

Essay 5 – Student Success: Student Learning, Retention, and Graduation

How We Define Student Success [DRAFT Definition – Currently Under Academic Senate Review]

Stanislaus State recognizes that student success occurs when our students are engaged and supported in their quest for knowledge and understanding. Student success is realized when our students graduate equipped and empowered to positively transform their lives and the lives of their families, to inform the practice of their chosen profession, and to exercise civic rights and responsibilities to transform their communities.

At Stanislaus State:

- We use the power of education, community, and civic engagement to transform lives.
- Student success occurs when we engage and support our students in a quest for knowledge and understanding that encourages and empowers them to identify their personal goals and professional aspirations. Successful students strive to make their own unique contributions to our diverse world.
- We support our students by expanding opportunities and enriching experiences that develop their intellectual capacity and ethical character.
- Student success is achieved when our students can imagine a better world and are empowered to make it a reality not only for themselves, but their families and communities within the Central Valley region and beyond.

How We Support and Promote Student Success

At the foundation of student success, both undergraduate and graduate, is high quality academic programs and instruction informed by direct assessment of student learning (extensively described in Essay 3). To help ensure that our students are successful, while at the University and throughout life, we hold high expectations for all our students, and strive to remove barriers and provide appropriate supports to help ensure that all our graduates meet those high expectations. Removing barriers and providing supports comes in a variety of forms at Stanislaus State, including the following: outreach and support through the University application process to help ensure successful application submission; transition programs to welcome and orient students to University life; financial aid and financial literacy programs to help ensure students have the financial means to pursue higher education and utilize their resources effectively to support that pursuit; academic preparation programming to ensure students are prepared to launch into their college careers from solid ground; academic support programs designed to help ensure students are acquiring essential academic knowledge and skills, and ultimately being successful in their coursework; an extensive, coordinated, and intensive advising network to help ensure students have the information they need at all times to successfully navigate a clear and efficient path to graduation; mentoring and professional development opportunities that provide a bridge between coursework, careers, and graduate study; student life, with a complement of student leadership and development opportunities, providing an extensive inclusive social network designed to get students actively involved in co-curricular activities that enhance the educational experience and prepare students for satisfying professional and personal lives beyond college; psychological and emotional support; physical health and wellness opportunities; ensuring basic needs are met; and supporting graduate students and promoting a scholarly graduate culture. To ensure students are aware of the supports and services available to them, a strategic and intentional plan for communicating with our students has been developed and is being implemented (Exhibit # - in-progress).

To help coordinate these established efforts at the undergraduate level, the Graduation Rate Excellence and Assessment Team (GREAT) was established October 2016. GREAT is an expansive team, comprised

of nearly 80 faculty, students, staff, and administrators from across the University, organized into a steering committee and 10 workgroups. GREAT is charged with improving graduation rates and eliminating achievement gaps, and is working to identify and examine barriers to student success, examine evidence of effectiveness in programs designed to improve student success, and oversee strategic implementation, assessment, and dissemination of the outcomes for student success initiatives (Exhibits #, #, #). Serving as the hub for coordination of graduate student success is the [Graduate Council](#), the University's primary body providing oversight, strategic direction, and advocacy for graduate education.

To ensure Stockton Center students are effectively supported, a self-study was conducted through the Stockton Center's support unit review in 2017/18 (Exhibit #), resulting in the development of a strategic plan (Exhibit #). While Stockton students are eligible for all services provided on the Turlock campus, the University has made deliberate efforts to enhance services available on the Stockton campus, with a steady increase in services (Exhibit #) since the appointment of the University's new Dean of the Stockton Center in 2016. Especially notable is the 2017 hire of a fulltime Academic Advisor and Outreach Coordinator. An Academic and Facilities Specialist was hired in 2018 to provide additional support for evening programs. Also notable is the innovative utilization of document cameras; the Stockton Center is installing 10 document cameras Spring 2018 to enable real-time digital face-to-face meetings between Stockton students and service personnel on the Turlock campus. Other recent improvements have included updated technology added to classrooms, and a remodeled Welcome Center and Learning Commons area for students.

Students enrolled in online and televised courses and programs are eligible for all services provided by the University. To support students in this distance education environment, the Office of Information Technology hosts a [Student Services](#) resource site that leads students to supports in addition to those provided directly by instructors in the academic programs. In 2017/18, the University's distance education programs conducted a self-study utilizing WSCUC's *Guidelines for the Evaluation of Distance Education*. A summary of findings from that self-study are presented in Exhibit #.

Quality Academic Programs Informed by Direct Assessment of Student Learning.

At the foundation of student success is high quality academic programs and instruction, both undergraduate and graduate, informed by direct assessment of student learning. To accomplish program and institutional learning outcomes, academic programs are enhanced, as described extensively in Essay 3, with practical, real-world learning experiences where possible, with service learning opportunities supported by the Office of Service Learning, internships, and field experiences embedded in the programs (Exhibit #). As described in Essays 3 and 6, academic programs and courses undergo rigorous and thorough review and approval processes (Exhibit #). When program and course proposals are developed by program faculty, they undergo comprehensive review at several levels (which vary depending on the proposal type), as explained on the [Academic Programs website](#), including department curriculum committees, college curriculum committees, college deans, GE Subcommittee or Graduate Council, and the AVP for Academic Affairs. New and modified courses are required to both provide measurable course learning outcomes and to map course learning outcomes to established program learning outcomes in a curriculum mapping exercise. Student learning is assessed at the course and program levels to help ensure that students are acquiring the knowledge and skills intended, and so that adjustments in instruction and curricular design can occur to optimize that learning.

University Application and Admission Support.

The University provides extensive outreach and support to help students and their families successfully navigate the University application process. The [Admissions and Outreach Services](#) office provides information sessions and application workshops open to the public on both the Turlock and Stockton campuses. Beyond these onsite services, the University has longstanding partnerships with high schools and community colleges in our service region that include information sessions and workshops at the partner sites to support students and their families through the application process. These partnerships also include professional development collaborations between Stanislaus State Admissions and Outreach Counselors and partner institution counselors to ensure our partners are aware of current admissions requirements and application processes (Exhibit #).

Transitioning to University Life.

The University provides a number of opportunities for new students to transition successfully to life at Stanislaus State. These programs ensure students receive important information and access to tools needed to navigate a successful path at the University.

New Student Orientation:

[New Student Orientation](#) (NSO) is Stanislaus State's primary transition program, mandatory for all incoming freshmen and transfer students, designed to provide them with information about University requirements, GE requirements, major academic advising, and student programs and services. The University delivers 10 NSOs throughout the year (3 for freshmen, and 7 for transfers – 2 of which are on the Stockton campus) to approximately 3,000 students, and is staffed by approximately 180 faculty, staff, and administrators. NSO is designed to help acclimate and introduce our students to curricular and co-curricular life at the University. In Spring 2018, the University expanded the Freshmen NSO into a day-and-a-half program with an overnight stay, and allocated an additional \$90,000 to support its expansion and enhancement. The NSO implementation team is currently assessing the effectiveness of the new format and will consider further modifications, as appropriate, in the 2018/19 academic year.

Freshmen Convocation:

Stanislaus State reestablished in Fall 2016, after 12 years of dormancy, its [Freshman Convocation](#). It serves not only as our official ceremony commemorating the beginning of the college journey, but it also includes a fun-filled fair that expands on information introduced at the NSO, with opportunities to meet with faculty from the various academic programs, and interactive booths set up representing the various co-curricular programs and student services.



Transfer Welcome:

Implemented in Spring 2017, the [Transfer Welcome Program](#) is designed to focus our attention to transfer students and their unique needs, helping to ensure a smooth first semester at our University. Stanislaus matriculated 469 transfer students in Spring 2017 and 1,019 transfer students in Fall 2017, all of whom were served by this program. Through this program, Enrollment Services can ensure the successful transition of transfers by providing a continuum of services from admission throughout the transfer student's first semester. Enrollment Services provides information and training on how to understand transfer credit evaluation, identify if any articulation gaps exist and facilitate remedying them, explain appropriateness and use of substitutions, and address other common transfer questions. Our goal is for transfer students to end their first semester with the tools and knowledge to continue their education and graduate in a timely manner. A survey was developed and administered to Spring 2017 transfers to learn what is working and identify areas that can be developed to further support transfer students' transition to the university. Based on student feedback, the transfer admission website was redesigned and the transfer student communication plan was revised to increase clarity, including a pre-New Student Orientation webinar.

