



2019
SPECIAL LIMITED REPORT
ON FRESHMAN RETENTION

Arizona State University

Exhibit FR.ASU.1: Freshman Headcount Enrollment, Average High School GPA and Retention Rate

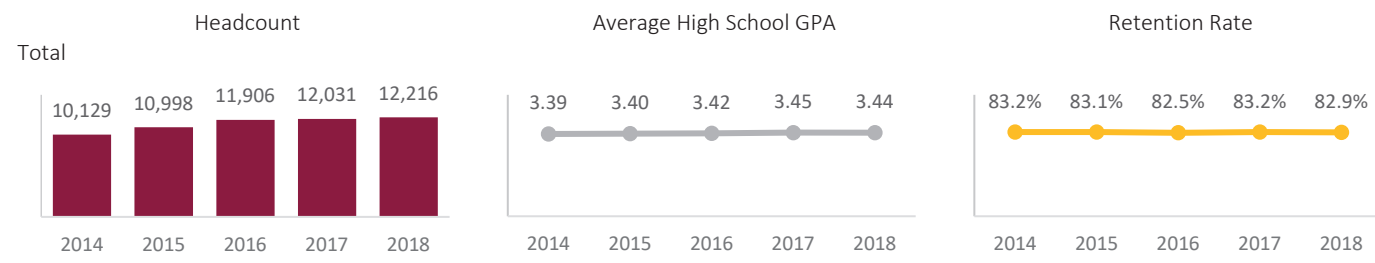


Exhibit FR.ASU.2: Freshman Headcount Enrollment, Average High School GPA and Retention Rate by Geographic Site



Note: Average High School GPAs calculated using only those students for which a high school GPA is available

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Exhibit FR.ASU.3: Freshman Headcount Enrollment, Average High School GPA and Retention Rate by Full-time, Part-time Status

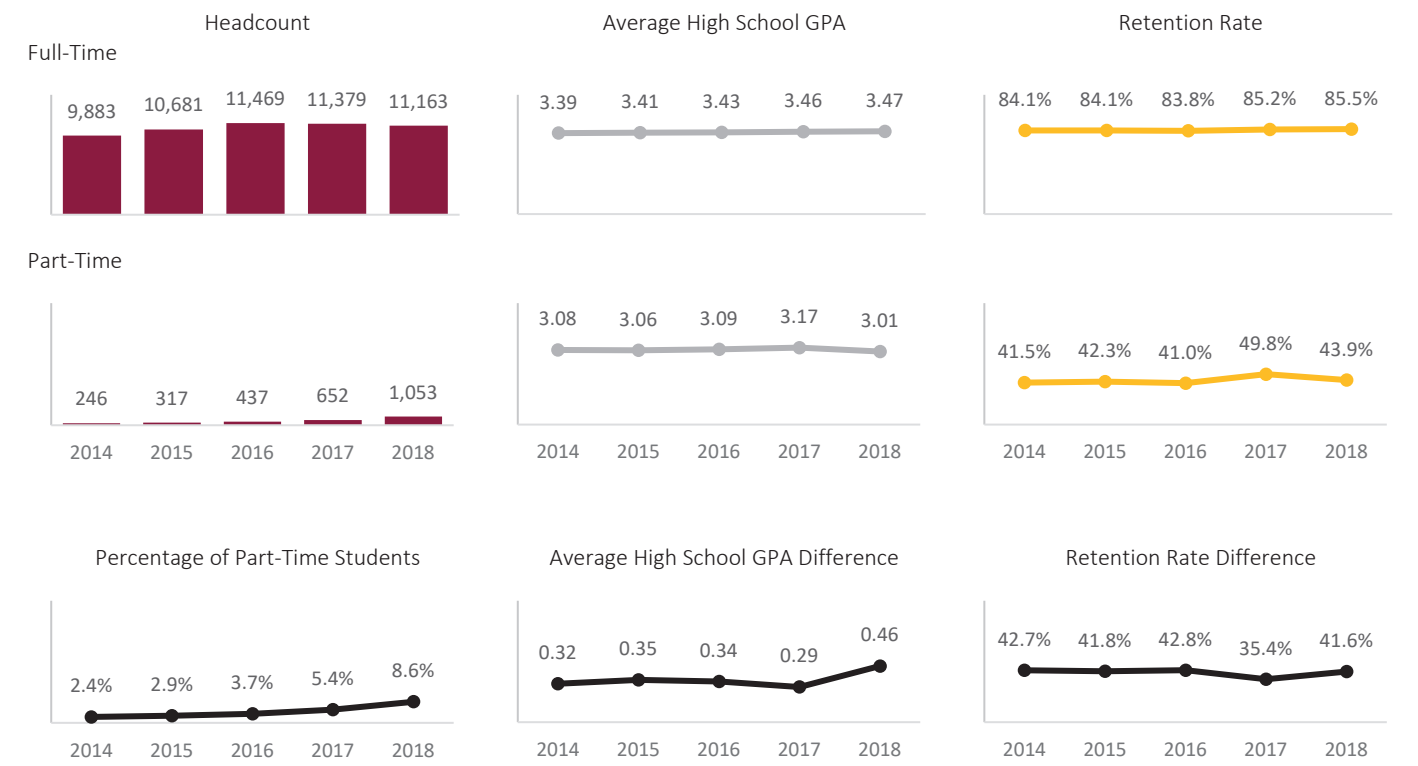
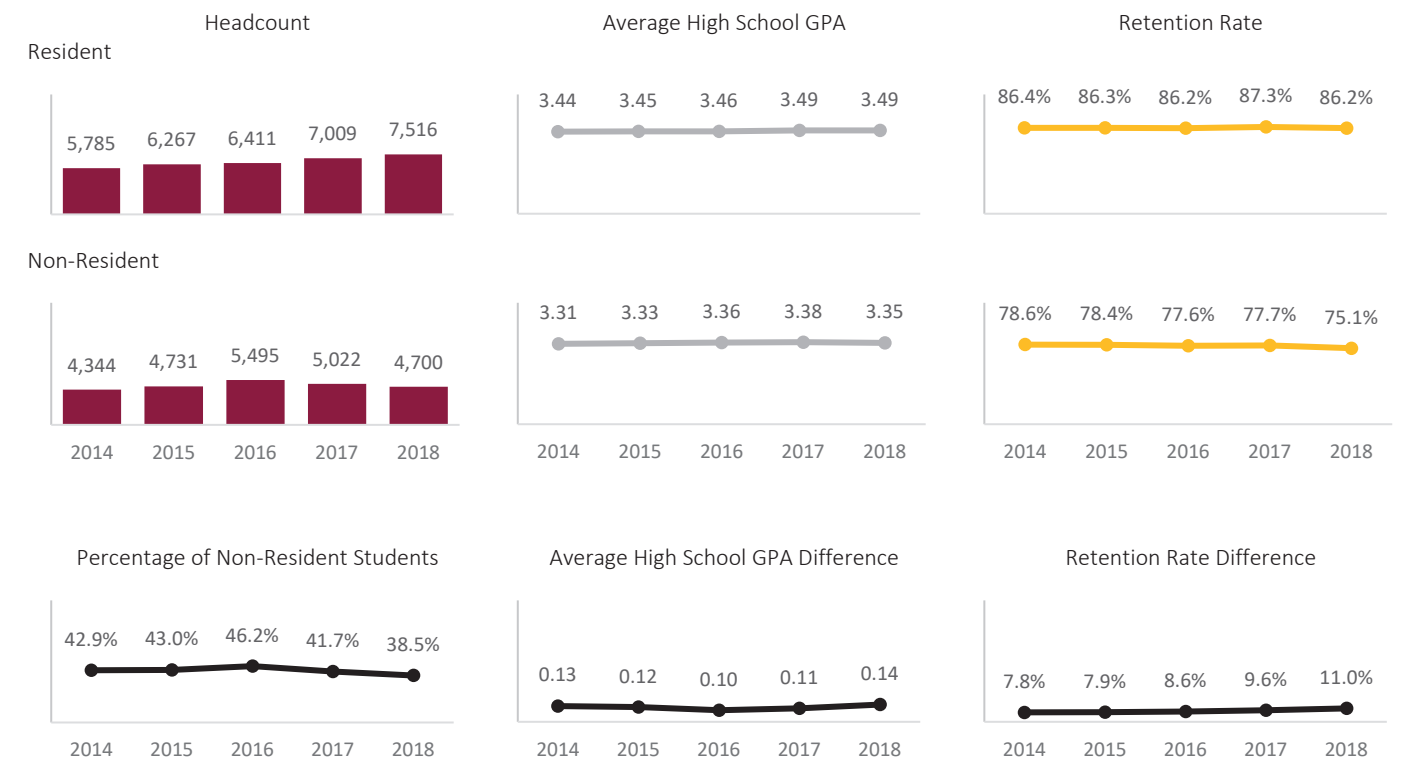


Exhibit FR.ASU.4: Freshman Headcount Enrollment, Average High School GPA and Retention Rate by Residency Status



Note: Average High School GPAs calculated using only those students for which a high school GPA is available

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Exhibit FR.ASU.5: Freshman Headcount Enrollment by Gender and Race Ethnicity



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Exhibit FR.ASU.6: Freshman Retention Rate by Gender and Race Ethnicity

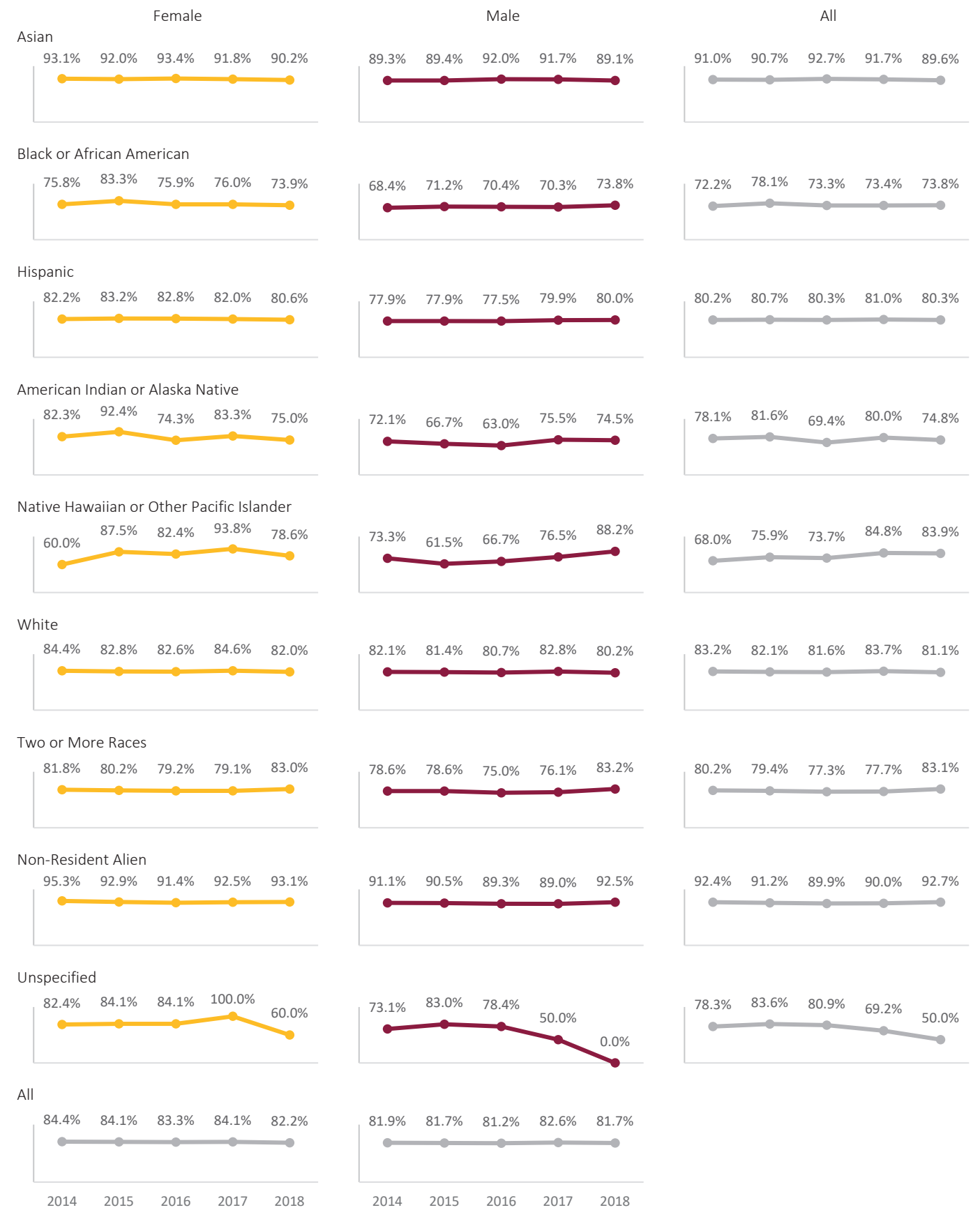


Exhibit FR.ASU.7: Average High School GPA and Freshman Retention Status for First-Time Students Fall 2017

Enrollment Classification	Retention Status	Total Students	Reported GPAs	Average High School GPA	
				Continuing	Non-Continuing
All	Continuing	10,007	9,351	3.49	
	Non-Continuing	2,209	1,913	3.18	
Full-time	Continuing	9,545	9,013	3.51	
	Non-Continuing	1,618	1,502	3.24	
Part-time	Continuing	462	338	3.06	
	Non-Continuing	591	411	2.97	
Residency Status					
Resident	Continuing	6,476	6,186	3.53	
	Non-Continuing	1,040	972	3.23	
Non-Resident	Continuing	3,531	3,165	3.41	
	Non-Continuing	1,169	941	3.14	
Gender					
Female	Continuing	5,128	4,780	3.54	
	Non-Continuing	1,113	951	3.23	
Male	Continuing	4,879	4,571	3.45	
	Non-Continuing	1,096	962	3.14	
Unspecified	Continuing	0	0		
	Non-Continuing	0	0		
Race Ethnicity					
Asian	Continuing	856	820	3.58	
	Non-Continuing	99	89	3.22	
Black or African American	Continuing	415	383	3.28	
	Non-Continuing	147	123	2.99	
Hispanic	Continuing	2,552	2,413	3.45	
	Non-Continuing	626	577	3.18	
American Indian or Alaska Native	Continuing	107	99	3.39	
	Non-Continuing	36	30	3.12	
Native Hawaiian or Other Pacific Islander	Continuing	26	23	3.47	
	Non-Continuing	5	4	3.02	
White	Continuing	4,881	4,494	3.52	
	Non-Continuing	1,137	950	3.21	
Two or More Races	Continuing	516	479	3.49	
	Non-Continuing	105	87	3.11	
Non-Resident Alien	Continuing	651	638	3.53	
	Non-Continuing	51	50	3.33	
Unspecified	Continuing	3	2		
	Non-Continuing	3	3		

