



CALIFORNIA STATE UNIVERSITY
FULLERTON

CSU Fullerton

Draft Student Success Plan

Graduation Initiative 2025 Goals CSU Fullerton

Metric	2025 Goal	Most Recent Rate
Freshman 6-Year Graduation	75%	62%
Freshman 4-Year Graduation	44%	22%
Transfer 2-Year Graduation	44%	32%
Transfer 4-Year Graduation	85%	75%
Gap - Underrepresented Minority	0	9 % points
Gap – Pell	0	4 % points

Executive Summary of Goals & Strategies CSU Fullerton

Goals	Strategies
<p>Long-Term</p> <ul style="list-style-type: none"> • Enrollment management • Advising • Data capabilities • First year for freshmen and transfers • Remediation in math and English 	<p>Long-Term</p> <ul style="list-style-type: none"> • IT and IRAS support to maintain Enrollment Management Dashboard and train users • Add staff for Student Success Teams, advisors, and fund for training/ professional development of staff • Hire peer mentors to bolster academic transition program • Expand capacity to offer higher-unit online remedial courses in the summer prior to CSUF enrollment
<p>Short-Term</p> <ul style="list-style-type: none"> • Enrollment management • Advising • Retention 	<p>Short-Term</p> <ul style="list-style-type: none"> • Increase number of class offerings over summer • Hire and train grad students to use CSUF dashboards to target/ meet with targeted students and raise faster grad awareness • Increase number of student assistants as data indicates student assistants who work on campus graduate sooner than those who don't



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California State University, Fullerton *Campus Student Success Plan: AB1602*

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Long-Term Plan

To reach the aggressive four-year and two-year graduate rate goals defined by AB1602, California State University, Fullerton (CSUF) has concrete plans to go above and beyond our significant progress to date in raising graduation rates and lowering the achievement gap both by augmenting current initiatives that have shown positive results and implementing new initiatives that will impact native students and transfer students. Furthermore, we intend to accomplish these goals while maintaining the integrity of our programs and upholding the highest standards of academic quality. Below are our campus’s long-term plans, organized by area.

Enrollment Management

A new Enrollment Management Dashboard, developed by CSUF’s Division of Information Technology (IT) and the Office of Institutional Research and Analytical Studies (IRAS), uses historical trends coupled with real-time information to identify when additional sections are needed, facilitate room changes to accommodate capacity needs, and confront bottlenecks. We plan to roll out this dashboard to campus and conduct training over the next two years.

- Support needed: *IT and IRAS staff support to maintain dashboard and train users.*

Advising

CSUF has ramped up its investment in advising considerably during the past three years and will continue to do so given the powerful results of these changes to date. Our Student Success Team (SST) structure fosters innovative, cross-divisional collaboration between Academic Affairs and Student Affairs; our Academic Advisement Center (AAC) provides centralized advising to all students; and our college-based student success centers provide integrated, discipline-specific academic and career advising in a “one-stop shop” experience. We plan to scale and expand the multi-faceted activities of our SSTs and AAC advisors to conduct intrusive interventions, design and implement targeted campaigns for special populations, and provide mandatory advising workshops that are collectively intended to prevent probations, enrollment stop-outs, graduation deferrals, and unnecessary replication of courses that do not contribute to a student’s progress toward graduation.

- Support needed: *Additional staff for Student Success Teams, additional advisors, and funding for training and professional development of current and new staff and faculty.*

Data Capabilities

In addition to the Enrollment Management Dashboard and the Bottleneck Dashboard (described below), IT and IRAS have developed the Student Success Dashboard (SSD), which unearths and compiles data sets from multiple disparate data warehouses into a single, cohesive, interactive visualization that allows users to disaggregate student progress data based on gender, race, family educational background, underrepresented status, and many other parameters. The SSD is used by graduation and retention specialists in collaboration with the EAB's Student Success Collaborative predictive analytics platform to target student populations for intrusive interventions and advising campaigns that seek to prevent attrition and graduation deferrals. We will continue to build on and expand SSD capabilities and usage. Furthermore, we are investigating batch graduation applications in PeopleSoft that could be used to identify students who are nearing graduation requirements based on completed units.

- *Support needed: Additional staff for data management support in IRAS and IT, access to EAB's more-comprehensive predictive analytics package for Student Success Collaborative platform.*

Fostering a Culture of Student Success

CSUF data over the past ten years show that the majority of our students enroll in 12–13 units per semester. Our Finish in Four program attracts few native students (between 55 and 88 students in the three most-recent cohorts), and only 38% of Finish in Four students actually graduate in four years. We plan to start an aggressive awareness campaign to expand the Finish in Four program and promote timely graduation for both native students and transfer students. The campaign would not only encourage students to make use of the many tools we offer to reduce time to degree (such as summer school, intersession, financial aid, and degree planning) but also emphasize the economic advantages of graduating sooner. A second, parallel campaign will be conducted for faculty and staff advisors to foster a cultural shift toward advising that encourages higher unit loads per semester along with intersession and summer school, while remaining conscious of individual students' extenuating circumstances as well as the significant barriers our diverse students face.