Financial Aid and Financial Literacy Programs.

Beyond educating about and supporting students through the financial aid application process, the [Financial Aid and Scholarship Office](#) focuses on teaching students what to do with their money once they receive it. The Financial Aid and Scholarship Office actively encourages all students to participate in its workshops and activities. Example topics include:

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

Academic Preparation.

In Fall 2016, approximately 63% (876) of our 1,389 incoming freshmen required remediation in English and/or mathematics. Of the 1,389 incoming freshmen, 36% (500) required remediation in English, and 55% (275) of those 500 freshmen requiring English remediation also required math remediation. Approximately 27% (375) of the freshmen cohort required remediation in mathematics only. Of these 876 incoming freshmen who required remediation, 66% are URM, 66% are Pell recipients, and 50% are both URM and Pell recipients. Therefore, ensuring success of URM and Pell students requires that developmental education be efficient and effective. To that end, Stanislaus State has been focusing efforts in several areas directly related to the efficiency and effectiveness of remediation. Efforts began in 2011 with the English Department's redesign of first year composition into a two-semester 8-unit college credit stretch sequence that incorporates additional developmental support in composition as well as embeds a First-Year Experience component into the sequence, with the first course meeting the GE Area E-1 Individual Resources for Modern Living requirement, and the second course meeting the GE Area 2 Written Communication requirement. Additional efforts included the introduction of Early Start in 2012, and most recently, redesign of developmental education courses to all become college credit-bearing courses, with the developmental support built into the courses with the addition of units and/or stretched into a sequence (in compliance with California State University Executive Orders 1100 and 1110 – Exhibits #, #). Stanislaus State has also focused on providing enriching freshmen experiences, described below, to help ensure students launch into their college careers from solid ground.

Early Start:

[Early Start](#) was established at Stanislaus State, as part of a CSU initiative, in 2012 for students who had not yet satisfied the Entry Level Math and/or English Placement proficiency requirements. The demographics of Early Start participants from 2012-2017 included 81% URM, 69% Pell-eligible, and 63% First-generation students. The goal of Early Start was to begin remediation of incoming freshmen who have not satisfied the Entry Level Math and/or English Placement proficiency requirements. With two sessions offered within one summer, students could complete all developmental education requirements and be fully remediated through Early Start before the first freshman fall semester, making 4-year degree completion possible. From 2012-2017, 3,070 students enrolled in ESM courses, with 61% (2,121) advancing at least one level, and 38.5% (1,182) achieving full remediation before the fall semester of the freshman year.

Curriculum Redesign:

Early Start is evolving to support the delivery of English and Math courses redesigned to meet requirements of EOs 1100 and 1110, providing students with the capability to earn college credit and fulfill the English and Quantitative Reasoning GE requirements within the first year. This can be accomplished through individual courses with an additional unit reflecting additional support, as a stretch sequence that incorporates additional support across two courses, or through taking an additional 3-unit support course that counts as elective units toward graduation.

First-Year Composition with Embedded First-Year Experience:

The English Department embedded FYE into its two-semester Stretch FYC course in 2012 (first delivered as an FYC-FYE sequence in Fall 2013), and expanded the FYC-FYE program by developing a one-semester 4-unit FYC-FYE course first delivered Fall 2017. The department formalized the FYC-FYE program with professional development through multi-session, in-depth collaborative workshops in Winter/Spring 2017 and again in Fall 2017 for instructors teaching our FYC-FYE courses ([Exhibit #](#)), as well as by offering first-time FYC-FYE Teaching Associates professional development in the summer prior to their first course. The following domains are integrated into the courses: critical thinking and problem

solving; fundamental writing genres; active learning; information literacy; wellness; on-campus resources; academic policies; communicating with instructors and peers; communicating in diverse groups; self-understanding; investing in campus and community; and financial literacy. Student responses to a survey regarding the impact of FYE embedded in FYC suggest that students perceive it as a positive experience and value the group dynamic cultivated during the course (Exhibit #). The University now offers approximately 35 FYC-FYE sections per year, enabling nearly 700 students alternatives to our traditional 3-unit FYC course.

ELEVATE:

ELEVATE is a living learning community in which 71 academically underprepared residential students live on the same floor and are enrolled in the same foundational year-long English course. These students receive intrusive academic advising from the Housing Academic Advisor, faculty mentorship from an English faculty mentor, and peer mentorship from a peer academic leader who lives on the same floor as ELEVATE students and attends ELEVATE English classes. ELEVATE students participate in co-curricular on- and off- campus events, and an “Academic Hub” is available within ELEVATE students’ residential community, providing students’ with advising, laptops for checkout, and a designated study space. Compared to other residential and non-residential students, ELEVATE students experience a substantially lower disqualification rate, with ELEVATE at nearly 0%, non-ELEVATE residential students at 8%, and non-residential students at 14% in Spring 2017 (Exhibit #).

First-Year Seminars:

First-Year Seminars were established at Stanislaus State in 2016/17. They are a redevelopment of lower-division GE courses designed 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. Eleven faculty underwent training and redeveloped their courses within these parameters, and 11 sections were offered Fall 2017, serving 217 students in the first year of implementation (Exhibit #).

Academic Support.

To help ensure students are acquiring essential academic knowledge and skills, and ultimately being successful in their coursework, Stanislaus State provides a variety of academic supports. Key academic support services include supplemental instruction, tutoring, writing support offered through the Writing Center, and assurance that all learners have equal access to the curriculum through Disability Resource Services.

Supplemental Instruction:

[Supplemental instruction](#) (SI) was established at Stanislaus State in 2014, and is based on the University of Missouri at Kansas City model. SI targets traditionally difficult courses – those with high D/F/W rates. An SI Leader is assigned to a course section. The Leader is a student who has demonstrated proficiency in the targeted course and undergoes extensive SI training to plan effective SI sessions. The SI Leader attends the class, and models effective student practices and attitudes. The SI Leader schedules and conducts three group meetings a week, which occur in the Academic Success Center (described below). During these sessions, the SI Leader engages students using interactive learning strategies, which encourage involvement, comprehension, and synthesis of subject content. Based on an analysis of the SI program at Stanislaus State (Exhibit #), students that attended SI improved their grades by a step and their GPA by up to 0.30 points. The DFW rates in some courses decreased by 40-50%, depending on the course, meaning that 40-50% more students passed the class than would have without SI. Based on

these findings, the University has invested an additional \$70,000 into its SI program to help ensure demand is met.

Tutoring Center and Writing Center:

The [Tutoring Center](#) is available to all Stanislaus State students. The Center's goal is to create an open atmosphere of learning, with the purpose of encouraging dialogue among students in order to share techniques for academic success. The Center offers free one-on-one and group tutoring in most disciplines, at all levels of proficiency. The Tutoring Center accomplishes its goals by training and providing undergraduate and graduate peer tutors who are experienced with the academic coursework in the subjects they are tutoring. The tutors help students by answering questions, reviewing materials, explaining concepts, repeating ideas until they are understood and remembered, and finally by modeling good study habits. Tutors undergo regular ongoing training sessions, and must have received a "B" or higher in the courses for which they are seeking eligibility to serve as a tutor. Tutoring is free for all enrolled Stanislaus students. Students are scheduled with tutors for 50-minute sessions. In most cases, each student is allowed one session per week for two different subjects. Additionally, there are walk-in tutoring hours for several disciplines.

The [Writing Center](#) resides within the Tutoring Center and works collaboratively with undergraduate and graduate students to help them develop and craft their writing. Tutors help writers approach their writing assignments and develop their own writing process. Tutors help writers address larger issues, such as focus, organization, and development, as well as sentence-level issues, such as grammar, punctuation, and diction. Students can access the Writing Center through weekly tutoring appointments, same-day tutoring session appointments, and through online tutoring.

