

# HUMBOLDT STATE UNIVERSITY

## **Humboldt State University 2016-2017 RFY Campus Plan**

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*Student Success at Humboldt State University – Enable an impactful and purposeful student experience for all students through better coordination and integration of academics, advising, support services, student activities, student life, and community partnerships. Ensure that all students are afforded the same opportunity to succeed in meeting their baccalaureate goals through a Humboldt State experience that provides purposeful and coherent integration of academics and student life.*

During the 2016-2017 academic year, Humboldt State University will undertake the following initiatives/actions to facilitate “success for all students, particularly those who have historically been underserved by higher education: low income, first generation, and students of color.” Humboldt State is committed to the goal of RFY to dramatically improve the quality of learning and student experience in the first year, increase retention rates, and improve student success.

### **HSU RFY Action Plan for AY 2016-2017:**

1. Expansion of the Klamath Connection Program to serve 120 students in Fall 2016 (prematriculation program to reinforce sense of belonging and community building for 1<sup>st</sup>-year STEM students). <http://www2.humboldt.edu/klamathconnection/home>
2. Implementation of co-requisite remediation for mathematics (building momentum); in Fall 2016 to be coordinated with the Kalamath Connection Program and RAMP (Retention Through Academic Mentoring Program).
3. Utilization of the ALEKS-PPL mathematics software to improve 1<sup>st</sup>-year student placement into math classes (this will build momentum, instill confidence and reduce student frustration). Will be provided to small cohort (80-100 students) in Summer 2016. HSU contemplating expanded the use of ALEKS-PPL to include all incoming freshmen for Fall 2017.

4. Implementation of full-year registration (Fall and Spring semester) for 1<sup>st</sup>-year students to build momentum and commitment to HSU. Mechanism to encourage full load (15 credit unit) enrollment to support progression toward on-time graduation (i.e. in 4 years).
5. Exploration of summer school in 2017 (face-to-face and online modalities) as the basis of "Catch-Up" programs to maintain student momentum. Students who encounter academic difficulty during the first year will be provided opportunity to stay on track for timely graduation.
6. Revision of Academic Probation Letter, Disqualification Letter and Remediation Requirement Letter to provide encouragement and support to students. This will demonstrate HSU's commitment to student success.
7. Exploration of meta-majors (i.e. academic foci, affinity majors) to provide flexibility for students who migrate into new majors (maintains momentum and facilitates progress toward degree); in AY 2016-2017 HSU will consider the creation of a flexible pre-major for impacted science programs.
8. Implementation of the uDirect course planning software in Fall 2016. This will be coupled with the exploration of streamlining the 1<sup>st</sup>-year curriculum (for all majors) to reduce registration choices in the first year and improve flexibility for students moving to new majors after the 1<sup>st</sup> year.
9. Implementation of a "mindset/belongingness" intervention component (online module) in the Early Start Program (ESP) online courses in writing and in mathematics.
10. Initiation of an intentional communication plan informing students, staff, and faculty that HSU is an RFY campus – keeping community/stakeholders aware of the numerous actions being taken to support student success on the HSU campus. This effort will include visual intentionality for 1<sup>st</sup> generation students, particularly in the first few weeks of the Fall semester. Posters of 1<sup>st</sup> generation faculty and staff will be displayed in student housing and dining areas; production of short videos of 1<sup>st</sup> generation students speaking on how to strive and thrive at HSU. Venues for the videos to include dining & residence facilities, orientation sessions and/or part of online modules.
11. Articulation of RFY contributions to the broader student-success efforts at the heart of HSU's strategic plan implementation (particularly Goal 1 of the 2015-2020 HSU Strategic Plan).
12. Implementation of our new model for academic advising with the over-arching goal to provide all freshmen (and sophomores) access to professional advising. In Fall 2016 HSU will undertake a focused assessment of academic advising to help to guide further steps/actions necessary for the new model.

