

Code	Category	Initiative	Source	Comments
Recruit and Select				
	0.00	Recruit and Select for increased retention and completion		
1. Quick Win	0.10	# 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.	NPEC 2006	Exists, scale up Bridge program? Extend to parents. Quick win
2. Viable initiative	0.40	# Develop an efficient way for UCSC to collect and use data on student retention by high school.	NPEC 2006	Yes
2. Viable initiative	0.50	# Provide resources to strengthen admissions outreach and yield programs.	CEP 2006	Yes. International (NRI) transfer articulation and major preparation.
5. Implemented	0.20	# Advisor engagement from pre-admission through graduation.	AIC 2012	Done, except for pre-admission (do not wish to pursue pre-admission advising)
5. Implemented	0.30	# Encourage the entire campus community to participate in attracting qualified students to UCSC.	CEP 2006	Already in place
1st Year Experience				
	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.a	Screen admit applicant materials		
2. Viable initiative	1.a.1	# 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.	AIC 2012	Yes (combine with 1.a3)
2. Viable initiative	1.a.2	# Do surveys with incoming classes to check for college readiness and other non-cognitive factors; use this information in advising.	AIC 2012	Yes
2. Viable initiative	1.a.3	# 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.	UT	Yes (combine with 1.a1)
2. Viable initiative	1.a.4	# Employ analytics to predict student success and risk based on admissions data prior to entry.	JF	Yes
	1.b	Coordinate and Communicate Outreach and Support		
1. Quick win	1.b.5	# Have orientation leaders, residential staff, AA's identify socially at-risk students and work with them to better connect with the campus community. Train these individuals to identify and refer students who may be at risk.	UT	Yes
2. Viable initiative	1.b.1	# Provide potential lists of students to offices on campus for outreach. Have staff invite students in.	AIC 2012	Yes

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2. Viable initiative	1.b.10	# Advertise 'what UC is' in admissions process.	Advisor Group B	Yes
2. Viable initiative	1.b.11	# Make sure online resources are present and accessible.	Advisor Group B	Yes
2. Viable initiative	1.b.2	1 Have admissions staff communicate with retention staff about at-risk students.		Yes
2. Viable initiative	1.b.3	5 Concentrate early intervention resources on students with the most risk factors.	NPEC 2006	Yes
2. Viable initiative	1.b.4	# Coordinate 1 st quarter early outreach to frosh by trained staff based on potential risk factors evident from student profile.	AIC 2012	Yes
2. Viable initiative	1.b.6	# Create an electronic matrix of assistance and resources that students, staff, and faculty can be trained on and have access to.	Subteam Mtg 5	Yes
2. Viable initiative	1.b.7	# Decide who should receive training on the matrix of resources (students, faculty, support staff, etc.)	Subteam Mtg 5	Yes
2. Viable initiative	1.b.8	# Develop a unified, campus-wide, electronic advising tool that includes scheduling, e-chat, referrals, advising notes (with security as appropriate), student-specific interface (who are all my advisors), and may be integrated into an early alert system.	RPH	Yes
2. Viable initiative	1.b.9	# Calibrate expectations/explain the research university setting.	Advisor Group B	Yes
	1.c	Develop and Offer Programs and Services		
2. Viable initiative	1.c.6	# Identify risk predictors (possibly prior to entry, possibly early alert through performance on exams, possibly based on first quarter grades) and establish campus-wide standard approach to outreach and counseling of these students through the colleges advising offices.	SSR	Yes
2. Viable initiative	1.c.7	# Consider expansion of upcoming first year experience course ("Navigating the Research University").	SSR	Yes
2. Viable initiative	1.c.8	# Develop and implement targeted interventions designed to address the lack of academic intensity in high school.	PGR	Yes
2. Viable initiative	1.c.9	# Scale up first year experience programs like Bridge and Sophomore Academies.		Yes
3. Exists, assess, expand	1.c.1	4 Expand the availability of developmental education courses to all 1st year and transfer students.	NPEC 2006	Yes

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3. Exists, assess, expand	1.c.2	# Create a summer admission cohort for students to take core requirements and become acquainted with UCSC prior to start of 1 st fall quarter. Target at-risk students for these programs.	UT	Yes, already exists to some extent as Bridge program
3. Exists, assess, expand	1.c.3	# Provide more orientation opportunities for transfer students.	UT	Yes. STARS does this. Transfer experience group should document what is being done and evaluate.
4. In progress	1.c.5	# 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.	NPEC 2006	Piloting in spring for a self-selected group.
4. In progress	1.c10	# Add a course for incoming students on life skills	Advisor Group B	4. In progress
5. Implemented	1.c.4	# Provide financial assistance for low-income, first-generation students to live on campus for the 1st year.	NPEC 2006	Done
	2.00	Provide support structures for all students in their 1st year		
	2.a	Social, Support and Co-curricular activities		
1. Quick win	2.a.1	# Ensure college advising offices and a broad spectrum of faculty and students are aware of social and support activities for frosh and sophs.	UCEP	Done in part. Target core course advisors
2. Viable initiative	2.a.10	# Increased internships and on campus jobs.	Advisor Group B	Yes
2. Viable initiative	2.a.4	# Programs should consider the development of community-building activities and organizations among their majors and major hopefuls	CEP 2006	Yes. Ties with cohort/block scheduling structures. Focus on mentoring, community building.
2. Viable initiative	2.a.9	# Provide the structure for advisors, faculty, & academic support specialists to work together to provide support during 1 st year (early alert)	UT	Yes.
3. Exists, assess, expand	2.a.5	# 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).	UT	Yes. Expand efforts
3. Exists, assess, expand	2.a.8	# Implement a 1st-year seminar focused on an orientation to college and teaching students persistence and academic success skills.	NPEC 2006	In pilot, assess and consider expansion.
5. Implemented	2.a.11	# Create an orientation that is available to all students, focuses on integration, community-building, and attachment to the university.	UT	Done

