



**Stanislaus State Graduation Initiative 2025 Student Success Plan – Revised**

**April 28, 2017**



Fall 2016 Freshman Convocation

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## **BACKGROUND AND OVERVIEW**

The revised Stanislaus State Graduation Initiative 2025 Student Success Plan is a result of extensive consultation, engaging major stakeholder groups (including students, faculty, staff, and administrators) across all divisions. The end-product incorporates strategies from the September 2016 plan with strategies that were not originally reflected in the September plan (either because they were not yet developed/implemented, or because the compressed planning timeline did not enable the consultation that would have captured them in the brainstorming sessions). It is also a result of lessons learned from the implementation of the plan thus far. Individuals and teams across the University have contributed to this iteration of the plan, and it is one we are proud to present. While we present it as an end-product of this year's collaboration and consultation, we do not think of it as the end. We are committed to continuous improvement, refining strategies as we go, and we are formally making it regular practice to review, revise, and update our plan at least annually, based on actionable information.

Our Graduation Initiative 2025 Student Success Plan is presented with four main components:

- I. Additional Details and Revisions of the September 2016 Plan;
- II. Communication Plan;
- III. College-level Goals; and
- IV. Success Metrics.

### **I. ADDITIONAL DETAILS AND REVISIONS OF THE SEPTEMBER 2016 PLAN**

The updated version of our September plan is presented in four main sections:

- Closing Achievement Gaps;
- Improving Advisement;
- Optimizing Enrollment Management; and
- Enhancing Instructional Technology.

For each strategy included, to the extent possible, we have identified the problems or needs those strategies are addressing, the students the strategies are intended to impact, and the data and/or research we are using to guide those strategies.

#### **CLOSING ACHIEVEMENT GAPS**

Stanislaus State serves a diverse student body with financial need, with 58% of our students self-identifying as an underrepresented minority (URM), and 63% identified as Pell-eligible. Our most recent (2016) overall graduation rate gap at Stanislaus State is 6.5% for URM students and 3.0% for Pell recipient students. Since 2015, the baseline year from which our Graduation Initiative 2025 campus goals were established, this represents a 1.5 percentage point increase in the URM gap, from 5.0% to 6.5%, and a 0.6% percentage point increase in the Pell gap, from 2.4% to 3.0%.

Stanislaus State is strategically working to address these gaps through the development and delivery of several responsive programs and services designed to engage and empower these students, positioning them with the knowledge and skills necessary for successful and timely degree completion. Below is a brief description of each of these strategies. While we are making efforts to improve graduation rates of all students, we acknowledge that since 2015 we have actually experienced increases in our URM and Pell gaps. We are committed to examining our efforts and their impact on our students carefully over the next several years, with the intention of making informed decisions about which strategies result in the greatest impact for these student populations, with the aim of eliminating our gaps entirely. As a preliminary plan to address the needs of these students and the gap issue, we have intentionally identified the following strategies.

### **Closing Achievement Gaps through Strong Developmental Education Programming**

In Fall 2016, approximately 63% (876) of our 1,389 incoming freshmen required remediation in English and/or mathematics, with 36% (500) of the incoming freshmen requiring remediation in English, and approximately 55% (275) of those same students also requiring remediation in mathematics.

Approximately 27% (375) of the freshmen cohort required remediation in mathematics only. Of these 876 incoming freshmen who required remediation, 66% are URM, 66% are Pell recipients, and 50% are both URM and Pell recipients. Therefore, ensuring success of URM and Pell students requires that developmental education be efficient and effective. To that end, Stanislaus State is focusing efforts in several areas directly related to the efficiency and effectiveness of remediation, including Early Start, Summer Bridge, and Winter Intersession math remediation.

**Early Start.** Early Start was established at Stanislaus State in 2012 for students who have not yet satisfied the Entry Level Math and/or English Placement proficiency requirements. The demographics of Early Start participants over the last 5 years include 81% URM, 69% Pell-eligible, and 63% First-generation students. The goal of Early Start is to fully remediate incoming freshmen who have not yet satisfied the Entry Level Math and/or English Placement proficiency requirements. Through the Early Start program, Stanislaus State offers Early Start Math (ESM) 99 (1-unit), ESM 103 (4-units), ESM 106 (4-units), Early Start English (ESE) 110 (1-unit), and ESE 1000 (3 units of elective college credit). With two sessions offered within one summer, students can complete all developmental education requirements and be fully remediated through Early Start before the first freshman fall semester, making 4-year degree completion possible.

Over the last 5 years, 3,070 students have enrolled in ESM courses, with 61% (2,121) advancing at least one level, and 38.5% (1,182) achieving full remediation before the fall semester of the freshman year. Enrollments in ESE courses has been 1,765 over the last 5 years, with 96% of the students in ESE 0110 and ESE 1000 satisfying the Early Start requirement. Once the ESE requirement has been met, students self-place into either ENGL 1001 First Year Composition (FYC), or into ENGL 1006/07 English Stretch (a two-semester 8-unit sequence in which a first year experience (FYE) is embedded into a two semester English composition course).

Collectively, these pass rates suggest that Early Start is an efficient and effective model for remediation. The University is committed to expanding Early Start offerings. Emphasis is being placed on providing additional ESE 1000 sections to meet remediation needs while enabling acquisition of 3 elective units toward graduation. Emphasis is also being placed on broadening the scope of ESM 103 to include FYE components so that students learn about campus resources and college success strategies.

**Summer Bridge.** The Summer Bridge Program (SBP) is a 3-week residential program for 40 special admit students from the Educational Opportunity Program each year. In addition to special support interventions such as intrusive advising, students in the SBP complete ENGL 1006 (the first course in the two-course English Composition Stretch sequence, with an FYE component), and enroll as a cohort in ENGL 1007 (the second course in the stretch sequence) in the fall. Combined into an 8-unit sequence, these two courses meet the freshman composition requirement as well as meet Area E – Individual Resources for Modern Living General Education (GE) requirement. Students also complete ESM 103 in the afternoon during the 3-week residency, after which they can retake the Entry-Level Math Exam. Over half of the students become eligible for the next highest developmental level math course or become eligible for a GE math course.

The SBP is designed to support the transition of special admit students – students who by regular admission criteria would not have been eligible to enter the CSU as a freshman. The demographics of the Summer Bridge program reflect 95% as underrepresented minorities, 97% Pell-eligible, and 84% First-generation students. The 6-year graduation rate of students in the SBP is 45%, which is about 10

percentage points below the University's 6-year graduation rate. Considering these students would not normally have been admitted, the outcomes associated with this program suggest the strength of its interventions and support expansion of the program. The University's next step will be to pilot a commuter SBP for eligible local students.

**Winter Intersession Remedial Math.** The University reinstated this year Math 099 as a Winter Intersession course, as part of its efforts to efficiently and effectively remediate students, limiting delay to degree to the extent possible. Students were not required to pay tuition, as the cost of instruction was funded through Early Start carryforward funds. Math 099 is a 1-unit class in which students use the software program ALEKS. Students take an evaluation on the first day of class and then work on those specific areas that they have not mastered. In addition to 2 hours working with the ALEKS program, students print out personalized worksheets to work on with tutors in a mandatory study hall. On the last day of class, students take a final evaluation. Those students who demonstrate mastery of the course material test out of their remedial course. Those students working on Math 103 material can advance to Math 106, while those students working on Math 106 material can advance to a GE math class.

Intended participants are students who did not pass their fall remedial math class (Math 103, 106, or 110). Students who make sufficient progress in Math 099 in Winter Intersession can move on to the next level. Students who do not make sufficient progress in Math 099 in Winter Intersession should still benefit from the review, increasing their likelihood of passing the remedial class that they will need to repeat in the spring.

In this pilot year, 35 students enrolled in the Winter Intersession course. Of the students enrolled, 4 were working on Math 103 content, and 31 were working on Math 106 content. Results were as follows: 75% of the Math 103 students mastered the content and advanced to Math 106, and 29% of the Math 106 students mastered content, achieving full remediation, ready for a college credit-bearing math course. Based on success for this group of students, the University plans to increase the Winter Intersession sections available, with no tuition cost to the students, to meet the needs of students who do not pass their fall developmental education math course.

