

# Four Year Blueprint for Student Success

**The Four Year Blueprint for Student Success** was developed as the First Year Taskforce and the Campus Wide Student Success Planning Team examined opportunities and services GVSU provides students. From this assessment, we recommended ways to extend the support for first year students through their second, third, and fourth plus years by identifying academic

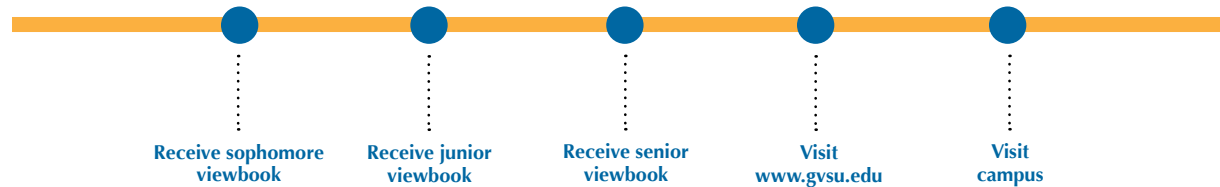
and community landmarks students could reach. We also determined which landmarks and interventions could be assessed as we guide students toward degree completion and graduation.

The items noted include aspects of GVSU's curriculum and co-curriculum, campus

traditions, as well as learning outcomes noted in "Learning Reconsidered" and AAC&U's Liberal Education and America's Promise (LEAP). Student persistence and time to graduation committees revisit this blueprint annually and make updates.

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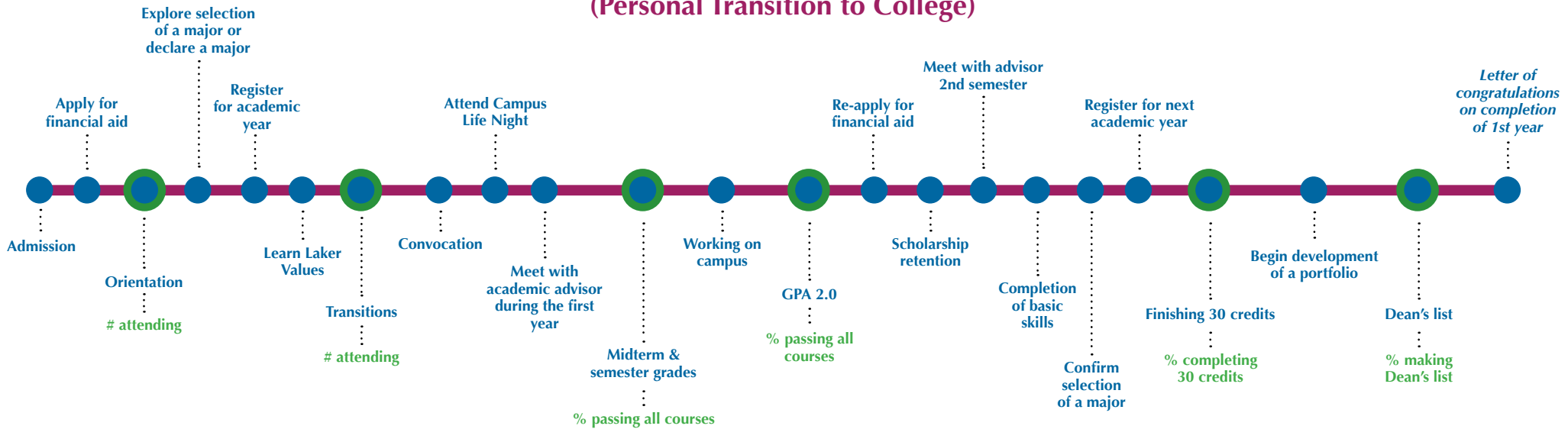
## Pre-Admission



