

California State University Graduation Initiative 2025 CSU System and Campus Completion Goals and Plans

Preliminary Draft Report
Pursuant to Assembly Bill 1602
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Contents

Executive Summary	3
Introduction.....	4
Comparison to National Benchmark Data	4
Goals.....	5
Goal Setting Methodology.....	5
System and Campus Goals.....	6
Timelines.....	11
Campus Plans	13
Appendix A	15
Key Improvement Areas	15

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Executive Summary

CSU Graduation Initiative 2015 Background

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

CSU Graduation Initiative GI 2025 Background

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

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

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

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

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

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

Introduction

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

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

Comparison to National Benchmark Data

Graduation Rates

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

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

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

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

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

Table 1 – Characteristics of Comparison Institutions

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

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

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

Goals

Goal Setting Methodology

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

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

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

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

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

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

System and Campus Goals

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

Table 2 – CSU System Goals

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

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

Table 3 – CSU Campus Revised 2025 Goal Ranges

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

System Plan

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

Key Principles

Closing Achievement Gaps

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

Quality of Learning

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

Access to Opportunity

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

Meet Students Where They Are

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

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

Respect Campuses Differences

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

Leadership

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

Core Strategies and Activities

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

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

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

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

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

Strategy 2: Increase summer/winter course enrollment

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

This strategy will be supported by key activities including: (a) adding in-demand courses to summer and winter schedules, (b) using proactive advising to encourage students to add courses, (c) developing online courses to make added course-taking more convenient, and (d) exploring and implementing a system-based financial assistance program to facilitate time to degree for freshmen who are projected to graduate in 4.5 years and transfers who are projected to graduate in 2.5 years to help defray the cost of summer school and/or intersessions.

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

Some gains will be achieved by both reducing unneeded course-taking and improving the use of existing seats in classes. Students often earn additional units because they are exploring a variety of disciplines. Changing majors also contributes to accumulated credits that are not applicable to students' new academic paths. On average, students complete a semester's worth of units beyond the minimum required for their baccalaureate degree. While improvements in four-year degrees will come almost entirely from efforts to target the latter group, reducing unneeded units is more limited than is initially apparent.

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

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

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

Key activities supporting this strategy include: (a) working with K-12 to reduce remediation in math and English, (b) innovations in remediation such as "stretch" courses, (c) improved student screening and placement in key courses, (d) more support, including tutoring, (e) innovative pedagogy toward more active learning and high impact practices, (f) developing physical spaces to encourage study and engagement, and (g) ensuring that faculty hires are prepared to work with diverse students. Costs include faculty time to redesign courses, tutoring staff, supplemental instruction, and learning communities.

Additional Strategies

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

Key Improvement Areas

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

2016-17 Timely Graduation Efforts

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

Enrollment Management from Recruitment to Graduation

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

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

Improved Advising

Almost all strategies will require advising. As such, support structures will be enabled allowing campuses to share best practices related to using predictive analytics in working with students, as well as in using proactive and intrusive advising to engage students. Target campus audiences for this support include advisors, predictive analytics planners, faculty leaders, and academic and student affairs leaders.

Data Capability

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

Focused Leadership

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

campuses to revise their student success plans based on their developing perspectives and knowledge. Discussions will begin fall 2016 with revised submissions around fall 2017. Target campus audiences for this support include senior campus leadership and senior faculty leadership.

Other Opportunities

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

Chancellor's Office Leadership and Support

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

Timelines

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

Fall

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

Spring

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

2016

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

2017 - 2025

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

Assessment, Accountability and Key Metrics

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

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

Resources and Support

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

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

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

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

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

Campus Plans

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

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

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

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

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

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

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

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

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Appendix A

Key Improvement Areas

Improvement Area	Sample issues	Chief campus audiences
Four-year and two-year planning	<ul style="list-style-type: none"> <input type="checkbox"/> Strategies for identifying students close to a four-year and two-year degree pace <input type="checkbox"/> Strategies for engaging students to accelerate pace <input type="checkbox"/> Incentives for students <input type="checkbox"/> Strategies in course delivery 	<ul style="list-style-type: none"> <input type="checkbox"/> University and college enrollment planners <input type="checkbox"/> Advisors <input type="checkbox"/> Academic and student affairs leaders
Enrollment management from recruitment to graduation	<ul style="list-style-type: none"> <input type="checkbox"/> Using degree planners' data to ensure that all needed sections are offered based on students' outstanding requirements <input type="checkbox"/> Using impaction (carefully) to align with student success goals 	<ul style="list-style-type: none"> <input type="checkbox"/> University and college enrollment planners <input type="checkbox"/> University fiscal leadership leaders <input type="checkbox"/> Academic and student affairs leaders
Advising	<ul style="list-style-type: none"> <input type="checkbox"/> Using predictive analytics <input type="checkbox"/> Strategies for proactive and intrusive advising 	<ul style="list-style-type: none"> <input type="checkbox"/> Advisors <input type="checkbox"/> Predictive analytics planners, managers from institutional research and/or enrollment management <input type="checkbox"/> Faculty leaders
Data capabilities	<ul style="list-style-type: none"> <input type="checkbox"/> Disaggregating data by race, gender, first generation, underrepresented, and socioeconomic status to track student progress <input type="checkbox"/> Building campus capacity to develop and use data 	<ul style="list-style-type: none"> <input type="checkbox"/> Data planners, managers, institutional research and/or enrollment management <input type="checkbox"/> Academic and student affairs leaders <input type="checkbox"/> Faculty leaders
Leading student success	<ul style="list-style-type: none"> <input type="checkbox"/> Creating leadership teams for student success <input type="checkbox"/> Strategies for fostering a culture of student success 	<ul style="list-style-type: none"> <input type="checkbox"/> Campus leadership <input type="checkbox"/> Faculty leaders

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

Improvement Area	Sample issues	Chief campus audiences
Collaboration with K-12 and community colleges	<ul style="list-style-type: none"> <input type="checkbox"/> College promises and partnerships <input type="checkbox"/> Middle colleges and other concepts in shared programs <input type="checkbox"/> Building collaborative pathways with community colleges <input type="checkbox"/> Working with K-12 to improve college-going and preparation <input type="checkbox"/> Working with K-12 to improve teacher preparation and retention 	<ul style="list-style-type: none"> <input type="checkbox"/> Academic affairs leadership <input type="checkbox"/> Education deans <input type="checkbox"/> Faculty in specific curriculum pathways <input type="checkbox"/> University enrollment planners <input type="checkbox"/> Faculty leaders
Remediation	<ul style="list-style-type: none"> <input type="checkbox"/> Strategies for innovation in math and English to support student success <input type="checkbox"/> Best practices in Early Start 	<ul style="list-style-type: none"> <input type="checkbox"/> Academic affairs leadership <input type="checkbox"/> Faculty in math and English <input type="checkbox"/> Faculty leaders
Physical space planning	<ul style="list-style-type: none"> <input type="checkbox"/> Remodeling and designing classroom spaces for active learning <input type="checkbox"/> Remodeling and designing informal spaces for student collaboration <input type="checkbox"/> Best practices in space management in support of student success 	<ul style="list-style-type: none"> <input type="checkbox"/> Space planning leadership <input type="checkbox"/> Academic leadership <input type="checkbox"/> Student affairs leadership <input type="checkbox"/> Faculty leaders



CSU Bakersfield

CSU Bakersfield

Draft Student Success Plan

Graduation Initiative 2025 Goals CSU Bakersfield

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

Executive Summary of Goals & Strategies CSU Bakersfield

Goals	Strategies
<p>Long-Term</p> <ul style="list-style-type: none"> • Advising • Collaboration with K-12 and community colleges • Remediation in Math and English 	<p>Long-Term</p> <ul style="list-style-type: none"> • Improve strategic retention plan that includes proactive advising plan • Improve utilization of degree audit • Expand current K-12 outreach/ preparation • Further develop and implement transfer cohort model • Develop specific data dashboards assisting advisor dedicated to students in developmental work
<p>Short-Term</p> <ul style="list-style-type: none"> • Advising 	<p>Short-Term</p> <ul style="list-style-type: none"> • Perform degree progress analysis for students on track for timely graduation • Develop student success team that will ensure identified students are on track for timely graduation • Assign dedicated advisors/ graduation specialists

CSU Bakersfield

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President Horace Mitchell

September 2, 2016

Long Term Plan

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

This year for the opening of the academic year our University Day Event theme was “Soaring to New Heights: Through Student Success.” The goal was to engage everyone on campus in the success of our students; for each and every person to see his/her own role in our students’ success and to take ownership of that. We invited a national expert on student success to provide the campus with consultation, a keynote presentation, and a workshop on practical actions campuses can take to increase retention and graduation rates. The speaker, Dr. Larry Abele, Provost Emeritus at Florida State has proven to be an action oriented leader that substantially raised the graduation rates at his institution.

We are approaching strategies for student success from the variety of areas that impact our students. One of the long term goals to impact student success is to increase the percentage of tenured and tenure track faculty. Tenure track faculty engage students in many High Impact Practices (HIPs), e.g., undergraduate student research, study abroad, first year experience programs, learning communities, internships, service learning, and community based learning. Additionally, the job responsibilities of tenure track faculty include advising which has a direct impact on student success, whereas the job responsibilities of non-tenure track faculty are limited to teaching. The faculty’s work in the areas of curriculum development and streamlining keep the students on track to graduate in a timely fashion. CSUB’s tenure track density for 2015 was 53.8%. Our goal is to invest \$1 million in baseline funding per year for five years to bring the tenure track density to 61.2%. A budget plan to identify the source for that level of funding is currently under consideration.

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

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

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

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

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

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

Collaborations with K-12

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

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

- Expand current K-12 outreach/preparation (including implementing Early Start Program in selected Kern County high schools).
- Investigate the possibility to augment the existing Summer Bridge to include a residential component.
- Explore models to augment academic skills-(including learning styles, study and time management)
 - Continue our work with the local High School District to develop data dashboards that will allow longitudinal tracking of students from 9th grade to 1st year in college, with focus on developmental needs, success in first year courses based on high school course enrollment patterns, and success of dual enrollment programs.
- Implement the “Kern Promise” centered around the Kern County College Access and Completion Initiative.
- Kern High School District is committed to building our partnership around the Expository Reading and Writing Course (ERWC). The majority of schools in Kern County offer the ERWC course, further increasing the number of students coming to CSUB that are college-ready in English.
- Continue to work with feeder schools to promote the importance of taking placement exams early and preparing for the placement exams.

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

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

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

- Provide advising for developmental math. Students needing the lowest level of developmental work will receive advising and will be assigned peer mentors to provide support throughout the semester.
- Provide supplemental instruction in developmental math courses. We piloted a supplemental instruction program during Summer of 2016 in the Early Start courses where students needing the lowest level of developmental work were provided with supplemental instruction. The results from this pilot are very promising as close to 80% of the students who received supplemental instruction completed at least one level of developmental work. In comparison, the success rates during the previous two Early Start programs were close to 50%.
- The English developmental class has been re-designed to be part of the stretch course plan in the semester system. We will continue to assess and monitor its success.

- Develop specific data dashboards that will assist the advisor dedicated to students in developmental work in keeping a track of student progress in the 1st year.
- Continue to strengthen curricular alignment activities between K-12 and CSUB such as the Reading Institute for Academic Preparation (RIAP).

Advising:

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

Data Capabilities.

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

The Tableau Dashboard:

- Combines student information into one reportable database;
- Provides information in an easily understood format for faculty, staff and administrators; giving administrators and advisors reports that provide a simple way to evaluate a student’s progress against a variety of variables;
- Creates a reporting interface that anyone can understand and use with little training;
- Empowers us to design a system that has the ability to grow and absorb changes to the underlying data;

- Readily provides information to identify trends in all areas related to a student's success;
- Creates a historical record of each student's progress through the system so that we can take corrective actions if necessary, before it is too late; and
- Will be utilized to build an Operational Data Store (ODS) that could be kept current by extracting information from a larger Data Warehouse.

