

Preliminary Graduation Initiative 2025 Outcomes Report
February 24, 2017
California State University, Stanislaus

Stanislaus State has been moving aggressively on implementation of its Graduation Initiative 2025 Short-term Plan, submitted on September 2, 2016 in conjunction with its Long-term Plan, which combined, represents our Graduation Initiative 2025 Student Success Plan. Stanislaus State began implementation of elements of its Student Success Plan prior to official notification of our \$1 million appropriation, as we were, and continue to be, committed to removing barriers to timely graduation and fostering student success. As we launched into implementation and discussed our Student Success Plan with key campus stakeholders, it became clear that to best leverage our resources and operate effectively and successfully, we would need additional input and feedback on our plan from faculty, students, and additional Student Affairs and Academic Affairs staff and administrators. Therefore, as we began to implement, we simultaneously began to adjust our Short-term Plan. Subsequently, we now are operating under a modified Short-term Plan, and are currently in process of soliciting input and feedback for the revision of our Long-term Plan.

To provide a meaningful preliminary report that tells our Graduation Initiative 2025 story, we have included an overview of the following:

- oversight and implementation of our Student Success Plan;
- how our modified Short-term Plan and corresponding Graduation Initiative 2025 budget differs from the plan and corresponding budget submitted in September 2016;
- carryforward plans for unexpended 2016/17 funds;
- impact of this year's efforts;
- other data suggesting promising progress toward our Graduation Initiative 2025 goals; and
- progress on the implementation of our Long-term Plan, and our strategy for its revision.

Oversight and Implementation of our Graduation Initiative 2025 Student Success Plan

Oversight of the 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.

The GREAT Steering Committee is comprised of 33 individuals, including students, faculty, staff, and administrators across all divisions. Appendix A provides the full charge of GREAT.

While GREAT is charged with ultimate oversight, the mechanics of implementation of the Short-term Plan was brainstormed and carried out through the Enrollment Management Committee and the Deans/Chairs/Directors in Academic Affairs, and is coordinated by the Interim AVP for Academic Affairs.

Differences between Our Modified Short-term Plan and Our Original Short-term Plan

Our original Short-term Plan is enclosed as Appendix B. As noted above, we began consulting broadly as we launched into implementation of our Short-term Plan. Through a process of consultation, trial and error, and discovery of what we were actually positioned to be able to operationalize given timelines and resources, our modified Short-term Plan resulted in the following elements.

- The year was launched with our new “15-to-Finish” campaign threaded throughout our New Student Orientation, our fall student convocation (see *Figure 1*), and our advising efforts, both in lower division GE advising as well as in the majors.
- Identification of students potentially “on the cusp” of Spring 2017 graduation by Institutional Research based on the number of units completed, the number of units enrolled in the fall, and assuming enrollment in 15 units Spring 2017 for two cohort groups (Fall 2013 First-time Freshmen and Fall 2015 First-time Transfers). We defined “on the cusp” as being 1-9 units shy of Spring 2017 graduation.
- Evaluators in Enrollment Services evaluated student files identified by Institutional Research as potentially “on the cusp” and forwarded to academic departments files of students who were “on target” (4.0 and 2.0 years-to-graduation) or “on the cusp” (4.5 and 2.5 years-to-graduation).
- Academic departments screened the files to verify who is “on target,” and who is “on the cusp.”
- Academic departments determined that 298 students were on the cusp, 252 of whom were identified to receive intrusive advising, and 256 of whom were identified to receive waiver opportunities, and 210 of these students received both interventions. The additional intrusive advising is designed to help ensure students are making sound decisions about winter intersession, spring, and summer session enrollment, among other benefits associated with advising. The waiver program, which includes up to 9 units of tuition waiver across winter and summer sessions, and which is funded through University Extended Education (UEE) reserves, is designed to help on-the-cusp students graduate by Summer 2017. This UEE-funded waiver program is designed to leverage the efforts funded through the Graduation Initiative, and help ensure students complete their degrees this year.
- Academic departments worked to design responsive winter intersession and spring schedules, and are continuing to design responsive summer session schedules, based on course needs identified through intrusive advising.
- Improvements in technology in the classroom are being made, with the objective of improving student engagement and learning.



Figure 1. Fall 2016 incoming freshmen pose for group photo after convocation.