13. Revise new faculty orientation program (both on-line pre-orientation and in-person orientation) to take advantage of educating the new faculty coming to HSU in Fall 2016 and the projected hires for Fall 2017. HSU is reviewing the current new faculty orientation process and will reconsider the two-day on campus orientation offered for new faculty. Like our new freshmen and transfers, we want to ensure that the two-day experience addresses what is most prevalent in the minds and hearts of the new faculty. HSU intends to work with Staff Council to develop a new staff orientation program connected and aligned with the RFY effort.

14. Analysis of Gateway courses that new students are most likely to not have success that act as barriers to academic progress. Once these courses are identified, free tutoring will be made available in the residence halls to support student success in Gateway courses.

15. Explore deliberate curricular and co-curricular action items that foster a sense of belonging among new students, faculty, and staff, including:

- a. Summer/Fall 2016 partner with faculty to develop “First Day of Class” activities and conversations for 100- and 200- level classes to send a welcoming and supportive message to 1<sup>st</sup>-year students.
- b. Summer 2016 begin discussions with tribal representatives from the Wiyot tribe regarding participation in large-scale campus events – commencement, Humboldt Orientation Program (HOP), Fall Welcome, etc.
- c. Examine during AY 2016-2017 HOP orientation and consider programming specifically dedicated to students of color and parents of students of color, involving Resident Living Coordinators intentionally.
- d. Summer 2016, create Student of Color Leadership training program and retreat to build confidence, develop skills, and get students of color involved on campus to positively impact persistence.

16. Career Curriculum Integration initiative will expand to include introductory courses in all three colleges in 2016-17. This program imbeds career and professional development into the curriculum to teach students how their class assignments prepare them for their career and leads to greater commitment to the major and retention.

HSU communicated with RFY Coordinator that it should be added to: Administrative Structure, Data Analytics/Predictive Analytics, Early Alert Systems, Gateway Course Revision, Guided Pathways/Pathways, Student Engagement categories. 10.22.16

### **Re-Imagining the First Year (RFY) Campus Strategies**

The campus plans have been coded for reoccurring themes among campus strategies. This document outlines the 20 most common themes across the campus plans. For each common theme you will find a description, example(s), resources (when possible), and list of campuses employing the strategy. The themes are listed alphabetically below.

Please note that the campus plans were very broad. Likewise, many campuses have made significant change. If you are not listed for a strategy/theme that you are undertaking, please let us know about it. Likewise, if you are listed under a theme you do not believe you are implementing please let us know. Please also note that there are very similar categories such as data analytics, predictive analytics, and early alert systems. There were enough nuances in campus plans to code these separately. If you are looking for campuses with similar strategies you may want to look at all three themes. The same is true for faculty development and faculty incentives.

The purpose of this document is to show common practices across campuses and to begin to allow intercampus team conversations. We will need your assistance in filling out the blank sections of this document including implementation tactics, implementation challenges, overcoming implementation challenges.

#### **Administrative Structure**

*Description:* As part of institutional intentionality many campuses are organizing committees, creating administrative positions, and changing reporting lines to focus specifically of first year student success.

*Examples:* Create new upper-level administrative position to focus on student success; Link multiple student success initiatives into a unit reporting to a single academic unit head; Select and empower a RFY Advisory Council to integrate the efforts of multiple university project teams into a collaborative network focused on student learning and success for first year students

*Resources:* NA

*RFY Campuses:* Cal Poly San Luis Obispo; Cleveland State; Dixie State; Fayetteville State; Fort Hays State; Framingham State; Harris-Stowe State; IU East; Metropolitan State; North Carolina Central; Sam Houston State; St. Cloud State; Stephen F Austin State; Tarleton State; UW Whitewater; Winston-Salem State

To be filled in by campuses

Implementation Tactics	Implementation Challenges	Overcoming Challenges	Additional Comments

## Advising/Intrusive Advising

*Description:* Intrusive advising requires advisors reach out to students. Programs utilizing proactive intrusive advising build structures that incorporate intervention strategies for students who otherwise might not seek advising. This is often used in conjunction with other strategies such as using predictive analytics.

