

GRADUATION INITIATIVE 2025

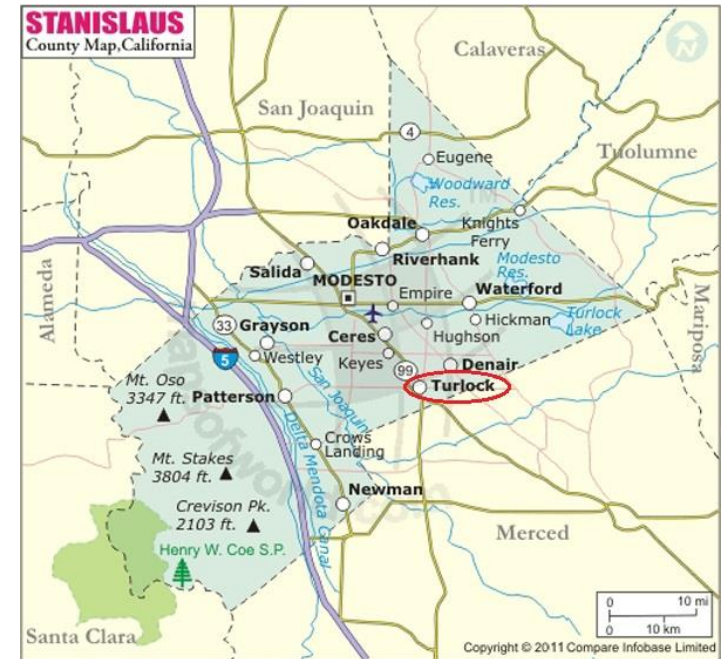
STUDENT SUCCESS SYMPOSIUM

Building and Fostering a Culture of Success through the Program for Academic and Career Excellence (PACE)

California State University, Stanislaus
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Our Region

- Turlock, CA – Central Valley
- 66.5% of Stan State's students come from Stanislaus and Merced Counties



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Our Population

Stanislaus and Merced Region

- 72.4% of K-12 students in the region are eligible for free/reduced meals (CA Dept. of Ed, 2015)
- 22.9% of people in the region fall below poverty level (U.S. Census Bureau, 2013)
- 90.2% people age 25+ have education completion below the bachelor's degree (U.S. Census Bureau, 2014)

California

- 59.2% students in CA are eligible for free/reduced meals (US Dept. of Ed, 2014)
- 15.9% people in CA fall below poverty level (U.S. Census Bureau, 2013)
- 80.4% people age 25+ have education completion below the bachelor's (U.S. Census Bureau, 2014)

Our Students

- Total Headcount = 9,282 (Fall 2015)
- Undergraduate = 8,099 (87.3%); Graduate = 1,183 (12.7%)
- First Time Freshmen = 1,270; First-Time Transfers = 922
- First Time Freshmen Characteristics (Fall 2015)
 - 76% first-generation
 - 61.8% Pell-eligible
 - 55.4% first-generation and Pell-eligible
 - 44.8% require developmental education courses in English
 - 50.7% require developmental education courses in math

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Our Students

- Ethnic Distribution
 - Hispanic/Latino = 47.8%
 - White = 25.9%
 - Asian = 10.2%
 - Black/African American = 2.4%
 - Pacific Islander = .5%
 - American Indian or Alaska Native = .4%
 - Other = 12.8%
- Designated as a Hispanic-Serving Institution

Identified Need - 2010

- Freshmen 4-year graduation rate = 20%
- Freshmen 6-year graduation rate = 50%
- A 5.6% gap in second-year retention between Hispanic students and White students (64.1% for Hispanic students; 69.7% for White students)
- A 10.6% gap in 4-year graduation rates between Hispanic and White students (16.5% for Hispanic students; 27.1% for White Students)

Program for Academic and Career Excellence (PACE)

- PACE: Established in 2010 through a 5-year, \$3,063,567 U.S. Department of Education Title V grant (Project Director, Jill Tiemann-Gonzalez)
- Designed to increase engagement, retention, and graduation rates of first-generation and Pell-eligible college students

Two Essential Program Components

1. First Year Experience (FYE):

- The University's previous pilot FYE program was refined and expanded by embedding it in a two-semester English stretch course; the second course in the series meets the general education written communication requirement
- 43.1% of PACE students took this stretch course
- Lead: Dr. Susan Marshall, Professor of English

Two Essential Program Components

2. Check In, Check Up, Check Out (C³):

- A comprehensive student success program was developed to provide targeted services and an environment that, from admission to graduation, enhances students' academic success and results in increased engagement, retention, and completion.
- Central space, intrusive advising, peer mentoring, workshops, events, and more.

