



UNDERGRADUATE STUDENT SUCCESS: BUILDING ON THE PAST, CHANGING THE FUTURE

REPORT OF THE UNDERGRADUATE STUDENT SUCCESS TEAM
UNIVERSITY OF CALIFORNIA, SANTA CRUZ
MAY 24, 2013



**DIVISION OF
UNDERGRADUATE
EDUCATION —
ENHANCING
COMMUNITY AND
SCHOLARSHIP**



UNIVERSITY OF CALIFORNIA
SANTA CRUZ

May 24, 2013

ALISON GALLOWAY
Campus Provost/Executive Vice Chancellor

Dear Alison:

Re: Undergraduate Student Success Team Report

I am pleased to transmit to you *Undergraduate Student Success: Building on the Past, Changing the Future*, the final report of the Undergraduate Student Success Team.

Our purpose was to further build the plans necessary to achieve your five student-centered goals for the year 2015, principally focused on the first two:

1. Increase retention rates for undergraduate students;
2. Enhance academic pathways to allow students to graduate in four years or less;
3. Prepare the campus to achieve Hispanic Serving Institution status (HSI);
4. Financial stability;
5. Increase non-resident student enrollment.

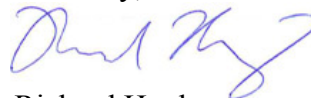
Drawing on past reports, national research, focus groups, and its own broad expertise, the team found a wealth of ideas and approaches to student success. There is no single solution to improving retention rates, graduation rates, and time to degree. The team has prioritized the most promising approaches to enhancing student success.

Upcoming work will include analysis of the impact and cost of the approaches, and careful consultation with students, faculty, and staff.

Of the selected initiatives some may require campus investment and coordination, a motivated individual, or an engaged student group. All are important to achieving the Five for 2015.

Thank you for your strong support and clear vision of undergraduate success.

Sincerely,



Richard Hughey
Vice Provost and Dean of
Undergraduate Education

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OVERVIEW & CONTEXT

The Undergraduate Student Success (USS) Team was formed in December 2012 at the request of [Campus Provost/Executive Vice Chancellor \(CP/EVC\) Galloway](#) to develop recommendations for improving undergraduate retention rates, graduation rates, and time to degree at UC Santa Cruz. The team determined that its approaches must also include preserving access to and achievement of equitable outcomes for all students while maintaining the quality of our undergraduate education.



The purpose of the USS Team recommendations is to accelerate our progress with a review of past accomplishments and approaches, and an evaluation of the diverse categories of ideas that have been proposed or considered at UC Santa Cruz and elsewhere. Foremost in the goals of the USS Team is to present recommendations for immediate action that will make a real difference to our students and student success, rather than simply to develop a comprehensive report that may be read but never used.

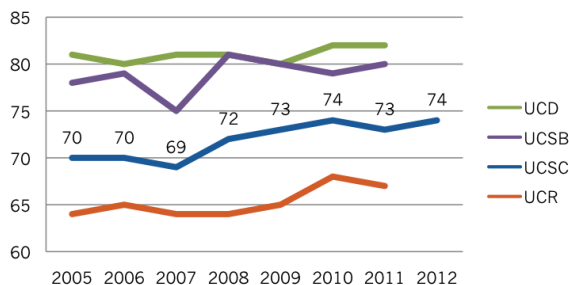
Foundations of the Past

The team began by reviewing a broad array of UC Santa Cruz and externally generated research and reports on student success. The team compiled many resources, along with meeting materials and minutes, on the website ue.ucsc.edu/success. Beyond campus retention reports beginning with that of 2006, the USS Team considered recent work from other universities, the American Association of Colleges and Universities (AAC&U), published literature, notes from workgroups and conferences, and a variety of data and analysis projects.

Graduation Rates

Six-year graduation rates are determined as the portion of students who, after entering college for the first time, have graduated before the fall of the seventh year. This has been a standard measurement for student and college success, one that recognizes that many students take longer than four years due to attending part time, leaves, changing majors, or other issues. More recently, attention has been paid to four-year graduation rates, the portion of students completing their degree in what is generally considered to be the normal case.

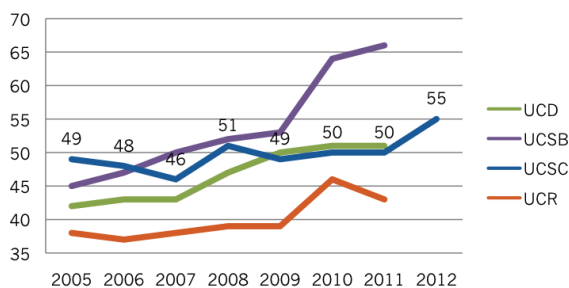
6-Year Graduation Rates



A look at the data

The UC Santa Cruz 6-year graduation rate for entering frosh has improved from 70% to 74% over the past several years. After hovering around 50% over the same period, the most recent 4-year graduation rate improved to 54%.

4-Year Graduation Rates



Two-year transfer graduation rates, the most recent of which was 49%, are nearly equivalent to 4-year frosh graduation rates, while the 4-year transfer graduation rate, being above 80%, is significantly better than the corresponding 6-year frosh graduation rate. On the other hand, transfer graduation rates

compare less favorably against graduation rates of frosh who have persisted into the third year. By this measure, transfer student graduation rates are 10–15% lower than those of third-year students who entered as frosh. Further improvement will require extensive partnership among faculty, staff, senate, administration, colleges, programs, student support, and the entire campus.

Graduation rate gaps among differing race/ethnicity groups, or by gender, at UC Santa Cruz have been narrowing, and the race/ethnicity gaps tend to be smaller on our campus than most other UC campuses. The USS Team seeks to ensure that these gaps continue to narrow even as the overall graduation rates increase.

Sources: <http://planning.ucsc.edu/irps/retengrad.asp> and <http://nces.ed.gov/ipeds>

Study of these materials led to an extraction of more than 350 ideas for improving undergraduate retention rates, graduation rates, time to degree, or all three. The team triaged the ideas based on feasibility, potential impact, and appropriateness for UC Santa Cruz. Many of the ideas included overlapping themes or approaches, and so the team categorized the ideas according to critical success factors, forming the basis of the organization into clusters as presented in Ideas & References.

The team's review of data and ideas from the past decade to the present revealed a complex interplay between addressing issues within our college communities and the need also for campus-wide approaches. Academic and developmental patterns that lead to student success are formed in the early stages of a student's career. The UC Santa Cruz colleges are an exceptional innovation for ensuring that students have a place that is not too overwhelming where they can learn academic expectations, develop friendships, and build connections to the university. Indeed, many of the ideas from external sources related to developing communities of living and learning such as our campus has had since its inception. The foundations of retention, and hence graduation and time to degree, lay in the first-year experience centered in our colleges.

Approaches to the Future

In order to develop short and medium-term action plans, the team analyzed each of the clusters of ideas, considering the general feasibility of each idea for our campus. From among the many ideas, the team selected a small number to be considered in more detail, and from these developed its Recommendations & Initiatives.

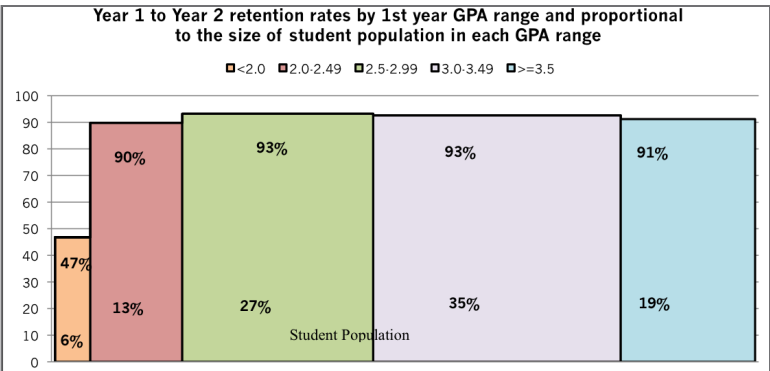
There is no single comprehensive approach to improving student success—retention rates, graduation rates, and time to degree. Effective methods and approaches are as diverse as our students themselves. While many solutions require local implementation, such as within the colleges, units, or other structures, campuswide

coordination and analysis is vital to determining the most effective ways to improve student success and to ensure that the assemblage of efforts is touching each student in need of support.

For this reason, our proposed actions for the near future, as well as our three strategies that may be immediately launched, focus on broad, campuswide approaches to undergraduate success, in particular the development of leadership and analytical infrastructure.

Retention Rates

A student cannot graduate from UC Santa Cruz if they leave and do not return. Retention rates, the portion of students returning for the next year, limit the eventual graduation rate. While strategies to improve 6-year graduation rates are difficult to immediately assess, targeted approaches to improving student persistence from one year to the next can be closely monitored.



A look at the data

First-year GPA is a leading indicator of retention and graduation. 62% of our students earn a first-year GPA between 2.5 and 3.5, and those students have a 93% retention rate to the second year. The 19% of students with a GPA above 3.5 and 13% between 2.0 and 2.5 have a slightly (but not significantly) lower retention rates. Not surprisingly, only about half of the 6% of students not in good standing (GPA below 2.0) persist to the second year.

Over the next several years, students in the lowest band, those with a GPA below 2.0, tend to drop out, as a 2.0 UC GPA is required for graduation. The retention prospects for students struggling in the second-lowest band (2.0–2.5) drop to 57% into the third year. Many of the USS Team ideas center on how best to assist students in the 2.0–2.5 band select a major and successfully progress from the second to third year.

Source: [http://planning.ucsc.edu/irps/Enrollmt/retain/RetentionStudy\(Dec2011\).pdf](http://planning.ucsc.edu/irps/Enrollmt/retain/RetentionStudy(Dec2011).pdf)



Team Members

The composition of the USS Team was determined by CP/EVC Galloway and Vice Provost and Dean of Undergraduate Education (VPDUE) Richard Hughey, with the advice of the Academic Senate Committee on Committees. USS Team members were chosen to represent a broad range of faculty and staff leadership, touching upon all aspects of the undergraduate experience.

Elizabeth Abrams, Provost, Merrill College, Undergraduate Education and Humanities

Julian Fernald, Director, Institutional Research, Planning & Budget

Daniel Friedman, Committee on Planning & Budget, Academic Senate and Social Sciences

Grant Hartzog, Senator, Academic Senate and Physical & Biological Sciences

Tracy Larrabee, Chair, Committee on Educational Policy, Academic Senate and Baskin School of Engineering

Pablo Reguerin, Executive Director, Retention Services, Campus Life

Stacey Sketo-Rosener, Coordinator, Campus Advising, Undergraduate Education

Michael Yamauchi-Gleason, Convenor, College Administrative Officers, Business & Administrative Services

Richard Hughey, VPDUE, Undergraduate Education and Baskin School of Engineering

The team was greatly advantaged by the exceptional assistance of **Linda Rhoads**, Special Projects Manager, and **Elise McCandless**, Analyst, both from the Office of CP/EVC Galloway. **Peter Minogue**, Silicon Valley Initiatives, designed the report.

Time to Degree

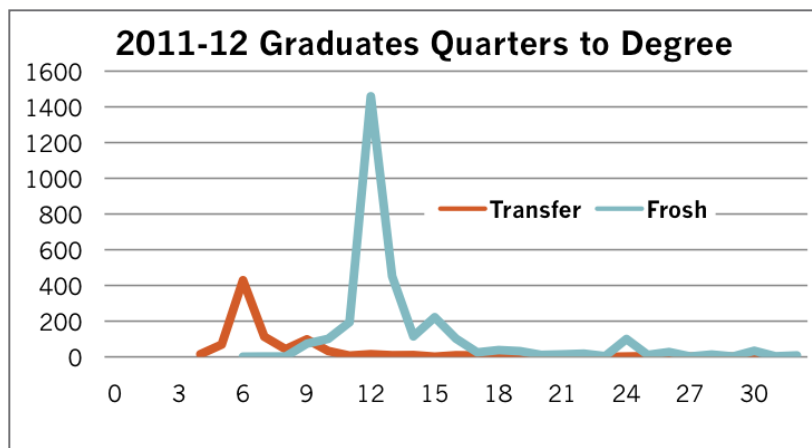
The length of time to complete a degree can affect graduation rates, student debt, and the number of students we can serve as a public university. Curricular structure and course availability, along with student choices, can have an immense effect on time to degree. As a result, the USS Team proposes a careful examination of curriculum and requirements, especially in the largest majors, to identify ways in which programs may modify the curricula to improve time to degree.