*Examples:* Require two required advising sessions per semester for first-year freshman; Provide students with timely information and alerts about their progress (e.g., taking courses out of sequence, not following graduation plans, grades, choice of major, etc.) and suggestions for redirection; Implement a centralized student advising center to support intentional advising and faculty mentorship

*Resources:* <http://www.chronicle.com/blogs/ticker/better-advising-beats-free-tuition-for-improving-degree-completion-say-experts/108756>

*RFY Campuses:* Central Michigan; CSU Long Beach; Fayetteville State; Fitchburg State; Fort Hays State; Framingham State; Harris-Stowe State; Humboldt State; IU Kokomo; Mankato; IU Northwest; New Jersey City; Northern Arizona; Salisbury; Sam Houston State; Southern Oregon; St. Cloud State; Stephen F Austin; SUNY Fredonia; UA Little Rock; UW La Crosse; UW Whitewater; Utah Valley; Washington State Vancouver

To be filled in by campuses

Implementation Tactics	Implementation Challenges	Overcoming Challenges	Additional Comments

## Campus Communications (with students)

*Description:* As part of institutional intentionality many campuses have started to pay attention to their communications with students. Campus efforts include reviewing communication in the form of letters, emails, and other messaging focused on probation, inclusion, and student belonging.

*Examples:* Change probation and suspension letters to positive and encouraging tone; Provide support resources; inform freshmen about equity, inclusion, and diversity through academic and culturally based places and events on campus; Review all correspondence with prospective and registered students and revise with a growth mindset tone

*Resources:* [https://www.eurekaalert.org/pub\\_releases/2015-12/nu-uma121415.php#.Vm\\_c2K724I.email](https://www.eurekaalert.org/pub_releases/2015-12/nu-uma121415.php#.Vm_c2K724I.email)

*RFY Campuses:* Cal Poly San Luis Obispo; Cleveland State; CSU Long beach; CSU Monterey Bay; CSU Northridge; Fitchburg State; Framingham State; Humboldt State; IU East; IU Kokomo; Mankato; Metropolitan State; New Jersey City; Northern Arizona; Sam Houston State; Southern Oregon; SUNY Fredonia; UA Little Rock; UNT Dallas; UW La Crosse; Washington State Vancouver

To be filled in by campuses

Implementation Tactics	Implementation Challenges	Overcoming Challenges	Additional Comments

**Curriculum**

*Description:* A number of campuses are re-envisioning their curriculum for first year students. This may include general education reform, creating or advising first year cohorts, or engaging faculty in the creation of curriculum that emphasizes student belonging.

*Examples:* Create first year interdisciplinary courses within general education; Maximize the proportion of major requirements and/or liberal studies and/or diversity credits taken in the first year; Explore solutions that will enable innovative first-year curriculum from units that are currently barred from initiating curriculum

*Resources:* NA

*RFY Campuses:* Central Michigan; Cleveland State; CSU Monterey Bay; Fort Hays State; Governors State; Harris-Stowe State; Humboldt State; IU Kokomo; IU South Bend; Mankato; Metropolitan State; New Jersey City; North Carolina Central; Northern Arizona; Stephen F. Austin; Stockton; SUNY Fredonia; Tarleton State; Washington State Vancouver; Winston-Salem State

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Implementation Tactics	Implementation Challenges	Overcoming Challenges	Additional Comments

**Data Analytics/Predictive Analytics**

*Description:* Data analytics refer to the measurement, collection, analysis and reporting of data about students. The data can be used for the purpose of understanding and student learning and the context in which it occurs. This includes predictive analytics. See also: Early Alert Systems

*Examples:* Collect and analyze data regarding residency retention rates for first year students after 1st semester and 1st year; Identify data already available for determining descriptions of our students who traditionally have not progressed successfully and use data to assist students before they arrive and after they begin; Improve the timely sharing and transparency of first-year institutional research data, define baselines, and agree upon key performance indicators across academic and student affairs

