

High DUF Courses

COLLEGE PLANS TO INCREASE STUDENT SUCCESS IN HIGH-IMPACT DUF COURSES

	High DUF course(s) targeted for Spring interventions	FAILURE RATE	INTERVENTIONS	EXPECTED OUTCOMES (% decrease in DUF rate)
College of Agriculture	AMM 251	20%	Hiring Instructional student assistant to provide tutoring both in and outside of class and to	15%
			1) Set up a series of Blackboard quizzes that students can take twice prior to the upcoming test covering the same material.	
			2) Provide a detailed study guide customized to the presented material.	
	AHS 202	16%	3) Hold exam study review during class hours.	12%
			4) Hire Instructional student assistant to provide tutoring both in and outside of class and to create review sheets.	
College of Agriculture			1) Set up a series of Blackboard quizzes that students can take twice prior to the upcoming test covering the same material.	
			2) Provide a detailed study guide customized to the presented material.	
	AHS 307	19%	3) Strive to complete coverage of the lecture material leaving time to review session during the scheduled class time.	19%
			Hire Instructional student assistant to provide tutoring both in and outside of class and to create review sheets	12%
	FN 433	21%	Hire Instructional student assistant to provide tutoring both in and outside of class and to create review sheets	15%
College of Engineering	PLT 231	18%	Hire Instructional student assistant to provide tutoring both in and outside of class and to create review sheets	15%
	ARO 327	28%	1. Provide tutoring for all students in high DUF courses. A) Expand on the existing MEP tutoring model. B) Use trend analysis to identify high DUF courses for tutoring support. 2. Provide Supplemental Instruction (SI) for specific sections of high DUF courses. A) Expand on existing MEP SI model. B) Use trend data to identify specific high DUF course sections where impact is highest. C) Obtain faculty approval for offering SI in specific sections of high DUF courses. Faculty SI Coordinators identified for each dept. 3. Continue implementing mandatory tutoring and supplemental instruction for MEP students. A) Employ additional tutors and SI facilitators. B) Improve efficiency of space in MEP's "Engineering Learning Center" through use of new appointment booking (TutorTrac) and participant tracking systems.	10-20%
	CHE 311	46%		
	CHE 312	47%		
	CHE 313	44%		
	CE 305	18%		
	ECE 207	20%		
	ETT 210	27%		
	ETT 220	25%		
	ETT 211	25%		
	MFE 201	21%		
	ME 214	33%		
	ME 215	39%		
	ME 218	30%		
College of Environmental Design	ART 212	23%		
	ART 213	16%		
	ART 214	18%		
	ARC 323	22%		
	ARC 321	20%		
	ARC 321A	22%		
	ARC 323	43%		
	ARC 323A	31%		
College of Letters, Arts and Social Sciences	EC 201	25%	Supplemental instruction, values affirmation, faculty mentoring, enforcing math prerequisite, we also hope to send faculty to the summer institute for course re-design.	5-10%
College of Science	ZOO 201	22%	Learning Assistants	10%
	ZOO 238	24%	Learning Assistants	10%
	PHY 131A	18%	Learning Assistants	10%
	PHY 132A	12%	Learning Assistants	10%
	PHY 133A	17%	Learning Assistants	10%
	CHM 121	17%	Workshops	10%
	CHM 122	18%	Workshops	10%
	CHM 314	30%	Workshops	10%
	CHM 315	32%	Workshops	10%
	CS 130	22%	Workshops	10%
	CS 140	24%	Workshops	10%
	MAT 112	22%	Workshops	10%
	MAT 125	28%	Supplemental Instruction; ALEKS Software	10%
	BIO 303	17%	Course redesign either through proposed CSU Course Re-Design (CRT)	10%