These modifications resulted in the following major changes to our original Short-term Plan:

- Rather than hiring an additional fulltime Evaluator, we utilized existing Evaluators in an overtime capacity.
- We opted to fund the winter intersession and summer session waiver program through UEE reserves.
- We did not fund low-enrolled winter intersession courses at full enrollment levels. We adhered to our published salary schedule for winter UEE courses, and did not fund winter intersession instruction through the Graduation Initiative budget.
- The development and delivery of quality online courses was removed from the Short-term Plan to enable further consultation, and provide time for planning and development.
- Freshmen Dream Seminar First Year Experience courses as originally designed in the September plan was removed from the official Short-term Plan to enable further consultation, and provide time for planning and development. As further consultation occurred, a modified version of the lower division seminar course reappeared in the Student Success Plan as one of the GREAT-funded projects (see below).
- Improvements in technology in the classroom was added to the Short-term Plan, in alignment with campus priorities, and the intention of improving student engagement and learning.

These modifications of our original Short-term Plan resulted in unallocated funds in the amount of \$504,673, and provided the campus with an opportunity to consider other strategies that will help us realize graduation rate improvements and gap reductions over the next several years.

To that end, GREAT made a campus-wide call for proposals for projects that were designed to improve graduation rates and eliminate achievement gaps for underrepresented minority and Pell students.

Following review, GREAT awarded \$223,778 for this fiscal year across 10 projects to begin implementation in 2016/17. The following is a brief description of the 10 GREAT-funded projects.

- *Course Embedded First-Year Experience: Professional Development for Instructors:* Professional development for instructors teaching composition courses that infuses first-year experience into the classroom.

- *ELEVATE – Sophomore Year Success*: A living learning community in which residential students 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.
- *High Impact Practices Task Force*: The Task Force is developing a dashboard for analysis of the effect of various high impact practices on student success.
- *Winter Intersession Remedial Math Intervention*: A math course offered to students who did not pass their remedial math course. This special recovery course enables students to utilize a software program, along with additional tutoring, to acquire mastery of requisite foundational skills. If students demonstrate mastery, they can enroll in general education math that counts toward graduation.
- *Writing and Reading for Academic Preparedness*: An integrated writing-across-the-curriculum and writing-within-the-discipline program heavily focused on information literacy instruction.
- *Faculty Mentor Program*: A program that fosters faculty-student interaction outside the classroom through mentoring relationships intended to improve academic achievement and improve graduation rates of educationally disadvantaged and first-generation college students.
- *First-Year Seminars*: Redevelopment of lower-division general education courses to focus on special topics related to the individual faculty member's area of specialization. This spotlight on the instructor's own projects is intended to transfer greater interest, engagement and enthusiasm to the students, and allow for exploration of different ways of making the process of scholarly discovery accessible to developing scholars.
- *College of Education, Kinesiology, and Social Work Undergraduate Student Success Initiative*: Establishment of a specialized outreach, advising and support program for liberal studies and kinesiology majors.
- *College Assessment Faculty Learning Communities*: The establishment of college-level assessment communities with the purpose of reviewing program assessment reports and identifying college-level trends and patterns. Through college-level review, data-informed decisions can be made regarding the prioritization of resources and the development of interventions that will directly improve student learning.
- *Transfer Welcome Program*: A program designed to focus attention on transfer students and their unique needs, ensuring a smooth transition to Stan State by providing a continuum of services through the first semester after transfer.

Carryforward Plans for Unexpended 2016/17 Funds

After the allocation of \$233,778 for 2016/17 implementation of these 10 projects, \$280,895 in unallocated one-time funds remained, which will be carried over to the next fiscal year. The allocation for the carryforward is as follows:

- \$233,778 for Year Two funding for the 10 GREAT-funded projects.
- \$57,117 will be dedicated toward intrusive advising. While this year the allocation for intrusive advising was \$169,368 across 74 faculty representing 29 academic programs and concentrations for overload work beyond their regular workloads, we are working to improve and embed processes, with the expectation that after 2017/18, early identification, screening, and intrusive advising of on-the-cusp students will persist and become regular practice of Institutional Research, Enrollment Services, and Faculty Advisors across the academic departments.

See Appendix C for our revised 2016/17 Graduation Initiative 2025 budget. It reflects all modifications to the Short-term Plan, as well as our plan for use of carryforward in 2017/18.

Direct Impact of Our 2016/17 Graduation Initiative 2025 Efforts – Our “Bright Spots”

Impact of our Graduation Initiative 2025 efforts is evidenced in a variety of ways. Perhaps some of the most direct connections to our early efforts are captured in what we have been referring to as our Graduation Initiative 2025 “Bright Spots,” as we have been sharing progress reports with campus constituent groups such as Academic Senate, Deans/Chairs/Directors, Enrollment Management Committee, and the President’s Cabinet. Main elements of these Bright Spots reports includes the following.

