

## 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

GAP	LADDER
*Lower than desired retention & graduation rates for FTFT students, particularly HUGS. *Lower than average unit attempt per semester by undergraduate students	*Develop and implement <b>block scheduling</b> via <b>guided registration</b> *Fund, scale and redesign <b>LC/LLCs</b> , including institutionalizing Faculty Director, Coordinator EPM Co-Lead roles
High DFW rates, particularly in First Year Math (FYM) and First Year Writing	*Create & train on data dashboard *Embed peer educators in <b>1st year math</b> ; pilot FYM coordinator *Consistent funding to support LRC; develop and scale <b>Math Minds</b> *Consistent funding to WMC; scale EMT in A2 <b>composition</b> courses *Development of <b>Data Champions</b>
Future growth of academic programs unclear	*Charting our Course strategic planning *New Academic Programs and Continuous Improvement (APCI) leadership *Clarified curricular processes *New <b>Academic Master Plan</b> approved

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
*Creation of multiple “peer mentor” position and peer-led interventions with no standard expectations and siloed, under resourced initiatives *Support college transition, foster a sense of	<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

belonging, promote engagement in campus culture, empower peers to make use of campus resources that support student success, and build peer networks	
<p>*Lack of opportunity for incoming FTFT students to complete college-level work prior to fall enrollment</p> <p>*Student melt across the new student onboarding (NSO) process</p>	<b>Summer Success Academy (SSA)</b> and Middle Leadership Academy (MLA) team's work on <b>NSO</b>
Support college transition, foster a sense of belonging, promote engagement in campus culture, and build networks with community colleges in the region	<b>Regional Transfer Student Success</b> team and annual summit

<b>GAP</b>	<b>LADDER</b>
Need to institutionalize DEIA work across the university	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
Lack of a robust ethnic studies curriculum and campus adoption of "servingness" mentality	The gap is addressed through funding, faculty hires, student-facing programming, new degree programs, <b>Ethnic Studies</b> Council, collaboration with local Title I schools, and community outreach. Establish <b>cultural affinity centers</b> and pursue the <b>Seal of Excelencia</b> .