



# Student Success Conference / 2020

## *Building Bridges: Collaborating for Student Success*

### Workshop Schedule

#### **Breakout Session 1**

10:40 AM – 11:40 AM.....2

#### **Breakout Session 2**

1:10 PM – 2:10 PM.....5

#### **Breakout Session 3**

2:20 PM – 3:20 PM.....8

## Breakout Session 1

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### 10:40 AM **Building Bridges and Casting Nets: Developing Academic Retention Networks**

Treya Allen, Melanie Madden, Keely Donovan  
*Rincon Room*

A university is a large organization where students can quickly become lost, even within the confines of a single classroom. Mid-semester stop-out-- physically present but mentally absent, physical absence, struggling in silence-- is common in every term. Collaboration between University departments create academic retention networks that in turn foster student success. In this presentation we discuss how retention networks are developed and enhance student learning, engagement, and retention.

*Keywords: Diversity and Inclusion, Multicultural Affairs, Teaching and Learning*

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### **Collaborative Student Programming: It's Not Just a Paycheck**

Michelle Galambos, Amelia Valdivia  
*Agave Room*

Commitment to an Athletes Total Success (C.A.T.S.) Academics' tutorial program focuses on holistic student development; serving 500+ student athletes, and employing approximately 70 student-workers. Through collaborative efforts and professional development focused programming, student-workers find success as they develop desirable workforce skills, growth mindset and a strong sense of belonging on campus.

*Keywords: Career Development, Leadership Development, Student Involvement*

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### **Cross-Departmental Strategy to Develop Data-Informed Insights for Student Success**

Michaela Davenport, Josh Hamilton, Alexei Marquez, Roman Munoz, Bridgette Nobbe, Alex Robie, Lucas Schalewski, Maggie Thom, Kendra Thompson  
*Sabino Room*

Challenges of student data being siloed across department and institutional systems and a lack of purposeful use of existing data were overcome using a strategy led by a multi-department and student team. This session will describe the strategy used to synthesize existing quantitative data across departments and systems that informed subsequent focus groups to better understand Pell grant student recipients and communicate data-informed insights to support their student success.

*Keywords: Assessment and Evaluation, Other: Students from Low Income Backgrounds*

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## **Linguistics and Libraries Together: Integrating Information Literacy into the Curriculum**

Yvonne Mery, Amy Fountain, Niamh Wallace, Megan Harvey  
*Copper Room*

In this session presenters will discuss a successful partnership between the Department of Linguistics and the UA Libraries that addressed information and digital literacy skills in a General Education course. This course asked students to explore the applications of linguistic analysis to the problems posed and opportunities created by the creation and dissemination of language in digital world. Students also learned how to use different library resources and critically evaluate their sources.

*Keywords: Diversity and Inclusion, Teaching and Learning, Other: Digital and Information Literacy*

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## **Preparing Students for Faculty Relationships within Supplemental Instruction**

Bryton McNeese, Crystal Cabral  
*Santa Cruz Room*

The goal of our presentation is to demonstrate how the Supplemental Instruction program prepares our SI Leaders (SILs) for faculty partnerships and how this professionally develops our SILs in turn. In training our SILs, we discuss and develop elevator speeches, introduction emails, and first day introductions. This allows the SILs to establish a professional relationship with the faculty they support while simultaneously emphasizing the importance of these tools in their future career paths.

*Keywords: Leadership Development*

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## **Supporting Students' Academic Journeys with Early Progress Reports**

Kirsten Van Detta, Jennifer Ludwig  
*Presidio Room*

While there are numerous resources and service groups on campus who can step in to help support students struggling academically, faculty are essential in notifying students and offering either their direct support or support of other staff members on campus (e.g., Think Tank, advising). This year, SSRI, faculty, and Trellis partnered to develop a technology allowing faculty to send early progress reports to students through their D2L interface/ Trellis, and to simultaneously inform advisors of this action so they are also positioned to act in support of those students.

