2022-2025 STUDENT SUCCESS STRATEGY CULMINATING REPORT

Executive Summary

The 2022-2027 UW Tacoma Strategic Plan identified advancing student success academically, professionally, and personally as a top campus priority. In response, UW Tacoma launched the Student Success Strategy—a multi-year, campus-wide initiative to improve retention, graduation, and equitable outcomes. From 2022 to 2025, over 96 faculty, staff, and administrators worked across eight focus areas to build a stronger, more student-ready institution.

This report concludes the initiative's catalytic phase and launches a long-term structure to advance student success. The work has laid a strong foundation for sustained, concrete action and a campus culture rooted in collaboration, equity, and continuous improvement.

STRATEGIC FOUNDATIONS AND GUIDING PRINCIPLES (2022-2023)

The initiative began with a comprehensive review of existing student success efforts, led by the 2022–2023 Student Success Task Force. They identified five priority areas: First-Year Experience, Graduate Student Support, High Impact Practices, Removing Curricular Barriers, and Slate for Student Success. Beginning in summer 2023, these priorities were advanced by cross-functional working groups and a steering committee co-convened by Amanda Figueroa and Bonnie Becker, with executive sponsorship from Andy Harris and Mentha Hynes-Wilson.

The following principles guided this strategy:

- Building on campus strengths and lessons from past efforts
- Supporting students' sense of belonging and purpose
- Focusing on first-time-in-college and first-generation students in their first year ("First 3")
- Centering equity in all efforts
- Using data to inform decisions
- Applying structured improvement cycles
- Promoting collaboration and shared ownership across campus

KEY ACCOMPLISHMENTS (2023–2025)

- **High impact practices**: Designed models and a faculty development program to embed collaborative and career-connected learning in lower-division courses. This

program will run during the 2025-2026 academic year, with funding from AAC&U, and will be integrated into a forthcoming faculty development collaborative.

- **First year experience:** Identified three priority areas: community building, major exploration, and second-year programming, which led to the creation of two new working groups, scaffolded major exploration, and the Student Experience Project.
- **Graduate student support**: Created orientation, belonging, and staffing recommendations, though budget constraints delayed implementation. While a proposed full-time position was not funded, we are developing a one-year plan to provide part-time support that will sustain this work's momentum through 2025–26.
- **Removing curricular barriers**: Analyzed five years of student success data to identify key bottleneck courses with high non-satisfactory progress rates (nSPG) or limited seat availability. Conducted case studies with faculty and advisors to understand root causes, including issues related to placement, meta-learning, and curricular complexity. Developed concrete recommendations for improving transfer equivalencies, removing outdated curricula, plus another ten items to be passed to a new ongoing committee.
- **Scaffolded major exploration**: Engaged stakeholders across campus to explore strategies for supporting purposeful major exploration in the first year, with particular attention to first-generation and pre-major students. Conducted student surveys and focus groups to better understand decision-making needs and inform future programming design.
- **Slate for Student Success:** Completed infrastructure and governance setup for a centralized student support system, launched a [campus-facing webpage](#), and worked with a consultant to design a custom infrastructure for the campus. Mass communication to students was rolled out in spring 2025 and advising profiles and custom school communication templates were finalized in summer 2025. Advising appointments and notes rollout is scheduled for autumn 2025, with all-campus adoption to continue in the next academic year.
- **Student Experience Project (SEP)**: Launched two cohorts of faculty focused on fostering belonging and a growth mindset in classrooms, with measurable improvements in student perceptions of academic belonging. The program will run again in 2025-2026 and be incorporated into a new faculty development collaborative.
- **Student success outcomes framework (SSOF)**: Worked with campus community members through a series of "data parties," developing a set of leading indicators to complement institutional key performance indicators (KPIs) and support program and initiative evaluation/assessment.
- **Infrastructure for sustainability**: Developed a longer-term governance model, including the formation of a standing Student Success Council in 2025-2026.

IMPACT ON STUDENT OUTCOMES

While many factors influence student success, the coordinated work of this strategy has contributed to measurable progress across three of the five plan years. A more complete analysis can be found in Appendix B.

- **Retention and graduation rates have improved overall.** One-year retention rebounded to pre-pandemic levels (currently 84.7%), and the fall 2019 FTIC cohort achieved the highest six-year graduation rate in UW Tacoma history at 65.8%, surpassing our 2027 target, but has since declined to 62.1% as the effects of COVID can be seen in the 2020 cohort.

- **Gaps between FTIC and transfer students narrowed significantly**, with differences in one-year retention and graduation reduced by 8.2% and 4.9%, respectively. FTIC retention has increased to 81.5%.

- **First-generation graduation gaps improved**, especially for transfer students (+8.0%).

- **Post-graduation employment equity gaps** have shrunk to 0 in the most recent analysis.

At the same time, **work remains to eliminate disparities**:

- **Racial equity gaps widened** in FTIC six-year graduation (-13.8%) and one-year retention (-7.4%), signaling a need for targeted interventions.

- **First-generation retention gaps increased** in the most recent year, and transfer student retention declined by **3.4%**.

For detailed data and analysis, including trends by race, first-generation status, and FTIC vs. transfer students, see Appendix B of this report.

TRANSITION TO INSTITUTIONALIZATION

In 2025–26, the Student Success Council will guide the next phase of implementation—moving from catalytic innovation to coordinated, campus-wide improvement. The Council will steward the Student Success Outcomes Framework (SSOF), monitor institutional KPIs, and support alignment with the university's strategic plan. While oversight will be centralized, implementation will be distributed, with units across academic and student affairs responsible for integrating student success goals into their core operations.

Priorities for the coming year include:

- Finalizing and launching the SSOF, including a Power BI dashboard and annual review process; supporting units and programs in piloting and using SSOF metrics to guide design and continuous improvement.

- Institutionalizing curricular barrier monitoring as a standing function, coordinated by a new cross-campus group.
- Expanding faculty engagement through continuing Student Experience Project cohorts, launching a high-impact career practices program, and preparing to integrate both into a new faculty development collaborative.
- Implementing a one-year plan for part-time support to maintain momentum on graduate student success.
- Supporting the work around scaffolding major exploration to the recommendation stage.
- Aligning grant-seeking, assessment, and communication efforts to sustain and scale what works.

This report documents the foundation we've built—and introduces the next steps we will take to ensure every UW Tacoma student has the opportunity to thrive.

Contents

Background

The [2022-2027 UW Tacoma Strategic Plan](#) set a vision for advancing student success academically, professionally, and personally. To bring this vision to life, the [2022-2023 Student Success Task Force](#) undertook a comprehensive inventory of existing student success resources across campus. This asset-mapping exercise surfaced gaps, redundancies, and areas of opportunity, laying the groundwork for a more cohesive and targeted approach to student success. From this work, five critical priorities emerged: First-Year Experience, Graduate Student Support, High Impact Practices, Removing Curricular Barriers, and Slate for Student Success.

The Student Success Strategy was charged by the Executive Vice Chancellor for Academic Affairs (Andy Harris) and the Vice Chancellor for Student Affairs (Mentha Hynes-Wilson) in 2023. These two leaders served as Executive Sponsors for the group, which was co-facilitated by the Associate Vice Chancellor for Social Mobility (Amanda Figueroa) and the Associate Vice Chancellor for Student Success (Bonnie Becker).

Informed by campus values, past student success work, and current data, we established a unifying framework to align efforts across campus, emphasizing the following guiding principles:

- Build on collective assets and lessons from past efforts, applying a continuous improvement mindset supported by practical tools.
- Develop programming that supports our students' sense of belonging and sense of purpose. [Previous studies](#) have elevated the importance of these mindsets for retaining UW Tacoma students.
- Focus on first-time-in-college (FTIC) students in their first year of college, using a first-generation lens ("First 3"). Based on institutional data, these are the students we are least likely to retain.

To move from inventory to action, a cross-campus team was assembled in summer 2023 to develop and align strategies across the five priority areas. Each priority area was assigned to a dedicated working group tasked with making meaning of existing data, engaging stakeholders, and developing actionable recommendations—some of which moved into early implementation. The two to three co-chairs of these groups, representing diverse roles and divisions, formed the Student Success Steering Committee alongside the initiative's co-facilitators ([Appendix A](#)). This committee met regularly to maintain momentum, share learning, and support alignment across initiatives. Through this structure, the team not only advanced tangible strategies, but also began to shift campus norms toward more collaborative, equity-focused, and data-informed approaches to student success.

To track institutional progress and maintain accountability, the Strategy adopted student success KPIs from the UW Tacoma Strategic Plan ([Appendix B](#)):

- An increase in the one-quarter retention rate from 92.9% to 94%
- A decrease in the one-quarter equity gap (defined by URM vs. not-URM students) from 2% to 0

- An increase in the one-year retention rate from 82.6% to 88%
- A decrease in the one-year equity gap from 3.6% to 0
- An increase in the six-year graduation rate for FTIC students from 56.4% to 64%. A decrease in the equity gaps in FTIC six-year graduation rates from 1.9% to 0%.
- An increase in the four-year graduation rate for transfers from 82.2% to 88%. A decrease in the equity gaps in transfer four-year graduation rates from 6% to 0%.
- An increase in attainment of full-time employment or continuing education within 6 months of graduation from 69.6% to 75% (source: UW OEA Alumni Survey, includes graduate students)
- A decrease in the equity gap of full-time employment or continuing education within 6 months of graduation from 6.8% to 0

The committee refined an annual timeline, built around three 90-day work cycles, with milestones, report deadlines, quarterly meetings, and structured opportunities to share progress and recommendations. During the 2023–24 academic year, the working groups generated momentum and results. They developed targeted interventions, piloted new practices, and laid the groundwork for sustainable change. Key outcomes from the 2023–24 academic year are summarized in a public report available on the Office of the Chancellor's website.

In 2024–25, the Student Success Strategy maintained its core structure, KPIs, and improvement cycles, refined through the lessons of the previous two years. Three working groups—Slate for Student Success, Removing Curricular Barriers, and High Impact Practices—continued and expanded their efforts. The First-Year Experience group evolved into two new groups: the Student Experience Project and Scaffolded Major Exploration. The graduate student group fulfilled its initial charge and was placed on hold while a long-term home for this work is developed.

The 2024–25 timeline was streamlined to two 90-day cycles, based on recommendations to improve pacing and better match the workload of the regular academic cycle.
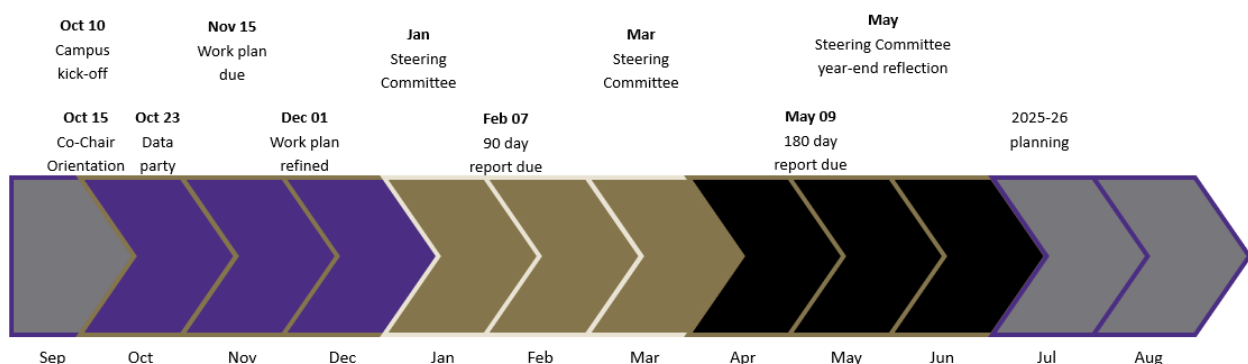
Figure 1. Timeline of 2024-2025 Student Success meetings and milestones.

The foci of working groups for 2024-2025 evolved based on a refined understanding of how working groups within the Student Success Strategy initiative would transition to more sustainable work (Figure 2).
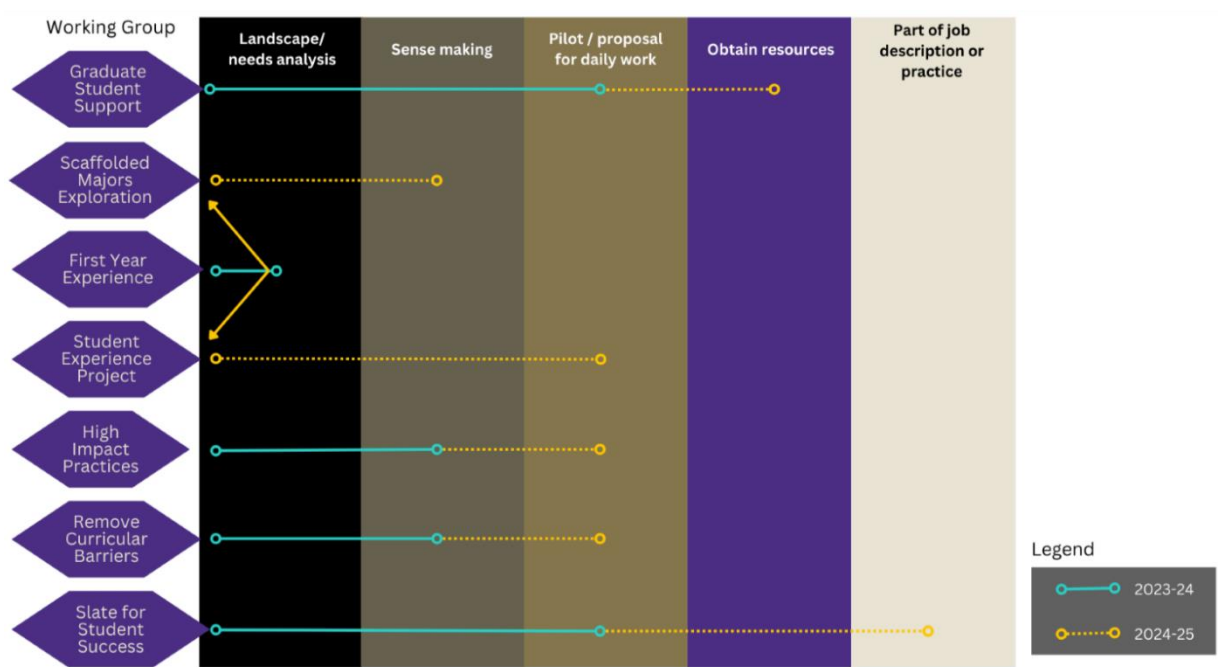
Figure 2. Working group progression to sustainable, regular daily work.

In response to prior recommendations, the campus began developing a centralized set of leading indicators to support evaluation and program improvement. Institutional Research and the Student Success co-facilitators led this effort, resulting in the Student Success Outcomes Framework (SSOF; Appendix C) and a series of collaborative activities to shape its design.

This report documents the cumulative progress of the Student Success Strategy, with a focus on 2024–25 outcomes. It also outlines the campus's transition from a time-limited initiative to a sustainable governance model, including the launch of a standing Student Success Council (Appendix D).

Outcomes by working groups

Over the course of three years, eight core focus areas emerged through sustained, cross-campus collaboration to improve student success and retention. The following sections summarize the progress, lessons, and early impacts from each working group, along with recommendations for continued action in 2025–26 and beyond.

I. FIRST YEAR EXPERIENCE

This focus emerged from the 2022–2023 Student Success Task Force. The first-year experience encompasses a broad range of touchpoints, from orientation through the first year of coursework and involvement; it was a natural area of focus given the strategy's attention to first-time-in-college, first-generation students. Because the focus population for the overall Strategy was First 3, many of the other working groups identified areas of intersection and connection with this working group's efforts. At UW Tacoma, first-year, first-time-in-college students may participate in the CORE Program. Since 2022, when the task force was forming recommendations, 30% of first-year, first-time-in-college students have participated in CORE.

2023-2024 (co-chairs: Joyce Dinglasan-Panlilio, Stephon Harris, Deirdre Raynor) - During this academic year, staff, faculty, and students in this working group created three experience maps based on data-informed personas of First 3 students (Appendix E). Using these maps, they identified three themes of interventions for this work: community building, major exploration, and second-year programming.

The working group laid important groundwork for future efforts, directly influencing the formation and early direction of two more targeted groups launched in 2024–25: Scaffolding Major Exploration and the Student Experience Project. The working group in this configuration ended after one academic year. One of the co-chairs (Joyce Dinglasan-Panlilio) attended training for the Student Experience Project (SEP), a faculty professional development program developed by the Coalition of Urban Serving Universities, to transform classroom practices, supporting a greater sense of belonging and fostering instructor growth mindsets (See Section VII).

Additionally, the first-year experience focus set the stage for Career Development and Education—although not part of the working groups—to co-locate in the same space as University Academic Advising (pre-major advising), the Office of Global Affairs, and the Office of Undergraduate Education in Fall 2024. This co-location, along with the establishment of a Director of Academic Advising in 2024-2025, opened new, collaborative opportunities to address advising and engagement of pre-major students and to strengthen pathways to experiential and high-impact learning.

II. GRADUATE STUDENTS

This focus area emerged from the 2022-2023 Student Success Task Force and was further developed by the 2023-2024 Graduate Student Support working group. The objective was to address the unique challenges graduate students face at UW Tacoma, particularly in terms of belonging, access to resources, and overall student experience.

2023-2024 (co-chairs: Conor Leary, Ashley Walker, Anaid Yerena) - In this academic year, the working group engaged stakeholders across campus, including the UW Bothell Associate Director of Graduate Studies, UW Tacoma graduate advisors, and graduate program faculty, to develop recommendations for a comprehensive graduate student

orientation program and a framework for supporting graduate student belonging. They conducted focus groups and surveys to gather graduate student perspectives (Appendix F), culminating in a strategic meeting with Dr. Joy Williamson-Lott, Dean of the UW Graduate School, to align priorities and share findings. The group finalized a set of recommendations for the 2024-2025 academic year, which included (1) identifying resources for a graduate student support coordinator, (2) launching a comprehensive orientation program for graduate students, and (3) developing a campus philosophy and commitment to fostering graduate student belonging (Appendix G).

The Student Experience Project (SEP), which includes a graduate student focus led by one of the group's co-chairs (Anaid Yerena), will continue to provide a framework for faculty professional development and fostering belonging for graduate students in the classroom.

Due to campus-wide budget constraints, the proposal for a full-time graduate student support position was not funded. However, a one-year model using part-time staffing and shared resources will be implemented in 2025–26 to sustain momentum and pilot elements of the group's recommendations.

Recommendations for 2025-2026 include (1) continuing advocacy for a dedicated position to support graduate student success (with alternative models to drive the work forward in the interim), (2) piloting elements of the proposed orientation and joint hooding using part-time staff and shared resources, and (3) integrating graduate student sense-of-belonging initiatives into the broader Student Experience Project.

III. HIGH IMPACT PRACTICES

This focus area emerged from the 2022–2023 Student Success Task Force. High Impact Practices (HIPs)—including undergraduate research, community-engaged learning, and collaborative assignments—are evidence-based strategies shown to improve learning, persistence, and equity, especially for first-generation and historically underserved students

2023-2024 (co-chairs: Annie Downey, Emma Rose, Dawn Williams) – The working group identified undergraduate research and community-engaged/global learning as the HIPs with the greatest potential impact for UW Tacoma's First 3 students. Their work focused on three key areas:

Landscape analysis and prioritization. The group analyzed access to HIPs at UW Tacoma, with an emphasis on expanding opportunities for First 3 students in lower division courses. They met with the UW Bothell Office of Connected Learning, the Research Advisory Council, and Community Engagement Leads to identify existing resources, campus gaps, and opportunities for collaboration. They also mapped HIPs currently offered in the lower division and found limited availability, particularly for students early in their academic journeys (only two research-designated and one service-designated courses at the 100 or 200 levels). Based on this landscape scan, the group prioritized the need to (1) increase the number of lower-division courses that intentionally scaffold HIPs experiences, (2)

strengthen centralized coordination of HIPs resources and support, and (3) provide more faculty development to expand equitable access to these high-impact learning opportunities.

