California State University Graduation Initiative 2025 CSU System and Campus



Completion Goals and Plans

Preliminary Draft Report Pursuant to Assembly Bill 1602 September 9, 2016

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**Executive Summary**

**CSU Graduation Initiative 2015 Background**

In 2009, The California State University (CSU) launched its first concerted graduation initiative (GI) to improve six-year completion rates and halve achievement gaps for first-time freshman by 2015. The results of the first phase exceeded original completion goals as CSU achieved the highest graduation rates in recent history. As a consequence, CSU committed to revisiting its goals during the summer of 2016.



**CSU Graduation Initiative GI 2025 Background**

In fall 2014, faculty, student, and campus leaders gathered to establish new campus and system targets for 2025, including:

* Four-year freshman graduation rates
* Six-year freshman graduation rates
* Two-year transfer graduation rates
* Four-year transfer graduation rates
* Achievement gaps for under- represented students
* Achievement gaps for low-income students

Based on the tremendous success of the CSU’s first concerted graduation initiative, graduation target rates for 2025 have been revised as follows:

|  |  |  |
| --- | --- | --- |
| Completion Metric | Current Rates | **Revised 2025 Target** |
| First-Time Freshmen: Four-Year Graduation Rate | 19% | **40%** |
| First-Time Freshmen: Six-Year Graduation Rate | 57% | **70%** |
| Transfer Students: Two-Year Graduation Rate | 31% | **45%** |
| Transfer Students: Four-Year Graduation Rate | 73% | **85%** |
| Achievement Gap by Ethnicity | 11 points | **0 points** |
| Achievement Gap by Pell Eligibility | 8 points | **0 points** |
| Achievement Gap by First Generation Status | 13 points | **0 points** |

Achieving these goals will place the CSU among the top Public Comprehensive universities in the nation in terms of timely student degree completion, particularly when compared to institutions with similar demographic, income and academic preparation profiles.

To reach these goals, each CSU campus has developed a plan outlining their strategic efforts. As a whole, the CSU system will undertake a number of capacity-building strategies to support institutional effectiveness in improving timely degree completions. Attainment of these goals will also require commitments that go beyond the university communities to include a sustained investment by the State of California. Together, unprecedented outcomes can continue to be achieved.

#### Introduction

In his “State of the CSU” address at the January 2016 Board of Trustees meeting, CSU Chancellor Timothy P. White declared the ambitious goal of eliminating achievement gaps. In addition, Assembly Bill 1602 also calls for closing achievement gaps for underrepresented, low-income and first-generation students. Reflecting the CSU’s mission to provide high-quality, affordable education and the desire to address gaps in achievement, the first Graduation Initiative (GI) launched in 2009. It brought baccalaureate graduation rates to all-time highs, raised baccalaureate completion rates for freshmen by 11 percentage points, and exceeded the CSU’s six-year graduation rate goal. This gain translated to 5,500 more students graduated annually. Evidence shows that GI 2009 efforts benefited students *from all ethnic and socioeconomic backgrounds*. Further improvements resulting from the 2009 GI are expected with subsequent student cohorts.



In order to address the future workforce needs of California and further improve achievement gaps, the CSU system has established ambitious revised goals for student success for 2025. When attained, these goals will significantly increase the number of Californians having earned a baccalaureate degree. Successful achievement of this plan will also place CSU campuses among the top in student outcomes compared to comparable institutions nationwide. In addition, attaining these goals with the CSU’s diverse mix of students will set new and unprecedented national standards for outcomes among similar institutions.

#### Comparison to National Benchmark Data

**Graduation Rates**

Table 1 shows CSU campuses compared to: (a) all Public Master’s institutions, (b) 33 high- performing Public Master’s universities, and (c) 70 aspirational institutions. Within the Carnegie Classification, twenty-one of the CSU’s twenty-three institutions are classified as “Public Master’s”. The table below includes data on the 260 reporting U.S. Public Master’s institutions.

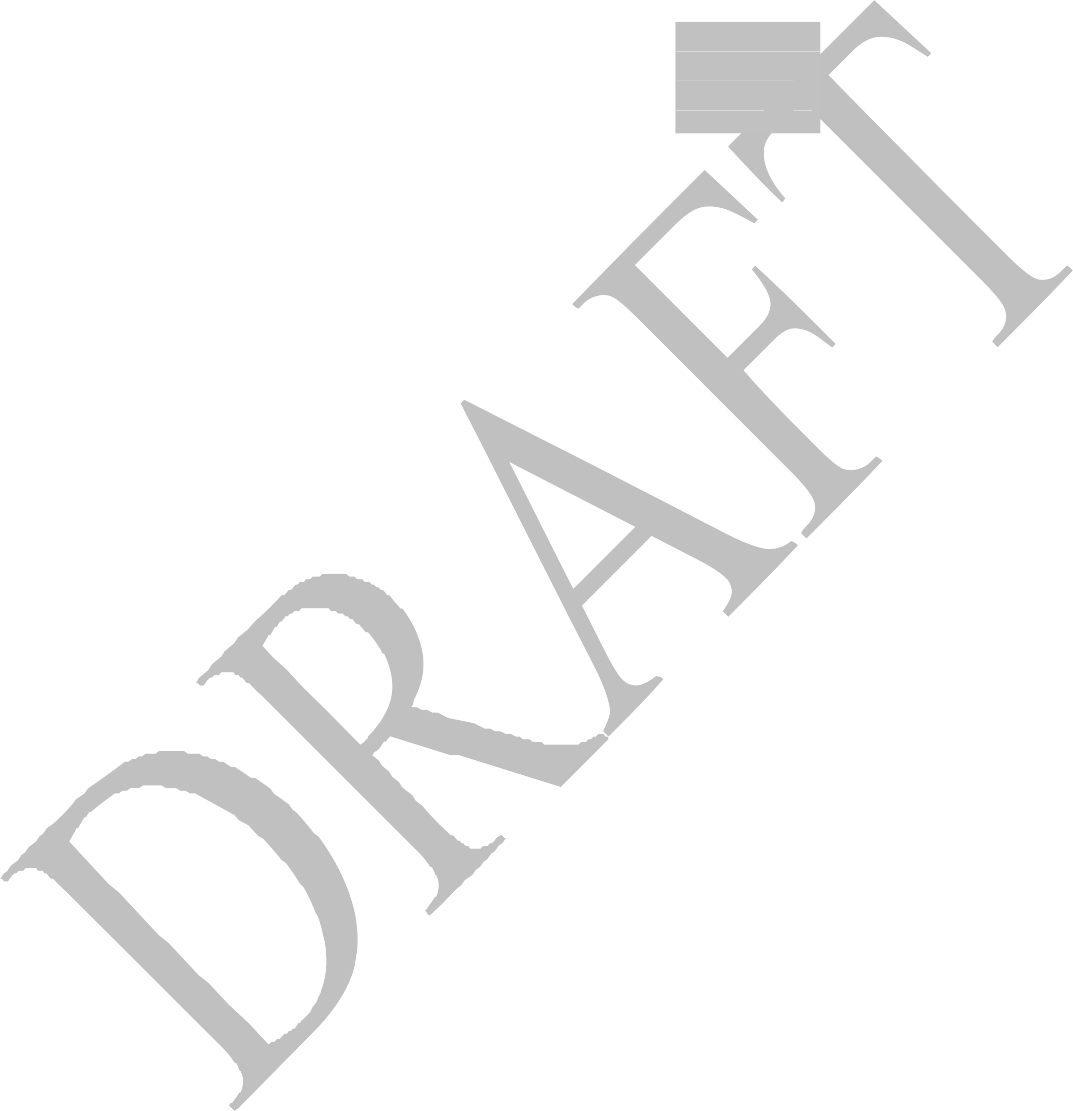
Seventy non-CSU institutions were selected as “Aspirational Similar Institutions” based on methodology developed by the Education Trust’s *College Results Online* (CRO). For each CSU campus, five similar but higher performing institutions were identified. Their completion rate data were used to set the CSU campus’ new 2025 goals. In some cases, a similar peer university was identified for more than one CSU campus.

Compared to the graduation rates of Public Master’s institutions, CSU campuses were above average on six-year graduation rates, including for underrepresented students. The CSU’s overall four-year graduation rate fell below comparisons in the 2014 IPEDS data (for the 2008 entering cohort), but has risen to 19% in more recent years (fall 2011

cohort four-year rate), placing it closer to all Public Master’s.

Only a small minority (33) of Public Master’s universities attained 40% four-year graduation rates (2008 cohort). These higher-performing universities had a significantly higher proportion of tenure-track faculty members, considerably fewer underrepresented students, higher entering student academic preparation (SAT) scores, and fewer low-income (Pell-eligible) students.

Table 1 – Characteristics of Comparison Institutions



|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **All U.S.**  **Public Master's Universitie** | **Highest Performing Public Master's** | **CSU**  **Aspirational Institutions** | **CSU**  **System Current** | **CSU goal** |
| N selected | 260 | 33 | 70 | 23 |  |
| Top | 100% | 13% | 27% | 9% |  |
| Average 6-year grad rate | 46% | 68% | 54% | 52% | 70% |
| Underrepresented student average 6-year rate | 38% | 59% | 47% | 46% | 70% |
| Average 4-year grad rate | 23% | 50% | 31% | 17% | 40% |
| Underrepresented student average 4-year rate | 16% | 37% | 24% | 12% | 40% |
| Average % Pell Recipients Among Freshmen | 45% | 28% | 41% | 50% |  |
| Average % Underrepresented Minority | 29% | 13% | 30% | 41% |  |
| Average Estimated Median SAT / ACT | 1,007 | 1,088 | 1,026 | 982 |  |
| Average Percent Full-Time Faculty | 61% | 62% | 67% | 51% |  |

More than half of CSU’s students are low-income (Pell-eligible). These low-income students are often the first in their family to attend college, often originate from underfunded K-12 school districts, and require additional academic and student support. Higher-performing institutions who attained a 40% four-year rate had on average far fewer low-income students than the CSU campuses. Only one Public Master’s institution attained a 40% four-year rate with a comparable proportion of low-income students.

While the CSU aspirational peers had nearly double the CSU’s four-year graduation rate, their six-year rates were similar. While these institutions’ graduation rates tracked more closely to those of CSU campuses, they, like the higher-performing institutions, had fewer underrepresented and low-income (Pell) students, a higher proportion of tenure-track faculty members, and higher SAT scores for entering students. It is worth noting that despite these challenges, CSU’s new graduation rate goals are significantly higher than rates attained by these aspirational comparable institutions.

#### Goals

**Goal Setting Methodology**

In selecting goals, the CSU brought together an advisory committee from across the system. This included students, faculty, staff, academic and student affairs leadership, presidents, and trustees. This group reflected on presentations and data provided by the *Public Policy Institute of California* and *California Competes* as well as data for all US Public Universities and all US Public Master’s universities.

The following ambitious graduation rate goals were informed by the following key principles:

* Uphold academic quality, without compromise
* Set realistic goals that are ambitious and challenging
* Sustain a high level of academic rigor and provide access to opportunity
* Meet students where they are while helping them to graduate in a timely manner
* Respect differences among campuses
* Understand that goals will require increased resources, intentionality and innovation, along with a relentless focus on student success



The committee then used their data to establish the methodology described below. Given the variety of institutional profiles within the CSU system, no single methodology can produce reasonable or realistic targets for all six goals on all 23 campuses. Goals were adjusted to arrive at a reasonable balance of feasibility and aspiration.

***Freshman Rates:*** For each campus, the top five peer comparators were identified using the *College Results Online* (“CRO”) web tool developed by the *Education Trust*. A mean graduation rate (four-year and six-year) was calculated along with an annual mean rate of change for the graduation rates of the top five peers. These rates were then extrapolated to 2025 using the mean annual rate of graduation rate change.

***Transfer Rates:*** Review of community college transfer outcomes data, available from *The Consortium for Student Retention Data Exchange* at the University of Oklahoma (“CSRDE”), revealed that the California State University exceeds the 75th percentile in two- and four- year outcome rates for 97 non-CSU campuses participating in the CSRDE data collection. All goals are computed as current campus rates extrapolated through 2025.

**System and Campus Goals**

Ambitious 2025 graduation goals have been established for each campus. Table 2, below, shows the result of the campus goals, taken in aggregate.

Table 2 – CSU System Goals

|  |  |
| --- | --- |
| Completion Metric | Revised 2025 Target |
| First-Time Freshmen: Four-Year Graduation Rate | 40% |
| First-Time Freshmen: Six-Year Graduation Rate | 70% |
| Transfer Students: Two-Year Graduation Rate | 45% |
| Transfer Students: Four-Year Graduation Rate | 85% |
| Achievement Gap by Ethnicity | 0 points |
| Achievement Gap by Pell Eligibility | 0 points |
| Achievement Gap by First Generation Status | 0 points |

Each campus has been given revised goals for four-year and six-year graduation rates for students entering as freshmen, as well as two-year and four-year graduation rates for transfer students. Deliberate and coordinated efforts are expected to close the achievement gaps for all groups. Though the new goals are formidable, they’re crafted with the unique characteristics of each individual campus taken into account.

Table 3 – CSU Campus Revised 2025 Goal Ranges

|  |  |
| --- | --- |
| Completion Metric | Revised 2025 Target campus range |
| First-Time Freshmen: Four-Year Graduation Rate | 30-71% |
| First-Time Freshmen: Six-Year Graduation Rate | 55-92% |
| Transfer Students: Two-Year Graduation Rate | 23-64% |
| Transfer Students: Four-Year Graduation Rate | 68-93% |
| Achievement Gap by Ethnicity | 0 points |
| Achievement Gap by Pell Eligibility | 0 points |
| Achievement Gap by First Generation Status | 0 points |

#### System Plan



The CSU’s plan for improving graduation rates and closing achievement gaps includes key principles, identifies core strategies and supportive activities, highlights key improvement areas, articulates strong central leadership and support from the Chancellor’s Office, presents accountability metrics, and provides long- and short-term timelines.

**Key Principles**

**Closing Achievement Gaps**

By expanding access to resources that support academic and student success, campuses can close the achievement gap of traditionally underserved students.

**Quality of Learning**

Each campus has long had in place quality assurance mechanisms such as program review, accreditation, and assessment of student learning outcomes. Key to GI 2025 is the principle that the quality of learning will remain high, unaffected by the time to degree.

**Access to Opportunity**

The CSU has historically been one of the most accessible universities in the nation. Access will continue to be a core value and will not be sacrificed.

**Meet Students Where They Are**

A diverse and complex student body must be supported from their current path all the way to their graduation. Expectations that students should be ready for college must be met

with the shared responsibility to serve all students, independent of their academic preparation.

**Respect Campuses Differences**

Given CSU’s diverse campuses, strategies for closing achievement gaps and improving timeliness of graduation must be adapted to local campus contexts.

**Leadership**

The GI 2025 goals aim to set a new standard for U.S. public universities. With their attainment, the CSU will become the recognized national leader in student success. To attain these goals, the CSU must exercise an unprecedented degree of leadership, not only at the system level, but on every campus.



**Core Strategies and Activities**

In order for the CSU to succeed in attaining the revised goals, students will need to not only earn more degree-fulfilling units, but do so in less time. According to fall 2015 data, 4,000 fall 2011 freshman cohort entrants completed their degrees in 4.5 years. Moving a similar group to a four-year pace would boost system four-year rates by eight percent. Analytics will be needed to identify those students who have the potential to meet target timeframes.

Each core strategy must be supported by key activities, as follows.

**Strategy 1: Increase the average number of courses students earn during the academic year**

This strategy’s costs include adding sections and advisors to work with students. Online course development will be necessary for campuses with space limitations.

This strategy will raise the average unit load (AUL) carried by students, currently at 12.9 units per term or 25.8 units per year. Key supporting actions include: (a) adding courses in the academic year, (b) using proactive advising to encourage students to take additional courses, (c) developing online courses to make added course-taking more convenient for students, and (d) supporting students in higher course loads with general and targeted student support services.

**Strategy 2: Increase summer/winter course enrollment**

The costs here are similar to those associated with increasing course-taking during the academic year. However, the lack of financial aid for students taking summer courses remains a significant barrier.

This strategy will be supported by key activities including: (a) adding in-demand courses to summer and winter schedules, (b) using proactive advising to encourage students to add courses, (c) developing online courses to make added course-taking more convenient, and

(d) exploring and implementing a system-based financial assistance program to facilitate time to degree for freshmen who are projected to graduate in 4.5 years and transfers who are projected to graduate in 2.5 years to help defray the cost of summer school and/or intersessions.

**Strategy 3: Replace course-taking that may not contribute to degree requirements with courses which do contribute within the target timeframe**

Some gains will be achieved by both reducing unneeded course-taking and improving the use of existing seats in classes. Students often earn additional units because they are exploring a variety of disciplines. Changing majors also contributes to accumulated credits that are not applicable to students’ new academic paths. On average, students complete a semester’s worth of units beyond the minimum required for their baccalaureate degree.

While improvements in four-year degrees will come almost entirely from efforts to target the latter group, reducing unneeded units is more limited than is initially apparent.



This strategy will be supported by key activities including: (a) developing the capabilities to accurately forecast class needs, (b) managing enrollment to ensure all needed seats are provided, (c) proactive and intrusive advising, (d) developing programs to reduce major- changing and prompt earlier choice of majors by students, (e) reducing exploratory course taking through advising, (f) working with K-12 and community colleges to promote early major and career selection, and (g) benchmarking curriculum against appropriate peer curricula and streamlining where appropriate.

**Strategy 4: Increase student success rates in courses within the target time frame, especially in gateway and past high failure rate courses**

Some gains will also be achieved by reducing the number of students repeating courses. This will require course redesign with a combination of better screening and placement of students, additional support, and/or changes in pedagogy toward active learning. CSU has been working on this labor-intensive and resource critical work for several years.

Key activities supporting this strategy include: (a) working with K-12 to reduce remediation in math and English, (b) innovations in remediation such as “stretch” courses,

(c) improved student screening and placement in key courses, (d) more support, including tutoring, (e) innovative pedagogy toward more active learning and high impact practices,

(f) developing physical spaces to encourage study and engagement, and (g) ensuring that faculty hires are prepared to work with diverse students. Costs include faculty time to redesign courses, tutoring staff, supplemental instruction, and learning communities.

**Additional Strategies**

In addition to the above, K-12 pipeline partnerships will be considered as a mechanism to increase college readiness. Campus-specific best practices that can be scaled to all CSU campuses will be shared through periodic meetings of campus leadership. Similarly scalable national best practices will be considered and shared.

**Key Improvement Areas**

There is no “magic bullet” for student success. Instead, closing the achievement gap and improving timely degree completion rates will require all campus programs and systems to coordinate and increase their effectiveness. Reflecting this systemic perspective, the following key improvement target areas have been set.

1. **Timely Graduation Efforts**

Campuses will be supported as they implement strategies for moving students who are close to four-year and two-year plans of study onto target time-to-degree plans. This will be an immediate project. Chancellor’s Office staff will develop support strategies to help campuses understand how to identify and engage students, provide incentives to students, and develop course delivery strategies. Target campus audiences for this effort include university and college enrollment planners, advisors, academic and student affairs leaders, and faculty leaders.



**Enrollment Management from Recruitment to Graduation**

Beginning in spring 2017, the first among the next set of priorities will be enrollment planning and management. With the expected infusion of funding to increase student units, campuses will need to: (a) develop the appropriate infrastructure to institutionalize the accurate prediction of student need for seats in classes, (b) organize the schedule of classes to deliver those seats, and (c) use proactive advising to make certain students enroll.

A key activity will be using degree-planner data to ensure that all needed sections are offered based on students’ outstanding requirements. Some campuses will wish to fine- tune their admissions strategies, particularly at the transfer level, to make certain that pipelines are as smooth as possible. Some campuses may also wish to judiciously use impaction to align with student success goals. Target campus audiences for this support include university and college enrollment planners, university fiscal leadership leaders, academic and student affairs leaders, and faculty leaders.

**Improved Advising**

Almost all strategies will require advising. As such, support structures will be enabled allowing campuses to share best practices related to using predictive analytics in working with students, as well as in using proactive and intrusive advising to engage students.

Target campus audiences for this support include advisors, predictive analytics planners, faculty leaders, and academic and student affairs leaders.

**Data Capability**

Data capabilities are foundational to student success work. This is also an area in which some campuses will benefit from assistance. The CSU system has built some dashboard capabilities that are available for campus use. In addition, faculty and staff will need to engage with the available data to develop campus-level capabilities, while leadership will need to engage in discussions on how to develop and use these capabilities strategically. Target campus audiences for this support include advisors, predictive analytics planners, managers from institutional research and/or enrollment management, faculty leaders, and academic and student affairs leaders.

**Focused Leadership**

Although developing and sustaining effective campus-wide collaboration across divisions and units will be challenging given the complexity of campus organizations, campus leaders will find value in sharing best practices in the creation of leadership structures and in empowering campus-wide collaboration in support of student success. Once these discussions have been accomplished with senior campus leaders, it will be timely to ask

campuses to revise their student success plans based on their developing perspectives and knowledge. Discussions will begin fall 2016 with revised submissions around fall 2017.

Target campus audiences for this support include senior campus leadership and senior faculty leadership.

**Other Opportunities**

Appendix A identifies other areas for improvement. Based on campus’s identified needs, support structures for these areas may be developed starting in 2017-18.

**Chancellor’s Office Leadership and Support**



CSU system efforts will: (a) provide leadership, (b) support campus plans in specific improvement areas, (c) develop key metrics, and (d) summarize and use data both for improvement and for accountability. Support will be provided in the form of workshops and webinars focused on respective improvement areas. These workshops and webinars will share best practices drawn from both national experts and research literature, as well as from best practices existing on CSU campuses. CSU will provide leadership and logistical support to organize workshops and webinars that address campus needs.

**Timelines**

Below are timelines for long-term plans to 2025 and for short-term plans for 2016-17.

**Fall**

* Plans approved by Department of Finance
* CO will develop support for 2016-17 timely graduation efforts including budget and incentive information
* Campuses identify target students (those near four-year and two-year degree plans)
* Campuses add and repurpose advisors and make other necessary changes to support work with target students
* Campuses begin to implement strategies for working with target students

**Spring**

* Campuses enroll target students in additional winter, spring, and summer courses
* CO summarizes data assessing success of first year efforts

**2016**

* + September: System-wide symposium on student success
  + October: CO identifies support structures for first priority improvement areas
  + Spring: CO delivers support structures (workshops and webinars) for first priority improvement areas
  + Spring: Campuses identify specific resources and actions for subsequent years, pending approval of continued funding
  + June: President’s Council and Academic and Student Affairs Council assess 2016-17 timely graduation efforts

**2017 - 2025**

* + Fall: Revised campus long-term plans submitted annually to the Chancellor’s Office through 2025
  + Spring and fall: Periodic workshops and webinars on key improvement areas

**Assessment, Accountability and Key Metrics**

The CSU commits to providing annual spring reporting of cohort progress at system and campus aggregate levels with disaggregation to underrepresented, low income, and first generation populations of interest. Key metrics include:

* + - Four-year graduation numbers and rates for entering freshmen cohorts
    - Two-year graduation numbers and rates for entering transfers cohorts



* + - Fall-to-fall average unit load for undergraduate freshmen and transfer cohorts
    - Summer course taking units for undergraduate freshmen and transfer cohorts
    - One-year retention numbers and rates for entering freshmen cohorts
    - One-year retention numbers and rates for entering transfer cohorts
    - Campus implementation milestones for best practices of enrollment management, advising, and data capabilities

**Resources and Support**

Significant resources will be required to augment existing investments in student success to achieve the new completion goals. At a minimum, a greater portion of CSU students must complete more units each term.

To estimate the resources required, Chancellor’s Office staff examined three approaches to determine costs. First, they applied the same methodology that was used to set the campus graduation rate goals, by examining the CSU peer universities to understand the level of resources needed to support their students. On average, these institutions invest approximately $1,500 more per student per year, which would equate to more than $500 million above CSU resources per year when applied to current undergraduate enrollments throughout the CSU system.

Second, staff analyzed historical CSU expenditures, and considered the costs of increasing average unit load, strengthening campus advisement and augmenting academic and student services. Preliminary estimates suggest that using this approach would require an additional $425 million in ongoing funding.

The third approach is currently underway, and involves an cost analysis of the campus student success plans to take into account the resources and expenditures that each CSU has identified as essential to help meet their new targets.

When taken together, the estimated need will be between $400 and $500 million in ongoing baseline funding. The CSU hopes to begin to approach this level of support through gradual, sustained annual increases in student success funding.

#### Campus Plans

Campus plans are provided in Appendix B. Each plan includes long-term and short-term activities and goals.

Long-term campus plans identify how campuses propose to improve graduation rates and numbers and improve achievement gaps with a target date of 2025. Each campus selected several specific planning areas for improvement with enrollment management, advising, and data capabilities being most important. Campuses also considered campus policies that may influence the work.



Short-term campus plans are focused on enrolled rising junior and senior students currently on a degree pace slightly longer than the target time frames of four or two years. In 2016-17, efforts will focus on identifying and working with freshman-entrant students who are now juniors or seniors and are not far from a four-year graduation plan, or transfers who are not far from a two-year plan. Campuses will seek to identify students, mount proactive advising to work closely with identified students, seek to ensure that students are taking the courses that efficiently move them toward graduation, encourage increased average unit load in the academic year, encourage summer school or winter session course taking, and perhaps offer incentives to facilitate a slight acceleration in time to degree.

