

agenda

USS Team - Sub-Committee Meeting

January 16, 2013

1:00 – 2:00

Room 266 Kerr Hall

Meeting called by: Richard Hughey

Attendees: Richard Hughey, Julian Fernald, Pablo Regurin , Stacy Sketo-Rosner, Michael Yamauchi-Gleason, Linda Rhoads
Elise McCandless

Meeting Objective(s): Develop work plans for collecting ideas from campus and prioritizing possible initiatives

Review of Initiatives

- Purpose: Review ideas previously generated at UCSC and elsewhere for those with a high probability of success.
 - Overview: Sources and Format
 - Method: Develop evaluation criteria for 1st rough pass; set scales
 - Work Plan: approach, timeline
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Collecting Ideas

- Purpose: solicit ideas from those who work most directly with students about programs that do/could increase student retention; enhance engagement
 - Method: Determine who, how, when
 - Work Pan: approach, timeline and resources for collecting information
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Next Meetings

Next Meeting

Wednesday 1/23, 1-2pm Kerr 266

After that, the group will meet:

Tuesdays 9-10am (location TBD)

Additional Information: N/A

USS Sub-Team Meeting #1 January 16, 2013

Sub-Team Members present: Richard Hughey (Chair), Julian Fernald, Pablo Regurin, Stacey Sketo-Rosner, Michael Yamauchi-Gleason

Sub-Team Members absent: none

Staff to Sub-Team present: Elise McCandless, Linda Rhoads

The group discussed that the sub-team will be focused on two main tasks:

- 1) A review of all campus-generated, and a sample of externally generated, documents on retention and student success.
- 2) Soliciting feedback from a broad variety of constituents, including the general public, UCSC advisors, faculty, students, support staff, etc.

Review of Initiatives

- The sub-team discusses the process of preparing data and items for consideration of the USS Team. The goal is to complete evaluation and work on all items over the next several weeks to enable a fast and effective use of faculty time in the full-team meeting. Notes and materials from the sub-team meetings will be accessible from ue.ucsc.edu/success for all interested individuals.
- The sub-team will review all initiatives at weekly meetings (and few half-day meetings, as needed) and compile a short list to be discussed with faculty. The top items from this short list will be investigated and presented to the EVC.
- Feedback will be solicited from the general public on the matrix initiatives via the webforum.
- The sub-team will not only look at solutions, but also simultaneously work to gain a deeper understanding of the core issues.
- Add "Educational Equity" and "Preparation" to the list of Retention Matrix Initiative Categories.
- Need to include in matrix headings "retention, graduation, time to degree."
- Michael will get more drug/alcohol/mental health-related source docs to staff.
- The sub-team should divide initiatives into short-term and long-term categories.
- Create a feedback loop with the EVC on the sub-team's work as it progresses.
- Develop a timeline for this project.
- The sub-team needs more data on UT recommendations.
- Next meeting, the sub-team will add items to the matrix.
- Julian will do a list of what we know and what we think we know.

Collecting Ideas

- Stacey will arrange a feedback session at an upcoming Advisors Forum (30-35 advisors).
- Look at what makes students stay in addition to what makes them leave. Stacey's office is working with Institutional Research on a survey about why students leave.
- Investigate the idea of giving a quiz in the first two weeks (ideally one that predicts success in the course) and providing early intervention based on the results.
- Look at 3-year, 4-year, and 5-year grads and examine achievement markers (e.g., salaries, etc.).
- Look at international cohort (admissions process).

- Look at combinations of classes that have a high D/F/W rate. (e.g., Chem 1 before Calculus 1A)
- Look at top five “problem” classes and work on addressing the challenges.
- Look at D/F/W data of students who left last year.
- Look at first-year class enrollment patterns and course performance.
- Look at first-year writing curriculum and ESL issues. Possibly add pre-summer programs.

Staff Action Items

- Arrange weekly one-hour meetings and reserve two half-day time slots for the USS Sub-Team to go through initiatives.
- Update retention matrix initiative categories and matrix headings.
- Research drug, alcohol, and mental health services initiatives and add to the matrix.
- Add early (predictive) quizzes and intervention infrastructure to matrix.
- Arrange an avenue for the sub-team to get feedback from EVC on their progress.
- Add timeline development to the next meeting agenda.
- Investigate if there is any data on the UT initiatives.
- Meet with Stacey to arrange Advisors Forum focus group.

