

## Summary of Gaps & Ladders

GAP	LADDER
Lack of an updated, guiding student success concept for the university	Leverage existing work (GI2025 & self-study) to engage and consult campus community on student success

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<ul style="list-style-type: none"> <li>*Lower than desired retention &amp; graduation rates for FTFT students, particularly HUGS.</li> <li>*Lower than average unit attempt per semester by undergraduate students</li> </ul>	<ul style="list-style-type: none"> <li>*Develop and implement <b>block scheduling via guided registration</b></li> <li>*Fund, scale and redesign <b>LC/LLCs</b>, including institutionalizing Faculty Director, Coordinator EPM Co-Lead roles</li> </ul>
High DFW rates, particularly in First Year Math (FYM) and First Year Writing	<ul style="list-style-type: none"> <li>*Create &amp; train on data dashboard</li> <li>*Embed peer educators in <b>1st year math</b>; pilot FYM coordinator</li> <li>*Consistent funding to support LRC; develop and scale <b>Math Minds</b></li> <li>*Consistent funding to WMC; scale EMT in A2 <b>composition</b> courses</li> <li>*Development of <b>Data Champions</b></li> </ul>
Future growth of academic programs unclear	<ul style="list-style-type: none"> <li>*Charting our Course strategic planning</li> <li>*New Academic Programs and Continuous Improvement (APCI) leadership</li> <li>*Clarified curricular processes</li> <li>*New <b>Academic Master Plan</b> approved</li> </ul>

GAP	LADDER
Lack of clear pathways for students through curriculum to degree	Develop and publicize <b>academic roadmaps</b> and <b>digital degree planner</b>
Time to graduation, stop out & drop out rates were higher than desired	<b>Removing administrative barriers</b> for students
Lack of support for vulnerable student populations on campus beyond academics	Fully funded <b>basic needs</b> initiative; technology to enhance accessibility
<ul style="list-style-type: none"> <li>*Creation of multiple “peer mentor” position and peer-led interventions with no standard expectations and siloed, under resourced initiatives</li> <li>*Support college transition, foster a sense of</li> </ul>	<b>CIMAS</b> ; Peer Education & Equity Programs ( <b>PEEP</b> ) organizational umbrella and leadership competencies that inform training and development to better equip peer helping peers

<p>belonging, promote engagement in campus culture, empower peers to make use of campus resources that support student success, and build peer networks</p>	
<ul style="list-style-type: none"> <li>*Lack of opportunity for incoming FTFT students to complete college-level work prior to fall enrollment</li> <li>*Student melt across the new student onboarding (NSO) process</li> </ul>	<p><b>Summer Success Academy (SSA) and Middle Leadership Academy (MLA) team's work on NSO</b></p>
<p>Support college transition, foster a sense of belonging, promote engagement in campus culture, and build networks with community colleges in the region</p>	<p><b>Regional Transfer Student Success team and annual summit</b></p>

GAP	LADDER
<p>Need to institutionalize DEIA work across the university</p>	<p>President's Advisory council on Inclusive Excellence (<b>PACIE</b>) established to address DEIA work via <b>IEAP</b> and <b>professional development</b> across the university</p>
<p>Lack of a robust ethnic studies curriculum and campus adoption of “servingness” mentality</p>	<p>The gap is addressed through funding, faculty hires, student- facing programming, new degree programs, <b>Ethnic Studies Council</b>, collaboration with local Title I schools, and community outreach. Establish <b>cultural affinity centers</b> and pursue the <b>Seal of Excelencia</b>.</p>