Institutional Research identified 897 students, based on number of units completed, who were potentially “on the cusp” of graduating (1-9 units shy of a Spring 2017 graduation). Of this 897-student cohort, it was identified by Evaluators in Enrollment Services that 401 (44.7% of the cohort) had already applied for graduation. Through efforts of the Evaluators in Enrollment Services and Faculty Lead Advisors in the academic departments screening files and delivering intrusive advising, we have increased the number of 4.0 and 4.5 First-time Freshmen who have applied for graduation by 44 students, and the number of 2.0 and 2.5 First-time Transfers by 68 students. Therefore, to date, we have an additional 112 students (12.5% of the cohort), totaling 513 from this cohort, who have applied for graduation this year. It is important to note that it is highly likely that these 112 students would not have applied for graduation this year had they not been identified as being within striking distance, received intrusive advising, and/or been offered the opportunity for winter intersession or summer session waivers. Currently, the total number of Spring 2017 graduation applications received is 1,396. This group of 112 students from this particular cohort represents 8% of the total Spring 2017 graduation applications received from students from any admit cohort. *Table 1* displays results of these efforts.

Table 1. Increase in Graduation Applications

	FTF 4.5	FTF 4.0	FTT 2.5	FTT 2.0	Total Count
# of students in cohort	129	199	124	445	897
# of students in cohort that had applied for graduation	40	109	38	214	401
# of students in cohort that had NOT applied for graduation, but had an evaluation completed by an evaluator.	89	90	86	231	496
# of evaluations completed and distributed to Colleges/Departments	89	90	88	231	496
# of additional students who applied for graduation for Fall 2016, Spring 2017 or Summer 2017 after receiving our Graduation Initiative interventions		44*		68**	112
*First-time Freshmen (FTF) 4.5 and 4.0 are combined totals					
**First-time Transfer (FTT) 2.5 and 2.0 are combined totals					

Also an objective of our Graduation Initiative efforts was to develop more responsive class schedules, including winter intersession, spring, and summer session. Data from our winter intersession and spring schedules demonstrate the following outcomes of our efforts.

Last year we offered 51 sections in our winter intersession schedule, and this year we offered 60 sections. This reflects an increase of 9 course sections, with an 18% increase in course offerings. 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. See *Table 2* for our Winter Intersession 2017 schedule metrics.

Table 2. Winter Intersession 2017 Schedule Metrics

<i>Metric</i>	<i>Winter 2016</i>	<i>Winter 2017</i>	<i>Number Increase</i>	<i>Percent Increase</i>
# of Courses Offered	51	60	9	18
Enrollments	676	858	182	27
Units	1,696	2,393	697	41

In addition to a more robust winter intersession schedule, we also offered a more robust spring schedule. We added 36 sections to the spring schedule in response to student need, 20 of which we are funding through the Graduation Initiative. These additional 36 sections provided 1,053 additional course seats, and resulted in 919 additional course enrollments, yielding an 87% fill-rate for these high-demand courses.

Also an objective of our efforts was to increase average unit load to 15 units per semester. With our 15-to-Finish campaign that was threaded throughout our New Student Orientation, our convocation, and is embedded in our lower division GE and major advising, we have realized the following increases in unit load in 2016/17 compared to 2015/16.

In Fall 2016, we increased Freshmen average unit load by 0.9%, from 13.16 units to 13.28 units, and in Spring 2017 (based on preliminary data) Freshmen average unit load increased by 3.3%, from 13.55 units to 13.79 units. Overall undergraduate average unit loads for the same terms increased by 0.2% (from 12.77 units to 12.8 units) and 1.1% (from 12.79 units to 12.92 units) respectively. This increase across our students, and in particular within the Freshmen who are being especially targeted with the 15-to-Finish campaign through the convocation, New Student Orientation, and lower division advising, suggests an important connection between unit load increase and these efforts. *Table 3* contains the base data used to calculate the annual growth rates summarized in *Table 4*.