Resource development. Group members from the UW Tacoma Library and Career Development & Education created an online guide to support HIPs in course design, curated from internal and external resources.

Action planning. A team of faculty and staff was brought together to attend the AAC&U High Impact Practices Summer Institute. The team included members of the working group and expanded engagement with staff who are also vital in expanding students' access to high-impact practices (pre-major advisor Isabella Webb and Employer Relations Manager, Eric Hilldorfer). At the event, hosted virtually June 18-12, 2024, the team worked with national experts and created a recommended action plan for 2024-2025 (Appendix H).

Informed by, but separate from, this work, group member Heather Dillon received a grant and matching funds to launch a faculty development program to support undergraduate research mentoring. A recommendation to create a task force to create criteria for R-designated courses was submitted to the Academic Policy and Curriculum Committee.

As described in the First Year Experience section above, an outgrowth of this work was connecting HIPs working group members and the Student Success Strategies co-conveners into a conversation about strengthening advising for pre-major students to foster engagement in high impact practices. Students often don't distinguish between academic and career advising conversations, and this work naturally overlaps.

Lastly, the HIPs co-chairs and members concurrently participated in additional aligned work. One of the HIPs co-chairs (Emma Rose) was part of the Student Experience Project leadership team, described in Section VII, and helped connect the cross-group work. Another co-chair (Dawn Williams) was part of a leadership team with the two co-conveners (Amanda Figueroa and Bonnie Becker) and participated in the AAC&U Curriculum to Careers Models Project. The team developed a project, the "Tacoma Purpose Pipeline," focused on a vision: "Lower division first gen, economically marginalized (FGEM) students will develop their sense of purpose, ability to articulate their career competencies, and be able to identify next steps for further growth." The group ended the year with a commitment to explore how this effort could dovetail with the recommendations of the team that developed the 2024-2025 HIPs action plan.

2024-2025 (co-chairs: Emma Rose and Dawn Williams) – In the second year, the working group focused on two priority actions to build on work from the previous year:

Developed a model for a faculty community of practice – The group formed a new team with broadened campus representation. Building on the AAC&U HIPs Institute action plan and the funding and resource opportunity from the AAC&U Curriculum to Careers Innovation Institute, the group focused on elevating best practices for in-class career-connected and collaborative learning for lower-division faculty. They discussed best-practice articles, brainstormed ways to incorporate collaborative and career-connected learning into lower-

division courses, and explored models for faculty professional development. Ultimately, the group recruited faculty who were teaching in Winter 2025 and developed recruitment materials, identified a faculty coordinator, and established a 2025-2026 budget and timeline.

Library Guide HIPs resource – The group gathered additional resources that could be added to an online resource for faculty.

2025–26 Recommendations – The HIPs working group's key recommendation is to implement and evaluate the *Cultivating Connection and Purpose* training during 2025–26. The program, led by Maeve O'Donnell and Dawn Williams, will support a cohort of faculty and staff in redesigning assignments that foster collaborative learning, support career readiness, and deepen students' sense of purpose and belonging. Training components include four workshops, 1:1 coaching, Winter Quarter implementation, and a Spring showcase. Participants will also assess the impact on student learning and engagement. The program is designed to integrate with the broader faculty development infrastructure being established through the faculty development collaborative. A cohort of faculty has been recruited to begin in September 2025.

IV. REMOVING CURRICULAR BARRIERS

This focus emerged from the 2022-2023 Student Success Task Force, which addressed the complex curricular pathways that create obstacles to student progression and timely graduation. Removing curricular barriers is essential for reducing excess credits, facilitating graduation, and ensuring equitable access to required courses, particularly for First 3 students. This working group aimed to identify and address bottleneck courses and barriers in course scheduling, transfer equivalencies, and prerequisites. A summary of their findings and recommendations can be found in Appendix I.

2023-2024 (co-chairs: Lindsey Clark, Natalie Eschenbaum, David Ross) – In its first year, the working group conducted a comprehensive analysis of course characteristics to identify two types of barrier courses, focusing on key prerequisites:

- Courses with high non-satisfactory progress grade (nSPG) rates (defined as courses in which more than 25% of students did not earn the 2.0 needed to progress to the next course), and
- Courses with high enrollment fill rates (≥95%), indicating restricted access.

The team identified 34 high nSPG courses and 70 access-limited courses. To validate these findings, they engaged Student Advising Mentors in a focus group and surveyed academic advisors, grounding the data in practitioner insights.

They also examined systemic issues, including transfer equivalency challenges, and drafted a white paper (Appendix J) recommending the formation of a tri-campus group to address the persistent barriers transfer students face. The group also explored cross-campus collaboration, consulting stakeholders such as Disability Resources for Students (DRS) and UW Seattle Information Technology to examine data gaps and innovative practices.

In parallel, one co-chair (Natalie Eschenbaum) participated in the Student Experience Project (SEP) Institute. This informed the selection of faculty for a subsequent SEP cohort—prioritizing instructors of high-nSPG courses to support equity-minded pedagogical development.

2024-2025 (co-chairs: Lindsey Clark, Natalie Eschenbaum) – The group refined its list of barrier courses by reconciling institutional data with advisor insights and addressing an error in how prerequisite enforcement was being interpreted. A revised, more accurate course list was produced, with a focus on the School of Interdisciplinary Arts & Sciences, which serves a large proportion of First 3 students. This updated list is included in Appendix I and summarized below:

- **High nSPG courses**: TMATH 109, 115, 116, 120, 124, 125, 126; TPSYCH 101; TWRIT 121; TBIOL 120; TCHEM 142.
- **High access-barrier courses**: TBIOL 120, 130, 140; TCHEM 142, 152, 162; TMATH 109, 110; TWRIT 211, 291; TPHYS 121, 122, 123

They also collected case studies from faculty teaching these courses to inform intervention strategies. The group produced recommendations to address the impact of inaccurate and outdated curricula (Appendix K), as well as ten additional recommendations to address improvements going forward (Appendix I):

1. **Review Placement and Prerequisites**: Programs should systematically review placement methods and prerequisites to ensure they support progression in scaffolded courses.
2. **Foster Collaborative Learning**: Encourage collaborative learning environments to promote class attendance through stronger peer connections.
3. **Offer Flexible Learning Options**: Provide flexible modalities when possible to accommodate students with unpredictable schedules for in-person learning.
4. **Expand SEP Faculty Development**: Promote pedagogical training like the Student Experience Project (SEP) for all instructors to enhance student belonging.
5. **Integrate Meta-Learning**: Support faculty in incorporating meta-learning strategies, particularly in introductory courses, to build student awareness of how they learn.
6. **Improve Support Engagement**: Create institutionally supported strategies to increase student engagement with both academic and non-academic supports.
7. **Adapt Curriculum for Diverse Needs**: Redesign curriculum when courses serve students with differing goals, ensuring relevance and flexibility.
8. **Implement Waitlists**: Adopt a waitlist system (to be recommended when UW adopts a new Student Information System) to match student demand better and inform scheduling decisions for high-demand courses.
9. **Enhance Early Alert Systems**: Leverage tools like Slate to identify and respond to students' academic concerns through targeted support.

10. **Clarify Course-Level Policies**: Promote consistent and transparent course-level academic support policies to reduce confusion and increase equity across classes.

In 2025, the campus hired a Director of Academic Advising, a new role that includes responsibility for monitoring curricular barriers as a core function. This position will provide continuity in overseeing the identification and mitigation of curricular obstacles that affect student progression, as well as in representing Tacoma in tri-campus discussions on transfer equivalences.

Recommendations for 2025-2026 – To sustain momentum and institutionalize this work, Academic Affairs will convene a new standing cross-campus group to identify and address curricular barriers. This group will meet quarterly to:

- Follow up on the recommendations of the 2023-2025 working group.
- Monitor and analyze course data to identify emerging curricular barriers related to course access, prerequisites, and DFW/nSPG rates.
- Work collaboratively with academic units to develop recommendations to mitigate these barriers, grounded in data and informed by practitioner insights.
- Provide targeted recommendations to the Council of Deans, Academic Advising Leadership Council, Academic Policy and Curriculum Committee, the Registrar and course scheduling staff, and other campus stakeholders with authority to implement curricular innovations and interventions.
- Coordinate with the Student Experience Project and other ongoing student success initiatives to align curricular barrier work with broader student success efforts.

V. SCAFFOLDED MAJOR EXPLORATION

This effort emerged as a priority from the 2023-2024 First-Year Experience working group described above.

2024-2025 (co-chairs: Zhiyan (Juliet) Cao, DJ Crisostomo, Alex Miller) – The new working group assembled a team of six members representing various perspectives across the campus, with special attention to faculty and staff who teach in the lower division. They reviewed the pathways work completed by UW Tacoma in 2015 and 2018. Members identified a series of challenges to completing this work, including barriers to cross-campus collaboration and coordination, institutional implementation challenges, resource constraints, and the realities of student credit status.

The group surveyed students from CORE classes about major exploration and received feedback from 75 students (Appendix L). This six-question survey preceded in-class conversations across 5 classes (Appendix M). Finally, the group gathered insights from faculty and staff to inform recommendations for 2025-2026 pilot events and programming. The co-chairs also met with Cinnamon Hillyard, Associate Vice Chancellor for Student Success at UW Bothell, to better understand pathways and major exploration efforts on their campus.

Recommendations for 2025-2026 – Since this group was formed later than the others, they recommended that they spend part of 2025-2026 continuing to work together in this configuration to finalize their recommendations based on their findings. Add recommended pilot events and programs as developed by the working group. Recommended ongoing support through structures depends on activities put forward.

VI. SLATE FOR STUDENT SUCCESS

This focus emerged from the 2022-2023 Student Success Task Force, which aimed to implement a centralized data system to enhance communication, coordination, and case management across student-facing units at UW Tacoma. The Slate for Student Success module was identified as a comprehensive solution to integrate student records, facilitate early alerts, and streamline workflows to support academic advising, student services, and other critical student success functions.

2023-2024 (co-chairs: Andrea Coker-Anderson and BethAnn Hoover) – During this academic year, the Slate for Student Success team focused on laying the groundwork for implementation. They convened a cross-functional team to assess system needs, reviewed potential consultants, and gathered existing campus forms and workflows to inform the transition to Slate. The group participated in an extensive consultant review process, ultimately selecting Kennedy and Company to lead the technical implementation.

In the final quarter, a 7-month implementation schedule was established, and a leadership team consisting of co-chairs and other key stakeholders began meeting weekly with the consultants. Additionally, co-chairs attended the Slate Summit in June 2024, connecting with other institutions to gather best practices for implementation and user adoption. This experience informed the development of targeted implementation strategies for UW Tacoma.

2024-2025 (co-chairs: Andrea Coker-Anderson and BethAnn Hoover) – Building on last year's foundational work, the team made significant strides in preparing for a phased rollout of Slate for Student Success. Key accomplishments included:

- **Pilot Testing:** The pilot user group, initially formed in autumn 2024, was paused to refine training for administrative users, focusing on query building, form creation, and template management. The group was reconvened in spring 2025 to prepare for targeted pilot testing of the Student Success note functions and course enrollment request form.
- **Data Governance:** A data governance kickoff was held in January 2025 to establish protocols for data accuracy, access, and security. Collaboration with Institutional Research and IT continued throughout the year to align data practices and prepare for system integration.
- **Enhanced Coordination and Communication:** The team implemented a communication strategy that included regular updates on the Chancellor's Student Success webpage and ongoing collaboration with Enrollment Services, Institutional Research, and Graduate Admissions.

- **User-Specific Training and Configuration:** Administrative leadership, particularly Ana Marie Alameda, led ongoing learning efforts through webinars, refining workflows and identifying future needs for consultant support.
- **Form and Data Mapping:** The group completed the configuration of key forms, including the course enrollment request form and advisor concierge portal, integrating data from the existing EARS system and other campus platforms.
- **Stakeholder Engagement:** Extensive efforts were made to gather input from advisors and administrative staff, ensuring the system responded to diverse user needs. The Advisor Concierge portal and student portal are in final development for rollout as of Autumn 2025 and plans are underway for projects in the 25-26 year.

2025-2026 Recommendations – The coming year will focus on implementing the full range of structures, practices, and workflows developed by the Slate team. The following key actions are recommended:

- **Advisor Rollout:** In Fall 2025, implement the system for use by Academic Advisors.
- **Further System-Wide Rollout:** Full-scale implementation across campus, integrating Slate functions across academic advising, student support services, and admissions. Upcoming projects include major declaration processes, TLC Writing Center appointments, events marketing and tracking, and broader communication plans and office check-in systems.
- Establish Two Standing Groups:
  - **Governance Group:** This group will meet quarterly to oversee data integrity, monitor system effectiveness, and provide strategic guidance for future enhancements.
  - **User Group:** A cross-campus team of advisors and administrative staff will meet monthly to provide feedback, share best practices, and identify emerging needs as the system is fully deployed.
- **Monitor and Report Impacts:** Collect and report data on system utilization, user satisfaction, and student impact. Specific focus areas will include early alert functions, advisor case management, and student access to key support resources. Regular reports will be provided to the Student Success Steering Committee to ensure alignment with broader student success goals.

VII. STUDENT EXPERIENCE PROJECT

The Student Experience Project (SEP) emerged in Spring 2024 as a cross-working-group initiative aimed at fostering a sense of belonging and a growth mindset in classrooms, particularly among First 3 students. The SEP leverages research-based practices developed by the APLU and the Urban Serving Universities Coalition to implement evidence-based classroom practices that promote student persistence and engagement. In 2024-2025, the SEP was established as its own working group, as a spin-off from the 2023-2024 First-Year Experience work group.

2023-2024 – The SEP began with a core team of co-chairs representing various Student Success Strategy areas, including First-Year Experience (Joyce Dinglasan-Panlilio), Removing Curricular Barriers (Natalie Eschenbaum), High Impact Practices (Emma Rose), and Graduate Student Support (Anaid Yerena), along with a co-convener (Bonnie Becker). In January 2024, the team attended the SEP Institute in Las Vegas, hosted and funded by the Urban Serving University Coalition. There, they gained access to professional development materials, the [Ascend platform](#) for measuring student belonging, and formative assessment tools. Following the Institute, the team met monthly to design a pilot community of practice for fall 2024, with a focus on revising syllabus language, incorporating WISE feedback, and fostering identity safety in classrooms.

2024-2025 (chair: Joyce Dinglasan-Panlilio) – The inaugural cohort of 11 faculty and staff launched in Fall 2024, focusing on gateway courses plus some identified by the Removing Curricular Barriers group as having high DFW rates. The fall program was co-facilitated by Joyce Dinglasan-Panlilio, Emma Rose, Anaid Yerena, and Darcy Janzen. Faculty participants engaged in structured reflection on the impact of their teaching practices, using the Ascend tool to measure social belonging and gather student feedback. Data from the first cohort indicated a positive impact on student belonging: 76% of students (n=335) responded positively to the statement, "I feel like I can be myself in this class," an 8-point increase from the first to the final survey in the quarter. Additionally, 92% of students agreed that "My instructor will try to use my answers to this survey to make class better for me," underscoring the perceived value of Ascend as a feedback tool.

Building on the momentum of the first cohort, the SEP expanded to include a second cohort of 9 faculty in Spring 2025, co-facilitated by Joyce Dinglasan-Panlilio, Darcy Janzen, and two alumni of the first quarter, Sarah Chavez and Nancy Kuhuski. This cohort maintained a similar focus on belonging and identity safety and also incorporated faculty from lower-division STEM courses, which were underrepresented in the first round. To foster ongoing learning and community, the SEP hosted a showcase event at the end of the fall and spring terms, during which participating faculty shared reflections on the impact of SEP practices and discussed strategies for embedding growth-mindset language into classroom materials.

Recommendations for 2025-2026 – A new facilitator team for the SEP was identified (Menaka Abraham as lead, with Jutta Heller and Seung-Jin Lee), and plans are underway to launch a new, larger cohort in fall 2025. Rather than two separate cohorts, we plan to recruit one larger cohort (~25 faculty) that will do their training in fall, implementation in winter, and assessment and presentation in spring. This structure change will help alleviate some of the challenges in the first year due to the shortness of each quarter and the rush to recruit and turnaround a second cohort in the spring.

Specific action items include:

- **Cohort Implementation and Expansion:** Continue the structured, cohort-based model, focusing on lower-division, gateway courses and graduate core classes, and expanding to include more STEM faculty at all levels.

- **Faculty Development and Alignment:** Strengthen alignment between SEP and a upcoming faculty development collaborative, using the hub as a platform for additional training on data use, growth mindset, and identity safety practices.
- **Showcase:** Maintain and grow the SEP showcase as a campus-wide event for cohort participants to share their experiences and findings, fostering a culture of continuous improvement and peer learning.
- **Data Integration and Reporting:** UW Tacoma secured a two-year grant from PERTS by participating in their multi-campus impact study, allowing continued use of the Ascend tool at no cost, offsetting the previously anticipated $50,000 expenditure. This agreement will enable broader integration of Ascend data into the Student Success Outcomes Framework (SSOF), allowing for the systematic measurement of social belonging across SEP and non-SEP courses.
- **Institutional Reporting:** Develop mechanisms for sharing SEP data and impact with campus leadership, the Council of Deans, and the Academic Advising Leadership Council, emphasizing how SEP practices align with institutional priorities and contribute to student retention goals.

VIII. STUDENT SUCCESS OUTCOMES

This initiative began in 2024–25 in response to a recurring theme across Student Success Strategy working groups: the need for practical, shared metrics to test and evaluate interventions at the program level. While UW Tacoma's Strategic Plan KPIs continue to serve as essential lagging indicators for institutional progress ([Appendix B](#)), the Student Success Outcomes Framework (SSOF) was developed as a complementary set of leading indicators, providing real-time, actionable feedback to guide continuous improvement.

2024-2025 – The Student Success co-conveners (Bonnie Becker and Amanda Figueroa) partnered with Institutional Research (Andrew Chamberlain) to develop the Student Success Outcomes Framework (SSOF). The framework provides a set of shorter-term, practitioner-facing metrics to assess the impact of specific interventions and programs. These metrics are designed to be used in conjunction with strategic population disaggregation to identify equity gaps and evaluate the effectiveness of efforts on a more targeted time scale.

The SSOF includes three core categories of outcomes: Academic Momentum (e.g., credit completion ratio, time to major), Student Mindsets and Development (e.g., sense of belonging, sense of purpose), and Campus Connection (e.g., resource awareness, participation in HIPs). These outcomes can be paired with output metrics, such as program participation or event attendance, to evaluate the effectiveness of interventions and programs.

To develop a shared understanding and collective ownership of the framework, we hosted three campus-wide "Data Parties" throughout the academic year. These sessions engaged staff, faculty, and administrators in collaborative data interpretation, introduced new tools for understanding student outcomes, and gathered feedback on which data points were

most actionable and relevant to their work. The three data parties focused on: (1) understanding and disaggregating student retention metrics, (2) examining results and implications of the National Survey of Student Engagement (NSSE), and (3) co-developing the SSOF through collaborative input and refinement.

Participants consistently highlighted the value of simple, meaningful indicators—such as time to registration and sense of belonging—that could help them make mid-course corrections and improve services. They also emphasized the importance of aligning program assessment with the student experience and institutional goals. Feedback from the data parties directly shaped the SSOF, which is scheduled for release in Fall 2025 (Appendix C).