### **ELEVATE: A Living Learning Community**

ELEVATE is 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. ELEVATE is designed for freshmen and sophomores, with First Year and Second Year modules, serving 63 students per freshmen cohort, and up to 40 self-selected returning ELEVATE students for the second year. Currently in its first year of implementation, ELEVATE's student demographics include 72% self-identifying as URM, and 57% as Pell students.

The ELEVATE First Year (Freshmen) program is a living-learning community dedicated to Early Start eligible first year students living in campus housing who require successful completion of any combination of English 1006/07 and Math 103 and/or Math 106 by the end of their first year. Through the collaboration of ELEVATE faculty, ELEVATE advisor, ELEVATE peer mentors, and ELEVATE portfolio, the aim of the ELEVATE First Year program is to provide a range of spaces—classroom, living, co-curricular, and writing—through which historically underrepresented at-risk students (who have been identified as such by both EPT and ELM scores) can develop the skill set necessary to successfully navigate the university.

The ELEVATE Second-Year (Sophomore) program is a living-learning community dedicated to returning ELEVATE housing students who self-select into the program. Research indicates the integration of academic and social activities during the sophomore year positively affects student

development and outcomes (Hunter, 2010). The aim of the Second-Year ELEVATE program is to motivate second-year students to successfully continue in their academic and professional pursuits through refining critical thinking skills, exploring and understanding more about post-graduation career aspirations, and celebrating ELEVATE Sophomore's successes. Some key features of the second-year module include the cohort taking together English 2000: Critical Inquiry, a 3-unit GE requirement fulfilling the critical thinking component of communication skills, monthly workshops on second-year topics such as joining clubs, exploring professional organizations, internships, study abroad, and other enriching experiences, intrusive holistic advising, and peer mentoring.

### **Writing and Reading for Academic Preparedness (WRAP) at Stan State**

The WRAP Program is an integrated writing across the curriculum and writing within the discipline program heavily focused on information literacy instruction. The mission of WRAP is to coordinate writing instruction from FYC through upper-division coursework. This is achieved through two types of intervention. The first is at the curriculum level as we develop both general and discipline-specific information literacy curricula to be implemented in writing courses. The second intervention is at the instructional level in the form of 1) cohort models that begin in the freshman year and are often connected to specific majors and colleges and 2) discipline or college-specific workshops for faculty who teach Writing Proficiency courses in their majors. Empirical research, identified as "Critical Transitions," conducted at Stanislaus State (Wittman, 2013), has demonstrated two areas of concern regarding information literacy: students are not reading secondary sources in sufficient depth (and thereby not incorporating them into their writing well), and many faculty who are teaching writing proficiency courses do not feel prepared to teach upper-division writing or to help students critically engage in their disciplinary text. The WRAP program was designed to address these areas of concern.

**Accelerated Developmental Education Learning Community.** Research indicates that failure in specific courses can be predictive of students' long-term success in college (Treater, 2017). Research conducted at Stanislaus State has demonstrated that at-risk students are better prepared to take writing intensive courses such as their required history course after they have completed FYC (Wittman & Gunn, 2016). Consequently, this particular cohort intervention recruits students who test marginally developmental (EPT scores of 140-147) and places them in an accelerated learning community. The intervention focuses on developing students' critical writing and literacy skills before they attempt other courses that require writing. Students in this cohort are enrolled in accelerated ENGL 1006 and 1007 and MATH 103 and 106 in the fall. As each 7-week accelerated course is 4 units, students in the accelerated curriculum are enrolled in 16 units in their first semester, putting them on track to graduate in 4 years. Because students are only enrolled in two content areas, this intervention reduces academic distraction and allows at-risk students to complete developmental classes before beginning other coursework that requires writing and math.

### **Writing within the Discipline (WID) Cohorts and Faculty Training in Writing Support.**

Facilitating student success in FYC and early GE courses is critical to retention and timely progress toward graduation, so developing major and discipline-specific cohorts is part of our efforts to prepare students for their upper-division coursework. In this intervention, student cohorts take FYC and lower-division GE courses designed thematically to include content related to their disciplines. This intervention also addresses the fact that students often complete FYC but then are given little writing support in their major courses. Based on research conducted at Stanislaus State (Wittman, 2013), many faculty in the disciplines feel unable to help lower performing writers. To support faculty in this important responsibility, the WRAP program will conduct 4-day faculty training workshops each summer with a follow-up 1-day workshop in the fall. The workshops are designed for instructors of upper-division Writing Proficiency courses and will be tailored for a single major, college, or related set of disciplines. The purpose of this intervention is to develop and circulate innovative, evidence-based pedagogical

strategies faculty can utilize to better serve students still developing competencies in writing and information literacy.

**WRAP Outcomes.** Results from the first several FYC student cohorts were promising, suggesting that we expand our cohort offerings. Data from the first accelerated cohort (Fall 2015) indicates that students outperformed their peers who did not receive the intervention in subsequent courses. For example, in Spring 2016, 13 of the 16 students in the cohort took and successfully passed ENGL 2000, whereas in the comparison cohort, only 6 of 31 students took ENGL 2000, and only 4 of the 6 passed the course successfully. A difference in History course pass rates were also observed, with 10 out of 11 accelerated students passing History 2600, and only 14 of 19 from the comparison passing History 2600. The accelerated group also had higher GPAs in every category of GE (Wittman & Gunn, 2016). The initial “Critical Transitions” research was conducted using grounded theory research, so the assessment of data of the first students from a WID cohort, which was a pre-nursing cohort, was analyzed. Using a 4-point scale rubric that assesses fluency in rhetoric, information literacy, and writing conventions, students in the intervention scored significantly higher in all domains: on average approximately 1.25 points higher than their peers. Moreover, a detailed analysis of information literacy indicated that students were not only reading and understanding outside sources significantly better, but that they were much better able to synthesize outside sources and incorporate them into their writing (Wittman, 2013). Based on these pilot results, the University will continue to pilot next year, and consider future scaling based on continued results and resources.

#### **Faculty Mentor Program (FMP)**

The Faculty Mentor Program fosters faculty-student interaction outside the classroom through mentoring relationships intended to improve academic achievement, retention, and graduation of educationally disadvantaged students. The faculty mentors help students navigate the university, broaden the students’ social network, and provide the students with knowledge and skills to enhance self-confidence and overcome challenges. In addition to individual mentor-protégé interactions, mentors and their protégés participate together in several purposeful activities, such as graduate school and career conferences, professional development retreats, and cultural and social events.

In 2015-2016, 110 students and more than 40 faculty voluntary mentors were involved in the program. Of the 110 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 significantly greater than the University’s 4-year graduation rate for the overall 2011 freshmen cohort at 11.5%.

#### **Course Embedded First Year Experience: Professional Development for Instructors**

Stanislaus State is providing professional development for instructors teaching 4-unit FYC courses that infuse FYE into the curriculum. Research on FYE courses has demonstrated potentially positive effects on credit accumulation, degree attainment, and general academic achievement (2016, What Works Clearinghouse). The professional development series provides educational materials, successful best practices, and collaborative development of assignments to better integrate FYE assignments and skills into the written assignments in FYC; that is, to fuse FYE into the academic critical reading, writing, thinking, speaking, and information literacy competencies that ground FYC courses. Additionally, the workshops will ensure that teaching faculty are aware of and know how to connect with the many different offices and services on campus to enhance the FYE classroom experience (e.g., Psychological Counseling Services, Health Center, Financial Aid, and Academic Success Center). Part of that connection is face-to-face discussions with staff about the best ways to incorporate their classroom presentations with ongoing assignments. Graduate tutors and the Director of the Writing Center also

participate to maintain and strengthen the ties among the Center, FYC, and FYE. Finally, the workshops provide a digital collection of resources available to all instructors in the department.