A look at the data

Fewer than half (48%) of the 2011–12 graduates completed their degree in the expected 12 quarters or 6 quarters. Both frosh and transfer cohorts on average took 1.6 quarters longer than expected. The Senate's focus on major preparation will help transfer student time to degree; other approaches are needed to improve frosh time to degree.

It is interesting to consider the effect of time to degree in specific majors on the overall campus average time to degree. While a small, intensive, major pursued by few students, all of whom require 15 quarters to graduate, will have an effect on campus rates, so too will a large major that most students complete in just over 12 quarters. Thus, time to degree is an issue for all programs and curriculum committees.

Source: Data Warehouse





ACTIONS & STRATEGIES

A common thread throughout the team’s discussions of high priority initiatives was the need for focused and sustained high-level administrative commitment to durable institutional change. The team feels that, in the absence of such a commitment, any efforts to improve student success are likely to be poorly coordinated across campus, half-hearted in their implementation, and doomed to being quickly forgotten.

Two Immediate Actions Required for Progress

Action 1: Appoint a limited-term “Champion” to catalyze rapid reforms.

Create a 2 to 3 year term Faculty Special Assistant position that reports directly to the CP/EVC. This “Champion of Undergraduate Success” is charged with identifying and shepherding campus-wide reforms to improve retention, graduation, and time to degree while maintaining or improving equity and the quality of undergraduate education. At present, piecemeal efforts compete for limited resources and place unprioritized demands on units such as Institutional Research, Information Technology Services, Enrollment Management, Advising, Colleges (Academic, Student Life), and Retention Services, as well as academic programs and the divisions. To properly orchestrate efforts campus-wide, the Champion must have the respect and attention of all these units.

The Champion will

- Establish, within three years, enduring structures to prioritize, initiate, coordinate, assess, and improve student success.

- Develop whole-organization processes for resource estimation, project planning, and decision making to streamline and speed initiation of projects that boost student success. These processes must be ongoing, must include assessing the efficacy of initiatives, and must promote continuous improvement.
- Work closely with data analyst(s) and researchers to formulate questions and mine data for answers that inform approaches to student success.
- Ensure that new and existing data analysis resources are devoted to the highest priority projects.
- Launch the most promising USS Team recommendations to optimize impact on student success.
- Maintain and expand expertise in best practices at UC Santa Cruz and other institutions.
- Cultivate inquiry and innovation throughout the organization through information delivery.

Action 2: Expand access to information that will empower students, advisers, programs, and administration to make decisions crucial to student success.

The need to access and analyze data and to automate reporting based on sophisticated data collection has been a consistent theme in every USS Team discussion. Data and analysis are critical in determining which initiatives to pursue and how to prioritize them, and ultimately all of our efforts require some method of evaluation that relies on data. Collecting more reliable data and making better use of existing data are essential for student success.



The team identified critical resource needs in the following domains:

- Data management and analysis, and self-service reports, best pursued within Institutional Research and the Data Warehouse.
- Improvements to the Academic Information System. Additional staff are required to ensure timely completion of identified projects. Improvements in AIS require additional resources in ITS and the Registrar's office to ensure complete and accurate degree audit and qualification systems that enable student self-advising and automated advising. Additional capability could also integrate major mapping with the degree audit process.
- An analyst focused on using data and systems to develop improvements in methods of advising our students, monitoring their progress, and identifying areas ripe for curricular improvement. A particular focus should be on early student advising and academic support in the colleges, programs, and retention services. Best pursued within the Office of Advising and Honors.

Priority initiatives that require data, tools, or systems not currently available include the following:

- Develop tools for analyzing curricular and other bottlenecks, and engage programs in discovering ways to overcome them. This will ensure that students' graduation is not delayed because they are unable to access needed courses.
- Identify students who are not on track to meet the qualification requirements for their intended majors in a timely way, and develop outreach and advising strategies to assist students in finding and pursuing an appropriate program of study.
- Identify students who fall short of graduation requirements by a small number of units, and develop outreach strategies to enhance these students' degree completion rates.
- Use automated systems to facilitate self-advising, push advising, and targeted in-person advising to enhance the effectiveness of our myriad approaches to student success.
- Define predictive models of student success from admissions data to inform admissions selection and for use in first-year referrals, possible interventions, and program development.

Beyond these priority recommendations, there were many additional initiatives that rely on existing and in some cases new data. These initiatives are discussed in more detail in Recommendations & Initiatives.

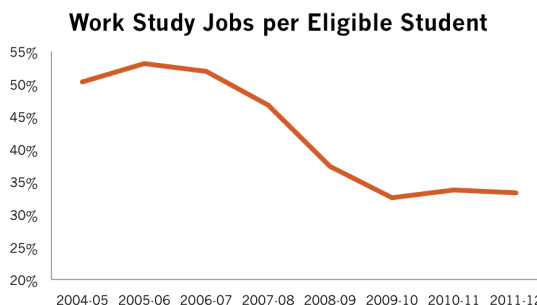
Administrative and Academic Strategies

The Undergraduate Student Success Team analyzed over 350 suggested student success initiatives and prioritized them based on viability, potential benefits and impact, cost, ease of implementation, and similar criteria. This process allowed the USS Team to develop a shorter list of about 80 initiatives that were broken out into 10 clusters. Each of these clusters addresses specific hitches in student success as students move through their careers, from selection to graduation, and corresponding initiatives for improvement.

The full details of these 10 clusters are in the section, Recommendations and Initiatives. Among these all, the team found three specific strategies it believes would have immediate positive impact.

Strategy 1: Increase On-Campus Jobs for Students.

Many circumstances outside of the classroom impact student success. One of the most important of these is the strain of meeting the costs of attending college. The team recommends that the CP/EVC increase the number of on-campus student jobs. Ideally, these jobs should be targeted at vulnerable populations and focused on activities likely to increase success for other students as well: jobs that help the recipients and those they work with. Examples include work study and other jobs for peer academic advisers, mentors, counselors, and tutors and participants in supplemental instruction.



Student Jobs

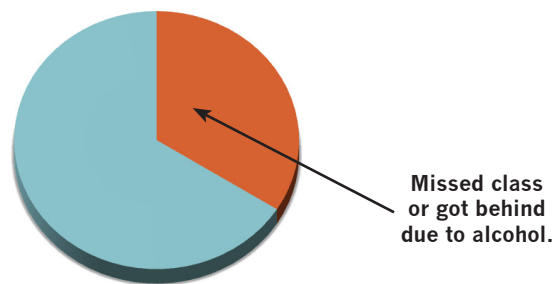
From 2004–5 to 2011–12, campus availability of work-study jobs dropped from half of need to one third of need. While the overall number of jobs on campus was fairly steady during this time (40% of enrollment), work-study eligibility has nearly doubled, and fewer students are able to fund their unmet need through campus employment.

Strategy 2: Engage with student mental health, alcohol, and other drug issues.

Nearly one quarter of students who leave UC Santa Cruz describe mental health concerns or abuse of alcohol or other drugs among the reasons for their exit. The campus leadership must thus take an active role in addressing issues of mental health and alcohol and drug abuse.

The team recommends that the CP/EVC create a mental health task force to foster shared responsibility for student mental health.

Beyond the expansion of staff and faculty training such as the Mental Health First Aid certificate program, the task force should consider ways to increase peer support, following the successes of the Student Health Outreach & Promotion (SHOP) and its array of peer volunteer and intern programs promoting health and healthy choices.



Mental Health and AOD

Alcohol use during the first 6 weeks on campus forms enduring habits. More than one third of our students surveyed report missing a class or getting behind on assignments due to alcohol use, higher than the national average (EverFi, 2013). During 2011–12, Counseling and Psychological Services (CAPS) saw a 45% increase in the number of students seeking their assistance during.

Source:

https://www.ue.ucsc.edu/sites/default/files/UC%20Santa%20Cruz_ExecSumm%202012-2013.pdf

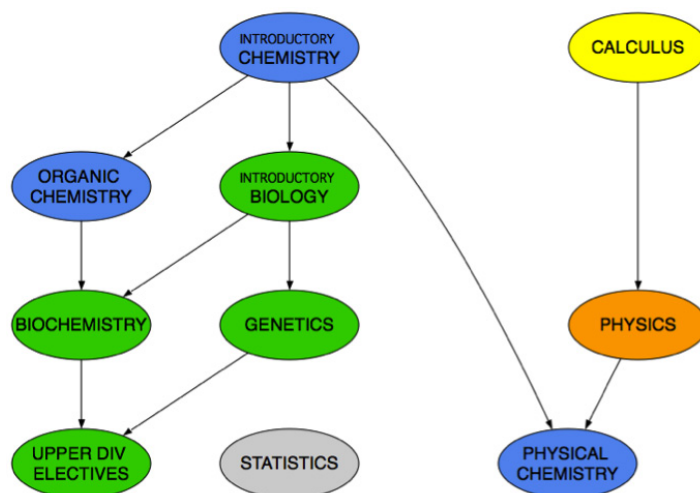
Strategy 3: Develop Degree Paths that Increase Success.

The administration and the Academic Senate share responsibility for student success. While some initiatives require administrative leadership with Senate consultation, others require Senate leadership. This grouping includes initiatives meant to ensure that our curricular structures, including major qualification policies and major structures, are designed for student success.

Chief among these is the development of additional degree choices that can improve success for students who may not intend to pursue graduate school, and the provision of incentives for on-time graduation of ambitious students who may otherwise linger in their undergraduate programs.

The priority recommendations for the Senate to address include:

- Create more degree paths for students who do not intend to pursue graduate studies.
- Develop bachelor/masters programs to entice undergraduates seeking greater depth to complete their degrees in a more timely fashion.
- Promote early warning strategies that notify students when they are in danger of failing a course, giving them adequate opportunity to seek support.
- Work with programs, divisions, and the campus to develop systems to overcome curricular bottlenecks.



Academic Structures

Major Maps are one way of visualizing a curriculum and its bottlenecks, especially those that may delay qualification for a major or completion of a major within 4 years or less. Integration with degree audit and catalog processes would ensure consistency between written, visual, and internal AIS representation of majors.

Source: [G. Hartzog](#)





RECOMMENDATIONS & INITIATIVES

The USS team divided approaches to student success into nine clusters that cover different phases of student development, achievement, and needs, and one cluster focused on leadership and information infrastructure. Within each cluster, the USS Team found a small number of leading recommendations and a variety of initiatives in support of those recommendations for the campus to consider.

Process

In each cluster area, a subgroup of the USS Team reviewed the Ideas (pages 39–53) and selected the most promising.

These led to the cluster Initiatives (e.g., 11.1), which are often based on multiple Ideas (e.g., 0.70, 1.a1, and 1.a2).

The USS Team then considered the key Initiatives and developed the leading Recommendations among each cluster.

The USS Team designated the most important recommendations for campus consideration in a **Bold Orange font**.

Admissions/Selection

OVERVIEW

This cluster of initiatives addresses the need to continually refine the admissions and selection process based on the latest internal and external student success data.

Top Recommendations

R1.1 Develop and verify predictive models of individual student success from admissions data for use in selection and first-year intervention.

R1.2 Consider modeling of longer-term individual student success to determine if it would lead to effective processes that improve retention, graduation, and time to degree.

R1.3 Ensure that admitted transfer students are prepared to succeed in two years.

Initiatives

- I1.1 Develop verified data models that predict first-year performance at UCSC from admissions data. Use this information to inform selection and potential first-year interventions. [0.70, 1.a1, 1.a3]
- I1.2 Use outreach, advising and admissions policies to help ensure that transfer students have the necessary coursework and skills (e.g., writing) to allow them to complete their chosen major in two years. [6.c.9, 8.a.14, 1.c.3]

Discussion

Retention, graduation, and time to degree depend not just on what we do at UC Santa Cruz, but also on how students prepare for their time at the University of California. Our campus has become selective relatively recently, providing opportunities to the Senate and administration for developing new frosh and transfer classes that expand access, opportunity, and success.

