AACRAO

Advancing Global Higher Education

Student Success

Results of the AACRAO March 2019 60-Second Survey

Contents

Introduction 1
Key Results All Institutions 1
Appendix A: AACRAO March 2019 60-Second Survey 11
Appendix B: Respondent Count Institution Type, Control and Size 15
Appendix C: Greatest Challenges around Student Success 17

Introduction

This month's 60-Second survey focused on student success at the behest of the AACRAO working group of the same (Appendix A). The student success work group was charged by the AACRAO board to investigate, research, and explore student success from the perspective of enrollment management professionals (including admissions, registration, and possibly financial aid). The goal is to tell the story of what AACRAO professionals do in support of student success and to provide professional development, training and information to members. This report will help establish a baseline for AACRAO professional members and help inform work group deliverables.

Nearly 500 institutions responded the survey. Of the 482, 19 were graduate and/or professional institutions only and the remainder lower-division, undergraduate only, or undergraduate comprehensive.

Key Results All Institutions

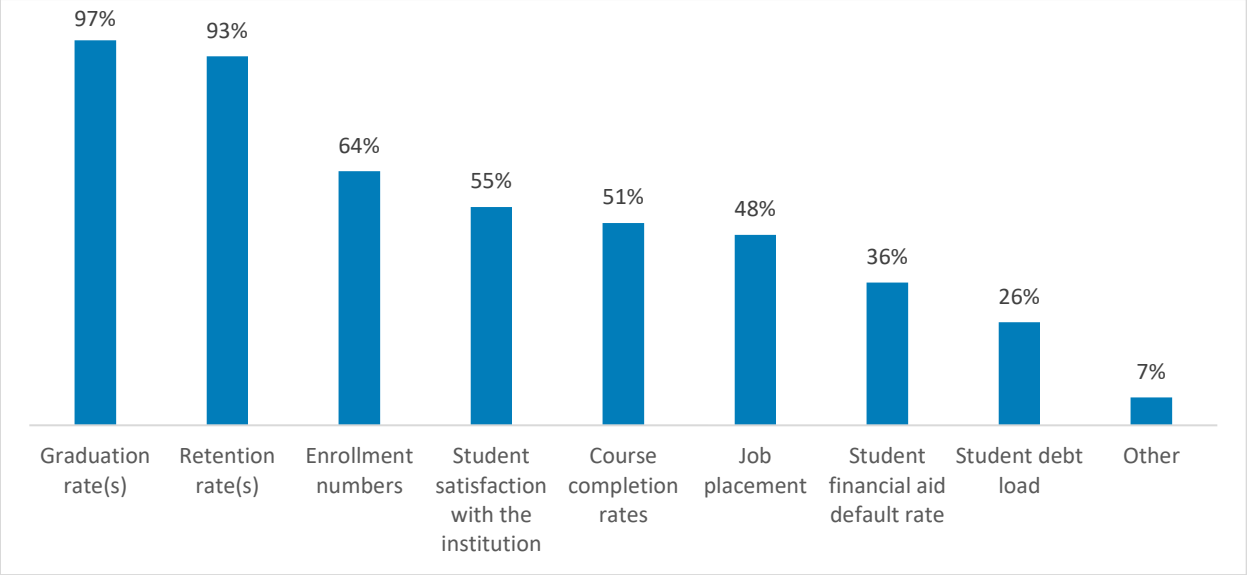
- Graduation rate and retention rate are two measurements of student success used by more than 90% of all institutions.
- Student satisfaction and course completion rates are used as metrics of success by about half.
- When disaggregated, graduate and/or professional institutions are less likely to use any metric to measure student success.
- Student success is led by the academic affairs/provost unit at 42% of institutions and nearly evenly split among student affairs, enrollment management and student success.
- Among the 12 student success initiatives proffered in the survey, early alerts, first-year student seminars/experience, integrated planning and advising and proactive advising are used by more than half of the respondents.
- Adaptive learning is used by just 10%.
- Three quarters agree that their institution has financial aid options aimed to ensure support is available for students who are in need and likely to succeed when their need is met.
- Over half think technology and data analytics are used effectively to support student success initiatives.
- The largest percentage of respondents (38%) feel the institution's professional development training is "moderately effective".
- A little more than a third think students could be asked more about their experience as a means to improve institutional programs and services.
- Most are satisfied with how the institution shares student success data.
- About two-thirds of institutions use 2 to 5 different technology solutions to support student success.

Greatest challenges

- A cohesive institutional plan/approach to student success
- Buy-in across the institution including faculty
- Data analytics
- Lack of sufficient financial resources to support initiatives

The remainder of this report contains figures summarizing the aggregate results. If you are interested in seeing any of the aggregate results broken out by additional institutional characteristics please contact, Wendy Kilgore, AACRAO Director of Research, at wendyk@aacrao.org.

Q1 - By what metrics is student success measured at your institution? (Check all that apply)

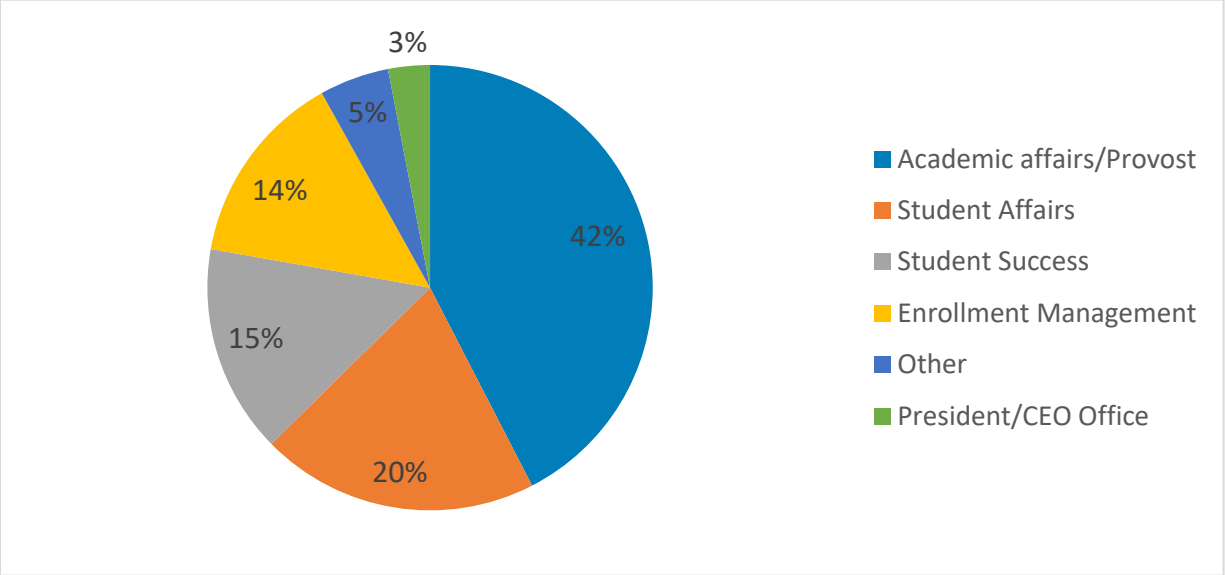


Q2 - Please describe any other metric(s) by which student success is measured at your institution.

