

Graduation Initiative 2025: Second-Year Results
 November 5, 2018

Overall Second-Year Results

Since the California State University (CSU) Graduation Initiative (GI) 2025 launched in 2016 and goals were assigned to each of the 23 CSU campuses, Stanislaus State has substantially improved its graduation rates in all six metrics: Freshmen 4- and 6-year graduation; Transfer 2- and 4-year graduation; and graduation rate gaps for Underrepresented Minority and Pell students (see *Table 1*). After the second year of the initiative, Stanislaus State has nearly met its 2025 Transfer 4-year graduation rate goal, and has met its goal to eliminate the graduation rate gap for Pell students.

Table 1. Stanislaus State Graduation Rates per GI 2025 Metrics

Metric	2015/16 Rate	2016/17 Rate	2017/18 Rate	Change in Percentage Points between 2016/17 and 2017/18	Change in Percentage Points between 2015/16 and 2017/18	2025 Goals	Percentage Points to Reach 2025 Goal
Freshmen 4-Year Graduation	14.3% Fall 2012	18.6% Fall 2013	19.4% Fall 2014	0.8	5.1	37%	17.6
Freshmen 6-Year Graduation	57.2% Fall 2010	52.8% Fall 2011	58.9% Fall 2012	6.1	1.7	65%	6.1
Transfer 2-Year Graduation	34.8% Fall 2014	36.0% Fall 2015	38.7% Fall 2016	2.7	3.9	45%	6.3
Transfer 4-Year Graduation	76.2% Fall 2012	75.3% Fall 2013	77.8% Fall 2014	2.5	1.6	78%	0.2
Gap: Underrepresented Minority	6.5% points Fall 2010	0% points Fall 2011	1.9% points Fall 2012	(1.9)	4.6	0	1.9
Gap: Pell	1.9% points Fall 2010	3.6% points Fall 2011	-4.9% points Fall 2012	8.5	6.8	0	Target Met

Key Strategies Implemented in 2017/18 to Improve our Graduation Rates

- “Think 30 Units” Campaign (message threaded throughout New Student Orientation, Freshman Convocation, and advisement).
- Expanded class schedules responsive to student needs, using new data dashboards and other data analytics to inform schedule development.
- Identification of On-the-Cusp (OTC) Cohorts for 4- and 6-year Freshmen and 2- and 4-year Transfers, with intensive advising and Winter and Summer Waiver interventions (OTC Cohorts are students who would be 1-9 units short of a spring graduation based on units completed at the end of the preceding summer).

Intermediate Outcomes that Contributed to Improved 2017/18 Graduation Rates

- Increased Undergraduate Mean Unit Load (MUL) 2017/18 Compared to 2016/17:
 - Fall 2017 increased 0.78% (from 12.8 units Fall 2016 to 12.9 units Fall 2017).
 - Spring 2018 increased 0.78% (from 12.8 units Spring 2017 to 12.9 units Spring 2018).
- Increased Responsiveness of Course Schedules:
 - Fall 2017 Semester: 7.09% increase in course offerings, from 2,087 sections Fall 2016 to 2,235 sections Fall 2017 (148 section increase).
 - Winter 2018 Session: 23% increase in course offerings, from 60 sections Winter 2017 to 74 sections Winter 2018 (14 section increase).
 - Spring 2018 Semester: 4.61% increase in course offerings, from 2,124 sections Spring 2017 to 2,222 sections Spring 2018 (98 section increase).
- As a result of OTC interventions, 259 more students graduated by Summer 2018 rather than Fall 2018 or later. A total of 355 OTC students across four cohorts (4- and 6-year Freshmen, and 2- and 4-year Transfers) received OTC interventions. *Table 2* provides a summary of which of those students received/utilized which OTC interventions, and which of those students graduated by Summer 2018.
- Increased Graduation Applications
 - Due to OTC interventions, 125 more students (7.3%) applied for Spring/Summer 2018 graduation; the late additional graduation applications came after spring census, due to intensive advising and the waiver option.