Historically, both in the administration and the Senate, admissions and selection have been separated from retention, graduation, and time to degree. EVC Galloway's recent reorganization, with the Senate's strong support and close collaboration, has more fully integrated many of these functions.

The current project to integrate admissions data with the Data Warehouse will provide new capability to ask and answer questions about the relationship of admissions inputs and first-year outcomes. Predictability from admissions data drops significantly after the first year; analysis should look as far forward as technically possible.

Recommendations R1.1 and R1.2 promotes the development of robust tools that can be used each year, or more often, by campus bodies to predict student success at UC Santa Cruz. For example, these tools might be incorporated into admissions selection and outreach, and also be used to inform or target efforts to increase student performance in first-year programs. Success must be viewed broadly to expand and extend the campus' commitment to access.

Recommendation R1.3 reflects the Academic Senate's Divisional and Systemwide emphasis on major preparation for transfer students. Careful evaluation of preparation is being piloted for the Fall 2013 class of incoming transfer students, and this program will need to be assessed and enhanced to ensure that access is maintained even as transfer student success is improved.

Financial Aid

OVERVIEW

This cluster of initiatives addresses the need for improved communication to students about financial aid deadlines and availability, and guidance on money management/loan repayment, while recognizing the need to provide additional financial aid and student service support to those who need it.

Top Recommendations

R2.1 Use all means possible to increase sources of gift financial aid and work-study.

R2.2 Increase student employment throughout campus.

Initiatives

- I2.1 Provide more gift financial aid such as scholarships, grants, and work study, including increasing institutional grant funding for summer session. [5.b.4, 5.b.11]
- I2.2 Ensure that jobs are available for work-study students. [5.b.4]
- I2.3 Provide more and better financial aid support and services, including:
 - I2.3.1 clearer, more frequent, and more timely communications about critical deadlines, availability of financial aid during the summer, and how to get help completing necessary applications; [5.b.17, 5.b.18]
 - I2.3.2 extended hours for support services to accommodate working students; and [5.b.2]
 - I2.3.3 workshops on money management and loan repayment. [5.b.19]

Discussion

Increasing the proportion of financial aid that is gift aid (R2.1, I2.1), as opposed to loans, may contribute to improving overall graduation rates, as well as time-to-degree. Redeploying some financial aid resources to summer could also have significant impact on time-to-degree, as well as having the added benefit of increasing summer enrollment, which would contribute positively to the campus' enrollment management strategy and the efficient use of facilities.

Many students have significant financial burdens that can impact their ability to remain at the university and focus on their coursework (R2.2, I2.2). Targeting campus funds to increase student employment can help relieve students' financial burdens while serving other campus goals. For example, students could be employed as peer mentors.

Initiatives I2.3.1–I2.3.3 propose small positive changes in the way Financial Aid already operates. They are all worth considering, but whether the minor costs exceed the minor benefits requires local knowledge and input from students using Financial Aid services. These items should be considered directly by the Financial Aid office.

First-Year Outreach and Community Building

OVERVIEW

This cluster of initiatives addresses the need to identify students who may be at risk of leaving the university based on non-academic concerns, and intervene as early as possible. It emphasizes the importance of sharing data and observations on at-risk students with the appropriate individuals and support services as well as proactively helping students become integrated into their college community.

Top Recommendations

R3.1 Increase availability of student jobs focused on first-year outreach, mentoring, and community building.

Initiatives

I3.1 Early Identification and outreach

I3.1.1 Train orientation leaders, residential staff, core course instructors, and academic advisers to use consistent measures to identify students who may be at risk of leaving the university and work with them to better connect with the campus community as well as refer them to appropriate support services. [1.b.5]

I3.1.2 Use admissions data modeling (see “Admissions and Selection”) to identify at-risk students for the colleges; have colleges develop early outreach strategies. [1.b.2]

I3.2 Living and learning communities

I3.2.1 Expand living and learning opportunities in the colleges that extend through the first year, and consider discipline-specific offerings to meet the interests of subcommunities within or across the colleges. [2.c.1]

I3.2.2 Assess the effects of the recently established first-year honors program on retention rates of high-achieving students.

I3.3 Mentorship and community building

I3.3.1 Expand upper to lower-division peer mentoring programs based on shared affiliations, and provide consistent training and incentives to mentors. [2.b.2]

I3.3.2 Facilitate connections with alumni, emeriti, and others who share an affinity (e.g., shared college affiliation) with (a) students at retention risk and (b) other students who would benefit from cross-generational contact. [2.d.6]

I3.3.3 Increase the variety of ways by which students are advised and oriented. Provide materials, in video, written, and on-line interactive formats, featuring students and student perspectives, to help students at appropriate benchmarks. Develop and train staff on interactive (social media) formats and facilitate use.

I3.4 Accessibility for first-generation college students and their families

I3.4.1 Provide a consistent means for non-English speaking families to access important university information. [2.d.4]

I3.4.2 Consider providing student-staffed telephone numbers that families could call to ask questions in another language.

I3.4.3 Make the family orientation and adjustment programs offered in summer and

fall welcome week more consistent and intentional, with a goal of helping families understand the university so that they can best support students. [5.d.3]

I3.5 Increase availability of on-campus jobs. [2.a.10]

Discussion

Dropping out after the first year highly correlates to two frequently related factors: failing to achieve a first-year GPA of at least 2.5, and having a lower level of satisfaction or feeling of belonging. The initiatives in this group address both academic performance and community involvement. Academic performance can be affected by many factors such as academic preparation, personal issues including alcohol and drug use, or by a student's level of engagement. Some data also show that students whose first-year GPA is higher than 3.5 are less likely to return for a second year. Many of the initiatives would be effective for students in both the high and low GPA bands, with one initiative (first-year honors program) focusing specifically on high achievers.

Our 10 residential colleges have a special focus on first-year outreach and community building. Virtually all first-year students live on campus in one of these living and learning communities, sharing a common academic experience through the required core course, and supported by college-based academic, advising, and student life staff. Thus, the colleges are ideally positioned to carry out many of the first-year retention initiatives.

While individual colleges have always focused on their first-year students and community building, these efforts are often not coordinated across campus, and resources are not consistently available to fund such programs. Part of this is intentional: the colleges are purposefully unique, and part of each student's felt sense of belonging has to do with the character of the individual colleges. However, more coordination among the colleges would make community building initiatives more effective. Determining the best way to pursue initiatives among our colleges in ways that uphold their separate identities will be a critical aspect in this and other clusters.

The I3.1 initiatives relate to our ability to identify students who may leave the university and to employ appropriate outreach strategies to ensure they make connections with the people and resources that can support their academic and social engagement. Both initiatives rely on first identifying specific criteria that are reliable predictors of attrition (i.e., a clear definition of what puts a student "at risk."). Both of these initiatives are currently being practiced in various forms on campus, but there is not currently a campus-wide definition of the greatest risk factors or consistency in the type of outreach employed. Because the first initiative involves ongoing training, a simple checklist training document that could be used across campus would likely be effective in summarizing retention risk factors and how they might be addressed.

Initiatives I3.2.1 and I3.2.2 are related to the idea of "living-learning communities," which typically involve students being enrolled in two or more common classes along with a residential experience – such communities are considered a nationwide best practice related to retention and engagement. The residential colleges, with the required core course in the first term, are one way in which UCSC has approached living-learning communities. We could expand on this by grouping first-year students within colleges into a full quarter (or year) of foundation courses for their intended majors. The recently established first-year honors program, although primarily an admissions and yield program, also approaches the idea of a living-learning community, and it would be valuable to assess its effect on the retention of high-achieving students after the first year.

Mentorship involves the intentional pairing or grouping of students with students, alumni, or faculty to encourage positive and supportive interactions. Of this group, the first two (I3.3.1 and I3.3.2) rely on in-person social interactions, and the third (I3.3.3) on relationships built online and through social media. There are

numerous offices pursuing such programs on campus currently, and these efforts could be expanded and in some cases coordinated.

The three I3.4 initiatives involve making the university accessible to non-English-speaking families so that we can more effectively partner with families in supporting student success.

Increasing availability of jobs on campus (I3.5) would provide financial support for students (R2.2), and ideally bring students into ongoing contact with student or staff mentors. By focusing these jobs on activities that serve other initiatives proposed in this report, such as peer mentoring, the resources expended will impact multiple targets for increased student success. Thus, Recommendation R3.1 is to develop more campus jobs that will enhance outreach and community building in the first year.

Mental Health and AOD

OVERVIEW

This cluster of initiatives addresses the need to provide timely support to students in the areas of mental health and alcohol and other drug (AOD) use, and to train a network of staff, faculty, and students to recognize problems and take responsibility for initiating intervention. Mental health and AOD issues have a demonstrated impact on retention. Developing an effective climate of responsibility for identifying and supporting students in need of intervention should improve retention, graduation, and time to degree.

Top Recommendations

R4.1 Create a mental health task force to foster shared responsibility for student mental health.

R4.2 Set as a goal to train at least five hundred students, staff and faculty in Mental Health First Aid every year.

R4.3 Develop an annual accountability review for identified mental health support and drug and alcohol prevention outcomes.

Initiatives

- I4.1 Implement programs that will 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. [5.a.24]
 - I4.1.1 Set as a goal that at least five hundred students, staff and faculty are trained in Mental Health First Aid every year. [5.a.33, 5.a.33b]
 - I4.1.2 Include mental health educational materials including the red folder in new hire packets for faculty and staff. [5.a.27]
- I4.2 Establish a Mental Health Task Force group to review the 2007 Student Mental Health Task Force report and other related initiatives: identify areas of strength and areas in need of improvement in mental health support services provided to UCSC students. [5.a.1]
- I4.3 Develop an annual accountability review for identified mental health support and drug and alcohol prevention outcomes. [5.a.5]
- I4.4 Explore implementing a mental health peer mentor program to be overseen by Counseling and Psychology Services (CAPS). [5.a.13]
- I4.5 Implement the campus-wide strategic plan to address Alcohol and Other Drug (AOD) issues on-campus developed by the Alcohol and Other Drugs Committee. [5.c.8]

Discussion

Mental Health within the student population is a growing concern on university and college campuses across the country. A recent national study indicated that 26% of the population in the United States aged eighteen and older have a diagnosable mental health disorder in any given year. Nearly half of all college students report feeling so depressed at some point that they have trouble functioning (R. Kadison, T. Digeronimo, 2004). A UCSC study of two of our ten colleges in 2005–2007 indicated that 25% of the students who took a leave of absence or withdrew from the university cited a mental health problem as a primary reason for leaving the university. A number of students in the UC study also cited AOD issues as a factor in leaving. One in four UC students seeking counseling services at a UC are already receiving psychotropic medications at the time they seek counseling (J. Young, 2003).

The campus must establish a culture of watchfulness about student mental health and AOD use, especially early on. The starting point is the re-establishment of a broad-based mental health task force, Recommendation 4.1. The Task Force would be chaired by the Director of Counseling and Psychology Services (CAPS) or a designee, and be formed in collaboration with the AVC Campus Life and the Executive Director of the Cowell Health Center. Membership of this Task Force should represent a wide range of academic and student services units from across campus.

As the first six weeks of a student's college experience can set the pattern for both study habits and AOD use, it is particularly important that faculty and staff who work with incoming frosh be made alert to signs of mental health and AOD issues (R4.2).

Establishing high-level accountability programs (R4.3) supporting student mental health and curtailing AOD problems is an important first step in addressing these problems. Such accountability should ensure greater campus-wide awareness of warning signs and effective support services for students suffering from mental health and AOD problems.

Mental health and AOD problem solutions could include trained peer mentors, an approach that would also support growing the number of on-campus jobs and the academically-relevant career development of the student mentors (R4.4, R3.1, R2.2).

Academic Preparedness and Monitoring

OVERVIEW

Because lackluster academic performance is a good indicator of likely attrition, this cluster of initiatives addresses the need for early identification and support of students who are inadequately prepared for the academic demands of UCSC. It also recognizes the need to build in ongoing academic monitoring and intervention through course design and student support service providers.

