

# CSU Los Angeles Draft Student Success Plan



### Graduation Initiative 2025 Goals CSU Los Angeles

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| --- | --- | --- |
| Metric | 2025 Goal | Most Recent Rate |
| **Freshman 6-Year Graduation** | **55%** | 45% |
| **Freshman 4-Year Graduation** | **30%** | 6% |
| **Transfer 2-Year Graduation** | **36%** | 24% |
| **Transfer 4-Year Graduation** | **81%** | 71% |
| **Gap - Underrepresented Minority** | **0** | 13 % points |
| **Gap – Pell** | **0** | 2 % points |



Executive Summary of Goals & Strategies CSU Los Angeles

|  |  |
| --- | --- |
| **Goals** | **Strategies** |
| **Long-Term**   * Enrollment management * Advising * Data capabilities * Targeted support services | **Long-Term**   * Use analytics/ multi-year planner to predict course demand based on students' data * Create dashboard for staff to find additional classrooms to meet enrollment demands * Create Student Success Analysts positions for each college * Increase number of advisors * Implement series of educational workshops introducing parents to rigors/ expectations of college life * Develop peer mentoring and education programs to support holistic student experience |
| **Short-Term**   * Advising * Data capabilities | **Short-Term**   * Create advising team to "triage" students' degree progress * Hire more academic advisors * Improve data capabilities to readily assess degree progress |

**California State University, Los Angeles**

**Date: Contact: Approval:**

September 2, 2016

Lynn Mahoney, Provost (Lynn.M President William A. Covino ***":.V1.***

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**Overview Long-Term Campus Plan**

The focus of our student success plan is on improving the four-year graduation rate for freshmen and the two-year rate for transfers. It is important to note that Cal State LA continues to focus its efforts on the continuous improvement of student learning and the student experience, as well as on 4- and 6-year graduation rates for transfer and freshmen. In Fall 2016, we are launching a university-wide strategic planning implementation process that will provide us with a structure to accomplish our goals. The *Graduation 2025* group, chaired by the Provost and Vice Provost for Planning & Budget, and the *Academic Distinction* group, chaired by the Deans of Undergraduate Studies and Graduate Studies, will provide senior leadership to ensure progress. Additionally, we are launching our WASC re-accreditation process which will allow us to ensure that the quality of student learning remains central as well.

In order to meet these ambitious graduation rate goals, Cal State LA has identified the need to make improvements in the following foundational areas: Enrollment Management, Advising, Data Capabilities, Targeted and General Support Services, Best Practices in Curriculum Benchmarking, and Success in Low Completion Rate Courses.

**Enrollment Management**

It is not possible for our students to make timely progress toward graduation without a robust schedule of courses. To do this, we need to accurately predict, schedule, and provide the courses our students need. To these ends, we will:

* + Use Ad Astra Platinum Analytics and multi-year planner when implemented to predict course demand based on our students' degree progress data
  + Use Tableau data visualization dashboard to enable department chairs and associate

deans to track schedule details and student enrollment details against prior terms to guide decisions about adding and cancelling courses

* + Create a user-friendly "Available Classroom" dashboard to assist department chairs in finding additional classrooms needed to meet emerging enrollment demands
  + Coordinate with professional advisors to pace the flow of students into required courses
  + Improve classroom utilization so that we can offer more sections of critical courses Additionally, to facilitate two-year graduation for transfer students and reduce pressure on lower­ division prerequisite courses, we are working on a proposal to the CO to align our admissions' criteria with student success by emphasizing lower division preparation for transfers and require

it for impacted majors.

**Advising**

To increase timel y graduation and eliminate graduation gaps, Cal State LA will create an advising system focused on proactive advising and timely degree planning. We must support early major choice with a clear path to degree coupled with early identification of challenges and targeted strategies for resol ution. To accomplish this, the campus must invest in human

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resources, technology, business process improvements, and policy enhancements. We are currently streamlining and automating essential processes such as transfer credit, major declaration, and degree requirement adjustments. Over the course of the next three years, we will aggressively implement proven E-Advising Technologies to support our advisors and students. In Spring 2016, we will implement EAB Campus which supports proactive advising

through predictive analytics, tracking of critical course completion, student communications, and intervention tracking. In 2017-1 8, we will implement Degree Planner which automatically recommends an individual path to degree completion based on a four-year roadmap. In 20I 8-19, we will further leverage these two tools to improve course demand projections and to connect advising interventions with tutoring and student support services.

We understand the critical importance of building a vibrant advising community on the campus to make full use of these tools. To this end, we have begun to restructure our advising system and establish common advising processes. This past year, we hired Directors of Student Success and Advising for every college and increased the number of professional advisors in academic and student affairs. We also introduced campus-wide advising campaigns. We are prioritizing professional development for advisors and now offer an array of frequent trainings, including twice-yearly advising institutes focused on key challenges and weekly workshops focused on basic and advanced advising skills; beginning Fall 16, we will host monthly advisor forums to discuss new advising policies and best practices with faculty and staff advisors. Over the next few years, we will continue to increase our number of advisors, invest in professional development, and institute a peer advisor program.

To support our advising efforts, we will create or strengthen policies which establish academic progress rules, promote timely graduation, and ensure appropriate interventions and strategies for academic probation.

**Data Capabilities**

Recognizing that faculty and staff are key to the success of any graduation initiative, we will provide them with data about our current and historic graduation rates and engage in discussions about challenges that our students currently face. To enable informed discussions and action, we must have user-friendly data tools that promote transparency and stimulate curiosity as well as conversations about obstacles and interventions. We must build our pool of administrators, faculty, and staff who are focused on analyzing the data and making the student experience and student success the center of decisions, p0licies, practices, and resource allocations. We will

undertake the following:

* Implement a "Data Fellows" program to develop faculty experts in use of data for student success
* Create Student Success Analyst positions for each college, as funding becomes available
* Work with the Chancellor's Office to create a Cal State LA page on the CSU Faculty Dashboard
* Create user-friendly dashboards and reports for retention, persistence, and graduation rates; current and historical admissions data; courses with signi ficant historic unmet demand in prior terms ( bottleneck courses), course enrollments; historical trend lines to facilitate add/drop course decisions; and registration and orientation.
* Develop our predictive models to identify students at risk for departure
* Facilitate action-research projects to identify barriers to graduation that affect our students in particular
* Leverage EAB institutional success markers to identify graduation bottlenecks
* Align program assessment efforts with student success and Graduation 2025goals
* Strengthen co-curricular assessment efforts to directly measure the impact on student success

**General and Targeted Support Services**

If we are to reach our graduation rate goals, we will need to continue to improve the effectiveness of student support services targeted towards identified at-risk populations,

including EOP, students with disabilities, veterans, Dreamers, foster youth, and URM.

1. We will

increase the number of new students who participate in EOP Summer Bridge, Transfer Bridge, and mini-Bridge programs. ln addition, we will increase the number of spring and summer math workshops for EOP freshmen who must complete developmental math requirements before their first term as sophomores. Support of first-generation students will be strengthened by increased participation of parents in Parent Academy, a series of educational workshops which introduces parents to the rigors and expectations of college life. Given that 75% of Cal State LA students are Pell-eligible, we must increase financial literacy programs and access to emergency loans

when students encounter short-term obstacles. Peer mentoring and education programs to support the holistic student experience will also be developed.

Our new advising infrastructure and tools will be critical to our success in this area. EAB campus will provide advisors in these areas with tools they need to make early and proactive

interventions with students before they are in danger of being disqualified. It will also provide a system for connecting targeted groups with much needed support services, including writing and tutoring supports, career guidance, mental health services, crisis response and financial aid advising and assistance.

In conjunction with our efforts to provide support services to targeted populations, we will also continue to improve our general support services to students. With the help of EAB campus, advising and student support services, we will work hand-in-glove to identify and follow-up with students who would benefi t from tutoring or supplemental instruction.

**Best Practices in Benchmarking Curriculum**

This an ideal moment for faculty to review our curricula. Over the past few years, faculty redesigned both GE and major curriculum. The effort was ambitious and focused on student success. Launching this new curriculum in Fall 16 will give faculty an opportunity to review and adjust as we implement this transformative effort for the first time.

Additionally, we will launch the WASC re-accreditation process in 2016-17. This allows us both to ens;ire that we are maintaining (and even improving) quality while reviewing and assessing our curricula with an eye to institutional improvements. As part of the WASC process, teams of faculty and administrators will be charged with wTiting a series of essays. In particular, WASC essays 3 *( Degree Programs: Meaning. Quality, and Integrity of Degrees )* and 4 *( Educational Quality: Student Learning, Core Competencies, and Standards of Performance at Graduation)*

require us to define the meaning of undergraduate and graduate degrees to ensure quality but also to analyze how courses, CLffriculum, co-curriculum, and other experiences are structured,

sequenced, communicated. and delivered. The essays also require that we take steps to address achievement gaps in student learning, including the improvement of teaching and learning, and benchmark our student achievement data against comparable universities. This provides a good opportunity for the universi ty to assess, review, identify barriers to graduation and make necessary improvements in ways that ensure the integrity of our degrees.

Success in Low Completion Rate Courses

Degree completion and enrollment management require that we increase the completion rates in courses, particularly lower-division prerequisite courses. Cal State LA has been a strong participant in CSC course redesign programs. Effective Fall 2016, we have identified the courses whose completion rates impact the largest number of students. For example, while completion rates in Political Science GE courses may not be the lowest on campus, the volume of students who take the course make this one of the largest source of non-completers. Other targeted classes include courses in GE and developmental math, finance, and accounting. Redesign efforts include faculty learning comm uni ties and workshops focused on academic technology and innovative pedagogy and the use of flipped lectures and peer educators.

Also effective. Fall 2016, university policy limits students to two attempts of an individual course and links repeated failures:o proactive advising.

Support needed to accomplish this

Our short-term strategy to make a quick improvement in 2- and 4-year graduations rates,

outlined below, requires funding to augment our advising staff (6 Academic Advisors) and hire a senior Student Success Analyst to coordinate the data and advising interventions for those most likely to graduate in 4 years. To accomplish this we also need to quickly improve our data capaoilities to identify studems likely to benefit from a 4-year graduation focused intervention.

We also need funds for SLirc1mer financial aid grants for students to increase timely graduation, emergency loans for srndems who experience financial crises and funds for peer advising initiatives.

Our long-term plan to meet mese incredibly ambitious goals for Cal State LA requires, in addition to comin ued invest::tent in tenure-track faculty, permanent funding for:

* + 8 Studem Success A;1alysts to improve capability to analyze data and create data-driven advising processes
  + 4-8 Academic Advisors to mount intrusive advising campaigns in strategically chosen majors/colleges
  + Institutional Researc.ar.aiyst and Data Modeler for Informational Technology Services
  + E-Advisor Sunport posi tions (degree/TC coders, trainer)
  + Director of Academic Learning Support
  + Coordinator for EOP transition programs for continuing students
  + Instructionai Designers :or Center for Effecti ve Teaching and Learning
  + financja1 \_Ajd Counselors
  + Communications Specialist for Graduation 2025 and eAdvising
  + Additional coordinators to provide support to growing population of Dreamers and military-connected smdents
  + Case Manager to provide critical support to students experiencing crisis and emergency scenarios
  + Stipends for faculty data fellows
  + Summer stipends for faculty to address curricular barriers to degree completion
  + Stipends for facuity to review and redesign academic policies
  + Funding for faculty development as it relates to adopting active learning strategies
  + Funds for peer mentori ng initiatives
  + Funds for co-curricuiar assessment efforts

**Rationale for Long-Term** Pla n

As noted above, there are some very foundational things that Cal State LA needs to strengthen to meet these ambitious graduation rate goals. We must ensure student access to the courses they neea to graduate, and we must provide proactive, targeted advising-and both of these require sophisticated data capabilities, strong Enrollment Services functionality, and eAdvising tools.

We m usr also provide stude'"s the academic support they need to succeed, particularly in lower­ division bottleneck prerequis:w courses. Faculty also need support to develop active learning strategies to improve studem learning and course completion rates, particularly in low­ completion rate courses that are orien the lower-division bottleneck prerequisite courses memioned earlier. While many students are in majors that allow them to meet the student learning outcomes of their disciplines and general education in fairly clear, accessible pathways, some do not. A faculty review of our curricula is particularl y important for Cal State LA as we launch our r1rst semester. in adaition to identifyi ng any lingering curricular challenges due to conversion, a review will likely identify unintended barriers to graduation. The timing of the WASC re-accreditarion process aiso affords us an opportunity to ensure that all this is done with **an eye tovvard academic quz.liry.**

There is a growbg body of research and literamre that demonstrates that these are effective strategies for reducing tim'"-to-degree and improving graduation rates. In particular, the Education Advisory Board (EABJ has conducted national research on best practices and their efficacy in very specificaliy improving graduation rates. In *Defining the Faculty Role in Student Success* (April 2016). they identify addressing curricular barriers to completion, redesigning academic policies and enhaEcing the learning environment as best practices that work. In a varieiy of research pieces. ctey i1&ve demonstrated the effectiveness of data-informed, proactive advising *(Jlardwiring Studenf Success,* August 2009 and *Next-Generation Advising,* September

2012, for example). In *lvfeeling rhe Completion Challenge* (August 2012), they discuss the efficacy or designing student-cemcred services, using policy to model academic behaviors, and

curricular innovations in developmental education. Their research has demonstrated the successful outcomes of these strategics at many insti tutions, including urban public universities.

Objectives Long Term Plans

In addition to the graduation rates themselves, we intend to focus on 3 related metrics on which we must see improvement in order to raise our graduation rates. First, we will look at our *retention and persistence* rates: 1-, 2-, and 3-year retention rates for first time freshmen, and our 1-year retention rates and 2-year persistence (graduation +retention) rates for transfers. Cleary, we cannot graduate smdents ;n 4 or 2 years in these groups i f they have already left the university. We will also embrace a "15 to Finish" message to improve our *average unit loads* per semester, a particularly cbai ienging takes for us given that our current transition to semesters and the 5 course load per term -- as compared to 3.75 courses under the quarter system -- required to keep students on track to a 4 year degree. Conversely, we also want to reduce our students' *average urdts ar graduation.* This "'ill be a key indicator of how "on-track" students are staying in their careers. While we support students who wish to pursue double majors or other credentials, we need to ensure that students are not accumulating units that do not "count" and may lengthening their time to degree.

Timeline Long-Term Plan

Fall 2016: Launch Cai State LA page on the CSU Faculty Dashboard

Fall 2016: Creme dashboards and reports for retention, persistence, and graduation rates current and historical admissions darn; courses with significant historic unmet demand in prior terms (bottleneck courses).

Fall 2016: Cre<.te a user-friendl y ·'Available Classroom" dashboard to assist department chairs in findi.1g addiiional classroory,s needed to meet emerging enrollment demands

Fail 2016: Launch ·'road snm,··targeting Department Chairs showing how refined classroom

utilization enables more seccicms of critical courses

Fall 2016-Spring 2017: Create faculty group to review curricula for barriers to graduation

Fall 2G16-Sprin R: 2017: lmpicmcmation of projects designed to increase course completion rates Spring 2017: Roil out dashboaws on real-time course enrollments vs. prior year to facilitate add/;:.ro p course decisions; "''d orientation session data to anticipate enrollment patterns

Mid-Spring 201 \_7: EAB Campus implementation to support advising appointment and workshop m<magement, prc,acli";0 camC)aigns and at-risk tracking, communications, and analytics.

Sur'1fficr 201 7: Coordinme with professional advisors to pace the flow of students into required

course::;

Fail 201 7-Spri ng 2018: Imp:cment a "Data Fellows" program to develop faculty experts in use of data *Ct* st L..Jcn success

Fail 20 i 7: Cse Ad Astra ?lc.c'mun Analy1ics and multi-year planner when implemented to precLct course aemand based on our students' degree progress data

Octoc1er 2017: initial majors available in Degree Planner for Spring 2018 advising and registl:tioL.

Octo ber 2Ci 1 8: Ail majors avaiiable in Degree Planner for Spring 2019 advising and registration. SpriLQ 2019: Leverage EAB ;nstitutional success markers to identify graduation bottlenecks and devc1op our pred ictive mocie1s *w* identity students at risk for departure

Shm·<-Ttrm Strate;:)es for current Yd/4111 year freshmen and 1''f2•d year transfer students



# California Maritime Academy

**Draft Student Success Plan**



### Graduation Initiative 2025 Goals CSU Maritime Academy

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| --- | --- | --- |
| Metric | 2025 Goal | Most Recent Rate |
| **Freshman 6-Year Graduation** | **68%** | 58% |
| **Freshman 4-Year Graduation** | **62%** | 47% |
| **Transfer 2-Year Graduation** | **23%** | 8% |
| **Transfer 4-Year Graduation** | **68%** | 58% |
| **Gap - Underrepresented Minority** | **0** | -5 % points |
| **Gap – Pell** | **0** | 4 % points |



Executive Summary of Goals & Strategies Maritime Academy

|  |  |
| --- | --- |
| **Goals** | **Strategies** |
| **Long-Term**   * Advising * Enrollment management * General support services * Retention | **Long-Term**   * Hire consultants to facilitate implementation and better training for staff * Reorganize academic administrative structure and place professional advisors accordingly * Develop and enhance summer session * Expand supplemental instruction and additional license prep courses * Increase undergraduate research with faculty to increase student involvement |
| **Short-Term**   * Advising * Enrollment management * General support services | **Short-Term**   * Degree audits and intensive advising of students on track/ close to graduating * Offer bottleneck courses deemed too expensive to offer with low enrollments * Train and hire students to expand provision of supplemental instruction |

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##### California State University Maritime Academy

**Student Success Plan**

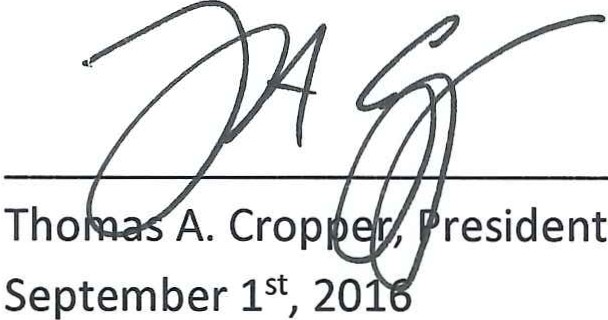
Delivered to California State University, Office of the Chancellor

In Response to *Callfor Campus Student Success Plans Pursuant to AB 1602*

Dr. Graham Benton,

Associate Vice President Academic Affairs [gbenton@csum.edu](mailto:gbenton@csum.edu)

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**Section 1: Long Term Plan to Improve Graduation Rates and Close Achievement Gaps**

The timing of the Chancellor's Office request for a Student Success plan is remarkably aligned - both chronologically and in terms of content -with Cal Maritime's first comprehensive Strategic Plan, which has been developed over the past eighteen months and launched this fall.

Designed to help Cal Maritime deliver on the promises inherent in our mission, vision, and values, the planning initiative is comprised of an Academic Master Plan and six supporting plans that address enrollment, technology, facilities, residence life, athletics, and advancement. The thread that weaves these plans together is the institution's commitment to student success, and many of the objectives, outcomes, and strategies that have been carefully designed and

embedded into annual and five-year, and fifteen-year increments reflect and coordinate with the long term and short term plans articulated below.

Long term campus plans to improve graduation rates and numbers and to close achievement gaps for freshmen and transfer students by 2025 can be broken down into the following four areas:

1. Provision of professional, proactive student advising. National research and the CSU's own data indicate that students are much more likely to graduate in six years or less if they complete 24+ units in their first year, and, if they complete their mathematics and English general education requirements in the first two years. Toward this end, strong advising becomes a crucial mechanism to insure timely graduation. Cal Maritime has embarked on a significant re-organization of its academic administrative structure to create three separate schools. In keeping with this new structure, we plan to place a professional advisor in each of these three schools. Ideally, entering new students will be assigned to an advisor who will stay with them throughout their college career, from admissions through graduation. We envision these professional advisors as similar to the "case managers" found in health services, with the ability to help students connect and navigate the often complex terrain of specialized student support services such as EOP, disability services, financial aid, registration services, etc. Additionally, a significant percentage of our students are military veterans and reservists . While we have a veterans' center on campus and serve them to the best of our current abilities, we seek to provide better assistance to veterans in the admission process, add counseling and advising services once they have matriculated, and expand the range of veteran's academic and social support programs and services. We are also in our fourth year of the e-Advisor program, with many tools yet to be fully implemented. Such tools include College Scheduler, College Source Transfer Evaluation System (TES), and Smart Planner. Cal Maritime needs assistance with permanent funding to hire two additional professional

advisors, but one-time funding can also help with hiring consultants to facilitate implementation and better train our existing staff.

1. Development and enhancement of a Summer Session. Currently, Cal Maritime has a small offering of online summer courses to supplement coursework on the Training Ship Golden Bear, co-ops, internships, and the required International Experience for two of our majors. Campus planning committees, through study of student retention and progression to graduation, have determined that expanding summer programming could improve graduation rates. The unique nature of Cal Maritime -its small size, its commitment to experiential learning, and its often uncompromising, intensive curricular paths - compels us to think creatively and critically about summer session programming. Because we anticipate that our summer courses will be low enrolled, without supplemental funding, they would be too expensive to offer with the current funding model. The following must be addressed as we move forward:
   1. The identification and alleviation of bottleneck courses. Several of our high-unit engineering programs would benefit from offering foundation-level math and science courses in the summer. Likewise, simulation courses and labs -which are often limited by obligatory small course sizes - would also eliminate bottlenecks in student progression toward graduation.
   2. Limited resources and very tight curricular paths mean some critical path courses are only offered once a year; students unable to successfully complete these courses are often then set back a year. By offering these courses over the summer, forward progress can be made.
   3. Leading indicators data from the CSU Student Success Dashboard show that students who complete their lower division GE requirements in two years dramatically increase their chances of graduating in time. By making these courses more available to our students, we hope to mirror these results.
2. Support for student success in high-stakes courses and exams. One unique aspect of Cal Maritime within the CSU system is its maritime licensed programs. Marine Transportation and Marine Engineering Technology require students to pass a battery of examinations in order to receive their U.S. Coast Guard licenses, and the baccalaureate degree is tied to the successful completion of these exams. Students unable to pass all

these exams the first time around are often forced to wait a year to retake them. During a recent faculty retreat which focused exclusively on student success, it was suggested that supplemental instruction and additional license prep courses could help those students for whom such licensure examinations prove to be a barrier to timely graduation. We also plan to expand a supplemental instruction program that began in 2015-16 to help students who particularly struggle with some of the intensive math and science courses required

for our engineering programs. Support to hire and train students to provide supplemental instruction while working with faculty would be needed .

1. Research facilities for student research and high impact practices. According to the American Association of Colleges and Universities, undergraduate research has proven to be a high-impact practice that increases rates of student retention and student

engagement. Undergraduate research has been most prominently used in the science and engineering disciplines, and this aligns well with Cal Maritime's numerous engineering programs. To date, the involvement of undergraduate students with faculty-led and facilitated research has been somewhat limited at Cal Maritime, but those students who have engaged in research with faculty funded through U.S. Department of Energy (Wind Energy Competition) and COAST (CSU Council on Ocean Affairs, Science and Technology) programs have realized enhanced retention, engagement and graduation success relative to other students without these opportunities. With additional support, students can become even more involved with faculty in the pursuit of empirical observation, cutting-edge technologies , and the sense of commitment that comes from experiential learning. Funding to increase undergraduate student research, and the facilities that such research requires, would increase retention and graduation. Several aspects of our strategic plan include strategies to develop new engineering maker spaces, improve laboratory classrooms, and develop a program in physical oceanography - all of which would strive to equate engagement with student success. Additional funding to construct research and/or maker spaces or to convert spaces from other uses, and to provide research equipment for students to use in those spaces, would be needed.

**Section 2: Rationale for Long Term Plan**

Many of the long term plans described in the section above make reference to various sources in terms of leading indicators and high impact practices that have been proven to help improve four year graduation rates for first-time students, two year graduation rates for transfer students, and/or close achievement gaps at these four and two year points. These sources include the

CSU Student Success Dashboard ([www.calstate.edu/dashboard](http://www.calstate.edu/dashboard) ), the Association of American Colleges and Universities (AAC&U) Student Success Campus Models and Case Studies (https://[www.aacu.org](http://www.aacu.org/) /resources / student-success), and the AAC&U 's affiliated publications *Peer Review* and *Diversity and Democracy.*

More specifically, evidence on our campus -through surveys and student polling - show students are in need of special services like the aforementioned professional advisor program, and technological tools that can help them better register for classes and view their progress toward degree. Students can benefit from more comprehensive advising that will serve to

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connect specialized support programs, thereby providing a "safety net" for students, particularly those who are first-generation or under-represented on our campus.

Our own predictive modeling indicates that offering more courses over the summer would increase graduation rates. This is especially true of transfer students into the U.S. Coast Guard licensed programs. Because of the unique nature of many of these courses which are sequential in nature and only offered on our campus, transfer students in licensed programs currently are

only admitted on a four year plan, no matter how many units are transferred in. Offering some of these intensive, specialized courses during the summer would help alleviate some of this strain because students would be able to move ahead more quickly rather than waiting a year for the next course in a sequence.

Unlike any other CSU degree program, three degree programs at Cal Maritime are tied to U.S. Coast Guard licensing such that students must pass high-stakes exams in order to receive their degrees. The battery of USCG exams are given over multiple days on campus twice a year, and students who do not pass must wait at least 6 months before attempting to pass the exams a second time. Our plan is to offer supplemental instruction and additional license prep courses to ensure higher levels of success in these exams. In addition, preliminary evidence from a supplemental instruction program that was begun in 2015-16 indicates that this program holds great promise for helping students in introductory courses that are high-stakes and on the critical path to achieving a degree, such as calculus and chemistry for our engineering majors.

Additionally, evidence from the National Survey of Student Engagement shows us that students rank Cal Maritime very highly in the "hands on" approach to experiential learning. A continued emphasis on undergraduate research would continue to foster student success.

**Section 3: Objectives for the Long Term Plan**

Several of the key specific outcomes that would be measured in relation to the implementation of our long term strategies would include:

* The number of students completing degree requirements according to prescribed degree roadmaps will increase and the number of students reaching the maximum number of withdrawals and repeats will increase, both due to proactive advising .
* Numbers of course sections will be closely linked to emollment projections and student needs (increased efficiency).
* Increased success of students in passing their license exams will reduce time-to­ degree and overall graduation rates of students in USCG licensed programs.



* + - Fewer students will need to repeat a semester or a year because they were unsuccessful in passing courses on the "critical path" for their major.
    - A reduction in the time-to-degree for all students due to expanded course offerings in the summer.

**Section 4: Timeline Long Term Plan**

What follows is a simplified timeline to 2025 including implementation milestones and target dates for the objectives of the long term student success plan. A more detailed account of Cal Maritime's objectives, outcomes, and individual strategies for developing efficiencies and enhancements to the educational experience can be found here: <http://www.csum.edu/web/strategicplan/home>

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| --- | --- | --- |
| Year | Implementation Milestones | Improvement Objectives |
| 16/17 | * Hire first Professional Advisor * Offer bottleneck courses in summer sess10n * Develop 2, 3, and 4 year degree plans for transfer students * Implement Smart Planner * Expansion of supplemental instruction | * Advising targets "at-risk" students * Students progress more quickly through bottlenecks * Clearer transfer degree plans help to reduce time-to-degree * Numbers of course sections are linked to enrollment projections * Students improve successful completion of courses & USCG licensing |
| 17/18 | * Hire second Professional Advisor * Increase summer programming of bottleneck courses * Build undergraduate research and maker spaces | * Advising expands to more students * Students progress more quickly and are retained at higher rates * 20% of undergraduate students are involved in faculty-led research |
| 18/19 | * Hire third Professional Advisor * Move into Three School Model, each with its own Professional Advisor | * Admitted students are assigned a professional advisor on admission |
| * Advisors work collaboratively with faculty in the schools to improve retention and degree progression |
| 19-25 | * Expand advising programs to more fully connect services for   all students | * 100% of students have their own professional advisor and know how to   reach the person for assistance |

**Section 5: Short Term Strategies for 2016-17**

In order to assist current juniors and seniors who are not far from graduation yet are still at risk of not completing in a timely manner, Cal Maritime proposes the following actions:

1. In summer session 2017, we will use extra funding to offer bottleneck courses that might be too expensive to offer with low enrollments. We anticipate low enrollments in these courses because of the small size of Cal Maritime, but expect offering these courses will enable some students to graduate one-half to one year earlier.
2. We will provide student assistants/readers in engineering and science courses that have intensive problem-based assignments so that we can increase student success and provide instructors with more time to spend one-on-one with students.
3. We will train and hire students to expand the provision of supplemental instruction for courses with high failure and repeat rates. Thus, supplemental instruction will be expanded to include a greater variety of courses.
4. Degree audits of all students who are on track or close to on track to graduate in 2017 will be completed and intensive advising to these students who are near graduation will be provided to ensure that they graduate on time.
5. We will pursue the creation of a license prep course to be offered for those students at risk of failing their USCG license examinations.



# CSU Monterey Bay

**Draft Student Success Plan**



### Graduation Initiative 2025 Goals CSU Monterey Bay

|  |  |  |
| --- | --- | --- |
| Metric | 2025 Goal | Most Recent Rate |
| **Freshman 6-Year Graduation** | **63%** | 53% |
| **Freshman 4-Year Graduation** | **44%** | 23% |
| **Transfer 2-Year Graduation** | **46%** | 34% |
| **Transfer 4-Year Graduation** | **80%** | 70% |
| **Gap - Underrepresented Minority** | **0** | -2 % points |
| **Gap – Pell** | **0** | 3 % points |



Executive Summary of Goals & Strategies CSU Monterey Bay

|  |  |
| --- | --- |
| **Goals** | **Strategies** |
| **Long-Term**   * Work with K-12 and community colleges * Link between tenure track hiring and student success * Advising | **Long-Term**   * Implement Degree Planner * Summer Start Programs for entering freshmen and transfer students * Increase tenure density and full-time lecturers * Implement mandatory advising |
| **Short-Term**   * Advising * Data analytics | **Short-Term**   * Implement Degree Planner * Advance current junior/ seniors or freshmen- entrants to either 4-year plans or 2-year plans * Expand analytic capacity in CSUMB data warehouse |

CSU Monterey Bay

Campus Contact: Provost Bonnie Irwin[, birwin@csumb.edu](mailto:birwin@csumb.edu) , 831-582-4401 Approved by President Eduardo Ochoa on September 1, 2016

**Long-term Strategies**

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| **Strategy 1: Improve Enrollment Management & Data Analytics Capacities** | | | |
| **Tactic** | **Key Indicators** | **Year** | **Support Needs and Opportunities** |
| **1) Degree Planner** Online tool to  allow students to draft four year completion plan. Departments are able to increase scheduling efficacy and course availability | * Business processes implemented to facilitate mandatory use of degree planner by freshman-entrant and transfer-entrant students in Fall 2017 | 2017 | 1.0 FTE systems analyst to support Degree Planner |
| * Degree Planner mandated for all students * Business processes implemented to provide departments with regular updates about immediate and future course needs | 2018 |  |
| **2) Student-Ready Institution** Student Success Concierge to create single, centralized point- of-contact on campus for students | * Faculty and staff to participate identified * Training plan created for select staff and faculty to assist students in a centralized location in the library | 2017 | 1.0 FTE Student Support  /Enrollment Services Concierge |
| **3) Operational Automation** | * Automation of graduation readiness checking with Degree Audit completed * Business process implemented for automatic graduation review for students who have earned 60 units | 2017 |  |
| **4) Alternative Locations** | * Increased course and program availability provided at CSUMB@North Salinas | 2017 | 2.0 FTE Support Staff |
| **5) Summer Start Program** | * Free or reduced-cost summer courses established for entering freshman and transfer students, focused on local region | 2018 | Re-imagining the First Year Project travel and marketing support |

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| **6) Transfer Preparation** | * Number of students arriving to CSUMB with an Associate Degree for Transfer increased | 2019 | * 2+ 2 and Associate Degree for Transfer Programs * Timely Completion Incentives |
| **7) Part-time Student Timely Completion** | * Schedule created and published to support part-time students to predictably complete in high-PT- enrollment majors in 5 (with summer) or 6 years (no summer). * Finish NOW—night, online, weekend—project outlined and evaluated | 2019 | * 1.0 FTE Night Student Support Concierge * 1.0 FTE Night Enrollment Services Support |

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| **Strategy 2: Increased Faculty Support for Curricular Redesign** | | | |
| **Tactic** | **Key Indicators** | **Year** | **Support Needs** |
| **1) Increase pass rates in high- enrollment courses** | * Five (3 lower-division; 2 upper division) high enrollment courses with fail rates of 20% or greater identified for course redesign * Departmentally designated faculty submit redesign proposal to Course Redesign with Technology Initiative or CSUMB Innovation grants | 2016 | 1.0 FTE for Teaching, Learning & Assessment Center |
|  | * Student pass rates in designated high- enrollment courses increased by 5% | 2018 |  |
| **2) Increase Tenure Density and Full-time Lecturers** | * Student access to faculty increased * Institutional capacity for innovative efforts increased * Institutional capacity for Scholarship of Teaching and Learning projects increased | 2017  - 2021 | 25.0 FTE (5/year) |
| **3) Alternative Modalities** | * Five high-enrollment, high book-cost courses identified for redesign to reduce costs | 2017 | CSU Course Redesign with Technology Initiative |
|  | * Faculty development to support hybrid and online courses increased | 2018 | CSU Affordable Learning Project |
| **4) General Studies Degree Program** | * Degree completion program started for transfer students and freshman- entrants who wish to change majors late in their academic program | 2020 | 1.0 FTE Faculty Advisor |

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| **Strategy 3: Increase Capacity in Academic Advising and Student Success** | | | |
| **Tactic** | **Key Indicators** | **Year** | **Support Needs** |
| **1) Mandatory Advising** | * Business processes implemented to mandate advising for all students in the 2017 cohort in the first and second spring semesters to ensure progress to degree and appropriate pathways | 2017 | 2.0 FTE Academic Advisors |
|  | * Advisor/student ratio reduced to 1:500 | 2018 | 2.0 FTE Academic Advisors |
|  | * Business process implemented to mandate advising for all students * Reduce advisor/student ratio to 1:400 | 2019 | 2.0 FTE Academic Advisors |
| **2) Degree Pathways** | * All degree pathways reviewed to ensure appropriate course sequencing * Catalog reflects clear and consistent information on course availability by semester | 2017 |  |
| **3) Graduation Process** | * Business process implemented to automatically trigger graduation review | 2019 | 1.0 FTE Graduation Counselor |
| **4) 4 year Graduation Promise: 30 to Finish** | * Identify 5 majors to support for 4 year promise for freshman entrants and 2 year promise for students who agree to take 30 units/year | 2019 | * 1.0 FTE   Financial Aid Counselor   * Financial support in tuition fee reduction or scholarships for each year 30 units on degree pathway are completed |

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| **Strategy 4: Creating a “Student-Ready” Campus** | | | |
| **Tactic** | **Key Indicators** | **Year** | **Support Needs** |
| **Student Success Capacity** | Additional space located and designed to accommodate a centralized space for advising, tutoring, financial aid, and the office of the registrar | 2020  or later | Additional building space |

Long Term Plan Rationale

The leaders of California State University, Monterey Bay (CSUMB) see in the ambitious 2025 Graduation Initiative goals opportunities to further build on the work begun in the first Graduation Initiative. In our long-term plan, we have elected to focus on three key areas of improvement: Enrollment Management and Data Analytics, Faculty Support and Curricular Redesign, and Academic Advising in order to create a “Student-Ready” campus. Woven throughout these objectives is a commitment by the University to hold steady or reduce student costs wherever possible. Students who complete in four years save $20,000 by comparison to five-year completion and increase their opportunity rewards by moving into the workforce more quickly, and reductions in costs may further decrease the average student debt from its current average of $13,000.

