

agenda

USS Team - Sub-Committee Meeting

February 5, 2013

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): Initiative evaluation

Faculty Participation

Sub-Committee's purpose

Review Julian's list

Review new sort of initiatives

Next Meetings

Discuss meeting schedule

Additional Information: N/A

USS Sub-Team Meeting #4 February 5, 2013

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

Sub-Team Members absent: none

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

General Discussion

- The sub-team acknowledged that the goal of USS Team is to develop a short list of proposed initiatives that have been roughly evaluated in terms of cost/benefit/time to implement, etc. The CP/EVC will develop a process for determining feasibility and developing a project plan and ranking the recommendations.
- Each sub-team member will list their own top five initiatives for student success and bring them to discuss at the next meeting.
- The group discussed the question of whether or not the concrete retention and graduation goals recommended by the retention committee convened this summer should be adopted. This item will be brought forward to the full team for consideration.
- The sub-team decided to add the bios (highlighting involvement in retention and graduation efforts) of the full-team to the Success website.
- Pablo highlighted to work of the Early Alert program being piloted. After reviewing the report, the group may invite Holly Cordova to share her insights about the program and its potential.

Matrix of Initiatives

Linda presented a revised matrix to the sub-team. It categorized the initiatives by items in Julian's list and presented them more sequentially (e.g., 1st year, transition to major, crossing the finish line). The sub-team agreed to use this framework to evaluate the initiatives. Richard wanted to make sure that "selection" was added as the first category. Pablo suggested adding a bucket for "yr2-yr3 attrition."

- Richard suggested that an initiative may be to evaluating retention data against prior year admissions data and tying them together.
- The sub-team needs to build out admissions/selection items in the matrix.
- Pablo suggested that outside help be brought in, especially for examining the admissions/selection process.
- Michael mentioned the need to be able to reach out to the parents and families of at-risk students in a culturally and linguistically sensitive way.

Focus Group

- Stacey has completed an outline and agenda for the Focus Group. Elise and Linda will be facilitating, and Jessica Fiske Bailey and Mackenzie Aluffi will be the recorders. This focus group will be considered a pilot study. If it yields new and useful data, the Sub-team may conduct more.

Meeting Schedule

The Sub-team reviewed the schedule of meetings and agreed on the following two to three hour meetings in February (in addition to the weekly Tuesday meetings):

Feb 19, 2:00-5:00pm Feb 22, 2:00-5:00pm, Feb 24, 2:00-4:00pm

Staff Action Items

- Add “selection” and “yr2-yr3 attrition” as categories to the matrix and send out to Sub-Team.
- Remind Sub-Team to review initiatives prior to Feb 12 meeting.
- Remind Sub-Team members to do their list of 5 initiatives in time for the Feb 12 meeting.
- Add USS Team bios to the Success website.
- Post Early Alert report from Pablo on success website.

1.00	Develop and utilize predictive analytics to determine the students most likely to need enhanced support at the beginning of their academic career.
2.00	Provide support structures for all students in their 1st year
3.00	Develop predictive analytics and assess progress in the 1st year - and subsequent years - to identify and support at risk students
xxx	Develop and/or enhance existing programs that support successful transition to a major
6.00	Develop and enhance programs that support progress through a major and 'crossing the finish line'
4.00	Evaluate and modify curriculum to address throughput/time to degree issues
5.00	Develop and Enhance programs that support engagement and integration; Specifically those programs that deal with social, emotional and financial issues
xxx	Enhance systems and data gathering programs that allow the evaluation of programmatic, course, and service impacts on student retention