Note: Average High School GPAs calculated using only those students for which a high school GPA is available

Name	eAdvisor
Fiscal Year	2019
Description	System which provides information on degree requirements and then monitors student progression towards meeting those requirements. The system provides feedback to students and advisors through multiple communication platforms when students are not progressing towards meeting degree requirements identified as critical to success.
Qualifying Criteria	All incoming first time students
Is Required	Yes
Duration	8 semesters provided continue to meet eligibility
Inception Fiscal Year	2007
Fiscal Year 2019 Participation	12,557
Fiscal Year 2018 Participation	11,163
Fiscal Year 2018 Retention	9,545
2018-19 Retention Rate	85.5%

Name	me3
Fiscal Year	2019
Description	Free, online pictorial quiz that helps users identify their interests and associated potential careers. Users then select from suggested majors that will help prepare them to meet those career goals. Access is integrated into Degree Search and referenced in email communication, as well as through various retention programs.
Qualifying Criteria	Open to all ASU students
Is Required	No
Duration	On going
Inception Fiscal Year	2015
Fiscal Year 2019 Participation	2,765
Fiscal Year 2018 Participation	2,098
Fiscal Year 2018 Retention	1,800
2018-19 Retention Rate	86%

Name	Retention Dashboard and Student Profile
Fiscal Year	2019
Description	Dashboard listing all undergraduate students eligible to enroll with indicators of risk, including financial aid issues, academic status report, off-track status, cumulative GPA, etc. Dashboard users can filter and download lists for further action, including emailing students. The Student Profile offers a comprehensive view of the student's application, transfer work, ASU classes, holds, and financial status. Within the Student Profile, the advisor or other service staff can add comments or notes.
Qualifying Criteria	Students eligible to enroll in the current term.
Is Required	Yes
Duration	On going
Inception Fiscal Year	2012
Fiscal Year 2019 Participation	12,557
Fiscal Year 2018 Participation	11,163
Fiscal Year 2018 Retention	9,545
2018-19 Retention Rate	86%

Note: reported participation and retention rates reflect first-time, full-time students only

Name	Advisor Portal and Student Profile
Fiscal Year	2019
Description	The Advisor Portal is a web application to manage proactive advising informed by retention indicators and predictive analytics. The goal of the Advisor Portal is to facilitate the coordination of personal, real-time, holistic care by anticipating students' needs and taking prompt responsive action. Students who receive an intervention through the Advisor Portal demonstrate risk of attrition.
Qualifying Criteria	Demonstrated risk indicators, such as negative Academic Status Reports, sending a transcript to another institution, off track to graduate, academic probation, late registration, or being added to a watchlist by an advisor.
Is Required	No
Duration	On going
Inception Fiscal Year	2016
Fiscal Year 2019 Participation	5,979
Fiscal Year 2018 Participation	6,029
Fiscal Year 2018 Retention	5,171
2018-19 Retention Rate	86%

Name	First Year Student Success Coaching
Fiscal Year	2019
Description	Holistic peer coaching; targeted FTFTF are automatically assigned a peer success coach based on campus and college.
Qualifying Criteria	Targeted to all immersion FTFTF except Honors, student athletes, military veterans, Engineering, and Journalism & Mass Communication.
Is Required	No
Duration	2 semesters or longer
Inception Fiscal Year	2013
Fiscal Year 2019 Participation	4,281
Fiscal Year 2018 Participation	4,210
Fiscal Year 2018 Retention	3,601
2018-19 Retention Rate	86%

Name	Tutoring and Supplemental Instruction
Fiscal Year	2019
Description	Free subject area tutoring, writing tutoring, and supplemental instruction is offered in a variety of courses. Tutors and SI leaders are all currently enrolled ASU students. Tutoring under UASP was established in 2007. Prior to that tutoring existed under student affairs.
Qualifying Criteria	Open to all ASU enrolled students at no cost. All services are voluntary.
Is Required	No
Duration	On going
Inception Fiscal Year	2007
Fiscal Year 2019 Participation	6,990
Fiscal Year 2018 Participation	6,912
Fiscal Year 2018 Retention	6,195
2018-19 Retention Rate	90%

Name	iGrad
Fiscal Year	2019
Description	ASU's partner in financial wellness, iGrad helps students track their loans and learn more about managing their money, using financial aid wisely, preparing for a career and planning for a successful future.
Qualifying Criteria	Open to all ASU admitted and enrolled students.
Is Required	Yes, for loan entrance/exit counseling
Duration	On going
Inception Fiscal Year	2017
Fiscal Year 2019 Participation	6,459
Fiscal Year 2018 Participation	4,175
Fiscal Year 2018 Retention	3,439
2018-19 Retention Rate	82%

Name	Handshake
Fiscal Year	2019
Description	Web based platform to connect students with potential job opportunities and internships off campus. This tool has allowed us to expand our opportunities to a global scale. The tool also allows for students to build a robust online profile which can be used for resume development etc.
Qualifying Criteria	Open to all ASU enrolled students as well as alumni of the University.
Is Required	No
Duration	On going
Inception Fiscal Year	2017
Fiscal Year 2019 Participation	7,310 (FTFYS only)
Fiscal Year 2018 Participation	4,535 (FTFYS only)
Fiscal Year 2018 Retention	4,131 (returning FTFYS only)
2018-19 Retention Rate	91%

Name	Adaptive Learning
Fiscal Year	2019
Description	Formulated at ASU as a new learning technology designed to generate better pass rates, and improve proficiency in learning objectives. The courseware provides immediate learning assistance whenever and wherever students are unable to achieve a learning objective. At ASU, most often adaptive learning is combined with interactive student work.
Qualifying Criteria	Open to all students taking courses that use the courseware. The full-time first-time students taking these courses are not directly comparable to the entire full-time first-time student population. They retain at a lower rate because, at this time, almost half of the students taking adaptive learning classes are taking College Algebra, a course that does not satisfy the math requirement in many degrees. Students take this course because they did not have a placement score sufficient to take the required calculus course.
Is Required	Yes, if enrolled in the specific course and/or section
Duration	On going
Inception Fiscal Year	2009
Fiscal Year 2019 Participation	8,249 (course enrollments); 6,990 (unduplicated students)
Fiscal Year 2018 Participation	2,605 (unduplicated students)
Fiscal Year 2018 Retention	2,055 (unduplicated students)
2018-19 Retention Rate	79%

Name	LEAD
Fiscal Year	2019
Description	A first-year curriculum that uses project based learning to build fundamental skills necessary for success in other courses and, subsequently, careers. Students who enroll in LEAD demonstrate some deficiencies in academic preparation.
Qualifying Criteria	Open to all students with deficiencies of some sort. The students are not directly comparable to the freshmen class in total. LEAD students retain at a higher rate than their peers not in LEAD.
Is Required	No
Duration	1 or 2 semesters
Inception Fiscal Year	2014
Fiscal Year 2019 Participation	997
Fiscal Year 2018 Participation	701
Fiscal Year 2018 Retention	545
2018-19 Retention Rate	78%

Name	GetSet
Fiscal Year	2019
Description	A technology designed to facilitate a growth mindset. It is intended to build community for first-time students who might lack one in their new surrounding; and to build a strong growth mindset (resiliency and determination).
Qualifying Criteria	Introduced through use by instructors in ASU 101 primarily. Influence messaging occurs to targeted populations.
Is Required	When assigned by instructor.
Duration	On going
Inception Fiscal Year	2016
Fiscal Year 2019 Participation	12,557
Fiscal Year 2018 Participation	11,163
Fiscal Year 2018 Retention	9,545
2018-19 Retention Rate	86%

Name	Residential Communities
Fiscal Year	2019
Description	Students live on campus in communities specific to their academic field of study. This allows for greater intentionality of programming and community building.
Qualifying Criteria	All incoming first time students that choose to live on campus
Is Required	Yes, for those that live on campus
Duration	2 semesters
Inception Fiscal Year	2011
Fiscal Year 2019 Participation	8,990 (FTFYS)
Fiscal Year 2018 Participation	7,649 (FTFYS)
Fiscal Year 2018 Retention	6,642
2018-19 Retention Rate	87%

Name	First Year Student Connections Survey
Fiscal Year	2019
Description	The purpose of the First Year Connections survey is to assess how individual first year students are doing and what they need. It is intervention focused; a survey with a goal of contacting individual students 'right away' based on responses and provide assistance, advice, resources, and information. It may also serve as an early gauge of a student's satisfaction with initial experiences, levels of engagement, etc. The survey is conducted with immersion and online students in the first weeks of their first fall semester.
Qualifying Criteria	All incoming first time freshman; for 2017 count, non cohort respondents and students with retention exclusions have been removed from the count
Is Required	No
Duration	
Inception Fiscal Year	2012
Fiscal Year 2019 Participation	11,519
Fiscal Year 2018 Participation	10,492
Fiscal Year 2018 Retention	9,008
2018-19 Retention Rate	86%

Name	E2 Camp
Fiscal Year	2019
Description	First year students in the Ira A. Fulton Schools of Engineering jump-start their success by spending three days and two nights with current students, faculty, advisors and the deans at E2 camp in Prescott, AZ. Students learn skills to prepare for college, connect with peer mentors, and are exposed to their first required class (ASU 101).
Qualifying Criteria	Incoming first-year immersion students
Is Required	No
Duration	
Inception Fiscal Year	2007
Fiscal Year 2019 Participation	1,744
Fiscal Year 2018 Participation	1,513
Fiscal Year 2018 Retention	1,349
2018-19 Retention Rate	89%

Name	Camp Carey
Fiscal Year	2019
Description	Incoming first-year W. P. Carey students spend three days/two nights participating in team-building activities, a business case study, establishing goals for the year, and learn about Sun Devil traditions. Students also collaborate with W. P. Carey upperclass students, W. P. Carey faculty members, deans, and staff.
Qualifying Criteria	Incoming first-year immersion students
Is Required	No
Duration	
Inception Fiscal Year	2005
Fiscal Year 2019 Participation	1,001
Fiscal Year 2018 Participation	908
Fiscal Year 2018 Retention	805
2018-19 Retention Rate	89%

Name	The College Early Start
Fiscal Year	2019
Description	The College of Liberal Arts and Sciences (The College) Early Start program is a two-week immersive program prior to the start of the first fall semester, with no cost to students. The goal of Early Start is increasing students' academic success and retention. . Early Start consists of 11 faculty-led programs for students in 14 academic units. Elements include creating a sense of belonging in their major, increasing familiarity with ASU resources and building a network of support.
Qualifying Criteria	Incoming first year students who meet specified invitation criteria (criteria vary across the 11 individual programs)
Is Required	No
Duration	2 weeks
Inception Fiscal Year	2014
Fiscal Year 2019 Participation	237
Fiscal Year 2018 Participation	241
Fiscal Year 2018 Retention	231
2018-19 Retention Rate	96%

Name	Camp Edson
Fiscal Year	2019
Description	A two day, one-night experience introducing first year students to ASU and the college prior to the start of the academic year. Activities at the camp focus on growing the students' personal networks by forging bonds with fellow students, faculty and staff, with the goal of creating a strong and supportive environment to keep the students engaged and active.
Qualifying Criteria	Incoming first-year immersion students
Is Required	No
Duration	
Inception Fiscal Year	2015
Fiscal Year 2019 Participation	221
Fiscal Year 2018 Participation	258
Fiscal Year 2018 Retention	224
2018-19 Retention Rate	87%

Name	Camp Co-Op
Fiscal Year	2019
Description	Watts College offers a weekend camp (three days/two nights) in October for all of our first year immersion students. Students participate in leadership sessions, team-building activities, and social activities aimed at forging strong, positive relationships. Sessions are led by faculty and deans and reinforce Co-Op ideals and values. Student leaders serve as camp counselors, and engagement staff are on hand to organize and supervise activities.
Qualifying Criteria	Incoming first-year immersion students
Is Required	No
Duration	
Inception Fiscal Year	2016
Fiscal Year 2019 Participation	124
Fiscal Year 2018 Participation	77
Fiscal Year 2018 Retention	70
2018-19 Retention Rate	91%

Name	Exploratory Majors
Fiscal Year	2019
Description	Students who are unsure of a major can enter the Major and Career Exploration program, where ASU offers 4 exploratory tracks, or meta majors, with specialized courses in career assessments, interest inventories and sound decision making. The exploratory program is designed by specialists in counseling and vocational psychology and incorporates personalized services for students who are exploring their options. In addition, ASU offers students programs in which they can explore the majors within business and education.
Qualifying Criteria	The courses are available to all students, and the 4 metamajors are available to students with 45 or fewer credit hours.
Is Required	No
Duration	3 semesters provided
Inception Fiscal Year	2006
Fiscal Year 2019 Participation	409 (F18 FTFYS prelim cohort)
Fiscal Year 2018 Participation	521 (F17 FTFYS official cohort)
Fiscal Year 2018 Retention	429
2018-19 Retention Rate	82%

Name	Obama Scholarship
Fiscal Year	2019
Description	Financial Aid program designed to assist Arizona resident students who meet Assured Admission, Pell eligibility and total family income below \$42,400 with tuition and fees, books and supplies, and housing and meals.
Qualifying Criteria	Completed admission application, FAFSA and official transcripts by January 1. Meet Assured Admission. Pell Eligible. Total family income of \$42,400 or less. Assets below \$10,000.
Is Required	No
Duration	8 semesters provided continue to meet eligibility
Inception Fiscal Year	2010*
Fiscal Year 2019 Participation	1,493
Fiscal Year 2018 Participation	1,305
Fiscal Year 2018 Retention	1,161
2018-19 Retention Rate	89%

Name	College Achievement Grant
Fiscal Year	2019
Description	Financial Aid program designed to assist Arizona resident students who are admissible to ASU and are Pell eligible with tuition and fees.
Qualifying Criteria	Completed Admission Application and FAFSA by July 1. Be admissible to ASU. Pell Eligible.
Is Required	No
Duration	8 semesters provided continue to meet eligibility
Inception Fiscal Year	2014
Fiscal Year 2019 Participation	1,834
Fiscal Year 2018 Participation	1,864
Fiscal Year 2018 Retention	1,466
2018-19 Retention Rate	79%