Analytics can help address questions such as:

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

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

First year for freshmen/women and transfers

Short Term

The new AIMS (Achieving Integration and Mastering Skills) General Education program is positioned to enhance student preparedness for upper-level coursework. The keystone of the AIMS program is the introduction of Guidepost Courses that tie together the students' experience across their academic careers. Both continuing and transfer students benefit from the Junior-Year Diversity/Reflection and Capstone courses. To improve short-term graduation rates, CSUB proposes introduction of a measurement model to track student performance across all of these Guidepost Courses. Funds from AB1602 would be deployed to purchase analytical tools to measure student progress.

In addition, CSUB internal self-report data indicates that our student population is heavily engaged in activities outside of academics, especially employment. The AB1602 funding would be used to support a public relations campaign tentatively titled *Time for Success*. The campaign would be designed to educate students on the centrality of their academic activities and highlight employment options for students that would reinforce their academic activities.

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

Long-Term

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

Rationale for Long Term Plan

- Supplemental Instruction: we piloted a supplemental instruction program during Summer of 2016 in the Early Start courses where students needing the lowest level of developmental work were provided with supplemental instruction. The results from this pilot are very promising as close to 80% of the students who received supplemental instruction completed at least one level of developmental work. In comparison, the success rates during the previous two Early Start programs were close to 50%.
- With the quarter to semester transition, there was a focused effort around advising to have eligible students graduate before the transition to semesters. This effort resulted in a record number of students applying for graduation and record preliminary 4-year/6-year graduation rates for first time freshmen/women.
- Our efforts in working with local community colleges around the Associates Degree for Transfer and 2+2 program has resulted in record preliminary 2-year/4-year graduation rates for transfer students.

Objectives – Long Term Plan

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

Timeline – Long Term Plan

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

Short Term Strategies for 2016-17

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

We are focused on improving four-year graduation rates and having the dashboards in place has allowed us to identify the freshmen/women from the 2013 cohort and the transfers from the 2015 cohort who are still enrolled at CSUB. As emphasized in the Webinar by the Chancellor's Office, this group is a high priority for the coming year. We have identified 147 freshmen/women and 47 transfers that need to graduate in Spring or Summer 2017 who have not yet applied to graduate. These data allow us to track cohort progression, and we have identified our target population to sustain the increase in graduation rates for future years. For 2016/2017, the following are specific steps we will take to increase the number of students who will graduate in 2 and 4 years by the end of this academic year in Spring or Summer of 2017.

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

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



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
<p>Long-Term</p> <ul style="list-style-type: none"> • Retention • Advising and support services • Physical space for student success • Building campus culture of student success 	<p>Long-Term</p> <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
<p>Short-Term</p> <ul style="list-style-type: none"> • Advising • General support services • Enrollment management • Physical spaces to support student success 	<p>Short-Term</p> <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



Channel Islands

CALIFORNIA STATE UNIVERSITY

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.ar (\$71,588)
- Create additional course section capacity to facilitate timely graduation for seniors identified as ready or near ready to graduate in the current academic year (\$63,360).
- Create capacity to provide timely data to assess student success. Improve the efficiency of student records processes, increase the access to timely information about student success, student academic performance,

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

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



CSU Chico

Draft Student Success Plan

Graduation Initiative 2025 Goals CSU Chico

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

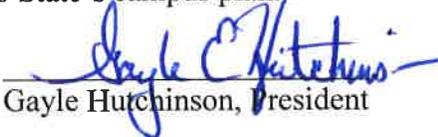
Executive Summary of Goals & Strategies CSU Chico

Goals	Strategies
<p>Long-Term</p> <ul style="list-style-type: none"> • Advising • Data Access and Utility • General support services • First year freshmen • Teaching practices 	<p>Long-Term</p> <ul style="list-style-type: none"> • Accelerate roll-out of e-Advising tools • Update and improve data warehouse and reporting systems • Expand supplemental instruction • Expand First-Year Experience programs and related efforts • Support faculty development efforts aimed at improved teaching practices
<p>Short-Term</p> <ul style="list-style-type: none"> • General support services • Targeted support services • Enrollment management 	<p>Short-Term</p> <ul style="list-style-type: none"> • Expansion of courses and additional staff for supplemental instruction • Offer additional sections of mentor-supported First-Year Experiences for URM/ first-generation students • Create predictive model of seat demand for incoming transfers and consult to increase number of seats in targeted courses

Graduation Initiative 2025
California State University, Chico
Campus Plan

Campus Contact:
Dr. Michael Ward, Interim Provost
mward@cschico.edu
530-898-6101

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



Gayle Hutchinson, President

9/2/16
Date

Long Term Plan

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

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

1. Accelerate roll-out of eAdvising Tools: eAdvising and related initiatives form the backbone of a robust planning and communication infrastructure that supports success across students' academic careers. eAdvising systems support a variety of initiatives such as early alert functions and timely advice to keep students on track to graduation. Current eAdvising projects include completing the rollout of Hobson's Agile Grad to all academic departments and training faculty advisors on its use to inform their advising practice and communicate with at-risk students. We also require resources to facilitate the use of Smart Planner, an automated system that guides students' course selection and enables students to map out their progress to degree based on real-time information on course availability. We will make Smart Planner available to all students and all majors. In the longer term (2018 and beyond) we will acquire and implement a campus-wide Customer Relationship Management (CRM) system which supports intrusive communication and advising throughout a student's academic career. eAdvising and related systems will be used as sources of analytics to inform student-centered scheduling, retention best practices and timely graduation planning.

Resources required to accelerate the rollout of these tools include hiring and retaining staff with programming and project management expertise as well as personnel to manage the use of these tools, manage communications to students and encourage student use of these tools. The CRM system requires software purchase.

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

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

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

In AY 15-16 the SI program at Chico State reached 1,100 students across seven classes. These are high enrollment and low success courses, mostly in STEM fields. For example in Biology 103, Human Anatomy, (enrollment of 303) non-SI participants had a median course GPA of 1.3 and students who regularly attended SI sections had a course GPA of 2.72. In the STEM courses supported by SI in AY 15-16, the percentage of F grades or withdrawals for students who did not attend SI was at least double that of those who attended at least one session. In AY 16-17 Academic Affairs and Student Affairs have intentionally forged a partnership to scale-up and increase the success of the program. We will build the infrastructure necessary to recruit faculty and SI leaders, fund the program, provide administrative support, and schedule SI sections. With adequate funding, over a 3-5 year period we can expand SI at Chico to reach 3,000 students. Details on funding needs are provided below, under “Short-term Plan.” Expansion at this scale will require one professional staff and the training and hiring of about 20 additional SI student leaders at \$2,500 per student leader.

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

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

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

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

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

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

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

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

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

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

Rationale

The strategies outlined above systematically address the three factors influencing graduation rates: (1) increasing students' effective course load, (2) reducing units taken to graduate, and (3) increasing retention and persistence. Chico students already have an *average* course load of 13.8 credit hours, among the highest in the system. Increasing student load is best achieved at Chico State by both increasing opportunities to take courses during Summer and Winter Intersession, and reducing repeatable grades. To ensure that the units students accumulate will count toward their degrees we focus on (1) providing students with timely information on graduation requirements so they avoid taking classes that don't count toward their degrees, (2) ensuring that the classes students need are available to them in a timely manner, and (3) reducing remedial units.

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

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

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

REACH and the U-Course are relatively new programs, begun with the initial round of Student Success funding in 2013. After two full years of implementation we have gathered data that indicate that U-Courses reduce repeatable grade rates, especially for URM (see above), enhance students' sense of academic engagement and connectedness to their peers; and that REACH students' 1st-2nd year persistence is significantly higher than other first-generation students. We still have a problem with 2nd-3rd year persistence. Our goal in expanding REACH and U-Course into the second year is to address this problem. Investing in these and similarly successful strategies in the colleges is focused on these same goals.

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

Objectives Long Term Plan

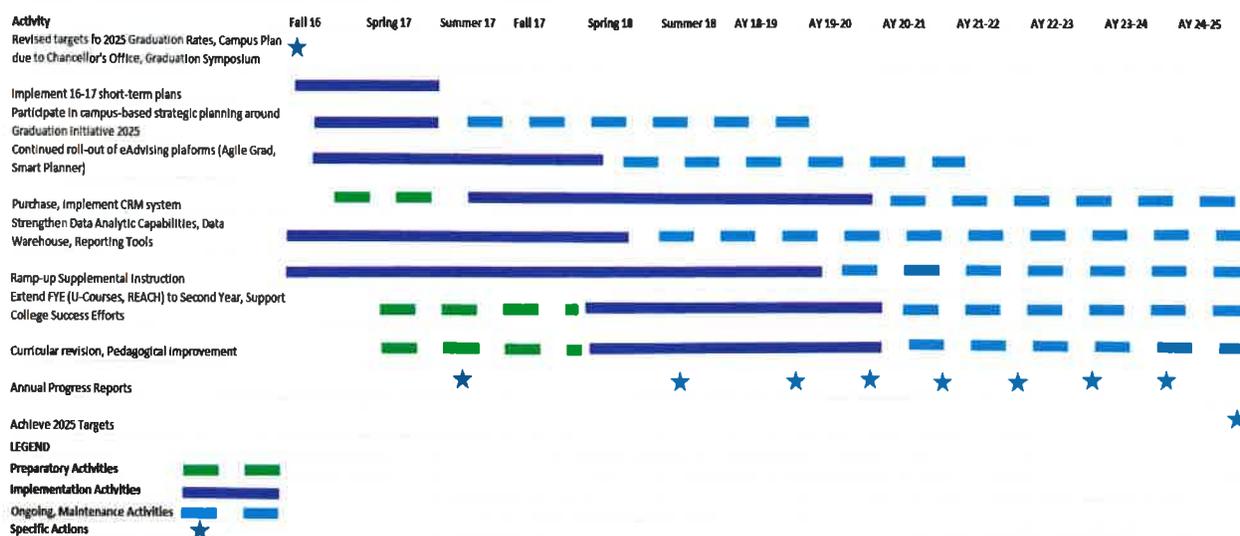
Key measurable objectives of our long-term plan include:

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

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

Timeline

Timeline for Activities, Chico State Graduation Initiative 2025



Short Term Strategies for 2016-17

Data Analytics, Advising, Enrollment Management and Accelerating Graduation: The University Registrar will lead an effort to analyze the Degree Progress Reports (DPR) of freshman entrants from the 2013 cohort and transfer entrants from the 2015 cohort. This analysis will produce a list of students who are on-track for 4-4½ year graduation (for freshman) and 2-2½ year graduation (for transfers). Using this list of students, and DPR data, we will identify outstanding graduation requirements given Fall 2016 registration patterns.

Academic Evaluations will work with Academic Advising Programs (AAP), Deans and Department Chairs to (a) provide students with the information they need to reach graduation, (b) ensure that the Spring 2017 schedule serves these students’ needs, (c) encourage and incentivize students to use Winter Intersession to complete pending requirements and (d) support colleges and academic departments with these efforts. Incentives for students under consideration include waiving the graduation application fee and providing reduced cost access to (self-support) Winter Intersession classes to students who sign a “graduation contract.”

