Mission and Goal

The University of Kansas is committed to helping each student make progress toward degree, remain on the path to graduation, and succeed. KU has a goal to reach a 90% first-to-second year retention rate and a 70% six-year graduation rate by the year 2021.

With one fifth of our undergraduate students leaving after their first year, and more than one third failing to graduate within six years of initial enrollment, efforts to reach our goal must be multi-faceted. The urgency in increasing retention and graduation rates comes from the approximately 800 students who come to KU as freshmen each year and then fail to enroll one year later. There are an additional 640 students who enroll for a second year but still have not graduated after six years. The financial burden on the students and their families is enormous; the failure to attain personal goals and dreams cannot easily be calculated, but should not be discounted. For the university, the loss of 800 students after one year of college amounts to a loss of over $24,000,000 in expected tuition revenues over the course of a typical four-year degree.

Strategic Plan for Retention, Progression, and Graduation 2014-2017

We have made significant progress to date on the retention initiatives proposed in the 2010 Chancellor’s task force report and in Goal 1 of Bold Aspirations. Of the 10 task force report recommendations, we have either established the infrastructure or are initiating programs to respond to nine recommendations. Yet if we are to affect retention and graduation, we must continue to look for initiatives that are likely to have significant effect on student success and on the student experience. Our current strategy will focus on three areas in which we can make significant improvements that will positively affect the academic success of our students. They are continued efforts in academics, use of technologies and analytic tools to transform advising, and the removal of barriers to progress through policy and process development.
Strategic Area I: The Academic Experience

The research of Tinto\(^1\) indicates that in order for students to achieve a high rate of persistence, faculty must engage students actively in learning. In other research, Tinto\(^2\) indicates that students are more likely to succeed academically if provided effective advising and clear information about how to succeed, including institutional and degree requirements. Our first strategy increases student learning through course redesign and early warning, offers more flexible course scheduling through intersession and use of online teaching technologies, and provides degree and co-curricular maps to help students chart their paths to degree. We will identify and transform high risk courses, and provide clear direction for students to navigate through degree requirements.

1. **Course redesign** is at the heart of our initiative to engage students and faculty for academic success. In order to increase active learning and positively affect success in the classroom, and to reduce the failure rate of students in high-enrollment freshman gateway courses, KU will embark upon an integrated course redesign project that includes:
   a. Course redesign to develop and integrate hybrid technologies into course curricula to “flip” the classroom and to engage students in their learning and reduce failure rates;
   b. Integration of teaching and advising technologies and pedagogies known to improve student learning and increase progression through courses, such as hybrid teaching techniques, supplemental instruction to provide students with peer coaching and tutoring in large lecture classes, and educational support mechanisms such as MySuccess early warning system to alert students, faculty, and advisors when students are performing well, improving in their performance, or performing below expected standards; and
   c. Infrastructure that is well-suited to the teaching methodologies employed, including assignment and use of classroom space and best practices in using learning management systems, as well as mechanisms to communicate learning expectations to students.

The course redesign project already begun at KU and continued across the 2013-2014 academic year with a Course Redesign Task Force charged with developing the goals, strategies, and tactics for increasing success in large-enrollment freshman gateway courses. A report with specific recommendations was vetted with the campus community in spring 2014. We will take a focused approach to identifying courses for redesign and for attaining


\(^2\) Tinto, Vincent. 2007. Taking student retention seriously. Ms, University of Syracuse.
the resources and tools for faculty to make significant progress toward increasing student success in targeted courses. These tools include, but may not be limited to, attaining courseware materials through collaborations and consortia with other institutions, awarding post-doctoral funds to specific departments to redesign courses and closely monitoring their progress, continuing the redesign seminar and other collaborative opportunities through CTE and CODL, focusing on redesign and the use of teaching technologies in the CTE-sponsored annual teaching summit, and integrating initiatives such as MySuccess early warning system and supplemental instruction with redesign efforts.