Project Goals

1. First Year Experience

- Increase engagement
- Increase second-year retention rate
- Decrease second-year retention rate gaps
- Increase the WPST first-attempt pass rate

Project Goals

2. Check In, Check Up, Check Out

- Increase engagement
- Increase second-year retention rate
- Decrease gap in second-year retention rates
- Increase 4-year and 6-year graduation rates
- Decrease gaps in 4-year and 6-year graduation rates

Participants: Numbers

- Freshmen cohorts averaging 136 students each year (714 students in total) were directly served by the grant-funded project.

Participants: Selection

- Students were identified through outreach efforts made at regional high schools.
- Through collaboration with high school counselors, PACE program personnel delivered information sessions to high school seniors who had been accepted to Stan State.
- During these sessions, an overview of PACE program services were provided, and program applications were distributed and collected.

Participants: Demographics

PACE

- Gender: 32% Male, 68% Female
- First-gen: 98%
- Pell-eligible: 76%
- Ethnicity:
 - Hispanic/Latino = 76.62%
 - Asian = 14.11%
 - White = 2.26%
 - Pacific Islander = .70%
 - Black = .48%
 - American Indian = .11%

University

- Gender: 35% Male, 65% Female
- First-gen: 79%
- Pell-eligible: 63%
- Ethnicity:
 - Hispanic/Latino = 53.06%
 - Asian = 10.43%
 - White = 22.03%
 - Pacific Islander = .73%
 - Black = 2.54%
 - American Indian = .29%

Program: Design

- Welcome Events
- FYE English Stretch Class Learning Community
- Intrusive Advising
- Space & Amenities
- Peer Mentors
- Workshops
- Events
- Service Learning
- Career Services