		Initiative		Code	Academic	Social/Emotional and/or Financial
1.00		Develop and utilize predictive analytics to determine the students most likely to need enhanced support at the beginning of their academic career.				
1.01	14	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.	1st yr	Monitor/Intervention	x	
1.02	23	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.	1st yr	Monitor/Intervention	x	x
1.03	13	Provide potential lists of students to offices on campus for outreach. Have staff invite students in.	1st yr	Monitor/Intervention	x	x
1.04	1	Have admissions staff communicate with retention staff about at-risk students.	1st yr	Monitor/Intervention	x	
1.05	5	Concentrate early intervention resources on students with the most risk factors.	1st yr	Monitor/Intervention	x	x
1.06	12	Coordinate 1 st quarter early outreach to frosh by trained staff based on potential risk factors evident from student profile.	1st yr	Monitor/Intervention	x	x
1.07	4	Offer developmental education courses to all at-risk students.	1st yr	Monitor/Intervention	x	
1.08	16	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.	1st yr	Monitor/Intervention	x	
1.09	70	Provide mandatory academic support (e.g. tutoring, academic counseling) for freshman financial aid recipients.	1st yr	Advising/Academic Support	x	
1.10	32	Provide more orientation opportunities for transfer students.	1st yr	Orientation	x	x
1.11	84	Provide financial assistance for low-income, first-generation students to live on campus for the 1st year.	1st yr	Financial Aid		x
1.12	61	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.	1st yr	Advising/Academic Support		x
1.13	30	Have orientation leaders identify socially at-risk students and work with them to better connect with the campus community.	1st yr	Orientation		x

		Initiative		Code	Academic	Social/Emotional and/or Financial
2.00		Provide support structures for all students in their 1st year				
2.00	69	Ensure college advising offices are aware of social and support activities for frosh and sophs.	Engagement and Integration	Advising/Academic Support		
2.00	37	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.	Engagement and integration: On-going	Social Integration/Co-curricular learning		
2.00	258	Require that students develop a portfolio or eportfolio that captures both their academic experiences and their socio-emotional milestones.	Engagement and Integration	15		
2.00	46	Programs should consider the development of community-building activities and organizations among their majors, especially 1 st and 2 nd year students.	Engagement and Integratoin	Social Integration/Co-curricular learning		
2.00	73	Encourage advisors, faculty, & academic support specialists to work together to provide support during 1 st year.	Infrastructure	Advising/Academic Support		
2.00	3	Implement early (predictive) quizzes during the first two weeks of class and associated intervention.	On-going	Monitor/Intervention		
2.00	7	Modify the minimum progress standards to catch potential problems early.	On-going	Monitor/Intervention		
2.00	8	Track persistence and progression of students who matriculate.	On-going	Monitor/Intervention		
2.00	42	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.	Opportunities for deeper intellectual and academic engagement and challenge	Social Integration/Co-curricular learning		
2.00	44	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.	Opportunities for deeper intellectual and academic engagement and challenge	Social Integration/Co-curricular learning		
2.00	49	Provide 1 st year living and learning opportunities, possibly using block scheduling.	Opportunities for deeper intellectual and academic engagement and challenge	Social Integration/Co-curricular learning		
2.00	127	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)	Opportunities for deeper intellectual and academic engagement and challenge	7		
2.01	6	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.)	1st yr	Monitor/Intervention	x	