*Resources:* [https://higherlogicdownload.s3-external-1.amazonaws.com/AASCU/HigherEdPG2\\_UsingDataToImproveStudentOutcomes.pdf?AWSAccessKeyId=AKIAJH5D4I4FWRALBOUA&Expires=1474481609&Signature=69AfY9GFS9K0QYwhPzsPjv%2BHGaA%3D](https://higherlogicdownload.s3-external-1.amazonaws.com/AASCU/HigherEdPG2_UsingDataToImproveStudentOutcomes.pdf?AWSAccessKeyId=AKIAJH5D4I4FWRALBOUA&Expires=1474481609&Signature=69AfY9GFS9K0QYwhPzsPjv%2BHGaA%3D)

*RFY Campuses:* Cal Poly San Luis Obispo; CSU Northridge; Dixie State; Fayetteville State; Fort Hays State; Framingham State; IU Kokomo; IU Southeast; IU South Bend; Kennesaw State; Mankato; Metropolitan State; New Jersey City; Salisbury; Stephen F. Austin; SUNY Fredonia; Tarleton State; UA Little Rock; Utah Valley; UW La Crosse; UW Whitewater

To be filled in by campuses

Implementation Tactics	Implementation Challenges	Overcoming Challenges	Additional Comments

**Early Alert Systems**

*Description:* Early alert systems are designed to identify students experiencing difficulties in the classroom. These problems are identified by instructors at any point during the semester and they may range from such things as tardiness/absences, poor test grades, or learning difficulties. See also: Data Analytics

*Examples:* Promote broad campus participation in early alert functionality through system; Develop a learning-management system with early-warning capabilities and which includes

academic and non-academic elements of students' experiences; Share student success data to empower faculty to be active participants in students' pathways to success

*Resources:* NA

*RFY Campuses:* CSU Long Beach; Dixie State; IU Kokomo; Kennesaw State; New Jersey City; Northern Arizona; Southern Oregon; Stephen F. Austin; SUNY Fredonia; UA Little Rock; Utah Valley; UW Whitewater

To be filled in by campuses

Implementation Tactics	Implementation Challenges	Overcoming Challenges	Additional Comments

**Faculty Development**

*Description:* The faculty development efforts across campuses are varied. Many of the RFY campuses are providing programming for faculty/professional development related to other student success efforts such as advising, student belonging, growth mindset, grit, first year learning communities, and first year seminars. See also Faculty Incentives

*Examples:* Design faculty-to-faculty mentor program for new faculty, particularly in their first year, that includes learning community elements to improve student and faculty climate and the student's first year experience; Provide professional development in intrusive advising and growth mindset/sense of belonging;

*Resources:* NA

*RFY Campuses:* Cal Poly Sand Luis Obispo; Cleveland State; CSU Long Beach; CSU Monterey Bay; CSU Northridge; Dixie State; Fayetteville State; Fitchburg State; Fort Hays State; Framingham State; Governors State; Humboldt State; IU East; IU Kokomo; IU Northwest; IU South Bend; Metropolitan State; Northern Arizona; Salisbury; Sam Houston State; St. Cloud State; Stephen F. Austin; Stockton; SUNY Fredonia; Tarleton State; UA Little Rock; UNT Dallas; Utah Valley; UW La Crosse; UW Whitewater; Washington State Vancouver

To be filled in by campuses

Implementation Tactics	Implementation Challenges	Overcoming Challenges	Additional Comments

### Faculty Incentives

*Description:* A number of campuses are incentivizing faculty to join in campus wide student success efforts. These efforts include direct funding but also teaching awards, professional development opportunities, and changing tenure and promotion guidelines to include these efforts.

*Examples:* Create teaching enhancement award program focused on improving pedagogy in "milestone" courses; Provide funding for course redesign participation and implementation; Begin provost-led communication campaign to celebrate faculty's role in student success

*Resources:* NA

*RFY Campuses:* Cal Poly San Luis Obispo; Cleveland State; Fort Hays State; Framingham State; IU Kokomo; IU Northwest; IU South Bend; Northern Arizona; Sam Houston State; St. Cloud State; Stephen F. Austin; Stockton; UA Little Rock; Utah Valley State; Washington State Vancouver

To be filled in by campuses

Implementation Tactics	Implementation Challenges	Overcoming Challenges	Additional Comments

### First Year Seminars

*Description:* Several campuses are either creating or retooling their freshman seminar course.