Top Recommendations

R5.1 Implement an early warning system to notify students when they are in danger of failing in enough time to take corrective action.

Initiatives

- I5.1 Prepare students prior to first quarter of coursework.
 - I5.1.1 Expand summer admission opportunities for at-risk students to take preparatory and gateway courses and become acquainted with UCSC prior to their first fall quarter. [1.c.2, 1.c.8, 6.b.14]
 - I5.1.2 Require that all students who take certain math and chemistry classes use systems such as ALEKS and complete the appropriate subject matter assessment and coursework prior to attending the actual course at UCSC. [3.a.2, 1.c.8]
 - I5.1.3 Ensure that students are prepared for courses through placement testing. [4.a.11]
 - I5.1.4 Provide coordinated early and ongoing support, especially in foundation classes such as writing and mathematics. [4.a.11]
 - I5.1.5 Provide better support for undergraduates who are English language learners. [2.c.8]
- I5.2 Help students succeed during courses.
 - I5.2.1 Implement an early warning system to notify students when they are in danger of failing in enough time to take corrective action. [3.a.3, 3.b.14, 3.b.3, 4.c.3, 4.e.3]
 - I5.2.2 Offer more peer tutoring to students in first-year writing courses most likely to benefit from it. [2.c.8, 2.c.9]
 - I5.2.3 Consider offering smaller enrollment classes for courses that can affect progress to degree. [2.c.8]
 - I5.2.4 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. [4.a.15, 4.d.9]

- I5.3 Monitor students after the first quarter of coursework/major preparation courses.
- I5.3.1 Identify reliable risk predictors based on first quarter grades and establish a campus-wide approach to outreach and counseling through college advising. [1.c.6]
- I5.3.2 Investigate how performance in major preparation and gateway courses, including writing, mathematics, languages, and physics and chemistry, is related to retention and graduation. [4.a.2]

Discussion

Many qualified students arrive unprepared for university-level coursework. Also, they may not be sufficiently familiar with university expectations to recognize early warning signs that they are falling behind and should seek appropriate help. This cluster of initiatives identifies a timeline for intervention:

1. Prior to formal academic year coursework (I5.1), summer Bridge, ALEKS modules, and placement testing can enable identification of those needing extra preparation or support. Bridge and placement testing—and subsequent tutoring and other support—are longstanding programs at UC Santa Cruz; ALEKS has been successful for chemistry students at UC Santa Barbara. Beyond the reduction in students repeating courses, such systems will also help students to more rapidly evaluate majors for fit and interest. As these approaches can require significant investment, with high potential impact, piloting in several key courses would be the best way to begin.
2. Ten-week quarters and five-unit classes are fast-moving and high-stakes. Very early identification of warning signs during the quarter (I5.2.1), and appropriate support for students so identified (I5.2.2), may help at-risk students succeed. Technological tools, such as courses equipped with continuous assessment tools and viewable grade books (I5.2.4), may support these goals, as may smaller classes in foundational areas (I5.2.3).
3. Have faculty members, advisers, and student affairs professionals communicate clearly and consistently on the quality of each student's performance, especially in the first quarter (I5.3.1). By monitoring class attendance, drop and add info, and early and midterm grades, students may be less likely to fall through the cracks or to grow accustomed to lackluster performance.
4. Develop a consistent, campus-wide approach to advising students based on their first quarter performance to ensure that students who share certain risk factors benefit from consistent guidance (I5.3.1). Feedback as early as the first 2 weeks of a quarter can provide an immense advantage for remediation.
5. Understanding how performance in first-quarter, major preparation, and gateway courses affects retention and graduation will be important to understanding the support service investments the campus should make for students in those classes (I5.3.2). Thus, a sustained commitment to penetrating data analyses and honest assessment of success and failure in proposed interventions will be crucial to ensuring that we use our resources efficiently and that we have the maximum impact on student performance, retention, graduation, and time to degree (A1).

Course Access and Completion

OVERVIEW

This cluster of initiatives addresses the need for students to access and complete required courses in order to graduate in a timely manner.

Top Recommendations

R6.1 Develop tools to analyze and report curricular and other bottlenecks.

R6.2 Ensure that no student's graduation is delayed because they are unable to access needed courses by engaging programs in discovering ways to overcome curricular and other bottlenecks.

R6.3 Identify and address the causes of high D/F/W rates in certain courses.

Initiatives

Access: Ensure adequate curricular capacity to support timely degree completion.

- I6.1 Ensure that all programs have created clear major mapping, and designed curriculum accordingly, with sufficient course offerings and sequencing to allow students entering as first time freshmen to graduate within 4 years (and 2 years for transfer students). [4.d.1, 4.d.10, 6.c.8, 2.b.9]
- I6.2 Develop tools to identify and report enrollment bottlenecks, and determine where infrequent offerings and/or insufficient capacity in courses create a barrier to timely degree completion. [4.d.4]
- I6.3 Engage programs in discovering ways to address problem areas.
- I6.4 Develop tools to help departments anticipate demand based on upcoming cohort size, major-interest trends, and pass/fail rates for specific courses. [4.d.4]
- I6.5 Ensure departments offer sufficient capacity to accommodate all frosh in appropriate gateway courses for their intended major in the first year, and that transfer students are able to access the classes they need in the first term. [4.d.11, 4.d.12]
- I6.6 Develop a campus-wide AIS waiting list policy that is implemented uniformly across campus and can be used to assess demand for classes. [4.d.14]
- I6.7 Consider restricting enrollment to proposed and declared majors during first-pass enrollment to encourage timely "cohort" entry into lower-division major foundation courses.
- I6.8 Use technology to increase curricular capacity beyond physical classroom limitations. [4.d.9]

Completion: Identify and address the causes of high D/F/W rates in certain courses.

- I6.9 Implement early alert systems with increased alignment between academic support programs and faculty/departments with high failure rate courses. [4.e.3]
- I6.10 Identify high D/F/W courses and determine if adding prerequisites would ensure that students have the necessary preparation to succeed. [4.e.2, 4.c.4, 4.c.5]
- I6.11 Consider expanding the number of high D/F/W courses offered in two-quarter, reduced pace formats. [4.d.5]
- I6.12 Facilitate better information on course content, instructional methods, and expectations in advance of enrollment so students are able to select appropriate courses. [4.e.4]

Discussion

In order to make timely progress toward a degree, students must be able to both access and complete the courses that fulfill their requirements.

Access

In order to offer sufficient capacity in courses, departments and divisions must have the information they need to anticipate and respond to demand (R6.1, I6.1, I6.2). In addition, there must be a campus-wide shared value to provide the necessary capacity, and an understanding of how doing so supports students' ability to graduate in a timely manner (I6.3). The initiatives relating to course access, therefore, will require both clear, accessible data and communication from campus leadership about expectations for curricular offerings and the effects of insufficient capacity on time-to-degree (R6.2, I6.5).

Enhancements in functionality and usability of the Academic Information System (AIS) will help course sponsors to better evaluate demand (I6.4). Close to the start of a quarter, the AIS wait list function can provide immediate information about current demand (I6.6). The degree audit system has the potential to determine the number of students ready to complete specific key courses (I6.4). The information gathered in student AIS "Planners" can provide information on student intentions throughout their careers (I6.4). The Baskin School of Engineering has adopted, as part of its declaration of major process, a requirement that students enter their approved academic plan into their "Planner" in AIS. Although campus adoption would require thought and planning, especially given the changing nature of a student's academic plan, there is potential that this information could help identify demand in upcoming terms.

The effects of not accessing needed classes on time-to-degree in course-intensive or highly sequenced majors (such as those in the sciences or engineering) is clearly understood by most on campus. What seems to be less clearly understood is the importance, even in less course-intensive majors, for first-year students to access courses that will allow them to choose and qualify for a major by the end of their second year. Because a large percentage of our students initially intend one major and then change after some exploration, the first two years for many students must include not just courses for one possible major, but for two or possibly three.

Completion

By identifying and addressing the causes that contribute to some courses' high D/F/W rates (R6.3, I6.10), we can address three retention-related issues at once.

Because institutional data shows that students are less likely to be retained if their GPA is below 2.5, providing

the necessary support for students to pass and excel in the classes they take could support a higher level of achievement and increased retention (I6.9, I6.11, I6.12).

In addition, supporting students in passing a course the first time reduces the need for students to repeat courses they have already taken, or to take other courses to complete graduation requirements. In this way, improving course completion will enhance access by decreasing the number of seats used by students re-taking courses. Also, this will improve time to degree, especially in highly structured majors.

Major Selection and Declaration

OVERVIEW

This cluster of initiatives addresses the need for clearer communication of qualification requirements and degree objectives for students who are selecting a major. It includes initiatives focused on helping students clarify their educational goals early in their academic career. It also includes initiatives to assist students in not losing momentum if they do not qualify for their intended majors, offering reasonable alternative majors, and providing students with the necessary support to select an appropriate alternate major.

Top Recommendations

R7.1 Encourage development of degree paths that enhance success.

R7.2 Identify students who will not be able to meet the qualification requirements for their intended majors.

R7.3 Create a program to aggressively engage those students in career and major exploration to ensure they will be prepared for, and enthusiastic about, an alternate major before their major declaration deadline.

Initiatives

Goals clarification

- I7.1 Improve major advising for lower division students, focusing not just on course selection but on helping students identify if a major is a good fit for their interests, academic strengths, and career goals. [4.f.4]
- I7.2 Identify students who will not be able to meet the qualification requirements for their intended majors. Create a program to aggressively engage those students in career and major exploration to ensure they will be prepared for, and enthusiastic about, an alternate major before their major declaration deadline. [4.e.5, 6.c.9, 2.b.13, 4.a.20, 4.a.21]
- I7.3 Expand upper-division to lower-division peer mentoring within academic programs to ensure that first and second year students understand the student experience of being in a particular major. [2.b.2]

Dissemination of information

- I7.4 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. [4.b.3]
- I7.5 Make prominent and consistent at the start of any program statement in the General Catalog the number of lower-division and upper-division credits required for the major. Require a sample 4-year plan for each major. [2.b.8, 2.b.9]

- I7.6 Provide lower-division students with individualized reports each quarter that display the percentage of requirements they have completed for each major on campus for which they have completed more than a specified percent of the qualification requirements. [6.c.9, 2.b.13, 6.c.13]

Redirection to alternate majors

- I7.7 Modify the minimum and expected progress and major progress standards to catch potential problems early. [3.b.1, 6.c.9]
- I7.8 Create interesting and valuable fallback majors in each division in which lower division curriculum is largely consistent with some of the more challenging majors in the division. [4.a.17, 4.a.18, 4.a.23]

Major qualification requirements

- I7.9 Ensure that major qualification policies can be met by the major declaration deadline for most students, taking into account curricular offerings, sequencing and prerequisites. [4.b.21, 4.d.10, 4.d.4, 4.d.3a, 8.a.13]

Discussion

Academic senate regulations require that students be declared in a major before enrolling in their third year (or equivalent) or, for transfer students, within their second term. To choose and qualify for a major, a student must 1) engage in introspection about their values, interests, and goals, 2) explore information about the majors offered at UCSC that might be a good fit for them, 3) take lower-division courses to verify their interest and ability to succeed in the major, and 4) pass those courses with the grades required to meet the major's qualification requirements. The university's role in ensuring that students can do these things includes providing: advising support for the first two activities, clear information about degree requirements and adequate curricular capacity for the third, and adequate learning support for the fourth.

Research on retention in higher education and our own campus data indicate that major selection and declaration play a role in both retention and graduation. In "What Matters to Student Success: A Review of the Literature," the authors note "Tinto (2004) found that advising positively affects retention and graduation when advisers address the needs of undecided students, those who decide to change their major, and first-generation students, who may not have the same knowledge of how to successfully navigate higher education." ([Kuh 2006](#))

Institutional Research's [Major Migration reports](#) based on 1997 to 2001 frosh cohorts indicate that not being declared in a major by the first quarter of the third year puts a student at a higher risk of not graduating within 6 years. While 6%–10% of students (depending on division) declared in a major in the first quarter of their third year do not graduate within 6 years, fully 26% of students undeclared in the third-year do not graduate. Improving the way in which we support students in getting declared in an appropriate major can make a significant difference in graduation rates.