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5. Implemented	2.a.2	# 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.	NPEC 2006	Currently happening to the limits of faculty
5. Implemented	2.a.7	# Make new student orientation mandatory and renew emphasis on academic mission of UCSC in orientation programming.	UT	Done, orientation will remain optional. Participation > 90%
6. Low Priority	2.a.3	# Require that students develop a portfolio or eportfolio that captures both their academic experiences and their socio-emotional milestones.	TFA 2011	Requires a lot of follow-up. Not a priority. Doing some of this via career center.
	2.b	Advising and Peer Mentoring in the First Year		
7. 7. Do Not Pursue	2.b.1	# 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.	NPEC 2006	Not currently financially feasible
6. Low Priority	2.b.10	# In 2 nd semester, consider articulation between college and program advisors .	UT	6. Low Priority
1. Quick win	2.b.11	# Clarify institutional values and expectations early and often to prospective and matriculating students (Through core courses?)	NPEC 2006	Consistent message in core courses re: graduating in 4 years.
2. Viable initiative	2.b.12	# Extend enrollment period from one to two weeks to allow more access to advisors.	Advisor Group A	Yes
2. Viable initiative	2.b.13	# Increase intrusive advising in flagship courses and other areas. (Currently, without placing a formal hold, response rates to departments from students on probation is very low.)	Advisor Group B	Yes
1. Quick win, 3. Exists, assess, expand	2.b.2	# Establish peer mentoring programs and provide consistent and training and incentives to mentors.	TFA 2011	Yes. Assess what we already do.
7. 7. Do Not Pursue	2.b.3	# 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.	NPEC 2006	Not a good match for UCSC
Exists, assess, expand	2.b.4	# Maintain and expand the use of advising clusters for undeclared students to ensure that the advisors know potential degree objective for every entering student.	CEP 2006	Yes. Explore further, labor intensive
5. Implemented	2.b.5	# Assign every student a primary academic advisor. Assign high-risk students an additional mentor.	UT	Variant in place (EOP Advisors)

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5. Implemented	2.b.6	# Advise all incoming freshman during 1 st semester in a freshman advising center.	UT	Better solution in place
7. Do Not Pursue	2.b.7	# Require that students complete a learning styles and personality inventory. Discuss the results with the students and determine implications and strategies for <u>coursework, study habits, etc.</u>	TFA 2011	Great idea but expensive to implement
5. Implemented	2.b.8	# Communicate to students why sequence matters.	UT	Done
2. Viable initiative	2.b.9	# Employ a universal format for all degree plans on campus so that all degree plans look the same. This will aid advising.	UT	Yes. General catalog
	2.c	Support Living and Learning Communities		
2. Viable initiative	2.c.1	# Provide 1 st year living and learning opportunities, possibly using block scheduling.	AIC 2012	Yes
6. Low Priority	2.c.2	# Work with residence hall staff to ensure greater academic and social integration.	UT	Yes, possibly revisit
5. Implemented	2.c.3	# Recognize that different personality types will have different activity preferences. Create a suite of options for meaningful social interactions ranging from competitive to large group, to small group activities.	TFA 2011	Done
5. Implemented	2.c.4	# Match roommates based on students' expressed needs and preferences, making sure that the process of eliciting information is thorough and well-researched.	TFA 2011	Done
5. Implemented	2.c.5	# Require all students to live on campus for first year.	UT	Currently at 97%
4. In progress	2.c.6	# Integrate topics of diversity, multiculturalism, and ethics into the core curriculum and focus on facilitating community and student bondedness through collaborative activities and creating group experiences.	TFA 2011	Mostly done through core courses
2. Viable initiative	2.c.7	# Consider evaluation and growth of academic or academic-supporting sub-communities in the colleges.	RPH	Yes
2. Viable initiative	2.c.8	# Offer more tutoring (peer) to students in first year writing courses, and smaller class sizes.	Advisor Group A	Yes

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	2.d	Misc. 1st yr. Support Programs		
2. Viable initiative	2.d.1	# Assign an FTE to organize and coordinate developmental education initiative.	NPEC 2006	Yes
3. Exists, assess, expand	2.d.2	# Provide students with technical support for all electronic resources including library resources, email, registration, and course management tools.	NPEC 2006	Mostly done, maybe evaluate
3. Exists, assess, expand	2.d.3	# Prepare students to effectively use the internet in the learning process and increase information literacy associated with the use of online materials.	HERI 2011	Done, assess need
2. Viable initiative	2.d.4	# Translate as many policies, procedures and general information pieces on our university web site as possible to languages other than English.	MYG	Yes
2. Viable initiative	2.d.5	# Enhance sense of pride, community, and belonging in students, starting by ensuring these are present and visible within and between faculty and staff.	Advisor Group B	Yes
2. Viable initiative	2.d.6	# Mentoring by alumni, emeriti, and others who share an affinity with (a) students at retention risk and (b) students with potential for success (i.e., anyone).	EA	Yes
		Successful Transition to Major		
	3.00	Develop predictive analytics and assess progress in the 1st year and subsequent years to identify and support at risk students		
	3.a	General Ideas, programs and communications		
3. Exists, assess, expand	3.a.1	# Develop a retention program designed specifically for at-risk students.	AIC 2012	4. In progress, catalog and assess
3. Exists, assess, expand	3.a.2	# Ensure that students have the academic skills to succeed in credit courses through testing and support services.	TFA 2011	Yes, assess and expand. Get Pablo's input
2. Viable initiative	3.a.3	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.)	NPEC 2006	Yes, part of early warning system
7. Do Not Pursue	3.a.4	# Create an administrative position to oversee course seat mgmt. across the university	UT	Not a good fit for UCSC; refer to other curriculum management items
	3.b	Tactics to Identify Intervention Needed		
2. Viable initiative	3.b.1	⁷ Modify the minimum progress and major progress standards to catch potential problems early.	CEP 2006	Yes