Recommendations for 2025-2026 – As we move from development to implementation, we recommend the following actions to embed the SSOF into campus practice:

- **Finalize the Framework**: The Student Success Council will be charged with finalizing the SSOF during the 2025–26 academic year. This will include gathering additional campus feedback and revising the framework based on pilot use and emerging priorities.
- **Use and Refine**: Once finalized, the Council will use the SSOF throughout the year to guide campus initiatives, assess progress, and promote a shared measurement strategy. At the end of the year, the Council will make recommendations for refining the framework going forward.
- **Pilot SSOF Use Across Units**: Identify a small set of academic and student affairs units to test the use of SSOF metrics in evaluating program outcomes and improvement efforts.
- **Continue KPI Monitoring**: The Council will also continue to monitor institutional KPIs and report on them regularly, including through Chancellor's Town Halls and other campus-wide communications.

The SSOF represents a critical step in maturing our student success work from innovation to institutionalization. By providing practical, equity-minded, and strategically aligned tools, the framework enables units across campus to evaluate their efforts, refine their practices, and contribute meaningfully to continuous improvement in support of student success.

Conclusion and Next Steps

The Student Success Strategy has evolved from a time-limited initiative into a sustainable approach for aligning campus-wide efforts around shared priorities, equity-minded practices, and strategic use of data. Over the past three years, the strategy has facilitated collaboration among academic and student affairs units, helping build a culture of interdependence, continuous improvement, and shared responsibility for student outcomes.

As the initiative transitions into long-term structures—most notably the Student Success Council—the focus will shift from design to sustained implementation. The Council will

steward the Student Success Outcomes Framework (SSOF), monitor and report on institutional KPIs, and support campus-wide alignment with the 2022–2027 UW Tacoma Strategic Plan.

In keeping with the strategy's commitment to reflection and learning, we have included a summary of process insights and adaptations in Appendix N. These reflections are intended to inform future implementation and reinforce the value of building a learning-centered culture to support student success.

This report marks the conclusion of this catalytic phase of the Student Success Strategy and establishes a foundation for institutional practices that are action-oriented, data-informed, collaborative, and equity-driven.

Appendix A: List of Participants

Executive Co-sponsors:

Andy Harris, Executive Vice Chancellor, Academic Affairs
Mentha Hynes-Wilson, Vice Chancellor, Student Affairs

Co-conveners:

Bonnie Becker, Associate Vice Chancellor for Student Success, Academic Affairs
Amanda Figueroa, Associate Vice Chancellor for Social Mobility, Student Affairs

2022-2023 Student Success Team

1. Andrew Chamberlain, Institutional Research
2. Donald Chinn, Associate Professor, School of Engineering and Technology
3. Lorraine Dinnel, Associate Director, University Academic Advising
4. Stan Emert, Director of Sports Enterprise Management, Milgard School of Business
5. Natalie Eschenbaum, Dean, School of Interdisciplinary Arts & Sciences
6. Johnica Hopkins, Academic Advisor, School of Nursing and Healthcare Leadership
7. Kira King, Academic Lead Advisor, School of Engineering and Technology
8. Joe Lawless, Chief Strategy Officer, Office of the Chancellor
9. Nedralani Logotala, Student Retention and Community Development Specialist, Equity & Inclusion
10. Tina Peterman, ACE (American Council on Education) Fellow
11. Deirdre Raynor, Executive Director, Undergraduate Education
12. David Ross, Manager, Student Services & Outreach, School of Social Work & Criminal Justice
13. Stephen Ross, Associate Dean of Faculty Development and Student Affairs and Associate Professor, School of Interdisciplinary Arts and Sciences
14. Ashley Walker, Enrollment and Student Services Lead, School of Education

First Year Experience (2023-2024)

1. **Co-chair:** Joyce Dinglasan-Panlilio, Associate Professor, School of Interdisciplinary Arts and Sciences
2. **Co-chair:** Stephon Harris, Associate Director of New Student & Family Programs
3. **Co-chair:** Deirdre Raynor, Executive Director of the Office of Undergraduate Education & Associate Professor, School of Interdisciplinary Arts and Sciences
4. Wendy Barajas Cadenas, Academic Advisor, University Academic Advising

5. John Burkhardt, Director of Communications, Marketing and Communications (through spring 2024)
6. Ricky Chon, Academic Advisor, School of Interdisciplinary Arts and Sciences
7. Cara Hale, Program Support Supervisor & Learning Consultant, Teaching and Learning Center
8. Jillian Leahy, Divisional Operations Specialist, Finance & Administration
9. Marcia Monroe, Access Services Supervisor, UW Tacoma Library
10. Phanat Ny, College Success Coach, College Success Foundation
11. June Marie Parra, Academic Advisor, School of Interdisciplinary Arts and Sciences
12. Karl Tolentino, Program Assistant, School of Interdisciplinary Arts and Sciences
13. Ahmed Wafai, Student Retention & Community Development Specialist, Office of Equity and Inclusion
14. Isabella Webb, Academic Advisor, University Academic Advising

Graduate Student Support (2023-2024)

1. **Co-chair:** Conor Leary, Director of Student Involvement
2. **Co-chair:** Ashley Walker, Enrollment and Student Services Lead, School of Education
3. **Co-chair:** Anaid Yerena, Associate Professor, School of Urban Studies
4. Julia Aguirre, Faculty Director, Teacher Certification Programs & Professor, School of Education
5. Erika Bailey, Data and Digital Scholarship Librarian, UW Tacoma Library
6. Justin Gailey, Academic Advisor, Recruitment & Retention Specialist, School of Education
7. Johnica Hopkins, Academic Advisor, School of Nursing and Healthcare Leadership
8. Kira King, Academic Lead Advisor, School of Engineering and Technology
9. Joe Lawless, Chief Strategy Officer, Office of the Chancellor
10. Margaret Lundberg, Personal and Public Writing Specialist, Teaching and Learning Center
11. Jose Rios, Associate Professor, School of Education
12. Akane Yamaguchi, Director, International Student and Scholar Services, Office of Global Affairs

High Impact Practices (2023-2025)

1. **Co-chair:** Annie Downey, Associate Dean of University Libraries, Tacoma Library (2023-2024)
2. **Co-chair:** Emma Rose, Associate Professor, School of Interdisciplinary Arts and Sciences (2023-2025)
3. **Co-chair:** Dawn Williams, Assistant Director of Career Development & Education (2023-2025)
4. Sarah Alaei, Assistant Professor, School of Interdisciplinary Arts and Sciences (2023-2024)
5. Wendy Barajas Cadenas, Academic Advisor, University Academic Advising (2024-2025)

6. Nicole Blair, Associate Teaching Professor, School of Interdisciplinary Arts and Sciences (2023-2024)
7. Leighann Chafee, Associate Teaching Professor, School of Interdisciplinary Arts and Sciences (2023-2025)
8. Vanessa de Veritch Woodside, Associate Dean of Equity and Inclusion and Associate Professor, School of Interdisciplinary Arts and Sciences (2023-2024)
9. Heather Dillon, Program Chair for Mechanical Engineering, School of Engineering and Technology (2023-2024)
10. DC Grant, Assistant Teaching Professor, School or Engineering and Technology (2024-2025)
11. Nasir Haghighi, Assistant Professor, Milgard School of Business (2024-2025)
12. Matthew Harvey, Assistant Professor, School of Interdisciplinary Arts and Sciences (2024-2025)
13. Darcy Janzen, Director of the Office of Digital Learning (2024-2025)
14. Nicole Jordan, Director of Cross-Cultural Engagement, Office of Equity and Inclusion (2023-2024)
15. Courtney Kroll, Associate Director of Study Abroad, Office of Global Affairs (2023-2024)
16. Julie Masura, Teaching Professor, School of Interdisciplinary Arts and Sciences (2023-2024)
17. Liz Ochoa, Science and Engineering Librarian, Library (2024-2025)
18. Peter Selkin, Associate Professor, School of Interdisciplinary Arts and Sciences (2023-2024)
19. Julia Smith, Executive Administrator, Office of Community Partnerships (2023-2024)
20. Libi Sundermann, Teaching Professor, School of Interdisciplinary Arts and Sciences (2024-2025)
21. Rachel Vaughn, Executive Director of the Center for Leadership & Social Responsibility (2023-2024)

Removing Curricular Barriers (2023-2025)

1. **Co-chair:** Lindsey Clark, Associate Registrar, Office of the Registrar (2024-2025)
2. **Co-chair:** Natalie Eschenbaum, Dean, School of Interdisciplinary Arts and Sciences (2023-2025)
3. **Co-chair:** David Ross, Manager, Student Services & Outreach, School of Social Work & Criminal Justice (2023)
4. Ellen Booth, Student, Environmental Sustainability: Policy and Law Major, School of Interdisciplinary Arts and Sciences (2023-2024)
5. Andrew Chamberlain, Data Analyst, Institutional Research (2023-2025)
6. Darcy Janzen, Director of the Office of Digital Learning (2023-2025)
7. Allen Olson, Assistant Teaching Professor, School of Interdisciplinary Arts and Sciences (2023-2025)
8. Stephen Ross, Associate Dean of Faculty Development and Student Affairs and Associate Professor, School of Interdisciplinary Arts and Sciences (2023-2025)

9. Aubree Steffens, Assistant Director of Academic Services, Milgard School of Business (2023-2025)
10. Will Taylor, Academic Advisor, University Academic Advising (2023-2025)

Scaffolding Major Exploration (2024-2025)

1. **Co-chair:** Zhiyan (Juliet) Cao, Associate Dean and Associate Professor, Milgard School of Business
2. **Co-chair:** DJ Crisostomo, Assistant Director of the Office of First Gen
3. **Co-chair:** Alex (Theodore) Miller, Associate Teaching Professor, School of Interdisciplinary Arts and Sciences
4. Seung-Jin (SJ) Lee, Assistant Professor, School of Engineering and Technology
5. Kiko Salas, Academic Advisor, University Academic Advising
6. Will Taylor, Academic Advisor, University Academic Advising

Slate Student Success Implementation and Communications (2023-2025)

1. **Co-chair:** Andrea Coker-Anderson, Registrar, Office of the Registrar (2023-2025)
2. **Co-chair:** BethAnn Hoover, Assistant Director of Academic Services, School of Interdisciplinary Arts and Sciences (2023-2025)
3. Ana Marie Alameda, Technology & Systems Specialist, Office of the Registrar (2023-2025)
4. Caitlin Chavez-Moats, Project Manager, Information Technology (2023-2025)
5. Bill Fritz, Director, Information Technology (2023-2025)
6. Darcy Janzen, Director of the Office of Digital Learning (2023-2025)
7. Jennifer Mitchell, Program Support Supervisor, University Academic Advising (2023-2025)
8. Lisa Paul, Assistant Director of Information Systems, Admissions (2023-2025)

Student Experience Project (2024-2025)

1. **Chair:** Joyce Dinglasan-Panlilio, Associate Dean of Programs and Operations and Associate Professor, School of Interdisciplinary Arts and Sciences
2. **Co-Facilitator:** Darcy Janzen, Director of the Office of Digital Learning
3. **Co-Facilitator:** Emma Rose, Associate Professor, School of Interdisciplinary Arts and Sciences (through winter 2025)
4. **Co-Facilitator:** Anaid Yerena, Associate Professor, School of Urban Studies (through winter 2025)
5. **Co-Facilitator:** Sarah Chavez, Associate Teaching Professor, School of Interdisciplinary Arts and Sciences (participant fall 2024, co-facilitator spring 2025)
6. **Co-Facilitator:** Nancy Kuhuski, Assistant Teaching Professor, School of Social Work & Criminal Justice (participant fall 2024, co-facilitator spring 2025)
7. Loly Alcaide-Ramirez, Associate Professor, School of Interdisciplinary Arts and Sciences (participant fall 2024)
8. Maria-Tania Bandes Becerra Weingarden, Associate Teaching Professor, School of Interdisciplinary Arts and Sciences (participant fall 2024)

9. Nicole Blair, Teaching Professor, School of Interdisciplinary Arts and Sciences (participant spring 2025)
10. Anthony Falit-Baiamonte, Assistant Teaching Professor, School of Urban Studies (participant spring 2025)
11. Morgan Heinz, Assistant Teaching Professor, School of Interdisciplinary Arts and Sciences (participant spring 2025)
12. Kelly Kim, Assistant Professor, School of Interdisciplinary Arts and Sciences (participant spring 2025)
13. Zaher Kmail, Assistant Professor, School of Interdisciplinary Arts and Sciences (participant spring 2025)
14. Michael Kula, Associate Professor, School of Interdisciplinary Arts and Sciences (participant fall 2024)
15. LeAnne Laux-Bachand, Associate Teaching Professor, School of Interdisciplinary Arts and Sciences (participant fall 2024)
16. Daniel Lewis, Lecturer, School of Interdisciplinary Arts and Sciences (participant spring 2025)
17. Augie Machine, Associate Teaching Professor, School of Interdisciplinary Arts and Sciences (participant fall 2024)
18. Alex Nutter, Teaching Professor, School of Interdisciplinary Arts and Sciences (participant fall 2024)
19. Allen Olson, Assistant Teaching Professor, School of Interdisciplinary Arts and Sciences (participant spring 2025)
20. Scott Rayermann, Assistant Teaching Professor, School of Interdisciplinary Arts and Sciences (participant spring 2025)
21. Raghavi Sakpal, Associate Teaching Professor and Associate Dean for Success and Engagement of Faculty, Staff, and Students, School of Engineering and Technology (participant spring 2025)
22. Libi Sundermann (SIAS/PPPA), Teaching Professor, School of Interdisciplinary Arts and Sciences (participant fall 2024)
23. Isabella Webb, Academic Advisor, University Academic Advising (participant fall 2024)

Appendix B: Key Performance Indicators

Purpose & Context

Key Performance Indicators (KPIs) were established at the launch of the Student Success Strategy to track progress toward campus-wide goals for retention, graduation, and post-graduation outcomes, with a reduction in equity gaps in all. These KPIs align with the 2022–2027 UW Tacoma Strategic Plan and reflect our commitment to equity and student success.

In addition, the Student Success Strategy is guided by the **"First 3" lens**, which prioritizes:
- First-time-in-college (FTIC) students
- First-year students
- First-generation students

Focusing on these groups ensures that strategies and interventions address the needs of students most likely to encounter barriers to persistence and completion. Equity gaps—defined in the Strategic Plan as differences in outcomes between underrepresented minority (URM) and non-URM students, and in this work as differences between first-generation and non-first-generation students—are central to our analysis.

Monitoring these KPIs is critical for assessing progress, identifying areas for improvement, and informing future strategies. These indicators were tracked and reported throughout the implementation period to maintain transparency and accountability. Looking ahead, the Student Success Outcomes Framework (SSOF) will help identify leading indicators and action-oriented metrics to complement these lagging measures, enabling more timely and responsive decision-making.

Summary Results—Retention and Graduation

The KPIs for this work were aligned to the 2022-2027 UW Tacoma Strategic Plan, and include targets for retention, graduation, and post-graduation outcomes, as well as racial equity gaps among them. Therefore, the baseline was set using the most recent available data from 2021, and the targets were set for 2027. In addition, due to the First 3 focus of this work, gaps for first-time-in-college (FTIC) and first-generation students were tracked as well.

The data in this cumulative report reflect our progress across three of the five plan years. It should be noted that, due to the lagging nature of these indicators, the effects of the 2020-2022 COVID-19 pandemic remain evident.

Overall, our progress has been mixed. Notable positive progress includes:
- All overall KPIs have increased since the start of this work. In particular, 6-year graduation rates for first-time-in-college (FTIC) students has increased by +5.7%. Our 1-year retention rates have recovered to pre-covid values and the fall 2019 cohort achieved the highest 6-year graduation rate in UW Tacoma history at 65.8%.
- The significant 1-year retention and graduation differences between FTIC and transfer students have narrowed appreciably, by +8.2% and +4.9% respectively. The

most recent fall 2024 FTIC cohort reached our highest 1-year retention rate at 81.9%.

- First-generation graduation gaps have narrowed, for FTIC (+0.4%) and especially for transfer students (+8.0%)

On the other hand, some of our results are less positive:

- The racial equity gap in 6-year graduation rates for FTIC in students has widened significantly, by -11.9% (from -1.9% to -13.8%). A similar difference was seen in the recent 1-year retention equity gaps, which widened by -7.4%. This pattern was not seen in transfer students, where the 4-year graduation gap narrowed by +2.0%.
- The first-generation retention gap has widened in the past year (to -3.7%), although not as strongly as the racial equity gap. The difference between first-generation and continuing-generation students was positive in the two prior years, so it is premature to hypothesize whether this difference is a trend.
- Transfer 4-year graduation rates have remained mostly flat, and the 1-year retention of transfer students, usually a fairly stable number, has notably declined in the past year (by -3.4%).

Definitions of these terms are included in the final section of this appendix.

Key Performance Indicators—Retention and Graduation

The tables below summarize baseline values, 2027 targets, and the most recently available values for these indicators.

Overall KPI Progress

KPI	2027 Target	Baseline	Current	Change since Baseline	Difference from 2027 Target
1-qtr retention	94.0%	92.9%	93.6%	0.7%	-0.4%
1-yr retention	88.0%	82.6%	84.7%	2.1%	-3.3%
6-yr graduation (FTIC)	64.0%	56.4%	62.1%	5.7%	-1.9%
4-yr graduation (transfer)	88.0%	82.2%	83.0%	0.8%	-5.0%

Racial Equity Gap (URM)

URM Equity Gap	2027 Target	Baseline	Current	Change since Baseline	Difference from 2027 Target
1-qtr retention	0.0%	-2.0%	-1.6%	0.4%	-1.6%
1-yr retention	0.0%	-3.6%	-7.4%	-3.8%	-7.4%
6-yr graduation (FTIC)	0.0%	-1.9%	-13.8%	-11.9%	-13.8%
4-yr graduation (transfer)	0.0%	-6.0%	-3.9%	2.1%	-3.9%

Our current approach to tracking racial equity gaps follows the framework established in the 2022–2027 Strategic Plan. While this has provided consistency across campus reporting, we recognize the need for more actionable measures. One of our priorities for the coming year is to refine how we define and monitor racial equity gaps to strengthen accountability and impact.

The table below examines individual student populations (using IPEDS race/ethnicity categories) and compares outcomes compared to overall targets rather than among student groups.

1-yr retention	2027 Target	Baseline	Current	Change	Difference from Target
American Indian or Alaska Native*	88.0%	72.4%	84.2%	11.8%	-3.8%
Asian American	88.0%	83.8%	88.0%	4.2%	0.0%
Black or African American	88.0%	85.5%	79.8%	-5.7%	-8.2%
Hispanic or Latino	88.0%	78.8%	81.8%	3.0%	-6.2%
International	88.0%	84.2%	81.8%	-2.4%	-6.2%
Native Hawaiian or Other Pacific Islander*	88.0%	87.5%	74.3%	-13.2%	-13.7%
White	88.0%	84.2%	86.6%	2.4%	-1.4%
Two or More Races	88.0%	78.0%	85.4%	7.4%	-2.6%

* For smaller groups of students, an average of the last three years is used to remove the annual variability.