The Tutoring Center is staffed with a director and an administrative coordinator, and the Writing Center is staffed with a director, an online coordinator, and two graduate assistants. In 2016/17, there were 160 tutors to deliver the sessions throughout the year to 2,805 students, totaling 28,134 service hours. Of the students who used a tutor, 98% reported that they improved by at least one letter grade in the course for which they received tutoring.

In addition to these university-wide resources, the College of Science hosts [The Commons](#), a math and science tutor center, study room, and resource center available to all science and math majors. The Commons is staffed 39 hours per week with College of Science faculty and outstanding upper division STEM students.

Disability Resource Services:

Stanislaus State is committed to providing equal access for individuals with disabilities to all the academic, social, cultural, and recreational programs it offers. [Disability Resource Services](#) (DRS) helps ensure this commitment. The mission of DRS is to facilitate inclusion by reducing and eliminating barriers, whether they are attitudinal, structural, programmatic or otherwise. In doing so, students with disabilities have an equal opportunity to become successful through their own efforts, and not be held back by artificial barriers. DRS strives to develop partnerships with students, faculty, staff, and other university and community offices by creating awareness and training on disability-related issues as well as providing information and referral services. DRS hosts a variety of services to ensure its mission is achieved, from facilitating appropriate accommodations in course procedures, providing notetaking service, library research assistance, transportation service, and ensuring technology and materials are accessible. Students are expected and encouraged to utilize the resources of the office to the degree they determine necessary. DRS serves an average of 360 students per year, and is staffed with a

director, an administrative support coordinator, a disability services advisor, and an alternative media specialist.

Advising.

Intentional efforts have been made to coordinate advising across the University so that it is an integrated network. Academic advising is a valued practice at Stanislaus State, evidenced by the University's three policies (Exhibits #, #, #) that make advising at various points of the college career mandatory, for General Education as well as within the major, and affirm that effective advising comes from a vast network in which several people have roles and responsibilities in support of student success. It is also evidenced by the University's infrastructure and practices that were, in part, born out of two major groups' self-studies and recommendations: the University Task Force on Advising report (2015) (Exhibit #), and the Program for Academic and Career Excellence (PACE) Workgroup Recommendation for a Transition Plan for the Program for Academic and Career Excellence (2016) (Exhibit #).

Centrally, the University has a renovated [Academic Success Center](#) (ASC) that was designed based on recommendations from the Advising Task Force and PACE Workgroup. The space was renovated to intentionally provide individual and collaborative study and meeting spaces for students, and to create a place that is inviting and inspires students to consider it a home base. The ASC is the centralized location for undergraduate, undeclared and general education advising needs. Its vision is to be the center of excellence in advising and academic success for all undergraduates at Stanislaus State. In support of the University's mission, the ASC provides high quality academic advising to the campus community that is accurate, consistent and timely. The ASC contributes to student success by guiding them to develop meaningful educational plans compatible with their career and life goals. The ASC is staffed with a director, 10 professional staff advisors, the Coordinator of Supplemental Instruction and Peer Mentors, five Faculty Fellow advisors (one of whom is the Faculty Director of Advising and Learning Cohorts), and 10 peer mentors. Within ASC are two specialized advising programs, Educational Opportunity Program (EOP) and Promise Scholars Program. EOP is an admission-based program that increases access, academic excellence, and retention of California's historically underserved low-income, first-generation college students. The Promise Scholars Program aims to provide students from foster care situations access to the promise of a better future through post-secondary education. Collectively, the ASC services nearly 9,000 advising visits per year.

Stanislaus State works with students to help identify their individual strategies for timely graduation that fits within each student's life circumstances: for some students, 15 units per semester is the right approach; for others, it means distributing 30 units across four terms a year using Winter and Summer Sessions, particularly with the 2017 federal Summer Pell option now available; and for others, it may mean maintaining a consistent 6-unit schedule while working fulltime to address financial commitments or while fulfilling family or other obligations requiring students' time. With the development of advising roadmaps by each academic program between 2014-16 (Exhibit #), and the implementation of our advising tool STAN Planner in 2017 (Exhibit #), accurate up-to-date advising information is always available to students.

Integrated within the ASC are the [ASC Faculty Fellows](#), led by the Faculty Director for Advising and Learning Cohorts (FDALC). The five ASC Faculty Fellows (including the FDALC) work with faculty in academic departments and programs, as well as with advising staff in the colleges and Academic Success Center, to enhance advising services and student success. With office space in the ASC, the Faculty Fellows advise students and serve as liaisons between the ASC and academic programs. The ASC Fellows

have taken on specialized advising roles with specific student groups such as students in probationary status, providing additional support and guidance.

In the academic departments, faculty support students in the development of meaningful educational plans compatible with career and life goals. Advising in the major is mandatory, with 26 of the 43 programs requiring advising every semester ([Exhibit #](#)), as well as additional “On-the-Cusp” advising that occurs in the students’ last year to help students see a path, often through use of Winter and Summer Sessions, to graduating that year, rather than having to delay graduation into the following fall semester.

In addition to advising that occurs within specific departments or programs, two of the four colleges have additional broader college-based advising resources in place. The College of Business Administration has its Student Success Center, established 2005, which offers a one-stop shop to meet business student needs including academic and career advising, as well as advising for other professional development activities such as internships, scholarships, and student professional organizations. It offers both walk-in advising as well as sessions by appointment, with advising provided by both professional staff and faculty. The College of Education, Kinesiology, and Social Work established in 2016 a specialized advising program for Liberal Studies and Kinesiology majors. An advisor from the Academic Success Center was assigned to the College, underwent training, and became specialized in advising Liberal Studies and Kinesiology majors. The advisor has been meeting with more than 400 Liberal Studies and Kinesiology Majors for advising sessions tailored to their respective majors and concentrations. This option serves as additional infrastructure for these large majors, beyond the faculty advisors in the programs.

In addition to the Academic Success Center and college-based advising, other specialized programs exist that provide advising and supports to various groups of students, such as: [Student Support Services](#), which primarily serves students who meet income eligibility and/or first-generation status; the [Louis Stokes Alliance for Minority Participation program](#) for STEM majors; [mandatory advising for student athletes](#) with the Athletics Academic Advisor who provides academic, personal, learning and career-related advising; and [advising for Stockton Center students](#) from the Stockton Center’s Academic Advisor and Outreach Coordinator.

Mentoring and Professional Development.

Several mentoring and professional development opportunities are available to Stanislaus State students. Many are university-wide opportunities available to all our students, designed to complement and supplement the opportunities provided by the academic programs, departments, and colleges. University-wide opportunities include programs offered through the Career and Professional Development Center with the University’s new Design Your Tomorrow course, the Faculty Mentor Program, the Phi Kappa Phi Honor Society, the Study Abroad program, and research development opportunities provided through the Office of Research and Sponsored Programs and the Center for Excellence in Graduate Education.

Career and Professional Development Center:

Based on the recommendations from the PACE Workgroup, the [Career and Professional Development Center](#) was reestablished in Fall 2017. The Career and Professional Development Center is connected to the Academic Success Center, and is designed to help students across all majors make academic and career decisions, gain experience, and pursue employment or further education. The Center offers major and career exploration tools, professional development resources to improve job search skills,

create application and résumé writing skills, improve interview skills, and learn professional dress skills, including our new sponsored Suit-up Day, where faculty, staff, and administrators join students in a day of shopping and assist in the selection of professional attire. Two Warrior Career and Internship Fairs are scheduled for Spring 2018, providing opportunities for Stanislaus State students and alumni to connect with local employer recruiters. The Center launched HIREStanState Spring 2018, an online 24/7 job and internship bank that includes part-time, fulltime, summer, internship, and career positions. Additionally, new to the Stockton Center beginning Spring 2018, the Career and Professional Development Center is providing weekly career appointments, drop-in sessions, a workshop series, and a Spring Job Fair.