USS Team Worksheet List of Sources

(revised 1/22/13)

Abbreviation Used in USS Team Worksheet	Complete Source Name
AIC 2012	<i>Developing a Comprehensive Retention Plan</i> , Academic Impressions Conference, May 21-23, 2012
CEP 2006	<i>Report on Undergraduate Graduation Rates</i> , Committee on Educational Policy, 2006
Everfi 2012	<i>Alcohol Use and Student Success. The Impact of High-Risk Drinking on Retention, Academic Performance and Student Engagement</i> , Everfi 2012
HERI 2011	<i>Completing College: Assessing Graduation Rates at Four-Year Institutions</i> , Higher Education Research Institute at UCLA, 2011
IRPS 2011	<i>Who Leaves UC Santa Cruz and When? Retention and Graduation Among Freshman Cohorts</i> , Institutional Research and Policy Studies at UCSC, December 2011
NPEC 2006	<i>What Matters to Student Success: A Review of the Literature</i> , National Postsecondary Education Cooperative, July 2006
UCEP	<i>Undergraduate Retention: Committee on Educational Policy Views and Actions</i> , Richard, Hughey
UCSC Currents	<i>Student Retention Focus of Forum</i> , UCSC Currents, Feb 20, 2006
UEWT	2012 Undergraduate Education Work Team Update
UT	<i>Final Report of the Task Force on Undergraduate Graduation Rates</i> , University of Texas at Austin, February 15, 2012
UCSC RR 2005-07	<i>Retention Report 2005-2007 Colleges A & B at a National Research University</i> , Carnegie RH/VH

Retention Matrix Initiative Categories

(revised 1/23/13)

Code	Category	#	Comments
1	Monitoring and Intervention	20	
2	Orientation	5	
3	Social Integration/Learning Communities/Co-curricular Activities	20	
4	Advising/Academic Support	19	
5	Financial Aid	19	
6	Course Access	19	
7	Majors/Requirements/Transfers/Credits	32	
8	Retention Program Oversight	30	
9	Data Collection	15	
10	Recognition of Student Performance	5	
11	Electronic Resources and Systems	10	
12	Drug, Alcohol, and Mental Health Services	14	
13	Educational Equity		
14	Preparation		
15	Other		

USS Team Worksheet

(revised 1/16/13)

	Adjustment	Code	Exists (y/n)	Modify (y/n)	Cost (1-3) (3=highest)	Impact (1-3) (3=highest)	Priority (1-3) (3=highest)	Time to Implement (months)	Buy-In (1-3) (3=highest)	Senate Action Required (1-3) (3=highest)	Retention, Throughput or Both	Further info required (y/n)	Source
1	Screen incoming students for indicators linked to attrition (create an attrition risk profile for each student). Require at-risk students to join an academic support program.	1											UT
2	Monitor first semester grades and intervene if necessary.	1											UT
3	Institute an academic "warning" category to supplement the current table of scholastic standards (i.e., probation and dismissal rules).	1											UT
4	Create a universal bar to prevent targeted students from registering for an upcoming semester before they have met with an advisor.	1											UT
5	Change academic dismissal policies to reflect new goals.	1											UT
6	Enforce scholastic dismissal policies.	1											UT
7	Provide dismissed students with a route to degree completion.	1											UT
8	Create a summer admission cohort for students to take core requirements and become acquainted with UCSC prior to start of 1 st fall semester. Target at-risk students for these programs.	1											UT
9	Offer mental health, academic, and legal support during breaks.	1											UEWT
33	Use admissions data (academic prep/other) to determine types of services or contacts students might need. Reach out early to connect students to existing offices, programs, or resources.	1											Academic Impressions Conference (5/21/12) [AIC 2012]
11	Provide potential lists of students to offices on campus for outreach. Have staff invite students in.	1											AIC 2012
12	Coordinate 1 st quarter early outreach to frosh by trained staff based on potential risk factors evident from student profile.	1											AIC 2012