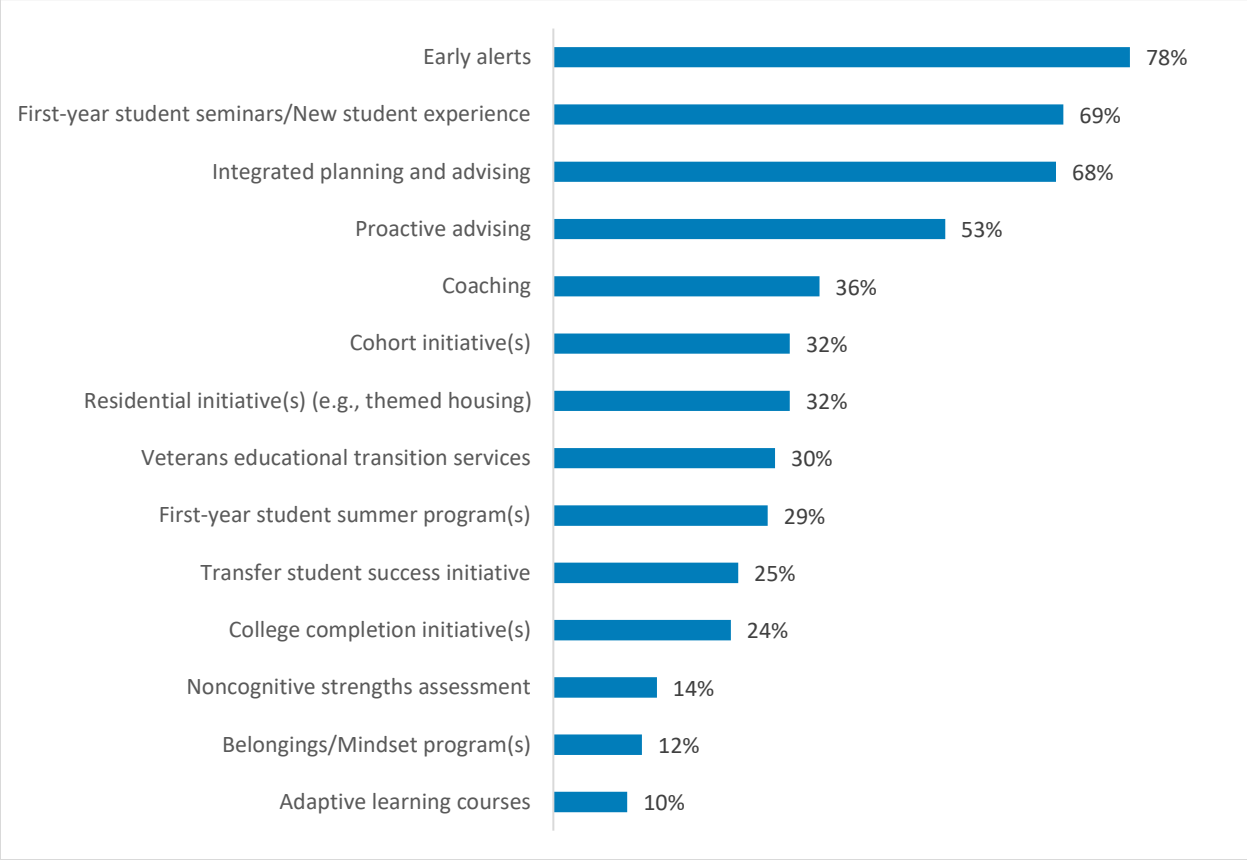
ABHE Bible Knowledge Exit Exam Data
Average unit load
Bar exam passage rates
Comparative data from "equivalent" and/or "aspirant" institutions
Credit completion numbers
Credit hour accumulation, degree completion
DFWI Rates
Doing well at competitions; winning major awards in their fields of study
Engagement, HIPS (NSSE metrics)
Licensure board pass rates
Mental Health Surveys
NCLEX Pass Rate for Nursing Majors
NSSE survey
Number of students on academic probation or warning.
Outcomes from a freshmen orientation course
Passing grades (C or higher)
Passing the bar exam on the first attempt.
Persister/Leaver report, Equity gap report, Gap analysis report - Jobs open vs. # of positions available in the community
Post completion salaries; Licensure rates; Med School placements
Satisfaction with life after college, engagement in work, engagement in the arts, engagement in communities/rates of volunteerism

State Board Success
Student defined goal
Student FTE conversion ration - i.e. the number of productive units students successfully complete each quarter versus the number they NEED to be taking each quarter to graduate on time.
Student learning outcome assessment, bar pass rates
Successful Board Exam completion
Transfer rate
Universities in the State of Florida must report metrics for performance based funding, and for consideration as a Preeminent institution: https://www.flbog.edu/board/office/budget/performance_funding.php
We collect data about all of these items. However, when we are specifically talking about measurement of "student success" we look at retention and graduation most frequently.

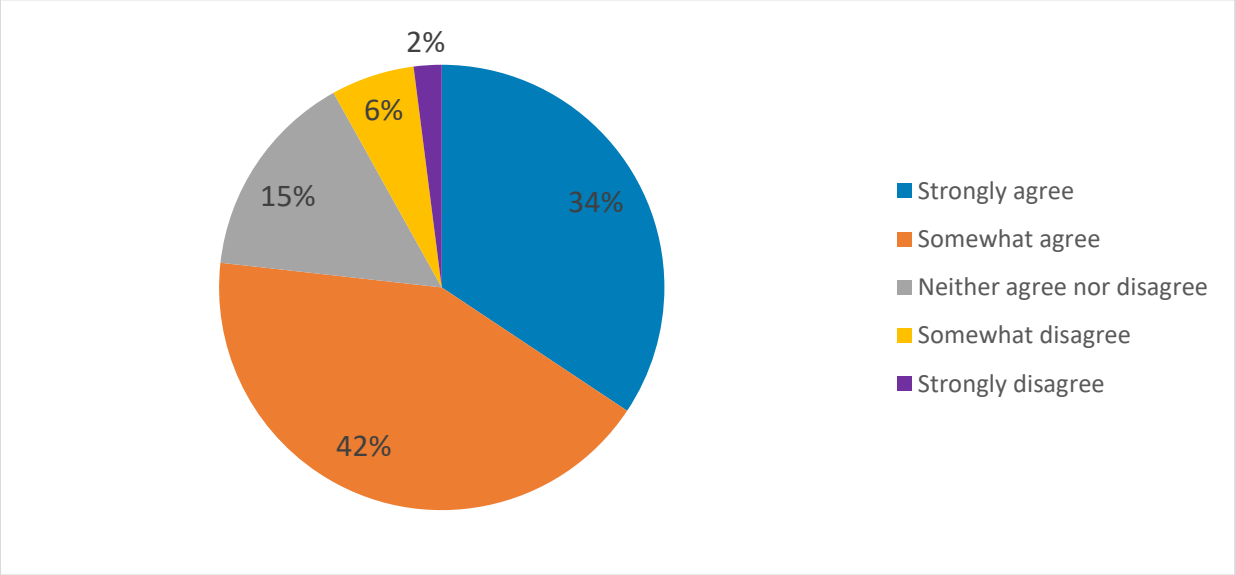
Q3 - Which organizational unit of your institution provides primary leadership for student success and retention related programming?