First 3 Focus

First 3 Gaps	FTIC vs. Transfer			First Gen vs Continuing Gen		
	Baseline	Current	Change since Baseline	Baseline	Current	Change since Baseline
1-qtr retention	-2.2%	-1.6%	0.6%	1.6%	-0.1%	-1.7%
1-yr retention	-13.8%	-5.6%	8.2%	-2.3%	-3.7%	-1.4%
6-yr graduation (FTIC)	NA	NA	NA	-13.1%	-12.7%	0.4%
4-yr graduation (transfer)	NA	NA	NA	-9.3%	-1.3%	8.0%
Timely Graduation	-25.8%	-20.9%	4.9%	NA	NA	NA

Key Performance Indicators—Post-graduation Outcomes

Post-graduation outcomes are the ultimate measure of the student experience at UW Tacoma. The following KPIs were adopted at the beginning of this work:

- An increase in attainment of full-time employment or continuing education within 6 months of graduation from 69.6% to 75% (source: UW OEA Alumni Survey, includes graduate students)
- A decrease in the equity gap of full-time employment or continuing education within 6 months of graduation from 6.8% to 0

The most currently available outcomes are shared here:

Graduation cohort	All students	URM students	Difference
2020-21	69.5%	64.4%	5.1%
2021-22	69.6%	65.7%	3.9%
2022-23	64.8%	70.1%	-5.3%
2023-24	60.9%	60.9%	0

It's worth noting that response rates to this survey have been declining since the pandemic, from 20.7% for the 2020-21 cohort to 11.6% for the 2023-24 cohort. The campus is exploring other data sources to describe post-graduation outcomes.

Definitions and Sources

Overall notes

- All retention and graduation data were extracted from the *UW Profiles Table 17—Retention and Graduation*. Retention and graduation data include undergraduate students who started at UW Tacoma as full-time students in fall quarter.
- Post-graduation outcomes as reported by the UW OEA Alumni Survey. The data include graduate students.

Definitions

- **Baseline:** The starting conditions as set by the 2022-2027 campus strategic plan. Because retention and graduation are measured by cohorts, the baseline reflects different starting fall cohorts:
  - 1-qtr retention—percentage of students who started in fall 2021 who returned in winter 2022.
  - 1-yr retention—percentage of students who started in fall 2020 who returned in fall 2021.
  - 6-yr graduation—percentage of FTIC students who started in fall 2016 who graduated by fall 2022.

- o 4-yr graduation—percentage of transfer students who started in fall 2018 who graduated by fall 2022.
- **Current:** The most recent data available at this time this report was finalized in November 2025. Because retention and graduation are measured by cohorts, the current state reflects different starting fall cohorts:
    - o 1-qtr retention—percentage of students who started in fall 2024 who returned in winter 2025.
    - o 1-yr retention—percentage of students who started in fall 2024 who returned in fall 2025.
    - o 6-yr graduation—percentage of FTIC students who started in fall 2019 who graduated by fall 2025.
    - o 4-yr graduation—percentage of transfer students who started in fall 2021 who graduated by fall 2025.
- **First 3:** First-time-in-college, first generation students in their first year.
- **First Generation:** Students who self-report that none of their parents or guardians obtained a four-year college degree.
- **FTIC:** First-time-in-college students, who applied to UW Tacoma with a "freshman" application. Will include students who participated in dual credit programs in high school, such as Running Start.
- **Timely graduation:** Used to compare FTIC and transfer student outcomes. For FTIC, this would include students who graduated within six years of starting, while for transfer, the number is four years.
- **Transfer:** Students who did not apply to UW Tacoma with a "freshman" application. Will include students who transferred from two-year, four-year, and other colleges.
- **URM: "**A student is classified as having Underrepresented Minority Status if that student identifies with either: a Hispanic/Latino ethnicity, OR one or more of the following racial groups: Hawaiian/Pacific Islander, American Indian, or African-American." Note that the number of students who decline to state their race or ethnicity has increased dramatically in the past two years.

Appendix C: Student Success Outcomes Framework

July 2025

Introduction

The Student Success Outcomes Framework (SSOF) is a set of practical, accessible metrics designed to help campus offices measure the effectiveness of their programs and interventions while aligning their efforts with the broader goals and KPIs of the campus Strategic Plan and Student Success Strategy. By linking specific program *outputs*—such as the number of students attending events—to measurable *outcomes* and long-term institutional *goals*, the SSOF provides a consistent and actionable way to evaluate and improve practices. It ensures that equitable student success remains central to our work while fostering a culture of data-driven decision-making and continuous improvement. While the SSOF is initially focused on undergraduates, we intend to extend it to graduate students.

Purpose and Goals

The SSOF is being developed to:

Support the Student Success Strategy: Provide tools to measure and align efforts with university-wide goals, such as retention, graduation, post-graduation success, and the elimination of equity gaps.

Promote Practical Measurement: Offer practitioners clear, actionable ways to evaluate the impacts of their programs and interventions.

Limit Equity Gaps: Disaggregate data to identify disparities and inform interventions for underrepresented student populations.

Encourage Continuous Improvement: Provide a feedback loop that enables units to refine their efforts and maximize impact.

SSOF Components

The SSOF focuses on linking program-level activities to measurable results, with a clear connection to broader institutional goals. Key concepts include:

Outputs: Immediate results of activities, such as event attendance or program participation. These are relatively easy to measure and should yield a predictable outcome.

Outcomes: Observable changes resulting from outputs, such as increased sense of belonging, improved credit completion ratios, or enhanced academic performance. Outcomes can be quantitative (e.g., time to first major declaration) or based on validated surveys and instruments (e.g., student sense of belonging).
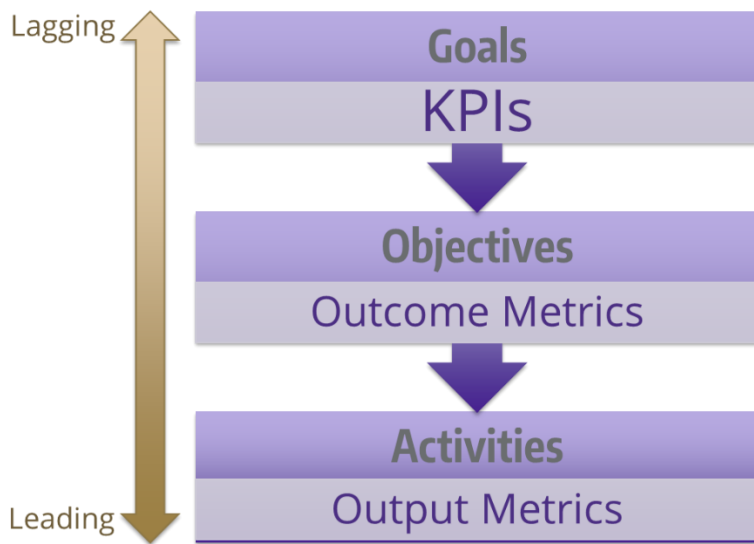
Diagram of the hierarchy from Goals/KPIs to Objective/Outcomes to Activities/Outputs.

Key Performance Indicators (KPIs): High-level, strategic goals, such as retention and graduation rates, provide benchmarks for institutional success, which are critical to campus leadership. These goals encompass a range of outcomes and are often difficult to attribute to a single program or activity.

This approach enables practitioners to measure the direct impact of their work while contributing to the university's overarching goals.

Benefits of the SSOF

For Practitioners: Provides clear, understandable, and accessible metrics to evaluate effectiveness and adjust strategies.

For Students: Ensures that programs and interventions directly address their needs, promoting equitable outcomes.

For the Institution: Aligns individual efforts with strategic goals and builds accountability through consistent measurement.

Examples of Potential Outcomes by Category

This list reflects a preliminary set of metrics we propose as the core of the SSOF. This list has been refined based on feedback from the 2024-2025 Student Success Steering Committee and a February 2025 "data party" open to all campus members. This list will continue to be refined in 2025-2026 through the work of the Student Success Council, with finalization expected by the end of the academic year. This set of outcomes should be reviewed and amended annually.

1. **Academic Momentum**

Academic momentum metrics are typically standardized and widely used across higher education, enabling UW Tacoma to benchmark its performance against peers through tools such as the Postsecondary Data Partnership (PDP). These metrics are listed in approximate order of the student life cycle and vary by time scale, ranging from quarterly to cumulative. While their quantitative nature supports comparison and accountability, it may not fully capture the nuances of student experience. These measures are most useful when combined with qualitative insights and used as starting points for inquiry and improvement.

Time to Registration: Early registration is linked to course access, financial aid planning, and timely degree progress. This can be measured by tracking the number of days between students' enrollment and the first day of each quarter.

Credit Completion Ratio (CCR): A high CCR indicates that students are succeeding in their coursework. Tracking the ratio of credits earned vs. attempted helps identify early academic struggles and potential curricular barriers. The CCR of first-year students is one of the PDP's early momentum metrics, and UW Tacoma can benchmark its results against those of participating institutions.

Credit Accumulation Rate (CAR): Indicates whether students are earning enough credits each year to stay on track to graduate. This is often tracked at benchmarks like 15 credits per quarter and is a strong early momentum indicator. CAR is also a standard PDP metric, enabling UW Tacoma to compare its performance with that of peer and national cohorts.

D-F-Withdrawal (DFW) rates / Non-satisfactory Progress Grade (nSPG) rates: DFW rates are a standard national metric used to track course-level student outcomes and identify points of academic challenge. They capture the proportion of students receiving a D grade (<1.5 in UW scale), failing, or withdrawing from a course. At UW Tacoma, the Removing Curricular Barriers working group adapted this measure into the Non-satisfactory Progress Grade (nSPG) rate, which focuses on whether students earn a high enough grade—typically 2.0 or above—to apply a course as a prerequisite. These measures help surface curricular bottlenecks and equity gaps, to inform targeted support strategies and academic design improvements. They are tracked through institutional grade data, disaggregated by curriculum and student demographics.

Time to Major: Declaring a major can support a stronger sense of purpose and increase access to relevant faculty, coursework, and peer communities—factors linked to higher persistence and engagement. At the same time, students need time and guidance to explore their options and choose a major that aligns with their interests and long-term goals, even if that major does not directly correspond to a specific career. This metric can help identify whether students are entering majors at a pace that strikes a balance between thoughtful exploration and timely progress. It can be tracked by monitoring how many quarters pass before students move from pre-major status to a declared major.

Number of Major Changes: Changing majors can be a natural and productive part of the exploration process, especially when students are supported in identifying programs that align with their evolving goals and interests. However, a high number of major changes may also point to gaps in advising, unclear academic pathways, barriers to progression, or misalignment between student expectations and program structures. This metric helps assess how well students are being guided through academic decision-making and whether they are finding purposeful academic homes in a timely way. Measured through enrollment data.

Time to Degree: While timely graduation can reduce cost and improve long-term outcomes, a narrow focus on speed may unintentionally pressure students to rush through their college experience at the expense of mental health, exploration, or personal development. This metric helps surface structural barriers—such as course availability, advising gaps, financial constraints, and unclear pathways—that may delay progress. The goal is not to push students to move faster, but to ensure that preventable obstacles do not hinder those who wish to complete their degrees efficiently. Measured using graduation data for the first degree.

Excess Credits: Accumulating significantly more credits than required for a degree can be financially burdensome for students and may reflect misalignment between academic planning, transfer pathways, and curricular structure. While some exploration and flexibility are valuable, this metric helps identify patterns that suggest inefficiencies or barriers to progression, such as unclear prerequisites, poor credit transfer policies, or lack of early planning. Measured at graduation by comparing earned vs. required credits.

2. Student Mindsets and Development

These psychosocial metrics capture students' internal experiences, motivations, and readiness to persist and thrive during their time at UW Tacoma and in their post-graduation lives. These outcomes are less standardized than academic momentum metrics; however, research consistently links them to long-term success, particularly for first-generation students and those from historically marginalized backgrounds. Due to the complexity and nuance of these constructs, we prioritize the use of validated instruments whenever possible and rely on disaggregated data to identify patterns of inequity in student experiences. These measures are most useful when interpreted in conjunction with student feedback and practitioner insight, helping to guide targeted support efforts and inform systemic improvements to the student experience.

Sense of Belonging: A strong sense of belonging is one of the most consistent predictors of student persistence, academic engagement, and well-being, especially for students from marginalized groups. It reflects whether students feel valued, connected, and able to be themselves on campus. This metric can help identify campus climate challenges and inform interventions that strengthen inclusive practices and support systems. Measured through validated surveys such as the PERTS Ascend tool or NSSE.

Sense of Purpose: When students understand how their academic experiences connect to personal values and long-term aspirations, they are more likely to remain motivated and engaged. This internalized clarity of direction supports academic persistence and deeper learning. A sense of purpose can be assessed through surveys or reflective prompts that ask students to describe the relevance of their coursework to their goals and values. We are currently working with faculty subject matter experts during the summer of 2025 to develop and refine purpose-related metrics that are both meaningful and measurable. Can be measured through targeted survey items or reflection prompts.

Career Readiness: Career readiness reflects students' confidence in their ability to navigate the transition from college to career or graduate study. It encompasses a broad set of transferable skills—such as communication, teamwork, problem-solving, equity and inclusion, and career self-management—that support lifelong adaptability and success. Developing these skills not only improves immediate job prospects but also contributes to long-term professional satisfaction, financial stability, and upward mobility. UW Tacoma uses tools such as the Career Readiness+ Inventory, which is based on the NACE competencies and includes student self-assessment across eight career readiness domains. This metric can help identify strengths and gaps in both curricular and co-curricular preparation, and disaggregated results can inform equity-focused improvements to advising, internships, and other professional development programs.

3. Campus Connection

Connection to people, programs, and resources is often what transforms a student's experience from transactional to transformational. These relationships and touchpoints help students navigate challenges, feel a sense of belonging, and make informed decisions about their academic and personal goals. For first-generation students and others who may be unfamiliar with higher education systems, these connections are especially vital. The following metrics are less developed at this time but provide a critical foundation for assessing the outcomes of students' access to institutional support and ensuring equity in opportunity and experience.

Participation in High Impact Practices (HIPs): Engagement in HIPs—such as undergraduate research, internships, global learning, community-engaged learning, student employment, and capstones—is linked to deep learning, persistence, and engagement, especially for first-gen students and students of color. Tracked via NSSE, course tags, co-curricular transcripts, or institutional records.

Improved Resource Awareness: Awareness of available support services is a key precursor to help-seeking and proactive student behavior. When students know where to go for advising, mental health support, financial aid, or academic assistance, they are more likely to persist through challenges. This metric can be measured through post-event surveys, intake forms, or embedded questions in advising or orientation sessions.

Disaggregating results can help identify where awareness gaps exist, particularly among first-generation, commuter, or transfer students.

Category	Metric	Primary Focus
Academic Momentum	Time to Registration	Early engagement in enrollment processes
	Credit Completion Ratio (CCR)	Ratio of credits earned vs. attempted
	Credit Accumulation Rate (CAR)	Total credits earned per year
	DFW / nSPG Rates	Course-level outcomes and prerequisite eligibility
	Time to Major	Pace of transition from pre-major to declared major
	Number of Major Changes	Exploration vs. misalignment or barriers
	Time to Degree	Structural efficiency and student pacing
	Excess Credits	Unnecessary accumulation beyond degree requirements
Mindset and Development	Sense of Belonging	Student connection to campus and peers
	Sense of Purpose	Alignment between academics and long-term goals
	Career Readiness	Confidence in career-related competencies
Campus Connection	Participation in HIPs	Engagement in experiential learning opportunities
	Improved Resource Awareness	Knowledge of how and where to access support services

Getting Started with the SSOF

The Student Success Outcomes Framework is designed to be flexible and actionable across a variety of campus settings. Units can begin using the SSOF by selecting one or two

metrics that align with their program goals, identifying outputs they already track, and examining disaggregated data to uncover equity patterns.

Here are a few ways campus units might apply the framework:

Program Assessment: A student support office might compare students who visit the tutoring center with those who do not, using metrics such as *DFW/nSPG rates* or *Credit Completion Ratio (CCR)* to evaluate the impact of the resource on academic momentum. Disaggregated analysis can help identify whether the center is reaching students who need it most.

Curricular Improvement: A department might use *Credit Completion Ratio (CCR)* and *DFW/nSPG rates* to identify structural barriers in gateway courses and refine prerequisites or teaching strategies.

Advising or Coaching Models: An advising unit might evaluate whether earlier or more frequent advising appointments are associated with improved *Time to Registration* or higher *Sense of Purpose* scores. These data can guide outreach strategies and help prioritize high-impact advising practices.

To support this work, a new dashboard is being developed in Power BI that will allow stakeholders to explore SSOF metrics disaggregated by student demographics and academic characteristics. In addition, staff will be able to request targeted lists of students—for example, those who have or have not participated in specific interventions—to support outreach and impact analysis.

Using the SSOF does not require a full data system overhaul. Many metrics can be piloted in a low-stakes way, with results guiding continuous improvement and collaboration.

Glossary of Terms

Indicator: A general term for any measure used to evaluate programs, activities, or interventions.

Metrics: Specific, measurable indicators tied to program objectives. These include both output metrics and outcome metrics.

Key Performance Indicator (KPI): High-level, lagging metrics tied to strategic goals, such as retention and graduation rates.

Outcome: Observable changes resulting from outputs, such as increased credit completion or improved sense of belonging.

Output: Measurable results of activities or interventions, such as the number of students attending an event.

Lagging Indicator: A metric that reflects past performance, often used for strategic planning and accountability.

Leading Indicator: A forward-looking metric that predicts progress toward a goal and provides actionable insights.

Equity Gap: Disparities in outcomes or opportunities between different student populations, such as those based on race or first-generation status.

Disaggregation: Breaking down data by demographic or other factors to identify disparities and equity gaps.

Continuous Improvement: An ongoing process of using data to refine and enhance programs and interventions.

Postsecondary Data Partnership (PDP): A national initiative led by the National Student Clearinghouse that provides institutions with access to early momentum and student success metrics—such as credit accumulation and persistence—disaggregated by student demographics and benchmarked against other participating PDP institutions. The First-gen Forward Network Champion program sponsors UW Tacoma's participation in the PDP.

Conclusion

The Student Success Outcomes Framework is a powerful tool for aligning campus efforts with the university's Student Success Strategy. By providing practical ways to measure program impact, addressing equity gaps, and promoting continuous improvement, the SSOF empowers practitioners to make meaningful contributions to student success. As we implement this framework, we encourage all units to engage with the process, utilize the provided tools, and work collaboratively to ensure equitable and impactful outcomes for all students.

Impacts	Outcomes	Outputs	Activities	Inputs
Things that happen beyond the scale of the project	Measurable things that happen in the scale of a project (can split into long and short)	How we measure our "doing" of the activities	Things we do	Resources or conditions that contribute to the activities
Assumptions				

A logic model is a tool that clarifies how resources and actions lead to measurable results and long-term change. It is especially useful for collaborative work, as it makes explicit predictions about how change happens, providing a shared framework that can be tested and refined over time.

Appendix D: Student Success Strategy Sustainability Plan

Approved September 2025

Prepared by Student Success Strategy Co-Conveners (2022-2025):
Amanda Figueroa, Associate Vice Chancellor for Social Mobility
Bonnie Becker, Associate Vice Chancellor for Student Success

Approved by:
Sheila Edwards Lange, Chancellor

I. Introduction

The Student Success Strategy (2022–2025) has been a campus-wide effort to accomplish strategic plan aims to improve retention, close equity gaps, and support student thriving through coordinated, data-informed action. Over the past three years, we've made significant progress across multiple initiatives. We are now ready to convert this work into a long-term structure, including the formation of a Student Success Council and the integration of other efforts into existing or new bodies. This report outlines a sustainability plan for UW Tacoma's Student Success Strategy, charting the path from time-limited initiatives to durable structures, priorities, and practices. It reflects our commitment to building a coordinated, equity-focused, and outcomes-driven approach to student success across campus. The plan focuses on embedding key principles, clarifying Council responsibilities, and identifying tangible priorities for 2025–26. For a complete record of activities and progress from 2022–2025, see the Cumulative Student Success Report.

II. Strategy and Philosophy

1. Guiding Vision

UW Tacoma's Student Success Strategy aims to create a student-centered, equity-focused, data-informed, nimble, interdependent, and sustainable culture of continuous improvement. The Student Success Council fosters cross-campus collaboration, which is essential to supporting student outcome goals, post-graduation thriving, and a healthy working culture.