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2. Viable initiative	3.b.12	# Reconsider the quarterly exception process for high course loads.	CEP 2006	Yes
2. Viable initiative	3.b.13	# Identify the factors/key variables associated with success and failure using predictive analytics in order to identify the students most at risk of dropping out and to target tailored interventions.	JF	Yes
2. Viable initiative	3.b.14	# Implement an early warning system to notify students when they are in danger of failing in enough time to take corrective action.	JF	Yes
2. Viable initiative	3.b.8	# 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.	TFA 2011	Yes
3. Exists, assess, expand	3.b.2	# 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.	TFA 2011	Partially in place see 3.b.1
3. Exists, assess, expand	3.b.3	3 Implement early (predictive) quizzes during the first two weeks of class and associated intervention.	Meeting #1	Yes, assess and expand
3. Exists, assess, expand	3.b.5	# Create a universal bar to prevent targeted students from registering for an upcoming semester before they have met with an advisor.	UT	Yes. Enrollment hold, assess current policy and implement more consistently
3. Exists, assess, expand	3.b.7	# Monitor first semester grades and intervene if necessary.	UT	Yes. Intervention is different by college; standardize process
3. Exists, assess, expand	3.b.9	# Make tutoring available to high-risk students in their residence hall or other very accessible locations.	NPEC 2006	Done to varying degrees; assess and expand
5. Implemented	3.b.6	# Institute an academic "warning" category to supplement the current table of scholastic standards (i.e., probation and dismissal rules).	UT	In place
6. Low Priority	3.b.10	# Provide counseling and advice to students considering transferring.	HERI 2011	Insignificant impact
7. Do Not Pursue	3.b.11	# Accelerate the timeline for resolution of incomplete (I) courses; do not allow I as a default grade.	UT	Done, not relevant
7. Do Not Pursue	3.b.4	# 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.)	Everfi 2012	Not suited to UCSC
	4.00	Evaluate and modify curriculum, administrative policies and advising to address throughput/time to degree issues		
	4.a	General Comments and Ideas		
2. Viable initiative	4.a.11	# Consider writing and math skills in relation to success. Require placement exams in both math and writing and provide required support and curriculum.	AIC 2012	Combine with 4.a.2

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2. Viable initiative	4.a.14	# Require departments to create and administer intervention programs for students in academic jeopardy and those returning from academic dismissal.	UT	Make more consistent across depts and divisions
2. Viable initiative	4.a.17	# Create fallback majors in each division in which lower division curriculum is largely consistent with some of the more challenging majors in the division, that are interesting to students and will provide them with a valuable degree	SSR	Yes
2. Viable initiative	4.a.18	# Consider offering lesser majors for difficult majors such as Econ and PSci majors.	Advisor Group A	Yes
2. Viable initiative	4.a.19	# Refer students who are undeclared or did not make their major to the career center to help assess their interests and strengths to match with our majors.	Advisor Group A	Yes
2. Viable initiative	4.a.2	# Investigate how performance in major preparation and gateway courses, including writing, mathematics, languages, and physics and chemistry, is related to retention and graduation.	CEP 2006	Yes
2. Viable initiative	4.a.20	# Create a comprehensive program to help students who did not make their major find a new path and become engaged and enthusiastic about it.	Advisor Group A	Yes
3. Exists, assess, expand	4.a.4	# Enforce scholastic dismissal policies.Examine consistency and effectiveness	UT	Yes, exists, check efficiency
3. Exists, assess, expand	4.a.5	# Change academic dismissal policies to reflect new goals.	UT	Yes, exists, check efficiency and consistency
4. In progress	4.a.15	# 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.	NPEC 2006	Under way
5. Implemented	4.a.1	# Conduct periodic examinations of the student experience inside and outside the classroom.	NPEC 2006	In place
5. Implemented	4.a.3	# Where appropriate, gear policies toward long semesters (fall or spring) enrolled, rather than credit hours undertaken.	UT	Mostly done, no action
6. Low Priority	4.a.16	# Require enrollment-controlled units to provide a reasonable number of course offerings to non-majors as determined by the Vice Provost for Undergraduate Education.	UT	Maybe in future; continue monitoring

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6. Low Priority	4.a.6	# 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.	UT	Yes, not a priority
7. Do Not Pursue	4.a.10	# Strengthen the general education system to include a goal of major exploration and education.	CEP 2006	Not applicable, GE recently revised
7. Do Not Pursue	4.a.12	# Increase targeted use of teaching faculty.	UCEP 2012	Not clear. This was just a bullet point on a UCEP summary doc; not background reference
7. Do Not Pursue	4.a.13	# Provide financial incentives for faculty to teach core courses and teach them well.	UT	Not permissible
7. Do Not Pursue	4.a.7	# 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.	UT	Not relevant
7. Do Not Pursue	4.a.8	# Provide disincentives to students (e.g., bars for entering major sequence) to students to discourage taking courses out of sequence.	UT	Not relevant
7. Do Not Pursue	4.a.9	# Evaluate out-of-state transfer courses with care and with regard to core curriculum applicability.	UT	Negligible impact, counter to NRT initiative
	4.b	Changes to Policies, Procedures or Standards		
2. Viable initiative	4.b.2	# Assess application to graduate process and major/minor issues. Review application to graduate process for expediting.	UT	Yes
2. Viable initiative	4.b.20	# Create a website students can use to declare or change majors.	UT	Yes
2. Viable initiative	4.b.20	# Identify and deal with the causes of high fail rates in upper division courses.	GH	Yes
2. Viable initiative	4.b.21	# For majors with qualification requirements, ensure that qualification requirements can be completed, by the typical student, within one year.	SSR	Yes
2. Viable initiative	4.b.23	# Fix the swap function in the electronic course enrollment.	Advisor Group A	Yes
2. Viable initiative	4.b.6	# Require a degree audit plan for transition to dept of major.	UT	Yes. Long range goal to include all majors and automate. Already done manually in most majors.
3. Exists, assess, expand	4.b.1	# Simplify the major declaration process and advance the major declaration deadline to ensure students receive the advising most appropriate to their goals.	CEP 2006	In place. Maybe have some incentives for moving it up from the end of 2nd year
3. Exists, assess, expand	4.b.3	# 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.	CEP 2006	1st part done, coordinate 2nd part with career center (in core courses). Let students know what careers recent graduates are in.