Name	ASU 101
Fiscal Year	2019
Description	Students will learn about ASU's mission as the New American University, the importance and benefits of an entrepreneurial approach to problem solving, solutions to sustainability challenges, and the importance of social embeddedness. Additionally, through various course discussions and assignments, students will examine the concept of academic integrity and its potential impact on their future, gain awareness of the value of engaging in research activities, and learn about taking an interdisciplinary perspective.
Qualifying Criteria	All incoming first year students
Is Required	yes
Duration	1 semester
Inception Fiscal Year	2007
Fiscal Year 2019 Participation	12,557
Fiscal Year 2018 Participation	11,163
Fiscal Year 2018 Retention	9,545
2018-19 Retention Rate	86%

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Northern Arizona University

Exhibit FR.NAU.1: Freshman Headcount Enrollment, Average High School GPA and Retention Rate

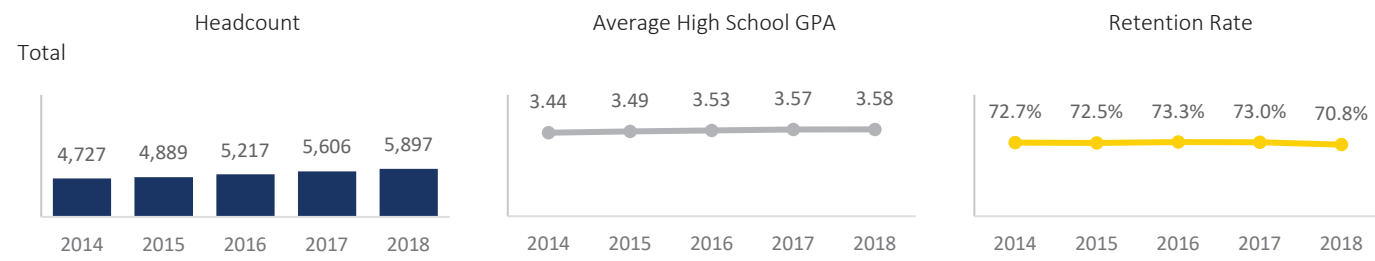


Exhibit FR.NAU.2: Freshman Headcount Enrollment, Average High School GPA and Retention Rate by Geographic Site



Note: Average High School GPAs calculated using only those students for which a high school GPA is available

Northern Arizona University

Exhibit FR.NAU.3: Freshman Headcount Enrollment, Average High School GPA and Retention Rate by Full-time, Part-time Status

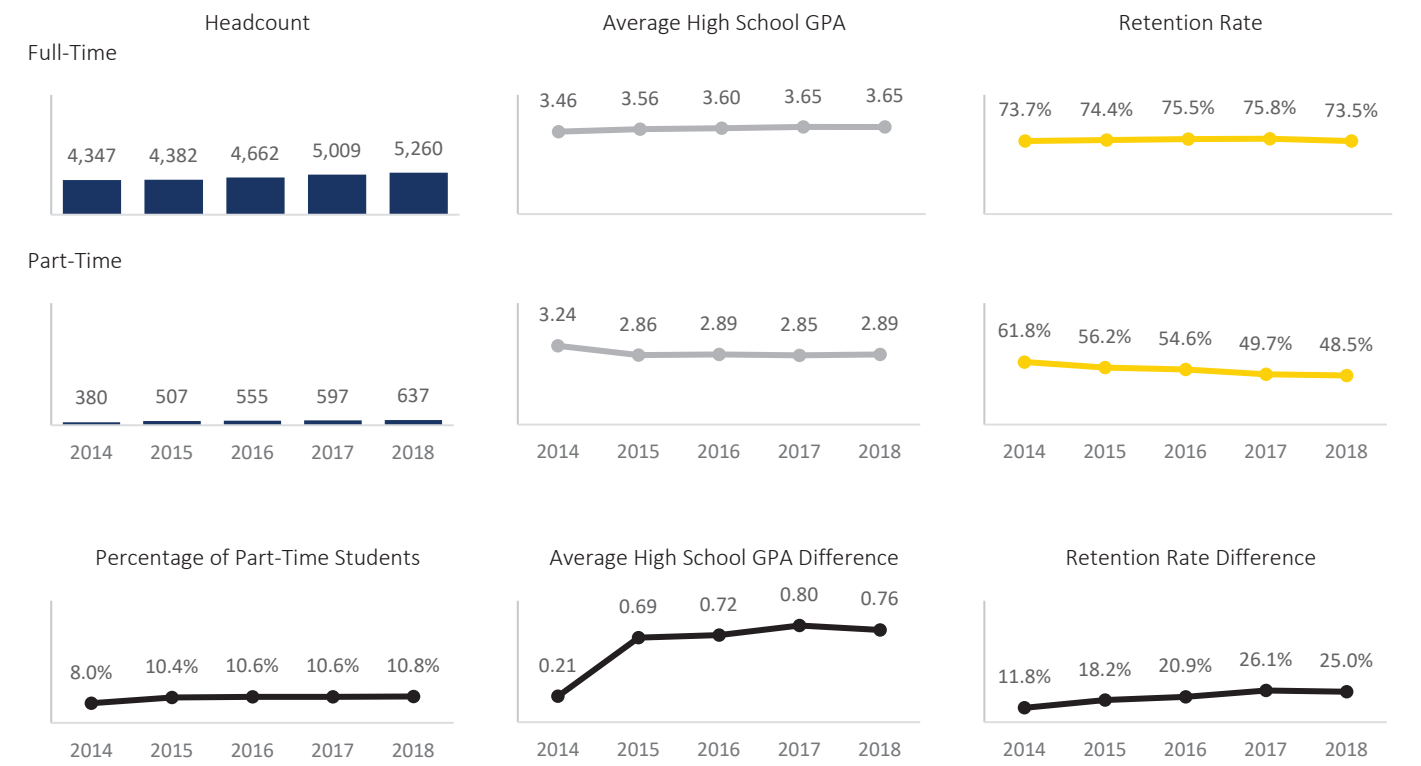
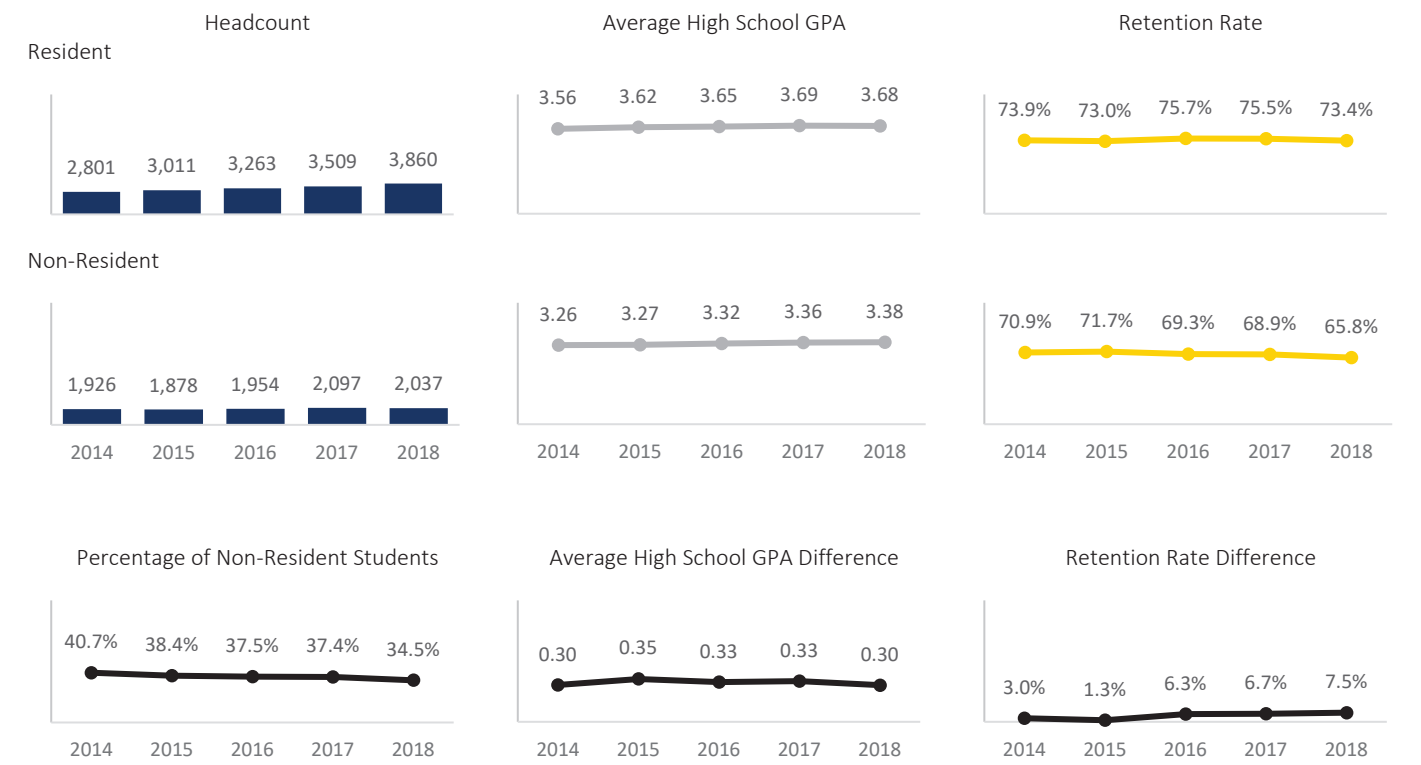


Exhibit FR.NAU.4: Freshman Headcount Enrollment, Average High School GPA and Retention Rate by Residency Status



Note: Average High School GPAs calculated using only those students for which a high school GPA is available

Northern Arizona University

Exhibit FR.NAU.5: Freshman Headcount Enrollment by Gender and Race Ethnicity



Northern Arizona University

Exhibit FR.NAU.6: Freshman Retention Rate by Gender and Race Ethnicity

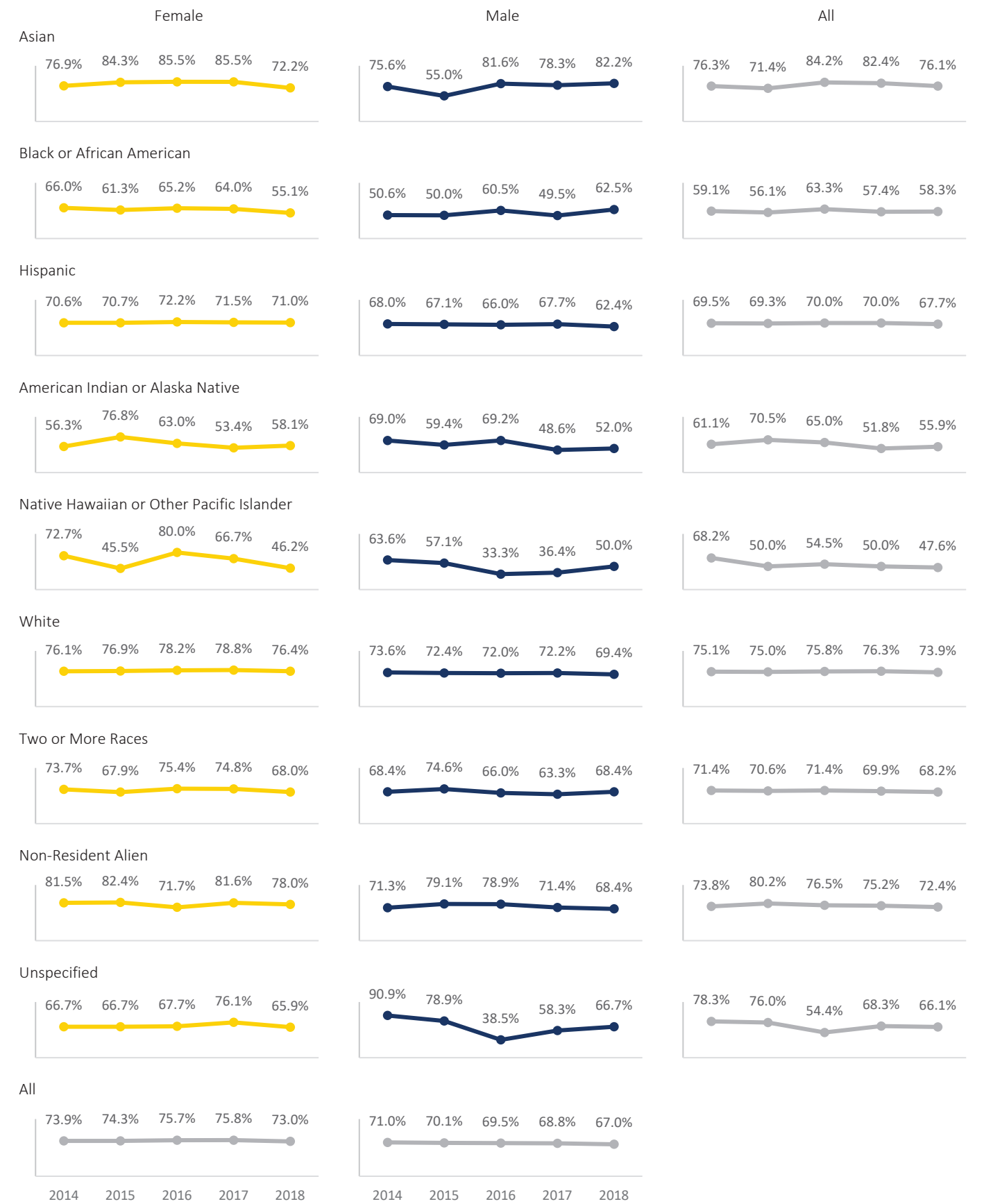


Exhibit FR.NAU.7: Average High School GPA and Freshman Retention Status for First-Time Students Fall 2017

Enrollment Classification	Retention Status	Total Students	Reported GPAs	Average High School GPA	
				Continuing	Non-Continuing
All	Continuing	4,173	3,970	3.67	
	Non-Continuing	1,724	1,550	3.34	
Full-time	Continuing	3,864	3,696	3.72	
	Non-Continuing	1,396	1,289	3.44	
Part-time	Continuing	309	274	2.93	
	Non-Continuing	328	261	2.85	
Residency Status					
Resident	Continuing	2,832	2,748	3.77	
	Non-Continuing	1,028	939	3.42	
Non-Resident	Continuing	1,341	1,222	3.45	
	Non-Continuing	696	611	3.23	
Gender					
Female	Continuing	2,683	2,570	3.74	
	Non-Continuing	990	897	3.40	
Male	Continuing	1,490	1,400	3.54	
	Non-Continuing	734	653	3.26	
Unspecified	Continuing	0	0		
	Non-Continuing	0	0		
Race Ethnicity					
Asian	Continuing	89	87	3.69	
	Non-Continuing	28	28	3.32	
Black or African American	Continuing	120	111	3.36	
	Non-Continuing	86	73	3.19	
Hispanic	Continuing	1,039	1,005	3.65	
	Non-Continuing	495	442	3.29	
American Indian or Alaska Native	Continuing	76	72	3.62	
	Non-Continuing	60	52	3.17	
Native Hawaiian or Other Pacific Islander	Continuing	10	10	3.77	
	Non-Continuing	11	10	3.00	
White	Continuing	2,453	2,380	3.69	
	Non-Continuing	868	812	3.40	
Two or More Races	Continuing	274	267	3.66	
	Non-Continuing	128	118	3.35	
Non-Resident Alien	Continuing	71	0		
	Non-Continuing	27	0		
Unspecified	Continuing	41	38	3.66	
	Non-Continuing	21	15	3.23	