With the re-establishment of the Career and Professional Development Center, and new to Stanislaus State as of Spring 2018, is our [Design Your Tomorrow](#) course, inspired by Stanford University's Designing Your Life curriculum. It is an interactive, 7-week pop-up non-credit bearing course that teaches students principles for designing a fulfilling career. The Center is staffed with a director, an employment engagement specialist, a career coach, an administrative support staff, and two student peer career assistants.

Faculty Mentor Program:

The [Faculty Mentor Program](#), established in 1987, fosters faculty-student interaction outside the classroom through mentoring relationships intended to improve academic achievement and improve graduation rates of educationally disadvantaged and first-generation college students. FMP has a strong record of promoting student success by supporting student protégés with unique one-on-one mentoring support during their college experience. Currently, 180 students and more than 40 faculty voluntary mentors are involved in the program. Of the 180 students, 85% are first-generation college students, 56% self-reported as Hispanic, and 100% are Pell-eligible. The 4-year graduation rate for the 2011 freshmen FMP cohort was 22%, which is dramatically greater than the 12% University 4-year graduation rate for the 2011 freshmen cohort.

Phi Kappa Phi Honor Society:

The primary objective of the [Honor Society of Phi Kappa Phi at Stanislaus State](#) is the recognition of superior scholarship in all academic disciplines, with the expectation that recognition will stimulate others to strive for excellence. Moreover, the society serves the interests of students by insisting that in order to acquire a chapter of Phi Kappa Phi, an institution must provide the means and atmosphere conducive to academic excellence. Stanislaus State has proudly supported Chapter 282 of the Society since receiving its charter in 1999, and has over 1100 members. Through PKP, opportunities for graduate or professional study fellowships, dissertation fellowships, study abroad grants, and other professional development, service, and distinction awards and grants are available.

Study Abroad:

Stanislaus State students can study abroad in 29 different countries, in almost all majors. Students can study abroad for a single semester, an entire academic year, for 3 weeks during the Winter Intersession, or for 4-8 weeks during the Summer Session, with scholarships available to enable access to these experiences. The [Study Abroad program](#) is intended to expand students' view of the world, encourage more acceptance of differences, foster openness to new possibilities, and result in greater confidence and independence of its participants. An average of 35 Stanislaus State students participate in a Study Abroad experience each year.

Undergraduate Research Development Opportunities:

Several research support programs are available to all undergraduate students through the [Office of Research and Sponsored Programs](#) (ORSP). The office provides research-related workshops, online research training opportunities through its membership in the Collaborative Institutional Training Initiative, and co-sponsors with the Center for Excellence in Graduate Education the Student Engagement in Research, Scholarship, and Creative Activity (SERSCA) Program, which for undergraduate students includes Undergraduate Assistantships (employment opportunities to work alongside faculty on research and scholarly projects), mini-grants to fund research and scholarly endeavors, travel grants to support travel to participate in and present at professional conferences, and the annual [Stanislaus State Student Research Competition](#) that leads into the CSU Statewide Student Research Competition. Through its complement of programming, ORSP served 68 undergraduate students with research development opportunities 2016/17. Students who have taken part in SERSCA activities have greater academic success than the student body at large. For example, while the 6-year graduation rate for first-time freshmen (FTF) for the university was 57% (Fall 2010 cohort), the 6-year graduation rate for FTF who engaged in SERSCA activities during their undergraduate career was 100%. Retention rates were also higher: 98% of FTF students who engaged in SERSCA activities were enrolled two years after they entered Stan State, compared to 75% of all FTF (2010-2014 cohorts).

Opportunities Fostered through the Colleges/Departments/Programs:

In addition to university-wide opportunities, the academic colleges, departments, and programs provide several mentoring and professional development opportunities. The College of Business Administration, for example, hosts the Beta Alpha Psi and the Beta Gamma Sigma honor societies as well as several student clubs, such as the Stanislaus Human Resource Management Society (SHRMS). SHRMS sponsors professional development activities and events throughout the year, and competes in regional and national human resource case competitions, with Stanislaus State individuals and teams placing regularly. In the College of Arts, Humanities, and Social Sciences (CAHSS), the History Department hosts the Phi Alpha Theta (PAT) National History Honor Society. As chapter members, our undergraduate and graduate history majors regularly participate in the annual regional PAT conference, at which our students present their research and have won nearly half of all awards granted to students in the past decade. The Communication Studies Department houses the Signal, Stanislaus State's student-run newspaper. The Signal is published monthly, addresses local and international topics of interest, and is staffed by more than 20 students responsible for the entire production, such as editing, reporting, writing columns, marketing, graphics, and web design. A Communication Studies faculty serves as advisor. Similarly, the English Department houses *Penumbra Art & Literature Journal*, a student-run annual publication with a faculty member from the English Department serving as an advisor to the publishing team. Other examples of opportunities within colleges include the Anthropology Club, Geography Club, Pre-Law Society, Pre-Health Society, Warriors Chemistry Club, the Research and Immersion for STEM Excellence (RISE) Program, Student California Teachers Association, the Social Work Student Association, and the Psychology Department's Undergraduate Research Symposium, among others (**Exhibit # - create a list of department/college clubs and organizations with links to each**).

Student Life.

Through an engaging complement of student leadership and development opportunities, clubs and organizations, and residential life, there is an extensive social network designed to get students actively involved in co-curricular activities that enhance the educational experience, elicit a sense of belonging, and prepare students for satisfying professional and personal lives beyond college.

Associated Students, Incorporated:

As the official voice of the students, the mission of [Associated Students, Inc. \(ASI\)](#) at Stanislaus State is to pursue and provide opportunities fostering student leadership and development and enhance our ever-changing campus and local community by instilling a sense of pride through services and events offered to our diverse population. ASI is a student-run organization located in the University Student Union. ASI works to advance the following areas: student government, including governmental affairs, programming, and marketing. The ASI Board of Directors has 16 members, with 14 students, including the ASI President and Vice President along with 12 Directors, the Dean of Students, and one faculty representative.

ASI programming is administered by Code Red Entertainment (CRE), a student-programming group co-sponsored by ASI and the University Student Union (USU) at Stanislaus State. CRE strives to provide students with a dynamic collegiate experience through event participation and active involvement in student life. Each year, through an application process, an enthusiastic group of members, referred to as Code Red Entertainment, are selected to enhance the campus experience for all students. Code Red Entertainment offers students the opportunity to gain leadership, life, and job skills by planning, promoting, and implementing a wide variety of events. Examples of programs include campus pride activities and events, STANFLIX movie nights, Weekend Warrior excursions, Homecoming activities, the STANFEST Community Carnival, and Warrior Day.

In addition to its complement of engaging activities and events, the ASI Board established in 2017 important services that support student success, such as the Warriors Ride program, where Stanislaus State students now can ride Turlock Transit for free, and the Warrior Food Pantry, which provides non-perishable food items and toiletries at no cost to Stan State students in need, aiming to decrease the impact that food insecurities have on the academic success of students.

University Student Union:

The [University Student Union](#) (USU) is a not-for-profit corporation funded primarily by student fees, and works to advance four areas: facilities, programs, services, and marketing. The facilities include the University Student Union building (with renovations beginning Spring 2018) on the Turlock campus and the Student Union Lounge at the Stockton Center. Programs include activities organized by Code Red Entertainment as well as special events held throughout the year. The services include the sale of warrior cards, photocopies, bus passes, balloons, movie tickets and many other conveniences offered at the Service Desk and Game Room. USU hosts daily events, including Warriors in the Quad every Wednesday, where students are encouraged to wear red and participate in activities. USU is governed by the USU Board of Directors, which makes decisions concerning policy, renovations, marketing, and budgetary items, while providing overall direction for the facilities, programs, and services funded by USU fees. The USU Board of Directors has 15 voting members, including 9 student representatives, 1 faculty representative, 1 alumni representative, 1 designee of the University President, 1 designee of the Vice President for Business and Finance, 1 outside community representative, and 1 ASI representative.