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

Resources: Hire temporary academic advising, data programming and analysis staff: \$306,000. Work with faculty in target departments with many 4.5’ers to provide enhanced academic advising. Mount additional sections in Spring 2017 to serve 550 students at the cost of about \$200,000. The cost of offering 550 targeted students a 50% discount on one Winter Intersession course for each student is about \$231,000. Waive graduation application fee for select group: \$38,000. **Total: \$775,000.**

Supplemental Instruction: Supplemental Instruction (SI) is a successful model of peer-assisted learning already in place on our campus. (See discussion under Long-term, above.) Fall 2016 is already scheduled for an expansion of SI at Chico from six to eight courses. A significant expansion of SI beyond Fall 2016 would require investing additional resources including \$2,500 per SI leader per course (a typical SI leader can assist 130 students), in addition staff support is required to track SI sections, process payroll, and supervise students. One staff member (\$40,000/year) is able to supervise and train up to fifteen SI leaders, averaging \$2,666 per section. Additional costs are also incurred including supplies. Adding SI to one class of 130 students would average \$5,666. Introducing SI to a course with a high DFW rate has the potential to halve the rate for the students who take advantage of SI. In a course of 130 with a 30% DFW rate we can push 19 students to passing if we can get high participation in the SI sessions. This breaks down to roughly \$298 per passing grade. We propose expanding SI in spring 2017 to add six additional STEM courses with the potential to impact more than 800 SI participants. **Total: \$90,000.**

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

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

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

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

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



California State University
DOMINGUEZ HILLS

**2025 Graduation Initiative
Student Success Plan**

Graduation Initiative 2025 Goals CSU Dominguez Hills

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

Executive Summary of Goals & Strategies CSU Dominguez Hills

Goals	Strategies
<p>Long-Term</p> <ul style="list-style-type: none"> ● Partnering with K-12 and community colleges ● Advising ● Retention ● Data analytics 	<p>Long-Term</p> <ul style="list-style-type: none"> ● Develop new high school and community college recruitment plan ● Acquire additional advisors ● Implement “Finish in Four” and “Through in Two” initiative for freshmen completing 30 units at the end of their first year at CSUDH ● Invest in enhancements to campus dashboard to include analytic data for tracking student progress
<p>Short-Term</p> <ul style="list-style-type: none"> ● Advising ● General support services ● Enrollment management 	<p>Short-Term</p> <ul style="list-style-type: none"> ● Hire additional professional advisors to assist with ‘Finish in Four’ and ‘Through in Two’ initiatives ● Hire additional supplemental instructors ● Add courses to help ensure timely graduation

Introduction

The majority of entering CSUDH students share one or more of the following: they are eligible to receive Pell grants, are in need of remediation, and are a member of an underrepresented minority group. Individually, national studies have correlated each of these factors with low college completion rates. Fifty-seven percent of CSUDH students fall into all three high-risk categories. Despite this, our 6-year graduation rates are now on track to meet system-wide averages. These student characteristics are not barriers to college completion if appropriate student success programs are in place. However, this requires a significant financial investment to provide appropriate levels of support necessary to retain and graduate students.

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

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

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

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

Enrollment Management – From Inquiry to Graduation

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

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

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

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

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

Intrusive and Developmental Advising

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

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

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

Educational Advisory Board (EAB) – Student Success Collaborative

Change that is being driven by EAB is the availability of student data to advisors that provides them the ability to be proactive rather than reactive to prevent crises. Preventative campaigns being run through EAB are Early Warning, Alerts, and others that address the needs of high-risk students; 100% of professional advisors at CSUDH are utilizing EAB. All of this is in collaboration with CSUDH Dashboard and the Chancellor's Office Dashboard, where we have identified bottlenecks, high-enrollment/high-failure courses, gateway courses, and interventions for undeclared students. However, our ability to optimize EAB, implement a campus-wide coordinated effort, and scale up are challenged by the need to strengthen our capacity to implement and utilize EAB-SSC to its full capacity.

Toro Ambassadors "Finish in Four" and "Through in Two" Initiatives

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

AASCU's Re-Imagining the First Year Experience (RFY)

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

Freshman Convocation

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

First-Year Seminars

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

Passport to Leadership

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

Targeted Support Services

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

Male Success Alliance

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

Toro Guardian Scholars

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

Veterans Resource Center

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

Toro Dreamers Success Center

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

Academic Affairs Interventions

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

2025 Graduation Initiative Data Fellows Program

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

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

Technology Solutions

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

Objectives for the Short-Term and Long Term Plan

The following objectives will anchor both are short term and long term plans. We will focus on the following: 1) Credit accumulation (increase the number and percentage of freshmen and transfers taking 15+ credit hours), 2) Credit completion (increase the number and percentage of students passing their course), 3) Gateway course success (Decrease the number of DFWs in gateway courses), 4) Major program selection (increase the number and percentage of undeclared students, declaring a major), 5) Persistence (Increase the Fall-to-Fall persistence of freshmen and transfers).

Rationale for Long Term Plan

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

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

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

Timeline Long Term Plan – See Appendix A

Short Term Strategies

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

The Transfer Class of 2015

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

Given the context and metrics above, our short-term plan will involve the immediate staffing of Finish and Four and Through in Two professional advisors. We will also immediately hire supplemental instructors. We will use the Fall semester to train and equip the SIs for success in Winter 2016, Spring and Summer 2017 in a series of upper division General Education courses and courses in the major. On a related note, the funding will also be spent to improve the functionality of Smart Planner reporting. Once populated, we will use Smart Planner to track essential courses that can help predict seat capacity based on actual future demand. We will also immediately add staff to the Graduation Unit and they will solely work with College advisors to track the Finish in Four and Through in Two cohort.

With our intense outreach to seniors, our robust and intrusive advising, and the incentives provided, the actual demand for courses will exceed our current capacity. Correspondingly, decreasing time to degree will increase the average mean unit load students carry and thus require additional course sections. So we plan to use a portion of the 2016-17 funding to add courses to the schedule. We plan to offer priority registration to the Finish in Four and Through in Two students but we do not want their needs to trump the needs of the rest of our undergraduates. The additional sections will ensure that all students can get access to the courses desired in Winter 2016, Spring and Summer 2017. Lastly, we know that in order to achieve success, we have to target the Winter and Summer terms. As such, many students do not have enough trailer financial aid to cover the costs. As an incentive, we will reduce tuition for our Finish in Four and Through in Two students, if they are willing to take the courses to complete their degree requirements.

**Appendix A
Implementation Strategy and Timetable**

Ongoing for the Project

- Continual monitoring, strong activity management, and effective communications
- Continual evaluation, stressing formative feedback for improvement and assessment of new practices to increase persistence and retention of full-time freshmen and transfer students

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

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

CAL STATE
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CSU East Bay

Draft Student Success Plan

Graduation Initiative 2025 Goals CSU East Bay

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

Executive Summary of Goals & Strategies CSU East Bay

Goals	Strategies
<p>Long-Term</p> <ul style="list-style-type: none"> • Physical space to support student success • Advising • First year • Enrollment management 	<p>Long-Term</p> <ul style="list-style-type: none"> • Develop space to reflect learning practices • Add additional advisors to provide intrusive and ubiquitous advising • Redesign first-year programs for freshmen and transfers • Implement systems that monitor enrollments so that capacity can be adjusted and added where needed
<p>Short-Term</p> <ul style="list-style-type: none"> • Faculty development • Working with community colleges • General support services • Curriculum development 	<p>Short-Term</p> <ul style="list-style-type: none"> • Provide faculty development opportunities focused on teaching methods and course design • Design and implement “First Step” program for community college students • Expand student support services • Provide curricular support for several programs involving student progress

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

Dr. Edward Inch, Provost & Vice President for Academic Affairs

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Approved by Dr. Leroy Morishita, President

September 2, 2016

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

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

LONG TERM PLAN

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

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

- Work to build a campus culture of success—“Make Every Class Count” and “Make Every Contact Count” in everything we do.
- Develop our communication channels so that students, advisors, and the campus community understand goals and methods for achieving them.
- Work to develop external support for scholarships, internships, and applied learning, among others, to better retain students and communicate our value to our community.
- Develop a plan to enhance learning and study spaces to support active and collaborative learning as well as individual and traditional study.

- Design approaches for meeting the needs of our campus community. These may include a campus food pantry, affordable housing options, and day care services.
- Provide faculty with professional development opportunities that emphasize approaches to student learning that enhance successful outcomes (encouraging group study, employing Supplemental Instruction, using Early Alert).
- Work with staff members to streamline systems and highlight the important roles they can play supporting student success.

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

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

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

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

Enrollment Management. Our enrollment strategy focuses on three guiding principles: 1) providing sufficient capacity, 2) the timely declaration of majors, and 3) aligning our systems to support degree completion. Our enrollment strategies include:

- Setting up systems that monitor enrollments in general education, service, and major courses to adjust capacity and add where needed.
- Develop course-scheduling systems that allow us to maximize course offerings and physical classroom space.
- Identify opportunities for hybrid and online instruction to expand capacity and meet needs.

- Implement digital roadmaps, degree audits, and “Smart Planner” with semester conversion.

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

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

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

Needed Support: Hiring 10 additional advisors is important for these strategies.

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

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

Needed Support: This can be managed within existing resources.

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

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

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

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

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

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

RATIONALE

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

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

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

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

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

OBJECTIVES LONG TERM PLAN

The Long Term Plan should yield the following results:

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

TIMELINE LONG TERM PLAN

Semester conversion takes place beginning Fall 2018. Prior to conversion, AY 16-17 will focus on designing curriculum and advising elements that support these initiatives. Included among these are the short-term success strategies identified below. By AY 17-18 designing a schedule pattern that supports student outcomes, access to courses (both on-line and face-to-face) and supporting faculty development will be important. Beginning in Fall 2017, we will implement advising strategies to support students during the conversion and work with faculty advisors to prepare them for semesters. Summer courses in 2018 will support semester conversion and degree completion. New summer programs will begin in 2019. By AY 19-20 we expect to have data and reporting systems online and will work to expand capacity to support remediation, outreach to high schools and community colleges, and fully implemented semester curricula. AY 20-21 and AY 21-22 are important years for program and support services assessment to determine the effectiveness of these strategies and make modifications to enhance our progress toward meeting campus goals.

SHORT TERM STRATEGIES

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

- Communicate. Broadly communicate our student success goals through variety of channels including Fall Convocation and other large events. Support Needed: \$0

- Expand Instructional Design Capacity. Provide faculty development opportunities focused on teaching methods and course design approaches that meet campus goals. Part of this strategy involves creating faculty learning communities based on ideas that will help students matriculate and graduate— Student Success and Supplemental Instruction. Enlist interest faculty in providing ideas that will help coalesce all faculty around the ideas that 4- and 2-year rates and eliminating the achievement gap are central to instruction. Needed Support: \$65K
- Data-Informed Decision-Making. Examine current data capabilities, design needed reports and benchmarks, and implement a common set of decision resources. Needed Support: \$190K
- Expand Student Support Services. These include:
 - Online Support. Develop online modules and an “App” to provide students with easy access to support services from advising to research and information along with progress toward degree and degree audit features. Needed Support: \$50K
 - Advising Support. Initiate intrusive advising and prepare students and faculty for semester conversion. Needed Support: \$0
 - Writing Skills Test. We can offer the test to students free of charge provided it is taken in a timely manner. We can partner with the English Department in a pilot program that allows students to take the exam immediately after finishing ENGL 1002. Needed Support: \$25K
 - Roadmaps. Implement four year and two year degree roadmaps for all programs including maps for semester conversion. Identify the next cohort of students with 120+ units (native freshmen and transfers) and start contacting them about graduation plans and initiate intrusive advising processes. Needed Support: \$25K
 - Transfer Support. Ensure that all departments have SB 1440 curriculum as we move to semesters and that they understand its intent. Needed Support: \$0
 - Stat Ways. This program had success in helping students with math remediation. It has been shut down but could be restarted relatively easily. Needed Support: \$30K
 - Focused Outreach. Perform outreach to the special advising units: EXCEL, EOP, Sankofa, GANAS, SSOS, ask their advisors to identify students with potential to move in an accelerated manner toward a degree. Needed Support: \$0

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



Discovery. Diversity. Distinction.

CSU Fresno

Draft Student Success Plan

Graduation Initiative 2025 Goals CSU Fresno

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

Executive Summary of Goals & Strategies Fresno State

Goals	Strategies
<p>Long-Term</p> <ul style="list-style-type: none"> • Advising • Best practices in benchmarking • Targeted support services • Work with K-12 and community colleges 	<p>Long-Term</p> <ul style="list-style-type: none"> • Utilize integrated planning and advising technology • Develop system to ensure AD-T students graduate within 60 units • Implement Dream Outreach and Success Center • Build strategic partnerships with Fresno State service area schools/ community agencies • Expand partnerships across educational sectors to build an improved K-16 college pipeline
<p>Short-Term</p> <ul style="list-style-type: none"> • Advising • Physical spaces to support student success 	<p>Short-Term</p> <ul style="list-style-type: none"> • Identify students by entering cohorts and provide individualized roadmap to graduation • Designate graduation coaches for students in the graduation initiative • Redesign and expand spaces to support student success

California State University Fresno
Campus Student Success Plan

Joseph I. Castro, President, josephcastro@csufresno.edu, 559-278-2324

Long Term Plan

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

Best practices in benchmarking. The University will place a greater focus on High-Impact Practices (HIP) focusing on authentic learning opportunities that address real world issues (e.g. water, sustainability, ethical behavior, educational success) which will provide students with opportunities to engage more deeply in their own learning while applying their knowledge and will simultaneously require greater faculty involvement and engagement. Included will be service learning, study abroad, problem based learning, and applied culminating experiences. We will provide increased support for faculty and students in these programs as well as increase access to HIPs for all students and map these experiences to the current curriculum. The university will identify first year, high risk and bottleneck courses for expanded use of supplemental instruction and expanded tutoring (increase hours, locations, subjects). Supplemental instruction will be expanded. Our goal will be for all students to participate in at least two HIPs to solidify their ability to apply knowledge and increase their engagement. Support for Faculty development (\$100,000 per year) and Supplemental Instruction leaders and tutors (\$175,000 per year). **Total annual costs \$275,000.**

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

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

Total one-time costs \$450,000.