CSUMB’s enrollment management planning defines effective practice as beginning with applicants and continuing through to the transition from students to alumni. Necessarily, enrollment management will remain an area of considerable focus in the implementation of our plans. The hallmark of the work in this area will be the additional technological solutions made available to students and departments, most significantly a degree planner tool that allows students to draft an online, four-year plan of the course sequences for their degree and to see the ramifications of any changes in that trajectory. As we know that the majority of CSUMB students who graduate do so by year five, we see the planner tool as an excellent means of facilitating a four-year graduation for students who would otherwise complete in 4.5 or 5 years. These plans, in turn, allow for better and more accurate information to advisors and academic departments, so decisions with respect to scheduling and hiring can be data-informed and outlined several years in advance. In turn, this allows us to communicate course schedules earlier, making planning easier for the 50% of our students who work or have other commitments more than 20 hours a week.

CSUMB also recognizes that any plan must address the classroom to reach the ambitious goals we embrace. As Vincent Tinto (1993; 2012) points out, the classroom is the only area through which universities are assured the opportunity to reach all students, particularly when a significant number work off campus or commute. We therefore regard the interaction between student and faculty, as well as student and curriculum, as a pre- eminent concern in the work to improve student completion. An area of development for CSUMB is student access to alternative teaching modalities, particularly hybrid course instruction, where classroom interaction occurs both online and face-to-face. We will build on our successes in redesign, most visible in our award-winning remedial math program, Math Huge, which boasts a 90% success rate in these 65-100 student classes.

A key strategy in the first Graduation Initiative was the centralization of academic advising, and this change is understood to be a key reason for the increase in our persistence and graduation rates. We will continue to build on those successes by hiring additional professional advisors and providing broad advising support through advances in technology. In order to be a student-ready university, it is paramount that CSUMB continue to decrease the student/advisor ratio in order to create capacity for mandatory advising.

**Objectives and Timeline**

In order to meet the targets as prescribed by the Chancellor’s Office, CSUMB is setting the following interim targets based on an assessment of our current data and practice, and have used these objectives to set our priorities in the short and long term. These represent only the first several years of the Initiative and will be further refined and developed during 2016-2017.

**2025 Graduation Initiative Targets**

* + 44 % 4-year graduation rate for freshman-entrants
  + 63% 6-year graduation rate for freshman-entrants
  + 46% 2-year graduation rate for transfer-entrants
  + 80% 4-year graduation rate for transfer-entrants
  + 0% achievement gap for underrepresented minority students
  + 0% achievement gap for Pell-eligible students

**Interim Objectives**

**Annual**

* + 4 year freshman entrant graduation rate increased by 3% per year
  + 2 year transfer entrant graduation rate increased by 3% per year
  + Increase persistence to year 2 by 2% for freshman and transfer entrants

**2017**

* + Increase annual average student course load for lower division students by 10%

**2018**

* + Decrease average book fees by 10%
  + Increase completion rate in key high-enrollment courses by 5%
  + Enroll 10% of incoming freshman cohort in “30 to Finish” program
  + Increase annual average student course load for lower division students by 10%
  + Reduce Advisor/student ratio to 1:500

**2019**

* + Increase number of transfer students holding Associate Degrees for Transfer by 10%
  + Reduce Advisor/student ratio to 1:400

**2016-2017 Foundational Plan**

The faculty and staff of California State University, Monterey Bay seek through the 2025 Graduation Initiative to become a more student-ready campus, leveraging our current work in six key areas in the next academic year. These efforts will provide the foundation upon which the efforts of the next decade will grow. These tactics are designed to prototype programs to advance our goals of 44% of our freshman-entrants and 63% of our transfer-entrants to 4-year or 2- year graduation with no achievement gaps.

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| **Tactic** | **Key Deliverables** | **Responsibility** |
| **1) Enrollment Management:**  Degree Planner | * Program available for student and advisor use * Data analyses available to departments for more efficient course scheduling | Provost |
| **2) Enrollment Management:** Automated Transfer Articulation | * Upgrade to ASSIST software completed | Registrar |
| **3) Advising:**  Advance current junior or senior freshman-entrants to 4- year plans or transfer-entrants to 2-year plans. | * Students on track to complete in 4.5 or 2.5 years identified (approximately 477) * Plans to facilitate student progress to degree in 4 or 2 years created and executed | Advising Director |
| **4) Data Analytics:**  Expansion of analytic capacity in CSUMB data warehouse | * Background * Data modeling completed * Dashboards built from models * Training for effective data usage created | Associate Vice President for Academic Planning and Institutional Effectiveness and CIO |
| **5) Appropriate and Timely Communication:**  Student-facing business processes, policies and timelines overlap appropriately without unnecessary conflicts | * Business process and calendar created to regularly provide key data to high-level committees | AVP Academic Programs  & Dean, Undergraduate and Graduate Studies |
| **6) Financial Outreach:** Degree completion emergency grant program for students in need who owe less than $500 | * Stop-outs and time-to- degree decreased | Vice President, Student Affairs and Enrollment Services |



# CSU Northridge

**Draft Student Success Plan**



### Graduation Initiative 2025 Goals CSU Northridge

|  |  |  |
| --- | --- | --- |
| Metric | 2025 Goal | Most Recent Rate |
| **Freshman 6-Year Graduation** | **66%** | 50% |
| **Freshman 4-Year Graduation** | **30%** | 13% |
| **Transfer 2-Year Graduation** | **43%** | 31% |
| **Transfer 4-Year Graduation** | **81%** | 71% |
| **Gap - Underrepresented Minority** | **0** | 11 % points |
| **Gap – Pell** | **0** | 8 % points |



Executive Summary of Goals & Strategies CSU Northridge

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| **Goals** | **Strategies** |
| **Long-Term**   * Enrollment management * Advising * Data capability expansion * First year freshmen/ transfer support * Retention | **Long-Term**   * Professional development workshops focusing on creating data-driven, student-centered class schedules * Implement graduation specialist * Faculty Technology Center will train faculty to use available data analytics * Peer mentorship * Specialized Math courses to allow more Social Sciences, Arts, and Humanities students to earn baccalaureate credit for Math during first semester |
| **Short-Term**   * Enrollment management * Advising * Data capabilities | **Short-Term**   * Increase number of high-demand major classes for juniors and seniors * Implement graduation and retention specialist team to manage a caseload of targeted students * Appoint "data champion" for each department/ college to serve as data experts and coordinate training and data needed for his/ her unit |

**OVERVIEW**

Campus: Northridge

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CSU Northridge will increase four- and two-year graduation rates and reduce its achievement gap through a combined and coordinated effort concentrated in three major areas in the short term: enrollment management, advising, and data capability expansion. In addition to all three of the foci, long-term planning will also include retention innovations for our incoming first-time freshmen.

Initiatives identified for the purpose of this Student Success Plan are described below. In addition, the attached Appendix outlines projects already under way or projects that are still in development (including concerted efforts in campus planning).

**LONG-TERM PLAN**

**Enrollment management**:

Schedule-Building Professional Development Series

To support college and departmental efforts to build class schedules that maximize student success, we will create a professional development workshop series for department chairs, managers of academic resources, and associate deans focusing on building data-driven, student- centered class schedules. We will work with an enrollment management expert who can model and calibrate projections for admissions yields and graduation rates and account for significant fluctuations. (Budget Item A)

College Graduation Rate and Achievement Gap Targets

Colleges and departments will be given graduation rate and achievement gap goals for their majors. In particular, colleges will reevaluate graduation plans for freshmen and transfers and engage faculty to streamline curriculum, and update course materials and methods of course delivery, in order to increase course completion while maintaining academic rigor and a commitment to equity and inclusive excellence. Deans who succeed in improving graduation rates will be prioritized for added tenure-line faculty positions.

Lower Division Instructors and Student-to-Faculty Ratios

Academic Affairs, in conjunction with the deans, will develop incentives to shift the percentage of tenured and tenure-track faculty teaching lower division (both GE and major) courses and reduce the student-faculty ratios in the same. (Budget Item B)

**Advising:**

Graduation Specialist

The campus will repurpose 0.5 of an already funded advisor position in the Office of Undergraduate Studies to work on improving four- and two-year graduation rates. So far, we have focused on clearing administrative and minor problems among the candidates for graduation in the 2009-11 FTF cohorts. An additional halftime position will allow us to do the

same kind of case-by-case analysis of FTT cohorts and begin to identify problem candidates sooner.

Early Warning System and expansion of EAB campaigns

We place a high priority on early identification and intervention for students needing additional help. To this end, we are replacing our long-standing home-grown “early warning system” with the Educational Advisory Board (EAB) Campus tool to issue Early Warnings to students and make appropriate referrals to campus resources (the Learning Resource Center, University Counseling, etc.). We will use EAB Campus to revise and expand campaigns targeting students who are not thriving. (Budget Item C)

Student Engagement Survey and Intervention

In order to increase the four-year graduation rate for the Fall 2016 FTF, we propose to utilize a survey of incoming freshmen to identify at-risk students for targeted interventions. Specifically, we propose to use the MAP-Works (<http://skyfactor.com/student-retention-why-it-works/>) suite of products, which creates student profiles and corresponding recommendations for interventions based not only on prior academic performance, but also on a survey of student expectations, financial means, socioemotional issues, behaviors, and activities that have been shown to predict student outcomes. MAP-Works also provides a student tracking system and other customizable tools to maximize student success. Other universities have shown impressive increases in retention rates and reductions in achievement gaps using MAP-Works. (Budget Item D)

**Data capability expansion:**

Faculty Technology Center

The Faculty Technology Center will train faculty to use the data analytics available in CSUN’s learning management system to identify students needing help earlier in the semester and to intervene appropriately. The Faculty Technology Center will also partner with Faculty Development to integrate social belonging, culturally responsive teaching practices, and high- impact practices into digital pedagogy development for faculty who undergo the intensive week- long eLearning Institutes each summer. (Budget Item E)

**First year for freshmen and transfers:**

Faculty Development

Faculty Development will create programming to better prepare faculty on how to integrate social belonging, culturally responsive teaching practices (e.g., building a culture of student success in the classroom), and high-impact practices into their courses and their advising.

Faculty Development will also train faculty to use a one-shot intervention developed by Sandra Maguire to assist students who are struggling, as identified using the LMS analytics described above. These efforts will increase retention and can lead to quicker time to degree. (Budget Item F)

15 to Finish

CSUN will develop a student-targeted advertising campaign regarding the 15-unit norm and the importance of whole degree planning. Part of the campaign will be designed to urge students to use U-Direct and College Scheduler. The more data we have in those systems, the better we will be able to accomplish the enrollment management goals outlined above. The more students we

can get onto a 15-unit plan, the more will be able to graduate in two or four years. (Budget Item G)

Peer Mentorship

In support of efforts to raise four-year rates for FTF, the Office of Student Involvement and Development will work with Academic Affairs colleagues to expand the mentorship role of New Student Orientation (NSO) Leaders by providing mentor training and explicit mentorship responsibilities for targeted mentees during their first three semesters. Targeted messaging from NSO leaders would reinforce information related to campus resources and services, important deadlines, and opportunities to engage in activities that reinforce a sense of connection to the campus community. (Budget Item H)

Targeting Students likely to finish in nine/10 semesters or five/six semesters

We have already begun to identify the characteristics of students who start as FTF and finish in nine or 10 semesters. We will target incoming FTF who share those characteristics for more intensive advising and mentoring toward more timely graduation, as well as FTT who are likely to finish in five or six semesters. As needed and where possible, we will add extra sections of classes for these students. (Budget Item I)

**Retention:**

Stretch Math

Developmental Math and Math, under the leadership of Kate Stevenson and Rabia Djellouli, will develop “stretch” versions of “Math Ideas” and Statistics for students who come in at a ESM level of 34-49 (either through the ELM or through Early Start Math). This effort will allow more students in Social Sciences, Arts, and the Humanities to earn baccalaureate credit for Math during their first semester. (Budget Item J)

ExCEL

The campus will expand the use of the Experiencing Confidence and Enjoyment of Learning (ExCEL) program in developmental and stretch math. ExCEL is a social-emotional and mindset intervention program, offered through the College of Education, that has shown marked success in closing the achievement gap for students in the lowest level of developmental math. We will expand its use in STEM developmental math sections, in the new stretch program, and in high DFU classes. (Budget Item K)

Success Skills Modules

Faculty from various disciplines will develop a reading skills module to help students in stretch writing to learn how to approach different kinds of texts. Faculty will also develop workshops on learning how to learn and help seeking for our more vulnerable students. (Budget Item L)

**SHORT-TERM PLAN**

*(Targeted students: Approximately 1200 (400 FTF from the Fall 13 cohort and 800 FTT from the Fall 15 cohort)*

**Enrollment Management:**

Schedule Augmentation

In order to increase average unit loads and reduce time to graduation, the campus will add sections of high-demand majors classes for juniors and seniors to the Fall and Spring schedules. In addition to our usual strategies for identifying these courses, we will begin to use the degree progress and milestone data now available in U-Achieve to identify bottlenecks sooner and aggressively adjust the Spring 2017 semester schedule (and future semester schedules) to address unmet demand. This is intended to accelerate progress for FTF on track to graduate in 4.5 or five years so that they may graduate instead in four years. We will also expand the number of course sections that are set aside for FTT using the same data-driven strategy. In order to ensure four- year completion schedules for all incoming FTF and two-year completion schedules for all incoming FTT, we estimate the need for an additional $500K per year for additional sections of currently bottlenecked courses. (Budget Item M)

Completion Grants

Institutional Research will identify upper-division students who started as FTF and are on track to graduate in 4.5 or five years and we will contact these students to determine how best to facilitate their graduation. Using predetermined criteria, students will be offered completion grants to facilitate four-year graduation. We will identify a similar population of FTT on track to graduate in 2.5 or three years to offer completion grants to facilitate two-year graduation. Based on historical trends, 7% of entering FTF classes graduate in exactly 4.5 years and 14% of FTT graduate in exactly 2.5 years. We therefore expect to target about 1230 students in this effort: 400 FTF from the 2013 cohort and 830 FTT from the 2015 cohort. (Budget Item N)

**Advising:**

Graduation and Retention Specialist Team

CSUN will create a graduation and retention specialist team to help two critical student populations. First, they will target (by college) all students on track to graduate in 2.5 and 4.5 years (and 3 and 5 years as appropriate). They will manage a comprehensive caseload of these students through advising (in conjunction with Undergraduate Studies and Admissions and Records) to facilitate graduation by Summer 2017. They will also work on a caseload of FTF who have not earned 24 units in their first year (approximately 41% of our FTF earn fewer than 24 units in their first year and are in good standing or are on probation) and the 28% who earn between 24 and 30 units. We intend to use a case-management approach by coordinating efforts among members of an interdivisional team of professionals in support of our students. Each position (temporary renewable) would be a dual report to the new Office of Student Success Innovations and to respective colleges and will be Student Services Professional Level 3. We need nine new positions: The colleges of Science and Mathematics; Business and Economics; Arts, Media, and Communication; and Engineering and Computer Sciences will each be assigned one specialist. The colleges of Social and Behavioral Sciences and Health and Human Development will each be assigned two. The colleges of Humanities and Education will share one position. Using a holistic approach, these advisors would work with members from other divisions to identify needed services and develop individualized success plans. (Budget Item O)

**Data capability expansion:**

Putting data in the hands of decision-makers

CSUN is working toward greater reliance on data-driven decision making in innovating and improving student success initiatives. To that end, IR and IT will work closely with colleges

(deans, associate deans, department chairs) to ensure that they have the training needed to understand currently available data tools. CSUN proposes the purchase of an enterprise license for Tableau to allow Institutional Research to more easily respond to ad-hoc data requests from colleges, department, and programs, providing a tool for decision makers in relevant areas (e.g., scheduling, student support services) so that they can better understand student needs and/or barriers to timely degree completion. (Budget Item P)

Data Champions

Each department and college will be asked to identify a “Data Champion” to serve as college/department data experts and coordinate training and data needs for their unit. Training on the dashboards and ad-hoc reports by IR and IT will be coordinated with the new Director of Student Success Innovations to ensure that it dovetails with larger university conversations on graduation rates and achievement gaps. The particular focus of this group for 16/17 is to target 4.5/five-year and 2.5/three-year students in their last year or two to accelerate graduation timelines (four- and two-year). (Budget Item Q)

**RATIONALE**

Short-term planning for 2016-2017 will focus primarily on moving students on target to graduate in 4.5 years (FTF) or 2.5 years (FTT) to finish one semester earlier, by Spring or Summer of 2017. CSUN’s four-year graduation rates (2009 and 2010 cohorts) are about 12%. Moving out to 4.5 years, we achieve an 18% graduation rate and are at 36% by five years. The numbers are also marked for the FTT rates, 31% at two years, 44% at 2.5 years, 63% at three years. All of our short-term efforts will therefore focus on moving those students one semester to one year earlier.

Furthermore, analysis of CSUN’s year-to-year retention and graduation rates indicates that we need to focus primarily on first- to second-year retention and encouraging four- and two-year completion upon entry. Our long-term efforts are therefore focused on increasing retention of incoming classes and committing to a more four-year (and two-year) focused experience.

Specifically, the **enrollment management** strategies identified in CSUN’s long-term plan aim to improve two- and four-year graduation rates. The addition of course sections, identification of bottlenecks, and building of data-driven and student-centered class schedules are all efforts to provide class schedules that offer the classes students need to complete their degrees in a timely manner. We will also assist college leaders acquire skills needed to build efficient and student- driven schedules. Deans will work with their faculty and chairs on college-based targets for completion rates and achievement gap reductions. College-based efforts are more likely to be efficacious, given the variation in curriculum, college culture, and accreditation requirements.

We do not currently have a campus culture in which students expect to enroll in 15 or more units per term, especially in their freshman and sophomore years; in order to encourage students to increase unit load, CSUN is allowing students to enroll in up to 16 units during the initial registration period and is giving freshmen and sophomores greater priority in registration so that they can have more degree applicable classes to choose from. Juniors and seniors who cannot finish their degrees in a timely way are systemically challenging to CSU and CSUN resources.

Completion grants for students on track to finish in 4.5 or 2.5 years will help relieve stress on the system.

A second area targeted for improvements is **advising.** There is a fair amount of overlap between advising and enrollment management, and the campus is working toward more data-driven advising processes. Advisors are students’ first and most trusted point of contact with the campus. CSUN has long had a decentralized and specialist-based advising structure rooted in the principles of EOP for all students. Expanding expert capacity in the colleges through graduation and retention specialists and capacity in data gathering and analysis in Undergraduate Studies will allow earlier identification of students who can excel and graduate in four years, or students who may be mismajored (expanded use of EAB, early referrals to the career center).

An additional area of focus will be expanding **data capabilities**, which will improve two- and four-year graduation rates and eliminate achievement gaps. Specifically, CSUN plans to leverage existing data tools (CSU Student Success Dashboard, CSUN Student Success Dashboard, EAB Campus, IR data, LMS data), along with new data tools other campuses have leveraged to great success (Tableau, MapWorks). Doing so will allow us to identify key problem areas in colleges, departments, programs, and course sections, and to empower decision makers (including students) by putting data in their hands and training them to use it. Although our campus has a good sense of the barriers to student success at the larger, institutional level, we need to engage faculty and key student support staff in discussions regarding specific issues in programs and courses. Data Champions in colleges and departments will receive extensive training on available and emerging tools to identify problem areas in their own programs. The purchase of an enterprise-wide Tableau license will help Data Champions to better understand students in their colleges and departments by enabling ease of integration of a vast array of data sets. In this way, they will be able to identify barriers to graduation for their majors, determine where and how achievement gaps manifest in their programs and course sections, and provide targeted interventions.

All **academic and student success planning** on campus will be centered on improving graduation rates and eliminating achievement gaps. In particular, our new Office of Student Success Innovations, working with the Student Retention and Graduation Committee, will begin to evaluate student success efforts across campus to identify and expand on what we are already doing that works and reevaluate what is not working. This is part of a larger effort to approach our student success efforts from a data-informed stance, by which we aim to identify those efforts that are truly improving graduation rates and/or closing achievement gaps rather than working off of anecdotal evidence or intuition. We are asking colleges and departments to take this data-driven approach in their planning as well. We are dedicated to improving student success in lower-division coursework by increasing the number of tenure-track and tenured faculty teaching lower-division GE and major courses. We will also mount an advertising campaign aimed at students to encourage 15-unit loads (“15 to Finish”) and advisors will focus on 15 units as the default.

We will provide further support for students in need of **additional help with academic progress and retention**. More than 50% of incoming CSUN students have developmental needs in math. While Early Start Math, the ExCEL program, and developmental math have all been very successful in moving students to GE readiness more quickly, some students still start their first semester in pre-baccalaureate classes. Creating stretch math courses for the required math classes in the humanities, arts, and social sciences will build on our already successful stretch writing model and give students the opportunity to earn baccalaureate credit in math from their very first term. Expansion of the ExCEL program will also enable more students in developmental math,

especially those planning majors in STEM, to better succeed or to be able to change majors at an earlier point in their academic careers. We are also proposing a reading literacy and comprehension module (potentially credit bearing), which will address one of the most pressing barriers to student success cited by faculty and the Learning Resource Center: incoming CSUN students who do not have practice in reading and comprehending different kinds of texts.

**OBJECTIVES**

Our objectives for long- and short-term efforts are clear: increase four- and two-year graduation rates (and in doing so, improve six-year graduation rates) and reduce achievement gaps. We want to improve our rates while maintaining an appropriate academic standard and honoring our tradition of access; we want to continue to serve as many students in Los Angeles and surrounding regions as possible. We also want the campus to stay true to both the core of a

broad-based liberal arts education and innovation with new fields and approaches to education. The eight campus priorities show a clear alignment with the outlined efforts.

Campus goals: 1) Student success 2) Focus on employees for success 3) Diversity and Inclusion

4) Visibility and reputation of the university 5) Plan for a future less dependent on state funding

6) Increase research activity and sponsored programs 7) Sustainability 8) Using athletics as a tool for engagement

**TIMELINE**

July 2016: Began 2016/2017 Provost Professional Development Series with a focus on achievement gaps within the colleges.

August 2016: Convene working group of leaders from Academic Affairs, Student Affairs, and IT to draft campus response to CSU call. CSUN president and cabinet finalize and approve campus plan to submit. Provost will work with colleges on individual four- and two-year graduation goals.

September 2016: Appropriate campus groups (Strategic Enrollment Planning Committee, Student Retention and Graduation Committee, Extended Cabinet) are consulted for 2016-2017 two- and four-year graduation working task force.

October 2016: Colleges develop and implement campus plans to meet new graduation goals

October-November 2016: Work plans are developed and implemented for all major initiatives outlined above.

November-December 2016: Launch of short-term and long-term projects as ready. January 2017: Full implementation of all 2.5 and 4.5 year plans

February-May 2017: Revise short-term and implement and revise long-term projects as appropriate.

June 2017: Perform data analysis of short-term projects (as possible); continue work on 2011 cohort six-year rates, 2013 four-year rates, and 2014 two-year rates for FTT and graduation issues.

July 2017-August 2017: Revise 16/17 approaches for 17/18 implementation.

**APPENDIX**

Projects already under way and covered by campus budget or budget reallocation or in more long-term planning processes.

**Enrollment Management**

Registration Process Update

The campus will evaluate the registration process for all students, ensuring that students are able to register for the degree-applicable classes they need to graduate in a timely manner. (Campus budget to cover cost)

Policy and practice evaluation

The campus will examine current policies and practices regarding registration, unit limits, and Satisfactory Academic Progress to identify any administrative barriers to student progress. We will continue to examine course completion issues and work with departments and colleges to address any disproportionate DFU rates and high W rates, especially courses where those rates are higher among traditionally underserved students. We will also evaluate whether the introduction of mandatory orientation for FTT could help raise two-year graduation rates. (Campus budget will cover)

Policy Changes under way

The campus is changing the default unit enrollment policies beginning in Spring 2017, allowing all students to register for 16 units during their priority registration time. In addition, we will examine all registration processes (i.e., timing, unit load, priority) to better manage and increase efficiency in degree-based class scheduling. Data indicate that financial challenges can be an impediment to student persistence and success, and more than 75% of all CSUN students receive some form of financial aid. We will review and revise financial aid and scholarship policies and procedures to support student retention and degree completion. One of the policies we have reviewed and are in the process of changing is the Satisfactory Academic Progress (SAP) policy. Under Federal regulations, SAP is used to measure successful completion of coursework to maintain eligibility for student financial aid. Each campus has the ability to determine their SAP pass rate based on a number of institutional factors. CSUN has conducted data assessments to determine a SAP policy and pass rate commensurate with our students to support their academic success. New processes and rates will be implemented for the 2017-2018 financial aid cycle. (Campus budget to cover cost)

**Advising**

Career Planning Services

The Career Center at CSUN will work with academic affairs to use EAB Campus data to better target early career exploration and advisement along with job-search strategies to students.

Career Counselors will help students identify their interests, skills, strengths, and values with the goal of matching academic programs with career fields, including the use of Pathways (https://pathways.studentaffairs.csun.edu/login). Students will also be introduced to Portfolium, a social media tool for displaying résumés, academic work, and personal projects for a multitude of employers. (Campus budget to cover cost)

**Campus Planning**

Office of Student Success Innovations

The new Office of Student Success Innovations was launched in Summer 2016 to look at these issues broadly across the university, aiming to evaluate successful efforts that should be scaled and to reevaluate efforts that are showing little to no impact. OSSI initiatives will be scaled up over the next year and beyond, building capacity through additional positions and faculty reassignment. (Cost for 16/17 factored in campus budget)

Provost’s Professional D evelopment and Plannin g Series

The campus has already begun the 2016/2017 Provost’s Professional Development and Planning Series, which is focusing on college planning around achievement gaps. We intend to continue this process, with added emphases on two- and four-year graduation rates and closing the achievement gap. The planning team will work with college leadership teams to identify college- specific graduation and achievement gap goals, along with a plan for accountability. (Cost already factored in campus budget)

Program Evaluation

The campus will evaluate all current academic success programs and identify underperforming programs that show minimal impact on retention rates and/or the achievement gap. All cost savings will be redeployed to effective programs. (Cost savings will be reallocated to other four- and two-year programs)

Alignment and Integration of Responsibilities for Student Retention and Graduation

Currently, the responsibility for student retention and graduation is diffused among various divisions, departments, committees and administrators. The positive benefits of collaboration notwithstanding, advancing student retention and graduation requires better articulation of roles and responsibilities, adoption of guiding principles and values, systems and structures for assessing and reporting outcomes, and resource decisions that support the priority placed on student retention, graduation and closing the achievement gap. The President and Extended Cabinet will take the lead role in achieving the needed alignment and integration and will insure accountability in achieving student success goals. Provost Li has been charged by the President as the key individual responsible for accountability for goal attainment.

**First year for freshmen and transfers**

Social Belonging Intervention

The campus is currently completing year two of the College Transition Collaborative’s three- year Social Belonging interve[ntion (http://collegetransitioncollabor](http://collegetransitioncollaborative.org/))a[tive.org/).](http://collegetransitioncollaborative.org/)) This intervention has been shown to increase retention and graduation rates among first-generation students and others from traditionally underserved backgrounds. Depending on the results of the study, we will continue to employ the Social Belonging intervention (materials will be made available without additional costs once the study is complete).