Note: Average High School GPAs calculated using only those students for which a high school GPA is available

Name	Academic Success Centers Academic Mentoring
Fiscal Year	2018
Description	Academic Peer Mentoring Program works one-on-one with students to develop strong study skills in and out of the classroom. Students may meet with a mentor once or more frequently throughout the semester. Academic Peer Mentors reach out to targeted populations via phone and utilize F2S messages to identify and offer support to struggling students.
Qualifying Criteria	Academic Mentoring is available to all NAU students, but the program's primary target population is freshmen and sophomores who receive concerning F2S messages from faculty. Since this program model is inherently reactive, the program also proactively targets: Fall semester: incoming freshmen with core high school GPAs of 2.76-2.99. Spring semester: first time freshmen with a first term GPA of 2.0-2.5. Students are included in the count who had at least 2 visits to mentoring
Is Required	No
Duration	2
Inception Fiscal Year	2018
Fiscal Year 2019 Participation	41
Fiscal Year 2018 Participation	178
Fiscal Year 2018 Retention	85
2018-19 Retention Rate	48%

Name	First Scholars
Fiscal Year	2018
Description	First Scholars is The Suder Foundation's holistic student success program currently operating at a growing national network of four-year public universities.
Qualifying Criteria	First Scholars targets first-time, full-time students who are first-generation and in-state residents, with a focus on students who have a core high school GPA of 2.8-3.3 and an ACT score of 18-21. Participants continue in the program through their sophomore, junior, and senior years. The Suder Foundation takes applications and accepts participants
Is Required	No
Duration	8
Inception Fiscal Year	2015
Fiscal Year 2019 Participation	23
Fiscal Year 2018 Participation	20
Fiscal Year 2018 Retention	16
2018-19 Retention Rate	80%

Name	First Year Seminars
Fiscal Year	2018
Description	The First Year Seminar Program (FYS) acts as an entry point to NAU's general education program by providing first year students with a foundational experience that embodies the values of a liberal education and an introduction to University life. Most First Year Seminars are formatted in a seminar style (non-ALTs), while some sections are taught using an Action Learning Teams (ALTs) model. The ALTs model consists of student-based research teams who work on projects identified with broader community partners.
Qualifying Criteria	First Year Seminar targets first-year students, and are included in the count if they were enrolled in a class at the 21-day census.
Is Required	No
Duration	2
Inception Fiscal Year	2015
Fiscal Year 2019 Participation	1,153
Fiscal Year 2018 Participation	1,426
Fiscal Year 2018 Retention	1,051
2018-19 Retention Rate	74%

Name	Lumberjack Leaders Institute
Fiscal Year	2018
Description	The Lumberjack Leaders Institute is a series initiative. This initiative addresses five core issues: preparing students academically for college, developing students as diverse leaders, helping students manage their financial needs, providing students with the tools to manage their health and wellness, and encouraging students to become involved in college life and community service.
Qualifying Criteria	Lumberjack Leaders Institute targets first-time, full-time students who are first-generation. Students are included in the count if they participated in the workshop
Is Required	No
Duration	1
Inception Fiscal Year	2015
Fiscal Year 2019 Participation	25
Fiscal Year 2018 Participation	26
Fiscal Year 2018 Retention	22
2018-19 Retention Rate	85%

Name	NAU100: Transition to College
Fiscal Year	2018
Description	NAU 100 is a voluntary, one-unit course that facilitates a successful transition to college for first-year students. Peer instructors cover time-management, learning strategies, health and wellness, test taking strategies, financial literacy, and university resource use.
Qualifying Criteria	NAU 100: Transition to College targets first-year students with a high school core GPA between 3.0 and 3.5 who are not in the Honors Program. Students are included in the count if they were enrolled at the 21-day census.
Is Required	No
Duration	1
Inception Fiscal Year	2012
Fiscal Year 2019 Participation	947
Fiscal Year 2018 Participation	825
Fiscal Year 2018 Retention	576
2018-19 Retention Rate	70%

Name	NAU130: Back on Track
Fiscal Year	2018
Description	This required two-unit course is a supplement to the current course load of first-year students who are on academic probation. In the course, students examine motivations for attending college and develop learning strategies that will assist them to be a successful student.
Qualifying Criteria	Students who are on academic probation at the end of the first semester of their freshman year are required to take NAU 130 in the spring of their first year. Students are included in the count if they were enrolled at the 21-day census
Is Required	Yes
Duration	1
Inception Fiscal Year	2013
Fiscal Year 2019 Participation	590
Fiscal Year 2018 Participation	804
Fiscal Year 2018 Retention	375
2018-19 Retention Rate	47%

Name	Office of Indigenous Student Success (ISS) Native Bridge to Success Program
Fiscal Year	2018
Description	The ISS Native Bridge to Success program is a 4-day residential summer program for new incoming Native American/Alaskan Native/Hawaiian Native students. ISS Bridge is designed to help ease the transition to the university by providing one-on-one peer and professional staff mentoring, offering social/cultural activities to understand how their cultural identities are assets to college success, and increasing students' self-confidence and academic skill level through connecting to key campus resources
Qualifying Criteria	The ISS Bridge to Success program targets first year Native American/Alaskan Native and Native Hawaiian/ Other Pacific Islander students. Students are included in the count if they were enrolled in the program.
Is Required	No
Duration	2
Inception Fiscal Year	2017
Fiscal Year 2019 Participation	60
Fiscal Year 2018 Participation	67
Fiscal Year 2018 Retention	47
2018-19 Retention Rate	70%

Name	Peak Performance
Fiscal Year	2018
Description	Peak Performance is a voluntary online summer program designed to help incoming freshmen whose math placement is lower than desired. This program provides a free service to help students progress in math before beginning their fall semester. Students are matched with a peer Math Coach who provides academic and transitional support during the summer
Qualifying Criteria	Peak Performance serves first-year students who have placed below the math class required for their major. Students are included in the count if they enrolled and completed at least one module.
Is Required	No
Duration	1
Inception Fiscal Year	2012
Fiscal Year 2019 Participation	628
Fiscal Year 2018 Retention	642
Fiscal Year 2018 Retention	430
2018-19 Retention Rate	67%

Name	Peer Jacks Mentoring
Fiscal Year	2018
Description	Peer Jacks is a support program designed to assist first-year, out-of-state students to transition to university life. Eligible students have the opportunity to participate in meaningful one-on-one peer mentoring and attend social events tailored to out-of-state students and their need to connect with students with similar interests. The program helps students develop social networks, become familiar with campus resources and tools for monitoring academic success and progress, learn more about themselves, and deepen their commitment to obtaining a degree
Qualifying Criteria	The Peer Jacks program targets new, domestic, out-of-state freshmen. Students are included in the count if they had one mentoring meeting and showed up to one event, or alternatively had 2 mentoring meetings.
Is Required	No
Duration	2
Inception Fiscal Year	2011
Fiscal Year 2019 Participation	840
Fiscal Year 2018 Participation	685
Fiscal Year 2018 Retention	500
2018-19 Retention Rate	73%

Name	Residential Learning Communities
Fiscal Year	2018
Description	Residential Learning Communities (RLCs) group freshman students by major or interest area in the Freshman Connections residence halls. These communities provide participants with the opportunity to be part of a cohort of students who share an academic major and/or area of interest from the moment they come to campus. Students in RLCs attend academic and social events together led by an upper division mentor, who works directly with their community.
Qualifying Criteria	The RLC program targets first-time freshmen, who live on campus and share a major and/or other interest. Students are included in the count if they signed up to residential learning community and lived in one of the designated freshman halls.
Is Required	No
Duration	2
Inception Fiscal Year	1997
Fiscal Year 2019 Participation	N/A
Fiscal Year 2018 Participation	1,243
Fiscal Year 2018 Retention	958
2018-19 Retention Rate	77%

Name	Successful Transition and Academic Readiness (STAR) Program
Fiscal Year	2018
Description	The STAR program helps participants make a successful academic and personal transition to the university environment by providing a supportive and nurturing educational experience to in-state, Pell Grant eligible and/or first-generation college students beginning their first year of college. A key component of STAR is a summer bridge program where students live on campus and take two summer courses as well as engage in social activities and peer-led labs that reinforce and support students' courses.
Qualifying Criteria	The STAR program serves freshmen who are first-generation and/or Pell Grant eligible. Students are included in the count if they apply to the program and show up to summer session.
Is Required	No
Duration	1
Inception Fiscal Year	1988
Fiscal Year 2019 Participation	127
Fiscal Year 2018 Retention	140
Fiscal Year 2018 Retention	87
2018-19 Retention Rate	62%

Name	USC150: Making Major Decisions
Fiscal Year	2018
Description	The course is designed to help students make big decisions in general, and decisions about their major in particular. Through identifying strengths and interests, setting goals, clarifying values, and reflecting on the decision making process, students develop a framework for making academic, career, and life decisions
Qualifying Criteria	USC 150 is available to all first-year students. Students are included in the count if they were enrolled in the class at the 21-day census.
Is Required	No
Duration	1
Inception Fiscal Year	2015
Fiscal Year 2019 Participation	673
Fiscal Year 2018 Participation	825
Fiscal Year 2018 Retention	563
2018-19 Retention Rate	68%

Name	College Success Program
Fiscal Year	2018
Description	CSP courses are designed to offer students highly interactive and supportive learning spaces where they can at once be scaffolded into the demands of higher education, expand on their strengths as students, explore the many cultural spaces that make up a college experience, and have access to a network of highly competent and engaged professionals committed to each student's individual success
Qualifying Criteria	CSP is required for students who have a high school core, unweighted GPA of 2.85 or below. Students are included in the count if they were enrolled in a class at the 21-day census.
Is Required	Yes
Duration	1
Inception Fiscal Year	2015
Fiscal Year 2019 Participation	706
Fiscal Year 2018 Participation	505
Fiscal Year 2018 Retention	257
2018-19 Retention Rate	51%

Name	NASS Scholars
Fiscal Year	2018
Description	A first and second year retention and student development program designed to help ease the transition to the university by providing one-on-one peer and professional staff mentoring. In addition, the program offers a blended academic and student support with a First Year Seminar and Applied Indigenous Studies courses that includes community service learning projects, and activities that assist our target population in developing or enhancing their skills for success
Qualifying Criteria	The NASS Scholars program focused on first year Native American, Alaska Native, and Native Hawaiian freshmen. Students are included in the count if they enrolled in the program
Is Required	No
Duration	2
Inception Fiscal Year	2017
Fiscal Year 2019 Participation	N/A
Fiscal Year 2018 Retention	22
Fiscal Year 2018 Retention	17
2018-19 Retention Rate	77%

Name	IMQ Together Everyone Achieves More (TEAM) Mentoring
Fiscal Year	2018
Description	TEAM aims to facilitate the holistic development of students through academic, emotional, intellectual, and social, support by providing a supportive environment in student's first year. This environment is aimed at allowing students to navigate and define their identity and become the best version of themselves
Qualifying Criteria	TEAM serves all students, including diverse and marginalized student populations (students of color, LGBTQIA students, international students, first generation students). Students are included in the count if they enrolled in the program.
Is Required	No
Duration	2
Inception Fiscal Year	2016
Fiscal Year 2019 Participation	N/A
Fiscal Year 2018 Participation	20
Fiscal Year 2018 Retention	8
2018-19 Retention Rate	40%

Name	NASS Connections Mentoring (Native Student Support)
Fiscal Year	2018
Description	The program provides a strong support network for Native American, Alaskan Native, and Native Hawaiian students and offers co-curricular activities that help students develop and enhance academic and personal skills for a successful college experience
Qualifying Criteria	The NASS Connection program targets first time, full-time Native American/Alaskan Native and Native Hawaiian/Other Pacific Islander students. Students are included in the count if they attend 2 mentoring meetings in the fall semester.
Is Required	No
Duration	2
Inception Fiscal Year	2015
Fiscal Year 2019 Participation	8
Fiscal Year 2018 Participation	12
Fiscal Year 2018 Retention	8
2018-19 Retention Rate	67%

Name	Honors College
Fiscal Year	2018
Description	The Honors College cultivates excellence in tomorrow's citizens by providing a challenging and deeply rewarding education, marked by an innovative curriculum, dedicated and accomplished faculty, a diverse living and learning community, transformative experiential pathways, and community engagement from the local to the global.
Qualifying Criteria	Admission to Honors is based on an broad evaluation of the student. Test scores and HS GPA are taken into consideration, but the evaluation also includes two Honors admissions essays and a resume or list of activities and accomplishments. Honors applicants for Fall 2018 average 27 on the ACT and 1234 on the Math and Reading portions of the SAT, and a 3.76 HS Core GPA. Honors College applicants must have a 3.0 Core HS GPA
Is Required	No
Duration	8
Inception Fiscal Year	2017
Fiscal Year 2019 Participation	569
Fiscal Year 2018 Retention	516
Fiscal Year 2018 Retention	460
2018-19 Retention Rate	89%

Name	Residential Colleges
Fiscal Year	2019
Description	Freshmen who live in campus housing participate in a Residential College which is aligned with their academic college. Student live with others who share similar majors or career interests, which provides an engaging opportunity to establish valuable connections and friendships. Residential Colleges feature programs, events, amenities and academic resources tailored to academic colleges and majors.
Qualifying Criteria	The RC program is required for all first-time freshmen who live on campus.
Is Required	Yes
Duration	2
Inception Fiscal Year	2019
Fiscal Year 2019 Participation	2,502
Fiscal Year 2018 Participation	N/A
Fiscal Year 2018 Retention	N/A
2018-19 Retention Rate	N/A