- *Support needed: IT support to launch the digital awareness campaign and more upper-division course offerings in summer school.*

First-Year Experience for Freshmen and Transfers

CSUF's current first-year experience program will be refined and expanded to support both freshmen and transfer students in their transition to our campus. Current initiatives include summer bridge programs, student mentors, lower- and upper-division GE pathways, University 100 programs, and new student orientations for freshmen and transfers. Possible ideas to explore include augmented orientations such as mandatory online programs and spreading out orientation over multiple days, so as not to overwhelm students and parents.

- *Support needed: IT support to create online tutorials for new and continuing students and upper-division peer mentors for first-time freshmen. Funding for faculty who will be developing online programming. Funding to hire peer mentors and to bolster our academic transition program for incoming community college students.*

Targeted Support Services

We plan to expand the available services and capacity of our Writing Center, which addresses the concern of prospective employers that college graduates lack good writing skills, as well as the centers we have established to provide individualized support for our diverse student body, including our African American Resource Center, Asian Pacific American Resource Center, Chicana/Chicano Resource Center, LGBTQ Resource Center, Titan Dreamers Resource Center, WoMen's Center, Adult Reentry Center, Equal Opportunity Program/Summer Bridge, and Veterans Resource Center.

- *Support needed: Additional staff and funding, expanded and improved physical spaces.*

Success in Low Completion-Rate Courses

CSUF's Bottleneck Dashboard identifies courses that are slowing students' progress to graduation, thus enabling data-driven decisions regarding class scheduling needs and how to most effectively expand Supplemental Instruction. We plan to continue use of this tool, broaden its implementation, and train additional users.

- *Support needed: Funding to field more high-demand course sections and more Supplemental Instruction leaders. Additional full-time staff person to support the expanded program. Release time for additional Supplemental Instruction faculty coordinators. Expanded and improved physical spaces.*

Building Pathways with K–12 and Community Colleges

CSUF will build on and expand current partnerships, such as the Mathematics Intensive Summer Session (Project MISS), which runs a summer boot camp for female high school students, as well as college readiness programs such as the Early Assessment Program and Early Start. In the community college arena, we are a CSU system leader in admitting SB1440 transfer students and have established strong community college relationships for STEM transfers via National Science Foundation and Department of Education grant programs and 2+2 articulation agreements. We recently submitted an ambitious Department of Education proposal to partner with eight regional community colleges and the Orange County Business Council. We plan to continue building on established programs and pursue new opportunities.

- *Support needed: More staff and technical support in Admissions and Records to review SB1440 applications and more support for external grant writing and post-award stewardship.*

Remediation in Math and English

CSUF data show that first-time freshmen who complete remediation via CSUF's Early Start English and Mathematics program during the summer (prior to matriculation) are retained at a rate equivalent to those who are college-ready upon entering CSUF. However, remedial students may currently take a one-unit online course during the summer to fulfill Early Start requirements for matriculation, thus requiring them to take between three and six units of remediation during the fall semester. We plan to investigate the possibility of requiring remedial students to take at least three units of remediation during the summer so that they are positioned to start taking classes for their major immediately upon matriculating in the fall.

- *Support needed: Expand capacity to offer higher-unit online remedial courses in the summer prior to enrollment at CSUF. Faculty reassigned time to develop the online courses.*

High-Impact Practices

Objectives for increasing student participation in HIPs are codified in CSUF's 2013–18 Strategic Plan, and we have been recognized by the CSU as a system leader in this area. We plan to enrich and expand current HIPs-related initiatives, including expansion of the current HIPs designation and tracking program for freshman and junior-level courses, co-curricular opportunities, Supplemental Instruction (SI) (for which we are the SI Center of Excellence for the CSU), on-campus employment opportunities for students, service learning (our Center for Internships and Community Engagement documented more than 1.3 million hours of course-related service in 2014–15), research and creative activities, and how we track and scale HIPs for the most impactful allocation of resources. In addition to designation and tracking, CSUF will work on implementation of a PeopleSoft designation of all HIPs, as well as curricular and co-curricular HIPs transcript recording. Expansion of current HIPs programs will continue to ensure all students participate in one HIP during their freshman year and another during their junior year.