2. **Intersession courses** provided in the winter and spring between semesters can provide courses or just-in-time learning modules to students to help prepare them for the next semester. Intersession courses and well-designed summer courses can also help students continue to make good progress toward degree requirements. **We will expand our offering of courses during winter and spring intersessions that will help students prepare for their next semester courses and provide steps along the path to degree progress and completion.**

3. **Co-curricular and degree maps** provide the tools students and advisors need to improve curricular and co-curricular planning. A degree map provides a four-year plan of study, whereas a co-curricular map enumerates ways to enrich the educational experience and engage the student through experiential learning, career planning, and other critical co-curricular activities. In a recent publication and visit with the advising leadership at KU, the Education Advisory Board detailed the positive effects of developing co-curricular maps and degree maps on advising and on degree completion. When used together, co-curricular and degree maps can provide information to students to compare majors, about where to go for specific services, when to engage in experiential learning, and about when and how to plan their undergraduate careers and beyond. The maps can be used as the first step in building more sophisticated predictive tools to help students make decisions about majors and careers. Georgia State University and Arizona State University provide excellent examples of how co-curricular and degree maps can help students make decisions about their college careers. In order to provide clear maps for students along with the ability to compare requirements across possible majors, we propose to embark on a **co-curricular and degree mapping project**. This project, led by the office of undergraduate studies, will produce for every major at the university:
   a. Degree maps that integrate the KU Core, degree requirements, and major requirements in a single look & feel across all majors of the university. These maps

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will provide clear pathways to degree completion, and allow students to explore and to compare major requirements easily and transparently.

b. Dynamic co-curricular maps that include information about how to integrate, experiential learning opportunities, career planning, graduation planning, and more.

In addition, we are developing the KU portal as a location to provide degree and co-curricular information to individual students. Co-curricular and degree maps, as well as analytics tailored to student success, will be made available via the portal.

Key metrics by which we will gauge progress

- Number of courses redesigned as hybrid or flipped
- Decrease in DFW rates for high risk courses
- Number of students who complete the first year with 2.5 GPA and 30 credit hours
- Reduction in time to major declaration
- Number of departments creating and using curricular and co-curricular maps

Strategic Area II: Overhauling the KU Advising Model

Through the use of new analytic tools, we have the opportunity to transform academic advising. Advisors must focus on helping students plan their individual paths to completion; predictive tools can help advisors work with students to chart their paths and continue to make good progress toward their degrees. We must provide the tools for advisors and then train advisors on making the best use of the tools in working with individual students. We will develop an approach to advising that uses the most current technologies and analytic tools to help students make progress toward degree, remain on the path to graduation, and succeed to graduation and beyond.

1. Predictive Analytic Tools provide information to faculty and advisors that will transform advising. KU has joined the Education Advisory Board’s Student Success Collaborative, a partnership that will provide data analytics to university advisors and administrators about students’ academic performance and predicted academic trajectory. The Student Success Collaborative is a “big data” initiative that analyzes the past decade of student performance at KU to identify courses where students tend to get stuck or slowed in their path to graduation, and to find pathways and support services that most enable students to be successful. The program provides information that will enable advisors to help students choose majors successfully and on schedule. KU has been working with the Collaborative as the tool evolves to create self-advising tools that allow students to interact with the advising system, freeing advisors to focus their time where student most need it. In the 2014-2015 academic year, KU will pilot the use of the predictive analytic tool developed by
the Collaborative with four majors: Economics, Pre-nursing, Journalism, and Chemical and Petroleum Engineering.

2. **A predictive retention model**, developed by the Office of Enrollment Management and the Office of Institutional Research and Planning, uses characteristics of students when entering the institution to help units direct students to the resources they need to be successful. KU will institute the use of the predictive retention modeling for curriculum and developmental advising and for freshman course placement. We will train the advisors on the use of predictive models and pro-active advising.

3. **The MySuccess** early warning system will allow faculty and advisors to identify students in need of advising support and academic support in real time early in a given semester. Early warning allows students to receive advising and academic support services when they need them to improve academic success before it is too late. In addition to using MySuccess to engage students and faculty in redesigned courses, we will train advisors on the best practices in using early warning systems in pro-active advising.

4. **An integrated model of advising** will be developed with the analytic and predictive advising tools in place to help advisors guide students in a major in which they will be successful. The model will utilize the analytic tools to their fullest, will take a university-wide, integrated approach, with seamless and coordinated advising from undecided incoming students through major advising and graduation, will integrate advising with career advising, and will help students make good major and career decisions. In the 2013-2014 academic year, we examined current and potential advising structures, and will work with all advisors on campus to redesign advisor training, set outcome metrics for advising, and communicate our expectations to all advisors in the coming years.

