

CALIFORNIA STATE UNIVERSITY **LONG BEACH**

CSU Long Beach

Draft Student Success Plan

Graduation Initiative 2025 Goals CSU Long Beach

Metric	2025 Goal	Most Recent Rate
Freshman 6-Year Graduation	77%	67%
Freshman 4-Year Graduation	39%	16%
Transfer 2-Year Graduation	49%	37%
Transfer 4-Year Graduation	91%	81%
Gap - Underrepresented Minority	0	5 % points
Gap – Pell	0	6 % points

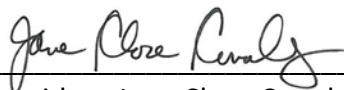


STUDENT SUCCESS 2025

California State University, Long Beach

Contact: Provost Brian Jersky
Brian.Jersky@csulb.edu
562-985-4129

Interim Vice Provost Dhushy Sathianathan
Dhushy.Sathianathan@csulb.edu
562-985-4128

Approved by: 
President Jane Close Conoley

STUDENT SUCCESS 2025

CSULB is fully committed to the vision articulated in the CA Assembly Bill 1602 to raise 4-year graduation rates for freshmen, raise 2-year graduation rates for transfer students, and eliminate the achievement gaps for both under-represented students and Pell eligible students. This vision aligns perfectly with the core academic purpose that CSULB has long articulated: *To graduate students with highly valued degrees*. The campus has been making significant progress over the past five years, specifically in the 6-year freshman and 4-year transfer graduation rates. CSULB has raised its 6-year graduation rates from 53% to the current high of 67%, and 4-year transfer graduation rates have improved from 69% to the current 80%. The achievement gap for freshmen has been reduced to 6% for underrepresented students and 4% for Pell eligible students, and the achievement gap for transfer students has been close to 1% for the past three years. These gains were made even while more underrepresented students (42% in 2010 to 52% in 2014) and more Pell students (35% in 2010 to 49% in 2014) enrolled on campus over the past five years. These accomplishments have taken place with proactive leadership at the university and college level. While there is considerable progress with the 6-year freshman and 4-year transfer graduation rates, there is significant work ahead in regard to 4-year freshman graduation rates and in reducing achievement gaps. CSULB is well prepared to take on this new challenge.

This report is organized as follows:

- *Long Term Plan* providing an overview of initiatives planned to improve graduation rates and close achievement gaps for freshman and transfer students by 2025.
- *Rationale* for long term plan outlining why the proposed strategies would be effective.
- *Goal & Timeline* for the long term plan including milestones and targets for 2025.
- *Short Term Strategies* for implementation in 2016-17.

LONG TERM PLAN

• University Strategic Planning

Since 2006, student success has been a topic of conversation between CSULB vice presidents and senior academic staff. The Highly Valued Degree Initiative (HVDI) utilizes the already-existing annual strategic planning process to establish campus goals for degree completion and to foster cross-divisional discussion of student success. Discussions create a venue within which the efforts of Academic Affairs, now including Enrollment Services, link effectively not only with Student Affairs but also with Administration and Finance and other key divisions. Cross-divisional cooperation is essential to progress. Student success eventually is a super-ordinate goal for all stakeholders, which is an expedient way to resolve potential differences among vice presidents about resource allocation. This planning process will now extend to embrace the specific vision articulated in Assembly Bill 1602. **University Strategic Planning is an ongoing university process and does not require additional resources.**

• Organization for Student Success – HVDI 2025

A renewed HVDI 2025 institution-wide Steering Committee will be formed with representatives from each of the academic colleges, Division of Student Affairs, University Center for Academic

Advising, Institutional Research, Enrollment Services, Faculty Center for Professional Development, and the Office of Undergraduate Studies. Chaired jointly by the Provost and the VP for Student Affairs, six taskforces will be formed for each of the following areas: Re-Imagining the First-Year of College (RFY), Time to Degree, Diversity and Support Services, Strategic Advising, Faculty Development, Research & Evaluation. They will meet every other week to sustain momentum and focus.

The goals for each taskforce are as follows:

- **RFY Taskforce:** dramatically improve the quality of learning and student experiences in the first year, both for first-time freshmen and transfer students, increase retention rates, and improve student success. RFY is a nation-wide, three-year project under the umbrella of the American Association of State Colleges and Universities (AASCU) with deliverables in the areas of Credit Accumulation, Credit Completion Ratio and Gateway Completion Rates. Thus, this effort is strategic to closing the achievement gap and further improve timely degree completion.
- **Time to Degree Taskforce:** focus on freshman 4-year and transfer 2-year graduation rate improvement strategies.
- **Diversity & Support Services Taskforce:** improve retention rates for freshmen and transfers and eliminate “achievement gaps” for low income and underrepresented minority students compared to other students.
- **Strategic Advising Taskforce:** ensure that all students meet with an advisor annually and all unit advisors implement university priorities using CSULB’s comprehensive suite of e-Advising tools.
- **Faculty Development Taskforce:** expand the use of the most effective instructional methods that contribute to retention and learning for all students, and to develop strategies to reduce and eventually eliminate bottle-neck courses in 4-year roadmaps.
- **Research and Evaluation Taskforce:** support all task forces with data and analysis capabilities in planning, implementing and evaluating campus efforts toward the 2025 graduation goals.