- *Support needed: Faculty support for development of HIPs courses and more staff in Student Affairs, Academic Affairs, and IT for HIPs-related initiatives. More budgetary emphasis on research and creative activities and support of external grants and internships via the Career Center and the Center for Internships and Community Engagement.*

Financial Assistance

CSUF currently runs a successful textbook loan program that we plan to expand through outreach campaigns and the employment of additional online open-source textbook programs.

- *Support needed: Expand textbook rental program to cover more courses and communicate this resource better to students. In 2015–16 the textbook rental program was available for 68% of total course offerings and saved students over \$2.7 million compared to textbook purchases.*

Policies and Processes

Many CSUF policies—formulated with the best of intentions by faculty, staff, and administrators—must be reexamined in light of the goals of AB1602. This will require extensive discussion within the shared governance environment that CSUF cherishes. General Education (GE) reform presents a particularly difficult challenge because of its impact on enrollments and FTES and hence funding. For example, CSUF has policies inhibiting the double counting of GE units toward the major; many students also take more units than needed in a given GE category. In the coming years, we would investigate approaches to GE reform that could promote timely graduation. Bureaucratic processes must also be simplified, updated, and automated. CSUF's hardworking staff currently perform many tasks by hand, including navigation around outdated articulation agreements, handling of late-received transfer and freshman school records, and verification of SB1440 status. The financial aid office is faced with a myriad of complicated issues, for example processing student financial records and handling special populations such as AB540 students; delays in financial assistance processing present a barrier to student enrollment. Certain academic processes that students should be able to easily accomplish—such as a change in major, addition of a minor, or withdrawal from a class—requires students to come to campus

in person to submit paperwork to various offices in multiple buildings. We plan to update, refine, and automate numerous bureaucratic processes that affect students' ability to graduate on time.

- *Support needed:* Many of these processes can be improved using various technological platforms and automated services. Cultural shifts to support suggested changes in the GE program will require conferences and workshops to achieve a convergence of opinions.

Rationale for Long-Term Plan

Thanks to effective implementation of a five-year strategic plan that set ambitious goals for student success, CSUF has already made significant headway in increasing six-year graduation rates for native students to 62% (exceeding our target for 2018) and four-year graduation rates for transfers to 75%. In addition, we have halved our achievement gap for underrepresented native students and eliminated the achievement gap for underrepresented transfer students. Given that we have achieved these results using many of the activities outlined in our long-term plan, we are confident that expanding those initiatives will have a corresponding positive impact on outcomes for four-year and two-year graduate rates for native students and transfers, respectively. In addition, we plan to implement new initiatives to accelerate time to degree and promote success among underrepresented student populations, while maintaining the integrity of our programs. Below are specific rationales for each area outlined in the long-term plan.

- **Enrollment Management:** The Enrollment Management Dashboard will greatly improve scheduling processes to help ensure that courses are available to students who need them to progress toward their degree in a timely manner.
- **Advising:** Intrusive interventions and proactive advising have proven successful in preventing graduation deferrals and getting students on track to graduate in a timely manner. Our integrated approach to academic, career, and personal development advising via our cross-divisional SSTs presents multiple opportunities to develop new, innovative campaigns to address four-year and two-year graduation rates and narrow the achievement gap further for native students.
- **Data Capabilities:** The Student Success Dashboard is a critical tool that allows our advisors and Student Success Teams to target students for outreach and interventions with scalpel-like precision, thus improving staff efficiency and, in turn, student success outcomes. For example, one of our STEM colleges used the SSD to conduct an intrusive intervention for incoming transfer students and reduced the so-called “transfer shock” GPA drop by 40% for participating students.
- **Fostering a Culture of Student Success:** Encouraging students to take a higher unit load per semester, and supporting them to achieve success while doing so, will accelerate progress toward degree.
- **First-Year Experience for Freshmen and Transfers:** Getting students on the right track from the very start is crucial, and small changes in new student orientation and the first-year experience can have a large impact. For example, recent studies (including one published in the *Proceedings of the National Academy of Sciences*, 2016) describe online exercises for incoming freshmen that appear to have significant impact on retention and achievement gaps.
- **Targeted Support Services:** Free, personalized services for special populations of students who might be in need of additional support—particularly those who come from underrepresented groups—will help foster a sense of community and promote success among these groups.