Targeted Support Services will include:

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

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

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

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

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

Total annual costs \$150,000.

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

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

Rationale

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

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

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

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

K-12 and community colleges partnership will strengthen connections in the pipeline to ensure that if children and their parents pledge to do what it takes in middle and high school to prepare, college will be there for them in the future, guaranteed.

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

Objectives

A few key long term objectives include:

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

Timeline

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

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

Short term 2016-17 strategies

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

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

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

2. A contract for success.

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

A. *Provide guaranteed course access*

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

B. *Provide incentives for graduation*

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

C. *Assigned graduation coaches*

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

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

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

Timeline and budget.

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



CALIFORNIA STATE UNIVERSITY
FULLERTON

CSU Fullerton

Draft Student Success Plan

Graduation Initiative 2025 Goals CSU Fullerton

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

Executive Summary of Goals & Strategies CSU Fullerton

Goals	Strategies
<p>Long-Term</p> <ul style="list-style-type: none"> • Enrollment management • Advising • Data capabilities • First year for freshmen and transfers • Remediation in math and English 	<p>Long-Term</p> <ul style="list-style-type: none"> • IT and IRAS support to maintain Enrollment Management Dashboard and train users • Add staff for Student Success Teams, advisors, and fund for training/ professional development of staff • Hire peer mentors to bolster academic transition program • Expand capacity to offer higher-unit online remedial courses in the summer prior to CSUF enrollment
<p>Short-Term</p> <ul style="list-style-type: none"> • Enrollment management • Advising • Retention 	<p>Short-Term</p> <ul style="list-style-type: none"> • Increase number of class offerings over summer • Hire and train grad students to use CSUF dashboards to target/ meet with targeted students and raise faster grad awareness • Increase number of student assistants as data indicates student assistants who work on campus graduate sooner than those who don't



CALIFORNIA STATE UNIVERSITY, FULLERTON

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California State University, Fullerton *Campus Student Success Plan: AB1602*

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Presidential Approval:


Mildred García, Ed.D.
President

9/1/16
Date

Long-Term Plan

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

Enrollment Management

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

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

Advising

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

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

Data Capabilities

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

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

Fostering a Culture of Student Success

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

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

First-Year Experience for Freshmen and Transfers

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

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

Targeted Support Services

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

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

Success in Low Completion-Rate Courses

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

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

Building Pathways with K–12 and Community Colleges

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

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

Remediation in Math and English

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

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

High-Impact Practices

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

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

Financial Assistance

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

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

Policies and Processes

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

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

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

Rationale for Long-Term Plan

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

- **Enrollment Management:** The Enrollment Management Dashboard will greatly improve scheduling processes to help ensure that courses are available to students who need them to progress toward their degree in a timely manner.
- **Advising:** Intrusive interventions and proactive advising have proven successful in preventing graduation deferrals and getting students on track to graduate in a timely manner. Our integrated approach to academic, career, and personal development advising via our cross-divisional SSTs presents multiple opportunities to develop new, innovative campaigns to address four-year and two-year graduation rates and narrow the achievement gap further for native students.
- **Data Capabilities:** The Student Success Dashboard is a critical tool that allows our advisors and Student Success Teams to target students for outreach and interventions with scalpel-like precision, thus improving staff efficiency and, in turn, student success outcomes. For example, one of our STEM colleges used the SSD to conduct an intrusive intervention for incoming transfer students and reduced the so-called “transfer shock” GPA drop by 40% for participating students.
- **Fostering a Culture of Student Success:** Encouraging students to take a higher unit load per semester, and supporting them to achieve success while doing so, will accelerate progress toward degree.
- **First-Year Experience for Freshmen and Transfers:** Getting students on the right track from the very start is crucial, and small changes in new student orientation and the first-year experience can have a large impact. For example, recent studies (including one published in the *Proceedings of the National Academy of Sciences*, 2016) describe online exercises for incoming freshmen that appear to have significant impact on retention and achievement gaps.
- **Targeted Support Services:** Free, personalized services for special populations of students who might be in need of additional support—particularly those who come from underrepresented groups—will help foster a sense of community and promote success among these groups.

- **Success in Low Completion-Rate Courses:** Addressing bottleneck courses through expanded use of the Bottleneck Dashboard, as well as concurrent efforts in course redesign and Supplemental Instruction, will increase the number of passing grades and reduce course repetitions, thus lowering time to degree.
- **Building Pathways with K–12 and Community Colleges:** Better outreach builds awareness for K–12 and community college students and counselors; structured engagement and articulation programs present clear pathways for students of all backgrounds to aspire and pursue a college degree; and improved academic transition programs help support students to succeed once they matriculate.
- **Remediation in Math and English:** Encouraging students via high school advisors and policies to fulfill remediation requirements prior to the fall semester will equip them with an expanded skillset and also position them to begin working toward their degree immediately.
- **High-Impact Practices:** The power of HIPs to improve student success has been well documented at CSUF and elsewhere. For example, over 70% of Latino students in California start their college careers at community colleges but less than 15% continue to pursue a four-year degree. Community college students who have participated in STEM summer research at CSUF in the past four years have successfully transferred to four-year institutions at a rate in excess of 80%. Academic transition programs that include peer mentors and participation in student clubs have improved transfer student retention rates and provided a sense of community for these students at CSUF.
- **Financial Assistance:** Financial obstacles are real but many students are unaware of the resources available to them. Expanding available resources, awareness, and access will help students achieve academic success and reduce dependence on outside income. On-campus employment will promote more study time, campus engagement, and the chance to participate in student life communities.
- **Policies and Processes:** Streamlining bureaucratic processes smooths the path to graduation and mitigates confusion for students, especially first-generation college students who have fewer resources for navigating the “hidden curriculum” of higher education.

Objectives for Long-Term Plan

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

Timeline for Long-Term Plan

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

Short-Term Strategies for 2016-17

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

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

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

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

HUMBOLDT STATE UNIVERSITY

Humboldt State University

Draft Student Success Plan

Graduation Initiative 2025 Goals Humboldt State^{*}

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

^{*} Corrected August 2, 2016

Executive Summary of Goals & Strategies Humboldt State

Goals	Strategies
<p>Long-Term</p> <ul style="list-style-type: none"> • First year for freshmen and transfers • Advising • Enrollment management • Success in low completion rate courses 	<p>Long-Term</p> <ul style="list-style-type: none"> • Implement program targeting undeclared students that provides guaranteed first-year enrollment in GE courses • Expand peer mentoring program and EOP Fall Bridge programs • Develop general but flexible course pathways so students can easily change majors without increasing time to degree • Develop Strategic Enrollment Management Plan (SEMP) • Enhance mechanisms to improve bottleneck course rates
<p>Short-Term</p> <ul style="list-style-type: none"> • Advising • Enrollment management • First year for freshmen and transfers 	<p>Short-Term</p> <ul style="list-style-type: none"> • Degree audit reports to reach targeted students • Additional staff placed to conduct follow-ups with students and assist with their timely graduation • Reduce excess units and increase class availability • Identify, contact, and provide mentoring/ additional support for all first-time undergrad and transfer students with a less than 2.0 GPA their first term/ year

Humboldt State University

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

Our University, Our Students, Our Commitment

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

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

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

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

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

HSU's new goals for our Graduation Initiative 2025 are daunting but doable. They include increasing our freshman 4-year and 6-year graduation rates to 30% and 56%, respectively, and our 2-year and 4-year transfer graduation rates to 38% and 79%, respectively. These graduation goals are reflected in our 2015-2020 HSU Strategic Plan and our WASC Self-Study report, creating additional momentum for making the changes required to move the needle on student success at HSU. With a focus on these crucial goals, we became an invited member of the AASCU 44-university learning community entitled "Reimagining the First Year" (RFY). Through our RFY visioning, we have committed to 16 student success initiatives in 2016-17, some small and some groundbreaking. Many, but not all, of those initiatives form the foundation of HSU's Graduation Initiative 2025 Student Success Plan.

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

Long-Term Strategies (2016-2025)

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

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

Other first-year programs include our student-peer-mentor “Retention through Academic Mentoring Program” (RAMP), which was piloted in 2013 and is now expanding to include nearly all of the incoming freshman class. RAMP has demonstrated increases in term-to-term GPA for participants, and student mentors report a higher level of academic confidence and connection to campus. HSU also offers an Educational Opportunity Program (EOP) Fall Bridge program. The one-year retention rate among EOP Fall Bridge participants, representing Pell-eligible, First-Generation college students from traditionally underrepresented groups, has been slightly higher than the retention rate of all HSU first-time-freshman (76% vs 74%, respectively). The two-year retention rate among EOP fall bridge participants (57.4%) is approaching that of all HSU students (59.9%). If these numbers continue to improve, we plan to expand both RAMP and our EOP Fall Bridge programs.

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

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

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

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

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

4. Success in Low-Completion-Rate Courses: HSU research demonstrates that students who do not complete their degree in four years often fail or repeat certain gateway/bottleneck courses and may repeat the course multiple times. HSU will commit the resources to help our students graduate by further examining why students are failing certain bottleneck courses and by enhancing mechanisms to improve these rates. We also will ensure high-repeat/low success courses are available for those needing them in the short-term. In addition, we are piloting two types of support for students who have not yet demonstrated their readiness for college-level mathematics: (1) "ALEKS-PPL," an artificial-intelligence-based learning and assessment tool that provides students an opportunity to optimize their math placement prior to attending HSU, and (2) a co-requisite remediation model that supports student learning while enrolled in an entry-level college math class.

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

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

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

Rationale

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

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

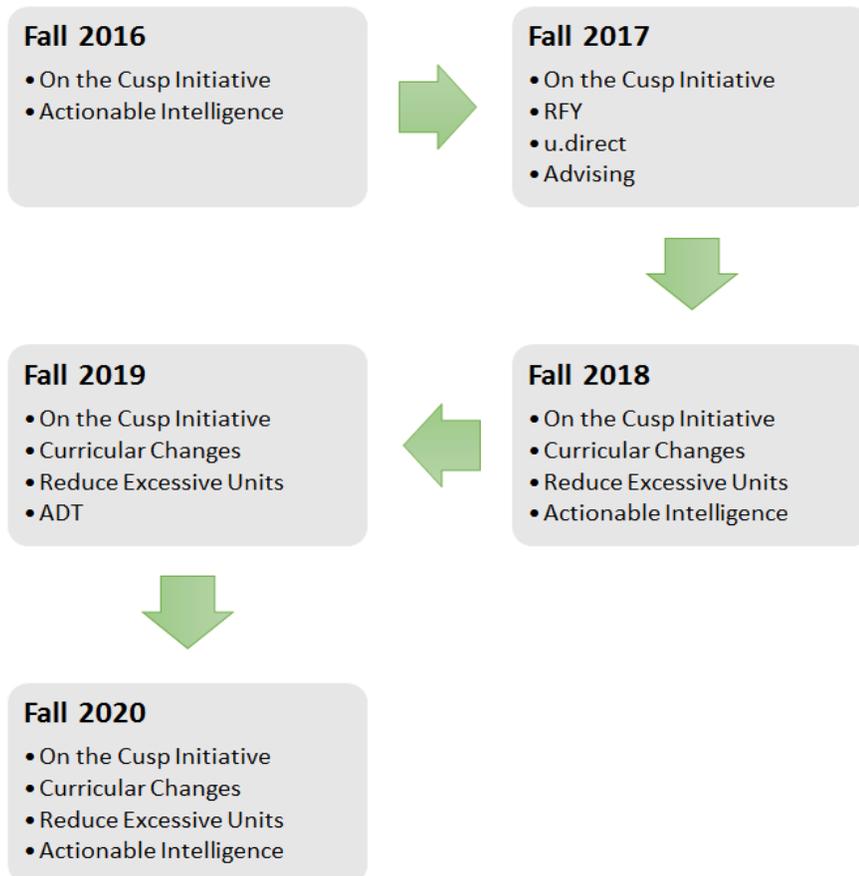
yet to apply for graduation. Taken together, if these students were to successfully graduate in the time expected (4 years), HSU's graduation rate would increase from 15% to 27-30%.

