4. RETENTION

Reconsider Funding of All Student Support Programs, Especially for New Students: FYE, 
CACE, Pre-College, etc.

EOP/ConnCAS/Cultural Centers:
- Based on academic ability—not race
- One-week summer orientation/student success academy before first year
- All students participate in Bridges program in math and English
- Students participate in three-course learning community first year—
  comp/math/information literacy
- Required monthly plenary meetings/events
- Students assigned staff mentor for first two years
- One-week summer orientation/student success academy before second year
- Students assigned trained peer mentor in third and fourth years in their major, as well
  as faculty advisor
- Centers provide drop-in tutoring and mentoring; tutors and mentors are trained by
  Learning Center and paid; centers managed by UAs; report to AVP
- Scholarships/financial aid tied to students’ academic progress

Student Success
- Required one-credit FYE online course on student success strategies
- Required financial literacy online course
- Invest in Degree Compass software to assist students in planning curriculum
- Invest in course redesign/tutoring/supplementary instruction for all high DFW courses,
  as well as gateway introductory courses
- Invest in “peer ally” model for students with academic deficiencies, coordinated through
  school-based advising centers
- Invest in and track student participation in high-impact practices (undergraduate
  research, service learning, international education, experiential learning)
- Create a comprehensive “Plan B” advising program for students who do not get
  accepted into their first choice major; clarify and simplify pathways to alternative CCSU
  majors
- Provide support for faculty to develop online instructional modules and tutorials to
  support student learning of concepts
- Explore further options for increasing personal interactions with incoming students
- Expand online advising, including Skype
- Revise criteria for the Fresh Start program to increase student eligibility
- Automate change of major
- Support and reward high-quality faculty advising
- Support pedagogies that individualize students’ learning experiences
- Explore feasibility of a comprehensive, two-day, overnight Orientation program for all
  new incoming first-time students.
- Create a guaranteed 4-year degree program – contract with student to graduate within
  4 years if student stays on target
- Pursue Faculty Senate requirement to post mid-semester grades.
- Schedule interviews with every student in good standing who wants to withdraw
- Encourage the use of CLEP for students who fall behind as a low cost, efficient way to
  catch up.
Career Exploration and Planning
- Undeclared students identify areas of interest and are assigned exploratory curriculum focused on that area
- Students receive information about careers associated with those majors and interest areas, about possible career paths, and about skills associated with those careers
- CACE publishes information about workforce needs, employment prospects, and income projections
- Alumni employed in majors and “areas of interest” meet annually with students
- Required online courses on job search/workplace behaviors/culture
- Online career planning website
- Increase opportunities for internships in all majors or associated with areas of interest
- Senior year capstone transition to workplace experience

Accountability
- All student support units set annual measurable goals keyed to student success, persistence, and graduation
- All units provide annual report of progress toward goals
- Funding of units tied to outcomes

Innovation
Establish Innovation Fund to support innovative approaches to student success

Incentivize Recruitment/Graduation Rates by Major
- Provide incentives for departments that improve retention and graduation rates, including minority student retention and graduation rates
- Support department-based initiatives to build community among majors
  - Early fall – an activity to introduce new students to faculty and students who are already established in the major – could be as simple as an ice cream social
  - Major Day – alert students to the variety of majors that are available; this should involve staff from CACE, School Based Advising Centers and faculty
  - Spring – Dogs (hot dogs) with the Deans/Chairs
- Inform program coordinators and chairs about students who need additional support.
Create an appropriate “watch list” for programs.
  - Consider assessment variables other than GPA
  - Intervene with any student whose GPA declines for two consecutive semesters, even those in “good standing”
- Offer PD for students in programs (i.e., calibration for SEED; mock interviewees; networking reception for students)