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(revised 1/16/13)

13	Keep institutional contact with students who withdraw and are intending to come back. Readmit calls to students who are not enrolled for next quarter.	1											AIC 2012
14	Contact students who have almost completed their degree requirements but have stopped out and assist them to develop a completion plan.	1											AIC 2012
15	Contact non-returning students and solicit feedback on their experience.	1											AIC 2012
16	Track persistence and progression of students who matriculate.	1											AIC 2012
17	Modify the minimum progress standards to catch potential problems early.	1											CEP 2006
18	Have faculty members, advisors, student affairs professionals communicate clearly and consistently on the quality of the student's performance especially in the 1st semester. Monitor class attendance, drop and add info, and early and midterm grades. (Feedback can be provided as early as within the first 2 weeks.)	1											NPEC 2006
19	Concentrate early intervention resources on students with the most risk factors.	1											NPEC 2006
20	Offer developmental education courses to all at-risk students.	1											NPEC 2006

USS Team Worksheet

(revised 1/16/13)

21	Make new student orientation mandatory and renew emphasis on academic mission of UCSC in orientation programming.	2											UT
22	Provide more orientation opportunities for transfer students.	2											UT
23	Create an orientation that is available to all students, focuses on integration, community-building, and attachment to the university.	2											UT
24	Have orientation leaders identify socially at-risk students and work with them to better connect with the campus community.	2											UT
25	Implement a 1st-year seminar focused on an orientation to college and teaching students survival and academic success skills.	2											NPEC 2006

USS Team Worksheet

(revised 1/16/13)

26	Require all students to live on campus for first year.	3												UT
27	Work with residence hall staff to ensure greater academic and social integration.	3												UT
28	Prioritize programs in undergraduate research, study abroad, academic service learning, etc.	3												UT
29	Prioritize social involvement in other forms of campus life that continually integrate students into campus community.	3												UT
30	Provide 1 st year living and learning opportunities, possibly using block scheduling.	3												AIC 2012
31	Invest more in student affairs, physical education, recreation, and wellness.	3												AIC 2012
32	Colleges and Student Affairs should actively consider mechanisms for assisting the development of academically-focused communities surrounding degrees or clusters of related degrees.	3												CEP 2006
33	Programs should consider the development of community-building activities and organizations among their majors, especially 1 st and 2 nd year students.	3												CEP 2006
34	Create non-residential learning communities for off-campus students.	3												HERI 2011
35	Have faculty members help make the classroom a locus of community by intentionally teaching UCSC's values and traditions and informing students about campus events, procedures, and deadlines such as registration.	3												NPEC 2006
36	Have faculty members design cooperative learning activities that bring students together to work outside of class on meaningful tasks.	3												NPEC 2006
37	Organize academic offerings so that 1st-year students have at least one discipline-based course with 25 or fewer students taught by a faculty member. Have the faculty member also serve as the academic advisor to these students for the 1st year.	3												NPEC 2006
38	Have advisors, counselors, and faculty members encourage students to participate in activities such as working on campus, writing for the student newspaper, or conducting research.	3												NPEC 2006

USS Team Worksheet

(revised 1/16/13)

39	Encourage faculty members to promote higher levels of student engagement through the tasks they assign such as cross-disciplinary papers (preferably coordinated between two faculty members), tasks that involve going to the library and other resources, service-learning course, and faculty-student research.	3											NPEC 2006
40	Provide opportunities for culturally at-risk students and their families to visit UCSC before and after matriculation to develop a sense of the support systems available to students on campus.	3											NPEC 2006
41	Develop ways for faculty to interact more with students outside the classroom (e.g., research, serving on committees, sharing ideas, electronic communications, etc.)	3											NPEC 2006
42	Involve faculty from specific ethnic groups such as hispanic or african american in facilitating academic and social integration of at-risk students of these ethnic backgrounds.	3											NPEC 2006
43	Provide family-oriented activities.	3											NPEC 2006
44	Assist students who are employed in attending full time.	3											
45	Invest financially and otherwise in career services endeavors.	3											UT

USS Team Worksheet

(revised 1/16/13)