● Landmark    — Pre-admission

# First Year

## (Personal Transition to College)



### CHALLENGE

- Emphasis on and clarification of academic expectations
- Increase the students understanding of the value of liberal education (through Lib 100 and General Education)
- Engaged and active learning students in class activities
- Faculty and staff/student interaction inside & outside classroom
- *Clear First Year learning objectives*
- Faculty and staff support for adjustment to college work
- Increased opportunities for diversity learning and experiences
- Articulation of learning objectives and skills in all General Education courses
- Lectures, film series, art events, conferences, programs

### SUPPORT

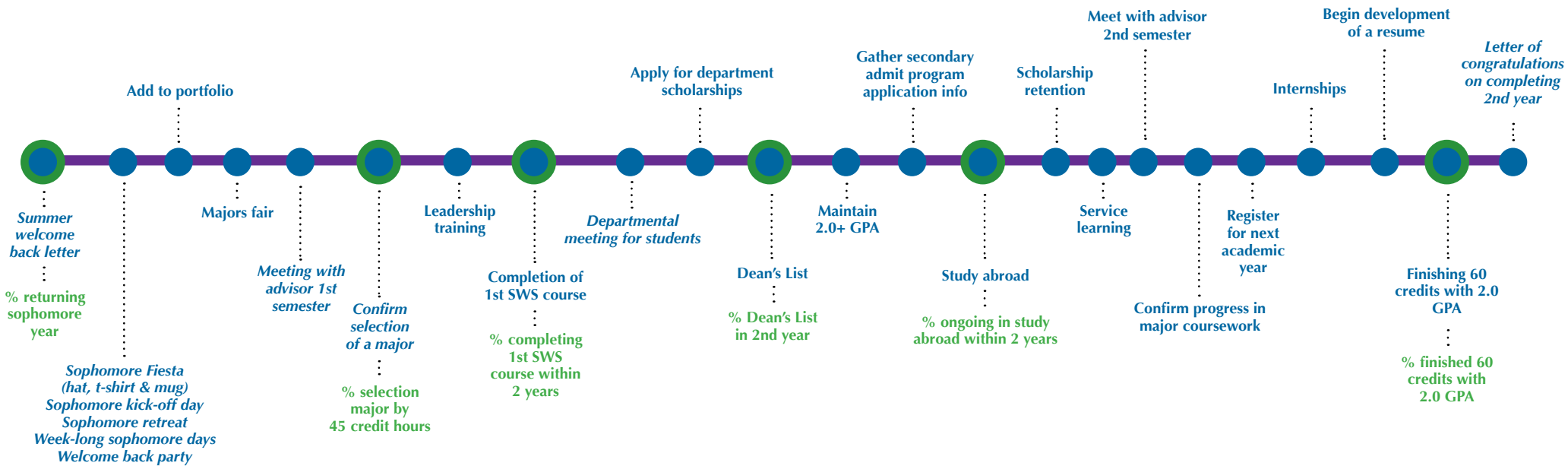
- Financial support (Financial aid, university and private Scholarships and Grants)
- Financial Aid
- *Living learning communities and learning communities of two or three connected courses (cohort development)*
- Freshman Academy
- Faculty/staff contact
- On-campus residents receive support for RA/MA staff
- Library orientation
- Academic advising
- Tutoring Center
- Fred Meijer Center for Writing and Michigan Authors
- Children's Enrichment Center
- Wellness support program
- LGBT Resource Center
- SLA and SIP programs
- Office of Multicultural Affairs support programs
- Women's Center
- Counseling Center support groups
- Educational support programs
- Office of Students with Disabilities
- Padnos International Center
- Campus Ministries
- Mid-semester grade reports and calls
- Faculty Fellows program
- Career counseling/personal counseling
- TRIO programs
- US 102 Career Development
- Transfer support program
- Early Alert program for residential & commuting students
- *Electronic advising system-transfer of records and advising narrative that follow student through GVSU career*
- Commuter support program
- Peer mentor support in living centers
- *Final grade reports and calls*