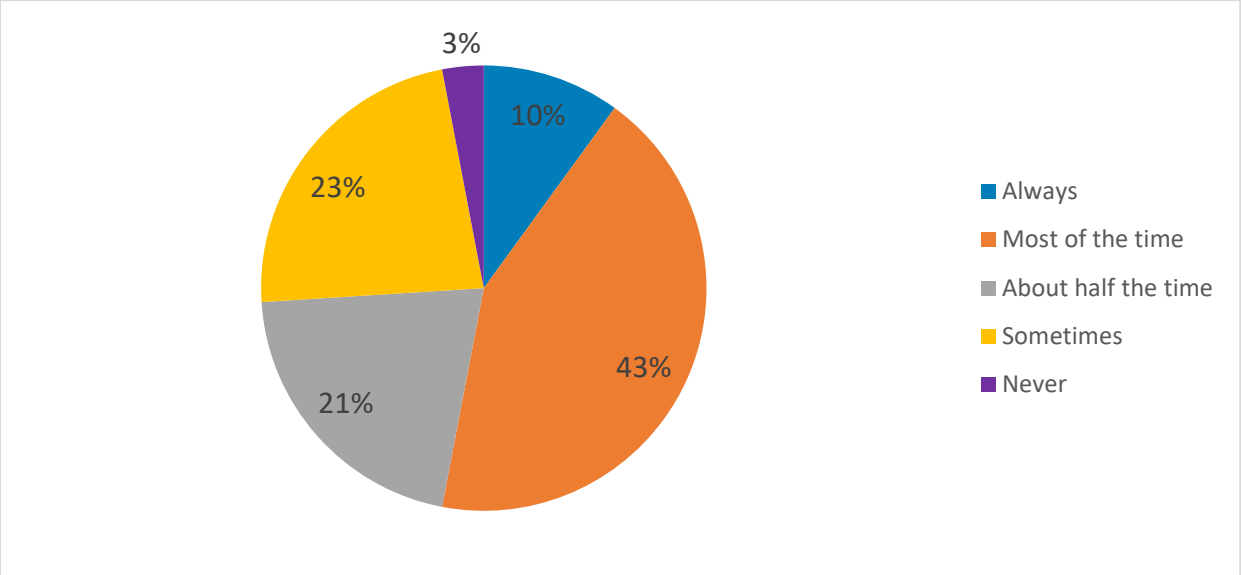
Q4 - Which of the following categories/types of student success initiatives are in place at your institution? (Check all that apply) Note: This question is intended to capture general initiatives and not specific programs such as Achieving the Dream.



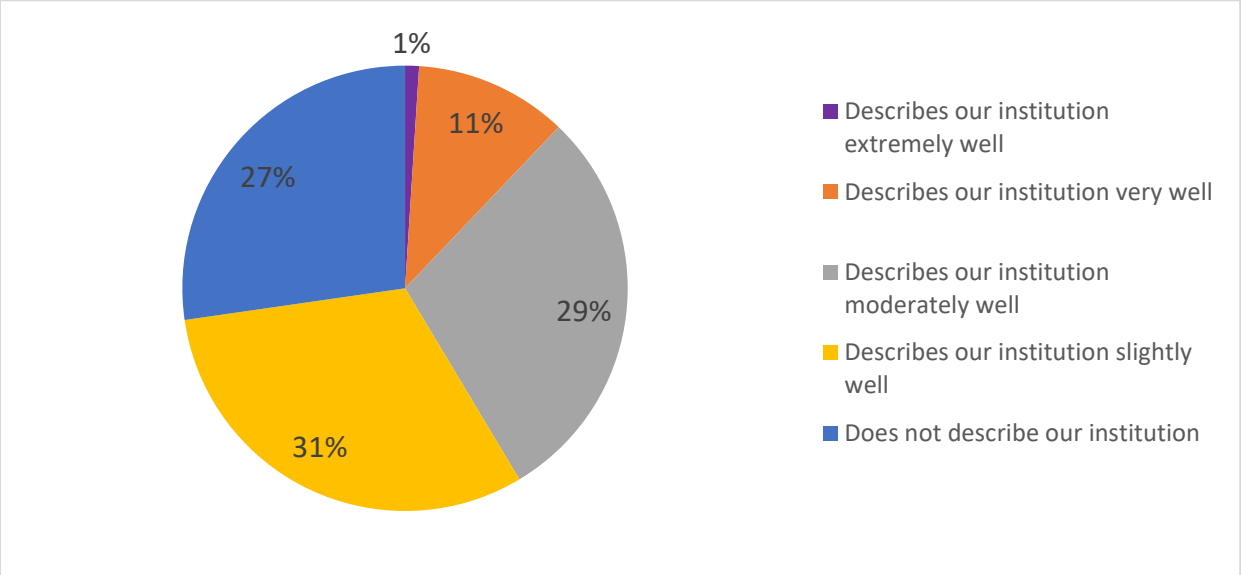
Q5 - Please react to the following statement: "Our institution has financial aid options aimed to ensure support is available for students who are in need and likely to succeed when their need is met."



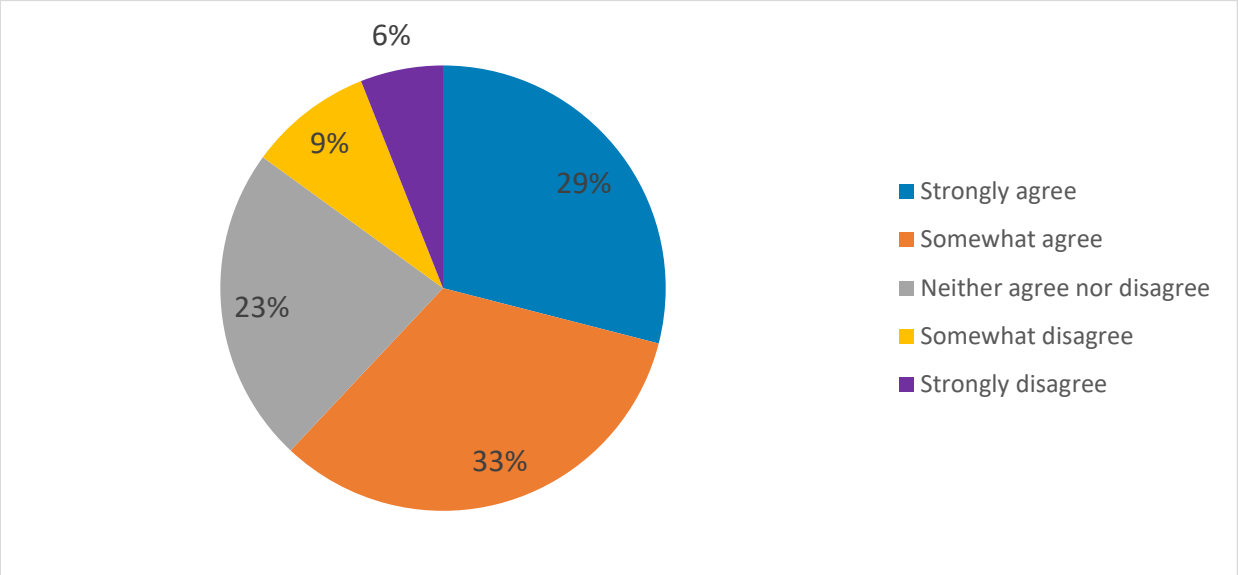
Q6 - Please react to the following statement: "Our institution uses technology and data analytics to effectively support student success initiatives."