46	Assign every student a primary academic advisor. Assign high-risk students an additional mentor.	4										UT
47	Advise all incoming freshman during 1 st semester in a freshman advising center.	4										UT
48	Students w/ a declared major must also consult an advisor in that dept.	4										UT
49	In 2 nd semester, students w/ declared majors should transition fully into dept for advising.	4										UT
50	Encourage advisors, faculty, & academic support specialists to work together to provide support during 1 st year.	4										UT
51	Create a university-wide, evidence-based document on advising that lays out a philosophy that values and demands four-year graduation.	4										UT
52	Accelerate the timeline for resolution of incomplete (X) courses; do not allow X as a default grade.	4										UT
53	Provide mandatory academic support (e.g. tutoring, academic counseling) for freshman financial aid recipients.	4										UT
54	Ensure college advising offices are aware of social and support activities for frosh and sophs.	4										UCEP
55	Develop cluster-based curricula and advising for the early years to help students explore majors.	4										UCEP
56	Centralize advising.	4										AIC 2012
57	Develop a common system for advisors so they can provide coordinated advising.	4										AIC 2012
58	Advisor engagement from pre-admission through graduation.	4										AIC 2012
59	Help students improve basic writing and math skills.	4										AIC 2012
60	Provide counseling and advice to students considering transferring.	4										HERI 2011
61	Set up infrastructure for tutoring, peer tutoring, supplemental instruction, study groups, and student support groups.	4										NPEC 2006
62	Offer "Student Success" courses (which include optimal use of campus support resources, time management, advising and career development, and skill development, including goal setting and test and note taking) during 1st year to at-risk students.	4										NPEC 2006

USS Team Worksheet

(revised 1/16/13)

63	Make tutoring available to high-risk students in their residence hall or other very accessible locations.	4											NPEC 2006
64	Offer extended hours for academic support services to accommodate working students.	4											NPEC 2006

USS Team Worksheet

(revised 1/16/13)

65	Do not prorate flat-rate tuition for students taking fewer than 12 hours.	5											UT
66	Create flat-rate summer tuition to encourage students to take more than 3 units over the summer.	5											UT
67	Explore ways to lower the net price of attendance to low income and at-risk students.	5											UT
68	Increase summer institutional grant funding to offset the loss of federal Pell grants.	5											UT
69	Increase to 15 hours the minimum number of hours that students must take to maintain certain merit-based scholarships.	5											UT
70	Generate more on-campus undergraduate jobs.	5											UT
71	Charge nonresident tuition to CA residents who do not earn a degree in a certain number of hours.	5											UT
72	Develop/promote a tuition rebate program.	5											UT
73	Provide incentives for early completion.	5											UCEP 2012
74	Provide disincentives for delayed completion.	5											UCEP 2012
75	Increase resources available for financial aid.	5											CEP 2006
76	Maintain and expand the use of advising clusters to ensure that the advisors know potential degree objective for every entering student.	5											CEP 2006
77	Make low-cost university housing a part of the financial aid package.	5											UT
78	Find ways to accommodate working students, offering aid that reduces work hours while encouraging a full course load.	5											HERI 2011
79	Set aside funds to provide short-term, emergency loans to students who will otherwise have to drop out due to financial reasons.	5											NPEC 2006
80	Provide financial assistance for low-income, first-generation students to live on campus for the 1st year.	5											NPEC 2006
81	Create work-study or co-op living units to offset cost differences between living on or off campus at home.	5											NPEC 2006
82	Find ways to provide more gift financial aid such as scholarships, grants, and work study, which are associated with higher retention rates in minorities, as opposed to loans.	5											NPEC 2006
83	Provide, low-cost, on-campus child care for at-risk students.	5											NPEC 2006

USS Team Worksheet

(revised 1/16/13)

