

**Graduation Initiative 2025: First-Year Results**  
October 17, 2017

**Overall First-Year Results**

Stanislaus State made solid progress in 2016/17 relative to the previous year on three of its Graduation Initiative 2025 goals: Freshman 4-year Graduation, Transfer 2-year Graduation, and Underrepresented Minority (URM) Gap rates, eliminating its URM gap, as seen in *Table 1*.

Table 1. Graduation Rates per Graduation Initiative 2025 Metrics

Metric	2015/16 Rate*	2016/17 Rate**	Change in Percentage Points	2025 Goals	Percentage Points to Reach 2025 Goal
Freshmen 6-Year Graduation	57.2% Fall 2010	52.8% Fall 2011	-4.4	65%	12.2
Freshmen 4-Year Graduation	14.3% Fall 2012	<b>18.6%</b> Fall 2013	<b>4.3</b>	37%	18.4
Transfer 2-Year Graduation	34.8% Fall 2014	<b>36.0%</b> Fall 2015	<b>1.2</b>	45%	9.0
Transfer 4-Year Graduation	76.2% Fall 2012	75.3% Fall 2013	-0.9	78%	2.7
Gap – Underrepresented Minority	6.5% points Fall 2010	<b>0.0% points</b> Fall 2011	<b>-6.5</b>	<b>0</b>	<b>0 = Target Met</b>
Gap – Pell	1.9% points Fall 2010	3.6% points Fall 2011	1.7	0	3.6

\*2015/16 Rate represents the IPEDS/CSRDE reported graduation rates via the CSU Enrollment Reporting System-Degrees (ERSD) files through summer 2016. \*\*2016/17 Rate: Completions through Summer 2017 as reported in PeopleSoft (September 27, 2017).

**Key Efforts in 2016/17 that Contributed to these Overall First-Year Results**

- 15-to-Finish Campaign (Freshman Convocation and threaded throughout advisement)
- Identification of on-the-cusp students (1-9 units shy of a Spring graduation) for the Freshmen 4-Year and Transfer 2-Year cohorts
- Early graduation evaluations for on-the-cusp students
- Intensive advising of on-the-cusp students
- Building winter, spring, and summer schedules responsive to cohort needs
- Winter Session and Summer Session Waiver Program funded by UEE reserves: 256 on-the-cusp students received winter tuition fee waiver opportunities, of which 108 took advantage; 81 on-the-cusp students were offered summer tuition fee waivers, of which 49 took advantage; maximum tuition fee waivers = 9 units/student, winter and summer combined; units corresponding to the tuition fee waivers were required to enable graduation by Summer 2017

### Intermediate Outcomes that Contributed to the Overall First-Year Results

- Increased Responsiveness of Course Schedules
  - Winter Session: 18% increase in course offerings, from 51 sections in 2016 to 60 sections in 2017
  - Spring Semester: 2.7% increase in course offerings, from 2264 sections in 2016 to 2325 sections in 2017
  - Summer Session: 6% increase in course offerings, from 232 sections in 2016 to 246 in 2017
- Increased Unit Load 2016/17 Compared to 2015/16
  - Increased Freshmen unit load:
    - Fall 2016 increased 0.9% (from 13.16 units to 13.28 units)
    - Spring 2017 increased 3.0% (from 13.39 units to 13.79 units)
  - Increased overall undergraduate unit load:
    - Fall 2016 increased 0.2% (from 12.77 units to 12.8 units)
    - Spring 2017 increased 0.3% (from 12.80 units to 12.84 units)
- Increased Graduation Applications
  - 112 additional students (8%) applied for graduation this year that had not already made the decision to apply

### Outcomes for the On-the Cusp Students

Of the 301 on-the-cusp students who received our interventions, 161 graduated this year (78 received intensive advising only; 83 received both intensive advising and utilized the waiver program).

### Graduating Class 2016/17

All the efforts combined resulted in not only an increased graduation class over last year, but the largest graduating class in Stanislaus State history. See *Table 2* below.