Name	Gear Up
Fiscal Year	2019
Description	The GEAR UP program provides holistic support to qualifying students through dedicated professional personnel and peer mentors. The goal of the program is to adequately address the personal, academic, and financial transition from high school to college so that students complete their first year in good academic standing and return to NAU.
Qualifying Criteria	Freshmen from the 12 economically disadvantaged high schools served by the GEAR UP grant from 2012-13 through 2017-18. Students are included in the count if they participated in the mentoring program.
Is Required	No
Duration	2
Inception Fiscal Year	2019
Fiscal Year 2019 Participation	81
Fiscal Year 2018 Participation	N/A
Fiscal Year 2018 Retention	N/A
2018-19 Retention Rate	N/A

Name	IMQ ID Scholars
Fiscal Year	2019
Description	Inclusion and diversity scholars promote an environment of exploration of differences by facilitating community conscious peer-to-peer diversity support, training and programming.
Qualifying Criteria	SOC, GIH, as well as additional students identified to be a member of the LGBTQIA population via the housing application, and have a Core HS GPA 2.85-3.30. Students are included in the count if they participated in the program.
Is Required	No
Duration	2
Inception Fiscal Year	2019
Fiscal Year 2019 Participation	578
Fiscal Year 2018 Participation	N/A
Fiscal Year 2018 Retention	N/A
2018-19 Retention Rate	N/A

Name	Academic Success Centers Academic Mentoring
Fiscal Year	2019
Description	Academic Peer Mentoring Program works one-on-one with students to develop strong study skills in and out of the classroom. Students may meet with a mentor once or more frequently throughout the semester. Academic Peer Mentors reach out to targeted populations via phone and utilize F2S messages to identify and offer support to struggling students.
Qualifying Criteria	Academic Mentoring is available to all NAU students, but the program's primary target population is freshmen and sophomores who receive concerning F2S messages from faculty. Since this program model is inherently reactive, the program also proactively targets: Fall semester: incoming freshmen with core high school GPAs of 2.76-2.99. Spring semester: first time freshmen with a first term GPA of 2.0-2.5. Students are included in the count who had at least 2 visits to mentoring
Is Required	No
Duration	2
Inception Fiscal Year	2018
Fiscal Year 2019 Participation	41
Fiscal Year 2018 Participation	178
Fiscal Year 2018 Retention	85
2018-19 Retention Rate	48%

Name	First Scholars
Fiscal Year	2019
Description	First Scholars is The Suder Foundation's holistic student success program currently operating at a growing national network of four-year public universities.
Qualifying Criteria	First Scholars targets first-time, full-time students who are first-generation and in-state residents, with a focus on students who have a core high school GPA of 2.8-3.3 and an ACT score of 18-21. Participants continue in the program through their sophomore, junior, and senior years. The Suder Foundation takes applications and accepts participants
Is Required	No
Duration	8
Inception Fiscal Year	2015
Fiscal Year 2019 Participation	23
Fiscal Year 2018 Participation	20
Fiscal Year 2018 Retention	16
2018-19 Retention Rate	80%

Name	First Year Seminars
Fiscal Year	2019
Description	The First Year Seminar Program (FYS) acts as an entry point to NAU's general education program by providing first-year students with a foundational experience that embodies the values of a liberal education and an introduction to University life. Most First Year Seminars are formatted in a seminar style (non-ALTs), while some sections are taught using an Action Learning Teams (ALTs) model. The ALTs model consists of student-based research teams who work on projects identified with broader community partners.
Qualifying Criteria	First Year Seminar targets first-year students, and are included in the count if they were enrolled in a class at the 21-day census.
Is Required	No
Duration	2
Inception Fiscal Year	2015
Fiscal Year 2019 Participation	1,153
Fiscal Year 2018 Participation	1,426
Fiscal Year 2018 Retention	1,051
2018-19 Retention Rate	74%

Name	Lumberjack Leaders Institute
Fiscal Year	2019
Description	The Lumberjack Leaders Institute is a series initiative. This new initiative addresses five core issues: preparing students academically for college, developing students as diverse leaders, helping students manage their financial needs, providing students with the tools to manage their health and wellness, and encouraging students to become involved in college life and community service.
Qualifying Criteria	Lumberjack Leaders Institute targets first-time, full-time students who are first-generation. Students are included in the count if they participated in the workshop
Is Required	No
Duration	1
Inception Fiscal Year	2015
Fiscal Year 2019 Participation	25
Fiscal Year 2018 Participation	26
Fiscal Year 2018 Retention	22
2018-19 Retention Rate	85%

Name	NAU100: Transition to College
Fiscal Year	2019
Description	NAU 100 is a voluntary, one-unit course that facilitates a successful transition to college for first-year students. Peer instructors cover time-management, learning strategies, health and wellness, test taking strategies, financial literacy, and university resource use
Qualifying Criteria	NAU 100: Transition to College targets first-year students with a high school core GPA between 3.0 and 3.5 who are not in the Honors Program. Students are included in the count if they were enrolled at the 21-day census.
Is Required	No
Duration	1
Inception Fiscal Year	2012
Fiscal Year 2019 Participation	947
Fiscal Year 2018 Participation	825
Fiscal Year 2018 Retention	576
2018-19 Retention Rate	70%

Name	NAU130: Back on Track
Fiscal Year	2019
Description	NAU 130 is taught by academic faculty who offer students the space, context, and opportunities to explore, consider, and ultimately act to improve the root causes that led to academic probation. They do this through robust academic skill-building that can be applied through a student's own disciplinary lens.
Qualifying Criteria	First year and transfer students placed on Academic Probation for the first time are placed in this course.
Is Required	Yes
Duration	1
Inception Fiscal Year	2013
Fiscal Year 2019 Participation	590
Fiscal Year 2018 Participation	804
Fiscal Year 2018 Retention	375
2018-19 Retention Rate	47%

Name	Office of Indigenous Student Success (ISS) Native Bridge to Success Program
Fiscal Year	2019
Description	The ISS Native Bridge to Success program is a 4-day residential summer program for new incoming Native American/Alaskan Native/Hawaiian Native students. ISS Bridge is designed to help ease the transition to the university by providing one-on-one peer and professional staff mentoring, offering social/cultural activities to understand how their cultural identities are assets to college success, and increasing students' self-confidence and academic skill level through connecting to key campus resources
Qualifying Criteria	The ISS Bridge to Success program targets first year Native American/Alaskan Native and Native Hawaiian/ Other Pacific Islander students. Students are included in the count if they were enrolled in the program.
Is Required	No
Duration	2
Inception Fiscal Year	2017
Fiscal Year 2019 Participation	60
Fiscal Year 2018 Participation	67
Fiscal Year 2018 Retention	47
2018-19 Retention Rate	70%

Name	Peak Performance
Fiscal Year	2019
Description	Peak Performance is a voluntary online summer program designed to help incoming freshmen whose math placement is lower than desired. This program provides a free service to help students progress in math before beginning their fall semester. Students are matched with a peer Math Coach who provides academic and transitional support during the summer
Qualifying Criteria	Peak Performance serves first-year students who have placed below the math class required for their major. Students are included in the count if they enrolled and completed at least one module.
Is Required	No
Duration	1
Inception Fiscal Year	2012
Fiscal Year 2019 Participation	628
Fiscal Year 2018 Participation	642
Fiscal Year 2018 Retention	430
2018-19 Retention Rate	67%

Name	Peer Jacks Mentoring
Fiscal Year	2019
Description	Peer Jacks is a support program designed to assist first-year, out-of-state students to transition to university life. Eligible students have the opportunity to participate in meaningful one-on-one peer mentoring and attend social events tailored to out-of-state students and their need to connect with students with similar interests. The program helps students develop social networks, become familiar with campus resources and tools for monitoring academic success and progress, learn more about themselves, and deepen their commitment to obtaining a degree
Qualifying Criteria	The Peer Jacks program targets new, domestic, out-of-state freshmen. Students are included in the count if they had one mentoring meeting and showed up to one event, or alternatively had 2 mentoring meetings.
Is Required	No
Duration	2
Inception Fiscal Year	2011
Fiscal Year 2019 Participation	840
Fiscal Year 2018 Participation	685
Fiscal Year 2018 Retention	500
2018-19 Retention Rate	73%

Name	Student Support Services
Fiscal Year	2019
Description	Funded by the U.S. Department of Education and Northern Arizona University, Student Support Services (SSS) provides one-on-one mentoring with an emphasis on developing and achieving goals related to academic success. In addition to mentoring, SSS students attend cultural events to promote campus engagement and personal enrichment and participate in workshops on academic success strategies and financial literacy. Students who fully complete the program can earn a stipend.
Qualifying Criteria	SSS targets students who are low-income, first-generation, and/or have a documented disability(s). Students are included in the count if they are accepted after application and participate in the program.
Is Required	No
Duration	2
Inception Fiscal Year	1986
Fiscal Year 2019 Participation	224
Fiscal Year 2018 Participation	251
Fiscal Year 2018 Retention	184
2018-19 Retention Rate	73%

Name	Successful Transition and Academic Readiness (STAR) Program
Fiscal Year	2019
Description	The STAR program helps participants make a successful academic and personal transition to the university environment by providing a supportive and nurturing educational experience to in-state, Pell Grant eligible and/or first-generation college students beginning their first year of college. A key component of STAR is a summer bridge program where students live on campus and take two summer courses as well as engage in social activities and peer-led labs that reinforce and support students' courses.
Qualifying Criteria	The STAR program serves freshmen who are first-generation and/or Pell Grant eligible. Students are included in the count if they apply to the program and show up to summer session.
Is Required	No
Duration	1
Inception Fiscal Year	1988
Fiscal Year 2019 Participation	127
Fiscal Year 2018 Participation	140
Fiscal Year 2018 Retention	87
2018-19 Retention Rate	62%

Name	USC150: Making Major Decisions
Fiscal Year	2019
Description	The course is designed to help students make big decisions in general, and decisions about their major in particular. Through identifying strengths and interests, setting goals, clarifying values, and reflecting on the decision making process, students develop a framework for making academic, career, and life decisions
Qualifying Criteria	USC 150 is available to all first-year students. Students are included in the count if they were enrolled in the class at the 21-day census.
Is Required	No
Duration	1
Inception Fiscal Year	2015
Fiscal Year 2019 Participation	673
Fiscal Year 2018 Participation	825
Fiscal Year 2018 Retention	563
2018-19 Retention Rate	68%

Name	College Success Program
Fiscal Year	2019
Description	CSP courses are designed to offer students highly interactive and supportive learning spaces where they can at once be scaffolded into the demands of higher education, expand on their strengths as students, explore the many cultural spaces that make up a college experience, and have access to a network of highly competent and engaged professionals committed to each student's individual success
Qualifying Criteria	CSP is required for students who have a high school core, unweighted GPA of 2.85 or below. Students are included in the count if they were enrolled in a class at the 21-day census.
Is Required	Yes
Duration	1
Inception Fiscal Year	2015
Fiscal Year 2019 Participation	706
Fiscal Year 2018 Participation	505
Fiscal Year 2018 Retention	257
2018-19 Retention Rate	51%

Name	NASS Connections Mentoring (Native Student Support)
Fiscal Year	2019
Description	The program provides a strong support network for Native American, Alaskan Native, and Native Hawaiian students and offers co-curricular activities that help students develop and enhance academic and personal skills for a successful college experience
Qualifying Criteria	The NASS Connection program targets first time, full-time Native American/Alaskan Native and Native Hawaiian/Other Pacific Islander students. Students are included in the count if they attend 2 mentoring meetings in the fall semester.
Is Required	No
Duration	2
Inception Fiscal Year	2015
Fiscal Year 2019 Participation	8
Fiscal Year 2018 Participation	12
Fiscal Year 2018 Retention	8
2018-19 Retention Rate	67%

Name	Honors College
Fiscal Year	2019
Description	The Honors College cultivates excellence in tomorrow's citizens by providing a challenging and deeply rewarding education, marked by an innovative curriculum, dedicated and accomplished faculty, a diverse living and learning community, transformative experiential pathways, and community engagement from the local to the global.
Qualifying Criteria	Admission to Honors is based on a broad evaluation of the student. Test scores and HS GPA are taken into consideration, but the evaluation also includes two Honors admissions essays and a resume or list of activities and accomplishments. Honors applicants for Fall 2018 average 27 on the ACT and 1234 on the Math and Reading portions of the SAT, and a 3.76 HS Core GPA. Honors College applicants must have a 3.0 Core HS GPA
Is Required	No
Duration	8
Inception Fiscal Year	2017
Fiscal Year 2019 Participation	569
Fiscal Year 2018 Participation	516
Fiscal Year 2018 Retention	460
2018-19 Retention Rate	89%

University of Arizona

Exhibit FR.UA.1: Freshman Headcount Enrollment, Average High School GPA and Retention Rate

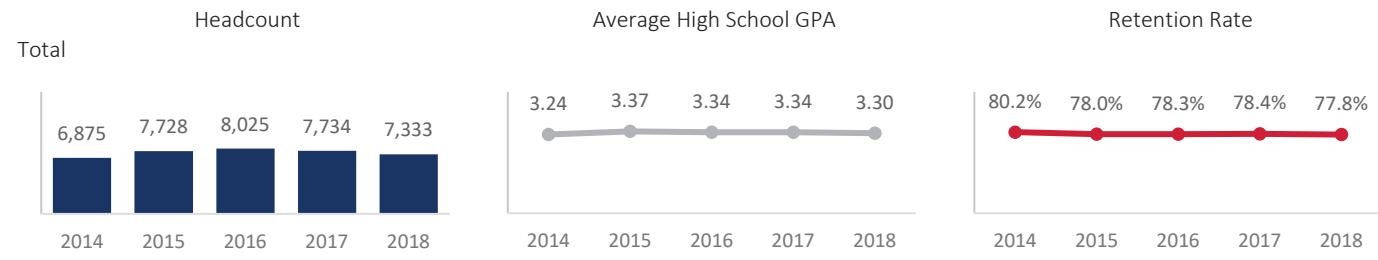
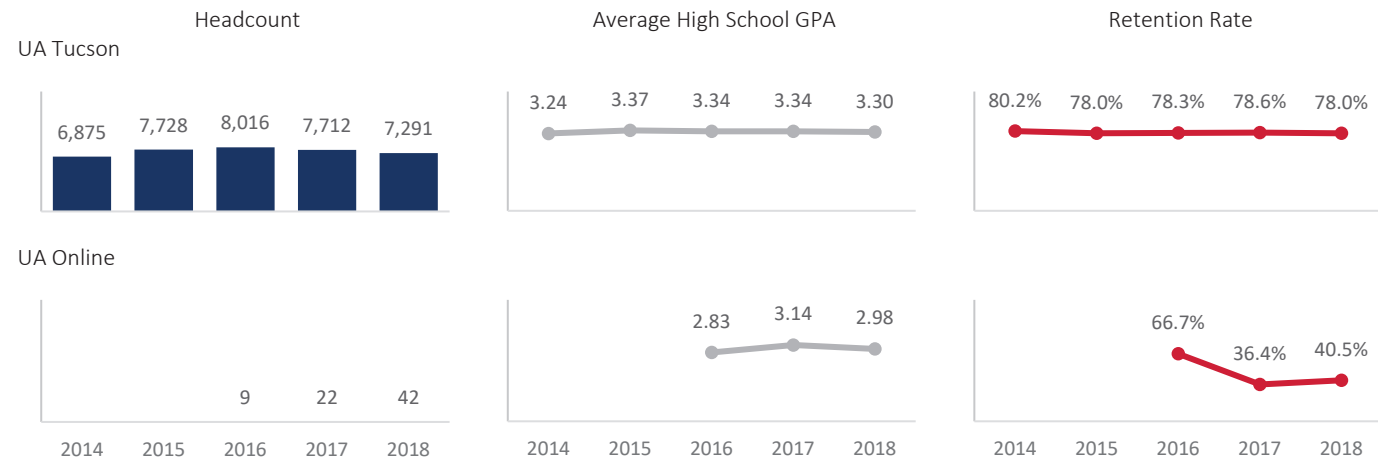