### ENGAGEMENT

- Transitions picnic
- *Common reading for first year students*
- *Increased on-campus employment*
- Community Reading Project
- Participation in music, art, and athletic events
- Student Life cultural clubs
- Co-curricular programming
- Academic calendar for RA and MA's to connect co-curricular to academic life
- Intramural athletics and club sports
- Increased connection between academic & co-curricular programs
- Laker Late Nite
- Student leadership roundtables
- Participate in Community Outreach Week
- Alternative Spring Break
- Study domestically spring break
- Join residence housing association
- Run for student government
- Use campus recreation facilities

# Second Year

## (Exploration of the College Community)



### CHALLENGE

- Emphasis on increasing academic expectations
- Internship fair to promote students with opportunity to learn about internships
- Research fair to provide students with the opportunity to learn about student/faculty research opportunities and projects
- Study abroad fair to provide students with international study opportunities
- Knowledge of human cultures and the physical and natural World (LEAP)

### SUPPORT

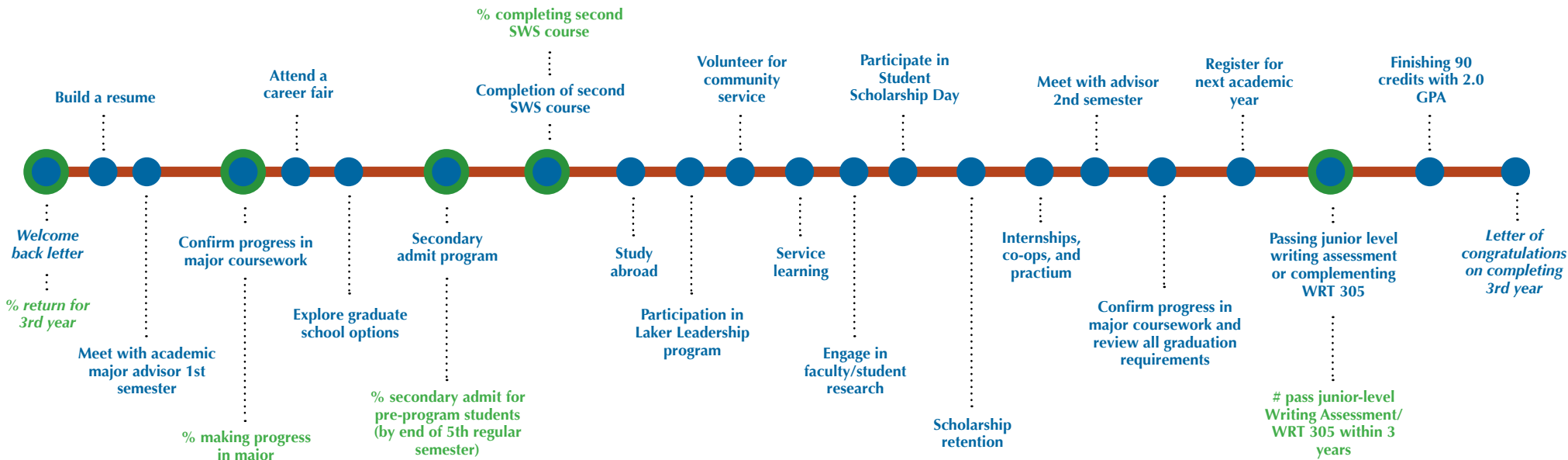
- First year services which continue into the sophomore year
- *Sophomore Web site with information for returning sophomores*
- Academic advising
- *Additional housing opportunities for returning residents*
- Student majors organizations
- Discipline specific and university-wide honors organizations
- Academic advising for exploration of potential majors
- Majors Fair
- *Sophomore living center for students with 30+ credits — career and graduate school exploration*
- Career and Counseling Center programs
- *US 302 Career Exploration*
- *Department advising sheets that recommend appropriate study abroad programs in major*