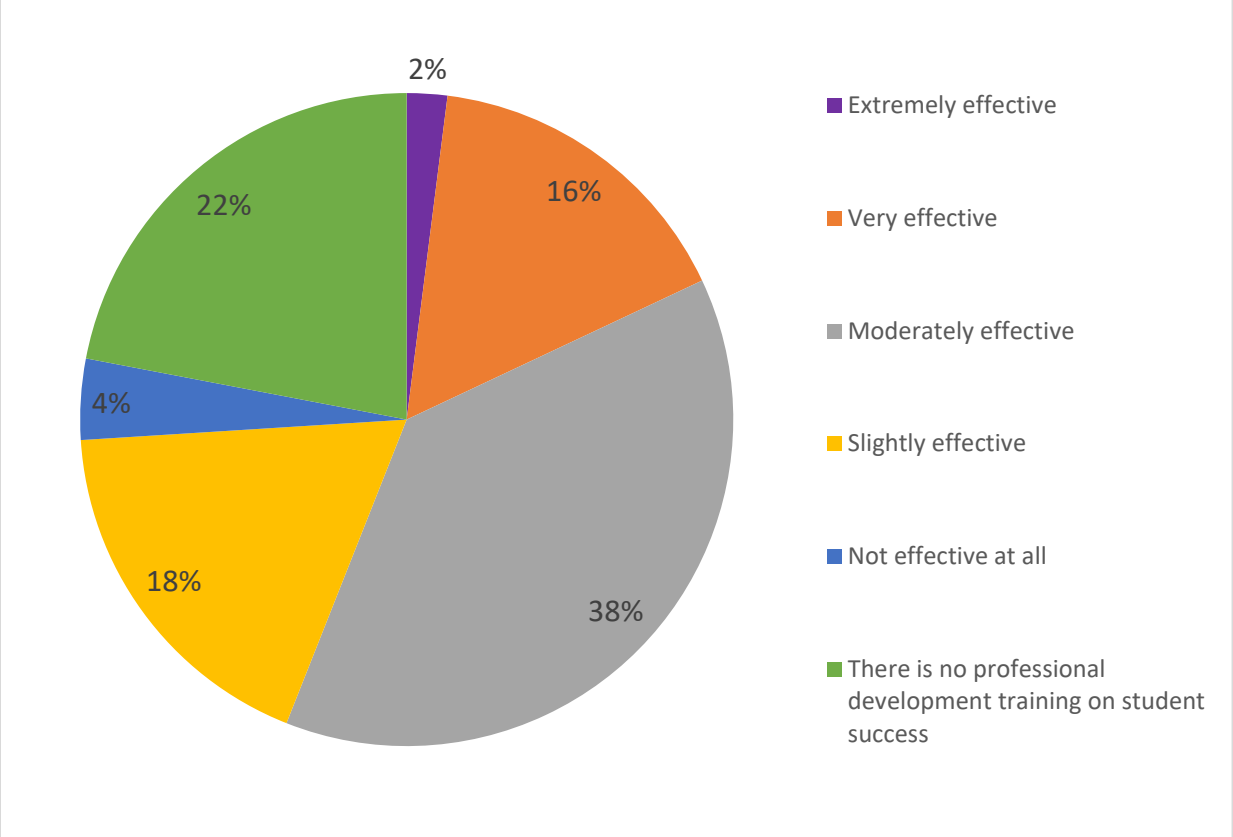
Q7 - Please react to the following statement: "Our institution has methods for calculating the return on investment for our student success initiatives."



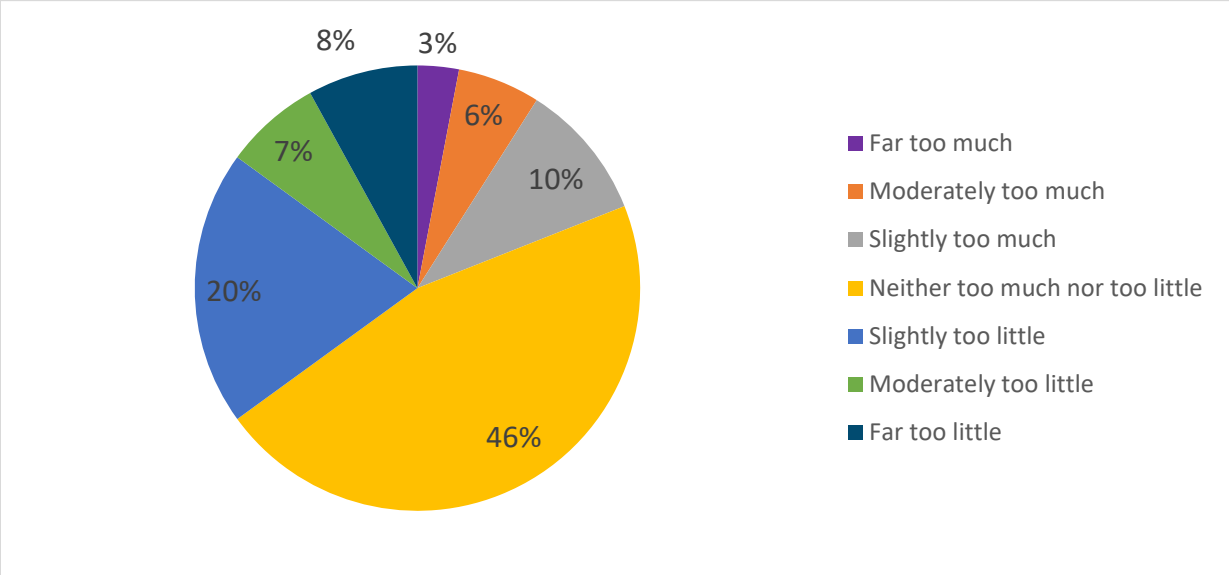
Q8 - Please react to the following statement: "I have access to student success resources and materials (e.g., EAB products, journals or associations, etc.) to do my work.



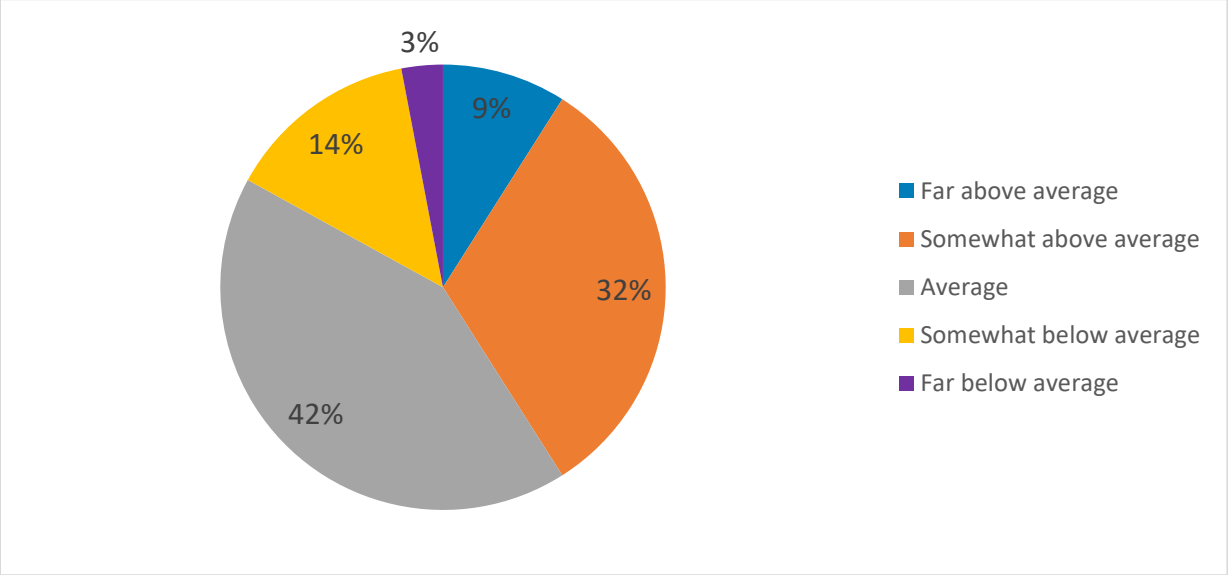
Q9 - How effective is professional development training on student success at your institution?