Transfer Bridge Program

We will increase two-year graduation rates among non-EOP FTTs by offering a Transfer Bridge program in the summer before students begin CSUN. This program is modeled after our highly successful EOP Transfer Bridge program. (Long-term, campus funding to be determined)

New Student Orientation for FTT

The campus will develop and provide an orientation experience for all transfer students. (Long- term, campus funding to be determined)

**Funding Request Request Details**

$500,000 to add 100 additional sections of bottleneck courses

$1,100,000 for tuition waiver scholarships for 500 students at 6 units each for Winter and Summer 2017 terms

$500,000 for 9 new positions

$200,000 to purchase an enterprise license

$200,000 for course releases for faculty data champions

***$2,500,000***

**Funding Request Request Details**

$25,000 to cover enrollment management curriculum development

$200,000 for 40 additional sections

$50,000 10 faculty releases from courses spread across the colleges and tied to college-based targets for completion

$95,000 to use the Mapworks suite of products to survey our students

$75,000 workshops

$25,000 workshops and external consultants

$60,000 for publicity campaign and rollout

$150,000 to develop the training program and compensate the peer mentors

$50,000 for additional sections, peer mentors, and peer advisors

$20,000 for training and course development

$50,000 for additional faculty and counselor resources, and math faculty training

$50,000 to develop workshops

***$850,000***

*Short Term*

M

N O P Q

**Item**

Schedule Augmentation Completion Grants

Graduation and Retention Specialist Team Tableau

Data Champions

*Total Short Term*

*Total Long Term*

**Proposal Total**

**$3,350,000**

**Budget Item** *Long Term*

A B C D E F G H I J K L

**Item**

Schedule-Building Professional Development Series Student to Faculty Ratios

Early Warning System and expansion of EAB campaigns Student Engagement Survey and Intervention

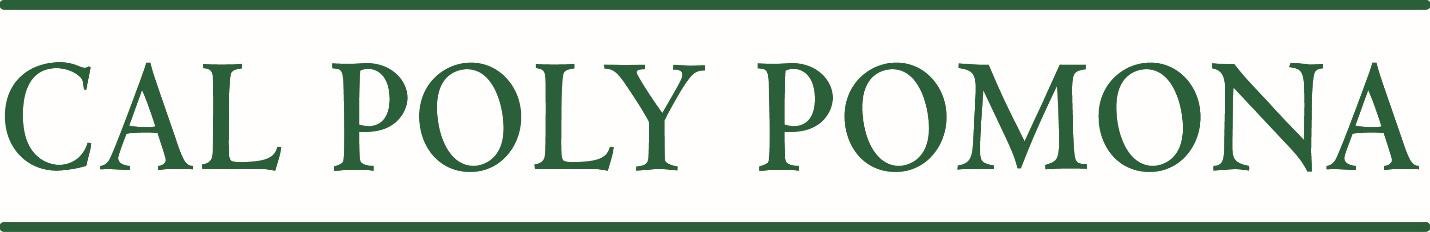
Faculty Technology Center Faculty Development

15 to Finish Campaign Peer Mentorship

Targeting students who are close to graduating in 2 or 4 years Stretch Math

ExCEL

Success Skills Modules



# Draft Student Success Plan



### Graduation Initiative 2025 Goals Cal Poly Pomona

|  |  |  |
| --- | --- | --- |
| Metric | 2025 Goal | Most Recent Rate |
| **Freshman 6-Year Graduation** | **73%** | 63% |
| **Freshman 4-Year Graduation** | **38%** | 18% |
| **Transfer 2-Year Graduation** | **29%** | 17% |
| **Transfer 4-Year Graduation** | **85%** | 75% |
| **Gap - Underrepresented Minority** | **0** | 13 % points |
| **Gap – Pell** | **0** | 8 % points |

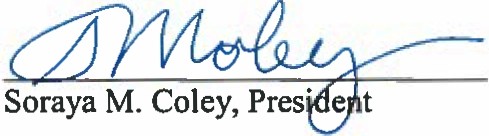


Executive Summary of Goals & Strategies Cal Poly Pomona

|  |  |
| --- | --- |
| **Goals** | **Strategies** |
| **Long-Term**   * Enrollment management * General support services * First-year freshmen/ transfer students * Digital learning to engage students and expand access | **Long-Term**   * Create new Strategic Enrollment management Council and workgroups to engage campus stakeholders in the development/ implementation of a university-wide Strategic Enrollment management plan. * Invest in supplemental instruction, learning assistance, and tutoring to be used in conjunction with performance-based bottleneck and gateway courses * Expand summer transition programs to ensure new students are prepared for college * Create programs that provide services/ training to faculty interested in developing/ utilizing interactive digital tools to enhance teaching/ learning |
| **Short-Term**   * Advising * Data Analytics * Academic Support | **Short-Term**   * Leverage e-Advising tools to provide major/ program specific guidance beyond traditional face-to-face advising * Deploy early alert/ student success analytics for data-enabled, student-centered decisions that provide tailored interventions * Expand faculty-guided, peer-led supplemental instruction in critical courses and courses with high "D F W" rates |

California State Polytechnic University (Cal Poly Pomona) Campus Student Success Plan

Contact: Sylvia A. Alva, Provost (saalva@coo.edu) (909) 869-2011 Presidential Approval:





Date

1. Long Term Plan: The *CSU Graduation Initiative 2025* sets goals for Cal Poly Pomona to increase the 4-year freshman graduation rate from 18% to 38%, the 6-year freshman rate from 63% to 73%, the 2-year transfer graduation rate from 17% to 29%, the 4-year transfer rate from 75% to 85%, and to eliminate the achievement gaps of 13% for under-represented minority students (URM) and 8% for Pell-eligible students. To reach these ambitious goals, we recognize that we will need to continue to involve all university divisions and engage in an iterative planning process that asks each area on campus to determine how they contribute to student success and how to improve or strengthen campus processes, policies and practices to better serve all students. We have a strong and committed leadership team that will guide the expansion of effective student success programs and the development of an internal organizational structure that will provide the level of support, coordination, and integration necessary to meet the 2025 goals.

Enrollment Management: Cal Poly Pomona recognizes that Strategic Enrollment Management (SEM) is a crucial element of planning for student success. A new Strategic Enrollment Management Council and workgroups will engage campus stakeholders in the development and implementation of a university-wide SEM plan. By adopting a more integrated and strategic approach to enrollment management, we will better meet the needs of students through a closer aligment between enrollment management, the academic master plan, space, and fiscal resource. We are committed to improving our customer service and business processes, starting with our early outreach programs and moving through to graduation and career placement services. We we will be re-aligning admissions-related processes such as Assessment Testing, New Student Orientation, Financial Aid, document processing, transcript evaluation processes, and Early Start to ensure that redundancies are eliminated and that communication is accurate, timely, and accessible. We will increase the number of business operation processes that can be done online or with more technology support. We will invest in an online smart planner to allow students to map out 4- and 2-year degree plans in an interactive online system that interfaces with our registration system. Information from this system will inform course planning and course scheduling. Enrollment demand bottleneck courses and gateway courses will continue to be a high priority to assure that students can make efficient degree progress. New class scheduling software will reduce the amount of manual labor in the academic departments and support

multi-year planning functionality. In Fall 2016, we will deploy a new Financial Aid system to allow the release of financial aid awards earlier and expand access, awareness and availability of emergency grants, loans and scholarships. We will also update the "One Stop"center in Enrollment Management to better integrate these administrative services with academic advising and support services. Support required: Additional technical support to conduct ongoing data

analysis and support for enhanced enrollment management software (i.e., Smart Planner); funds to purchase class scheduling software; additional technology support for online applications; funding for staff positions to support outreach, one-stop and financial aid initiatives; and increased funding to clear bottleneck course demand.

Advising: Cal Poly Pomona will take a more holistic, integrated and innovative approach to advising for student success and accountability that will involve some organizational changes. The first key initiative will be the development of College Student Success Teams, based on the successful model at Cal State Fullerton. Student Success Teams will be empowered with a technology toolbox that includes predictive analytics, an early alert system, enhanced data visualization and e-advising tools. The goal is not to reduce the need for advisors, but to target and make face-to-face advising more productive. By identifying and moving low-risk students to a self-service, technology-based support model, advisors can reallocate their time to meet the more complex and pressing needs of their highest-risk populations.More proactive advising strategies will include intentional monitoring of student success, early intervention and situation­ specific guidance as students move through their degree program and career exploration.These College Student Success Teams will be comprised of cross-function representatives to provide holistic and data-informed planning and implementation support. Teams will include a faculty advisor, a professional staff advisor, a retention and graduation specialist, a career services professional, and the college Associate Dean.The enrollment services One Stop Center will serve as a resource for these College Student Success Teams. Data are critical in measuring progress, identifying at-risk students, and capturing student academic histories, as well as their involvement in any number of formalized and informal student success programs and activities. The campus will deploy new advising tools, dashboards and software, promoting proactive approaches which will enable these College Student Success Teams to scale up outreach efforts to create a learning environment where students feel a sense of community and connection.

Support required: 8-10 additional professional staff advisors; investment in e-advising tools, support for a dedicated E-Advising Specialist in Academic Affairs who can advance professional e-advising training and serve as a liaison to Information Technology (IT).

Actively leveraging data: Cal Poly Pomona recognizes that leveraging data to explore, identify and resolve major course bottleneck and gateway issues, and to sequentially identify and address student progress milestones and "trip points", is absolutely vital to student success and timely graduation. This proactive use of information requires the ability to monitor, visualize, interpret, and clearly communicate through analytics, dashboards, and early warning systems.The campus is implementing a data analytic and early warning solution that can foster student success and timely graduation, and can focus our efforts on closing the opportunity gap. We are implementing a student dashboard that will be made available through MyCPP (the university portal) in Fall 2016.This is a multi-year project and multiple student trackers will be added over

the next few years. We are launching a predictive analytics system (Tower Insights) in Fall 2016, which will provide data on all students, student groups (by college, department, and level, etc.), and individual students. Based on the predictive analytics generated, customized dashboards are created for advisors, faculty and personalized student insights. In addition, the solution will provide admissions and enrollment point-in-time reports which can help administrative offices quickly identify and resolve bottlenecks in business operations. Students with early alerts can be flagged and the communication workflows triggered to generate notifications to advisors,

faculty, or designated offices to address the cause for early alerts in a timely manner and thus improve student success in the long tenn. Support required: additional staff in IT to assist with implementation and oversight; additional staff to assist in collecting and analyzing data; funding for consultants to work with the university to design and develop a key set of student success dashboards based on data already captured in key systems such as PeopleSoft, and Blackboard .

General support services: Cal Poly Pomona will increase investments in supplemental instruction, learning assistance, and tutoring. There are a number of examples where supplemental instruction (face-to-face and on-line), remediation, and student learning assistants and tutors are used in conjunction with perfonnance-based bottleneck and gateway courses to support student learning and success. Although not all such interventions have been assessed, those for which some data exist demonstrate positive impacts on lower-division students who are the recipients of these services, and in most cases are of equal or even greater value to upper­ division students who serve as mentors/tutors. Moreover, the use oflearning assistants in conjunction with a flipped classroom model will allow us to offer higher-enrollment sections, leading to greater student access to key courses. Support required: funds to cover cost of stipends to learning assistants and student workshop leaders; support for faculty to develop new and/or adopt existing models of supplemental instruction for high-demand bottleneck courses.

Targeted support services: Cal Poly Pomona will scale investments in high impact practices (HIPs) that target under-represented students and work toward eliminating the achievement gap. These include EOP Summer Bridge; Residential Intensive Summer Experience (RISE); Office of Undergraduate Research (OUR); Renaissance Scholars; Achievement, Retention, and Commitment to Higher Education Success (for students with disabilities) (ARCHES); Maximizing Engineering Potential: Center for Gender, Diversity & Student Excellence (MEP); CSU STEM Vista; STEMpire; University Housing College Themed Communities {CTCs ); PolyTransfer (first year experience program for transfer students); Project Success (men of color peer mentoring program); and Science Educational Enhancement Services (SEES), among others. We will also focus on expanding summer transition programs to ensure new students are prepared for college without a need for remediation and/or having to repeat transfer course work. These programs enhance students' learning and intellectual development by tying enhanced academic support with peer mentoring, co-curricular activities, tutoring, undergraduate research and financial assistance. Most importantly, these programs help foster a sense of belonging by developing meaningful relationships with faculty, staff, and peers to cultivate academic and personal support networks that will enhance students' college experience and support their

overall success through graduation. Factors central to the success of these programs are (1) directed and deliberate efforts to capture participants early in the program (summer orientation for freshmen and transfers), (2) efforts to keep these students continuously connected with services up to and through graduation, and (3) community and identity building as demonstrated by the willingness of participants to "pay forward" in their service as peer and alumni mentors. Support required: Additional funding to scale these programs and to hire and train more peer advocates, tutors and mentors.

Success in low completion rate courses: Cal Poly Pomona will utilize several strategies to increase student success in low completion rate courses. ( 1) We will increase our investment in general tutoring for all students, with targeted interventions for underserved populations. (2) We

will provide course-specific tutoring by trained peer-mentors. The courses targeted will be those with high rates of DUF grades. (3) We will provide trained learning assistants to faculty who have successfully adopted strategies to incorporate learning assistants (such as in flipped course models).(4) We will invest in pedagogical training for faculty to redesign courses that can take advantage of the supplemental instruction strategies discussed above. (5) We will establish a strong collaboration between faculty and the College Student Success Teams (described in the section on Advising) to identify low-performing students at mid-quarter, in order to intervene with proper supplemental instruction. Support required: funds to hire peer tutors and learning assistants; funds for faculty release time to develop classroom teaching models (e.g., flipped model) compatible with effective supplemental instruction by peer tutors and learning assistants.

Digital learning to engage students and expand access: Cal Poly Pomona will continue to invest in programs that provide services and training to faculty interested in developing/utilizing interactive digital tools to enhance teaching and learning. Services and training programs include individual sessions with faculty, as well as intensive short and extended workshops to support faculty in designing high-quality hybrid or online (H/OL) courses, and in using technology to increase student engagement and learning in H/OL and face-to-face classes. An example of an intense workshop is our very successful annual "Engaging the Digital Student Summer Institute." Participating faculty learn best practices for engaging students with technology, add voice and animation to course presentations, learn to use rubrics, apply Universal Design for Learning principles, learn principles of self-regulated learning, learn strategies to flip a classroom, and produce highly engaging online learning objects. Expanding the Summer Institute will expose more faculty to cutting-edge practices. Collectively, we estimate that the efforts of faculty utilizing these services enhance the learning experiences of 10,000 students per year (a number that has grown steadily over the years). Support required: Funds for faculty stipends; extended workshops and Summer Institutes to develop interactive and engaging media to supplement instruction in the classroom; use of instructional designers; augment video recording capabilities.

Link between tenure-track hiring and student success: Cal Poly Pomona is committed to increasing the number and diversity of tenure-track faculty, as this will have a positive synergistic effect on all other aspects of our student success plan. Additional tenure-line faculty not only strengthen disciplinary expertise and advising efforts, but also contribute to innovation in the areas of pedagogy and curriculum design which can be targeted to the goal of meeting graduation rate targets and closing achievement gaps.Tenure-line faculty significantly increase student involvement in high-impact practices, such as faculty-led student research projects, faculty-guided independent studies, internships, and service-learning opportunities. We recognize that tenure-track faculty are an essential part of the student success equation and expect that by increasing tenure lines and density, we will see improvements in our student success and completion rates. A Teaching Academy was recently established for new faculty to develop their pedagogical skills to further enhance student success. To address growth in key areas, as well as to address the workforce needs of the region and state, we will be engaging in

strategic, inter-disciplinary cluster hiring. Support required: funding to re-build the tenure-track faculty lost since the economic downturn in 2008 and to meet our campus plan to increase student enrollment.

Educational pipeline development and college readiness: Cal Poly Pomona will continue to develop educational and outreach strategies with local area community colleges and public K-12 districts that are developmental, informational, and yield-based in nature. These efforts will be designed to educate local area students in a grade-appropriate manner about college preparation requirements and the availability of financial aid. We will facilitate communication among and between the three segments through the development of "college promise"programs centered on the creation of local admission guarantees as well as opportunities for Cal Poly Pomona faculty to engage with students in local area schools and to develop specific strategies to encourage students to accept their offers of admissions.We will streamline how information about the college admissions process is conveyed, towards educating parents, guardians, and community agencies as well as prospective students about critical admissions infonnation. Support required: expand professional outreach and student staff; invest in significant development of college preparation and college promise programs.

1. Rational for Long-Term Plan: Cal Poly Pomona's long-tenn plan to improve graduation rates and eliminate the achievement gap requires that we adopt a more collaborative, integrated, and data-infonned approach. The leadership structure we are fonning, co-chaired by the Provost/Vice President for Academic Affairs and the Vice President for Student Affairs, will

lead campus-wide engagement efforts to develop an integrated strategic plan for student success. The Chancellor's Office has made it clear that every campus must make student success a central concern. Our push to link and blend the campus' planning efforts represents our commitment and response.Adopting a more strategic approach will bring greater focus and coherence to our efforts and allow us to focus our resources and time on the actions and strategies that are producing results and that have the greatest return on investment. The number of campus activities and programs that support student success is impressive, but there is insufficient coordination and communication among them. To maximize the value of these programs and scale these high impact practices, this new organizational structure will facilitate coordination

and integration of student success efforts. From an institutional effectiveness perspective, the most recent accreditation self-study and review put the graduation initiative front and center among our institutional priorities. A university-wide effort to develop the Academic Master Plan will infonn new program development, direct resources to academic programs in high demand, and support curriculum and pedagogical enhancement to increase student success. Efforts also coincide with our campus' shift from quarter to semester-based operations in 2018. Although calendar conversion is a distinct and complex process, our careful efforts to ensure a successful transition have already engaged all divisions in the service of student success. The base of communication, most clearly established in expanded advising programs, will continue after the transition and serve as a campus-wide foundation for strategic communication within the campus community. Our long-range plan addresses the continuum of student success from K-12 preparation to graduation and career placement and includes the key components needed to institutionalize our ongoing commitment.

1. Objectives of Long Term Plan:
   1. Institutional approach to student success with established short and long term goals and metrics to assess progress toward increasing retention and reaching graduation goals.
   2. Increase second and third year retention rates.
   3. Increase first-time freshmen 4-year graduation rate by a minimum of 20% to meet the CSU freshmen 4-year 2025 goal.

4. Increase first-time freshmen 6-year graduation rate by a minimum of 10% to meet the CSU freshmen 6-year 2025 goal.

*5.* Increase transfer 2-year graduation rate by a minimum of 12% to meet the CSU transfer 2- year 2025 goal.

1. Increase transfer 4-year graduation rate by a minimum of I0% to meet the CSU transfer 4- year 2025 goal.
2. Eliminate the Underrepresented Minority (URM) graduation rate gap completely.
3. Eliminate the Pell graduation rate gap completely.
4. Expand targeted support services for first generation, low-income, and underrepresented students. Foster a sense of belonging and connectedness for all students.
5. Timeline for Lone: Term Plan

|  |  |
| --- | --- |
| Date | Milestone |
| 2016-17 | Create University-wide structure co-chaired by Provost/VP of Academic Affairs, and VP of Student Affairs; establish College Student Success Teams; deploy predictive analytics and early alert system to guide advising interventions; continue roll-out of Individual Academic Plans (IAPs) to provide clear pathway to graduation for students closest to degree. |
| 2017-18 | Expand supplemental instruction to include all gateway/bottleneck courses; inventory, track and assess high impact practices (HIPs) and expand array of HIPs that target URMs; ensure all students have an approved IAP to clearly map the path to degree; and implement significant changes to Early Start and Remediation . |
| 2018-19 | Convert to semesters with programs/majors designed with simplified paths to graduation guided by 4-year (freshman) and 2-year (transfer) roadmaps for students to follow. |
| 2019-20 | Increase college promise programs and increase SB 1440 pathways through Associate Degrees for Transfer. Double the percentage of students in the 4 and 2 year Pledge Programs. |
| 2020-22 | Review progress on stated objectives. We expect to be significantly closer (half-way) to reaching of graduation goals. Monitor, review and update policies/structures to institutionalize changes/improvements. |
| 2022-24 | Monitor and review progress on stated objectives and update policies/structures to institutionalize changes/improvements. |
| 2024-25 | Meet CSU Graduation Initiative goals, including elimination of achievement and pell- eligible gap. |

1. Short Term Strategies for 2016-1 7: Cal Poly Pomona's short term strategies are directed toward building institutional capacity and coordinating an all-campus effort to foster student success and timely graduation through more efficient and data-informed enrollment management, advising and academic support that addresses the needs of underserved student populations while specifically targeting students closest to graduation. We are committed to

establishing both conceptual and institutional frameworks to guide this transformation as well as detailed workplans with quarterly metrics/assessment of outcomes to assess and guide this work.

Enrollment Management

1. Leverage degree audit and course scheduling tools to anticipate course demand and proactively adjust available courses, especially courses needed for graduation;
2. Identify and implement new scheduling software (e.g. Ad Astra);
3. Leverage data to identify and resolve major core bottleneck and gateway issues;
4. Augment online collection and workflow processes of mandatory forms (e.g. leave of absence, withdrawal, etc.);
5. Expand Summer term with bottleneck and gateway courses to facilitate graduation ;

f) Deploy new Financial Aid processes to allow release of financial aid awards earlier and expand access, awareness and availability of emergency grants, loans and scholarships.

Academic and Career Advising

1. Develop/deploy College Student Success Teams;
2. Design/implement targeted advising campaigns (e.g. "Super-Seniors", 2013 freshman cohort, 2015 transfer cohort, 0-36 units to degree, at risk students, stop-out students);
3. Implement high touch, intrusive and holistic academic and career advising for students closest to graduation;

d} Leverage e-Advising tools to provide major/program specific guidance beyond traditional face-to-face advising.

Data Analytics

a) Deploy early alert and student success analytics for data-enabled, student-centered decisions that provide tailored interventions;

b} Explore use of data to sequentially identify and address student progress milestones and "critical course"points/pathways to degree;

1. Deploy Tableau enhanced data visualization to more effectively communicate and evaluate complex data;
2. Deploy new dashboards (CSU Faculty Dashboard and new Student Dashboards).

Academic Support

a} Expand faculty-guided, peer-led supplemental instruction in critical pathway courses and courses with high "D F W" rates;

1. Expand peer mentoring opportunities targeting URM students;
2. Expand enrollment in 4-Year and 2-Year Graduation Pledge Program;
3. Redesign Early Start and Remediation to ensure more students are college ready when starting in the fall;

e} Coordinate/scale programs designed to support student academic success and improve retention and graduation rates, particularly those aimed at closing the achievement gap;

f) Re-imagine new student orientation and First-Year Experience programs;

1. Provide additional targeted support for Summer transition programs;
2. Develop ongoing assessment and evaluation of programs to improve outcomes and guide allocation of scarce resources.



# CSU Sacramento Draft Student Success Plan



### Graduation Initiative 2025 Goals CSU Sacramento

|  |  |  |
| --- | --- | --- |
| Metric | 2025 Goal | Most Recent Rate |
| **Freshman 6-Year Graduation** | **60%** | 46% |
| **Freshman 4-Year Graduation** | **30%** | 9% |
| **Transfer 2-Year Graduation** | **38%** | 26% |
| **Transfer 4-Year Graduation** | **81%** | 71% |
| **Gap - Underrepresented Minority** | **0** | 8 % points |
| **Gap – Pell** | **0** | 7 % points |

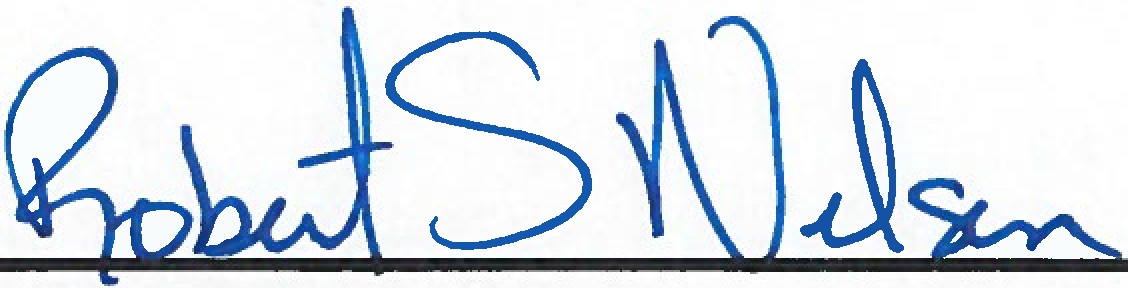


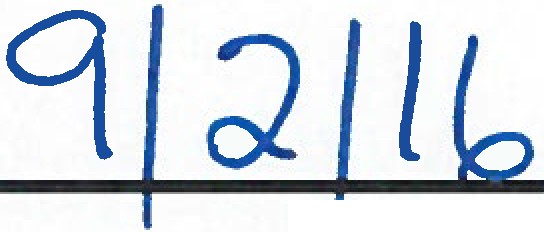
Executive Summary of Goals & Strategies CSU Sacramento

|  |  |
| --- | --- |
| **Goals** | **Strategies** |
| **Long-Term**   * Advising * Data capabilities to disaggregate and use student progress data * Work with K-12 and community colleges | **Long-Term**   * Track all aspects of student progress to degree completion using an integrated technology ecosystem * On-demand mobile advising using digital dashboards * Integrate technology ecosystem to facilitate dynamic tracking and mitigation of achievement gaps * Implement fourth-year Math readiness programs * Peer advising and on-campus transfer center to facilitate two-year pathway for ADT students |
| **Short-Term**   * Enrollment management * Advising | **Short-Term**   * Offer more summer, off-peak, and online courses, and reduction in fees * Advisors incentivize targeted students to pledge completion for priority registration and financial supplements |

California State University, Sacramento

James Dragna, Executive Director of University Initiatives and Student Success [James.dragna@csus.edu](mailto:James.dragna@csus.edu) - (916) 278-4378

 APPROVED



date

Robert S. Nelsen

1. Long Term Plan

"Finish in Four," Sacramento State's plan for student success, is a university-wide, collaborative, student-centered strategy that combines research-based best practice and data­ informed decision making to document quality learning, increase graduation rates, and close the achievement gap.

By 2025 Sacramento State will:

* + Increase four-year graduation rates for first-time freshmen from 8.3% to 30%.
  + Increase two-year graduation rates for transfer students from 25.7% to 38%.
  + Eliminate achievement gaps, bringing graduation rates for underrepresented students (URM) and low-income students to the same level as that of other students (for example, eliminating the current 8% and 4% gaps for first-time freshmen and transfer URM students respectively).

President Nelsen and a newly appointed "Graduation Czar," are leading the "Finish in Four" campaign, making student success our single, unwavering focus. "Finish in Four" resonates throughout the higher education community and the campaign has drawn national media attention. To rapidly increase our four-year graduation rate, we are implementing an outcome­ driven long term plan animated by pragmatic, results-focused strategies.

To achieve our graduation goals, we will take the following actions:

1. Transform campus culture and operations to promote a "Finish in Four" mindset for native freshmen and a "Finish in Two" mindset for transfers.
2. Leverage technology and data-driven decision making to build a collaborative ecosystem that integrates student development and quality learning while optimizing progress to degree completion.
3. Focus on achieving outcomes, such as minimum unit loads and productive units, which are essential precursors to and drivers of student progression to degree.

Five implementation strategies comprise the "Finish in Four" campaign:

1. **Campus planning, organizing and communicating to foster a culture of student success.** Sacramento State will operationalize the "Finish in Four" strategic plan so that every division, department, program and individual on campus has a collaborative and measurable role that contributes to meeting campus graduation goals. Key policies, operations, processes, and ways of working together will be restructured to create a climate that will transform the culture of our campus from one that is a well-intentioned collection of courses and programs to a **transparent, outcome-driven** enterprise. Our focus on results will drive **budget allocations,**

technology implementation,and policy priorities, inform course and program design and curricula, and determine how we assess learning. Our strategic plan includes:

* + Budgeting to the student success mission rather than to FTES (full-time equivalent students). Budget allocations to colleges and programs prioritize student progress to completion, graduation rates, and closing of the achievement gap.
  + Setting University, department, and program priorities based on data-driven student success goals, rather than based on history or special interests.
  + Designing for transparency and student development. Course and program curricula will be scaffolded and streamlined to prioritize timely progress to degree as well as faculty interest or departmental planning.
  + Assessi ng learning and the quality of the degree by using institution-level evidence of student learning and mastery of core competencies, in addition to course grades and unit completion.
  + Implementing technology as a cross-functional enterprise rather than the individual projects of academic and student support-based units.

Implementation costs include hiring additional faculty beyond the 69 new hires that are already in process, as well as additional departmental major advisors, professional learning communities (for at least 100 faculty, 100 staff, and 100 students per year), annual strategic planning summits, summer academic retreats, and external evaluation consultants.

Professional learning at all levels on content, including leadership, team and consensus building,course and curriculum redesign, outcomes-based and competency-based education, and data analytics is necessary to empower individuals to transform the campus culture.

Strategic planning summits galvanize the campus community to ensure a sustained focus and communicate the commitment of leadership to "Finish in Four."

1. Enrollment management from recruitment to graduation,ensuring that all needed course sections are offered based on students' progression requirements. Using an integrated technology ecosystem including Smart Planner, Platinum Analytics, Civitas Illume, Degree Audit, and the Blackboard Learning Management System (LMS), we will track all aspects of student progress to degree completion, intervening where necessary to ensure that students' course schedules maximize progression to degree, providing timely academic support to increase course success, and adjusting the supply of course seats to match student needs.

Systematic data analytics focused on student cohorts will not only track progression but will predict future demand for specific course sections, enabling academic deans and chairs to prevent bottlenecks and streamline completion pathways. Integration of LMS and degree planning data will add early alert data, further refining predictions for enrollment management and early intervention for students in academic distress.

Implementation resources include ongoing contractual obligations with outside vendors, an additional three analysts/programmers, two research analysts, two student affairs student data specialists, one administrative coordinator, and an increased number of faculty members to teach high demand courses or develop online learning opportunities.

1. Advising. Advising will use a student development model to connect academic progression to cultural,motivational,and psychosocial development. In addition to course, program, and career advising,we will proactively build academic identity and a sense of belonging by

integrating intrusive advising,coaching,and mentoring to meet students "where they are" developmentally rather than where we think "they should be" administratively. This means:

* + **Moving from a deficit model to a developmental model** where students are recognized for their strengths and the role they play in partnership with advisors by actively assessing needs, engaging in interventions, and improving the teaching and learning process.
  + **Simplifying and realigning our course catalog** and internal customer relationship management (CRM) software to track student performance so that multiple advisors can understand each individual student's story and deliver customized, proactive and just-in­ time advising throughout the progression from orientation to graduation.
  + **Frequent and proactive "call-outs" to reach students** at regular intervals to optimize course schedules and maximize progression, as well as on an as-needed basis for students in academic or social distress. These sessions will use motivational interviewing and other state-of-the-art techniques to promote student buy-in and engagement.
  + **On demand, just-in-time, and mobile advising using digital dashboards** for monitoring student academic progress and financial aid, roving advisors with mobile advising tablets, and drop-in advising stations with the feel of an Apple "Genius Bar."

Implementation costs include 10 tablet computers, 20 student advisors, $10,000 in remodel costs, and development of a mobile advising dashboard.

1. **Data capabilities to disaggregate and use student progress data by ethnicity, gender, first generation, underrepresented and socioeconomic status.** Sophisticated analytics capabilities will be enabled by a fully integrated, centrally managed, technology ecosystem (Smart Planner, Platinum Analytics, Civitas Illume, EAB Customer Relationship Management, Blackboard LMS, Degree Audit, and direct assessment software such as Taskstream Aqua). These software products will facilitate dynamic tracking and mitigation of achievement gaps on the institution, program, and course levels. With the addition of data from our college-based retention programs and high-impact practices (i.e., college readiness, first year, and equity programs) we will be able to uncover complex relationships between multiple interventions and student success. Disaggregated data will be used to segment achievement gaps into those related to student preparation, so that we can target student support interventions where they are most needed, and those tht may be a result of instructional or institutional factors, which can be addressed by institutional process changes. Data capabilities will also extend to the documentation and assessment of quality learning through digital portfolios of student work and other evidence of competence and mastery of institutional learning outcomes.

Implementation costs include direct assessment software, faculty and staff professional learning (for at least 100 faculty and 20 staff) as well as funds for ten course redesign projects per year to close the achievement gap.

1. **Work with K-12 and community colleges to improve college-going and transfer.** Through collaboration with K-12 schools and community colleges, Sac State focuses not only on our current students, but on our future students as well. These collaborations are helping to ensure that our students arrive ready for college-level work and timely progress to degree. Examples include:
   * **College Ready Initiative.** Although remediation rates have been declining,about 50% of incoming freshmen still require remediation. By implementing fourth-year math readiness programs in 215 high schools from 34 school districts, we will continue to reduce the need for remedial courses, increasing timely progress to degree.
   * **Transfer Ready Initiative.** The number of students transferring to Sac State with an Associate Degree for Transfer {ADT) is growing from the hundreds into the thousands. The 235 ADT students in the Fall 2012 through Spring 2014 cohorts, achieved a two-year graduation rate of 75%. By partnering with local community colleges, we will proactively facilitate a two-year pathway for ADT students utilizing pre-admission peer advising and an on-campus transfer center.

* In partnership with **Align Capital Region** {formerly Next Ed), we will lead regional efforts to align school districts, Sac State, state and local agencies, and businesses to increase the number of people who have attained a baccalaureate degree in Sacramento County from 29.7% to 38%.

Implementation costs include funding for math readiness programs, a high school outreach coordinator, a student affairs professional, and six student advisors per year.

1. Rationale

In each of the past thirty years, only 4% to 10% of Sacramento State first-time freshmen have graduated in four years. Over that same period, less than one-half of first-time freshmen graduated in six years or more. This unacceptable graduation rate was further exacerbated during the economic recession of 2007-2009 when the California State University system, including Sacramento State, reduced faculty hiring,course availability, and expansion of classroom space in order to manage a corresponding reduction in the number of enrolled full time equivalent students. Historically, students entering Sac State generally demonstrate a high need for remediation in Math and English, low socioeconomic status, and a high percentage of first generation students. Sac State students were often advised to limit their semester academic load to 12 units and minimize summer session attendance in favor of outside employment.

