Graduation Initiative 2025

February 2022 Update

Equity Priority 1: Re-Engage and Re-Enroll Underserved Students: Advance systemwide and campus re-enrollment campaigns and establish campus retention targets beginning with the spring 2022 semester and continuing for the next three years.

In January 2022, our Academic Advising and Student Success & Equity Initiatives offices joined forces to outreach to eligible but not enrolled students regarding their enrollment in Spring 2022 classes. A total of 608 students who were enrolled in fall '21 were eligible to be enrolled in spring '22 classes but were not. Of these 608 students, 109 (~18%) had a hold for not submitting an attestation for the vaccine policy. On January 24, 2022 389 students (~64%) remained eligible but not enrolled and were sent a text message with a link to a survey to complete regarding their enrollment at CSUCI. The message said:

Dear Dolphin, our records show you are not enrolled for Spring 2022. Please fill out this survey about your plans for Spring: https://tinyurl.com/2ywzkj8a.

The survey text read:

"Hello Student,

We know there is a lot you are dealing with right now and making a decision to continue your education at CSUCI is an important one to be thoughtful about. According to our records from earlier this month, you had not yet registered for Spring 2022 classes. We would like to understand why so we can find ways to support you to stay the course toward completing your degree and to better understand your needs. We appreciate you taking the time to respond to this brief survey.

Current Student Status:

- I actually did recently register for Spring 2022

- I still plan to register for Spring 2022

● I do not plan to register for Spring 2022 classes

Please provide the following information so we can follow up if needed:

First Name

Last Name

E-mail address

Student ID #

Phone Number"

Of the 389 students we contacted via text, 28 students (7.2%) enrolled in classes for Spring '22. Specifically, 9 students enrolled in 6 units, 15 students enrolled in 6-11 units, and 4 students enrolled full time. One student graduated, and 360 students (92.5%) did not enroll at CI. A total of 73 students (~19% of the population) responded with the survey.

Of the 73 survey respondents, 4 students (5.48%) indicated they had recently registered, 9 students (12.33%) still planned to register, and 60 students (82.19%) did not plan to register for Spring 2022 classes and provided subsequent details as to their reasoning.

Reason	% of Respondents	Additional Notes (summarized)
Financial Need	19	Range of need: $2,000-$8,000, average need was tuition or approx $3,500.
Unclear about what classes to take	5	
Moved away from the area	15	
Other job/career opportunity	17	1 student responded with a desire to work on campus

Don't want to take in-person classes	17	
Don't want to take online classes	8	
Other	23	Mental health, medical, already transferred or finishing coursework elsewhere, schedule conflicts

Additional details students self-reported include:
- Mental health
- Personal loss (family)
- Financial hardship
- Moving out of the area
- Plans to comeback to CSUCI

Note: We continued to monitor spring 2022 enrollment from the first day of classes through census and found that all students had been retained, but there was a reduction in units students were enrolled in by 87 FTE.

In February 2022, the Provost appointed an Executive Retention Task Force. The task force will 1) establish categorical year-to-year retention targets for each campus; 2) establish campus reclamation targets for students who departed after their first and second year; 3) establish baseline equity gap in credit accumulation for campuses; 4) establish campus goals for closing gaps in credit accumulation and tie progress to GI 2025 budget allocation in future budget years; and 5) track URM intersession and summer session enrollment against the number of URM students lagging in credit accumulation. The task force will also outline strategies for retention of first and second year students, with particular attention to URM students.

Graduation Initiative 2025

February 2022 Update

Equity Priority 2: Expand Credit Opportunities with Summer/Intersession Funds: Supplement enrollment of URM and Pell students in intersession and summer session with the goal of closing equity gaps in credit accumulation at targeted campuses.