		Initiative		Code	Academic	Social/Emotional and/or Financial
2.02	29	Implement a 1st-year seminar focused on an orientation to college and teaching students survival and academic success skills.	1st yr	Orientation	x	
2.03	31	Create an orientation that is available to all students, focuses on integration, community-building, and attachment to the university.	1st yr: Engagement and Integration	Orientation		x
2.04	33	Make new student orientation mandatory and renew emphasis on academic mission of UCSC in orientation programming.	1st yr	Orientation	x	
2.05	25	Ensure that students have the academic skills to succeed in credit courses through testing and support services.	1st yr	Monitor/Intervention	x	
2.06	28	Form an early warning committee with members across functional areas such as the registrar's office, admissions, academic affairs, student affairs, etc.	1st yr	Monitor/Intervention	x	
2.07	24	Make it a goal that students reach the critical cut-point of 20 credits during their first year. Target outreach for those who are not on course for a achieving this goal.	1st yr	Monitor/Intervention	x	
2.08	76	Advise all incoming freshman during 1 st semester in a freshman advising center.	1st yr	Advising/Academic Support	x	
2.09	68	Develop cluster-based curricula and advising for the early years to help students explore majors.	Transition to Major	Advising/Academic Support	x	
2.10	109	Decrease core course class sizes.	1st yr	Course Access	x	
2.11	160	Assign an FTE to organize and coordinate developmental education initiative.	1st yr	Retention Program Oversight	x	
2.12	64	Help students improve basic writing and math skills.	Academic Success Gen	Advising/Academic Support	x	
2.13	80	Mandate the students meet with advisors and/or counselors several times semester.	Academic Success Gen	Advising/Academic Support	x	x
2.14	88	Maintain and expand the use of advising clusters to ensure that the advisors know potential degree objective for every entering student	Academic Success Gen	Financial Aid	x	x
2.15	77	Assign every student a primary academic advisor. Assign high-risk students an additional mentor.	Academic Success Gen	Advising/Academic Support	x	x
2.16	210	Provide students with technical support for all electronic resources including library resources, email, registration, and course management tools.	1st Yr	Electronic Resources and Systems	x	
2.17	74	In 2 nd semester, students w/ declared majors should transition fully into dept for advising.	Transition to Major	Advising/Academic Support	x	
2.18	78	Require that students complete a learning styles and personality inventory. Discuss the results with the students and determine implications and strategies for coursework, study habits, etc.	Academic Success Gen	Advising/Academic Support	x	x
2.19	211	Prepare students to effectively use the internet in the learning process and increase information literacy associated with the use of online materials.	Academic Success Gen	Electronic Resources and Systems		
2.20	153	Employ a universal format for all degree plans on campus so that all degree plans look the same. This will aid advising.	Approach	7		
2.21	175	Develop a retention program designed specifically for at-risk students.	Approach	Retention Program Oversight		
2.22	75	Students w/ a declared major must also consult an advisor in that dept.	Transition to Major	Advising/Academic Support	x	
2.23	180	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)	Approach	Retention Program Oversight		

		Initiative		Code	Academic	Social/Emotional and/or Financial
2.24	178	Communicate to students why sequence matters.	Approach	Retention Program Oversight		

		Initiative		Code	Academic	Social/Emotional and/or Financial
3.00		Develop predictive analytics and assess progress in the 1st year and subsequent years to identify and support at risk students				
3.01	228	All instructors in first year courses take roll and report class attendance electronically. Students with 2+ absences are contacted. (See Pathfinders program at Mississippi State.)	1st Yr	Drug, Alcohol and Mental Health Services	x	
3.02	20	Create a universal bar to prevent targeted students from registering for an upcoming semester before they have met with an advisor.	Academic Success Gen	Monitor/Intervention	x	
3.03	21	Institute an academic "warning" category to supplement the current table of scholastic standards (i.e., probation and dismissal rules).	Academic Success Gen	Monitor/Intervention	x	
3.04	22	Monitor first semester grades and intervene if necessary.	Academic Success Gen	Monitor/Intervention	x	
3.05	26	In online and hybrid courses, track student participation through looking at time spent on discussions, site visits, etc. and identify and flag students who have lower participation.	Academic Success Gen	Monitor/Intervention	x	
3.06	60	Make tutoring available to high-risk students in their residence hall or other very accessible locations.	Academic Success Gen	Advising/Academic Support	x	
3.07	62	Set up infrastructure for tutoring, peer tutoring, supplemental instruction, study groups, and student support groups.	Academic Success Gen	Advising/Academic Support	x	
3.08	63	Provide counseling and advice to students considering transferring.	Academic Success Gen	Advising/Academic Support	x	x
3.09	71	Accelerate the timeline for resolution of incomplete (X) courses; do not allow X as a default grade.	Academic Success Gen	Advising/Academic Support	x	
3.10	123	Reconsider the quarterly exception process for high course loads.	Policy:Transition to Major	7		