All twenty-three long-term campus plans include strategies to strengthen advising such as adding advisors, using digital advising tools (e.g., the Education Advisory Board Success Collaborative suite), enhancing digital degree planners, increasing career advising, expanding early alert systems, and/or expanding orientations. Nineteen campuses identified a need to strengthen the use of data to plan student success strategies and monitor student progress, often in support of advising strategies. Eighteen campuses included strategies related to enrollment management including expanding summer and winter sessions, using degree planner data to plan class schedules to meet student needs, eliminating or reducing bottleneck courses, and creating incentives for students to increase course taking. Fourteen campuses identified strategies related to faculty development including high impact practices, changing pedagogy, improving outcomes in low completion rate courses, and improving student writing.

Eleven campuses identified strategies related to targeted student support activities including cross-cultural engagement, services targeted at specific student needs (e.g., disabled, undocumented, underrepresented men, etc.), and “meta-cognitive” interventions (e.g., “mind-growth” and “belongingness”). Ten campuses included strategies aimed at improving the first-year experience of freshmen or transfers, including enhanced student life experiences, first year and transition courses, and summer bridge programs. Nine campuses identified organizational change, communication, leadership or cultural change as strategies to support students. Eight campuses selected academic preparation in math and/or English as strategies, usually shifting toward innovations in delivery of pedagogy such as “stretch” courses. Eight campuses selected strategies involving greater

collaboration with K-12 and/or community college partners. Seven campuses chose strategies related to linking tenure track hiring with student success. Seven also chose to focus on digital learning such as online and hybrid modes of instruction.

Six campuses selected strategies related to best practices in benchmarking curriculum against national discipline peers, and six selected strategies focusing on general student supports such as tutoring and supplemental instruction. Four campuses are interested in designing spaces that support student success such as study spaces. Strategies selected by single campuses included a four-year guarantee (more than one campus already has such a guarantee), textbook rental discounts, expanding off-campus programs, as well as incentives for deans, academic quality management, and residential enhancement.



The plans reflect campus introspection as the campuses embark towards achieving (and exceeding) the revised system and campus goals set forth in the 2025 graduation initiative. The proposed actions are non-trivial and will require sustained and predictable resources to achieve. All campuses recognize the magnitude of impact resulting from the pursuit of their goals and, at the same time, recognize that every CSU student deserves the authentic opportunity to achieve their personal collegiate goals.

#### Appendix A

**Key Improvement Areas**



|  |  |  |
| --- | --- | --- |
| **Improvement Area** | **Sample issues** | **Chief campus audiences** |
| Four-year and two- year planning | * Strategies for identifying students close to a four-year and two-year degree pace * Strategies for engaging students to accelerate pace * Incentives for students * Strategies in course delivery | * University and college enrollment planners * Advisors * Academic and student affairs leaders |
| Enrollment management from recruitment to graduation | * Using degree planners’ data to ensure that all needed sections are offered based on students’ outstanding requirements * Using impaction (carefully) to align with student success goals | * University and college enrollment planners * University fiscal leadership leaders * Academic and student affairs leaders |
| Advising | * Using predictive analytics * Strategies for proactive and intrusive advising | * Advisors * Predictive analytics planners, managers from institutional research and/or enrollment management * Faculty leaders |
| Data capabilities | * Disaggregating data by race, gender, first generation, underrepresented, and socioeconomic status to track student progress * Building campus capacity to develop and use data | * Data planners, managers, institutional research and/or enrollment management * Academic and student affairs leaders * Faculty leaders |
| Leading student success | * Creating leadership teams for student success * Strategies for fostering a culture of student success | * Campus leadership * Faculty leaders |



|  |  |  |
| --- | --- | --- |
| **Improvement Area** | **Sample issues** | **Chief campus audiences** |
| The first year for freshmen and transfers | * Effective orientation programs * Fostering social engagement in campus life * Building academic skill development * Learning communities | * Advisors and orientation staff * Faculty involved in first year * Academic and student affairs leaders * Faculty leaders |
| Digital learning | * Strategies in online and hybrid conversion * Best practices in digital planning and infrastructure | * Digital learning development leaders * Faculty leaders * Academic leadership |
| General support services |  Principles of best practice in supplemental instruction and tutoring | * General support service leaders and key staff * Faculty leaders |
| Targeted support services |  Principles of best practice for first generation, low- income and LGBT, undocumented, and other underrepresented student groups | * Specialized support service leaders and key staff leaders * Faculty leaders * Academic and student affairs |
| Academic programs |  Best practices in benchmarking curriculum against appropriate peer curricula, aligned with student needs | * Faculty curriculum committee leaders * Academic leadership * Faculty leaders |
| Pedagogy |  Strategies for innovation in low completion rate courses | * Faculty development leaders * Faculty * Academic leadership * Faculty leaders |
| Faculty hiring |  Strategies in tenure track hiring to foster student success | * Provosts * Academic vice presidents for personnel * Faculty leadership |



|  |  |  |
| --- | --- | --- |
| **Improvement Area** | **Sample issues** | **Chief campus audiences** |
| Collaboration with K-12 and community colleges | * College promises and partnerships * Middle colleges and other concepts in shared programs * Building collaborative pathways with community colleges * Working with K-12 to improve college-going and preparation * Working with K-12 to improve teacher preparation and retention | * Academic affairs leadership * Education deans * Faculty in specific curriculum pathways * University enrollment planners * Faculty leaders |
| Remediation | * Strategies for innovation in math and English to support student success * Best practices in Early Start | * Academic affairs leadership * Faculty in math and English * Faculty leaders |
| Physical space planning | * Remodeling and designing classroom spaces for active learning * Remodeling and designing informal spaces for student collaboration * Best practices in space management in support of student success | * Space planning leadership * Academic leadership * Student affairs leadership * Faculty leaders |



# CSU Bakersfield

**Draft Student Success Plan**



### Graduation Initiative 2025 Goals CSU Bakersfield

|  |  |  |
| --- | --- | --- |
| Metric | 2025 Goal | Most Recent Rate |
| **Freshman 6-Year Graduation** | **56%** | 39% |
| **Freshman 4-Year Graduation** | **30%** | 14% |
| **Transfer 2-Year Graduation** | **48%** | 36% |
| **Transfer 4-Year Graduation** | **74%** | 64% |
| **Gap - Underrepresented Minority** | **0** | -2 % points |
| **Gap – Pell** | **0** | 1 % points |



Executive Summary of Goals & Strategies CSU Bakersfield

|  |  |
| --- | --- |
| **Goals** | **Strategies** |
| **Long-Term**   * Advising * Collaboration with K-12 and community colleges * Remediation in Math and English | **Long-Term**   * Improve strategic retention plan that includes proactive advising plan * Improve utilization of degree audit * Expand current K-12 outreach/ preparation * Further develop and implement transfer cohort model * Develop specific data dashboards assisting advisor dedicated to students in developmental work |
| **Short-Term**   * Advising | **Short-Term**   * Perform degree progress analysis for students on track for timely graduation * Develop student success team that will ensure identified students are on track for timely graduation * Assign dedicated advisors/ graduation specialists |

C U Bakersfield

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*b*

President Horace M itchel I

September 2, 2016

**Long Term Plan**

C U Bakersfield (CSUB) continues to make progress towards increasing the campus retention and graduat ion rates and closing the achievement gaps. Our conversion to semesters created the opportunity to address and streamline the curricu lum. Our faculty seized the opportunity to transform the General Education (GE) curriculum to create a more meaningful core curriculum that is focused on student success. The faculty then turned to the curriculum in the majors and more than 70% of the majors were completely revi sed and transformed. The curricular changes were focused on student learning outcomes and the insights provided by academic program review. For example. the long standing req uirement of a minor for al l B.A. students was

eliminated.

This year for the opening of the academic year our Uni versi ty Day Event theme was '·Soari ng to ew Heights: Through Student Success... The goa l was to engage everyone on campus in the

success of our students: for each and every person to see his/her own role i n our students·

success and to take ownership of that. We invited a national expert on student success to provide the campus with consultation. a keynote presentation, and a workshop on practical actions campuses can take to increase retention and graduation rates. The speaker, Dr. Larry Abele.

Provost Emeritus at Florida State has proven to be an action oriented leader that substantia lly raised the graduation rates at his i nstituti on.

We are approaching strategies for student success from the variety of areas that impact our students. One of the long term goals to impact student success is to increase the percentage of tenured and tenure track faculty. Tenure track faculty engage students i n many High Impact Practices (H I Ps), e.g., undergraduate student research, study abroad. first year experience

programs. learn ing communities, intern ships. service learning. and comm unity based learning. Add itionally, the job responsibili ties of tenure track facu lty include advising which has a direct impact on student success. whereas the job responsi bil ities of non-tenure track faculty are limited to teaching. The faculty's work i n the areas of curriculum development and streamlining keep the students on track to graduate i n a timely fashion. CSUB's tenure track density for 20 1 5 was 53.8%. Our goal i s to invest $1 m ill ion in baseli ne fund ing per year for five years to bring the tenure track density to 61 .2%. A budget Rian to identify the source for that level of funding is currently under consideration.

In the past year, with the development of data dashboards, CSUB has taken a critical look at our general support services i n the areas of tutori ng and supplemental instruction. We are currently

developing assessment plans for our tutoring program and piloting supplemental instruction in low success courses such as developmental math.

In efforts to support all students on campus outside of the classroom, the Provost has initiated cultural affinity groups for faculty and staff with the intended purpose to support students, faculty, and staff to create a strong sense of belonging and engagement with the campus. The goal is for this to help with the retention and graduation of students of color as well as increase the diversity and retention rates of faculty, staff, and administrators of color.

The long term plan for CSUB will address the following focus areas: Enrollment Management, Advising, Data capabilities, First year for freshmen/freshwomen and transfers, Work with K-12 and Community Colleges, Developmental courses in math and English and HIPs such as student research, internships, service learning, learning communities, and study abroad.

**Enrollment Management:** *Support Needed: Admissions Specialists (2), Degree Audit Specialist, E-Advisor Specialist*

* Build a concerted program around the "4-year pledge" that promises college-ready students who start at CSUB a plan to complete their degree in 4 years.
* Continue building our partnerships with our feeder community colleges to maintain an increase in academically prepared transfer students.
* Continue restructuring New Student Orientation. It was reduced by four sessions, so we continue to find ways to improve it with respect to meeting the needs of freshmen/women and transfers, accessing Early Start/ELMIEPT placement scores, pre-advising, block scheduling and course selection, and enrollment targets by school with sufficient lead time.
* Enforce deadlines for submission of applications and documents relevant for making decisions on admissions, e.g., Intent to Enroll, final transcripts due date, registration in Early Start.
* Continue improving our Communications Plan to increase communication efforts to incoming students by involving school deans and university administrators and utilizing Hobson's Connect, CommGen, video, and photos. This initiative allows for the incoming class to "preview" key individuals within their chosen major, hear what to look forward to, and overall engage students in their transition into CSUB.
* Improve utilization of the degree audit for graduation-checks.
* Enrollment Management Technology. Expand the current uses of technology to provide more focused interventions, enhanced use of 4-year academic degree roadmaps with academic milestones, and a more efficient on-boarding process from application to enrollment. This will be achieved through the use of Schedule Builder, Implementation of Smart Planner, Enhanced Document Management, and Improved Degree Audit.

**Collaborations with K-12**

* High school preparation remains the single biggest indicator of college success. Approximately 70% of students entering CSUB are not ready for college level work. We have many collaborative programs with our K-12 partners. We will continue efforts that

focus on increasing awareness of college readiness in the junior and senior years of high schools.

* Expand current K-12 outreach/preparation (including implementing Early Start Program in selected Kem County high schools).
* Investigate the possibility to augment the existing Summer Bridge to include a residential component.
* Explore models to augment academic skills-(including learning styles, study and time management)

o Continue our work with the local High School District to develop data dashboards that will allow longitudinal tracking of students from 9th grade to I st year in college,

·with focus on developmental needs, success in first year courses based on high school course enrollment patterns, and success of dual enrollment programs.

* Implement the "Kem Promise" centered around the Kem County College Access and Completion Initiative.
* Kem High School District is committed to building our partnership around the, Expository Reading and Writing Course (ERWC). The majority of schools in Kem County offer the ERWC course, further increasing the number of students coming to CSUB that are college­ ready in English.
* Continue to work with feeder schools to promote the importance of taking placement exams early and preparing for the placement exams.

**Collaborations with Community Colleges:** *Support Needed* - *Community College Transfer Specialist*

* Further develop and implement the BC/CSUB 2+2 Transfer Cohort model with first-time freshmen/women who have identified CSUB as their transfer institution.
* Re-evaluate the admissions process for transfer students to ensure appropriate deadlines are in place. This will allow us to receive the information necessary to conduct accurate transfer evaluations prior to enrollment.
* Continue to work with community colleges and the SB1440 transfer.

**Developmental math and English:** *Support Needed: Funding/or supplemental instruction.*

* Provide advising for developmental math. Students needing the lowest level of developmental work will receive advising and will be assigned peer mentors to provide support throughout the semester.
* Provide supplemental Instruction in developmental math courses. We piloted a supplemental instruction program during Summer of 2016 in the Early Start courses where students needing the lowest level of developmental work were provided with supplemental instruction. The results from this pilot are very promising as close to 80% of the students who received supplemental instruction completed at least one level of developmental work. In comparison, the success rates during the previous two Early Start programs were close to 50%.
* The English developmental class has been re-designed to be part of the stretch course plan in the semester system. We will continue to assess and monitor its success.
* Develop specific data dashboards that will assist the advisor dedicated to students in developmental work in keeping a track of student progress in the I''year.
* Continue to strengthen curricular alignment activities between K-12 and CSUB such as the Reading Institute for Academic Preparation (RIAP).

**Advising:**

* We have built a student success team model that is school based in order to better coordinate advising and intervention efforts within majors.
* Continue to improve the Strategic Retention Plan that includes an academic advising plan that is pro-active and consistent across campus.
* With the introduction of Tableau we now are able to fully utilize it to develop in-house student success dashboards that allow advisors to be strategic in their intervention efforts.
* Implement EAB and Smart Planner to further enhance and support student success and advising practices.
* Improve utilization of the degree audit for graduation-checks.
* Review all 4-year and 2-year roadmaps to ensure they are easily understood and fully utilized by students and that they are current for the new semesters.
* Continue a comprehensive advising strategy that is evaluated for effectiveness and improvement, including, but not limited to: pre-advis\_ing prior to Orientation; advising intake forms, ensuring that students understand and know how to use the Degree Audit system, College Scheduler and other eAdvising tools and utilization of advising "note taking'' software to allow for clearer communication between advisors, faculty, and student support services.
* Now that we are a semester campus, we will promote and encourage more students to take advantage of CourseMatch opportunities at other semester campuses.
* Establish a data analysis working group to evaluate initiative outcomes.

**Data Capabilities.** .

The development of the Tableau Dashboard is an essential element to CSUB's information management system. It is designed to support information based decision-making processes. The development of the Dashboard establishes a data and information system that supports a campus-wide inte$fation of data informed decision making to meet the needs of every department within the university.

The Tableau Dashboard:

* + Combines student information into one reportable database;
  + Provides information in an easily understood format for faculty, staff and administrators; giving administrators and advisors reports that provide a simple way to evaluate a student's progress against a variety of variables;
  + Creates a reporting interface that anyone can understand and use with little training;
  + Empowers us to design a system that has the ability to grow and absorb changes to the underlying data;
  + Readily provides information to identify trends in all areas related to a student's success;
  + Creates a historical record of each student's progress through the system so that we can take corrective actions if necessary, before it is too late; and
  + Will be utilized to build an Operational Data Store (ODS) that could be kept current by extracting information from a larger Data Warehouse.

Analytics can help address questions such as:

* + What factors contribute to our current graduation rates, e.g., student demographics, bottleneck courses, course scheduling?
  + What specific student populations need to be targeted with broad initiatives, e.g., student populations with a low graduation rate -by gender, ethnicity, school, major?
  + What initiatives/interventions have and have not worked to improve graduation rates in the past, e.g., impact of advising, tutoring, learning communities, sensational sophomores program?
  + What students are in "danger zones," e.g., lots of terms but not many credits, many credits but no degree, not making satisfactory progress toward the degree?

Additionally, analytics can help assess how well implemented interventions/initiatives are working to suggest which ones need to be continued and funded and which can be removed.

**First year for freshmen/women and transfers**

*Short Term*

The new AIMS (Achieving Integration and Mastering Skills) General Education program is positioned to enhance student preparedness for upper-level coursework. The keystone of the AIMS program is the introduction of Guidepost Courses that tie together the students'

experience across their academic careers. Both continuing and transfer students benefit from the Junior-Year Diversity/Reflection and Capstone courses. To improve short-term graduation rates, CSUB proposes introduction of a measurement model to track student performance across all of these Guidepost Courses. Funds from AB 1602 would be deployed to purchase analytical tools to measure student progress.

In addition, CSUB internal self-report data indicates that our student population is heavily engaged in activities outside of academics, especially employment. The AB 1602 funding would be used to support a public relations campaign tentatively titled *Timefor Success.* The campaign would be designed to educate students on the centrality of their academic activities and highlight employment options for students that would reinforce their academic activities.

Predictive Analytics are another short-term strategy to increase throughput in low completion courses. Funds derived from AB 1602 would be used to dramatically expand CSUB's predictive analytic footprint by joining the Predictive Analytics Framework. Then we can quickly identify bottleneck courses for both first-time and transfer students, while predicting at-risk students before matriculation and pair at-risk students with the most successful interventions.

*Long-Term*

CSUB's internal data and analysis have pointed to tactics to address long-term retention and graduation. Specifically, as this is our fi.rst year on semesters we anticipate students will under­ enroll in semester units until the culture shifts as they understand the necessary load in order to complete in four years. For current and future transfer students, the internal data show that the institution should address work-flow delays related to transcript evaluation and scheduling for transfer students. AB 1602 funds would be used to expand temporary staff and software-related resources to speed transcript evaluation and scheduling of transfer students. In addition, we will investigate the feasibility of a Transfer Student Center.

**Rationale for Long Term Plan**

* Supplemental Instruction: we piloted a supplemental instruction program during Summer of 2016 illthe Early Start courses where students needing the lowest level of developmental work were provided with supplemental instruction. The results from this pilot are very

promising as close to 80% of the students who received supplemental instruction completed at least one level of developmental work. In comparison, the success rates during the previous two Early Start programs were close to 50%.

* With the quarter to semester transition, there was a focused effort around advising to have eligible students graduate before the transition to semesters. This effort resulted in a record number of students applying for graduation and record preliminary 4-year/6-year graduation rates for first time freshmen/women.
* Our efforts in working with local community colleges around the Associates Degree for Transfer and 2+2 program has resulted in record preliminary 2-year/4-year graduation rates for transfer students.

**Objectives - Long Term Plan**

* Continue to increase our 4-year graduation rate by 2-3% every year which will put us on track to surpass the 2025 goal of 30%.
* Within 2 years, over 80% of our students at CSUB will have an accurate roadmap built within the Smart Planner.
* For the fall 2018 incoming freshmen/women class, 20% will be enrolled in the 4-year pledge.

**Timeline - Long Term Plan**

* Implement Smart Planner (fall 2016)
* Ensure that all majors have easy-to-read degree roadmaps for semesters ·and continue to monitor it
* Implement the Student Success Collaborative (EAB) (spring 2017)
* Students have 4-year roadmaps built in Smart Planner (fall 2018)

**Short Tern Strategies for 2016-17**

With the recent implementation of Tableau, the Office oflnstitutional Research and Planning worked in collaboration with Enrollment Management to develop data dashboards focused on student success. One of the dashboards developed out of the collaboration was a dashboard that clearly identifies students who are currently attending CSUB by cohort. Therefore, we know every student that is continuing with us beginning with the fall 2009 cohort.

We are focused on improving four-year graduation rates and having the dashboards in place has allowed us to identify the freshmen/women from the 2013 cohort and the transfers from the 2015 cohort who are still enrolled at CSUB. As emphasized in the Webinar by the Chancellor's

Office, this group is a high priority for the coming year. We have identified 147 freshmen/women and 47 transfers that need to graduate in Spring or Summer 2017 who have not yet applied to graduate. These data allow us to track cohort progression, and we have identified our target population to sustain the increase in graduation rates for future years. For 2016/2017, the following are specific steps we will to take to increase the number of students who will graduate in 2 and 4 years by the end of this academic year in Spring or Summer of 2017.

* Develop a student success team that will meet weekly and be in charge of ensuring that the students identified are on a path to graduate within 2 years for transfers and 4 years for freshmen/women;
* Perform a degree progress analysis for each of the students who have accumulated the number of units that would possibly place them on track for a 2 or 4-year graduation rate;
* Require the above identified students to meet with key individuals identified during the fall semester;
* Provide the students with a "race to the finish line" pledge that gives them a plan to complete their degree requirements by Spring or Summer 2017;
* Proactively register them in the courses needed;
* Assign dedicated advisors to these students;
* Assign dedicated graduation specialists to these students;
* Ensure the courses needed by these students are available; and
* For students who can absolutely not complete in 2 semesters but can in 3, provide incentives for them to take remaining courses in the summer of 2017.

We are confident, with the implementation of the short-term and long-term strategies identified in this proposal and the dedication of our committed faculty and staff that we will meet the 2025 goals set forth for CSUB.



# CSU Channel Islands

**Draft Student Success Plan**



### Graduation Initiative 2025 Goals CSU Channel Islands

|  |  |  |
| --- | --- | --- |
| Metric | 2025 Goal | Most Recent Rate |
| **Freshman 6-Year Graduation** | **67%** | 57% |
| **Freshman 4-Year Graduation** | **40%** | 25% |
| **Transfer 2-Year Graduation** | **54%** | 42% |
| **Transfer 4-Year Graduation** | **78%** | 68% |
| **Gap - Underrepresented Minority** | **0** | 7 % points |
| **Gap – Pell** | **0** | 2 % points |



Executive Summary of Goals & Strategies CSU Channel Islands

|  |  |
| --- | --- |
| **Goals** | **Strategies** |
| **Long-Term**   * Retention * Advising and support services * Physical space for student success * Building campus culture of student success | **Long-Term**   * Improve strategic retention plan that includes pro-active advising plan * Hire key professionals to keep CI on course to meet graduation target * Devise intervention plan for students in academic trouble * Implement year-round operations, satellite programs, and mixed use facilities as means for additional space * Provide additional support to serve students outside the classroom |
| **Short-Term**   * Advising * General support services * Enrollment management * Physical spaces to support student success | **Short-Term**   * Establish new academic advising position focused on assisting seniors * Expand tutorial for support in various courses * Increase course offerings targeting graduating seniors * Create additional spaces to facilitate student success initiatives |



**CSU Graduation Initiative 2025 Campus Student Success Plan**

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California State University Channel Islands’ (CI) immediate and longer-term priority, as an institution, serving the students of California includes attention to the:

* Impact of **enrollment management** and instructional capacity;
* **Data capabilities** to disaggregate and use student progress data by race, gender, first-generation and underrepresented and socio economic status(SES);
* Importance of **advising**;
* Process of **campus planning**, **organizing** and **communicating** to foster a culture of student success;
* Link between **tenure track hires, access to courses** and **student success;**
* **Physical space** to support student success (infrastructure and capacity building).

This plan includes initiatives planned or underway for the current academic year (2016-17) to improve two and four year graduation rates, as well as emerging plans to meet long term goals. All efforts to address timely graduation and retention are informed by our principles as a campus community: we will continue to provide access to eligible students and to offer a high quality university education.

**Long-term Plan**

CI’s preliminary long-term efforts to strengthen the areas below are predicated on the development of a comprehensive plan to improve student retention and graduation rates that includes attention to enrollment management, advising and an infrastructure that supports the use of data to inform campus efforts to improve student success. This plan will recognize the interdependent relationships between academic units, student services, support services and campus physical capacity.

**Enrollment Management/Retention:**

Enrollment Management encompasses those services essential to attracting, recruiting, enrolling, retaining and supporting students on their path to graduation. Student success relies on the University fostering the interdependency and coordination between academic units and student services necessary to make significant progress in these areas. CI will simplify and streamline its operation, take advantage of available technology and early alert system, build an efficient organizational structure capable of supporting enrollment growth, commit to adequate personnel to support students and eliminate barriers to student success.

**Use of Technologies**

CI plans to invest in proven software applications and technology to enhance communication with students throughout the enrollment cycle and among campus partners, process admission decisions, administer financial aid,

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track student progress and provide early alert notification. The University plans to replace its existing Customer Relationship Management (CRM) system with one that enables the institution to manage the process of engaging students from the point of initial inquiry through enrollment as well as supporting efforts to track retention through graduation and beyond. We also acknowledge services to students do not necessarily entail face-to-face today; therefore, it's prudent to identify new and creative mechanisms to engage our students outside of normal business hours. The campus’ website is the number one source of where students search for information on class schedules, policies and procedures, support services available, deadlines, etc. CI will improve its online presence and make certain content is accurate, easy to find and comprehensible. For example, in the 2015-16 academic year, CI consolidated its important dates and deadlines into one location—making it easier for students to go to one site to find important deadlines (<http://www.csuci.edu/calendars/?calendars> ). This serves as one example of the changes the Campus has made to make life simpler for prospective and current CI students. In future years, the University will expand this work to other part of our website to make sure the site is organized around student need.