Student Clubs and Organizations:

There are over 100 [student clubs and organizations](#) offered at Stanislaus State ([Exhibit #](#)), involving 1,946 students. The various clubs and organizations range from academic, political, recreational, pre-professional, social, special interest, cultural, religious and more. Some examples of clubs added within the last two years include: Clube de Portugues; Seven Islands Union; Jakara Movement; National Society for Leadership and Success; Muslim Student Association; Progressive Alliance; Queer, Transgender, People of Color (QTPOC); Social Justice Collective; and the Society for Advancement of

Chicanos/Hispanics and Native Americans in Science. Clubs and organizations provide the following opportunities: meet other students with common interests; enhance leadership skills; define and shape career goals; increase networking opportunities; foster civic engagement; foster academic and character development; engage in mentoring; increase feelings of connection to the campus community; foster self-governance and other aspects that support student success. Clubs and organizations are administered through the Student Leadership and Development office, and receive funding from ASI and USU.

Housing and Residential Life:

Stanislaus State [Student Housing](#) is centrally located on the Turlock campus, near the University Union, dining hall, classrooms, laboratories, computer rooms, and library. Our residential community is designed to provide a sociable and supportive living community with privacy and security for over 700 residents. We strive to provide our residents with an environment conducive to their academic and personal success, grounded in the values of learning, inclusion, service, engagement, and integrity. We embrace our mission to be a student-centered community that provides a safe and supportive living environment which fosters academic success and personal growth. Our goal is to provide our residents with a meaningful university experience that not only enriches their academic endeavors, but fosters the development of skills such as communication, critical thinking, and problem-solving. Our residents are provided with a [support team](#) of professional staff including a financial specialist, a professional academic and career advisor, two live-in community coordinators, and over 30 peer leaders. We offer three different living learning communities. We envision ourselves as the place where learning and fun come together.

Spaces for Student Life:

Beyond providing the programs themselves, the University has made it a priority to create physical spaces that foster inclusive engagement in co-curricular activities and elicit a sense of belonging, inspired by affinity such as shared social and professional aspirations, ethnic and cultural interests, and other affinities. Examples of these spaces include the new Diversity Center, and renovation of the University Library and the Student Union, with spaces for collaborative studying and meetings, activities, and events.

Psychological and Emotional Support.

An integrated network is designed at Stanislaus State to ensure students have the psychological and emotional support necessary to thrive while at the University. Psychological counseling is available to all students who seek psychological and emotional support, and a Student Resource Assistant is available to help students navigate the University system. Serving as a network to ensure the safety and wellbeing of all University community members, the [StanCares Team](#) is in place to provide support as appropriate.

Psychological Counseling Services:

The mission of [Psychological Counseling Services](#) is to maintain and enhance students' psychological, emotional, and relational well-being. Psychological Counseling Services assesses needs of students and provides professional, ethical, and confidential psychological counseling to enrolled students. Additionally, Psychological Counseling Services offers crisis intervention as needed by students, as well as workshops, outreach, and consultation for students, faculty, staff and campus community. Psychological Counselors assist students in developing cognitive and emotional integration, relationship skills, and personal resilience. Through its outreach, Psychological Counseling Services has developed a strong referral network across the University, with the Student Health Center, Disability Resource Services, the Academic Success Center, faculty, and the StanCares Team, ensuring the University

community is aware of its services while protecting students' privacy, emphasizing voluntary, non-coerced participation. Psychological Counseling Services is staffed by a Director who is a licensed psychologist, 6.5 FTE counseling faculty, and two administrative support staff. Psychological Counseling Services provided 693 students with psychological counseling in 2016/17, for a total of 3282 counseling sessions. The number of students seeking services has increased each of the past five years, and the average number of students seen per year, over the past five years, is just over 600.

Student Resource Assistant:

The [ASI Student Resource Assistant](#) provides support as a peer mentor for Stanislaus State Students and serves as a liaison for students with faculty and administration. As a currently enrolled student, the Student Resource Assistant is someone who is connected to student life and speaks from the student's perspective. The Student Resource Assistant is dedicated to providing a safe and empowering environment for students and is committed to working for the betterment of all students. Duties of the Student Resource Assistant include: assist students with the grade appeal process; serve as a resource referral agent to students; act as a liaison between the University and ASI pertaining to student rights and regulations; assist students in the understanding of university policies and procedures; and assist students with the Student Petition for Exception to University-Wide Requirements process.

Physical Health and Wellness Opportunities.

Stanislaus State has a strong network established for promoting and maintaining the physical health and wellbeing of its students, including: robust Student Health Center services; the Campus Recreation Department, with the Student Recreation Complex and a variety of intramural sport and fitness programming; and a fitness activity requirement as part of the GE program.

Student Health Center:

The mission of the [Student Health Center](#) is to provide students quality, evidence-based healthcare, preventative services, health education, and advocacy for optimal health within the university community. The Student Health Center is a fully accredited outpatient clinic that provides primary medical care, health education, wellness promotion, and disease prevention. The Student Health Center is equipped with eight examination rooms, a pharmacy, a clinical laboratory, a medical library, a minor surgery room, and two infirmary short-stay rooms. The Student Health Center is funded solely by Stanislaus State students through a mandatory student health fee. Clinical services include primary care services, including men's and women's health care, a lab, a pharmacy, and provides services on a walk-in and appointment basis. The Student Health Center serves nearly 4,000 students per year, totaling more than 11,000 visits annually, with a [team](#) of 28 on staff, with two medical doctors, one nurse practitioner, two physician assistants, and three registered nurses among them.

In addition to clinical services, the Student Health Center has a strong health education and promotion program, with a [Health Education and Promotion office](#) with two health educators on staff, and an active [Student Health Advisory Committee](#) (SHAC). The Health Education and Promotion office provides educational programming focusing on nutrition, physical activity, sexual health, stress management, and alcohol, tobacco and other drug issues. SHAC is housed in the office, and is a student organization for individuals interested in promoting health-related issues on campus, and to identify and represent all groups of the student body. SHAC is composed of interested students that volunteer their time and work as liaisons between the student body and the Student Health Center to better respond to student needs.

Campus Recreation Department and the Student Recreation Complex:

Along with opportunities to stay physically active, develop healthy lifestyle habits, and grow social circles with a variety of people, the [Campus Recreation Department](#) and the Student Recreation Complex (SRC) aligns with the mission of the university to help complete the development of students by offering a variety of opportunities in leadership through employment and participation. The Campus Recreation Department is headquartered in the Student Fitness Center with cardiovascular and weight training equipment, a group exercise room for exercise classes, and a multi-sport gymnasium for recreation play, along with a climbing wall and a track. Campus Recreation hosts an extensive intramurals program, with opportunities to engage in competitive intramural sports throughout the academic year. Approximately 4,700 students currently utilize the facilities and engage in programming offered by the Campus Recreation Department, and the department is staffed with a director, an intramural sports specialist, a fitness coordinator, an administrative support staff, and an average of 40 student employees to deliver its programs and services.

General Education Area E Physical Activity Requirement:

The GE curriculum is central to the mission of Stanislaus State and to the explicit commitment to a quality liberal arts education. The purpose of GE at Stanislaus State is to provide a common educational experience for students, regardless of major field of study. The GE program is organized into five subject areas of communication skills, natural sciences and mathematics, humanities, social sciences, and individual resources for modern living. As part of [GE Area E – Individual Resources for Modern Living](#), students are required to take one of a host of physical education activity courses, with the intent that students will develop knowledge, skills, and values to participate in a physical activity of choice for a lifetime.

Ensuring Basic Needs Are Met.

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



Also initiated with the significant seed gift of \$35,000, the CFA established the CFA Campus Cares current-use fund and endowment. The CFA Campus Cares funds are intended to alleviate and minimize financial stresses beyond food insecurities, such as homelessness or unexpected emergency expenses.

In addition to these resources, the University also provides emergency temporary housing and meal assistance for students experiencing homelessness, while helping to identify a long-term solution. To ensure necessary infrastructure is in place to effectively sustain these initiatives, the Student Basic Needs Committee was established Fall 2017 ([Exhibit #](#)).

Supporting and Promoting Graduate Student Success.

