and outcomes to the University Committee on Undergraduate Education. It was approved for integration into Integrative Studies in Social, Behavioral, and Economic Sciences (ISS) and Integrative Studies in the Arts and Humanities (IAH) courses in January 2018.

Common Intellectual Experience

Common Intellectual Experiences (CIEs) are nationally [recognized by the Association of American Colleges and Universities \(AAC&U\)](#) and the [National Survey of Student Engagement \(NSSE\)](#) as high-impact practices that enhance student success and achievement. Dr. George Kuh (2008) recommends that all universities embed at least two HIPs into every student's college experience. Typically offered in the first-year experience (FYE), a CIE can refer to any curricular and/or co-curricular program designed to build a student cohort focused on a common, interdisciplinary theme. The goals of a CIE are to build community among participants, explore diverse academic and cultural perspectives related to the theme, and connect the curriculum to real-world experience and application. In 2017-2018 MSU ran a large, two-cohort CIE including four classes over two semesters. Information about this program and its assessment can be found on the CIE website. This website also details plans for the 2018 CIE programs. The CIE pilot project elicited positive outcomes for students. Data shows that CIE participants experienced a stronger Math GPA, stronger ISS 210 GPA, and overall Fall Semester GPA. In terms of non-cognitive growth, CIE participants had a stronger sense of belonging, community, growth mindset, and ability to complete college tasks (i.e., write a paper). [The full report is available online.](#)

Academic and Enrollment Services

In preparation for identifying a vendor and on-boarding a new degree audit tool, a thorough review of the degree audit process was conducted to identify challenges in academic workflow process, policies and procedures.

Degree Audit Planning

In collaboration with Huron Consulting and the Office of the Registrar, we completed a thorough review of the degree audit process and Degree Navigator to identify challenges in workflow, academic policies and procedures. In addition, we reviewed best practices and identified degree audit solutions that would meet current MSU needs, and reviewed vendors to better understand their capabilities. This work has informed the review of 32 potential process improvements and 11 potential policy changes.

Enabling Technology and Data

We are discovering ways to utilize new data analysis tools and assessment strategies to support instructors, our initiatives for student success and proactive outreach to students. Three initiatives support these efforts:

- **The Hub for Innovation in Teaching and Learning helps identify, accelerate, and create new ways to learn, research, deliver instruction and collaborate. The HUB played a critical role in our math reform efforts.**
- **Learning Analytics Team has produced a steady stream of quality information that has informed advising, enrollment, availability of courses, housing, student outreach efforts and outcomes in specific classes.**
- **Student Success Dashboard and the Neighborhood Success teams piloted use of our EAB SSC tool for advising campaigns and team outreach to 429 students. Institutional Studies identified as need additional support to persist between their 2nd and 3rd fall semesters. 62 % of the 429 students on the Neighborhoods outreach list met with an advisor in Fall 2017, compared with 50% of students not on the outreach list.**

Hub For Innovation In Teaching And Learning

In 2016 MSU launched the [Hub for Innovation in Learning and Technology](#) (Hub) to help reinvent the university as a learning institution, including reducing barriers to success. The Hub helps identify, accelerate, and create new ways to learn, research, deliver instruction and collaborate. For example, in an effort to reduce debt loads and increase student wellness, the Hub is partnering with MSU's College of Veterinary Medicine to reinvent its curriculum. The Hub is helping the college think through what it means to be a veterinarian today by facilitating initial design, research, curriculum development and revision, and teacher professional learning. The Hub also played a critical role in gateway math reform efforts.

Learning Analytics Group

The Learning Analytics Group (LAG) at MSU facilitates collaboration across key units of the university under the charge of developing and acting on institutional data in order to improve outcomes for students. Specifically, the group 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 group has produced a steady stream of quality information that has informed advising, enrollment, availability of courses, housing, student outreach efforts and outcomes in specific classes.

Student Success Dashboard And Support Priority

This year we used case management and campaign features in the Student Success Dashboard to reach out to students in need of support academically (success markers/campaigns). Beginning in Fall 2017, the five Neighborhood Student Success Teams engaged in new strategies to increase persistence and reduce probation rates for second-year Neighborhoods students. Using a variety of data sources, the Student Success Operations Team identified students throughout the semester who could benefit from seeing an academic advisor and 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 Neighborhoods Student Success Collaborative advisor, all while tracking their efforts through the new case management features in the dashboard. 62 % of the 429 students on the Neighborhoods outreach list met with an advisor in Fall 2017, compared with 50% of students not on the outreach list. Students on the Neighborhoods outreach lists saw an advisor on average 1.8 times during Fall 2017 as compared to an average of 1.0 times for all students.

University Engagement

Leadership Community meetings, the Student Success Summit and Launch have all increased community engagement with our efforts through regular meetings averaging around 100 campus leaders and success/launch records of 275 in attendance. The Student Success Newsletter was launched by re-purposing the APUE newsletter. The first newsletter had a 42.6% open rate and 6.5% click thru rate in the first 48 hours. Finally, these organizations gave us critical feedback, direction and information through the year: the Black Faculty, Staff, and Administrators Association (BFSAA), MSU Black Alumni, the Chicano/Latino Association (ChiLa), Chicano and Latino Studies, Educating Anishnaabe: Giving, Learning, and Empowering (EAGLE), the Council of Racial and Ethnic Students & Council of Progressive Students (CORES and COPS), Residential and Hospitality Services, the Associated Students of Michigan State University ASMSU), and the Multi-Racial Unity Living Experience and Intercultural Aide Program (MRULE/ICA).

Student Success Newsletter



June 2018 Student Success Updates

It is a pleasure to send you the June 2018 MSU Student Success Newsletter. In addition to the stories below, the MSU Board of Trustees announced at its June 22 meeting that MSU would be moving to a **block tuition model** starting in Fall 2019, charging the same rate of tuition for students taking between 12 and 18 credits, the amount currently charged for 15 credits. This change is consistent with our "Go Green, Go 15" **credit momentum campaign** and will be beneficial to student success.