**Key metrics by which we will gauge progress**
- Advising audit completed and recommendations examined and operationalized
- Reduction in time to major declaration
- Reduction in number of major changes after 30 credit hours
- Number of courses using MySuccess
- Number of departments using predictive data and (co-)curricular maps to adjust curricula and to advise students

**Strategic Area III: Removing Barriers to Degree**

Our university services and policies must facilitate student progress. KU will examine policies to ensure that they are consistent with student progress to degree and graduation success.
1. **KU will identify and then work to remove policies** that hinder student progress. **We have begun to embark upon a comprehensive mapping of student services**, with the Phase I report and recommendations submitted for consideration in fall 2013, so that we can better coordinate communication and enable student service units to provide effective guidance through our complex, often bureaucratic systems. The College of Liberal Arts and Sciences, for example, has charged a retention work group to examine College policies to ensure that they are adjusted to encourage progress and success. Such policies include major declaration policies, major admission policies, and others. We must identify, and then work to remove, barriers to student success. Such barriers may include timing of drop and withdrawal policies, use of enrollment holds, timing of tuition and fee billing, policies related to major declaration, grading policies, and more.

2. **We will develop student-centric services** to provide the **best service to students where and when they need it**, including:
   a. A liaison devoted to identifying students at risk and helping them progress, by connecting students with the academic and support services they need, focusing on students with high attrition risk; and
   b. A student service network that connects the individual academic, enrollment, and student life units to work in a more coordinated fashion to provide integrated services to students.

   A staff member retention liaison has been shown to be effective at Xavier University, for example.\(^4\) With a slightly different mission, the University of Nevada at Reno has taken a liaison approach to course enrollment ([http://chronicle.com/article/Head-Count-The-Course/64139/](http://chronicle.com/article/Head-Count-The-Course/64139/)). A student service network would provide contact for students, parents, faculty, and staff to help connect students to the services they need. It would provide much-needed coordination of services and to make our systems more connected and more transparent to students.

3. **Coordinate Retention Efforts for Student Success.** Retention of at-risk students is of particular concern. The retention and graduation task force recommended that KU **develop strategies for intervention when students face financial problems, including the deployment of strategic scholarships**. **We will coordinate services to at-risk students**, expand the Multicultural Scholars Program, redesign the retention program HawkLink for minority and low-income students, and examine best practices across peer universities for institutional approaches to student success for at-risk populations.

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**Key metrics by which we will gauge progress**

- Review of policies and support services completed
- Policies and processes adjusted to help students progress
- Increased first-year retention of minority and low-income students

Through carefully-selected improvements in teaching pedagogies, use of predictive models, retraining of advisors, and examination of policies and student-centric practices, we will increase success of our students to reach their educational goals to graduate.

**Overarching retention, progression, graduation metrics**

- First-year retention rate
- Increase number of students declaring a major by 30/45 credit hours
- Four-year graduation rate
- Six-year graduation rate

**Table 1: KU Retention and Graduation rates**

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<th>FTFT freshman retention rate</th>
<th>Fall 2007 cohort</th>
<th>Fall 2008 cohort</th>
<th>Fall 2009 cohort</th>
<th>Fall 2010 cohort</th>
<th>Fall 2011 cohort</th>
<th>Fall 2012 cohort</th>
<th>2021 Target</th>
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<td>%</td>
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<th>Fall 2005 cohort</th>
<th>Fall 2006 cohort</th>
<th>Fall 2007 cohort</th>
<th>Fall 2008 cohort</th>
<th>2021 Target</th>
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<td>%</td>
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<th>Six-year graduation rate</th>
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<th>Fall 2008 cohort</th>
<th>Fall 2009 cohort</th>
<th>Fall 2010 cohort</th>
<th>Fall 2011 cohort</th>
<th>Fall 2012 cohort</th>
<th>2021 Target</th>
</tr>
</thead>
<tbody>
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<td>%</td>
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<td>70%</td>
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Summary

The three initiatives outlined — transforming the academic experience for success, transforming advising through analytic tools, and removing barriers to degree progress — will position KU to make significant progress toward our retention and graduation goals. The current strategic plan has a very broad scope, ranging from high level technologies and course design to the experience of individual students into and through the university. It is bold and it is far-reaching. Our retention and graduation goals are high and we must take extreme measures to reach them. We will reach for these goals because we believe in our students and their success.
Appendix A: Background

In 2009 Chancellor Gray-Little charged a task force to examine KU students’ retention and graduation rates and to propose opportunities to improve first-year persistence and six-year graduation rates. The task force proposed a number of initiatives to increase retention and graduation rates at KU. Many of the recommendations from that task force were adopted in *Bold Aspirations*, the strategic plan for the University of Kansas put into place in fall 2011 (*the following from 2009 Chancellor’s Retention and Graduation Task Force*).