In January 2022 a cross-divisional team (representatives from Academic Advising, Student Affairs, Information Technology, Registrar's Office, Enrollment Management, Academic Planning, and the School of Arts & Sciences) was pulled together by the vice provost to begin the expansion of block scheduling, as block scheduling for math and English was already in place (this ensured that every first-time student has access to and enrolled in General Education A2/B4 courses in their first year). The goal is to use blocks to schedule first-time, full-time students for 12 units of coursework based on 1) academic program roadmaps, 2) prioritizing classes that help build community for first year students such as learning communities, ethnic studies, and oral communication, 3) distributing higher DFW courses across the academic year; and 4) historical patterns of enrollment since 2017 for small academic programs. The team built a pre-registration survey as a precursor to a guided registration process to be developed over the next few months. Communication with deans, chairs, and other campus partners were required. A communication strategy and timeline is being developed to inform students about block scheduling, along with a web-based FAQ that students can access. We anticipate that the expansion to 12-unit blocks for all first-time, full-time students will begin fall 2022.

In February 2022, the AVPs for Academic Planning & Continuous Improvement and Student Success & Equity Initiatives launched CIMAS (CSUCI Intersession Map for Academic Success), a program designed to build up students' academic skillsets and sense of academic efficacy and motivation, and increase a sense of connection to the university (peers, faculty, and place). The more specific goals of CIMAS are to increase student retention from Fall 2021 to Spring 2022 and to help students to maintain progress toward graduation. It was originally designed as an intersession program, but logistics associated with an in-person program in the midst of the Omicron wave of COVID-19 necessitated a reconfiguration for implementation during spring semester. CIMAS is based on an Excelencia in Education "Program to Watch" commended program designed by CSUCI Sociology faculty in partnership with Academic Advising. CIMAS will target for participation students who experienced negative course outcomes

in Fall 2021 courses (specifically, non-passing grades, an INC, course drops, or term withdrawal). To review program details, see https://docs.google.com/document/d/1TlrJqYvce5NcpIVmDOkXIiaJnViWubNrGRvugDx6WuI/edit?usp=sharing.

In February 2022, the Provost appointed an Executive Retention Task Force. The task force will 1) establish categorical year-to-year retention targets for each campus; 2) establish campus reclamation targets for students who departed after their first and second year; 3) establish baseline equity gap in credit accumulation for campuses; 4) establish campus goals for closing gaps in credit accumulation and tie progress to GI 2025 budget allocation in future budget years; and 5) track URM intersession and summer session enrollment against the number of URM students lagging in credit accumulation. The task force will also outline strategies for retention of first and second year students, with particular attention to URM students.

Graduation Initiative 2025

February 2022 Update

Equity Priority 3: Ensure Equitable Access to Digital Degree Roadmaps: No later than June 15, 2022, every CSU student will have access to and adoption of a real-time digital degree planner.

Equitable access to digital roadmaps

§ Create an internal measure of CSU students, by campus, who are actively using a digital degree planner by fall 2022.

- CI created a <u>dashboard</u> to track student user-rate and course demand. The dashboard is currently set to report all-time usage history, but we can also set the report based on a specified timeline. In the future, the data analysis will be available through our vendor's analytic software.

- § Complete transcript audits for all first-time and transfer students prior to registration for their first term at the CSU.

CI completes its evaluation of transfer credits for all students before the start of the fall semester. The campus amended its transcript evaluation practice beginning with the fall 2022 admissions cycle by accepting in-progress transcripts. The change also allows the university to fully evaluate transfer credits for a percentage of students well in advance of registration, which coincides with new student orientation. Students scheduled for the July 18th student orientation session may not have their transfer credits fully evaluated in advance of registration, as students have until July 15th to submit their transcripts.

- ○ § Develop an infrastructure plan to maintain accurate degree maps and course availability submitted to the Chancellor's Office no later than January 15, 2022.

  This section falls on the curriculum/academic programs/academic advising offices to determine the infrastructure necessary to produce annual road maps as well as the General Catalog. Student Systems builds the road maps based on what's provided before the May 2nd deadline. This allows Student Systems time to amend any changes prior to the start of the new student orientation sessions. Ideally, the appropriate timeline for setup should be earlier in the year. The best timeline for Cal State Apply applications is one year before the intended start term.

- ○ § Ensure that every first-time student has access to and enrolled in General Education A2/B4 courses in their first year. Enrollment tracked by campus to establish improvement targets.