Exhibit FR.UA.2: Freshman Headcount Enrollment, Average High School GPA and Retention Rate by Geographic Site



Note: Average High School GPAs calculated using only those students for which a high school GPA is available

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Exhibit FR.ASU.3: Freshman Headcount Enrollment, Average High School GPA and Retention Rate by Full-time, Part-time Status

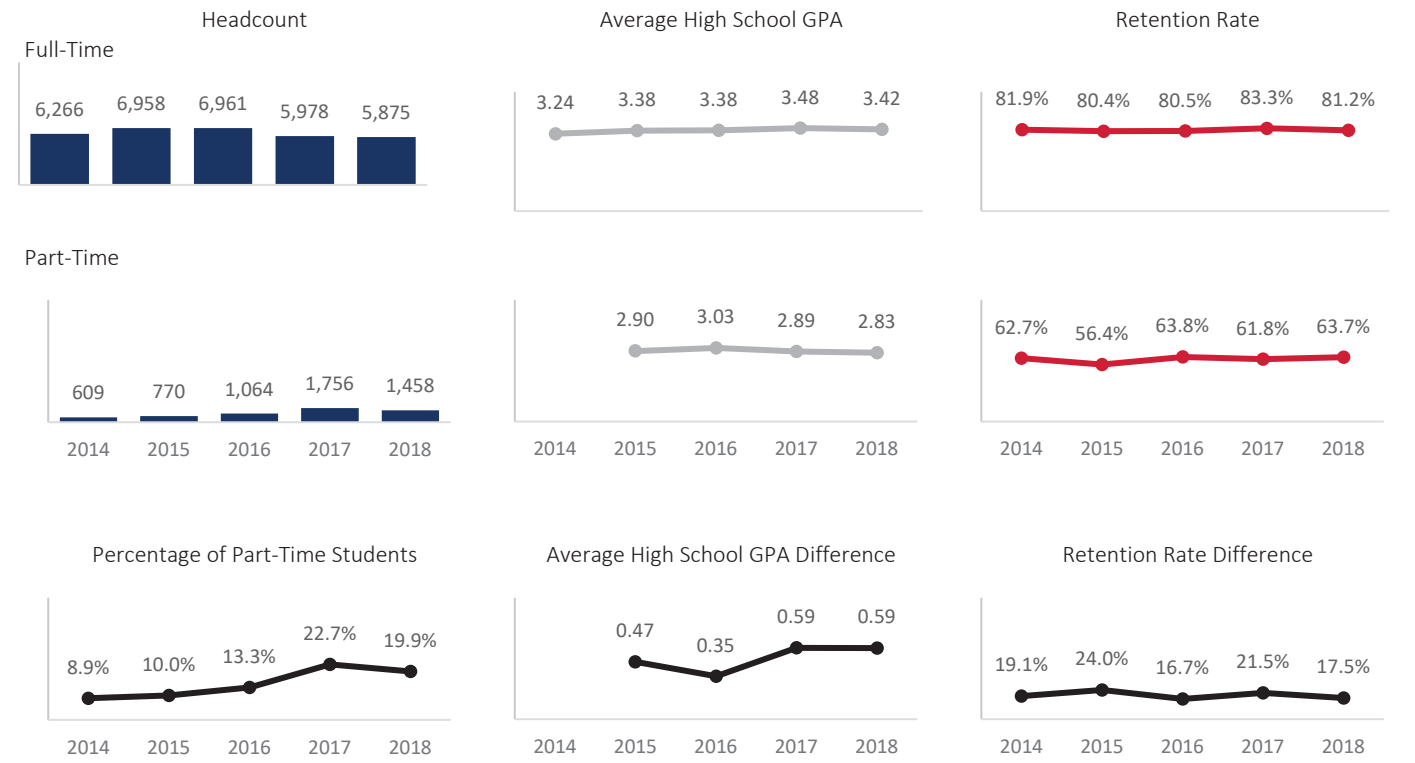
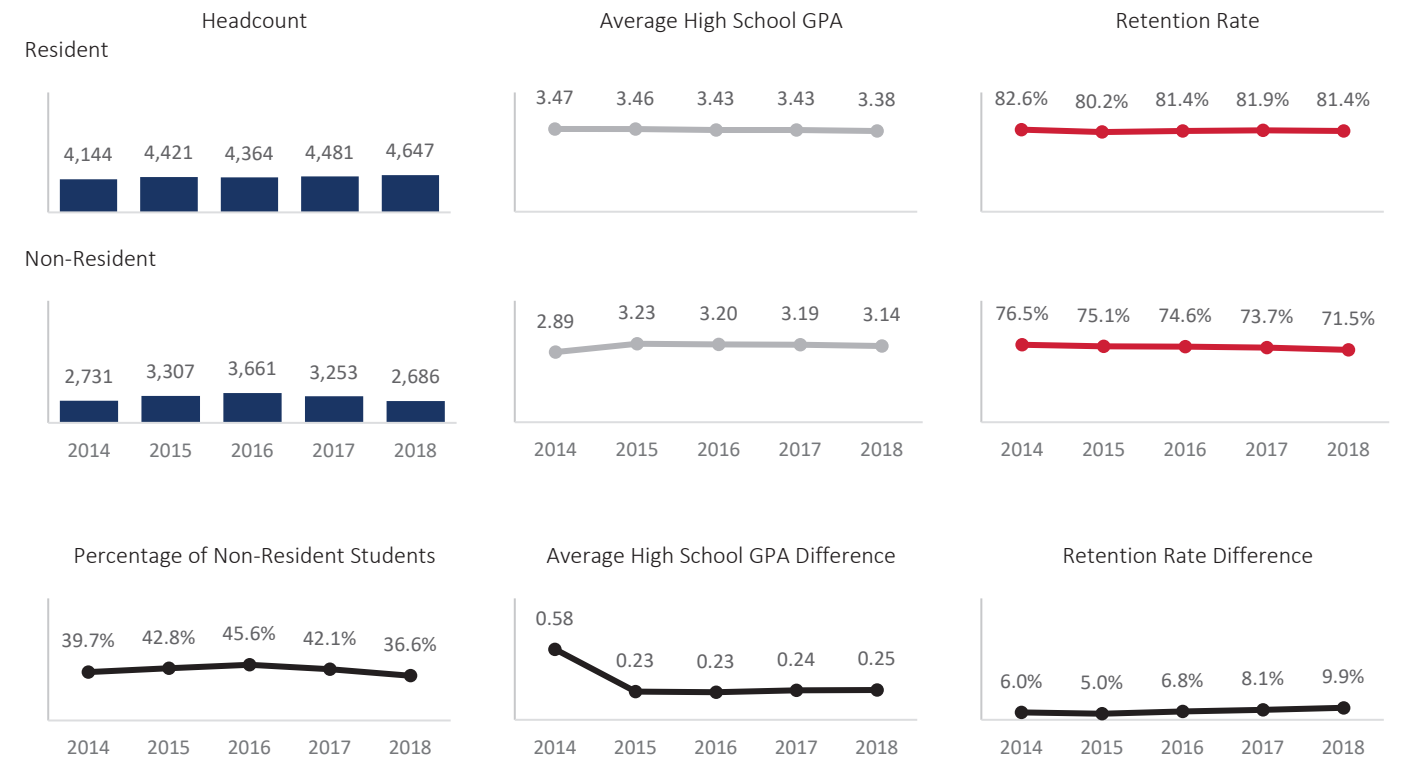


Exhibit FR.UA.4: Freshman Headcount Enrollment, Average High School GPA and Retention Rate by Residency Status



Note: Average High School GPAs calculated using only those students for which a high school GPA is available

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Exhibit FR.UA.5: Freshman Headcount Enrollment by Gender and Race Ethnicity



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Exhibit FR.UA.6: Freshman Retention Rate by Gender and Race Ethnicity

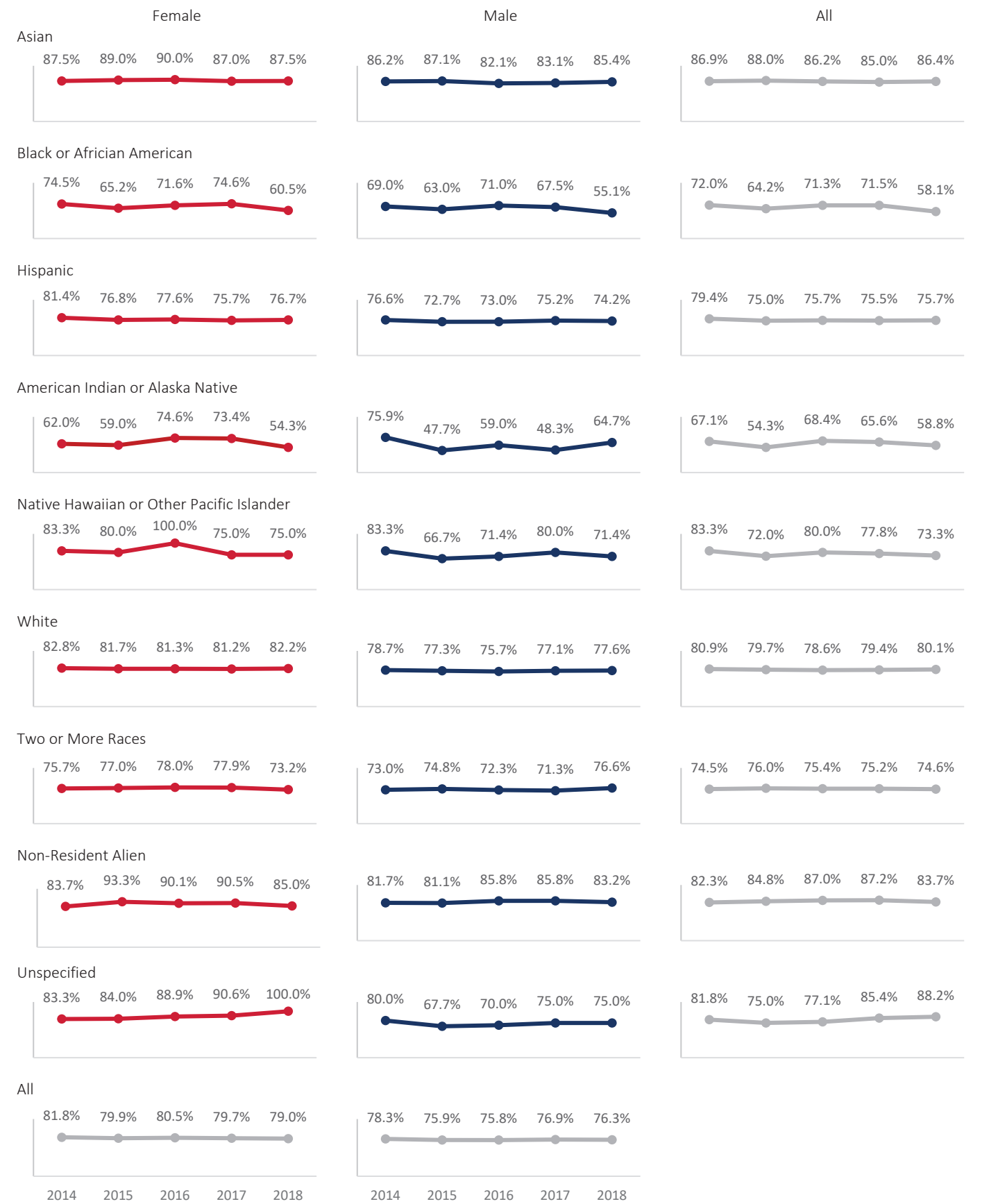


Exhibit FR.UA.7: Average High School GPA and Freshman Retention Status for First-Time Students Fall 2017

Enrollment Classification	Retention Status	Total Students	Reported GPAs	Average High School GPA	
				Continuing	Non-Continuing
All	Continuing	5,702	5,460	3.36	
	Non-Continuing	1,631	1,580	3.09	
Full-time	Continuing	4,773	4,541	3.46	
	Non-Continuing	1,102	1,058	3.23	
Part-time	Continuing	929	919	2.86	
	Non-Continuing	529	522	2.78	
Residency Status					
Resident	Continuing	3,782	3,773	3.44	
	Non-Continuing	865	863	3.14	
Non-Resident	Continuing	1,920	1,687	3.19	
	Non-Continuing	766	717	3.02	
Gender					
Female	Continuing	3,180	3,110	3.41	
	Non-Continuing	846	832	3.17	
Male	Continuing	2,517	2,345	3.30	
	Non-Continuing	783	746	3.00	
Unspecified	Continuing	5	5		
	Non-Continuing	2	2		
Race Ethnicity					
Asian	Continuing	339	339	3.48	
	Non-Continuing	53	53	3.32	
Black or African American	Continuing	205	204	3.13	
	Non-Continuing	149	148	2.91	
Hispanic	Continuing	1,569	1,567	3.32	
	Non-Continuing	505	504	3.07	
American Indian or Alaska Native	Continuing	47	47	3.28	
	Non-Continuing	33	33	3.08	
Native Hawaiian or Other Pacific Islander	Continuing	11	11	3.31	
	Non-Continuing	4	4		
White	Continuing	2,974	2,966	3.38	
	Non-Continuing	737	734	3.12	
Two or More Races	Continuing	296	296	3.39	
	Non-Continuing	101	100	3.06	
Non-Resident Alien	Continuing	231	1		
	Non-Continuing	45	1		
Unspecified	Continuing	30	29	3.47	
	Non-Continuing	4	3		

Note: Average High School GPAs calculated using only those students for which a high school GPA is available