Between the University's Stretch FYC option (a two-semester FYC course that replaces the need for remedial English and provides Area E GE units during the developmental English component of the sequence) and the University's new 4-unit FYC course option with FYE embedded, with a combined 33 sections available in Fall 2017, over 700 of our estimated 1,475 freshmen could choose to participate in an FYE their freshman year as an alternative to our traditional 3-unit FYC course.

### **First Year Seminars**

Our First Year Seminar program was established at Stanislaus State in 2016/17. The program allows experienced faculty members who teach lower division GE courses to infuse their own research projects or scholarly passion into the curriculum by offering tailored versions of an ordinary GE course as a seminar tailored to first time first year students. Student involvement in co-curricular activities is an essential component of the First Year Seminar program design. Faculty members are expected to connect course activities to on- and off-campus events as appropriate to the course content.

This design enables first year students to have direct contact with a seasoned and experienced faculty member working in an area of research that excites their passion. The transfer of interest, engagement, and enthusiasm will produce higher levels of academic engagement and improve student performance, resulting in shorter time to graduation, more consistent satisfactory grades, and higher rates of continued participation in high-impact and enriching activities by the students who participate in these seminars. The design will allow them to explore different ways of making the process of scholarly discovery accessible to developing scholars (Gale & Parker, 2014; Greenfield, Keup, & Gardner, 2013; Kilgo, Sheets & Pascarella, 2015; Upcraft, Gardner, & Barefoot, 2005).

Targeted advising during New Student Orientation and other outreach activities will be used to attract student interest in these seminars. While space is limited, any first year student will be encouraged to feel welcome in a First Year Seminar, with expectations regarding student engagement and performance stated clearly in all marketing materials. We are aiming toward the delivery of 20 First Year Seminar sections annually, with 25 students maximum per course, for a total of 500 first year students enrolled per year.

### **HIPs Task Force**

High Impact Practices (HIPs) are teaching and learning practices that have been identified that provide heightened engagement and achievement for students. Research indicates that students who are underserved (e.g., first-generation, low-income, underrepresented minority) benefit more impressively from these practices than do majority students (Finley & McNair, 2013; Kuh, 2008). In 2010, the University established its HIPs Task Force. Its charge was to identify the HIPs being implemented on campus, track student participation, and investigate the impact of specific HIPs on students with specific characteristics.

Between Fall 2010 and Fall 2016, 12,263 student enrollments (with duplicated headcount) in High Impact Practices (HIPs) at Stanislaus State occurred. The HIPs captured in this total include the following five categories: FYE, Internships, Learning Communities, Undergraduate Research, and Service Learning. The HIPs Task Force is working toward partnering with a consultant to develop a dashboard that will enable evaluation of impact of HIPs participation on student success measures such as retention, GPA, and degree completion. The dashboard will also enable disaggregation by gender, ethnicity, and Pell status, so that investigation of impact of specific HIPs on specific individuals with particular characteristics can be conducted, with an aim of identifying the practices that have the greatest impact on student success for specific populations.

### **Enhanced Infrastructure to Help Connect Meaningful Assessment with Decision-making**

Infrastructure for meaningful assessment is being increased through the Provost's Office in two very tangible ways.

- The Provost's Office is currently recruiting a Faculty Fellow responsible for providing leadership and coordination of division-wide assessment in Academic Affairs, and serving as a consultant to colleges, departments, and programs related to assessment of student learning. Among the position's responsibilities, this Fellow will be collaborating with stakeholder groups to help develop and implement assessment systems that provide meaningful data about student learning, including data disaggregated by gender, ethnicity, and Pell status, with an overarching goal of helping programs identify meaningful ways of improving learning outcomes for all students and eliminating achievement gaps. Additionally, this Fellow will be collaborating with the College-level Inquiry & Academic Data Analysis Faculty Learning Communities, established Spring 2017.
- College-level Inquiry & Academic Data Analysis Faculty Learning Communities (FLCs) were recently established to accomplish the following: Review annual report information from 2011/12-2015/16; review college Academic Program Reviews (APRs) for assessment information from 2011/12-2015/16; review existing college-level assessment/APR review criteria and provide feedback on processes; review college-level data on the six Graduation Rate Initiative 2025 metrics; and identify trends and patterns through the review of assessment information. Through this inquiry and analysis, we aim to be able to identify specific areas of challenge for URM and Pell students, and identify strategies effective in addressing them.

### **Closing Achievement Gaps through Strategies to Increase Financial Stability**

The Lumina Foundation published a report in 2015 (Chaplot, Cooper, Johnstone, & Karandjeff), encouraging colleges and universities to look beyond traditional financial aid to support low-income students, and consider additional strategies for addressing their financial need, with special emphasis on examining and revising business practices that may disproportionately present barriers to low-income students. College affordability reaches far beyond tuition and fees. It reflects the students' ability to meet all expenses while maintaining a reasonable standard of living conducive to making academic progress – expenses such as food, transportation, housing, childcare, as well as other services in realms such as health and wellness, tax, and legal. Stanislaus State has made intentional efforts, described below, to address financial need and increase financial stability of our students to help ensure uninterrupted progress toward successful degree completion.

**Enhance Access to and Delivery of Financial Literacy Education Opportunities for Students and Their Families.** Research suggests that providing financial aid application information and financial literacy education to students significantly increases their number of financial aid applications submitted, their expectations to enroll in college, their number of college applications submitted, their number of admissions into college, and their number of actual college enrollment (Avery, 2013; Bettinger, Long, Oreopoulos, & Sanbonmatsu, 2012; Hoxby & Turner, 2013; Oreopoulos & Dunn, 2012). The University's Financial Aid office has been enhancing and expanding its outreach to prospective and enrolled students to provide critical information about financial aid and financial literacy. Our Financial Aid office has been expanding and is continuing to expand its educational offerings, including workshops and activities at financial fairs that address important topics beyond how to apply for financial aid; rather, the focus is on teaching students what to do with their money once they receive it.

The Financial Aid office actively encourages all Pell students to participate in its workshops and activities. Example topics include:

- money management – budgeting and smart spending;
- check-writing;
- credit and credit card use;
- making the most out of your meal plan;
- financing on-campus housing;
- loans and repayment;
- saving and investing; and
- identity theft.

**Revision of Enrollment Practices Associated with Non-payment.** Normal University business practice within the Student Finance department has been to place enrollment holds for students who owe the University more than \$10. Beginning Spring 2017, the threshold has been increased to \$200. The impact of this change in practice for Fall 2017 will allow 153 students to register without delay from a hold. The hold list was reviewed by Enrollment Services for high unit students who may be on the cusp of graduating and may need financial grants to clear small account balances due to the University. Financial Aid also reviewed the hold list and identified students who would be receiving financial aid and could be removed from the hold list because financial aid would be used to repay the University.

**Development of the University's Micro-grant Program.** The University is developing a micro-grant program, whereby students could apply for a limited number of small grants to allow them to clear student account balances that would be preventing them from enrolling in classes. This micro-grant program will be in addition to the emergency loan program that is already in place. Where emergency loans are administered through the Financial Aid office and must be paid back within 30 days (typically through financial aid disbursements), micro-grants do not need to be repaid. Micro-grants are intended for extraordinary acute emergency situations that would otherwise prevent the student from progressing in school. The University is working to identify a funding source to support this initiative, with an aim to launch Fall 2017.

**Expand Use of Affordable Course Materials.** Through Affordable Learning Solutions (AL\$) funding from the Chancellor's Office, three Library faculty and two Office of Information Technology (OIT) staff created and delivered in 2015/16 an online workshop for faculty in order to provide information about Open Educational Resources (OER).

The goals of the course include:

- increase faculty knowledge about Open Educational Resources (OER) in higher education;
- provide faculty with the tools to find and evaluate OER materials; and
- increase knowledge of Copyright, Fair Use and issues of Accessibility in relation to OER materials.