In fall 2012, 300 students who entered in the fall 2010 frosh class and who had enrolled continuously (seven terms) were undeclared; the number is larger when transfer students and students who entered in a different term are included. To continue enrollment while undeclared, students must meet with a college adviser, who helps them develop a plan to be declared as soon as possible and verifies that they will be able to graduate within time-to-degree limits. Some of the reasons that students may be allowed to continue as undeclared include not having been able to access or complete courses required to declare, having changed their mind about which major they hope to pursue without having had time to complete required classes, or having been disqualified from a major in which they were previously declared and currently working toward declaring another. Because

the campus has discontinued major disqualification policies, the last group will not be an issue in the future, though the number of students who fail to qualify for their desired major will significantly rise.

[A different view](#) of the same Major Migration reports indicates that only 20% of the graduates from these cohorts earned their degree in their originally intended major. If this pattern continues, it is clear we should treat all entering frosh as if they were undecided on a major. This would include offering more advising support for students in clarifying their goals, and clearer and more accessible information about what UCSC's majors entail, what they require, and what careers they may lead to. It could also include revising major qualification policies with the understanding that the majority of our students will need enough time to explore and take classes toward more than one major before their end-of-sophomore year major declaration deadline.

Goals clarification

Initiatives I7.1–I7.3 relate to assisting students in clarifying their educational goals—the introspection and exploration process students go through to identify whether a particular major is a good fit for them. Although each of the initiatives will, by necessity, include the distribution of information about particular majors, this group emphasizes a developmental, and not informational, approach to advising. Some of these initiatives are currently being pursued in different offices on campus, but should be expanded and, in the case of lower division and major qualification advising, better coordinated. Identification of and communication with students who may not meet the qualification requirements for their intended majors involves multiple points of contact. Initial process improvement should focus on one or two popular majors that include qualification requirements, such as biological science and economics majors.

Dissemination of information

Initiatives I7.4–I7.6 relate to better dissemination of information related to major programs and requirements. There is clearly a lot of information available online and in print format already, but there is little consistency in how it is presented, and how students might find it. Because each department has their own way of presenting information, it can be difficult for students to find the information they need. For undecided students, this can be especially difficult, since they will have to perform a different search for various pieces of information for each major they are considering. Each of these initiatives emphasizes not just information in itself, but consistency in the way it is delivered.

Initiative I7.6 involves not just information about particular majors, but how a student's own record compares to the requirements of different majors.

Redirection to alternate majors

Initiatives I7.7 and I7.8 aim to assist students who are unsuccessful in qualifying for their intended major, and those who are declared in a major but unable to complete upper-division requirements.

By modifying the progress policies and setting new policies for making progress in the major (I7.7), and then programming those policies into AIS, we could quickly identify those students who are declared in a major but not making progress to a timely degree. Once identified, departments could reach out to these students in an attempt to improve their progress.

Fallback majors (I7.8) would allow students who are unable to complete a major to use the courses they have completed successfully toward an alternate, less intensive major. Biological Sciences and Engineering both already have some majors that can work in this way. In order to be consistently useful as a fallback major, the curriculum must line up sufficiently at the lower division level to allow for timely completion of the alternate major. An example of a fallback major for students in the humanities or social sciences might be a "Liberal Studies" major.

Major qualification requirements

Initiative I7.9 encourages us to look at our major qualification policies to ensure that they support students in being declared by their major qualification deadline. Currently there are qualification policies in effect that make it unrealistic for an average student to be declared by their deadline. The Senate's Committee on Educational Policy has been intentionally focused on qualification policies, and improvement is expected in this area.

Deeper Engagement

OVERVIEW

This cluster of initiatives addresses the need to provide students with opportunities for deeper engagement with faculty, other students, research, coursework, and the community.

Top Recommendations

R8.1 Expand upper-division to lower-division peer mentoring.

R8.2 Continue to measure and analyze the extent and effectiveness of deeper engagement and seek ways that high impact practices may be expanded.

R8.3 Consider development of campus-wide objectives and best practices for the most common types of experiential learning.

Initiatives

I8.1 Implement more upper division to lower division academic and developmental student mentoring with peer mentor programs; provide existing and new student groups the tools with which to engage first-year students. [5.d.8]

I8.1.1 Support peer mentors with a mentoring course that transcends units and the specific mentorship placements, to ensure that smaller units are supported in expanding effective use of peer mentorship.

I8.1.2 Support undergraduate tutoring programs, such as MSI and ACE, that create opportunities for peer-to-peer instruction and modeling.

I8.2 Measure the extent of undergraduate research within programs, including departments, colleges and off campus affiliates, identify programs with additional capacity for undergraduate research, and seek opportunities to increase research and faculty interactions within and outside the classroom. [6.a.7]

I8.3 With the Senate, develop best-practice methods for expanding credit recognition of learning outside the classroom. These include: [6.a.11]

I8.3.1 Research and Internships, including summer internships at UCSC and in industry, as promoted by the Career Center, ugr.ucsc.edu, and a multitude of units and faculty.

I8.3.2 Service learning.

I8.3.3 On-line learning.

I8.4 With existing and extramural resources, encourage programs to develop resource-effective Honors Majors, Intensive Majors, BS, MS and undergraduate research programs to ensure that students have an outlet for their excellence. These programs should stretch down into the 1st and 2nd year to have an effect on retention of top (and other) students. [6.a.10]

Discussion

Deep engagement is vital for students to get the most out of a UC Santa Cruz education, and is an area in which UC and specifically UC Santa Cruz does comparatively well. Engagement affects the quality of education, and has an impact on overall retention, graduation, and time to degree rates, as well. “Persisting at UC Santa Cruz after the third year appears to be less related to students’ fit with the campus and more about perceived academic gains and an analytically challenging curriculum” (J. Fernald, 2012). Deeper engagement is directly related to academic challenge.

Initiative R8.1 recognizes that students are often more willing to accept advice from and model their behavior on their peers. In many cases, peer mentoring structures can be developed in the context of existing undergraduate clubs or organizations, and can be supported by interactions with campus advisers. As a new initiative, a cross-program peer mentoring class could provide support for a wide range of mentors and give them official acknowledgement and credit for their work, reducing workload for supervisors and units who sponsor the peer mentors. Such programs additionally increase the availability of jobs on campus, one of the team’s cross-cutting recommended strategies.

Initiative R8.2 recognizes that providing students with individualized access to faculty and research is expensive, and also that many faculty and programs are near capacity with respect to individualized undergraduate connections. Once high impact practices and programs with capacity are identified, campus resources can be directed to activities with the highest likely benefit. In programs that lack capacity or resources for additional individualized student-faculty interactions, efforts can focus on integration of research opportunities with the curriculum to deliver research or service opportunities within the context of larger enrollment courses.

Experiential learning is an important mechanism for student professional development toward careers and graduate programs. Our campus has a patchwork of programs with varying levels of structure and clarity in learning objectives. An analysis of this landscape (R8.2) could lead to best practices, refinement of existing programs, and greater understanding of learning objectives (R8.3). Such work may lead to a higher efficiency in faculty effort necessary to support this component of the curriculum.

Initiative R8.4 provides ideas for units and programs to consider as to how they might best apply to their specific situations and students. Although resources are constrained, examination of programs and practices may lead to discovery of extramural and donor opportunities, or programs that leverage existing curricula.

Degree Completion

OVERVIEW

This cluster addresses the need to have different paths and support to ensure that students complete a degree as they accumulate units.

Top Recommendations

R9.1 Create more degree paths for students who do not intend to pursue graduate or professional studies.

R9.2 Analyze data to determine the extent to which students do not quite graduate, and develop automated advising strategies to ensure these students' success.

R9.3 Ensure transfer students are fully prepared and have courses available to graduate in two years.

Initiatives

I9.1 Create more degree paths for students who do not plan to pursue graduate education

I9.1.1 Alternate paths can assist students with interests broader than a single field, as well as those likely to struggle in particular portions of an upper-division curriculum.

I9.1.2 Alternate paths that enable students to move between degree goals early and late in their academic careers have the greatest potential to positively affect time to degree.

I9.2 Actively monitor student progress and support completion

I9.2.1 Analyze the extent to which students do not quite graduate, withdraw, or otherwise avoid graduation, and determine how this information may be used to encourage more students to graduate. [6.a.2, 6.a.3, 6.c.10]

I9.2.2 Contact and establish study plans with students who are within one year's worth of credits (135) for graduation and have not enrolled in their first pass. [6.c.11]

I9.2.3 Plan paths to degree completion for students who have stopped enrollment. [6.b.1]

I9.3 Create Incentives for degree completion

I9.3.1 Provide disincentives for delayed and incentives for early completion. [6.b.2, 6.b.3]

I9.3.2 Better utilize summer sessions in retention and time to degree strategies. [6.b.14]

I9.3.3 Encourage integrated bachelor/graduate programs (such as 5th year course-based Master's programs) to entice undergraduates to add a year for a graduate degree rather than delay their graduation for extra course work or a second major. [6.b.14]

I9.3.4 Set Expected Graduation Term (EGT) to 12 rather than the current 13 quarters. [8.a.8]

I9.3.5 Make application to graduate automatic on EGT, with a notice to students to apply at their college to extend enrollment if they wish to cancel graduation. [4.b.2, 6.c.12]

I9.3.6 Provide positive automatic feedback to students concerning their accomplishments toward graduation.

I9.4 Use advising, student monitoring and intervention to ensure the progress of transfer students and their ability to finish in 2 years. [6.c.9a]

I9.4.1 Ensure that course capacity and sequencing supports this goal.

I9.4.2 Develop effective remediation for students who may have insufficient preparation in writing, math, or within the field of student to complete upper-division work.

Discussion

Degree completion is a process that starts before enrollment, so nearly all of the initiatives throughout this study relate to this topic.

The baccalaureate degree at a research university combines breadth, disciplinary depth, development of critical thinking and communication skills, and leadership achievements. Although students who aspire to graduate or professional degrees may require strong disciplinary knowledge, all of these attributes of a liberal arts education are important. Indeed, for students seeking employment, disciplinary knowledge may be the least important of these attributes (cf. [AAC&U](#)). It is important to ensure that the campus has a broad array of robust liberal arts degrees that include breadth and depth, but also the opportunity to pursue other curricular, co-curricular, and external interests and responsibilities within the 180-units necessary for graduation (R9.1).

Student monitoring (R9.2) is key to early detection of students who may be poised to stop-out. Academically, unit or general education requirements (other than writing and sometimes mathematics) are rarely the problem; it is selection of an inappropriate major or lack of progress in a major that retard degree completion. Current work on the degree audit system and academic advising reports will begin to enable the tracking of progress within degrees and, eventually, progress toward degrees that the student may not yet have formally selected or considered. Effective use of these data infrastructure tools will also increase the possibility of self-advising as students progress toward their degree goals. Automation is key to ensure the greatest coverage of students, helping them plan and consider options for the future, without overwhelming staff.

Transfer students, about one quarter of each year's incoming class, have different needs to ensure timely graduation. While closer review of major preparation will help ensure readiness, transfer students are often faced with sequencing and course capacity issues that may make it impossible for even the well-prepared student to complete their degree in two years. Thus, the team recommends (R9.3) ensuring that transfer students have the preparation and courses available to graduate in normative time.

Leadership and Infrastructure for Student Success

OVERVIEW

This cluster of initiatives addresses the need to put in place the infrastructure, including staff, resources, and policies to develop and promote a culture and expectation of continually improving student success at UCSC. This includes implementing systems to collect retention and success data and report back to stakeholders on an ongoing basis, to inform policy making and refine academic and student support programs.

Top Recommendations

R10.1 Establish and provide resources for a leadership structure focused on retention, graduation, and time to degree.

R10.2 Provide resources for the implementation of systems that identify and monitor the most critical factors to student success, and gather data as well as provide regular feedback to stakeholders.