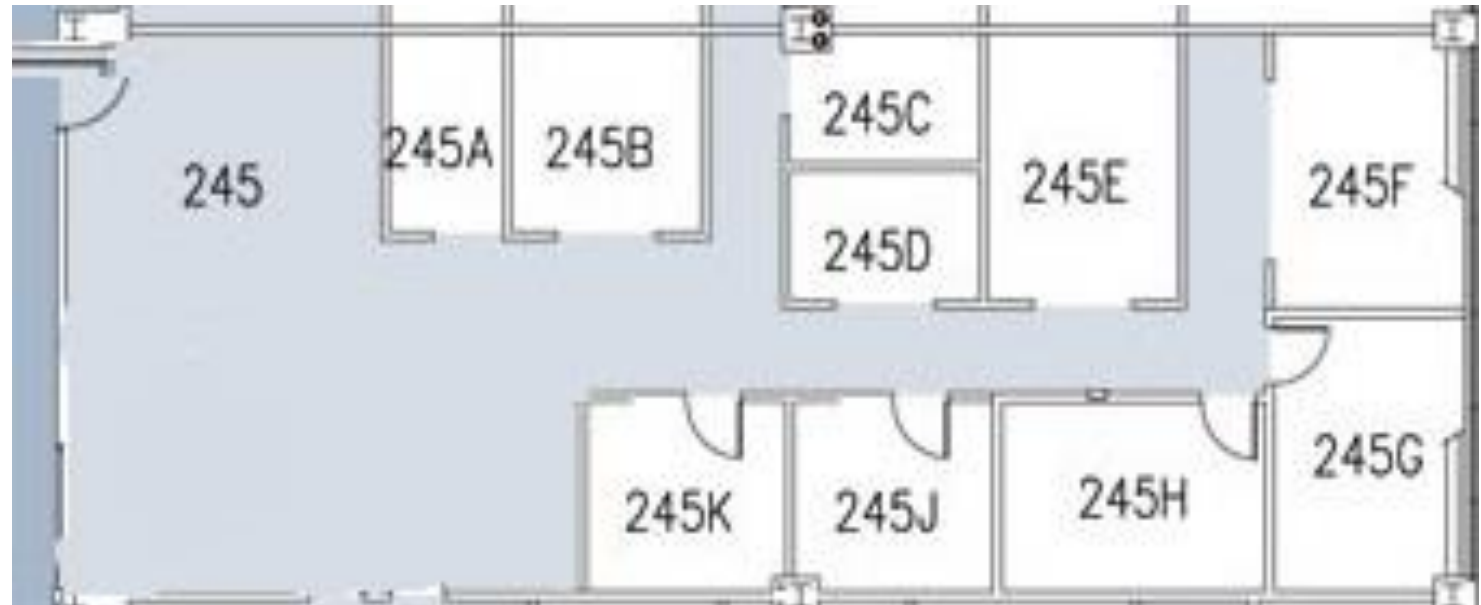
Program: Resources

- Space
- Personnel
- Equipment and Supplies

Space

A modest beginning.

1,920 square feet.



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STUDENT SUCCESS SYMPOSIUM September 21-22, 2016



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STUDENT SUCCESS SYMPOSIUM September 21-22, 2016

Program: Personnel

- Director
- 3 Academic Advisors (ratio of 1:238)
- 10 Peer Mentors
- Administrative Analyst

Program: Equipment and Supplies

- Computer lab with 8 desktop computers and printers
- 55 laptops available for check-out
- Presentation equipment and space (automated screen and projector)

Transitioning and Scaling

- PACE Workgroup
 - Established in December of the last year of the grant project
 - Co-chairs: Provost & VP for Academic Affairs; VP for Enrollment & Student Affairs
 - Other members: faculty, students, other administrator representatives
 - Charge from Provost:
 - Recommend a transition plan to the President regarding the PACE program
 - Identify, institutionalize, and scale best practices, and recommend other funding sources to replace the grant when it ends

Data Examined

- PACE 2011 Cohort study, including descriptive analyses, logistic regression and multiple regression analyses
- 2011-2015 comparison study of PACE students and students in other support programs from 2011-2015, using binomial comparisons
- Comparison of PACE students 4-year graduation rate and other groups
- Three forums and one focus group, generating qualitative data
- Limitations
 - Self-selected program participants
 - Correlational in nature
 - Post hoc analyses; no control for confounding variables
 - Not designed to imply cause and effect

2011 Cohort Study

- Sample: 1,251 first time freshmen who enrolled at Stan State Fall 2011
- 122 of the 1,251 enrolled in PACE
- 68% female; 32% male (compared to University: 64% female; 36% male)
- 98.4% first-generation college students (compared to University: 77%) (Federal TRIO definition)
- 77% Pell-eligible (compared to University: 59%)

Conducted by Brandon Price (2014)

FINDINGS

Descriptive Analyses

- **First Term Enrollment:** Students in the PACE cohort (n=122) were census enrolled in an average of 13.08 units in their first term, while peers who were not participating in PACE (n=1,129) were census enrolled in an average of 13.00 units in their first term.
- **Persistence to Second Year:** 93% (113/122) of the students in the PACE cohort persisted to the second year, compared to 79% (893/1129) of the students in the non-PACE cohort. Additionally, 92% (81/88) of the Hispanic students in the PACE cohort persisted to the second year, compared to 78% (394/502) of the Hispanic students in the non-PACE cohort.

Logistic Regression Analyses

Results of the logistic regressions examining the effect of PACE participation on student persistence included the following:

- **Persistence to Second Year:** Participation in PACE was positively correlated with persistence to the second year ($\beta=1.014$, $SE=.423$, $p=.017$, $\text{Exp}(\beta)=2.757$).
- **Persistence to Fourth Year:** Participation in PACE was positively correlated with persistence to the fourth year ($\beta=.823$, $SE=.297$, $p=.006$, $\text{Exp}(\beta)=2.277$).