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3. Exists, assess, expand	4.b.8	# Reduce course shopping through changes to add/drop policies.	UT	Done, consider moving deadlines up, 6. Low Priority
4. In progress	4.b.16	# Require all students to declare a major prior to registering for their fifth long semester.	UT	4. In progress
4. In progress	4.b.21	# 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.	NPEC 2006	4. In progress, too broad
5. Implemented	4.b.17	# Reconsider the double counting rule for double major and major/minor combinations, as such restrict the opportunities for high-achieving students.	CEP 2006	Done
5. Implemented	4.b.18	# Establish a maximum possible credits/time at UCSC.	UCEP 2012	Already have maximum time in place, rest is not applicable
5. Implemented	4.b.7	# Modify the maximum progress standards to remove administrative hurdles to pursuing credit-intensive majors and double –majors.	CEP 2006	Done
6. Low Priority	4.b.11	# Only allow students to declare more than 1 major if they show they can graduate in 4 years.	UT	6. Low Priority
6. Low Priority	4.b.13	# Allow students to apply to a restricted college one time only. Denied students cannot reapply.	UT	Revisit in 2-3yrs, explore timing issues for late qualification to a major
6. Low Priority	4.b.14	# Students must transfer to another school/college or add a 2 nd major no later than the beginning of the 5 th long semester.	UT	Tie to 4b.11, 6. Low Priority
6. Low Priority	4.b.22	# Reduce bureaucratic hurdles that require students to get quarterly signatures for vet form; declaration form should suffice for vets. Devise a way for these things to be done online.	Advisor Group A	Low impact (only 110 students received vet benefits)
6. Low Priority	4.b.4	# Improve articulation between prior institution and UCSC.	UCEP 2012	Yes. Good for transfer students, not enough data
6. Low Priority	4.b.5	# Make better use of credit earned before matriculation.	UCEP 2012	6. Low Priority
7. Do Not Pursue	4.b.10	# Establish upper limit for major requirements.	UCEP 2012	Not applicable
7. Do Not Pursue	4.b.12	# Only allow students to change their major after 4 long semesters if they can show they can graduate in 4 years	UT	Not applicable
7. Do Not Pursue	4.b.15	# The Vice Provost for Undergraduate Education must establish principles for internal transfer policy, and centers/depts. must apply for permission to control enrollment.	UT	Not applicable
7. Do Not Pursue	4.b.19	# Reduce duplication of specializations across campuses.	UCEP 2012	7. Do Not Pursue
7. Do Not Pursue	4.b.9	# Adjust course units so that fewer courses are needed for full-time.	UCEP 2012	Not applicable

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	4.c	Address Courses with High Fail Rates		
2. Viable initiative	4.c.2	# Provide explicit information in the syllabus about course content, learning outcomes, student expectations, student resources, and grading policies as well as counseling and support for high D/W/F courses	TFA 2011	Yes, need definition of high failure rate.
2. Viable initiative	4.c.3	# Early Alert Initiative with increased alignment between academic support programs and faculty/departments with high failure rate courses.	PGR	Yes
2. Viable initiative	4.c.4	# High Failure Rate Courses Analysis and Intervention/Redesign.	PGR	Yes
2. Viable initiative	4.c.5	# Build in pre-requisites for high F/W/D upper division courses that lower division students take to fill GE requirements. For example, Econ 1 and upper division art history.	Advisor Group A	Yes
3. Exists, assess, expand	4.c.1	# Consider offering two-semester, reduced pace versions of single-semester courses that have a high fail rate.	NPEC 2006	In place in some writing, math, and computer science classes, assess and expand
	4.d	Course Access and Availability		
2. Viable initiative	4.d.1	# 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.	UT	Yes
2. Viable initiative	4.d.10	# Deal with enrollment bottlenecks, particularly in key lower division courses, and determine if infrequent offerings of particular courses create a barrier to timely completion of a degree.	GH	Yes
2. Viable initiative	4.d.11	# Require departments to offer sufficient seats to accommodate all frosh in appropriate gateway courses for their intended major in the first year, and provide sufficient funding for them to do so.	SSR	Yes
2. Viable initiative	4.d.12	# Offer more classes or spaces in required and foundation courses (including Spanish). This should include offering courses more than once a year.	Advisor Group A	Yes
2. Viable initiative	4.d.13	# Offer classes at off-times (for student convenience).	Advisor Group A	Yes
2. Viable initiative	4.d.14	# Develop a campus-wide waiting list policy that is 5. Implemented uniformly across campus and can be used to assess demand for classes.	Advisor Group A	Yes
2. Viable initiative	4.d.3b	# Monitor curricular bottlenecks and ensure transfer students have priority in key lower-division courses.		Yes
2. Viable initiative	4.d.4	# Develop tools for analyzing and reporting curricular and other bottlenecks, and engage programs in discovering ways to overcome them.	CEP 2006	Yes, 4. In progress, sustainable tool needed

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2. Viable initiative	4.d.8	# Have colleges/depts. conduct audits to identify bottleneck courses that are caused by a lack of sections offered or restriction of seats.	UT	Combine with 4.d.1, 4.d.4, and 4.d.8
3. Exists, assess, expand	4.d.3a	# Monitor curricular bottlenecks and ensure first and second-year students have priority in key lower-division courses.	CEP 2006	In place, assess and expand
4. In progress	4.d.5	# Increase options for course taking (e.g., non-standard times).	UCEP 2012	Yes, 4. In progress on an adhoc basis
4. In progress	4.d.9	# Use technology more to offer high demand campus courses and online ed.	UCEP 2012	Yes
7. Do Not Pursue	4.d.2	# Require restricted colleges to set aside 20% of each cohort for internal transfers.	UT	Not applicable
7. Do Not Pursue	4.d.6	# Provide incentives (e.g. registration priority) to students to encourage following the proper core curriculum sequence.	UT	Not applicable
7. Do Not Pursue	4.d.7	# 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.	UT	Not applicable
	4.e	Interventions		
2. Viable initiative	4.e.1	# Expand interdisciplinary programs and degrees such as Business Foundations & the Bridging Disciplines Programs to accommodate students who cannot gain admission to selected colleges programs.	UT	Yes
2. Viable initiative	4.e.2	# 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.	AIC 2012 TFA 2011	Yes
2. Viable initiative	4.e.3	# Encourage faculty to structure courses to include timely assessment and prompt feedback to students.	NPEC 2006	Tie to early alert
2. Viable initiative	4.e.5	# 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.	TFA 2011	Yes
6. Low Priority	4.e.4	# Have faculty adopt highly effective teaching practices, including providing examples of superior work (projects, papers, tests) that allow students to understand the expectation of quality.	TFA 2011	Yes, not urgent, see 6.9.14 abd 6.9.19
7. Do Not Pursue	4.e.6	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. (Counter to advisors' observations about upper level courses.	UT	Drop
	4.f	Strengthen Advising programs		

