

Notes from Student Success Partnership Meeting, 2/16/16

Present: Toni DeBoni (Co-Chair), Ginger Reyes (Co-Chair), Michael Bourgeois, Amanda Carpenter, Damien Peña, Kaia Tollefson, Cindy Wyels

Welcome. Toni: Review data re: student profiles, CO requests/initiatives and reporting as well as CI's initial report on the 7 initiatives (six are from the CO and one from CI)

Overall: Initial report addressed how Student Success funding was spent in FY15-16, which was for faculty hiring. At the time this report was written, CI had not identified in advance how/where Student Success funds would be allocated. This is a critical step in budget planning for FY16-17 and should be specifically noted in order to produce an accurate report for the CO, which is due October 1, 2016.

The partnership team reviewed the report initiative by initiative and made notes/comments regarding existing data, requests for future data, as well as areas of focus for the group for reporting to the CO and guiding efforts of this team.

Initiative 1: Diversity of the faculty hired – the team would like additional graphs to represent faculty to student ratio – to highlight workload – applicants considered and breakdown and include faculty staff diversity on graphics with student data

Initiative 2: Students reported that it was difficult to get in to see faculty for major advising, let's look at advisor to student ratios as well as advising plan – also consider statement in FY15-16 report which indicated support for additional advisors.

Additional note: Degrees to completion – equally well or better than system average even with heavy advising load

Initiative 3: No real bottlenecks at this point – however, the percentages of transfer students taking lower division units is high. Let's review data to see what courses they are taking and why?

Is this an issue of advising or transfer credit not being posted (in regards to number of UD students taking LD courses still (at least 24% of units taken of LD are from UD students)

Initiative 4: CI admits and enrolls many students who are not proficient in English and/or Math compared to CSU, yet we graduate them sooner

CI doing a fairly good job related to High Impact Practice according to NSSE

Initiative 6: Data Driven Decisions in Freshman Success – from CO – Retention and Graduation Rates – How are we using this Data – are there ways to further analyze this data to find significances that will better inform decision making

Take out African Americans and Asian students from other – let's look at data to see why we are not as successful graduating these students at the same rate as Hispanic and white

Transfer student – schools or groups such as STEM, Business, etc.

Our trend is declining while CSU staying the same - new transfer associate degree (AAT) – have any impact? Are they changing their major? Which lower division courses are they taking by major?

First-gen and Pell break out data in this area – whether they receive any financial aid compared to job market trends

If they start as freshman – they are considered full time the whole time. Look at average course load for freshman v. transfer over time