Table 2. On-the-Cusp Cohorts Summary

On-the-Cusp Student Graduation Rates per Cohort						
OTC Cohorts	OTC Interventions Received/Utilized			Total OTC Students	Spring/Summer 2018 Graduated	Percent Graduated Spring/Summer 2018 by Cohort
	Advising Only	Winter or Summer Waiver Only	Advising + Waiver			
FTF - 4.5	34	4	26	64	51	79.7%
FTF - 6.5	60	0	24	84	61	72.6%
Transfer - 2.5	114	5	67	186	136	73.1%
Transfer - 4.5	10	5	6	21	11	52.4%
Grand Total	218	14	123	355	259	73.0%

Moving Forward

Stanislaus State is undertaking a comprehensive study of all student success programs, and will continue to incorporate systemic and intentional strategies to achieve its GI 2025 campus goals.

Freshman Success Interventions

- Redesigned New Student Orientation, extending to an overnight program with expanded GE and major advising and registration sessions, with an increased ratio of staff and faculty GE advisors and faculty major advisors to students.
- Reinstated Freshman Convocation will continue to be assessed and improved.
- Expansion of First Year Experience (FYE) is being explored to incorporate a holistic, high-touch experience that serves all freshmen and provides each student with an academic advisor and peer mentor, as well as leadership and career development programming and college knowledge workshops to facilitate students' acclimation to the college environment and engagement with University resources and activities.
- Critical communication to large numbers of students is being centrally coordinated through a new student communications plan using a variety of platforms based on the type of information (i.e., email; texting; social media--Instagram, Twitter, Facebook; university mobile app; university's single sign-on portal).

Transfer Student Success Interventions

- The Warriors on the Way (WOW) program is being expanded to extend beyond the initial partnership with San Joaquin Delta College, to include Stanislaus State's other regional community colleges.

Enhanced Tutoring and Study Spaces for Students

- Renovations for the University Library are scheduled to begin Spring 2019, which will result in more open space for academic pursuits, as well as an up-to-date technology infrastructure.

Enhanced Advising Interventions

- Implemented 2017/18, students are being empowered to use STAN Planner to develop a 2-year or 4-year plan for degree completion.
- Expansion and coordination of an integrated advising approach through a collaborative partnership between Academic Affairs and Student Affairs, with increased collaboration in New Student Orientation and with increased college-specialized professional staff advising.
- Exploration is underway for the placement of all incoming freshmen, based on their major, into FYE advising communities where freshmen are paired with an academic advisor and peer mentor. FYE academic advisors and peer mentors will support the whole student through frequent contact, comprehensive programs and services, and appropriate referral to on- and off-campus resources.

Innovations Connecting Learning with Career and Professional Development

- Design Your Tomorrow course offerings, based on Stanford's Design Your Life course, were launched as a partnership between Academic Affairs and Student Affairs, with ongoing delivery of courses planned.

Improved Data Analytics and Systems

- Optimized enrollment management with implementation of Induced Course Load Matrix and Course Demand Analysis for development of responsive course schedules.
- Participating in the CSU Chancellor's Office Partnerships: Certificate Program in Student Success Analytics.

Enhanced Academic Technology Support for Improved Teaching and Classrooms

- Enhancing instructional technology through the following: upgrades of Smart Classrooms; development of Technology Enhanced Active Learning Classrooms; and hiring a new Director of Academic Technology.

Enhanced Financial and Basic Needs Supports for Students

- Increasing student financial stability through the following: literacy education; revised enrollment practices associated with non-payment (increasing the disenrollment threshold for nonpayment from \$200 to \$1,000); Affordable Learning Solutions; the Warrior Food Pantry to address food insecurity; and micro-grants for unexpected emergency expenses.

Improved and New Partnerships with K-12, Community Colleges and the County

- Intersegmental Partnerships: Cradle to Career initiative with Stanislaus County Office of Education, Modesto Junior College, and Stanislaus Community Foundation; Central Valley Higher Education Consortium; and San Joaquin Delta College Warriors on the Way partnership.
- Targeted Populations for Cal State Online Summer Courses Pilot Program; and ReUp-Education's survey of stop-out/drop-out students as part of the Cal State Online COMPLETE project.