Table 2. Comparison of Graduation Class Size between 2015/16 and 2016/17

2015/16 Graduates			2016/17 Graduates			% Increase
UG	GR	Total	UG	GR	Total	
1,831	313	2,144	2,007	348	2,355	9.8%

### Moving Forward

The University is firmly committed to success on all six goals, and is incorporating numerous proactive strategies to achieve them. Learning from 2016/17, we are implementing the following key strategies in 2017/18:

- Building on our *15-to-Finish* campaign with the addition of our complementary *Think 30-a-Year* campaign;
- Identifying on-the-cusp students (1-9 units shy of graduating in Spring 2018), expanding beyond Freshmen 4-Year and Transfer 2-Year cohorts to also include the Freshmen 6-Year and the Transfer 4-Year cohorts;
- Improving advising practices through the implementation of STAN Planner (advising and scheduling software), which will enable more accurate and coordinated advising among the network of staff and faculty advisors;
- Continuing intensive advising for our on-the-cusp students;
- Building responsive and robust fall, winter, spring, and summer schedules as a result of coordinated advising and scheduling, and the use of STAN Planner;

- Offering a Winter and Summer Session Tuition Fee Waiver Program, funded by UEE reserves, for the on-the-cusp students;
- Providing early graduation evaluations for the on-the-cusp students; and
- Continuing to track and monitor the characteristics of student cohorts to assist in designing appropriate support programs and resources as they enter and continue on campus.

In addition to these key immediate interventions, the University is also implementing or exploring the following strategies and innovations as we strive to meet and hopefully even exceed our 2025 goals:

- Improving developmental education and redesigning remedial math courses to become credit-bearing;
- Optimizing enrollment management through implementation of Induced Course Load Matrix (ICLM) modeling to better inform responsive and robust course schedules;
- Utilizing Delaware Study data to better review and allocate program funding;
- Enhancing instructional technology through upgrades of Smart Classrooms and development of Active Learning Classrooms (ALC collaborative learning spaces through integration of technology);
- Increasing student financial stability through enhanced financial literacy education (including education about the new Summer Pell program), revised enrollment practices associated with non-payment, development of a micro-grant program, increased use of affordable course materials through the Affordable Learning Solutions (ALS) program, and continued support of the Warrior Food Pantry (a free-food pantry for students);
- Expanding faculty development opportunities with a focus on the science of learning;
- Based on the training of two Stanislaus State faculty at Stanford University, creating an innovative Design Your Life Course and certificate program;
- Exploring the possibility of freshman block scheduling of GE courses and/or exploring the utility of yearlong scheduling and registering for courses for an entire year rather than just one semester;
- Expanding a course-embedded First-Year Experience for students;
- Enhancing living learning communities for residential students;
- Developing a dashboard to analyze the effect of various high impact practices (HIPs);
- Supporting the integration of writing across the curriculum and writing within the disciplines;
- Enhancing faculty-student mentoring through the Faculty Mentor Program;
- Developing and offering disciplinary, intensive, small-seminar First Year Seminars taught by tenured, tenure-track and Ph.D. or terminal degree faculty;
- Expanding college advising centers;
- Developing College Assessment Faculty Learning Communities; and
- Developing and expanding a Transfer Welcome Program.

See Appendix for first-year outcomes of some of these longer-term projects funded by GREAT via the 2016/17 Stanislaus State GI 2025 allocation.

# GREAT-FUNDED PROJECTS: FIRST-YEAR OUTCOMES

In addition to the key efforts that were designed to impact graduation rates in the first year of Graduation Initiative 2025, GREAT funded, via Stanislaus State's Graduation Initiative 2016/17 allocation, nine longer-term projects intended to impact student success for years to come. Below are descriptions of these projects, with highlights of their first-year outcomes.