R. Sekhar Chivukula
Professor of Physics
MSU Associate Provost for Undergraduate Education
Dean of Undergraduate Studies

The Student Success monthly e-newsletter launched in November 2017. Edited and compiled by the Provost Office communications team, news items span well beyond APUE and include stories and highlights related to student success efforts across campus (and beyond, to alumni and pre-college). April 2018 newsletter analytics reflected a 42.5% open rate and a 6.5% click thru rate in the first 48 hours after delivery. The open rate has been holding steady since the newsletter started and is approximately 2-3 times higher than industry averages for education. The click-thru rate is about 50% higher than industry averages. These metrics tell us that our campus communities are very engaged with student success content. [See archived newsletters.](#)

Leadership Community Meetings

The Student Success Leadership Community is a group of people who:

- Drive campus-wide initiatives through both planning and implementation
- Incorporate student-centered success strategies into college/unit functions
- Share knowledge and perspectives to foster continuous improvement.

Membership, partnership, and engagement have increased from 80-100 people to over 165 at each meeting, over 250 participants in the fall launch, and a record 350 registering for summit 2018. [See posters from the 2017-18 Student Success Launch](#), and [posters](#) and videos from the 2018 Student Success Summit.

University Engagement

Community Engagement

Community engagement has meant regular dialogue with key stakeholders throughout the course of the year. We've met with the Black Faculty, Staff, and Administrators Association (BFSAA), MSU Black Alumni, the Chicano/Latino Association (ChiLa), Chicano and Latino Studies, Educating Anishnaabe: Giving, Learning, and Empowering (EAGLE), the Council of Racial and Ethnic Students & Council of Progressive Students (CORES and COPS), Residential and Hospitality Services, the Associated Students of Michigan State University (ASMSU), and the Multi-Racial Unity Living Experience and Intercultural Aide Program (MRULE/ICA). Summary outcomes include: persistence and graduation data requested and provided; engaged partners in our student success work; appreciation that faculty researching student mentoring, support groups etc. can provide valuable insights into our students' needs; the need to build trust; ongoing periodic meetings about various efforts for input and engagement; received input that Native American/Indigenous student numbers should be represented in all data; decreasing enrollments and funding for support programs are of great concern regarding our Native American/Indigenous students; continue monitoring outcomes for all minoritized groups; student groups responded positively to math reform efforts and gave us valuable feedback for our Go Green, Go 15 efforts.

We celebrate the accomplishments of programs that build pipelines to college for underrepresented student groups, like Upward Bound. Read about their successful year in [Appendix H](#).

Student Centered Academic Process Reviews

Through reviews of MSU policies on medical withdrawal, major transition, academic standing of undergraduate students, and grief absences we utilized process mapping to identify improvements to the MSU student experience. Outcomes include: template for major transition process that could be used on each college website, shared electronic folder for college designees and the withdrawal committee for medical withdrawals, updated grief absence policy with better coordination across colleges, and exploratory major process including better alignment of advisors and students.

Through reviews of MSU policies on medical withdrawal, major transition, academic standing of undergraduate students, and grief absences we utilized process mapping to identify improvements. 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. A clear and detailed business process map or diagram determine helps identify gaps and areas for improvement. In each of our academic process reviews we collaborated with colleges and units to identify opportunities for improving the student experience at MSU thru: examining institutional data, creating student personas, discussing with key leaders, gathering information from each unit and college on current practices, creating workflow charts and diagrams, and conducting focus groups with students. Outcomes include: template for major transition process that could be used on each college website, shared electronic folder for college designees and the withdrawal committee for medical withdrawals, updated grief absence policy with better coordination across colleges, and exploratory major process including better alignment of advisors and students. [View the presentation.](#)

Lessons Learned

One of our biggest challenges at MSU is effectively coordinating across multiple units across campus to create a wholistic, coordinated and seamless experience for students. We have learned about the power of combining curricular and course innovation with advising and student support and we understand the ongoing imperative of communicating effectively with students, families, faculty and staff.

This section is always a work in progress but we note several items in this report. We have learned about the power of combining curricular and course innovation with advising and student support through our gateway math reform project and the Spartan Pathways initiative. The Go Green, Go 15 campaign and our work with Residential and Hospitality Services, the Vice President for Student Affairs & Services, and the Office for Inclusion and Intercultural Initiatives to build inclusive communities emphasized one of our biggest challenges at MSU is effectively coordinating across multiple units across campus to create a wholistic, coordinated and seamless experience for students. Finally, we understand the ongoing imperative of communicating effectively with students, families, faculty and staff through our work with math curricular reform and the credit momentum campaign. We reinvigorated outreach and communication with identity groups associated with opportunity gaps and student groups and this engagement will be critical for building knowledge, trust and appropriate interventions/initiatives on behalf of our students and our community.

People in Action

Student Success Steering Committee Members 2017-2018

This committee initially oversaw the deployment of the EAB Student Success Dashboard, served as the core group involved in UIA (University Innovation Alliance) activities on behalf of MSU, analyzed potential drivers for student success at MSU, and did process mapping of communicating with incoming students. It is composed of leaders of Undergraduate Education, the Neighborhoods, IT Services, the Registrar's Office, University Advising, Student Data Analytics, Institutional Research of the Office of Planning and Budgets, and the Hub for Innovation in Learning and Technology. The goal of the MSU Student Success Project Management Committee is to provide the central coordination and change management necessary to envision, initiate, and deploy the innovative new technologies, curricula, and organizational processes and structures needed to improve MSU undergraduate student success overall and to close the opportunity gaps in particular.

Members: Teal Amthor-Shaffer, Yesim Askin, Bethan Cantwell, R. Sekhar Chivukula, Deb Dotterer, Brendan Guenther, Jeff Grabill, Mark Largent, Jim Lucas, Amy Martin, Rob McCurdy, Renata Opoczynski, Jack Rose, Genyne L. Royal, Steve Shablin

APUE Senior Staff 2017-2018

A group that includes Undergraduate assistant/associate deans, the Director of Academic Orientation and Transitions, the APUE human resource and budget coordinator and communications director and focuses on strategic planning and projects for APUE.