Over the past two years especially, Sacramento State has refocused its student success goals by encouraging graduation in four years for native students and graduation in two years for transfer students. We have implemented "Finish in Four," a comprehensive, student-centric approach that emphasizes student success through personal,social, and academic

development programs and services . A number of high-quality developmental support programs and services are directed at the general student body, as well as specific groups, such as underrepresented minority students.

These student development programs, primarily within Student Affairs, include general support and learning assistance offered through Project PASS, our peer assisted learning program that helps students pass gateway math and science courses, and PARC {Peer and Academic Resource Center), which offers an array of supplemental instruction and embedded tutoring programs for general education courses. Also included are our targeted support services that focus on low­ income students or single ethnic groups; these include EOP {low-income students), Full Circle

{Asian Americans), CAMP {migrant farmworkers), The Serna Center {Latinos), and Cooper Woodson College Enhancement {African Americans). Student Affairs also provides coaching and

advising in safe physical spaces for student support, such as the Dreamer Resource Center, MLK Center, PRIDE Center, and the Women's Resource Center. Our approach also includes fully expanding our DEGREES program, which now provides an array of coaching and mentoring services to underrepresented students.

As noted previously, Sacramento State has already begun implementation of the "Finish in Four" branding campaign and it is already bearing fruit. From the first day of Orientation, new students are acculturated to the expectation that they can and will finish their degree in four years if they wish and that Sac State will make sure they have the academic support and access to courses they need to succeed. We achieved this through orientation messaging,such as "Class of 2020" banners" and the Finish in Four Pledge (i.e.,student incentive program and reduction in tuition for Summer Session), which 62% of incoming freshmen signed. In addition to these visible changes, behind the scenes our academic departments and transitions staff ensured that new sections were opened up whenever student demand began to exceed the supply of existing course seats.

We can already see the results in both students' expectations and course unit loads. In past surveys of new freshmen, only 45% said they expected to graduate in four years. Among Fall 2016 freshmen, 66% say they expect to graduate in four years. As of the first day of the Fall 2016 semester, 64.3% of new freshmen are taking 15 or more units, compared with 50.4% in Fall 2015, 29.5% in Fall 2014, and 22.2% in Fall 2013.

We intend to expand the "Finish in Four" concept to a "Finish in Two" expectation for transfer students, and we are expanding the cultural and operational changes embodied in "Finish in Four" so that all of our operations are focused on optimizing students' progression and success throughout their Sac State education .

Partially as a result of our outreach programs, including the Expository Reading and Writing Curriculum (ERWC), a high school English course intended to increase college readiness, the remediation rate for incoming freshmen has dropped from about 65% in Fall 2010 to 51% in Fall 2016. In Fall 2014, we implemented Directed Self Placement (DSP) for English remedial

students, reducing the number of incoming freshmen taking remedial English courses. As a result of DSP, lower remediation rates, and rising unit loads, more of our freshmen are progressing to sophomore or higher status by the end of their first year. In the Fall 2010 freshman cohort, 23.9% had progressed beyond freshman status by the beginning of their third semester. For the Fall 2015 cohort, the figure is 35.9%.

The President's Office, Academic Affairs and the Colleges have aggressively supported the mission of timely graduation with a number of ongoing initiatives. In 2016, Sac State initiated the hiring of 69 tenured faculty members and prioritized budgets to allow for more course sections, resulting in an increase of more than 10,000 additional class "seats" in Fall 2016. In addition, faculty work groups completed recommendations to reduce impaction, reviewed the First Year Experience, continued its review of general requirements, fostered aligned pathways with secondary and community colleges, and proposed increased offerings in the summer semester.

In cross-institutional collaboration efforts, Sac State has partnered with Sierra College and the Los Rios Community College District to develop a new Fourth-Year Math curriculum (the EAP Senior Year Math Course), designed for high school students who score "conditionally ready" or below on the CAASPP (California Assessment of Student Performance and Progress) in their

junior year. The course is intended to ensure that students are ready for college-level math when they finish high school. In addition, Sacramento State is redesigning its remedial math courses as it expands established and successful programs including CAMP, EOP Summer Bridge, and an array of programs through the Center for College and Career Readiness (high school boot camp, readiness workshops, and mindset interventions) in order to assist students as they prepare for the transition to college. These combined efforts allow for a more customized entryway for students joining the Sac State community.

1. Objectives Key indicators

The table below summarizes key outcome indicators to ensure that we are achieving our student success goals.

|  |  |  |
| --- | --- | --- |
| Metric | Goal | Most Recent Rate |
| Freshmen six-year graduation | 60% | 46% |
| Freshmen four-year graduation | 30% | 9% |
| Transfer two-year graduation | 38% | 26% |
| Transfer four-year graduation | 81% | 71% |
| Achievement GAP URM Freshmen Graduation Rate | 0% | 8% |
| Achievement GAP URM Transfers Graduation Rate | 0% | 4% |
| Achievement GAP Pell Freshmen | 0% | 7% |
| Achievement GAP Pell Transfers | 0% | 7% |
| Third-term Retention Freshmen | 85% | 79% |
| Fifth-term Retention Freshmen | 80% | 73% |
| Third-term Retention Transfers | 91% | 87% |
| Percent of freshmen taking 15 or more units in first semester | 75% | 64% |
| Percent of transfers taking 15 or more units in first semester | 60% | 28% |
| Increase utilization of nonstandard times for classes including summer and weekends by 30% |  |  |

1. Timeline Highlights

1. Ecosystem for Enrollment : Implemented in Fall 2016 and Integrated in Fall 2018.

1. Planning and budgeting for student success model: Implemented in 2015 and Extending through 2025.
2. "Finish in Four" campaign: Implemented in summer 2016.
3. "Finish in Four" "call-out" campaign: Piloted in summer 2016. Full implementation during 2016-17 academic year and extending through 2020.
4. Integrate data analytics ecosystem: 2016 through 2020.
5. Short term 2016-17 strategies (one page)

For the 2016-17 academic year, we will operationalize our long term strategies to target students in their junior and senior years (Fall 2013 and Fall 2014 freshman cohorts and Fall 2015 and Fall 2016 transfer cohorts) to maximize the 4-year and 4.5-year graduation rates for first time freshmen and 2-year and 2.5-year graduation rates for transfers. We propose strategies with immediate impact and visible metrics to track our progress.

Short term "intrusive" advising strategies

* + The 80+ Unit Call-Out. Students in the target cohorts with 80+ units will be contacted by trained faculty, staff, and student advisors and asked "How can Sac State help you Finish in Four" (or "Finish in Two" for transfers). Advisors will gather data on remaining course requirements for degree completion, as well as financial and personal obstacles. Students will be incentivized to pledge to "Finish in Four" with priority registration or financial supplements for tuition, parking,and campus employment. We estimate 1,000 students per cohort can be identified and contacted based on a pilot test of this strategy on the

2013 freshman cohort this summer. Call outs are scheduled for January 2017, summer 2017, and January 2018. Data will be compiled and crowd-sourced for a cross-functional advising team to analyze and act on.

* + Mobile, Just-in-Time Advising. Using mobile devices, social media, and the concept of the "Apple Genius Bar," student, staff and faculty advisors will be deployed to high traffic areas, study sessions, and club, athletic and social events, where customized "Finish in Four" advising will be delivered to and pledges will be solicited from individuals and groups

with a focus on the target cohorts. Advisors visibly wearing "Finish in Four" campaign shirts will blanket the campus and focus campus culture on the graduation imperative.

The short term target (for Fall 2013 freshmen and Fall 2015 transfers) is to advise the 1,078 freshmen and 2,966 transfers identified as haing 80+ units at the start of the Fall 2016 semester. The target for the "call-out" and mobile advising strategies is for 78% of the 1,087 freshmen (842 students) to graduate in 4 to 4.5 years and for 60% of the 2,966 transfers {1,774 students) to graduate in 2 to 2.5 years.

Enrollment management strategies

Summer, off-peak, and online courses, reduction in fees. Using data from the 80+ call-out program, leadership will prioritize spring,summer, and intersession budget allocations so that courses needed for graduation are fully funded. Students with a pledge to "Finish in Four" will be incentivized to take courses at non-standard times, including evenings, weekends, winter intersession, and summer .The University will identify resources, such as additional faculty, needed to add course sections, including classes at non-standard times. Incentives such as discounted university goods and services, priority parking,summer housing,campus employment, and reduced fees or free intersession and/or summer courses are part of the plan. Special attention will be given to "finish-line courses" such as senior project, capstone, and gatekeeper courses, as well as simplifying curriculum requirements.

Short term targets include 100% of the students eligible for graduation from the "call-out" will get their ist or 2nd choice semester course schedule needed for on-time degree completion.



# CSU San Bernardino Draft Student Success Plan



### Graduation Initiative 2025 Goals CSU San Bernardino *\**

|  |  |  |
| --- | --- | --- |
| Metric | 2025 Goal | Most Recent Rate |
| **Freshman 6-Year Graduation** | **62%** | 52% |
| **Freshman 4-Year Graduation** | **30%** | 12% |
| **Transfer 2-Year Graduation** | **45%** | 33% |
| **Transfer 4-Year Graduation** | **83%** | 73% |
| **Gap - Underrepresented Minority** | **0** | 1 % points |
| **Gap – Pell** | **0** | 3 % points |

**\* Corrected August 2, 2016**



Executive Summary of Goals & Strategies CSU San Bernardino

|  |  |
| --- | --- |
| **Goals** | **Strategies** |
| **Long-Term**   * Advising * Enrollment management * Remediation in Math | **Long-Term**   * Hiring retention and graduation specialists * Expand number of online and hybrid courses to fulfill demand for bottleneck courses * Offer developmental coursework in summer for freshmen prior to first semester at CSUSB |
| **Short-Term**   * Advising * Campus planning and organizing to foster a culture of student success * General support services * Success in low completion rate courses | **Short-Term**   * Intrusive advising by means of contacting students and offering assistance * Provide more campus employment * Offer supplemental instruction * Provide the colleges support to utilize funds effectively/ efficiently to ensure timely graduation |



CA LIFORNIA STATE UNIVERSIT Y, SAN BERNARDINO

*Of f ice of the Presid ent*

GRADUATION INITIATIVE 2025

Approved by President Tomas D. Morales

September!, 2016



Signature Date

Contact: Provost Shari McMahan - (909) 537-5024 - smcmahan@csusb .edu

LONG TERM PLAN (3 pages)

CSUSB serves a student population of 20,024 mostly (85%) from San Bernardino arid Riverside counties, where the Bachelor's degree attainment rate is 19% compared to 30% for the State of California. Eighty-four percent of our students are first generation college students, 69% require some form of math and/or English remediation at entry to college, 62% are Pell Grant recipients, 61% are female, 57% are Hispanic and 6% are African American. CSUSB is 22nd in funding dollars per full-time equivalent student among the CSU campuses.

To best serve our campus, CSUSB has implemented several new programs and/or models that are intended to impact the metrics in the Graduation Initiative moving forward: (a) creation of a new hybrid academic advising model that integrates faculty advisors, professional advisors, and peer advisors as a student success team model in colleges; (b) implementation of a new proactive advising practice that uses predictive analytics to enable advisors to reach out to students before they find themselves struggling; (c) expansion of CSUSB's developmental summer bridge program, Coyote First STEP, into a residential program and expansion of academic support structures such as supplemental instruction; and (d) expansion of a widespread culture of high impact practices, which include a culture of equity-minded, evidence-based teaching practices such as active learning strategies, collaborative assignments and projects, classroom-based formative assessment, undergraduate research, and service learning; and study abroad. Student Success is a prominent part of CSUSB's Strategic Plan (Appendix 1).

Strategies for moving forward include:

**Enrollment Management**

CSUSB will continue to examine admission and recruitment policies and practices for undergraduate and graduate applicants. There will be a collaborative effort from all key areas. In fact, we have a committee that is co-chaired by the Provost/Vice President for Academic

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Affairs and the Vice President for Student Affairs. The committee brings together representatives from the Faculty Senate, Academic Chairs, and Academic Deans, Office of Financial Aid, and Institutional Research, Admissions and Recruitment and other staff and faculty. This committee will lead the charge in examining admissions policies and practices targeted to improving freshmen 4-year and transfer 2-year graduation rates. We are also working closely with our community partners:

Southern California Initiative for Education and Prosperity Regional Partnerships CSCIEP)

CSUSB works with all 56 school districts in San Bernardino and Riverside Counties through the Office of the County Superintendents, the 11 community colleges, University of California Riverside, and the Inland Empire Economic Partnership and Coachella Economic Partnership to improve college readiness and increase the number of students who complete the A-G high school curriculum (Appendix 2).

Memoranda of Understanding with "Tier 1" School Districts

CSUSB entered into an agreement with all 20 "Tier 1" school districts to increase the number of high school students who complete the A-G curriculum, to increase participation in the Early Assessment Test, to increase the number of high school students who complete four years of math, to increase the number of students who graduate from high school ready for college, to complete the SAT Reasoning Test or ACT Exam, to create a program to identify at-risk 9th grade students, and to strengthen communication with parents. These efforts will allow us to develop a comprehensive strategic enrollment plan.

**Advising**

CSUSB changed the structure of advising by integrating faculty advisors, professional advisors, and peer advisors into a more coherent whole. The university's hybrid academic advising model is used in conjunction with the implementation of leading edge predictive analytics software and a fully integrated web-based academic advising platform. Advising activities are shared among university-wide advising centers, a central advising unit within each college, and the faculty members in academic departments. Both faculty members and professional advising staff (including supervised, trained peer mentors) share the responsibility for student success by adopting a "tag team" approach. In addition, our developmental hybrid advising program is a fundamental requirement for empowering students to take responsibility for their education by creating an academic plan, meeting personal needs, developing leadership skills, and engaging in university life. Continuing to support our on-going efforts and hiring retention and graduation specialists will bring disparate efforts together and provide robust support for graduating students in a timely manner.

EAB

CSUSB sought a partnership with Education Advisory Board (EAB) in 2013 to implement the EAB Student Success Collaborative (SSC) and the Campus platform. We plan to identify students in their junior year to determine their unit deficits in preparation for a timely graduation. We will also identify students who filed for graduation to make sure they completed all their classes and identify super seniors and work with them to

graduate. Over two hundred faculty and staff have been trained to date on the use of the EAB Campus platforms and several advising campaigns have been launched (Appendix 3).

Remediation in Math

CSUSB created an innovative program called the Coyote First STEP (CFS) to ensure freshmen are on track for timely graduation by reducing developmental math course requirements , enhancing social connections among peers, enriching the academic process, and forging a sense of belonging at CSUSB. Beginning in summer 2015, freshmen who needed developmental coursework were required to take pre-college math with intensive peer tutor support, attend co-curricular activities and workshops, and live on-campus for four weeks.

Stretch Composition and Directed Self-Placement in English

CSUSB has a non-remedial Stretch English composition program that provides students five different options for completing their English writing requirement, including one-, two-, and three-quarter sequences, with both multilingual and conventional options for the two- and three-quarter sequences. All five sequences require students to engage with challenging, substantive academic reading and writing. The key differences in the sequences are 1) the amount of time and support students receive as they work on developing their academic literacies and 2) the presence of additional support for multilingual writers. Complementing the Stretch Composition program is CSUSB's Directed Self-Placement (DSP) program, offering students the opportunity to select which FYC sequence is best suited to their writing needs.

Best Practices in Benchmarking Curriculum Against Appropriate Peer Curricula

The Teaching Resource Center (TRC) will expand the collaboration with the Quarter to Semester (Q2S) Director to create a campus culture that promotes and supports the study and widespread implementation of equity-minded, evidence-based teaching practices.

Faculty learning communities (FLCs) are perceived as faculty-driven resulting in increased benefits for the students. In addition, as we transform our curriculum in the

Q2S process, we will continue the collaboration in order to create a meaningful alignment in general education and·core curriculum.

**Data Capabilitiesff echnology**

CSUSB leads the movement on institutional intelligence. Information such as daily enrollment reports, bottleneck courses, course success, retention and graduation rates, general education deficiencies, and mean unit load is available to campus constituents through dashboards, a data warehouse, and EAB analytics. Use of this data will help to prioritize our efforts to move forward.

Digital Learning (Without need for physical space)

CSUSB has been at the forefront of the use of technology to engage students on and off campus. To be able to expand the number of courses available for students through online and hybrid delivery modalities would partially fulfill the demand for bottleneck courses. The chart shows the growth of online courses at CSUSB since Fall 2014 (Appendix 4).

RATIONALE FOR LONG TERM PLAN (1 page)

Any plan to address and bring about student success must approach the issue from many angles. The metaphor that it takes a village to raise a child holds true for higher education: there is no magic bullet but rather a holistic approach is required. Therefore, student success in higher education must begin in elementary school and on into high school. The data consistently shows that students who arrive at college, ready to take college-level courses graduate at higher rates than students who require additional college preparatory work once they begin their undergraduate careers. Therefore, it is crucial that CSUSB continue to partner with the school districts in our region throughout the entire K-12 process but particula,rly in the final years of high school to ensure that students receive the necessary education they need prior to graduation from high school. The work being done through the Governor's Innovation Award for the Inland Empire, renamed the SCIEP is bringing that "village" together, including business, school districts, and the higher education community. In addition, the Memoranda of Understanding between CSUSB and our partner school districts set up spycific guidelines for what is required for students to reach college prepared to be successful.

In the interim, while a substantive number of students still arrive on campus requiring additional academic preparation, a robust summer bridge program (currently being implemented at CSUSB as Coyote First STEP [CFS]) is required. CFS not only provides the courses needed to raise the skillsets of students below college-level Math, but also introduces them to learn other skills required to navigate a higher education environment. The eventual goal (which may not be met by 2025, but to which we remain firmly committed) would be to eliminate the need for summer bridge programs in any large sense.

Freshmen and transfer students are provided with another best practice at the outset of their careers at CSUSB-an orientation session. Intrusive advising is being factored into orientation and will continue through the students' education at our institution. Paired with a robust data analysis program, in this case the Education Advisory Board's (EAB) data analytics program, student progress may be tracked and interventions planned to assist students when they get off­ track. The more aggressive pursuit and introduction of high impact practices for an increasing number of our students is also a time tested and national model for maintaining student motivation, connection to the campus, and commitment to their academic success. Finally, ensuring that we are providing the appropriate number of course sections to allow students to move smoothly through the "pipeline," as well as quickly identifying those courses that are stumbling blocks for large numbers of students and analyzing what the issues are (e.g., additional tutoring sessions or other supplemental instruction needed, other delivery methods warranted), should prove additional aids in ensuring students are able to graduate on time, in four years for freshmen and two years for transfer students.

OBJECTIVES LONG TERM PLAN (1/2 page)

Full-Time Freshmen

To achieve an ambitious 4-year graduation rate of 30% for the Fall 2021 cohort, progress towards the degree needs to increase from 30% to 85% for sophomores, 20% to 73% for juniors, and 18% to 62% for seniors. These are units accumulated each year towards graduation and could be achieved through an increase from 12 to 15 units (towards the degree) each term.

CSUSB has a 6-year graduation rate goal of 62% for the Fall 2019 cohort which means retention into third year needs to increase to 83%. We anticipate little to no gap in underrepresented minority, Pell, and first generation first time full-time freshmen in 4- and 6-year graduation rate for the Fall 2019 and Fall 2021 cohorts.

All Transfers

Our goal is to reach a 2-year graduation rate of 45% for the Fall 2023 cohort and a 4-year graduation rate of 83% for the Fall 2021 cohort by increasing term unit load (towards the degree) from 12 to 15 units each term. We expect little to no gap in underrepresented minority, Pell, and first generation transfer students in 2- and 4-year graduation rate for the Fall 2021 and Fall 2023 cohorts.

TIMELINE LONG TERM PLAN (1/2 page)

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CSUSB Timeline to 2025 | t......  I  *\*......  0  N | 0....0..  I  t...... 0 N | 0......  I  0....0..  0  N | 0  N  I  0......  0  N | ......  N  I  0  N 0 N | N N  ......  N 0 N | M  N  I  N N 0 N | ..q-  N  I  M N 0 N | lr\  N  I  ..q-  N 0 N |
| EAB Campus all colleges roll.out | ./ |  |  |  |  |  |  |  |  |
| Scale up high impact practices | ./ | ./ | ./ | ./ | ./ |  |  |  |  |
| Tenure track hiring | ./ | ./ | ./ | ./ |  |  |  |  |  |
| Intrusive advising | ./ | ./ | ./ |  |  |  |  |  |  |
| Open new housing and food service |  | ./ |  |  |  |  |  |  |  |
| Unit load increase campaign |  |  | ./ | ./ | ./ | ./ | ./ | ./ |  |
| Bottleneck courses | ./ | ./ | ./ |  |  |  |  |  |  |
| Increase student support services like supplemental instruction | ./ | ./ |  |  |  |  |  |  |  |

SHORT TERM STRATEGIES FOR 2016-17 (1 page)

Enhanced instruction:

-Through the TRC and as part of the Q2S transformation, support faculty in studying and implementing equity-minded, evidence-based teaching practices to increase student success.

-Support faculty to develop and assess linked courses that foster inter-disciplinary inquiry and problem-solving as part of the new General Education program.

More aggressive approach to bottleneck courses:

-Provide the colleges the support to use their funds effectively and efficiently to ensure that students have the course sections necessary to graduate on time.

-Offer more summer and night courses that were previously bottleneck courses to decrease time to graduation.

-Offer supplemental instruction for bottleneck courses.

Through intrusive advising:

-Provide students with necessary courses in requisite term(s), work with faculty and department chairs to address course difficulties, and refer students to ancillary services such as supplemental instruction, tutoring, health clinic, or counseling center, if relevant.

-Provide super seniors with an exit strategies.

-Effectively implement the data and tools offered by the EAB in order to intervene in a timely manner to keep students on track for completing their academic requirements.

-Develop an aggressive campaign to help all current students graduate before conversion to semesters in fall 2020.

-Develop individual advising plans, through the use of UDirect and DARS, for all students who enter on the quarter system, but will graduate on the semester system.

-Review every student degree audit who filed a graduation check and reach out to them to make sure they are enrolled in appropriate courses.

-Contact students that have not registered for courses and offer assistance.

-Identify individuals who are registered for 12 units and offer assistance in finding an additional class.

-Review policies on transferring majors.

Increase unit load towards graduation:

-Scale up the 4-year pledge program to develop students' academic commitment.

-Create a 2-year pledge program for transfer students.

-Provide the beginnings of a Transfer Student Center where transfer students can receive support.

-Scale up career preparation for all freshman and transfer students.

Engage students into campus life:

-Provide more campus employment, keep students engaged on campus, and increasing time to degree for students going from 2nd to 3rd year which is the highest drop-out period.

-Scale up high impact practices activities such as internships, on-campus employment, service learning, study abroad, and supplemental instruction for math and English.

-Increase funding for the food pantry since 65% to 81% of 320 food-insecure students who visited The Den in the last six months were first generation, Pell recipients, and underrepresented minority.

-Celebrate by having an early graduation party specifically for Juniors with 90-134.9 quarter units where advisors sit down with students, plan a course path towards graduation, and file a grad check.

**Appendix 1**

**Portion of CSUSB's Strategic Plan 2015-2020 https://www .csusb.edu /strategic -plan**

From 2015-2020, CSUSB will follow its new Strategic Plan by taking these actions to ensure student success, which is the goal of the Graduation Initiative 2025. Progress will be reviewed at the end of each academic year, and the actions for the succeeding academic year confirmed.

During 2019-20, the Strategic Plan will be reviewed and revised to create an updated plan to take the campus through the years 2020-2025. It is anticipated that these objectives and strategies will remain, but their relative priorities will be tweaked to achieve the highest potential student success.

* + - All undergraduate students will participate in at least three High Impact Practices (HIPs) by graduation, preferably including one HIP within the context of each student's major.
    - Adopt CSUSB's Institutional Learning Outcomes and use the assessment of them to guide continuous program improvement.
    - Conduct annual surveys to assess students' sense of belonging, engagement, and inclusion. Establish baseline measures and then design programming to ensure continual improvement.
    - Increase student success by maintaining high academic standards while reducing the overall DFWI rate through improved course learning conditions and enhanced co­ curricular support. Aim to reduce the rate in lower division courses from 13% to 10% over the period 2015-2020, and aim to reduce the upper division rate from 8% to 6% through this same timeframe, particularly through providing additional supports for students in courses with the highest DFWI rates.
    - Stay on track to meet or exceed CSUSB's 4-year graduation rate in 2020 of 15% or higher, a 6-year graduation rate of 52% or higher, and an underrepresented minority (URM)/non-URM achievement gap of 0%. For transfer students, by 2020 achieve a 36% 2-year graduation rate and a 72% 4-year graduation rate. Reduce by half the achievement gaps for males and Pell-eligible students. Decrease average time-to-completion for students who enroll as freshmen from 5.6 to 5.0 years by 2020. For transfer students, decrease average time-to-completion from 3.1 to 2.7 years by 2020.
    - To foster the success of graduate students, by June 2017, the campus will complete a program evaluation of graduate education at CSUSB. From 2017 through 2020, these recommendations will be implemented.
    - Strategies, currently focused on 2015-2020 and to be used as the basis to evolve further to 2025:
      * Intentionally offer additional administrative support, stipends, re-assigned time, etc. to encourage and reward faculty as they continually improve their classroom teaching through integrating evidence-based and/or equity-based pedagogical strategies that enhance student learning and success.
      * Create a campus-wide HIPs Community of Practice to support the implementation of HIPs. These HIPs may include, but are not limited to:
        + Capstone Course, Culminating Senior Experience.
        + Internship, Practicum, Field Experience
        + Foreign Language or Additional Language Coursework
* Learning Community
* Research with Faculty Outside of Course
* Independent Study, Self-Designed Major
* Leadership in Student Organization
* Student Learning, Community Engagement
* Study Abroad
* Create student Learning Communities (residential and non-residential) designed around evidence-based best practices that may include cohorts, block scheduling, intentionally connected courses, peer mentoring, and structured learning supports (e.g., tutoring and Supplemental Instruction).
* The orientation for new tenure-track faculty hires will include a substantial component on effective pedagogy in higher education.
* In decisions about hiring new tenure-line faculty, consider what our institutional patterns and the research literatures tell us about where decreased class size could have the greatest impact on teaching effectiveness and on student success.
* Provide evidence-based academic and social support programs to help students succeed.
* Ensure that student support programs are systematically delivered effectively and efficiently.
* Intentionally and explicitly connect learning across curricular and co-curricular experiences so that students better understand the purposes of higher education and learn strategic that promote resilience and success beyond graduation.
* During the process of semester conversion, ensure that the Institutional Leaming Outcomes are included among the guiding principles in curriculum design.
* Conduct a graduate studies needs assessment that includes feedback from graduate students and graduate programs.
* Develop, implement and disseminate a graduate studies strategic plan.
* Explore, develop and implement effective practices in graduate education (potentially to include HIPs at the graduate level) that promote retention, graduation and time to degree.

**Appendix 2**

**Southern California Initiative for Education and Prosperity (Regional Partnerships) Goals**

**1.** Align educational policy and initiatives regionally via a bi-county cradle-to-career collective impact model.

1. Increase college preparedness, particularly in math, resulting in a 20% reduction in number of students requiring remediation at matriculation from high school to college within 5 years.
2. Increase baccalaureate attainment by 15% across the two counties within 5 years.
3. Increase the number of students completing the baccalaureate degree within 6 years by 10% across the two counties within 5 years.
4. Improve career preparedness through strengthened partnership with industry to better align education with workforce development needs.

**Appendix 3**

**Advising Campaigns Launched in EAB Campus Platform**

1. Identification of Super Seniors - Students with more than 180 units earned
2. Students who had between 90-134 (Junior status) units and a 2.0-3.0 cumulative GPA.
3. Identification of students to make sure that they are on track for graduation or if they need to change majors.
4. Students with 70-89.9 units who are moderate to high risk levels
5. Students with 90+ units with any risk level \*Intervention is required to assist students with declaring a major
6. Students at senior standing (135+ units) who are still classified as Pre-Criminal Justice.
7. Students declared Paralegal Studies who are finishing the program or who were admitted Fall 2014 and possibly need to change majors
8. Business majors who have completed 90+ units All risk levels and all GPAs
9. Nursing/Pre-nursing Units earned 90+ currently enrolled in Spring 2015
10. Nursing student Units earned with a cumulative 3.3 GPA or below enrolled in Fall 2014
11. Undergraduates who have earned between 90 and 134 units (Junior status) and a cumulative GPA between 2.0-3.0. This group required intervention as they are aspiring to apply to medical school once they graduate. Most medical schools require a higher GPA than what these students have earned thus far. It is critical to have conversations with them as far as what is required to be admitted, etc.

Appendix 4

Growth of Online Courses at CSUSB Since Fall 2014

Online Course Sections & Enrollments

6000

! 5000

I 4000

3000

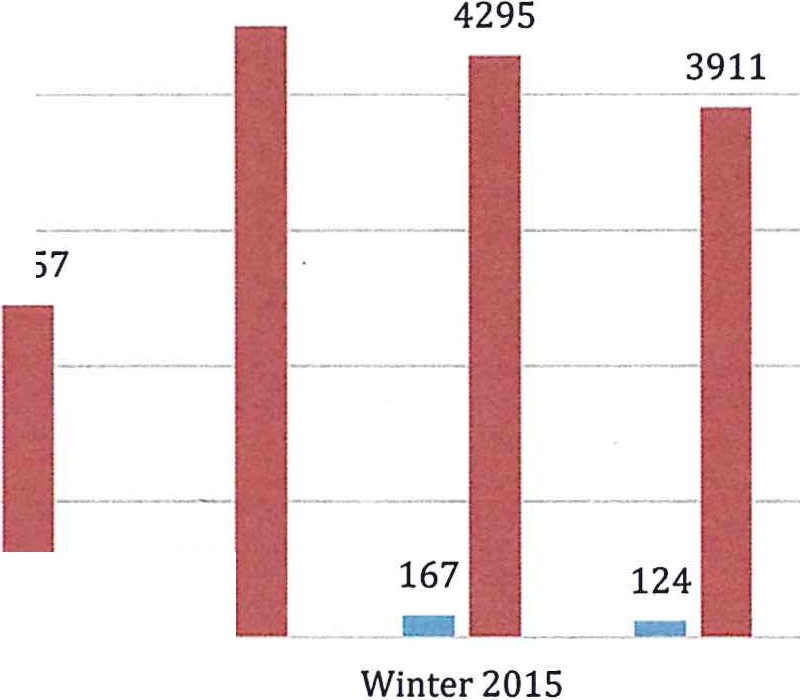
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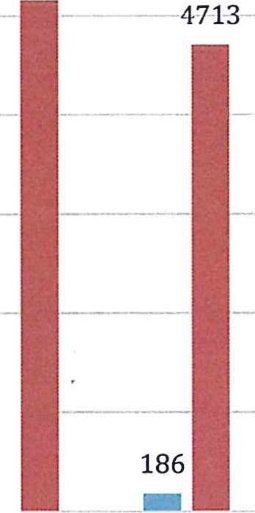
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Summer 2016 Spring 2016 Winter 2016

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In the spring of 2016

, a group of fourteen faculty and staff visited Arizona State University

(ASU) to learn about ASU's online delivery methods and support for faculty and students. The trip resulted in the planning of an E-Learning Academy, a collaborative effort between the Teaching Resources Center (TRC) and the Office of Academic Technologies and Innovation (ATI). The academy will be launched next summer. The purpose of this academy is to provide faculty training and support in:

* 1. Exemplary online teaching practices
  2. Templates developed which will have quality rubrics built in
  3. Accessibility in online courses
  4. Instructional Design and Pedagogical support

As a precursor to the launch of the E-Learning Academy, the TRC and ATI are offering a summer institute this summer to engage faculty in the delivery of online and hybrid courses.