2. Core Principles

- **Post-Graduation Thriving and Social Mobility**
  Design work that prepares students to lead purposeful, fulfilling lives and achieve upward mobility for themselves, their families, and their communities.

- **Equity and Access**
  Prioritize identifying and addressing systemic barriers across the student experience, including for first-generation, racially minoritized, and economically marginalized students.
- **Community Cultural Wealth**
  Build on the strengths, knowledge, and assets of students, staff, faculty, and the broader community.
- **Sense of Belonging and Purpose**
  Infuse belonging and purpose into curricular and co-curricular experiences, recognizing these as critical drivers of student success.
- **Continuous Improvement**
  Adapt and innovate through data-informed practices, stakeholder feedback, and lessons from past and current efforts.
- **Institutionalizing Sustainable Change**
  Align efforts with the structures best suited to carry them forward—whether through cross-unit collaboration, short-term initiatives, or the daily work of units and departments.

3. Long-Term Goals

- Strengthen campus enrollment through improvement of retention, graduation, and post-graduation success and reduction of disparate and inequitable outcomes.
- Transition from committee-driven efforts to institutionalized programs, policies, and practices.
- Continue to improve and refine KPIs and implement an action-oriented framework of student success leading outcomes.
- Increase and sustain cross-campus capacity for collaboration for student-facing continuous improvement.
- Enhance the ability to achieve strategic plan goals by integrating student success principles, practices, and metrics into the core of everyday institutional decision-making.

III. Student Success Council

1. Student Success Council

We are transitioning from a time-limited structure of working groups and a steering committee that studies, recommends, and pilots initiatives into a standing, monthly Student Success Council that will carry forward and operationalize the university's student success vision, principles, and goals.

This Council will serve as a permanent cross-campus body focused on coordination, alignment, and action in support of equitable student success. Its core charge is to ensure

that student success work does not remain siloed, episodic, or dependent on individual initiatives, but becomes an embedded part of how UW Tacoma functions every day.

This group will be charged annually with specific objectives that have been reviewed and approved by executive leadership. Participation will change based on campus priorities and required deliverables. In this document, we provide a workplan for 2025-2026 to launch the group and maintain the momentum of the past three years.

A. Purpose of the Council

- Ensure that student success work is coordinated across units and embedded into institutional practices.
- Maintain institutional focus on key priorities: retention, equity, and post-graduation success.
- Translate recommendations into sustained action and measurable outcomes.
- Build a campus-wide culture of shared ownership and continuous learning.
- Ensure that student success principles inform long-term institutional planning and resource allocation decisions.

B. What the Council Will Do

The Student Success Council will meet monthly and serve as a campus-wide forum for fostering collaboration, advancing equity, and driving action toward improved student outcomes. Its work is both practical and aspirational, focused on tangible progress while creating space for shared learning, critical dialogue, and innovation.

Members are expected to attend regularly, contribute actively, and serve as bridges between their units and the broader Council, helping translate council work into local action.

The Council will focus on seven core responsibilities:

i. **Track and Review Progress Toward Student Success Goals**
Monitor retention, graduation, and equity gaps using both lagging KPIs and leading indicators from the Student Success Outcomes Framework. Use data as a tool for inquiry, reflection, and action, not just measurement.

ii. **Foster Collaboration and Reduce Silos**
Create a structured space for faculty, staff, and administrators across units to align efforts, share emerging practices, and co-design solutions. Support a culture of shared responsibility and campus-wide coordination.

iii. **Identify and Address Structural Barriers**
Surface and analyze cross-cutting challenges that hinder student progress, such as advising inconsistencies, scheduling conflicts, policy bottlenecks, or transfer issues. Collaborate with responsible units to recommend actionable, equity-informed solutions that drive meaningful impact.

iv. **Promote and Embed Equitable Practices**
Ensure that equity is not an afterthought, but a design principle. Review programs,

policies, and interventions with equity-mindedness, and elevate strategies that support underserved students, including first-gen, racially minoritized, and economically marginalized populations.

v. **Drive Innovation and Continuous Improvement**
Encourage experimentation, pilot promising practices, and utilize structured improvement tools (such as 90-day plans and driver diagrams) to turn ideas into action. Learn from both success and failure to refine efforts over time.

vi. **Communicate and Report Findings**
Report regularly to campus leadership on progress, insights, and recommendations. Communicate with the broader campus community through transparent updates, impactful stories, and accessible visuals or dashboards. Celebrate successes and build momentum by sharing what's working—and why.

vii. **Integrate Student Success into Institutional Processes**
Serve as a consultative body to inform strategic planning, budget development, enrollment strategy, and academic policy discussions. Ensure student success principles and metrics are embedded in the institution's everyday decision-making.

In a resource-constrained environment, complementary bodies that support student success must regularly connect and collaborate on their work to lift the barriers and challenges to students' success. Figure 1 conceptualizes how the Student Success Council connects with existing and new groups to facilitate communication and operationalize its core responsibilities.

C. Proposed Council Membership

Below is our suggested membership for the Student Success Council. We've aimed to identify individuals who are well-positioned to represent their areas and help drive action across units, based on their roles and scope of influence. Members are listed by position, along with individual suggestions pending confirmation and discussion with their supervisors. These are intended to be standing members, with the understanding that subject matter experts will be invited to join specific meetings or projects as needed. The Council will be recharged annually, with membership and focus areas adjusted based on evolving institutional priorities.

The group will be charged by our executive sponsors, the Vice Chancellor for Student Affairs and the Executive Vice Chancellor for Academic Affairs, after consultation with appropriate supervisors.

Unit	Suggested Role (pending supervisor consultation)
Academic Affairs	Associate Vice Chancellor for Student Success
Student Affairs	Associate Vice Chancellor for Social Mobility
Enrollment Services	UW Tacoma Registrar
Student Life	Senior Associate Vice Chancellor
Social Mobility	Director of Career Development and Education

Academic Advising	Director of Academic Advising
School of Interdisciplinary Arts and Sciences	Dean
Another School	Associate Dean
Office of Undergraduate Education	Executive Director
Faculty Assembly	Representative
Office of Teaching Excellence	Director
Faculty Development Collaborative	Faculty Fellow
Center for Equity and Inclusion	Director of the Center for Equity and Inclusion
Institutional Research	Data Analyst
Finance and Administration	Director of Operations and Administration
UW Tacoma Library	Associate Dean
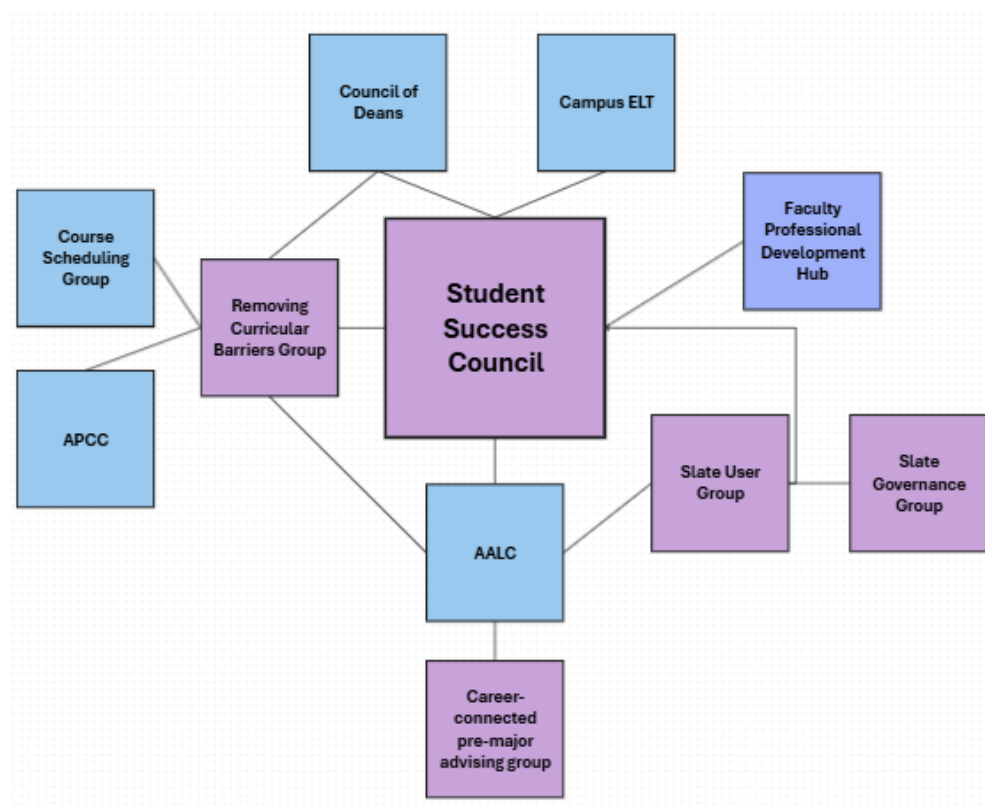
Figure 1. Conceptual representation of how new (purple), existing (blue), and proposed (periwinkle) cross-campus groups can connect student success efforts via representation, reporting or other communication strategies.

D. 2025-26 Objectives

In its first year, the Student Success Council will focus on building shared ownership, surfacing campus-wide priorities, and driving visible, collaborative action to improve

retention, equity, and belonging. The group will meet monthly and structure its work around four core objectives:

i. Enhance Coordination of Student Success Efforts

Each monthly meeting will include time for high-level report-outs from Council members, representing their respective units, to share priorities, highlight student-facing efforts, and identify opportunities for alignment. In addition, the Council will invite selected cross-campus groups (e.g., Slate Governance, Faculty Development Hub) to provide in-depth updates and focused presentations on their initiatives twice to three times per year, allowing for stronger collaboration and a shared understanding.

- Facilitate cross-training and shared understanding of how departments shape the student experience
- Explore shared planning and assessment calendars across divisions
- Surface common challenges and coordination opportunities
- Ensure that student success efforts are working towards identifying and ameliorating equity gaps
- Reflect on lessons learned and identify needs for better alignment

ii. Use Data to Drive Action

The Council will conduct three structured deep dives into the Student Success Outcomes Framework (SSOF) each year, focusing on retention, progression, and equity gap trends, particularly for new lower-division students.

- Analyze and interpret key indicators (e.g., time to registration, credit accumulation, time to major)
- Examine and surface differences in outputs and outcomes between and among student populations, with a focus on first-generation, racially-minoritized, and Pell Eligible students
- Use student interviews, surveys, and other mixed method approaches to interrogate root causes of student success barriers and equity gaps
- Identify specific, unit-level follow-up actions tied to data insights
- Track implementation progress and reflect on impact

iii. Launch and Support Targeted Initiatives

Based on the annual objectives approved in the charge by executive leadership, the Council will design and oversee three cross-campus initiatives, each supported by subject matter experts, and structured to be easily implemented across multiple units with shared messaging and milestones:

- **Fall:** Boost early course registration for winter quarter
- **Winter:** Increase FAFSA/WAFSA completion rates

- **Spring:** Promote a campus-wide focus on student belonging, informed by Ascend data

Each initiative will include:
- A co-developed plan with clear goals, tactics, and timelines
- Shared marketing materials and engagement strategies
- Clearly connect interventions and innovations in response to barriers and gaps identified through the related data deep dive
- Mid-point check-in and post-initiative assessments to review reach and effectiveness

The group will also develop recommendations for the following year for executive leadership to consider.

iv. Communicate with Transparency and Purpose

Meeting agendas and initiative artifacts will be compiled and shared as part of the Council's year-end report, supporting transparency and institutional learning. The Council will also lead three campus-level communications to share progress, promote participation, and highlight outcomes. This will include a campus-level email, a presentation to the Chancellor's Cabinet, and a brief update at the Chancellor's Town Hall.
- **September:** Launch the new structure and introduce the year's focus areas
- **January:** Mid-year report to the Chancellor's Cabinet and campus community
- **April:** Spring update with key insights from the belonging initiative and any emerging recommendations

E. Council Workplan and Meeting Cadence

The Student Success Council will meet monthly from September through May, with each session structured to advance the year's objectives through collaborative learning, data-informed action, and cross-unit coordination.

Meetings will include:

- Deep dives into the Student Success Outcomes Framework (SSOF)
- Collaborative initiative planning and assessment
- Student interviews and reflection activities
- Engagement with subject matter experts and invited guests
- Development of actionable tools and recommendations

In addition to Council meetings, the co-conveners will host quarterly check-ins with executive sponsors and coordinate data parties aligned with each initiative. A final campus report will summarize progress, participation, and outcomes.

Student Success Council
2025–26 Timeline
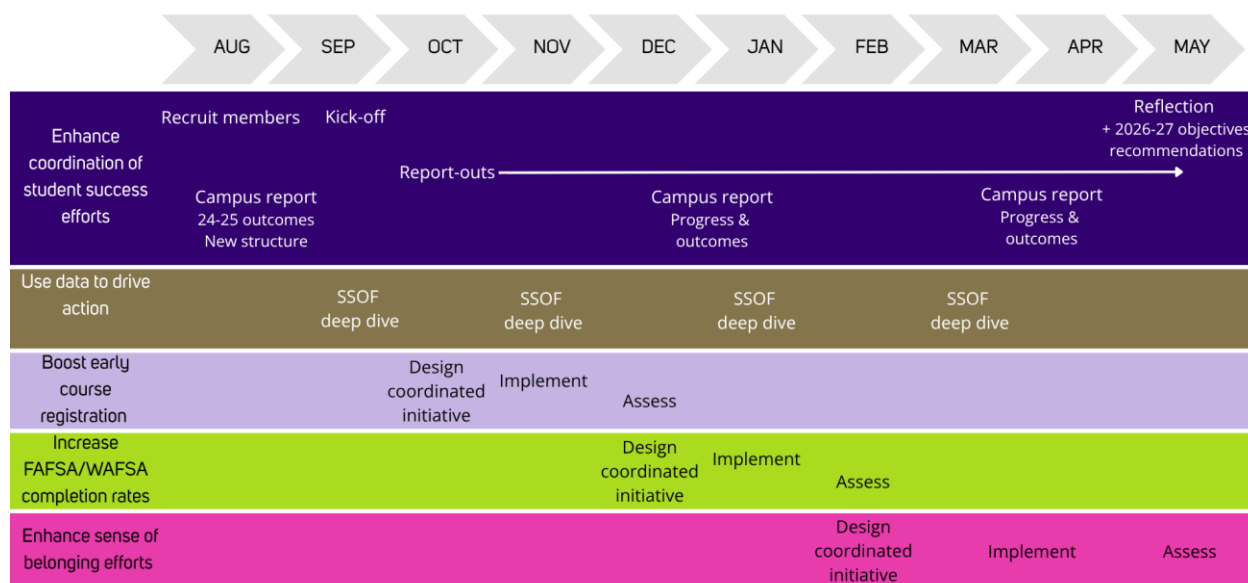
Figure 2. Proposed timeline for first year workplan of Student Success Council.

IV. Evolution of 2023-25 Student Success Working Groups

The 2023–25 working groups each took a unique approach to advancing student success, and their long-term sustainability requires similarly tailored strategies. Some efforts will continue through new staff positions or integration into existing campus structures, while others may require the creation of new, lightweight cross-unit groups. What follows is a summary of how each initiative is evolving into its next phase.

2023-25 working groups	Building on previous success and learning	2025-26 structure
Graduate Students	Redeploy resources in Academic Success Programs for dedicated part-time support of graduate student experience programs and assessment. Continue advocating for resources to staff the recommended ongoing support work needed on campus.	Academic Success Programs (TLC and advising) in consultation with AALC, GAC, schools Enrollment Services, & the UW Graduate School
High Impact Practices	Implement the faculty development model and approach developed to engage faculty through	Faculty Development Collaborative

	course adaptations, through the Cultivating Connection and Purpose program. Report the impacts on students and faculty resulting from this engagement.	
Removing Curricular Barriers	Build on course reports and metrics developed to identify bottleneck and barrier courses, new curricular barriers, monitor progress or impacts of innovations, and develop additional metrics as needed.	New standing cross-campus group*
Scaffolded Major Exploration	Utilize findings and recommendations for funding proposals; share findings with the general education program, AALC, Deans, and other relevant interest groups.	TBD - work may be taken on by different units or groups
Slate for Student Success	Implement the structures, practices, and aspirations developed by the working group, and report the impacts on students, staff, and faculty.	Enrollment Services, new standing group for users
Student Experience Project	Expand and refine this professional development program to include more faculty with an additional year of existing funding; report the impacts on students and faculty from engagement.	Faculty Development Collaborative
Student Success Outcomes Framework	Finalize and institutional dashboard, bring SSOF data to the SSC for analysis and action, align budget processes and annual programs reviews, integrate with IR data fellows, host additional data parties	Institutional Research and Academic Success Programs

*We propose creating a new group to implement the ten recommendations developed by the 2025 working group. The **Removing Curricular Barriers Monitoring Team** will meet quarterly and bring together representatives from across campus with direct student support, faculty development, curricular, and scheduling responsibilities to monitor and address systemic obstacles to student progress. Membership will include faculty or staff representatives from schools (nominated by the Deans), the Director of Advising, the Registrar, representatives from the Teaching and Learning Center and Office of Teaching Excellence, a representative from APCC, and a representative from Institutional Research. Two weeks prior to each meeting, Academic Success Programs will distribute detailed curricular barriers report to each school, with school-specific information shared only with

that school to allow inclusion of sensitive data. Quarterly meetings will provide a forum to share best practices, work through shared challenges, and establish a regular cadence of accountability. Twice per year, a more aggregated report will be prepared for the Deans to track progress and identify persistent issues. The initiative will be convened by the Associate Vice Chancellor for Student Success, with support from the Director of Advising, the Registrar, and Institutional Research. This group will focus on undergraduate students in the first year, and plan to expand to graduate curricula as our infrastructure for graduate students expands in the next year.

V. Measurement and Assessment

A sustainable student success strategy requires shared metrics, a common interpretation of data, and clear alignment between data and action. In the coming years, the Student Success Council will serve as the institutional home for stewarding this work, ensuring that data use is consistent, equity-minded, and connected to decision-making.

Key priorities include:
- **Finalizing and launching the Student Success Outcomes Framework** (SSOF) dashboard to provide timely, disaggregated data that supports inquiry, action, and accountability, while aligning outcomes with existing Key Performance Indicators (KPIs) and emerging strategic enrollment goals.
- **Embedding outcomes into new cross-campus standing groups as well as unit-level planning and assessment**, aligning daily work with long-term student success goals.
- **Fostering shared learning and reflection**, including through collaborative practices like data parties and regular monitoring of data to build practitioner capacity and promote ongoing engagement with data.
- **Incorporating qualitative insights and student voice** to complement quantitative trends and surface deeper understanding of student experience.

The Council will guide the use of data across campus, ensuring it informs priorities, supports innovation, and drives sustained and equitable impact.

Appendix E: Student Journey Maps and Personas (First Year Experience)

LAYLA (SHE/HER)
FIRST GEN FRESHMAN AT UW TACOMA
19 YEARS OLD
BLACK
"I am going to make my family and community proud."

Legend:
- Persistence milestone
- Positive experience available now
- Pain point
- Intervention

Institutional Touchpoints

Academic programs
(classes, projects, workshops, advising, faculty connections, etc.)

Student services
(Financial aid, health services, basic needs, career, tutoring, disability services, library, etc.)

Community & culture
(Belonging, feeling supported, developing agency, meaningful engagement, traditions, etc.)