Members: R. Sekhar Chivukula, Deb Dotterer, Lynne Frechen, Mary Beth Heeder, Mark Largent, Jim Lucas, Amy Martin, Renata Opoczynski, Kris Renn, Genyne L. Royal, Stefani Slaght, Korine Wawrzynski, Dave Weatherspoon, Gary Wood

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List of Student Success Initiative Leads

INITIATIVE	LEAD(S)
Go Green, Go 15 Campaign	Teal Amthor-Shaffer, Renata Opoczynski
Classroom Scheduling	Mark Largent, Kris Schuette
Gateway Math Reform Curriculum and Pathway Changes	R. Sekhar Chivukula, Keith Promislow, Pavel Sikorskii, Teena Gerhardt, Jane Zimmerman
Math and Advising Professional Learning Community: Addressing Bias	Paulette Granberry Russell, Amy Martin
Proactive Advising	Deb Dotterer, Kristy Dumont, Dorcia Chaison, Charles Jackson III, Sadiq Mohammad
Spartan Pathways/Pillars	Deb Dotterer, Mary Beth Heeder, Jim Lucas, Amy Martin, Genyne L. Royal
MSU Emerging Scholars Undergraduate Research Project	Korine Wawrzynski, Lizzy King
Spartans Transition to Excellence Program	Mary Beth Heeder

People in Action

INITIATIVE	LEAD(S)
Academic Orientation and Transitions Projects	Mary Beth Heeder
Academic Orientation and Transitions Communications	Mary Beth Heeder
Connected Learning	Mary Beth Heeder
Spartan Success Scholars	Kelly High McCord, Christina Finley
Dow STEM Scholars	Robin Rennie, Michael Hopson, Jonglim Yoo
Detroit M.A.D.E. Scholars	Genyne L. Royal, Joy Hannibal, Justin St. Charles
Family Online Course	Genyne L. Royal, Mary Beth Heeder
Major Exploration and Career Development	Jasmine Lee
Building Inclusive Communities: Inter-group Dialogue	Paulette Granberry Russell, Donna Rich Kaplowitz, Authrene Ashton
University Innovation Alliance-Spartans Will Completion Grants	Renata Opoczynski, Keith Williams
University Innovation Alliance—Monitoring Advising Analytics to Promote Student Success (MAAPS)	Debra Thornton
Academic and Enrollment Services: Degree Audit Planning	Steve Shablin, Deb Dotterer
Enabling Technology and Data: Hub for Innovation in Learning and Technology	Jeff Grabill
Learning Analytics Team	Mark Largent, Bethan Cantwell
Student Success Dashboard and Support Priority	Deb Dotterer, Amy Martin
Curriculum and Instruction: UGS 101 “Big Ideas” Seminar	Nate Clason, Jim Lucas
Curriculum and Instruction: UGS 102-Freshman Seminars Abroad	Paul Brown, Jim Lucas
Curriculum and Instruction: UGS 110: People, Places, Purpose	Nate Clason, Jim Lucas
Definition & Learning Outcomes: Integrative Studies’ I-D-N-Designations	Jim Lucas, Nicola Imbracsio, and Justin Bruner
Common Intellectual Experience	Jim Lucas
University Engagement: Student Success Newsletter	Teal Amthor-Shaffer
University Engagement: Leadership Community Meetings	Amy Martin, R. Sekhar Chivukula
Community Engagement	Amy Martin, R. Sekhar Chivukula
Student Centered Academic Process Re-views	Deb Dotterer, Charles Jackson III, Amy Martin

People in Action

Collaborators

Please note this section is work in progress. Our hope is to identify the offices, departments and people who have been supportive and engaged in the particular initiatives highlighted in this report.

- Teal Amthor-Shaffer
- Ben Appel
- Yesim Askin
- Tonya Bailey
- Aliya Beavers
- Scott Becker
- Amber Benton
- Ryan C. Black
- Lorelei Blackburn
- Kimberly Blair-Chambers
- Shannon Marie Brecheisen
- Gina Brooks
- Justin Bruner
- Jill Bryant
- DeAndre Carter
- Theo Caldwell
- Steve Chermak
- Sharon Chia-Claros
- Tammye Coles
- Michael Connelly
- Amber Cordell
- Karen Corley
- Bradley Custer
- Susan Dalebout
- Sarah DellaPella
- Danielle DeVoss
- Don Donograndi
- Samuel Drake
- Murray Edwards
- Teresa Elliott
- Brandy Ellison
- Jane Evarian
- Luis Flores-Soto
- Amanda Flores
- Terry Frazier
- Jessica Garcia
- Ray Gasser
- Teena Gerhardt
- Bess German
- Paulette Granberry
- Russell
- Alexis Grantham
- Susan Gruber
- Tracy Gulick
- Bump Halbritter
- Emelia Hammond
- Michael Haslett
- Maribeth Harger
- Walter Hawthorne
- Beth Herbel-Eisenmann
- Abram Huyser-Honig
- Amanda Idema
- Summer Issawi
- Bethany Judge
- Jeffrey Judge
- Kendra Kanaboshi
- Donna Kaplowitz
- Steve Kautz
- Anthony Krolak
- Lynette Lammers
- Jasmine Lee
- Kevin Leonard
- Kang Li
- Julie Lindquist
- Larry Long
- Danielle Lopez
- Kari Schueller Lopez
- Liz Matthews
- Helen Mayer
- Melissa McDaniels
- Erin Mercer
- Justin Micomonaco
- Karen Mills
- Quinn Moreno
- Becky Murthum
- Linea Nicholls
- Jessica Norris
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- Erich Pitcher
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- Amy Radford-Popp
- Heidi Purdy
- Chris Raisanen
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- Niki Rudolph
- Laurie Schlenke
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- Russell Schwab
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- Justin St. Charles
- Megan Stevenson
- Patti Stewart
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- Jakana Thomas
- Kate Thome
- Grace Tong
- Drew Trotter
- Talitha Trout
- Terry Viau
- Katie Volante
- Dan Watson
- Sue Webster
- Dave Weismantel
- Keith Williams
- Mike Zaborowski
- April Zeoli
- Jane Zimmerman

People in Action

Collaborators

Please note this section is work in progress. Our hope is to identify the offices, departments and people who have been supportive and engaged in the particular initiatives highlighted in this report.

- Academic Advancement Network
- Admissions
- College of Agriculture and Natural Resources
- College of Arts & Letters
- College of Education
- College of Natural Science
- College of Social Science
- Department of Mathematics
- Department of Statistics and Probability
- Department of Writing, Rhetoric, and American Cultures
- Financial Aid
- Institutional Studies
- James Madison College
- MSU Hub for Innovation in Learning and Technology
- MSU Information Technology
- MSU Libraries
- MSU Museum
- Office for Civil Rights and Title IX Education
- Office for Inclusion and Intercultural Initiatives
- Office of Education Abroad
- Office of Planning and Budgets
- Office of the Associate Provost for Undergraduate Education
- Office of the Registrar
- Office of the Vice President for Student Affairs and Services
- Proactive Advising Group Members
- Program for Mathematics Education
- Residence Education and Housing Services
- Residential and Hospitality Services
- School of Criminal Justice
- University Advising Leadership
- Black Faculty, Staff, and Administrators Association (BFSAA)
- MSU Black Alumni
- Chicano/Latino Association (ChiLa)
- Chicano and Latino Studies
- Educating Anishnaabe: Giving, Learning, and Empowering (EAGLE)
- Council of Racial and Ethnic Students & Council of Progressive Students (CORES and COPS)
- Associated Students of Michigan State University ASMSU)
- Multi-Racial Unity Living Experience and Intercultural Aide Program (MRULE/ICA)
- Residence Hall Association (RHA)

And, additionally: Ciesa Design

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This section represents some of the literature referenced in developing our strategies and initiatives for student success at MSU. It does not represent all the literature. We are working to create an interactive method for sharing recent articles and research, a practice we engage in regularly through our working groups and committees.