*Keywords: Advising, Teaching and Learning, Technology/Social Media*

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### **The Value of Inclusive Course Design**

Annissa Corsi, Barbie Lopez, Carsen Kipley  
*Tucson Room*

A goal of the Disability Resource Center (DRC) is to ensure all digital content is accessible and created with Universal Design (UD) in mind. UD creates an inclusive environment and empowers all students to access course materials in a variety of ways. This design provides equal opportunities to succeed in the classroom. Staff from the DRC will introduce the benefits of designing inclusive course content and participants will be invited to join in a collaborative discussion about UD.

*Keywords: Disability and Universal Design, Diversity and Inclusion, Teaching and Learning*

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### **Visualizing Justice: An Art and Law Collaboration**

Stacy Butler, Kelly Leslie  
*Catalina Room*

Visualizing Justice engages students and the community in exploring how art and design can make our complex legal system more understandable and navigable in order to empower marginalized populations to assert and defend their legal rights. Part of the Innovation for Justice Program at the College of Law, students in this project-based course work with stakeholders to understand legal needs and produce work responsive to those needs. Projects to date have tackled eviction and human trafficking.

*Keywords: Community Service/Service Learning, Social Justice, Student Involvement*

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### **Youth Participatory Action Research: Collaboration Across Generations for Student Success**

Julio Cammarota, J. Eik, Jihee Yoon, Jessica Mejia, Kyla Alexandra Kemp, Kendall Marie Crabbe  
*Tubac Room*

Panelist will discuss an intervention and collaborative framework known as Youth Participatory Action Research (YPAR), which privileges students' voices while creating opportunities to study their social contexts to improve conditions and engender greater equity. Panelist will share how collaborations across generations (faculty and graduate and undergraduate students) provide a unique learning experience that produces knowledge strengthening social identities and community engagement

*Keywords: Social Justice, Student Involvement, Teaching and Learning*

## Breakout Session 2

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1:10 PM

### **Arizona Online - A Solution for Completing UArizona Degrees**

Jill Hewins, Shery Crater, Kami Merrifield

*Santa Cruz Room*

Arizona Online offers degree pathways for over 2200 undergraduate students each semester. With close to 100 different degree options including undergraduate, graduate, and certification programs, it is important that all campus partners understand how our programs work and how to refer students to our advisors and counselors. The online degree pathway is an important retention strategy and has helped many students complete the degrees they started at the University of Arizona.

*Keywords: Advising, Transfer Students, Other: Working Students*

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### **At the Intersections: Building Niche Communities**

Denée Jackson, Sofia Read, Aaron Davis, Joshua Hamilton

*Rincon Room*

In this session, we'll interactively discuss how collaboration makes it possible to form spaces for niche groups and communities authentically. Because of the complexities of student identities and our own identities, building intentional communities for students with multiple marginalized identities is key, but also can be tricky. We'll have dialogue about making sure students' needs are driving the collaboration and programming and how to be creative with it.

*Keywords: Diversity and Inclusion, Student Involvement, Other: Community Building*

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### **Don't Stop Collaborating: The Journey to Strong Campus Partnerships**

Michelle Galambos, Carly Winetrobe, Jessica Stansel, Ellen Gauthier

*Catalina Room*

The Schedule for Success (S4S) program supports a diverse group of approximately 1,600 students each fall. The strong, continuous collaboration with C.A.T.S. Academics, the SALT Center, THINK TANK and the Math Department has been highly successful in supporting students during their first math course at the university. This presentation will outline how data-driven collaboration and using technology to communicate positively impacts the effectiveness of the S4S program.

*Keywords: Assessment and Evaluation, Athletics, Other: Math*

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### **Featuring: How to Collaborate with Students**

Bree Scott MacNeil, Alex Galpin

*Sabino Room*

Do you wish you could collaborate more with your students and feature their unique perspectives? What do students have to bring to you and what can you bring to them? In this presentation, facilitated by an advisor and student, the collaborative team will not only show you the fruits of their labor but also explain how they use inclusiveness, constructive collaboration, significant challenge, and support to demonstrate a successful student-teacher relationship.