Currently, Stanislaus State has 468 students enrolled in 7 postbaccalaureate credential programs and 647 students enrolled in 16 graduate programs (15 master's and 1 doctoral). At the foundation of student success is high quality academic programs and instruction. On top of that foundation, postbaccalaureate credential students are supported from application through completion by the [Teacher Recruitment and Retention Office](#), with information sessions, support in the application process, California Basic Education Skills Test (CBEST) preparation workshops, and professional networking and development opportunities. Stanislaus State supports its master's and doctoral graduate students from application through graduation through the following: supporting students in their exploration and application to graduate school; orienting incoming graduate students through the New Graduate Student Welcome Event; providing advising, academic support, mentoring, and professional development opportunities within the graduate programs; providing academic support and scholarly enrichment programs through the Center for Excellence in Graduate Education; assuring quality graduate programs and advocating for graduate education by the Graduate Council; and providing coordinated infrastructure to support and advance graduate education.

Support for Graduate School Exploration and Application:

Through its [Center for Excellence in Graduate Education](#) (CEGE), its new [McNair Scholars Program](#) housed in the Honor's Program, and the [Sally Casanova Pre-Doctoral Scholars Program](#) funded through

the Chancellor's Office and administered through CEGE, the University supports prospective graduate students with the following: providing resources to explore graduate studies, including graduate school information sessions and workshops, travel funds to visit graduate programs, and opportunities to experience research with a faculty mentor; and guidance and financial assistance to support the graduate school application process, here at Stanislaus State and elsewhere.

New Graduate Student Welcome Event:

Once admitted to Stanislaus State as a master's or doctoral student, graduate students are invited to the [New Graduate Student Welcome Event](#) hosted by the Center for Excellence in Graduate Education. Students are introduced to all the resources available to graduate students, they meet faculty and other students in their program, and they hear from current graduate students and alumni about their experiences and strategies for success.

Advising, Academic Support, Mentoring, and Professional Development Opportunities within the Individual Graduate Programs:

The core of the graduate experience exists within the 16 academic programs, where the faculty have cultivated rigorous, supportive, and scholarly program culture reflective of their respective disciplines. Each graduate program has a faculty director or coordinator who receives reassigned time for their responsibilities (varying by size of program), who facilitates outreach and recruitment, with support from the college dean and UEE as appropriate, and supports students in the application process. Once in the program, students receive advising from either the program coordinator/director or another assigned faculty member from the program, depending on the structure of the program. Faculty within the program provide academic support to students within their courses, and refer students to resources such as CEGE and the Writing Center when additional support is needed. Each program has a culminating experience requirement (thesis, dissertation, project, or comprehensive exam), and each student has a faculty advisor guiding and mentoring students through that research/scholarly process. Additionally, the individual programs foster professional development through a variety of opportunities – through the curriculum with field experiences, internships, and community-based or service learning experiences ([Exhibit #](#)), and/or through additional professional development and scholarly events and activities. Some examples include: graduate student panel discussions in the MA in History program, with graduating MA students describing their experiences applying for and being accepted to PhD programs; networking events hosted by the Master of Public Administration program and the Master of Business Administration Program, connecting their students with representatives from government agencies and businesses to learn about agency and industry expectations and processes; opportunities for graduate students in the MS in Ecology and Sustainability and in the MA in English programs to serve as teaching associates, where their graduate students are the instructors of record, for compensation, in undergraduate courses in their discipline; and joint scholarly endeavors in the MS in Nursing program, where faculty and students regularly co-present at professional regional and national conferences.

The Center for Excellence in Graduate Education:

In addition to the advising, academic support, mentoring, and professional development opportunities provided by faculty in the academic programs, the Center for Excellence in Graduate Education (CEGE) offers a variety of academic support programs and other programs that enrich the graduate culture at Stanislaus State ([Exhibits #](#)). Academic supports include: writing support programs, including the Drop-in Writing Support Program, the Writing Residency Program (where a cohort of students work in a writing community towards completion of their theses or dissertations), and the Doctoral Application Residency Programs (where a cohort of students work in a writing community towards completion of applications

for doctoral programs); and the Quantitative Analysis Support Program, where students receive individualized coaching for statistical and other quantitative analyses related to their thesis or dissertation. Beyond academic support programs, CEGE also offers, in collaboration with the Office of Research and Sponsored Programs, research-related workshops, and opportunities through their joint Student Engagement in Research, Scholarship, and Creative Activity (SERSCA) Program that enrich the graduate school culture, including Graduate Assistantships (employment opportunities to work alongside faculty on research and scholarly projects), mini-grants to fund research and scholarly endeavors, travel grants to support travel to participate in and present at professional conferences, and the annual [Stanislaus State Student Research Competition](#) that leads into the CSU Statewide Student Research Competition. In addition to these programs, CEGE administers two other programs funded by the Chancellor's Office – the Graduate Equity Fellowship program designed to defray the costs of tuition and books, and the Chancellor's Doctoral Incentive Program, designed to provide financial assistance for doctoral study, and to increase student success by providing academic support in the form of a faculty mentor. Through its complement of programming, CEGE serves approximately 50 prospective graduate students a year, and 70 graduate students per year. The Center is supported through a half-time faculty director, a half-time administrative support staff, a graduate assistant, a student assistant, and three faculty serving on a part-time basis as CEGE Coaches. Evidence suggests that students benefit from CEGE programming. For example, of the 16 students who received graduate assistantships (GAs) in 2015-2016, 4 (25%) are currently enrolled in PhD programs, 3 (19%) contributed to the publication of a scholarly work, 9 (56%) contributed to presentations at scholarly conferences, 10 (63%) contributed to strengthened partnerships with off-campus organizations, and 7 (44%) contributed to revised curricular materials used in Stan State courses.

Graduate Council:

At the foundation of supporting and promoting graduate student success is ensuring quality graduate programs. In addition to the critical role that the individual graduate program faculty play in the delivery of our high-quality programs, the University's [Graduate Council](#) plays a critical governance role in the oversight, strategic direction, and advocacy for graduate education. As a committee of the Academic Senate, the charge of Graduate Council includes: a) promote and support graduate education within the University and community; b) formulate, review, and recommend to the Academic Senate graduate curricular policy; c) review and evaluate proposals for graduate and post baccalaureate credential programs, graduate academic certificate programs, and courses of study based on approved criteria and procedures; d) evaluate 7-year reviews of graduate and post baccalaureate credential programs, graduate academic certificate programs, and recommend continuation without modification, continuation with specified modifications, or discontinuance; e) review plans for academic development of new graduate and post baccalaureate credential programs in both on- and off-campus/distance learning programs; f) submit an annual report to the general faculty at the Spring General Faculty meeting; g) maintain close liaison with the University Educational Policies Committee and consult with this body on policy issues of mutual interest, such as scheduling, grading, calendar preparation, registration, and resources; and h) establish criteria, standards, and procedures for all aspects of graduate course offerings ([Exhibit #](#)). Membership of the Graduate Council is broad and inclusive, ensuring all critical perspectives are considered in discussions and decisions regarding graduate education at Stanislaus State ([Exhibit #](#)). Voting members include the faculty chair and chair-elect, a representative from every department that has a master's or doctoral program and from every college that has a college-wide graduate program, a student representative appointed by ASI, and the Executive Secretary (AVP for Academic Affairs). Non-voting ex-officio members include the Speaker of the Faculty, the Dean of the Library, the Director of Research and Sponsored Programs, the four College Deans, and the Provost and Vice President for Academic Affairs. Non-voting standing guests include the Director of

Enrollment Services and Registrar, the Faculty Fellow for Assessment, the Director of the Center for Excellence in Graduate Education, and the Curriculum Specialist (who serves as Recording Secretary).