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Student Success Annual Report 2017-2018 Appendix

Fall Semester 2017 Credit Momentum

May, 2018

This document supports MSU initiatives, please do not distribute externally.

Increasing the overall graduation rate to 82% while ensuring that all students at MSU graduate at a similar rate is a key goal of MSU's student success initiatives. One method to achieve this goal, and the focus of decreasing time to degree, is to encourage early credit momentum, or an increase in the percentage of students who attempt 15 or more credits (15+) in their first fall and spring semesters.

Historical Credit Momentum

The proportion of students taking 15 or more credits during a semester has declined steadily since 2006, when 44% of students enrolled in 15+ credits on the first day of classes, to a low of 28% in 2016. In summer 2017, MSU launched a campaign to encourage students to take 15+ credits in fall semester with a goal of attempting 30+ credits during the 12 months after their initial matriculation.

Historical Credit Momentum



Proportion of students attempting 15+ credits declined from a high of 39% in 2006 to a low of 24% in 2016.

Credit Momentum for Cohort 2017

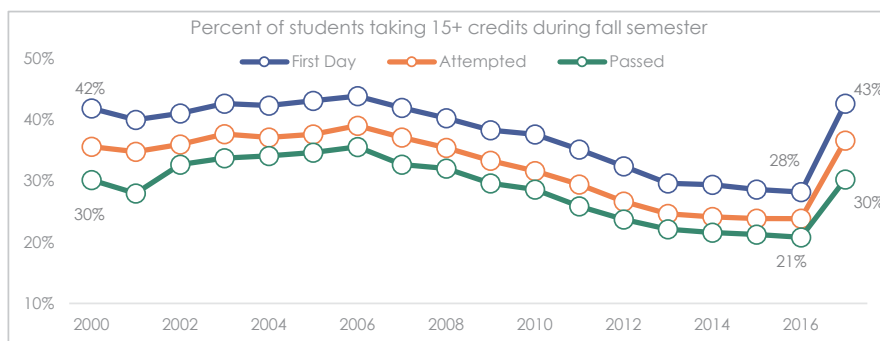


54% increase in proportion of students attempting 15+ credits for cohort 2017 compared to 2016.

Academic Standing

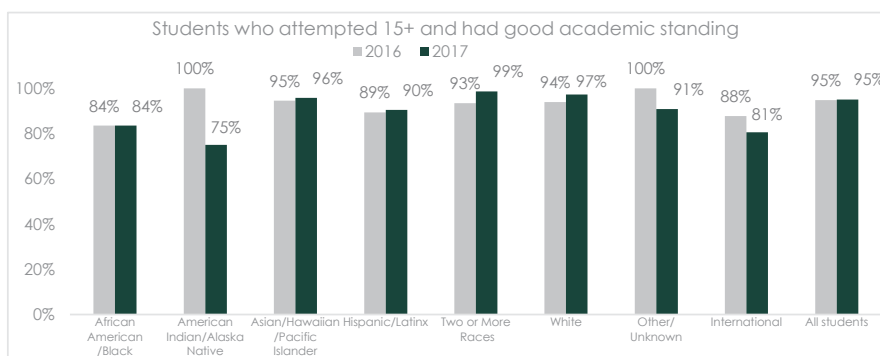


95% of students attempting 15+ credits maintained good academic standing.



Results from Fall Semester 2017

For undergraduate, first-time-in-any-college, full-time students in the 2017 entering cohort, 43% enrolled in 15+ credits semester by the first day of fall classes. On average, students in the 2017 entering cohort enrolled in 14.3 credits on the first day of fall, compared to 13.9 for the 2016 entering cohort. While only a 0.4 credit change on average, for 8,090 students that is 3,236 additional credit hours. By end term, 37% of students attempted 15+ credits and 30% passed 15+ credits, which is a 46% increase in the proportion of students who passed 15+ credits from the fall 2016 entering cohort.



Comparison by Student Characteristics

Comparing the percentage increase in the number of students who attempted 15+ credits and achieved good academic standing between the entering 2016 and 2017 cohort highlights differences among race/ethnicity groups.¹ There was no change between 2016 and 2017 cohorts in the proportion of students who attempted 15+ credits and had good academic standing (95%). Increases in the proportion of students with 15+ credits and who had good academic standing between 2016 and 2017 occurred for African American/Black (84% to 84%), Asian/Hawaiian/Pacific Islander (95% to 96%), Hispanic/Latinx (89% to 90%), Two or More Races (93% to 99%), and White (94% to 97%) students. There was a decrease for American Indian/Alaska Native students (100% to 75%), for students whose race/ethnicity is not known to the university (100% to 91%), and for International students (88% to 81%).

In the 2018 summer semester, Institutional Studies will continue to evaluate the impact of academic year credit momentum on GPA and probation and persistence rates. Furthermore, we will continue to track calendar year credit momentum since attempting 30+ credits is the key credit momentum indicator.

¹As self-identified and reported to the University. Hispanic/Latinx students are of any race.