11



# San Diego State University

**Draft Student Success Plan**



### Graduation Initiative 2025 Goals San Diego State

|  |  |  |
| --- | --- | --- |
| Metric | 2025 Goal | Most Recent Rate |
| **Freshman 6-Year Graduation** | **86%** | 68% |
| **Freshman 4-Year Graduation** | **54%** | 36% |
| **Transfer 2-Year Graduation** | **51%** | 39% |
| **Transfer 4-Year Graduation** | **91%** | 81% |
| **Gap - Underrepresented Minority** | **0** | 9 % points |
| **Gap – Pell** | **0** | 6 % points |



Executive Summary of Goals & Strategies San Diego State

|  |  |
| --- | --- |
| **Goals** | **Strategies** |
| **Long-Term**   * Enrollment management * Advising * Success in low completion rate courses * Link between tenure track hiring and student success | **Long-Term**   * Implement online system to leverage existing degree audit data to create interactive roadmaps for students * Create one-stop student success platform combining predictive analytics with power communication and workflow tools allowing advisors to identify/ act on issues potentially thwarting student success * Hire additional tenure track |
| **Short-Term**   * Advising | **Short-Term**   * Create academic advising structures within each college will begin to set expectations that each college is responsible for the academic success of their students |

**Student Success Plan Pursuant to AB 1602**

1. Identifying Information

San Diego State University Contact: Norah Shultz

Associate Vice President of Academic Affairs – Student Achievement [nshultz@mail.sdsu.edu](mailto:nshultz@mail.sdsu.edu)

(619) 594-4167

Elliot Hirshman, President Date

Provide an overview of the long-term campus plan to improve graduation rates and numbers and to close achievement gaps for freshmen and transfer students by 2025. Identify campus policies that may influence the work. Organize your narrative by describing plans to strengthen campus processes for at least five or six of the following areas between now and 2025. It is strongly recommended that enrollment management and advising and be addressed among your topics. Addressing data capabilities is also recommended.

Enrollment management (e.g., ensuring that all needed sections are offered based on student outstanding requirements from degree planners) from recruitment to graduation

Advising (e.g., more proactive and intrusive, predictive analytics)



Data capabilities to disaggregate and use student progress data by race, gender, first generation, underrepresented and socioeconomic status

Campus planning, organizing and communicating to foster a culture of student success The first year for freshmen and transfers



General support services (e.g., supplemental instruction, tutoring)

Targeted support services for first generation, low-income and underrepresented students (e.g., men’s success, Dream Center, etc.)

Best practices in benchmarking curriculum against appropriate peer curricula Success in low completion rate courses



Digital learning to engage students and expand access (without the need for physical space) Presidents July 29, 2016 Page 5

The link between tenure track hiring and student success



Work with K-12 and community colleges to improve college-going and transfer Remediation in math and English to support student success

Physical spaces to support student success

For each, indicate what support will be required. Approximate information, such as “support for hiring 15-20 additional advisors,” is adequate at this stage. Having categories into which we can organize campus plans will facilitate our efforts to develop a persuasive narrative about the campus plans.

1. Long Term Plan (suggested length, three pages)

In the last decade, San Diego State University’s 6-year graduation rates have climbed 26 percentage points for underrepresented students and 18 points for white students. This achievement was the result of many cross divisional student success initiatives. Underlying virtually all these initiatives was the creation of a culture of high expectations.

For the decade ahead, San Diego State University (SDSU) will continue to enhance its proven initiatives, continue to use data to identify areas where additional improvements can be made, and ascertain the resources necessary to move the new plans forward.

**Enrollment Management**

SDSU will continue to meet student demand for courses needed to make progress in their major. A new Wait List functionality (that has replaced crashing and that prioritizes students who need the section most) was launched in spring 2016. The Wait List allows colleges and departments to see where additional seats/sections may be needed.

SDSU has had on-demand, on-line complete degree audits (via u.achieve) for students, as well as 4-year roadmaps for all majors ([www.sdsu.edu/mymap](http://www.sdsu.edu/mymap)) for over a decade. The next iteration will be to implement u.direct as soon as self service is available in u.achieve. U.direct will leverage our existing degree audit data to create interactive roadmaps that will help students define a clear path to graduation. In addition to helping students stay on track to meet their (and our) educational goals, the creation of term to term plans will provide SDSU with aggregate data needed for course demand analysis and classroom scheduling.

**Academic Advising**

There has been a renewed emphasis on the importance of academic advising as a major component of student success in the last two years at SDSU. Campus wide efforts to raise this awareness have included Provost’s Academic Advising Forum, recognition of outstanding campus advisers, emphasis on graduating super seniors, and nominating students for graduation who have completed requirements.

Feedback from the over 200 participants of the 2015 Provost’s Academic Advising Forum advocated for a communication tool that could be used campus wide for advising notes. The solution that was recommended was EAB's Student Success Collaborative–Campus (SSC). This is a one-stop student success platform that combines predictive analytics with powerful communication and workflow tools to help advisers identify and proactively act on issues that may thwart a student’s success. Plans are in the works to purchase, install and begin using this tool within the next year and a half. Concurrent with the EAB initiative, is the creation of advising structures within each college. The deans are submitting their draft plans and budgets for discussion. This will lead to clearly articulated advising responsibilities within each college to serve their students as well as setting improved retention and graduation rate targets for each college.

Facilitating the ability of transfer students to finish their requirements in 2 years while being able to experience the high impact practices that enhance their job prospects and/or graduate school options will be a priority discussion item.

**General and Targeted Support Services**

Supplemental Instruction

In 2015-16, SDSU implemented Supplemental Instruction (SI) in three high challenge courses (Introduction to Psychology, Intermediate Accounting, Linear Algebra) and provided support to over 2,600 students during the academic year. Students who attended SI sessions earned statistically significantly higher average letter grade compared to non-attending students and, based on Propensity Score Matching, were 2.98 times more likely to pass than otherwise comparable students who do not attend sessions (95% CI, 1.06, 8.82). For Fall 2016, we are continuing our SI efforts in four high challenge courses (i.e., Introduction to Psychology, Linear Algebra, General Chemistry, and Statistical Principles and Practices). This targeted academic support will continue to be assessed and expanded.

Success in Low Completion Rate Courses

A working group began a university-wide examination of high challenge (i.e., high DFW) courses in Fall 2015. The effort has involved developing a baseline of %DFWs by course and instructor from Fall 2013 through Summer 2015, and then working with college and program leaders to discuss, develop, implement, and track interventions intended to increase student success (i.e., pass rates), while maintaining and ideally strengthening the integrity of the learning experience for all students. The first cycle of effort focused on 87 program- and college- prioritized courses and produced a net reduction of %DFWs relative to the baseline data.

Subsequent cycles will continue and broaden these efforts and, where merited, disaggregate data by student demographics to identify opportunities to increase inclusive excellence and educational equity.

Sophomore Success Program

SDSU will implement the SDSU Sophomore Success Program as an immersive full-service academic and student life support initiative tailored to second-year students who are from outside of the SDSU local admissions area. The first cohort of sophomores to experience the program, which requires non-local sophomores to live on campus, will be a part of the 2017 freshman class. This cohort will live in on-campus suites and apartment communities starting in the fall of 2018.

The two-phase program will begin with the 2017 freshmen class of Guardian Scholar, Nursing, Honors College, out-of-state and international students, as well as student athletes to continue to live on campus their second year in 2018. It will be fully implemented, benefiting all second- year, non-local students, in the fall of 2019.

Commuter Students

SDSU will continue to create and support transformational programs to support commuters in their academic and social success at SDSU. These programs already include a commuter resource center (new physical space), freshmen transition programs, peer mentoring,

resource workshops and support staff for commuting students. Our goal is to enroll all of the

freshmen commuter population in at least one commuter success pathway and to engage them in activities throughout their college career.

Learning Communities/Student Success Pathways

San Diego State offers a variety of different types of learning communities, both commuter and residential. The goal of these learning communities is to support students by creating small groups within which friendships can be made, academic support can be provided, relationships with faculty and staff can be formed and connections to campus activities can be created.

Sophomore Surge

We will continue to offer and build on the Sophomore Surge peer mentoring program that began in the academic year 2015-2016. Commuter Students in the program are paired with an upper- division student (Junior, Senior, or Graduate Student) and meet for bi-weekly sessions, in which the mentor covers various topics

Aztec Mentor Program

We will continue to build on our success with the Aztec Mentor Program, in which alumni and community supporters provide one on one professional mentoring to our students. This program works to prepare students to experience a mentoring relationship and learn about a profession.

Writing and Math Centers

Recently established Writing and Math Centers will continue to identify and focus their efforts on improving student success for the most "at risk" students in these areas.

**The Link Between Tenure Track Hiring and Student Success**

SDSU will hire 60 additional tenure track faculty each year over 5 years, beginning in 2014 (check year). Student success is correlated with strong student/faculty relationships including mentoring and research. Creating faculty mentoring opportunities will be a focus of SDSU’s 2025 Graduation Initiative. This would include the Provost’s Undergraduate Mentoring Program (PUMP), as well as faculty mentoring opportunities as part of the Sophomore Success Program. The Sophomore Success Program will require non local freshmen to live on campus for two years (currently they are required to live on campus for one year) and the program will be built on creating strong student/faculty relationships.

1. Rationale for Long Term Plan (one page)

Explain why you believe that your long-term campus plan will improve four-year graduation for freshman entrants and/or two-year graduation for transfers and/or close achievement gaps at these four and two year points. Make reference to relevant evidence, if possible.

It is important that campus plans demonstrably address four and two year rates and gaps. In many cases, the rationale will be widely understood by educators; for example, advising is a key strategy linked to student progress. In other cases, the rationale may be less widely understood; for example, offering online courses can be a way to encourage higher unit load, accelerating progress, without the need for students to fit classes into an already packed weekly schedule. In all cases, please assume that the *readers do not already understand* the rationale and do articulate a brief rationale; as a portion of our task is educational.

SDSU has had success in changing the campus culture over the last 15 years and this has resulted in years of improved retention and graduation rates. The Graduation Initiative 2025 is the opportunity to take that success to the next level and create a university-wide platform to support students specifically with academic advising initiatives, but also enhanced communication between all advising units will encourage referrals, timely follow up, and provide major exploration when needed.

Strategic academic advising is the key to allow us to continue to move the needle on retention and graduation rates. Creating academic advising structures within each college (that is specific to the needs of the students in that college). These new structures, along with the implementation of the EAB tool should set the foundation needed to improve graduation rates of freshmen and transfer students.

Advisers, and we use that term in its broadest sense to include support program staff, will be held responsible for their students’ course schedules, progress in the major, interventions when necessary, referrals, and timely feedback to students.

Offering appropriate support for students who encounter difficulties is also key to helping students be successful. The Division of Student Affairs and Undergraduate Studies will be assessing the myriad support services for their use and effectiveness and adjusting where necessary over the course of this Graduation Initiative.

1. Objectives Long Term Plan (half page)

Describe key specific measurable objectives to 2025. For a decade-long plan, there eventually will be many specific objectives; please select just a few key objectives that are demonstrably relevant to the goals. (Examples: second or third year retention is a good predictor of eventual graduation rates; increased unit accumulation or increased student unit load are relevant to quicker graduation.)

Expectations will be developed and metrics assigned. For example, If the College of Engineering’s four-year freshman graduation rate is currently 20%, and their students have the highest course repeat for calculus, and students having difficulty maintaining a 2.0 GPA in the major, or difficulty with their writing courses; interventions at all points where difficulty is determined as real will be put in place.

The same process would occur for transfer students, however, their success plan starts at admission. Admission priority will continue to be given to local transfer students who have completed all the lower division pre-major requirements for their major. Success in the pre-major requirements (particularly for engineering) is the strongest indicator of future success in that major. Identifying key introductory courses in the upper division major and tracking the new transfer students’ success in those courses will help to identify any potential disconnects early.

Colleges will be expected to meet their retention and graduation metrics and will be given the tools needed to accomplish these goals. This will move the two-year (transfer) and four-year (freshman) graduation rates up to the university’s target of 91% transfer two—year and 86% freshman four-year graduation rates. The strategies in place will also eliminate any achievement gaps for Pell and/or underrepresented students de facto.

1. Timeline Long Term Plan (half page)

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.)

Fall 2016 Begin discussion of college advising structures

Spring 2017 Begin putting college advising structures in place and assign next year’s metrics Assemble a campus wide advising steering committee to begin to institutionalize advising strategies

Fall 2017 Implement EAB to provide communication and analytic tools Spring 2018 Training and expectations set for second year

Fall 2018 Assess progress, keep what is working and rework any initiatives that are not meeting the goals

Spring 2020 Each college freshman 4-year graduation rates will be at 40% or higher. Transfer 2- year graduation rates will be at 42% or higher. Achievement gap will be less than 5%.

Each college freshman 6-year graduation rates will be at 75% or higher. Transfer 4- year graduation rates will be at 85% or higher. Achievement gap will be less than 5%

Fall 2022 Each college freshman 4-year graduation rates will be at 45% or higher. Transfer 2- year graduation rates will be at 46% or higher. Achievement gap will be less than 3%.

Each college freshman 6-year graduation rates will be at 80% or higher. Transfer 4- year graduation rates will be at 88% or higher. Achievement gap will be less than 3%.

Fall 2025 Each college freshman 4-year graduation rates will be at 54% or higher. Transfer 2- year graduation rates will be at 51% or higher. Achievement gap will be 0.

Each college freshman 6-year graduation rates will be at 86% or higher. Transfer 4- year graduation rates will be at 91% or higher. Achievement gap will be 0.

5. Short Term Strategies for 2016-17 (one page)

Briefly describe your campus plan to identify and work 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 and move those students to a four-year or two-year degree.

The very helpful and productive discussions with the Graduation Initiative Advisory Committee this summer identified a particular opportunity. About 4,000 CSU students appear to be on track to graduate in 4.5 years. Moving that group to four years, reducing only one semester, would raise our freshman graduation rate by about 8%. This may be our “low hanging fruit” with respect to four year rates. In allocating 2016-17 funds, we 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 or transfers who are not far from a two-year plan. Campuses might use analytics 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 in the form of reduced tuition or registration priority.

The creation of academic advising structures within each college will begin to set the expectations that each college is responsible for the academic success of their students. Metrics for 4-year and 6-year graduation rates for students who entered as freshmen and 2-year and 4- year graduation rates for students who entered as transfers will be generated and distributed to each college with targets for the following years. Supporting the colleges’ efforts will be the implementation of EAB's Student Success Collaborative–Campus (SSC) student success platform that combines predictive analytics with powerful communication and workflow tools to help advisers identify and proactively act on issues that may thwart a student’s success at graduating in 4 years (freshmen) and 2 years (transfers).

Colleges will develop their own student success pathways, but their goals will be specifically targeted at improving the 4-year graduation rates for students entering as freshmen. The average unit load for freshmen is already 15 units, so identifying the patterns that keep freshmen from graduating in 4 years is essential to understand before implementing specific strategies.

Additionally, specific cohorts of students (Compact Scholars, commuters, undeclared, EOP, etc.) who are more challenged in making progress will be identified and targeted interventions will be put in place – or if they are already in place – assessed for effectiveness and continually reengineered to produce the desired results. These interventions will be in partnership with Academic Affairs and Student Affairs.

ONLINE/HYBRID COURSE REDESIGN INSTITUTE AUGUST 31-SEPTEMBER . l,2016, 9:00 AM -4:00 PM

Organized by Academic Technologies and Innovation in partnership with the Teaching Resource Center.

PURPOSE AND ELIGIBILITY

The purpose of this two-day Institute, facilitated by the ATI instructional design team, is to assist with the redesign needs of faculty who wish to teach a face-to-face course as an online or hybrid course. The workshops will cover strategies and best practices of rethinking a course for a different format, as well as recognized standards of quality in designing an online/hybrid course. Courses which qualify as campus bottlenecks (understood either in terms of unfulfilled student demand or in terms of student performance) are of particular interest. The Institute is open to both full-time and part-time faculty.

25 participants, 20 full-time, 5 part-time Accounting & Finance (4)

. Anthropology (1) Comm. Studies (4) Economics (1)

English (3)

Gender & Sexuality (1) Health Science (1)

History (1)

Information & Decision Science (3) Management (1)

Public Administration (2) Theater Arts ( 1)

World Languages (2)

STATISTICS:

When launched next year, the E-Leaming academy will provide faculty reassigned time or stipends to develop fully online courses, with the commitment to offer the online courses in areas of demand to increase access to alternate modalities of course and program delivery.



# San Francisco State University

**Draft Student Success Plan**



### Graduation Initiative 2025 Goals San Francisco State

|  |  |  |
| --- | --- | --- |
| Metric | 2025 Goal | Most Recent Rate |
| **Freshman 6-Year Graduation** | **69%** | 51% |
| **Freshman 4-Year Graduation** | **33%** | 18% |
| **Transfer 2-Year Graduation** | **49%** | 37% |
| **Transfer 4-Year Graduation** | **86%** | 76% |
| **Gap - Underrepresented Minority** | **0** | 10 % points |
| **Gap – Pell** | **0** | 5 % points |



Executive Summary of Goals & Strategies San Francisco State

|  |  |
| --- | --- |
| **Goals** | **Strategies** |
| **Long-Term**   * Enrollment management * Advising * Physical space to support student success * First year for freshmen and transfers * Targeted support services | **Long-Term**   * Utilize tool to predict/ analyze student course demand, fund additional high-demand courses, get support for programs for curriculum revision * Hire new advisors across campus * One-time support to complete renovation of Undergraduate Advising Center and renovate College Resource Centers in certain colleges * Provide more purposeful, accessible, and frequent opportunities for students to engage * Improving lower-division curriculum, advising for undeclared students and career counseling to enhance major selection * Expand College Success Program |
| **Short-Term**   * Enrollment management * Advising | **Short-Term**   * Offer more sections of bottleneck courses * Deploy advisors to college resource centers to identify/ support students close to graduation * Hire temporary graduation specialists and Student Affairs & Enrollment management staff * Provide incentives for departments assuming overload advising |

San Francisco State University Campus Student Success Plan

September 2, 2016

**Summary**

San Francisco State’s ongoing student success efforts received a new boost from our new strategic plan, which sets ambitious goals to increase graduation by unprecedented margins. We are pleased to integrate our campus plan with the CSU Graduation Initiative 2025. The attached plan includes the following components:

1. the short-term strategies that we intend to follow to increase graduation in the immediate future (2016-17).
2. the rationale guiding our long-term plan
3. our long-term plan
4. **Short-Term Strategy for 2016-17**

Our short-term strategy represents a coordinated effort to identify and support students close to graduation, whose path could be shortened with additional attention. We expect this one-year pilot effort to produce immediate, measurable results—and to provide a sustainable model for continuous, long-term gains if permanent funds become available.

We plan to deploy advisors to the college resource centers to identify and support students close to graduation. Following a strategy that has been successful at CSU Fullerton, we will hire 10 temporary, full-time advisors (or more part-time equivalents) to serve as graduation specialists in the colleges, starting with two each in four of the largest colleges (Liberal and Creative Arts, Science and Engineering, Health and Social Sciences, and Business) and one in each of our two smaller colleges (Education and Ethnic Studies).

These graduation specialists will hold mandatory workshops for students who have completed 90 or more units and will work with students (and faculty advisors) to chart clear paths to graduation. They will maintain joint appointments in the colleges and the Undergraduate Advising Center and will receive up-to-date training in university graduation requirements and other relevant policies that affect students’ timely graduation from 2 coordinators, temporary positions we plan to offer to experienced retired annuitants.

The graduation specialists’ efforts will be coordinated with faculty advising in affected majors. Mini-grants to selected departments will facilitate training and offer incentives to faculty advisors who accept overload advising assignments.

In addition to the temporary advisors, we will hire 3 additional staff in Student Affairs & Enrollment Management in areas that will positively impact student graduation outcomes. For example, we need more capacity to evaluate transfer credit and review and approve applications for graduation in a timely

manner. Understaffing in these critical areas currently represents a significant barrier to timely graduation for our upper-division students.

With the help of Academic Institutional Research, we will identify specific courses that represent barriers to timely graduation for students in the upper division. We already know about many of of these bottlenecks—for example, several majors’ capstone courses are consistently overenrolled. With additional funding directed strategically, we will offer more sections of bottleneck courses and, by increasing their availability, allow students to progress at a faster pace toward graduation.1

Total cost of short-term plan: $2,150,0002

* + 10 new advisors (graduation specialists):

o SSP II x 10= $500,000

* + - Benefits= $210,000
    - subotal= $710,000
  + coordinators for new advisors:

o 2 = $76,800

* + 3 staff in Student Affairs & Enrollment Management

o SSP II x 3= $150,000

* + - Benefits= $63,000
    - subtotal= $213,000
  + incentives for departments assuming overload advising:
    - $2,500 grants to 19 departments
    - subtotal = $50,000
  + additional sections of upper-division bottleneck courses:

o 200 x $5,512 (per section) = $1,102,400

Numbers of students potentially affected (students currently enrolled at 120 units or above who have not yet applied for graduation):

 BA = 870

 BS = 1,836

 Total = 2,706

**Potential one-year gain in graduation rate: from 2% to 5%**

1. **Rationale for Long Term Plan**

Our long-term campus plan aims to improve our four-year graduation rates and our two-year transfer graduation rates, while eliminating the achievement gaps at all points for our first-generation, low-income, and underrepresented minority students, by addressing these key indicators of student success:

**Time to Degree**. When asked “Will you have graduated in the time you expected?” 41% of respondents to the most recent Senior Exit Survey respond that they will not, an increase of five percentage points over the preceding year.3 Of those students reporting a delay, 46% attribute it to an inability to enroll in required courses. When asked to identify “the one thing that, if changes were made, would have improved your overall SF State experience the most,” 38% cited course availability; an additional 18% cited advising. A lack of available courses is compounded by a lack of quality advising, which could help students navigate the complicated course selection and enrollment process; together, these challenges contribute to student attrition and delay time to degree. By addressing both, we expect to reduce attrition, speed students’ time to degree, and increase our four- year graduation rates significantly.

**Unit Load**. Currently students graduate from San Francisco State with an average of 135 units—which represents 15 units more than the 120 units required for the baccalaureate by Title V (the equivalent of taking an extra semester). In four years of surveys, 42% of students reported taking courses that were not needed for graduation because required courses were unavailable.4 In addition, nearly half (49%) of surveyed students reported never seeing an advisor for help selecting and enrolling in courses, which further exacerbates the problem. By addressing course availability and inadequate advising, we expect to reduce significantly graduates’ average unit loads—along with the costly delays that they represent.

**Probation**. Academic probation contributes to attrition, particularly among students of color. Our institutional research reveals that over 22% of FTF and 18% of new transfer students are placed on probation, most in their first term at San Francisco State. These students’ outcomes are discouraging; of those students placed on probation, 72% leave without completing a degree. Particularly discouraging is the racial and ethnic composition of probation students, at 36% African American, 26% Latino/a, and 21% Asian American.5 We need to help these students before they reach the crisis point of probation. We plan to do so by improving our ability to identify and reach out to students at earlier stages of academic difficulty in order to get them the advising and tutoring resources that they need; working with faculty and colleges, we will also promote course redesign and supplemental instruction in courses with high failure rates in order to improve student learning and achievement.

**Retention in the Lower Division**. Most of our students who leave without achieving their degrees do so in the lower division, with 34% of our first-time

freshmen leaving before beginning junior year. We believe that this attrition results from a variety of factors, including a lack of engagement at both the curricular and co-curricular levels that is indicated by our campus NSSE scores.6 By undertaking a systematic and campus-wide analysis of the first year, we aim to address the causes of lower-division student attrition by improving the academic, social, and emotional experiences of our students at every level.

1. **Long-Term Plan**

Our campus plan is structured around five major areas:

1. improved ***course availability and curricular planning***;
2. coordinated, intrusive and strategic ***advising***;
3. broad accessibility and visibility of ***student success data***;
4. high-quality student experience in the ***first year* of college** for incoming freshmen and new transfers; and
5. effective, ***targeted support services*** to achieve educational equity (directed specifically at our first-generation, low-income and underrepresented students, with special attention to men of color).

At San Francisco State, the campus-wide Student Success and Graduation Initiative has identified the following challenges to persistence, graduation, and achievement:

***Course Availability and Curricular Planning***

In senior exit surveys, students consistently report “course availability” as one of the top two barriers to their timely graduation; indeed, a preliminary diagnostic report reveals that 46% of the university’s undergraduate courses are filled at or above 96% capacity, corroborating students’ complaint that many courses that are required for graduation are inaccessible to them.7

Our campus strategy to increase course availability includes three components: 1) data-informed analysis of student course demand to enable effective curricular planning; 2) a fully-funded curriculum, including adequate funding for lecturers, GTAs, and tenure-line faculty to teach required courses in high-demand major and general education requirements; 3) support for programs to analyze and restructure their curriculum—with a special focus on pre-requisites, requirements, and electives—in order to reduce students’ excess unit load and advance their academic achievement and success.

These plans require the following resources:

1. A tool to predict and analyze student course demand (Ad Astra Platinum Analytics; *purchased with 2015-16 SSCI funds; additional funding sought to expand user training to department chairs and associate deans*)
2. Funding for additional sections of high-demand courses (to be determined)
3. Support for programs to undertake curriculum revision (*funded until 2017 with grants from Teagle and Keck Foundations*)
4. Funds to support expanded Teaching & Learning Center programs and services to assist with and complement faculty efforts to review and revise the curriculum to better align with student success and graduation outcomes.

***Advising***

The second-most identified barrier to timely graduation, according to the same senior exit surveys, is inadequate advising.8 In response, Academic Affairs conducted an operational review of advising in 2015-16, which utilized student surveys, focus groups, and analysis by external consultants. The final report concluded that advising at San Francisco State is understaffed, uncoordinated, and unwelcoming or inaccessible to students; the report then offered cogent recommendations for building an integrated, strategic campus-wide advising system.9 We are preparing to implement these recommendations.

In response, we plan to hire new advisors in both the central Undergraduate Advising Center and the college-based resource centers who can share data and up- to-date knowledge about advising best practices and university policies and structures affecting student success. Advising that takes place in other administrative units will also be reevaluated. We have also begun to raise funds to renovate our central advising center into a more accessible and welcoming space for students in one-on-one and group advising sessions. And we are attempting to build out our data capacity (as well as the training necessary to advising staff) in order to facilitate a more strategic, case-management-based advising system that can direct help where it can best meet student need (as detailed in the next section). We also will strive to proactively identify students in need of assistance earlier in each academic term so that we can deliver “just in time” intervention and more structured, intrusive support.

These plans necessitate the following resources:

1. Hiring a minimum of 27 new advisors across the campus, including 6 advisors jointly appointed in each college and the Undergraduate Advising Center, who can be trained in e-advising and student success data management; 5 advisors to serve in the six colleges as retention specialists, focused on lower-division students (with one in each of the four largest colleges and one shared between the two smaller colleges); 10 advisors to serve as graduation specialists, focused on upper-division students (with two each in our four largest colleges and one in each of our two smaller colleges); 2 new advisors serving full-time in the Undergraduate Advising Center to focus on undeclared students and students changing majors, and 4 new career counselors serving in Career Services in the Dean of Students Office. (*4 of the 27 will be hired with SSCI funds*)
2. One-time support to complete renovation of the Undergraduate Advising Center and to renovate College Resource Centers in the College of Science and Engineering (COSE), the College of Health and Social Sciences (CHSS),

and the College of Business. *($1.2 million of estimated $6 million already raised through grants and donors; additional funding sought.)*

***Student Success Data***

Our plan to develop a more strategic advising system necessitates a responsive, accessible platform that makes student success data available to departments, colleges, and the central administration in order to monitor and address student degree progress. Such a technology solution will also enable more effective data analytics and predictive analytics to inform strategic decision making. Ideally, data will be captured in “real time” and longitudinally in the following ways:

* + By class cohort, to track impact of large scale interventions over time
  + By targeted student communities, to ensure that we close and keep closed any achievement gaps
  + By major/program, to ensure ongoing curricular and co-curricular improvements are achieving intended goals and outcomes
  + By courses/sections, to help improve teaching and learning outcomes

This plan requires the following resources:

1. Ongoing support for a student success platform, such as EAB Student Success Collaborative, with additional support to train advisors, chairs, and other college administrators in data-driven student success efforts. (*source not yet identified*)

*2.* Support for a campus-wide data warehouse

***The First Year of College***

San Francisco State experiences its highest levels of attrition in the lower division, when 34% of our beginning FTF students leave without a degree before beginning their junior year. Institutional research has identified a number of factors that contribute to this unacceptably high attrition rates (in addition to course availability and advising):

1. Academic and social engagement: our campus NSSE results reveal disappointing levels of engagement among students overall, especially in the first two years of college, which we hope to address by scaling up our high- impact practices and emphasizing high-quality student experience across the curriculum and co-curriculum; this will necessarily involve concerted efforts by both faculty and staff across the campus.
2. Poor fit with major: many of our students declare a major prematurely, without adequate guidance about appropriate majors that would align with their goals and skills, contributing further to low engagement, underperformance, and attrition. Improving our lower-division curriculum, advising for undeclared students and career counseling will address this need;
3. Sense of belonging: with a campus that is extremely diverse, we will provide more purposeful, accessible and frequent opportunities for students to engage in meaningful ways around issues of inclusion, intersections of

identity and social justice, as well as global community citizenship and service-based learning, which the research has shown can be powerful conduits for student connection, while also helping to improve the campus climate;

1. Bureaucracy: Surveys of students consistently identify campus “bureaucracy” and “runaround” in the student-facing functions and units as a source of anxiety, discouragement, and stereotype threat. By better understanding the many points and levels at which students engage with the university, as well as identifying and resolving points of both overlap and inconsistency, we intend to create a more welcoming, user-friendly environment for beginning students and others.
2. Health and wellness barriers: The most prevalent health-related factors that SF State students report as negatively impacting their academic performance include: stress (31.4%), anxiety (20.8%), sleep difficulties (20.1%), and depression (15.7%).10

While San Francisco State historically served as a transfer institution, its growing numbers of entering first-time freshmen (including many from Southern California) require a new level of attention that involves a broad-scale culture-change on our campus among faculty, staff, and administrators. Similarly, an intentional shift from being a primarily commuter institution to one that increasingly serves students who live on campus requires us to restructure our models of campus life and student community, as well as organizing when and how we deliver instruction and student amenities.

To enhance our capacities to improve student engagement, new personnel resources needed include but are not limited to: (1) student organization advisers who will coach, mentor and develop student leaders and future leaders; (2) experienced student activities and events professionals who know how to involve students actively in the planning, delivery, and evaluation of comprehensive student programs, both small and large scale; and (3) health and recreation professionals to improve student wellbeing, decrease stress and increase active learning capacities. Work should be planned and delivered to purposefully close the student engagement gaps identified in our own NSSE survey results, particularly with lower- division/first year students. Implemented effectively, these programs can produce higher than predicted graduation rates.11

To effect these changes, we have contracted with the John Gardner Institute to undertake a campus-wide “Foundations of Excellence” program over the next two years, beginning Fall 2016. We expect this program, which involves broad collaboration and inquiry across the divisions of Academic Affairs and Student Affairs & Enrollment Management, to help us better understand the experience of beginning students from a holistic, integrated perspective, while also fostering coalitions of faculty, staff, and administrators dedicated to advancing lower-division student success.

This plan necessitates the following resources:

1. Foundations of Excellence contract (*funded with SSCI allocation, shared across AA and SAEM*)
2. Supplemental funds for meals, campus events, campus retreat
3. FYE program manager (*to be hired by SAEM with SSCI funds*)

***Targeted Support Services***

We are committed to eliminating the achievement gap that affects too many of our first-generation, low-income, and underrepresented students. For example, 24% of our new freshmen are placed on probation at least once in their first year, of whom 72% leave without completing a degree; among these students, URM, first- generation, and Pell-eligible students are overrepresented in these figures.

Campuses that serve a significant number of students who are first-generation and/or low-income in particular must invest in the requisite level of quality, responsive programs/services that promote and sustain both academic and social integration for students in a structured systemic manner. We know that targeted support works: Metro College Success Program, which enrolls first-generation, low- income, and underrepresented students in learning communities with integrated tutoring and academic support, achieves five-year graduation rates of nearly double the university’s average. We are addressing our achievement gaps by expanding Metro to include more than 1400 students, while also expanding our targeted support services to reach more students outside Metro.

Our low-income, first-generation, and underrepresented students currently lack a sense of belonging on our large, urban campus. In order to foster community and deliver targeted support on the co-curricular level, the campus is launching a search for a Director of Human Relations in Fall 2016, with expected hire date by January 1, 2017. That inaugural incumbent will begin campus climate assessment efforts and initiate program planning to increase opportunities for meaningful engagement around issues of diversity and dialogue across difference, as well as strive to support civil discourse, reduce stereotype threat and promote intercultural learning.

This plan necessitates the following resources:

1. Expansion of Metro to 10 academies across the campus (*currently funded through the Governor’s Innovation Award but in need of permanent funding to support additional faculty, staff, and advisors*)
2. Expansion of tutoring, particularly in writing and math (*currently funded through SSCI; additional support sought*)
3. Expansion of supplemental instruction aligned with high failure-rate courses (*currently funded through grants but in need of permanent funding)*

*4.* Expansion of the newly established Office of Human Relations *(currently funded in part through SSCI; additional funding is needed to sustain programming expenses and additional educators/support staff)*

This long-term plan to improve student outcomes by addressing course availability, advising, student success data, the first year of college, and targeted support services will mobilize faculty, staff, administrators, and others who care about San Francisco State and its students. We have already made considerable investments as a campus; by directing future funding toward these identified areas of need, we expect to achieve dramatic improvements in our retention and graduation rates.