  This task should fall on staff from the academic side of the house. Currently, Melissa Silva (Registrar's Office) and Monica Rivas (Academic Advising) co-manage communications with this student group. Melissa and Monica identify students who are missing A2/B4, and then notify the student via email. Communicating with chairs and deans about offering and funding enough sections to cover the number of new students it recruits will be key. A lot of effort goes into the coordination between and among the Registrar's Office, Academic Advising, and program chairs to ensure that an adequate number of courses are offered each term.

- ○ § Automate degree audit and clearance for students.

  The Registrar's Office has been using our degree audit system (CARR) to clear students for graduation since 2015. The Registrar's Office batch posts degrees two weeks after grades post each semester. Students who

are not batch posted are notified that something is missing in their CARR. The goal is to prompt students to check their CARR, submit documents, resolve issues, etc. prior to the start of the semester. The aim is to communicate with students earlier to allow them time to make corrections before the start of the next term.

Graduation Initiative 2025

February 2022 Update

Equity Priority 4: Eliminate Administrative Barriers to Graduation: No later than June 30, 2022, each CSU campus shall, with an equity-centered framework, revise drop for non-payment policies, re-evaluate registration hold policies and reform the graduation filing process.

The CSU Middle Leadership Academy (MLA) is designed to bring middle leaders in the CSU together to work on campus-specific projects and to help them move them forward on each campus and to get to know what other campuses are doing.

Anna Benscoter (co-lead)

Michelle Hasendonckx

Sunshine Garcia

Tracey Johnson

Colleen Forest (previously Ginger Reyes before her departure)

Our topic is reviewing our disenrollment policy/procedures. The group meets every month for a few days and started meeting last fall. The meetings consist of viewing presentations, reading some articles, and then meeting with our campus group as well as breakout sessions with folks from other campuses. The meetings go through April and the goal is to present a report on our project.

Brief: Most students are on financial aid and are therefore "saved" from disenrollment. The goal therefore needs to be for us to get to the payment deadline with the fewest number of students possible in that situation where they could be dropped. This means heavy emphasis on financial education, starting at admissions and recruitment continuing all the way through the payment deadline.

Metrics for Tracking Progress:
• Each campus will establish an Administrative Barriers taskforce.
• Taskforce to reassess graduation filing process.
• Taskforce to reassess drop for non-payment policy.
• Taskforce to reassess the consequences of existing registration hold categories.

Given that we identified advising holds as being a barrier for students, we got rid of Advising holds for our office in spring 2021. Currently, there is only one student with an advising hold, who is a student in a graduate or credential program.

Fall 2021, students with Advising holds consisted of:

- Students on academic probation in Extended University programs (Business and Psychology)
- Chemistry departmental hold
  - Only department with mandatory faculty advising
- Students in postbacc programs

Most of the other holds students currently have are financial-related or attestation holds.

Graduation Initiative 2025

February 2022 Update

Equity Priority 5: Promote Equitable Learning Practices and Reduce DFW Rates: Beginning fall 2021, the Chancellor's Office will engage ASCSU, campus presidents, provosts and deans to identify the top 10 high enrollment critical major pathway courses (by campus) with higher than average equity gaps as defined by DFW rates.

First year math was identified as a high DFW course. January 2022 a team was put together around the PROMESAS grant to provide training for faculty. The AYUDAS grant provides support for a curricular-based early alert-style intervention and tie peer mentors to do some complementary outreach throughout the semester as well. We can add more cohorts of ASSET Scholars, as needed.

The team includes: Geoff Buhl, Michelle Hasendonkx, Deenis Downey, Brooke Masters, Brooke Ernest, and Ernesto Guerrero.

Promote Equitable Learning Practices and Reduce DFW Rates
- Publish (internally) an active list of high-enrollment, high-DFW courses with the largest equity gaps to establish benchmarks and to engage presidents, provosts, deans and faculty senate and department leaders.
- Establish improvement rates by course for each campus.
- Track and publish progress over the next three terms the courses are offered.