**Improving Structures and Removing Barriers**

Multiple units are working independently on campus to support student success and the campus recognizes the need to coordinate these efforts more effectively. CI will further strengthen its efforts by developing a comprehensive retention and graduation plan that builds on campus strengths and targets areas requiring greater attention. Central to the implementation of any such plan is an investment in resources to recruit dedicated professionals to manage and coordinate the delivery of services and manage key systems. These professionals will be charged with introducing innovative student persistence programs and coordinating best practices such as an early alert warning system and peer mentoring. In addition to creating institutional capacity, CI will identify and remove barriers throughout the enrollment funnel that inhibit student success. Many campus policies and procedures were developed over a decade ago and need updating

**Advising and Support Services:**

The Campus will make a strategic investment in hiring key professionals to keep CI on course to meet its 2025 graduation target. CI is determined to reduce the advisor-to-student ratio from 1:1100 to 1:700 by 2025. The more that students are prepared and served at the onset of their educational journey, the more likely they will be to succeed. Therefore, CI is committed to invest in personnel as needed at each enrollment stage to help admit, register, retain, administer timely financial aid and advise students.

CI will devise a plan of intervention for students in academic trouble, identified by markers such as failure to pre- register for the next term, failing to declare a major by end of sophomore year, receiving a grade of D or below, etc. This may include the implementation of an early alert system to identify students within the first eight weeks who are jeopardizing their academic progress. CI also needs to coordinate services that may be duplicative across divisions in a more comprehensive manner.

**Data capabilities:**

CI launched the Institutional Research, Planning & Effectiveness (IRPE) office in 2014. The office is rapidly gaining ground in data management, data governance, institutional research and analytics and the campus is seeing longitudinal student success data for the first time. However, with so many foundational data management functions yet to build-out and only two analysts to support the building effort while simultaneously responding to a large volume of data and analytic needs at both the campus and system levels, risk is high.

Last year, CI selected iData to develop and guide the implementation of a data governance strategy, to plan an institutional data infrastructure and to create and align campuswide definitions. That work is ongoing as the Campus revises University policy and business practices consonant with our new data governance strategic plan. The long- term goal is to create, archive and provide timely access to reliable institutional data and metrics in order to measure our progress towards our goal of serving students and to better identify achievement and graduation gaps across all groups, with special attention to first generation, traditionally underserved/underrepresented and lower SES students.

With the implementation of the Blackboard Analytics data warehouse, the Campus will be able to drill down with more precision by major, by SES and by other demographic indicators to see where we are serving students and where we may need to improve. The warehouse will also allow us to track course enrollment, student risk, faculty workload,

space utilization and a host of other key metrics and early warning indicators. This work is ongoing and also in need of additional capacity-building. With a single database administrator (within Technology & Communication) supporting the technology behind the warehouse and no dedicated database expert within IRPE to managing the integrity of data entering the data warehouse, risk is high. Additionally, CI intends to add the Student Financial Aid module to the warehouse in order to track the impact of financial need on student success.

It is vital we complete the investment in developing IRPE so that CI has a professional office that reliably provides comprehensive data management and evidence-based analytics to inform campus leadership of both effective and ineffective policies and practices in service of student recruitment, progress, success and our strategic mission.

**Building a campus culture of student success:**

If persistence and graduation rates are important measures of a university's overall success, then CI must address internal practices and policies that may impede progress to graduation (remediation, General Education, opportunities to accelerate process to degree, etc.). The campus can explore whether (a) providing opportunities for summer and interim courses and (b) reducing remediation units required would lead to more students graduating in four years. CI may further investigate factors (remediation needs, family and work obligations, etc.) leading to non-retention or slowing graduation.

CI like other CSUs serves a high proportion of students who are Pell eligible and who are first generation students. For these students, loss of a job, illness of a family member or other delayed financial aid can spell failure. We will facilitate access to immediate help for students in need through establishing student emergency intervention services (i.e. a student emergency fund within the CI Foundation, a meal assistance program, assistance with finding temporary housing, a food pantry and related support services) and connections to area social services. Increased sustained support services is a necessity; many student support services are limited in terms of what they may offer due to constrained staffing and financial resources. The funding for these services must be increased in order to provide the additional support students require outside of the classroom if they are to persist and be successful.

**Tenure track faculty hiring:**

An engaged faculty is essential to student success. At 38% in 2013-14, CI had the lowest tenure density in the CSU system; the Campus’ current NSSE/BSSE data indicates that student expectations for interaction with faculty in and out of class are not being met. The campus has budgeted to address improving this ratio with 24 tenure line searches in AY 2015-16 and 20 currently underway in AY 2016-17. This represents a considerable investment and entails cross- divisional collaboration. CI has budgeted for a tenure track/lecturer density of 62% and is working to achieve that ratio. The Campus expects that progress toward this goal will contribute to improved percentages of on-time graduation as well as to student post-graduate outcomes. Improved tenure density is tied to increased adoption of high-impact practices that positively impact both graduation rates and post-graduate outcomes. Tenure track faculty are key to delivery of advising in the majors.

**Physical space for student success:**

As a campus that continues to experience rapid enrollment growth, CI has a critical need for building infrastructure and capacity, broadly defined as academic and student support (planning and implementing for new academic and student programs, including additional faculty, staff and their space needs, student on-campus housing, a multicultural center, recreation and athletic facilities); and a capital expansion program to support enrollment growth. This is critical as the campus will need support to address our growth in sustainable ways and to maintain the quality and excellence of our programs. CI must find the funding for additional academic and support spaces, especially for engineering and other STEM disciplines, the Santa Rosa Research Station, science labs, academic support spaces (e.g., for tutoring) and other needs. Such funding and spaces are critical for student success both in the near future and over the next ten years if campus is to continue to move toward its planned capacity. The campus will need to consider approaches such as year-round operations, satellite programs and mixed use facilities In order to have sufficient physical capacity to accommodate future students.

**Rationale**

CI believes bringing stakeholders to build out the long term broad strokes plan is an initial step in working comprehensively across campus divisions to address two and four year graduation rates.

To support a long-term comprehensive plan, CI will need support staff and faculty. Support staff is needed in the areas of enrollment management and student support services (advising, admissions and enrollment, recruitment and retention programming), in the IRPE office and in Technology and Communications (PeopleSoft). In Academic Affairs, tenure line faculty bring a deep commitment to student learning and to instituting pedagogical change (e.g., digital learning, open access texts, high impact practices that attach students more deeply to the institution). Moreover, students and faculty alike are aware that the campus is in a moment where it can renew the faculty in ways more sensitive to the populations that the faculty will serve.

Since becoming an HSI, the campus has piloted a number of innovative academic and student support programs (embedded peer advisors, classes pitched to particular populations, linked learning, signature assignments for learning outcome assessment) which appear to have an impact on retention and on-time graduation.

Finally, learning, retention and student success also is predicated on physical support spaces. The CI 2025 Plan has new spaces that would impact student success -- a 'gateway hall' that will be the formal entry to the campus and house enrollment services and advising. The Campus’ increasing focus on undergraduate student research requires dedicated lab space that is already scarce. Additionally, the need to expand student support space has also been identified; all of which contribute to the successful retention of our student body by specifically addressing the holistic needs of CI students.

**Objectives (long term plan):**

* Eliminate gaps in graduation rates for Pell and underrepresented minority students
* Achieve 4 year campus graduation rate targets for freshmen and transfer students

**Enrollment Management**

* Create opportunities for students to complete additional coursework through summer, intersession and online offerings.
* Create staff capacity to support timely review of transcripts, review and manage student records (14 staff in Admissions, Records and Financial Aid by 2025).
* Expand and institutionalize student success programs, such as first year experience programs for freshmen and transfers, to make them available to all students.

**Advising and Support Services**

* Create staff capacity to provide timely advising for all students. (14 additional academic advisors will reduce the ratio of professional advisors to 700:1 by 2025)
* Expand appropriate support services to meet the needs of all segments of the CI student population to improve their ability to complete degrees in a timely manner (5 additional Student Affairs staffing positions to increase programs and services related to multicultural/inclusive student services, AB540/DACA populations, Veterans Affairs, Disability Resource Programs, Student Health and Counseling & Psychological Services will aid in student inclusion and retention)

**Technology and Data Infrastructure**

* Effectively utilize student data to understand, predict and make decisions to support
* Provide timely data to faculty, advisors and staff to inform their work with students
* Create technical staff capacity to support the full array of systems associated with enrollment, advising, financial aid and data analytics (x staff)
* Create staff capacity to support an effective Institutional Research Planning and Effectiveness office (2 positions)

**Other Critical Areas**

* Strengthen and institutionalize regional collaborations with K-12 and community college partners to increase the readiness of students enrolling at CI
* Stay on target to improve tenure density
* Review organizational structures to reduce duplication and create unified approaches to meet student success goals
* Provide space to support instruction and support services through 2025

**Timeline:**

Near Term Milestones (2018)

* Improve graduation rates (achieve 27% 4 year and 59% 6 year graduation rate for freshmen; 44% 2 year and 70% 4 year graduation for transfers)
* Reduce gaps in graduation rates for Pell recipients and underrepresented minority first time Freshmen (<2% Pell and 6% for underrepresented minority groups, currently 7%)
* Make significant investments to improve campus capacity in support services and data infrastructure to support student success to provide adequate resources to support graduation goals for freshman entering in 2019 (graduating class of 2024).
* Expand opportunities for students to complete coursework outside of the traditional academic calendar
* Initiate changes to remedy structural obstacles to timely degree completion

Mid Term Milestones (2021)

* Improve graduation rates (achieve 32% 4 year and 62% 6 year graduation rate for freshmen; 48% 2 year and 73% 4 year graduation rate for transfers)
* Further reduce gaps in graduation rates for Pell and underrepresented minority groups (4%% Pell and 4% for underrepresented minority groups)
* Continue planned investments in campus capacity to support student success
* Offer full array of coursework through summer, intersession and alternate schedules
* Complete curriculum revisions and other changes to remove structural obstacles to timely degree completion

Long Term Milestones (2025)

* Achieve target graduation rates (freshmen - 40% 4 year and 67% 6 year graduation; transfer – 54% 2 year and 78% 4 year graduation)
* Eliminate graduation rate gaps for Pell and underrepresented minority groups
* Complete planned investments in campus capacity to support student success

**Short Term Strategies for 2016-17:**

CI is implementing the following approaches to address urgent needs in the current academic year:

1. Contact students likely to be one semester away from graduation to encourage timely completion (169 students from the 2013 freshman class are currently identified as likely to need 12 or fewer additional units to graduate this spring);
2. Target additional state supported course sections in spring 2017 based on majors most affected by delayed graduation. In part due to applications redirected from other impacted campuses, CI will exceed its budgeted enrollment target, - funding is needed to add additional spring semester sections targeted to expedite graduation ($50,000);
3. Offer students close to graduation additional opportunities to enroll in summer or other special session classes. Vacant seats will be offered to seniors with the potential to graduate with additional coursework. Of particular promise is the online BS Business degree completion program offered outside the traditional semester calendar through special sessions. This pilot approach is not scalable without additional resources.

Additional efforts including the following could be initiated through the end of this fiscal year with the availability of one-time resources:

* Establish a new academic advising position focused on advising to assist seniors in graduating on-time, the campus plans to continue this position within the advising staff in the following year.ar ($71,588)
* Create additional course section capacity to facilitate timely graduation for seniors identified as ready or near ready to graduate in the current academic year ($63,360).
* Create capacity to provide timely data to assess student success. Improve the efficiency of student records processes, increase the access to timely information about student success, student academic performance,

effectiveness of interventions and other practices through the development of additional capacity in the Records and Institutional Research Planning and Effectiveness units ($258,629).

* Support for efforts to retain and graduate vulnerable and traditionally underserved populations. Create student emergency intervention services to address basic student needs (including homelessness and food insecurity); which if not met, contribute to poor student performance and attrition. Provide support to eliminate barriers for undocumented and historically underrepresented students including specific support activities aimed at increasing retention and graduation. ($218,000);
* Enhance academic support service through expanded tutorial support in math, writing and other disciplines ($40,000);
* Improve the data and flow of information related to student success. Initiatives include integrating financial aid data into the campus data mart and developing communication efforts to better inform students and the campus community about

the positive impact of on-time degree completion ($100,000);

* Create additional spaces to facilitate student success initiatives. CI faces a critical shortage of space to accommodate support services for its growing enrollment. Additional “surge” space to accommodate support services can be created prior to next academic year through basic renovations to existing unoccupied buildings ($1,000,000).
* CI has the potential to significantly expand course offerings targeting graduating seniors through adding capacity in existing self-support summer and special session programs, or through a broad offering of state-supported summer sessions. The resource related obstacles to such an expansion include the following: financial aid awards are often exhausted by summer term; current CSU policies do not permit the use of general fund resources to underwrite the cost of course sections or individual enrollments in courses self-support courses; CI cannot waive fees to make state supported courses accessible to students whose financial aid has been exhausted; and waiving tuition or fees deprives the campus of resources essential to providing support services that facilitate student success. In summary, greater flexibility in the use of general fund dollars is necessary in order to provide sufficient student incentives and campus resources to substantially expand course availability in summer or other times outside the standard academic schedule.



# CSU Chico

**Draft Student Success Plan**



### Graduation Initiative 2025 Goals CSU Chico

|  |  |  |
| --- | --- | --- |
| Metric | 2025 Goal | Most Recent Rate |
| **Freshman 6-Year Graduation** | **74%** | 64% |
| **Freshman 4-Year Graduation** | **41%** | 26% |
| **Transfer 2-Year Graduation** | **43%** | 31% |
| **Transfer 4-Year Graduation** | **86%** | 76% |
| **Gap - Underrepresented Minority** | **0** | 9 % points |
| **Gap – Pell** | **0** | 10 % points |



Executive Summary of Goals & Strategies CSU Chico

|  |  |
| --- | --- |
| **Goals** | **Strategies** |
| **Long-Term**   * Advising * Data Access and Utility * General support services * First year freshmen * Teaching practices | **Long-Term**   * Accelerate roll-out of e-Advising tools * Update and improve data warehouse and reporting systems * Expand supplemental instruction * Expand First-Year Experience programs and related efforts * Support faculty development efforts aimed at improved teaching practices |
| **Short-Term**   * General support services * Targeted support services * Enrollment management | **Short-Term**   * Expansion of courses and additional staff for supplemental instruction * Offer additional sections of mentor-supported First-Year Experiences for URM/ first- generation students * Create predictive model of seat demand for incoming transfers and consult to increase number of seats in targeted courses |

Graduation Initiative 2025 California State University, Chico Campus Plan

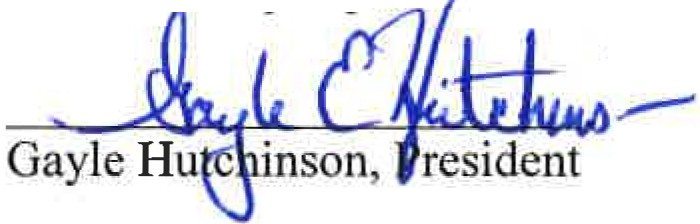
Campus Contact:

Dr. Michael Ward, Interim Provost [mward@cshchico.edu](mailto:mward@cshchico.edu)

530-898-6101

I have read and approve Chico State's campus plan.

..



Date

Graduation Initiative 2025: CSU, Chico Campus Plan, 2016

**Long Term Plan**

At CSU, Chico we are proud of having achieved our initial Graduation Initiative Team targets in 2015 for increasing 4- and 6-year graduation rates and reducing graduation gaps among underserved students. We will pursue the new 2025 targets with renewed commitment and use lessons learned from our own and other campuses' efforts to inform our strategies.

There are three basic routes to increasing graduation rates: (1) increase students' course load,

1. reduce excess units earned at graduation, and (3) increase retention and persistence of students. Our long-term plan consists of five major domains of action geared to affecting these three factors: (1) Accelerate roll-out of eAdvising and student planning tools to provide better information and advice to students; the tools have added value in providing analytics to the campus to enhance efficiency of course availability, student-centered scheduling and progress toward degree; (2) Improve data access and utility for targeted interventions, which enables us to identify and intervene proactively with students who are going off-track as well as provide the classes students need; (3) Increase student support through expanded Supplemental Instruction (SI) in high enrollment, high repeat courses, especially in STEM courses as SI lowers repeatable grades and assists academic progress; (4) Expand proven First-Year Experience programs and support into the Second Year, enhancing academic engagement and opportunities to connect students to appropriate majors, faculty and peers, and; (5) Improve curriculum and pedagogy to reduce overly complex curricular structures and strengthen student academic engagement, motivation and learning.
2. Accelerate roll-out of eAdvising Tools: eAdvising and related initiatives form the backbone of a robust planning and communication infrastructure that supports success across students' academic careers. eAdvising systems support a variety of initiatives such as early alert functions and timely advice to keep students on track to graduation. Current eAdvising projects

include completing the rollout of Hobson' s Agile Grad to all academic departments and training faculty advisors on its use to inform their advising practice and communicate with at-risk students. We also require resources to facilitate the use of Smart Planner, an automated system that guides students' course selection and enables students to map out their progress to degree based on real-time information on course availability. We will make Smart Planner available to all students and all majors. In the longer term (2018 and beyond) we will acquire and

implement a campus-wide Customer Relationship Management (CRM) system which supports intrusive communication and advising throughout a student's academic career. eAdvising and related systems will be used as sources of analytics to inform student-centered scheduling, retention best practices and timely graduation planning.

Resources required to accelerate the rollout of these tools include hiring and retaining staff with programming and project management expertise as well as personnel to manage the use of

these tools, manage communications to students and encourage student use of these tools. The CRM system requires software purchase.

1. Im proved Data Access and Utility: Chico State is investing heavily in updating and improving our data warehouse and reporting systems. We have already invested more than

Graduation Initiative 2025: CSU, Chico Campus Plan, 2016

$700,000 in replacing an end of life reporting system with an updated data warehouse infrastructure powered by IBM software and Cognos business intelligence software. To make data available to decision-makers, we are in the process of creating Tableau-based data dashboards focused on student success and effective management of human and fiscal resources. In addition to remaining investments in data infrastructure, there are ongoing costs for: (a) maintenance of data integrity and security, (b) provisioning effective data and (c) analyzing data to inform best practices, and (d) set and meet strategic institutional goals. A functional data warehouse, reporting system and dashboards, supported by data analysts with both functional and technical expertise, will enable the campus to predict student demand for courses/seats for better allocation of human and physical resources, refine and expand reserve

seats for new students to better serve incoming students, provide students with planning tools to enable more efficient course-taking patterns and avoid the accumulation of excess units.

1. Expand Supplemental Instruction (SJ): Chico State is including the expansion of SI in both our long- and short-term strategies to improve graduation rates. SI makes a dramatic difference in student success if properly scaled and supported. Within the CSU, Fullerton and Fresno have demonstrated that SI dramatically decreases the percentage of students earning repeatable grades and helps close the achievement gap between Underrepresented Minority (URM) students and non-URMs.

In AY 15-16 the SI program at Chico State reached 1,100 students across seven classes. These are high enrollment and low success courses, mostly in STEM fields. For example in Biology 103, Human Anatomy, (enrollment of 303) non-SI participants had a median course GPA of 1.3 and students who regularly attended SI sections had a course GPA of 2.72. In the STEM

courses supported by SI in AY 15-16, the percentage of F grades or withdrawals for students who did not attend SI was at least double that of those who attended at least one session. In AY 16-17 Academic Affairs and Student Affairs have intentionally forged a partnership to scale-up and increase the success of the program. We will build the infrastructure necessary to recruit faculty and SI leaders, fund the program, provide administrative support, and schedule SI sections. With adequate funding, over a 3-5 year period we can expand SI at Chico to reach 3,000 students. Details on funding needs are provided below, under "Short-term Plan." Expansion at this scale will require one professional staff and the training and hiring of about

20 additional SI student leaders at $2,500 per student leader.

1. Expansion of First-Year Experience & related efforts: One of the challenges facing first-year students is to develop a sense of belonging and competence in the academic community. Many students, in particular first generation and low-income students, choose majors based on limited information and life experience, leading students to flounder in the First-Year(s) of college, losing motivation and dropping out or switching majors late in their college career, increasing time to graduation or creating a graduation "gap."

Chico State currently invests resources in a variety of programs to support first-year, first­ generation students. Among these are REACH (Raising Educational Achievement in Collaborative Hubs) and U-Course programs. REACH serves 200+ entering first-generation students through faculty- and student-mentoring and required work in "Study Jams" to improve study practices, providing students with a sense of belonging and support for academic

Graduation Initiative 2025: CSU, Chico Campus Plan, 2016

development; 2) these same students enroll in U-Courses-project-based, mentored versions of standard first-year courses, with interdisciplinary, applied and civic foci-for an engaging, collaborative approach to learning, building relationships, and developing academic competences. This approach increases the 1st-2nd year persistence (REACH student persistence was 88% in AY 15-16 compared to 81% for Chico State as a whole) and reduces repeatable grades (in POLS 155 repeatable grades for URM students averages 29%, in the POLS 155 U­ Course this was reduced to 12%).

We propose expanding U-Courses and the REACH Program into a Second-Year Experience program that provides additional integrated support for selecting a major. Central to the success of this will be the creation of a **Learning Studio** that places students, peer mentors, community members and faculty in a single-multi-purpose space to create a learning community that erases boundaries between the academic, civic, social and personal contexts of learning. This two-year experience will serve 200 first-gen students in the First-Year of the program (First-Year Experience only) and 400 first-gen students in Year Two (First- and Second-Year Experiences combined). Principal resource requirements are space and furnishings, including academic technology. Faculty time for coordination and course redesign is also essential.

Chico State will also invest in expanding and intensifying College-based student success efforts that adopt and adapt some of the same strategies used in FYE to major courses. Similar to the Leaming Studio described above, the goal is to retain students, introduce them more intentionally to majors, provide opportunities for academic engagement and connect students to peers and faculty. Particularly in the second year, when many students are moving more decisively into their majors, successful completion of major gateway courses is essential to avert *Sophomor e lump* and to facilitate timely progress to degree. Educational activities in the colleges will incorporate appropriate combinations of faculty and peer mentoring, holistic advising, and exploration of potential major/career possibilities that align with students' interests. Resource requirements include support for more effective faculty and/or professional advising, peer and faculty mentoring and course redesign.

1. Curricular and Pedagogical fmorovement: Our short-term plan includes the convening of an ad hoc group of faculty to examine academic policies, especially GE and major requirements that unnecessarily impede timely progress to degree. This faculty-led group will examine potential changes in the structure and delivery of curriculum to facilitate student learning and degree progress *without diminishing quality.* Carefully planned curricular change can result in more efficient use of faculty work that strategically provides time for research, scholarly, creative and service activities that brings opportunities for student engagement that improve academic engagement, provide pathways to graduation and enrich the learning environment. Curriculum is built up over time and requires periodic review and renewal to reflect changes in the disciplines, societal needs and academic personnel. While curricular revision is an ongoing process, Graduation Initiative 2025 presents an exigency for a more systematic review of curriculum.

Related to curricular change are efforts to improve teaching practices (pedagogy). Chico State is a pioneer in innovative teaching including efforts such as Academy eLeaming and public sphere pedagogy. Academy eLearning is related to the CSU Chancellor's Office efforts at course redesign; Chico faculty have steadily increased participation in both campus and system

Graduation Initiative 2025: CSU, Chico Campus Plan, 2016

efforts. We will strengthen and support faculty development efforts aimed at improved teaching practices as well as continuing to take full advantage of system-wide efforts in this domain. As with system-wide efforts our work in this area will be focused on high enrollment and bottleneck courses, as well as course with highly variable pass rates.

Efforts at faculty development will be augmented by continued support of excellence in online instruction. The past five years have seen a transformation of Chico State's Summer Session into a system dominated largely by online instruction. Together with improved data analytics on course demand, Summer Session and Winter Intersession will be strategically used to augment student course load in high demand courses. Together with greater participation in CSU Online, increasing student enrollment in Summer and Winter sessions can make a significant difference in moving students decisively to timely graduation. Resources required include funding for a full-time faculty development director (currently staffed on an interim basis by faculty buy-out), stipends for faculty and hiring additional instructional designers.

In addition to these major initiatives, Chico State will pursue a variety of high impact strategies to improve graduation rates including: (1) enhanced orientation and advising for **transfer students** including data-driven provision of adequate seats in major courses for incoming transfer students; (2) **campus messaging,** planning and organizing to foster a culture of student success, strengthening the "Aim 4 Four" and "Take 2" campaigns already in place that encourage students to think of 4-year and 2-year time frames as the norm for graduation; (3) strengthening efforts to help underprepared students succeed, including extending **co-requisite remediation** -already in use in English -to math to ensure that all student work at Chico State counts toward graduation; and, (4) creating a **campus culture** of success for all students, with particular investment in supporting the success of *minority male* students. Their success is critical to closing various gaps and an essential "public good" of the CSU and Chico State.

**Rationale**

The strategies outlined above systematically address the three factors influencing graduation rates: (1) increasing students' effective course load, (2) reducing units taken to graduate, and

1. increasing retention and persistence. Chico students already have an *average* course load of

13.8 credit hours, among the highest in the system. Increasing student load is best achieved at Chico State by both increasing opportunities to take courses during Summer and Winter Intersession, and reducing repeatable grades. To ensure that the units students accumulate will count toward their degrees we focus on (1) providing students with timely information on graduation requirements so they avoid taking classes that don't count toward their degrees, (2) ensuring that the classes students need are available to them in a timely manner, and (3) reducing remedial units.

Improving retention is an ongoing priority at CSU, Chico, especially as it involves retaining under-served students. Given the barriers external to the university, many of these students face financial challenges and social and psychological barriers to success, making decreasing success gaps a complex and challenging undertaking. Although standard intervention methods may not translate immediately into increased 4-year graduation rates, we remain committed to fostering engaging and creative practices to eliminate achievement gaps. Providing quality education for our at-risk students is central to our mission.