The course is offered utilizing the Blackboard Learning Management System (LMS) for training and activities to enable participants to select and evaluate low cost or no cost materials to replace traditional textbooks. To date, the online class has been offered three times (twice in 2015/16 and once in 2016/17) and 22 faculty have completed the course. Participant feedback indicates a high level of satisfaction with the course. Information from faculty surveys indicate that the course has increased faculty knowledge of issues related to the use of ALS/OER materials and feel more confident about the decision to utilize such materials. The following data was collected from faculty who completed the workshop in 2015/16. Of 18 faculty who took the workshop in 2015/16, 10 (55%) implemented alternative learning materials, resulting in \$43,745 in savings across 395 students, saving an average of \$111/student.

Efforts are being made to expand participation by department, as well as individually, to impact as many students university-wide as possible. The AL\$ team will be providing presentations at various venues, such as within departments as well as at workshops and events hosted by the University's Faculty Center for Excellence in Teaching and Learning, providing an overview of the course and soliciting participation.

**Warrior Food Pantry.** Stanislaus State conducted a campus study of hunger and homelessness in 2010, which indicated that 43% of our students had skipped a meal and 81% were forced to decrease their purchase of food during the academic year for financial reasons. In Fall 2016, the Associated Students, Inc., in collaboration with the University Student Union, the Hunger Network, and our Master of Social Work program, established the Warrior Food Pantry. The Warrior Food Pantry exists to provide non-perishable food items and toiletries at no cost to Stan State students in need. The pantry aims to decrease the impact that food insecurities have on the academic success of students. Students with their Stan State ID card have access to the pantry Monday-Friday, 8:00 a.m.-5:00 p.m. The Warrior Food Pantry is led by a group of student volunteers and is supported through donations, with a significant seed gift of \$35,000 received from the Stanislaus California Faculty Association (CFA). Ongoing fundraising efforts are facilitated by University Advancement.



**CFA Campus Cares Fund.** Initiated with a significant seed gift of \$35,000 for the Warrior Food Pantry, the CFA established the CFA Campus Cares current-use fund and endowment. The CFA Campus Cares funds are intended to alleviate/minimize financial stresses beyond food insecurities, such as homelessness or unexpected emergency expenses.

### IMPROVING ADVISEMENT

From the first year of implementation of what we considered our “Short-term Plan,” we made several observations connected to our efforts, which seemed to be interconnected.

- Arriving at a definition and methodology for identifying on-the-cusp students was new for us, and resulted in performing almost 500 additional graduation evaluations this year and identifying 298 students who are within striking distance. Anecdotally, faculty advisors told us that these students applied for graduation for at least one of two reasons: either a) the students did not realize they were within striking distance until they were advised as such; or b) they had not previously

considered Winter Intersession and/or Summer Session through University Extended Education as an option until they were advised that waivers would be available.

- Building robust responsive schedules was directly related to advisors screening student files and working with students to identify which courses are needed to cross the finish line this year.
- Our 15-to-Finish campaign started to become pervasive as we worked to create a real culture shift, threading the campaign through the New Student Orientation, our Freshman Convocation, GE advising by our staff advisors, and in our major advising with our faculty advisors.

Based on the collective efforts of these interventions, along with our other short-term plan interventions, and early outcomes observed, our Institutional Research office has estimated that we will realize a 5.5 percentage point increase in 4-year graduation rates (from 14.4% to 19.9%) and a 14.9 percentage point increase in 2-year graduation rates (from 34.8% to 49.7%). However, improvement in these rates is still necessary, and advising is viewed as an important strategy for doing so. These observations reinforce the importance and value of advising, both from the staff advisors as well as from the faculty major advisors, and have provided guidance moving forward. As part of our revised Student Success Plan, the advising net is broadening at Stanislaus State, while at the same time becoming more integrated. Stanislaus State is now working to embed the following into our regular practice.

- **Earlier Identification of On-the-Cusp Students:** Institutional Research (IR) will now be identifying on-the-cusp students a semester earlier. Rather than identifying the students just before the fall semester, IR will now be identifying the cohort during the previous spring semester to enable faculty advisors to work with the new cohort in time for fall registration advising. This new practice began Spring 2017, as we recently identified next year's cohort of 487 students. Moving the point on the timeline for identification of the cohort up by a semester necessitated redefining on-the-cusp, which now, for this new cohort, is the following: given units completed to date, the number of units enrolled in Spring 2017, and assuming 15-unit enrollments in both Fall 2017 and Spring 2018, the student is 1-9 units shy of a Spring 2018 graduation.
- **Earlier Degree Audit Reports:** Immediately following identification of the on-the-cusp cohort, Enrollment Services will ensure all transfer coursework has been posted to the Degree Audit system so that faculty advisors in the academic departments can run accurate Degree Audit Reports (DARs) Spring 2017, so that the faculty intrusive advisors can begin intrusive advising with this new cohort prior to fall registration. The electronic DAR strategy enables earlier identification of the cohort by the faculty advisors, eliminates the need for transfer of paper files, and ensures that DARs are current and accurate. Enrollment Services will be providing DAR refresher training sessions to any departments who request them.
- **Earlier Faculty Intrusive Advising:** Faculty intrusive advising in the major will begin earlier (Spring 2017 versus Fall 2017) with this new on-the-cusp cohort, and be sustained through graduation.
- **Earlier Graduation Evaluations:** Graduation evaluations for all on-the-cusp cohort students who applied for graduation will be conducted by Enrollment Services fall semester and distributed to the academic departments prior to Winter Intersession and Spring priority registration. Then, as intrusive advising continues with the on-the-cusp cohort for those students who did not originally apply already for graduation but now do as a result of the intrusive advising, Enrollment Services will conduct graduation evaluations.
- **Additional College Advising Centers:** Working toward a model in the College of Business Administration, the College of Education, Kinesiology, and Social Work, in collaboration with the Academic Success Center (ASC – the central office that provides GE advising), began in Spring 2017 developing a College Advising Center model. High enrollment majors, Liberal Studies and Kinesiology, are sharing an ASC GE advisor within the College for its students. This

advisor is training to become specialized in these majors, particularly knowledgeable in prerequisite and sequencing needs to foster efficient progress toward degree completion.

- **Expanded Advising Network:** Broadening and integrating the advising net even further and deeper, the University established and hired in late Fall 2016 a new position, Faculty Director of Advising and Learning Cohorts. This position is designed to work cooperatively with the ASC Director to develop effective advising practices campus-wide that are specific to the diverse communities on this campus. This new position is serving as a primary liaison between ASC staff advisors and faculty advisors in colleges and departments. Additionally, in collaboration with the Faculty Director of General Education, this position is establishing a Structured Exploratory Emphasis (SEE) GE Program that provides students an opportunity to focus on a specific social or academic theme or disciplinary area while completing a portion of their GE courses. Faculty Fellows will serve as SEE advisors to help students to consider how SEE participation might influence and support achievement of academic, career, and personal goals.
- **Smart Planner:** The adoption of Smart Planner will enable the students, the GE advisors, and the major advisors to more effectively advise students, from GE through upper division major courses. Smart Planner, in combination with the Induced Course Load Matrix model being designed by our division of Strategic Planning, Enrollment Management, and Innovation, will enable academic departments to more accurately build course schedules in response to student need for timely degree completion. More information about our Smart Planner implementation is provided in the Optimizing Enrollment Management section below.
- **15-to-Finish Campaign:** The University's new 15-to-Finish campaign, established Fall 2016 and initiated in the New Student Orientation and Freshman Convocation, is being integrated throughout the advising network, setting the communications foundation for a culture shift. In the instances where 15 units is not a realistic option for students, the University is working to help make Winter Intersession and Summer Session a viable option for students to complete 30 units in a year by providing robust winter and summer schedules, and providing the waiver program for students on the cusp of graduating. These efforts are supported by our "Finish in 4" and "Finish Faster" winter and summer campaigns.
- **Re-envisioning New Student Orientation:** Research has demonstrated a positive relationship between participation in a new student orientation (where incoming college students are introduced to key contacts on campus, critical procedures that they must navigate as they begin their first semester, and important resources available to them) and student retention and academic achievement (Fidler, 1991; Gass, 1990; Martinez, 2010; Shanley & Witten, 1990). Important advising occurs at the University's New Student Orientation (NSO). We are considering expanding the NSO to a day-and-a-half to ensure our students are properly advised and are aware of the various support services available to them, as well as create a sense of belonging and connection to the University. We are also re-envisioning Parent Orientation, and developing specific messaging for both students and parents, with greater emphasis on first-generation success. Finally, the Student Affairs Leadership team is working on coordinating a Welcome Week, in conjunction with our Freshman Convocation, to have a stronger connection to our individual Colleges.
- **Transfer Welcome Program:** Implemented in Spring 2017, the Transfer Welcome Program is designed to focus our attention to transfer students and their unique needs, helping to ensure a smooth first semester on our campus. Through this program, Enrollment Services can ensure the successful transition of transfers by providing a continuum of services from admission throughout the transfer student's first semester. Enrollment Services provides information and training on how to understand transfer credit evaluation, identify if any articulation gaps exist and facilitate remedying them, explain effects on registration when course prerequisites are enforced, explain appropriateness and use of substitutions, and other common transfer questions. In addition, peer mentors are assigned to transfer students to help first-time transfers feel