Table 3. Headcount Enrollment, Total Student Credit Units, Average Credit Load, and Full-time Equivalent Student (FTES) Enrollment by Student Level

Academic Year 2015-2016 through 2016-2017 by Term							
Fall 2015				Spring 2016			
Total Headcount	Total Student Credit Units	Average Credit Load	Total FTES	Total Headcount	Total Student Credit Units	Average Credit Load	Total FTES
8,099	103,455	12.77	6,897.00	7,711	98,595	12.79	6,573.00
1,940	25,531	13.16	1,702.07	1,321	17,630	13.35	1,175.33
1,152	15,153	13.15	1,010.20	1,202	15,960	13.28	1,064.00
2,184	28,030	12.83	1,868.67	2,245	28,377	12.64	1,891.80
2,815	34,672	12.32	2,311.47	2,934	36,563	12.46	2,437.53
8	69	8.63	4.60	9	65	7.22	4.33
1,183	11,573	9.78	879.47	1,059	10,548	9.96	804.85
394	4,775	12.12	318.33	358	4,330	12.09	288.67
48	322	6.71	21.47	19	119	6.26	7.93
692	6,144	8.88	512.00	636	5,781	9.09	481.75
49	332	6.78	27.67	46	318	6.91	26.50
9,282	115,028	12.39	7,776.47	8,770	109,143	12.45	7,377.85

Fall 2016				Preliminary Spring 2017			
Total Headcount	Total Student Credit Units	Average Credit Load	Total FTES	Total Headcount	Total Student Credit Units	Average Credit Load	Total FTES
8,620	110,332	12.80	7,355.47	8,158	105,434	12.92	7,028.93
2,118	28,133	13.28	1,875.53	1,374	18,948	13.79	1,263.20
1,144	15,118	13.22	1,007.87	1,276	16,737	13.12	1,115.80
2,394	30,632	12.80	2,042.13	2,497	32,188	12.89	2,145.87
2,958	36,404	12.31	2,426.93	3,006	37,515	12.48	2,501.00
6	45	7.50	3.00	5	46	9.20	3.07
1,142	11,688	10.23	885.85	1,041	10,783	10.36	816.92
431	5,123	11.89	341.53	399	4,844	12.14	322.93
22	166	7.55	11.07	13	56	4.31	3.73
653	6,135	9.40	511.25	594	5,629	9.48	469.08
36	264	7.33	22.00	35	254	7.26	21.17
9,762	122,020	12.50	8,241.32	9,199	116,217	12.63	7,845.85

Table 4. Annual Percent Growth

Fall 2015 to Fall 2016				Spring 2016 to Preliminary Spring 2017			
Total Headcount	Total Student Credit Units	Average Credit Load	Total FTES	Total Headcount	Total Student Credit Units	Average Credit Load	Total FTES
6.4%	6.6%	0.2%	6.6%	5.8%	6.9%	1.1%	6.9%
9.2%	10.2%	0.9%	10.2%	4.0%	7.5%	3.3%	7.5%
-0.7%	-0.2%	0.5%	-0.2%	6.2%	4.9%	-1.2%	4.9%
9.6%	9.3%	-0.3%	9.3%	11.2%	13.4%	2.0%	13.4%
5.1%	5.0%	-0.1%	5.0%	2.5%	2.6%	0.1%	2.6%
-25.0%	-34.8%	-13.0%	-34.8%	-44.4%	-29.2%	27.4%	-29.2%
-3.5%	1.0%	4.6%	0.7%	-1.7%	2.2%	4.0%	1.5%
9.4%	7.3%	-1.9%	7.3%	11.5%	11.9%	0.4%	11.9%
-54.2%	-48.4%	12.5%	-48.4%	-31.6%	-52.9%	-31.2%	-52.9%
-5.6%	-0.1%	5.8%	-0.1%	-6.6%	-2.6%	4.3%	-2.6%
-26.5%	-20.5%	8.2%	-20.5%	-23.9%	-20.1%	5.0%	-20.1%
5.2%	6.1%	0.9%	6.0%	4.9%	6.5%	1.5%	6.3%

Note: Yellow indicates a positive change.

Based on projections made by our Faculty Lead Advisors who have reviewed student performance through Winter Intersession 2017 and have taken into account Spring 2017 course enrollments, as a result of these collective early efforts, we anticipate that 191 of our 298 on-the-cusp students who received our interventions will graduate this year. Therefore, we anticipate that our 4-year First-time Freshmen graduation rate will increase by 5.5 percentage points, and our 2-year First-time Transfer graduation rates will increase by 14.9 percentage points.

Other Data Indicating Promising Progress toward Our Graduation Initiative 2025 Goals

Our 4-year graduation rate increased almost 3 percentage points: for the new freshmen in the Fall 2011 cohort, the rate is 11.5% and the rate for the Fall 2012 cohort is 14.4%. Additionally, over the last year, the 1-year retention rate increased from 81.6% to 85.1% for new freshmen. For transfers, our 2-year graduation rate increased over 2 percentage points from 32.5% to 34.8%.

