| This shee | et is a thematic l | ist of the types | of initiatives b | eing done | e by academic o | departm | ents acros | s campus wi | th respec | ct to studen | t success. | It is not me | ant | | | | | | | | | |
|------------|-----------------------------|-------------------|------------------|-----------|-----------------|----------|--------------------|-------------|-----------|--------------|------------|--------------|------------------|-------------------|--|----------|-------------|---------------------|----------|----------------|-----------|---------------------------------------|
| to infer a | an exhaustive list | t, but rather the | ose that can be | e grouped | into obvious ty | ypes/ger | nres. | | | | | | | | | | | | | | | |
| | | Recruitment/ | | | Assessment of | D | Dealife. | Academic | | | Academic | | New Forms of | Catavia | Committee de la committee de l | | Cl an athan | Adia a vita | Fa audau | Out of class | | New Comm |
| | | yield of strong | | | Likely Success | | Res Life Living | Learning | | New Acad | | Career | Data Analysis to | Gateway Course | Curriculum Changes/ | | peer | Minority Focused | Prof | prof. dev. for | OER | Mechanisms |
| College | Department | students | Remediation | | | | _ | Community | | | | | • | | _ | Tutoring | | Activities | | • | Textbooks | |
| CAS | Art & Design | | | Х | X | | Х | _ | Х | X | X | Х | | | | | | | | | | |
| CAS | Biology | | Х | Х | X | | | | Х | | | Х | Х | Х | Х | Х | Х | Х | | Х | | |
| CAS | Chemistry | | | | X | | | | | Х | | | X | Х | Х | Х | | | Х | X | X | |
| CAS | Comm | | | | | | | Х | Х | Х | X | X | | X | Х | X | Х | Х | | X | Х | , , , , , , , , , , , , , , , , , , , |
| CAS CAS | Criminology | | | X | X | Х | | | | | X | X | X | Х | X | X | | | | Х | | X |
| CAS | Earth & Env Sy Economics | | | Χ | Х | | | | | | Х | | Χ | Х | Χ | X | | | | | | |
| CAS | English | | | Х | | | | | | | | | | X | Х | ^ | | | | | | |
| CAS | History | | | X | | | | | Х | | Х | Х | Х | | X | | | | | | | |
| CAS | LLL | | Х | Х | | Х | | | Х | | | Х | | | Х | Х | | | | | | X |
| CAS | Math & CS | | | | | Х | | | | | Χ | | | Х | Х | Х | Х | | | | | |
| CAS | Multidiscipl | | | Х | | Х | | | Х | | | Х | X | Х | Х | | | | Х | | | |
| CAS | Music | | | X | | | | | | | | | | | Х | Х | | | | | | |
| CAS | Political Sci | | | Х | | | | X | | | X | | | | Х | | | | | | | X |
| CAS | Psychology | | | | | ., | | | | | X | X | X | Х | | ., | | | | | | <u> </u> |
| CAS CAS | Science Ed Social St Ed | Х | | Х | | X | | | | | Х | | | | X | Х | | | | Х | | |
| CAS | Theater | | | ^ | | X | | | Х | Х | | Х | | | X | | Х | | | Х | | Х |
| | | | | | | | | | | | | Λ | | | | | | | | | | ^ |
| BCOE | CDCSEP | X | | X | | | | | | | Χ | Χ | | | Х | Х | | X | | | | |
| BCOE | T&L | Χ | X | | | | | | | | | | X | | | | | X | Х | | | X |
| SCOB | AFIRM | | | | | 1 | | | 1 | | Х | | | | Х | | х | | | Х | | |
| SCOB | MISBE | | | | | Х | | | | | X | Х | | Х | X | | X | | | X | | |
| | Mkting & Ops | | | | | ^ | | | | | ^ | X | | ^ | X | | X | | | X | | |
| SCOB | wikting & Ops | | | | | l. | | | ļ. | | | ^ | | | Ι Λ | | ^ | | | ^ | | |
| COT | AET | Х | | Х | | Х | Х | Χ | Х | | Χ | Χ | Х | | | | | X | | Х | | Х |
| COT | Aviation | Х | | Х | | Х | Х | Х | Х | | Х | | | | | | | Х | | Х | | Х |
| СОТ | Built Env | Х | | Х | | Х | Х | Х | Х | | | | Х | | | | | Х | | Х | | X |
| СОТ | ECET | Х | | Х | | Х | Х | Х | Х | | | Х | | | Х | | | Х | | Х | | Х |
| СОТ | HRD | Х | | Х | | Х | Х | | Х | | Х | Х | Х | | Х | | Х | Х | | Х | | X |
| CHHS | AMR | | | Х | | | | | | | Х | | | Х | Х | | | | | | | Х |
| CHHS | APN | Х | | Х | | | | | | | | | Х | | | | | | Х | | | Х |
| CHHS | AHS | | | Х | | | | | | | | Х | | Х | Х | | | | Х | Х | | |
| CHHS | BN | Х | Х | | | | | | | | | X | | | X | | | | X | X | | |
| CHHS | BNC | | X | Х | | | | | | | | | | | | | | | | | | |
| CHHS | KRS | | X | X | | Х | | | | | Х | Х | Х | Х | | | | 1 | | | Х | Х |
| CHHS | Social Work | | | X | | X | | | | | | X | X | ^ | Х | | Х | | | X | ^ | |
| CITIO | Jocial WOIR | | <u> </u> | ٨ | | ^ | 1 | | 1 | | | ^ | ^ | L | ^ | <u> </u> | ^ | 1 | <u> </u> | ^ | 1 | |

