

ENROLLMENT MANAGEMENT PLAN RETENTION AND GRADUATION MATRIX

Strategies:	Status:	Resources Allocated	Resources Needed
1. Continue research focused on creating greater understanding of factors affecting student success and completion.	Completed		
2. Reinstate First Year Experience seminars for all first-time students.	Pilot in progress for subset of students needing remediation		
3. Establish intervention programs for at-risk students especially probationary students.	New model for Academic Probation Advising started summer 2011		
4. Enhance university-wide academic advising and academic support efforts			
5. Increase attention to student involvement initiatives			
6. Enhance 'customer services' throughout the university			
7. Develop and implement a plan to eliminate the achievement gap for URM students			
8. Revise advising practices and curricula to improve graduation rates and reduce terms and units to degree			
9. Establish milestone and a timeline for student progress to degree; faculty advisors will be responsible for monitoring advisees' achievement of the milestones			
10. Identify opportunities for reorganizing or revising programs (e.g., low-			

Strategies:	Status:	Resources Allocated	Resources Needed
residency/distance, partnerships within and beyond HSU, etc.)			
11. Foster community among graduate students through initiatives such as encouraging the formation of a Graduate Student Association, establishing a gathering space for graduate students, or other approaches			

Strategy 1 Actions	Status	Resources Allocated	Resources Needed	Responsible Individual/Dept.
a. Remedial and core course studies to identify gateway course success and subsequent retention implications and subsequent course success measures				
b. Gender and race discrepancies in retention of first-time freshmen and transfer students				
c. Academic performance in terms of GPA and number of units earned, academic performance and how it relates to retention				
d. Compounding effects of housing, financial aid, availability of work, and campus climate on retention				
e. Disaggregation based on declared major				
f. Course scheduling patterns and the barriers they may present in students' efforts to complete their requirements.				
g. Monitor effectiveness of initiatives (i.e. First Year Experience, online tutoring, etc.) and recommend revisions				

h. Survey students to find out how we need to change Academic Advising				
i. Coordinate campus surveys				

Strategy 2 Actions	Status	Resources Allocated	Resources Needed	Responsible Individual/Dept.
a. Identify remedial students early through Early Start				
b. Restructure FYE model <ul style="list-style-type: none"> Plan and implement Peer Mentoring for Fall 2012 Add training for all instructors and mentors in Spring 2012 Revise syllabus to make it prescribed Add Faculty Associate to help coordinate recruitment, training and curricular support 	In progress Planning underway Planning underway In progress Need comm. approval	3 release units		Jyoti Jyoti Jyoti
c. Explore the option of FYE and area E GE <ul style="list-style-type: none"> Vet with ICC 	Proposal drafted			

Strategy 3 Actions	Status	Resources Allocated	Resources Needed	Responsible Individual/ Dept.
a. Continue in-depth investigation as to which students are most at-risk	In progress			
b. Continue general support for an investment in additional academic support programs.	being explored			
c. Make tutorial coordinator job in Learning Center a 100% state position				

Strategy 3 Actions	Status	Resources Allocated	Resources Needed	Responsible Individual/ Dept.
d. Initiate a senior retention strategy to support at-risk seniors in planning for and in ensuring their progress towards graduation. e. Id students who have applied for graduation but are missing requirements	In progress In progress			Advising Center
f. Determine which resources are most appropriate to support this student population (including general financial planning, connecting students to financial resources, etc.)				
g. Study why students leave (exit interviews and the leavers survey conducted every semester) and why students stay.				
h. Establish a follow-up system with students after they leave Humboldt.				
i. Develop pre-enrollment “bridge programs” to assist new students				
j. Investigate whether or not programs like EOP might be replicable for a wider student population				
k. Align communication and branding of services and initiatives with the general plan for HSU				
l. Track students with the National Student Clearinghouse Data to see where they go				
m. Work on sequencing of				

Strategy 3 Actions	Status	Resources Allocated	Resources Needed	Responsible Individual/ Dept.
courses and align/coordinate Early Start and Orientation				