Long-term Plan: Progress on Implementation, and Strategy for Revision

Notable progress on key elements of the Long-term Plan submitted September 2016 include the following.

- 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 Smart Planner training in the fall, and later this spring, Enrollment Management personnel will be training faculty and staff advisors on the use of Smart Planner. While all majors, minors, and concentrations are a part of an on-going implementation, the University is on target for implementation of the 10 most popular majors for Smart Planner by April 2017.
- To enable the University to more effectively utilize data to inform scheduling and budget decisions, a VP for Strategic Planning, Enrollment Management, and Innovation was hired. This VP is overseeing the installation and implementation of Smart Planner, is ensuring that the University can utilize predictive analytics to proactively and intrusively advise students, and can

effectively base enrollment, scheduling, and budgetary decisions on data. This position is not funded through our Graduation Initiative budget, but is playing a key role in the implementation of strategies in our Graduation Initiative 2025 Student Success Plan.

Because the timeline for development and submission of our original Student Success Plan was so short and did not allow for meaningful consultation with key stakeholders, the University is taking full advantage of the opportunity to submit a revised Student Success Plan in April 2017. Over the next two months, the GREAT Steering Committee will be soliciting from the campus community, through governance committees and an open forum, feedback on the original plan submitted and input for its revision. A working draft of the revised plan will be circulated back to those stakeholder groups for comment prior to submission.

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.

Advising.

Following the recommendations of the 2014 President's Advising Task Force and other committees and work groups, we have established the Academic Success Center (ASC) as a joint collaborative of Academic Affairs and Student Affairs. It is staffed by professional advisors and faculty and provides a comprehensive vision for advising and student success.

Support Required: 0.5FTE programmer and 0.5FTE analyst to oversee installation and implementation.

Success Strategies:

Using predictive analytics to proactively and intrusively advise students. We are scheduled to install and implement Education Advisory Board's (EAB) Student Success Collaborative (SSC) this year. This student success platform provides predictive analytics, including an early alert system, with communication and workflow tools. Professional advisors and faculty will receive training on the SSC. Once faculty early adopters understand and are proficient in the SSC, we will provide stipends for them to train colleagues in faculty learning communities.

Targeted support services. While the ASC is available to all students at the University, there will be particular efforts to encourage first generation, low income, underrepresented, and undeclared students to access the services provided in ASC.

General support services. We have offered Supplemental Instruction (SI) in high enrollment high D-F-W courses for two years. We are in the process of hiring an Academic Support Coordinator for the ASC to run and expand SI. We have learned that peer mentors greatly facilitate the adjustment of freshmen to college life. The Coordinator will be tasked with expanding the peer mentor program.

Tutoring Center. We have a robust tutoring center which is co-located within and as a satellite to the ASC. Each year the services offered expand. Last year the tutoring center employed and trained over 140 tutors and served over 2,800 students, or over 1/3 of the undergraduate student body, with an average of 10.7 tutoring hours per student.

Faculty Mentor Program. Students in this program have higher graduation rates. The strength of the program is in the development of a mentor-mentee relationship between faculty and students. We will be increasing the number of students served and the number of faculty involved 3-fold over the next 3 years.

New Student Orientation (NSO). Important advising occurs at NSO. Currently, our 1-day NSO includes advising about graduation requirements, GE advising, major advising, registration, and information about sexual harassment and drug and alcohol use. We intend to restructure NSO for freshmen by having one day devoted to graduation requirements, GE advising, major advising, and registration. All other information will be presented in a 2 or 3-day New Student Welcome Event in the days just prior to the semester, culminating in Freshman Convocation. The University's 15 to Finish messaging will be threaded throughout the NSO experience.

Link between tenure track hiring and student success. Faculty are the backbone of student advising and success within the major. Increasing the percentage of tenure-track faculty will help provide consistent advising and timely graduation. Our tenure density of 61.6% is the second highest in the CSU, but we will continue to recruit ethnically and gender diverse faculty with an espoused interest in student success.

Data capabilities to disaggregate student progress data.

Careful analysis of historical data and enrollment in majors and courses will be used to inform budget alignment and to inform decisions and interventions related to progress to degree.

Support Required: 1 fulltime research technician position in Office of Institutional Research.

Success Strategies:

We will continue to target First Time Freshmen (FTF) and First Time Transfers (FTT) who are close to degree completion for interventions so that they will graduate in 4 years and 2 years respectively. We will continue to monitor progress to degree and completion rates for students disaggregated by gender, ethnicity, first generation, and socioeconomic status. Disaggregated student data will be a focus of discussion in various committees and used to develop and implement student success strategies and interventions within the Academic Success Center. Data will be used to track students in high impact practices (HIPs) and determine which HIPs have the most impact on which students at what point in their time at the University.