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2. Viable initiative	4.f.1	# Mandate the students meet with advisors and/or counselors several times semester.	TFA 2011	Yes
2. Viable initiative	4.f.4	# Improve major advising for lower division students.	GH	Yes
3. Exists, assess, expand	4.f.3	# Consider structural changes to advising within divisions.	AIC 2012	Yes, done in some programs, explore
7. Do Not Pursue	4.f.2	# Students w/ a declared major must also consult an advisor in that dept.	UT	Not applicable
		Opportunities for Deeper Intellectual and Academic Engagement and Challenge		
	6.a	Engage, Encourage and Inspire		
2. Viable initiative	6.a.10	# 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.	CEP 2006	Yes
2. Viable initiative	6.a.11	# Facilitate offering more credit for learning out of classroom (e.g., internship)	UCEP 2012	Yes
2. Viable initiative	6.a.15	# Colleges and Student Affairs should actively consider mechanisms for assisting the development of academically-focused communities surrounding degrees or clusters of related degrees.	CEP 2006	Yes
2. Viable initiative	6.a.17	# Create opportunities for challenges for the most highly prepared and highest performing students.	IRPS 2011	Yes
2. Viable initiative	6.a.20	# Pilot an intensive honors program similar to the one at UCSB.	JF	Yes
2. Viable initiative	6.a.9	# Prioritize programs in undergraduate research, study abroad, academic service learning, etc.	UT	Yes

Code	Category	Initiative	Source	Comments
3. Exists, assess, expand	6.a.19	# Encourage faculty to set high performance expectations for all students and hold them accountable.	NPEC 2006	Link to best practices initiatives
3. Exists, assess, expand	6.a.2	# Contact students who have almost completed their degree requirements but have stopped out and assist them to develop a completion plan.	AIC 2012	Yes, exists in some part
3. Exists, assess, expand	6.a.3	# Keep institutional contact with students who withdraw and are intending to come back. Readmit calls to students who are not enrolled for next quarter.	AIC 2012	Yes, exists in some part
3. Exists, assess, expand	6.a.5	# 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.	NPEC 2006	In place, explore making better use of data
3. Exists, assess, expand	6.a.7	# Facilitate ways for students to interact more with faculty outside the classroom (e.g., research, serving on committees, sharing ideas, electronic communications, etc.)	NPEC 2006	Systems in place, explore ways to encourage this
3. Exists, assess, expand	6.a.14	# Have faculty members design cooperative learning activities that bring students together to work outside of class on meaningful tasks.	NPEC 2006	Continue, link to best practices pedagogy initiatives
5. Implemented	6.a.1	# Recruit "Success Story" alumni for speaking engagements, mentorships, internship opportunities, etc. Pay special attention to match qualities and characteristics of selected alumni to the students (e.g., race, religion, family background, etc.)	TFA 2011	Exists, not a priority
5. Implemented	6.a.13	# Implement cross-campus award of course credits.	UCEP 2012	Done, out of our hands
5. Implemented	6.a.16	# Encourage students and faculty to use web-based course engagement tools such as Blackboard, WebCT, etc.	AIC 2012	Done, out of our hands
5. Implemented	6.a.8	# 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.	NPEC 2006	In place
7. Do Not Pursue	6.a.12	# Simplify and enable student choice so top students can take control of their education.	CEP 2006	Not clear

Code	Category	Initiative	Source	Comments
7. Do Not Pursue	6.a.18	# Encourage faculty to adopt a "talent development" philosophy, which recognizes the need to embrace and address students' diverse talents and needs.	NPEC 2006	Too general
7. Do Not Pursue	6.a.4	# Offer more multi-campus degree programs.	UCEP 2012	Not applicable
	6.a.6	# Benchmark career services endeavors.	UT	Tie to career services part of when students don't make major
Crossing the Finish Line				
	5.00	Develop and enhance programs that support engagement and integration. Specifically those programs that deal with social, emotional and financial issues		
	5.a	Mental Health Initiatives and Ideas		
2. Viable initiative	5.a.13	# Involve peer counselors and graduate interns in support services.	NASPA 2003	Yes, This is a CAPS question. I know they were interested in bringing back counseling peer mentors. There are already peer mentors in SHOP.
2. Viable initiative	5.a.20	# 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	TFA 2011	CAPS question - We may already be doing this. We are connected with a number of mental health support groups. If not worth exploring
2. Viable initiative	5.a.3	# Add flash polls to electronic registration and other student services tools. Have flash poll responses trigger alerts that are automatically triaged to student health/AOD staff for follow up.	Everfi 2012	Something to explore
2. Viable initiative	5.a.33	# Set as a goal that at least 500 students, staff and faculty are trained in Mental Health First Aid every year.	MYG	Yes
2. Viable initiative	5.a.34	# Develop broad academic and administrative support for creating a Collegiate Recovery Community on-campus.	MYG	Yes
2. Viable initiative	5.a.5	? Appoint a senior staff member to be accountable for student health outcomes including drug and alcohol prevention.	Everfi 2012	Yes and should be the Chancellor or EVC. The President of Ohio University and others have the success of Alcohol and Drug initiatives on their campuses as a part of their performance evaluations.

Code	Category	Initiative	Source	Comments
2. Viable Initiative Currently under consideration	5.a.15	# Offer daily addiction and mental health support group meetings on campus.	NASPA 2003	There are addiction and mental health support groups offered every quarter. They typically meet weekly. Support the creation of a Collegiate Recovery Community program on campus. Proposal is under consideration.
3. Exists, assess, expand	5.a.1	# Provide prompt mental health services (crisis support)	UCSC RR 2005-07	We do this for crisis cases. Non-crisis cases may take longer to be seen depending upon caseload.
3. Exists, assess, expand	5.a.10	# Schedule mental health outreach workshops.	CCUSF 2009	We do this now. Identify what we do and expand capacity as is possible.
3. Exists, assess, expand	5.a.11	# Improve communication between student services organizations and mental health services.	CCUSF 2009	Assess what we currently have and improve as needed.
3. Exists, assess, expand	5.a.12	# Provide mental health outreach targeted at minority groups and international students.	CCUSF 2009	Assess what we currently do and expand as needed.
3. Exists, assess, expand	5.a.16	# Conduct outreach presentations at Greek houses, residence halls, orientations, and Freshman 101 seminars.	NASPA 2003	Assess what we do and expand as needed.
3. Exists, assess, expand	5.a.17	# Make an effort to do (mental health) outreach for diverse groups.	NASPA 2003	Assess what we do and expand as needed.
3. Exists, assess, expand	5.a.19	# Offer mental health, academic, and legal support during breaks.	UEWT	Mental Health and Academic help is available during breaks. Do we provide legal help on-campus for students?
3. Exists, assess, expand	5.a.21	# 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.	CCUSF 2009	This is a CAPS decision to manage their caseloads in the best way possible.
3. Exists, assess, expand	5.a.23	# Enhance cultural competence of mental health service providers.	CCUSF 2009	This is already on the radar for CAPS.
3. Exists, assess, expand	5.a.24	# 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.	NASPA 2003	Yes - Needs improvement. Outreach programs need to continue to focus on mental health support is the responsibility of all administrators, faculty, staff and students.
3. Exists, assess, expand	5.a.25	# 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.	NASPA 2003	We do a lot of this already. Assess and increase as needed.

