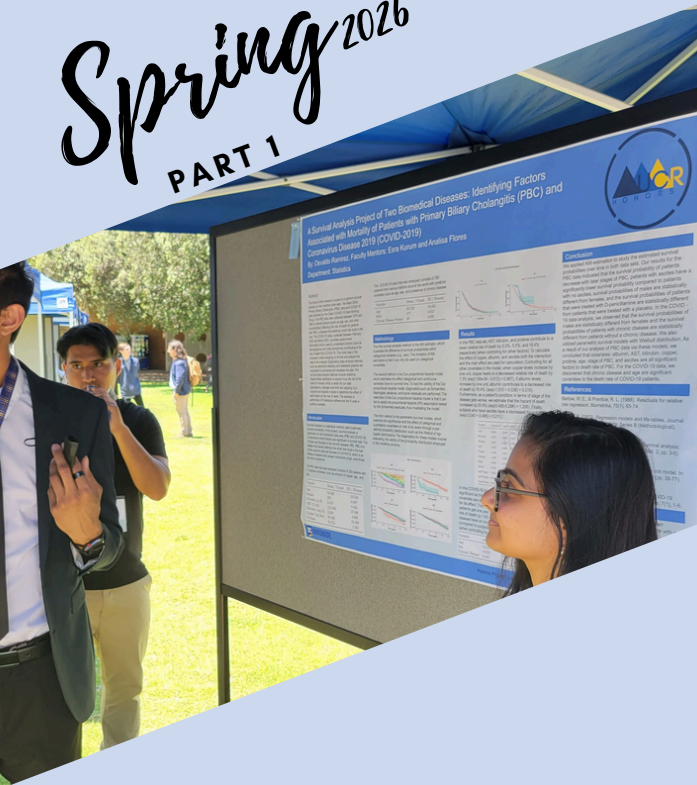


Spring 2026  
PART 1



## Cultivating Student Success at UCR: Pedagogical Ideas, Data, and Resources to Consider

Dear UCR Faculty, typically, I provide pedagogical support, data, and resources in these quarterly communications. As we begin the Spring quarter, I will focus on two important resources related to student success. I hope you find these resources useful in your day-to-day teaching efforts.

### Resource #1: Retention & Course Data

The DUE is proud to support the **Retention Action Committees (RACs)**. Operating within each School/College and co-led by Associate Deans, advisors, and faculty, these teams use data-driven insights and specialized support to help students overcome hurdles and stay on track toward their degrees.

#### A Dual-Support System

Ideally, RACs and faculty function as a partnership to identify and re-engage students who may be drifting off course. To assist in this, we utilize Early Alert, an AI model that analyzes Canvas engagement patterns (such as logins and submissions) to trigger proactive outreach.

#### Why Data Matters

Early alert is a safety net designed to catch student disengagement before it leads to a D, F, or W grade. Evidence from [Oklahoma State University](#) shows that academic alerts lead to: lower withdrawal rates, higher average course grades, and increased rates of 'C' grades or higher.

#### Faculty Resources

Your classroom expertise remains the most vital component of student retention. We encourage you to explore the real-time data available in your own courses via the [Canvas Analytics FAQ](#). Faculty can use this built-in Canvas data to identify student who are struggling, identify course patterns in student (dis)engagement, and refer students to [campus resources](#).

### Resource #2: Religious Holidays and Proposed Syllabus Language

#### *Policy on Religious Accommodation*

It is the policy of the Riverside campus that an instructor will make a reasonable attempt to accommodate student needs in the case of serious incompatibility between a student's religious creed and a scheduled test or examination.

1. Accommodation for alternative exam dates will be worked out directly and on an individual basis between the student and the instructor involved.
2. Students should make such requests of the instructor during the first two weeks of any academic term or as soon as possible after a particular examination date is announced by the instructor.
3. Students unable to reach a satisfactory arrangement with their instructor should contact the Ombudsperson or the associate dean of their school or college.
4. Instructors who have questions or who wish to verify the nature of the religious event or practice involved should contact the Ombudsperson or the associate dean of the school or college for assistance.

#### Proposed Syllabus Language

##### ***Religious Holidays***

It is the policy of the University to excuse absences of students that result from religious observances and to provide for the rescheduling of examinations and additional required classwork that may fall on religious holidays without penalty. It is the responsibility of the student to make alternate arrangements with the instructor at least one week prior to the actual date of the religious holiday.