- **Success in Low Completion-Rate Courses:** Addressing bottleneck courses through expanded use of the Bottleneck Dashboard, as well as concurrent efforts in course redesign and Supplemental Instruction, will increase the number of passing grades and reduce course repetitions, thus lowering time to degree.
- **Building Pathways with K–12 and Community Colleges:** Better outreach builds awareness for K–12 and community college students and counselors; structured engagement and articulation programs present clear pathways for students of all backgrounds to aspire and pursue a college degree; and improved academic transition programs help support students to succeed once they matriculate.
- **Remediation in Math and English:** Encouraging students via high school advisors and policies to fulfill remediation requirements prior to the fall semester will equip them with an expanded skillset and also position them to begin working toward their degree immediately.
- **High-Impact Practices:** The power of HIPs to improve student success has been well documented at CSUF and elsewhere. For example, over 70% of Latino students in California start their college careers at community colleges but less than 15% continue to pursue a four-year degree. Community college students who have participated in STEM summer research at CSUF in the past four years have successfully transferred to four-year institutions at a rate in excess of 80%. Academic transition programs that include peer mentors and participation in student clubs have improved transfer student retention rates and provided a sense of community for these students at CSUF.
- **Financial Assistance:** Financial obstacles are real but many students are unaware of the resources available to them. Expanding available resources, awareness, and access will help students achieve academic success and reduce dependence on outside income. On-campus employment will promote more study time, campus engagement, and the chance to participate in student life communities.
- **Policies and Processes:** Streamlining bureaucratic processes smooths the path to graduation and mitigates confusion for students, especially first-generation college students who have fewer resources for navigating the “hidden curriculum” of higher education.

Objectives for Long-Term Plan

The objectives for the long-term plan are to achieve the 75% six-year graduation rate and the 44% four-year graduation rate for first-time freshmen and the 85% four-year graduation rate and 44% two-year graduation rate for transfer students by 2025 or sooner. During this timeframe we will eliminate the achievement gap for all underrepresented students at CSUF, as we have already done for underrepresented transfer students. While the short-term strategies focus on achieving quick results, the long-term plan lays the foundations for systemic changes that will improve our student success without sacrificing the quality of our programs. This will require time to conduct relevant assessment and conversations; an investment of resources; and the expansion of technological tools to address almost every area in the long-term plan. We recognize the critical importance of addressing student needs; this fall, we are already planning campus-wide focus groups with students, the results of which will inform and shape our long-term plan as we progress.

Timeline for Long-Term Plan

Action	Area	Timing
General Education/repeats in a category/double counting	Curriculum Best Practices	2017-2020
Expansion of Finish in Four program	Culture of Student Success	2017-2025
Dashboards: Enrollment, Student Success, Bottlenecks	Enrollment Management/ Data Capabilities	2017-2018
Policy changes	Campus Planning	2017-2018
Admissions and Records automation	Data Capabilities	2017-2020
Expand special centers (Titan Dreamers, Veterans, WoMen, etc.)	Targeted Support Services	2017-2019
Revitalize and expand first-year experience	Targeted Support Services	2017-2022
Financial aid turnaround time/more financial aid	Data Capabilities	2017-2021
K-12 and community college outreach, better college preparation	Outreach K-12 and CC/Remediation	2017-2025
Writing Center support	General Support Services	2017-2025
Student Success Team augmentation	Advising	2017-2025
Expand textbook rentals and OER	General Support Services	2017-2025
Expand Affordable Learning Solutions program	General Support Services	2017-2020
More effective new student orientations	General Support Services	2017-2025
Additional participation in HIPs	Proven Best Practices	2017-2025
Train adjunct faculty and graduate assistants in advisement roles	Advisement	2017-2025
Expand Supplemental Instruction and tutoring	General Support Services	2018-2021

Short-Term Strategies for 2016-17

For the 820 students who are currently scheduled to complete their degrees by the end of the fall 2017 semester, we believe that an aggressive outreach advising/awareness program coupled with some financial incentives could influence at least 50% of these students to graduate by summer 2017. In addition to our Student Success Teams, we would hire and train graduate students in fall 2016 to use the CSUF dashboards to target and meet with this target population prior to registration deadlines for spring 2017, in order to raise awareness of the possibility of a faster graduation and to help plan spring and summer classes accordingly. This might include recommending small-unit classes that could be added to their spring schedule to meet a deficiency, or revealing excess units already on a student's record that might be applied to the major or a GE category. With more assistance in Admissions and Records via overtime or graduate assistants, we could minimize errors in the campus degree audits and search for deficiencies that might be covered by courses already taken.

More upper-division course offerings in self-support summer school for summer 2017 would help students who are closer to graduation cross that finish line, as many offerings are currently lower division and therefore less useful to students of senior standing. Adjusting class offerings for the summer is very achievable by working with department chairs and faculty. Financial

support such as funding for summer school and/or eliminating the graduation application fee could also incentivize students to graduate.

Finally, we could increase the number of student assistants working on campus for fall, spring, and summer. Data collected at CSUF over a four-year period conclusively indicate that students who work on campus graduate sooner than those who do not: For the fall 2008 native student cohort, the six-year graduation rate for non-underrepresented student assistants was 80%, over 23% higher than the university-wide cohort; the six-year graduation rate for underrepresented student assistants was 68%, 21% higher than the university-wide cohort.