84	Reduce course shopping through changes to add/drop policies.	6												UT
85	Create an administrative position to oversee course mgmt. across the university	6												UT
86	Require enrollment-controlled units to provide a reasonable number of course offerings to non-majors as determined by the Vice Provost for Undergraduate Education.	6												UT
87	Have each unit assess its own course offerings and productivity, ensuring that course availability is not an obstacle to graduation for either its own majors or for non-majors.	6												UT
88	Have colleges/depts. conduct audits to identify bottleneck courses that are caused by a lack of sections offered or restriction of seats. Departments should employ resources to alleviate the problems.	6												UT
89	Identify courses that require a number of stealth hours and request that colleges and depts. reconsider course numbers for those classes in order to align with time requirements for the course.	6												UT
90	Create or identify more minimal prerequisite, upper division courses that may satisfy core requirements. Establish a maximum credit hours prerequisites for lower-division course when upper-division options are available.	6												UT
91	Provide financial incentives for faculty to teach core courses and teach them well.	6												UT
92	Assign resources for core courses based on enrollment and quality of instruction rather than on historical funding levels.	6												UT
93	Instill a culture within the faculty that encourages the best teachers to teach core courses.	6												UT
94	Increase options for course taking (e.g., non-standard times).	6												UCEP 2012
95	Ensure entry into key lower-division courses.	6												UCEP
96	Decrease core course class sizes.	6												UCSC Currents
97	Monitor curricular bottlenecks and ensure first and second-year students have priority in key lower-division courses.	6												CEP 2006
98	Develop tools for analyzing and reporting curricular and other bottlenecks, and engage programs in discovering ways to overcome them.	6												CEP 2006

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(revised 1/16/13)

99	Consider offering two-semester, reduced pace versions of single-semester courses that have a high fail rate.	6												NPEC 2006
100	Encourage faculty to redesign courses to incorporate more instructional technology and web-based and collaborative learning as well as online tutorials, continuous assessment and feedback, and other educational technology tools.	6												NPEC 2006
101	Encourage faculty to structure courses to include timely assessment and prompt feedback to students.	6												NPEC 2006
102	Identify High D/F/W courses.	6												AIC 2012

USS Team Worksheet

(revised 1/16/13)

103	Require a degree audit plan for transition to dept of major.	7											UT
104	Employ a universal format for all degree plans on campus so that all degree plans look the same. This will aid advising.	7											UT
105	Require all students to declare a major prior to registering for their fifth long semester.	7											UT
106	The Vice Provost for Undergraduate Education must establish principles for internal transfer policy, and centers/depts. must apply for permission to control enrollment.	7											UT
107	Remove administrative hurdles to applying to graduate in a semester in which all required courses are completed.	7											UT
108	Students must transfer to another school/college or add a 2 nd major no later than the beginning of the 5 th long semester.	7											UT
109	Allow students to apply to a restricted college one time only. Denied students cannot reapply.	7											UT
110	Only allow students to change their major after 4 long semesters if they can show they can graduate in 4 years	7											UT
111	Only allow students to declare more than 1 major if they show they can graduate in 4 years.	7											UT
112	Require restricted colleges to set aside 20% of each cohort for internal transfers.	7											UT
113	Expand interdisciplinary programs and degrees such as Business Foundations & the Bridging Disciplines Programs to accommodate students who cannot gain admission to selected colleges.	7											UT
114	Have colleges review degree requirements in search of opportunities to simplify and streamline for the purpose of facilitating timely graduation.	7											UT
115	Evaluate out-of-state transfer courses with care and with regard to core curriculum applicability.	7											UT
116	Provide incentives (e.g. registration priority) to students to encourage following the proper core curriculum sequence.	7											UT
117	Provide disincentives to students (e.g., bars for entering major sequence) to students to discourage taking courses out of sequence.	7											UT
118	Request that existing 5-year programs explore the possibility of awarding a bachelor's degree at the end of 4 yrs and the master's degree at the end of an additional graduate year.	7											UT

USS Team Worksheet

(revised 1/16/13)