connected to the campus. Our goal is for transfer students to end their first semester with the tools and knowledge to continue their education and graduate in a timely manner. The intended population is incoming first-time transfers, every semester. Typical fall transfer students averages 1,000, and typical spring transfers average 450. We are already observing a dramatic reduction in transfer issues with this first cohort, as they have been proactively addressed. For Fall 2017, we will also be incorporating into this process identification of California Promise students through the Associate Degree for Transfer program.

- **California Promise Program:** Stanislaus State is currently in the development stage of its California Promise program, and will be implementing the program for Associate Degree for Transfer students beginning Fall 2017. The Promise program is a pledge program mandated by Senate Bill 412. Students in the program receive priority registration and academic advisement that includes monitoring of academic progress. At a minimum, to stay in the program, students must meet with a dedicated advisor as prescribed, develop an enrollment plan, and complete 30 units per year. This program is intended to help ensure ADT students complete a degree in a timely fashion. Faculty and staff advisors will receive specialized training and support to promote student success in the program.
- **Early Outreach and Advising:** Research indicates that providing college application and admission education to high school students significantly increases their number of college applications submitted, their number of admissions into college, and their number of actual college enrollment (Avery, 2013; Hoxby & Turner, 2013). Research further suggests that providing financial aid application information and financial literacy education to high school students significantly increases their number of financial aid applications submitted, their expectations to enroll in college, their number of college applications submitted, their number of admissions into college, and their number of actual college enrollment (Avery, 2013; Bettinger, Long, Oreopoulos, & Sanbonmatsu, 2012; Hoxby & Turner, 2013; Oreopoulos & Dunn, 2012). Given this research, the Admissions and Outreach team at Stanislaus State has recently implemented two (among others) new early outreach and advising programs in close collaboration with our service area high schools and community colleges:
  - **What's Next Workshops** – Workshops are delivered to 12<sup>th</sup> grade students and transfer students at each of our service area high schools/colleges highlighting college-readiness strategies such as the Early Assessment Program (EAP), as well as what to expect, and reviewing next steps. In addition to the workshop, one-on-one transcript review and advising is provided for prospective students.
  - **Warrior Pathways** – Warrior Pathways Counselors Conference is designed to reach out to our high school and community college partners to develop joint support of students' paths to Stanislaus State. Campus representatives from Housing, Financial Aid and Admissions come together to explain the paths for entrance to Stanislaus State, college-readiness strategies such as EAP, methods to fund their higher education, and the myriad services available to our students. Warrior pathways are held in the fall semester at various school locations and on campus.
- **Enhancement of Advisement Strategies at the Stockton Center:** The University is strategically enhancing advisement at the Stockton Center, the University's branch campus that serves the most educationally underserved region within our service area, and is poised to be one of our greatest areas within our service region for enrollment growth. The Stockton Center recently hired a fulltime academic advisor and outreach coordinator. This position's key responsibilities relate to advising prospective and admitted students in GE and program requirements; serving as the Stockton Center liaison to student service areas on the main campus such as Disability Resource Services, Financial Aid, Psychological Counseling, and others; and develop systems to effectively identify, organize, and implement student service needs. The University also recently added a Transfer Student Open House/Information Session on the

Stockton Center, to be held every semester. This event provides an opportunity for students to meet with academic advisors, faculty, and student support resource representatives. Additionally, the University added a Resource Fair component to the New Student Orientation held on the Stockton Center each semester. This component provides students an opportunity to meet with faculty from academic disciplines as well as a GE advisor.

## **OPTIMIZING ENROLLMENT MANAGEMENT**

### **Overview of Enrollment Management at Stanislaus State**

Enrollment and capacity planning is addressed on campus by its Enrollment Management Committee. This committee is charged with a broad spectrum of responsibilities, including but not limited to the following:

- create a comprehensive strategic enrollment management plan with short-term and long-term goals aligned with budgetary resources;
- collaborate with colleagues across campus in the Divisions of Academic Affairs, Business and Finance, and Student Affairs to achieve enrollment goals through shared responsibility;
- work with campus stakeholders to explore, develop and implement enrollment models, projections, and statistical reports to track admission and enrollment data and trends, and make recommendations for enhancing retention and graduation strategies on campus;
- develop and monitor enrollment goals, benchmarks and targets as needed for various student subpopulations;
- monitor student retention and recruitment including traditional, transfer, dual degree, graduate programs, first-generation, and international students;
- assist in pursuing Graduation Initiation goals by developing and monitoring retention and graduation goals for various student subpopulations;
- assist the campus in meeting all Chancellor's Office goals and directives involving enrollment management;
- use enrollment data to advocate for appropriate and sustained Chancellor's Office funding;
- assess the effectiveness of current processes, recruitment and retention activities, financial aid/scholarship programs, application yield and melt rates, administrative policies pertaining to add/drop policies, and make appropriate adjustments in keeping with both the changing market forces and the university's needs;
- disseminate information on enrollment analysis and other reports to the campus community and university leadership to meet the university's strategic goals;
- develop an enrollment management calendar for each academic year;
- study scheduling practices, effectiveness of time modules, student faculty ratios, and other variables that link to budgetary resources and program quality; and
- assess changing setting for student enrollment through regularly scheduled environment scans, and shifts in demographic and employment trends.

Like other campuses within the CSU, Stanislaus State has continued to face enrollment pressures over the past several years. Despite these pressures, the institution affirms its intention to remain an un-impacted campus and has built an enrollment management strategy around this commitment. Enrollment management on campus follows the policies and practices outlined by the CSU Board of Trustees.

### **Induced Course Load Matrix**

The model currently being adopted for enrollment planning in Spring 2017 is the Induced Course Load Matrix (ICLM). This provides accuracy in forecasting FTES targets at the institution, college and department levels. The ICLM is a multidimensional tool that provides FTES planning targets by taking into account differences in enrollment patterns of new freshmen, new transfers, transitory students, new and returning undergraduates, and new and returning graduate students. Enrollment shifts are predicted

based on prior similar-term census enrollment and graduation patterns. The ICLM accounts for enrollment FTES of majors in their home college and the service courses they complete in other colleges. Finally, the model also takes into account historical mean unit load (MUL) of students on campus. This load has been on the rise and demonstrates a shift towards more students taking larger loads that get them closer to graduation. The ICLM headcount and FTES targets projected for 2017-18 allow for planning appropriate course offerings across campus.

### **Smart Planner**

The University is in the process of adopting Smart Planner scheduling software. Nearly all academic programs have created 2-year and 4-year roadmaps, which have been entered into the Smart Planner system. Enrollment Management personnel began building the Smart Planner in the fall, and currently, Enrollment Management personnel are training faculty and staff advisors on the use of Smart Planner. All majors, minors, and concentrations have been built in the Smart Planner, and the timeline is as follows: April-May 2017—faculty/advisor validation and training; June-July—pilot new student programs to participate in the use of the Smart Planner; August/September—rollout of the STAN Planner (Smart Planner), the STAN Scheduler (College Scheduler), and the STAN Degree Progress (PeopleSoft Degree Audit) to the continuing students and campus community.

