Ideas to Increase CHS Graduation Rates

Faculty

- Encourage ACUE Training and Certificate in Effective Teaching Practices
- Offer mini-courses, webinars, etc. for faculty to learn new techniques and technologies to enhance student learning experiences
  - Half-day or full-day workshop proposed where faculty learn a skill and work on their course in real time (ex. Social and Emotional Learning, use of case studies)
- Provide professional development for faculty related to strategies and best practices for immersion and online teaching
- Select a group of faculty to attend Social and Emotional Learning (SEL) professional conferences in order for that group to return and train CHS faculty on SEL practices
- Accommodate multiple learning styles and reduce traditional lecture format to increase interactive approaches in the class room like group activities, out of class projects, and the use of technology (suggested twice)
  - Incentivize classroom engagement via faculty annual evaluations
- Hire additional faculty with real-world experience in specific areas
- Hire faculty that are representative of our student population
- Discuss options to expand course materials beyond text books in order to reduce cost for students
- Faculty meeting to watch Unlikely with a brainstorming session followed after
- Encourage small group discussions in class to build relationships between students and faculty
- Send weekly course introduction email announcement/tasks to class
- Increase opportunities for meaningful faculty engagement with students
- Build a culture at CHS affirming that faculty do want to be involved in the engagement, teaching, and retention of our students

Mentoring

- Student mentor program open to all CHS students using current students in good standing, staff, faculty, alumni, and community members
  - Faculty mentoring and peer mentoring programs were mentioned multiple times
  - CHS 394 Peer Instructional Facilitator program mentioned
- Create a micro-mentorship program for faculty to promote proactive student intervention and tips and tricks for engaging with struggling, underprepared, or at-risk students
- Connect students to faculty and professionals in careers they want
- Include alumni as success coaches for our current students
- Formalized faculty mentoring program for students
- Provide a peer mentor for transfer students
- Mentoring program between 100-level and 400-level courses
- Faculty from 300-level and 400-level courses don’t always have an opportunity to engage with freshmen so a way to connect would be nice
- Obama Scholars mentoring program was mentioned as an idea to explore for CHS students
Experiential Learning / Hands-On Activities / Student Engagement

- Provide early opportunities to engage students in experiences, internships, and careers in CHS, ASU, and the community
- Be more intentional with developing personal connections and meaningful experiences for the first month for freshmen (example of an opportunity fair within CHS)
- Increase sharing of information and opportunities to students related to community engagement and research
- Encourage student involvement in clubs, events, committees, local community activities where their major is housed, etc.
- Events for off-campus and online students
- Events to reduce stress during stressful times with some examples including pet therapy, massage, meditation, etc.
- Student of the month program
- Beginning of the year camps
- Degree specific welcome events or meet and greets with students, advisors, and faculty
- Biannual meeting of the minds/professions
- Digital badging for student volunteerism
- Create spaces for students to congregate where CHS classes are held and work to make a more student friendly Downtown Phoenix Campus

Student Preparation

- 1st generation student transition into college (programs, summer camps, etc.)
- Consider developing a camp for incoming freshmen like Camp Carey, Camp CONHI, or the camp run by Watts College. Brand it with the “Class of 20xx” to build community
- Provide resources and tools for individual students based on their needs
- W.P. Carey now offers their ASU 101 over four years at .25 credits per class. This may be something to explore for CHS.
- Career and personal development workshops for students
- Make the first year a cohort class where students take several of the same courses

Academic Advising

- Advisor continuity over four years and mandatory advising (suggested twice)
- Require all transfer students to meet with an advisor prior to registering
- Require all students with less than a 2.00 GPA to meet with an advisor
- Interview students who are leaving in an attempt to address those issues
  - Work with Provost’s Office on Re-up Initiative contacting students who left ASU
- Enhanced personalized advising
- Create a very visible student resource center that includes information to help faculty and students find relevant resources available at the university
- Creation of a student intake form and regular polling of students (like Connections Survey) asking questions like do you anticipate graduating from CHS? If yes, how long will you take, foreseeable barriers, etc. If no, why not?

As of 6/27/19
• Review cohorts nearing year 4, 5, and 6 for graduation and determine which students could benefit from personalized advising, specific class mapping/plan, completion grants, etc. Contact the students and schedule individual graduation sessions with them

Logistics

• Limited class offerings for major classes has made it difficult for students to finish in a timely fashion
• Consider offering courses during the evening and on weekends
• Student welcome/orientation and continuous reminders about tools and resources available to them
• Encourage on-campus living for all four years
• Limit confusion for our students. An example is Kinesiology being an excellent degree to prepare students for Physical Therapy yet Medical Studies has a track for Physical Therapy
• Review and implement best practices used by CHS majors and other colleges at ASU with the highest retention and graduation rates as well as other universities (an example of St. Lawrence University’s First-Year Program and Sophomore Success Initiative was provided) throughout the U.S. (University Innovation Alliance Completion Grants and UT Austin’s Senior Countdown)
• Build resource bank for faculty and staff with examples like the Journal of College Student Retention: Research, Theory & Practice, Meaningful Nudges, DETA Research Toolkit, Analytics Handbook: Moving from Evidence to Impact
• Reduce class sizes to increase relationship building with faculty and students (suggested twice)
• Consider having CHS programs become WUE or WRGP eligible
• Create a general degree (ex: Rehab Science) where students who struggle in some of the more academically demanding degrees could have a defined default degree pathway
• Inform faculty who submit ASRs that the ASRs are resolved (and possible outcomes)
• Gather metrics on the students we are losing and look at the number taking less than 15 hours, how many students have pending balances once financial aid disburses and the specific amounts they owe, and % who enter taking developmental/remedial courses
• Proactive maintenance of classroom equipment and technology
• Create our own specialized Gen Ed courses

Reduce Financial Barriers

• Discuss options to expand course materials beyond text books in order to reduce cost for students
• Increase scholarships available to our students

Career Planning and Preparation

• Help students define clear expectations and career paths (recommended three times)
• Degrees need clear endpoints and honest career outcomes specifically for undergraduates
Access and Inclusion

- Several comments discussed the cost of access and inclusion which some defined as decreased graduation rates. It might be good to discuss the ASU Charter and how we don’t control undergraduate admissions to ASU. Individual programs have the potential to have more stringent admission criteria which individuals could discuss with coordinators or directors for the various degrees. One suggestion was to institute a minimum freshman and transfer GPA admissions requirement for all CHS majors.