The Graduate Council assures quality through several processes: course and program proposal review (Exhibit #); review of individual program APRs (Exhibit # - review guide); monitoring of administration and implementation of policies related to the graduate writing course requirement (Exhibit #), the graduate research course requirement (Exhibit #), and the culminating experience requirement (Exhibit #); and assessment of graduate education at the institutional level, using program-level review as the foundation, as described in the Graduate Education Assessment Plan (Exhibit #). As an advocate, Graduate Council developed an updated Graduate Education Action Plan in 2017 (Exhibit #), facilitates its implementation, and monitors the University's progress on the plan using the Graduate Education Action Plan Progress Chart (Exhibit #) (the plan is currently undergoing review and approval through the governance process).

Another example of Graduate Council's advocacy was the initiation of the Academic Senate's Resolution for the Reinstitution of a Graduate Dean (Exhibit #), which was approved by Senate on September 12, 2017, and by President Junn on October 5, 2017, contingent upon availability of baseline budget for salary and operations. Since the elimination of a graduate dean in 2005, graduate education was left with no singular position responsible for support of and advocacy for graduate education. Since 2005, graduate student enrollment has declined, from ##% of the University's enrollment to ##%, arguably, in part because of the absence of a graduate dean with responsibilities for the coordination of outreach and recruitment in response to a strategic enrollment plan for graduate education. The Resolution for the Reinstatement of a Graduate Dean outlined the following key responsibilities that a graduate dean would undertake: facilitating strategic planning for graduate education; representing the Graduate School as an equal member at Dean's Council meetings, and in Strategic Planning meetings, thereby bringing visibility to graduate education that is not currently present in those forums; supporting marketing and recruitment of graduate programs; facilitating and supporting assessment of graduate education, including the oversight and support of graduate-level program reviews; assisting the campus in developing faculty capacity to engage in research and scholarly activity, which is important for all faculty but especially for those who teach at the graduate level; working with University Advancement and external agencies to solicit funding in support of graduate education; acting as an advocate within the larger community to encourage dialog and build support for the value of graduate education in the Central Valley; representing Stanislaus State at regional and national meetings of graduate deans; and, overall, fostering a campus-wide graduate culture.

Steps have been taken by the University to respond to concerns expressed by Graduate Council since the elimination of the graduate dean position in 2005, and since the distribution and integration of the Graduate School Office personnel into undergraduate counterpart offices (Enrollment Services and Admissions and Outreach Services) in 2011, which resulted in the elimination the Graduate School Office, leaving CEGE, with its specific focus, as the central office for graduate education. Some of the key steps taken by the University include the following. The University's new strategic plan calls for an increase in graduate student enrollment to represent approximately 20%, with strategies identified to support that target. The Enrollment Management Committee, led by the Vice President for Strategic Planning, Enrollment Management, and Innovation, has included graduate education enrollment as a focus, and is ensuring that the Committee consider graduate education in the development of an overall strategic enrollment management plan, and that Graduate Council and other key stakeholders are engaged in that planning. Provost Greer has helped ensure continued funding for the CEGE Director position, and the AVP for Academic Affairs position was assigned specific graduate education

responsibilities in the recruitment of that position in Summer 2016, which have evolved to meet needs as possible, as is outlined below in the description of graduate education infrastructure.

Graduate Education Infrastructure:

Infrastructure for graduate education is shared across several key entities, and is summarized below, both within the colleges and programs, as well as centrally.

Infrastructure within the colleges, departments, and programs includes the following.

- Faculty in the departments/programs have oversight of the design and delivery of the programs, and provide outreach and recruitment, advising, academic support, mentoring, and professional development opportunities for students in their programs.
- College deans help ensure that departments/programs have the resources necessary to conduct appropriate outreach and recruitment activities in alignment with college enrollment plans, and to deliver their programs effectively.
- When academic programs housed within the academic colleges are delivered through University Extended Education (UEE), UEE provides additional support for outreach, recruitment, application and admission processes, and student communications.

Centrally, support for graduate education is distributed across the following entities: Admissions and Outreach Services; Admissions Communications; Enrollment Services; Financial Aid Office; Center for Excellence in Graduate Education; Office of Research and Sponsored Programs; University Library; Enrollment Management Committee; Institutional Research; Office of Assessment; Office of Academic Programs; Graduate Council; and the AVP for Academic Affairs. Exhibit # provides a description of centralized functions and corresponding entities facilitating the functions. However, the three entities most directly responsible centrally for oversight and support of graduate education are described below.

- Graduate Council serves as the hub for the network that supports, promotes, and advocates for graduate education, with its constitutional charge as listed above.
- The Center for Excellence in Graduate Education, led by a faculty director, provides academic support for students, and in conjunction with the Office of Research and Sponsored Programs, provides enrichment programs that promote a scholarly graduate culture.
- The central administrator responsible for supporting graduate education, among other responsibilities, is the AVP for Academic Affairs, with the following key graduate education-related responsibilities: facilitate planning processes that support high quality academic programs and services to students; support and facilitate curricular review and approval processes through oversight of the Office of Academic Programs (with the Curriculum Specialist) and in conjunction with governance processes; collaborate with deans, chairs, and program directors in support of program-level assessment, and facilitate institutional-level assessment through oversight of the Office of Assessment (with the Assessment Specialist and Faculty Fellow for Assessment); oversee the Center for Excellence in Graduate Education led by the CEGE Director, and secure resources to enable appropriate support of graduate students, working with University Advancement as appropriate; oversee the university-wide MA/MS Interdisciplinary Studies program led by the Director; make recommendations to the Provost regarding graduate student petitions, discipline, probation, disqualification, and waivers to university-wide requirements; serve as the Executive Secretary for the Graduate Council; and serve as the campus representative at CSU system Graduate Deans meetings and other professional meetings.

While this infrastructure design is relatively new, and is being piloted while the University continues to explore and determine under new administrative leadership and organization the most effective and efficient allocation of resources, including the allocation of resources to a graduate dean position, some important accomplishments have been achieved, as are identified in the draft Graduate Education Action Plan Progress Chart (Exhibit #). Some of those key accomplishments include: Graduate Council's development of the draft Graduate Education Action Plan and corresponding Graduate Education Action Plan Progress tracking chart (Exhibits #,#); Graduate Council's development of the Graduate Education Assessment Plan (Exhibit #); CEGE Director's and ORSP Director's procurement of \$71,500 increase in Instructionally Related Activities (IRA) Fees funding for the SERSCA Program, now totaling \$139,100 in IRA funds for the program; and the AVP for Academic Affairs' collaboration with University Advancement, establishing in Fall 2017 a fundraising plan for CEGE and SERSCA programming (Exhibit #), with \$10,000 secured in its first semester.

Communication with Our Students.

Led by the Senior Associate Vice President for Communications, Marketing and Media Relations and the Student Government Coordinator as co-chairs, the GREAT Student Communication Workgroup was charged Fall 2017 with inventorying current methods of communication utilized for informing students about important matters, researching and identifying the most effective methods of communicating with students, and developing and implementing a strategic current-student communication plan. The University identified this as important work in support of student success, ensuring that students receive critical information in a timely fashion and in the most effective format. The group has inventoried student communications, mapped out the timing of critical communications, and is exploring the most effective forums for various types of information such as the University's website, the University's mobile app, emailing, texting, phone calls, face-to-face interactions, and digital signage on the Turlock and Stockton campuses.

How We Measure Student Success

Note: The next two IN-PROGRESS sections of the essay will continue to evolve as dashboards are developed, data is collected and examined/discussed Spring 2018, and subsequent decisions executed. The GREAT Inquiry and Analysis Workgroup (in collaboration with WASC Steering, PCDI, and Committee for Sustainable Futures) will coordinate a dissemination and discussion plan for institutional data, and feedback will come back to GREAT and/or other entities as appropriate for discussion/recommendations.