Objectives - Steps toward Sustainability

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

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

Timeline



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

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

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

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

2. Reducing Excess Units and Increasing Class Availability: Many of our first-time and upper-division transfer students do not efficiently move through class standing (e.g., freshman through senior year) when compared to the number of units they complete. To help us address this in the short-term, we are initiating the use of course planning software that helps provide students, advisors, and faculty a clear picture of each student’s path to graduation (“u.Direct,” starting fall 2016). We also have noted that many students delay their HSU degree by enrolling elsewhere prior to graduation and transferring external units back to HSU. We plan to reduce the percentage of these students to nearly zero over the long-term by ensuring that we are offering the correct number of courses they need to complete their degrees. We will identify and schedule additional specific courses needed for spring and summer 2017 so that our “On the Cusp” students can graduate.

3. Reducing Number of Students on Academic Probation: At HSU, first-time undergraduate students who find themselves on academic probation are 5 times less likely to graduate within four years. With the Graduation Initiative 2025 funding, HSU will identify, contact, and provide mentoring and additional support for all first-time undergraduate students and upper-division transfer students who earn less than a 2.0 GPA their first term and first year.

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

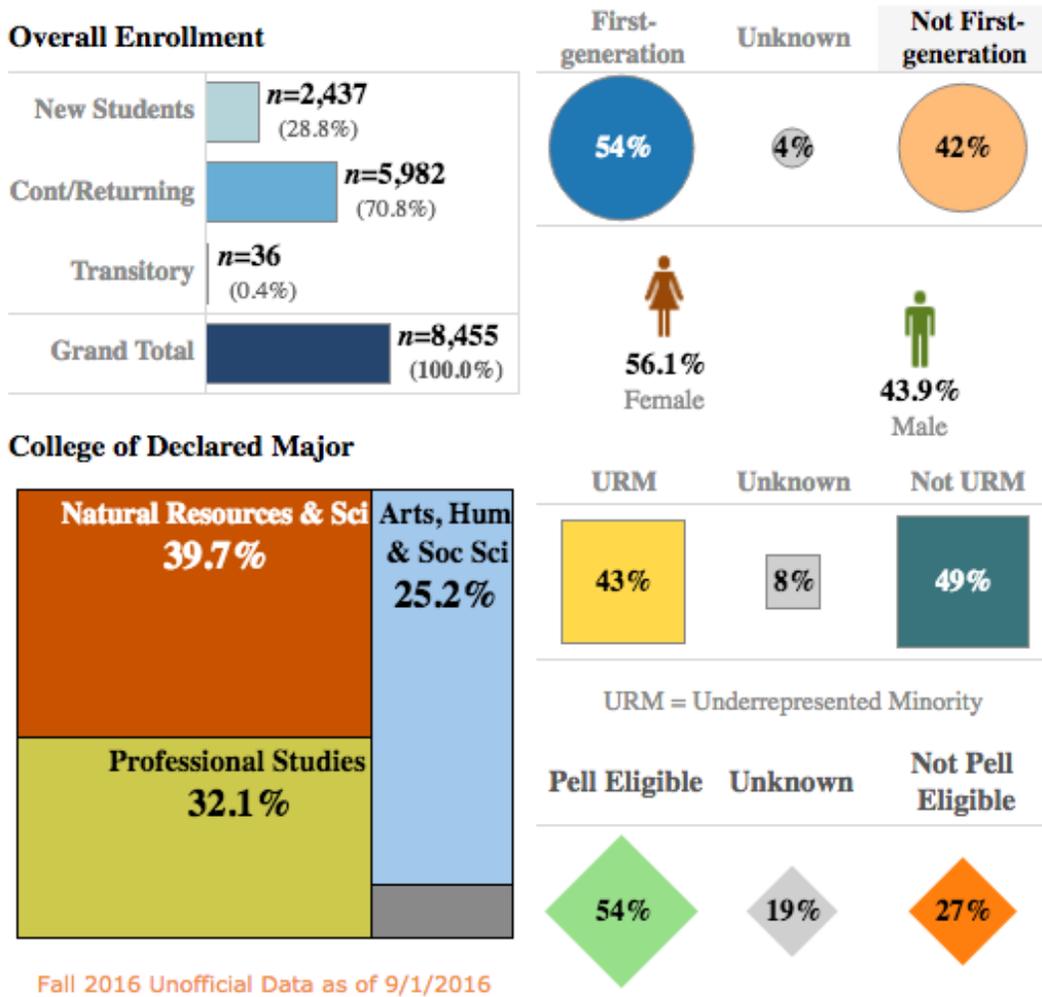
In conclusion, as we strive to raise our freshman and transfer graduation rates and eliminate achievement gaps, we remain committed to ensuring that *all* of our students continue to receive an exceptional education at HSU. We are proud of the opportunities that we provide our students, and we are dedicated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

Appendix 1. HSU Demographics, Retention and Graduation Rates

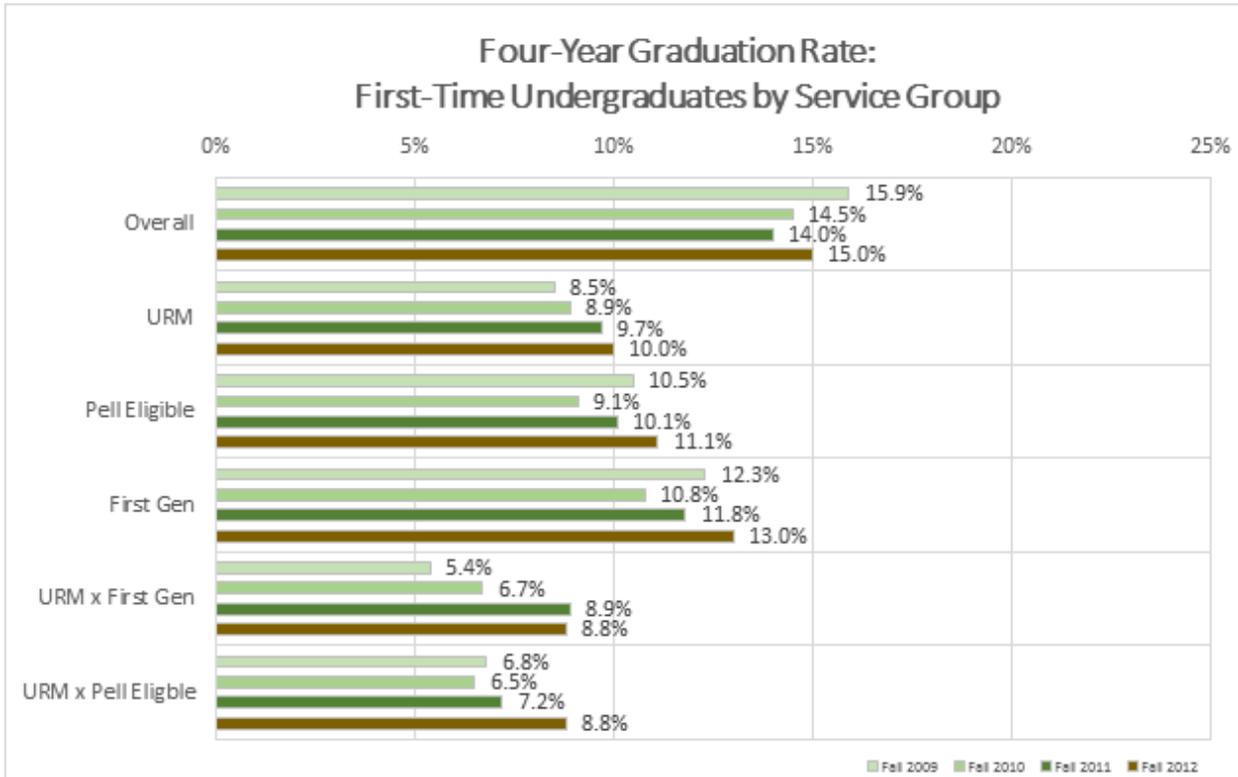
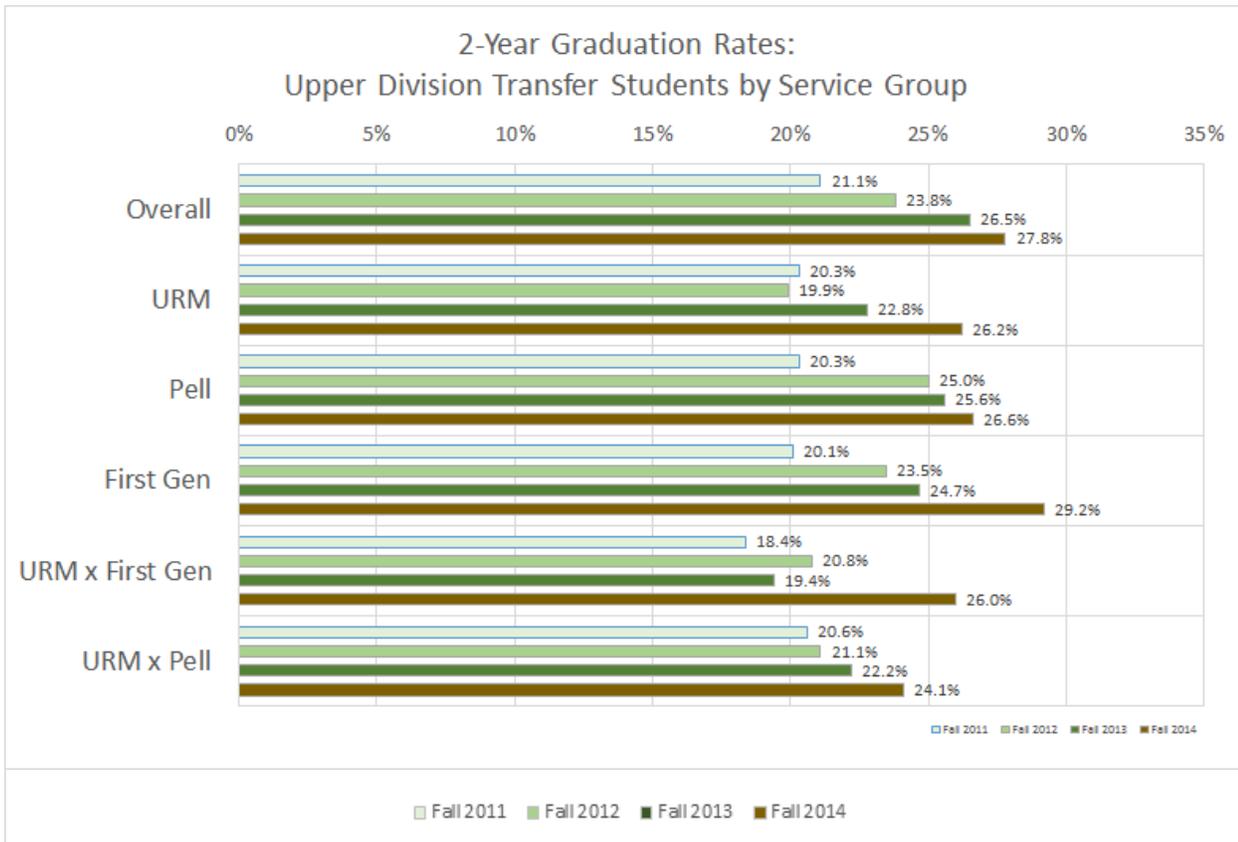
HSU's Current Student Profile