## 1

### COURSE EMBEDDED FIRST-YEAR EXPERIENCE: PROFESSIONAL DEVELOPMENT FOR INSTRUCTORS

Professional development for instructors teaching a two-semester Stretch First-Year Composition course that infuses first-year experience into the academic classroom experience

- OUTCOMES**
- A series of in-depth collaborative professional development workshops for instructors teaching our two-semester Stretch First-Year Composition course was delivered Winter and Spring 2017.
  - The following First-Year Goals are currently being refined and integrated with First-Year Composition Competencies:

**Academic skills and learning strategies**

- Critical thinking/problem solving
- "Fundamental" writing genres
- Active learning
- Information literacy

**Belonging**

- Wellness
- On-campus resources
- Academic policies
- Communicating with instructor & peers
- Communicate in diverse groups
- Self understanding
- Investment campus/community
- Financial literacy

## 2

### ELEVATE – SOPHOMORE YEAR SUCCESS

A living learning community in which residential students who are enrolled in remedial English reside on the same floor, are enrolled in the same remedial English course, and receive intrusive academic advising from the Housing Academic Advisor

- OUTCOMES**
- ELEVATE students participated in 10 co-curricular on- and off- campus events, including the "Migrations" conference in Salinas, Ca, where they presented papers on their panel, "Replacing Indifference: Narratives of Community Learning," and participated in a community mural project in San Francisco's Mission District.
  - An "Academic Hub" is now available within ELEVATE students' residential community, providing students' access to an academic advisor, an English faculty member, three Elevate peer mentors, laptops for checkout, and a designated study space.
  - No Elevate students were disqualified Fall 2016 compared to 4% of Housing non-Elevate and 5% of non-Housing. Spring 2017, 2 (nearly 0%) of Elevate students were disqualified, compared to 9% for Housing non-Elevate and 8% non-Housing student group.
  - For AY 2016/17, Elevate had 9% of students in probationary status compared to 8% of Housing non-Elevate and 14% of non-Housing.
  - Collectively, students in the Housing Elevate program earned higher GPAs Fall 2016 and Spring 2017 than Housing non-Elevate and non-Housing. Fall 2016, 6% of Elevate students earned less than a 2.0 compared to 11% Housing non-Elevate and 14% non-Housing with 16% of Elevate students earning at or above a 3.5 compared to 11% Housing non-Elevate and 14% non-Housing. Spring 2017, 5% of Elevate students earned less than a 2.0 compared to 12% Housing non-Elevate and 12% non-Housing and 18% earning 3.5 or above compared to 17% Housing non-Elevate and 8% non-Housing.

## 3

### HIGH IMPACT PRACTICES (HIPS) TASK FORCE

The HIPS Task Force is developing a dashboard for analysis of the effect of various high impact practices on student success

- OUTCOMES**
- An inventory of HIPS at Stanislaus State has been developed, and continues to expand as additional HIPS on campus are identified
  - A tracking page in PeopleSoft has been developed that enables the University to capture data by student, term, HIP, and HIP characteristics.
  - A preliminary plan for the design of the dashboard is in development, and estimated date of preview launch is January 2018. The purpose of the dashboard is to enable evaluation of the effect of participation in one or more HIPS on student success.

## 4

### WRITING AND READING FOR ACADEMIC PREPAREDNESS

An integrated writing across the curriculum (WAC) and writing within the discipline (WID) program heavily focused on information literacy instruction

- OUTCOMES**
- 170 students were recruited for either WAC/WID, Elevate, or special program general education courses.
  - 11 faculty from Criminal Justice and Sociology received training on how to respond to student writing and effectively design writing assignments across the curriculum.
  - A new Criminal Justice cohort (integrating several GE courses over three years) was designed and populated with criminal justice majors.
  - Writing curriculum to be used for faculty training was designed and uploaded to the Writing Program website.

## 5 FACULTY MENTOR PROGRAM

A program that fosters faculty-student interaction outside the classroom through mentoring relationships intended to improve academic achievement and improve graduation rates of educationally disadvantaged and first-generation college students. FMP has a strong record of promoting student success by supporting our student protégés with unique one-on-one mentoring support during their college experience. Our success as an organization is documented by comparing the graduation rates of FMP protégés with the general student population.