1 Our campus has recently adopted Ad Astra Platinum Analytics to analyze student course demand and better align our supply to meet it. Ad Astra’s diagnostic report of course availability at SF State reveals that we will need to add 150 sections in order to student demand for critical courses and an additional 481 sections in order to ease further bottlenecks, so the anticipated 200 sections is a modest estimate:

|  |  |
| --- | --- |
| **Addition candidates** | **150 sections** |
| Potential addition candidates | 481 Sections |

2 The total cost of $2,149,700 has been rounded up to $2,150,000, the amount of funding allocated to San Francisco State in one-time student success funding.

3 Academic Institutional Research, SF State Senior Exit Survey (San Francisco State: February 5, 2016), 3

4 Academic Institutional Research, Summary of Highlights from Surveys and Studies, 2009-14 (San Francisco State University, 2015), 7.<http://air.sfsu.edu/sites/default/files/Summary%20of%20AIR%20Survey%20and>

%20Study%20Highlights%202009-2014.pdf

5 Summary of Highlights from Surveys and Studies, 2009-14, 4.

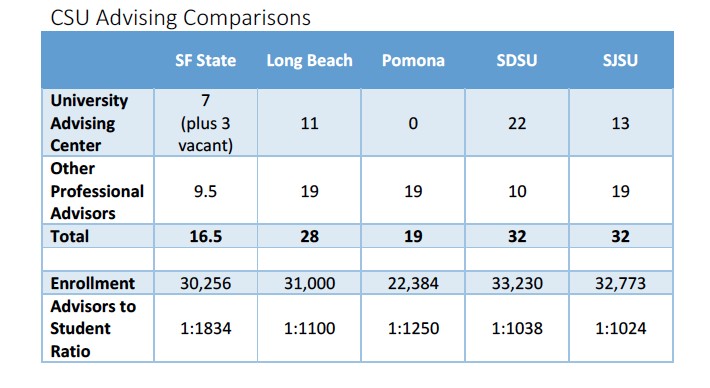
6 According to the most campus recent NSSE report, SF State students experience significantly lower levels of engagement than their peers at other campuses within comparative CSU, Carnegie Class, and NSSE 2013 and 14 campuses, particularly on measures of “Campus Environment,” including both “Quality of Interactions” and “Supportive Environment.” National Survey of Student Engagement, Engagement Indicators: San Francisco State University (NSSE 2014), 3. <http://air.sfsu.edu/sites/default/files/NSSE14%20Engagement%20Indicators%20>

%28SF%20State%29.pdf

7 Academic Institutional Research, SF State Senior Exit Survey (San Francisco State: February 5, 2016), 3 <http://air.sfsu.edu/sites/default/files/Senior%20Exit%20Survey%2008.21.2015-> 01.25.2016.pdf

8 SF State Senior Exit Survey, 5.

9 SF State Senior Exit Survey, 3.



10 American College Health Association. American College Health Association- National College Health Assessment II: San Francisco State University Executive Summary Spring 2016. Hanover, MD: American College Health Association; 2016. 11 George D. Kuh, Jillian Kinzie, John H. Schuh, Elizabeth J. Whitt, et al. (2010).

Student Success in College: Creating Conditions That Matter. San Francisco: Jossey- Bass.



# San Jose State University

**Draft Student Success Plan**



### Graduation Initiative 2025 Goals San Jose State

|  |  |  |
| --- | --- | --- |
| Metric | 2025 Goal | Most Recent Rate |
| **Freshman 6-Year Graduation** | **71%** | 57% |
| **Freshman 4-Year Graduation** | **35%** | 10% |
| **Transfer 2-Year Graduation** | **36%** | 24% |
| **Transfer 4-Year Graduation** | **80%** | 70% |
| **Gap - Underrepresented Minority** | **0** | 18 % points |
| **Gap – Pell** | **0** | 5 % points |



Executive Summary of Goals & Strategies San Jose State

|  |  |
| --- | --- |
| **Goals** | **Strategies** |
| **Long-Term**   * Data capabilities * Working with K-12 and community colleges * Advising * Targeted support services | **Long-Term**   * Launch data warehouse that will expand the ability to disaggregate student progress that is timely/ widely accessible * Implement Smart Planner to allow students to make/ monitor 4-year degree plans * Expand events at K-12 and community colleges and increase targeted outreach * Increase staff advisors * Provide centralized coordination of advisor training * Expand programs for targeted students |
| **Short-Term**   * Advising * General support services * Enrollment management | **Short-Term**   * Implement comprehensive proactive advising campaign * Expand capacity to help students complete Senior Projects * Expand capacity to help students who are missing GWR requirement * Provide additional course sections |



**San José State University**

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, September 2, 2016 Dr. Mary Papazian, President

**Long Term Plan**

As the oldest public institution in California, San José State University has a long and proud history as a supplier of excellent higher education, a contributor to the skilled

workfor

e in the Bay Area and an incubator for innovations that have significant local

and global impact. Through the decades, our priority has remained the same – to offer an exceptional and affordable education to all of our students so they find success in their careers and become engaged citizens of California and the world.

Once admitted, our students join a network of Spartans committed to supporting academic, professional and personal success. Together, we should provide our

student

with a clear and timely pathway to an outstanding degree. However, we often

fail to live up to this promise: for the student who starts the fall semester in need of

college readiness

upport in English and math; for the student who needs advice when

advisors are booked solid for weeks; for the student who feels disconnected from the campus and drifts away; and for the student whose progress is blocked because a bottleneck course is unavailable semester after semester. We acknowledge that some

student

opt to take less than a full course load, with 19 percent of undergraduate and

37 percent of graduate students enrolled part time in fall 2015. We also have a significant percentage of students who work to finance their education, including 27 percent of freshmen and 64 percent of seniors, according to the most recent National Survey of Student Engagement. We can and must do better for our students, especially those who need additional support on their road to success.

While we have made great improvements in six-year graduation rates, not all students share the benefits of that progress. SJSU reported a six-year graduation rate of 56.8 percent in 2015, up nearly 10 percentage points in just the last few years. This rate is on par with the national average for public universities of 58 percent, as reported by the National Center for Education Statistics for 2015, but we know we must continue to improve. The university’s four-year graduation rates remain stubbornly low at 10

percent.

Graduation rates for underrepresented minority (URM – Black or African American, Hispanic/Latino and Native American) students are increasing at a slower rate than non- URM students, a national trend. The six-year graduation rate for URM students is 44



percent. Read the Graduation Rate FAQ online for more details. Between 2003-2013, 77 percent of universities in the United States increased URM graduation rates, but only

45.7 percent were successful in decreasing the gap between URM and non-URM

student

, according to a report by the Education Trust that reviewed more than 255

institutions. To lift our rates even higher for all students, the campus has created a unified plan to guide our efforts so that we are all moving in the same direction.

Campus Planning

SJSU’s Academic Affairs Leadership Team (AALT) identified student success as a priority for its 2014-16 working plan. The Educational Excellence and Student Experience priority group that included student, faculty, staff and administrator representatives worked on initiatives to support student success. Through the priority group, student success centers have been established or expanded in each of the colleges; initial steps were taken to establish a data warehouse that will support predictive analytics; MyScheduler launched, a tool that supports students in course selection; writing support services were expanded; and GE pathways were developed

around

he topics of creativity, sustainability and globalization.

In summer 2015, Chancellor’s Office representatives met with the AALT and representatives from the Student Affairs Division for a one-day retreat focused on ways to improve student success for mid-career students (those in their third to fifth year at SJSU) and URM students. In a follow-up retreat, the AALT met again to discuss

roadblocks to student success and pote

tial solutions.

Based on the groundwork completed in the priority groups and summer retreats,

Provost Feinstein and Vice President for Student Affairs Blaylock held focus groups with

student

, faculty, staff and advisors throughout the fall 2015 semester to gather more

input on student success needs. Deputy Provost Carl Kemnitz conducted a student success program inventory, categorizing more than 100 programs and support systems. Kemnitz met with the Council of Deans, the Council of AVPs, AALT, the President’s Cabinet, the Academic Senate Executive Committee and the University Council of Chairs and Directors to discuss the existing programs, strengths, aspirations and remaining gaps.

Associate Vice President for Academic Planning and Budgets Marna Genes completed

an anal

sis of SJSU students’ average unit load as compared to other institutions and

discovered SJSU undergraduates took an average of 12.4 units a semester compared to a full-time unit load of 15. The analysis revealed the impact of course bottlenecks on student progress. As a result, the Joint Enrollment Planning Group recommended a “no limits” enrollment plan for 2016-17 to increase average unit load by removing college

enrollment ceilings and clearing course

ottlenecks. The plan was accepted by the

president and supported by a university budget plan that provided $2.8 million for



clearing bottlenecks, with 500 additional course sections. The overall plan was

presented to the Academic Senate in fal

2015.

In addition to these outreach efforts, campus leaders reviewed the Campus Climate Survey, conducted in spring 2015, the “Why Students Leave” report, based on research conducted by four faculty members in fa l 2015, and the National Survey of Student Engagement, conducted in 2014, to gain more information about student success needs.

Based on the information gathered through 2015 and spring 2016, San Jose State University released a data-driven, campus-wide student success plan, “SJSU’s Four Pillars of Student Success: College Readiness, Advising, Student Engagement and Clearing Bottlenecks.” The 12-page document describes the process by which the four pillars were selected, background information on each pillar, solutions and metrics. We have summarized highlights from this comprehensive document below that emphasize our long-term plans.

Data Capabilities

Supporting eviden

* 1. ased decision making is central to all four pillars of the plan.

Timely and relevant data needs to be at the fingertips of decision makers at all levels, from the president and provost on down to department chairs, individual advisors, and

student .

* Student Data Warehouse: SJSU is in the process of launching a data warehouse

that will expand the ability to disaggr

gate student progress that is timely and widely

accessible. The data warehouse will also expand access to predictive analytics and enhance the ability to use early alert systems to provide prevention and intervention support.

* Smart Planner: A team from the Chancellor’s office will be coming in fall 2016 to implement Smart Planner. This will complement the e-advising suite we have built out and branded MyGPS: Graduation Pathway to Success. SmartPlanner (which we will brand MyPlanner) will allow students to make and monitor four year degree plans. We will be able to utilize these plans to better predict course needs and ensure class availability.
* CSU Faculty Dashboard: We have just received access to the CSU developed Faculty Dashboard. We have a program underway to engage faculty more in student engagement and student success initiatives. The Faculty Dashboard will be utilized heavily in these efforts.
* EAB Student Success Collaborative

SSC): We are requesting support from the

Chancellor’s office to be amongst the next wave of campuses that implement EAB SSC. As outlined below, we have a strong infrastructure for moving forward student success initiatives on our campus. We need the EAB SSC tool in order to effectively monitor the nuanced impact of the many different initiatives.



College Readiness

This pillar looks at college readiness from a perspective of pre-admission, admission and post-admission efforts. These efforts could further reduce the number of students who need remediation and will provide opportunities for SJSU to remove the

achievement gap. Initiatives in this pillar include expanding summer transition programs, establishing fall college readiness forums, and collaborating with K-12 schools on partnerships such as the Spartan East Side Promise and other work with local schools. This work will ensure first-year freshmen are prepared for college-level work without the need for remediation or repeating key courses when they arrive at SJSU from high school or community colleges.

*Work with K-12 and community colleges to improve college-going and transfer*

* SJSU has existing events for K-12 and community colleges students that create a college-going culture in Santa Clara County, including College Day, African American College Readiness Summits and the Advancing Latino/as Achievement and Success Conference. Plans call for expanding these programs as well as increasing targeted outreach to high school sophomores.
* We plan to expand outreach in targeted majors in order to ensure the demographics of all our colleges match that of Santa Clara County.
* SJSU has created the Spartan East Side Promise, a partnership with the East Side Union High School District that will require the university to provide pre-college advising to high school students in that district, which serves underrepresented minority students.
* We plan to create a centralized welcome center for parents and families, as well as weekend campus tour options for prospective students and their families.

*Remediation in math and English to support student success*

* For fall 2016, SJSU has implemented a directed self-placement exam for incoming first-year students to help them in selecting the most appropriate English course. Options include “stretch English,” a year-long cohort model that is geared toward students in need of remediation.
* In summer 2016, SJSU launched the Spartan Scholars Program, a five-week, on- campus summer bridge program that is open to Pell-grant eligible students who are in need of remediation in math, English or both. The program is serving 112 students this summer, with plans to include additional students in subsequent years.
* We plan to utili

e non-cognitive skills assessment tests to admitted students, such

as SuccessNavigator, to ensure proper support is in place for students to increase resilience and persistence.

Advising

Through focus groups with students, staff, faculty and administrators, along with the Campus Climate Survey and research on why students leave before completing a



degree, key concerns were identified around advising. These issues include a long wait

time for appointments with advisors, lea

ing to students selecting courses on their own;

inconsistent training for advisors; difficulty navigating the complex array of support resources; delayed transcript evaluations; and the need for software to facilitate student progress and empower advisors with better data. Ultimately progress in this area is only possible via a coordinated and transparent network of well-trained advisors who rely on efficient support systems. Initiatives in this pillar include upgrading the advising infrastructure on campus by adding additional advisors, providing training for all advisors on campus, timely evaluation of transcripts and graduation applications, and implementing software solutions that will support students in creating attainable graduation pathways.

* + We are increasing staff advisors on campus to reduce staff advisor/student ratio to 1:600 (currently at 1:1,848).
  + We are working to provide centralized coordination of advisor training so that students receive consistent and effective information from all advising resources on campus.
  + We have a marketing campaign to students to encourage them to plan out their coursework through their anticipated graduation date and review their plan with an advisor. We will also be enhancing communication to students so they have a clear picture of who their advisor is at the different stages of their academic career.
  + We plan to augment staff and revise business process in enrollment services in order to evaluate transcripts and graduation applications more efficiently.
  + We will implement Smart Planner (MyPlanner) that will allow students to map out a four-year (first-time freshmen) or two-year (transfer students) degree plan.
  + We plan to create an automatic degree audit process (MyProgress) that will provide real-time information to students and advisors.

Student Engagement

Students at San Jose State engage the campus community in a variety of ways. Some work closely with faculty members on research in laboratories or in the community; others connect through a common interest in one of the more than 500 student organizations; still, others are active in athletics, both Division-I and intramural.

However, results of our NSSE survey and internal campus climate survey show some

student student

do not feel connected to campus or faculty. Increasing the engagement of to the university and their learn ng are critical components of enhancing

student success, improving graduation rates, and removing the achievement gap. Initiatives in this pillar include increasing student opportunities to engage in a first-year experience program, co-curricular activities, and enhancing the use of high-impact practices in the classroom.



*Targeted support services for first generation, low-income and underrepresented students (e.g., men’s success, Dream Center, etc.)*

* The African American Student Success Task Force and the Chican@/Latin@ Student Success Task Forces were moved to Student Affairs in Spring 2016 where

they have become institutional progr

ms under the AVP for Transition and Retention

Services. Expanded resources are being sought to allow for expansion of their programs to more students.

* We have hired a new Chief Diversity Officer who will be working with faculty and staff to enhance inclusivity in our teaching and co-curricular offerings.

*The link between tenure track hiring and student success*

* SJSU has hired 135 tenure/tenure-track faculty in the past three years, with 60 faculty searches approved for 2016-17. The university continues to focus on increasing its tenure density, a necessary step to clearing bottleneck courses as well as enhancing student engagement. We have created a professional development program for new faculty, University 101, to ensure they have a deep understanding

of S

SU and our students. We must maintain a high level of hiring to counter recent

retirements and long periods of time with relatively little hiring.

* SJSU sent a team of faculty and administrators to the American Association of Colleges and Universities (AAC&U) HIP Institute. Our team developed a detailed action plan for academic year 2016-17 to engage a broader base of faculty in student engagement and student success through High-Impact Practices (HIPs). This plan involves five main areas of focus: analyzing and mapping current use of HIPs on campus; leveraging existing institutional analytics to build a system to track participation and impact of HIPs; establishing a leadership team to ensure HIP initiative is sustainable; creating a campus wide plan for promoting awareness of HIPs; and adopting, expanding, and strengthening targeted HIPs.

Clearing Bottlenecks

Recent surveys of SJSU students reveal that one of the major challenges to their success is course bottlenecks - impasses where they cannot enroll in a course they need to make progress toward their deg ees, or when they cannot successfully complete a course and move forward toward their degree. Careful analysis of student enrollment patterns has identified two main reasons for these bottlenecks, and clearing them is one of the four pillars of our proposed campus student success plan. In some cases, the problem is one of simple capacity. If departments had the resources to offer additional sections of a particular course, more students could be accommodated and many problems would be easily resolved. In other cases, however, the issue is more complex, where additional course sections are not possible at this time due to facilities

or staffing issues. We have begun an aggressive strategy of tracking bottleneck courses

and re-allocating resources to address t

em. Culture changes to advising and



registration are also underway to ensure students register for the courses when they are made available.

In addition, we have identified a number of courses where the bottlenecks are created because students have difficulty passing the course in the first place, and must retry a second, and even a third time, thus increasing the demand for spots in the course. A

range o

initiatives are underway to address this including enhancements of campus

services for tutoring, peer mentors, supplemental instruction, and other high impact practices. We also have a $5M Department of Education grant starting this academic year to address high failure rate STEM courses.

*Enrollment management (e.g., ensuring that all needed sections are offered based on student outstanding requirements from degree planners) from recruitment to graduation*

* SJSU implemented the Induced Course Load Matrix methodology to help adjust funding for courses that are needed by an ever-changing student body.
* A fall 2015 analysis of average unit loads found that the average for students at SJSU is 12.4 so fall 2016-17 efforts are focused on increasing access to key courses. In fall 2016, SJSU is offering an additional 500 course sections in key bottleneck courses that have created obstacles to degree progress. Additional

support is needed to sustain these a

ditional sections.

* We have a marketing campaign to students and advisors to increase the number of students taking 15 units each semester--the number needed to graduate in four years. This marketing campaign will be expanded. Success in clearing bottlenecks hinges on both class availability and changing the culture of students and advisors around registration.

*Succes*

*in low completion rate courses AND General support services (e.g.,*

*supplemental instruction, tutoring)*

* Peer mentors and supplemental instruction will be embedded into high-failure-rate

clas

es to offer additional support to students.

* Writing fellows will be embedded into upper-division writing courses, first-year composition and Stretch English classes.
* The Writing Center will increase its personnel and expand online support structures, such as online video tutorials.
* The use of early alert technology through GradesFirst is being expanded campus wide. This tool will allow us to target at risk students in high failure rate courses to ensure they receive access to additional support services. Additional advising and support services personnel are needed in order to effectively utilize the early alert technology in this manner.
* SJSU is involved in a First in the World grant that will support the redesign of introductory STEM courses and also regularly is awarded CSU Proven Course Redesign/Promise Practice grants to continue to create engaging curricular models. Support is needed to expand this course re-design work to a broader set of courses.



###### Rationale for Long Term Plan

SJSU has created a campus wide student success plan through extensive conversations with campus constituents: students, faculty, staff, and administrators and close examination of our data and national best practices. We are focusing on four pillars: college readiness, advising, student engagement, and clearing bottlenecks.

Research on student success shows that these four areas are critical to support

student

like those on our campus. Our strategies are not only based on evidence but

will be supported by the continued analysis of data.

The role of data in achieving our student success goals cannot be overstated. Data guides our interventions, ensuring they achieve a maximum effect. For example, we are

actively monitoring course waitlists and

pening additional sections in “bottleneck”

courses to ensure students can stay on track to graduate in four years. Data have also revealed that a significant number of students at San José State take courses that do not count toward their degree, which can delay their graduation. This information led to a major investment in advising resources and plans for new technology that will help

student

make sure every course counts. As we build out our advising resources, we

are using best practices to ensure adequate advisor to student ratios and professional development for advisors.

We are also monitoring the unit loads of new and continuing students to measure our progress in improving full-time coursework, which is necessary for timely graduation. The results of these efforts should show an increase in the percentage of students who enroll full-time (15 semester units), and in courses that count towards their degree.

These effects pave the way to graduation in four years.

Addressing course bottlenecks also require we rethink how we support students in courses with traditionally high failure rates. To provide students with the support

student

need to succeed the first time they take a course (and thus reduce the overall

number of seats needed in the course), we are increasing student access to peer tutors and peer mentors embedded in the classes. Peer tutors will offer supplemental instruction to students on the content, working closely as a liaison with the faculty to convey what course content is not being adequately understood by the students. Peer mentors will bolster academic success skills such as test taking strategies and time management. We will also be working with faculty in high failure rate classes to support them in redesigning their curriculum to incorporate strategies proven to have a high impact on student success such as active learning and service learning.

In terms of college readiness, since its inception in 2012, the five-week Summer Bridge program for EOP double-remedial students has helped propel the retention rates of this population from the freshman to sophomore year, a critical predictor for college

success, to over 95 percent. Additionally, the program has sustained a 100% success



rate across all cohorts in the completion of SJSU's remedial competency requirements

m

within the one-year threshold.

Upon co

pletion of the Summer Bridge program,

student

are placed in a First-Year Experience and an English Stretch cohort model.

This cohort model assists students with navigating the complex social system of the university and introduces them to a myriad of resources that support their academic and personal development, while also teaching them about the learning process, their responsibility and role in it, and how to be a member of the university community.

In summer 2016 SJSU launched the Spartan Scholars Program, a 5 five-week summer transition program for 112 students: 67 double-remedial and 45 who were either math or English remedial s udents. Upon completion of the Spartan Scholars Program, students were placed in a First-Year Experience cohort model course and paired with a peer- mentor. This approach was implemented based on the lessons and success learned from the EOP cohort model. The long te m plan is to continue to increase the number of

student

in the EOP Summer Bridge program and the Spartan Scholars Program.

Research shows that the cohort model increases student success and at SJSU has proven to be effective in retaining students.

###### Objectives Long Term Plan

Below is a subset our objectives. A more comprehensive list is given in our detailed “Four Pillars of Student Success: College Readiness, Advising, Student Engagement and Clearing Bottlenecks”.

Overall Student Success Initiative

* Improve three-year retention rates
* Improve four-year and six year graduation rates
* Close gaps in retention rate and graduation rate as a function of college, ethnicity, first generation status, and Pell eligibility
* Increase the di county

ersity in all colleges to represent the demographics of Santa Clara

College Readiness

* Increase the number of students who attend college-readiness programs
* Decrease the number of students needing remediation at the start of the fall semester
* Close gaps in remediation rates as a function of college, ethnicity, first generation status, and Pell eligibility

Advising

* Increase the average unit load
* Increase the percentage of students who are on track to a timely graduation
* Increase student satisfaction with advising as measured by the NSSE



Student Engagement

* + Increase overall student engagement as measured by the NSSE
  + Increase student engagement with faculty as measured by the NSSE
  + Close gaps in student engagement as a function of college, ethnicity, first generation

m

status, and Pell eligibility as measured by the Campus Cli

Clearing Bottlenecks

ate survey and the NSSE

* + Decrease the number of courses with a failure rate of 15 percent or more
  + Close gaps in GPA for high failure rate courses as a function of college, ethnicity, first generation status, and Pell eligibility
  + Increase student satisfaction with registration as measured by the Campus Climate survey

###### Timeline Long Term Plan

In order to meet our four year 2025 graduation goals, we have set annual goals for each of the objectives highlighted above from now until 2021 (which would be the incoming year for the 2025 graduating cohort). The full set of objectives, including a breakdown with annual goals, are detailed in our “Four Pillars of Student Success: College Readiness, Advising, Student Engagement and Clearing Bottlenecks”. As an example, annual goals to achieve our target of a 35% first time freshman, four year graduation rate are:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | 21-22 |
| % of incoming frosh earning 30 units | 10% | 17% | 30% | 35% | 40% | 45% |
| % needing remediation at the start of fall | 35% | 30% | 25% | 20% | 15% | 10% |
| Frosh Average Unit Load | 12.33 | 12.7 | 13.1 | 13.5 | 13.9 | 14.1 |
| Overall undergrad average unit load | 12.03 | 12.38 | 12.7 | 13.0 | 13.25 | 13.5 |
| Achievemen t Gap | 17% | 15% | 12% | 9% | 3% | 0% |



In order to achieve this work, numerous key implementation milestones must be met along the way. Due to space limitations, we have expanded on only the data analytics and advising components. Student engagement, college readiness, and clearing bottlenecks implementation milestones are detailed in our full plan.

In data analytics, we will implement SmartPlanner & EAB SSC in Fall 2017. These tools will be piloted in Spring 2017 and rolled out to the entire campus in Fall 2018. The Student Data Warehouse (funded through a gift from the Koret Foundation) will be implemented in Spring 2017. During 2018-19, we will implement professional development for faculty and advisors to ensure all these tools are fully utilized. They will be a required part of the program planning process starting in Fall 2019 to ensure all programs are using student success data to evaluate the effectiveness of their programs.

For advising, in Fall 2017 we are launching a campaign to students to raise awareness of advising. This includes creating material and events to promote our technology tools to support advising and to ensure students create a timely degree path for themselves and discuss it with an advisor. We are also expanding our existing professional development for advisors to ensure the college success centers, staff advisors, and faculty advisors have access to resources they need to be successful at their jobs. We will assess these professional development materials in Fall 2018 and create taskforces of advisors to work on needed enhancements in AY 2018-19. In addition in the coming five years, we will be adding fifteen staff advisors a year to a total of sixty additional staff advisors. As we expand, we will be building infrastructure to support them including professional development and assessment tools.

###### Short Term Strategies for 2016-17

In academic year 2016-17, we plan to improve the institutional process around students applying for graduation. This will allow us to increase the number of students graduating in under four years by ensuring two key factors: that students who are close have timely information about the requirements they need and that key classes are offered in either the spring or summer. This process will also make lasting changes to our infrastructure that will benefit all students moving forward.

Currently, students who wish to graduate in spring must submit their graduation worksheets by October 1st. Due to limited staffing in enrollment services, some of these forms are not processed until mid-spring semester, some of them not even until the summer. The goal of this would be to design the staffing and process needed to review these forms by the start of the registration period for spring semester (November 1st).

In the long term, we would like to automate more of this process (which will be enabled by our newly updated degree audit) to reduce the staffing time needed. In the short term, we will work with enrollment services to provide the staffing they need to handle



this peak. One solution may be to cross-train staff from other areas to help out during that critical month.

After a graduation specialist reviews the graduation worksheet, students receive a memo detailing their outstanding requirements. In some cases, students don’t even open the memo. The memo is somewhat complicated with important issues like C- or better requirements and missing transcripts listed as footnotes. In order for students to better understand both the content of the memo and the importance of acting on the information, we will institute a communication plan that encourages students to carefully review the memo, provides them with an FAQ to understand all of the details, and highlights to them the financial cost of extending their graduation date.

Also, after the graduation worksheets are reviewed, we will have advisors work on two aspects of student outreach. Advisors will review approved memos with students on a

four-year degree path to ensure they ca

meet the requirements in spring. Advisors will

also review lists of students who did not file for graduation in the spring who might be able to graduate in spring or summer. The advisors will review the student’s progress to degree, provide the student with a roadmap to degree completion, and if a spring or summer graduation is possible, assist the student in filing a late graduation worksheet. Advisors will create a database of courses that would be needed in the summer to ensure graduation in under four years. Courses with sufficient demand will be offered, and in some cases, we will waive the summer tuition for those students. Also, in the long term, an automated version of this process will be enabled by our adoption of Smart Planner.

Ultimately, major progress on four-year freshman graduation rates and two-year transfer rates cannot be made without significant engagement at the earliest stages of a

student’s career. Short-term progress fo

our freshman #FinishInFour campaign and its

companion #TakeTwo campaign for transfer students will be measured by the number of new students who attempted and earned at least 30 units in their first year at SJSU. We seek various strategies and incentives to change our culture and encourage more timely graduation.



# Cal Poly University, San Luis Obispo

**Draft Student Success Plan**



### Graduation Initiative 2025 Goals Cal Poly San Luis Obispo

|  |  |  |
| --- | --- | --- |
| Metric | 2025 Goal | Most Recent Rate |
| **Freshman 6-Year Graduation** | **92%** | 76% |
| **Freshman 4-Year Graduation** | **71%** | 46% |
| **Transfer 2-Year Graduation** | **45%** | 33% |
| **Transfer 4-Year Graduation** | **93%** | 83% |
| **Gap - Underrepresented Minority** | **0** | 11 % points |
| **Gap – Pell** | **0** | 9 % points |



Executive Summary of Goals & Strategies Cal Poly San Luis Obispo

|  |  |
| --- | --- |
| **Goals** | **Strategies** |
| **Long-Term**   * Advising * General Support Services * Enrollment management * Work with K-12 and community colleges * Campus planning to foster a culture of student success | **Long-Term**   * Deploy a comprehensive (EAP) program to track and analyze trends and inform appropriate interventions for advisors * Increase tutoring resources * Implement (historically successful) full-year block scheduling for all freshmen to support/ keep them on track * Expand summer bridge programs * Develop a 2-year residential housing model that promotes engagement and connection |
| **Short-Term**   * Advising * Enrollment management * General support services | **Short-Term**   * Hire Graduation Initiative Coordinator to oversee Expected Academic Progress (EAP) system * Provide additional course sections * Expand capacity to help students missing GWR requirement by directing additional resources to University Writing and Rhetoric Center |

Graduation Initiative Proposal

**Long-Term Plan**

Our campus has developed a comprehensive, integrated strategy to improve graduation rates as well as close the achievement gap in various populations of students. This strategy utilizes a combination of policies, programs, practices, and information systems to help students make timely and successful progress to degree.

The comprehensive strategy begins during students’ first term at Cal Poly. Each first time freshman is “block scheduled” into a full time course load of all degree applicable classes needed to get a healthy start to their major. At the same time, they start using *Poly Planner,* a future course planning tool where they have to plan, each quarter, at least the following three consecutive terms. The aggregate plans collected from Poly Planner determine the total undergraduate course demand to inform departments in building their future course schedules and to determine needed resources. Our strategy continues by providing students a quarterly update of the progress they have been making toward their degree by tracking their “degree progress percentage” using the recently established *Expected Academic Progress* (EAP) policy. This policy states that each Cal Poly student needs to make a specific amount of degree progress each year.

Now that our new tools, policies, and processes are in place and that we have identified the primary reasons for delays in 4-year graduation rates (and 2-year rates for transfer students), our long-term plan includes setting expectations early and facilitating enrollment in degree applicable units for new students, providing proactive advising and improve retention through the early alert system, establishing a sense of belonging, and aligning the campus culture towards providing each Cal Poly student the best opportunity to earn a Cal Poly degree by removing the barriers and by creating pathways for success.

Cal Poly’s Long Term Plan To Improve Retention and Graduation Rates

* + 1. Continue to implement the **comprehensive proactive advising campaign for seniors** (see Short Term 2016-17 Strategies) every year for all students entering their fourth and final year of degree completion.
    2. Implement **full-year block scheduling** for all freshmen. Our fall term block scheduling has been immensely successful, but we can further support freshmen and keep them on track to graduate in 4 years by block scheduling their entire freshmen year.
    3. Develop a **campus wide Early Alert System** through a collaborative effort between Academic Affairs and Student Affairs, and supplement our current data with critical information about students’ academic performance as well as non-academic behavioral and wellbeing indicators in real time.
    4. Deploy a **comprehensive Expected Academic Progress (EAP) program**, led by an EAP Coordinator in University Advising, to track and analyze EAP trends and inform appropriate interventions throughout each student’s academic year.
    5. **Increase tutoring resources** to help students in targeted populations and who are exhibiting academic challenges through the early alert system.
    6. **Shift policy to require all first and second year students to live on campus** after we expand our capacity of on-campus housing to provide more students with the opportunity to live on-campus during both their first and second years.
    7. **Measure, track, analyze and strengthen non-academic factors** that we know to be crucial determinants of students’ wellbeing and success. Examples of these factors include:
       1. Involvement in leadership programs
       2. Student location of residence
       3. Special program participation (like Summer Institute or EOP)
       4. Student employment (both on and off campus)
       5. Student self-rated level of engagement with campus
    8. **Deploy interventions to strengthen growth mindset; sense of belonging and other non-cognitive factors that impact student performance.** As an outcome of Cal Poly’s participation in AASCU’s Re-Imagining the First Year of College (RFY) Initiative, Cal Poly is embarking on a multi-campus app-based intervention with all first time freshmen to strengthen growth mindset and sense of belonging. We are also engaged in a complementary professional development project through our Center for Teaching Learning and Technology to equip faculty who teach first year students to instill these non-cognitive skills through pedagogical and curricular enhancements.