*Examples:* Require University 100 for all first-time freshmen; Revise the first year seminar as the link to the new meta major learning communities; Review development and current structure of freshman seminar and request any related data

*Resources:* [http://tech.sa.sc.edu/fye/resources/fyr/syllabi\\_list.php](http://tech.sa.sc.edu/fye/resources/fyr/syllabi_list.php)

*RFY Campuses:* Cleveland State; CSU Northridge; Framingham State; Harris-Stowe State; IU East; Mankato; North Carolina Central; Salisbury; UA Little Rock; Washington State Vancouver; Winston-Salem State

To be filled in by campuses

Implementation Tactics	Implementation Challenges	Overcoming Challenges	Additional Comments

**Gateway Course Revision**

*Description:* All of the RFY campuses have been asked to identify gateway courses. Although the definitions vary slightly by campus, most include the core courses that all freshman take. A number of campuses have further limited the pool by focusing on courses that have high DFW rates. Many campuses are working with faculty to redesign these courses to include both pedagogical changes and non-cognitive components.

*Examples:* Use existing data to identify high DFW courses in the first year to focus mindset and sense of belonging curriculum changes; Redesign five "gateway" courses to improve student learning and success and historically high DFW rate courses; Redesign high-DWF courses and with high levels of first-year students to incorporate active learning, strengths-based pedagogy, and non-cognitive development

*Resources:*  
<http://www.upike.edu/UPike/media/UPike/Documents/Academics/Institutional%20Research/Gateway-article.pdf>

*RFY Campuses:* Cal Poly San Luis Obispo; Dixie State; Fitchburg State; Fort Hays State; Humboldt State; IU East; IU Kokomo; IU South Bend; Jacksonville State; Kennesaw State; Metropolitan State; New Jersey City; North Carolina Central; Southern Oregon; St. Cloud State; Stephen F. Austin; SUNY Fredonia; UW Little Rock; Utah Valley University; UW La Crosse; UW Whitewater

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**Growth Mindset**

*Description:* A growth mindset a person’s belief that their most basic abilities can be developed through dedication and hard work, as opposed to being fixed and unable to learn. A growth mindset leads to academic resilience. Many campuses are working to foster growth mindsets for their students.

*Examples:* Design and implement a growth-mindset intervention for all students, with a follow-up activity that will be delivered to all students sometime during their first year;

*Resources:* <http://mindsetscholarsnetwork.org/>

*RFY Campuses:* Cal Poly San Luis Obispo; CSU Long Beach; Fitchburg State; Framingham State; Humboldt State; IU East; IU Southeast; IU Kokomo; IU Northwest; IU South Bend; Mankato; Northern Arizona; Sam Houston State; SUNY Fredonia; UNT Dallas, UW La Crosse, Washington State Vancouver

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**Guided Pathways/Pathways**

*Description:* Guided pathways are coherent and easy-to-follow college-level programs of study that are aligned with requirements for success in employment and at the next stage of education. Programs, support services, and instructional approaches are redesigned and re-aligned to help students clarify their goals, choose and enter pathways that will achieve those goals, stay on those pathways, and master knowledge and skills that will enable them to advance in the labor market and successfully pursue further education.

*Examples:* Identify and publish clear pathways to success in all degree programs; Identify clear pathways (degree maps) to persistence and publish for each degree plan; Streamline pre-requisites and co-requisites to provide intuitive, navigable major progressions and reduce curricular complexity

*Resources:* <http://www.aacu.org/sites/default/files/files/LEAP/HowToDesignAGuidedLearningPathway.pdf>

*RFY Campuses:* CSU Northridge; Dixie State, Fayetteville State; Framingham State; Mankato; Metropolitan State; New Jersey City; Northern Arizona; Sam Houston State;

Southern Oregon; St. Cloud State; Stephen F. Austin; UA Little Rock; University of Central Florida; UNT Dallas; Utah Valley; UW La Crosse; UW Whitewater

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**Meta-majors**

*Description:* Meta-majors create sets of courses that fulfill academic requirements for a broad discipline or program grouping such as STEM, business, or health sciences. Meta-majors are a lever to help provide a foundation for undecided students’ decision-making process. They are designed to guide students through the completion of their early academic requirements within their specified broad program area.