To learn more, visit the Institutional Studies website at:
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For questions or to discuss ad hoc data requests or analysis contact:
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Institutional Studies
Office of Planning and Budgets
MICHIGAN STATE UNIVERSITY

Student Success Annual Report 2017-2018 Appendix

Credit momentum for UN-FTIAC fall entry

	Spring 2014			Spring 2015			Spring 2016			Spring 2017			Spring 2018		
	N	# 15+	% 15+	N	# 15+	% 15+	N	# 15+	% 15+	N	# 15+	% 15+	N	# 15+	% 15+
Overall	7,873	2,936	37%	7,877	2,554	32%	7,957	2,573	32%	7,944	2,833	36%	8,097	3,478	43%
Race/Ethnicity															
African American/Black	591	90	15%	606	106	17%	654	125	19%	618	133	22%	632	181	29%
American Indian/Alaska Native	13	7	54%	16	6	38%	18	0	0%	17	4	24%	11	5	45%
Asian/Hawaiian/Pacific Islander	385	153	40%	378	118	31%	421	155	37%	458	165	36%	455	224	49%
Hispanic/Latinx	303	85	28%	355	108	30%	371	92	25%	341	88	26%	398	147	37%
Two or More Races	214	85	40%	253	79	31%	238	86	36%	264	85	32%	250	114	46%
Students of Color	1,506	420	28%	1,608	417	26%	1,702	458	27%	1,698	475	28%	1,746	671	38%
White	5,016	2,028	40%	5,043	1,787	35%	5,202	1,778	34%	5,128	1,966	38%	5,340	2,445	46%
Other/Unknown	68	26	38%	63	29	46%	48	13	27%	49	22	45%	33	15	45%
International	1,283	462	36%	1,163	321	28%	1,005	324	32%	1,069	370	35%	978	347	35%
Gender															
Female	4,076	1,587	39%	4,143	1,450	35%	4,261	1,437	34%	4,177	1,526	37%	4,187	1,804	43%
Male	3,797	1,349	36%	3,734	1,104	30%	3,696	1,136	31%	3,767	1,307	35%	3,910	1,674	43%
First Generation²															
Yes either	1,930	577	30%	1,959	553	28%	1,876	489	26%	1,771	487	27%	1,779	636	36%
No both	5,943	2,359	40%	5,918	2,001	34%	6,081	2,084	34%	6,173	2,346	38%	6,318	2,842	45%
Pell 1st Yr															
No	6,202	2,470	40%	6,228	2,132	34%	6,150	2,114	34%	6,431	2,437	38%	6,419	2,904	45%
Yes	1,671	466	28%	1,649	422	26%	1,807	459	25%	1,513	396	26%	1,678	574	34%
Fee-based Residency															
In-State	5,737	2,133	37%	5,706	1,911	33%	5,921	1,900	32%	5,716	2,050	36%	6,055	2,669	44%
International	1,283	462	36%	1,163	321	28%	1,005	324	32%	1,069	370	35%	978	347	35%
Out-State	852	341	40%	1,008	322	32%	1,031	349	34%	1,159	413	36%	1,064	462	43%
Unknown	1	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%
MSU Calculated GPA															
<=2.4	454	68	15%	361	51	14%	382	62	16%	322	64	20%	294	73	25%
<=2.6	370	102	28%	387	84	22%	343	65	19%	392	106	27%	359	122	34%
<=2.93	1,144	359	31%	1,104	305	28%	1,149	289	25%	1,076	297	28%	1,072	414	39%
<=3.2	2,372	988	42%	2,235	783	35%	2,296	806	35%	2,117	783	37%	2,261	1,021	45%
>3.2	2,140	919	43%	2,517	968	38%	2,696	989	37%	2,891	1,186	41%	3,070	1,484	48%
Unknown	1,393	500	36%	1,273	363	29%	1,091	362	33%	1,146	397	35%	1,041	364	35%
Academic Standing															
Good	7,028	2,836	40%	7,106	2,482	35%	7,247	2,510	35%	7,272	2,758	38%	7,333	3,366	46%
Prob	240	48	20%	197	45	23%	169	33	20%	186	36	19%	193	52	27%
FINL	256	37	14%	233	17	7%	181	16	9%	149	22	15%	171	31	18%
EXTP	1	0	0%	0	0	0%	1	0	0%	0	0	0%	1	1	100%
RECS	150	15	10%	131	10	8%	159	14	9%	128	17	13%	179	28	16%
DISM	16	0	0%	19	0	0%	12	0	0%	7	0	0%	7	0	0%
Unknown	182	0	0%	191	0	0%	188	0	0%	202	0	0%	213	0	0%

1. Binary sex self-reported upon application to the university. Students may change how they identify throughout their time at MSU. As such, responses may or may not reflect the sex traditionally associated with their gender expression or identity.

2. Categories included in the first generation are not mutually exclusive, therefore, the sum do not add up as the overall total.

Institutional Studies, Office of Planning and Budgets. Note: Cohort population is pulled from PAG, which is generated from SISFull. Cohort population are Undergraduate FTIAC students, full-time status, and fall entry. The percentage of 15+ attempted credits was from SISFrn SISPLVT all cohorts. Data was pulled on 1/09/2017.

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Spring Semester 2018 Credit Momentum

May, 2018

This document supports MSU initiatives, please do not distribute externally.

The proportion of students taking 15 or more credits during the spring semester declined steadily since 2006, when 44% of students enrolled in 15+ credits on the first day of classes, to a low of 30% in spring 2016. In summer 2017, MSU launched a campaign to encourage students to take 15+ credits in fall semester with a goal of attempting 30+ credits during the 12 months after their initial matriculation.¹

Proportion of students taking 15+ credits increases in Spring Semester 2018

For undergraduate, first-time-in-any-college, full-time students in the 2017 entering cohort, 55% enrolled in 15+ credits semester by the first day of spring classes. On average, students in the 2017 entering cohort enrolled in 14.5 credits on the first day of spring, compared to 14.3 for the 2016 entering cohort. While only a 0.2 credit change on average, the increase resulted in 4,117 additional credit hours. By end term, the average credit load was 14.1 compared to 13.9 in spring semester

2017. Forty-three percent of students attempted 15+ credits and 39% passed 15+ credits, which is a 6% percentage point increase in the proportion of 2016 entering students who passed 15+ credits in the spring semester. Of students who attempted 15+, 97% ended the semester in good academic standing, compared to 86% of students who attempted less than 15+, which is comparable to previous spring.

Historical Credit Momentum



Proportion of students attempting 15+ credits declined from a high of 59% in spring 2007 to a low of 30% in spring 2016.