**Recommendations for Fundamental Change**

1) Establish university-wide leadership to promote awareness of the challenges associated with retention and timely graduation across the campus and to bring about the necessary cultural shift at KU.

2) Engage students sooner and more actively in the intellectual life of the University. Through a broad reconfiguration of the first year experience, students can immediately begin building networks, learning about career options, and investing in their futures.

3) Redesign courses (especially large lecture formats) to promote learner-centered and problem-oriented approaches. If students are more involved with their own learning and learning is relevant to their life goals, they will have a stronger commitment to degree completion.

4) Overhaul General Education at KU. The general education curriculum prior to fall 2013 deviated significantly from those at comparable institutions and presented obstacles to timely graduation for many students. In addition, renovating first year experiences for students and using general education to emphasize learner outcomes will help students recognize and define their intellectual and career goals.

5) Raise the profile of and increase accessibility to undergraduate research and service learning. Promoting such options through curricular changes and a dedicated undergraduate research office would encourage the creation of research opportunities, facilitate contacts between faculty and student researchers, and increasingly engage the community beyond the campus.

**Recommendations for Instrumental Change**

6) Change policies and adopt enrollment management technology to help students understand course sequences and prerequisites, learn about fields of study, and secure effective advice. Such steps will encourage students to take more responsibility for their own degree progress.

7) Invest in support systems to identify struggling students early in their careers and provide effective intervention to those who need help, recognizing that the initial three weeks for first-year students is a critical period to successful adjustment to college responsibilities.
8) Revise and integrate university advising systems to develop a more seamless system that will provide support for students across the span of their educational careers (counseling new students, bridging transitions, and encouraging degree mapping).

9) Develop strategies for intervention when students face financial problems, including the deployment of strategic scholarships.

10) Track student learning systematically and develop effective ways to evaluate and document student progress.

**Bold Aspirations**, the strategic plan for the university adopted as of fall 2011, responded to the task force report through Goal 1: Energizing the Educational Environment. This goal’s statement is to *strengthen recruitment, teaching, and mentoring to prepare undergraduate students for lifelong learning, leadership, and success*. In December, 2011, Chancellor Gray-Little presented *Bold Aspirations* to the Kansas Board of Regents, and at that time set aggressive retention and graduation targets.

**The five strategies for Goal 1 of Bold Aspirations are:**

1. Establish a new KU core curriculum for all undergraduate students
2. Strengthen the pipeline of undergraduates to and through KU
3. Invest in first-year intellectual experiences
4. Enhance experiential learning opportunities
5. Redesign courses to enhance student learning

Since 2010, the University of Kansas has made extraordinary progress on each of the five strategies outlined in the strategic plan as well as on the ten recommendations from the retention and graduation task force. An overview of our progress is provided here, organized by *Bold Aspirations* strategy.

**1-A. Establish a new KU core curriculum for all undergraduate students**

In the first two years of the implementation phase, seven distinct faculty committees (six goal-specific “satellite” committees and a “transition” committee) developed learning outcomes, sample rubrics, policies and processes to establish the KU Core, a common curriculum for all students that combines general education knowledge and skills, as well as advanced education values, creativity, and integrative abilities into a progressive, outcomes-oriented approach to student growth and learning. The transition committee, in collaboration with university governance, also formed the basis for KU’s first-ever university-wide curriculum committee, the University Core Curriculum Committee (UCCC). The inaugural UCCC met throughout the 2012-2013 academic year to determine key KU
Core policy and to approve courses to satisfy the KU Core. The KU Core launched in fall 2013 for all new incoming students.

1-B. Strengthen the pipeline of undergraduates to and through KU

KU has re-focused our communication strategies with new student prospects, providing targeted and coordinated communications and events for high school students earlier and broadening recruitment both regionally and nationally. We are strengthening our relationships with community colleges through streamlined transfer policies. We have put new four-year transparently-communicated renewable scholarships into play, and look forward to new admission standards that will come into effect for the fall 2016 entering class.

We have installed and piloted an academic early warning system that will allow faculty, students, and their advisors to receive warnings when students may need academic help, or kudos as student performance improves. As of summer 2013, this system is available to all scheduled courses.

Beginning with fall 2013 entering students, all students admitted conditionally are provided an individual plan for success that emphasizes advising, focuses on the transition to college through an orientation seminar, and provides additional academic support.