		Initiative		Code	Academic	Social/Emotional and/or Financial
4.00		Evaluate and modify curriculum to address throughput/time to degree issues				
4.01	124	Reconsider the double counting rule for double major and major/minor combinations, <u>as such restrict the opportunities for high-achieving students</u>	Policy:Transition to Major	7		
4.02	125	Modify the maximum progress standards to remove administrative hurdles to pursuing credit-intensive majors and double –majors.	Policy:Transition to Major	7		
4.03	135	Adjust course units so that fewer courses are needed for full-time.	Policy:Transition to Major	7		
4.04	136	Establish upper limit for major requirements.	Policy:Transition to Major	7		
4.05	137	Establish a maximum possible credits/time at UCSC.	Policy:Transition to Major	7		
4.06	27	Identify students who will not be able to meet the minimum academic requirements for their majors and aggressively engage those students in career and major exploration prior to "falling out" of first choice fields	Successful Transition to Major	1		
4.07	108	Monitor curricular bottlenecks and ensure first and second-year students have priority in key lower-division courses.	Transition to Major	Course Access		
4.08	141	Provide incentives (e.g. registration priority) to students to encourage following the <u>proper core curriculum sequence.</u>	Policy	7		
4.09						
4.10	103	Identify High D/F/W courses and assess whether they are being taught effectively and students are getting the support (e.g., supplemental instruction) they need.	Academic Success Gen	Course Access	x	
4.11	104	Encourage faculty to structure courses to include timely assessment and prompt <u>feedback to students.</u>	Academic Success Gen	Monitor/Intervention	x	x
4.12	105	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.	Academic Success Gen	Course Access	x	
4.13	106	Consider offering two-semester, reduced pace versions of single-semester courses that <u>have a high fail rate.</u>	Academic Success Gen	Course Access	x	
4.14	110	Ensure entry into key lower-division courses.	Academic Success Gen	Course Access	x	
4.15	111	Increase options for course taking (e.g., non-standard times).	Academic Success Gen	Course Access	x	
4.16	115	Create or identify more minimal prerequisite, upper division courses that may satisfy core requirements. Establish a maximum credit hours prerequisites for lower-division <u>course when upper-division options are available</u>	Academic Success Gen	Course Access	x	
4.17	118	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.	Academic Success: Policy	Course Access		
4.18	114	Provide financial incentives for faculty to teach core courses and teach them well.	Approach	Course Access		
4.19	120	Create an administrative position to oversee course mgmt. across the university	Approach	Course Access		
4.20	122	Provide explicit information in the syllabus about course content, learning outcomes, <u>student expectations, student resources, and grading policies</u>	Approach	Course Access		
4.21	177	Increase targeted use of teaching faculty.	Approach	Retention Program Oversight		
4.22	179	Require colleges to create and administer intervention programs for students in academic jeopardy and those returning from academic dismissal.	Approach	Retention Program Oversight		
4.23	257	Have faculty provide examples of superior work (projects, papers, tests) that allow students to understand the expectation of quality.	Opportunities for deeper intellectual and academic engagement and challenge	1Financial Aid		

		Initiative		Code	Academic	Social/Emotional and/or Financial
5.00		Develop and Enhance programs that support engagement and integration. Specifically those programs that deal with social, emotional and financial issues				
5.01	45	Create non-residential learning communities for off-campus students.	Engagement and Integration	Social Integration/ Co-curricular Learning		
5.02	59	Offer extended hours for academic support services to accommodate working students.	Engagement and Integration	Advising/Academic Support		
5.03	229	Provide education on the risks associated with doing shots and pre-gaming.	Engagement and Integration	Drug, Alcohol and Mental Health Services		
5.04	231	Limit alcohol availability.	Engagement and Integration	Drug, Alcohol and Mental Health Services		
5.05	237	Increase educational programming regarding student mental health.	Engagement and Integration	Drug, Alcohol and Mental Health Services		
5.06	220	Provide staff development for working with students with mental health conditions/drug and alcohol addictions.	Engagement and Integration	D/A/M Health Services		
5.07	221	Create avenues to offer mental health support to students having academic difficulty (since these are correlated).	Engagement and Integration	D/A/M Health Services		
5.08	222	Provide more intensive mental health monitoring and intervention during Winter quarter.	Engagement and Integration	D/A/M Health Services		
5.09	234	Offer alcohol-free social, extracurricular, and service activities.	Engagement and Integration	D/A/M Health Services		
5.10	236	Schedule mental health outreach workshops.	Engagement and Integration	D/A/M Health Services		
5.11	238	Improve communication between student services organizations and mental health services.	Engagement and Integration	D/A/M Health Services		
5.12	240	Provide mental health outreach targeted at minority groups and international students	Engagement and Integration	D/A/M Health Services		
5.13	248	Involve peer counselors and graduate interns in support services.	Engagement and Integration	D/A/M Health Services		
5.14	35	Assist students who are employed in attending full time.	Engagment & Integration: Financial	D/A/M Health Services		
5.15	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.	Engagment & Integration: Financial	Financial Aid		
5.16	83	Create work-study or co-op living units to offset cost differences between living on or off campus at home.	Engagment & Integration: Financial	Financial Aid		