Credit Momentum for Cohort 2017

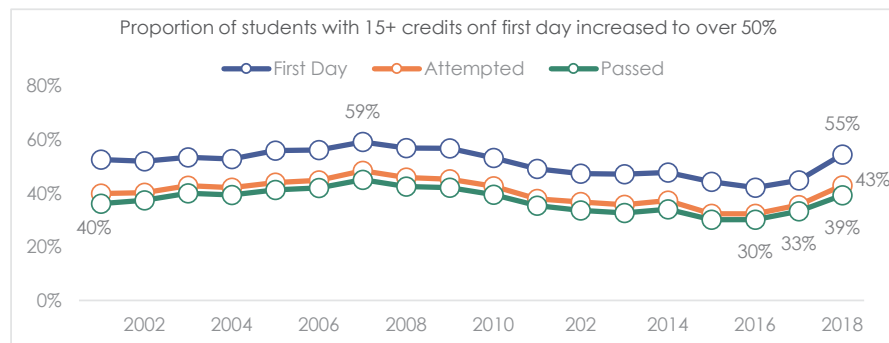


20% increase in proportion of students attempting 15+ credits in the spring for cohort 2017 compared to 2016.

Academic Standing



97% of students attempting 15+ credits in spring maintained good academic standing.

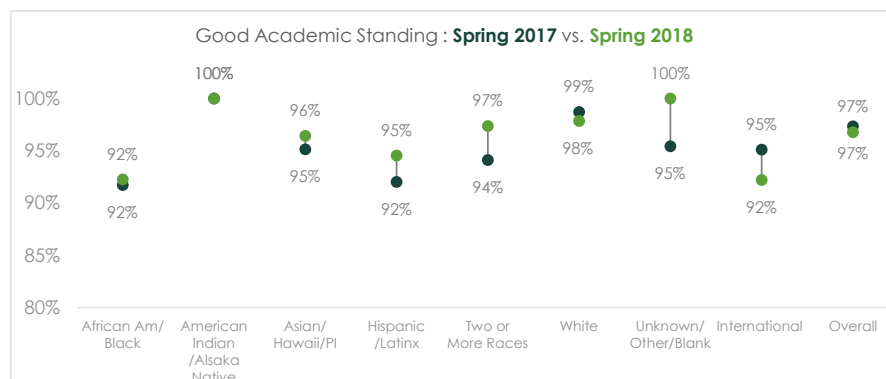


Proportion of Students who Attempted 15+ Credits and had Good Academic Standing Remained Constant

Comparing the percentage increase in the number of students who attempted 15+ credits and achieved good academic standing between the entering 2016 and 2017 cohort highlights differences among race/ethnicity groups.² Increases in the proportion of students with 15+ credits and who had good academic standing between 2016 and 2017 occurred for Hispanic/Latinx (92% to 95%), Asian/Hawaiian/Pacific Islander (95% to 96%), Two or More Races (94% to 97%), and White (94% to 97%) students. Good academic standing remained constant for African American/Black (92%) and American Indian/Alaska Native students (100%). The proportion of international

students that attempted 15+ and were in good academic standing decreased for international students (95% to 92%).

The average cumulative GPA remained constant for students who attempted 15 or more credits. It was 3.4 in spring 2017 and 3.4 in spring 2018. However, the average GPA declined for students attempting less than 15 credits students from 3.4 in spring 2017 to 3.1 in spring 2018. See data tables for more information.



In the 2018 summer semester, Institutional Studies will continue to evaluate the impact of academic year credit momentum on GPA and probation and persistence rates. Furthermore, we will continue to track calendar year credit momentum since attempting 30+ credits is the key credit momentum indicator.

¹ Preliminary analysis using grades from SIS Info. Fact Sheet updated when SIS Full is refreshed.

² As self-identified and reported to the University. Hispanic/Latinx students are of any race.



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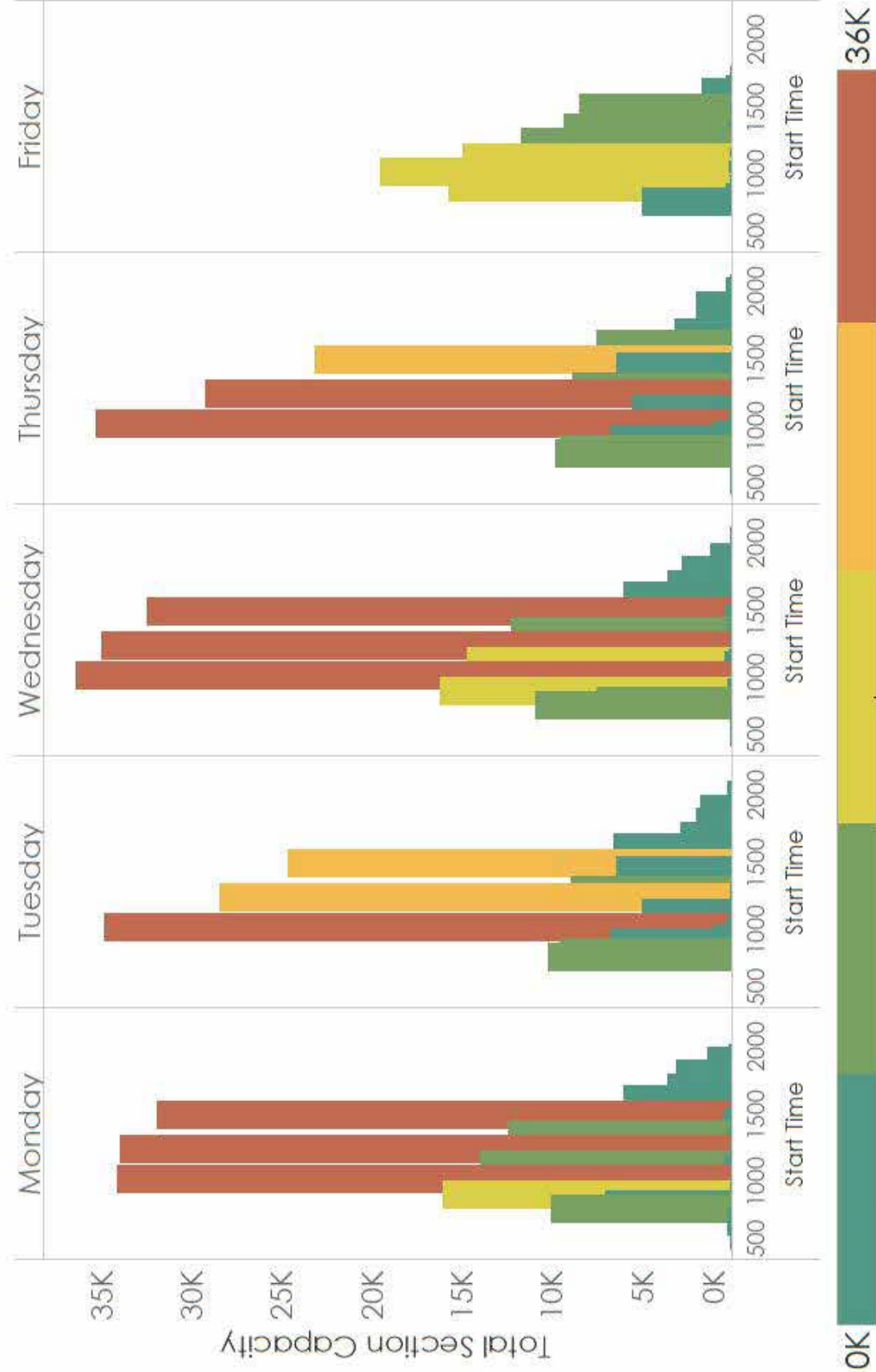