*Examples:* Develop meta-majors with a well-defined yearlong pattern of courses for new freshmen to prevent "choice paralysis" and encourage timely graduation; Use meta-major information in a more systematic and intentional manner to increase student interactions with faculty from a variety of disciplines; Create exploratory degree concentrations/meta-majors for students and implement block scheduling for the respective cohorts

*Resources:* <https://higherlogicdownload.s3-external-1.amazonaws.com/AASCU/Meta-Majors.pdf?AWSAccessKeyId=AKIAJH5D4I4FWRALBOUA&Expires=1474569663&Signature=WKtONdBYgtOD0X934gQWJSUds7U%3D>

*RFY Campuses:* CSU Long Beach; CSU Northridge; Dixie State; Fitchburg State; Governors State; Harris-Stowe State; Humboldt State; IU South Bend; Mankato; Metropolitan State; New Jersey City; St. Cloud State; UNT Dallas; UW La Crosse

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Implementation Tactics	Implementation Challenges	Overcoming Challenges	Additional Comments

**Orientation Revision**

*Description:* Several campuses are revising freshman orientation to start students down a path of success. This may include focusing on the high school to college transition, providing growth mindset training, or developing a first 40 days plan.

*Examples:* Offer a "reorientation" at week 6 and bring freshman students back in/back together to meet with a student success coach; Review and revise orientation programs to be consistent with retention, recruitment, and belonging/growth mindset principles; Redesign Welcome Week so that students come to campus earlier and have more time to get a schedule finalized

*Resources:* NA

*RFY Campuses:* CSU Long Beach; CSU Monterey Bay; CSU Northridge; Dixie State; Fayetteville State; Fort Hays State; Humboldt State; IU East; IU Northwest; Sam Houston State; SUNY Fredonia; UW La Crosse

To be filled in by campuses

Implementation Tactics	Implementation Challenges	Overcoming Challenges	Additional Comments

**Policy/Policy Change**

*Description:* Many campuses are reviewing current policies to ensure they align with student success goals.

*Examples:* Rethink placement testing; Audit current student policies and office practices which apply to first-year students and where applicable to achieve consistency and coherence, propose amendments to those whose impact on first-year student success is significant; Develop a 30 credit review process to ensure first year students are on track

*Resources:* NA

*RFY Campuses:* Cal Poly San Luis Obispo; Cleveland State; CSU Northridge; Fayetteville State; Fort Hays State; Framingham State; IU Kokomo; IU Southeast; IU South Bend; New Jersey City; SUNY Fredonia; UNT Dallas; UW La Crosse; Washington State Vancouver; Winston-Salem State

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Implementation Tactics	Implementation Challenges	Overcoming Challenges	Additional Comments

### Remediation/Co-requisite Remediation

*Description:* Co-requisite developmental education enrolls students in remedial and college-level courses in the same subject at the same time. Students receive targeted support to help boost their understanding and learning of the college-level course material.

*Examples:* Allow students to complete MTH 87 (developmental) and MTH 116 (college level quantitative reasoning) in one term; Create non-remedial approach to learning that targets high-risk courses rather than high-risk students

*Resources:*

[https://www.insidehighered.com/sites/default/server\\_files/files/TBR%20CoRequisite%20Study%20-%20Update%20Spring%202016%20\(1\).pdf](https://www.insidehighered.com/sites/default/server_files/files/TBR%20CoRequisite%20Study%20-%20Update%20Spring%202016%20(1).pdf)

*RFY Campuses:* Cleveland State; CSU Long Beach; Fort Hays State; Governors State; Humboldt State; IU Southeast; IU South Bend; Stephen F. Austin; Stockton; UA Little Rock; UW La Crosse; UW Whitewater

To be filled in by campuses

Implementation Tactics	Implementation Challenges	Overcoming Challenges	Additional Comments

### Scheduling

*Description:* Many campuses are reconsidering the way that they do scheduling with the goal of helping students complete their coursework in a timely manner.