### **Robust Schedules**

With the implementation of Smart Planner and ICLM, the University will be able to increase the robustness of its schedule in appropriate scale, and plan budget and resources accordingly. The aim is to meet student demand with course offerings such that time-to-degree is not hindered because of limitations in course offerings.

### **Leverage Winter Intersession and Summer Session**

In the 2016/17 academic year, the University made a concerted effort to leverage Winter Intersession and Summer Session University Extended Education sessions to help meet student course needs and facilitate timely graduation. Our efforts for Winter Intersession yielded promising returns. In Winter 2016, we offered 51 sections in our Winter Intersession schedule, and in 2017 we offered 60 sections. This reflects an increase of 9 course sections, with an 18% increase in course offerings. Beyond its annual \$150,000 in summer partial grants for students demonstrating financial need, UEE offered waivers to 256 students who were identified by Evaluators and Faculty Lead Advisors as being on the cusp of graduating, and 109 of those 256 students took advantage of the waiver program and enrolled in 1-4 unit courses. It is important to note that UEE experienced an increase between 2016 and 2017 of 697 units, of which 326 (47%) are attributed to the waiver program.

In concert with intrusive advising, the University's waiver program had a significant impact on students' decision to apply for graduation by August 2017 rather than next academic year. We documented 112 additional students (which represents 8% of our applicants) who applied for graduation after being identified and receiving intrusive advising. Anecdotally, advisors told us that these students applied for graduation for at least one of two reasons: either 1) the students did not realize they were within striking distance until they were advised as such; or 2) they had not previously considered Winter Intersession and/or Summer Session as a viable option until they were advised that waivers would be available. The limitations of financial aid serves as a barrier to Winter Intersession and Summer Session, as it cannot be used for Winter Intersession, and it can only be used for Summer Session if a student has any Financial Aid remaining at the end of the year. Given that 63% of our students are Pell-eligible, this is an important factor to consider, and makes the waiver program an important intervention for our students on the cusp of graduating.

### **Continue Supporting Development and Delivery of Hybrid and Fully Online Course Delivery**

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 resulting course design. Stanislaus State has also partnered with Quality Matters as an “affiliate member” since 2016, along with 15 other CSU campuses. Quality Matters provides a set of standards for the design of online courses, with a peer review process for applying the standards to provide feedback for faculty in their continuous improvement efforts. The Quality Matters process certifies the design of courses as meeting the shared standards of best practice. We will continue to provide opportunities for faculty to participate in a different training platform, Online Learning Consortium. Together, these learning communities provide the necessary background to help ensure quality online instruction (Cox, 2004; Horvitz & Beach, 2011; Richlin & Essington, 2004; Ward & Selvester, 2012). 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.

### **ENHANCING INSTRUCTIONAL TECHNOLOGY**

Stanislaus State is strategically enhancing instructional technology across campus, intended to provide faculty with the tools to enable more dexterity in pedagogy and positively impact learning through student engagement. The University is enhancing technology in two ways – through upgrades of 15 of its Smart Classrooms, and through the design and development of Active Learning Classrooms. Smart Classrooms are technology-enhanced classrooms that enable the integration of technology into the teaching and learning experience. Enhanced networking, software, and delivery and participation devices will be installed within the next year. Active Learning Classrooms (ALCs) are interactive and flexible learning spaces. A pilot evaluation at University of Minnesota (Alexander et al., 2007) found that overall, ALCs resulted in positive responses from both instructors and students. More than 85% of students involved in the study recommended ALCs for other classes, and instructors reported fear of not being able to teach in the spaces again. Both groups overwhelmingly found that the space made a difference for them. In another study conducted by Cotner, Loper, Walker, and Brooks (2013), results indicated that students in the ALC outperformed their counterparts in the traditional classroom, other factors being equal (gender, race, year in school), suggesting that technology-enhanced learning environments positively and independently affect student learning.

ALCs feature Smart Classroom technology, plus additional features such as monitors around the room for small group collaboration, wireless collaboration devices to allow students to share content with each other, and furniture that easily can be moved into creative grouping formations to foster collaboration among the students with integration of technology workstations. The University is renovating two training spaces to serve as experimental ALC teaching spaces, and will move forward with building up to four ALCs based on faculty input from use of the experimental ALCs. All interested faculty will have access to these enhanced facilities, and it is anticipated that once all the renovations are in place, all students at Stanislaus State will interact with the University’s enhanced technology spaces in at least one class, if not more.

## II. COMMUNICATION PLAN

### Graduation Initiative 2025 Student Success Team

Oversight of the Graduation Initiative 2025 Student Success Plan resides with the Graduation Rate Excellence and Assessment Team (GREAT), established October 2016, and co-chaired by Associate Vice Presidents for Academic Affairs and Student Affairs. GREAT expects to positively impact graduation rates and achievement gaps while maintaining student access to an engaging, high-quality education. GREAT is charged with providing recommendations to the President and informing the campus community on strategies that will position the University to accomplish the following priority goals related to the Board of Trustees and Chancellor's Office system-wide Graduation Initiative 2025:

- improve Freshmen 4-year graduation rate;
- eliminate the achievement gaps in graduation rates for underrepresented minority and Pell students; and
- improve Transfer 2-year graduation rate.

Specifically, GREAT will:

- identify and examine barriers to improving graduation rates;
- examine evidence of effectiveness in multiple existing programs designed to improve student success on our campus as well as elsewhere;
- make recommendations to the President and inform the campus community on initiatives/programs/services to meet the University's priority goals related to Graduation Initiative 2025; and
- oversee strategic implementation, assessment, and dissemination of the outcomes for these initiatives/programs/services for student success.

GREAT has 44 members, including students, faculty, staff, and administrators across all divisions. Its structure includes its Steering Committee (35 members) and five Workgroups (individuals from the Steering Committee plus 9 additional members). The Appendix provides the full charge of GREAT and its membership. The Steering Committee typically meets monthly, more frequently as needed, and the Workgroups typically meet monthly and/or as needed.

### Strategies to Communicate Broadly to Stanislaus State Stakeholders, Foster Ownership of our Graduation Initiative 2025 Student Success Plan, and Move Stakeholders into Action to Meet Campus Goals

Several strategies are being employed to communicate our campus goals, solicit input and feedback on plans to achieve those goals, and to foster ownership and engagement in our Graduation Initiative 2025 efforts. Communication efforts already being implemented include the following:

- **GREAT Webpage:** GREAT has its own webpage (<https://www.csustan.edu/great>) on the University President's website. The webpage includes key GREAT documents, success stories, calls to action, and reports. The webpage also includes a web form to submit suggestions and feedback anonymously to the GREAT Steering Committee.
- **Campus Email:** Campus email messages are distributed from the GREAT Co-chairs periodically, with updates, calls for input, and calls for proposals.
- **Open Forums:** Two forums were held this year – one per semester. The first forum was focused on improvements of the 2016/17 short-term plan so that adjustments could be made for the spring semester. The second forum was held in the spring semester, soliciting input and feedback on this revised Student Success Plan to be submitted April 2017. Open forums will continue as regular practice, once per semester.

- **Reports to Academic Senate:** During 2016/17, a GREAT Co-chair delivered a GREAT report at the majority of the biweekly Academic Senate meetings. These reports provide updates on Graduation Initiative activities and observations of outcomes, and provide opportunities for questions, input, and feedback. This is anticipated to continue as regular practice.
- **Articles on the University Website:** University Communications and Public Affairs published a story on the website related to the University's Graduation Initiative efforts and successes January 2017, and will continue to publish stories of efforts and successes periodically.
- **Articles in the University Magazine:** University Communications and Public Affairs published a story in Stan Magazine related to the University's Graduation Initiative efforts and successes January 2017, and will continue to publish stories of efforts and successes periodically.
- **Advocacy:** Through presentations and take-away materials, University representatives shared the University's Graduation Initiative efforts and successes with state assembly and senate representatives, staff from the Department of Finance and Governor's office staff during visits to campus, and the state capitol in the first quarter of 2017.