In addition to the strategies described above, longer-term projects established through seed funds from the Graduation Rate Excellence and Assessment Team (GREAT) via Stanislaus State's GI 2025 allocation, are highlighted in Appendix A, including project descriptions and 2017/18 outcomes. Further, Appendix B highlights the 2017/18 accomplishments of the 10 GREAT Workgroups, for which their respective charges support the overall goals of GREAT.



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GREAT-FUNDED PROJECTS: SECOND-YEAR OUTCOMES

In addition to the key efforts that were designed to impact graduation rates in the second year of Graduation Initiative 2025, GREAT funded nine longer-term projects intended to impact student success for years to come. Below are descriptions of these projects, with highlights of their second-year outcomes.

1

COURSE EMBEDDED FIRST-YEAR EXPERIENCE: PROFESSIONAL DEVELOPMENT FOR INSTRUCTORS

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

OUTCOMES

- In 2017/18, of the 20 instructors who participated in the two series of workshops, 17 taught in English.
- In 2017/18, workshop participants taught 37 sections of courses that directly include FYE instruction.

2

ELEVATE

A living learning community in which residential students who are enrolled in supported English (English 1006) reside on the same floor, are enrolled in the same supported English course, and receive intrusive academic advising from the Housing Academic Advisor.

OUTCOMES

- Elevate students were disqualified at lower rates than other students taking English 1006, with 0% of Elevate students disqualified at the conclusion of Fall 2017 compared to 4% of Housing students not participating in Elevate, and 6% of non-residential students.
- 47% of Elevate students earned a 3.0 GPA or higher at the conclusion of Fall 2017 compared to 33% of Housing students taking English 1006, and 50% of non-residential students taking English 1006.
- 28% of the Elevate 2017 cohort were on the Dean's List at the conclusion of their first term, up from 17% of the 2016 cohort.
- Elevate students completed an average of 10.98 units at the conclusion of Fall 2017 compared to 12.29 units completed by Housing students taking English 1006, and 11.28 by non-residential FTFT students taking English 1006.

3

HIGH IMPACT PRACTICES (HIPS) TASK FORCE

The HIPS Task Force (renamed to the HIPS GREAT Workgroup) is developing a dashboard for analysis of the effect of various high impact practices on student success.

OUTCOMES

- The HIPS dashboard was developed by Institutional Research (IR), and is accessible on the IR Power BI Report Server website at <https://www.csustan.edu/institutional-research>.

4

WRITING AND READING FOR ACADEMIC PREPAREDNESS (WRAP)

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

OUTCOMES

- 4 workshops were delivered to 6 faculty participants.
- Faculty reported positive outcomes from participating in the WRAP workshops; example faculty statements include:
 - "The workshop really brought about the ideas and issues of thinking of differing ways that the writing assignments really articulate differing 'genres' as a sort of ever-varying mode of writing."
 - "The most important thing for me was to teach students how to write through the mind of the reader... I will show examples of sample student work for this assignment, and ask students to evaluate it 'as a reader.'"

5

FACULTY MENTOR PROGRAM

A program that fosters faculty-student interaction outside the classroom through mentoring relationships intended to improve academic achievement and improve graduation rates of educationally disadvantaged and first-generation college students.

OUTCOMES

- 114 total protégés were matched with 35 faculty mentors.
- Events included: 2 mentor trainings; 7 interactions; 1 retreat; 1 award ceremony; and 1 Yosemite trip.

6

FIRST-YEAR SEMINARS

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

OUTCOMES

- 11 full-time members of the faculty underwent training and redeveloped their courses within these parameters.
- 11 sections were offered in fall 2018, serving 217 students.

7

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

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

OUTCOMES

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

Kinesiology Outcomes

- Summer 2017: Advisor assisted with 3 New Student Kinesiology Orientations for freshman and is serving as their advisor until students complete their pre-requisites.
- Fall 2017: Advisor saw a total of 207 Kinesiology majors. Advisor provided advising workshops for freshmen and sophomores, and is continuing to conduct individual advising for junior and seniors that have not completed the degree pre-requisites.
- Spring 2018: Advisor saw 147 Kinesiology students who did not have pre-requisites to the Kinesiology degree program.