- OUTCOMES**
- 180 students and more than 40 faculty voluntary mentors are involved in the program. Of the 180 students, 85% were first-generation college students, 56% were self-reported as Hispanic, and 100% were Pell-eligible.
  - The 4-year graduation rate for the 2011 freshmen FMP cohort was 22%, which is dramatically greater than the University's 4-year graduation rate for the overall 2011 freshmen cohort as 11.5%.

## 6 FIRST-YEAR SEMINARS

Redevelopment of lower-division general education courses to focus on special topics related to the individual faculty member's area of specialization; this spotlight on the instructor's own projects is intended to transfer greater interest, engagement, and enthusiasm to the students, and allow for exploration of different ways of making the process of scholarly discovery accessible to developing scholars

- OUTCOMES**
- Eleven full time members of the faculty underwent training and redeveloped their courses within these parameters.
  - Eleven sections offered fall 2017, serving 217 students.
  - Approved for expansion up to 20 sections for fall 2018.

## 7 COLLEGE OF EDUCATION, KINESIOLOGY, AND SOCIAL WORK UNDERGRADUATE STUDENT SUCCESS INITIATIVE

Establishment of a specialized outreach, advising, and support program for Liberal Studies and Kinesiology majors

**OUTCOMES** An advisor from the Academic Success Center was assigned to the College, received training, and became specialized in advising Liberal Studies and Kinesiology majors.

### Kinesiology Outcomes

- Spring 2017: Advisor saw 33 Kinesiology transfer students who did not have pre-requisites to the Kinesiology degree program.
- Summer 2017: Advisor assisted with 3 New Student Kinesiology Orientations for freshman and identified themselves as their advisor until students complete their pre-requisites.
- Fall 2017: Advisor is expected to see a total of 200 Kinesiology majors. She is providing advising workshops for freshmen and sophomores, and doing individual advising for junior and seniors that have not completed the Degree pre-requisites.

### Liberal Studies Outcomes

- Spring 2017: Advisor provided support for two group advising workshops with a total total attendance of 20 students. Advisor also met with 22 LIBS students for individual major advising.
- Summer 2017: Advisor assisted with 3 New Student Orientations for 88 LIBS transfer students, including preparing Major Advising Plans, providing assistance with registration for Fall 2017 classes and planning for future semesters.
- Fall 2017: To date, advisor has met with 17 LIBS students for individual major advising. She will also be providing advising support at the LIBS Advising Open House on October 25 (expected attendance: 175 students).

## 8 COLLEGE ASSESSMENT FACULTY LEARNING COMMUNITIES

The establishment of college-level assessment communities with the purpose of reviewing program assessment reports and identifying college-level trends and patterns; through college-level review, data informed decisions can be made regarding the prioritization of resources and the development of interventions that will directly improve student learning

- OUTCOMES**
- College Assessment Faculty Learning Communities (CAFLCS) were formed for each of the four colleges in 2016-17.
  - In 2016-17, CAFLCs reviewed annual reports and APRs, broadly, at the college level to review and discuss trends.
  - For 2017-18, CAFLCs will review the General Education portions of college APRs and provide feedback on the effectiveness of the current GE prompt in the self-study template.
  - The role of the CAFLCs has now been institutionalized through inclusion in the campus GE and Graduate draft assessment processes (drafts currently in review by faculty governance). The institutionalization of these FLCs will act to bridge the gap between program level and institutional level assessment as well as providing valuable information for college-level priorities.

## 9 TRANSFER WELCOME PROGRAM

A program designed to focus attention on transfer students and their unique needs, ensuring a smooth transition to Stan State by providing a continuum of services through the first semester after transfer

- OUTCOMES**
- Two student assistants were hired and trained by Enrollment Services to work with transfer students from application through enrollment.
  - A survey was developed and administered to Spring 2017 transfers to learn what is working and identify areas that can be developed to further support transfer students' transition to the university.
  - Based on student feedback, the transfer admission website was redesigned and a point of confusion was eliminated in the communication plan.
  - Workshops were developed and offered in-person and online to transfers in various stages: after admission, prior to New Student Orientation, and during the first semester.