Communication efforts to be developed and implemented by the beginning of 2017/18 include:

- **Mobile App:** The University will be developing a mobile app for GREAT to share Graduation Initiative information, solicit participation in activities, provide alerts to deadlines, and share exciting outcomes/results of efforts.
- **Highlighting Individual Student Successes:** GREAT will be coordinating with University Communications and Public Affairs interviews with students from this first year's cohort of Graduation Initiative 2025 participants, and share success stories, including descriptions of how the interventions impacted them, and advice to other students.
- **Press Releases to the External Community:** GREAT will be coordinating with University Communications and Public Affairs to develop press releases to the external community related to our Graduation Initiative efforts and successes, with special emphasis on impacts to the region when applicable.

### III. COLLEGE-LEVEL GOALS

Based on our University Graduation Initiative 2025 goals, we have established College-level goals (see Table 1, p. 19). The methodology utilized to arrive at our College-level goals is as follows. In determining the first-time full-time freshmen 4- and 6-year graduation rates, the students who were undeclared students at time of entry had to be allocated to the colleges. Each undeclared student that graduated in 4 or 6 years was allocated automatically to the college from which they graduated. The students who were undeclared at time of entry and who had not graduated, and thus remained unallocated to a college, were all allocated based on the distribution across colleges of the initially undeclared students who were in attendance during the fourth semester after the semester they started (this would mean, in attendance, what would be the students' first semester of their junior year if they were on schedule to graduate in 4 years). Given the nature of the student counts allocated to each of the colleges, some of the students allocated had already, by the beginning of what would be their junior year, left the University. It was necessary to complete this allocation in order to account for all the students that began in each of the cohorts. Most students that attend the first semester of their junior year are, at that time, in the major with which they will graduate. It is also important to note that some of the students enrolled in the first semester of what would normally have been their junior year, if they were on schedule to graduate in 4 years, had not actually reached junior standing (they did not have 60 or more graduation credits). They just happen to be enrolled in the first semester of what would be their junior year if they had earned an average of 15 credits for the first four possible semesters of attendance. Upon completion of the allocation of the undeclared students, the college 4- and 6-year graduation rates were recalculated. These rates were then scaled by the same factor, which was determined by the goal graduation rate.

The undeclared California Community College transfer students (sophomore and above) were allocated on the basis of the distribution across the colleges of other students in their entering cohort. After the allocation, graduation rates for each college were calculated and these rates were scaled by the same factor, which was determined by the overall target graduation rate. Given the nature of transfer rules, there are relatively few undeclared transfer students.

#### IV. SUCCESS METRICS

Stanislaus State will monitor the following indicators of success of its Graduation Initiative 2025 efforts.

##### Success Measures:

- Graduation rates associated with our six campus goals, compared annually:
  - Freshmen 6-Year Graduation
  - Freshmen 4-Year Graduation
  - Transfer 2-Year Graduation
  - Transfer 4-Year Graduation
  - Gap – Underrepresented Minority
  - Gap – Pell
- Graduation rates of on-the-cusp students (those who receive interventions and actually graduate within the current academic year).
- Retention rates for each cohort (freshmen, sophomores, juniors, and seniors) comparing annually, to observe trends

##### Intermediate Measures:

- Mean units completed per year, reflecting Fall, Winter Intersession, Spring, and Summer Session, of each cohort (freshmen, sophomores, juniors, and seniors) comparing annually, to observe trends
- Mean unit load, reflecting Fall and Spring semesters, of each cohort (freshmen, sophomores, juniors, and seniors) comparing annually, to observe trends
- Course sections offered, GE and overall, compared annually to observe trends
- Winter Intersession and Summer Session enrollment, comparing annually, to observe trends

While Stanislaus State is committed to monitoring these metrics related to graduation rates, and strategically working toward improving them, our University values many other indicators of student success such as GPA, successful completion of licensure exams, admission into graduate school, and internship and post-graduation employment placement. Moreover, Stanislaus State values the meaning, integrity, and quality of the Stanislaus State degree, and is interested in capturing qualitatively the students' expression of that.

Table 1. Stanislaus State College-level Goals										
		<i>CBA</i>	<i>COEKSW</i>	<i>COS</i>	<i>CAHSS</i>	<i>CSU Stanislaus</i>	<i>College 6</i>	<i>College 7</i>	<i>College 8</i>	
<b>First-Time Full-Time Freshmen Goals</b>										
<b>4-year graduation rate</b>										
Cohort Year	Graduation Year	Current Grad Rate	Current Grad Rate	Current Grad Rate	Current Grad Rate	(*Actual Value)				
2011 Cohort Year	2015 Graduation Year	0.153	0.129	0.066	0.157	0.115				
		Goal Grad Rate	Goal Grad Rate	Goal Grad Rate	Goal Grad Rate					
2021	2025	0.492	0.414	0.213	0.504	0.37				
<b>6-year graduation rate</b>										
Cohort Year	Graduation Year	Current Grad Rate	Current Grad Rate	Current Grad Rate	Current Grad Rate	(*Actual Value)				
2009 Cohort Year	2015 Graduation Year	0.615	0.694	0.441	0.580	0.549				
		Goal Grad Rate	Goal Grad Rate	Goal Grad Rate	Goal Grad Rate					
2019	2025	0.729	0.822	0.522	0.687	0.650				
<b>Transfer Student Goals</b>										
<b>2-year graduation rate</b>										
Cohort Year	Graduation Year	Current Grad Rate	Current Grad Rate	Current Grad Rate	Current Grad Rate	(*Actual Value)				
2013 Cohort Year	2015 Graduation Year	0.267	0.260	0.278	0.444	0.325				
		Goal Grad Rate	Goal Grad Rate	Goal Grad Rate	Goal Grad Rate					
2023	2025	0.370	0.361	0.386	0.616	0.450				
<b>4-year graduation rate</b>										
Cohort Year	Graduation Year	Current Grad Rate	Current Grad Rate	Current Grad Rate	Current Grad Rate	(*Actual Value)				
2011 Cohort Year	2015 Graduation Year	0.712	0.645	0.655	0.684	0.676				
		Goal Grad Rate	Goal Grad Rate	Goal Grad Rate	Goal Grad Rate					
2021	2025	0.821	0.744	0.755	0.788	0.780				

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**APPENDIX**

**Graduation Rate Excellence and Assessment Team (GREAT)  
Charge and Membership**



**Graduation Rate Excellence and Assessment Team (GREAT)**  
Established October 2016

**Charge**

GREAT expects to positively impact graduation rates and achievement gaps while maintaining student access to an engaging, high-quality education. GREAT will provide recommendations to the President and inform the campus community on strategies that will position the University to accomplish the following priority goals related to the Board of Trustees and Chancellor's Office system-wide Graduation Initiative (GRI) 2025:

- improve Freshmen 4-year graduation rate;
- eliminate the achievement gaps in graduation rates for underrepresented minority and Pell students; and
- improve Transfer 2-year graduation rate.

Specifically, GREAT will:

- identify and examine barriers to improving graduation rates;
- examine evidence of effectiveness in multiple existing programs designed to improve student success on our campus (e.g., Central Valley Math and Science Alliance, Program for Academic and Career Excellence, Early Start, and others) as well as elsewhere;
- make recommendations to the President and inform the campus community on initiatives/programs/services to meet the University's priority goals related to GRI 2025; and
- oversee strategic implementation, assessment, and dissemination of the outcomes for these initiatives/programs/services for student success.

**Outcomes**

1. Lead consultation and refinement of the GRI 2025 Student Success Short-term Plan submitted to the Chancellor's Office (CO).
2. Provide input on the implementation of the GRI 2025 Student Success Short-term Plan.
3. Lead consultation and refinement of the GRI 2025 Student Success Long-term Plan submitted to the Chancellor's Office (CO).
4. Provide input on the implementation of the GRI 2025 Student Success Long-term Plan.
5. Host annual presentations on campus progress to various constituents and submit required reports to the CO annually and as otherwise requested.
6. Disseminate through University Communications and Public Affairs campus progress on the GRI 2025 Goals to the larger external community.
7. Showcase and highlight progress on GRI 2025 Goals to external partners (e.g., K-12, community college, parents, and employers) for student recruitment and career placement.