Graduation Initiative 2025: CSU, Chico Campus Plan, 2016

Improved data access and data-driven decision-making are long-term goals, essential for effective management and efficient use of resources. Chico State is already characterized by a culture of evidence in the allocation of resources. Tools such as the Degree Progress Report have the potential to provide data to decision makers that directly affect student success, such as patterns in course taking and remaining unfilled academic requirements, which enable projections of demand for majors -and courses directly related to timely progress toward degree.

Supplemental Instruction (SI) has a track-record of success at the national, CSU-systemwide and campus level. Our ability to ramp up SI has been constrained by available resources, not skepticism regarding its effectiveness. Graduation Initiative 2025 permits us to expand SI, and other successful interventions, for the benefit of our students.

REACH and the U-Course are relatively new programs, begun with the initial round of Student Success funding in 2013. After two full years of implementation we have gathered data that indicate that U-Courses reduce repeatable grade rates, especially for URM (see above), enhance students' sense of academic engagement and connectedness to their peers; and that REACH students' 1st-2nd year persistence is significantly higher than other first-generation students.

We still have a problem with 2nd-3rd year persistence. Our goal in expanding REACH and U­ Course into the second year is to address this problem. Investing in these and similarly successful strategies in the colleges is focused on these same goals.

Curriculum and pedagogy are central to student learning and the quality of the Chico State degree. Faculty have central responsibility for instruction and must be enlisted as full partners in supporting our students' success. Chico State faculty have a deep commitment to the quality and integrity of the Chico State degree and the mission of the CSU. Inviting faculty to enhance student success through attention to the core mission of the university is essential to supporting the changes needed to increase graduation rates without sacrificing quality.

**Objectives Long Term Plan**

Key measurable objectives of our long-term plan include:

1. Increase 1st\_2nd and 2nd\_3rd year retention: measurable impacts by Fall 19;
2. Increase numbers/percentage of students earning 30 units in Year 1 and Year 2 -the necessary course load to graduate in 4 years: measurable impacts by Fall 19;
3. Reduce units earned at graduation from an average of 140 to closer to 120 -the required units for a baccalaureate degree in all non-engineering majors: measurable impacts by Fall 20;
4. Excess units are particularly characteristic of transfer students. We will reduce excess units for transfer students through better advising and better planning of course availability in transfer students' first semester at Chico State: measurable impacts by Fall 19;
5. Reduce repeatable grades in gateway STEM courses and other high demand, low success courses: measurable impacts by Fall 18.

The ultimate measure of success is to increase 4-year and 2-year graduation rates and minimize gaps in performance between more and less advantaged students. This must be accomplished with *no decrease in the quality of the education and degrees granted by Chico State.* The strategies outlined in this document endeavor to increase efficiency without diminishing quality.

Graduation Initiative 2025: CSU, Chico Campus Plan, 2016

**Timeline**

Timollno for Activities, Chico St1to Grodu1tlon Initiative 2025

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**Short Term Strategies for 2016-17**

Data Analytics, Advising, Enrollment Management and Accelerati ng Graduation: The University Registrar will lead an effort to analyze the Degree Progress Reports (DPR) of freshman entrants from the 2013 cohort and transfer entrants from the 2015 cohort. This analysis will produce a list of students who are on-track for 4-4Y2 year graduation (for freshman) and 2- 2Yz year graduation (for transfers). Using this list of students, and DPR data, we will identify outstanding graduation requirements given Fall 2016 registration patterns.

Academic Evaluations will work with Academic Advising Programs (AAP), Deans and Department Chairs to (a) provide students with the information they need to reach graduation,

1. ensure that the Spring 2017 schedule serves these students' needs, (c) encourage and incentivize students to use Winter Intersession to complete pending requirements and (d) support colleges and academic departments with these efforts. Incentives for students under consideration include waiving the graduation application fee and providing reduced cost access to (self-support) Winter Intersession classes to students who sign a "graduation contract."

Ifsuccessful, this effort has the potential to increase the number of students graduating in 4 years by 300 and raise the 4-year rate from 26% to 30% and 2-year transfer graduates by 250 and the 2-year rate from 31% to 35%. It will also serve as a model for longer term efforts to keep students on track for timely graduation.

Resources: Hire temporary academic advising, data programming and analysis staff: $306,000. Work with faculty in target departments with many 4.5'ers to provide enhanced academic advising. Mount additional sections in Spring 2017 to serve 550 students at the cost of about

$200,000. The cost of offering 550 targeted students a 50% discount on one Winter Intersession course for each student is about $231,000. Waive graduation application fee for select group:

$38,000. **Total: $775,000.**

Graduation Initiative 2025: CSU, Chico Campus Plan, 2016

Supplemental Instruction: Supplemental Instruction (SI) is a successful model of peer-assisted learning already in place on our campus. (See discussion under Long-term, above.) Fall 2016 is already scheduled for an expansion of SI at Chico from six to eight courses. A significant expansion of SI beyond Fall 2016 would require investing additional resources including $2,500 per SI leader per course (a typical SI leader can assist 130 students), in addition staff support is required to track SI sections, process payroll, and supervise students. One staff member ($40,000/year) is able to supervise and train up to fifteen SI leaders, averaging $2,666 per section. Additional costs are also incurred including supplies. Adding SI to one class of 130 students would average $5,666. Introducing SI to a course with a high DFW rate has the potential to halve the rate for the students who take advantage of SL In a course of 130 with a 30% DFW rate we can push 19 students to passing if we can get high participation in the SI sessions. This breaks down to roughly $298 per passing grade. We propose expanding SI in spring 2017 to add six additional STEM courses with the potential to impact more than 800 SI participants. **Total:**

**$90,000.**

Transfer completion: Enrollment Management will create a predictive model of seat demand for incoming Spring 2017 transfers and consult with Deans and Department Chairs to increase seats in targeted courses to support timely progress in their majors. The Coordinator for Orientation and New Student Programs will work with the Dean of Undergraduate Education, Admissions, Office of the Registrar, and Academic Advising Programs to ensure that transfer students have adequate seats in major courses and get appropriate academic advising at Spring 2017 Orientation.

Resources needed: **Approximately $285,000: $275,000** to offer additional sections for 1,000 Spring transfer students, and **$10,000** for advising and orientation: $5,500 to pay faculty advisors who come in on non-workdays during Thanksgiving break to provide academic advising, the balance for student assistants to do outreach, logistical arrangements for Transfer Orientation.

Retention Activities: We will add two additional sections of U-Courses in Spring 2017 to provide engaging, mentor-supported First-Year Experiences for URM and first-generation students who are currently not in a formal support program. We will also intensify efforts to academically engage minority males and connect them to peer, faculty and staff mentors to increase academic commitment and success. **Approximately $150,000** for two additional U-Courses and intensified outreach to men of color.

Curriculum Review: We will convene an ad hoc sub-committee from the Academic Senate to suggest processes for a thorough review of curriculum aimed at reducing the complexity of curriculum while maintaining quality, improving teaching practices, examining academic policies that pose unnecessary barriers to graduation and the streamlining of approval processes for curricular changes in support of student success.

**TOTAL Short-term Actions = $1,300,000**



California State University

**DOMINGUEZ HILLS**

**2025 Graduation Initiative Student Success Plan**



Graduation Initiative 2025 Goals CSU Dominguez Hills

|  |  |  |
| --- | --- | --- |
| Metric | 2025 Goal | Most Recent Rate |
| **Freshman 6-Year Graduation** | **55%** | 35% |
| **Freshman 4-Year Graduation** | **31%** | 6% |
| **Transfer 2-Year Graduation** | **40%** | 28% |
| **Transfer 4-Year Graduation** | **75%** | 65% |
| **Gap - Underrepresented Minority** | **0** | 1 % points |
| **Gap – Pell** | **0** | -9 % points |



Executive Summary of Goals & Strategies CSU Dominguez Hills

|  |  |
| --- | --- |
| **Goals** | **Strategies** |
| **Long-Term**   * Partnering with K-12 and community colleges * Advising * Retention * Data analytics | **Long-Term**   * Develop new high school and community college recruitment plan * Acquire additional advisors * Implement “Finish in Four” and “Through in Two” initiative for freshmen completing 30 units at the end of their first year at CSUDH * Invest in enhancements to campus dashboard to include analytic data for tracking student progress |
| **Short-Term**   * Advising * General support services * Enrollment management | **Short-Term**   * Hire additional professional advisors to assist with ‘Finish in Four’ and ‘Through in Two’ initiatives * Hire additional supplemental instructors * Add courses to help ensure timely graduation |

**Introduction**

The majority of entering CSUDH students share one or more of the following: they are eligible to receive Pell grants, are in need of remediation, and are a member of an underrepresented minority group. Individually, national studies have correlated each of these factors with low college completion rates. Fifty-­‐seven percent of CSUDH students fall into all three high-­‐risk categories.

Despite this, our 6-­‐year graduation rates are now on track to meet system-­‐wide averages. These student characteristics are not barriers to college completion if appropriate student success programs are in place. However, this requires a significant financial investment to provide appropriate levels of support necessary to retain and graduate students.

Under the banner of institutional intentionality, CSUDH continues to focus on student success as our highest priority and has made significant and impactful progress in increasing student retention and graduation. In 2012, the six-­‐year graduation rate for CSUDH first-­‐time freshmen was 24.4% and is on track to reach 42% in 2016. This represents more than a 15% increase in four years and will be achieved nine years ahead of the 40% graduation target initially established by the Chancellor’s Office. The six-­‐year graduation rate for CSUDH first-­‐time freshmen is projected to reach 52.09% in 2019, more than doubling in a seven-­‐year time period. Additionally, first-­‐time freshmen one-­‐year retention reached 81%, the highest in 23 years (2014 incoming cohort) and one-­‐year retention rates for incoming transfer students also increased to 87% (2014 incoming cohort).

In spite of all of those successes, our 4-­‐year first time freshmen and 2-­‐year transfer graduation rates remain stagnant – 6% (class of 2011) and 27.8% (class of 2013), respectively. We believe that the robust processes and high impact practices implemented to increase the 6-­‐year rate will serve as a catalyst for improving our 2-­‐year and 4-­‐year graduation rates. The CSUDH 2025 Graduation Initiative Campus Plan will redouble our efforts on advancing large-­‐scale programs that have proven effective. Our campus plan also will feature new and ambitious initiatives and analytics to permanently increase the institution’s capacity to dramatically shift 4-­‐year graduation rates for first-­‐time freshmen and 2-­‐year graduation rates for transfers.

CSUDH’s short term and long term plan consists of nine interconnected initiatives, programs and activities:

* 1. Enrollment Management – From Inquiry to Graduation
  2. Intrusive and Developmental Advising
  3. Educational Advisory Board (EAB) – Student Success Collaborative
  4. Toro Ambassadors “Finish in Four” and “Through in Two” Initiatives
  5. AASCU’s Re-­‐Imagining the First Year Experience
  6. Targeted Support Services
  7. Academic Affairs Interventions
  8. 2025 Graduation Initiative Data Fellows Program
  9. Technology Solutions

**Enrollment Management – From Inquiry to Graduation**

CSUDH has been actively engaging in a strategic enrollment management framework that has galvanized the entire campus around recruitment, retention, finance/financial aid and academic programs. These groups will continue to be the framework that CSUDH uses to initiate, refashion,

track, and assess student success initiatives designed to increase the graduation rates and close the achievement gaps.

Over the next 10 years, CSUDH will continue to enhance local promise agreements, build a strong framework for early outreach to high schools and community colleges, strengthen TRIO collaborations and engage all eager students who want to attend our university. CSUDH’s recruitment framework will continue to be enhanced as CSUDH rolls out a new high school and community college recruitment plan. This plan will focus on helping students get prepared for CSUDH, starting in their first semester and getting them familiar with the CSU and CSUDH specifically. Additionally, we will concentrate on STEM initiatives as we develop more recruitment programs that take these areas of focus into the high schools and community colleges. Additionally, we will strengthen our diversity pipeline by supporting efforts such as the African American Initiative – Super Saturday and the African American Scholars Summit for our admitted students. Additionally, we will work to develop campus initiatives in support of strengthening our Asian and Pacific Islander populations. These additional programs will be supported with additional Outreach resources to aid local schools in preparing students for college, tracking that preparation, and enhancing their experiences to keep them on the path toward college.

Over the next few years, CSUDH will continue to focus on high impact practices, leverage analytics and data, enhance co-­‐curricular initiatives, and strengthen cross-­‐division collaborations. We will analyze advising data, including the new Smart Planner and related metrics on course sections needed to ensure timely degree completion. CSUDH will invest in enhancements to our campus dashboar d to include analytic data needed to track graduation rates for both freshmen and transfers. Doing so will allow for semester by semester tracking of student progress, allow us to identify students who have stopped out and intervene when possible and to support data tracking of program efficiency to ensure the best support for student success. Additionally, we will begin reporting using the Smart Planner/Degree Audit data to produce reports identifying what classes students need to graduate and when they plan to take these courses so that departments can better prepare class schedules to meet the needs of students. This represents a campus shift and redefines how classes are scheduled by implementing a class scheduling system that will optimize the use of space and ensure all classes needed can fit into a proper schedule for students.

To ensure all resources given to CSUDH enhance student success, CSUDH is committed to continued exploration of fiscal modeling to track tenure density metrics and impact on success, multi-­‐year financial strategies, benchmark financial indicators against College Results Online peer institutions, developing strategies to meet enrollment targets, and analyzing financial data on sections needed annually to ensure timely degree completion. Being responsible with our resources allows us to offer students more opportunities for learning, support and growth.

**Intrusive and Developmental Advising**

In 2013, President Willie Hagan commissioned an Advising Task Force made up of administrators, faculty, staff and students. The Task Force spent one year examining academic advising. Their work yielded a comprehensive analysis and inventory of all undergraduate advising practices, including those in colleges, academic support services and student affairs. The analysis guided our work over the last few years to create a more intentional and proactive advising infrastructure so that students do not get lost or drop out of the system. As a result, we have made significant culture shifts from

passive and prescriptive advising to intrusive proactive advising. Ninety-­‐eight 98% of the fall 2015 freshman cohort demonstrated proficiencies in the newly campus adopted Student Advising Learning Outcomes (SALOs) for each year. SALOs can be found at: [http://www4.csudh.edu/avp-­‐](http://www4.csudh.edu/avp-) advisement/advising-­‐summit/index

Beginning in fall 2015, all 1,300 freshmen entered CSUDH through our DH First Year Experience (DHFYE) Summer Bridge program where they connected with academic advisors on a weekly basis. The roughly 1,050 freshmen who entered CSUDH in need of developmental education in English and/or math participated in required Early Start courses, as well as weekly College Knowledge workshops and 1:1 meetings with peer mentors. The roughly 250 college-­‐ready freshmen had the opportunity to complete one GE course in the summer free-­‐of-­‐cost and met regularly with academic advisors and peer mentors. In addition, through the DHTLC (DH Transfer Learning Community), our goal is to hire additional advisors, so every junior can participate in our "celebrating our seniors workshop" designed to ensure they apply to graduate for the correct term and ensure that they are connecting with major advisors upon arrival to CSUDH. DHTLC link: [http://www4.csudh.edu/avp-­‐](http://www4.csudh.edu/avp-) advisement/first-­‐year-­‐programs/dhtlc/index.

**Educational Advisory Board (EAB) – Student Success Collaborative**

Change that is being driven by EAB is the availability of student data to advisors that provides them the ability to be proactive rather than reactive to prevent crises. Preventative campaigns being run through EAB are Early Warning, Alerts, and others that address the needs of high-­‐risk students; 100% of professional advisors at CSUDH are utilizing EAB. All of this is in collaboration with CSUDH Dashboard and the Chancellor’s Office Dashboard, where we have identified bottlenecks, high-­‐ enrollment/high-­‐failure courses, gateway courses, and interventions for undeclared students.

However, our ability to optimize EAB, implement a campus-­‐wide coordinated effort, and scale up are challenged by the need to strengthen our capacity to implement and utilize EAB-­‐SSC to its full capacity.

**Toro Ambassadors “Finish in Four” and “Through in Two” Initiatives**

The CSUDH Toro Ambassadors Finish in Four Scholars Program, which begins in fall 2016, fully supports freshmen that will have completed 30 academic units toward degree completion prior to beginning their sophomore year. Students who choose the Toro Ambassadors Finish in Four Scholars Program will be offered the courses they need to complete their bachelor’s degrees in four academic years. From the time they step onto the CSUDH campus until their graduation they will participate in relevant and meaningful academic experiences, leadership and professional development opportunities. In addition, many CSUDH transfer students enter with the goal of earning their degree in two years. Recognizing, appreciating and celebrating their needs and hard work, CSUDH has intentionally designed the Toro Ambassadors Through in Two Scholars Program designed to guarantee graduation within two years for transfers entering the University. Toro Ambassadors Through in Two Scholars Program commit to balance academic, work and personal responsibilities so that their goal can be achieved. However, in order to scale up, advisors will be hired (e.g., 2 Finish in Four advisors and 2 Through in Two advisors). All Toro Ambassadors participants will have regular access to CSUDH GE and/or major advisors. However, the new Advisors will work with them more closely to ensure they meet all program requirements.

**AASCU’s Re-­‐Imagining the First Year Experience (RFY)**

Re-­‐Imagining the First Year stretches beyond the first year by allowing us to focus on broad campus-­‐ wide efforts to transform the student experience and to incorporate practices that lead to higher rates of retention and graduation. As of fall 2015, all of CSUDH freshmen enter the University through our Dominguez Hills First-­‐Year Experience (#DHFYE). The DHFYE begins with a Summer Bridge experience for all FTF, which consists of academic courses, as well as a variety of programs and services that begin in the summer and follow students as they transition in to their first year of college. ([http://www4.csudh.edu/undergraduate-­‐](http://www4.csudh.edu/undergraduate-)studies/first-­‐year-­‐experience/). Those students required to participate in Early Start are recruited to participate in one of two programs – Educational Opportunity Program (EOP) or Encounter to Excellence (ETE). College-­‐ready freshmen are offered the opportunity to participate in our Accelerated Pathway Program, which also begins with a Summer Bridge experience. In addition to their academic courses, throughout the Summer Bridge Academy participants receive a variety of supports and services aimed at easing their transition from high school to college. Here are a few of our RFY initiatives:

Freshman Convocation

In an effort to continue addressing the needs of incoming freshmen while simultaneously improving retention a graduation rates, per the University Strategic Plan 2014-­‐2020 ([http://www4.csudh.edu/president/strategic-­‐](http://www4.csudh.edu/president/strategic-)planning/), in the fall of 2014, the University implemented its first-­‐ever Freshman Convocation ([http://www.csudhnews.com/2014/09/freshman-­‐](http://www.csudhnews.com/2014/09/freshman-) convocation/). In addition to welcoming the 2014, 2015 and 2016 freshman cohorts to the University, the primary goals of the Freshman Convocation are to help create a sense of belonging and to encourage freshmen to aim for graduation in four years.

First-­‐Year Seminars

To further bolster the Dominguez Hills First-­‐Year Experience (#DHFYE), in the fall of 2015, the University implemented the First-­‐Year Seminars (FYS) ([http://www4.csudh.edu/undergraduate-­‐](http://www4.csudh.edu/undergraduate-) studies/fys/). The purpose of the FYS is to deeply enrich and connect our freshmen to core ideas in new disciplines with a passionate and caring doctoral trained professor. Offered during the fall and spring semesters, the seminars cover a wide variety of fascinating topics.

Passport to Leadership

During their freshman year, all #DHFYE participants are required to participate in the Passport to Leadership. This requirement is aimed at helping freshmen develop leadership skills and promoting campus engagement. Students fulfill these requirements through participation in #DHFYE workshops, student clubs/organizations, student life programming, and various campus events. At a commuter campus like CSUDH, campus engagement is particularly important to students’ persistence, retention, and graduation. By encouraging students to connect with peers through leadership activities they gain new knowledge and skills that promote both college and career success

**Targeted Support Services**

Some targeted programs are large scale and others are small in scope, all with plans to meet the needs of high-­‐risk students, by disaggregating the data and making data-­‐driven decisions to improve outcomes.

Male Success Alliance

The Male Success Alliance Middle School Through College Initiative is a student success program designed to improve the outcomes of men of color throughout the educational pipeline. Fueled by the tenets of Conscious, Competence and Commitment the program provides mentoring, personal and professional development opportunities and civic engagement opportunities for its members.

Toro Guardian Scholars

Toro Guardian Scholars (TGS) is dedicated to supporting college students that have transitioned from the foster care system. TGS provides a unique program that connects students to a wide range of services and resources that will guide them throughout their educational journey. In addition to student development and leadership opportunities, some of the services include workshops, book grants, scholarship opportunities, resources for housing, cultural events and a mentoring program.

Veterans Resource Center

The Veterans Resource Center provides assistance to veterans, service members and their dependents as they pursue their academic and professional goals. Services include academic advising, tutoring, counseling, VA/Cal Vet benefit information. Additionally, students have access to a study/lounge space, computers, and printing access. The Veterans Resource Center also serves as the primary campus advocate for veteran and military students and works to ensure their unique needs are met by collaborating with various resources both on and off campus.

Toro Dreamers Success Center

The Toro Dreamers Success Center coming to CSUDH in the fall of 2016, will support the University mission through a commitment to diversity, equity, leadership development, and intellectual examination with particular respect to undocumented students. The TDSC will be an inclusive campus community that will welcome students from diverse backgrounds and provide support, resources and advocacy. We are second only to CSULA. Currently, CSUDH serves 550+ undocumented students.

**Academic Affairs Interventions**

Academic Affairs is focusing its ongoing efforts in four areas: 1) Improve tenure density through strategic hiring and retaining of diverse faculty. CSUDH currently has a tenure track density of 43%. Even assuming no enrollment growth, in order to reach a tenure track density of 60% CSUDH will have to hire 127 more tenure track faculty costing an estimated $11 million dollars per year, 2) Improve program effectiveness, build on successes (First Year Seminar, Advising) and continue to focus on areas of ongoing improvement (e.g., implement and support more High Impact Practices, attack bottleneck issues in GE and majors, 3) Improve faculty effectiveness through Faculty Development Center programming, focusing on pedagogical innovations and technological opportunities that optimize student engagement, and 4) Improve facilities. Students deserve clean and modern facilities; facilities communicate campus attitudes toward students. In addition, we will add more Active Learning classrooms.

**2025 Graduation Initiative Data Fellows Program**

The 2025 DH Graduation Initiative 2-­‐year and 4-­‐year targets are really ambitious. When you juxtapose that fact with the level of challenges we face serving this region, we must strategically focus on quality data to advance our work. In an effort to ensure we are making data-­‐guided decisions and that we get the data into the hands of the users, the CSU DH 2025 Graduation Initiative will champion a Data Fellows program. We plan to create a strong relationship with Institutional

Effectiveness and Assessment/Institutional Research to focus on a “data pull” culture, in which units are gathering/requesting data they need to make decisions in ways that work best for them.

**Technology Solutions**

Technology will play an important part in our efforts to increase our graduation rates. CSUDH will baseline the costs of programs in place for tracking and aiding in student success, such as EAB and Campus Labs. We will increase student access to technology by creating more smart classrooms and enhancing the infrastructure. Refreshing the data center and expanding wireless services remain a priority. Moreover, we will also perform data warehouse enhancements. While EAB has been implemented, there are some infrastructure needs and reoccurring costs. Lastly, will secure course-­‐ scheduling software.

**Objectives for the Short-­‐Term and Long Term Plan**

The following objectives will anchor both are short term and long term plans. We will focus on the following: 1) Credit accumulation (increase the number and percentage of freshmen and transfers taking 15+ credit hours), 2) Credit completion (increase the number and percentage of students passing their course), 3) Gateway course success (Decrease the number of DFWs in gateway courses),

4) Major program selection (increase the number and percentage of undeclared students, declaring a major), 5) Persistence (Increase the Fall-­‐to-­‐Fall persistence of freshmen and transfers).

**Rationale for Long Term Plan**

The CSUDH 2014-­‐20 Strategic Plan is founded on the university’s commitment that as a vital educational and economic resource for the South Bay region of Los Angeles, CSUDH will be recognized as a top-­‐performing comprehensive model urban university in America. Goals outlined in this plan include increasing the number of tenure-­‐track faculty, increasing the federally-­‐defined freshmen graduation rate (four-­‐year and six-­‐year, full-­‐time first year freshmen and two-­‐year and four-­‐year transfer) for undergraduate students, creating more innovative teaching and learning environments, and improving operational and administrative excellence across all campus divisions. It not only represents a rationale for our 2025 plan, it has guided our work for the last two years.

One of the catalysts for the strategic plan was the vision set by President Willie Hagan in 2012 for CSUDH to become a national laboratory and model for student and academic success. Tenets of the model called for testing, expanding and implementing innovative strategies for improving student retention and graduation rates, especially for underrepresented minorities (URM), first-­‐generation and low-­‐income students, freshmen and transfers alike. Comprehensive, intrusive and timely advising are at the center of the model. This model for student and academic success continues to serve as our guide and will also serve as the foundation for our 2025 Graduation Initiative long-­‐term plan.

It is important to note that our actual plan more than doubles the 7-­‐page plan requested by the Chancellor’s Office. It provides much more detail. In the weeks to come, we plan to revisit our full plan and build a detailed cost analysis and financial model.