Technology
(Hardware, software, & infrastructure to navigate, create, and collaborate)

Campus facilities
(Classrooms, labs, study spaces, residential, parking

Fall

- Academic Advising
- Participation STEM program
- Lack of diversity for/in STEM faculty
- Website for resources for first year experience
- Minor- Creative innovation design
- May not know how to get the "hands on experiences" she needs
- Pre-Calc
- ELL Writing
- TLC
- Overwhelming amount of information w/ parents who have been/not know how to use resources
- Employment, transportation, and time for social activities
- DRS
- Works best in school -Class schedule advising -Campus resources
- Lack of understanding regarding financial aid
- DRS needs more funding- people/faculty support
- First-gen
- Needs community
- Pack advising is only for first year students
- Ush First Gen Fellows, College Success Career Exploration
- Faith RSO
- TLT Theater and music in the Tacoma Community
- Pack Advisor meeting
- Unaware of current community and culture offerings
- Pack advising creates events to help create community engagement
- First Gen Fellows
- Rise Cohort
- RSO fair to find potential career interests
- Able to rent out laptop
- Creative space in SNO, Makerspace library
- Dawg House (8 ball) (ping pong)
- Parking
- Dining Hall

Winter

- Advising Req.
- Stress of cost of education
- DRS Accommodations faculty not supportive, need more services
- May not have resources to change majors
- Commuter campus & Zoom classes (Prefers to work in person)
- May not have resources to change majors
- Stress of costs of education
- Continuing to commit to #SOs as a person who lives off campus
- Students unaware of what resources are available to them
- Women in STEM RSO
- STEM Program
- Parking
- Dining Hall

Spring

- Advising Req.
- Flexibility with class times STEM Lectures
- Website for resources for first year experience
- Lack of student employment
- Peer success mentor
- Career development
- Handshake
- TLC
- Parking
- Dining Hall

Summer

- Advising
- If she needs summer classes they are mostly online
- Lack of diversity among faculty
- Cost of education
- Less activities for continuing students
- Dining hall

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ROBERT (THEY/THEM)
FIRST GEN FRESHMAN AT UW TACOMA
18 YEARS OLD
HISPANIC/LATINE
"I put my family and my education first!"

Legend:
- Persistence milestone (yellow)
- Positive experience available now (purple)
- Pain point (blue)

Institutional Touchpoints

	Fall	Winter	Spring	Summer
Academic programs (classes, projects, workshops, advising, faculty connections, etc.)	Register for fall quarter; Register for winter quarter; Scheduling classes and transportation to work; Academic holds on registration; Fear of failure; Intensity of info in first quarter; Lacking family member for guidance	Major Fair; Register for spring quarter; Relationships with faculty; Uncertainty in academic decisions	Finding summer internship	Advising
Student services (Financial aid, health services, basic needs, career, tutoring, disability services, library, etc.)	NSAR Days; Career Resources Meet 1:1 Career Fair; Teaching and Learning Center Peer Success Mentors; Husky Orientation Resource Fair Now Connections; Challenge finding scholarships	Office hours only during day	Career fair	
Community & culture (Belonging, feeling supported, developing agency, meaningful engagement, traditions, etc.)	First Gen Cohort Access; Campus tour; Energy and momentum of starting (lots of advising); Finding study groups; Student life/ campus engagement		Guest lectures and events about healthcare field	Summer off to be with family and save money
Technology (Hardware, software, & infrastructure to navigate, create, and collaborate)	Getting a variety of online platforms; Familiar/ Comfortable with tech	Checking out library tech		
Campus facilities (Classrooms, labs, study spaces, residential, parking	Self guided tour; Parking; Transportation & scheduling classes to fit			

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Persistence milestone

Positive experience available now

Pain point

Institutional Touchpoints

Academic programs

(classes, projects, workshops, advising, faculty connections, etc.)

Student services

(Financial aid, health services, basic needs, career, tutoring, disability services, library, etc.)

Community & culture

(Belonging, feeling supported, developing agency, meaningful engagement, traditions, etc.)

Technology

(Hardware, software, & infrastructure to navigate, create, and collaborate)

Campus facilities

(Classrooms, labs, study spaces, residential, parking

Fall

Email notice to register for classes

Meeting w/ UAA

Too many emails/ texts (communication)

WRC -knowledge of some financial aid process from sibling

Week 10 of quarter welcome communications from peer/advisor

Food community w/in Court 17

Training on access to Handshake

Handshake as portal to jobs and internships

Familiarity w/campus layout: lives in Court 17

Winter

Faculty support to help

Actively seeking connections w/faculty

PAWS

Services provided by TLC

Potentially missing RSO and club connections

Spring

Follow up meetings with advising

Visit the career fair

Summer

Complete course reqs

Awareness of options/ next steps

Class availability of pre-req courses to major all quarters

ROBERT (THEY/THEM)

FIRST GEN FRESHMAN AT UW TACOMA
18 YEARS OLD
HISPANIC/LATINE

"I put my family and my education first!"

BIO

Robert has two younger sisters, and they live with their mom and sisters in the East Side of Tacoma. Their father is not present in their life, and Robert feels a big sense of responsibility to make sure everyone in the family is being supported. They know grades are important for scholarships, so they work hard but struggle to find the balance between demands at school and at home.

Robert's aunt is a medical assistant, so they're interested in a healthcare career, but they've struggled with how competitive their classmates in college are.

VALUES

Achievement

Family

Collaboration

Kindness

Responsibility

WANTS

More personal guidance to make education and career decisions

Scholarship resources and support in the evening

An internship in the healthcare field

To feel like classmates are supportive of each others' successes

NEEDS

Flexibility to help their mom and sisters then they need it

Confidence that they're choosing a pathway to economic security

Affirmation they're making the right decisions to attain their goals

COMMUNITY CONNECTIONS

College Success Foundation Advisor at Lincoln High School

Receives encouragement and support from professors

Loves playing Stardew Valley and has made many supportive friends online

QUOTES

"The stronger my connections the better chance I have of bagging a job."

"I wish other people didn't keep scholarship opportunities to themselves."

"Once I had a good experience with a helpful professor, it gave me the confidence to know other professors can help me, too."

PERSONA GENERATED FROM TACOMA COMPLETES 2023 DESIGN TEAM WORK

LAYLA (SHE/HER)

FIRST GEN FRESHMAN AT UW TACOMA
19 YEARS OLD
BLACK

"I am going to make my family and community proud."

BIO

Layla is an only child and her parents immigrated to the United States when she was in elementary school. She lives with her family in Federal way, and is very close to her cousins, aunts, and uncles. They're very active in their church, and Layla enjoys opportunities to sing and play music with others in fellowship.

Layla's family values education and professional programs, and she's on track to be an engineer. She's interested in a career in a creative/artistic field but is nervous about telling her family she's not certain about the career pathway she's already on.

VALUES

Faith

Creativity

Community

Self-expression

Peace

WANTS

Advice from other students with similar interests

To express gratitude to everyone who has helped her in her education

To have fun during her college experience

Opportunities to learn more about creative roles in different industries

NEEDS

One-on-one guidance and regular advising /mentorship check-ins

Hands-on experiences to explore career interests

Strong sense of trust with people who are providing guidance

COMMUNITY CONNECTIONS

Joined the music student club

Attends church services and community service events

Creates TikTok content about music, fashion, and math hacks

QUOTES

"My dad says, 'Know the rules of the land. Who knows the land?' When it comes to the university who knows better than the seniors?"

"I prefer working with people in person. I feel more comfortable sharing my ideas."

"My family asks me how they can support me in college."

PERSONA GENERATED FROM TACOMA COMPLETES 2023 DESIGN TEAM WORK

NATALIE (SHE/HER)
FIRST GEN FRESHMAN AT UW TACOMA
19 YEARS OLD
ASIAN

"I need to work hard to accomplish my goals."

BIO

Natalie is the youngest of two children. Her older sister is a Senior at Central Washington University, and Natalie's parents live in Spanaway. She is excited to be living in Court 17, and is grateful that her dad's military benefits are helping pay for her education.

Natalie wants to get into the field of cybersecurity and is already certain she wants to go to graduate school right away to earn a doctorate. Earning good grades and learning is important to her, and she holds high expectations for her performance in school. She was active in student clubs in high school where she took on several officer positions.

VALUES
Trust

Security

Cooperation

Order

Tradition

WANTS

To get into the computer science major as soon as possible

To deepen her leadership skills

To make make a positive difference on the campus with her fellow students

Guidance and mentorship

NEEDS

Clear expectations and articulated steps

Guidance about experiences that will help her get admitted into a competitive graduate program

Clarity about how to choose a major

Support with high levels of anxiety

COMMUNITY CONNECTIONS

Volunteers with the Asian Pacific Cultural Center

Has good friends from the AAC Asian American Club and MESA at their high school

Enjoys meeting other students in Court 17

QUOTES

"All students need internships"

"I'm going out of my way to ask my professors about how I can join something that will help me get to graduate school."

"I was surprised at how hard college classes are. It feels really different from high school."

PERSONA GENERATED FROM TACOMA COMPLETES 2023 DESIGN TEAM WORK

Appendix F: Graduate Student Advisor and Faculty Themes from Focus Groups (Graduate Student Support)

- Sense of Belonging / Connection to Campus
  o Majority of graduate programs are not on-campus or as frequently; limited to a few times a month
  o Commuting to campus is a decision made by a lot of students: is it worth it other than on class days?
    ▪ Will I make the trek to Tacoma?
    ▪ Public Transportation, availability of parking, and/or travel concerns keep people from coming to campus
  o Students who went to Seattle as undergraduates are far more comfortable using their resources and services
  o Students starting in the summer recognize the campus as quiet and not something they find attachment to
  o Graduate Processes are complicated by the fact that students are technically housed in the UW Graduate School
    ▪ UW Tacoma Grads are turned to Seattle because UW Tacoma staff and faculty cannot complete available processes to support them
  o A graduate student statement: "It doesn't feel like the campus cares that we're here."
  o Student Involvement experiences cater more to undergraduate students, especially in when programs and activities are offered
  o Working on campus increased student understanding of resources and services
- Peer Connection
  o Desire to meet other students in their graduate programs and beyond them was expressed multiple times from multiple participants
  o Relying on those who are in graduate students who were undergraduates to direct them to different areas of campus
  o Social programs for graduate students or better aligned with times when graduate students will be present ||
- Motivation
  o Expressed a need for Flexibility and accommodation, based on different schedule
  o Of the mind that living nearby or spending more time on campus would allow for better connection to resources, services, and more.
  o UW Tacoma Graduate programs are selected because of a:
    ▪ Love for Tacoma
    ▪ Part-time/flexibility of programs
  o Website is cumbersome and difficult to use
  o Faculty absenteeism was expressed as an issue that disappoints graduate students in their learning

- Faculty doubling as advisors in schools creates different and conflicting expectations for class and program work
- Process for critiquing faculty is a dreaded process that students do not trust
- Resources & Services / Campus Knowledge
- Consistent belief that campus was not open for them
- Campus closing on Friday?
- Campus resources and services not available after 5pm
- ID Card issues and not fully understanding its purpose
- Student needs:
- How to reserve a study space/room?
- How to acquire and make use of their Husky ID Card (UPASS)
- How to park on and around campus & Parking passes
- Information about the YMCA (for those who pay the Y Fee)
- Office of Equity and Inclusion
- UW Tacoma students are not added to Career Fairs for Seattle and Bothell- they cannot pre-register
- Library resources
- Free subscriptions (NY Times, Hulu, etc.)
- Food and coffee in the evening
- Student involvement opportunities for graduate students
- Scholarships and financial support for graduate students
- Greater explanation and benefits of using:
- Handshake
- DUBNET
- UW Email & Microsoft programs
- Students expressed that they've stumbled upon resources and services while exploring themselves
- Orientation
- Students were unsure if they had an orientation for their programs, other than clicking through a Canvas Course
- Students had graduate program-specific programs
- Critique- left out important information about resources and services that are available to graduate students
- Some graduate programs have created a campus tradition – Picture at the W
- More focused on academic programs without exploring the on-campus resources and services available to graduate students (happy accidents)
- Summer orientations are minimal

Appendix G: Fostering Graduate Students' Sense of Belonging (Graduate Student Support)

Below are some specific recommended actions based on the identified areas based on the research of the Graduate Student Support working group of 2023-2024:

1. Family-Friendly Events and Social Support

UWT should plan and host events that include partners and children, or offer social events where childcare is provided, allowing grad students and families to connect.

Specific Actions:

   1. Establish Family-Friendly Event Calendar: Develop a schedule of events throughout the academic year that cater to graduate students and their families, such as picnics, workshops, and cultural celebrations.

   2. Partner with Childcare Services: Collaborate with local childcare providers to offer on-campus or subsidized childcare during events, ensuring accessibility for graduate student families.

   3. Create Supportive Networks: Form support groups or networks for graduate student parents to share resources, tips, and experiences related to balancing academics and family life.

2. Enhancing the Investment in Graduate Education

Emphasize the value of the educational investment through enriched academic experiences and career development opportunities.

Specific Actions:

   1. Create/Expand Professional Development Programs for Graduate Students: Develop workshops and seminars focused on career readiness, networking skills, and industry-specific training to enhance the practical value of the graduate degree.

   2. Highlight Alumni Success Stories: Showcase successful alumni through panels, networking events, or online profiles to demonstrate the impact of the degree on career trajectories.

   3. Offer Financial Counseling Services: Provide financial literacy workshops and one-on-one counseling sessions to help students manage the financial aspects of their education and career planning.

3. Building Cross-Campus Cohort and Academic Friendships

Foster academic and social connections among students through program-specific activities outside the classroom.

Specific Actions:

1. Create Cohort Mentorship Programs: Pair incoming students with advanced peers or alumni mentors to facilitate networking and academic guidance.

2. Organize Research Colloquia or Symposia: Host regular gatherings where students can present their research or discuss academic topics of mutual interest. Be sure there is a "Graduate Student" section in the program, so it is evident there is a special focus on graduate work.

3. Facilitate Interdisciplinary Workshops: Arrange interdisciplinary workshops or study groups that encourage collaboration across different programs and departments.

4. Strengthening Faculty-Student Relationships

Incentivize faculty-student collaborations to enhance rapport and support.

Specific Actions:

1. Establish Faculty Mentorship Grants: Provide grants or awards to faculty members who actively mentor graduate students in research, career development, or professional networking.

2. Develop Faculty Drop-In Office Hours for Graduate Students: Encourage faculty across campus to hold regular office hours specifically for graduate student consultations and discussions.

3. Recognize Outstanding Faculty Contributions: Institute awards or recognitions for faculty members who demonstrate exceptional support for graduate student success through teaching, advising, and mentorship.

Appendix H: Final Recommendations from the AAC&U High Impact Practices Institute (High Impact Practices)

American Association of Colleges & Universities

2024 Institute on High-Impact Practices and Student Success

Reflection and Envisioning Change Tool Template

The "Reflection and Envisioning Change Tool" team presentations will be held on Friday, June 21st from 12:30 p.m. - 2:00 p.m. (ET). Each team will be allowed six slides and 15 minutes to provide an overview of their Reflection and Envisioning Change Tool and will receive feedback from your cluster. The first slide should provide your project description and goals. The second slide should list your engagement plan for stakeholders. The third slide should name the barriers to accomplishment, as well as the opportunities for support. The fourth slide should provide your communication strategy. The fifth slide should name your project timeline and the sixth slide should list evidence of success. This template is offered to help you shape your Reflection and Envisioning Change Tool. It is not meant to be prescriptive and should be adapted to your specific project goals and institutional context. There is no word count affiliated with this template, so please fill it in freely.

Project Description and Goals

Our objective is to identify and implement strategies to increase participation in HIPs during students' first year at UWT, specifically focusing on our F3 student population (first generation, first time in college, first year), to increase retention and improve equitable access to HIPs.

GOAL 1: Create a cohort of First 3 Champions who teach in the first year

- Of all faculty and staff who teach 100-level courses and T UNIV 250 (a college success course for freshmen and premajors), 50% will assess and/or incorporate a HIP into their course, specifically for COIL, CEL, UR, Diversity AND a collaborative project
- Faculty will be provided with professional development and community of practice
- Faculty will commit to hosting a student affairs professional and/or student ambassador from one or more offices within their class each quarter (e.g., PAWS, Career Development and Education, UAA, student ambassadors like Student Advising Mentors (SAMS), peer advisors, Pack Advisors, TLC tutors, Rise Scholars members, First Gen, etc.) *Sequence by quarter to avoid info overload*

GOAL 2: Develop a marketing campaign to help students understand what HIPS are and includes people who look like them and centers student voices

GOAL 3: Lay the groundwork to create a centralized office for HIPS that is student-facing and houses support and resources for faculty (e.g., concrete examples of best practices, assessment, etc.)

We recognize that we can have the most significant impact on retention by focusing on the group of F3 students and that well-designed programming for them will benefit all of our students. Although our assessment infrastructure is under development, we know that these students have less access to HIPs. For example, a recent study revealed an equity gap in participation in internships between first-generation and continuing-generation students. This work aligns with our ongoing involvement in the NASPA First Scholars initiative to further the success of first-generation students. Through AAC&U's research, we know the importance of HIPs in supporting the deep learning, retention, and success of traditionally underserved students, which is why we have adopted equitable HIPs access as one of our five top priorities for the student success strategy.

We have identified a persistent gap in the retention of F3 students. Of the 172 students not retained between AU22 and 23, 71% were FTIC, and 55% were first-generation. Based on qualitative research studies of students who left our institution, we have identified the need for a "sense of purpose" and "sense of belonging" in college as critical drivers of student persistence. Therefore, besides an F3 lens, our groups have been tasked with creating support for student development of belonging and purpose. HIPs are a critical tool for that goal.

Thus, we need to do more to ensure that historically marginalized and minoritized students know about and engage in HIPs on our campus. Students typically hear about such opportunities in a relatively haphazard way (e.g., specific faculty may inform certain students about a special opportunity). This begins with collecting data about who is and isn't engaging in various HIPs, learning more about how students come to know about them, developing a comprehensive strategy that perhaps involves more centralized support for HIPs, etc.

Engagement Plan for Stakeholders:

Executive Vice Chancellor of Academic Affairs Office of Community Partnerships

Academic Success Programs Student Affairs

Office of Global Affairs Career Development and Education

Undergrad Academic Advising/Husky Success Series Office of First Generation Initiatives

Teaching and Learning Center New Student and Family Programs

Office of Digital Learning Students

Office of Equity and Inclusion Advancement, Communications, Marketing

Office of Undergraduate Education Faculty

Our engagement plan will focus on breaking down silos through identifying a primary point of contact within each identified unit. In alignment with community organizing efforts, we'll create conversations among groups that don't ordinarily connect, facilitating their sharing of stories to identify any efforts or initiatives related to HIPs, student success, and/or retention. We'll also create a communication plan to keep stakeholders apprised of ongoing and emerging initiatives to avoid duplication of labor and foment effective collaborations.