Each year HVDI commits \$2.3M for student success proposals approved by the committee. This amount is funded by the Student Excellence Fee (SEF). These projects have helped shape student success innovations within various units of the university, particularly at the college-level, where data-driven approaches to student success have produced unprecedented measureable outcomes for student success programming. While we are able to fund only two-thirds of the proposals submitted, every year we receive proposal requests in excess of \$3.9M. With the focus on renewed goals for Student Success 2025, we expect HVDI 2025 to receive a significantly greater number of proposals. Considering the potential to influence the campus through this effort, it would be strategic to invest additional funds to target the 2025 goals.

• **Strategic Advising with e-Advising Tools**

Our recently adopted suite of student- and/or advisor-facing e-Advising tools provide the structures that allow students to engage more in their own educational planning by recognizing the benefits of a full-unit course load and the importance of early major and career exploration. On the academic advisor’s end, our new e-Advising tools enable us to conduct pro-active advising

campaigns targeting the 2025 goals and to respond quickly to early alerts with intentional advising. Although we are in the early stages of full implementation, we are certain that growing competencies in the use of these tools will yield large gains in lowered units to degree and increased degree attainment. The implementation includes the development of a standard university-wide advising calendar that highlights advising and “nudge”-opportunities throughout the academic year. Advisor training is ongoing to ensure maximum adoption of our new e-Advising capacities.

The Degree Planner automatically recommends a multi-year plan to graduation for students based on their remaining requirements. Students and advisors can further individualize these plans as needed. Almost 31,000 of our 32,800 undergraduates can utilize the planner. Approximately 83% of continuing students have utilized the tool and we have already seen 90% adoption among the Fall 2016 incoming freshmen. The Degree Planner allows students to visualize their entire progress to degree, arranged both in semester-by-semester table format as well as in a pie-chart of units accomplished towards the degree. Students can also move their developed plan directly into the Class Schedule Planner to begin the registration process, thus implementing all aspects of our e-advising tools as a cohesive system that aids students toward graduation.

We currently have over 65 campaigns for student success across the university. However, these campaigns are not sufficiently vetted for effectiveness nor are they prioritized based on 2025 goals. We need to institute a data ‘guru team’ at the Academic Affairs level to provide oversight and recommendations on student success markers as well as data driven decisions as to which university-wide advising outreach campaigns could be the most impactful for improving our 4-year graduation rates. This ‘guru team’ will also organize the campaigns into ‘priority levels’ – Level 1 for University priority, Level 2 for College priority, and Level 3 for Department priority. Each campaign will be strictly documented for process, format, data to be collected, and data tools available for tracking progress. Developing business processes around each campaign will allow us to institutionalize and streamline the workflow among the advising team. We will need at least three new staff to manage the workload.

- **Eliminating Bottleneck Courses**

Bottleneck courses often complicate student progress by delaying completion of pre-requisite or sequenced courses and increasing time-to-degree. The bulk of our campus bottlenecks arise from low completion rate courses rather than poor enrollment planning. However, in order to improve the 4-year graduation rates, we need to revisit enrollment planning very strategically. We are committed to implementing a predictive enrollment-planning tool, *Platinum Analytics*, in the 2016-2017 academic year to ensure availability of seats in the high priority courses that students need to make progress toward their degrees. Currently, 83% of the continuing students maintain their degree plans. We need to implement advising strategies that will increase student compliance above 95%. Accurate degree plans will be key to predicting course demands and tracking student progress toward 4-year graduation goals.

Platinum Analytics and Degree Planner data mining are in preliminary stages. The full potential of these tools will be realized when there is a dedicated staff assigned for data mining, data

analysis, validation, and tracking reports to influence the planning process. Considering these tools are very new, it is critical to devote at least two staff positions to lead this effort and fully integrate these tools into the university planning process.