Code	Category	Initiative	Source	Comments
3. Exists, assess, expand	5.a.26	# Have counseling centers share information through educational workshops, brochures, websites, and other online resources.	NASPA 2003	We do a lot of this already. Assess and increase as needed.
3. Exists, assess, expand	5.a.27	# Include mental health educational materials in new hire packets for faculty and staff.	NASPA 2003	Assess what we do
3. Exists, assess, expand	5.a.4	# 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.	NPEC 2006	Done Could assess to see where we can increase our messaging.
3. Exists, assess, expand	5.a.6	# Increase educational programming regarding student mental health.	CCUSF 2009	Assess what we currently do and expand capacity and outreach as needed.
3. Exists, assess, expand	5.a.7	# Provide staff development for working with students with mental health conditions/drug and alcohol addictions.	MHIA 2012	Currently do in some areas - Assess what we do and expand as needed.
3. Exists, assess, expand	5.a.8	# Create avenues to offer mental health support to students having academic difficulty (since these are correlated).	UCSC RR 2005-07	Assess what we do and expand capacity as needed.
3. Exists, assess, expand	5.a.9	# Provide more intensive mental health monitoring and intervention during Winter quarter.	UCSC RR 2005-07	This is a time frame that is already on our radar for many of the offices that provide mental health support to students. Worth assessing and expanding capacity.
4. In progress	5.a.32	² Train advisors in recognizing the signals of distress (e.g., excessive procrastination, changes in hygiene, etc.)	MHIA 2012	4. In progress. We currently offer workshops and mental health first aid certification classes that do this. There are also on-line tools on the CAPS web site that can provide this information as well. Increase outreach make some trainings in mental health support mandatory for administrators, faculty and staff
5. Implemented	5.a.14	# Implement formal followup procedures for students who receive counseling.	NASPA 2003	We already have guidelines that follow HIPPA and FERPA guidelines
5. Implemented	5.a.18	# Review mental health care services current practices and institute formal policies and standardized formats and outcome measures for assessment and treatment.	NASPA 2003	CAPS already does this.
5. Implemented	5.a.22	# Increase diversity of mental health care providers.	CCUSF 2009	This is already in the CAPS hiring process.
5. Implemented	5.a.29	# Disseminate free materials like bookmarks, pencils, and planners with mental health services phone numbers and websites.	NASPA 2003	We do this already

Code	Category	Initiative	Source	Comments
5. Implemented	5.a.30	# 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	NASPA 2003	We have a CARE team that meets weekly to discuss cases.
5. Implemented	5.a.31	# Offer more immediate mental health support for students in crisis including phone appts and evening drop-in appointments.	NASPA 2003	This is in place now. After hours students can access a nighttime counseling hotline. Same number as the daytime number for CAPS.
7. Do Not Pursue	5.a.28	# Provide lectures fill-in lectures on mental health on days when a professor would otherwise have to cancel a class.	NASPA 2003	No
	5.b	Initiatives to Address Financial Needs		
1. Quick win	5.b.17	Increase the proportion of financial aid students who submit their materials on time.	PR	Yes
2. Viable initiative	5.b.1	# Research and evaluate the most efficient ways of using financial aid to maximize impact on student retention and success.	NPEC 2006	Yes
2. Viable initiative	5.b.11	# Increase summer institutional grant funding to offset the loss of federal Pell grants.	UT	
2. Viable initiative	5.b.15	# Generate more on-campus undergraduate jobs.	UT	Yes
2. Viable initiative	5.b.16	# Demystify the FAFSA, and subsequent June 1st deadline, application process. Have trained, bi/multi-lingual staff to guide and coach parents and students through the steps.	TFA 2011	
2. Viable initiative	5.b.18	# Give students more clear and advanced notification of the reduced financial aid over the summer.	Advisor Group A	Yes
2. Viable initiative	5.b.19	# Offer workshops on money management and loan repayment, broaden direct contact/education with upper division students.	Advisor Group B	Yes
2. Viable initiative	5.b.3	# Assist students who are employed in attending full time.		Yes
2. Viable initiative	5.b.4	# 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.	NPEC 2006	
2. Viable initiative	5.b.8	# Make low-cost university housing a part of the financial aid package.	UT	
2. Viable initiative	5.b.9	# Provide better marketing materials on housing options and costs for financial aid students.	CEP 2006	Combine with other similar initiatives
3. Exists, assess, expand	5.b.10	# Increase to 15 hours the minimum number of hours that students must take to maintain certain merit-based scholarships.	UT	