Barriers to Accomplishment:

- Lack of centralized and funding for HIPS and faculty development for teaching in general
- Lack of infrastructure that is sustainable and scalable
- Aforementioned silos
- Faculty resistance
  o Unwillingness to change the curriculum
  o Culture of exclusivity, autonomy
  o Lack of standardization and feelings of imposition around standardization
  o Burnout
- Lack of common understanding/definition of HIPs for our institutional context
- Lack of institutional assessment efforts
- Constrained access to institutional data
- Students' lack of awareness of HIPS

Opportunities for Support:

- Strong commitment for equity, inclusion and access part of our strategic mission and vision
- HIPS are specifically named in the Strategic Plan
- Key campus leadership support these efforts (EVCAA, AVC for Student Success)
- The Student Success Strategy (from which our work emerges) is a visibly high priority for campus
- Some available disaggregated data regarding participation in HIPs and student retention or persistence
- Many faculty and staff with expertise and knowledge related to high-quality HIPs (and even those who aren't yet engaged in work with HIPs tend to value student-centered learning)
- Faculty engagement with HIPs is an element of consideration in reappointment, promotion and tenure processes in some academic units (e.g., SIAS)
- Various campus stakeholders that currently engage in HIPs are already grounded in values of access, equity, and anti-racism (e.g., Office of Global Affairs, Center for Equity and Inclusion)
- Long-standing partnerships with community organizations in Tacoma and the South Sound

Communication Strategy:

- Utilize current channels already being used for Student Success Strategy
  o Chancellor's Town Halls
  o Invitations to special events/report-outs
  o Share with related stakeholder groups
- Communicate directly with identified faculty and staff with expertise and interest in the three sub-areas (curricular, assessment, communication)
- Communicate efforts more broadly at unit retreats, faculty meetings, etc.
- Communicate with external partners (e.g., community organizations)
- Develop a plan to reach students to learn more about the student experience
- Develop a plan to market (or expose campus to) HIPs and benefits, namely to students

Team Actions and Timeline:

Action	Purpose/Details	When
Identify staff/faculty leads and members of three F3 teams focused on curriculum, assessment, and communications/storytelling	In consultation with Student Success Strategy Team Leads and in alignment w/ongoing working groups	Summer 2024
Inventory HIPS at the 100 level by surveying faculty and staff and analyzing the data	Understand what we currently are doing at the 100 level and identify faculty who are teaching HIPS at the 100 level (Assessment Team)	Summer–Fall 2024
Identify funding: grants, work w/Advancement, internal funding	Support the effort for this work with resources (All F3 Teams)	Summer–Fall 2024
Engage Marketing/Communication to develop student-focused language related to HIPS and create a marketing plan that centers student experiences and voices	Understand what language/messaging resonates with students to describe HIPS and engage w/students about their experiences (focus groups) (Communications Team)	Fall 2024–Spring 2025
Define HIPS for UWT using existing taxonomies for classification and assessment	Develop a consistent way to refer to and evaluate each of the HIPS at UWT and communicate to stakeholders	Fall 2024

	(Curriculum and Assessment Teams)	
Inventory co-curricular HIPs by surveying faculty and staff and analyzing the data	Create strategies for all students to engage in a HIP during the first year and utilize a determined number of campus resources/services (Assessment Team)	Fall 2024
Creation of Student Affairs videos and other resources / Visits to 100-level classes	Introduce students to the variety of campus resources and services sequentially (Communication Team?)	Fall 2024—Winter 2026
Determine the components of "First 3 Champions" professional development	Based on analysis of survey results and institutional resources, create more specific description of the purpose of "First 3 Champions" in anticipation of recruiting (All F3 Teams)	Fall 2024—Winter 2025
Recruit First 3 Champions cohort	Targeted outreach to potential participants (All F3 Teams)	Winter–Spring 2025
Identify topics and facilitators for First 3 Champions/HIPS community of practice	(Curriculum and Assessment Teams)	Winter–Spring 2025
Launch First 3 Champions initial professional development series	Provide trainings (as identified) and networking opportunities for relevant faculty, including HIPS best practices, creating SLOs, designing specific strategies and assignments, developing assessment plans for individual courses or course components (Curriculum and Assessment Teams)	Spring–Summer 2025
First 3 Champions implement plans to incorporate HIPS in their 100-level courses	Regular First 3 Champions meetings (and support from the Curriculum Team)	Fall 2025–Spring 2026
Collect course-level data about implementation and outcomes	Identify quantitative and qualitative benchmarks and	Fall 2025–Spring 2026

	collect data (Assessment Team in consultation with Communications Team)	
First 3 Champions present outcomes, receive feedback from peers, and revise implementation and assessment of HIPS at the course level as needed and/or for expansion to other curricular areas	Quarterly (?) presentation of assessment outcomes (symposium or CoP meetings)	Winter—Summer 2026
Recruit second cohort of First 3 Champions	All F3 Teams	Winter–Spring 2026
Launch marketing campaign	(Communications Team)	Spring–Fall 2026

RECOMMENDED TIMELINE FOR CAMPUS WORK: (CONSIDER THIS QUESTION: What would it mean if this action plan was successful in 3 months? 6 months? 1 year?)

From a broader perspective, the general campus work entails assembling the three F3 teams, recruiting F3 Champions, providing professional development for F3 Champions cohort, implementing HIPS curriculum, assessing curriculum (and the F3 Champions program), and marketing/communications throughout.

Action	Who	When
Assemble F3 teams (curriculum, assessment, communications/storytelling)	Team leads w/input from stakeholders	Fall 2024
Communicate definitions for HIPS classification and assessment to campus stakeholders	F3 Teams	Winter 2025—Spring 2025
Recruit First 3 Champions Cohort/CoP		Winter—Spring 2025
Launch First 3 Champions Professional Development Series		Spring—Summer 2025
First 3 Champions implement plans to incorporate HIPS in		Fall 2025–Spring 2026

their 100-level courses and assess outcomes		
Recruit second First 3 Champions Cohort		Winter—Spring 2026
Collect and analyze data regarding F3 student engagement in HIPS during their first year		Spring—Summer 2026
Launch second First 3 Champions Professional Development Series		Spring—Summer 2026
Launch full marketing plan		Spring—Fall 2026
First 3 Champions implement plans to incorporate HIPS in their 100-level courses and assess outcomes		Fall 2026–Spring 2027
Collect and analyze data regarding F3 student engagement in HIPS during their first year (Disaggregate data to understand who participated in which type of HIPS during first year, potential correlations between HIPS engagement and first to second- quarter and first to second-year retention, the impact of classroom visits and co-curricular opportunities, student awareness of HIPS, etc.)	Collaborate with Institutional Research, AVC for Student Success	Spring—Summer 2027

Evidence of Success:

- 50% of all faculty who teach at 100 level have assessed and/or incorporated a HIP and collaborative work in their course
- All F3 students have had access to at least 1 HIP in their first year
- Greater awareness of the value of HIPS from students, faculty, staff (need to quantify)
- Greater awareness of the various HIPs opportunities available (and perhaps propose a scaffolded model?)

- Assessment plan for HIPs SLOs is developed and implemented over a 2 to 3-year period
- Cross-campus working groups and communities of practice meet regularly

What are your data sources? How will the data guide continuous inquiry?

- Use agreed upon taxonomies and rubrics to determine percentage of students engaging in HIPs and hitting competency benchmarks appropriate for the 100 level by assessing assignment products and including qualitative data/reflections from students and instructors
- Instructors/HIPs practitioners will collect data and a team of faculty/staff will be responsible for analyzing the data and presenting collective progress

What is your plan for communicating progress to the campus community?

- Campus-wide celebration of research, creativity, and inquiry for students to showcase their work and talk about their experiences (in collaboration with Husky Success Series/UAA, for example)
- Report-outs of HIPs SLO data by faculty/staff (at campus celebration and other opportune campus gatherings like Chancellor's Town Halls, unit retreats/meetings, etc.)
- Create and distribute a summary document outlining the progress toward ongoing goals for the campus community
- Prepare a more in-depth report for campus leadership at the end of year 2

Appendix I: Summary of Findings and Recommendations 2023-2025 (Removing Curricular Barriers)

UWT Student Success | Removing Curriculum Barriers
Summary of Findings and Recommendations
2023-2025

Lindsey Clark (Co-Chair), Associate Registrar & Residency Officer, Office of the Registrar (2024-2025)
Natalie Eschenbaum (Co-Chair), Dean & Professor, School of Interdisciplinary Arts and Sciences
David Ross (former Co-Chair), Manager of Student Services and Outreach, School of Social Work and Criminal Justice (2023)
Ellen Booth, Student Representative, School of Interdisciplinary Arts and Sciences (2023-2024)
Andrew Chamberlain, Data Analyst, Institutional Research
BethAnn Hoover, Director of Academic Advising, Academic Affairs (2025)
Darcy Janzen, Director of Digital Learning, Office of Digital Learning
Allen Olson, Assistant Teaching Professor, Science & Mathematics, School of Interdisciplinary Arts and Sciences
Stephen Ross, Associate Dean of Faculty Development & Student Affairs, School of Interdisciplinary Arts and Sciences
Aubree Steffens, Assistant Director of Academic Services, Milgard School of Business
Will Taylor, Academic Advisor, Senior Affiliate Faculty, University Academic Advising

Outcomes: The Removing Curriculum Barriers team worked together for two years (Autumn 2023-Spring 2025) on a few connected projects:

1) We wrote two **one-pagers that give specific direction for administrative improvements** that would reduce barriers:
   a) We wrote a one-pager on "Course Equivalency Challenges" that describes the problems around enrollment challenges and retention challenges, the background of previous efforts, and our suggestions for improving transfer equivalency at UWT. [ATTACHED]
   b) We wrote a one-pager on "Addressing the Impact of Inaccurate and Outdated Curricula" because incomplete program and course information can lead to registration issues, misaligned degree planning, and confusion regarding course prerequisites, schedules, or availability. [ATTACHED]
2) We created a comprehensive spreadsheet of data related to student success over the past five years (2019-present), including seats offered, student count, DFW rate, and fill rate. We used this spreadsheet and qualitative data from academic advisers to produce **two lists of courses that prove to be the greatest barriers for students**. We focused

on courses in SIAS because of the First 3 focus of the Student Success project. The first is a list of courses that serve as pre- requisites for other courses and have non-Satisfactory Progress Rates (nSPG) of 25.09%+. That is, 1/4 of students who enroll in these classes are not able to progress to the next class. The second is a list of courses that serve as pre-requisites and have enrollment fill rates of 95%+. That is, students maybe have trouble getting seats in courses that are needed for them to progress.

   a) nSPG: TMATH 109, 115, 116, 120, 124, 125, 126; TPSYCH 101; TWRIT 121; TBIOL 120; TCHEM 142.

   b) ACCESS: TBIOL 120, 130, 140; TCHEM 142, 152, 162; TMATH 109, 110; TWRIT 211, 291; TPHYS 121, 122, 123

3) We began **research** to discover stories that help to explain the data, and to learn from experts who are exploring innovative ways to both track and improve student success.

   a) We collected anecdotal evidence from instructors of TMATH and TCHEM courses to discover why students earn D, F, and W grades. We analyzed this qualitative data for themes which coalesced around placement, attendance, and meta-learning.

   b) The S-STEM Group (EC Cline, Ruth Vanderpool, Heather Dillon) have developed "complexity maps" for courses in programs which help to visually illustrate the course and admissions bottlenecks. Julia Aguirre (SOE) has expertise in proven enrichment opportunities that help students succeed; she stressed that we should use the language of "innovation" rather than "intervention" to demonstrate that the barriers are structural and we should not presume student deficits.

Recommendations: We have already made specific recommendations related to curriculum review and transfer equivalency (see above and attached), we recommend a few additional topics that would benefit from further exploration, research, and investment (order does not represent ranking):

1) Programs should conduct a systematic review of **placement** methods for courses. Similarly, **pre-requisites and admission requirements** should be carefully considered for programs that include scaffolded courses.

2) Explore **collaborative learning environments** to lessen concerns about attendance. Students are more likely to attend classes when they are well connected with other students.

3) Where the curriculum allows, consider **flexible learning** options so that students can participate in classes when their availability for in-person engagement is unpredictable.

4) Consider programs like the Student Experience Project (SEP) for all instructors, because this sort of pedagogical development helps to address concerns about student **belonging**.

5) Consider workshops that help faculty integrate **meta-learning** (learning about learning) into their classes—especially introductory courses—to address concerns about lack of knowledge.

6) Develop institutionally-supported strategies to maximize student engagement with **academic and non-academic support** offered through UW.

7) Consider curriculum redesign when concerns may be related to substantially d**ifferent audiences** of students who take the same class—consider flexible curriculum or curricular updates to meet the different needs of different groups of students who are taking class for different reasons.
8) A **wait-list** system during registration would help to ensure students get the classes they need—and would help schedulers to know when to open more sections of high-demand classes.
9) Make use of and enhance the **early alert system** that links students to support that is specific to their concerns. We are aware that Slate has this capability.
10) Encourage faculty/units to develop clear and consistently flexible (where possible) policies when it comes to **course-level academic support** (e.g., requests for remote learning, expectations for submission of late work). Students are rightly confused and surprised when arrangements differ from class to class, and faculty are unaware of the norms in their units.

Process Duplication: How can the work we did be duplicated and applied to units?
1) Work with Institutional Research to run a list of nSPG and ACCESS courses in unit.
2) Gather anecdotal data from advisers and from the instructors of the nSPG courses.
3) Meet with advisors and schedulers to determine why there are ACCESS concerns.
4) Research tried and proven innovations that reduce nSPG rates.

Appendix J: Transfer Equivalency Challenges (Removing Curricular Barriers)

On behalf of the Student Success Team on Removing Curricular Barriers, we are submitting the below statement of the challenges identified by our committee related to course equivalency and the potential suggestions for improving with your support.

<u>**Course Equivalency Challenges**</u>

The University of Washington relies on a single equivalency system across all three campuses that is based on UW Seattle curriculum. This presents challenges for Tacoma students navigating the admissions process, community college advisors/UW Tacoma recruitment staff working with prospective students, advisors working with current students, and students registering for courses.

Enrollment Challenges
- Prospective students are often unsure or confused as to how transfer coursework will meet UW Tacoma requirements, especially since transfer credit evaluation is done after enrollment.
- Prospective students may choose other schools where this information is available prior to enrollment.

Retention Challenges
- Once evaluated, transfer courses appear with UW Seattle curriculum on the transcript & Degree Audit Report (DARs). This confuses students and can make DARs inaccurate or misleading, thus causing students to accidentally take unnecessary or excessive credits.
- Students have difficulty in registering on their own for a course if prerequisites were taken at a community college and the course did not have a UW Seattle equivalent but does have a UW Tacoma equivalent. Assistance from an advisor is necessary, leading to registration delays.
- When students are prevented from registering on time, they often miss out on classes they need for degree progression, thus extending their time to graduation.
- The advisor's workload in explaining the transfer process, reviewing individual transcripts, translating course equivalencies when meeting with students, managing course enrollment requests and making exceptions to DARs takes up valuable time. When advisor's calendars are full, students can be delayed from meeting with their advisor, thus contributing to registration delays, etc.

<u>**Background**</u>

The University of Washington uses a tri-campus student database (SDB) and third-party software (College Source Transfer Evaluation System) to upload transfer course details.

These systems are primarily supported by UW Seattle resources and have been built to accommodate one single curriculum.

Through past committee work, UW Tacoma did not have significant resources to maintain its own equivalency guide or programming staff and there were concerns about modifications to the veteran student information system.

The challenges of a single equivalency system have been known for years. For additional historical context, see materials of the Equivalency Guide Tri-Campus Task Force from May 2014 and the AACRAO (American Association of Collegiate Registrars and Admissions Officers) Report for UWT Retention Project from June 2014 ("*The number one issue to insist on: Ensure UWS fixes the Tacoma transfer equivalency problem; bring all necessary pressure to bear*").

<u>**Suggestions for Improving Transfer Equivalency**</u>

Technology
- UW Tacoma needs its own course equivalency integrated with the student database.
- Bring in technology consultants to review systems, offer potential products to fix, and implement solutions.
  - Explore opportunities through SLATE to address these issues

Staffing
- Currently UW Tacoma does not have dedicated staff to monitor and maintain its own equivalency guide. UW Seattle has 1 FTE dedicated to monitoring and maintaining the equivalency guide and 2 FTE dedicated to updating the articulation tables.
- UW Tacoma will need staffing for a new equivalency system and the maintenance of the equivalency guide.

Cross-Campus Communication
- UW Seattle leadership needs to understand the limitations and challenges of a single equivalency system for UW Tacoma (and Bothell) and work with UW Tacoma to address them.
- Establish a system of communication between Tri-Campus faculty and departments to increase collaboration and agreement about course equivalencies.
- Establish a system of communication between UW and Washington CTCs to increase collaboration and agreement about course equivalencies.

Student Success Team for Removing Curricular Barriers
April 15, 2024

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Appendix K: Addressing the Impact of Inaccurate and Outdated Curricula (Removing Curricular Barriers)

UWTStudentSuccess | RemovingCurriculumBarriers
Addressing the Impact of Inaccurate and Outdated Curricula
June 2025

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Will Taylor, Academic Advisor, Senior Affiliate Faculty, University Academic Advising

Curriculum development and evolution are essential parts of the mission of UW Tacoma, contribute to academic fields, aid in faculty development, and are the result of extensive research and resources. Maintaining accurate and up-to-date curricula is critical to ensuring a transparent and efficient academic experience for students, faculty, and administrative staff. Outdated or incomplete program and course information can lead to registration issues, misaligned degree planning, and confusion regarding course prerequisites, schedules, or availability.

Key reasons for regular updates include:
- **Recruitment**
Prospective students, community college transfer advisors, and other stakeholders outside UWT regularly utilize our website and catalog for information on program and course options. Advertising programs that don't offer sufficient courses to complete a degree in a reasonable timeframe or listing courses that are not regularly offered set false expectations for the student experience.

- **Student Planning and Success**
Accurate curricula help students make informed decisions about their academic path, meet graduation requirements, and avoid unnecessary delays. It's important to keep in

mind that students and advisors outside the UWT community use our websites frequently to help determine what transfer courses students can take prior to admission to UWT.

- In some cases, students hold off on taking a course from an elective list assuming that another course will be available in a future quarter. Providing students with a shorter, more realistic list of options will encourage registration for courses that are regularly offered and will help faculty to see healthy enrollments in their courses.
- When degree audits are misaligned with course catalogs and websites, students can make incorrect decisions on classes, sometimes delaying their degree progress.

- **Compliance and Accreditation**

Many accreditation bodies require institutions to demonstrate that course catalogs reflect current curriculum offerings and academic standards.

- **Resource Allocation**

Reliable course data aids in efficient planning for instructor teaching assignments and thus with budget planning. It helps with planning for reappointments and hiring of permanent and temporary faculty. It also helps with planning for classroom spaces.

- **Public Representation**

Inaccuracies can reflect poorly on the institution's professionalism and credibility. Students frequently report that they feel they are being sold a "false product" because they believe all courses publicized are offered on a regular basis.

To maintain high academic standards and operational efficiency, all schools are asked to review and update their course listings at least once each academic year and whenever changes are made to course content, titles, prerequisites, or schedules. Courses that remain active but will not be offered in the next academic year should have a public-facing indicator reflecting this information.

Recommendations for Unit-Based Curriculum Review

We recommend working with your school leadership and any cross-campus stakeholders to identify most recent offerings of courses in your area and identify the follow options:

1) **Retire**: The course will be removed from the course catalog, and removed from Kuali, DARs (the system students and advisors use to track and confirm degree progress), and the websites of associated programs. [We recommend this for courses that are no longer needed as part of the curriculum, and/or we do not have faculty (or plans to search for faculty) who can teach the courses.]

2) **Hide**: The course will be removed from programs' DARs and web pages to allow easier student navigation but will remain in the catalog and Kuali. [We recommend using this for courses where you have faculty capable of teaching the course, but no short-term plans for running it; If you decide to unhide the course, this can be done within a work week.]

3) **Keep**: The course will remain in all systems and websites as is [We recommend this for those courses you plan to run in the next two years].