Name	Schedule for Success
Fiscal Year	2018
Description	Schedule for Success (S4S) is a comprehensive program designed to help students build a strong foundation and support system at the University of Arizona. Students are placed into S4S based on their chosen major and the score they receive on their math placement exam. The program is designed to help students progress through their required math at the university level. Specific coursework, professional academic coaching, and individualized tutoring contribute to students' first year success.
Qualifying Criteria	SAT/ACT Math scores, or UA Math Placement score below certain threshold, and selection of a major that requires Math 112
Is Required	Yes
Duration	2
Inception Fiscal Year	2011
Fiscal Year 2019 Participation	1,589
Fiscal Year 2018 Participation	575
Fiscal Year 2018 Retention	364
2018-19 Retention Rate	63%

Name	New Start
Fiscal Year	2018
Description	New Start Summer Program offers new Wildcats the opportunity to get a head start on their college degree while getting to know the UA campus and meeting new people. Students live on campus over summer and earn 6-7 units of credit, meet with peer advisors, and receive academic support from tutors.
Qualifying Criteria	First-time freshmen who have been admitted to UA
Is Required	No
Duration	1
Inception Fiscal Year	1969
Fiscal Year 2019 Participation	375
Fiscal Year 2018 Participation	342
Fiscal Year 2018 Retention	281
2018-19 Retention Rate	82%

Name	Arizona Assurance
Fiscal Year	2018
Description	The Arizona Assurance Scholars Program provides academic, financial and social support for low-income Arizona residents as a way to ensure success, retention and graduation from the University of Arizona. The mission is achieved through first year transition programming, mentoring, leadership, career development, and graduate/professional school preparation.
Qualifying Criteria	Invitation-only program for Arizona residents. Eligibility requirements are based on financial need as determined by Office of Financial aid.
Is Required	No
Duration	16
Inception Fiscal Year	2008
Fiscal Year 2019 Participation	224
Fiscal Year 2018 Participation	278
Fiscal Year 2018 Retention	221
2018-19 Retention Rate	79%

Name	First Cats
Fiscal Year	2018
Description	First Cats provides support to incoming freshmen that are both first-generation college students and Pell grant eligible. Students in First Cats are connected to a community of students who share their background. Participants are integrated into campus by participating in regular meetings with peer mentors, workshops, and planning for career or graduate school.
Qualifying Criteria	Self-identification as first-generation college student.
Is Required	No
Duration	On going
Inception Fiscal Year	2016
Fiscal Year 2019 Participation	92
Fiscal Year 2018 Participation	139
Fiscal Year 2018 Retention	109
2018-19 Retention Rate	78%

Name	THINK TANK - Tutoring (math, science, business, language)
Fiscal Year	2018
Description	THINK TANK offers content area peer tutoring services for math, science, and business courses. Language tutoring is offered by Spanish and French instructors at THINK TANK. The majority of tutoring (92%) is free of charge and drop-in. THINK TANK also offers fee-based individual and group tutoring sessions. THINK TANK peer tutors are certified through the College Reading and Learning Association's training program.
Qualifying Criteria	As needed, opt-in by student
Is Required	No
Duration	As needed
Inception Fiscal Year	2009
Fiscal Year 2019 Participation	2,066
Fiscal Year 2018 Participation	1,744
Fiscal Year 2018 Retention	1,519
2018-19 Retention Rate	87%

Name	THINK TANK - Writing Center
Fiscal Year	2018
Description	THINK TANK's Writing Center offers students free drop-in tutoring sessions for writing support, as well as free 30-minute appointments. Writing tutors offer feedback on structure, formatting, style, and expression, and serve as a sounding board for students' ideas. Though many of the students come for support in foundational English courses, the Writing Center offers support for students in any course.
Qualifying Criteria	As needed, opt-in by student
Is Required	No
Duration	As needed
Inception Fiscal Year	2009
Fiscal Year 2019 Participation	1,398
Fiscal Year 2018 Participation	1,416
Fiscal Year 2018 Retention	1,228
2018-19 Retention Rate	87%

Name	THINK TANK - Supplemental Instruction
Fiscal Year	2018
Description	Supplemental Instruction (SI) is a free service that provides regularly scheduled, out-of-class study sessions. SI sessions are led by students who have previously taken the course. During the sessions, students use collaborative learning techniques to review important course concepts, predict and practice test items, develop test prep strategies, and discuss readings.
Qualifying Criteria	As needed, opt-in by student
Is Required	No
Duration	As needed
Inception Fiscal Year	2009
Fiscal Year 2019 Participation	1,499
Fiscal Year 2018 Participation	1,333
Fiscal Year 2018 Retention	1,201
2018-19 Retention Rate	90%

Name	SALT Center
Fiscal Year	2018
Description	The SALT Center offers comprehensive academic support services to students who learn differently, including weekly meetings with a Strategic Learning Specialist, content-specific tutoring, and educational technology.
Qualifying Criteria	Separate SALT application.
Is Required	No
Duration	On going
Inception Fiscal Year	1980
Fiscal Year 2019 Participation	376
Fiscal Year 2018 Participation	139
Fiscal Year 2018 Retention	107
2018-19 Retention Rate	77%

Name	Blue Chip
Fiscal Year	2018
Description	Blue Chip offers students the opportunity to develop as leaders through campus engagement. The first year experience within Blue Chip emphasizes teambuilding, community service, and personal and professional development.
Qualifying Criteria	All new students. Application process
Is Required	No
Duration	2
Inception Fiscal Year	1999
Fiscal Year 2019 Participation	467
Fiscal Year 2018 Participation	384
Fiscal Year 2018 Retention	348
2018-19 Retention Rate	91%

Name	SOS
Fiscal Year	2018
Description	Provides around-the-clock support for UA students and others who have questions or issues and are unsure about where to go or answers. SOS is available in person, by chat, email, and text. Responses are guaranteed within 24 hours. SOS had more than 3,800 contacts through the help desk in 2017-2018.
Qualifying Criteria	None
Is Required	No
Duration	As needed
Inception Fiscal Year	2015
Fiscal Year 2019 Participation	403
Fiscal Year 2018 Participation	427
Fiscal Year 2018 Retention	-
2018-19 Retention Rate	N/A

Name	Early Warnings
Fiscal Year	2018
Description	Early Progress is an opportunity for first-year students to get early course feedback through UAccess in select first year courses. This grade provides them an opportunity to make adjustments and seek resources as needed.
Qualifying Criteria	Enrollment in participating course
Is Required	No
Duration	1
Inception Fiscal Year	2010
Fiscal Year 2019 Participation	6,764
Fiscal Year 2018 Participation	6,667
Fiscal Year 2018 Retention	5,205
2018-19 Retention Rate	78%

Name	SBS 197A: Skills for Success in the Social Sciences
Fiscal Year	2018
Description	All Social and Behavioral Science first time freshmen were enrolled in SBS 197A in the fall semester. SBS 197A is a one-unit graded course. Class met once a week for 50 minutes. Description of Course: This course will introduce students to the social and behavioral sciences with an emphasis on the skills, behaviors, and resources necessary for success. Topics include a discussion of the importance of higher education, student panels of engagement opportunities (e.g., internships, study abroad), presentations from campus resources (e.g., Student Engagement and Career Development), and workshops to help students connect to their majors and university and career goals. Students will explore their own strengths, goals, and skills for success at the University of Arizona and after. Course Objectives and Expected Learning Outcomes: <ul style="list-style-type: none"> • Establish a strong connection to the campus community through personal, academic, social, and professional assessments and goal setting. • Create a plan for involvement & engagement. • Explore on-campus events and opportunities and reflect on their influence in your life as a student. • Identify obstacles for success, know where to go for help, and access those resources for success. • Connect early with student engagement and career development. • Create a relationship with their academic advisor and establish regular meetings with her/him. • Register for spring classes and look ahead to future semesters.
Qualifying Criteria	All first time, Main Campus freshmen in the College of Social and Behavioral Sciences were enrolled in SBS 197A during Freshmen Orientation. The program is not compulsory, although strongly encouraged, and students can only drop with advisor/department consent.
Is Required	No, but strongly encouraged.
Duration	1
Inception Fiscal Year	2018
Fiscal Year 2019 Participation	TBD
Fiscal Year 2018 Participation	867
Fiscal Year 2018 Retention	686
2018-19 Retention Rate	79.5%

Name	Honors Catalyst Seminar
Fiscal Year	2018
Description	This course is a 7 week, 1 unit class centered around a common reading. All incoming Honors Freshman take the class in sections of 19-20 students. The main objectives of the class are to build a cohort with the freshman and to introduce the students to interdisciplinary thinking; a value of the UA honors academic experience. This interdisciplinary reasoning is introduced and contextualized by the common reading which this year is "What the Eyes Don't See", a story about the Flint Mich. water crisis.
Qualifying Criteria	Participation in honors program.
Is Required	Yes, for Honors students.
Duration	1
Inception Fiscal Year	2018
Fiscal Year 2019 Participation	TBD
Fiscal Year 2018 Participation	1,050
Fiscal Year 2018 Retention	1,022
2018-19 Retention Rate	97.3% (Honors College)

Name	Honors spring colloquium series
Fiscal Year	2018
Description	These courses are a “part 2” to the catalyst seminars. In this program, students take colloquium courses from faculty across campus that explore a huge range of topics. The faculty choose the themes which gives the students an enormous number of options and exposure to faculty across campus. This is a 1 unit class that also looks to build cohort (continue that objective) and to continue the exploration of interdisciplinary reasoning development.
Qualifying Criteria	Participation in honors program.
Is Required	Yes, for Honors students.
Duration	1
Inception Fiscal Year	2018
Fiscal Year 2019 Participation	TBD
Fiscal Year 2018 Participation	1,150
Fiscal Year 2018 Retention	1,022
2018-19 Retention Rate	97.3% (Honors College)

Name	Building Leaders and Creating Knowledge
Fiscal Year	2018
Description	Building Leaders and Creating Knowledge (B.L.A.C.K) is a residential program for Black-identifying that incorporates Black/African American/African cultural knowledge and experiences with academic support in a living learning community. Currently, students are housed on the 1st and 2nd floors of Pima Hall., with the overflow going to Coconino Dorm.
Qualifying Criteria	Students Black-identified or interested in Black culture are welcome to apply to this optional program.
Is Required	No
Duration	2
Inception Fiscal Year	2014
Fiscal Year 2019 Participation	70
Fiscal Year 2018 Participation	61
Fiscal Year 2018 Retention	50
2018-19 Retention Rate	82%

Name	College of Letters, Arts & Sciences Peer Mentor Program
Fiscal Year	2018
Description	The CLAS Wildcat Academy Peer Mentor Program is designed to provide transitional support for incoming students. Peer mentors are upper classmen who previously had a successful transition to the University of Arizona through this program. The well-versed peer mentors will inspire, support, and build connections to increase success in our students.
Qualifying Criteria	High risk level determined through predictive model of entry characteristics
Is Required	No, but strongly encouraged.
Duration	1
Inception Fiscal Year	2016
Fiscal Year 2019 Participation	TBD
Fiscal Year 2018 Participation	46
Fiscal Year 2018 Retention	34
2018-19 Retention Rate	74.2% (College of Letters, Arts & Sciences)

Name	Senior Peer Mentors
Fiscal Year	2018
Description	Academic advising and college knowledge activities and outreach.
Qualifying Criteria	First-year student in CLAS
Is Required	No
Duration	2
Inception Fiscal Year	2018
Fiscal Year 2019 Participation	TBD
Fiscal Year 2018 Participation	949
Fiscal Year 2018 Retention	704
2018-19 Retention Rate	74.2% (College of Letters, Arts & Sciences)

Name	BNAD 100
Fiscal Year	2018
Description	Spring only course offered to second semester Pre-Business majors. Students in this course will predominately do major exploration by learning about the language and context of business. Students learn about different industries and careers. At Career Quest, students get to network with an employer that recruits at Eller.
Qualifying Criteria	Pre-Business student in their second semester (spring)
Is Required	No
Duration	1
Inception Fiscal Year	2014
Fiscal Year 2019 Participation	TBD
Fiscal Year 2018 Participation	1,368
Fiscal Year 2018 Retention	1,135
2018-19 Retention Rate	83% (Eller College Retention)

Name	ELITE
Fiscal Year	2018
Description	Program designed to recruit and retain high-achieving Pre-Business major students to the Eller College. Each week students participate in professional development workshops and challenges, often networking with employer contacts.
Qualifying Criteria	Pre-Business freshmen with a 3.4 HS unweighted GPA or higher that applied prior to beginning their freshman year
Is Required	No
Duration	2
Inception Fiscal Year	2008
Fiscal Year 2019 Participation	TBD
Fiscal Year 2018 Participation	120
Fiscal Year 2018 Retention	100
2018-19 Retention Rate	83% (Eller College Retention)

Name	LEAD
Fiscal Year	2018
Description	Academic and leadership development program for Eller Pre-Professional major freshmen that identify as African American and Hispanic. Students engage in professional development activities, networking, and academic skill development throughout the year.
Qualifying Criteria	Pre-Business or Pre-Economics, opt-in application, identify as African American or Hispanic, typically do targeted outreach to admitted students with below 3.4 HS GPA
Is Required	No
Duration	2
Inception Fiscal Year	2018
Fiscal Year 2019 Participation	TBD
Fiscal Year 2018 Participation	36
Fiscal Year 2018 Retention	30
2018-19 Retention Rate	83% (Eller College Retention)

Name	Off Campus MIS 150A enrollment
Fiscal Year	2018
Description	Eller college freshmen who have indicated that they will be living off campus their freshman year are selectively enrolled (based on space in class schedule at orientation) in sections of MIS 150A taught by Patti Ota. It is an engaging general education course that builds community among students in the course.
Qualifying Criteria	Pre-Business or Pre-Economics major freshmen indicating that they will live off campus, students are chosen but can opt out after talking with an advisor.
Is Required	No
Duration	1
Inception Fiscal Year	2017
Fiscal Year 2019 Participation	TBD
Fiscal Year 2018 Participation	44
Fiscal Year 2018 Retention	37
2018-19 Retention Rate	83% (Eller College Retention)

Name	PREMIER
Fiscal Year	2018
Description	Spring semester only program that allows Eller college freshmen to network, build skills, and present in a consulting case competition. Smaller cohorts of PREMIER students meet weekly and then some weeks all cohorts come together to participate in larger team activities.
Qualifying Criteria	Pre-Business or Pre-Economics major, no GPA requirement, opt-in through online application, first year students, fee-based
Is Required	No
Duration	2
Inception Fiscal Year	2017
Fiscal Year 2019 Participation	TBD
Fiscal Year 2018 Participation	68
Fiscal Year 2018 Retention	56
2018-19 Retention Rate	83% (Eller College Retention)