119	Encourage colleges to develop new packages for students to earn bachelor's degrees in 3 ½ to 4 years and then a graduate or professional degree in the 5 th or 6 th years.	7																				UT	
120	Establish a maximum possible credits/time at UCSC.	7																					UCEP 2012
121	Establish upper limit for major requirements.	7																					UCEP 2012
122	Adjust course units so that fewer courses are needed for full-time.	7																					UCEP 2012
123	Make better use of credit earned before matriculation.	7																					UCEP 2012
124	Improve articulation between prior institution and UCSC.	7																					UCEP 2012
125	Implement cross-campus award of course credits.	7																					UCEP 2012
126	Offer more multi-campus degree programs.	7																					UCEP 2012
127	Reduce duplication of specializations across campuses.	7																					UCEP 2012
128	Simplify and enable student choice so top students can take control of their education.	7																					CEP 2006
129	Require programs to clearly articulate their degree objectives and ensure that students are aware of a variety of career opportunities after completion of the degree.	7																					CEP 2006
130	Encourage programs to examine their curricula to ensure that students can engage with material of interest and challenge in the first year, preferably in small groups. Approaches can include low-unit seminars, topical courses, and targeted program advising. (special focus on PBS and SOE majors)	7																					CEP 2006
131	Simplify the major declaration process and advance the major declaration deadline to ensure students receive the advising most appropriate to their goals.	7																					CEP 2006
132	Modify the maximum progress standards to remove administrative hurdles to pursuing credit-intensive majors and double-majors.	7																					CEP 2006
133	Reconsider the double counting rule for double major and major/minor combinations, as such restrict the opportunities for high-achieving students.	7																					CEP 2006
134	Reconsider the quarterly exception process for high course loads.	7																					CEP 2006

USS Team Worksheet

(revised 1/16/13)

135	Where appropriate, gear policies toward long semesters (fall or spring) enrolled, rather than credit hours undertaken.	8																		UT
136	Appoint a champion of graduation rates.	8																		UT
137	Emphasize the value of a 4 year graduation through publications, orientation, and at other appropriate venues.	8																		UT
138	Create a new central board for adjudicating academic dismissal and suspension.	8																		UT
139	Entrust the Vice Provost of undergraduate education with and provide authority for creating an atmosphere of accountability.	8																		UT
140	Hold colleges accountable for 4-year grad rates.	8																		UT
141	Create a clear campaign around academic, co-curricular, and social opportunities on campus (mission will be to ensure all students become integrated, get educated, and be graduated in 4 years).	8																		UT
142	Require colleges to create and administer intervention programs for students in academic jeopardy and those returning from academic dismissal.	8																		UT
143	Communicate to students why sequence matters.	8																		UT
144	Increase targeted use of teaching faculty.	8																		UCEP 2012
145	Involve students in retention planning.	8																		UCEP
146	Develop a retention program designed specifically for at-risk students.	8																		AIC 2012
147	Create a retention task force (RTF) with representation across campus to focus on retention issues.	8																		CEP 2006
148	Have RTF collect, analyze, and publicize the most important data for addressing student retention.	8																		CEP 2006
149	Have RTF develop effective coalitions among campus groups, students, staff, and faculty involved in undergraduate retention.	8																		CEP 2006
150	Have RTF determine effective ways in which the campus, academic divisions, colleges, student affairs, departments, and other units may invest in retention experiments.	8																		CEP 2006
151	Provide resources to strengthen admissions outreach and yield programs.	8																		CEP 2006
152	Encourage the entire campus community to participate in attracting qualified students to UCSC.	8																		CEP 2006

USS Team Worksheet

(revised 1/16/13)

153	Strengthen the general education system to include a goal of major exploration and education.	8											CEP 2006
154	Incorporate retention and graduation rates as a major part of the external review process.	8											CEP 2006
155	Focus annual reports and assessments on BA, BS, and BM degrees granted.	8											CEP 2006
156	Assign resources to collect and analyze data relevant to undergraduate retention and graduation rates, including retained and non-retained student surveys, and other data that may assist the proposed task force.	8											CEP 2006
157	Clarify institutional values and expectations early and often to prospective and matriculating students.	8											NPEC 2006
158	Adopt a common reporting template for indicators or students success to make the university's performance transparent.	8											NPEC 2006
159	Develop an efficient way for UCSC to report back to high schools and maintain a data-sharing relationship in the interest of student success.	8											NPEC 2006
160	Determine appropriate, responsible ways to measure, report, and use student success indicators for purposes of accountability and improvement.	8											NPEC 2006
161	Assign an FTE to organize and coordinate developmental education initiative.	8											NPEC 2006
162	Encourage faculty to set high performance expectations for all students and hold them accountable.	8											NPEC 2006
163	Encourage faculty to shift to student-centered, active learning approaches.	8											NPEC 2006
164	Foster a sense of shared responsibility for student success among faculty, student affairs professionals, and students.	8											NPEC 2006