Please coordinate with the appropriate governing body and the UWT Office of the Registrar to ensure all updates are processed and published in a timely manner.
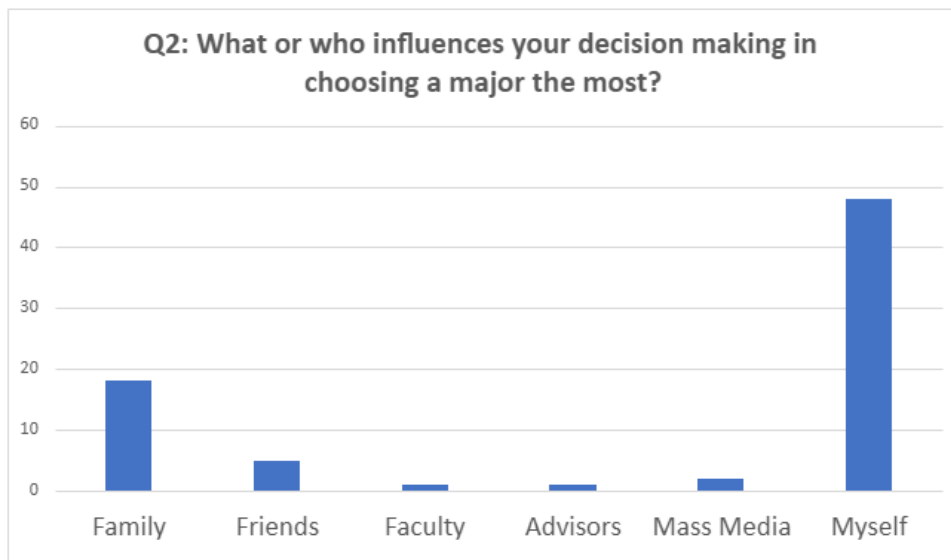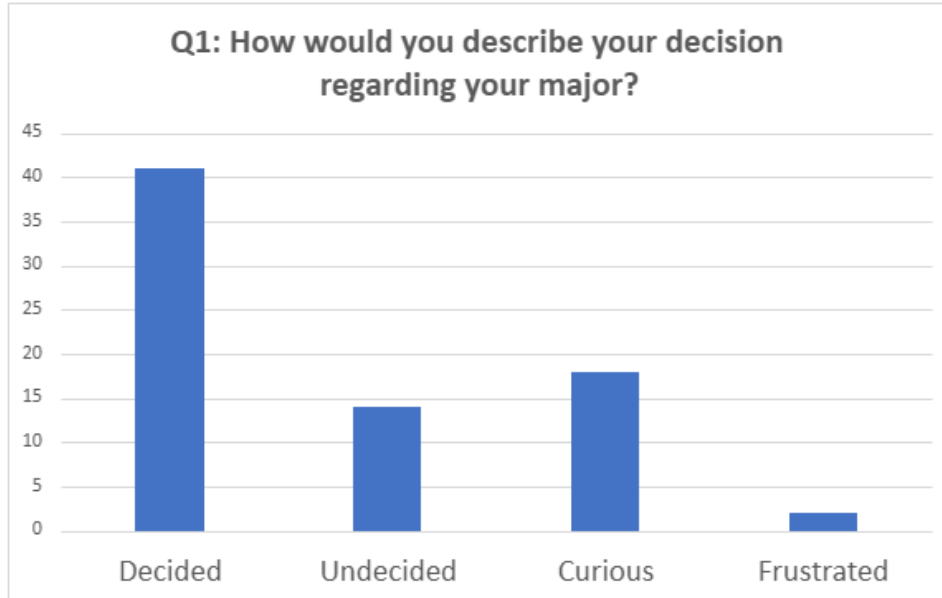
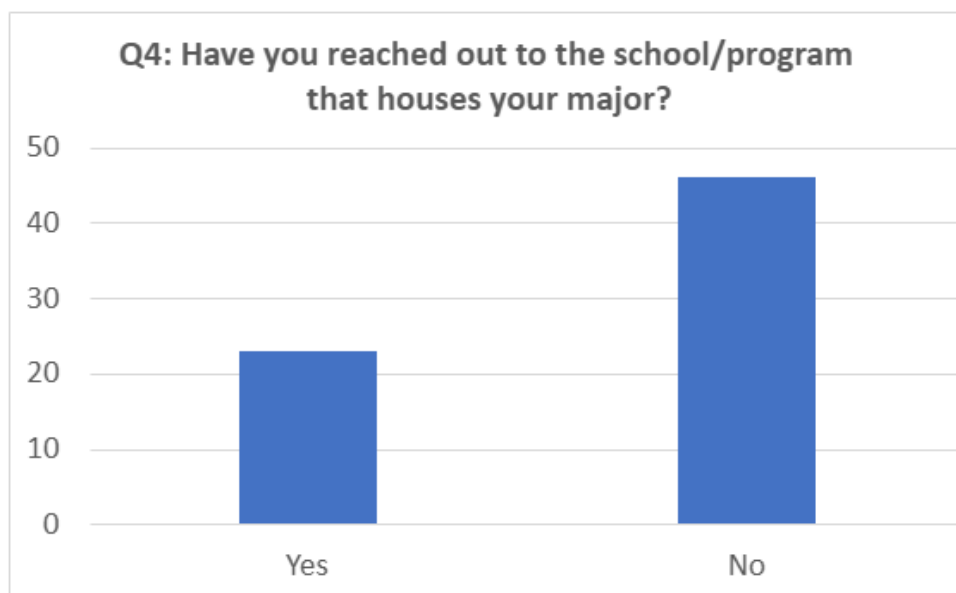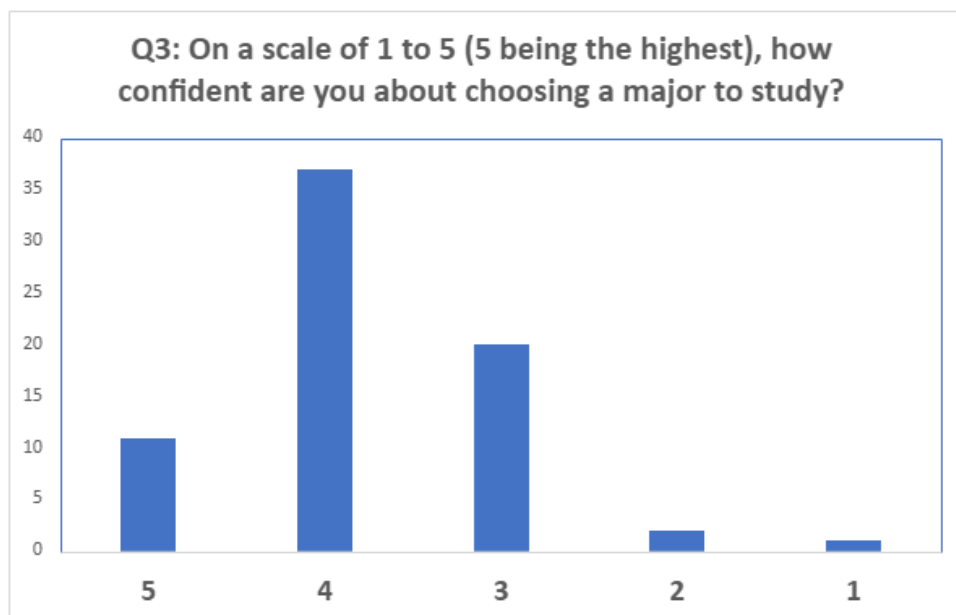**Recommendations for Campus-Wide Practice**

For efficiency and consistency, we recommend exploring institutionalizing the above to create a campus-level expectation or policy. This would have to be collaborative work across the UWT Faculty Assembly and the UWT Office of the Registrar.
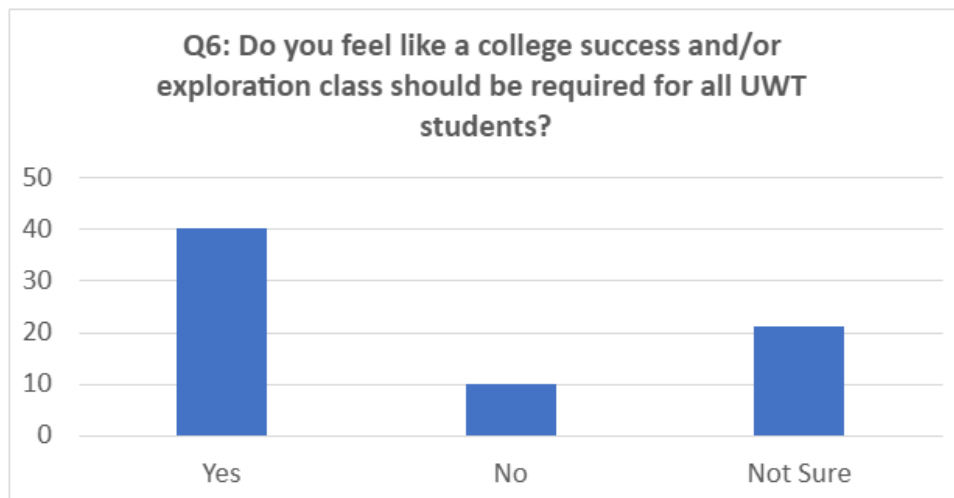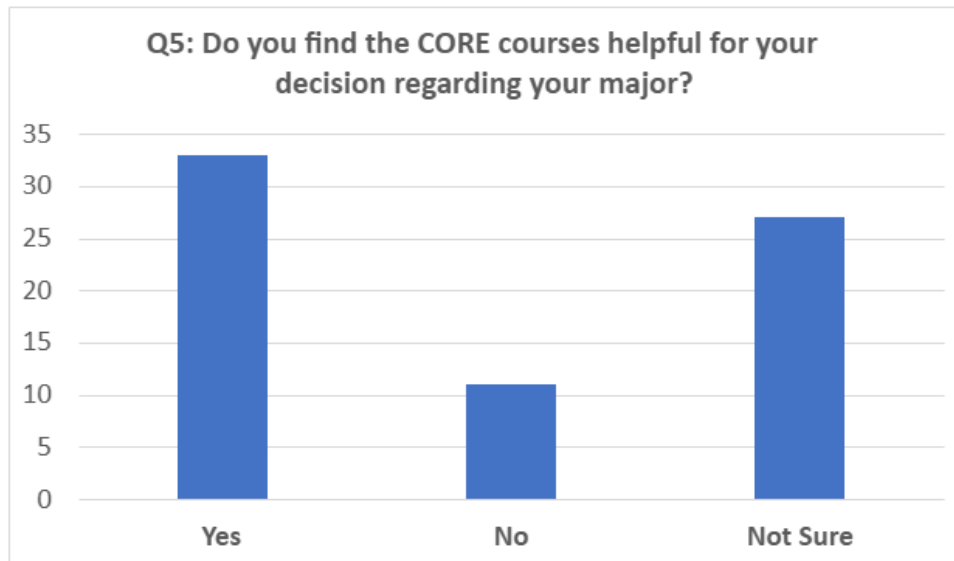
Specifically, we suggest that courses be automatically **hidden** (removed from programs' DARs and web pages) when they have not been offered in five years and are not scheduled to be offered in the next one year.

Appendix L: Majors Exploration Survey of CORE Students

75 students in TCORE classes in Spring 2025 responded to six questions about exploring majors at UW Tacoma, preceding an in-class conversation hosted by the working group co-chairs.

Q1: How would you describe your decision regarding your major?

Q2: What or who influences your decision making in choosing a major the most?

Q3: On a scale of 1 to 5 (5 being the highest), how confident are you about choosing a major to study?

Q4: Have you reached out to the school/program that houses your major?

Q5: Do you find the CORE courses helpful for your decision regarding your major?

A bar chart with values: Yes ≈ 33, No ≈ 11, Not Sure ≈ 27. Y-axis from 0 to 35.

Q6: Do you feel like a college success and/or exploration class should be required for all UWT students?

A bar chart with values: Yes ≈ 40, No ≈ 10, Not Sure ≈ 21. Y-axis from 0 to 50.

Appendix M: Majors Exploration CORE Class Discussions (Scaffolding Major Exploration)

In Spring 2025, 75 students across 5 TCORE classes engaged in in-class conversation hosted by the working group co-chairs. Below is an AI-generated summary of major themes from the discussion.

1. Decision-Making About Majors

- **Most students are either "curious" or "somewhat confident"** in their major choices. A few are "very confident," and frustration is rare.
- Many students selected their major based on **personal interests** or career goals, with some aiming for specific outcomes
- The job market, family, and mass media play a role for some, but most students say they decide for themselves.

2. Influence and Support

- Self-motivation is the most common influence; faculty and advisors are rarely mentioned.
- Some students express disconnect with academic advisors
- A few students benefit from **talking to faculty** or visiting their department's office.

3. Reaching Out to Programs

- Many students **haven't reached out** to their major's program or faculty.
- Barriers include lack of awareness, timing conflicts, or anxiety about engaging.
- Those who do reach out feel **more confident and informed**.

4. CORE Courses

- Mixed reactions:
  - Some find CORE helpful for general college skills (e.g., writing, navigating expectations).
  - Others feel the courses are **not relevant to their majors** or lack clear connections.
- Students appreciate **engaging and interactive classes**, especially those that build **community**.

5. Exploration/Success Courses

- **Strong support** overall for some form of a **college success or exploration class**, especially among those who felt lost or dropped out previously.
- Desired features include:
  - **Navigation support** (resources, registration, using DARS)
  - Career and major insights
  - Connections with upperclassmen
  - Flexible formats: short workshops, credit/no-credit, or asynchronous options

o **Optionality** is important—some worry a required course could feel like a burden.
- Creative suggestions:
  o Resource "hubs"
  o Scavenger hunts
  o Panels or "day-in-the-life" sessions with students or alumni

6. Confidence Levels

- Most students rate themselves at **3 or 4 out of 5** in confidence about their major.
- Common uncertainties:
  o Fear of making the wrong choice
  o Lack of experience in the major
  o Disconnection between early classes and long-term goals

Appendix N: Process Reflection

As part of our commitment to continuous improvement, we have intentionally built in moments for reflection, adaptation, and learning across each phase of the Student Success Strategy. This section highlights lessons learned about the conditions, timelines, and infrastructure needed to support sustainable, collaborative change. These insights not only inform our ongoing work but also strengthen our ability to scale what works and evolve where needed.

Cross-campus collaboration was impactful and foundational for sustainable change

Using a structured, inclusive approach broke down silos and fostered shared ownership of student success. Over the course of the initiative, 96 unique individuals, including faculty, staff, students, and administrators, contributed to working groups and steering committee efforts. Participants consistently reported that the process expanded their professional networks and deepened their understanding of how student success is shaped by roles and decisions beyond their own units. For example, Slate for Student Success participants noted that cross-divisional collaboration became "easier and expected" due to the SST structure. Others described a renewed sense of purpose and connection to the university's mission. These outcomes underscore the importance of maintaining intentional structures to sustain collaboration, coordination, and momentum across campus.

Continuous improvement structures built capacity and momentum

The structured improvement tools (90-day cycles, driver diagrams, and action plans) helped teams maintain focus, adapt to emerging insights, and deliver tangible progress. All working groups used these tools not only to plan and track their efforts, but also to streamline reporting and foster shared accountability. Participants noted that regular check-ins provided encouragement and structure, helping them meet deliverables and stay aligned with broader goals. Faculty reported becoming more intentional about how their courses fit into the larger curriculum and used insights from their working groups to initiate departmental conversations. Just as importantly, the continuous improvement mindset created space to take risks, name missteps, and iterate—allowing groups to let go of ideas that weren't working and carry forward those that showed promise. These outcomes highlight the value of embedding continuous improvement practices into institutional routines.

Effective leadership in continuous improvement required visible champions and structural commitment

The Student Success Strategy benefited from strong, visible leadership that signaled institutional commitment and helped rebuild trust. The initiative was formally charged by the Chancellor and co-sponsored by executive leadership from Academic Affairs and Student Affairs, which elevated its visibility and legitimacy across campus. Participants cited kick-off events, Town Hall report-outs, and the integration of SST priorities into resource

allocation decisions as critical signals that their time and contributions were valued. This visible support was especially important in light of past efforts that had not led to sustained change, contributing to skepticism about administrative follow-through. The success of this approach underscores the importance of maintaining executive sponsorship and transparent communication, ensuring that continuous improvement remains a campus-wide priority with clear leadership accountability.

Aligning with the academic calendar was essential for effective planning and implementation

Understanding and aligning with the academic calendar was critical for sustaining collaborative work and ensuring timely decision-making. Summer provided essential space for synthesizing learning, finalizing recommendations, and securing cabinet-level support. In the fall, onboarding new and returning contributors, paired with intentional outreach to share progress and goals, helped build broader campus engagement. Spring proved to be the most effective time for reflection, reporting, and recruiting for the next cycle. Teams found that two 90-day improvement cycles, followed by a spring focus on consolidation and planning, best matched the rhythm of UW Tacoma's academic year. Additionally, clarity about how recommendations aligned with budget planning cycles helped manage expectations and improved the feasibility of implementation. These insights reinforce the importance of embedding improvement work into the institutional calendar and ensuring that planning, communication, and resource alignment are timed for maximum impact.

Administrative Infrastructure enabled and sustained cross-campus collaboration

Effective cross-campus collaboration depended not only on leadership and vision, but also on consistent administrative support. Participants repeatedly emphasized how critical it was to have help with scheduling meetings, coordinating calendars, and managing logistics—support that allowed them to focus their time and expertise on advancing student success. When administrative support was temporarily unavailable in Fall 2024, the resulting delays in meeting coordination and communication were immediately felt, underscoring the importance of this behind-the-scenes infrastructure. Maintaining dedicated administrative capacity is essential to ensure continuity, reduce friction, and support the long-term sustainability of collaborative, equity-focused efforts.

Student-centered design enhanced relevance and revealed gaps in capacity for co-creation

Centering student experiences in the Student Success Strategy led to more targeted, relevant, and effective interventions. Tools like experience mapping and persona development helped working groups better understand the needs of First 3 students and design interventions that addressed real barriers to belonging, progression, and purpose. However, directly incorporating student voice into the co-development of solutions was limited by logistical challenges, capacity constraints, and a lack of institutional precedent for student partnership in planning. While students were consulted, they were not consistently engaged and the opportunity to work with them as co-creators went

unrealized. Investing in structures that elevate student voice (e.g., compensated advisory roles and participatory design processes, adapting to academic calendars) would ensure that solutions reflect the lived experiences of those most impacted.

Faculty engagement and development is an essential lever for driving success

The Student Success Strategy reaffirmed that faculty play a pivotal role in shaping students' sense of belonging, purpose, and academic momentum. Across multiple working groups, faculty engagement emerged as a critical driver of equity-focused change. Participants emphasized that investing in faculty professional development is not only necessary for shifting instructional norms, but also for embedding student-centered, inclusive practices into the academic core of the institution. Initiatives like the Student Experience Project (SEP) and the AAC&U High Impact Practices Institute demonstrated the power of faculty-led communities of practice to influence course design, pedagogy, and student engagement. Sustained investment in faculty development, especially for those teaching gateway and lower-division courses, is essential to scale impact and close equity gaps.

Sustaining change requires alignment with roles, responsibilities, and daily work

The collaborative work surfaced valuable insights, generated promising solutions, and identified key barriers to student success. However, participants frequently noted that while they could recommend changes, they were not always in positions to implement them. This gap between ideation and execution highlighted a structural challenge: for change to be sustained, it must be embedded in job descriptions, unit-level priorities, and the daily work of those with decision-making authority. The SST process helped clarify where advocacy, resourcing, or structural shifts were needed to move from recommendations to action. Ensuring that responsibility for implementation is clearly aligned with institutional roles and support for units to integrate student success practices into their core operations is needed for sustained change.

Advancing data-informed decision-making requires shared infrastructure and institutional alignment

Reviewing data was critical in identifying barriers, targeting interventions, and measuring progress. Institutional Research support was instrumental in helping working groups understand curricular patterns and equity gaps. However, the process also revealed that UW Tacoma units lack a shared philosophy of assessment, consistent access to leading indicators, and a campus-wide culture of data-informed decision-making. Tools like the Student Success Outcomes Framework and "data parties" were effective first steps, fostering collaborative inquiry and reflection. To build on this momentum, additional investments are needed—particularly in shared dashboards, common assessment language, and communities of practice that support closing the loop between data and action. Embedding these practices into institutional routines will be essential for sustaining continuous improvement and ensuring that decisions are equity-informed and evidence-based.