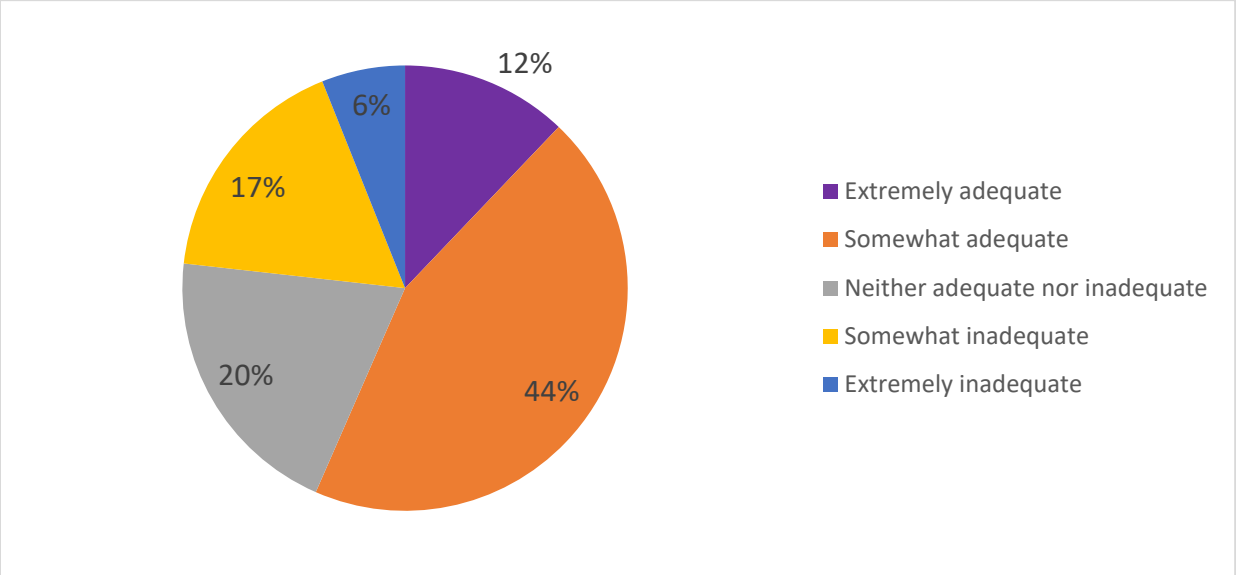
Q10 - How often are your students asked about their experience as a means to improve institutional programs and services?



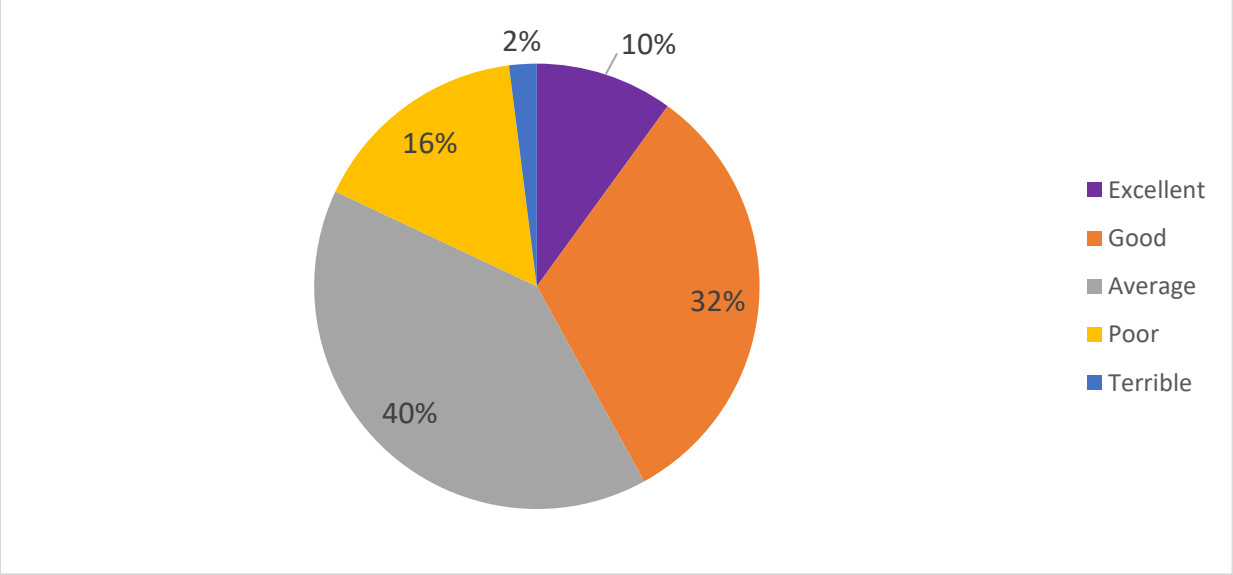
Q11 - How would you describe your institution's culture relative to student success?



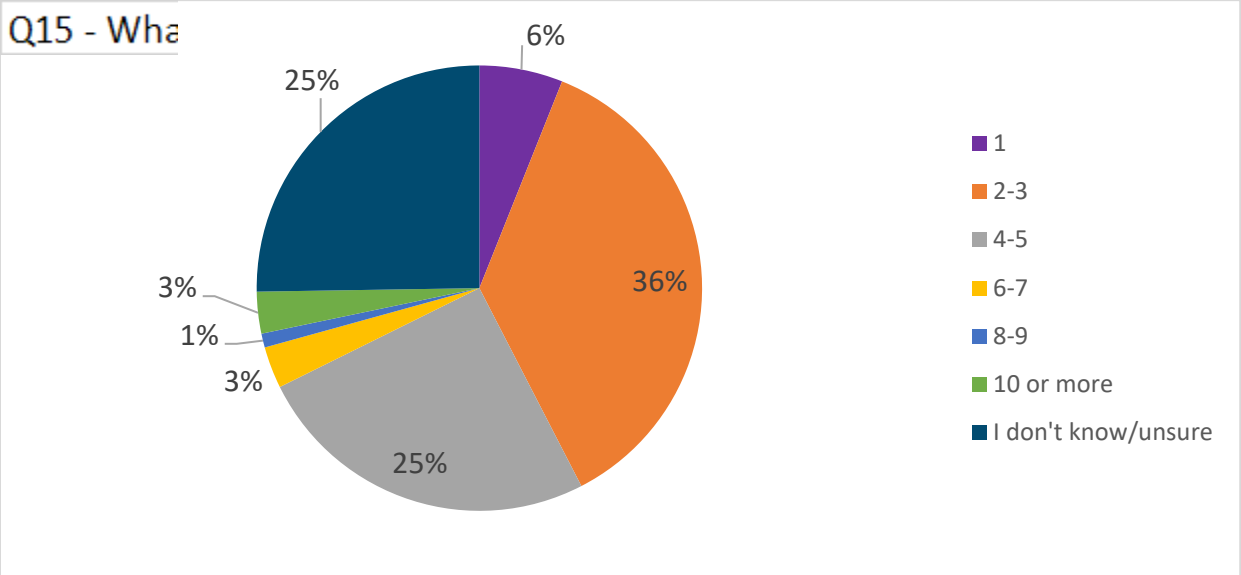
Q12 - How adequately does your institution share student success data with internal stakeholders?



Q13 - Please rate internal stakeholder knowledge of retention, persistence and graduation rates.



Q14 - How many different technology solutions are used to support the various student success initiatives?



Appendix C contains the answers to the final question, “What is your institution's greatest challenge to student success?”

Appendix A: AACRAO March 2019 60-Second Survey

Note: The question logic is not displayed. Not all questions will be proffered to all respondents.

March 2019 Student Success Initiatives

By what metrics is student success measured at your institution? (Check all that apply)

- ○ Graduation rate(s)
- ○ Course completion rates
- ○ Student satisfaction with the institution
- ○ Retention rate(s)
- ○ Enrollment numbers
- ○ Student debt load
- ○ Student financial aid default rate
- ○ Job placement
- ○ None of the above, we do not use metrics to measure student success
- ○ Other

Please describe any other metric(s) by which student success is measured at your institution.

_____

_____

Which organizational unit of your institution provides primary leadership for student success and retention related programming?

- ❍ Academic affairs/Provost
- ❍ Student Affairs
- ❍ Student Success
- ❍ President/CEO Office
- ❍ Enrollment Management
- ❍ Other

Which of the following categories/types of student success initiatives are in place at your institution? (Check all that apply)
Note: This question is intended to capture general initiatives and not specific programs such as Achieving the Dream.