Code	Category	Initiative	Source	Comments
3. Exists, assess, expand	5.b.6	# Set aside funds to provide short-term, emergency loans to students who will otherwise have to drop out due to financial reasons.	NPEC 2006	
5. Implemented	5.b.2	# Offer extended hours for academic support services to accommodate working students.	NPEC 2006	
7. Do Not Pursue	5.b.12	# Explore ways to lower the net price of attendance to low income and at-risk students.	UT	
7. Do Not Pursue	5.b.13	# Redirect resources spent on recruiting students with little or no financial aid need to providing more robust packages to those that require assistance.	TFA 2011	
7. Do Not Pursue	5.b.14	# Reallocate financial aid packaging from performance- to need-based.	TFA 2011	
7. Do Not Pursue	5.b.5	# Create work-study or co-op living units to offset cost differences between living on or off campus at home.	NPEC 2006	
7. Do Not Pursue	5.b.7	# Find ways to accommodate working students, offering aid that reduces work hours while encouraging a full course load.	HERI 2011	
	5.c	Alcohol and Other Drug Initiatives		
2. Viable initiative	5.c.8	# Fully support the work of the Alcohol and Other Drugs Committee to develop and implement a campus-wide strategic plan to address AOD issues on-campus.	MYG	Yes
3. Exists, assess, expand	5.c.7	# Offer substance-free housing. (Collegiate Recovery Communities)	Everfi 2012	
5. Implemented	5.c.1	# Limit alcohol availability.	Everfi 2012	
5. Implemented	5.c.2	# Provide education on the risks associated with doing shots and pre-gaming.	Everfi 2012	
5. Implemented	5.c.3	# Offer alcohol-free social, extracurricular, and service activities. (in first 6 weeks)	Everfi 2012	
5. Implemented	5.c.4	# Increase drug and alcohol enforcement laws and policies.	Everfi 2012	
5. Implemented	5.c.6	# Offer online alcohol and drug education.	Everfi 2012	
6. In Progress	5.c.5	# Restrict alcohol marketing and promotion on-campus.	Everfi 2012	
	5.d	General Integration and Engagement Ideas (beyond the 1st year)		

Code	Category	Initiative	Source	Comments
2. Viable initiative	5.d.3	# Provide family-oriented activities.	NPEC 2006	Yes
2. Viable initiative	5.d.4	# Create non-residential learning communities for off-campus students.	HERI 2011	Yes
2. Viable initiative	5.d.7	# Develop and expand the first-year transfer experience, and use program-level formative and summative evaluation to aid in increasing transfer success.	RPH	Yes
2. Viable initiative	5.d.8	# Implement more upper division to lower division student mentoring.	Advisor Group A	Yes
3. Exists, assess, expand	5.d.1	# Create a health-promoting normative environment.	Everfi 2012	Assess and improve
3. Exists, assess, expand	5.d.2	# Prioritize student engagement in other forms of campus life that continually integrate students into campus community.	UT	Assess and expand
5. Implemented	5.d.5	# Provide, low-cost, on-campus child care for at-risk students.	NPEC 2006	Exists, not applicable
7. Do Not Pursue	5.d.6	# Invest more in student affairs, physical education, recreation, and wellness.	AIC 2012	Too vague
	6.b	Create Incentive and Dis-incentives		
2. Viable initiative	6.b.1	# Consider development of paths to degree completion for students who have stopped enrollment	USS Team	Yes, consider roadmaps for students who discontinue (bar, suspension, dismissal)
2. Viable initiative	6.b.11	# Hold majors accountable for 4-year grad rates. Consider incentives	UT	Yes
2. Viable initiative	6.b.14	Consider the role of summer session in retention and time to degree strategies	USS Team	Yes
2. Viable initiative	6.b.2	# Provide disincentives for delayed completion.	UCEP 2012	Yes
2. Viable initiative	6.b.3	# Provide incentives for early completion.	UCEP 2012	Yes

Code	Category	Initiative	Source	Comments
2. Viable initiative	6.b.9	# 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)	CEP 2006	Yes
7. Do Not Pursue	6.b.10	# Evaluate our residency requirements in light of other residency requirements through the lens of timely graduation.	UT	7. Do Not Pursue
7. Do Not Pursue	6.b.12	# Do not prorate flat-rate tuition for students taking fewer than 12 hours.	UT	
7. Do Not Pursue	6.b.13	# Provide incentives for early completion.	UCEP 2012	
7. Do Not Pursue	6.b.4	# Develop/promote a tuition rebate program.	UT	Not applicable
7. Do Not Pursue	6.b.5	# Charge nonresident tuition to CA residents who do not earn a degree in a certain number of hours.	UT	Not applicable
7. Do Not Pursue	6.b.6	# Create flat-rate summer tuition to encourage students to take more than 3 units over the summer.	UT	Yes
7. Do Not Pursue	6.b.7	# Do not prorate flat-rate tuition for students taking fewer than 12 hours.	UT	Not applicable
	6.b.8	# 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.	NPEC 2006	Link to best practices initiatives, pedagogy
	6.c	Actively Monitor Progress and Support Completion		
2. Viable initiative	6.c.10	# Increased student guidance and case management of students who have stopped-out and are near-finishers within one quarter of completing their degree.	PGR	Yes
2. Viable initiative	6.c.11	# Direct outreach to students who are within one year's worth of credits for graduation and have not enrolled.	JF	Yes
2. Viable initiative	6.c.2	# Contact enrolled students who have fallen off the radar, as well as potential dropouts, in order to assess and to encourage.	UT	Yes
2. Viable initiative	6.c.3	# Create online tools that allow students and advisors to better monitor degree progress.	UT	Yes
2. Viable initiative	6.c.4	# Contact students who have almost completed their degree requirements but have stopped out and assist them to develop a completion plan.	AIC 2012	Yes, check for similar initiatives
2. Viable initiative	6.c.5	# Keep institutional contact with students who withdraw and are intending to come back. Readmit calls to students who are not enrolled for next quarter.	AIC 2012	Yes

Code	Category	Initiative	Source	Comments
2. Viable initiative	6.c.7	# Require enrollment-controlled units to provide a reasonable number of course offerings to non-majors as determined by the Vice Provost for Undergraduate Education.	UT	Yes
2. Viable initiative	6.c.8	Develop ways to ensure that all departments and divisions are offering sufficient courses to all students.	USS Team	Yes
2. Viable initiative	6.c.9	# Fully implement Degree Audit.	RPH	Yes
2. Viable initiative	6.c.9	# Use advising and admissions policies to insure that transfer students arrive on campus prepared to finish in 2 years.	GH	Yes
6. Low Priority	6.b.15	# Start early - plan for the next step after undergraduate degree.	Advisor Group B	Action is unclear
6. Low Priority	6.c.1	# Require Independent Degree Audits to be completed and electronically acknowledged by students each semester.	UT	Consider in future
7. Do Not Pursue	6.c.6	# Provide dismissed students with a route to degree completion.	UT	7. Do Not Pursue
		Data Systems, Organizational Structures and Philosophies		
	7.a	Measure Performance of Programs		
2. Viable initiative	7.a.10	# Implement program-level formative and summative evaluation.	RPH	Yes
2. Viable initiative	7.a.11	# Try out new ideas on a small scale and evaluate their impact on student success.	DF	Yes
2. Viable initiative	7.a.12	# Continually evaluate current practices and work to improve them.	DF	Yes
2. Viable initiative	7.a.2	# Automate the collection and distribution of program-specific retention and degree statistics, including comparative benchmarks.	CEP 2006	Yes
2. Viable initiative	7.a.3	# Regularly gather student feedback on learning outcomes, areas of confusion, etc. and <u>adjust lesson plans and teaching styles accordingly.</u>	TFA 2011	Yes
2. Viable initiative	7.a.4	# Incorporate retention and graduation rates as a major part of the external review process.	CEP 2006	Yes
2. Viable initiative	7.a.5	# Focus annual reports and assessments on BA, BS, and BM degrees granted.	CEP 2006	Yes

