Academic and Student Affairs Collaboration
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Colorado State University

APLU
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The Common Objective: Engagement in Learning

CURRICULUM

- Develop higher order learning skills
- Deeper understanding of disciplinary content & competencies
  - Active & experiential learning
  - Student engagement
  - Mentored inquiry
  - Etc.

CO-CURRICULUM

- Develop higher order learning skills
- Support for curricular experiences
  - Climate supportive of learning
  - Applied learning experiences
  - International
  - Diversity
  - Peer-to-peer learning
  - Residential learning communities
  - Culture of high expectations
  - Relevancy and application
  - Reinforcing effective learning techniques
  - Etc.

EVERYONE AN EDUCATOR...

- ...depending on where you sit
- ...depending on student’s point in the university life cycle
Structures

• Provost Advisory Committee on Student Success
• Advisory Committee on Undergraduate Affairs
• Associate Vice President for Student Success Position
• Center for Advising and Student Achievement (undeclared advising, orientation, learning communities, scholarship support)
• Student-Athlete Support Services
• Academic Support Coordinators
• Board of Governors for the CSU System (Academic/Student Committee)
• Academic support (Academic Advancement, The Institute for Learning and Teaching)
• Associated Students Colorado State University – faculty advisers for student organizations and government
• Career Center – shared staff with Colleges
• Student Affairs in Higher Education Master’s Program
Examples of Collaborations

• Regular Monthly Meetings
• Key Academic Community
• Ram Orientation and Ram Welcome
• INTO (Global Village)
• High Impact Practice Activities
• Advancement – parents, diversity, student support (fostering success)
• Service Learning (Student, Leadership, Involvement, Community, and Engagement Office and TILT)
• IPAS: Integrated Planning and Advising Services
• Early Performance Feedback Program
More Examples of Collaborations

- Transfer initiatives
- Veteran Support
- Recruitment of new students
- Academic space in the new athletic stadium
- “Tell Someone” and “Kognito” Programs encouraging and training faculty to assist students with mental health issues
- CSU Health Network working with Research to address health needs of students
- Design of academic space in new and renovated residence halls
- Blanche chaired the search for the most recent Provost
Evidence of Progress
Increasing Diversity: Students with Pell Grants

Students with Pell Grants as a Percent of the Entering Fall New Freshman Cohort

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent</th>
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<tbody>
<tr>
<td>FA01</td>
<td>12.3%</td>
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<tr>
<td>FA02</td>
<td>14.3%</td>
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<tr>
<td>FA03</td>
<td>13.4%</td>
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<tr>
<td>FA04</td>
<td>14.5%</td>
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<tr>
<td>FA05</td>
<td>14.7%</td>
</tr>
<tr>
<td>FA06</td>
<td>13.1%</td>
</tr>
<tr>
<td>FA07</td>
<td>14.2%</td>
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<tr>
<td>FA08</td>
<td>14.4%</td>
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<tr>
<td>FA09</td>
<td>18.2%</td>
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<tr>
<td>FA10</td>
<td>22.0%</td>
</tr>
<tr>
<td>FA11</td>
<td>24.2%</td>
</tr>
<tr>
<td>FA12</td>
<td>22.7%</td>
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</tbody>
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Increasing Diversity: Racial/Ethnic Minority

Percent of New Freshmen who are Minority by Entering Fall (FA) Cohort

- FA01: 12.6%
- FA02: 13.4%
- FA03: 12.2%
- FA04: 12.6%
- FA05: 13.9%
- FA06: 14.6%
- FA07: 14.7%
- FA08: 13.6%
- FA09: 15.5%
- FA10: 16.5%
- FA11: 18.9%
- FA12: 19.2%
- FA13: 21.7%
- FA14: 20.7%
Academic Probation
(new freshmen at end of first fall term, by entering cohort)
First-Year Retention (full-time freshmen, by entering cohort)

- 2005: 83.1%
- 2006: 82.5%
- 2007: 82.8%
- 2008: 83.6%
- 2009: 84.6%
- 2010: 83.5%
- 2011: 84.7%
- 2012: 86.6%
- 2013: 86.0%
First-Year Transfer Retention (full-time students, by entering cohort)

- FA05: 83.3%
- FA06: 84.4%
- FA07: 83.3%
- FA08: 83.3%
- FA09: 86.3%
- FA10: 85.9%
- FA11: 84.9%
- FA12: 87.1%
- FA13: 87.5%
Graduation Rates at 4-, 5-, and 6-year points

Graduation Rates by Year

Historic High Rates