*Keywords: Advising, Leadership Development, Teaching and Learning*

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### **Impacts of Affective Domain Teaching Practices on Student Beliefs and Success**

Paul Blowers, Byron Hempel, Sanlyn Buxner

*Tucson Room*

This work builds upon a presentation last year where four affective domains were explored for having impacts on student beliefs and successes. This year, we will present results from two years of data collection in a sophomore chemical engineering class. We find that the teaching practices shift 80% or more students to growth mindset, 90% of the students feel they belong in the major, and their beliefs they can graduate increase as a result of the teaching practices.

*Keywords: Assessment and Evaluation, Teaching and Learning*

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### **Leveraging Institutional Student Data Dashboards and Analytics for Student Success**

Lucas Schalewski, Laura Andrews, Megan Forecki, Ruben Parra

*Agave Room*

This session will introduce and provide a walkthrough of student data dashboards (Enrollment, Retention/Graduation, & Career Destination Survey) and analytics capabilities available to staff and faculty through UAccess Analytics, UA's analytics and reporting tool. The overview is designed for those who are new to UAccess Analytics and are looking for a better understanding of how to leverage existing institutional student data to support student success within their unit or department.

*Keywords: Assessment and Evaluation, Career Development, First Generation College Students*

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### **More Than a Gym**

Natalie O'Farrell, Andrew Huff, Dana Rhynard

*Tubac Room*

This session will discuss how Campus Recreation has evolved over the past six years to be a vital component of the student success equation. Campus Recreation has evolved from just "rolling out the basketballs" to focusing on the needs of the "whole student". Discussion will focus on how Campus Recreation has developed multiple collaborations and partnerships with the campus community and what was learned with those relationships.

*Keywords: Diversity and Inclusion, Student Involvement, Other: Universal Design*

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### **Partnering to Support Student Success: ABD to PhD Workshops**

Andrea Holm, David Bradshaw, Nick Cenegy

*Presidio Room*

We will discuss the successful collaboration among four UArizona programs to offer the ABD to PhD Workshop Series. This series is intended for graduate students who are All But Dissertated and stuck in the writing process. In our session, we will discuss how the collaboration came about, challenges we encountered, and the status of the project now. We will also brainstorm and present best practices for collaborative projects between small programs with limited staff and financial resources.

*Keywords: Assessment and Evaluation, Teaching and Learning, Other: Graduate Students*

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### **Partnerships Through Honors: Helping Students Find their PATH through Mentoring**

Thomas Sullivan

*Copper Room*

This session will share multiple dimensions of the Partnerships Through Honors (PATH) peer mentorship program developed by the University of Arizona Honors College. Now in its third year, PATH is a large peer mentorship program with 46 experienced Honors student mentors and over 300 first-year mentees. This session will focus primarily on PATH's unique multi-level mentoring structure, its strengths as a collaborative effort across roles/teams, and its one of a kind matching process.

*Keywords: Honors Students, Leadership Development, Student Involvement*

## Breakout Session 3

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2:20 PM

### **Building, Scaffolding, Collaborating: Vertical Writing across the Curriculum**

Susan Miller-Cochran, Lindsay Hansen, Lauren Harvey, Aimee Mapes

*Agave Room*

The panelists describe how they have built bridges across programs to support student success in writing. The first two presenters discuss current support for teaching writing across the curriculum at UA, and the third presenter describes an approach to Foundations Writing that builds bridges into upper-division courses. The final presenter describes possibilities for further connecting writing across the curriculum to help students transfer knowledge from one context to another.

*Keywords: Teaching and Learning*

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### **C.A.T.S. (Commitment to an Athlete's Total Success)**

John Mosbach, Kelly Amsler, Marsiol Quiroz, Jennifer Mewes, Lacey John

*Tubac Room*

Did you know the C.A.T.S. program was honored as the first recipient of the NCAA Division 1A Athletic Directors' Program of Excellence Award? The University of Arizona's C.A.T.S. Program is a comprehensive student-athlete support services program. This session will focus primarily on two of the five pillars: C.A.T.S. Academics and C.A.T.S. Life Skills. Attendees will learn more about services offered as well as the campus collaborations established to help student-athletes succeed!!