**Timeline Long Term Plan – See Appendix A Short Term Strategies**

The current 3-­‐year graduation rate for the 2013 Cohort, with 6 degrees awarded out of a cohort of 1,459 students, is .41%. In reviewing the rest of the 2013 cohort, there are 1,019 active students with varying units completed. The category of “102 units or more” represents seniors who are close. If these 30 students complete 15 units a semester between Fall 2016 & Spring 2017, we can expect to add 30 more degrees: 36 degrees out of 1,459 students with a 4-­‐year grad rate of 2.47%. The category of “90 to 101 units” represents students who will need more support. If these students complete their requirements by Spring 2017 or Summer 2017, we can expect to add 95 more degrees. In total, we could improve our 4-­‐year graduation rate by 3 percentage points in year one. If we maintain this level growth, we will meet or exceed our assigned 2025 target.

**The Transfer Class of 2015**

The Transfer Class of 2015 has 2,440 students. They currently have a 1-­‐year graduation rate of .16%. Upon further review of this cohort, there are 2,397 active students with varying units completed. If the students with “105 units or more” are only missing one semester of requirements, they could potentially add 315 degrees this Fall 2016. This would give us a 1.5-­‐year graduation rate of 318 degrees out of 2,440 (13.03%). If the students with “90 to 104 units” are only missing two semesters of requirements, they could potentially add another 1,125 degrees next Spring 2017. This would give us a 2-­‐year graduation rate of 1,444 degrees out of 2,440 (59.14%). In total, we could improve our 2-­‐ year graduation rate significantly in year one. If we maintain this level growth, we will exceed our assigned 2025 target.

Given the context and metrics above, our short-­‐term plan will involve the immediate staffing of Finish and Four and Through in Two professional advisors. We will also immediately hire supplemental instructors. We will use the Fall semester to train and equip the SIs for success in Winter 2016, Spring and Summer 2017 in a series of upper division General Education courses and courses in the major.

On a related note, the funding will also be spent to improve the functionality of Smart Planner reporting. Once populated, we will use Smart Planner to track essential courses that can help predict seat capacity based on actual future demand. We will also immediately add staff to the Graduation Unit and they will solely work with College advisors to track the Finish in Four and Through in Two cohort.

With our intense outreach to seniors, our robust and intrusive advising, and the incentives provided, the actual demand for courses will exceed our current capacity. Correspondingly, decreasing time to degree will increase the average mean unit load students carry and thus require additional course sections. So we plan to use a portion of the 2016-­‐17 funding to add courses to the schedule. We plan to offer priority registration to the Finish in Four and Through in Two students but we do not want their needs to trump the needs of the rest of our undergraduates. The additional sections will ensure that all students can get access to the courses desired in Winter 2016, Spring and Summer 2017.

Lastly, we know that in order to achieve success, we have to target the Winter and Summer terms. As such, many students do not have enough trailer financial aid to cover the costs. As an incentive, we will reduce tuition for our Finish in Four and Through in Two students, if they are willing to take the courses to complete their degree requirements.

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| **Appendix A Implementation Strategy and Timetable** | | | | |
| **Ongoing for the Project**   Continual monitoring, strong activity management, and effective communications   Continual evaluation, stressing formative feedback for improvement and assessment of new practices to increase persistence and retention of full-­‐time freshmen and transfer students | | | | |
| **Task & Outcome** | **Person(s) Responsible** | **Methods Employed** | **Tangible Results** | **Timeline** |
| **2016-­‐17** |  |  |  |  |
| 1. Establish a Graduation Initiative 2025 Committee | Provost and Vice President of Student Affairs (in consultation with Cabinet) | Review WASC and Strategic Planning committees to see who may be the best fit and to avoid duplication of effort | Finalize plan and list measurable objectives. Seat and charge committees and subcommittees | September 2016 |
| 2. Review full plan, craft a cost analysis and financial model for the plan’s initiatives | Vice President of Administration and Finance, Provost and Vice President of Student Affairs (in consultation with Cabinet) | Utilize fiscal modeling, multi-­‐year financial strategies, and benchmarking on track tenure density metrics, enrollment targets, and additional courses | Provides a detailed plan for success. Students gain more opportunities for learning, support, growth and timely degree completion. | October 2016 |
| 3. Pull FTF  persistence and retention rates by year, ethnicity, gender, first generation, Pell | Institutional Effectiveness and Assessment, 2025 GI Committee | Formal/informal methods, both quantitative and qualitative design utilized, annual evaluation data | Monitor progress toward objectives, evaluation and planning for future activities, report to Cabinet | November 2016 |
| 4. Pull Transfer persistence and retention rates by year, ethnicity, gender, first generation, Pell | Institutional Effectiveness and Assessment, 2025 GI Committee | Formal/informal methods, both quantitative and qualitative design utilized, annual evaluation data | Monitoring by all stakeholders of progress toward objective, semester reporting | November 2016 |
| 5. Finalize Evaluation | Institutional Effectiveness | Identify members of the | Research design and | November |

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| design, methodology, communicate baseline & targets to GI 2025  Committee | and Assessment, 2025 GI Committee | evaluation team, select/retain External Evaluator, finalize design | database protocols are in place | 2016 |
| 6. Hire all Finish in Four and Through in Two Advisors and Graduation Specialist | Academic Affairs and Student Affairs AVPs | Launch national search and engage members of the 2025 GI Committee | Begin intrusive advising and connecting with the seniors slated to graduate in Spring and Summer 2017. Make them aware of incentives | November 2016 |
| 7. Improve the functionality of Smart Planner | IT, Academic Affairs and Student Affairs AVPs | Work with IT on specifics and a plan for implementation | Use system to predict seat capacity based on actual future demand, increase courses in schedule | December 2016 |
| 8. Formalize all service area Promise Agreements and establish workgroups | Vice President of Student Affairs, Provost, and Director of Educational Partnerships | Set up working meetings with South Bay Promise officials, Compton, Lynwood and El Camino Promise administrators, and South LA Up Promise leads | Monitoring by all stakeholders on progress toward objective, finalize promise agreements | March 2017 |
| 9. Establish 2025 Data Fellows Program | Vice President of Student Affairs, Provost | Identify members of the evaluation team, select/retain External Evaluator, finalize design | Finalize plans for the program and list measurable objectives. Seat and charge Fellows | May 2017 |
| 10. Assess 2016-­‐17 goals, timeline and deliverables. Craft 2017-­‐18 timeline | Provost and Vice President of Student Affairs (in consultation with Cabinet), Graduation Initiative 2025 Committee | Set up a series of meetings to review full plan | Finalize 2017-­‐18 plan and list measurable objectives. | May 2017 |



# CSU East Bay

**Draft Student Success Plan**



### Graduation Initiative 2025 Goals CSU East Bay

|  |  |  |
| --- | --- | --- |
| Metric | 2025 Goal | Most Recent Rate |
| **Freshman 6-Year Graduation** | **62%** | 45% |
| **Freshman 4-Year Graduation** | **35%** | 10% |
| **Transfer 2-Year Graduation** | **49%** | 37% |
| **Transfer 4-Year Graduation** | **83%** | 73% |
| **Gap - Underrepresented Minority** | **0** | 14 % points |
| **Gap – Pell** | **0** | 2 % points |



Executive Summary of Goals & Strategies CSU East Bay

|  |  |
| --- | --- |
| **Goals** | **Strategies** |
| **Long-Term**   * Physical space to support student success * Advising * First year * Enrollment management | **Long-Term**   * Develop space to reflect learning practices * Add additional advisors to provide intrusive and ubiquitous advising * Redesign first-year programs for freshmen and transfers * Implement systems that monitor enrollments so that capacity can be adjusted and added where needed |
| **Short-Term**   * Faculty development * Working with community colleges * General support services * Curriculum development | **Short-Term**   * Provide faculty development opportunities focused on teaching methods and course design * Design and implement “First Step” program for community college students * Expand student support services * Provide curricular support for several programs involving student progress |

**California State University, East Bay Campus Success Plan**

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Approved by Dr. Leroy Morishita, President September 2, 2016

As with all other California State University campuses, East Bay is working to significantly improve its graduation rates and eliminate achievement gaps by 2025. For freshmen, our task it to improve the 4-year graduation rate from 10% to 35% and the 6- year graduation rate from 45% to 62%. For transfer students, the goal is to improve our 2-year graduation rates from 37% to 49% and 4-year graduation rates from 73% to 83%. Further, we are committed to eliminating the achievement gap for underrepresented minorities and Pell Grant students, which are currently at 14% and 2% respectively.

The following document outlines our plan for meeting these goals. It will serve as a foundation for focusing campus conversations, planning, and programming intended to meet these targets.

**LONG TERM PLAN**

As part of both our long-term and short-term plans for student success, these six primary indicators regarding graduation rates and the elimination of achievement gaps will be communicated regularly and broadly to our constituents as our campus commitment to our students. Our strategies include the following:

Communication, Focus, and Building Capacity. Division and unit objectives will be set with the campus 2025 goals in mind. Specifically, we will:

* + Work to build a campus culture of success—“Make Every Class Count” and “Make Every Contact Count” in everything we do.
  + Develop our communication channels so that students, advisors, and the campus community understand goals and methods for achieving them.
  + Work to develop external support for scholarships, internships, and applied learning, among others, to better retain students and communicate our value to our community.
  + Develop a plan to enhance learning and study spaces to support active and collaborative learning as well as individual and traditional study.
* Design approaches for meeting the needs of our campus community. These may include a campus food pantry, affordable housing options, and day care services.
* Provide faculty with professional development opportunities that emphasize approaches to student learning that enhance successful outcomes (encouraging group study, employing Supplemental Instruction, using Early Alert).
* Work with staff members to streamline systems and highlight the important roles they can play supporting student success.

Needed Support: These plans require an investment in faculty/staff development including workshops and other opportunities focusing on approaches to student learning adapted for our students. Developing our physical space to reflect learning practices and support for financial aid are also necessary.

Data and Informed Decision-Making. We will develop stronger reporting systems that are accessible, consistent, understandable, and adapted to our goals. Specifically, we will:

* Enhance our data capabilities and deepen our abilities to understand student needs and success barriers. We need to be better able to disaggregate and use student progress data by race, gender, first generation, underrepresentation and socioeconomic status to support progress toward our goals.
* Use data tools such as CSU Dashboard, Tableau, Bay Advisor and our Pioneer Data Warehouse to monitor student success including retention and graduation rates as well as the achievement gap.
* Establish a data reporting calendar for the campus with follow-up conversations to identify opportunities.
* Use our communication channels to communication milestones to the campus community.
* Enhance existing mobile “App” that provides student success “dashboards”.

Needed Support: New data warehouse tools are needed along with support for training in using data to make decisions.

Enrollment Management. Our enrollment strategy focuses on three guiding principles:

1) providing sufficient capacity, 2) the timely declaration of majors, and 3) aligning our systems to support degree completion. Our enrollment strategies include:

* Setting up systems that monitor enrollments in general education, service, and major courses to adjust capacity and add where needed.
* Develop course-scheduling systems that allow us to maximize course offerings and physical classroom space.
* Identify opportunities for hybrid and online instruction to expand capacity and meet needs.
* Implement digital roadmaps, degree audits, and “Smart Planner” with semester conversion.

Needed Support: Developing the reporting tools and early warning systems will be labor intensive as will training faculty and staff to use them. This involves 3-4 additional staff members.

Provide Intrusive and Ubiquitous Advising. We currently use data-driven techniques to help focus advising interventions with students who need support. Strategies for expanding advising support include:

* Creating procedures and policies for mandatory advising that targets “ghost” majors and students not making progress toward degree.
* Developing capacity to better use existing tools and routinely include use of the Bay Advisor (EAB Student Success Collaborative Campus with predictive analytics), and the Pioneer Data Warehouse to identify students who are not making progress to degree.
* Having college success centers and academic advising conduct advising campaigns, implementing mandatory advising and/or advising holds on registration, and pro-actively reaching out to students at risk.
* Ensuring that students have access to specialized support programs including EOP, EXCEL, GANAS, and Sankofa.
* Working with students to identify majors and time-lines to completion. Needed Support: Hiring 10 additional advisors is important for these strategies.

Ensure Timely Completion of the University Writing Skills Requirement. We have more than 4,000 seniors who have yet to satisfy this requirement by passing the Writing Skills test or completing the coursework. These students are at risk of delaying their graduation. Our strategies to remedy this in the long-term include:

* Developing a communication plan for students, their major departments, and their colleges to support successful completion of the requirement.
* Working with the Academic Senate to streamline the processes for students and use registration holds for seniors to satisfy this requirement.
* Implementing a writing requirement completion roadmap to start students earlier and provide more options.

Needed Support: This can be managed within existing resources.

Redesign First Year Programs for Freshmen and Transfers. Our goal will be to introduce students to a culture of success in the first year of their programs. Strategies include:

* Requiring incoming students to participate in orientation and first year advising.
* Ensuring all students understand their two and four year roadmaps.
* Providing access to courses and, potentially, providing first year course “packages” that meet first year academic needs.

Needed Support: The support is mostly in staffing costs, which can be managed with the addition of 10 advisors noted earlier.

Robust Summer and Inter-Sessions. The conversion to semesters will allow us to make better use of academic breaks. Opportunities include:

* Addressing remediation and testing issues with courses and support programs.
* Providing courses that support student degree plans. These offerings need to be part of a long-term plan that can support academic progress.

Needed Support: New courses and programs need to be developed to take advantage of the opportunity. Providing summer stipends and program development funds for 8-10 faculty members would help develop this strategy.

**RATIONALE**

The goals set for CSU East Bay are ambitious. Our student population is, right now, one that has many first generation college students, students who work off-campus, and students from backgrounds previously underrepresented in higher education. We are moving toward a much more data driven and unified purpose. Faculty and staff understand that our intent must be not to just enroll or retain students but to graduate them and to do so in a timely manner.

However, the specific goals presented require a comprehensive and strategic approach that involves looking at everything: courses, programs, support services, activities, and outreach. Using 2016-17 as a benchmark, we can now begin to look at what is working to incrementally move us toward the goals—reject actions that are not and ramp-up those with success.

The items in which we will invest in 2016-17 will help move us forward not just this year but in the years ahead. Investing in a more nimble dashboard product, aligning rewards and incentives toward these goals, using online tools to create more advising tools, and moving toward the elimination of some of our remedial (Math) and completion (Writing Skills Test) roadblocks will be ongoing efforts.

Additionally, we must develop and maintain an open dialog with everyone--faculty, staff, students, and parents—to help build a culture of completion and “Make Every Course Count.” Our use of quantitative and qualitative data needs to inform and shape policies

and programs that will lead to success. This will be an iterative process, used this year and in the future to make sure all activities are pointed in a useful direction.

**OBJECTIVES LONG TERM PLAN**

The Long Term Plan should yield the following results:

* Student retention should improve and we should meet the graduation and achievement gap goals outlined earlier.
* Students should increase their average annual unit load and, with summer opportunities, progress toward degree in a timely fashion.
* An improved remediation program and active support for the needs of URM and Pell students, which should help address achievement gaps and completion rates.
* A redesign of processes and programs to eliminate those that undermine student success and the development of clearer, more intuitive procedures.
* Increased institutional capacity for advising and adapting programs to meet student learning needs.
* Improved data literacy and ability to use data effectively to project, assess effectiveness, and adapt programs and systems.

**TIMELINE LONG TERM PLAN**

Semester conversion takes place beginning Fall 2018. Prior to conversion, AY 16-17 will focus on designing curriculum and advising elements that support these initiatives. Included among these are the short-term success strategies identified below. By AY 17-18 designing a schedule pattern that supports student outcomes, access to courses (both on-line and face-to-face) and supporting faculty development will be important.

Beginning in Fall 2017, we will implement advising strategies to support students during the conversion and work with faculty advisors to prepare them for semesters. Summer courses in 2018 will support semester conversion and degree completion. New summer programs will begin in 2019. By AY 19-20 we expect to have data and reporting systems online and will work to expand capacity to support remediation, outreach to high schools and community colleges, and fully implemented semester curricula. AY

20-21 and AY 21-22 are important years for program and support services assessment to determine the effectiveness of these strategies and make modifications to enhance our progress toward meeting campus goals.

**SHORT TERM STRATEGIES**

For AY 16-17 we will develop and implement the following short-term strategies:

* Communicate. Broadly communicate our student success goals through variety of channels including Fall Convocation and other large events. Support Needed: $0
* Expand Instructional Design Capacity. Provide faculty development opportunities focused on teaching methods and course design approaches that meet campus goals. Part of this strategy involves creating faculty learning communities based on ideas that will help students matriculate and graduate—Student Success and Supplemental Instruction. Enlist interest faculty in providing ideas that will help coalesce all faculty around the ideas that 4- and 2-year rates and eliminating the achievement gap are central to instruction. Needed Support: $65K
* Data-Informed Decision-Making. Examine current data capabilities, design needed reports and benchmarks, and implement a common set of decision resources. Needed Support: $190K
* Expand Student Support Services. These include:
  + Online Support. Develop online modules and an “App” to provide students with easy access to support services from advising to research and information along with progress toward degree and degree audit features. Needed Support: $50K
  + Advising Support. Initiate intrusive advising and prepare students and faculty for semester conversion. Needed Support: $0
  + Writing Skills Test. We can offer the test to students free of charge provided it is taken in a timely manner. We can partner with the English Department in a pilot program that allows students to take the exam immediately after finishing ENGL 1002. Needed Support: $25K
  + Roadmaps. Implement four year and two year degree roadmaps for all programs including maps for semester conversion. Identify the next cohort of students with 120+ units (native freshmen and transfers) and start contacting them about graduation plans and initiate intrusive advising processes. Needed Support:

$25K

* + Transfer Support. Ensure that all departments have SB 1440 curriculum as we move to semesters and that they understand its intent. Needed Support: $0
  + Stat Ways. This program had success in helping students with math remediation. It has been shut down but could be restarted relatively easily.

Needed Support: $30K

* + Focused Outreach. Perform outreach to the special advising units: EXCEL, EOP, Sankofa, GANAS, SSOS, ask their advisors to identify students with potential to move in an accelerated manner toward a degree. Needed Support: $0
* Curriculum Development and Programming. The following short-term strategies are intended to provide direct curricular support for student progress:
  + Summer Programming. Redesign summer and how it can be used strategically to support student completion and eliminating the achievement gap. Additionally, we should provide summer incentives for students who enroll in summer courses that help move them toward degree. Needed Support: $50K
  + “Pioneer Express.” Design curriculum and advising strategies to support intentional, timely degree progress including designing curricula using face-to- face as well as online resources to provide access and capacity for high-demand bottleneck courses. Part of the “Pioneer Express” program involves an assigned advisor who proactively works with students to map and oversee program progress. Needed Support: $50K
  + “Quick Start.” Reach out to first year and transfer students who are coming to East Bay and offer an online summer program tailored to emphasize GE, English 1000, the Library information literacy course and other requirements. Needed Support: $35K
  + Expand Course Capacity/Align Budget Process. Open capacity to meet student demand and address bottlenecks. Redesign budget strategies to provide incentives for meeting student learning goals. Needed Support: $150K
  + GE Needs. Identify the GE courses that students who have 140 units needs. If any commonality exists (says English 1002), offer special online sections for these students. Needed Support: $40K
  + Expanded Tutoring Services. Provide additional tutoring for students in Remedial Math. Identify students who have gathered 120 units but have not yet met the Math requirement. Offer additional tutoring support for those not in the Sciences or Business, Nature of Mathematics. Needed Support: $20K
* Book Scholarships. Create a special book scholarship program for students who might graduate in a timely manner. Do outreach to these students and advise them that if they take and pass 15 units in Fall, they will receive a $300 textbook scholarship in Winter if they also enroll in 15 units (with possibility of renewable for Spring and Summer). Needed Support: $170K
* “First Step to East Bay.” Design and implement a “First Step” program for Community College students. Identify community college students who have completed one year of course work at a local community college with a 3.2 or better. Offer them a $1000 scholarship to transfer into CSU East Bay. Support Needed:

$170K



# CSU Fresno

**Draft Student Success Plan**



### Graduation Initiative 2025 Goals CSU Fresno

|  |  |  |
| --- | --- | --- |
| Metric | 2025 Goal | Most Recent Rate |
| **Freshman 6-Year Graduation** | **69%** | 59% |
| **Freshman 4-Year Graduation** | **35%** | 15% |
| **Transfer 2-Year Graduation** | **34%** | 22% |
| **Transfer 4-Year Graduation** | **80%** | 70% |
| **Gap - Underrepresented Minority** | **0** | 5 % points |
| **Gap – Pell** | **0** | 10 % points |



Executive Summary of Goals & Strategies Fresno State

|  |  |
| --- | --- |
| **Goals** | **Strategies** |
| **Long-Term**   * Advising * Best practices in benchmarking * Targeted support services * Work with K-12 and community colleges | **Long-Term**   * Utilize integrated planning and advising technology * Develop system to ensure AD-T students graduate within 60 units * Implement Dream Outreach and Success Center * Build strategic partnerships with Fresno State service area schools/ community agencies * Expand partnerships across educational sectors to build an improved K-16 college pipeline |
| **Short-Term**   * Advising * Physical spaces to support student success | **Short-Term**   * Identify students by entering cohorts and provide individualized roadmap to graduation * Designate graduation coaches for students in the graduation initiative * Redesign and expand spaces to support student success |

**California State University Fresno Campus Student Success Plan**

Joseph I. Castro, President, [josephcastro@csufresno.edu,](mailto:josephcastro@csufresno.edu) 559-278-2324

**Long Term Plan**

**Advising and data capabilities.** Integrated planning and advising for student success (IPASS) will use technology to provide students with updateable roadmaps and a way to plan when they will take courses (My Degree Plan); facilitate communication between faculty, advisors, and students then capture information from advising sessions; develop an early warning system that will facilitate identification of students in need of support and then alert students, academic advising, career counseling, and tutoring offices; develop and implement a predictive analytics tool that provides students and advisers with information on optimal course taking patterns including their likelihood of success, as well as generate summary data to assess program performance. A system to ensure Associate Degree for Transfer students graduate within 60 units will be developed. Mandatory advising each semester for first and second year students and annually for others will be implemented. An effort will be made to reduce the student to adviser ratio. These efforts will insure effective advising of more students at lower cost; improve student orientation, registration, and evaluation experiences; increase retention and graduation rates; and increase efficiency and streamline communication. Support for 8-16 new advisors ($1,100,000); a technology support specialist ($95,000), and software costs (in the range of $250,000 per year). **Total annual costs $1,445,000.**

**Best practices in benchmarking.** The University will place a greater focus on High-Impact Practices (HIP) focusing on authentic learning opportunities that address real world issues (e.g. water, sustainability, ethical behavior, educational success) which will provide students with opportunities to engage more deeply in their own learning while applying their knowledge and will simultaneously require greater faculty involvement and engagement. Included will be service learning, study abroad, problem based learning, and applied culminating experiences. We will provide increased support for faculty and students in these programs as well as increase access to HIPs for all students and map these experiences to the current curriculum. The university will identify first year, high risk and bottleneck courses for expanded use of supplemental instruction and expanded tutoring (increase hours, locations, subjects).

Supplemental instruction will be expanded. Our goal will be for all students to participate in at least two HIPs to solidify their ability to apply knowledge and increase their engagement.

Support for Faculty development ($100,000 per year) and Supplemental Instruction leaders and tutors ($175,000 per year).

**Total annual costs $275,000.**

**Campus planning and the first year.** The University will reform General Education with theme-based, problem-solving pathways. EO 1100 and campus GE policy will govern the effort. Students who complete a pathway will be awarded a certificate in the theme area, complementary to their major of study. Possible pathways may include: Ethics, Culture, Sex/Gender, Diversity and Justice; Environment and quality of life: hunger, water and

sustainability; Health and wellness; Science, technology, engineering and innovation. One-time costs to develop the courses in the themes (faculty release $450,000 one-time)

**Total one-time costs $450,000.**

**Targeted Support Services will include:**

* Efforts to increase the participation of African American/Black and American Indian students in campus support services; high impact practices; and events, activities, programs and services that promote engagement and develop student leadership.
* Implementation of the Dream Outreach and Success Center to ensure access and provide retention and financial options for undocumented students. The Center will help students navigate Federal, State, and higher education policies which impact access to college, immigration status, and financial aid. It will foster a sense of belonging, provide emotional support, and enhance personal well-being.
* A centralized online one-stop shop for on campus student employment (i.e. Student Union, Kennel Bookstore, Rec Center, Student Housing, Library and Agriculture Operations) including a training module in collaboration with Human Resource's on boarding process for student assistants using Skillsport.
* Expanded career preparation and professional development programs including the clothing closet, Dress for Success, and collaboration with student organizations.
* Space and programs to address food insecurity and emergency housing for vulnerable students.
* Expanded Health Promotion and Wellness programs and skill building activities to help students achieve their academic goals and build a foundation for future health. Launching Project HOPE to help students with basic human needs, physical and mental health, children and family support, and work life balance.
* Expand services and leadership programs targeting African-American, Native American, LGBTQ+, men, Asian-Pacific Islander and others through the Cross Cultural and Gender Center.

These efforts will require recruiting and hiring of additional professional and paraprofessional staff to work directly with underrepresented students. Estimates include: African American and American Indian increased participation in high impact practices ($70,000); Dream Outreach and Success Centers’ Operating Expenses ($60,000); Food Insecurity and Emergency Housing ($650,000 one-time) Health Promotion and Wellness ($75,000); Leadership Program for special populations including LGBTQ, men and Asian Pacific Islanders ($30,000).

**Total one-time and annual costs $885,000.**

**Work with K-12 and community colleges to improve college-going and transfer**. Two major efforts will be undertaken. First, build strategic partnerships with Fresno State service area schools/community agencies to increase the exposure and preparation of African American/American Indian students to higher education and increase the number submitting applications and matriculating. Second, expand partnerships across educational sectors to build an improved K-16 college pipeline, strengthening the *Central Valley Promise*. Through

the *Promise*, Fresno State, together with partners in K-12 and community college, will work

together on shared initiatives in instructional technology to enhance the college-going culture of the region. It will include a mobile app, a website, and a social media and marketing campaign. The Executive Leadership Team includes partner college Presidents and school district Superintendents. The *Promise* has the potential to impact as many as 25,000 children in the Central Valley.