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Course Distribution by Total Section Capacity, Organized by Date and Begin Time Group (Academic Year 2017)

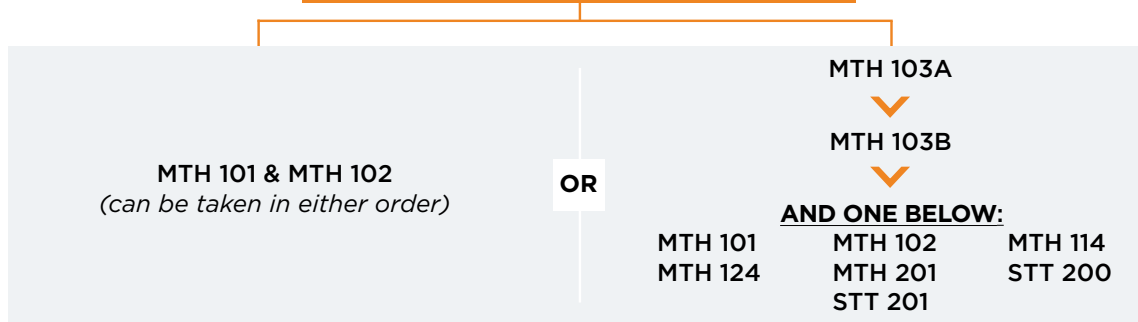


Please note that the recommended citation is as follows:
 Institutional Studies, Office of Planning and Budgets, Michigan State University. (2018).
 Course Distribution. [Tableau Dashboard]. Retrieved from:
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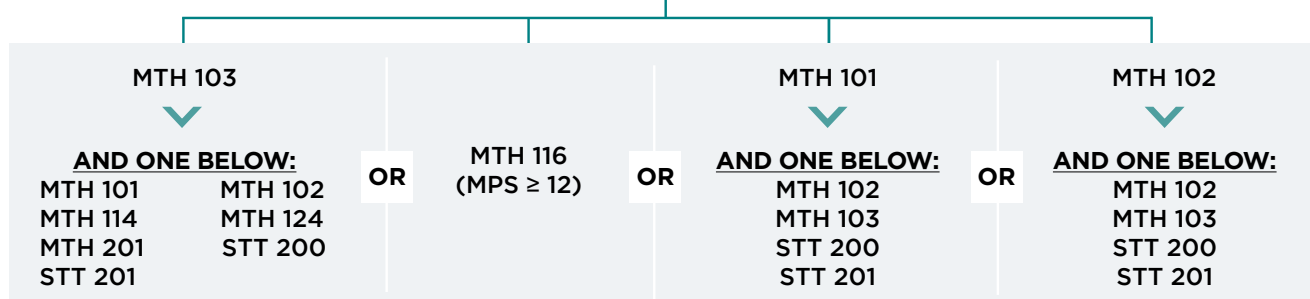
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MICHIGAN STATE UNIVERSITY MATH REQUIREMENTS

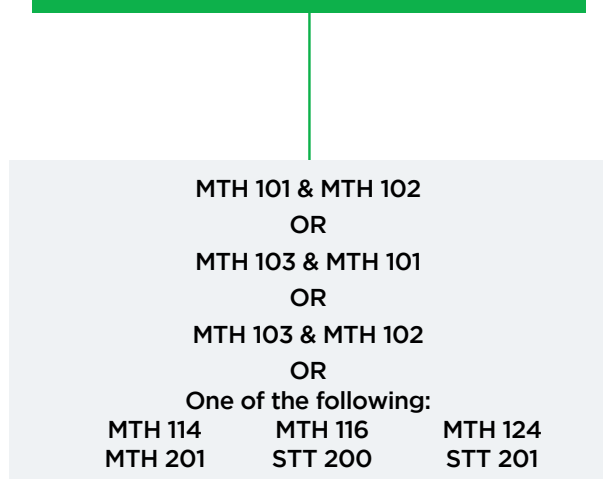
MATH PLACEMENT TEST 0 - 9: (or placement by Highschool transcript)



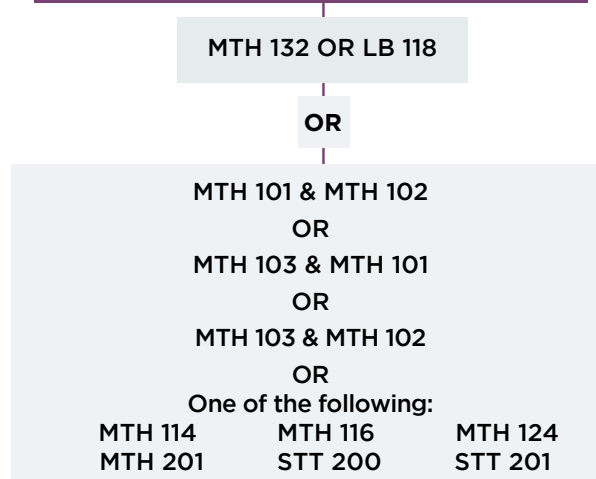
MATH PLACEMENT TEST 10 - 14: (or placement by Highschool transcript)



MATH PLACEMENT TEST 15 - 18:



MATH PLACEMENT TEST 19+: (or ACT Math ≥ 28 or SAT Math ≥ 660)