		Initiative		Code	Academic	Social/Emotional and/or Financial
5.17	85	Set aside funds to provide short-term, emergency loans to students who will otherwise have to drop out due to financial reasons.	Engagment & Integration: Financial	Financial Aid		
5.18	86	Find ways to accommodate working students, offering aid that reduces work hours while encouraging a full course load.	Engagment & Integration: Financial	Financial Aid		
5.19	87	Make low-cost university housing a part of the financial aid package.	Engagment & Integration: Financial	Financial Aid		
5.20	89	Increase resources available for financial aid.	Engagment & Integration: Financial	Financial Aid		
5.21	243	Implement formal followup procedures for students who receive counseling.	Engagment and Integration	D/A/M Health Services		
5.22	246	Offer daily addiction and mental health support group meetings on campus.	Engagment and Integration	D/A/M Health Services		
5.23	253	Conduct outreach presentations at Greek houses, residence halls, orientations, and Freshman 101 seminars.	Engagment and Integration	D/A/M Health Services		
5.24	255	Make an effort to do (mental health) outreach for diverse groups.	Engagment and Integration	D/A/M Health Services		
5.25	94	Generate more on-campus undergraduate jobs.	Financial	Financial Aid		
5.26	95	Increase to 15 hours the minimum number of hours that students must take to maintain certain merit-based scholarships.	Financial	Financial Aid		
5.27	96	Increase summer institutional grant funding to offset the loss of federal Pell grants.	Financial	Financial Aid		
5.28	97	Explore ways to lower the net price of attendance to low income and at-risk students.	Financial	Financial Aid		
5.29	100	Redirect resources spent on recruiting students with little or no financial aid need to providing more robust packages to those that require assistance	Financial	Financial Aid		
5.30	101	Reallocate financial aid packaging from performance- to need-based.	Financial	Financial Aid		
5.31	244	Review mental health care services current practices and institute formal policies and standardized formats and outcome measures for assessment and treatment.	Infrastructure	D/A/M Health Services		
5.32	15	Offer mental health, academic, and legal support during breaks.	On-going	Monitor/Intervention		
5.33	230	Increase drug and alcohol enforcement laws and policies.	Policy	D/A/M Health Services		
5.34	232	Restric alcohol marketing and promotion on-campus.	Policy	D/A/M Health Services		
5.35	225	Offer online alcohol and drug education.	Approach	D/A/M Health Services		
5.36	226	Offer substance-free housing.	Approach	D/A/M Health Services		
5.37	233	Create a health-promoting normative environment.	Approach	D/A/M Health Services		
5.38	235	Get networked with the Center for the Study of Collegiate Mental Health and find out about college student mental health strategies http://ccmh.squarespace.com	Approach	D/A/M Health Services		
5.39	239	Have mental health service providers meet less frequently over an extended period of time (e.g., every two weeks) to allow for a larger case load.	Approach	D/A/M Health Services		