- ○ Integrated planning and advising
- ○ Early alerts
- ○ Noncognitive strengths assessment
- ○ First-year student summer program(s)
- ○ First-year student seminars/New student experience
- ○ Coaching
- ○ College completion initiative(s)
- ○ Transfer student success initiative
- ○ Veterans educational transition services
- ○ Cohort initiative(s)
- ○ Residential initiative(s) (e.g., themed housing)
- ○ Adaptive learning courses
- ○ Proactive advising
- ○ Belongings/Mindset program(s)
- ○ None of the above

Please react to the following statements:
"Our institution has financial aid options aimed to ensure support is available for students who are in need and likely to succeed when their need is met."

- ❍ Strongly agree
- ❍ Somewhat agree
- ❍ Neither agree nor disagree
- ❍ Somewhat disagree
- ❍ Strongly disagree

"Our institution uses technology and data analytics to effectively support student success initiatives."

- ❍ Always
- ❍ Most of the time
- ❍ About half the time
- ❍ Sometimes
- ❍ Never

"Our institution has methods for calculating the return on investment for our student success initiatives."

- ❍ Describes our institution extremely well
- ❍ Describes our institution very well
- ❍ Describes our institution moderately well
- ❍ Describes our institution slightly well
- ❍ Does not describe our institution

"I have access to student success resources and materials (e.g., EAB products, journals or associations, etc.) to do my work.

- ❍ Strongly agree
- ❍ Somewhat agree
- ❍ Neither agree nor disagree
- ❍ Somewhat disagree
- ❍ Strongly disagree

How effective is professional development training on student success at your institution?

- ❍ Extremely effective
- ❍ Very effective
- ❍ Moderately effective
- ❍ Slightly effective
- ❍ Not effective at all
- ❍ There is no professional development training on student success

How often are your students asked about their experience as a means to improve institutional programs and services?

- ❍ Far too much
- ❍ Moderately too much
- ❍ Slightly too much
- ❍ Neither too much nor too little
- ❍ Slightly too little
- ❍ Moderately too little
- ❍ Far too little

How would you describe your institution's culture relative to student success?

- ❍ Far above average
- ❍ Somewhat above average
- ❍ Average
- ❍ Somewhat below average
- ❍ Far below average

How adequately does your institution share student success data with internal stakeholders?

- ❍ Extremely adequate
- ❍ Somewhat adequate
- ❍ Neither adequate nor inadequate
- ❍ Somewhat inadequate
- ❍ Extremely inadequate

Please rate internal stakeholder knowledge of retention, persistence and graduation rates.

- ❍ Excellent
- ❍ Good
- ❍ Average
- ❍ Poor
- ❍ Terrible

How many different technology solutions are used to support the various student success initiatives?

- ❍ 1
- ❍ 2-3
- ❍ 4-5
- ❍ 6-7
- ❍ 8-9
- ❍ 10 or more
- ❍ I don't know/unsure

What is your institution's greatest challenge to student success?

_____

Appendix B: Respondent Count Institution Type, Control and Size

Type, Control and Size	Count
Lower Division Only	**87**
Public	**78**
Under 1,000	15
1,000 - 2,499	15
10,000 - 19,999	3
2,500 - 4,999	20
20,000+	1
5,000 - 9,999	21
Not Applicable	3
Private, not-for-profit	**7**
Under 1,000	4
1,000 - 2,499	2
5,000 - 9,999	1
Private, proprietary	**2**
Under 1,000	2
Not applicable	**2**
Not applicable	**1**
Not Applicable	1
Private, not-for-profit	**1**
Under 1,000	1
Other	**3**
Private, not-for-profit	**3**
Under 1,000	2
1,000 - 2,499	1
Undergraduate	**77**
Public	**19**
Under 1,000	5
1,000 - 2,499	8
10,000 - 19,999	1
2,500 - 4,999	4
5,000 - 9,999	1
Private, not-for-profit	**53**
Under 1,000	23
1,000 - 2,499	27
2,500 - 4,999	2
5,000 - 9,999	1

Private, proprietary	**5**
Under 1,000	3
1,000 - 2,499	1
2,500 - 4,999	1
Undergraduate, graduate and/or professional	**294**
Public	**128**
1,000 - 2,499	7
10,000 - 19,999	37
2,500 - 4,999	15
20,000+	40
5,000 - 9,999	29
Private, not-for-profit	**152**
Under 1,000	32
1,000 - 2,499	49
10,000 - 19,999	10
2,500 - 4,999	35
20,000+	5
5,000 - 9,999	21
Private, proprietary	**14**
Under 1,000	3
1,000 - 2,499	4
10,000 - 19,999	4
2,500 - 4,999	1
5,000 - 9,999	2
Graduate and/or professional	**19**
Public	**1**
Under 1,000	1
Private, not-for-profit	**15**
Under 1,000	14
1,000 - 2,499	1
Private, proprietary	**3**
Under 1,000	2
2,500 - 4,999	1
Grand Total	**482**

Appendix C: Greatest Challenges around Student Success*

* raw data

A system that can bring all of the functions of our Center under one umbrella.
"every employee is responsible" by-in
...receiving the best information in a timely manner.
1) Under prepared students followed closely by 2) financial strain
1-The low academic profile (HS GPA, Test Scores) of the students. 2- No development Courses (especially mathematics and English) are offered.
a cohesive, integrated approach -- everyone is committed to student success, but we often lack a systematic approach, despite a cross-institution committee
A recent survey we conducted indicated that it is often the result of an interaction of multiple reasons. We have begun to address the complexity of such a challenge.
a single point of accountability
Academic preparedness and diversity of academic ability in the classroom
Access to data
access to data and meaningful data analysis, the development of strategic retention/student success plan, faculty engagement, initiative fatigue
Accurate, real-time data
Achievement gap for minority students
Across the institution involvement in student success.
Adapting to the rigors of college coursework
Addressing student financial insecurity
Adequate resources, need better understanding of at risk students, better early intervention strategies.
Administrative cohesion.
Advisor knowledge of programs and policies
Affordability
After knowing who is at risk, matching the right intervention with each student- and having them respond to such intervention!
Agreement on how to define student success; financial support for student and staffing resources; limited financial aid for students
All of our admitted students are extremely capable of succeeding in medical school. The greatest challenge is to student success is providing the resources to students to meet their needs as those needs arise and to make sure the students utilize those resources.
Apprehensive adult learners who attempt to balance work, life and education.
Appropriate data; Data analytics
Attempting to combine and merge data in a way that it can be used to make better and more informed decisions about student success initiatives. Our software systems don't talk to one another or have data outputs that are unable to be used effectively.
Attendance and purchasing textbooks
Attitude of some faculty who believe students should sink or swim, and are reluctant to provide more support initiatives.
Being an open admission institution, students are not always adequately prepared. We need a culture shift to teach to our students rather than expecting them all to meet our cookie cutter mindset.
Being intentional and data driven on which initiatives to fund, grow, or sunset.
Being more reactive than proactive

Brand new medical institution without financial aid options for the first two years. Absorbing complex and varied types of curriculum is very demanding.
breaking down silos so the campus can work together toward student success
bringing in more students in a downturn market
budget
Centralizing resources and tactics. Everything is disparate and many of it is unknown practices are held within faculty and staff. Replicating success evenly is nearly impossible.
Changes in leadership at the District level.
Changes in metric criteria; emphasis on performance funding; using technology effectively.
Changing campus culture.
Changing demographic of new entering students and adapting to that
Changing student mindset from being entitled to open, and institution mindset from being too lenient to professional
Changing the Culture to expect success
Changing the culture to implement resources to improve student success.
Climate/fit, availability of financial aid resources, perception of value received in attending college
Collaboration and integration
Collaboration; uncovering connections and acting on them;
college preparation and support systems
Communicating the message and providing the training that all of us are responsible for student success--that it isn't simply the concern of the Provost's Office, or Educational Services!
Communication
Communication and inter-departmental information sharing.
Communication both with students and internal stakeholders.
Communication from Executive officers to the individuals who work with the students every day!
Communication of the available services.
Communication with students/faculty.
connecting struggling students to support systems
Consistency
Consistency in interpreting information that results in student success. We are in an initiative to standardize and further define this now.
consistent academic advising
Consistent follow up and review.
consistent retention & graduation levels
Consistent technological resources to support the human resources.
Constantly Changing Executive Level Leadership
continued hard word needed in spite of economic trends that impact us but are not within our control
Convincing higher Authority of the validity of the data
coordinating data needs and collection
Coordination of all the efforts. They are housed in multiple units within the campus and there is not one overall plan or driver for the various initiatives.
Coordination of myriad student success initiatives