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MICHIGAN STATE UNIVERSITY REQUIRED MATH BY MAJOR

MAJORS REQUIRING MTH 103 OR HIGHER

Accounting	Crop And Soil Science	Kinesiology
Actuarial Science	Dietetics	Landscape Architecture
Agribusiness Management	Earth Science (Moratorium)	Management
Agricultural, Food, And Natural Resources Education	Economic Geography	Marketing
Animal Science	Economics	Materials Science And Engineering
Applied Engineering	Education	Mathematics
Astrophysics	Electrical Engineering	Mechanical Engineering
Athletic Training	Entomology	Medical Laboratory Science
Biochemistry And Molecular Biology	Environmental Sciences	Microbiology
Biological Science	Environmental Engineering	Neuroscience
Biomedical Laboratory Science	Experience Architecture	Nursing
Biosystems Engineering	Finance	Nutritional Science
Chemical Engineering	Fisheries And Wildlife	Packaging
Chemical Physics	Food Industry Management	Physical Science
Chemistry	Food Science	Physics
Civil Engineering	Forestry	Physiology
Clinical Laboratory Science (Moratorium)	Genomics And Molecular Genetics	Plant Biology
Computational Chemistry (Moratorium)	Geographic Information Science	Psychology
Computational Mathematics	Geological Sciences	Special Education
Computer Engineering	Horticulture	Statistics
Computer Science	Hospitality Business	Supply Chain Management
Construction Management	Human Biology	Veterinary Technology
	Human Resource Management	Zoology
	Integrative Biology	

MAJORS REQUIRING MTH 101, 102 AND/OR STT 200 OR 201

Advertising Creative	Global And Area Studies	Music Education
Advertising Management	Global And International Studies	Music Performance
Anthropology	Global History	Philosophy
<i>*B.S. includes option for STT 421 and PSY 295*</i>	Global Studies And Arts Humanities	Political Science
Apparel Textile Design	Graphic Design	Political Theory And Constitutional Democracy
Apparel Textiles	History	Professional Writing
Arabic	History Education	Public Policy
Art Education	Human Capital And Society	Religious Studies
Art History And Visual Culture	Human Development And Family Studies	Russian
Arts And Humanities	Human Geography	Social Relations And Policy
Child Development	Humanities (Pre-Law)	Social Work
Chinese	Interdisciplinary Humanities	Sociology
Communication	Interdisciplinary Study In Social Science	<i>*B.S. includes option for STT 421*</i>
Comparative Cultures And Politics	<i>*PSY Cognate requires MTH 103+*</i>	Spanish
Composition (Music)	International Relations	Studio Art
Criminal Justice	Japanese	Sustainable Parks, Recreation, And Tourism
Early Care And Education	Jazz Studies	Theatre
English	Journalism	Urban And Regional Planning
Film Studies	Linguistics	Women's and gender studies
French	Media And Information	World politics
German	Music	

First-Year Pathways Milestones (Outcome)



Student Success Annual Report 2017-2018 Appendix

Upward Bound celebrates another successful year



Michigan State University cares deeply about the success of students, not just those who are on its campus as undergraduates or graduate students. On April 30, 2018, 32 graduating high school seniors from the Lansing School District were honored at the Upward Bound Senior Recognition Awards Reception, held in the MSU Union Ballroom.

These students had participated in Michigan State University's branch of Upward Bound for at least the last six months, up to the last four years. The program is designed for students who are interested in pursuing education beyond high school from low-income families, and from families in which neither parent has a bachelor's degree, to promote college readiness. Students are identified and recruited through high school counselors. These students are often the first college-bound of their families.

As part of Upward Bound, students commit to attending regular meetings outside of school hours, community service projects and cultural experiences, and summer travel programs to places like Niagara Falls, the MSU campus, and the Michigan State Capitol. In addition, they receive academic instructional sessions in the areas of math, lab science, composition, and literature from MSU teaching assistants, and mentoring from MSU students. They're given a breadth of experiences that colleges look for in applicants and additional insights to help them grow and be ready for college.

Upward Bound is typically a federally funded program through the U.S. Department of Education's TRIO grants. Upward Bound has been in partnership with MSU for 52 years. In 2017, however, it was unclear if Upward Bound at MSU would continue. It lost federal funding due to unforeseen circumstances and was going to be dissolved. But senior MSU leadership decided that MSU would provide a large portion of the funding to maintain the university's commitment to pre-college students in the greater Lansing area. Even with a smaller staff and new director, they experienced a period of growth over the past year, growing from 91 to 125 enrolled students.

At the awards reception, Dr. Stephanie Anthony, Upward Bound Director and Program Coordinator since the fall of 2017, recognized the students for their perseverance and hard work, and the parents for their encouragement and support. She also recognized the many partners of Upward Bound beyond MSU: The Lansing School District, benefactors, staff members, teaching assistants, and college student mentors.

Student Success Annual Report 2017-2018 Appendix

Several seniors shared meaningful aspects of the program. Steven Bonham, a senior from J.W. Sexton High School, and recently named one of the Twelve Distinguished Young Black Men of Lansing, said that he really appreciated Upward Bound's assistance with planning and preparation for the college classroom, and the time management skills that he learned.

Asia Ruiz-Newton, senior from Everett High School, and said she was most impacted by the access that Upward Bound participants had with college student mentors. Mentors "shared what to expect, and what [college] classes are like." She also appreciated hearing directly from MSU programs who were recruiting students. She felt a connection with Lyman Briggs College, and decided to attend there this fall, studying to become an orthodontist.

Andrea Kent, another senior from Everett, who will attend MSU's Broad College next year, studying to eventually be a restaurant owner, shared the significance of personal connections with the Student School Liaison, an MSU student. It meant a lot to Kent that the liaison would regularly check on students throughout the year. This year, James Madison College junior Emily Piccione served as the Student School Liaison, establishing regular contact with teachers and counselors, and making sure students were alright if they missed Upward Bound sessions.

In his remarks on behalf of the Office of the Associate Provost for Undergraduate Education, MSU professor Dave Weatherspoon shared that there are predictive factors correlated to how one might do in life, based on any number of circumstances and opportunities. He encouraged the graduating seniors to understand these factors, and to challenge them. The encouraging news is that some positive factors for student success and persistence include participation in pre-college programs like Upward Bound.

"The Upward Bound program is focused on providing a high level of support and guidance to our students, said Dr. Anthony. "While we have had an intense year, I am extremely proud of the hard work and effort that our students and staff have put into making it a successful year."

MSU has a commitment to advancing knowledge and transforming lives. The Upward Bound program has transformed the lives of those 32 graduating high school seniors. This year, the program has the largest number of MSU incoming first year students: more than half of the graduating seniors will be attending MSU in the fall of 2018. Welcome, Spartans!