Initiatives

Leadership structure

- I10.1 Create a new high level 2 to 3 year appointment administrative position that reports directly to the Provost/EVC, the “champion” of graduation rates, charged with improving retention and graduation rates and accountable for achieving specified targets. [8.a.10, 8.a.6]
- I10.2 Establish an ongoing Steering committee, with appropriate representation across campus, to monitor progress, review campus programs and practices, and make recommendations for continued improvement in retention, graduation, time-to-degree, as well as student success more broadly defined. [8.a.4]
- I10.3 Reinstate the Center for Teaching Excellence, budget permitting, as a means to facilitate and enhance student-centered teaching and learning that is associated with student success. [8.a.7]

Data

- I10.4 Identify the most critical indicators of student success along the path to timely graduation, develop a clear consistent reporting format to display the key metrics, and regularly update, publish, and publicize the data. [1.a.1, 1.a.4, 7.a.6, 7.a.7, 7.a.8]
- I10.5 Automate the collection and distribution of program-specific retention and degree statistics, including comparative benchmarks, and incorporate that data into the external review process. [7.a.2, 7.a.4]

Systems

I10.6 Fully implement Degree Audit [6.c.9]

I10.6.1 Create online tools that allow students and advisers to better monitor degree progress. [4.b.6,4.e.5,6.c.3, 6.c.1, 6.c.12]

I10.6.2 Implement an automated degree check, followed by an alert to undergraduates who will have satisfied any pathway to a degree by term's end that they may apply to graduate ("what if" functionality). [6.c.9c]

I10.7 Systematically evaluate predictive analytics software and purchase. [7.c.6]

I10.8 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 tailor targeted interventions. [3.b.13]

Discussion

Currently the responsibility for retaining and graduating undergraduate students is diffuse and there is no single person or entity responsible for improving institutional retention, graduation rates and time-to-degree. While there are many stakeholders, and many units and individuals that contribute to student success in both formal and informal ways, the diffusion of responsibility makes it challenging to implement a comprehensive retention plan and to systematically improve. Additionally, inconsistency and lack of availability of specific data or systems adds to the difficulty. These recommendations are intended to build the data, systems, and administrative infrastructure necessary to coordinate and target our efforts.

To head up the leadership infrastructure (R10.1), we suggest considering appointing a champion of student success (I10.1) who could be a faculty member on special assignment (possibly working with an external consultant). The champion would discover and implement best practices, carefully considering all recommendations of this committee, monitor progress toward goals, and coordinate activities across academic departments and divisions, academic senate committees, student services, the colleges and other units.

The champion would work closely with a Steering committee with cross-campus representation (I10.2). One role of the retention champion and the ongoing retention committee would be to foster a sense of shared responsibility for student success among faculty (I10.3), student affairs professionals, and students, and the sense of working collaboratively toward a set of clearly articulated, shared goals. Also, the champion and committee would need to ensure that any new resources allocated to student success are directed to the highest-priority tasks.

Ultimately any comprehensive strategy aimed at improving retention and graduation rates and time to degree will depend on data, analysis and information in order to identify problems, make informed decisions about initiatives and strategies to pursue, monitor progress, and evaluate effectiveness (R10.2). We identified myriad information needs requiring solutions ranging from additional ad hoc analyses, to expanded, standardized automated reports, to program evaluation, to individualized targeted messaging, and targeted to a broad range of audiences including senate committees, program faculty, curriculum planners, advisers, service providers and students themselves.

Much of our high level information needs can be met through the regularization or expansion of existing reports and analyses, or enhancement to existing systems. For example, the campus routinely tracks graduation and retention rates for freshmen and transfers by a variety of student characteristics. Periodically we have also

produced ad hoc analyses predicting retention, analyzing patterns of major migration, and predicting first-year success from admissions criteria. We are currently in the process of designing dashboard style reports of critical milestones along the path to student success, as well as developing the infrastructure of the campus data warehouse to automate major migration reports (I10.4, I10.5).

In addition to the high level view, we identified areas in which we need information at a more granular level. These tend to fall into the broad categories of curricular analysis and planning, and the identification of individual “at risk” students. For example, we identified the need to better understand the warning signs within a major for students who are unlikely to be successful, identify high D/W/F courses, determine true demand relative to course capacity, and define curricular bottlenecks. Also among our most pressing needs is the ability to identify and intervene with individual “at risk” students. This may mean identifying students who exhibit course failure rates related to inability to complete their intended major in a timely way (or at all). Or it may mean identifying students needing additional support at entry. It may also involve developing an early warning system in courses, particularly courses with high D/F/W rates (I10.4, I10.7, I10.8).

Effectively meeting these and other data and information needs will require investments in the development of existing or new tools and systems. Our most critical needs are continued development of the data warehouse, data management, analysis and automated report development; improvements to the Academic Information System, particularly in the area of the degree audit system for automated and self-advising (I10.6); and for the development of advising analysis and reports (I10.6.1, I10.6.2). Ultimately we may also want to invest in new tools, systems or platforms, specifically for dashboards or presentation tools, an advising tracking system, and possibly for an analytics system capable of mining data from multiple systems to automate identifying and targeting individual students (I10.7, I10.8).



IDEAS & REFERENCES

Ideas

The USS Team considered 350 ideas. To better manage the task, the ideas were divided into broad categories of approaches to the improvement of undergraduate retention rates, graduation rates, and time to degree. The categories are as below, and the entire table of approaches, identifiers, and sources are available in the next section, followed the source references for the ideas.

Recruitment and selection of students

- 0.0** *Recruit and select for increased retention and lower time to degree*

First-year academic success

- 1.0** *Develop and utilize predictive analytics to determine the students most likely to need enhanced support at the beginning of their career*
 - 1.a** Screen applicant materials
 - 1.b** Coordinate outreach and support efforts
 - 1.c** Develop and offer programs and services that target at risk students in the first year

Engagement and integration in the first year

- 2.0** *Provide support structures for all students in their 1st year*
 - 2.a** Develop and/or enhance social, support and co-curricular activities
 - 2.b** Strengthen advising and peer mentoring focused on the 1st year experience
 - 2.c** Support living and learning communities
 - 2.d** Miscellaneous engagement and integration Ideas

Successful transition to major

- 3.0** *Develop predictive analytics and assess progress in the 1st and subsequent years to identify and support students at risk*
 - 3.a** General ideas and programs
 - 3.b** Develop tactics to identify interventions needed
- 4.0** *Evaluate and modify curriculum, administrative policies and advising to address throughput/time to degree issues*
 - 4.a** General ideas and programs
 - 4.b** Change policies, procedures, standards that impede progress
 - 4.c** Address courses with high fail rates
 - 4.d** Address issues with course access and availability
 - 4.e** Develop interventions
 - 4.f** Strengthen advising support

Opportunities for deeper intellectual and academic engagement and challenge

- 6.0** *Develop and enhance programs that engage and challenge students*
 - 6.a** Engage, encourage and inspire

Crossing the finish line

- 5.0** *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 for support
 - 5.b** Address financial needs
 - 5.c** Address the use of alcohol and other drugs
 - 5.d** General integration and engagement ideas
- 6.0** *Develop and enhance programs that engage and challenge students*
 - 6.b** Create incentives and dis-incentives around degree completion
 - 6.c** Actively monitor progress and support completion

Data, systems, organizational structures and philosophies

- 7.0** *Collect data to support the programs that address retention and time to degree*
 - 7.a** Measure program performance
 - 7.b** Measure student progress and persistence
 - 7.c** Address overarching needs for data
- 8.0** *Enhance advising programs to support retention and time to degree goals*
 - 8.a** Adopt philosophies that value 4-years to degree

ID	Initiative	Cite	Status
0	Recruit and Select		
0.00	Recruit and Select for increased retention and completion		
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	1. Quick Win
0.40	Develop an efficient way for UCSC to collect and use data on student retention by high school.	NPEC	2. Viable initiative
0.50	Provide resources to strengthen admissions outreach and yield programs.	CEP	2. Viable initiative
0.20	Adviser engagement from pre-admission through graduation.	AIC	5. Implemented
0.30	Encourage the entire campus community to participate in attracting qualified students to UCSC.	CEP	5. Implemented
1	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		
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	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	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	2. Viable initiative
1.a.4	Employ analytics to predict student success and risk based on admissions data prior to entry.	JF	2. Viable initiative
1.b	Coordinate and Communicate Outreach and Support		
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	1. Quick win
1.b.1	Provide potential lists of students to offices on campus for outreach. Have staff invite students in.	AIC	2. Viable initiative
1.b.10	Advertise 'what UC is' in admissions process.	AGB	2. Viable initiative
1.b.11	Make sure online resources are present and accessible.	AGB	2. Viable initiative
1.b.2	Have admissions staff communicate with retention staff about at-risk students.		2. Viable initiative
1.b.3	Concentrate early intervention resources on students with the most risk factors.	NPEC	2. Viable initiative
1.b.4	Coordinate 1st quarter early outreach to frosh by trained staff based on potential risk factors evident from student profile.	AIC	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.	USST	2. Viable initiative
1.b.7	Decide who should receive training on the matrix of resources (students, faculty, support staff, etc.)	USST	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 advisers), and may be integrated into an early alert system.	RPH	2. Viable initiative
1.b.9	Calibrate expectations/explain the research university setting.	AGB	2. Viable initiative
1.c	Develop and Offer Programs and Services		
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	2. Viable initiative

ID	Initiative	Cite	Status
1.c.7	Consider expansion of upcoming first-year experience course ("Navigating the Research University").	SSR	2. Viable initiative
1.c.8	Develop and implement targeted interventions designed to address the lack of academic intensity in high school.	PGR	2. Viable initiative
1.c.9	Scale up first-year experience programs like Bridge and Sophomore Academies.		2. Viable initiative
1.c.1	Expand the availability of developmental education courses to all 1st year and transfer students.	NPEC	3. 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 1st fall quarter. Target at-risk students for these programs.	UT	3. Assess, expand
1.c.3	Provide more orientation opportunities for transfer students.	UT	3. Assess, expand
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	4. In progress
1.c.10	Add a course for incoming students on life skills	AAB	4. In progress
1.c.4	Provide financial assistance for low-income, first-generation students to live on campus for the 1st year.	NPEC	5. Implemented
2.00	Provide support structures for all students in their 1st year		
2.a	Social, Support and Co-curricular activities		
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	1. Quick win
2.a.10	Increased internships and on campus jobs.	AAB	2. Viable initiative
2.a.4	Programs should consider the development of community-building activities and organizations among their majors and major hopefuls	CEP	2. Viable initiative
2.a.9	Provide the structure for advisers, faculty, & academic support specialists to work together to provide support during 1st year (early alert)	UT	2. Viable initiative
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	3. 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	3. Assess, expand
2.a.11	Create an orientation that is available to all students, focuses on integration, community-building, and attachment to the university.	UT	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	5. Implemented
2.a.7	Make new student orientation mandatory and renew emphasis on academic mission of UCSC in orientation programming.	UT	5. Implemented
2.a.3	Require that students develop a portfolio or eportfolio that captures both their academic experiences and their socio-emotional milestones.	TFA	6. Low Priority
2.b	Advising and Peer Mentoring in the First Year		
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 adviser to these students for the 1st year.	NPEC	7. 7. Do Not Pursue
2.b.10	In 2nd semester, consider articulation between college and program advisers.	UT	6. Low Priority
2.b.11	Clarify institutional values and expectations early and often to prospective and matriculating students (Through core courses?)	NPEC	1. Quick win
2.b.12	Extend enrollment period from one to two weeks to allow more access to advisers.	AAA	2. Viable initiative

