

Notes on Studu n s-16-16 TT2 Tf2.228 -10Td(100E)8Tdr2 16-128L)23n 6 Td-6V.4es16 o) Tc 0 Tw 504c T2 Tf2.2-0.002-

II. Reach Out to Students Not Academically At-Risk Who Might Nonetheless Not Graduate at USA.

- Identify students who might be at risk of leaving your major or USA, despite acceptable academic performance. Use Student Success Collaborative filters to identify these students. Examples:
 - Majors in the program with a 2.0 or greater GPA and more than 89 earned credit hours who are not enrolled for the next term.
 - Response: Ask to meet with student to see how department can help them finish degree. Consider arranging meeting with Financial Aid Office if necessary.
 - High achieving majors in the department who may be at risk of migrating to another institution.
 - Response: Ask to meet with student to make sure they are academically challenged, and are aware of opportunities at USA such as UCUR, Honors Program, Study Abroad, Departmental Honors, Departmental Clubs.
 - Get to Know ALL Majors in the Program and Encourage Student Integration with Faculty
 - Encourage Student Research Collaboration with Faculty
 - Create Departmental Social Events for Students

III. Seek Improvements to the Major Curriculum to Enhance Retention and Graduation.

- Examples:
 - Build a Curriculum Map for the major to provide clear course sequencing and

IV. Provide a Clear Incentive Structure for Departmental Faculty Advising, Faculty Extracurricular Support, and Faculty Training.

- Use annual reviews to recognize, evaluate, and encourage
 - faculty engagement with student success initiatives
 - good faculty advising
 - Look for signs of faculty commitment such as:
 - Large number of advisees relative to peers
 - Use of advising resources (via. SSC usage reports, e.g.)
 - Faculty activity as student club sponsor, honors thesis director, student research involvement, etc.
- Encourage faculty development (for improved teaching and advising)
 - To improve engagement
 - To improve student motivation and learning, especially in early classes
 - Use and encourage faculty use of the ILC to improve teaching, especially first year instructors

V. Investigate Redesigning Courses with High D/F/WD Rates.

- Consider using alternative delivery methods (Online, Blended) where appropriate to improve progression through major.
- Look for Courses where curricular innovation might offer benefits (Team-Based Learning, Required Study Labs, etc.)

Pro-active alerts

- Example:
 - SI, Tutoring
 - Career Planning
 - Library "training"
 - "News" about your Major (for engagement, career direction, and relevancy of courses)