1. **Shift policy to require all transfer students to participate in orientation** to strengthen their sense of belonging and other critical non-academic and academic success factors.
2. **Create bridge courses for transfer students.** This will shorten prerequisite chains for transfer students and improve time to graduation.
3. **Develop a two-year residential housing model that promotes engagement and connection with Cal Poly.** Our data show that students who have a meaningful two-year residential experience outperform other students, and this experience significantly reduced achievement gaps across student subpopulations.
4. **Expand cross-cultural engagement and focus on culturally relevant retention efforts for our underrepresented minority (URM) students.** Cal Poly is committed to strengthening its campus climate to create a diverse, inclusive environment that fosters success and belonging for each and every student.
5. **Expand summer bridge programs** to help students successfully transition from high school or community college to Cal Poly.
6. **Collaborate with colleges to have Career Services track all internship experiences** to help us better understand the measurable impact that internships have on student success.

**Rationale for Long-Term Plan**

Using our Expected Academic Progress tool, we have been able to identify the exact number of units each student has completed towards their degree. We plan to target the students who have achieved 75% or more degree progress by the end of their third year by implementing a “proactive advising campaign” and identifying any needs and/or challenges that might prevent these students from graduating on time (see short term strategies below).

Currently 64.9% of our Fall 2013 cohort is on track to graduate in 4 years. If all of these students were to be successful in graduating on time, we would have an almost 18% increase in our 4- year graduation rate compared with the 2011 cohort (46.6%).

Cal Poly’s total first time freshmen cohort in Fall 2013 was 4,892. At this point in time:

* + 50 (1.0%) have already completed their degree
  + 258 (5.3%) have been dismissed
  + 287 (5.9%) have stopped out
  + 3,160 (64.6%) have achieved more than 75% of their expected academic progress
  + 1,137 (23.2%) have achieved less than 75% of their expected academic progress

Cal Poly’s total transfer cohort in Fall 2015 was 776. At this point in time:

* + 6 (0.8%) have been dismissed
  + 18 (2.3%) have discontinued
  + 413 (53.2%) have achieved more than 75% of their expected academic progress and thus appear to be on track to graduate in 2 years
  + 339 (43.7%) have achieved less than 75% of their expected academic progress

With the help of the systems and processes we have in place, we are able to clearly identify the primary causes for students graduating beyond 4 years at Cal Poly. They include:

* + Not completing Senior Project.
  + Not completing graduation writing requirement (GWR).
  + Lacking one or more major or support courses for the degree.
  + Lacking one or more General Education (GE) courses, including upper-division GE.
  + Choosing to take additional courses to pursue minor after completing the degree.
  + Taking off one or more terms to pursue internship opportunities.
  + Financial hardships (e.g., transfer students reaching financial aid eligibility limit).
  + Transitioning to blended (4+1) programs (College of Engineering).
  + Students in 5-year programs (College of Architecture & Environmental Design).
  + Campus culture that prefers to be lenient towards students who extend their time to degree rather than encouraging timely completion.
  + Non-academic factors that students who leave Cal Poly cite as their principal reasons:
    - Lack of sense of belonging/lack of support group o Didn’t like their major and couldn’t change it o Perceptions of unwelcoming campus climate o Homesickness
    - Personal reasons

**Objectives for Long Term Plan**

In order to achieve the *Graduation Initiative 2025 Goals* that have been established for our campus, our plan is designed to achieve the following four objectives:

* Remove identified barriers to success through advising, services, and timely access to classes;
* Improve time to degree by expanding the implementation of expected academic progress policy;
* Deliver targeted interventions, programs, and services to retain and graduate low- income, first generation and underrepresented minority groups;
* Facilitate faculty-driven curricular enhancements such as bridge courses for transfer students.

**Timeline for Long-Term Plan**

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity** | **Responsible Party** | **Develop** | **Execute** |
| Comprehensive Proactive Advising | University Advising & College Advising | 2016-17 | 2017-18 |
| Early Alert System | Academic Affairs & Student Affairs | 2016-17 | 2017-18 |
| Strengthen Non-Academic Factors | Student Affairs | 2016-17 | 2017-18 |
| Deploy Growth Mindset/Sense of Belonging | Re-imaging the First Year Team | Summer 2016 | 2016-17 |
| Cross Cultural Engagement | Student Affairs | 2016-17 | 2017-18 |
| Increase Tutoring Resources | Academic Affairs & Student Affairs | 2016-17 | 2017-18 |
| Mandatory Orientation for Transfer Students | New Student & Transition Programs | 2016-17 | Summer 2017 |
| “Expected Academic Progress” Program | University Advising | 2016-17 & 2017-18 | 2018-19 |
| Expand Summer Bridge Programs | Extended Education & Student Academic Services | 2017-18 | 2018-19 |
| Track Internship Experiences | Career Services | 2017-18 | 2018-19 |
| First Year and Second Year Students Live On Campus | University Housing | Construction In Progress | 2018-19 |
| Two-Year Residential Curriculum Model | University Housing | 2017-18 | 2018-19 |
| Create Bridge Courses for Transfer Students | College Faculty | 2016-17 & 2017-18 | 2018-19 |
| Expand Block Scheduling to the Entire Freshman Year | Office of the Registrar | 2016-17 & 2017-18 | 2018-19 |

Assessment efforts will promptly follow the start of each activity to verify we are meeting our goals and provide an opportunity to refine our approach.

**Short Term Strategies for 2016-17**

Our short-term plan is designed to accomplish the following:

* + Confirm that the students who have achieved more than 75% of their EAP by the end of their third year have the appropriate plan in place to meet all of their remaining graduation requirements to enable them to graduate in 4 years;
  + Identify opportunities to help those students who have achieved less than 75% of their EAP by the end of their third year to get back on track and, in some cases, still graduate in 4 years;
  + Identify reasons why some students have stopped out or discontinued and determine a plan of action to help them return and complete their degree.

Our short plan includes the following action items:

*1.* **Immediately implement a comprehensive proactive advising campaign** to meet with each student who is either on track or close to graduating in AY 2016-17. Through our Expected Academic Progress (EAP) system, we know exactly which students are on track and which ones are close to being on track to graduate this academic year. To implement this plan, we will hire a *Graduation Initiative Coordinator* in University Advising whose position will transition into a “EAP Coordinator” in the long term. We will also allocate resources to increase advising capacity at the college and department level to communicate with students, identify missing graduation requirements, and develop a plan of action to deliver requisite resources to students to address those missing requirements, e.g., additional course sections, add codes to register for more than 16 units, senior project advising, micro-grants. We are also reaching out to all students who have not yet enrolled in fall quarter to determine the reasons why they are not returning in the fall.

1. **Expand capacity to help students complete their Senior Projects** by awarding faculty stipends and/or other forms of appropriate compensation to offer additional instructional capacity, and redesigning Senior Projects in more departments to align with courses rather than individual projects.
2. **Expand capacity to help students who are missing the GWR requirement** by directing additional resources to the University Writing and Rhetoric Center, the unit that oversees student completion of this degree milestone.
3. **Implement a campus wide ‘Finish in 4’ communication** campaign to gain greater understanding and support for the value of a 4-year degree to students, parents, faculty, staff, Cal Poly, the CSU, and the State of California.
4. **Provide additional course sections in 2016-17** in upper-division GE and/or other bottleneck courses that are the last remaining requirements for graduation.
5. **Develop and implement a micro-grant program** to help students overcome financial holds, budget shortfalls, expirations in financial aid eligibility or other financial hurdles that may be preventing a student from finishing their remaining courses or quarters.
6. **Offer summer enrollment grants for students** who can graduate by the end of summer through a partnership with Extended Education.



# CSU San Marcos

**Draft Student Success Plan**



### Graduation Initiative 2025 Goals CSU San Marcos

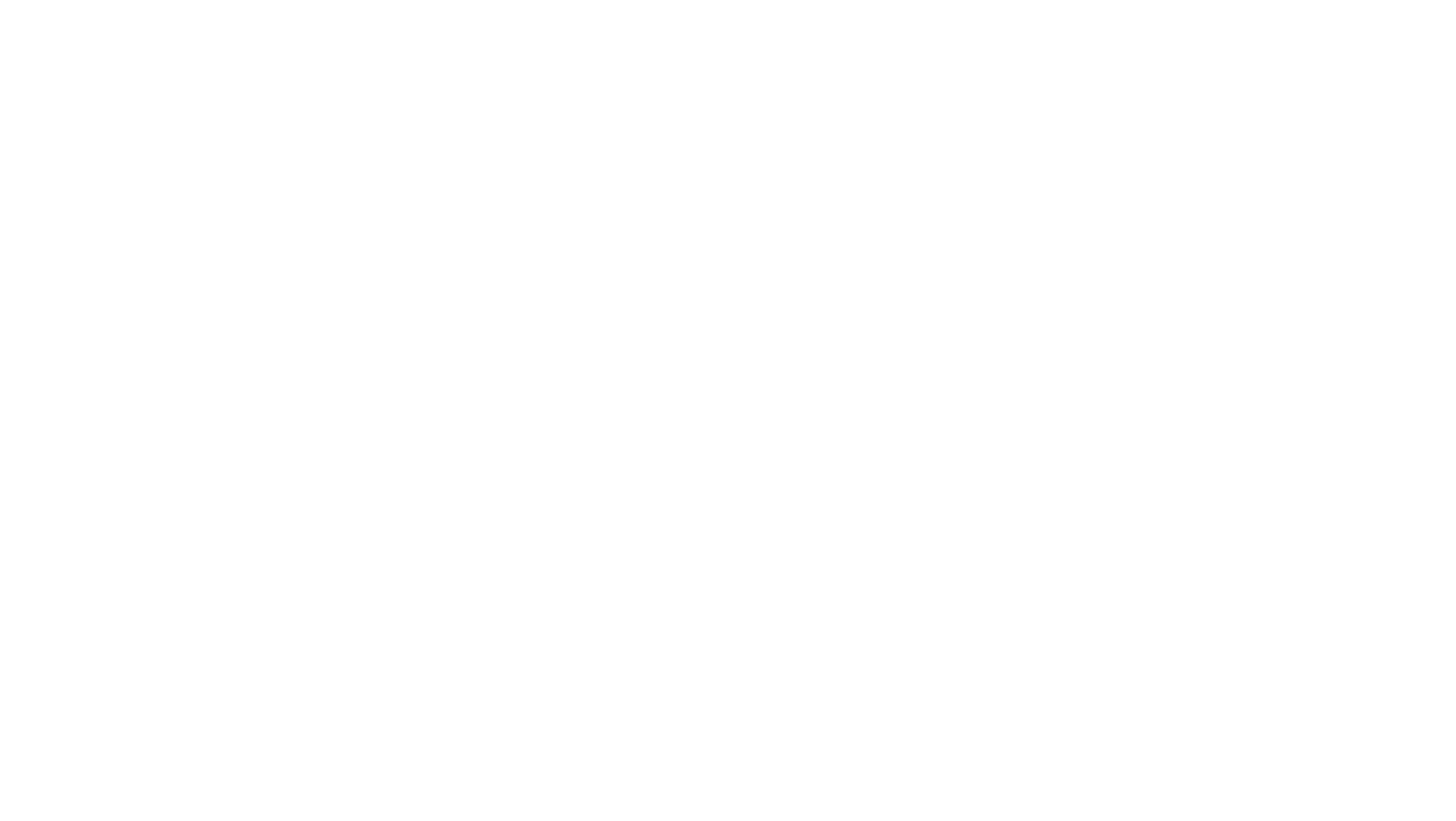
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| --- | --- | --- |
| Metric | 2025 Goal | Most Recent Rate |
| **Freshman 6-Year Graduation** | **61%** | 51% |
| **Freshman 4-Year Graduation** | **30%** | 14% |
| **Transfer 2-Year Graduation** | **40%** | 28% |
| **Transfer 4-Year Graduation** | **77%** | 67% |
| **Gap - Underrepresented Minority** | **0** | 2 % points |
| **Gap – Pell** | **0** | 1 % points |



Executive Summary of Goals & Strategies CSU San Marcos

|  |  |
| --- | --- |
| **Goals** | **Strategies** |
| **Long-Term**   * Work with K-12 and community colleges * Enrollment management * Advising * Tenure Track Hiring | **Long-Term**   * Support Alliance to Accelerate Excellence in Higher Education and other K-12 outreach programs * Increase enrollment capacity * Provide more advisors * Sustained faculty hiring * Add new space to accommodate faculty offices, research, and teaching |
| **Short-Term**   * Advising * Campus planning, organizing and communicating to foster a culture of student success * Enrollment management | **Short-Term**   * Pilot a Graduation Advisor model to run reports/reach out to students * Implement university-wide campaign to encourage students to review/ customize their degree planner courses prior to class schedule build * Deploy task force to develop/ promote shifting unit load norm from 12 to 15 * Add sections to meet anticipated demand from university-wide campaign/increase unit load norm |



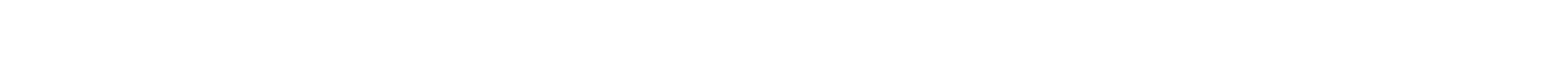


**Student Success Plan**

California State University San Marcos

Karen S. Haynes, Ph.D

President

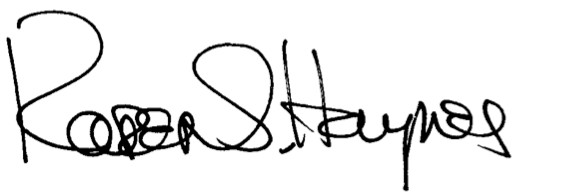
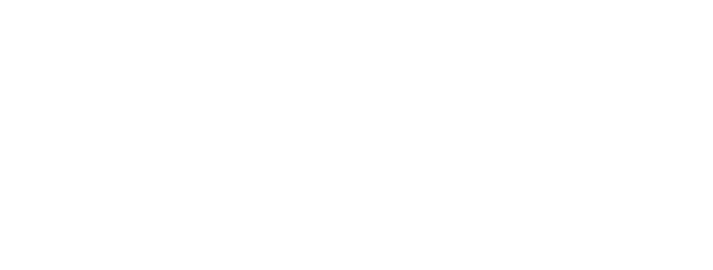


**S e p t e m b e r 2 0 1 6**

**Student Success Plan California State University San Marcos**

September 2016

**Karen S. Haynes, Ph.D. President**



**Approval**

**Campus Contact:** Matthew Ceppi, Ed.D. [mceppi@csusm.edu](mailto:mceppi@csusm.edu)

**Rationale:**

Realizing educational equity is foundational to CSU San Marcos’ student success strategy. The campus’s investment in student success and completion has been purposive, grounded in national research best practices, and based on findings from data specific to San Marcos students. The campus closed the achievement gap, in 2012, in first year retention rates between underrepresented minorities and majority students. Further, the achievement gap in the graduation rate has closed from 10 points to now just over 5 points. This remarkable improvement has occurred against the odds. Since 2008, the campus has more than doubled the percentage of low-­‐income undergraduate students and increased the number of underrepresented minority students, veteran and active duty students, and former foster youth; all populations we know require additional support. Fifty-­‐four percent of undergraduates are the first generation in their family to pursue a 4-­‐year degree. Forty-­‐four percent are underrepresented minorities; 51% of first-­‐time freshmen are URM. Given the proven success of some existing campus practices, as evidenced in the data, the campus strategy for the 2025 graduation initiative includes both scaling those existing practices and adoption of new, innovative and promising practices.

The San Marcos Student Success Long-­‐Term Plan is a three pronged strategy that includes improving student preparation and readiness for college rigor, expanding capacity to serve existing students and maintain access for the region, and scaling proven practices and academic support services:

* Students who have entered through the guaranteed admission programs do so without any remediation needs and, once here, are persisting at higher rates than all FTF. 44% of students who entered through the guaranteed admission program graduated within five years, compared to 34% of all students in that same freshmen cohort. As the number of students from these agreements increases (a 50% increase from Fall 2015 to Fall 2016), greater proportions of incoming freshmen will have no remediation needs and be better prepared for college.
* Leveraging technology and analytics is improving course scheduling patterns, identifying high demand course sections, and facilitating higher average unit loads. Research suggests that students who initially enroll in a 15-­‐unit load persist at higher rates and experience overall higher levels of success. Sustained enrollment growth funding will provide capacity for higher unit loads and for continuing to serve the region.
* Students who participate in HIPS such as Summer Transition, First Year Seminar, and Learning Communities during their first year at San Marcos are consistently retained and graduated at a higher rate than students who do not. Increased tenure track hiring will allow for the sustained growth of these and other high impact practices. Analytics will also assist in identifying students who need targeted academic support from Advising, Learning Centers, the Academic Success Center, and other offices.

**Long-­‐Term Plan**

1. **K-­‐12 Partnerships**

Resource Needs: Funding to support and scale the activities of the Alliance and other K-­‐12 outreach programs.

The Alliance to Accelerate Excellence in Higher Education includes CSUSM and its ten K-­‐12 partner districts (covering 200,000 students) and is aimed at increasing the number of students who graduate from high school, are qualified for college admission, and are prepared for the rigor of university coursework. The Alliance has five focus areas that support the promise of guaranteed admission: (1) Family Empowerment Network; (2) Undergraduate Fellowships; (3) Professional Development Collaborative; (4) Student Enrichment; and (5) Assessment, Analysis and Accountability. The early results of these efforts have been promising. Alliance students enter CSUSM with higher high school GPAs, have higher standardized test scores, are better prepared for college, and do not need remediation in any academic area. Once matriculated, those students perform better, are retained at higher rates, and complete with a shorter time-­‐ to-­‐degree. The campus strategy assumes greater proportions of incoming freshmen from the guaranteed admissions program (this fall, an increase of over 50% from the previous fall.)

1. **Enrollment Management**

Resource Needs: Sustained enrollment growth funding, academic space (classrooms, labs).

San Marcos is a developing and fast-­‐growing campus where funded enrollment has not kept up with actual rate of growth. Sustained enrollment growth is central to the campus’ student success strategy. Additional FTES are necessary for both immediate and long-­‐term capacity to increase unit loads. Further, the campus must build enrollment capacity to continue access to the most at-­‐risk populations in the region, including students from the ten Alliance partner districts. Regional demography and the campus’ proximity to three CSU campuses that are fully impacted place significant demand on San Marcos as the region’s public comprehensive university. First time freshmen applications for Fall 2016 were up 12.5% from the previous year. The campus has attempted to accommodate underserved populations in south San Diego County.

Successful efforts to increase average unit loads without an increase in funded enrollment growth will no doubt have a negative impact on access for new students in the region.

1. **Advising and Targeted Services**

Resource Needs: New Advisors, Space for Academic Advising and Student Support Services.

This past academic year CSUSM reached a major milestone, as all undergraduate state-­‐side majors (82) and minors (38) were fully implemented in Smart Planner (San Marcos’ branding is Degree Planner). CSUSM is fully committed to completing the implementation of all secondary majors in Smart Planner by Spring 2017. CSUSM is pursuing an innovative plan (further outlined in Short Term Strategies, p.6) to refine the class registration process and encourage students to follow the course roadmaps in Smart Planner through a form of auto-­‐enrollment. Over time, data in the Smart Planner will become more accurate in its ability to identify course demand, become a trusted student resource, and will streamline the path to graduation for students who follow the roadmaps.

The Cougar Care Network provides a centralized service for all members of the university community seeking to assist students in finding answers, resolving concerns, accessing resources, and seeking support; and, an early warning system for faculty and staff to identify and provide students of concern with information, resources, and support needed to ensure personal and academic success. All students served by the Cougar Care Network are tracked in a centralized database called Maxient, which is the software of

choice for managing behavior records at colleges and universities across North America. The centralized reporting and recordkeeping of students engaged with the Cougar Care Network helps connect the dots and prevent students from falling through the cracks.

Funding received from the Governor’s Innovation Award was used to develop the Academic Success Center. Opening this month, this center will provide academic coaching for all students. In phase I, this center will develop data-­‐informed academic success programs for undeclared students and for students enrolled in math, science, arts, humanities, and social and behavioral science courses. (further outlined in Short Term Strategies, p.6). Finally, both EOP and Student Support Services (SSS) have had tremendous success. The annual retention rate has been over 90% and the six-­‐year graduation rate is 71%. SSS is serving 200 students from first-­‐generation, low-­‐income, and/or disability backgrounds.

1. **Data Capacity**

Resource Needs: New data analysts, Tableau Enterprise Software, administrative office space.

Availability and use of data is a clear strength for CSU San Marcos. The campus has added staffing and invested in business intelligence tools (Tableau), leveraging model practices for data quality, validation, modeling and visualization deployed by other campuses in the same or more advance stages of development. We have evaluated EAB and other products and seek to build our own comprehensive set of dashboards that will provide course demand, student success and intrusive, early warning student advising tools. The Tableau data visualization project will provide the tools to explore multiple student success dashboards. Drawing upon research and student success trends, we envision these and other dashboards as examples of the types of reporting we would offer to faculty, advisors, and administrators:

* Student demographic variables such as gender, age, parental education levels, and socioeconomic status (SES) have a wide variety of effects on persistence and graduation, both directly and indirectly. A robust data model will allow us to gauge the impact of these variables on one another as well as identify the students with the greatest chance of success and at the greatest risk of struggle.
* We currently have the ability to gauge the effects of individual course grades or term GPA on persistence and graduation. With a more robust system, we will analyze student GPA trends, unit loads, and course taking patterns.
* Integrating usage data for all on-­‐campus advising and support services with overall student data will allow us to measure their impact and suggest ways to improve access and quality.
* Tracking High Impact Practices, such as including first-­‐year seminars, learning communities, undergraduate research experiences, service learning, internships, and incorporating these data into a larger model with student demographic, enrollment, and academic data will allow us to improve these programs and ensure that all students are taking advantage of the opportunities they provide.

San Marcos has also partnered with Fresno State’s Office of Institutional Effectiveness to assist us in building eAdvising and student success dashboards using Tableau. By the end of Fall 2016, we expect to create our first dashboards based upon Smart Planner data. Currently, CSUSM has a limited number of user licenses, so these interactive dashboards will not be available to the campus community until we identify a funding mechanism for purchasing an enterprise wide license, a short term strategy identified on page 6.

Making these data and dashboards more broadly available will allow faculty and staff to monitor trends of various student groups and cohorts, identify and assess high impact practices, assess performance of support services and student success initiatives, identify at-­‐risk students for interventions, and identify opportunities for continuous improvement.

1. **Tenure Track Hiring**

Resource Needs: Funding for new Tenured Track Faculty hire, faculty office space.

The campus developed a plan for faculty turnover, investing in faculty excellence, and strategic hiring in high demand and projected growth disciplines. Faculty hiring has been a consistently funded priority, with both new general funding and a significant portion of campus Student Success Fee revenues dedicated to tenure track positions. Thirteen new tenure track faculty searches were authorized during FY 2015/16 (does not include replacement hires.) This follows four successful years of faculty hiring that net 58 new tenure track positions. Despite the investment in faculty hiring, it has been difficult to make much traction in increasing tenure density. This can be attributed to actual enrollment growth that outpaces funded growth, and the impacts of budgets cuts and any new funding in 2016/17 dedicated primarily to compensation increases and mandatory costs.

Sustained faculty hiring is critical to many components of the campus strategy, particularly in scaling high impact practices, designing and implementing targeted support and interventions, and broader academic integration. Currently, only 12% of 100-­‐level courses and 16% of 200-­‐level courses are taught by tenure-­‐track faculty. The campus must also add new space to accommodate faculty offices, research, and teaching.

1. **Success in Low Completion Courses**

Resource Needs: Sustained funding beyond grant funding for continued operation and expansion of Supplemental Instruction1 and the STEM Center

The campus will continue to focus efforts on improving success in low completion courses. The Supplemental Instruction (SI) program integrates learning with study strategies that decreases fail rates for students in challenging courses. SI has been on the CSUSM campus since 2000 and overall has reduced the fail rate by 14% in supported courses. For example, an important gateway course is Introduction to Molecular and Cellular Biology (BIOL 210). Students who attend SI sessions 5 or more times in a semester see failure rates in this course of only 10% whereas students who do not attend SI fail at 26%. SI has the potential to expand into multiple disciplines/courses. For example, Accounting 201 has traditionally high fail rates and in AY 14-­‐15 38.8% of the 322 students failed the course. The SI program significantly decrease fail rates and likely reduces time to degree for students and can be rapidly scaled up to new courses. This program needs to be expanded to include courses beyond those in the sciences (e.g., economics and accounting).

The CSUSM STEM Center supports a comprehensive suite of high-­‐impact support programs. These efforts include a STEM Learning Assistant (LA) program, STEM Ambassador outreach program, faculty development initiatives, and a 35-­‐hour/week drop-­‐in tutoring program for students in STEM gateway courses. The STEM Center has had a dramatic impact. In CHEM201, students who utilized tutoring services were 4 times less likely to DFW and received course grades that averaged 0.6 grade points higher (p=0.004), compared to those who did not utilize tutoring services.

1 Based on the research-­‐informed and highly regarded University of Missouri-­‐Kansas City model

**Objectives:**

|  |  |  |
| --- | --- | --- |
|  | **Objective:** | **Supporting Initiatives and Actions:** |
| 1. | Increase Proficiency | * Alliance |

|  |  |  |
| --- | --- | --- |
| 2. | Increase Average Unit Load | * Degree, Set, Go * 15 to Finish Campaign * Additional Course Sections * Sustained Enrollment Growth |
| 3. | Improve Second Year Continuation Rate | * Academic Success Center |
|  |  | * Sophomore Summer Bridge |
|  |  | * Supplemental Instruction |
| 4. | Achieve Equity in High Impact Practices | * STEM Center * HIPs Tracking and Analysis |
|  |  | * Working Scholarships |
|  |  | * Supplemental Instruction |
|  |  | * STEM Center |
| 5. | Improve Tenure Density | * Tenure Track Hiring |
| 6. | Annual Improvement Against Key Benchmarks | * Graduation Advisors |
|  |  | * Academic Success Center |
|  |  | * Cougar Care Network |

**Key Milestones:**

|  |  |  |
| --- | --- | --- |
|  | **Milestone:** | **Target Date:** |
| 1. | Implementation of Degree, Set, Go | Fall 2016 – Spring 2017 |
| 2. | Average Unit Load Increased | Fall 2017 |
| 3. | Enhanced Data Capacity – Tableau Enterprise | Fall 2017 |
| 4. | Additional K-­‐12 Sites as part of the Alliance | Spring 2017 – 2021 |
| 5. | Student Registration Patterns Match Degree Planner | Fall 2019 |
| 6. | Achieve Mid-­‐Point of 2025 Target | Fall 2021 |
| 7. | Zero Remediation Needs; Freshmen Fully Proficient | Fall 2021 |

**Short Term Strategy**

**Degree Set-­‐Go:** The campus is pursuing an innovative plan, branded “Degree, Set, Go,” to refine the class registration process and encourage students to follow the course roadmaps in Degree

Planner. Approximately 81% of all students have accessed the Smart Planner over the past year with 53% logging in three or more times. Under the plan, a university-­‐wide campaign will encourage students to review and customize their Degree Planner courses prior to the class schedule build. Course demand data from Degree Planner will assist colleges in developing schedules that provide enough sections to meet the anticipated demand. After the schedule is released, students will go into Schedule Assistant and find their courses from Degree Planner already listed by default. Students will then be free to choose their preferred schedule and move their desired course sections into their “enrollment shopping cart.” The traditional registration process will still be available, but we believe that the incentives for students to get a seat in the courses they need will drive strong adoption of this program. In order to promote the use of Smart Planner, College Scheduler, auto-­‐enrollment, and mobile friendly access, the campus will create a robust marketing campaign. Custom programming is under way for Smart Planner and College Scheduler for ease of access via mobile devices, facilitating broader student adoption.

**Shifting Unit Load Norms from 12 to 15:** Two-­‐thirds of CSUSM students start their second year with freshman status (i.e. fewer than 30 collegiate units completed). Very few students enroll in 15 units in the first term, including fully proficient students. The campus will launch a campaign to change the culture, messaging and expectations for students enrolling in a 15-­‐unit load. A task force will develop the campaign in Spring 2017 for launch in the fall. In the immediate term, the Degree Planner is set at a 15-­‐unit default.

**Graduation Advisors:** Utilizing analytics, the campus will identify juniors within 60 units and Seniors within 30 units for extra push (unit load, intersession, summer). This will include piloting a Graduation Advisor model to run the reports and reach out to the students to help them apply for graduation, plan for and enroll in their remaining units, and identify opportunities to complete courses in intersession, special session (online), and summer while also providing post-­‐graduation guidance through resources such as the Career Center.

**Expanding Analytic Capabilities:** Building out our analytics and early warning system utilizing Tableau is tightly integrated with our short-­‐term strategies. The campus has engaged external consultants (Fresno State Office of Institutional Effectiveness) and directed IR and IT resources at the Tableau build-­‐out. The course demand dashboard will be used for FTE allocations by college and will help guide the scheduling of courses to meet projected demand. Advising dashboards will include progress to degree, student demographics, grade trends, interruptions in attendance, and use of academic and support services.

**Course Availability:** Adding sections to meet anticipated demand from “Degree, Set, Go” and to increase the unit load norm. Dependent upon available funding, the campus will add course sections based on demand information provided from College Scheduler. The campus is also looking to add high-­‐ demand, upper-­‐ division courses online and through intersession and summer.

**Academic Success Center:** Funding received from the Governor’s Innovation Award was used to develop the Academic Success Center. Opening this month, this center, led by the Office of Undergraduate Studies, will provide academic coaching for all students. In phase I, this center will also develop data-­‐informed academic support programing for undeclared students and for students enrolled in math, science, arts, humanities, and social and behavioral science courses. These programs will complement long-­‐running high impact practices.



# Sonoma State University

**Draft Student Success Plan**



### Graduation Initiative 2025 Goals Sonoma State

|  |  |  |
| --- | --- | --- |
| Metric | 2025 Goal | Most Recent Rate |
| **Freshman 6-Year Graduation** | **75%** | 59% |
| **Freshman 4-Year Graduation** | **54%** | 29% |
| **Transfer 2-Year Graduation** | **64%** | 52% |
| **Transfer 4-Year Graduation** | **91%** | 81% |
| **Gap - Underrepresented Minority** | **0** | 8 % points |
| **Gap – Pell** | **0** | 12 % points |



Executive Summary of Goals & Strategies Sonoma State

|  |  |
| --- | --- |
| **Goals** | **Strategies** |
| **Long-Term**   * Advising * General support services * Link between tenure track hiring and student success * Remediation in Math and English | **Long-Term**   * Hire more full-time graduation advisors * Facilitate faculty advising over the summer when advising is currently unavailable * Expand tutorial center * Increase tenure track hiring * Develop one or more general GE Quantitative Reasoning courses to improve early success and retention |
| **Short-Term**   * Advising * General support services | **Short-Term**   * Hire more graduation advisors * Hire temporary staff in Writing Center to increase GWAR success * Provide workshops for faculty interested in providing WICS course |

SONOMA STATE UNIVERSITY

CAMPUS STUDENT SUCCESS PLAN

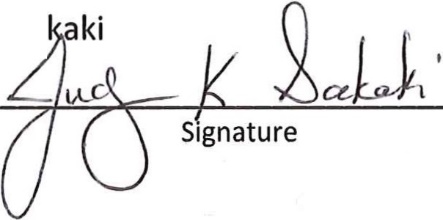
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President: Dr. Judy K. Sa



Long Term Plan

*A. Graduation Advising:* In an effort to increase 2 and 4-year graduation rates, Sonoma State proposes hiring 7 full time graduation advisors. As opposed to general or department specific advisors, these advisors will solely focus on facilitating the graduation of students who may not otherwise graduate in four years. Utilizing data from the Academic Requirements Report, the (Smart) Degree Planner, and other analytic tools, these advisors will monitor progress towards degree for each of their respective schools at Sonoma State (advisors will be assigned related groups of majors to provide equitable advising loads and service to students).

At SSU the analytics are already in place to identify populations of students who need more assertive advising to stay on a timely path to graduation. Graduation advisors will be responsible for the high impact, high touch work of reaching out to these students, meeting with them, and advising them appropriately to keep on track to timely graduation.