Correlating the data gathered and reporting it in a meaningful way.
Courses
creative staffing
culture change
Culture change institution-wide; student success is an institutional priority but each division/school is working on it differently
Culture of faculty.
Data
Data analytics
Data sharing/data analytics for data-driven decisions; use of technology to improve processes; consistent, effective communication to students
Data/Analytics; Technology; Knowledge/Training.
Decentralization combined with a lack of institutional clarity and will to sustain needed energy for initiatives that work.
Decentralized authority structure
defining what is working
demographics and first generation students
departmental silos through poor business practices
Designating a champion whose primary job is student success. It is the responsibility of many as a secondary role.
Determining and tracking risk factors.
Determining what student population we are striving to recruit and retain. We sort of like to have our hands in the mix of all student populations.
Developing a comprehensive and coherent plan. The work is underway.
Developing the right programs for the various student demographics.
Direction and Ownership of the Topic
Divisions not working together
Each college is separate and uses different systems and tech.
Early employment.
Effective communication
Engaging the university community.
Enough staffing resources to truly support the needs of students proactively and throughout the student life cycle.
Enrollment decrease and persistence and student success activities.
Ensuring that everyone is focused on student success.
Establishing organization, structure, and processes and procedures as a growing institution.
Expectations versus reality
Experience of staff developing the software solutions that were purchased. We seem to be a bit behind on this.
External factors impacting student progression.
Faculties' buy-in to an institutional solution (vs siloed initiatives)
faculty adoption/mindset change, to embrace student success initiatives (especially at the flagship campus of our multi-institution system)
Faculty buy in

Faculty buy-in
Faculty evaluation of transfer courses.
Faculty Support and buy-in
Failure to recognize the impacts of student engagement on student success
Fairly open access admissions, so lots of needs for support for many of our students
Figuring out to do with all of the data. Which steps are the most efficient and cost effective. Too little time and staff to work on all of the ideas and keep up with all of the federal and state mandates and regular duties.
Finances. 1) Resources to directly help high need students afford college. 2) Resources to support success initiatives.
Financial
financial
financial ability
Financial Aid,
financial assistance to students and funding for new programs/initiatives
Financial issues
Financial resources
Financial Resources
Financing initiatives, technology, and personnel.
Finding enough financial resources to support it and enough faculty time to allow them to be engaged with it.
Finding individual solutions for individual issues.
Finding time to tutor students in their heavy schedules.
Fiscal cost to the student. We can't solve this problem that they can't afford to stay
flagging problems before they are really in academic trouble
Focusing on one initiative at a time, seeing it through to implementation - and then analyzing effectiveness, reporting out and making decisions based on the results.
FOCUSING ON ONE OR TWO STRATEGIES PER YEAR.
For students, keeping up with the school's attendance policy, being serious about getting a job in the fields they are trained in.
For traditional students, we struggle to find the right formula to make our males as successful as our females. For non-traditional students, it's finding ways to support adults and keep them on track when life interrupts.
For-profit environment and 100% online.
Funding a robust early alert system
Funding,
Funds for staffing as it relates to initiatives.
Gaining specific data on why students do not persist; too often the word "financial" is the reason, but we are skeptical if this is the real reason or just an easy one to designate.
Gap in graduation rates (both 4 and 6 year) for PELL eligible students.
Getting all staff to buy in
Getting everyone on campus to see they have a role in this.
Getting everyone on the same page.
Getting everyone on the same page. Our faculty disagree with much of the initiatives and therefore do not participate.
Getting faculty on board. Not everyone but many feel their job is to 1) teach 2) advise, not to intervene and

promote retention, not to assist a student who just doesn't get it.
Getting meaningful data and gathering feedback from students
Getting our students to ask for help before it's too late to recover during the term.
Getting students to attend classes.
Getting students to partake in resources that will assist them in being successful
Getting students to read their email
good advising
Having a cohesive message
Having a fulsome strategic enrolment plan
Having all parts of the college work as a team; some have their own agendas or none at all.
Having and early warning system
Having enough staff to proactively support student and require advising for student success.
Having the money to pay for the student success resources and personal, and having enough financial aid to support students that need financial aid help to persist.
Having the resources / staff to accurately track it and take consistent action
Having various areas doing the same thing differently. There is no consistently or a "team" focus.
High schools not adequately preparing students for many courses
human and fiscal resources
Identifying an owner and making sure that individual/office is adequately supported.
Identifying what student success really means. It is not always graduation, but there are some people who disagree. I believe that muddies the data.
Improving retention and graduation rates
Improving the campus culture in terms of students treating each other with respect.
In my review, it was single parent time management and need for financial assistance.
Inability to measure value of initiatives.
Inadequate/improper advisement.
inconsistency between academic units
Incorporating real-time data into some of the predictive models such as swipe card data or learning management system data.
Individualism
Innovation and data collection.
Institutional commitment and buy in
Insufficient mental health resources
Integration of services by various stakeholders on campus, and of all the things we are doing, knowing what pieces are actually making a difference.
interest in student success overall
It is someone else's job.
Keeping students on the path and the resources to support students who are struggling.
Keeping them after the first year from transferring out or being dismissed.
Lack capacity and resources to address the needs of an incredibly diverse, largely nontraditional student population.
Lack of academic advising resources.

Lack of adequate resources.
Lack of an integrated approach across the institution.
lack of better technology
Lack of cohesive direction. Each college is charged with their student success with little university wide leadership
Lack of comprehensive initiatives at scale.
lack of data
Lack of Finance, Personal concerns, daycare, and homelessness
Lack of financial resources to support initiatives and lack of personnel.
Lack of integration across different groups within the structure.
Lack of ownership/ombudsperson to take action and help students and lack of technology solution.
Lack of preparedness and discipline for learning online.
Lack of resources
Lack of resources for a large student body. Training of faculty and staff advisors
Lack of student access to course grade information beyond mid-term and final grades entry.
Lack of sufficient financial support.
Lack of technology regarding predictive analytics
Leveraging technology to support our work. One example is having access to timely data to make informed decisions.
Limited funds to hire and support our Student Success Center.
limited resources
Limited resources.
Maintaining the students' sense of belonging.
Majority of students are also working and stop out for 1+ semesters - hard to keep them engaged and on track for graduation.
measuring
Meeting student financial need
Meeting student's financial needs and mental health issues.
Mental health issues have increased and presented integrated challenges both academically and socially.
minimized data collection & analysis
Money and life situations
More mentor and counseling support
Most of our students are first generation and low income
Motivation
new technology
No diversity in leadership makes it impossible for decision makers to relate to actual student problems. Conservative values lead to unforgiving "tough love" policies, justified as realistic preparation for the big cold world students enter once they leave.
No leadership.
No strategic plan to address student success.
No strategic planning and a "throw it at the wall and see if it sticks" mentality.
Non-traditional student initiatives