*Keywords: Advising, Athletics, Career Development*

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### **Creative Inquiries Grant Program for Student Success**

Creative Inquiries for Retention Grantees

*Santa Cruz Room*

The Creative Inquiries for Student Success grant program, supported by the University's Strategic Plan, funds research projects developed by diverse teams that examine retention challenges on campus. Current grant recipients will be presenting on topics such as financial barriers to student success, understanding the needs of student veterans, the relationship between resilience and academic success, socio-emotional learning curriculum and experiential education. Come learn more about these research projects, as well as the funding process for the Creative Inquiries grant program!

*Keywords: Funding, Financial Barriers to Student Success, Understanding the Needs of Veteran Students, Resilience and Mental Health Services, Socioemotional Learning Curriculum, Experiential Education*



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### **Experiential Learning and Quality of Life: a Collaborative Learning Community Model for Undergraduate Education**

Stacey Cochran, Sydney Sullivan, Dorian Rolston, Breyant Marshall, Violet Chabko, Gabriel Palacios, Jaime Mayorga, Erik St. Mark  
*Catalina Room*

Presenters discuss their participation in a Collaborative Learning Community in the University of Arizona's Writing Program to develop an undergraduate education curriculum that enhances students' and instructors' social and emotional well-being. Presenters will share assignments and activities they developed in the CLC to improve student well-being in traditional academic coursework. We will describe how our Collaborative Learning Community model worked and may be used across the university.

*Keywords: Mental Health, Orientation and First-Year Experience, Teaching and Learning*

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### **Introducing the Student-Driven Success Collaborative**

Sarah Kyte, Julio Cammarota, Nolan Cabrera, Marla Franco, Candace Jones, Rebecca Covarrubias  
*Tucson Room*

Research into student success typically focuses on the barriers faced by students with little input from students themselves. The Student-Driven Success Collaborative works to flip this dynamic by centering the student within student success research. This session will introduce the SDSC model to the UArizona community and engage early collaborators across campus in a conversation around the process of developing a first-in-the-world model of student-driven student success research.

*Keywords: Social Justice, Student Involvement, Teaching and Learning*

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### **Opportunities and Barriers in Using LMS Data for Student Success**

Laurie Sheldon, Anna Leach, Christina Kalel  
*Copper Room*

Learning Management Systems (LMS) are used to plan instruction, share materials, record interactions. How can we as instructors utilize reports from the LMS to make timely, data-driven decisions? This session will explore ways to use data to drive instruction and support students' learning goals. We will examine Desire 2 Learn (D2L), and the reports it provides, and illustrate ways you can turn data from reports and additional qualitative responses into useful information to drive instruction.

*Keywords: Assessment and Evaluation, Teaching and Learning, Other: Data Literacy*

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### **Pairing a Recreation Programming Course with Student Retention Initiatives**

Caitlin Kerrigan, Matt Ostermeyer  
Presidio Room

This session will provide an overview of a newly formed partnership between the Faculty Fellows Program and academic course called Planning Community Events and Recreation Programs. This course is structured so student groups go through the event planning process and are partnered with a faculty member. This presentation will explore the successes (and struggles) of this specific partnership from an instructor and Faculty Fellow perspective as well as from the student affairs perspective.

*Keywords: Recreation, Teaching and Learning*

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### **Self Care 101: The Importance of Taking Time to Breathe, Stretch, and Be**

Michele Schwitzky, Dana Rhynard, Leah Callovini, Marisa Lewon, Josie Milliken  
Rincon Room

In this dynamic, interactive workshop, presenters will lead participants through activities for self care including well-being strategies, mindfulness, meditation, and yoga, and they will show how to adapt the workshop to working with students.

*Keywords: Mental Health, Recreation, Other: Self-care*

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### **Structuring Collaboration to Make Space for Voices and Ideas**

Terrace Ewinghill, Larissa Szwez, Vincent Colaianni  
Sabino Room

SAS 100AX is a math support class that supports Math 100 students through their first year of university math. Our team partnered with the Department of Teaching, Learning and Sociocultural Studies to create a series of highly structured collaborative math activities that allowed students to make sense of the math together. What we did not anticipate as a result is that it would change the way that we collaborated as educators in making space for the voices and ideas of our team members.

*Keywords: Diversity and Inclusion, Orientation and First-Year Experience, Teaching and Learning*