Liberal Studies Outcomes

- Summer 2017: Advisor assisted with 3 New Student Orientations for 88 LIBS transfer students, including preparing Major Advising Plans, providing assistance with registration for Fall 2017 classes, and planning for future semesters.
- Fall 2017: To date, advisor has met with 22 LIBS students for individual major advising. The advisor also provided advising support at the LIBS Advising Open House (attendance: 175 students).
- Spring 2018: Advisor also met with 24 LIBS students for individual major advising.

8

COLLEGE ASSESSMENT FACULTY LEARNING COMMUNITIES

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

OUTCOMES

- In 2017/18, the work of the College Assessment Faculty Learning Communities was institutionalized through the review and approval of the Graduate Education Assessment Plan in spring 2018. The College Assessment FLCs were also included in an institutionalized role in the Draft General Education Assessment Plan, currently under review. As noted in the Year Two GREAT proposal, permanent FLCs, with baseline funding, will act to connect the dots between program and college-level assessment. The work of these FLCs will also include observations related to institutional learning goals – both baccalaureate and graduate.

9

TRANSFER WELCOME PROGRAM

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

OUTCOMES

Workshops and webinars were available to all new transfers, with special emphasis on ADT transfer students. Over the 2017/18 academic year, we served Fall 2017, Spring 2018, and Fall 2018 first-time transfers.

In Fall 2017, California Promise, the 2-year graduation pledge program, was introduced to ADT transfers, which is the population eligible for CA Promise. We communicated with the following students:

- Fall 2017: 117 eligible for CA Promise; 26 pledged.
- Spring 2018: 44 eligible for CA Promise; 12 pledged.

During the Spring 2018 semester, we offered a "What's Next for Transfers" workshop as part of the Warrior Welcome program hosted by Admissions & Outreach Services. Approximately 50 Fall 2018 transfers attended.

For the Fall 2018 transfers, we proactively reached out to transfers who indicated they were in progress with an ADT. We communicated with the following students:

- Fall 2018: 207 eligible for CA Promise + 155 potential.

GREAT Workgroup Progress 2017/18

Student Communication

Co-Chairs:

Rosalee Rush, Senior AVP for Communications, Marketing and Media Relations
Harbir Atwal, ASI Student Government Coordinator

Charge:

Inventory current methods of communication utilized for informing students about important matters. Research and identify the most effective methods of communicating with students. Develop and implement a strategic current-student communication plan. Develop a work plan with a corresponding timeline. Liaise with faculty governance as appropriate. Report progress regularly to the GREAT Steering Committee.

Accomplishments 2017/18:

- Conducted a student communications audit of all information sent to students in a year
- Conducted a student survey to examine student preferences for receiving various types of information
- Developed a cross-divisional student communications plan that involves multiple communication platforms (email; texting; social media – Instagram, Twitter, Facebook; University mobile app; the University's single sign-on portal; and digital signage) for the various types of information

Priorities 2018/19:

- Implement and refine the student communications plan

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Student Transition Programs

Co-Chairs:

Matthew Lopez Phillips, Dean of Students/AVP Student Affairs
Keith Nainby, Faculty Fellow for Advising

Charge:

As a collaborative, coordinated, and consultative cross-divisional effort, provide feedback and input toward optimizing all transition programs and related processes that support student success. Consultation and collaboration on programs and related processes will include but not be limited to New Student Orientation (NSO), Freshmen Convocation, Transfer Programs, and Parent and Family Programs. This consultative process will include identification of program elements and processes that are working well, and elements that could be improved toward the goal of student success. Bring recommendations to GREAT Steering Committee for further discussion and consideration, and implement programming as deemed appropriate through the consultative process.

Accomplishments 2017/18:

- Supported the Office of Student Leadership in re-envisioning New Student Orientation (NSO), resulting in a new overnight program with strengthened partnerships across divisions

Priorities 2018/19:

- Review Summer 2018 NSO outcomes and feedback and continue refinements
- Partner with the President's Office to review and assess participation in and effectiveness of Freshman Convocation, and respond based on findings

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Advising Practices

Co-Chairs:

Betsy Eudey, Faculty Director for Advising and Learning Cohorts
Amye Leon, Director, Academic Success Center

Charge:

Inventory advising practices across the University. Review the 2015 Advising Task Force Recommendations, the PACE Workgroup Recommendations, and other key reports, and make recommendations to the GREAT Steering Committee for prioritization of the recommendations. Facilitate implementation of priorities based on GREAT Steering Committee direction. Liaise with faculty governance as appropriate. Report progress regularly to the GREAT Steering Committee.