In order to provide the university leadership in undergraduate education and academic success, we have created the Office of Undergraduate Studies to include university curriculum, academic support services, experiential learning, first-year experience. This new academic unit is led by the vice provost and dean of undergraduate studies.

The College of Liberal Arts and Sciences and the School of Engineering have created curricular maps for all of their degree programs and majors; plans are underway to expand curricular maps to all undergraduate and graduate degree programs. In addition, we will follow best practices recommended in research carried out by the Education Advisory Board to develop co-curricular maps that will include co-curricular and experiential learning milestones for each undergraduate major.

In order to redefine advising on campus, we instituted the MySuccess early warning system and its coordinated appointment scheduler system, integrated new Core and degree requirements into the Degree Progress Report system, provided training sessions for advisors on the KU Core, improving knowledge and communication across units, piloted Supplemental Instruction for high enrollment gateway courses, instituted early advisor assignments in the Undergraduate Advising Center, made changes to transfer policy and process, created an online orientation module for transfer students, improved communication across advising teams through the Advising Leadership Team, and began an
initiative to target retention efforts using an analytic model that provides predictive data on retention.

1-C. Invest in first-year intellectual experiences

The Office of the First-Year Experience has been established; it has instituted a common book program, has developed a series of topical first-year seminars, is piloting living-learning communities with block enrollment between first-year seminars and other courses, and is redesigning the first-semester orientation seminar. The first-year experience at KU begins with new student orientation, and therefore the orientation curriculum and its follow-on Hawk Week and Hawk Days programs are critical for setting the academic environment and expectations for our students.

1-D. Enhance experiential learning opportunities

In year two of implementation of Bold Aspirations, we established the Center for Undergraduate Research, changed the name of the Center for Service Learning to the Center for Civic and Social Responsibility and expanded its role. We also established the Collaborative for Experiential Learning to coordinate the experiential learning opportunities, including First-Year Experience, Undergraduate Research, Civic and Social Responsibility, University Career Center, Study Abroad, and other educational experiences such as alternative breaks programs, entrepreneurship opportunities, arts engagement, and others. The Collaborative has worked with the UCCC to define the role of educational experiences in meeting the goals and outcomes of the KU Core.

1-E. Redesign courses to enhance student learning

The Center for Teaching Excellence (CTE) and the Center for Online and Distance Learning (CODL) have partnered to offer a course redesign seminar for faculty interested in using teaching technologies and modern teaching techniques such as “flipping” the classroom to improve student learning and learning outcomes in large-enrollment gateway courses. Approximately a dozen courses are at various stages of redesign and are being taught in fashions that increase student engagement and enhance student learning. KU is participating in national initiatives in course redesign with the Association of Public and Land-Grant Universities (APLU) and in the Bay View Alliance. We have initiated a teaching post-doctoral program to bring expertise in course redesign to select departments in the STEM fields. To engage faculty in course redesign CTE and CODL offered a course redesign seminar for about 15 faculty interested in redesigning high-enrollment freshman courses; CLAS partnered with the Provost office to offer three teaching post-doctoral fellows to redesign STEM gateway courses; a Course Redesign Task Force is charged to recommend the goals and strategy for significant course redesign, with a report due spring 2014.
Appendix B: Consulted in Plan Development

Academic Affairs work group consulted in developing strategic plan

- John Augusto, Assistant Vice Provost for Experiential Learning and Director of the Center for Undergraduate Research
- Abby Coffin, Assistant to the Senior Vice Provost
- Sarah Crawford-Parker, Assistant Vice Provost for First-Year Experience
- Ann Cudd, Vice Provost and Dean of Undergraduate Studies, Distinguished Professor of Philosophy
- Tammara Durham, Vice Provost for Student Affairs
- Heather Eastlund, Executive Assistant to the Senior Vice Provost
- Susan Gronbeck-Tedesco, Associate Vice Provost of International Programs
- Julie Loats, Director of the Center for Online and Distance Learning
- Matt Melvin, Vice Provost for Enrollment Management
- Sara Rosen, Senior Vice Provost for Academic Affairs, Professor of Linguistics
- Lucy Russell, Assistant Vice Provost for Undergraduate Studies
- Deb Teeter, Director of OIRP