Results of Logistic Regression Model Predicting Student Persistence to Second Year

Covariates	B	S.E.	Sig.	Exp(B)
Ethnicity code (White)			.638	
Asian	.419	.381	.270	1.521
Black	.396	.489	.418	1.485
Hispanic	.404	.293	.168	1.497
Other	.533	.436	.222	1.704
Gender(Female)	.133	.236	.571	1.143
EOP Participant	-.261	.345	.449	.770
PACE Participant	1.014	.423	.017	2.757
CSUS Athlete	.440	.588	.454	1.553
High School GPA	.809	.297	.006	2.245
ELM Score	.013	.011	.244	1.013
EPT Score	.040	.016	.011	1.041
Pell Recipient	.369	.244	.130	1.447
Units Enrolled First Term	.185	.065	.004	1.203
First Generation Student	.130	.303	.668	1.139
Age	-.122	.192	.526	.885
Constant	-8.187	4.413	.064	.000

Results of Logistic Regression Model Predicting Student Persistence to Fourth Year

Covariates	B	S.E.	Sig.	Exp(B)
Ethnicity code (White)			.129	
Asian	.506	.323	.117	1.658
Black	.314	.412	.445	1.369
Hispanic	.580	.251	.021	1.787
Other	.006	.343	.985	1.006
Gender (Female)	-.079	.192	.681	.924
EOPS Participant	-.097	.303	.748	.907
PACE Participant	.823	.297	.006	2.277
CSUS Athlete	.094	.431	.828	1.098
High School GPA	.611	.242	.011	1.843
ELM Score	.005	.009	.547	1.005
EPT Score	.012	.013	.357	1.012
Pell Recipient	.063	.204	.760	1.065
Units Enrolled First Term	.130	.057	.022	1.139
First Generation Student	.249	.249	.317	1.283
Age	-.150	.165	.365	.861
Constant	-2.966	3.735	.427	.052

Multiple Regression Analyses

Results of the multiple regression analyses examining the effect of participation in PACE on cumulative units earned and cumulative GPA included the following:

- **Cumulative Units Earned:** PACE was not a statistically significant factor in the regression model predicting cumulative units earned ($\beta=1.121$, $SE=1.719$, $p=.515$).
- **Cumulative GPA:** PACE was a statistically significant factor in the regression model predicting cumulative GPA ($\beta=.113$, $SE=.057$, $p=.049$).

Results of Regression Model Predicting Cumulative Units Earned by Students Who Persisted to Fourth Year					
	B	Std. Error	Beta	t	Sig.
(Constant)	26.887	30.040		.895	.371
PACE (Fall 2011)	1.121	1.719	.032	.652	.515
High School GPA	10.210	1.860	.272	5.491	.000
EPT Total	.146	.098	.076	1.490	.137
ELM Total	.194	.067	.151	2.886	.004
Pell Recipient (2011-2012)	-.666	1.528	-.022	-.436	.663
First Generation Student Federal TRIO Definition	-.625	2.062	-.016	-.303	.762
Gender Code	.004	1.433	.000	.003	.998
Age	-.620	1.370	-.022	-.452	.651
Ethnicity code	-.649	.546	-.058	-1.188	.236

Results of Regression Model Predicting Cumulative GPA for Students Who Persisted to Fourth Year					
	B	Std. Error	Beta	t	Sig.
(Constant)	1.129	1.000		1.128	.260
PACE (Fall 2011)	.113	.057	.095	1.975	.049
High School GPA	.451	.062	.356	7.278	.000
EPT Total	.003	.003	.047	.925	.356
ELM Total	.002	.002	.038	.738	.461
Pell Recipient (2011-2012)	.040	.051	.039	.785	.433
First Generation Student Federal TRIO Definition	-.111	.069	-.084	-1.620	.106
Gender Code	.013	.048	.013	.277	.782
Age	-.007	.046	-.007	-.150	.881
Ethnicity code	-.002	.018	-.005	-.111	.912