Name	MCB Mentor Program
Fiscal Year	2018
Description	MCB matches incoming freshman with a peer mentor to assist them with transition to college life and the MCB major. Peer mentors offer support through contact with their freshman mentee by sharing their experiences as a college student and MCB major, helping freshman connect with resources, and by sharing their knowledge of what has worked for them as a U of A student. The goal of this program is to provide a personal connection that helps to build community within our major, assists new students in their development, and also focuses on retention of the student within the MCB major.
Qualifying Criteria	This is a voluntary program for incoming freshman. They opt in during freshman orientation and then are matched based on survey response with a mentor before the semester begins. Then, new mentors are introduced to their mentees at our Freshman Welcome Breakfast held the first week of school. Mentors must be juniors or seniors, in the MCB major, willing to spend at least 1-2 hours per week with their mentee. Mentors must be in good academic standing with the university and major.
Is Required	No
Duration	1
Inception Fiscal Year	2018
Fiscal Year 2019 Participation	53
Fiscal Year 2018 Participation	30
Fiscal Year 2018 Retention	29
2018-19 Retention Rate	96% (Program participant retention)

Name	AZ HOPE Bridge
Fiscal Year	2018
Description	BRIDGE a 5-week full time college transition program for disadvantaged, students newly admitted to UA directly from High school, transferring to the University of Arizona from Pima Community College or are adult non-traditional students including military veterans.
Qualifying Criteria	<ol style="list-style-type: none"> 1. U.S. citizen, non-citizen national, or permanent resident who possesses a visa permitting permanent residence in the United States. 2. Currently enrolled or accepted into an educational program in an Arizona high school, allied health professions program, community college, 4-year college/university or health professional school. 3. Interested in a health career or the health sciences. 4. Have a 3.0 grade point average (GPA) or greater (cumulative) on a 1.0 – 4.0 scale. 5. Economically OR educationally disadvantaged (see definitions below).
Is Required	No
Duration	1
Inception Fiscal Year	2019
Fiscal Year 2019 Participation	11
Fiscal Year 2018 Participation	0
Fiscal Year 2018 Retention	No data available
2018-19 Retention Rate	No data available

Name	Mental Health Wellness
Fiscal Year	2018
Description	Mental Health Wellness for UAHS ODI strives to create an awareness and community of students, faculty, and staff that values mental health wellness and promotion and is committed to inclusive excellence.
Qualifying Criteria	Consultation for students and faculty and staff (for concerns about students), assessments, referrals to campus and community resources, brief individual therapy
Is Required	No
Duration	2
Inception Fiscal Year	2017
Fiscal Year 2019 Participation	65
Fiscal Year 2018 Participation	30
Fiscal Year 2018 Retention	30
2018-19 Retention Rate	100%

Name	CALS 195C
Fiscal Year	2018
Description	A 1-unit success course for incoming students to identify, understand, and apply best strategies for college success, as well as further orient themselves to campus and college resources. Course is taught by academic advisors within the college. Peer mentor component is included, CALS PALS mentor program and starting Fall 2019 it will also include CALS Connections mentors.
Qualifying Criteria	CALS First-time full-time Freshmen; Opt-in
Is Required	No
Duration	1
Inception Fiscal Year	2014
Fiscal Year 2019 Participation	TBD
Fiscal Year 2018 Participation	183
Fiscal Year 2018 Retention	160
2018-19 Retention Rate	87.3% (College of Ag, Life & Science retention rate)

Name	New Student Welcome
Fiscal Year	2018
Description	A College-held event for new students to network and build cohesion within the college. Event includes the presence of our mascots, our Dean, the President, a DJ, Union-catered lunch, a photo-booth, and student clubs for engagement with raffles and prizes. Academic Planners, Shirts, and lanyards provided by college for each student.
Qualifying Criteria	All first-time CALS students; Opt-in
Is Required	No
Duration	1
Inception Fiscal Year	2014
Fiscal Year 2019 Participation	TBD
Fiscal Year 2018 Participation	500
Fiscal Year 2018 Retention	437
2018-19 Retention Rate	87.3% (College of Ag, Life & Science retention rate)

Name	CALS ASEMS
Fiscal Year	2018
Description	A program that works specifically with underrepresented students within STEM majors, under University ASEMS for more individualized and holistic support. Program includes Student Support Specialists, success courses, Faculty Fellows, etc.
Qualifying Criteria	CALS qualifying majors; underrepresented populations in STEM; Opt-in with interview process
Is Required	No
Duration	2+
Inception Fiscal Year	2018
Fiscal Year 2019 Participation	TBD
Fiscal Year 2018 Participation	82
Fiscal Year 2018 Retention	72
2018-19 Retention Rate	87.3% (College of Ag, Life & Science retention rate)

Name	CALS Connections
Fiscal Year	2018
Description	Each new student is encouraged to sign-up to be matched with a Peer Mentor within their same interest groups/major. Students log virtual, text, or in-person meetings on Mentor Collective Site to help students adjust and get a different perspective on how to engage and identify resources.
Qualifying Criteria	All first-time CALS Students; Opt-in
Is Required	No
Duration	1 +
Inception Fiscal Year	2018
Fiscal Year 2019 Participation	109+
Fiscal Year 2018 Participation	237
Fiscal Year 2018 Retention	207
2018-19 Retention Rate	87.3% (College of Ag, Life & Science retention rate)

Name	CALS PALS Mentoring Program
Fiscal Year	2018
Description	Elevated peer mentorship program. CALS PALS (PeersAssistance for Leadership and Student Success) are assigned to new student mentees, as well as with students within a section of the CALS 195 courses. CALS PALS also coach and assist new mentors in best ways to connect. In spring term the mentors assist students that had a difficult academic transition after their first term at the university. In fall term the mentors assist new students starting at the university. College mentorship program has existed since Spring 2009 but was formalized as CALS PALS in Spring 2012
Qualifying Criteria	Embedded with CALS 195 courses. Every CALS 195 student paired with a CALS PALS peer mentor
Is Required	No
Duration	1+
Inception Fiscal Year	2011
Fiscal Year 2019 Participation	TBD
Fiscal Year 2018 Participation	183
Fiscal Year 2018 Retention	160
2018-19 Retention Rate	87.3% (College of Ag, Life & Science retention rate)

Name	CALS Class Crawl
Fiscal Year	2018
Description	Student clubs and organizations connect with new students by helping them locate first term class locations by walking the campus with them. Advisors and faculty attend to connect with students, as well.
Qualifying Criteria	All first-time CALS students; Opt-in
Is Required	No
Duration	1
Inception Fiscal Year	2018
Fiscal Year 2019 Participation	TBD
Fiscal Year 2018 Participation	~150
Fiscal Year 2018 Retention	131
2018-19 Retention Rate	87.3% (College of Ag, Life & Science retention rate)

Name	Annual CALS Events
Fiscal Year	2018
Description	A variety of student events to build community and meet with CALS faculty/staff in order to empower students. College tracks students who attend each event, which can range in numbers. There is approximately one event per month.
Qualifying Criteria	All CALS students; Opt-in
Is Required	No
Duration	2+
Inception Fiscal Year	2018
Fiscal Year 2019 Participation	TBD
Fiscal Year 2018 Participation	1000+
Fiscal Year 2018 Retention	N/A
2018-19 Retention Rate	87.3% (College of Ag, Life & Science retention rate)

Name	100% Professional Academic Advising
Fiscal Year	2018
Description	Starting in FY 2017 (Fall 2017) all CALS majors were funded to have a full-time professional academic advisor to focus on developmental advising as opposed to solely transactional, in addition to a faculty mentor. College previously had professional academic advising, but has now reached each individual major.
Qualifying Criteria	All CALS students; Mandatory
Is Required	Yes
Duration	2+
Inception Fiscal Year	2018
Fiscal Year 2019 Participation	TBD
Fiscal Year 2018 Participation	ALL
Fiscal Year 2018 Retention	N/A
2018-19 Retention Rate	87.3% (College of Ag, Life & Science retention rate)

Name	CALS 195A
Fiscal Year	2018
Description	A 1-unit spring term success course for students that started the university in previous fall term and did not transition well academically. The course teaches students academic strategies and skills for college preparedness. A peer mentor component is part of the class, CALS PALS mentor. Course is taught by academic advisors with objectives tied to college success, support and connections.
Qualifying Criteria	CALS first time students from previous fall term that ended up with academic probation status (GPA below 2.0); Compulsory if students need more than 5 units of B grade to raise cumulative GPA to 2.0
Is Required	No
Duration	1
Inception Fiscal Year	2008
Fiscal Year 2019 Participation	TBD
Fiscal Year 2018 Participation	57
Fiscal Year 2018 Retention	50
2018-19 Retention Rate	87.3% (College of Ag, Life & Science retention rate)

Name	SCI 195 specifically for SLHS majors.
Fiscal Year	2018
Description	Course addresses study strategies, shares info about resources available across campus, educates and informs students about our UG coursework, and presents opportunities for research and clinical observation. Also addressed are employment possibilities with our major. Selected faculty and student peers are invited to attend various class periods to enhance familiarity within the department.
Qualifying Criteria	SLHS major
Is Required	The course is not required but all majors are automatically enrolled , so they would have to opt out.
Duration	1
Inception Fiscal Year	2018
Fiscal Year 2019 Participation	TBD
Fiscal Year 2018 Participation	46
Fiscal Year 2018 Retention	37
2018-19 Retention Rate	81.5% (College of Science retention rate)

Name	Undergraduate Psychology Exploration Program (UPEP)
Fiscal Year	2018
Description	A 1 unit success course (PSY 197A) with a student mentoring component. Taught to first semester freshman Psychology majors. Focus is to help the student explore Psychology and the fields in addition to acclimating to University life and the resources that are available. This course delves into learning styles, study tips and time management.
Qualifying Criteria	Students opt-in after learning about it at Freshman Orientation
Is Required	No
Duration	1
Inception Fiscal Year	2003
Fiscal Year 2019 Participation	TBD
Fiscal Year 2018 Participation	100
Fiscal Year 2018 Retention	82
2018-19 Retention Rate	81.5% (College of Science retention rate)

Name	Supplemental Instruction for Calculus. Math 196's (196K, L,M,N,V)
Fiscal Year	2018
Description	Supplemental instruction sections to accompany precalculus, Calculus 1, 2 multivariable calculus and business calculus. Students work in groups on more challenging application problems related to, but distinct from course assignments. The problems are designed to be more challenging and encourage group participation. Students present their work to each other and to the faculty. Grading is based on participation and effort-- low stakes.
Qualifying Criteria	196L is required for engineering students enrolled in math 120. Voluntary opt-in for all others. Students must be enrolled in the companion calculus sequence course.
Is Required	Mixed- see details of qualifying criteria.
Duration	1
Inception Fiscal Year	2012
Fiscal Year 2019 Participation	TBD
Fiscal Year 2018 Participation	114
Fiscal Year 2018 Retention	93
2018-19 Retention Rate	81.5% (College of Science retention rate)

Name	Calculus Workshop and Critical Conversations about Race and Gender in STEM
Fiscal Year	2018
Description	<p>Beginning in 2007, William Vélez began organizing a five-day workshop to prepare incoming students for their calculus course. This workshop begins a week or two before the semester starts in August. The workshop's goal is to prepare students for their first college mathematics class and to impress them upon the importance of developing good study skills and building a network of support among their peers. Students spend five days, from 9 AM – 4 PM, doing mathematics. In addition, each student receives academic advising from the Math Center to go over their schedule and career goals. Each year, several of the participants add the mathematics minor or major to their program of study.</p> <p>Aditya Adiredja took over the organization of the program in 2016 adding the component of critical conversations about race and gender, and revising the mathematics curriculum used in the workshop. Two of the conversations occurred during the summer workshop and three occurred during the following Fall semester. The conversations are intended to support students in further developing a community with other students and peer mentors, as well as developing critical consciousness about the impact of race and gender on participation in STEM. During these conversations, students compare the STEM networks they have created in high school with to the one they hope to develop at the university. They discuss their experiences with stereotypes of being identified as male or female in STEM and other stereotypes related to being a particular ethnicity. They also examine the resources they bring from their family and community that can be helpful for their learning and pursuing a STEM major. These conversations also serve as a check-in about their academic experience so far, for each of the student who attended.</p> <p>Another benefit to this program is that it also provides a professional development opportunity for graduate students. Graduate students have run this workshop since its inception. One graduate student is selected to be the lead for the program. The lead graduate students then recruits 2-3 other graduate students. Some undergraduates are also hired as tutors. The graduate students learn to teach mathematics from an inquiry perspective which supports them in making their classrooms more student-centered. These graduate students also participated in the conversations to learn about students' experiences, but also to develop a community with the incoming students.</p>
Qualifying Criteria	Incoming first-year students are invited to participate in the program. We generate a list of students from high-needs high schools in Tucson, which serve many minority and first-generation students. We have also collaborated with the ASEMS program to invite transfer students. The main selection criterion is that students need to be registered for a calculus class in the Fall (Math 122a/b, Math 129, Math 223). For Summer 2019, we open a section for precalculus (Math 120R).
Is Required	No
Duration	Five days during the summer and 3 days during the following fall semester
Inception Fiscal Year	2016
Fiscal Year 2019 Participation	TBD
Fiscal Year 2018 Participation	28
Fiscal Year 2018 Retention	23
2018-19 Retention Rate	81.5% (College of Science retention rate)

Name	CBC Peer Mentor Program
Fiscal Year	2018
Description	New freshmen and transfer students are matched with a current CBC upperclassmen who provides guidance and advice for navigating the university, getting involved, and more.
Qualifying Criteria	Opt-in, no conditions
Is Required	Mandatory for incoming freshmen. Optional for transfer students.
Duration	1
Inception Fiscal Year	2005
Fiscal Year 2019 Participation	TBD
Fiscal Year 2018 Participation	153 - Biochemistry 74 - Chemistry
Fiscal Year 2018 Retention	185
2018-19 Retention Rate	81.5% (College of Science retention rate)

Name	CATS Academics
Fiscal Year	2018
Description	C.A.T.S. Academics provides customized services to student athletes to support their academic success. Services include advising, learning specialist support, tutoring services, exam reviews, and study halls.
Qualifying Criteria	UA Student Athlete
Is Required	Yes
Duration	As long as still athlete
Inception Fiscal Year	1991
Fiscal Year 2019 Participation	120
Fiscal Year 2018 Participation	133
Fiscal Year 2018 Retention	104
2018-19 Retention Rate	78%

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