USS Team Worksheet

(revised 1/16/13)

165	Contact enrolled students who have fallen off the radar, as well as potential dropouts, in order to assess and to encourage.	9											UT
166	Evaluate our residency requirements in light of other residency requirements through the lens of timely graduation.	9											UT
167	Do surveys with incoming classes to check for college readiness and other non-cognitive factors; use this information in advising.	9											AIC 2012
168	Conduct exit interviews or focus groups to better understand why students leave. Also conduct surveys with parents as they often give more accurate information.	9											AIC 2012
169	Have RTF develop regular ways of getting information from continuing and departing students bearing on their commitment to graduate from UCSC.	9											CEP 2006
170	Investigate how performance in major preparation and gateway courses, including writing, mathematics, languages, and physics and chemistry, is related to retention and graduation.	9											CEP 2006
171	Achieve awareness of developing trends in student major interest and ensure that UCSC has an appropriate and excellent portfolio of degree objectives.	9											CEP 2006
172	Conduct periodic examinations of the student experience inside and outside the classroom.	9											NPEC 2006
173	Implement programs to routinely conduct longitudinal tracking of student cohorts from high school through graduate school.	9											NPEC 2006
174	Regularly elicit responses from students on survey and other assessments and use the data to engage faculty and student service professionals in discussion about needs for improvement.	9											NPEC 2006
175	Research and evaluate the most efficient ways of using financial aid to maximize impact on student retention and success.	9											NPEC 2006
176	Explore expanding indicators of success that the university evaluates to include factors such as student satisfaction, student personal and professional development, graduate school participation, employment, etc.	9											NPEC 2006

USS Team Worksheet

(revised 1/16/13)

177	Assess which institutional policies and practices work best with different groups of students (low income, first generation, ethnic minorities, men, etc.) and tailor programs appropriately.	9												NPEC 2006
178	Evaluate the elements of institutional culture at different types of post-secondary settings that are associated with student success.	9												NPEC 2006
179	Evaluate the elements of organizational structure at different types of post-secondary settings that are associated with student success.	9												NPEC 2006

USS Team Worksheet

(revised 1/16/13)

180	Offer more credit for learning out of classroom (e.g., internship)	10											UCEP 2012
181	Establish divisional and campus honors programs to engage students.	10											UCEP
182	Encourage programs to develop Honors Majors, Intensive Majors, BS, MS and undergraduate research programs to ensure that top students have an outlet for their excellence. These programs should stretch down into the 1 st and 2 nd year to have an effect on retention of top (and other) students.	10											CEP 2006
183	Create opportunities for challenges for the most highly prepared and highest performing students.	10											IRPS 2011
184	Encourage faculty to adopt a "talent development" philosophy, which recognizes the need to embrace and address students' diverse talents and needs.	10											NPEC 2006

USS Team Worksheet

(revised 1/16/13)

185	Create online tools that allow students and advisors to better monitor degree progress.	11											UT
186	Redesign the IDA (interactive degree audit) to be more user-friendly, track student progress towards a 4 year degree, and tie it to students' course registration.	11											UT
187	Require IDAs to be completed and electronically acknowledged by students each semester.	11											UT
188	Use technology more to offer high demand campus courses and online ed.	11											UCEP 2012
189	Create a website students can use to declare or change majors.	11											UT
149	Create a data tracking system that can be mined for indicators of students being at risk.	11											AIC 2012
190	Encourage students and faculty to use web-based course engagement tools such as Blackboard, WebCT, etc.	11											AIC 2012
191	Automate the collection and distribution of program-specific retention and degree statistics, including comparative benchmarks.	11											CEP 2006
192	Prepare students to effectively use the internet in the learning process and increase information literacy associated with the use of online materials.	11											HERI 2011
193	Provide students with technical support for all electronic resources including library resources, email, registration, and course management tools.	11											NPEC 2006