Not enough understanding of the idea of liberal arts education among the students and parents
Not everyone being on the same page when it comes to understanding the important of measuring and supporting student success
Not having enough time to fit everything in.
Not offering developmental courses
Our advising office and staff are reluctant to change their practices.
our demographics
Our freshman to sophomore retention rates are already very good. Moving the needle in that area is challenging. Our 4-year graduation rate needs to improve, but we see no one area or thing that appears to be responsible. It may take lots of smaller, more targeted initiatives to change that number.
Our greatest challenge is using more data to support decision making around student success initiatives.
Our institution has multiple campuses and it has been difficult for us to agree to consistent processes and get out consistent information across all campuses.
Our institution is held hostage by a system wide implementation of an old enterprise student system without the appropriate big data strategy which is further complicated by trying to turn an application into a system wide reporting data base.
Our institutional reporting department is very weak.
Outside influences: daycare, personal finances, employment, family concerns
Overcoming our size. One of our primary goals is shrinking the psychological size of our institution. Being a large institution also makes it difficult to implement large-scale initiatives across all colleges consistently.
Passive withdrawal
Persistence
Persistence of Students
Personnel and training resources - we're a very lean staff. Compared to our regional peers, we have the highest faculty-to-staff ratio. We have our hands full.
Personnel to adequately help students succeed and resources that would be beneficial but the college is strapped for money.
Policy change/cultural change to support what will actually work.
Poor academic advising
Poor leadership!
Poverty
Poverty
Predictive Graduation Path
Providing adequate advising/coaching to new students. We are planning to increase the number of advisors but need to identify the model prior to hiring.
Providing faculty with time to support students success outside the classroom
Providing meaningful data that is relevant to all audiences.
PT students who work long hours
Ready access to the data by all stakeholders.
Real-time, or near real time, notifications of academic difficulties--often reactive in this arena due to not having mandated mid-term or earlier academic performance assessments or consistent culture in academics which provides "warning track" notices to student or support units.
Reporting and benchmarking our progress and following up on that data with solutions that are regularly monitored and improved.
Resources (human and financial)

Resources and the time to implement them.
Resources such as a writing center
Resources! Not investing in areas to support this and making departments do more.
Retaining students due to personal or financial issues.
Retention
Retention
retention
retention
Retention
Retention
Retention
retention
Retention
Retention and persistence stop out challenges due to economic pressures and poor preparation at the secondary level.
Retention is low
Retention of our returning adult students who have many external commitments that make it hard to keep going to school (family, personal, work, time, cost).
Right now it is a turnover in personnel. Adequately training high-level administrators and their direct-reports on the need for high-touch and rapid response to student issues has been a challenge with recent turn over.
Scaling successful cohort programs.
Scaling up boutique programs to large systematic initiatives.
Scaling up our initiatives to meet the individualized needs and attention to students with decreasing human resources.
Securing baseline data that disaggregates student success (retention, graduation, course completion, etc.) by incoming status (FYFT, transfer, adult, etc.) and cross referenced with race/ethnicity/gender. Once we know where we currently stand, we can develop goals and better understand how heavy the lift is to get there.
Serving students who campus change from a regional campus to our main campus and transfer students.
Shortage of resources to assist students in need
Slow implementation of new technology.
Small college - often difficult to deliver a fresh variety of courses.
Socio-economic challenges for students.
Sometimes the student who needs the most support, fails to participate in the support networks we have.
Space
Staff/time resources
Staffing - initiatives are added to current staff responsibilities, rather than creating new positions. This can result in staff in a variety of departments carrying the responsibility and activities may occur in a silo, rather than be coordinated.
Staffing to support intrusive advising models and a comprehensive case management system to support cross-office and cross-imitative communication
Staffing/resources to deliver success initiatives.
stop-outs
Strategic enrolment approach

Strategic organization and planning of initiatives.
Student attendance
Student focus and acceptance of academic rigor.
student high school preparation
Student mental illness, substance abuse, and sexual assault/harassment
student motivation
Student population - place bound, academic underprepared, life/work gets in the way
Student sense of belonging.
Students' ability to afford tuition.
Students being homesick
Students come to us ill-prepared for success both academically and financially.
Students completing the degree program in the normal time frame.
Student's financial need
Students in the 'middle of the curve' (e.g., above 2.2 GPA and below 3.2 GPA) who are not in jeopardy, not lauded for their success, not in sports or activities, and who will not respond to outreach efforts.
Students lack preparation for managing their lives. Parents have done more than they should have up to the point when they arrive at college.
Student's life issues such as housing and jobs
Students not sharing why they leave (mental health, alcoholism, etc.)
Students recognizing there are resources to help them be successful.
Students with financial issues cannot always return or take a full credit load due to work schedules/family issues. We are also seeing an increase in student mental health issues.
Sufficient grant aid so as to not heavily burden students with debt post-graduation since many go on to higher levels of education or are looking to piece together livings from multiple sources which are often self-employed in nature.
Support at home, students needing to work too much to support themselves/families.
Teaching perseverance. Offering programs that interest them.
Technological resources to reduce manual processes.
Technology - challenges in procuring appropriate technology for students in a timely manner.
The changing landscape of the "student body" -- with new needs. And we have 50% 1st gen students. We continue to understand and address their needs.
The confusing path that they have to take to get enrolled and start.
The constant change in curriculum and exam policies
The diverse needs of students and the tools and personnel available to deal with all of them. Another way of saying "resources."
The diversity of the student body is an important strength for our institution, but it also poses important challenges with regarding to ensuring the programs and initiatives meet the particular needs of each type of student.
The graduation rate
The high cost of tuition as compared to the average family's household income. This issue creates an obstacle for most students to be able to complete their degree.
The legislature.
The need for the institution to invest in Retention software to ease the communication process with Success staff and Faculty advisors.

The occasional students' non-responsiveness to our efforts.
The Office for Student Success is very new - 7 months...so just beginning to staff appropriately; Decentralized infrastructure is a challenge, lack of integrated data and technological support, institutional culture and an understanding of how to support student success.
The people operating student success try to fix things in other areas that do not need to be fixed instead of focusing on actually helping student's succeed within the parameters of our institutional mission and resources. There is little training with people outside the student success office to understand how we all support student success. There is too much "hand holding" with student success people and not enough coaching the student to help them be self-sufficient.
The rising cost of getting a college degree (tuition and fees).
The struggle between Enrollment Management and Academics.
There are many challenges in student success and to name one is very challenging. On most questionnaires of students who decide to leave our university, cost and location are a close one and two.
There is no clear pattern to withdrawal reasons, often it seems related to external factors
There is not a data driven mission that allows us to review the appropriate data to determine what aspects of student success need attention. Student Services departments are also not involved in Retention and Completion efforts and sometimes the right people are not brought to the right conversations.
To understand the concept, meaning, importance and implications of student success, and act accordingly
Too many disconnected efforts that are not measured with data for their success
Tracking employment after graduation
Uniform advising for students after their freshmen year. Advising is done by Colleges and faculty and or professional advisors. This is not across the board for all colleges.
Unknown
Unwillingness to dismiss students who struggle from the start.
Using data effectively and communicating it across campus. Have ALL parties involved and engage.
Very little budget to support innovative and technology approaches to student success.
We are an open admissions school. While retention rates are strong, graduation rates are lower than we would like.
We collect reams of data, but we don't do an effective job of analyzing the data.
We have a reputation for sending our students through the grinder. We have great grad rates, etc., but we want our students to thrive, not just survive, so they feel good about their time at the college.
We have had a lot of curricular changes in the past several years, making it difficult to leverage the EAB/SSC solution because it relies on curricular stability to establish patterns and identify high risk course requirements.
We have no one person "in charge" of or responsible for student success initiatives.
We have so many programs and services that sometimes it's hard to connect students with the right one. It's a good problem to have, I suppose, but the missions are beginning to overlap as well-meaning offices try to fill in gaps.
We lack an individual tasked with leading and coordinating our various student success initiatives. We may have some good practices in place but they need consistent implementation, communication and accountability to help them reach their full potential.
Where the student success personnel are located
Widespread faculty participation in retention initiatives. It is not rewarded in promotion, rank, or tenure requirements.
Working across offices to leverage technology and ensure we're not duplicating efforts.
Working together as a team across faculties
writing