Preliminary Fall 2016 Enrollment Dashboard

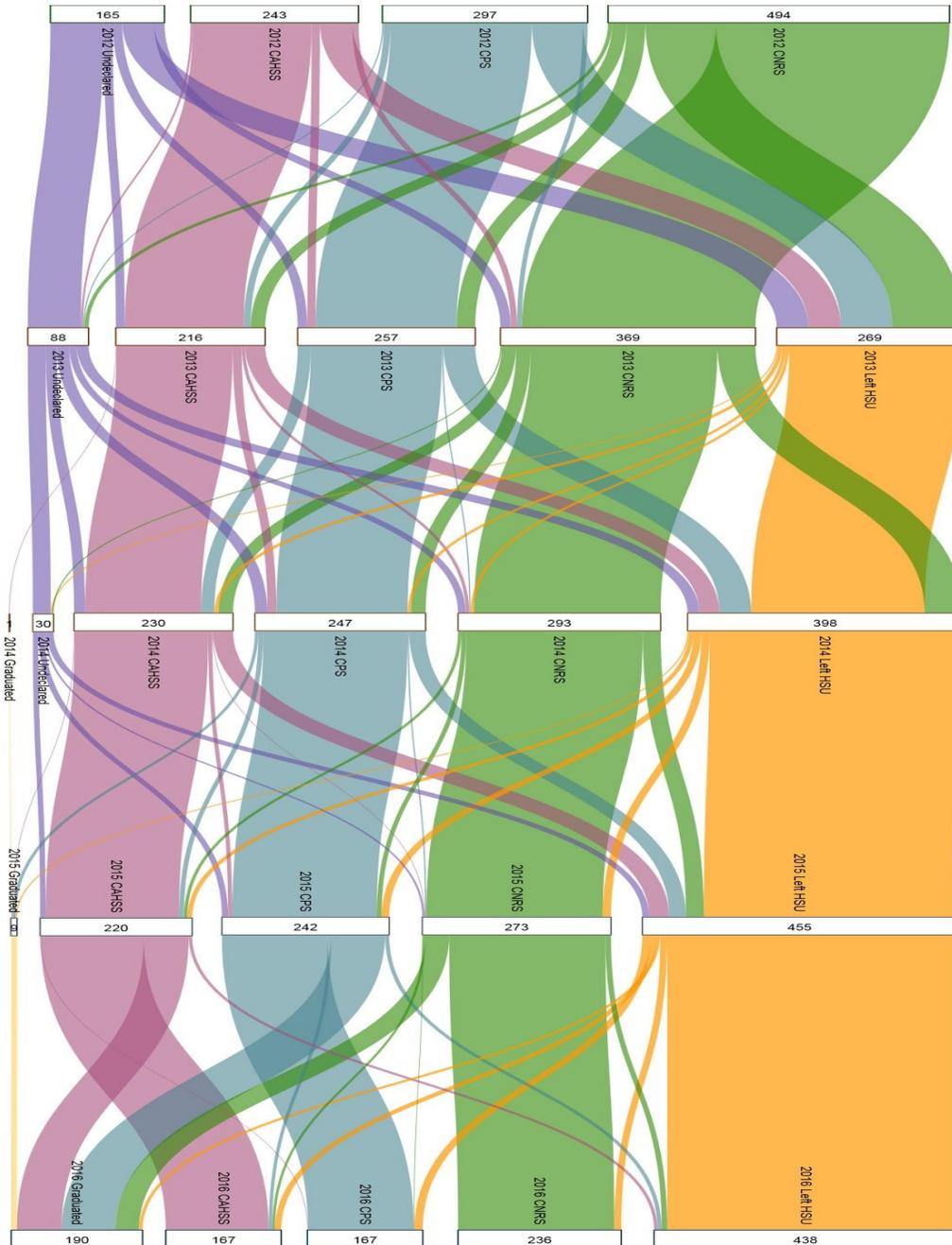
See more dashboards at: <http://www.humboldt.edu/irp/dashboards.html>



	URM	Pell	First-in-Family	URM + Pell + First-in-Family
<i>First-Time UG</i>	36%	42%	44%	18%
<i>Upper Division Transfer</i>	36%	61%	56%	19%



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



CALIFORNIA STATE UNIVERSITY **LONG BEACH**

CSU Long Beach

Draft Student Success Plan

Graduation Initiative 2025 Goals CSU Long Beach

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

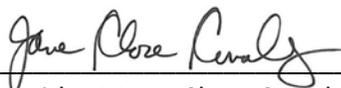


STUDENT SUCCESS 2025

California State University, Long Beach

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STUDENT SUCCESS 2025

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

This report is organized as follows:

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

LONG TERM PLAN

• University Strategic Planning

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

• Organization for Student Success – HVDI 2025

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

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

The goals for each taskforce are as follows:

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

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

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

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

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

The Degree Planner automatically recommends a multi-year plan to graduation for students based on their remaining requirements. Students and advisors can further individualize these plans as needed. Almost 31,000 of our 32,800 undergraduates can utilize the planner. Approximately 83% of continuing students have utilized the tool and we have already seen 90% adoption among the Fall 2016 incoming freshmen. The Degree Planner allows students to visualize their entire progress to degree, arranged both in semester-by-semester table format as well as in a pie-chart of units accomplished towards the degree. Students can also move their developed plan directly into the Class Schedule Planner to begin the registration process, thus implementing all aspects of our e-advising tools as a cohesive system that aids students toward graduation.

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

- **Eliminating Bottleneck Courses**

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

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

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

- **Data-Driven Decision Making**

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

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

- **Provost’s Graduation Incentive Award**

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

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

- **Targeted Career Readiness Initiative**

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

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

RATIONALE FOR LONG TERM STRATEGY

- **Freshman Graduation Rates**

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

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

• **Transfer Graduation Rates**

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

GOALS & TIMELINE FOR LONG TERM PLAN

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

Table 1: Freshman graduation goals and cohort size

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

Table 2: Transfer graduation goals and cohort size

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

SHORT TERM PLAN 2016-17

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

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

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

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

College	Cohort	4-Year Plan			4.5 Year Plan		
		Graduating Term	Total	% of Cohort	Graduating Term	Total	% of Cohort
Business Administration	Senior	Spring & SU 2017	111	2.6%	Fall 2017	173	4.0%
	Junior	Spring & SU 2018	208	4.8%	Fall 2018	122	2.8%
Education	Senior	Spring & SU 2017	5	0.1%	Fall 2017	8	0.2%
	Junior	Spring & SU 2018	5	0.1%	Fall 2018	25	0.6%
Engineering	Senior	Spring & SU 2017	128	2.9%	Fall 2017	140	3.2%
	Junior	Spring & SU 2018	156	3.6%	Fall 2018	163	3.8%
Health and Human Services	Senior	Spring & SU 2017	196	4.5%	Fall 2017	213	4.9%
	Junior	Spring & SU 2018	222	5.1%	Fall 2018	224	5.2%
Liberal Arts	Senior	Spring & SU 2017	275	6.3%	Fall 2016	193	4.4%
	Junior	Spring & SU 2018	225	5.2%	Fall 2017	292	6.7%
Natural Sciences & Mathematics	Senior	Spring & SU 2017	46	1.1%	Fall 2017	63	1.5%
	Junior	Spring & SU 2018	91	2.1%	Fall 2018	88	2.0%
The Arts	Senior	Spring & SU 2017	88	2.0%	Fall 2017	82	1.9%
	Junior	Spring & SU 2018	88	2.0%	Fall 2018	66	1.5%
UNIVERSITY TOTAL	Seniors	Spring & SU2017	849	20%	Fall 2017	872	20.1%
	Juniors	Spring & SU2018	995	23%	Fall 2018	980	22.6%



CSU Los Angeles

Draft Student Success Plan

Graduation Initiative 2025 Goals CSU Los Angeles

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

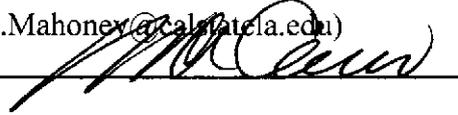
Goals	Strategies
<p>Long-Term</p> <ul style="list-style-type: none"> • Enrollment management • Advising • Data capabilities • Targeted support services 	<p>Long-Term</p> <ul style="list-style-type: none"> • Use analytics/ multi-year planner to predict course demand based on students' data • Create dashboard 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
<p>Short-Term</p> <ul style="list-style-type: none"> • Advising • Data capabilities 	<p>Short-Term</p> <ul style="list-style-type: none"> • 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: September 2, 2016

Contact: Lynn Mahoney, Provost (Lynn.Mahoney@calstatela.edu)

Approval: President William A. Covino



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 timely 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 resolution. To accomplish this, the campus must invest in human

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 2017-18, we will implement Degree Planner which automatically recommends an individual path to degree completion based on a four-year roadmap. In 2018-19, 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, policies, 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 significant 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 2025 goals
- 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's. We will increase the number of new students who participate in EOP Summer Bridge, Transfer Bridge, and mini-Bridge programs. In 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 benefit from tutoring or supplemental instruction.

Best Practices in Benchmarking Curriculum

This is 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 ensure 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 writing 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, curriculum, 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 university 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 CSU 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 communities 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 to 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 capabilities to identify students likely to benefit from a 4-year graduation focused intervention. We also need funds for summer financial aid grants for students to increase timely graduation, emergency loans for students who experience financial crises and funds for peer advising initiatives.

Our long-term plan to meet these incredibly ambitious goals for Cal State LA requires, in addition to continued investment in tenure-track faculty, permanent funding for:

- 8 Student Success Analysts 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 Research analyst and Data Modeler for Informational Technology Services
- E-Advisor Support positions (degree/TC coders, trainer)
- Director of Academic Learning Support
- Coordinator for EOP transition programs for continuing students
- Instructional Designers for Center for Effective Teaching and Learning
- Financial Aid Counselors
- Communications Specialist for Graduation 2025 and eAdvising
- Additional coordinators to provide support to growing population of Dreamers and military-connected students

- 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 faculty to review and redesign academic policies
- Funding for faculty development as it relates to adopting active learning strategies
- Funds for peer mentoring initiatives
- Funds for co-curricular assessment efforts

Rationale for Long-Term Plan

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 need 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 must also provide students the academic support they need to succeed, particularly in lower-division bottleneck prerequisite courses. Faculty also need support to develop active learning strategies to improve student learning and course completion rates, particularly in low-completion rate courses that are often the lower-division bottleneck prerequisite courses mentioned 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 particularly important for Cal State LA as we launch our first semester. In addition to identifying any lingering curricular challenges due to conversion, a review will likely identify unintended barriers to graduation. The timing of the WASC re-accreditation process also affords us an opportunity to ensure that all this is done with an eye toward academic quality.

There is a growing body of research and literature that demonstrates that these are effective strategies for reducing time-to-degree and improving graduation rates. In particular, the Education Advisory Board (EAB) has conducted national research on best practices and their efficacy in very specifically improving graduation rates. In *Defining the Faculty Role in Student Success* (April 2016), they identify addressing curricular barriers to completion, redesigning academic policies and enhancing the learning environment as best practices that work. In a variety of research pieces, they have demonstrated the effectiveness of data-informed, proactive advising (*Hardwiring Student Success*, August 2009 and *Next-Generation Advising*, September 2012, for example). In *Meeting the Completion Challenge* (August 2012), they discuss the efficacy of designing student-centered services, using policy to model academic behaviors, and curricular innovations in developmental education. Their research has demonstrated the successful outcomes of these strategies at many institutions, 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. Clearly, we cannot graduate students in 4 or 2 years in these groups if 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 challenging 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 units at graduation*. This will 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 Cal State LA page on the CSU Faculty Dashboard

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

Fall 2016: Create a user-friendly “Available Classroom” dashboard to assist department chairs in finding additional classrooms needed to meet emerging enrollment demands

Fall 2016: Launch “road show” targeting Department Chairs showing how refined classroom utilization enables more sections of critical courses

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

Fall 2016-Spring 2017: Implementation of projects designed to increase course completion rates

Spring 2017: Roll out dashboards on real-time course enrollments vs. prior year to facilitate add/drop course decisions; and orientation session data to anticipate enrollment patterns

Mid-Spring 2017: EAB Campus implementation to support advising appointment and workshop management, proactive campaigns and at-risk tracking, communications, and analytics.