Remediation.

Students who require remediation have lower graduation rates and higher dropout rates.

Encouraging students to complete remediation as soon as possible encourages them to remain at the University, graduate in a timely fashion, and allows the University to direct funds to classes in the schedule required for degree completion rather than remediation. The University has developed a successful Early Start program that will be expanded into a Six Week Summer Bridge program to allow students to enter college fully remediated in Math and with 3 college credits in English. Currently, 37% of students requiring Math remediation are fully remediated by the beginning of fall semester while 27% of students requiring English remediation complete a class with 3 units of college credit.

Support Required: No new support needed.

Success Strategies:

We will develop a Six Week Summer Bridge to allow a greater percentage of students to enter their first semester fully remediated and with 3 units of college credit. Six Week Summer Bridge Math will offer 1-unit and 4-unit classes. Currently in Early Start, the advance rate in the 4-unit classes is 80%-90% each year for the past 5 years whereas the advance rate in the 1-unit class range is only 17%-25%. Because of the greater success of students in the 4-unit classes, students are strongly encouraged to take the 4-unit classes. If students require two levels of remediation, they are advised to take the first level in the first summer session and the second level in the second summer session, so they are fully remediated by the time fall semester begins. It is our goal to continue this messaging and use intrusive advising to move more students to fully-remediated status in math before their first fall semester. Six Week Summer Bridge English will offer 1-unit and 3-unit classes and the latter carries 3-units of college credit. We have increased the number of sections of 3-unit English and strongly advise students to enroll. Our goal is to continue to increase the number of sections because completion of this class allows students to enter their freshmen year prepared for their General Education composition class. Beginning their first semester of college with 3 units will help ensure they reach 30 units by the end of their first year.

Online Teaching and Learning. We will provide faculty with resources to determine the efficacy of increased quality hybrid and online course offerings in areas of need, by facilitating training in and implementation of newer pedagogical tools and diverse modes of instructional

delivery. Consequent expansion of hybrid and online instruction will better meet the needs of working and commuting students, increase access for all students, and help alleviate stress on available physical classroom space.

Support Required: Ongoing funding for faculty training.

Success Strategies:

Planning a schedule that can be enhanced through online instruction. The campus has partnered with the Quality Assurance arm of the Course Redesign with Technology initiative, supporting Quality Online Teaching and Learning (QOLT) faculty learning communities since 2011. These guide faculty to use established criteria to develop or redesign online courses together with a self- and peer-review of the product. We will provide new opportunities for faculty to participate in a different training platform, Online Learning Consortium. We will continue to provide opportunities for faculty to join these learning communities as they provide the necessary background to help ensure quality online instruction.

Rationale

Our plan will increase the 2-year, 4-year and 6-year graduation rates and close the achievement gap through a combination of data analytics, demand analysis, intrusive advising, support services and first year experiences. We will develop a communication plan of 15 to Finish to provide a mindset of taking 15 units per semester to graduate in 4 years. Coordination of our plan will be through our new Academic Success Center, a collaborative of Academic Affairs and Student Affairs. Acquisition of the e-advising tools Smart Planner and Platinum Analytics will provide demand analysis so that departments and colleges can plan which courses to offer, when, and to which and how many students. Students and advisors will be able to plan ahead semester-by-semester until they complete all requirements for graduation. In addition, we will be increasing the number of quality online and hybrid classes offered to better meet the needs of working and commuting students, increase access for all students, and alleviate stress on available classroom space. At present, we have limited capacity to identify students in academic distress. Acquisition of the early alert system, EAB's Student Success Collaborative, will provide us with a tool to identify students at risk of failing in one or more courses each semester so that intrusive advising then may be used to advise the student on a path to success. Students who are particularly at risk of failure are those requiring remediation in math and English. Our Six Week Summer Bridge program will allow students to complete remediation in the summer so that they can enter the fall semester of their freshman year fully remediated, and immediately take courses that count towards graduation. Consequently, graduation rates will increase. Support services known to assist students in high risk courses are tutoring and supplemental instruction. Supplemental instruction (SI) is a program of peer-assisted group study that has a history of success in high risk courses. We implemented SI in 2014. It is very successful, with students on average achieving a 2/3 grade point enhancement. Both of these support services have a major impact on student success and graduation. We know that adjustment to college is a major barrier to student success, and first year experience programs greatly assist the transition from high school to college. We have a peer mentor program that we will expand so that more freshmen, together in small communities of newly made friends, have the opportunity to learn from the experiences of upperclassmen. Establishing connections with a faculty member is another strategy. We will begin freshmen seminars taught by a tenured faculty member so that students

not only take a course counting towards graduation but also get to know each other and the faculty member really well, thus increasing the likelihood of completing a successful transition to college and creating a mindset of success.