**Total annual costs $150,000.**

***Create and design spaces to enhance the student experience.*** The University will redesign and expand the following spaces: Career Development, Financial Aid, Student Food Cupboard, Supplemental Instruction, Services for Students with Disabilities, Student Health and Counseling Center, intramurals and club sports play fields. Resource needs include: Financial Aid space redesign to improve efficiency and service quality ($225,000); Supplemental Instruction for a build out of space in the library to support program expansion ($175,000); Services for Students with Disabilities to add testing and counseling space ($113,000); renovation of intramurals and club sports playing fields to support student wellness ($500,000); establish an *Off Campus Bulldogs Office* for commuter students ($190,000); modify the Joyal Administration Building for a one stop shop project ($146,000); Cross Cultural and Gender Center enhancement ($71,000); redesign of Student Success Services space to accommodate the increased demand for student services ($225,000); Enrollment One Stop Services Center redesign to make ADA compliant ($200,000).

**Total one-time costs $1,845,000.**

**Rationale**

**Providing improved advising** and scheduling tools, early alert systems, and using predictive analytics will insure that students –both two year and four year-stay on track. It will provide advisors the information needed to make timely interventions and track students so follow up is effective. At Georgia State University, graduation rates are up 20 points after implementing these kinds of tools over the past 10 years.

**Use of high impact practices** that more effectively engage students will improve retention and lead to larger numbers of students progressing towards a degree. We know, for example, that on our campus, taking a Service Learning (SL) course has a significant positive effect on graduation within six years for both first-time freshmen and new undergraduate transfers. Taking one SL course increased the likelihood of graduation by 10.9% for first-time freshmen and 33.9% for new undergraduate transfers. Furthermore, taking one upper division SL course increased the likelihood of graduation by 21.0% for first-time freshmen and 46.2% for new undergraduate transfers. Supplemental Instruction (SI) has proven to be a high impact practice for improving student academic performance in specifically targeted courses. Data consistently has shown that students who regularly attend the peer-guided study sessions achieve half to a full letter grade higher than those who do not participate and that the achievement gap is eliminated between disadvantaged and non-disadvantaged students. Using intrusive strategic strategies will curb student attrition and help close the academic performance and graduation achievement gaps.

**The new GE pathways** are anticipated to be more engaging to both first year and transfer students and thereby increase retention and enhance learning in one’s chosen area of concentration. Scheduling of the pathways will be improved leading to faster progress toward a degree.

**Targeted programs** will increase enrollment, retention and degree completion of our highest- risk underrepresented student groups and help them thrive in the college environment at Fresno State. The ‘one-stop’ student services model will streamline and simplify access to support and services. Higher levels of student engagement in critical services will enhance student retention and progress toward timely degree completion.

* 1. **2 and community colleges partnership** will strengthen connections in the pipeline to ensure that if children and their parents pledge to do what it takes in middle and high school to prepare, college will be there for them in the future, guaranteed.

**Creation and redesign of spaces** will reduce barriers, enhance the student experience and increase the sense of belonging. The end result is increased retention and persistence rates and eventually higher graduation rates.

A few key long term objectives include:

**Objectives**

* + - Increased enrollment of qualified underrepresented students
    - Adoption by all students of My Degree Plan to provide students with roadmaps, integrated scheduling, and dashboards to monitor progress-a good predictor of retention
    - Improved year by year retention rates-a good predictor of eventual graduation rates
    - Increased number of faculty teaching with high impact practices-key to retention
    - Increased number of students involved in high impact practices-high retention
    - Increased number of students meeting with advisors-better engagement and retention
    - Increased student unit load, increased percentage of courses taken toward a degree, and improved time to degree-relevant to quicker graduation
    - Improved communication between advisors and students via early warning systems that will provide students with actionable items improving the likelihood of success

**Timeline**

Provide a timeline to 2025 including implementation milestones and target dates for improvement of objectives. Again, for a decade-long plan there eventually will be many timeline milestones; please select just a few that are demonstrably relevant to the goals. (Example: deploying analytic capabilities that allow the campus to identify projected time to degree for sophomores, juniors and seniors in order to guide advising interventions would be relevant to key goals.)

|  |  |
| --- | --- |
| **Milestone** | **Target Date** |
| Student Referendum for new Student Union | April 2017 |
| Adoption of My Degree Plan | 25% June 2017, 50% Oct 2017 75% June  2018, 100% Oct 2018 |
| Supplemental instruction space redesigned | June 2017 |
| Faculty trained on high impact practices | 10% July 2017; increase by 10 points each year thereafter |
| Implementation of mandatory Advising | August 2017 |
| Dream Outreach and Success Center full rollout | August 2017 |
| Early Alert system fully functioning | Sept 2017 |
| Predictive Analytics tool deployed | Sept 2017 |
| One stop career development shop | August 2018 |
| Financial Aid office redesign | August 2018 |
| Playing field renovation | August 2019 |
| New GE program | Sept 2019 |
| Expanded Health and Wellness programs | New programs added each year |
| K-16 pipeline | Annual growth in districts and schools |

**Short term 2016-17 strategies**

Fresno State will launch a graduation initiative to improve 4-year freshmen and 2-year transfer students’ graduation rates in the next two years (Academic year 2016-17 and 2017-18) by moving those now taking a year longer to graduate up a year.

1. Identify students by entering cohorts and provide individualized roadmap to graduation.

Our historical data indicate students who graduated in 4.5 and 5 years have comparable cumulative GPA but slightly lower average semester units as those who graduated in 4 years. We will identify all students who match characteristics of 4.5-year to 5-year graduates, such as remaining units to graduation, GPA, and average semester units. A similar analysis will be done for transfer students who are candidates to graduate in 2 years. When students are identified with the potential to graduate in 4 years (or 2 years for transfer students), academic coaches will help them prepare a roadmap to graduation that lists all courses needed to reach the graduation goal.

1. A contract for success.

Identified students pledge to follow their roadmap to graduation and the University pledges to:

* 1. *Provide guaranteed course access*

Fresno State will establish a Course Access across Campus committee to provide course access to the students in this graduation initiative. The committee is formed of associate deans and college advisors. For courses within the student’s college, college associate dean will work with chair/faculty to provide access. For courses outside a college, college associate deans will work with his/her counterpart to provide access.

* 1. *Provide incentives for graduation*

Students who follow their roadmap and successfully graduate in the planned

semester will have the graduation application fee waived. Students who meet criteria for financial assistance can apply for a Provost’s Scholarship of up to $1200 if they need a summer course to graduate beyond their last spring semester in school.

* 1. *Assigned graduation coaches*

Designated graduation coaches will be assigned to each of the students in the Initiative. Coaches monitor graduation process, mentor the students and assist their academic needs to ensure the graduation plan is completed.

1. Redesign and expand critical spaces to support Student Success.

Career Development, Financial Aid, Student Food Cupboard, Supplemental Instruction, Services for Students with Disabilities and Student Health and Counseling all play critical roles in the success of students and all have serious space and infrastructure needs.

Timeline and budget.

This short-term graduation initiative targets 2013 and 2014 freshmen cohorts and 2015 and 2016 transfer cohorts. We estimate each freshmen cohort has 200 eligible students and each transfer cohort 100 students for a total of 600 students who could graduate a year earlier. Funding for additional advisors and graduation coaches (at least $250,000), additional course selections (at least $250,000), incentives for students to graduate in a timelier way (at least $350,000), and redesign and expansion of critical space needs to support more innovative and effective delivery of student services (at least $1,200,000). **Total one-time funds at least $2,050,000.**



# CSU Fullerton

**Draft Student Success Plan**



### Graduation Initiative 2025 Goals CSU Fullerton

|  |  |  |
| --- | --- | --- |
| Metric | 2025 Goal | Most Recent Rate |
| **Freshman 6-Year Graduation** | **75%** | 62% |
| **Freshman 4-Year Graduation** | **44%** | 22% |
| **Transfer 2-Year Graduation** | **44%** | 32% |
| **Transfer 4-Year Graduation** | **85%** | 75% |
| **Gap - Underrepresented Minority** | **0** | 9 % points |
| **Gap – Pell** | **0** | 4 % points |



Executive Summary of Goals & Strategies CSU Fullerton

|  |  |
| --- | --- |
| **Goals** | **Strategies** |
| **Long-Term**   * Enrollment management * Advising * Data capabilities * First year for freshmen and transfers * Remediation in math and English | **Long-Term**   * IT and IRAS support to maintain Enrollment Management Dashboard and train users * Add staff for Student Success Teams, advisors, and fund for training/ professional development of staff * Hire peer mentors to bolster academic transition program * Expand capacity to offer higher-unit online remedial courses in the summer prior to CSUF enrollment |
| **Short-Term**   * Enrollment management * Advising * Retention | **Short-Term**   * Increase number of class offerings over summer * Hire and train grad students to use CSUF dashboards to target/ meet with targeted students and raise faster grad awareness * Increase number of student assistants as data indicates student assistants who work on campus graduate sooner than those who don't |

CALIFORNIA STATE UNIVERSITY, FULLERTON



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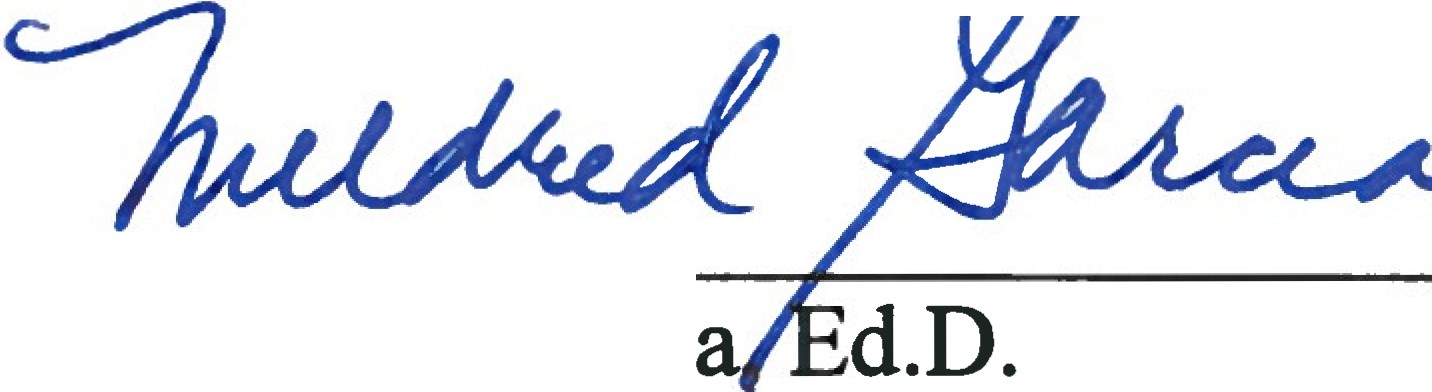
California State University, Fullerton

*Campus Student* Success *Plan: AB 1602*

*Campus Contact:* Anil K. Puri, Ph.D.

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*Presidential Approval:*



Mildred Garci President

Date

Long-Term Plan

To reach the aggressive four-year and two-year graduate rate goals defined by AB1602, California State University, Fullerton (CSUF) has concrete plans to go above and beyond our significant progress to date in raising graduation rates and lowering the achievement gap both by augmenting current initiatives that have shown positive results and implementing new initiatives that will impact native students and transfer students. Furthermore, we intend to accomplish these goals while maintaining the integrity of our programs and upholding the highest standards of academic quality. Below are our campus's long-term plans, organized by area.

Enrollment Management

A new Enrollment Management Dashboard, developed by CSUF's Division of Information Technology (IT) and the Office oflnstitutional Research and Analytical Studies (IRAS), uses historical trends coupled with real-time information to identify when additional sections are needed, facilitate room changes to accommodate capacity needs, and confront bottlenecks. We plan to roll out this dashboard to campus and conduct training over the next two years.

*Support needed: IT and IRAS staff support to maintain dashboard and train users.*

Advising

CSUF has ramped up its investment in advising considerably during the past three years and will continue to do so given the powerful results of these changes to date. Our Student Success Team (SST) structure fosters innovative, cross-divisional collaboration between Academic Affairs and Student Affairs; our Academic Advisement Center (AAC) provides centralized advising to all students; and our college-based student success centers provide integrated, discipline-specific academic and career advising in a "one-stop shop" experience. We plan to scale and expand the multi-faceted activities of our SSTs and AAC advisors to conduct intrusive interventions, design and implement targeted campaigns for special populations, and provide mandatory advising workshops that are collectively intended to prevent probations, enrollment stop-outs, graduation deferrals, and unnecessary replication of courses that do not contribute to a student's progress toward graduation.

*Support needed: Additional stafffor Student Success Teams, additional advisors, and funding for training and professional development of current and new staff andfaculty.*

**Data Capabilities**

In addition to the Enrollment Management Dashboard and the Bottleneck Dashboard (described below), IT and IRAS have developed the Student Success Dashboard (SSD), which unearths and compiles data sets from multiple disparate data warehouses into a single, cohesive, interactive visualization that allows users to disaggregate student progress data based on gender, race, family educational background, underrepresented status, and many other parameters. The SSD is used by graduation and retention specialists in collaboration with the EAB’s Student Success Collaborative predictive analytics platform to target student populations for intrusive interventions and advising campaigns that seek to prevent attrition and graduation deferrals. We will continue to build on and expand SSD capabilities and usage. Furthermore, we are investigating batch graduation applications in PeopleSoft that could be used to identify students who are nearing graduation requirements based on completed units.

*Support needed: Additional staff for data management support in IRAS and IT, access to EAB’s more-comprehensive predictive analytics package for Student Success Collaborative platform.*

**Fostering a Culture of Student Success**

CSUF data over the past ten years show that the majority of our students enroll in 12–13 units per semester. Our Finish in Four program attracts few native students (between 55 and 88 students in the three most-recent cohorts), and only 38% of Finish in Four students actually graduate in four years. We plan to start an aggressive awareness campaign to expand the Finish in Four program and promote timely graduation for both native students and transfer students. The campaign would not only encourage students to make use of the many tools we offer to reduce time to degree (such as summer school, intersession, financial aid, and degree planning) but also emphasize the economic advantages of graduating sooner. A second, parallel campaign will be conducted for faculty and staff advisors to foster a cultural shift toward advising that encourages higher unit loads per semester along with intersession and summer school, while remaining conscious of individual students’ extenuating circumstances as well as the significant barriers our diverse students face.

*Support needed: IT support to launch the digital awareness campaign and more upper- division course offerings in summer school.*

**First-Year Experience for Freshmen and Transfers**

CSUF’s current first-year experience program will be refined and expanded to support both freshmen and transfer students in their transition to our campus. Current initiatives include summer bridge programs, student mentors, lower- and upper-division GE pathways, University 100 programs, and new student orientations for freshmen and transfers. Possible ideas to explore include augmented orientations such as mandatory online programs and spreading out orientation over multiple days, so as not to overwhelm students and parents.

*Support needed: IT support to create online tutorials for new and continuing students and upper-division peer mentors for first-time freshmen. Funding for faculty who will be developing online programming. Funding to hire peer mentors and to bolster our academic transition program for incoming community college students.*

**Targeted Support Services**

We plan to expand the available services and capacity of our Writing Center, which addresses the concern of prospective employers that college graduates lack good writing skills, as well as the centers we have established to provide individualized support for our diverse student body, including our African American Resource Center, Asian Pacific American Resource Center, Chicana/Chicano Resource Center, LGBTQ Resource Center, Titan Dreamers Resource Center, WoMen’s Center, Adult Reentry Center, Equal Opportunity Program/Summer Bridge, and Veterans Resource Center.

*Support needed: Additional staff and funding, expanded and improved physical spaces.*

**Success in Low Completion-Rate Courses**

CSUF’s Bottleneck Dashboard identifies courses that are slowing students’ progress to graduation, thus enabling data-driven decisions regarding class scheduling needs and how to most effectively expand Supplemental Instruction. We plan to continue use of this tool, broaden its implementation, and train additional users.

*Support needed: Funding to field more high-demand course sections and more Supplemental Instruction leaders. Additional full-time staff person to support the expanded program. Release time for additional Supplemental Instruction faculty coordinators. Expanded and improved physical spaces.*

**Building Pathways with K–12 and Community Colleges**

CSUF will build on and expand current partnerships, such as the Mathematics Intensive Summer Session (Project MISS), which runs a summer boot camp for female high school students, as well as college readiness programs such as the Early Assessment Program and Early Start. In the community college arena, we are a CSU system leader in admitting SB1440 transfer students and have established strong community college relationships for STEM transfers via National Science Foundation and Department of Education grant programs and 2+2 articulation agreements. We recently submitted an ambitious Department of Education proposal to partner with eight regional community colleges and the Orange County Business Council. We plan to continue building on established programs and pursue new opportunities.

*Support needed: More staff and technical support in Admissions and Records to review SB1440 applications and more support for external grant writing and post-award stewardship.*

**Remediation in Math and English**

CSUF data show that first-time freshmen who complete remediation via CSUF’s Early Start English and Mathematics program during the summer (prior to matriculation) are retained at a rate equivalent to those who are college-ready upon entering CSUF. However, remedial students may currently take a one-unit online course during the summer to fulfill Early Start requirements for matriculation, thus requiring them to take between three and six units of remediation during the fall semester. We plan to investigate the possibility of requiring remedial students to take at least three units of remediation during the summer so that they are positioned to start taking classes for their major immediately upon matriculating in the fall.

*Support needed: Expand capacity to offer higher-unit online remedial courses in the summer prior to enrollment at CSUF. Faculty reassigned time to develop the online courses.*

**High-Impact Practices**

Objectives for increasing student participation in HIPs are codified in CSUF’s 2013–18 Strategic Plan, and we have been recognized by the CSU as a system leader in this area. We plan to enrich and expand current HIPs-related initiatives, including expansion of the current HIPs designation and tracking program for freshman and junior-level courses, co-curricular opportunities, Supplemental Instruction (SI) (for which we are the SI Center of Excellence for the CSU), on- campus employment opportunities for students, service learning (our Center for Internships and Community Engagement documented more than 1.3 million hours of course-related service in 2014–15), research and creative activities, and how we track and scale HIPs for the most impactful allocation of resources. In addition to designation and tracking, CSUF will work on implementation of a PeopleSoft designation of all HIPs, as well as curricular and co-curricular HIPs transcript recording. Expansion of current HIPs programs will continue to ensure all students participate in one HIP during their freshman year and another during their junior year.

*Support needed: Faculty support for development of HIPs courses and more staff in Student Affairs, Academic Affairs, and IT for HIPs-related initiatives. More budgetary emphasis on research and creative activities and support of external grants and internships via the Career Center and the Center for Internships and Community Engagement.*

**Financial Assistance**

CSUF currently runs a successful textbook loan program that we plan to expand through outreach campaigns and the employment of additional online open-source textbook programs.

*Support needed: Expand textbook rental program to cover more courses and communicate this resource better to students. In 2015–16 the textbook rental program was available for 68% of total course offerings and saved students over $2.7 million compared to textbook purchases.*

**Policies and Processes**

Many CSUF policies—formulated with the best of intentions by faculty, staff, and administrators—must be reexamined in light of the goals of AB1602. This will require extensive discussion within the shared governance environment that CSUF cherishes. General Education (GE) reform presents a particularly difficult challenge because of its impact on enrollments and FTES and hence funding. For example, CSUF has policies inhibiting the double counting of GE units toward the major; many students also take more units than needed in a given GE category. In the coming years, we would investigate approaches to GE reform that could promote timely graduation. Bureaucratic processes must also be simplified, updated, and automated. CSUF’s hardworking staff currently perform many tasks by hand, including navigation around outdated articulation agreements, handling of late-received transfer and freshman school records, and verification of SB1440 status. The financial aid office is faced with a myriad of complicated issues, for example processing student financial records and handling special populations such as AB540 students; delays in financial assistance processing present a barrier to student enrollment. Certain academic processes that students should be able to easily accomplish—such as a change in major, addition of a minor, or withdrawal from a class—requires students to come to campus

in person to submit paperwork to various offices in multiple buildings. We plan to update, refine, and automate numerous bureaucratic processes that affect students’ ability to graduate on time.

*Support needed: Many of these processes can be improved using various technological platforms and automated services. Cultural shifts to support suggested changes in the GE program will require conferences and workshops to achieve a convergence of opinions.*

Rationale for Long-Term Plan

Thanks to effective implementation of a five-year strategic plan that set ambitious goals for student success, CSUF has already made significant headway in increasing six-year graduation rates for native students to 62% (exceeding our target for 2018) and four-year graduation rates for transfers to 75%. In addition, we have halved our achievement gap for underrepresented native students and eliminated the achievement gap for underrepresented transfer students. Given that we have achieved these results using many of the activities outlined in our long-term plan, we are confident that expanding those initiatives will have a corresponding positive impact on outcomes for four-year and two-year graduate rates for native students and transfers, respectively. In addition, we plan to implement new initiatives to accelerate time to degree and promote success among underrepresented student populations, while maintaining the integrity of our programs. Below are specific rationales for each area outlined in the long-term plan.

* **Enrollment Management:** The Enrollment Management Dashboard will greatly improve scheduling processes to help ensure that courses are available to students who need them to progress toward their degree in a timely manner.
* **Advising:** Intrusive interventions and proactive advising have proven successful in preventing graduation deferrals and getting students on track to graduate in a timely manner. Our integrated approach to academic, career, and personal development advising via our cross-divisional SSTs presents multiple opportunities to develop new, innovative campaigns to address four-year and two-year graduation rates and narrow the achievement gap further for native students.
* **Data Capabilities:** The Student Success Dashboard is a critical tool that allows our advisors and Student Success Teams to target students for outreach and interventions with scalpel-like precision, thus improving staff efficiency and, in turn, student success outcomes. For example, one of our STEM colleges used the SSD to conduct an intrusive intervention for incoming transfer students and reduced the so-called “transfer shock” GPA drop by 40% for participating students.
* **Fostering a Culture of Student Success:** Encouraging students to take a higher unit load per semester, and supporting them to achieve success while doing so, will accelerate progress toward degree.
* **First-Year Experience for Freshmen and Transfers:** Getting students on the right track from the very start is crucial, and small changes in new student orientation and the first-year experience can have a large impact. For example, recent studies (including one published in the *Proceedings of the National Academy of Sciences*, 2016) describe online exercises for incoming freshmen that appear to have significant impact on retention and achievement gaps.
* **Targeted Support Services:** Free, personalized services for special populations of students who might be in need of additional support—particularly those who come from underrepresented groups—will help foster a sense of community and promote success among these groups.
* **Success in Low Completion-Rate Courses:** Addressing bottleneck courses through expanded use of the Bottleneck Dashboard, as well as concurrent efforts in course redesign and Supplemental Instruction, will increase the number of passing grades and reduce course repetitions, thus lowering time to degree.
* **Building Pathways with K–12 and Community Colleges:** Better outreach builds awareness for K–12 and community college students and counselors; structured engagement and articulation programs present clear pathways for students of all backgrounds to aspire and pursue a college degree; and improved academic transition programs help support students to succeed once they matriculate.
* **Remediation in Math and English:** Encouraging students via high school advisors and policies to fulfill remediation requirements prior to the fall semester will equip them with an expanded skillset and also position them to begin working toward their degree immediately.
* **High-Impact Practices:** The power of HIPs to improve student success has been well documented at CSUF and elsewhere. For example, over 70% of Latino students in California start their college careers at community colleges but less than 15% continue to pursue a four- year degree. Community college students who have participated in STEM summer research at CSUF in the past four years have successfully transferred to four-year institutions at a rate in excess of 80%. Academic transition programs that include peer mentors and participation in student clubs have improved transfer student retention rates and provided a sense of community for these students at CSUF.
* **Financial Assistance:** Financial obstacles are real but many students are unaware of the resources available to them. Expanding available resources, awareness, and access will help students achieve academic success and reduce dependence on outside income. On-campus employment will promote more study time, campus engagement, and the chance to participate in student life communities.
* **Policies and Processes:** Streamlining bureaucratic processes smooths the path to graduation and mitigates confusion for students, especially first-generation college students who have fewer resources for navigating the “hidden curriculum” of higher education.

Objectives for Long-Term Plan

The objectives for the long-term plan are to achieve the 75% six-year graduation rate and the 44% four-year graduation rate for first-time freshmen and the 85% four-year graduation rate and 44% two-year graduation rate for transfer students by 2025 or sooner. During this timeframe we will eliminate the achievement gap for all underrepresented students at CSUF, as we have already done for underrepresented transfer students. While the short-term strategies focus on achieving quick results, the long-term plan lays the foundations for systemic changes that will improve our student success without sacrificing the quality of our programs. This will require time to conduct relevant assessment and conversations; an investment of resources; and the expansion of technological tools to address almost every area in the long-term plan. We recognize the critical importance of addressing student needs; this fall, we are already planning campus-wide focus groups with students, the results of which will inform and shape our long- term plan as we progress.