| | ferent kinds of activities as possible. Most are doing more, or many more, than one. | | | | | | | | | | |
|---------------------------|--|--|--|--|--|--|--|--|--|--|--|
| Department | Activity | | | | | | | | | | |
| AS . | · | | | | | | | | | | |
| Art & Design | Portfolio asessement at 4th semester to inform programs of study | | | | | | | | | | |
| BIO | New pathway to success for BIO 101 students doing poorly via 2nd 8 week BIO 112 course. | | | | | | | | | | |
| Chemistry | Enhanced efforts to identify students early who evidence limited likelihood of success in chem or physics before too late. | | | | | | | | | | |
| Communication | Speech lab in Math & Writing Center | | | | | | | | | | |
| Criminology | Ceremony/party transition to major from UC that involves a spoken pledge | | | | | | | | | | |
| Earth & Env Syst | Regular metings 1x/semester of dept advisors and UG Prog Coord to evaluate previous term performance to catch problems | | | | | | | | | | |
| Economics | Course delivery innovation (e.g., flipped classroom, field trips, problem based learning, student research) | | | | | | | | | | |
| | Reworking of course offerings and requirements for both efficiency and effectiveness purposes | | | | | | | | | | |
| History | Enhanced emphasis on advising contribution in biannual review | | | | | | | | | | |
| LLL | Ensuring language majors take a fall courses as a freshmen and LLL 200 in Fall or Spring of FR year to stay on track | | | | | | | | | | |
| | Required SI in key math courses deploying Spring 2017 | | | | | | | | | | |
| Multidisciplinary Studies | Mandatory advising at 60/80/100 credit hours | | | | | | | | | | |
| Music | Will develop a survey questionnaire for students who decide to change their major; will use to inform our work | | | | | | | | | | |
| Political Science | Surveys of Jrs and Srs on advising | | | | | | | | | | |
| Psychology | Closer data analysis in areas such as impact of offering more on-line in summer and impact of changes in CH's to degree | | | | | | | | | | |
| Ctr for Science Ed | Degree audit at 80-90 CHs | | | | | | | | | | |
| | Conduct audits of students at 60 and at 90 credit hours. | | | | | | | | | | |
| Theater | Leveraging active engagement in rehearsals/production work for credit toward degree where currently it is not provided. | | | | | | | | | | |
| BCOE | | | | | | | | | | | |
| CDCSEP | Faculty mentors for students | | | | | | | | | | |
| Teaching & Learning | Joint faculty and student professional development | | | | | | | | | | |
| COB | | | | | | | | | | | |
| AFIRM in SCOB | Learning coaches for students | | | | | | | | | | |
| MISBE in SCOB | Stronger communication with UC advisors to enhance early intervention opportunities | | | | | | | | | | |
| Mkting & Ops in SCOB | Quizes as part of student professional development series to ensure information retained | | | | | | | | | | |
| <u>:OT</u> | | | | | | | | | | | |
| Applied Eng & Tech | Themed housing linked to academic learning community with common course taking | | | | | | | | | | |
| Aviation | Formationof a drone racing club | | | | | | | | | | |
| Built Env | Review DWF rates regularly and use to inform actions | | | | | | | | | | |
| ECET | Offer additional course section for seniors or provide substitutions where appropriate so they can graduate. | | | | | | | | | | |
| | Required attendance by freshmen to student org chapter mtgs to learn more about field and career paths. | | | | | | | | | | |
| CHHS | | | | | | | | | | | |
| AMR | Institute model of regular advisor contact and group advising in key courses | | | | | | | | | | |
| | Advisor calls to students who drop a course of evidence struggle | | | | | | | | | | |
| | AHS student success conference in Feb. | | | | | | | | | | |
| | Direct admit pilot; partnership with COT on tool to enable students to track clinical competencies ("clinical passport") | | | | | | | | | | |
| | NCLEX initiatives for support of at-risk students | | | | | | | | | | |
| | Standardized language across all syllabi with respect to expectations and student success related content | | | | | | | | | | |
| | Early identification and intervention with students earning D or lower in courses | | | | | | | | | | |