Course Redesign Task Force 2013-2014

- Ruth Ann Atchley, Chair of Psychology, Task Force Chair
- Dan Bernstein, Director of Center for Teaching Excellence and Professor of Psychology
- JoAnn Browning, Associate Dean of Engineering and Professor of Civil, Environmental, and Architectural Engineering
- John Stratton, Libraries
- Bob Goldstein, Associate Dean for Natural Sciences and Mathematics in CLAS, and Distinguished Professor of Geology
- Andrea Greenhoot, Associate Professor of Psychology, acting Associate Director of CTE
- Chris Haulner, Chair of Ecology and Evolutionary Biology and Special Assistant to the Dean of CLAS
- Anna Hiatt, Post-doctoral Fellow in Ecology and Evolutionary Biology
- Julie Loats, Director of Center for Online and Distance Learning
- Michael Murray, Professor of Physics
- Dan Spencer, Associate Professor of Business
- Doug Ward, Associate Professor of Journalism
MySuccess Working Group 2012-2013

- Jaci Matney, Project Manager, IT
- Randall Brumfield, Undergraduate Advising Center
- Sheryl Kimmel, Undergraduate Advising Center
- Jamie Kratky, Undergraduate Advising Center
- Stacey Rinnert, Project Manager, IT
- Kathryn Nemeth Tuttle, Special Assistant to the Provost
- Lucy Russell, Assistant Vice Provost for Undergraduate Studies
- Gerry de Boer, EEB
- Jim Orr, Biology
- Suzie Johannes, IT
- Jody Johnson, Undergraduate Advising Center
- Alexis Jones, Engineering
- Maritza Machado-Williams, Education Administration
- Brian McDow, Registrar
- Kelli Nichols, Undergraduate Advising Center
- Sheri Phillips, Student Information Systems
- Mark Pickerel, Student Information Systems
- Kristin Scott, AAAC
- Lucas Strubing Cartes, student representative
- Toshi Urata, CODL
- Kris Velasco, Student Senate
- Maggie Renfrow, IT
- Donna Luehrman, IT
- Jeff Long, IT
- Jason Dozier, IT
- Dave Barnhill, IT

With pilot courses taught by: Tara Welch, Tom Volek, Jim Orr, Phil Lowcock, Scott Ward, Robb Sorem, Don Steeples and Luis Gonzalez, Tony Walton, Gerry de Boer, Kathryn Nemeth Tuttle (fall) and Donna Tucker, Mark Mort, Scott Hefty and Brendon Mattingly, Kathy Carlsen and Mike Neal, Peter Hierl, Jennifer Roberts, Scott Ward, Phil Lowcock (spring)

Advising Task Force, spring 2014

- Randall Brumfield, Director of Undergraduate Advising Center
- Larry Fillian, Director of Student Academic Services, CLAS
- Blane Harding, Director of Office of Multicultural Affairs
• Kelli Nichols, Assistant Dean for Student Services, Journalism
• Jason O’Connor, Assistant Dean, Business
• Amy Lampe, Engineering
• Sally Roberts, Associate Dean, Education

EAB Student Success Collaborative Leadership Team, 2013-014
• Neal Becker, Economics
• Randall Brumfield, Director of Undergraduate Advising Center
• Kyle Camarda, Associate Dean, Engineering, Associate Professor of Chemical & Petroleum Engineering
• Ann Cudd, Vice Provost and Dean of Undergraduate Studies, Distinguished Professor of Philosophy
• Larry Fillian, Director of Student Academic Services, CLAS
• Kelli Nichols, Assistant Dean, Journalism
• Sara Rosen, Senior Vice Provost for Academic Affairs, Professor of Linguistics
• Dawn Shew, Advisor, Chemical & Petroleum Engineering
• Deb Teeter, Director of OIRP

Predictive Analytics
• Randall Brumfield, Director of Undergraduate Advising Center
• Sarah Crawford-Parker, Assistant Vice Provost for First-Year Experience
• Matt Melvin, Vice Provost for Enrollment Management
• Trina Ramirez, Institutional Research and Planning
• Deb Teeter, Director of OIRP

Student Experience Mapping Executive Committee, 2013-014
• Diane Goddard, Vice Provost for Administration and Finance
• Bob Lim, Chief Information Officer
• Sara Rosen, Senior Vice Provost for Academic Affairs, Professor of Linguistics
• Jaci Matney, Project Manager, Information Technology
• Jami Jones, Project Manager, Information Technology
• Also involving: Sarah Crawford-Parker, FYE; Randall Brumfield, UAC; Cindy Sanders, Registrar; Lisa Pinamonti-Kress, Admissions; Donna Hultine, Parking; Karen Bailey, Bursar; Brenda Maigaard, FAS; Diana Robertson, Housing