		Initiative		Code	Academic	Social/Emotional and/or Financial
5.40	241	Increase diversity of mental health care providers.	Approach	D/A/M Health Services		
5.41	242	Enhance cultural competence of mental health service providers.	Approach	D/A/M Health Services		
5.42	245	Foster a sense of shared responsibility for student mental health among administrators, faculty, and staff rather than it being the sole responsibility of mental health services.	Approach	D/A/M Health Services		
5.43	249	Have counseling centers conduct an active outreach campaign to educate administrators, faculty, and staff about mental health problems in college, how to recognize them and refer students for support.	Approach	D/A/M Health Services		
5.44	250	Have counseling centers share information through educational workshops, brochures, websites, and other online resources.	Approach	D/A/M Health Services		
5.45	251	Include mental health educational materials in new hire packets for faculty and staff.	Approach	D/A/M Health Services		
5.46	252	Provide lectures fill-in lectures on mental health on days when a professor would otherwise have to cancel a class.	Approach	D/A/M Health Services		
5.47	254	Disseminate free materials like bookmarks, pencils, and planners with mental health services phone numbers and websites.	Approach	D/A/M Health Services		
5.48	256	Arrange regular meetings with dean of students, counseling center, student health, student life, and other relevant groups to discuss student mental health problems and any serious mental health concerns that this group should be proactively addressing.	Approach	D/A/M Health Services		
5.49	247	Offer more immediate mental health support for students in crisis including phone appts and evening drop-in appointments.	Engagement and Integration	Drug, Alcohol and Mental Health Services		
5.50	102	Demystify the FAFSA application process. Have trained, bi/multi-lingual staff to guide parents and students through the steps.	Engagement and Integration	Financial Aid		
5.51	2	Train advisors in recognizing the signals of distress (e.g., excessive procrastination, changes in hygiene, etc.)	Engagement and Integration	Monitor/Intervention		
5.52	50	Prioritize social involvement in other forms of campus life that continually integrate students into campus community.	Engagement and Integration	Social Integration/Co-curricular learning		
5.53	36	Provide family-oriented activities.	Engagement and Integration	Social Integration/Co-curricular learning		

		Initiative		Code	Academic	Social/Emotional and/or Financial
6.00		Develop and enhance programs that support progress through a major and 'crossing the finish line'				
6.01	217	Require Independent Degree Audits to be completed and electronically acknowledged by students each semester.	Approach Technology	Electronic Resources and Systems		
6.02	219	Create online tools that allow students and advisors to better monitor degree progress.	Approach Technology	Electronic Resources and Systems		
6.03	192	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.	Approach: Data	Data Collection		
6.04	10	Contact students who have almost completed their degree requirements but have stopped out and assist them to develop a completion plan.	Crossing the finish	Monitor/Int ervention		
6.05	11	Keep institutional contact with students who withdraw and are intending to come back. Readmit calls to students who are not enrolled for next quarter.	Crossing the finish	Monitor/Int ervention		
6.06	17	Provide dismissed students with a route to degree completion.	Crossing the finish	Monitor/Int ervention		
6.07	90	Provide disincentives for delayed completion.	Crossing the finish	Financial Aid		
6.08	91	Provide incentives for early completion.	Crossing the finish	Financial Aid		
6.09	92	Develop/promote a tuition rebate program.	Crossing the finish	Financial Aid		
6.10	93	Charge nonresident tuition to CA residents who do not earn a degree in a certain number of hours.	Crossing the finish	Financial Aid		
6.11	98	Create flat-rate summer tuition to encourage students to take more than 3 units over the summer.	Crossing the finish	Financial Aid		
6.12	99	Do not prorate flat-rate tuition for students taking fewer than 12 hours.	Crossing the finish	Financial Aid		
6.13	34	Invest financially and otherwise in career services endeavors.	Engagement and Integration	Social Integration/ Co- curricular learning		
6.14	41	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.	Engagement and Integration	Social Integration/ Co- curricular learning		
6.15						
6.16	212	Automate the collection and distribution of program-specific retention and degree statistics, including comparative benchmarks.	Approach: Data	Electronic Resources and Systems		
6.17	214	Create a data tracking system that can be mined for indicators of students being at risk.	Approach: Data	Electronic Resources and Systems		
6.18	215	Create a website students can use to declare or change majors.	Approach: Technology	Electronic Resources and Systems		
6.19	218	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.	Approach: Technology	Electronic Resources and Systems		
6.20						