Accomplishments 2017/18:

- Reviewed previous reports (e.g., 2015 University Task Force on Advising Report and Recommendations; 2016 PACE Workgroup Transition Plan Recommendations) as well as advising policies and practices across the University
- Created Advising Practices Workgroup Recommendations regarding advising for the University to consider moving forward

Priorities 2018/19:

- Partner with appropriate stakeholder groups to consider and facilitate implementation of the Advising Practices Workgroup Recommendations

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Academic Preparation and Achievement

Co-Chairs:

David Evans, Dean, College of Science
John Wittman, Faculty Representative for English

Charge:

Coordinate campus responses to CSU system policy regarding effective curricular design and implementation for developmental education. Ensure campus compliance through liaising with academic colleges and departments. Oversee implementation of the Early Start program. Liaise with faculty governance as appropriate. Report progress regularly to the GREAT Steering Committee.

Accomplishments 2017/18:

- Responded to EO 1110 and supported the Math and English Departments in the interpretation and corresponding curricular redesign to provide mandated credit-bearing supported GE for English and Math/Quantitative Reasoning within students' first year
- Partnered with Enrollment Services and the Early Assessment Program to ensure effective implementation of the new mandated multiple measures placement for English and Math/QR
- Partnered with the English and Math Departments to ensure the Early Start program is in compliance with EO 1110 and the course schedule meets student demand

Priorities 2018/19:

- Monitor and assess redesigned courses, new placement process, schedule, and budget and make adjustments accordingly

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Student Financial Stability

Co-Chairs:

Darrell Haydon, Vice President for Business and Finance/CFO
Tomás Gomez-Arias, Dean, College of Business Administration

Charge:

Identify strategies, beyond traditional financial aid, to address student financial need, increase financial stability, and help ensure uninterrupted progress toward successful degree completion, with special emphasis on examining and revising business practices that may disproportionately present barriers to low-income students. Report progress regularly to the GREAT Steering Committee. Develop a comprehensive action plan that includes recommendations for programs/services to be delivered, sources of funding to support those programs/services, criteria or guidelines for administering the programs/services, and an implementation timeline. Bring recommendations to GREAT Steering Committee for further discussion and consideration, and implement programming as deemed appropriate through the consultative process.

Accomplishments 2017/18:

- Identified priorities and a work plan for 2018/19 (group was established late in the year)

Priorities 2018/19:

- Conduct a census of financial support programs across the University
- Analyze the impact of student borrowing on time-to-degree
- Examine the relationship between WPST timing and student financial background

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High Impact Practices

Co-Chairs:

Gerard Wellman, Faculty Coordinator for High Impact Practices
Shawna Young, Associate Vice President for Academic Affairs

Charge:

Define and identify characteristics of HIPs. Conduct an exhaustive inventory of HIPs at Stanislaus State. Encourage and increase engagement in HIPs. Ensure Stanislaus State is connected with CSU system initiatives related to HIPs. Develop and implement a meaningful and sustainable assessment plan for HIPs, and report assessment outcomes to the GREAT Steering Committee. Liaise with faculty governance as appropriate. Report progress regularly to the GREAT Steering Committee.

Accomplishments 2017/18:

- In partnership with the Faculty Center for Excellence in Teaching and Learning, supported a 13-member Faculty Learning Community (FLC) HIPs Showcase, with Dr. George Kuh as the keynote speaker
- In collaboration with the Inquiry and Analysis Workgroup and the Reviewing Student Success Programs Workgroup, developed a HIPs/Student Success Programs Assessment Plan (reviewed by Kuh)

Priorities 2018/19:

- Implement the HIPs/Student Success Program Assessment Plan
- Continue engaging faculty in the development and implementation of HIPs

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Reviewing Student Success Programs

Co-Chairs:

Jovonte Willis, Director of Institutional Research
Shawna Young, Associate Vice President for Academic Affairs

Charge:

Conduct an exhaustive inventory of student success programs at Stanislaus State. Identify for each program the following: program description (with specific interventions identified within each program, such as type, frequency, delivery mode, location, personnel/positions delivering implementation); target student population served; student demographic data, such as gender, ethnicity, Pell, major; number of students served annually; annual budget (translated to cost per student); and outcomes data (retention, GPA, mean unit load, graduation, other indicators of success such as enrollment in graduate school, employment, etc.). Analyses should be conducted that enable measurement of impact of interventions, individually as well as in combination. Report progress regularly to the GREAT Steering Committee. Also discuss issues of practice, and bring issues of interest and/or importance to the GREAT Steering Committee for further discussion and consideration.

Accomplishments 2017/18:

- Identified priorities and work plan for 2018/19 (established late in the year)

Priorities 2018/19:

- Create an opportunity map encompassing student success programs across the University
- Partner with HIPs Workgroup and Inquiry and Analysis Workgroup in the implementation of the HIPs/Student Success Program Assessment Plan

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On-the-Cusp Interventions

Co-Chairs:

Lisa Bernardo, Director of Enrollment Services and Registrar
Shawna Young, Associate Vice President for Academic Affairs

Charge:

Coordinate and facilitate the key interventions for on-the-cusp cohorts, including: identification of on-the-cusp cohorts; review of degree audit reports; intensive advising; delivering responsive course schedules; encouraging early graduation evaluations; and offering the winter and summer tuition/fees waiver program. Report progress regularly to the GREAT Steering Committee. Also explore directions to which the focus of intense interventions should shift as on-the-cusp interventions become integrated into regular practice, and the number of on-the-cusp students diminish. Bring recommendations to GREAT Steering Committee for further discussion and consideration.

Accomplishments 2017/18:

- Improved OTC processes (identification of cohorts; database; mid-year refresh)
- Increased engagement across the University in identifying and supporting OTC students
- Continuing to increase Winter and Summer Session offerings and enrollments as a result of intensive advising, responsive department scheduling, and waiver program; associated with Think 30 campaign

Priorities 2018/19:

- Continue to refine OTC processes in response to stakeholder feedback
- Facilitate discussions around strategies beyond OTC (e.g., automatic alerts for graduation evaluations; earlier waiver options; interventions for stop-outs and probation students; advising pipeline)

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Inquiry and Analysis

Co-Chairs:

Jovonte Willis, Director of Institutional Research
Stuart Wooley, Faculty Fellow for Assessment

Charge:

In response to GREAT Steering Committee requests, collect, analyze, and interpret data, and provide summary reports to the Steering Committee. Report progress regularly to the GREAT Steering Committee.

Accomplishments 2017/18

- Identified the need to coordinate institutional survey distribution to avoid survey fatigue
- Reviewed and analyzed the WSCUC Student Success Dashboard for Stanislaus State, and affirmed that the University's dashboards created in IR are more useful
- Partnered with HIPs Workgroup and Reviewing Student Success Programs Workgroup to develop the HIPs/Student Success Programs Assessment Plan
- Responded to data requests from two GREAT Workgroups (Advising Practices and Student Financial Stability)

Priorities 2018/19

- In collaboration with appropriate stakeholder groups, develop a plan for coordination of institutional surveys
- Partner with HIPs Workgroup and Reviewing Student Success Programs Workgroup in the implementation of the HIPs/Student Success Program Assessment Plan
- Develop more proactive strategies for engaging GREAT in data analysis and discussion

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Budget and Tactical

Co-Chairs:

Amanda Theis, Director of Academic Operations
Neisha Rhodes, Director for Presidential Initiatives

Charge:

In response to GREAT Steering Committee requests, make Graduation Initiative 2025 budget recommendations to the Steering Committee.

Accomplishments 2017/18:

- Made recommendations to the GREAT Steering Committee for the allocation of the remaining \$100,000 unallocated funds from the original \$1 million GI 2025 one-time allocation from the CO; remaining funds went to seven of nine projects funded by GREAT one-time monies, extending their projects to a third year of GREAT funding

Priorities 2018/19:

- Await charge from the Steering Committee to make recommendations for allocation of any new funds

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