**Membership**

Membership is a grass roots effort, intended to bring together individuals to examine practices across the university. Membership was solicited through a nomination process, whereby the President's Cabinet and the Senate Executive Committee were consulted to encourage a broad and diverse pool of faculty, staff, students, and administrators.

The GREAT Steering Committee will be facilitating the work of five workgroups within the Team. Each workgroup will have a Chair. The five workgroups are as follows.

1. Improving 4-Year and 6-Year Graduation Rates
2. Eliminating Graduation Rate Gaps for Underrepresented Minority and Pell-eligible Students
3. Improving Transfer 2-Year and 4-Year Graduation Rates
4. Reviewing Special Programs in Relation to Student Success
5. Reviewing and Recommending Budget Allocations and Tactical Resources for GRI 2025

**Timeline**

The GREAT Team is intended to be an ongoing entity through 2025, with specific goals and milestones identified on an annual basis, at the direction of the President.



## **Graduation Rate Excellence and Assessment Team (GREAT) Membership**

### **GREAT Steering Committee**

Shawna Young, Co-chair, Interim Associate Vice President for Academic Affairs

Martyn Gunn, Co-chair, Associate Vice President for Student Affairs

Ellen Junn, President

JungHa An, Professor, Mathematics

Lisa Bernardo, Director, Enrollment Services/Registrar

Helene Caudill, Dean, University Extended Education

Christopher Claus, Assistant Professor, Communication Studies, Principal Writer,  
WASC Steering Committee

Janice Curtin, Interim Associate Vice President, Communications & Public Affairs

Scott Davis, Faculty Director of General Education, Professor, English

Suzanne Espinoza, Vice President, Student Affairs

Betsy Eudey, Faculty Director for Advising and Learning Cohorts, Program Director  
and Professor, Gender Studies

David Evans, Dean, College of Science

Steven Filling, Immediate Past Chair Academic Senate CSU, Professor, Accounting

Kimberly Greer, Provost and Vice President for Academic Affairs

Faimous Harrison, Dean, Stockton Center

Darrell Haydon, Interim Vice President, Business and Finance

Marie Hirschhorn, Technical Analyst

Hailey Holm, University Student Union Board of Directors Chair

Marge Jaasma, Special Assistant to the Provost, Professor, Communication Studies

Gitanjali Kaul, Vice President, Strategic Planning, Enrollment Management, and  
Innovation

Nicole Larson, President, Associated Students, Inc.

Michelle Legg, Director, Budget Planning & Administration

David Lindsay, Interim Dean, College of Business Administration

Erin Littlepage, Assessment Specialist

Sari Miller-Antonio, Associate Dean, College of Arts, Humanities, and Social Sciences,  
Chair and Professor, Anthropology

Oddmund Myhre, Dean, College of Education, Kinesiology, and Social Work

Dana Reneau, Chair and Professor, Mathematics

Neisha Rhodes, Director of Presidential Initiatives

Stuart Sims, Speaker of the Faculty, Chair and Professor, Music

Harold Stanislaw, Professor, Psychology, Co-chair, WASC Steering Committee

Mark Thompson, Professor, English

John Tillman, Director, Institutional Research

Stanley Trevena, Chief Information Officer

Jim Tuedio, Dean, College of Arts, Humanities, and Social Sciences

Molly Winter, Chair and Professor, English

**Workgroup: Improving 4-Year and 6-Year Graduation Rates**

JungHa An, Co-chair, Professor, Mathematics  
 Katie Olivant, Co-chair, Associate Professor, Liberal Studies  
 Lisa Bernardo, Director, Enrollment Services/Registrar  
 Helene Caudill, Dean, University Extended Education  
 Scott Davis, Faculty Director of General Education, Professor, English  
 Joseph Fernandes, ASI Director for College of Business  
 Noelia Gonzalez, Director, Admissions and Outreach Services, and Financial Aid  
 Faimous Harrison, Dean, Stockton Center  
 Nicole Larson, President, Associated Students, Inc.  
 David Lindsay, Interim Dean, College of Business Administration  
 David Evans, Dean, College of Science  
 John Tillman, Director, Institutional Research  
 Stanley Trevena, Chief Information Officer  
 James Tuedio, Dean, College of Arts, Humanities, and Social Sciences

**Workgroup: Eliminating Graduation Rate Gaps for Underrepresented Minority and Pell-eligible Students**

Martyn Gunn, Co-chair, Associate Vice President for Student Affairs  
 Neisha Rhodes, Co-Chair, Director of Presidential Initiatives  
 Nancy Burroughs, Associate Dean, College of Arts, Humanities, and Social Sciences,  
 Professor, Communication Studies  
 Scott Davis, Faculty Director of General Education, Professor, English  
 Steven Filling, Immediate Past Chair Academic Senate CSU, Professor, Accounting  
 Julie Fox, Director, Service Learning  
 Noelia Gonzalez, Director, Admissions and Outreach Services, and Financial Aid  
 Nicole Larson, President, Associated Students, Inc.  
 Oddmund Myhre, Dean, College of Education, Kinesiology, and Social Work  
 Brenda Pedraza, Early Assessment Program Ambassador  
 Ronald Rodriguez, Dean, University Library  
 Mark Thompson, Professor, English  
 John Tillman, Director, Institutional Research  
 Mishaye Venerable, ASI Director for Athletics

**Workgroup: Improving Transfer 2-Year and 4-Year Graduation Rates**

Betsy Eudey, Co-chair, Faculty Director for Advising and Learning Cohorts, Program  
 Director and Professor, Gender Studies  
 Faimous Harrison, Co-chair, Dean, Stockton Center  
 Lisa Bernardo, Director, Enrollment Services/Registrar  
 Nancy Burroughs, Associate Dean, College of Arts, Humanities, and Social Sciences,  
 Professor, Communication Studies  
 Scott Davis, Faculty Director of General Education, Professor, English  
 Oluwarotimi Odeh, Endowed Chair, Agricultural Studies  
 Katie Olivant, Chair and Associate Professor, Liberal Studies  
 Ann Strahm, Professor, Sociology  
 John Tillman, Director, Institutional Research

**Workgroup: Reviewing Special Programs in Relation to Student Success**

Scott Davis, Co-chair

Helene Caudill, Co-chair

Julie Fox, Director, Service Learning

Martyn Gunn, Associate Vice President for Student Affairs

Faimous Harrison, Dean, Stockton Center

Julie Johnson, Associate Vice President for Human Resources, Equal Opportunity & Compliance

Nicole Larson, President, Associated Students, Inc.

Sari Miller Antonio, Associate Dean, College of Arts, Humanities, and Social Sciences, Chair and Professor, Anthropology

Oluwarotime Odeh, Endowed Chair, Agricultural Studies

John Tillman, Director, Institutional Research

Molly Winter, Chair and Professor, English

**Workgroup: Reviewing and Recommending Budget Allocations and Tactical Resources for GRI 2025**

Shawna Young, Co-chair, Interim Associate Vice President for Academic Affairs

Martyn Gunn, Co-chair, Associate Vice President for Student Affairs

Helene Caudill, Dean, University Extended Education

Steve Filling, Immediate Past Chair Academic Senate CSU, Professor, Accounting

Famous Harrison, Dean, Stockton Center

Gitanjali Kaul, Vice President for Strategic Planning, Enrollment Management, and Innovation

Michelle Legg, Director, Budget Planning & Administration

Neisha Rhodes, Director for Presidential Initiatives

Stuart Sims, Speaker of the Faculty, Chair and Professor, Music

Mark Thompson, Professor, English

John Tillman, Director, Institutional Research

James Tuedio, Dean, College of Arts, Humanities, and Social Sciences