- **WSCUC Dashboard** – WSCUC provides absolute graduation rate data over time; reference Spring 2018 discussions of WSCUC dashboard and comparison to the Stanislaus State Graduation Rate Dashboard, which provides more precision and dexterity – therefore, we are relying on Stanislaus State Graduation Rate Dashboard rather than WSCUC's dashboard.
- **Stanislaus State Graduation Rate Dashboard** – enables tracking of graduation rates by cohorts and allows disaggregation by college, major, and student demographics; reference Spring 2018 demonstration of Stanislaus State Graduation Rate Dashboard and capabilities; need to show our own cohort tracking data over time, evidence of our discussions of the data, what we learned from it, decisions, and planned continued use and training (disseminate/discuss Spring 2018 - GREAT, Deans/Chairs, ASL Sub/UEPC...)
- **Stanislaus State Cohort Tracking Dashboard** – enables tracking of individual students on variables such as units earned, GE units completed, major units completed, and other variables – enables tracking of individual students through the academic career; reference Spring 2018 demonstration of Stanislaus State Cohort Tracking Dashboard; describe disaggregation by GE completed, units completed, major units completed, other variables for annual cohort tracking

review; need to show our own cohort tracking data over time, evidence of our discussions of the data, what we learned from it, decisions, and planned continued use and training (disseminate/discuss Spring 2018 - GREAT, Deans/Chairs, ASL Sub/UEPC...)

- **Stanislaus State Student Success Programs Dashboard** – enables tracking of students on variables of interest in relation to participation in specialized programs such as HIPs and other programs intended to support/enhance student success; reference Spring 2018 demonstration of Stanislaus State Student Success Programs Dashboard; describe disaggregation by HIPs and other student success co-curricular programs; need to show tracking data over time, evidence of our discussions of the data, what we learned from it, decisions, and planned continued use and training (disseminate/discuss Spring 2018 - GREAT, Deans/Chairs, ASL Sub/UEPC, HIPs Showcase Event...)
- **Stanislaus State Graduate Student Dashboard** – enables tracking of graduate students on variables of interest by graduate program, both stateside and UEE; reference Spring 2018 demonstration of Stanislaus State Graduate Student Dashboard; need to show student tracking on units accumulated, retention, GPA, graduation, other variables; disaggregation data by major, participation in CEGE programming and other programming, and student demographics; need evidence of discussions of data, what we learned from it, decisions, and planned continued use and training (Graduate Council)
- Direct Assessment of Student Learning in Academic Programs (reference highlights from descriptions/examples of direct assessment in Essay 3)
- Assessment of Student Outcomes in Co-curricular Programs (reference highlights from descriptions/examples of co-curricular CAS assessment in Essay 3)

What We Have Learned About Student Success from Our Data, and What We Are Doing in Response

We have examined the impact of several programs and services at Stanislaus State, and made decisions about program implementation and resources accordingly. Some examples include the following.

- Outcomes related to participation in supplemental instruction (SI) at Stanislaus State (Exhibits #, #) suggest that our SI program is effective in improving student success in DWF courses. Subsequently, the University has invested an additional \$70,000 in its SI program to help ensure needs can be addressed.
- Based on examination of the Program for Academic and Career Excellence (PACE) (Exhibit #), we learned that for the student participants, the perceived most important factors to their success at Stanislaus State was the sense of *familia* the program cultivated, and the sense of place it provided. Collectively, the accessible intensive advising, the space, and the activities coordinated by the peer mentors and the advisors were what the students perceived as contributing the most to their retention rates and GPAs, both of which were higher than comparison groups. This finding led to the establishment of the new Academic Success Center, which was designed to be a hub for students, integrating the advising network across the University. We also learned that the program did not elicit increased mean unit load (MUL), and if the University intends to impact MUL and time-to-degree, then intentional strategies need to be deployed appropriate to student needs, interest, and resources. Subsequently, in Fall 2016, with the Freshman Convocation, the University began its 15-to-Finish campaign, which then evolved into the Think 30-a-Year campaign, with intentional advising efforts that encourage students to maximize unit loads as circumstances will allow. In the first year of the University's efforts, the Freshmen MUL increased 0.9% in Fall 2016 (from 13.16 units to 13.28 units), and 3.0% in Spring 2017 (from 13.39 units to 13.79 units) (Exhibit #).

- Based on a Spring 2016 study, Retaining Sophomores at Stanislaus State (Exhibit #), findings suggest that students choose Stanislaus State because of the perceived benefits of relationships with individual faculty that are possible here, the one-on-one advising, and the supports, programming, and activities that are available to students – all of which contribute to why students stay. Findings from the study indicate that threats to retention relate to the following: the pull of family and financial obligations; and length of time-to-degree beyond 4 years as a result of the inability to get courses needed, and not being advised to take, or not realizing they need to take, 30 units per year. Based on results of this self-study, there has been intentional efforts to increase course offerings, with an 18% increase in course offerings in the Winter 2017 schedule, from 51 sections in 2016 to 60 sections in 2017, a 2.7% increase in Spring course offerings, from 2,264 sections in Spring 2016 to 2,325 sections in Spring 2017, and a 6% increase in Summer course offerings, from 232 sections in Summer 2016 to 246 in Summer 2017. Additionally, in Fall 2016, with the Freshman Convocation, the University began its 15-to-Finish campaign, which then evolved into the Think 30-a-Year campaign, with intentional advising efforts that encourage students to maximize unit loads as circumstances will allow.
- Based on the analysis of the first-year results from our Graduation Initiative (GI) 2025 efforts (Exhibit #), and the intermediate outcomes and impacts observed, the following decisions were made for implementation of GI 2025 efforts in 2017/18: expand communication of our Think 30-a-Year campaign; expand the on-the-cusp interventions to also include the Freshmen 6-Year and the Transfer 4-Year cohorts; continue training and expand implementation of our new advising tool, STAN Planner, which will enable more accurate and coordinated advising among the network of staff and faculty advisors; continue intensive advising for our on-the-cusp students; continue building responsive and robust fall, winter, spring, and summer schedules as a result of coordinated advising and scheduling and the use of STAN Planner; continue to offer a Winter and Summer Session Tuition Fee Waiver Program, funded by UEE reserves, for the on-the-cusp students; continue to facilitate early graduation evaluations for the on-the-cusp students; and begin tracking and monitoring the cohorts, using our new dashboard currently in development, to assist in designing appropriate support programs and resources.
- Course-level and Program-level Assessment of Student Learning in Academic Programs (pull from examples from Essay 3)
- CAS Assessment of Co-Curricular Programs in Student Affairs (pull from examples from Essay 3)
- NSSE/FSSE Results (will add description of findings and subsequent decisions after Spring 2018 dissemination/discussion)
- WSCUC Graduation Rate Dashboard Data (will add description of findings and subsequent decisions after Spring 2018 dissemination/discussion)
- Stanislaus State Graduation Rate Dashboard Data (will add description of findings and subsequent decisions after Spring 2018 dissemination/discussion)
- Stanislaus State Cohort Tracking Dashboard Data (will add description of findings and subsequent decisions after Spring 2018 dissemination/discussion)
- Stanislaus State Student Success Programs Dashboard Data (will add description of findings and subsequent decisions after Spring 2018 dissemination/discussion)
- As part of the 6-year grant-funded project that established the Center for Excellence in Graduate Education in 2010, a study of graduate student graduation rates was conducted (Exhibit #), in part to examine the overall impact of CEGE programming on graduate student success. The baseline data report, which reflected the 10 years prior to the implementation of CEGE, demonstrated that the graduation rates were substantially improved beginning with the first

cohort that was served by CEGE, and even higher among later cohorts served by CEGE. Further, an examination of the median time-to-degree, which decreased for the cohorts served by CEGE, also provides evidence that the programs delivered by CEGE were effective. Based on the impact of CEGE on graduate student success, CEGE was institutionalized at the conclusion of the grant, and critical programming and infrastructure is now funded through a variety of budget sources within the University (Exhibit #). Additionally, Institutional Research used the elements included in the baseline report to design a Stanislaus State Graduate Student Dashboard to enable ongoing dynamic tracking of graduate students.

- Stanislaus State Graduate Student Dashboard Data (will add description of findings and subsequent decisions after Spring 2018 dissemination/discussion)
- Climate Survey Results (will add description of findings and subsequent decisions after Spring 2018 dissemination/discussion facilitated by PCDI)
- Sustainability Survey Results (will add description of findings and subsequent decisions after Spring 2018 dissemination/discussion facilitated by Committee for Sustainable Futures)

WORKING DRAFT