		Initiative		Code	Academic	Social/Emotional and/or Financial
6.21	81	Provide, low-cost, on-campus child care for at-risk students.	engagement and integration	Financial Aid		
6.22	38	Develop ways for faculty to interact more with students outside the classroom (e.g., research, serving on committees, sharing ideas, electronic communications, etc.)	Opportunities for deeper intellectual and academic engagement and challenge	Social Integration/ Co-curricular learning		
6.23	40	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.	Opportunities for deeper intellectual and academic engagement and challenge	Social Integration/ Co-curricular learning		
6.24	9	Contact non-returning students and solicit feedback on their experience.	On-going	Monitor/Intervention		
6.25	216	Use technology more to offer high demand campus courses and online ed.	On-line ed	Electronic Resources and Systems		
6.26	43	Have faculty members design cooperative learning activities that bring students together to work outside of class on meaningful tasks.	Opportunities for deeper intellectual and academic engagement and challenge	Social Integration/ Co-curricular learning		
6.27	47	Colleges and Student Affairs should actively consider mechanisms for assisting the development of academically-focused communities surrounding degrees or clusters of related degrees.	Opportunities for deeper intellectual and academic engagement and challenge	Social Integration/ Co-curricular learning		
6.28	51	Prioritize programs in undergraduate research, study abroad, academic service learning, etc.	Opportunities for deeper intellectual and academic engagement and challenge	Social Integration/ Co-curricular learning		
6.29	207	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.	Opportunities for deeper intellectual and academic engagement and challenge	Recognition of Student Performance		

		Initiative		Code	Academic	Social/Emotional and/or Financial
6.30	208	Establish divisional and campus honors programs to engage students.	Opportunities for deeper intellectual and academic engagement and challenge	Recognition of Student Performance		
6.31	209	Offer more credit for learning out of classroom (e.g., internship)	Opportunities for deeper intellectual and academic engagement and challenge	Recognition of Student Performance		
6.32	213	Encourage students and faculty to use web-based course engagement tools such as Blackboard, WebCT, etc.	Opportunities for deeper intellectual and academic engagement and challenge	Electronic Resources and Systems		
6.33	119	Require enrollment-controlled units to provide a reasonable number of course offerings to non-majors as determined by the Vice Provost for Undergraduate Education	Transition to Major	Course Access		
6.34	129	Simplify and enable student choice so top students can take control of their education.	Transition to Major	7		
6.35	107	Develop tools for analyzing and reporting curricular and other bottlenecks, and engage programs in discovering ways to overcome them.	Transition to Major	Course Access		
6.36	116	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	Transition to Major	Course Access		
6.37	117	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.	Transition to Major	Course Access		
6.38	121	Reduce course shopping through changes to add/drop policies.	Transition to Major	Course Access		
6.39	126	Simplify the major declaration process and advance the major declaration deadline to ensure students receive the advising most appropriate to their goals.	Transition to Major	7		
6.40	128	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.	Transition to Major	7		
6.41	133	Improve articulation between prior institution and UCSC.	Transition to Major	7		
6.42	134	Make better use of credit earned before matriculation.	Transition to Major	7		
6.43	154	Require a degree audit plan for transition to dept of major.	Transition to Major	7		
6.44	168	Strengthen the general education system to include a goal of major exploration and education.	Transition to Major	Retention Program Oversight		
6.45	186	Where appropriate, gear policies toward long semesters (fall or spring) enrolled, rather than credit hours undertaken.	Transition to Major	Retention Program Oversight		
6.46	18	Enforce scholastic dismissal policies.		Monitor/Intervention		
6.47	19	Change academic dismissal policies to reflect new goals.		Monitor/Intervention		

		Initiative		Code	Academic	Social/Emotional and/or Financial
6.48	138	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		
6.49	139	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		
6.50	140	Provide disincentives to students (e.g., bars for entering major sequence) to students to discourage taking courses out of sequence.		7		
6.51	142	Evaluate out-of-state transfer courses with care and with regard to core curriculum applicability.		7		