### ENGAGEMENT

- Intermediate Leaders Institute
- *Undergraduate teaching assistants for LIB 100*
- Study domestically — spring break study trips
- Campus Ministries spring break
- *Sophomore class council*
- Explore joining academic club within major
- On-campus employment
- *Increased residential opportunities for sophomores*
- Develop faculty mentor relationship
- Volunteer Community Service Learning Center
- Attend disabilities awareness program
- Intramural athletics and club sports
- Apply to be an RA/MA
- Apply to be a Transitions leader
- Attend music, art, athletic events
- Use campus recreation facilities

# Third Year

## (Integration and Involvement in the Larger Community)



### CHALLENGE

- Develop integration skills through General Education Themes
- Student/faculty research opportunity
- Student Summer Scholars (30 Students)
- Meet with major advisor
- McNair Scholars program
- Application of learning to community projects through service learning
- Development of leadership skills
- Student Scholarship Day (500 students)
- Participation in Study Abroad
- Participation in internships
- Teamwork within and outside the classroom
- Development of professional skills as part of a discipline and profession
- *Refinement of understanding of interdisciplinary connections*

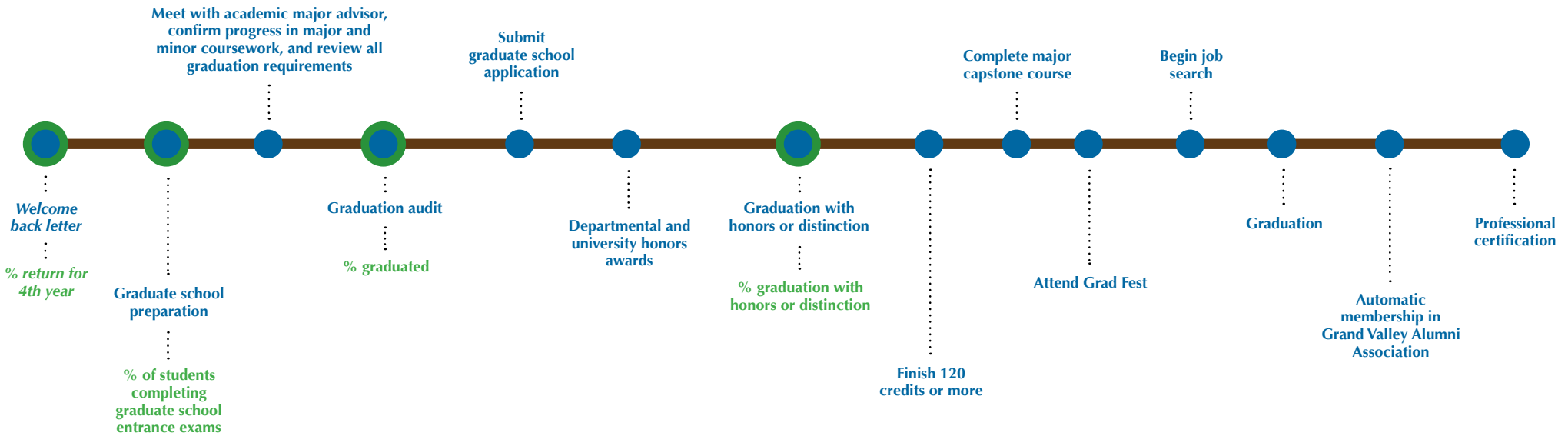
### SUPPORT

- Career services and alumni support program to prepare students for marketing themselves when they graduate
- Support for reselecting a major based on secondary admit decisions
- Support for internship selection major advisors and career services office
- Graduate school preparation workshop
- Prep for GRE workshops
- Community Volunteer Learning Center
- Career Services Course US302
- Community Service Learning Center
- Volunteer Fair

### ENGAGEMENT

- Leadership Summit
- *Junior class council*
- On-campus employment
- Community service
- Serve as peer tutor or Writing Center consultant
- Alternative Spring Break
- Intramural athletics, club sports
- Cultural clubs
- Run for student government
- Apply to be an RA/MA
- Apply to be Transitions leader
- Attend volunteer and internship fair
- Use campus recreation facilities