Objectives

1. Improvement in first year GPA and retention.
 - Increase number of FTF students completing remediation before fall semester.
 - Increase average unit load of freshmen.
 - Increase satisfaction with decision to matriculate to Stanislaus State.
2. Increase in 2-year and 4-year graduation rates.
 - Increase average unit load of sophomores, juniors, and seniors.
 - Increase retention of FTF to third year (decreasing the “sophomore slump”).
 - Increase satisfaction with the Stanislaus State undergraduate experience.

Timeline

2016-2017

- Install and implement Smart Planner, Platinum Analytics and EAB’s Student Success Collaborative.
- Initiate faculty and staff development on new e-Advising software.
- Complete 2-year and 4-year road maps in PeopleSoft.
- Complete short-term plan and increase 2-year and 4-year graduation rates for the “point 5s” by 8% as detailed in the short term plan.
- Utilize data analysis to track at-risk populations.
- Implement Freshman Dream Seminars Spring 2017.
- Facilitate campus conversations, workshops and town halls on HIPs.
- Enter into PeopleSoft HIPs data Spring 2017.

2017-2018

- Implement Smart Planner, Platinum Analytics and EAB’s Student Success Collaborative.
- Utilize demand analysis to identify courses needed in the schedule.
- Utilize early alert system to identify at-risk students.
- Complete staff training and continue faculty training.
- Continue to monitor and utilize intrusive advising to keep students on pace for on-time graduation.
- Increase Six Week Summer Bridge success in math and English by 5%.
- Continue and expand Freshman Dream Seminars.
- Create a dashboard to display HIPs data.
- Continue to support faculty development for teaching online.

2018-2025

- Demand analysis and early alert systems are institutionalized.
- Bottleneck courses are eliminated.
- Average unit load is stabilized at 15.
- Freshmen Dream Seminar practice is institutionalized.
- Six Week Summer Bridge is institutionalized.
- Online course delivery is at an optimal level to meet student demand.
- 2-year, 4-year and 6-year graduation goals are on-track and met by 2025.
- Achievement gap is closed by 2025.

Short Term Plan 2016/17

Short Term Objectives

1. Increase the University's 4-year graduation rate of first-time freshmen (FTF) from 12% to 20% (an increase of 8 percentage rate points).
2. Increase the University's 2-year graduation rate of first-time transfers (FTT) from 33% to 41% (an increase of 8 percentage rate points).

Action Plan to Meet Objectives

Component One: Intrusive Advising

Step 1: Identify target students on the cusp of on-time graduation (**August 2016**).

- Identify Fall 2013 FTF students on pace for 4.5 graduation.
- Identify Fall 2015 FTT students on pace for 2.5 graduation.

Step 2: Identify courses that the target students need for graduation (**September 2016**).

- Perform a degree audit and graduation evaluation for each student in the target population (FTF = 337; FTT = 594; Total Target Population = 931).

New Resources Required (personnel costs include salaries plus benefits)

- 1 fulltime evaluator to conduct initial degree audits and graduation evaluations for the target population, as well as execute ongoing monitoring, evaluation, and student follow-up through degree completion as articulated in Step 4: **\$73,851**
- Department lead faculty advisors to verify and confirm degree audits and graduation evaluations (1 faculty within each major with target students): **\$24,311**

Step 3: Develop a Winter 2017, Spring 2017, and Summer 2017 schedule that will accommodate target population needs for on-time graduation (**October-November 2016**).

- Special Assistant to the Provost coordinates with Department Chairs and Deans to ensure the class schedule reflects needs of the target population as identified in the degree audits/graduation evaluations.

New Resources Required (personnel costs include salaries plus benefits)

- Part-time faculty for 25 additional Spring 2017 sections: **\$193,377**

Step 4: Execute intrusive advising of target students, encouraging them with incentives to enroll in the specific course loads that will enable on-time graduation (**October 2016-Summer 2017**).