*Examples:* Implement block scheduling (potentially using a cohort model) of core classes for freshmen through entire first year; Offer multiple semester registration; Implement earlier, multi-term enrollment process to facilitate students enrollment in needed courses

*Resources:* NA

*RFY Campuses:* Cal Poly San Luis Obispo; Humboldt State; IU Kokomo; New Jersey City; Northern Arizona; Salisbury; Sam Houston; Stephen F. Austin; SUNY Fredonia; UNT Dallas; Utah Valley

To be filled in by campuses

Implementation Tactics	Implementation Challenges	Overcoming Challenges	Additional Comments

### **Student Belonging**

*Description:* The term belonging refers to students' subjective perception of being accepted and respected in their particular school setting. Many of our campuses are working on increasing students' sense of belonging through belonging interventions.

*Examples:* Strengthen students' self-efficacy and sense of belonging through advising practices and growth mindset; Conduct focus groups with students on perceptions and experiences regarding a "sense of belonging" and their first year experiences; Organize informal meetings between members of the faculty and groups of first-year students

*Resources:* [https://www.stcloudstate.edu/teaching/documents/Belonging\\_Workshop.pdf](https://www.stcloudstate.edu/teaching/documents/Belonging_Workshop.pdf)

*RFY Campuses:* Cal Poly San Luis Obispo; Cleveland State; CSU Long Beach; CSU Monterey Bay; CSU Northridge; Fitchburg State; Framingham State; Governors State; Humboldt State; IU East; IU Kokomo; IU Northwest; IU South Bend; Jacksonville State; Mankato; Metropolitan State; New Jersey City; Northern Arizona; Southern Oregon; SUNY Fredonia; UNT Dallas

To be filled in by campuses

Implementation Tactics	Implementation Challenges	Overcoming Challenges	Additional Comments

### Student Engagement

*Description:* Students that are connected to the campus community are more likely to persist.

*Examples:* Use social media and co-curricular tech portals to recruit and track student involvement in co-curricular clubs and events; Increase communication with students regarding the opportunities for curricular and extra-curricular activities and services that are aligned with student interest and eligibility; Expand service learning opportunities for first year students

*Resources:* <http://agb.org/trusteeship/2016/januaryfebruary/using-student-engagement-results-to-oversee-educational-quality>

*RFY Campuses:* CSU Long Beach; CSU Monterey Bay; Dixie State; Fayetteville State; Fitchburg State; Governors State; IU Northwest; IU South Bend; Kennesaw State; Sam Houston State; Southern Oregon; St. Cloud State; Stephen F. Austin; Stockton; U of Central Florida; UW La Crosse; Winston-Salem State

To be filled in by campuses

Implementation Tactics	Implementation Challenges	Overcoming Challenges	Additional Comments

### Teaching/Pedagogy

*Description:* A number of campuses are focusing on innovations in the classroom.

*Examples:* Promote pedagogy that highlights diversity awareness and cultural competence and levels the playing field for all students/promote teaching environment that fosters "inclusive excellence"; Promote growth-mindset and grit pedagogies in faculty teaching and learning communities; Ensure all first and second-year courses are designed with

engaged pedagogies through the review of courses as programs go through academic program review

*Resources:* NA

*RFY Campuses:* Cal Poly San Luis Obispo; CSU Long Beach; CSU Northridge; Dixie State; Fort Hays State. Framingham State; Jacksonville State; New Jersey City; Northern Arizona; Sam Houston State; U of Central Florida

To be filled in by campuses

Implementation Tactics	Implementation Challenges	Overcoming Challenges	Additional Comments