# Fourth and Beyond



## CHALLENGE

- Capstone courses
- *E-portfolios in capstone courses*
- Thesis preparation
- Internships, co-op and practicum
- Career Services support
- Focused engagement with big questions both contemporary and enduring (LEAP)
- Critical and creative inquiry and analysis
- Demonstration of written and oral communication skills
- Civic knowledge and engagement
- Intercultural knowledge and competence (LEAP)
- Ethical reasoning and action
- Practice anchored in active involvement with diverse communities and real-world challenges (LEAP)
- Synthesis and advanced accomplishment across general and specialized studies (LEAP)

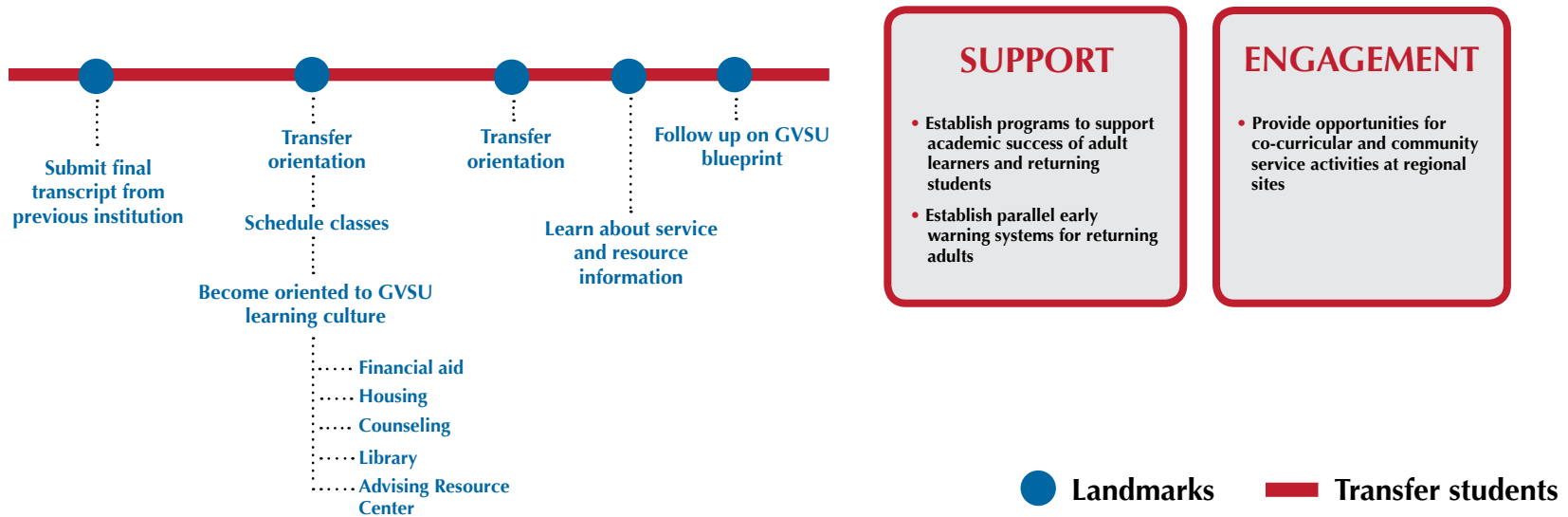
## SUPPORT

- All services listed previously
- Graduate school fair
- Job search seminars
- Job fairs

## ENGAGEMENT

- RA/MA
- Clubs organization officer
- Student government officer
- Use campus recreation facilities

# Transfer students



The following milestones can be measured periodically as process measures, but would not be part of longitudinal tracking:

- Library orientation
- Work on campus — % over hire
- Meetings with advisors
- Event attendance (parties, kick-off days, etc.)
- Leadership training
- Service learning experience
- Career center visits — # of unduplicated career center visits

The blueprint will be expanded to include the work of the adult learner taskforce.