- Evaluator monitors units earned each term and continued progress toward degree completion, and updates students and the advising network of progress prior to each possible registration opportunity.
- Advising network (professional advising staff and department faculty lead advisors) intensively communicates via phone, email, and face-to-face with target students prior to each registration opportunity until degree completion, offering incentives: 3-unit University Extended Education (UEE) tuition waiver Winter 2017; priority registration Spring 2017; and 6-unit UEE tuition waiver Summer 2017.

New Resources Required (personnel costs include salaries plus benefits)

- 2 fulltime professional staff advisors: **\$167,809**
- Department lead faculty advisors: **\$48,621**
- Tuition waivers: up to 9 units/student of UEE tuition waivers for estimated 88 students: **\$255,024**
- Faculty salaries for low-enrolled UEE courses needed for target population degree completion (estimated at 10 courses): **\$80,000**

Component Two: Development and Delivery of Quality Online Courses

- Faculty participate in training for the development of quality online courses (**Fall, Winter, and/or Spring 2016/17**)
- Deliver 20 additional online courses in the **Summer 2017** class schedule, enabling students to increase course load, reducing the constraints associated with location and weekly schedules.

New Resources Required (personnel costs include salaries plus benefits)

- Faculty incentive stipends to develop and deliver online courses: **\$20,890**
- Training course fees: **\$46,000**

Component Three: Freshmen Dream Seminar First Year Experience (FYE)

As a strategy to increase engagement and retention, the University will explore the development of a pilot Dream Seminar that offers first year students an intense immersive experience with an experienced and highly qualified faculty member that ties a seminar (satisfying GE Area E1) to another lower division GE Area course. The Seminar itself will offer an FYE curriculum tailored through the scholarship and research interests of the faculty member, and is designed to engage students through close discussion of an issue of contemporary concern in their first year of university study.

- 1-15 faculty develop Dream courses related to their areas of expertise (**Fall 2016**).
- Faculty deliver 1-15 Dream sections, in accordance with the University course approval process (**Spring 2017**).

New Resources Required (personnel costs include salaries plus benefits)

- Dream course training costs (consultant fees, travel, hospitality): **\$10,000**
- Faculty incentive stipends to develop new courses: **\$11,751**
- Faculty incentive grants for course materials and supplies: **\$3,750**
- Part-time replacement faculty for 8 course sections of backfill: **\$61,881**

Component Four: “15 to Finish” Campaign

The campus will engage in a strategic messaging campaign to increase student average course loads to 15 units per semester (**2016/17**).

New Resources Required

- Materials and supplies: **\$2,735**

2016/17 TOTAL: \$1,000,000

Stanislaus State Graduation Initiative 2025 Student Success Budget 2016/17	
Personnel	
Salaries	
4 Evaluators in Enrollment Services evaluated 897 files of students identified by Institutional Research as potentially being on the cusp of graduation (1-9 units shy of Spring 2017 graduation)	\$ 9,522
Department Lead Faculty Advisors conducted special screening of the 497 files of students who did not apply for graduation but were evaluated because they were within the 897 students that IR identified as being potential candidates; 298 students were identified as being on the cusp	\$ 25,000
Department Lead Faculty Advisors conduct intrusive advising (Fa/Wi) of the students who, after screening files, were identified as falling into the target group to receive special advising; 252 students received intrusive advising	\$ 81,076
Department Lead Faculty Advisors continue intrusive advising (Sp/Su) of the students within this group through Sp/Su 2017 graduation	\$ 81,076
Additional Sp 2017 course sections at replacement rate; 20 X 3-unit sections	\$ 110,304
Information Technology Consultant (1 FT FTE)	\$ 41,640
Total Salaries	\$ 348,618
Fringe Benefits	
Evaluator II @ overtime benefits rate @ 32.8%	\$ 3,123
Faculty special consultant benefits rate @ 4.45%	\$ 1,113
Faculty special consultant benefits rate @ 4.45%	\$ 3,608
Faculty special consultant benefits rate @ 4.45%	\$ 3,608
PT Faculty replacement benefits rate @ 40.25%	\$ 44,397
Information Technology Consultant benefits rate @ 55%	\$ 22,902
Total Fringe Benefits	\$ 78,751
Other	
Increased classroom technology through technology upgrades	\$ 65,458
15-to-Finish campaign materials and supplies	\$ 2,500
GREAT-funded Projects Year One	\$ 223,778
Total Other	\$ 291,736
TOTAL 2016/17 EXPENSES	
Total = Salaries+Benefits+Other	\$ 719,105
Carryforward 2017/18	
GREAT-funded Projects Year Two	\$ 223,778
Intrusive Advising Year Two	\$ 57,117
Total Carryforward	\$ 280,895
TOTAL	\$ 1,000,000