ID	Initiative	Cite	Status
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.)	AAB	2. Viable initiative
2.b.2	Establish peer mentoring programs and provide consistent and training and incentives to mentors.	TFA	3. Assess, expand
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	7. 7. Do Not Pursue
2.b.4	Maintain and expand the use of advising clusters for undeclared students to ensure that the advisers know potential degree objective for every entering student.	CEP	3. Assess, expand
2.b.5	Assign every student a primary academic adviser. Assign high-risk students an additional mentor.	UT	5. Implemented
2.b.6	Advise all incoming freshman during 1st semester in a freshman advising center.	UT	5. Implemented
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 coursework, study habits, etc.	TFA	7. Do Not Pursue
2.b.8	Communicate to students why sequence matters.	UT	5. Implemented
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	2. Viable initiative
2.c	Support Living and Learning Communities		
2.c.1	Provide 1st year living and learning opportunities, possibly using block scheduling.	AIC	2. Viable initiative
2.c.2	Work with residence hall staff to ensure greater academic and social integration.	UT	6. Low Priority
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	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	5. Implemented
2.c.5	Require all students to live on campus for first year.	UT	5. Implemented
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	4. In progress
2.c.7	Consider evaluation and growth of academic or academic-supporting sub-communities in the colleges.	RPH	2. Viable initiative
2.c.8	Offer more tutoring (peer) to students in first-year writing courses, and smaller class sizes.	AAA	2. Viable initiative
2.c.9	Increase support for writing, especially within majors.	CUIP	2. Viable initiative
2.d	Misc. 1st yr. Support Programs		
2.d.1	Assign an FTE to organize and coordinate developmental education initiative.	NPEC	2. Viable initiative
2.d.2	Provide students with technical support for all electronic resources including library resources, email, registration, and course management tools.	NPEC	3. 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	3. Assess, expand
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	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.	AAB	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	2. Viable initiative
3	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		

ID	Initiative	Cite	Status
3.a	General Ideas, programs and communications		
3.a.1	Develop a retention program designed specifically for at-risk students.	AIC	3. Assess, expand
3.a.2	Ensure that students have the academic skills to succeed in credit courses through testing and support services.	TFA	3. Assess, expand
3.a.3	Have faculty members, advisers, 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	2. Viable initiative
3.a.4	Create an administrative position to oversee course seat mgmt. across the university	UT	7. Do Not Pursue
3.b	Tactics to Identify Intervention Needed		
3.b.1	Modify the minimum progress and major progress standards to catch potential problems early.	CEP	2. Viable initiative
3.b.12	Reconsider the quarterly exception process for high course loads.	CEP	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	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, CUIP	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	2. Viable initiative
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	3. Assess, expand
3.b.3	Implement early (predictive) quizzes during the first two weeks of class and associated intervention.	USST	3. 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 adviser.	UT	3. Assess, expand
3.b.7	Monitor first semester grades and intervene if necessary.	UT	3. Assess, expand
3.b.9	Make tutoring available to high-risk students in their residence hall or other very accessible locations.	NPEC	3. Assess, expand
3.b.6	Institute an academic "warning" category to supplement the current table of scholastic standards (i.e., probation and dismissal rules).	UT	5. Implemented
3.b.10	Provide counseling and advice to students considering transferring.	HERI	6. Low Priority
3.b.11	Accelerate the timeline for resolution of incomplete (I) courses; do not allow I as a default grade.	UT	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	7. Do Not Pursue
4.00	Evaluate and modify curriculum, administrative policies and advising to address throughput/time to degree issues		
4.a	General Comments and Ideas		
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	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	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	2. Viable initiative
4.a.18	Consider offering lesser majors for difficult majors such as Econ and PBSci majors.	AAA	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.	AAA	2. Viable initiative

ID	Initiative	Cite	Status
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	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.	AAA	2. Viable initiative
4.a.21	Mandatory peer mentoring or tutoring for students not on track to qualification.	CUIP	2. Viable initiative
4.a.22	Consider C1/C2 and if they prepare students for upper-division writing. Consider focus on many shorter writing assignments most common as requirements.	CUIP	2. Viable initiative
4.a.23	Increase available majors, and include common areas such as journalism, communications, and English.	CUIP	2. Viable initiative
4.a.4	Enforce scholastic dismissal policies.Examine consistency and effectiveness	UT	3. Assess, expand
4.a.5	Change academic dismissal policies to reflect new goals.	UT	3. Assess, expand
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	4. In progress
4.a.1	Conduct periodic examinations of the student experience inside and outside the classroom.	NPEC	5. Implemented
4.a.3	Where appropriate, gear policies toward long semesters (fall or spring) enrolled, rather than credit hours undertaken.	UT	5. Implemented
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	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 5th or 6th years.	UT	6. Low Priority
4.a.10	Strengthen the general education system to include a goal of major exploration and education.	CEP	7. Do Not Pursue
4.a.12	Increase targeted use of teaching faculty.	UCEP	7. Do Not Pursue
4.a.13	Provide financial incentives for faculty to teach core courses and teach them well.	UT	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	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	7. Do Not Pursue
4.a.9	Evaluate out-of-state transfer courses with care and with regard to core curriculum applicability.	UT	7. Do Not Pursue
4.b	Changes to Policies, Procedures or Standards		
4.b.2	Assess application to graduate process and major/minor issues. Review application to graduate process for expediting.	UT	2. Viable initiative
4.b.20	Create a website students can use to declare or change majors.	UT	2. Viable initiative
4.b.20	Identify and deal with the causes of high fail rates in upper division courses.	GH	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	2. Viable initiative
4.b.23	Fix the swap function in the electronic course enrollment.	AAA	2. Viable initiative
4.b.6	Require a degree audit plan for transition to dept of major.	UT	2. Viable initiative
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	3. 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	3. Assess, expand
4.b.8	Reduce course shopping through changes to add/drop policies.	UT	3. Assess, expand
4.b.16	Require all students to declare a major prior to registering for their fifth long semester.	UT	4. In progress

ID	Initiative	Cite	Status
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	4. In progress
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	5. Implemented
4.b.18	Establish a maximum possible credits/time at UCSC.	UCEP	5. Implemented
4.b.7	Modify the maximum progress standards to remove administrative hurdles to pursuing credit-intensive majors and double –majors.	CEP	5. Implemented
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
4.b.13	Allow students to apply to a restricted college one time only. Denied students cannot reapply.	UT	6. Low Priority
4.b.14	Students must transfer to another school/college or add a 2nd major no later than the beginning of the 5th long semester.	UT	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.	AAA	6. Low Priority
4.b.4	Improve articulation between prior institution and UCSC.	UCEP	6. Low Priority
4.b.5	Make better use of credit earned before matriculation.	UCEP	6. Low Priority
4.b.10	Establish upper limit for major requirements.	UCEP	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	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	7. Do Not Pursue
4.b.19	Reduce duplication of specializations across campuses.	UCEP	7. Do Not Pursue
4.b.9	Adjust course units so that fewer courses are needed for full-time.	UCEP	7. Do Not Pursue
4.c	Address Courses with High Fail Rates		
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	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	2. Viable initiative
4.c.4	High Failure Rate Courses Analysis and Intervention/Redesign.	PGR	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.	AAA	2. Viable initiative
4.c.1	Consider offering two-semester, reduced pace versions of single-semester courses that have a high fail rate.	NPEC	3. Exists, assess, expand
4.d	Course Access and Availability		
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	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	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	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.	AAA	2. Viable initiative
4.d.13	Offer classes at off-times (for student convenience).	AAA	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.	AAA	2. Viable initiative

ID	Initiative	Cite	Status
4.d.3b	Monitor curricular bottlenecks and ensure transfer students have priority in key lower-division courses.		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	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	2. Viable initiative
4.d.3a	Monitor curricular bottlenecks and ensure first- and second-year students have priority in key lower-division courses.	CEP	3. Exists, assess, expand
4.d.5	Increase options for course taking (e.g., non-standard times).	UCEP	4. In progress
4.d.9	Use technology more to offer high demand campus courses and online ed.	UCEP	4. In progress
4.d.2	Require restricted colleges to set aside 20% of each cohort for internal transfers.	UT	7. Do Not Pursue
4.d.6	Provide incentives (e.g. registration priority) to students to encourage following the proper core curriculum sequence.	UT	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	7. Do Not Pursue
4.e	Interventions		
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	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	2. Viable initiative
4.e.3	Encourage faculty to structure courses to include timely assessment and prompt feedback to students.	NPEC	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	2. Viable initiative
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	6. Low Priority
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 advisers' observations about upper level courses.	UT	7. Do Not Pursue
4.f	Strengthen Advising programs		
4.f.1	Mandate the students meet with advisers and/or counselors several times semester.	TFA	2. Viable initiative
4.f.4	Improve major advising for lower division students.	GH	2. Viable initiative
4.f.3	Consider structural changes to advising within divisions.	AIC	3. Assess, expand
4.f.2	Students w/ a declared major must also consult an adviser in that dept.	UT	7. Do Not Pursue
6	Opportunities for Deeper Intellectual and Academic Engagement and Challenge		
6.a	Engage, Encourage and Inspire		
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 1st and 2nd year to have an effect on retention of top (and other) students.	CEP	2. Viable initiative
6.a.11	Facilitate offering more credit for learning out of classroom (e.g., internship)	UCEP	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	2. Viable initiative

ID	Initiative	Cite	Status
6.a.17	Create opportunities for challenges for the most highly prepared and highest performing students.	IRPS	2. Viable initiative
6.a.20	Pilot an intensive honors program similar to the one at UCSB.	JF	2. Viable initiative
6.a.9	Prioritize programs in undergraduate research, study abroad, academic service learning, etc.	UT	2. Viable initiative
6.a.19	Encourage faculty to set high performance expectations for all students and hold them accountable.	NPEC	3. 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	3. 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	3. 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	3. 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	3. 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	3. Exists, assess, expand
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	5. Implemented
6.a.13	Implement cross-campus award of course credits.	UCEP	5. Implemented
6.a.16	Encourage students and faculty to use web-based course engagement tools such as Blackboard, WebCT, etc.	AIC	5. Implemented
6.a.8	Have advisers, counselors, and faculty members encourage students to participate in activities such as working on campus, writing for the student newspaper, or conducting research.	NPEC	5. Implemented
6.a.12	Simplify and enable student choice so top students can take control of their education.	CEP	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	7. Do Not Pursue
6.a.4	Offer more multi-campus degree programs.	UCEP	7. Do Not Pursue
6.a.6	Benchmark career services endeavors.	UT	
	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		
5.a.13	Involve peer counselors and graduate interns in support services.	NASPA	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	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	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	2. Viable initiative
5.a.33b	Particularly focus on mental health training for faculty.	CUIP	2. Viable initiative
5.a.34	Develop broad academic and administrative support for creating a Collegiate Recovery Community on-campus.	MYG	2. Viable initiative
5.a.5	Appoint a senior staff member to be accountable for student health outcomes including drug and alcohol prevention.	Everfi	2. Viable initiative

ID	Initiative	Cite	Status
5.a.15	Offer daily addiction and mental health support group meetings on campus.	NASPA	2. Viable Initiative
5.a.1	Provide prompt mental health services (crisis support)	UCSC RR	3. Assess, expand
5.a.10	Schedule mental health outreach workshops.	CCUSF	3. Assess, expand
5.a.11	Improve communication between student services organizations and mental health services.	CCUSF	3. Assess, expand
5.a.12	Provide mental health outreach targeted at minority groups and international students.	CCUSF	3. Assess, expand
5.a.16	Conduct outreach presentations at Greek houses, residence halls, orientations, and Freshman 101 seminars.	NASPA	3. Assess, expand
5.a.17	Make an effort to do (mental health) outreach for diverse groups.	NASPA	3. Assess, expand
5.a.19	Offer mental health, academic, and legal support during breaks.	UEWT	3. 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	3. Assess, expand
5.a.23	Enhance cultural competence of mental health service providers.	CCUSF	3. 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	3. 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	3. Assess, expand
5.a.26	Have counseling centers share information through educational workshops, brochures, websites, and other online resources.	NASPA	3. Assess, expand
5.a.27	Include mental health educational materials in new hire packets for faculty and staff.	NASPA	3. Assess, expand
5.a.4	Have advisers, counselors, and faculty members encourage students to participate in activities such as working on campus, writing for the student newspaper, or conducting research.	NPEC	3. Assess, expand
5.a.6	Increase educational programming regarding student mental health.	CCUSF	3. Assess, expand
5.a.7	Provide staff development for working with students with mental health conditions/drug and alcohol addictions.	MHIA	3. Assess, expand
5.a.8	Create avenues to offer mental health support to students having academic difficulty (since these are correlated).	UCSC RR	3. Assess, expand
5.a.9	Provide more intensive mental health monitoring and intervention during Winter quarter.	UCSC RR	3. Assess, expand
5.a.32	Train advisers in recognizing the signals of distress (e.g., excessive procrastination, changes in hygiene, etc.)	MHIA	4. In progress
5.a.14	Implement formal followup procedures for students who receive counseling.	NASPA	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	5. Implemented
5.a.22	Increase diversity of mental health care providers.	CCUSF	5. Implemented
5.a.29	Disseminate free materials like bookmarks, pencils, and planners with mental health services phone numbers and websites.	NASPA	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	5. Implemented
5.a.31	Offer more immediate mental health support for students in crisis including phone appts and evening drop-in appointments.	NASPA	5. Implemented
5.a.28	Provide lectures fill-in lectures on mental health on days when a professor would otherwise have to cancel a class.	NASPA	7. Do Not Pursue
5.b	Initiatives to Address Financial Needs		
5.b.17	Increase the proportion of financial aid students who submit their materials on time.	PR	1. Quick win