Strategy 4 Actions	Status	Resources Allocated	Resources Needed	Responsible Individual/ Dept.
a. Advance the Learning Center services by upgrading learning technology, enhancing resources for tutoring and providing sufficient and continued support for professional training. <ul style="list-style-type: none"> • Purchase TutorTrac scheduling software • Strength Quest Training for Staff • OnCourse Training for staff 	Some upgrades purchased last year. In progress Approved Fall 2011 Identifying budget			Learning Center
b. Continue development of appropriate academic policies and practices				
c. Design and implement “How to Read Your DARS” and “How to Graduate” workshops for students.	In development			Advising Center
d. Design an informational module regarding “Using the DARS for Advising” for faculty advisors.	Not yet begun; in idea stage			Advising Center
e. Explore possibility of conducting advising for pre-program students in the Sciences (Pre-Med, etc.)	In progress		Additional staff member (part time)	Advising Center
f. Enhance the resources of academic advising and career counseling and provide sufficient and continued support for professional training	Approved			

Strategy 4 Actions	Status	Resources Allocated	Resources Needed	Responsible Individual/ Dept.
<ul style="list-style-type: none"> • Send Advising Center and Career Center Directors to MPAC • Strength Quest training for staff 	Planned for Fall 2011			
<p>g. Connect students with resources through the Career Center and Academic Advising early in their academic career to help them gain focus.</p> <ul style="list-style-type: none"> • Shift advising to a model that frames graduation in context of career, internships and graduate school 	In progress			
<p>h. Combine the functions of and co-locate the Advising and Career centers to create a seamless advising and career planning support system for students.</p> <ul style="list-style-type: none"> • Hire a director for the center • Find co-location • Cross train staff 	<p>Position drafted</p> <p>In progress</p>			
<p>i. Enhance communication avenues with students so information can be properly disseminated and connect this to an early warning system</p>				
<p>j. Improve technological support systems for advising - DARS, etc.</p>				
<p>k. Enhance resources for faculty advising and explore professional advising in colleges.</p>				
<p>l. Implement a series of benchmarks for student progression through each HSU</p>				

Strategy 4 Actions	Status	Resources Allocated	Resources Needed	Responsible Individual/ Dept.
major. For example, after freshmen year every Business major should have completed a list of courses with a minimum grade. Have benchmarks at least at the freshmen and junior levels if not all four undergraduate levels. Intervene with those students not meeting those benchmarks.				
m. Align communication and branding of programs and services with the general plan for HSU.				

Strategy 5 Actions	Status	Resources Allocated	Resources Needed	Responsible Individual/ Dept.
a. Implement a systematic program evaluation plan to assess effectiveness and develop goals. <ul style="list-style-type: none"> • Create templates for program review 	In progress			Randi and Jyoti
b. Develop a culture of evidence, including consistent study of student learning outcomes and program effectiveness. <ul style="list-style-type: none"> • Work with SEALS to develop a plan 	In Progress			Randi and Jyoti
c. Encourage wider student participation in co- and extra-curricular activities to foster collaboration and build a strong sense of community on campus				
d. Encourage effective integration of curricular and co-curricular initiatives				
e. Develop rituals and ceremonies on campus that communicate to				

Strategy 5 Actions	Status	Resources Allocated	Resources Needed	Responsible Individual/ Dept.
students, staff and faculty, what it means to be a part of the HSU learning community				
f. Align communication and branding of programs and events with the overall plan for HSU.				
g. Enhance high impact practices such as Service Learning, undergraduate research opportunities and peer mentoring opportunities.				

Strategy 6 Actions	Status	Resources Allocated	Resources Needed	Responsible Individual/ Dept.
a. Implement digital imaging and workflow technology to provide improved student services, greater efficiencies, and more effective utilization of human resources				
b. Identify and catalogue areas where improvements and efficiencies to process, policy, procedure and organization will lead to increased student success.				
c. Support ongoing and meaningful training of frontline staff.				
d. Align correspondence, communication and branding of informational material with that of the general HSU plan.				
e. Develop a one-stop Enrollment Services Center.				
f. Develop a portal system				

disseminating information to students, staff and faculty.				
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Strategy 7 Actions	Status	Resources Allocated	Resources Needed	Responsible Individual/ Dept.
a. Generate a comprehensive campus-wide action plan that collates all campus efforts focused on diversity and inclusive student success, as well as a working group charged with coordinating and monitoring the progress on these initiatives				
b. Establish a working group (Diversity and Inclusive Student Success Collaborative) to support cross-unit coordination amongst the many units that serve under-represented students				
c. Annual diversity & inclusive excellence reports have recently been integrated in the new Program Review, Evaluation, and Planning (PREP) cycle. As this process progresses, the success of departmental strategies to eliminate asymmetries in course-level and program-level outcomes will be tracked, monitored and shared campus-wide.				
d. Use data on student success, including that related specifically to URM students, in institutional decision-making and resource allocation				