Timeline for Long-Term Plan

**Action Area Timing**

|  |  |  |
| --- | --- | --- |
| General Education/repeats in a category/double counting | Curriculum Best Practices | 2017-2020 |
| Expansion of Finish in Four program | Culture of Student Success | 2017-2025 |
| Dashboards: Enrollment, Student Success, Bottlenecks | Enrollment Management/ Data Capabilities | 2017-2018 |
| Policy changes | Campus Planning | 2017-2018 |
| Admissions and Records automation | Data Capabilities | 2017-2020 |
| Expand special centers (Titan Dreamers, Veterans, WoMen, etc.) | Targeted Support Services | 2017-2019 |
| Revitalize and expand first-year experience | Targeted Support Services | 2017-2022 |
| Financial aid turnaround time/more financial aid | Data Capabilities | 2017-2021 |
| K–12 and community college outreach, better college preparation | Outreach K-12 and CC/Remediation | 2017-2025 |
| Writing Center support | General Support Services | 2017-2025 |
| Student Success Team augmentation | Advising | 2017-2025 |
| Expand textbook rentals and OER | General Support Services | 2017-2025 |
| Expand Affordable Learning Solutions program | General Support Services | 2017-2020 |
| More effective new student orientations | General Support Services | 2017-2025 |
| Additional participation in HIPs | Proven Best Practices | 2017-2025 |
| Train adjunct faculty and graduate assistants in advisement roles | Advisement | 2017-2025 |
| Expand Supplemental Instruction and tutoring | General Support Services | 2018-2021 |

Short-Term Strategies for 2016–17

For the 820 students who are currently scheduled to complete their degrees by the end of the fall 2017 semester, we believe that an aggressive outreach advising/awareness program coupled with some financial incentives could influence at least 50% of these students to graduate by summer 2017. In addition to our Student Success Teams, we would hire and train graduate students in fall 2016 to use the CSUF dashboards to target and meet with this target population prior to registration deadlines for spring 2017, in order to raise awareness of the possibility of a faster graduation and to help plan spring and summer classes accordingly. This might include recommending small-unit classes that could be added to their spring schedule to meet a deficiency, or revealing excess units already on a student’s record that might be applied to the major or a GE category. With more assistance in Admissions and Records via overtime or graduate assistants, we could minimize errors in the campus degree audits and search for deficiencies that might be covered by courses already taken.

More upper-division course offerings in self-support summer school for summer 2017 would help students who are closer to graduation cross that finish line, as many offerings are currently lower division and therefore less useful to students of senior standing. Adjusting class offerings for the summer is very achievable by working with department chairs and faculty. Financial

support such as funding for summer school and/or eliminating the graduation application fee could also incentivize students to graduate.

Finally, we could increase the number of student assistants working on campus for fall, spring, and summer. Data collected at CSUF over a four-year period conclusively indicate that students who work on campus graduate sooner than those who do not: For the fall 2008 native student cohort, the six-year graduation rate for non-underrepresented student assistants was 80%, over 23% higher than the university-wide cohort; the six-year graduation rate for underrepresented student assistants was 68%, 21% higher than the university-wide cohort.



# Humboldt State University

**Draft Student Success Plan**



### Graduation Initiative 2025 Goals Humboldt State *\**

|  |  |  |
| --- | --- | --- |
| Metric | 2025 Goal | Most Recent Rate |
| **Freshman 6-Year Graduation** | **56%** | 46% |
| **Freshman 4-Year Graduation** | **30%** | 14% |
| **Transfer 2-Year Graduation** | **38%** | 26% |
| **Transfer 4-Year Graduation** | **79%** | 69% |
| **Gap - Underrepresented Minority** | **0** | 13 % points |
| **Gap – Pell** | **0** | 8 % points |

**\* Corrected August 2, 2016**



Executive Summary of Goals & Strategies Humboldt State

|  |  |
| --- | --- |
| **Goals** | **Strategies** |
| **Long-Term**   * First year for freshmen and transfers * Advising * Enrollment management * Success in low completion rate courses | **Long-Term**   * Implement program targeting undeclared students that provides guaranteed first-year enrollment in GE courses * Expand peer mentoring program and EOP Fall Bridge programs * Develop general but flexible course pathways so students can easily change majors without increasing time to degree * Develop Strategic Enrollment Management Plan (SEMP) * Enhance mechanisms to improve bottleneck course rates |
| **Short-Term**   * Advising * Enrollment management * First year for freshmen and transfers | **Short-Term**   * Degree audit reports to reach targeted students * Additional staff placed to conduct follow-ups with students and assist with their timely graduation * Reduce excess units and increase class availability * Identify, contact, and provide mentoring/ additional support for all first-time undergrad and transfer students with a less than 2.0 GPA their first term/ year |

*Humboldt State University Student Success Proposal, September 2016*

**Humboldt State University**

Contact: Alexander Enyedi, Provost, [alexander.enyedi@humboldt.edu,](mailto:alexander.enyedi@humboldt.edu) (707) 826-3722



Approved by President Lisa A. Rossbacher 09-02-16

**Our University, Our Students, Our Commitment**

Humboldt State University (HSU) is surrounded by thousands of square miles of forest, wild rivers, coastline, and abundant natural resources - it epitomizes place-based learning and provides students an experience in higher education that is unique among public universities in the state, with a special relationship among the campus, the curriculum, our local communities, and the natural environment. HSU is a diverse institution and has the privilege of serving the highest proportion of Native American students in the California State University (CSU) system.

In addition, in the past six years, HSU has experienced one of the most radical shifts in its student demographics among the CSU system:

* + Since 2010, the enrollment of students from traditionally underrepresented groups (URM), Pell-eligible students, and First-Generation college students, has doubled.
  + In Fall 2013, HSU became a Hispanic-Serving Institution, and in 2015, HSU welcomed its largest ever enrollment of students from traditionally underrepresented groups (N = 3,538 out of a total enrollment of 8,790), representing an 80% increase from 2010.
  + Currently, *more than half* of our student body is from traditionally underrepresented groups, Pell-eligible, and/or First-Generation college students.

The impact of this shift is profound - the majority of HSU’s current student population comes from urban areas and must quickly adjust, on many levels, to life in rural Humboldt County. In addition to our dramatic demographic changes, HSU has one of the lowest rates for both freshman-to-sophomore retention and 4-year graduation in the CSU system. (See Appendix 1.)

These rapid and significant student demographic shifts, paired with our high attrition, demand that we meet the challenge of supporting our students in innovative ways to increase graduation and retention rates, close our achievement gaps, and enhance student learning.

HSU’s new goals for our Graduation Initiative 2025 are daunting but doable. They include increasing our freshman 4-year and 6-year graduation rates to 30% and 56%, respectively, and our 2-year and 4-year transfer graduation rates to 38% and 79%, respectively. These graduation goals are reflected in our 2015-2020 HSU Strategic Plan and our WASC Self-Study report, creating additional momentum for making the changes required to move the needle on student success at HSU. With a focus on these crucial goals, we became an invited member of the AASCU 44-university learning community entitled “Reimagining the First Year” (RFY).

Through our RFY visioning, we have committed to 16 student success initiatives in 2016-17, some small and some groundbreaking. Many, but not all, of those initiatives form the foundation of HSU’s Graduation Initiative 2025 Student Success Plan.

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HSU is prepared to address the Graduation Initiative 2025 goals this academic year by deploying additional funding awarded through the initiative to (1) implement a novel degree audit report for students (DARS) campaign, (2) unleash strategies to reduce excess units and increase class availability, (3) reduce the number of students on academic probation, and (4) improve student and parent onboarding. These tactics address “low hanging fruit” targets and will yield improvements in our 2-year and 4-year graduation rates.

**Long-Term Strategies (2016-2025)**

1. *Improving First-Year Experiences:* In 2015-16, we established “The Klamath Connection,” a year-long, place-based community model program of science and general education courses and activities focused thematically on the Klamath River. The program includes a four-day summer immersion experience, cohort block scheduling for the fall and spring semesters, major-specific, first-year seminar courses with field trips, and co-housing experiences. The Klamath Connection targets students in a number of STEM majors, including Biology, Botany, Zoology, and Wildlife. For academic year 2016-17, the program has expanded, with 118 students enrolled in a selection of 14 courses, with three additional STEM degree programs. First-year results for the program indicate success in engaging and retaining students.

To broaden this success to non-STEM majors and to reach many more students, faculty in the College of Arts, Humanities, and Social Sciences are developing a similar but broader program called “Global Humboldt” that targets undeclared students. “Global Humboldt” will provide guaranteed first-year enrollment in General Education courses across the University, and, like the Klamath Connection, it will focus on aspects of our local environment and communities and our place in a globalized world.

Other first-year programs include our student-peer-mentor “Retention through Academic Mentoring Program” (RAMP), which was piloted in 2013 and is now expanding to include nearly all of the incoming freshman class. RAMP has demonstrated increases in term-to-term GPA for participants, and student mentors report a higher level of academic confidence and connection to campus. HSU also offers an Educational Opportunity Program (EOP) Fall Bridge program.

The one-year retention rate among EOP Fall Bridge participants, representing Pell-eligible, First- Generation college students from traditionally underrepresented groups, has been slightly higher than the retention rate of all HSU first-time-freshman (76% vs 74%, respectively). The two-year retention rate among EOP fall bridge participants (57.4%) is approaching that of all HSU students (59.9%). If these numbers continue to improve, we plan to expand both RAMP and our EOP Fall Bridge programs.

1. *Intentional Academic Advising and Pre-Major Pathways:* During their time at HSU, approximately 75% of HSU’s students will change their major at least once, making career and academic advising a crucial element in reducing unnecessary classes taken and improving retention and graduation rates. HSU is currently transitioning to a new advising model that will provide all first- and second-year students a professional advisor with specialized experience in their department. This relationship-based model helps students (1) understand the purpose

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and requirements of their degree program (including guidance on course selection with the goal of reducing enrollment in unnecessary units), (2) learn academic success strategies that contribute to persistence, and (3) develop plans to achieve academic, personal, and professional goals that match students’ values, skills, and interests.

Even with intensive academic advising, however, some students will continue to change majors. To address this, we plan to develop general but flexible course pathways along clusters of disciplines (such as pre-Science or pre-Arts/Humanities) so that students will be able to more easily change majors without increasing time to degree. We are utilizing HSU’s new Graduation Progress System (GPS) to find common course enrollment patterns within and across disciplines for both first-time and transfer undergraduates, and we will use these data to develop this initiative.

3. *Enrollment Management:* We are developing a new Strategic Enrollment Management Plan (SEMP) with four priorities: (1) reducing time-to-degree by employing new practices like co- requisite remediation, (2) increasing and evaluating targeted student support efforts geared toward retention (e.g., intensive advising, parent onboarding), (3) using predictive analytics to identify prematriculation factors related to student success, and (4) recruiting and retaining students for an appropriate mix of programs. Our new SEMP will align with the campus’ Academic Strategic Plan (under development) and our existing University Strategic Plan, and it is supported by an updated Facilities Master Plan and Strategic Budgeting Plan.

A key element of our SEMP rests on clearly understanding student flow at the programmatic and university levels. By better understanding how student migration in and out of majors and the university itself impacts time to degree, we can provide interventions to reduce attrition. It will also help us anticipate demand for section offerings, provide proactive advisement based on student migration patterns, and develop strategies and processes to improve student retention at the institution. We have created a series of Sankey Flow Diagrams to visualize this information - these are directional flow charts where the width of the streams is proportional to the quantity of student flow (e.g., enrollment, attrition, changing majors), and where the student flow can be traced through a series of events or academic years. (See Appendix 2.)

1. *Success in Low-Completion-Rate Courses:* HSU research demonstrates that students who do not complete their degree in four years often fail or repeat certain gateway/bottleneck courses and may repeat the course multiple times. HSU will commit the resources to help our students graduate by further examining why students are failing certain bottleneck courses and by enhancing mechanisms to improve these rates. We also will ensure high-repeat/low success courses are available for those needing them in the short-term. In addition, we are piloting two types of support for students who have not yet demonstrated their readiness for college-level mathematics: (1) “ALEKS-PPL,” an artificial-intelligence-based learning and assessment tool that provides students an opportunity to optimize their math placement prior to attending HSU, and

(2) a co-requisite remediation model that supports student learning while enrolled in an entry- level college math class.

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1. *Digital Learning:* The College of eLearning and Extended Education (CEEE) is focused on alleviating “bottleneck” course issues through increasing course accessibility and achieving greater scheduling flexibility. Since fall 2013, our online course offerings have increased 300% (35 to 145) and the total online enrollment has increased 72% (3,239 to 5,579) as well. HSU will continue to expand online course offerings to meet student demand and enhance course accessibility by developing online counterparts for high failure rate courses.

HSU is the first campus within the CSU system to provide an online General Education package, allowing students to fulfill the first two years of course requirements completely online, but our success rates in online courses in two of our three colleges need to be improved. Our goal is to eliminate the current success rate gap between online and face-to-face courses by 2020 in all three of our colleges by increasing the types of learning experiences within each course, creating more successful discussions and enhancing instructor feedback to students, increasing social interaction among the students enrolled in online instruction, and including “wrap-up” activities for every online course offered.

1. *Enhanced Data Capabilities:* This fall, we have created a new Office of Institutional Effectiveness, which expands the scope and function of our Institutional Research Office. We have a more robust and integrated data repository to track trends and patterns, and we are currently implementing a 7-step continuous improvement and assessment process campus- wide. Student success is now tracked not only by sub-groups (e.g., Pell-eligible students) but also through program pipelines (e.g., MAPS and migration patterns) and through sequences using “Reverse GPS” (Graduation Progress System). This work significantly strengthens both our Strategic Enrollment Management planning and Academic Program planning, allowing us to more effectively manage resources to fulfill our student success mission.

**Rationale**

HSU’s radical student demographic shifts and low completion rates not only demand that we meet the challenge of supporting our students in innovative ways to increase graduation and retention rates, close our achievement gaps, and enhance student learning, but they are also key components in our campus discourse about accountability in higher education. The focus on our new goals goes beyond the Graduation Initiative 2025 and the federal government’s 2009 call for achieving the highest proportion of college graduates in the world. It is a way to measure our overall quality and success -- our goals allow us to continually evaluate whether we are doing our best in terms of educating our students and involving our students in campus life.

Many of our students are on track to graduate in 4.5 years. Moving that group to four years by reducing their time on campus by only one semester will raise our freshman graduation rate significantly. Data analytics indicate that regardless of cohort, at their senior year, approximately 14-16% of our first time undergraduates have earned at least 90 units and have applied to graduate within four years. Another 2-4% of senior-level students indicate that they intend to graduate the following year, and an additional 8-10% have earned 90 units but have

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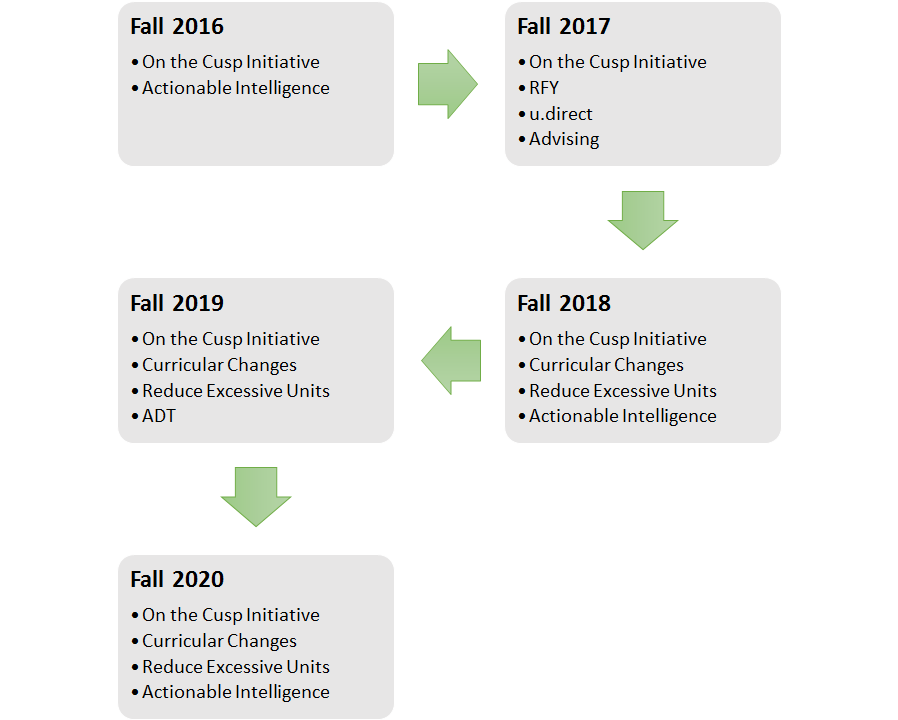
yet to apply for graduation. Taken together, if these students were to successfully graduate in the time expected (4 years), HSU’s graduation rate would increase from 15% to 27-30%.

**Objectives - Steps toward Sustainability**

For undergraduate upper-division transfer students, approximately 27-31% apply to graduate within two years of initial enrollment and 4-6% plan to graduate the following year. In addition, 32-34% will continue to be enrolled. Taken together, if these upper division transfer students were to successfully graduate in the time expected (2 years), HSU’s graduation rate would increase from 30% to nearly 70%. Our long-term plan will elevate 2-year and 4-year graduation rates through the use of analytics, assessment, clearer communication to students, and continuous improvement. In other words, we will support and enhance what works and stop what doesn’t.

In allocating Graduation Initiative 2025 funds for 2016-17, HSU will focus on supporting plans to identify and work with freshman-entrant students who are now juniors or seniors and are not far from a four-year graduation plan and transfers who are not far from a two-year plan. We will use analytics to identify students “on the cusp” and mount proactive advising campaigns to work closely with these students to (1) ensure that they are taking the courses that efficiently move them toward graduation, (2) encourage increased average unit load in the academic year, and (3) encourage enrollment in summer courses (See Appendix 1.)

**Timeline**



*Humboldt State University Student Success Proposal, September 2016*

This timeline illustrates some, but not all, of the initiatives listed in this plan. We have built continuous review using actionable intelligence with intervention for students “On the Cusp” of graduation into our timeline.

**Short-term Strategies (2016-17) for Immediate Impact on 4-year and 2-year Graduation Rates**

1. *Degree Audit Report for Students (DARS) Campaign:* Prior to the start of the Spring 2016 semester, the Office of the Registrar ran an *ad hoc* campaign for prospective Spring 2016 graduates, using DARS reports to identify students who were still missing courses or requirements. These students were sent an email with encouragement to either enroll in a course, contact their advisor for an approved substitution, or register for an applicable exam. Nearly half (49%) of these students took *some* action that moved them to graduation at the end of the Spring 2016 term. In addition, the Registrar noted 109 additional degrees awarded over the same period one year prior.

With the Graduation Initiative 2025 funding, additional staff placed this academic year in the Office of the Registrar will (1) conduct multiple follow-ups with students who are within one semester of graduation and who fail to respond with phone calls, in-person advising sessions, and “auto-registration” of required exams, (2) expand degree audits and outreach to students with two remaining terms in order to identify potential roadblocks that could be removed *now* so that they are addressed prior to their final term, and (3) remove the application for graduation requirement and fee for students.

1. *Reducing Excess Units and Increasing Class Availability:* Many of our first-time and upper- division transfer students do not efficiently move through class standing (e.g., freshman through senior year) when compared to the number of units they complete . To help us address this in the short-term, we are initiating the use of course planning software that helps provide students, advisors, and faculty a clear picture of each student’s path to graduation (“u.Direct,” starting fall 2016). We also have noted that many students delay their HSU degree by enrolling elsewhere prior to graduation and transferring external units back to HSU. We plan to reduce the percentage of these students to nearly zero over the long-term by ensuring that we are offering the correct number of courses they need to complete their degrees. We will identify and schedule additional specific courses needed for spring and summer 2017 so that our “On the Cusp” students can graduate.
2. *Reducing Number of Students on Academic Probation:* At HSU, first-time undergraduate students who find themselves on academic probation are 5 times less likely to graduate within four years. With the Graduation Initiative 2025 funding, HSU will identify, contact, and provide mentoring and additional support for all first-time undergraduate students and upper-division transfer students who earn less than a 2.0 GPA their first term and first year.

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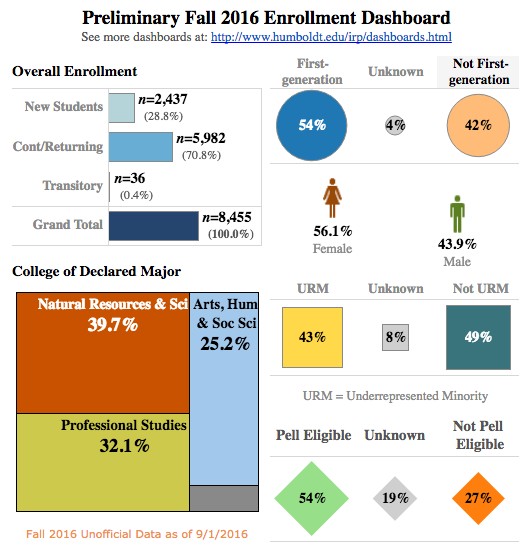
1. *Improving Student and Parent Onboarding:* There is strong evidence that including family members in the establishment of a supportive climate for students correlates to higher persistence and facilitates a healthy transition for students. Recent surveys indicate that loneliness and homesickness rank high as reasons some consider leaving HSU. Since 85% of our student population originates a significant distance from our campus, we need to involve our students’ families in creating a supportive transition to our campus. To that end, we have identified an immediate need to deploy Graduation Initiative 2025 funds to create a “Family and Student Support Program” on campus, that includes creating a position and emergency hire a Director of Family and Student Support Office charged with active outreach and education for the families of our students. This office will be active by spring 2017 and will include hiring 8-10 students to participate in an ongoing telephone outreach campaign to students’ family members, creating bilingual web pages and newsletters, and developing and implementing educational outreach to families in major recruitment areas (Los Angeles and San Francisco). This office will be tasked not only with identifying issues impacting families and student transition, but also empowered to act on behalf of the university to solve those issues. Our goal is to help both students *and* their families understand these challenges and to provide tools to help them navigate through to graduation.

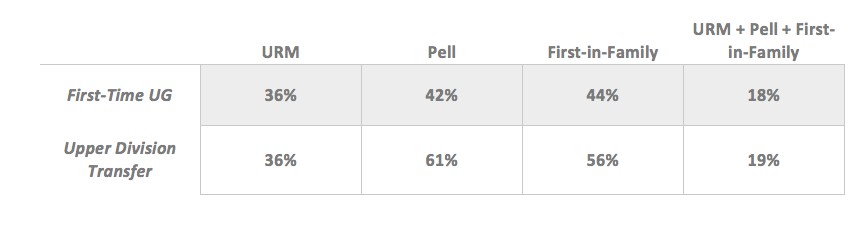
**In conclusion**, as we strive to raise our freshman and transfer graduation rates and eliminate achievement gaps, we remain committed to ensuring that *all* of our students continue to receive an exceptional education at HSU. We are proud of the opportunities that we provide our students, and we are dedicated to preparing our students to become full and productive members of our state.