2011-2015 Comparison Study

PACE students were compared to five other student groups (PACE Eligible, Non-PACE, SSS, EOP, and CVMISA) on the following student success indicators over the 5-year period:

- GPA
- Units Earned
- Retention
- WPST Performance

Conducted by John Tillman (2015)

FINDINGS

GPA

- Out of 19 observations of cohort average Term GPA scores, 14 of the 19 were higher for the PACE Students in comparison to PACE Eligible Students.
- Out of 19 observations of cohort average Term GPA scores, 16 of the 19 were higher for the PACE Students in comparison to EOP Students.
- In comparison to Non-PACE, SSS, and CVMISA Students, PACE Students did not score higher in average Term GPA.

Units Earned

- Out of 20 observations of cohort units earned, 14 of the 20 observations were greater for PACE Students in comparison to EOP Students.
- In comparison to PACE Eligible, Non-PACE, SSS, and CVMMSA Students, PACE Students did not earn a greater number of units.

Retention

- Out of 10 observations of cohort retention percentages:
 - 9 of the 10 observations were greater for PACE Students in comparison to PACE Eligible Students.
 - 10 of the 10 were greater for PACE Students in comparison to Non-PACE Students.
 - 9 of the 10 were greater for PACE Students in comparison to EOP Students.
 - Compared to SSS and CVMSA Students, PACE Students did not retain at greater rates.

WPST Performance

- PACE Students demonstrated greater overall WPST pass rates compared to EOP, but not any of the other four student groups.
- PACE Students did demonstrate better pass rates on first-attempts than all other student groups except CVMSA.
- PACE Students have the lowest rate of students who have not taken the WPST by their last year, compared to all the other students groups except CVMSA.

4-Year Graduation Rates

- PACE students: 13%
- PACE Eligible: 13%
- Non-PACE: 11%
- SSS: 10%
- EOP: 3%
- CVMSA: 18%
- University: 12%

Forum and Focus Group Data

- Three forums and one focus group
- Overarching emergent theme that unifies the recorded narrative of PACE: the culture of *familia* within the program
- *Familia* was cultivated by all services provided by PACE in combination, delivered in a way that was unique to other support programs on campus.

Take-Home Points

- PACE impacted student engagement, retention, and quality of the college experience in a very positive way.
 - Impacts retention and GPA, and cultivates a critical sense of *familia*
- But we still need to find effective ways to increase average unit load and improve time to degree while maintaining this culture of access, engagement, quality, and *familia*.
- Results demonstrate that these practices provide a robust and sustainable foundation for student success, and are the bedrock on which to build practices to improve time to degree completion.

Taking to Scale

The Critical Question:

How do we translate what we have learned from PACE to help achieve our 2025 Goals?

Moving Forward: Looking toward 2025

- Graduation Rate Excellence and Assessment Team (GREAT)
- Membership: faculty, staff, students, and administrators from across the university

Moving Forward: Looking toward 2025

- GREAT Team Charge: Provide recommendations for strategies that, while maintaining student access to an engaging, high-quality education, will position the University to accomplish the following priority goals:
 - Improve Freshmen 4-year graduation rate;
 - Eliminate the achievement gaps in graduation rates for underrepresented minority and Pell-eligible students; and
 - Improve Transfer 2-year graduation rate.

GREAT: Team Details

- Membership is a grass roots effort, intended to bring together programs and groups to examine practices across the university.
- The GREAT Team members will:
 - Identify and examine barriers to increasing graduation rates
 - Examine evidence of effectiveness in multiple existing programs that improve student success on our campus (e.g., CVMSA, PACE, Early Start)
 - Make recommendations based on this examination
- Recommendations will be used to further shape and refine our long-term student success plan and its implementation to reach our Graduation Initiative 2025 Goals.

15 to Finish



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Fall 2016 incoming freshmen pose for group photo after convocation.

Discussion Questions

1. How do we replicate defining characteristics and best practices of small, intimate programs while scaling-up to serve all students?
2. How do we encourage increased unit load while maintaining a quality experience?
3. What are some challenges to, as well as tips for, institutionalizing large, multi-year, multi-million dollar grant projects?

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