



Channel Islands

CALIFORNIA STATE UNIVERSITY

CSU Channel Islands

Draft Student Success Plan

Graduation Initiative 2025 Goals CSU Channel Islands

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

Executive Summary of Goals & Strategies CSU Channel Islands

Goals	Strategies
Long-Term <ul style="list-style-type: none"> • Retention • Advising and support services • Physical space for student success • Building campus culture of student success 	Long-Term <ul style="list-style-type: none"> • Improve strategic retention plan that includes pro-active advising plan • Hire key professionals to keep CI on course to meet graduation target • Devise intervention plan for students in academic trouble • Implement year-round operations, satellite programs, and mixed use facilities as means for additional space • Provide additional support to serve students outside the classroom
Short-Term <ul style="list-style-type: none"> • Advising • General support services • Enrollment management • Physical spaces to support student success 	Short-Term <ul style="list-style-type: none"> • Establish new academic advising position focused on assisting seniors • Expand tutorial for support in various courses • Increase course offerings targeting graduating seniors • Create additional spaces to facilitate student success initiatives



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OFFICE OF THE PRESIDENT

CSU Graduation Initiative 2025 Campus Student Success Plan

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

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

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

Long-term Plan

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

Enrollment Management/Retention:

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

Use of Technologies

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

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

Improving Structures and Removing Barriers

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

Advising and Support Services:

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

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

Data capabilities:

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

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

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

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

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

Building a campus culture of student success:

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

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

Tenure track faculty hiring:

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

Physical space for student success:

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

Rationale

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

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

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

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

Objectives (long term plan):

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

Enrollment Management

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

Advising and Support Services

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

Technology and Data Infrastructure

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

Other Critical Areas

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

- Provide space to support instruction and support services through 2025

Timeline:

Near Term Milestones (2018)

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

Mid Term Milestones (2021)

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

Long Term Milestones (2025)

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

Short Term Strategies for 2016-17:

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

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

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

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

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

- Support for efforts to retain and graduate vulnerable and traditionally underserved populations. Create student emergency intervention services to address basic student needs (including homelessness and food insecurity); which if not met, contribute to poor student performance and attrition. Provide support to eliminate barriers for undocumented and historically underrepresented students including specific support activities aimed at increasing retention and graduation. (\$218,000);
- Enhance academic support service through expanded tutorial support in math, writing and other disciplines (\$40,000);
- Improve the data and flow of information related to student success. Initiatives include integrating financial aid data into the campus data mart and developing communication efforts to better inform students and the campus community about the positive impact of on-time degree completion (\$100,000);
- Create additional spaces to facilitate student success initiatives. CI faces a critical shortage of space to accommodate support services for its growing enrollment. Additional “surge” space to accommodate support services can be created prior to next academic year through basic renovations to existing unoccupied buildings (\$1,000,000).
- CI has the potential to significantly expand course offerings targeting graduating seniors through adding capacity in existing self-support summer and special session programs, or through a broad offering of state-supported summer sessions. The resource related obstacles to such an expansion include the following: financial aid awards are often exhausted by summer term; current CSU policies do not permit the use of general fund resources to underwrite the cost of course sections or individual enrollments in courses self-support courses; CI cannot waive fees to make state supported courses accessible to students whose financial aid has been exhausted; and waiving tuition or fees deprives the campus of resources essential to providing support services that facilitate student success. In summary, greater flexibility in the use of general fund dollars is necessary in order to provide sufficient student incentives and campus resources to substantially expand course availability in summer or other times outside the standard academic schedule.