Code	Category	Initiative	Source	Comments
2. Viable initiative	7.a.6	# Have RTF collect, analyze, and publicize the most important data for addressing student retention.	CEP 2006	Yes
2. Viable initiative	7.a.8	# Adopt a common reporting template for indicators or students success to make the university's performance transparent.	NPEC 2006	Yes
2. Viable initiative	7.a.9	# 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.	NPEC 2006	Yes
4. In progress	7.a.1	⁹ Contact non-returning students and solicit feedback on their experience.	AIC 2012	Yes, 4. In progress
4. In progress	7.a.7	# Create a plan to share retention information with stakeholders on an annual or quarterly basis.	UCSC RR 2005-07	Yes, 4. In progress
	7.b	Measure Student Progress and Persistence		
2. Viable initiative	7.b.1	# Implement programs to routinely conduct longitudinal tracking of student cohorts from high school through graduate school.	NPEC 2006	Yes
2. Viable initiative	7.b.10	# Evaluate whether students who attend orientation tend to have higher retention rates	Subteam Mtg 5	Yes
2. Viable initiative	7.b.2	# Create a data tracking system that can be mined for indicators of students being at risk.	AIC 2012	Yes
2. Viable initiative	7.b.3	# 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.	UT	Yes
2. Viable initiative	7.b.4	# Achieve awareness of developing trends in student major interest and ensure that UCSC has an appropriate and excellent portfolio of degree objectives.	CEP 2006	Yes
4. In progress	7.b.5	# Analyze existing data on continuing and departing students to refine programs and policies.	CEP 2006	Yes, 4. In progress
4. In progress	7.b.6	# Have RTF develop regular ways of getting information from continuing and departing students bearing on their commitment to graduate from UCSC.	CEP 2006	4. In progress, see 7.b.5
7. Do Not Pursue	7.b.7	# Develop a method for tracking and analyzing rate of return for LOA/WD students.	UCSC RR 2005-07	DNP
7. Do Not Pursue	7.b.8	# Develop a method for tracking judicial data and any possible correlations with LOA/WD.	UCSC RR 2005-07	DNP

Code	Category	Initiative	Source	Comments
7. Do Not Pursue	7.b.9	8 Track persistence and progression of students who matriculate.	AIC 2012	n/a
	7.c	Address overarching/general needs for data		
2. Viable initiative	7.c.2	# Develop a common system for advisors so they can provide coordinated advising.	AIC 2012	Yes (technology)
2. Viable initiative	7.c.5	# Establish policies for how to make use of electronic data indicating that students are at risk versus individual observational data.	Subteam Mtg 5	Yes
7. Do Not Pursue	7.c.1	# Continue quarterly data collection and processing and submit a retention report on an annual basis.	UCSC RR 2005-07	Too broad
7. Do Not Pursue	7.c.3	# Determine appropriate, responsible ways to measure, report, and use student success indicators for purposes of accountability and improvement.	NPEC 2006	Too general, covered by specific initiatives.
7. Do Not Pursue	7.c.4	# 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.	CEP 2006	Too broad
	8.a	Adopt philosophies that value a four-year graduation		
2. Viable initiative	8.a.10	# Appoint a champion of graduation rates.	UT	
2. Viable initiative	8.a.11	# Instill a culture within the faculty that encourages the best teachers to teach foundational courses.	UT	
2. Viable initiative	8.a.13	# Get accurate data on bottlenecks and barriers to success to stakeholders and clearly delineate campus goals in regard to graduation rates.	GH	Yes
2. Viable initiative	8.a.14	# Create a clear pathway to graduating in 4 years.	MYG	Yes
2. Viable initiative	8.a.2	# Create a university-wide, evidence-based document on advising that lays out a philosophy that values and demands four-year graduation. (Roadmap)	UT	
2. Viable initiative	8.a.3	# Have RTF develop effective coalitions among campus groups, students, staff, and faculty involved in undergraduate retention.	CEP 2006	
2. Viable initiative	8.a.4	# Develop the structure with representation across campus to focus on retention issues on an ongoing basis.	CEP 2006	
2. Viable initiative	8.a.6	# Foster a sense of shared responsibility for student success among faculty, student affairs professionals, and students.	NPEC 2006	Too general, combine with 8.a.4

Code	Category	Initiative	Source	Comments
2. Viable initiative	8.a.7	# Encourage faculty to shift to student-centered, active learning, and universal design approaches. (Center for Teaching Excellence)	NPEC 2006	Link to best practices
2. Viable initiative	Misc	# Learn from best practices elsewhere.	DF	Yes
2. Viable initiative	Misc	# Put someone in charge of student succes and hold him/her accountable.	DF	Yes
2. Viable initiative	Misc	# More pre-college testing to figure out optimal career paths.	Advisor Group B	Yes
3. Exists, assess, expand	8.a.5	# Practice principles of "Appreciative Advising," which assume that motivation is enhanced through engaging with advisors, counselors, and faculty who proactively and intentionally cultivate relationships with students.	TFA 2011	
4. In progress	8.a.8	# Emphasize the value of a 4 year graduation through publications, orientation, and at other appropriate venues.	UT	
7. Do Not Pursue	8.a.1	# Evaluate the elements of institutional culture at different types of post-secondary settings that are associated with student success.	NPEC 2006	Out of scope
7. Do Not Pursue	8.a.12	# Assign resources for core courses based on enrollment and quality of instruction rather than on historical funding levels.	UT	n/a