Graduation advisors will also facilitate the completion of degree plans for all students on campus, removing this burden from faculty. They would also work with individual academic departments to keep them appraised of any graduation related roadblocks, impediments, or issues inherent to their programs that inhibit successful graduation in four years. Data mined from the degree plans would be used to advise academic departments on course planning and to identify bottleneck courses based on demand and repeated attempts.

*8. Summer Advising:* Sonoma State also proposes to utilize campus success funding to facilitate faculty advising over the summer, when advising is currently unavailable. Faculty advisors would focus on first time, URM freshman from the year immediately prior who have less than 24 units. Faculty Advising would be wider in scope than graduation advising. Summer faculty

advisors can review general pathways to graduation as well as focus on specific requirements in programs. Through campus success funding,faculty advisors would also be empowered to fund summer or intersession coursework for said students who also demonstrate financial need (i.e. Pell grant eligibility).

*C. Advising Tools:* A need exists in the Sonoma State general academic advising office, which serves our large undeclared population, to obtain actionable data reflecting when students

come in for assistance, what information they seek, and how long they are in the office (waiting and being advised). These data will help the advising office address staffing needs (especially peak times) and keep the campus informed of general population advising concerns in a timely manner. Sonoma State proposes to use campus success funding to purchase easy to use hardware (such as iPads) and software necessary for a student self-check in system.

Significant E-Advising tools have been, or are being implemented at Sonoma State currently. While students, faculty and staff are provided initial training on these tools, there is a continuing need for ongoing training. Campus success funding will provide ongoing training for all E-advising tools that are currently, or soon to be online. A campus more conversant in these tools helps create a culture of success at Sonoma State University that will facilitate improvements in the four-year graduation rate.



1. *Expansion of Tutorial Center:* A highly successful practice is offering at-risk students one-on­ one tutoring or supplemental class instruction. We know the courses that have high D/F/W rates and/or are bottlenecks, but have insufficient resources to provide all the needed tutors or SI instructors to serve students. Currently we fund academic specialists who work with students to develop and improve basic study skills in math and writing through TRiO programs (Multilingual Learners and United for Success). But access to these professionals is limited to students who meet federal eligibility requirements, including US citizenship. Our target is to increase the number of academic specialists to provide sufficient access to any URM student. Future targets will increase the number of academic specialists needed to provide access to any student seeking support.

Along with one-on-one tutoring,student success funds will increase supplemental instruction in targeted, bottleneck, high risk courses. We have 35 SI tutors working each semester with many course in the sciences, business and modern language departments. Our target is adding 10 to

15 more courses over 5 years and to provide training to the Si's either through a course or through workshops. Estimated cost is about $1,000 per SI tutor per semester.

1. *Increase GWAR Success:* At Sonoma State University, the Written English Proficiency Test (WEPT) is the mechanism designed by SSU to fulfill the California State University Graduate Written Assessment Requirement (GWAR).

The success rate of the WEPT is "'70% and the SSU Writing Center provides counseling on strategies for success if students fail to pass on the first attempt. Yet approximately one third of all seniors fail the exam after 2 attempts and between 90-100 students fail to complete the WEPT by graduation.

During the 2015-16 academic year, the English Department piloted a program to offer upper division classes with a strong writing component as Writing Intensive Courses (WICs). These courses provide students writing content and training to satisfy the GWAR, thus acting as an alternative to the WEPT. Five courses were mounted in the Spring 2016 semester with an overall success of 93% (grade of C or better) for the 108 students enrolled in these courses.

Four additional courses have been added as WICs for the 2016-17 academic year. Expanding WICs across the curriculum requires a significant evaluation effort to determine whether this pilot program should be make permanent; this evaluation will be funded by year one Student Success funds. Following that evaluation, professional development training of faculty in the requirements for meeting the GWAR in a class will be required, especially in non-traditional writing courses in business and science. Student success funds will provide up to 5 workshops (5-7 faculty with stipends, workshop leader, supplies) in the next 2 years to add 30-40 additional WICs to serve over 1000 students per year.

1. ***Fold math remediation into first- year courses:*** Approximately 45% of incoming freshmen require math or English remediation, reducing the number of degree units they can complete in their first year. The English department has devised a first year course which combines both developmental content within a General Education, Written Communication course, for 6 units over 2 semesters. All units of the course apply towards graduation. Sections of this course are paired with a transition to college course (UNIV 102) to provide a HIP experience with meeting remediation and a GE requirement. The Mathematics & Statistics department developed a one­ semester 6 unit course for students scoring 44-48 in the ELM. The course satisfies developmental math and General Education, Quantitative Reasoning. However, students scoring lower than 44 on the ELM are required to complete ESM, or a 1- or 2-semester remedial math course which does not count towards graduation. Following the lead of the English department, targeted funding will support faculty in developing one or more general GE Quantitative Reasoning course for incoming freshmen, thus improving early success and retention for the 430-450 freshmen that take remedial math in the first semester.
2. ***Tenure Track Hiring:*** Nothing improves campus success as much as tenure track (TT) hires. Faculty provide additional advising,teach bottleneck courses, help in student preparation, and employ high-impact practices. In 2014 Sonoma State initiated a 3-year plan to hire at least 15 tenure track faculty per year for three years. Despite the additional hires, the actual number of tenure/tenure track faculty has not increased at the same rate due to retirements. A review of instructional faculty shows this trend. In Fall 2012, SSU reported a headcount of 241 T/TI faculty. By Fall 2015 the headcount has decreased to 235 even with an increase in the targeted number of hires by 5. The percentage of FTEF (full time equivalent instructional faculty) has also gone down. In Fall 2012, T/TT faculty comprised 67% of the FTE of the instructional faculty and in Fall 2015, T/TT are only 59% of the FTE of instructional faculty. Student success funding will provide a target for the campus to maintain T/TT faculty to at least 65% FTE of all instructional faculty.

***H . Faculty/ Staff Professional Development:*** The modern student body is a diverse population, from academic preparation and learning skills, to socio-economic and ethnic background.

Sonoma State University can better support the success of this population when the staff and faculty are trained on best practices. With Sonoma State University's emphasis on teaching quality, faculty members are eager for opportunities to improve their teaching repertoire. Using

the Sonoma State Faculty Center, funding will increase workshop offerings to train faculty in utilizing inclusive approaches to teaching,student active learning, and flipped classrooms that can increase student success in challenging courses, especially those with high D/F/W rates. Additional workshops will train faculty and staff on becoming a more inclusive campus with the goal of giving students a greater sense of belonging to the university community. In total, the workshops will focus on increasing student retention and success both in the classroom and in the wider campus community. Increasing faculty and staff participation can be accomplished with modest stipends.

**Rationale**

Implementation of Sonoma State University's long term plan will significantly impact graduation rates for entering freshman and transfer students across all 4- and 2-year pathways. However, we envision the greatest impacts map to four critical periods as follows:

*Entering Freshmen*

Folding math remediation into first year GE course

*End of freshman*

*year*

Summer advising

*Third year students and first*

*year transfers*

Graduation advising

*Seniors*

Expansion of tutorial center

Faculty/staff professional development

Advising tools Tenure track hires

Increase GWAR success

I

Folding math remediation into a first year GE course and summer advising will increase retention and reduce time to graduation for the freshman class. We typically see 430-450 freshmen in remedial math in the first semester (approximately X of the entering freshman class, reduced from 1/3 of the entering class by our successful ESM program). Since remedial math presently does not count in the units for graduation the course can delay students in a 4- year graduation plan.

At the end of the first year about 45% of freshmen have not completed 30 units. There are currently 858 students, who began in Fall 15, with under 30 units completed. Of those, 446 students are URM's and of those, 233 are currently enrolled in less than 15 units. Prioritizing these students for summer advising would not only help improve our 4-year graduation rate, but would serve to decrease our achievement gap. Over the past five years the average gap between Sonoma URM and non URM 6-year graduation rates is 9.8% (CSU Student Success Dashboard). The 4-year gap is even higher, coming in at 14% when comparing IPEDS ethnic category White against Black or Latino counterparts (Fall 2010 cohort).

With regard to funding summer and intersession coursework, of the 233 students listed above, 73 have completed 24 - 27 units. Funding 3 to 6 units of coursework for students with demonstrated financial need could put them back on track for a 4-year graduation.

Expansion of tutorial center services provides the greatest opportunity for first year students in challenging introductory courses, thus increasing retention. We have seen a troubling up-tick in the number of academically disqualified freshmen, with 102 in the FA 15 semester and 74 in SP 16. Most concerning is the large percentage of URM students who are disqualified each term. In Spring 16 alone, 59% of the freshman who were disqualified were from our URM population.

These at risk students will directly benefit from professional academic specialists and supplemental instruction classes.

Graduation advisors could satisfy both immediate and long term needs to facilitate improvements in the 4-year graduation rate. There are currently 622 students beginning their fourth year at Sonoma State with 90 or more units completed, 218 of whom are taking less than 15 units. Of those 218, 108 need to take at least 15 units if they are to graduate in Spring 17. These are the students to be targeted by graduation advisors to determine their plans for graduation, evaluate their current needs, and put them on the path towards a 4-year graduation. Strategies could include taking intersession courses and extra units in the Spring 17 term. Behind that group are another 275 students entering their third year, who have less than 60 units and who are currently taking less than 15 units a term. These students are off track for a 4-year graduation and could be prioritized by the graduation advisors.

With Graduation Advisors facilitating the completion of a degree plan for each student, collected data would inform academic departments about roadblocks, impediments, or issues inherent to their programs that affect the 4-year graduation rate. As already noted, data mined from the degree plans would be used in course planning and to identify bottleneck courses based on demand and repeated attempts.

Increasing success in the GWAR even modestly could increase the four year graduation rate.

For example, if we picked up an additional 30 graduates in the 2010 cohort, we could increase our graduation rate from 28% to 30%. If we pick up 60 graduates we could go up to 32%, and so on.

Faculty professional development, advising tools, and tenure track hires have a positive effect on retention and graduation across all 4 years as these make the institution more effective in providing student academic services that directly impact success and timely graduation.

**Objectives**

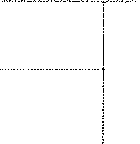
Implementation of all of the proposed sections of the plan could result in the following:

* + Increased four year graduation rates
    - Year 1, an increase of 2% to the prior year cohort.
    - Years 2-5, an increase of 4% to 7% in graduation rate from the initial distribution cohort.
    - Years 6-10, an increase of 10% to 12% in graduation rate from the initial distribution cohort.
  + Decrease in the number of undeclared students into their 2nd year. Currently about 24% of undeclared students persist into their 2nd year.
    - Years 1-5, only 15% of undeclared students persist into year 2 o Years 6-10, only 10% of undeclared students persist into year 2
  + An increase in the average unit load of all undergraduates. Currently the average unit load for all undergraduates is 13.8
    - Years 1-5, an increase up to 14.1 o Years 6-10, in increase up to 14.5
  + Given the implementation of these proposals on our 4 year graduation rate, we can expect concomitant increases in our 2 year transfer graduation rate.

**Timeline**

Graduation advisors

Years 1-2

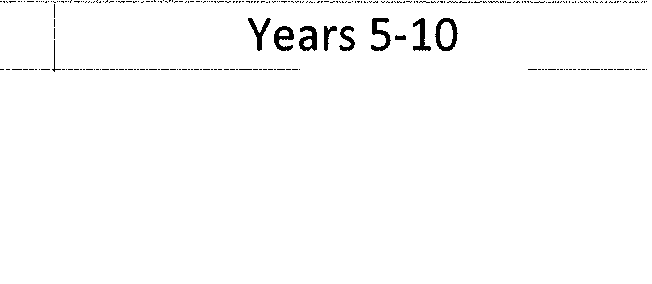
7 advisors, allocated to

* common groups of

: majors

Years 2-5 Advisors assuring Degree Plan completion for all

* students with a major.



Meeting with all students who are completing below 15 units a term.

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Experience of Advisors allows for recognition of bottlenecks and roadblocks to graduation inherent in curriculum.

They provide input to departments and Deans on course planning and



Summer faculty advisors

1-2 per school

- ----- ----

1for each impacted major, and 1-2 for remaining majors, and targeting URM population.

Tutorial center academic specialist

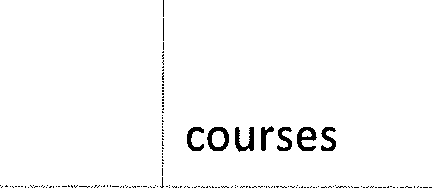
Supplemental instructors

Professional development workshops

2 academic specialists for URM population not

* + already served via TRiO

Increase SI instructors for 5-7 additional courses



2-5 annual full-day workshops (effective pedagogy, inclusiveness training,writing intensive class)

Using campus analytics, specialists will identify and

' aggressively seek out URM populations not already served by TRiO for services.



Increase SI instructors for 7-10 additional

10 annual full-day workshops (advising, inclusiveness, teaching to specialized populations)

Mature programs for URM populations in place.

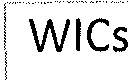
Increase SI instructors for 10-15 additional courses

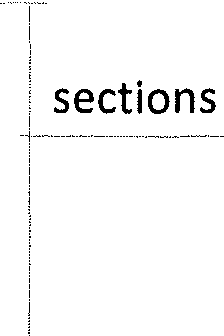
15 annual full day workshops (advising, inclusiveness, teaching to specialized populations)

Tenure track hires

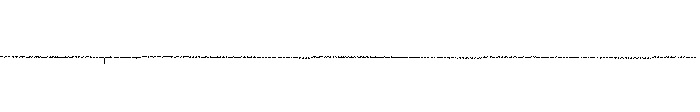
5 in addition to campus plan

10 in addition to campus plan

·- -



10 additional WICs 30-40 WICs sections offered per year



Math

remediation in ist

year GE course

Begin with faculty development and planning

* Implement pilot course serving 100-150 students per year

Complete with regular offerings, serving 300-400 students per year

**Short term 2016-17 Strategies**

Graduation Advisors:

Hire 6 graduation advisors.

* + Each advisor would be provided with the data necessary to follow up with students who could graduate with a realistic increase in unit load for either January Intersession or the Spring 17 term. Depending on funding from the Chancellor's Office, graduation advisors could recommend funding on an intersession course for eligible students.
  + Advisors would also target students who could graduate but have not currently signed up for the GWAR, reinforcing the need to sign up and complete the GWAR prior to the end of the Spring 16 term.
  + Advisors would also follow up with students who have satisfied all requirements for graduation, but have not yet applied for graduation. They could assess their current status and determine expedite the process for graduation as necessary, bypassing current deadlines for application.

GWAR Success:

* + Hire one temporary staff position in the Writing Center to
    - Identify students within 30 units of degree completion but have not completed the WEPT or an WIC. Contact each student to advise on all options for completing the GWAR and facilitate student's progress in endeavor (sign up for WEPT and/or a WIC}.
    - Provide workshops, face-to-face and on-line, during academic year on strategies for success in passing WEPT.
    - Increase marketing of WEPT and WICs to all students who have completed 60 or more units at the beginning of the Fall 2016 semester. Includes email to all students and intrusive marketing to department advisors throughout academic year.
  + Initiate a collaboration between the Faculty Center and the Writing Center to provide workshops for faculty interested in offering a WICs course. Workshops will cover pedagogy and course management.
  + Offer sections of WIC during Spring Intersession.
  + Offer additional sections of WICs during Spring 2017 semester to insure all graduating seniors have opportunity to complete the GWAR.



# CSU Stanislaus

**Draft Student Success Plan**



### Graduation Initiative 2025 Goals CSU Stanislaus

|  |  |  |
| --- | --- | --- |
| Metric | 2025 Goal | Most Recent Rate |
| **Freshman 6-Year Graduation** | **65%** | 55% |
| **Freshman 4-Year Graduation** | **37%** | 12% |
| **Transfer 2-Year Graduation** | **45%** | 33% |
| **Transfer 4-Year Graduation** | **78%** | 68% |
| **Gap - Underrepresented Minority** | **0** | 5 % points |
| **Gap – Pell** | **0** | 3 % points |



Executive Summary of Goals & Strategies CSU Stanislaus

|  |  |
| --- | --- |
| **Goals** | **Strategies** |
| **Long-Term**   * Advising * General support services * Remediation * Digital learning | **Long-Term**   * Use predictive analytics to proactively/ intrusively advise students * Increase number of students and faculty in the Faculty Mentor Program * Develop 6-week summer bridge program so students to enter their first semester fully remediated with 3-units of credit * Increase faculty training regarding hybrid/ online courses |
| **Short-Term**   * Advising * Enrollment management * Digital learning to engage students and expand access success | **Short-Term**   * Implement evaluator to conduct degree audits and graduation evaluations * Appoint department lead faculty advisors for verification/ confirmation of degree audits and graduation evaluations * Develop semester schedules to accommodate target population needs for on-time graduation * Faculty participate in training for the development of quality online courses |

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(209) 664-6645

Presidential Signature Approval:

**Ellen Juno, Ph.D. President**



Date

**STUDENT SUCCESS PLAN: AIMING TOWARD 2025**

**Overview**

**Long Term Plan**

The long term plan at California State University, Stanislaus, designed in concert with its short term plan, positions the University to reach its Graduation Initiation 2025 Goals. The plan builds an integrated efficient system that wi ll help all students maximize their potential academically, personally, and professionally. As an ongoing collaborative effort between Academic Affairs and Student Affairs, the plan 's holistic approach will help students and the University identify and overcome roadblocks to student success and help ensure timely degree completion. An overview of the long term plan is outlined below, with its strategies grouped into five areas: enrollment management ; advising; data capabilities to disaggregate student progress data; remediation; and online teaching and learning. Following the overview, the long term plan's rationale, objectives, and timeline are detailed. And finally, serving as the launching pad toward its 2025 goals, the

University's short term plan is articulated.

**Enrollment Management.**

We are scheduled to install and implement Smart Planner this year. We wi ll purchase Platinum Analytics to assist with demand analysis to provide a schedule that optimally meets students' requirements to graduate.

Support Required: 0.5FTE programmer and 0.5FTE analyst to oversee installation and implementation.

Success Strategies:

*Course demand analy sis so students have the courses they need to graduat e on time.* Professional advisors and faculty will be trained in the use of Smart Planner and will use it at one-on-one advising meetings to develop, model, change and discuss 4-year and 2-year schedules as appropriate. Students in turn wi ll be encouraged to use it to model their own schedules. Scheduling and facility use will be analyzed to identify problematic practices or patterns, and to find methods and means to maximize course and section availability.

**Advising**.

Following the recommendations of the 2014 President’s Advising Task Force and other committees and work groups, we have established the Academic Success Center (ASC) as a joint collaborative of Academic Affairs and Student Affairs. It is staffed by professional advisors and faculty and provides a comprehensive vision for advising and student success.

Support Required: 0.5FTE programmer and 0.5FTE analyst to oversee installation and implementation.

Success Strategies:

*Using predictive analytics to proactively and intrusively advise students.* We are scheduled to install and implement Education Advisory Board’s (EAB) Student Success Collaborative (SSC) this year. This student success platform provides predictive analytics, including an early alert system, with communication and workflow tools. Professional advisors and faculty will receive training on the SSC. Once faculty early adopters understand and are proficient in the SSC, we will provide stipends for them to train colleagues in faculty learning communities.

*Targeted support services*. While the ASC is available to all students at the University, there will be particular efforts to encourage first generation, low income, underrepresented, and undeclared students to access the services provided in ASC.

*General support services.* We have offered Supplemental Instruction (SI) in high enrollment high D-F-W courses for two years. We are in the process of hiring an Academic Support Coordinator for the ASC to run and expand SI. We have learned that peer mentors greatly facilitate the adjustment of freshmen to college life. The Coordinator will be tasked with expanding the peer mentor program.

*Tutoring Center.* We have a robust tutoring center which is co-located within and as a satellite to the ASC. Each year the services offered expand. Last year the tutoring center employed and trained over 140 tutors and served over 2,800 students, or over 1/3 of the undergraduate student body, with an average of 10.7 tutoring hours per student.

*Faculty Mentor Program.* Students in this program have higher graduation rates. The strength of the program is in the development of a mentor-mentee relationship between faculty and students. We will be increasing the number of students served and the number of faculty involved 3-fold over the next 3 years.

*New Student Orientation (NSO).* Important advising occurs at NSO. Currently, our 1-day NSO includes advising about graduation requirements, GE advising, major advising, registration, and information about sexual harassment and drug and alcohol use. We intend to restructure NSO for freshmen by having one day devoted to graduation requirements, GE advising, major advising, and registration. All other information will be presented in a 2 or 3-day New Student Welcome Event in the days just prior to the semester, culminating in Freshman Convocation. The University’s 15 to Finish messaging will be threaded throughout the NSO experience.

*Link between tenure track hiring and student success.* Faculty are the backbone of student advising and success within the major. Increasing the percentage of tenure-track faculty will help provide consistent advising and timely graduation. Our tenure density of 61.6% is the second highest in the CSU, but we will continue to recruit ethnically and gender diverse faculty with an espoused interest in student success.

**Data capabilities to disaggregate student progress data**.

Careful analysis of historical data and enrollment in majors and courses will be used to inform budget alignment and to inform decisions and interventions related to progress to degree.

Support Required: 1 fulltime research technician position in Office of Institutional Research. Success Strategies:

We will continue to target First Time Freshmen (FTF) and First Time Transfers (FTT) who are close to degree completion for interventions so that they will graduate in 4 years and 2 years respectively. We will continue to monitor progress to degree and completion rates for students disaggregated by gender, ethnicity, first generation, and socioeconomic status. Disaggregated student data will be a focus of discussion in various committees and used to develop and implement student success strategies and interventions within the Academic Success Center.

Data will be used to track students in high impact practices (HIPs) and determine which HIPs have the most impact on which students at what point in their time at the University.

**Remediation.**

Students who require remediation have lower graduation rates and higher dropout rates. Encouraging students to complete remediation as soon as possible encourages them to remain at the University, graduate in a timely fashion, and allows the University to direct funds to classes in the schedule required for degree completion rather than remediation. The University has developed a successful Early Start program that will be expanded into a Six Week Summer Bridge program to allow students to enter college fully remediated in Math and with 3 college credits in English. Currently, 37% of students requiring Math remediation are fully remediated by the beginning of fall semester while 27% of students requiring English remediation complete a class with 3 units of college credit.

Support Required: No new support needed. Success Strategies:

*We will develop a Six Week Summer Bridge to allow a greater percentage of students to enter their first semester fully remediated and with 3 units of college credit.* Six Week Summer Bridge Math will offer 1-unit and 4-unit classes. Currently in Early Start, the advance rate in the 4-unit classes is 80%-90% each year for the past 5 years whereas the advance rate in the 1-unit class range is only 17%-25%. Because of the greater success of students in the 4-unit classes, students are strongly encouraged to take the 4-unit classes. If students require two levels of remediation, they are advised to take the first level in the first summer session and the second level in the second summer session, so they are fully remediated by the time fall semester begins. It is our goal to continue this messaging and use intrusive advising to move more students to fully- remediated status in math before their first fall semester. Six Week Summer Bridge English will offer 1-unit and 3-unit classes and the latter carries 3-units of college credit. We have increased the number of sections of 3-unit English and strongly advise students to enroll. Our goal is to continue to increase the number of sections because completion of this class allows students to enter their freshmen year prepared for their General Education composition class. Beginning their first semester of college with 3 units will help ensure they reach 30 units by the end of their first year.

**Online Teaching and Learning**. We will provide faculty with resources to determine the efficacy of increased quality hybrid and online course offerings in areas of need, by facilitating training in and implementation of newer pedagogical tools and diverse modes of instructional

delivery. Consequent expansion of hybrid and online instruction will better meet the needs of working and commuting students, increase access for all students, and help alleviate stress on available physical classroom space.

Support Required: Ongoing funding for faculty training. Success Strategies:

*Planning a schedule that can be enhanced through online instruction.* The campus has partnered with the Quality Assurance arm of the Course Redesign with Technology initiative, supporting Quality Online Teaching and Learning (QOLT) faculty learning communities since 2011. These guide faculty to use established criteria to develop or redesign online courses together with a self- and peer-review of the product. We will provide new opportunities for faculty to participate in a different training platform, Online Learning Consortium. We will continue to provide opportunities for faculty to join these learning communities as they provide the necessary background to help ensure quality online instruction.

**Rationale**

Our plan will increase the 2-year, 4-year and 6-year graduation rates and close the achievement gap through a combination of data analytics, demand analysis, intrusive advising, support services and first year experiences. We will develop a communication plan of 15 to Finish to provide a mindset of taking 15 units per semester to graduate in 4 years. Coordination of our plan will be through our new Academic Success Center, a collaborative of Academic Affairs and Student Affairs. Acquisition of the e-advising tools Smart Planner and Platinum Analytics will provide demand analysis so that departments and colleges can plan which courses to offer, when, and to which and how many students. Students and advisors will be able to plan ahead semester- by-semester until they complete all requirements for graduation. In addition, we will be increasing the number of quality online and hybrid classes offered to better meet the needs of working and commuting students, increase access for all students, and alleviate stress on available classroom space. At present, we have limited capacity to identify students in academic distress. Acquisition of the early alert system, EAB’s Student Success Collaborative, will provide us with a tool to identify students at risk of failing in one or more courses each semester so that intrusive advising then may be used to advise the student on a path to success. Students who are particularly at risk of failure are those requiring remediation in math and English. Our Six Week Summer Bridge program will allow students to complete remediation in the summer so that they can enter the fall semester of their freshman year fully remediated, and immediately take courses that count towards graduation. Consequently, graduation rates will increase. Support services known to assist students in high risk courses are tutoring and supplemental instruction. Supplemental instruction (SI) is a program of peer-assisted group study that has a history of success in high risk courses. We implemented SI in 2014. It is very successful, with students on average achieving a 2/3 grade point enhancement. Both of these support services have a major impact on student success and graduation. We know that adjustment to college is a major barrier to student success, and first year experience programs greatly assist the transition from high school to college. We have a peer mentor program that we will expand so that more freshmen, together in small communities of newly made friends, have the opportunity to learn from the experiences of upperclassmen. Establishing connections with a faculty member is another strategy. We will begin freshmen seminars taught by a tenured faculty member so that students

not only take a course counting towards graduation but also get to know each other and the faculty member really well, thus increasing the likelihood of completing a successful transition to college and creating a mindset of success.

**Objectives**

1. Improvement in first year GPA and retention.
   * Increase number of FTF students completing remediation before fall semester.
   * Increase average unit load of freshmen.
   * Increase satisfaction with decision to matriculate to Stanislaus State.
2. Increase in 2-year and 4-year graduation rates.
   * Increase average unit load of sophomores, juniors, and seniors.
   * Increase retention of FTF to third year (decreasing the “sophomore slump”).
   * Increase satisfaction with the Stanislaus State undergraduate experience.

**Timeline**

2016-2017

* Install and implement Smart Planner, Platinum Analytics and EAB’s Student Success Collaborative.
* Initiate faculty and staff development on new e-Advising software.
* Complete 2-year and 4-year road maps in PeopleSoft.
* Complete short-term plan and increase 2-year and 4-year graduation rates for the “point 5s” by 8% as detailed in the short term plan.
* Utilize data analysis to track at-risk populations.
* Implement Freshman Dream Seminars Spring 2017.
* Facilitate campus conversations, workshops and town halls on HIPs.
* Enter into PeopleSoft HIPs data Spring 2017. 2017-2018
* Implement Smart Planner, Platinum Analytics and EAB’s Student Success Collaborative.
* Utilize demand analysis to identify courses needed in the schedule.
* Utilize early alert system to identify at-risk students.
* Complete staff training and continue faculty training.
* Continue to monitor and utilize intrusive advising to keep students on pace for on-time graduation.
* Increase Six Week Summer Bridge success in math and English by 5%.
* Continue and expand Freshman Dream Seminars.
* Create a dashboard to display HIPs data.
* Continue to support faculty development for teaching online. 2018-2025
* Demand analysis and early alert systems are institutionalized.
* Bottleneck courses are eliminated.
* Average unit load is stabilized at 15.
* Freshmen Dream Seminar practice is institutionalized.
* Six Week Summer Bridge is institutionalized.
* Online course delivery is at an optimal level to meet student demand.
* 2-year, 4-year and 6-year graduation goals are on-track and met by 2025.
* Achievement gap is closed by 2025.

**Short Term Plan 2016/17**

**Short Term Objectives**

1. Increase the University’s 4-year graduation rate of first-time freshmen (FTF) from 12% to 20% (an increase of 8 percentage rate points).
2. Increase the University’s 2-year graduation rate of first-time transfers (FTT) from 33% to 41% (an increase of 8 percentage rate points).

**Action Plan to Meet Objectives**

***Component One: Intrusive Advising***

**Step 1:** Identify target students on the cusp of on-time graduation **(August 2016)**.

* Identify Fall 2013 FTF students on pace for 4.5 graduation.
* Identify Fall 2015 FTT students on pace for 2.5 graduation.

**Step 2:** Identify courses that the target students need for graduation **(September 2016)**.

* Perform a degree audit and graduation evaluation for each student in the target population (FTF = 337; FTT = 594; Total Target Population = 931).

**New Resources Required** (personnel costs include salaries plus benefits)

* + 1 fulltime evaluator to conduct initial degree audits and graduation evaluations for the target population, as well as execute ongoing monitoring, evaluation, and student follow-up through degree completion as articulated in Step 4: **$73,851**
  + Department lead faculty advisors to verify and confirm degree audits and graduation evaluations (1 faculty within each major with target students): **$24,311**

**Step 3:** Develop a Winter 2017, Spring 2017, and Summer 2017 schedule that will accommodate target population needs for on-time graduation **(October-November 2016)**.

* Special Assistant to the Provost coordinates with Department Chairs and Deans to ensure the class schedule reflects needs of the target population as identified in the degree audits/graduation evaluations.

**New Resources Required** (personnel costs include salaries plus benefits)

* + Part-time faculty for 25 additional Spring 2017 sections: **$193,377**

**Step 4:** Execute intrusive advising of target students, encouraging them with incentives to enroll in the specific course loads that will enable on-time graduation **(October 2016-Summer 2017)**.

* Evaluator monitors units earned each term and continued progress toward degree completion, and updates students and the advising network of progress prior to each possible registration opportunity.
* Advising network (professional advising staff and department faculty lead advisors) intensively communicates via phone, email, and face-to-face with target students prior to each registration opportunity until degree completion, offering incentives: 3-unit University Extended Education (UEE) tuition waiver Winter 2017; priority registration Spring 2017; and 6-unit UEE tuition waiver Summer 2017.

**New Resources Required** (personnel costs include salaries plus benefits)

* + 2 fulltime professional staff advisors: **$167,809**
  + Department lead faculty advisors: **$48,621**
  + Tuition waivers: up to 9 units/student of UEE tuition waivers for estimated 88 students: **$255,024**
  + Faculty salaries for low-enrolled UEE courses needed for target population degree completion (estimated at 10 courses): **$80,000**

***Component Two: Development and Delivery of Quality Online Courses***

* Faculty participate in training for the development of quality online courses (**Fall, Winter, and/or Spring 2016/17**)
* Deliver 20 additional online courses in the **Summer 2017** class schedule, enabling students to increase course load, reducing the constraints associated with location and weekly schedules.

**New Resources Required** (personnel costs include salaries plus benefits)

* + Faculty incentive stipends to develop and deliver online courses: **$20,890**
  + Training course fees: **$46,000**

***Component Three: Freshmen Dream Seminar First Year Experience (FYE)***

As a strategy to increase engagement and retention, the University will explore the development of a pilot Dream Seminar that offers first year students an intense immersive experience with an experienced and highly qualified faculty member that ties a seminar (satisfying GE Area E1) to another lower division GE Area course. The Seminar itself will offer an FYE curriculum tailored through the scholarship and research interests of the faculty member, and is designed to engage students through close discussion of an issue of contemporary concern in their first year of university study.

* 1-15 faculty develop Dream courses related to their areas of expertise (**Fall 2016)**.
* Faculty deliver 1-15 Dream sections, in accordance with the University course approval process (**Spring 2017)**.

**New Resources Required** (personnel costs include salaries plus benefits)

* + Dream course training costs (consultant fees, travel, hospitality): **$10,000**
  + Faculty incentive stipends to develop new courses: **$11,751**
  + Faculty incentive grants for course materials and supplies: **$3,750**
  + Part-time replacement faculty for 8 course sections of backfill: **$61,881**

***Component Four: “15 to Finish” Campaign***

The campus will engage in a strategic messaging campaign to increase student average course loads to 15 units per semester **(2016/17)**.

**New Resources Required**

* + Materials and supplies: **$2,735 2016/17 TOTAL: $1,000,000**