Summer 2017: Coordinate with professional advisors to pace the flow of students into required courses

Fall 2017-Spring 2018: Implement a “Data Fellows” program to develop faculty experts in use of data for student success

Fall 2017: Use Ad Astra Platinum Analytics and multi-year planner when implemented to predict course demand based on our students’ degree progress data

October 2017: Initial majors available in Degree Planner for Spring 2018 advising and registration.

October 2018: All majors available in Degree Planner for Spring 2019 advising and registration.

Spring 2019: Leverage EAB institutional success markers to identify graduation bottlenecks and develop our predictive models to identify students at risk for departure

Short-Term Strategies for current 3rd/4th year freshmen and 1st/2nd year transfer students



California Maritime Academy

Draft Student Success Plan

Graduation Initiative 2025 Goals CSU Maritime Academy

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
<p>Long-Term</p> <ul style="list-style-type: none"> • Advising • Enrollment management • General support services • Retention 	<p>Long-Term</p> <ul style="list-style-type: none"> • 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
<p>Short-Term</p> <ul style="list-style-type: none"> • Advising • Enrollment management • General support services 	<p>Short-Term</p> <ul style="list-style-type: none"> • 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



California State University Maritime Academy

Student Success Plan

Delivered to California State University, Office of the Chancellor
In Response to *Call for Campus Student Success Plans Pursuant to AB 1602*

Dr. Graham Benton,
Associate Vice President Academic Affairs
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707-654-1147

A handwritten signature in black ink, appearing to read 'TAC', is written over a horizontal line.

Thomas A. Cropper, President
September 1st, 2016

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:

- A. 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.

- B. 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.
- C. 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.

- D. 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), the Association of American Colleges and Universities (AAC&U) Student Success Campus Models and Case Studies (<https://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

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 enrollment 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>

Year	Implementation Milestones	Improvement Objectives
16/17	<ul style="list-style-type: none"> • Hire first Professional Advisor • Offer bottleneck courses in summer session • Develop 2, 3, and 4 year degree plans for transfer students • Implement Smart Planner • Expansion of supplemental instruction 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Hire second Professional Advisor • Increase summer programming of bottleneck courses • Build undergraduate research and maker spaces 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Hire third Professional Advisor • Move into Three School Model, each with its own Professional Advisor 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Expand advising programs to more fully connect services for all students 	<ul style="list-style-type: none"> • 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.



California State University
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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
<p>Long-Term</p> <ul style="list-style-type: none"> • Work with K-12 and community colleges • Link between tenure track hiring and student success • Advising 	<p>Long-Term</p> <ul style="list-style-type: none"> • Implement Degree Planner • Summer Start Programs for entering freshmen and transfer students • Increase tenure density and full-time lecturers • Implement mandatory advising
<p>Short-Term</p> <ul style="list-style-type: none"> • Advising • Data analytics 	<p>Short-Term</p> <ul style="list-style-type: none"> • 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

Long-term Strategies

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	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Increased course and program availability provided at CSUMB@North Salinas 	2017	2.0 FTE Support Staff
5) Summer Start Program	<ul style="list-style-type: none"> 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

6) Transfer Preparation	<ul style="list-style-type: none"> Number of students arriving to CSUMB with an Associate Degree for Transfer increased 	2019	<ul style="list-style-type: none"> 2+ 2 and Associate Degree for Transfer Programs Timely Completion Incentives
7) Part-time Student Timely Completion	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 1.0 FTE Night Student Support Concierge 1.0 FTE Night Enrollment Services Support

Strategy 2: Increased Faculty Support for Curricular Redesign			
Tactic	Key Indicators	Year	Support Needs
1) Increase pass rates in high-enrollment courses	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> Student pass rates in designated high-enrollment courses increased by 5% 	2018	
2) Increase Tenure Density and Full-time Lecturers	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Five high-enrollment, high book-cost courses identified for redesign to reduce costs 	2017	CSU Course Redesign with Technology Initiative
	<ul style="list-style-type: none"> Faculty development to support hybrid and online courses increased 	2018	CSU Affordable Learning Project
4) General Studies Degree Program	<ul style="list-style-type: none"> 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

Strategy 3: Increase Capacity in Academic Advising and Student Success			
Tactic	Key Indicators	Year	Support Needs
1) Mandatory Advising	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> Advisor/student ratio reduced to 1:500 	2018	2.0 FTE Academic Advisors
	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> All degree pathways reviewed to ensure appropriate course sequencing Catalog reflects clear and consistent information on course availability by semester 	2017	
3) Graduation Process	<ul style="list-style-type: none"> Business process implemented to automatically trigger graduation review 	2019	1.0 FTE Graduation Counselor
4) 4 year Graduation Promise: 30 to Finish	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 1.0 FTE Financial Aid Counselor Financial support in tuition fee reduction or scholarships for each year 30 units on degree pathway are completed

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 Hugs, 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.

Tactic	Key Deliverables	Responsibility
1) Enrollment Management: Degree Planner	<ul style="list-style-type: none"> Program available for student and advisor use Data analyses available to departments for more efficient course scheduling 	Provost
2) Enrollment Management: Automated Transfer Articulation	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Stop-outs and time-to-degree decreased 	Vice President, Student Affairs and Enrollment Services

CSUN

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

Goals	Strategies
<p>Long-Term</p> <ul style="list-style-type: none"> • Enrollment management • Advising • Data capability expansion • First year freshmen/ transfer support • Retention 	<p>Long-Term</p> <ul style="list-style-type: none"> • 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
<p>Short-Term</p> <ul style="list-style-type: none"> • Enrollment management • Advising • Data capabilities 	<p>Short-Term</p> <ul style="list-style-type: none"> • 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

Campus: Northridge

Campus contact: Yi Li, Provost and VP for Academic Affairs

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OVERVIEW

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 Development and Planning 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 intervention (<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)

Budget Item	Long Term	Item	Funding Request	Request Details
A		Schedule-Building Professional Development Series	\$25,000	to cover enrollment management curriculum development
B		Student to Faculty Ratios	\$200,000	for 40 additional sections
C		Early Warning System and expansion of EAB campaigns	\$50,000	10 faculty releases from courses spread across the colleges and tied to college-based targets for completion
D		Student Engagement Survey and Intervention	\$95,000	to use the Mapworks suite of products to survey our students
E		Faculty Technology Center	\$75,000	workshops
F		Faculty Development	\$25,000	workshops and external consultants
G		15 to Finish Campaign	\$60,000	for publicity campaign and rollout
H		Peer Mentorship	\$150,000	to develop the training program and compensate the peer mentors
I		Targeting students who are close to graduating in 2 or 4 years	\$50,000	for additional sections, peer mentors, and peer advisors
J		Stretch Math	\$20,000	for training and course development
K		EXCEL	\$50,000	for additional faculty and counselor resources, and math faculty training
L		Success Skills Modules	\$50,000	to develop workshops
		Total Long Term	\$850,000	

Budget Item	Short Term	Item	Funding Request	Request Details
M		Schedule Augmentation	\$500,000	to add 100 additional sections of bottleneck courses
N		Completion Grants	\$1,100,000	for tuition waiver scholarships for 500 students at 6 units each for Winter and Summer 2017 terms
O		Graduation and Retention Specialist Team	\$500,000	for 9 new positions
P		Tableau	\$200,000	to purchase an enterprise license
Q		Data Champions	\$200,000	for course releases for faculty data champions
		Total Short Term	\$2,500,000	
		Proposal Total	\$3,350,000	

CAL POLY POMONA

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
<p>Long-Term</p> <ul style="list-style-type: none"> • Enrollment management • General support services • First-year freshmen/ transfer students • Digital learning to engage students and expand access 	<p>Long-Term</p> <ul style="list-style-type: none"> • 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
<p>Short-Term</p> <ul style="list-style-type: none"> • Advising • Data Analytics • Academic Support 	<p>Short-Term</p> <ul style="list-style-type: none"> • 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@cpp.edu) (909) 869-2011

Presidential Approval:


Soraya M. Coley, President

9/2/14
Date

I. 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 alignment 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 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 term. **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 performance-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 of learning 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 information. **Support required:** expand professional outreach and student staff; invest in significant development of college preparation and college promise programs.

II. Rationale for Long-Term Plan: Cal Poly Pomona’s long-term plan to improve graduation rates and eliminate the achievement gap requires that we adopt a more collaborative, integrated, and data-informed approach. The leadership structure we are forming, 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 inform 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.

III. 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.
6. Increase transfer 4-year graduation rate by a minimum of 10% to meet the CSU transfer 4-year 2025 goal.
7. Eliminate the Underrepresented Minority (URM) graduation rate gap completely.
8. Eliminate the Pell graduation rate gap completely.
9. Expand targeted support services for first generation, low-income, and underrepresented students. Foster a sense of belonging and connectedness for all students.

IV. Timeline for Long 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.

V. Short Term Strategies for 2016-17: 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

- a) Leverage degree audit and course scheduling tools to anticipate course demand and proactively adjust available courses, especially courses needed for graduation;
- b) Identify and implement new scheduling software (e.g. Ad Astra);
- c) Leverage data to identify and resolve major core bottleneck and gateway issues;
- d) Augment online collection and workflow processes of mandatory forms (e.g. leave of absence, withdrawal, etc.);
- e) 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

- a) Develop/deploy College Student Success Teams;
- b) 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);
- c) 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;
- c) Deploy Tableau enhanced data visualization to more effectively communicate and evaluate complex data;
- d) 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;
- b) Expand peer mentoring opportunities targeting URM students;
- c) Expand enrollment in 4-Year and 2-Year Graduation Pledge Program;
- d) 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;
- g) Provide additional targeted support for Summer transition programs;
- h) Develop ongoing assessment and evaluation of programs to improve outcomes and guide allocation of scarce resources.

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

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
<p>Long-Term</p> <ul style="list-style-type: none"> • Advising • Data capabilities to disaggregate and use student progress data • Work with K-12 and community colleges 	<p>Long-Term</p> <ul style="list-style-type: none"> • 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
<p>Short-Term</p> <ul style="list-style-type: none"> • Enrollment management • Advising 	<p>Short-Term</p> <ul style="list-style-type: none"> • 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



APPROVED

9/2/16

Robert S. Nelsen

Date

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.
- **Assessing 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.”

2. 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.

3. 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.

4. 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 that 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.

5. 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.

2. 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.

3. 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%		

4. Timeline Highlights

1. Ecosystem for Enrollment: Implemented in Fall 2016 and Integrated in Fall 2018.
2. Planning and budgeting for student success model: Implemented in 2015 and Extending through 2025.
3. "Finish in Four" campaign: Implemented in summer 2016.
4. "Finish in Four" "call-out" campaign: Piloted in summer 2016. Full implementation during 2016-17 academic year and extending through 2020.
5. 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 having 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 1st 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
<p>Long-Term</p> <ul style="list-style-type: none"> • Advising • Enrollment management • Remediation in Math 	<p>Long-Term</p> <ul style="list-style-type: none"> • 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
<p>Short-Term</p> <ul style="list-style-type: none"> • Advising • Campus planning and organizing to foster a culture of student success • General support services • Success in low completion rate courses 	<p>Short-Term</p> <ul style="list-style-type: none"> • 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



CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO
Office of the President

GRADUATION INITIATIVE 2025

Approved by President Tomás D. Morales

A handwritten signature in black ink, appearing to read 'TDM', written over a horizontal line.

Signature

September 1, 2016

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 and 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 (SCIEP)

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 Capabilities/Technology

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 particularly 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 specific 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	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
EAB Campus all colleges rollout	✓								
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 Learning 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.
2. 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.
3. Increase baccalaureate attainment by 15% across the two counties within 5 years.
4. Increase the number of students completing the baccalaureate degree within 6 years by 10% across the two counties within 5 years.
5. Improve career preparedness through strengthened partnership with industry to better align education with workforce development needs.