*Humboldt State University Student Success Proposal, September 2016*

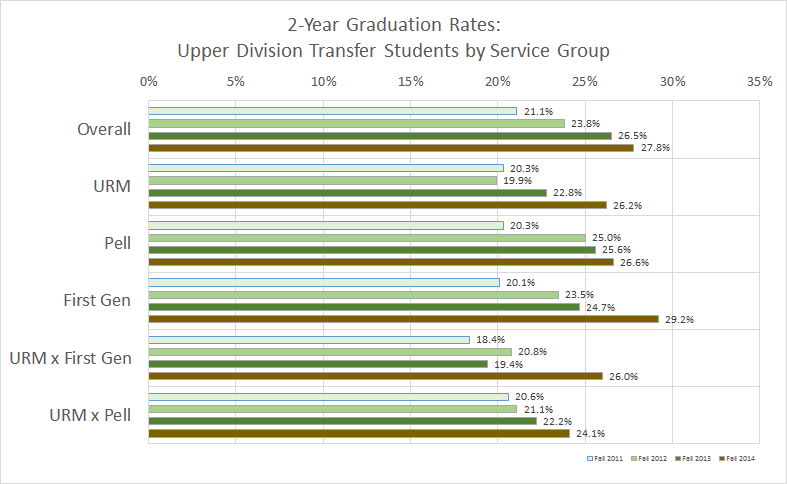
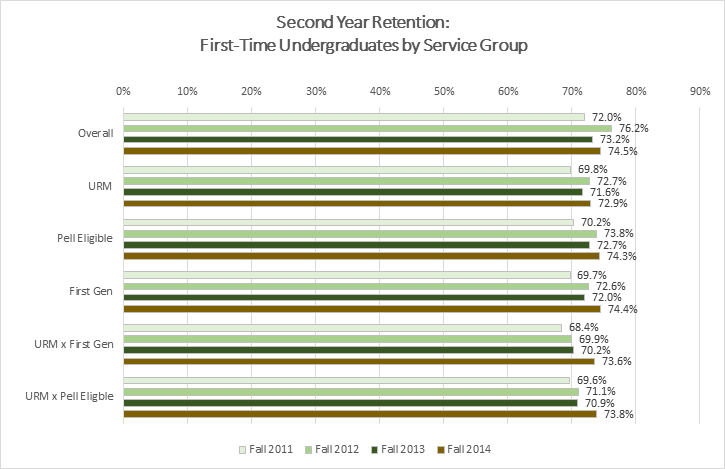
**Appendix 1. HSU Demographics, Retention and Graduation Rates**

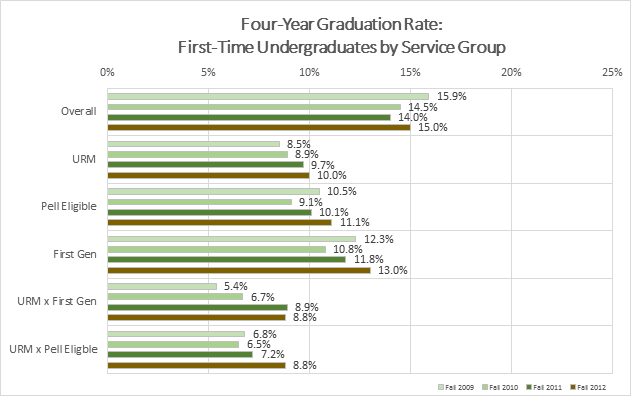
***HSU’s Current Student Profile***





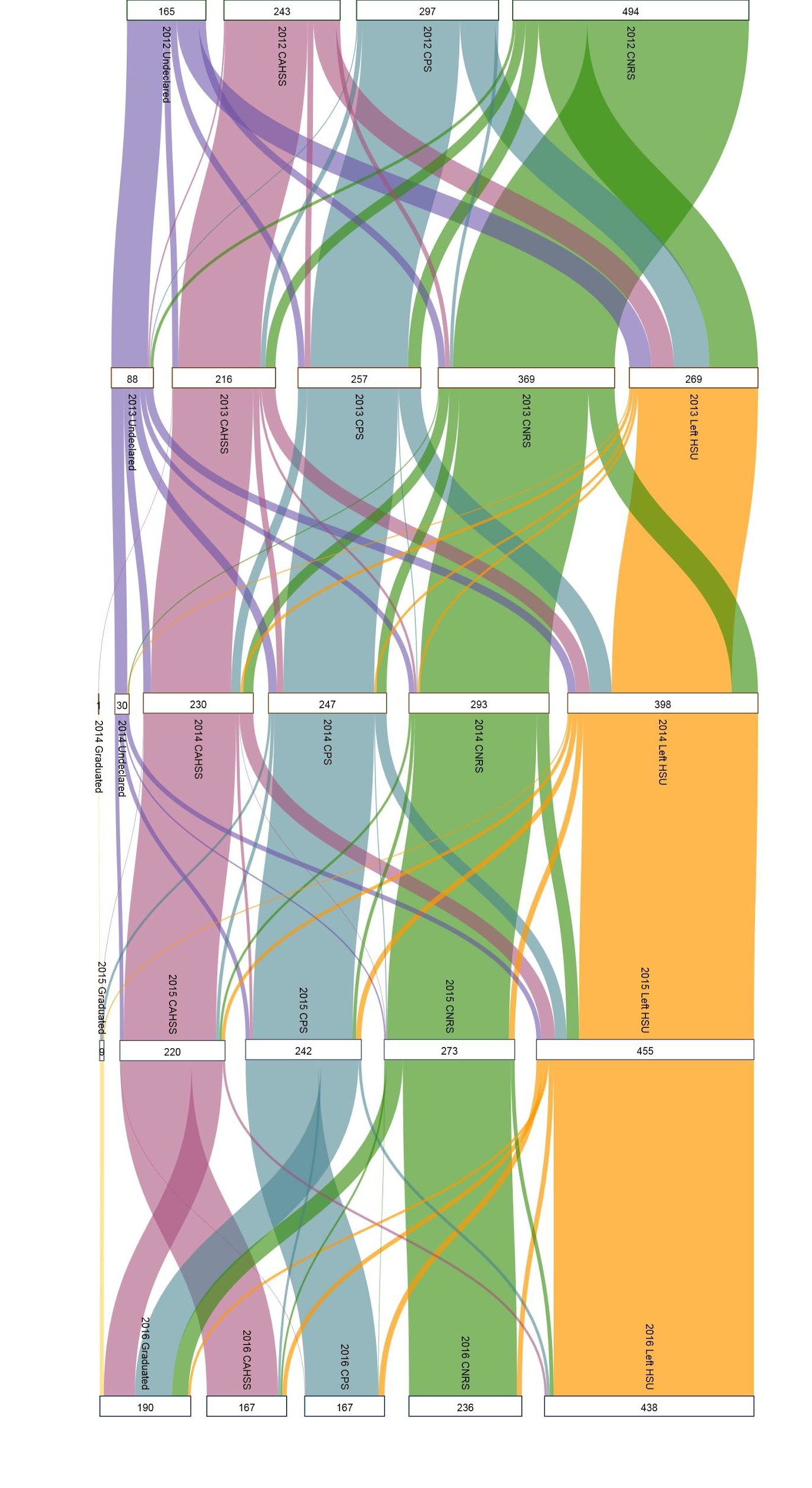
*Humboldt State University Student Success Proposal, September 2016*





*Humboldt State University Student Success Proposal, September 2016*

**Appendix 2. Sankey Diagram.** This flow diagram shows the movement for our entire 2012 cohort of first-time undergraduates. The figure depicts the fate of the 1199 freshmen who enrolled at HSU in Fall 2012. For example, for students who did not declare a major upon entry (n=165), nearly 47% (77) of students in this cohort continued as undeclared in the next academic year (2013); 28% (46) left HSU during 2013; 9% (15) went into College of Natural Resources and Sciences (CNRS); 8.4% (14) went into the College of Professional Studies (CPS) and 7.8% (13) went into the College of Arts, Humanities and Social Sciences (CAHSS).



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**CSU Long Beach**

**Draft Student Success Plan**



Graduation Initiative 2025 Goals CSU Long Beach

|  |  |  |
| --- | --- | --- |
| Metric | 2025 Goal | Most Recent Rate |
| **Freshman 6-Year Graduation** | **77%** | 67% |
| **Freshman 4-Year Graduation** | **39%** | 16% |
| **Transfer 2-Year Graduation** | **49%** | 37% |
| **Transfer 4-Year Graduation** | **91%** | 81% |
| **Gap - Underrepresented Minority** | **0** | 5 % points |
| **Gap – Pell** | **0** | 6 % points |



**STUDENT SUCCESS 2025**

California State University, Long Beach

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Approved by:

President Jane Close Conoley

**STUDENT SUCCESS 2025**

CSULB is fully committed to the vision articulated in the CA Assembly Bill 1602 to raise 4-year graduation rates for freshmen, raise 2-year graduation rates for transfer students, and eliminate the achievement gaps for both under-represented students and Pell eligible students. This vision aligns perfectly with the core academic purpose that CSULB has long articulated: *To graduate students with highly valued degrees*. The campus has been making significant progress over the past five years, specifically in the 6-year freshman and 4-year transfer graduation rates. CSULB has raised its 6-year graduation rates from 53% to the current high of 67%, and 4-year transfer graduation rates have improved from 69% to the current 80%. The achievement gap for freshmen has been reduced to 6% for underrepresented students and 4% for Pell eligible students, and the achievement gap for transfer students has been close to 1% for the past three years. These gains were made even while more underrepresented students (42% in 2010 to 52% in 2014) and more Pell students (35% in 2010 to 49% in 2014) enrolled on campus over the past five years. These accomplishments have taken place with proactive leadership at the university and college level.

While there is considerable progress with the 6-year freshman and 4-year transfer graduation rates, there is significant work ahead in regard to 4-year freshman graduation rates and in reducing achievement gaps. CSULB is well prepared to take on this new challenge.

This report is organized as follows:

* + *Long Term Plan* providing an overview of initiatives planned to improve graduation rates and close achievement gaps for freshman and transfer students by 2025.
  + *Rationale* for long term plan outlining why the proposed strategies would be effective.
  + *Goal & Timeline* for the long term plan including milestones and targets for 2025.
  + *Short Term Strategies* for implementation in 2016-17.

**LONG TERM PLAN**

* **University Strategic Planning**

Since 2006, student success has been a topic of conversation between CSULB vice presidents and senior academic staff. The Highly Valued Degree Initiative (HVDI) utilizes the already-existing annual strategic planning process to establish campus goals for degree completion and to foster cross-divisional discussion of student success. Discussions create a venue within which the efforts of Academic Affairs, now including Enrollment Services, link effectively not only with Student Affairs but also with Administration and Finance and other key divisions. Cross-divisional cooperation is essential to progress. Student success eventually is a super-ordinate goal for all stakeholders, which is an expedient way to resolve potential differences among vice presidents about resource allocation. This planning process will now extend to embrace the specific vision articulated in Assembly Bill 1602. **University Strategic Planning is an ongoing university process and does not require additional resources.**

* **Organization for Student Success – HVDI 2025**

A renewed HVDI 2025 institution-wide Steering Committee will be formed with representatives from each of the academic colleges, Division of Student Affairs, University Center for Academic

Advising, Institutional Research, Enrollment Services, Faculty Center for Professional Development, and the Office of Undergraduate Studies. Chaired jointly by the Provost and the VP for Student Affairs, six taskforces will be formed for each of the following areas: Re-Imagining the First-Year of College (RFY), Time to Degree, Diversity and Support Services, Strategic Advising, Faculty Development, Research & Evaluation. They will meet every other week to sustain momentum and focus.

The goals for each taskforce are as follows:

* ***RFY Taskforce***: dramatically improve the quality of learning and student experiences in the first year, both for first-time freshmen and transfer students, increase retention rates, and improve student success. RFY is a nation-wide, three-year project under the umbrella of the American Association of State Colleges and Universities (AASCU) with deliverables in the areas of Credit Accumulation, Credit Completion Ratio and Gateway Completion Rates. Thus, this effort is strategic to closing the achievement gap and further improve timely degree completion.
* ***Time to Degree Taskforce***: focus on freshman 4-year and transfer 2-year graduation rate improvement strategies.
* ***Diversity & Support Services Taskforce***: improve retention rates for freshmen and transfers and eliminate “achievement gaps” for low income and underrepresented minority students compared to other students.
* ***Strategic Advising Taskforce***: ensure that all students meet with an advisor annually and all unit advisors implement university priorities using CSULB’s comprehensive suite of e- Advising tools.
* ***Faculty Development Taskforce***: expand the use of the most effective instructional methods that contribute to retention and learning for all students, and to develop strategies to reduce and eventually eliminate bottle-neck courses in 4-year roadmaps.
* ***Research and Evaluation Taskforce***: support all task forces with data and analysis capabilities in planning, implementing and evaluating campus efforts toward the 2025 graduation goals.

**Each year HVDI commits $2.3M for student success proposals approved by the committee. This amount is funded by the Student Excellence Fee (SEF). These projects have helped shape student success innovations within various units of the university, particularly at the college- level, where data-driven approaches to student success have produced unprecedented measureable outcomes for student success programming. While we are able to fund only two- thirds of the proposals submitted, every year we receive proposal requests in excess of $3.9M. With the focus on renewed goals for Student Success 2025, we expect HVDI 2025 to receive a significantly greater number of proposals. Considering the potential to influence the campus through this effort, it would be strategic to invest additional funds to target the 2025 goals.**

* **Strategic Advising with e-Advising Tools**

Our recently adopted suite of student- and/or advisor-facing e-Advising tools provide the structures that allow students to engage more in their own educational planning by recognizing the benefits of a full-unit course load and the importance of early major and career exploration. On the academic advisor’s end, our new e-Advising tools enable us to conduct pro-active advising

campaigns targeting the 2025 goals and to respond quickly to early alerts with intentional advising. Although we are in the early stages of full implementation, we are certain that growing competencies in the use of these tools will yield large gains in lowered units to degree and increased degree attainment. The implementation includes the development of a standard university-wide advising calendar that highlights advising and “nudge”-opportunities throughout the academic year. Advisor training is ongoing to ensure maximum adoption of our new e- Advising capacities.

The Degree Planner automatically recommends a multi-year plan to graduation for students based on their remaining requirements. Students and advisors can further individualize these plans as needed. Almost 31,000 of our 32,800 undergraduates can utilize the planner.

Approximately 83% of continuing students have utilized the tool and we have already seen 90% adoption among the Fall 2016 incoming freshmen. The Degree Planner allows students to visualize their entire progress to degree, arranged both in semester-by-semester table format as well as in a pie-chart of units accomplished towards the degree. Students can also move their developed plan directly into the Class Schedule Planner to begin the registration process, thus implementing all aspects of our e-advising tools as a cohesive system that aids students toward graduation.

**We currently have over 65 campaigns for student success across the university. However, these campaigns are not sufficiently vetted for effectiveness nor are they prioritized based on 2025 goals. We need to institute a data ‘guru team’ at the Academic Affairs level to provide oversight and recommendations on student success markers as well as data driven decisions as to which university-wide advising outreach campaigns could be the most impactful for improving our 4-year graduation rates. This ‘guru team’ will also organize the campaigns into ‘priority levels’ – Level 1 for University priority, Level 2 for College priority, and Level 3 for Department priority. Each campaign will be strictly documented for process, format, data to be collected, and data tools available for tracking progress. Developing business processes around each campaign will allow us to institutionalize and streamline the workflow among the advising team. We will need at least three new staff to manage the workload.**

* **Eliminating Bottleneck Courses**

Bottleneck courses often complicate student progress by delaying completion of pre-requisite or sequenced courses and increasing time-to-degree. The bulk of our campus bottlenecks arise from low completion rate courses rather than poor enrollment planning. However, in order to improve the 4-year graduation rates, we need to revisit enrollment planning very strategically. We are committed to implementing a predictive enrollment-planning tool, *Platinum Analytics*, in the 2016-2017 academic year to ensure availability of seats in the high priority courses that students need to make progress toward their degrees. Currently, 83% of the continuing students maintain their degree plans. We need to implement advising strategies that will increase student compliance above 95%. Accurate degree plans will be key to predicting course demands and tracking student progress toward 4-year graduation goals.

**Platinum Analytics and Degree Planner data mining are in preliminary stages. The full potential of these tools will be realized when there is a dedicated staff assigned for data mining, data**

**analysis, validation, and tracking reports to influence the planning process. Considering these tools are very new, it is critical to devote at least two staff positions to lead this effort and fully integrate these tools into the university planning process.**

* **Data-Driven Decision Making**

To further improve graduation rates and reduce achievement gaps, the departments and colleges must take ownership of both data and solutions that drive this change. The next level of progress requires broad acceptance and solutions at the department level, which may be unique to each discipline. To foster this change in culture, CSULB is promoting a 3-year targeted initiative to engage faculty and staff in leading this change through the “Faculty & Staff Data Fellows Program” for student success. Our goal is to empower the Data Fellows to become experts on these data and, in turn, to cultivate broader understanding and application of available data regarding persistence, achievement gaps, and graduation rates. One faculty member, one staff member, and the associate dean from each college will be identified to lead the effort for their respective college. All student-facing units, including Student Affairs, Undergraduate Studies, the University Center for Undergraduate Advising, Enrollment Services, and Institutional Research will also each identify two staff members to participate. The Associate Deans of the colleges of Education and Natural Sciences and Mathematics serve as Project Directors, supported by staff in Academic Affairs.

**While we have made modest investments in this area for the past year, we need to increase investment significantly to make inroads within each department and enhance capabilities with Institutional Research (IR) to serve the broader needs of the institution. We need additional staff in IR and additional support for the data fellows program to institutionalize data-driven decision-making.**

* **Provost’s Graduation Incentive Award**

In Summer 2016, we piloted a fee waiver incentive, named the Provost’s Graduation Incentive Award, to increase the latest 4-year graduation rates. We targeted the 2012 cohort of first-time freshmen with less than six units to complete their degree requirements. Considering that summer course fees are higher and financial aid is not necessarily available, it is highly likely that such students will postpone graduation until the following fall. We invited 97 students to partake in this initiative and 37 students accepted. We are currently in the process of surveying the students who did not accept the award to learn the reasons why they did not participate and how we can improve the acceptance rate for the future. Based on preliminary feedback it is clear we need to build financial incentives for students to graduate in four years. The total cost for funding 37 students in this program was approximately $150K. As we better understand the structure of the award that is most effective, we need to develop a special pool of incentive funds that are targeted at students who can graduate in four years. The 4-year graduation gap is larger for Pell eligible students, who graduate at a rate of 10.2% compared to non-Pell students who graduate at a rate of 21.1% for the Fall 2011 cohort. Over the years, this gap has widened.

**Financial challenges are clearly a hurdle for 4-year graduation. As part of the expanded Provost’s incentive award, CSULB plans to dedicate additional non-general funds targeted at 4- year graduation, which will reach about 300 additional students per year.**

* **Targeted Career Readiness Initiative**

To promote student success and 4-year graduation, it is critical that students receive career intentional development opportunities that pertain to their discipline of interest. Successful internships leading to employment or coaching and mentorship for pursuing graduate education is indispensable. There is no better incentive for a student to graduate than having a job or graduate school lined up. As part of the initiative to improve 4-year graduation rates, we will require all juniors and seniors who are on track to graduate in 4 and 4.5 years (see Table 3) to attend mandatory career development services and/or graduate school mentorship programs. These programs are currently offered on a voluntary basis through the Career Development Center and Graduate Studies Resource Center.

**We will dedicate three qualified/trained career counselors who will be integrated as staff members of the Career Development Center to focus entirely on this critical initiative. The Career Development Center and Graduate Studies Resource Center staff will organize specialized workshops and events to support this critical task, in partnership with employers and other agencies. They will track progress to ensure all targeted students are actively engaged in the process and prepared to apply for internships, employment, or graduate school.**

**RATIONALE FOR LONG TERM STRATEGY**

* **Freshman Graduation Rates**

The current 4-year graduation rate is 16%, which is equivalent to 640 students from the freshman cohort. Increasing this rate to 39% translates to an additional 910 students per year. Although this will not be an easy goal, CSULB is determined to make significant progress toward this target. Counter to intuition, 42% of the students who now graduate in 4 years have an Eligibility Index below 4000 and 90% of these graduates have an index ranging from 3400 to 4600. Hence, students who graduate in four years have a wide range of high school GPA and SAT scores. The only key reliable predictor of 4-year success is the progress they are able to make within the institution, and this prediction is more accurate the closer they get to graduation. Therefore, our key strategy for 4-year graduation is twofold. First, we need to ensure students who are already on track for 4-year graduation after their freshman year, which is a critical stage in their ability to be successful in college, remain on the 4-year track. Secondly, we need to launch a concerted effort to target students who are on a 4.5-year track, and develop curricular plans with them that produce 4-year graduation outcomes. This will include strategies such as summer and online courses. In order to implement this strategy, identifying students who are on a 4-year and 4.5- year graduation plan is critical. Currently, Degree Planner data is the only tool that can identify when a student is likely to complete a degree. Even though degree audit information can identify units left for completion, it does not consider course-taking patterns nor course-offering patterns in the final analysis to determine a degree completion date. Our proposal to eliminate ‘Bottleneck Courses’ proposed in our long-term plan is critical to ensuring that curricular pathways are not a hindrance, particularly for encouraging students on a 4.5-year pathway to change to a 4-year pathway. Also, as indicated earlier, students on a 4.5-year track often have financial challenges that inhibit them from making timely progress. For this reason, the Provost’s Graduation Incentive Award will be primarily targeted at students who have the ability to reduce

their time to degree to four years by taking additional courses in summer or during the intersessions. Lastly, the Targeted Career Readiness Initiative will be a key incentive for timely graduation.

* **Transfer Graduation Rates**

Currently the 2-year transfer graduation rate for CSULB is at 36.6% with a URM gap of 1.1% and Pell gap of 0.9%. Over the past five years, the 2-year graduation rate has increased by 11 percentage points. The current impaction policy, requiring minimum requirements for admission to major, which was implemented in Fall 2013, will continue to play a major role in positively influencing 2-year graduation rates. Furthermore, CSULB has been proactive in implementing the AB1440 transfer pipeline. In Fall 2015, we admitted 946 Associate Degree students through this policy, which is 25% of the admitted pool and the second highest among all CSUs. The true impact of these policies has not been fully realized. While the enrollment-planning-based Degree Planner will be a major tool used to identify course demand and bottleneck courses, these tools have yet to be implemented for transfer students. Progress will be made in 2016-17 as more resources are available. If CSULB continues its current rate of progress, it will attain the 45% graduation rate by 2025 and continue the current trend of less than 1% achievement gap for 2-year graduates.

**GOALS & TIMELINE FOR LONG TERM PLAN**

Based on the current university strategic priorities and goals, the campus is already committed to meeting the 2017-18 goals of 20% graduation rate for freshmen and 40% for transfer students, as identified in Tables 1 & 2 below. In Fall 2016, when the University Strategic Planning committee meets, the team will formalize specific goals for 2025 proposed in the tables below.

Table 1: **Freshman graduation goals and cohort size**

Freshman Cohort Size

4-Year Graduation Rate & Gap

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Year | Cohort | URM | Pell | Grad Rate | URM Gap | Pell Gap |
| 2010-11 | 4,217 | 42% | 35% | 14.0% | 3.9% | 6.1% |
| 2011-12 | 4,606 | 43% | 36% | 14.8% | 6.2% | 6.3% |
| 2012-13 | 3,551 | 49% | 41% | 16.1% | 6.6% | 6.3% |
| 2013-14 | 3,988 | 50% | 49% | 15.0% | 5.1% | 8.4% |
| 2014-15 | 3,987 | 52% | 49% | 16.1% | 7.0% | 10.2% |
| **Goal** | **2017-18** |  |  |  | **20.0%** | **5.0%** | **5.0%** |
| Goal | 2024-25 |  |  |  | 39.0% | <2.0% | <2.0% |

Table 2: **Transfer graduation goals and cohort size**

Transfer Cohort Size

2-Year Graduation Rate & Gap

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Year | Cohort | URM | Pell | Grad Rate | URM Gap | Pell Gap |
| 2010-11 | 2,077 | 37% | 36% | 25.7% | 0.0% | 5.0% |
| 2011-12 | 2,275 | 37% | 39% | 26.7% | -1.6% | 1.6% |
| 2012-13 | 2,686 | 38% | 46% | 26.4% | -0.3% | 6.3% |
| 2013-14 | 3,940 | 45% | 52% | 30.4% | 0.7% | 6.4% |
| 2014-15 | 3,284 | 47% | 53% | 36.6% | 1.0% | 0.9% |
| **Goal** | **2017-18** |  |  |  | **40.0%** | **<2.0%** | **<2.0%** |
| Goal | 2024-25 |  |  |  | 45.0% | <2.0% | <2.0% |

**SHORT TERM PLAN 2016-17**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| The Arts | Senior Junior | Spring & SU 2017 Spring & SU 2018 | 88  88 | 2.0%  2.0% | Fall 2017  Fall 2018 | 82  66 | 1.9%  1.5% |
| **UNIVERSITY TOTAL** | Seniors | Spring & SU2017 | 849 | 20% | Fall 2017 | 872 | 20.1% |
| Juniors | Spring & SU2018 | 995 | 23% | Fall 2018 | 980 | 22.6% |

Based on Degree Planner data, we can identify the number of students who could complete their respective majors within four years and 4.5 years. For example, in the College of Business Administration (CBA) there are 111 seniors who can graduate in four years, with their last term being Spring or Summer 2017, which is 2.6% of the university FTF cohort. In addition, there are 173 seniors (4% of cohort) who plan to graduate in Fall 2017, which will be 4.5 years. Clearly, CBA has an opportunity to double its 4-year graduation by developing strategies to encourage students on the 4.5-year pathway to complete their course work by Summer 2017. This strategy can extend to juniors in the college where there is more time to plan for a 4-year graduation.

In the 2016-17 academic year, each college will organize an advising campaign to ensure all students on a 4-year plan remain on the plan and that there are no curricular hurdles preventing them from completing the plan. Furthermore, each college will carefully review all 4.5-year degree plans and develop strategies to convert at least 50% of the students to a 4-year plan. The conversion may include a number of key strategies, including permitting students into required courses, utilizing the Provost’s Graduation Incentive Award, or other college specific incentives.

For the University Total, there are 849 seniors (20% of cohort) on a 4-year plan and an additional 872 seniors (20.1% of cohort) on a 4.5-year plan totaling 40.1% of the entire cohort. In addition, there are 995 juniors on a 4-year plan and an additional 980 juniors on a 4.5-year plan, totaling 45.6% of the cohort. Hence, focusing our efforts on these segments of the cohort for the immediate future is essential for improving the 4-year graduation in 2016-17 and 2017-18.

Table 3: **Students on track to graduate in 4-years and 4.5-years based on Degree Planner data.**

**4-Year Plan**

**4.5 Year Plan**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **College** | **Cohort** | **Graduating Term** | **Total** | **% of Cohort** | **Graduating Term** | **Total** | **% of Cohort** |
| Business Administration | Senior | Spring & SU 2017 | 111 | 2.6% | Fall 2017 | 173 | 4.0% |
|  | Junior | Spring & SU 2018 | 208 | 4.8% | Fall 2018 | 122 | 2.8% |
| Education | Senior | Spring & SU 2017 | 5 | 0.1% | Fall 2017 | 8 | 0.2% |
|  | Junior | Spring & SU 2018 | 5 | 0.1% | Fall 2018 | 25 | 0.6% |
| Engineering | Senior | Spring & SU 2017 | 128 | 2.9% | Fall 2017 | 140 | 3.2% |
|  | Junior | Spring & SU 2018 | 156 | 3.6% | Fall 2018 | 163 | 3.8% |
| Health and Human Services | Senior | Spring & SU 2017 | 196 | 4.5% | Fall 2017 | 213 | 4.9% |
|  | Junior | Spring & SU 2018 | 222 | 5.1% | Fall 2018 | 224 | 5.2% |
| Liberal Arts | Senior | Spring & SU 2017 | 275 | 6.3% | Fall 2016 | 193 | 4.4% |
|  | Junior | Spring & SU 2018 | 225 | 5.2% | Fall 2017 | 292 | 6.7% |
| Natural Sciences & Mathematics | Senior | Spring & SU 2017 | 46 | 1.1% | Fall 2017 | 63 | 1.5% |
|  | Junior | Spring & SU 2018 | 91 | 2.1% | Fall 2018 | 88 | 2.0% |