GI 2025

College of Arts and Letters

Action Plans: Strategies and Responses to Certain Concerns

1. What is the strategy to make sure each of these students have a MyCap?

- Strategies aimed at encouraging student action
    - Where possible, leverage introductory major classes to encourage students to create MyCap. For example, provide extra credit to students who complete MyCap, e.g., in introductory level courses.
    - Create a short video to explain to students why MCap is important.
    - Teach students how to use MyCap during SOAR.
    - Encourage student to ensure that their MyCap is up to date.

- Strategies aimed at encouraging faculty/advisor action
    - Train full-time faculty (advisors) to learn how to use MyCap
    - Targeted campaigns, especially for sophomores/juniors without MyCap
    - Include information on syllabi
    - Send out messages on social media
    - Add MyCap to mentoring class activities

- Strategies focusing on administrative action
    - IR to produce regular and frequent reports on MyCap to the 5 colleges and to individual departments.
    - CAL to designate an Advising Tzar, currently the Associate Dean, for the college to communicate with chairs and faculty, to attend faculty meetings, to discuss importance/need for MyCap.
    - Determine the evidence that MyCap is important to the success of GI 2025.

2. What are you proactively doing on the front end to meet course demand and availability?

- Utilize data
    - Use the new function in EAB Campus to determine which students need which courses.
    - Utilizing waitlist data to make reasonable predictions about number of sections needed and determine who many students need each category.
    - Refer to advising notes by the department's Advising Coordinator or chair.
    - Look at grad check to be sure that enough sections of required courses are offered.
    - Use PAWS report to advise by instrument area and ensure that students are enrolled in appropriate courses
- Actions
    - Adhere to campus time blocks, utilize range of time slots

- Contact Chairs and Program Directors for information about which/how many students need courses by one's department
- Email campaigns for students to check their PAWS and MyCaps, and contact Chair, if a course hasn't been offered yet.
- Look regularly at students in major (in various concentrations) to make reasonable predictions about numbers of needed section.
- The College Scheduler will check IR site and enrollment data on regular basis to proactively monitor enrollment and make proper adjustments, in collaboration with department chairs.
- Revise department distance learning guidelines to add flexibility to online course offerings.
- Coordinate PDC schedule with its Associate Dean Rogers and the academic advisors at PDC.
- Leverage summer to offer bottleneck and GE classes.
- Publish a 3-year plan of UD courses in the major, updated yearly

3. How can departments coordinate with each other to avoid scheduling conflicts?
- Perceptions/Views
  - In general, it is not a problem for our college. So long as we follow the standard time blocks we should be able to avoid the problem.
- Suggestions/Solutions
  - Hopefully, the university-wide enrollment team will let us know why/how this is a problem so that we can determine how to address it effectively.
  - In the past, many departments scheduled more classes on Tuesdays and Thursdays and fewer classes on Mondays, Wednesdays and Fridays. Now with the new scheduling system in our academic semester calendar, we will continue to mitigate the problem by evenly scheduling the courses on MW and TTR. We will schedule once-a-week class meetings (e.g., graduate classes) on Fridays or in the evening.

4. How do you monitor student progress and plan intervention strategies so that students are on track for graduation?
  - Utilize data
    - Use EAB Campus, but this is time-consuming and labor-intensive
    - Utilize IR data; this is done by Advising Coordinator
    - Suggestion: Check PAWS reports for unused electives, which lengthens time to graduation. To make this possible, could the Registrar code the Enrollment Management System to flag up any courses that will not contribute to the student fulfilling requirements, and email the Chair for approval?

  - Actions
    - Liaise regularly with CAL Advising for data on seniors who are missing requirements. Then email each student on the list with proactive 'intrusive' advising, explaining/outlining which courses they need to

choose, or to explain what options of course the students have to complete their degree on time
- o Encourage students (and remind them of this using our listserv) to approach the Chair with questions about substitutions.
- o Follow emails on the JAM list for campus advisors, and attempt to quickly step in with accurate information if there are issues with campus-level advising. (For example, this is often the case with the FYC program.)
- o Hold advising expo in the fall, reach out directly to students.
- o Encourage students (and remind them of this using the department listserv) to approach the Chair with questions about substitutions.
- o Follow and keep a file on every student in the department.

Additional Concerns and Strategies

1. What should the departments do to ensure that they meet or continue to surpass the GI 2025 targets for full-time freshmen and transfer students? Please discuss specific strategies and action plans to achieve this goal.

- Utilize data:
    - o Consult with IR: Does adding majors, double-majoring, or changing majors lengthen students' graduation time? We need data from IR to confirm this. If that is the case, then departments/chairs need to have "greater oversight on the approval process for changing majors, double-majoring, and adding minors."
- Actions:
    - o Provide additional resources for tenure-line faculty and full-time lecturers to receive appropriate advising training, hold extended office hours to advise students and answer their questions. In effect, provide resources for tenure-line faculty and full-time lecturers to support students by sustained communication and problem-solving in their journey.
    - o Hire more professional advisors.
    - o Remove possible roadblocks to registration. For example, English has removed almost all prerequisites and sequential courses.
    - o Have sustained and regular communication with students. For example, Liberal studies holds regular "virtual hangouts" and Town Hall meetings
    - o *Suggestion*: Provide opportunity for college advisors, faculty advisors, department chairs, as well as the Associate Dean and Dean to be in regular communication to evaluate the overall picture for student progress, discuss initiatives, and coordinate campaigns.
    - o *Suggestion:* Provide resources to open new sections of courses when needed.

2. What should the college do to ensure that we meet our GI 2025 targets? Please discuss specific strategies and action plans to achieve this goal.
- Utilize data

- o Survey students: What are some of the issues/problems that might be preventing students from timely graduation? How has COVID created problems for students? How can we (as CAL) address those issues?
- Actions
  - o Hire more professional advisors

3. **In addition to graduate rates, what are our other measurable outcomes and success indicators? Please list them.**

- Track alumni success
  - o The percentage of the alumni who get accepted to graduate programs
  - o Job placements
  - o Other achievements, e.g., showing artwork in prestigious galleries, publications, winning awards, etc.

- Track current students' activities
  - o Internships in successful organizations
  - o Awards
  - o Community service

- Determine and monitor
  - o Retention of majors
  - o Number of students coming to CAL from other colleges (or going from CAL to other colleges)
  - o Five-year graduation rates for five-year programs.