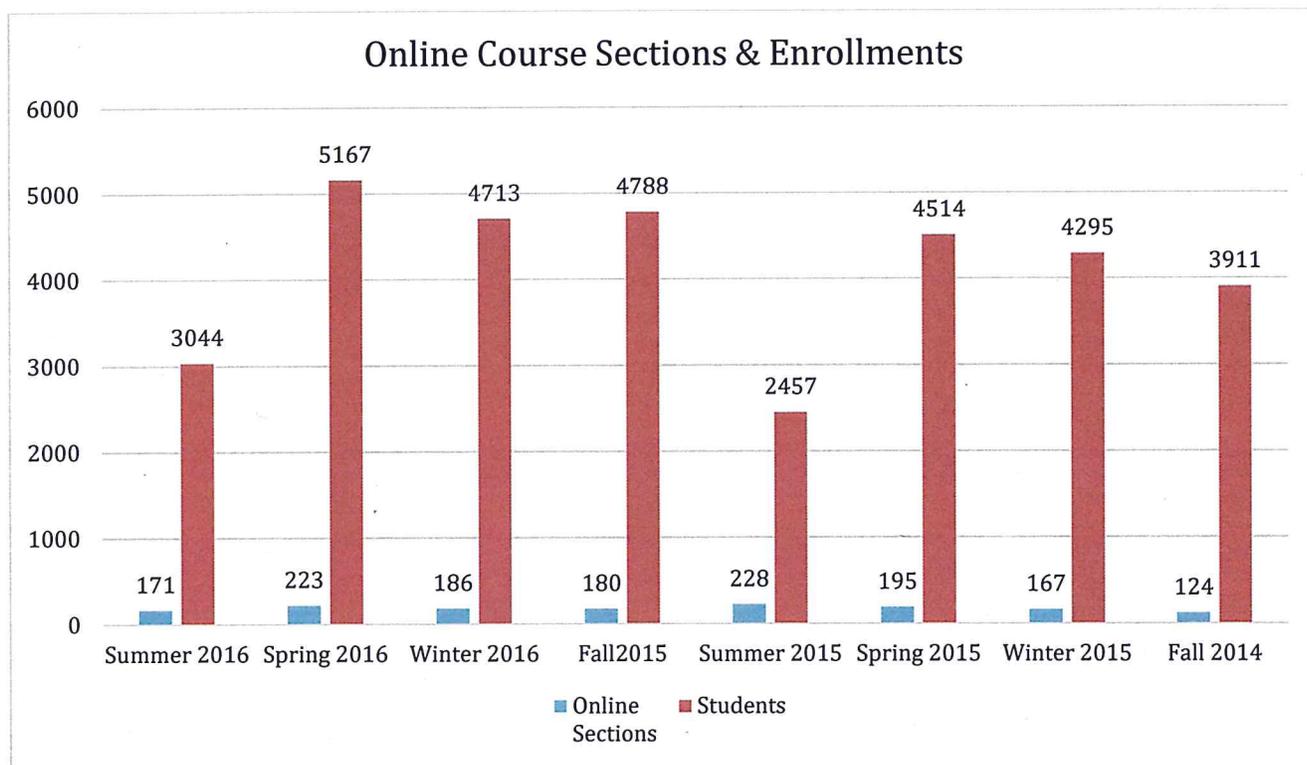
Appendix 3

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



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:

- a. Exemplary online teaching practices
- b. Templates developed which will have quality rubrics built in
- c. Accessibility in online courses
- d. 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.



**SAN DIEGO STATE
UNIVERSITY**

Leadership Starts Here

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
<p>Long-Term</p> <ul style="list-style-type: none"> • Enrollment management • Advising • Success in low completion rate courses • Link between tenure track hiring and student success 	<p>Long-Term</p> <ul style="list-style-type: none"> • 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
<p>Short-Term</p> <ul style="list-style-type: none"> • Advising 	<p>Short-Term</p> <ul style="list-style-type: none"> • 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
(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)
- 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.

2. 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) 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.

3. 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.

4. 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.

5. 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. 1, 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.

STATISTICS:

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)

When launched next year, the E-Learning 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

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
<p>Long-Term</p> <ul style="list-style-type: none"> • Enrollment management • Advising • Physical space to support student success • First year for freshmen and transfers • Targeted support services 	<p>Long-Term</p> <ul style="list-style-type: none"> • 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
<p>Short-Term</p> <ul style="list-style-type: none"> • Enrollment management • Advising 	<p>Short-Term</p> <ul style="list-style-type: none"> • 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

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

1. 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 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):
 - SSP II x 10= \$500,000
 - Benefits= \$210,000
 - subtotal= \$710,000

- coordinators for new advisors:
 - 2 = \$76,800

- 3 staff in Student Affairs & Enrollment Management
 - 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:
 - 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%

2. 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.

3. 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;

4. 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.
5. 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.

CSU Advising Comparisons

	SF State	Long Beach	Pomona	SDSU	SJSU
University Advising Center	7 (plus 3 vacant)	11	0	22	13
Other Professional Advisors	9.5	19	19	10	19
Total	16.5	28	19	32	32
Enrollment	30,256	31,000	22,384	33,230	32,773
Advisors to Student Ratio	1:1834	1:1100	1:1250	1:1038	1:1024

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
<p>Long-Term</p> <ul style="list-style-type: none"> • Data capabilities • Working with K-12 and community colleges • Advising • Targeted support services 	<p>Long-Term</p> <ul style="list-style-type: none"> • 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
<p>Short-Term</p> <ul style="list-style-type: none"> • Advising • General support services • Enrollment management 	<p>Short-Term</p> <ul style="list-style-type: none"> • 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

Contact: Stacy Gleixner, Chief of Staff and Interim Associate Vice President for Student Academic Success; Stacy.Gleixner@sjsu.edu, 408-924-2706



, 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 workforce 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 students 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 support 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 students 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 students, 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 the 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 potential 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 students, 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 analysis 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 bottlenecks. 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 fall 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 fall 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 evidence-based 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 students.

- Student Data Warehouse: SJSU is in the process of launching a data warehouse that will expand the ability to disaggregate 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 utilize 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, leading 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 students do not feel connected to campus or faculty. Increasing the engagement of students to the university and their learning 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 programs 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 SJSU 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 degrees, 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 them. 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 of 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 additional 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.

Success 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 classes 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 students 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 opening 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 students 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 students 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 within the one-year threshold. Upon completion of the Summer Bridge program, students 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 students. 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 term plan is to continue to increase the number of students 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 diversity in all colleges to represent the demographics of Santa Clara county

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 status, and Pell eligibility as measured by the Campus Climate survey and the NSSE

Clearing Bottlenecks

- 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
Achievement 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 can 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 for 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

**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
<p>Long-Term</p> <ul style="list-style-type: none"> • Advising • General Support Services • Enrollment management • Work with K-12 and community colleges • Campus planning to foster a culture of student success 	<p>Long-Term</p> <ul style="list-style-type: none"> • 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
<p>Short-Term</p> <ul style="list-style-type: none"> • Advising • Enrollment management • General support services 	<p>Short-Term</p> <ul style="list-style-type: none"> • 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



CAL POLY

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:
 - a. Involvement in leadership programs
 - b. Student location of residence
 - c. Special program participation (like Summer Institute or EOP)
 - d. Student employment (both on and off campus)
 - e. 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.
9. **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.
10. **Create bridge courses for transfer students.** This will shorten prerequisite chains for transfer students and improve time to graduation.
11. **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.
12. **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.
13. **Expand summer bridge programs** to help students successfully transition from high school or community college to Cal Poly.
14. **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
 - Didn’t like their major and couldn’t change it
 - Perceptions of unwelcoming campus climate
 - 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-imagining 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.
2. **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.
3. **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.
4. **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.
5. **Provide additional course sections in 2016-17** in upper-division GE and/or other bottleneck courses that are the last remaining requirements for graduation.
6. **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.
7. **Offer summer enrollment grants for students** who can graduate by the end of summer through a partnership with Extended Education.



California State University

SAN MARCOS

CSU San Marcos

Draft Student Success Plan

Graduation Initiative 2025 Goals CSU San Marcos

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
<p>Long-Term</p> <ul style="list-style-type: none"> • Work with K-12 and community colleges • Enrollment management • Advising • Tenure Track Hiring 	<p>Long-Term</p> <ul style="list-style-type: none"> • 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
<p>Short-Term</p> <ul style="list-style-type: none"> • Advising • Campus planning, organizing and communicating to foster a culture of student success • Enrollment management 	<p>Short-Term</p> <ul style="list-style-type: none"> • 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

Student Success Plan
California State University San Marcos
September 2016

Karen S. Haynes, Ph.D.
President



Approval

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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.)

2. 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.

3. 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.

4. 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.

5. 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.

6. 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	<ul style="list-style-type: none">• Alliance
2. Increase Average Unit Load	<ul style="list-style-type: none">• Degree, Set, Go• 15 to Finish Campaign• Additional Course Sections• Sustained Enrollment Growth
3. Improve Second Year Continuation Rate	<ul style="list-style-type: none">• Academic Success Center• Sophomore Summer Bridge• Supplemental Instruction• STEM Center
4. Achieve Equity in High Impact Practices	<ul style="list-style-type: none">• HIPs Tracking and Analysis• Working Scholarships• Supplemental Instruction• STEM Center
5. Improve Tenure Density	<ul style="list-style-type: none">• Tenure Track Hiring
6. Annual Improvement Against Key Benchmarks	<ul style="list-style-type: none">• 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 programming 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
<p>Long-Term</p> <ul style="list-style-type: none"> • Advising • General support services • Link between tenure track hiring and student success • Remediation in Math and English 	<p>Long-Term</p> <ul style="list-style-type: none"> • 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
<p>Short-Term</p> <ul style="list-style-type: none"> • Advising • General support services 	<p>Short-Term</p> <ul style="list-style-type: none"> • Hire more graduation advisors • Hire temporary staff in Writing Center to increase GVAR success • Provide workshops for faculty interested in providing WICS course

SONOMA STATE UNIVERSITY
CAMPUS STUDENT SUCCESS PLAN

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Judy K Sakaki 9/2/16
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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 apprised 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.

B. 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.

D. 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.

E. Increase GVAR 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 (GVAR).

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 GVAR, 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 made 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 GVAR 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.

F. 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 courses for incoming freshmen, thus improving early success and retention for the 430-450 freshmen that take remedial math in the first semester.

G. 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/TT 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:

<i>Entering Freshmen</i>	<i>End of freshman year</i>	<i>Third year students and first year transfers</i>	<i>Seniors</i>
Folding math remediation into first year GE course	Summer advising	Graduation advising	
Expansion of tutorial center		Increase GWAR success	
Faculty/staff professional development			
Advising tools			
Tenure track hires			

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 ¼ 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 GVAR 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
- 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
 - 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

	Years 1-2	Years 2-5	Years 5-10
Graduation advisors	7 advisors, allocated to common groups of majors	Advisors assuring Degree Plan completion for all students with a major. Meeting with all students who are completing below 15 units a term.	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	1 for each impacted major, and 1-2 for remaining majors, and targeting URM population.	
Tutorial center academic specialist	2 academic specialists for URM population not already served via TRiO	Using campus analytics, specialists will identify and aggressively seek out URM populations not already served by TRiO for services.	Mature programs for URM populations in place.
Supplemental instructors	Increase SI instructors for 5-7 additional courses	Increase SI instructors for 7-10 additional courses	Increase SI instructors for 10-15 additional courses
Professional development workshops	2-5 annual full-day workshops (effective pedagogy, inclusiveness training, writing intensive class)	10 annual full-day workshops (advising, inclusiveness, teaching to specialized populations)	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	

WICs	10 additional WICs sections	30-40 WICs sections offered per year	
Math remediation in 1 st 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
<p>Long-Term</p> <ul style="list-style-type: none"> • Advising • General support services • Remediation • Digital learning 	<p>Long-Term</p> <ul style="list-style-type: none"> • 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
<p>Short-Term</p> <ul style="list-style-type: none"> • Advising • Enrollment management • Digital learning to engage students and expand access success 	<p>Short-Term</p> <ul style="list-style-type: none"> • 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

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