ID	Initiative	Cite	Status
5.b.1	Research and evaluate the most efficient ways of using financial aid to maximize impact on student retention and success.	NPEC	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, CUIP	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	2. Viable initiative
5.b.18	Give students more clear and advanced notification of the reduced financial aid over the summer.	AAA	2. Viable initiative
5.b.19	Offer workshops on money management and loan repayment, broaden direct contact/ education with upper division students.	AAB	2. Viable initiative
5.b.3	Assist students who are employed in attending full time.		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	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	2. Viable initiative
5.b.10	Increase to 15 hours the minimum number of hours that students must take to maintain certain merit-based scholarships.	UT	3. 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	3. Assess, expand
5.b.2	Offer extended hours for academic support services to accommodate working students.	NPEC	5. Implemented
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	7. Do Not Pursue
5.b.14	Reallocate financial aid packaging from performance- to need-based.	TFA	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	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	7. Do Not Pursue
5.c	Alcohol and Other Drug Initiatives		
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	2. Viable initiative
5.c.7	Offer substance-free housing. (Collegiate Recovery Communities)	Everfi	3. Assess, expand
5.c.1	Limit alcohol availability.	Everfi	5. Implemented
5.c.2	Provide education on the risks associated with doing shots and pre-gaming.	Everfi	5. Implemented
5.c.3	Offer alcohol-free social, extracurricular, and service activities. (in first 6 weeks)	Everfi	5. Implemented
5.c.4	Increase drug and alcohol enforcement laws and policies.	Everfi	5. Implemented
5.c.6	Offer online alcohol and drug education.	Everfi	5. Implemented
5.c.5	Restrict alcohol marketing and promotion on-campus.	Everfi	6. In Progress
5.d	General Integration and Engagement Ideas (beyond the 1st year)		
5.d.3	Provide family-oriented activities.	NPEC	2. Viable initiative
5.d.4	Create non-residential learning communities for off-campus students.	HERI	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	2. Viable initiative
5.d.8	Implement more upper division to lower division student mentoring.	AAA	2. Viable initiative
5.d.1	Create a health-promoting normative environment.	Everfi	3. Assess, expand
5.d.2	Prioritize student engagement in other forms of campus life that continually integrate students into campus community.	UT	3. Assess, expand

ID	Initiative	Cite	Status
5.d.5	Provide, low-cost, on-campus child care for at-risk students.	NPEC	5. Implemented
5.d.6	Invest more in student affairs, physical education, recreation, and wellness.	AIC	7. Do Not Pursue
6.b	Create Incentive and Dis-incentives		
6.b.1	Consider development of paths to degree completion for students who have stopped enrollment	USS Team	2. Viable initiative
6.b.11	Hold majors accountable for 4-year grad rates. Consider incentives	UT	2. Viable initiative
6.b.14	Consider the role of summer session in retention and time to degree strategies	USS Team	2. Viable initiative
6.b.2	Provide disincentives for delayed completion.	UCEP	2. Viable initiative
6.b.3	Provide incentives for early completion.	UCEP	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	2. Viable initiative
6.b.10	Evaluate our residency requirements in light of other residency requirements through the lens of timely graduation.	UT	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	7. Do Not Pursue
6.b.4	Develop/promote a tuition rebate program.	UT	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	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	7. Do Not Pursue
6.b.7	Do not prorate flat-rate tuition for students taking fewer than 12 hours.	UT	7. Do Not Pursue
6.b.8	Encourage faculty members to promote higher levels of student engagement through the tasks they assign such as cross-disiplinary 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	
6.c	Actively Monitor Progress and Support Completion		
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	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	2. Viable initiative
6.c.12	Make application to graduate automatic on EGT, with a notice to students to apply at their college to extend enrollment if they wish to cancel graduation.	CB	2. Viable initiative
6.c.13	Notify students if they are not enrolling in any courses that apply to their plan.	CUIP	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	2. Viable initiative
6.c.3	Create online tools that allow students and advisers to better monitor degree progress.	UT	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	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	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	2. Viable initiative
6.c.8	Develop ways to ensure that all departments and divisions are offering sufficient courses to all students.	USS Team	2. Viable initiative
6.c.9	Fully implement Degree Audit.	RPH	2. Viable initiative

ID	Initiative	Cite	Status
6.c.9b	Use advising and admissions policies to insure that transfer students arrive on campus prepared to finish in 2 years.	GH	2. Viable initiative
6.c.9c	Implement an automated degree check, followed by an alert to undergraduates who will have satisfied any pathway to a degree by term's end that they may apply to graduate ("what if" functionality)	CB	2. Viable initiative
6.b.15	Start early - plan for the next step after undergraduate degree.	AAB	6. Low Priority
6.c.1	Require Independent Degree Audits to be completed and electronically acknowledged by students each semester.	UT	6. Low Priority
6.c.6	Provide dismissed students with a route to degree completion.	UT	7. Do Not Pursue
7	Data Systems, Organizational Structures and Philosophies		
7.a	Measure Performance of Programs		
7.a.10	Implement program-level formative and summative evaluation.	RPH	2. Viable initiative
7.a.11	Try out new ideas on a small scale and evaluate their impact on student success.	DF	2. Viable initiative
7.a.12	Continually evaluate current practices and work to improve them.	DF	2. Viable initiative
7.a.2	Automate the collection and distribution of program-specific retention and degree statistics, including comparative benchmarks.	CEP	2. Viable initiative
7.a.3	Regularly gather student feedback on learning outcomes, areas of confusion, etc. and adjust lesson plans and teaching styles accordingly.	TFA	2. Viable initiative
7.a.4	Incorporate retention and graduation rates as a major part of the external review process.	CEP	2. Viable initiative
7.a.5	Focus annual reports and assessments on BA, BS, and BM degrees granted.	CEP	2. Viable initiative
7.a.6	Have RTF collect, analyze, and publicize the most important data for addressing student retention.	CEP	2. Viable initiative
7.a.8	Adopt a common reporting template for indicators or students success to make the university's performance transparent.	NPEC	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	2. Viable initiative
7.a.1	Contact non-returning students and solicit feedback on their experience.	AIC	4. In progress
7.a.7	Create a plan to share retention information with stakeholders on an annual or quarterly basis.	UCSC RR	4. In progress
7.b	Measure Student Progress and Persistence		
7.b.1	Implement programs to routinely conduct longitudinal tracking of student cohorts from high school through graduate school.	NPEC	2. Viable initiative
7.b.10	Evaluate whether students who attend orientation tend to have higher retention rates	USST	2. Viable initiative
7.b.2	Create a data tracking system that can be mined for indicators of students being at risk.	AIC	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	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	2. Viable initiative
7.b.5	Analyze existing data on continuing and departing students to refine programs and policies.	CEP	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	4. In progress
7.b.7	Develop a method for tracking and analyzing rate of return for LOA/WD students.	UCSC RR	7. Do Not Pursue
7.b.8	Develop a method for tracking judicial data and any possible correlations with LOA/WD.	UCSC RR	7. Do Not Pursue
7.b.9	Track persistence and progression of students who matriculate.	AIC	7. Do Not Pursue
7.c	Address overarching/general needs for data		

ID	Initiative	Cite	Status
7.c.2	Develop a common system for advisers so they can provide coordinated advising.	AIC	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.	USST	2. Viable initiative
7.c.1	Continue quarterly data collection and processing and submit a retention report on an annual basis.	UCSC RR	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	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	7. Do Not Pursue
8.a	Adopt philosophies that value a four-year graduation		
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	2. Viable initiative
8.a.14	Create a clear pathway to graduating in 4 years.	MYG	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	2. Viable initiative
8.a.4	Develop the structure with representation across campus to focus on retention issues on an ongoing basis.	CEP	2. Viable initiative
8.a.6	Foster a sense of shared responsibility for student success among faculty, student affairs professionals, and students.	NPEC	2. Viable initiative
8.a.7	Encourage faculty to shift to student-centered, active learning, and universal design approaches. (Center for Teaching Excellence)	NPEC	2. Viable initiative
Misc	Learn from best practices elsewhere.	DF	2. Viable initiative
Misc	Put someone in charge of student success and hold him/her accountable.	DF	2. Viable initiative
Misc	More pre-college testing to figure out optimal career paths.	AAB	2. Viable initiative
8.a.5	Practice principles of "Appreciative Advising," which assume that motivation is enhanced through engaging with advisers, counselors, and faculty who proactively and intentionally cultivate relationships with students.	TFA	3. Assess, expand
8.a.8	Emphasize the value of a 4 year graduation through publications, orientation, and at other appropriate venues.	UT	4. In progress
8.a.1	Evaluate the elements of institutional culture at different types of post-secondary settings that are associated with student success.	NPEC	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	7. Do Not Pursue

References

Many references and related data are available on the team's website, <http://www.ue.ucsc.edu/success>. Among other items, this includes a short summary of our retention and graduation dates, [What are UCSC's Retention and Graduation Rates?](#) (Fernald). The following table indicates the sources used in the Matrix of Ideas from which leading Actions, Strategies, Recommendations and Initiatives were developed.

Abbreviation Used in USS Team Worksheet	Complete Source Name
AIC	Developing a Comprehensive Retention Plan , Academic Impressions Conference, May 2012
AGA & AGB [UCSC]	Focus groups at the Winter 2013 Advisers Forum, February 2013.
CCUF	What We Know About College Counseling and Retention , Counseling Center, University of South Florida, 2009
CEP [UCSC]	Report on Undergraduate Graduation Rates , Committee on Educational Policy, 2006
CSJ 2004	<i>Predictors of Academic Achievement and Retention Among College Freshman: A Longitudinal Study</i> . DeBerard, M. Scott; Spielmans, Glen I.; Julka, Deana L. College Student Journal, Vol 38(1), March 2004, 66-80.
CUIP [UCSC]	Discussion with Chancellor's Undergraduate Internship Program students, April 2013
Everfi	Alcohol Use and Student Success. The Impact of High-Risk Drinking on Retention, Academic Performance and Student Engagement , Everfi 2012
HERI	Completing College: Assessing Graduation Rates at Four-Year Institutions , Higher Education Research Institute at UCLA, 2011
IRPS [UCSC]	Who Leaves UC Santa Cruz and When? Retention and Graduation Among Freshman Cohorts, Institutional Research and Policy Studies at UCSC , December 2011
NASPA	The Mental Health Needs of Today's College Students: Challenges and Recommendations , Kitzrow, M.A., NASPA Journal, Fall 2003
NPEC	What Matters to Student Success: A Review of the Literature , National Postsecondary Education Cooperative, July 2006
UCEP [UC]	List of Ideas for reducing Time to Degree , discussed at UC Committee on Educational Policy, December 2012
UCSC Currents [UCSC]	Student Retention Focus of Forum , UCSC Currents, February 2006
UEWT [UCSC]	Undergraduate Education Team Updates , November 2012
UT	Final Report of the Task Force on Undergraduate Graduation Rates, University of Texas at Austin , February 2012
UCSC RR [UCSC]	Retention Report 2005-2007 (Internal), UCSC 2008.
MHIA	Mental Health Issues in Advising , Harper, R., Peterson, M. 2012
TFA	Best Practices in Cultivating Student-Centeredness , TFA, September, 2011
Initials [UCSC]	Contributions by USS Team members and others.