- **Data-Driven Decision Making**

To further improve graduation rates and reduce achievement gaps, the departments and colleges must take ownership of both data and solutions that drive this change. The next level of progress requires broad acceptance and solutions at the department level, which may be unique to each discipline. To foster this change in culture, CSULB is promoting a 3-year targeted initiative to engage faculty and staff in leading this change through the “Faculty & Staff Data Fellows Program” for student success. Our goal is to empower the Data Fellows to become experts on these data and, in turn, to cultivate broader understanding and application of available data regarding persistence, achievement gaps, and graduation rates. One faculty member, one staff member, and the associate dean from each college will be identified to lead the effort for their respective college. All student-facing units, including Student Affairs, Undergraduate Studies, the University Center for Undergraduate Advising, Enrollment Services, and Institutional Research will also each identify two staff members to participate. The Associate Deans of the colleges of Education and Natural Sciences and Mathematics serve as Project Directors, supported by staff in Academic Affairs.

While we have made modest investments in this area for the past year, we need to increase investment significantly to make inroads within each department and enhance capabilities with Institutional Research (IR) to serve the broader needs of the institution. We need additional staff in IR and additional support for the data fellows program to institutionalize data-driven decision-making.

- **Provost’s Graduation Incentive Award**

In Summer 2016, we piloted a fee waiver incentive, named the Provost’s Graduation Incentive Award, to increase the latest 4-year graduation rates. We targeted the 2012 cohort of first-time freshmen with less than six units to complete their degree requirements. Considering that summer course fees are higher and financial aid is not necessarily available, it is highly likely that such students will postpone graduation until the following fall. We invited 97 students to partake in this initiative and 37 students accepted. We are currently in the process of surveying the students who did not accept the award to learn the reasons why they did not participate and how we can improve the acceptance rate for the future. Based on preliminary feedback it is clear we need to build financial incentives for students to graduate in four years. The total cost for funding 37 students in this program was approximately \$150K. As we better understand the structure of the award that is most effective, we need to develop a special pool of incentive funds that are targeted at students who can graduate in four years. The 4-year graduation gap is larger for Pell eligible students, who graduate at a rate of 10.2% compared to non-Pell students who graduate at a rate of 21.1% for the Fall 2011 cohort. Over the years, this gap has widened.

Financial challenges are clearly a hurdle for 4-year graduation. As part of the expanded Provost’s incentive award, CSULB plans to dedicate additional non-general funds targeted at 4-year graduation, which will reach about 300 additional students per year.

- **Targeted Career Readiness Initiative**

To promote student success and 4-year graduation, it is critical that students receive career intentional development opportunities that pertain to their discipline of interest. Successful internships leading to employment or coaching and mentorship for pursuing graduate education is indispensable. There is no better incentive for a student to graduate than having a job or graduate school lined up. As part of the initiative to improve 4-year graduation rates, we will require all juniors and seniors who are on track to graduate in 4 and 4.5 years (see Table 3) to attend mandatory career development services and/or graduate school mentorship programs. These programs are currently offered on a voluntary basis through the Career Development Center and Graduate Studies Resource Center.

We will dedicate three qualified/trained career counselors who will be integrated as staff members of the Career Development Center to focus entirely on this critical initiative. The Career Development Center and Graduate Studies Resource Center staff will organize specialized workshops and events to support this critical task, in partnership with employers and other agencies. They will track progress to ensure all targeted students are actively engaged in the process and prepared to apply for internships, employment, or graduate school.

RATIONALE FOR LONG TERM STRATEGY

- **Freshman Graduation Rates**

The current 4-year graduation rate is 16%, which is equivalent to 640 students from the freshman cohort. Increasing this rate to 39% translates to an additional 910 students per year. Although this will not be an easy goal, CSULB is determined to make significant progress toward this target. Counter to intuition, 42% of the students who now graduate in 4 years have an Eligibility Index below 4000 and 90% of these graduates have an index ranging from 3400 to 4600. Hence, students who graduate in four years have a wide range of high school GPA and SAT scores. The only key reliable predictor of 4-year success is the progress they are able to make within the institution, and this prediction is more accurate the closer they get to graduation. Therefore, our key strategy for 4-year graduation is twofold. First, we need to ensure students who are already on track for 4-year graduation after their freshman year, which is a critical stage in their ability to be successful in college, remain on the 4-year track. Secondly, we need to launch a concerted effort to target students who are on a 4.5-year track, and develop curricular plans with them that produce 4-year graduation outcomes. This will include strategies such as summer and online courses. In order to implement this strategy, identifying students who are on a 4-year and 4.5-year graduation plan is critical. Currently, Degree Planner data is the only tool that can identify when a student is likely to complete a degree. Even though degree audit information can identify units left for completion, it does not consider course-taking patterns nor course-offering patterns in the final analysis to determine a degree completion date. Our proposal to eliminate 'Bottleneck Courses' proposed in our long-term plan is critical to ensuring that curricular pathways are not a hindrance, particularly for encouraging students on a 4.5-year pathway to change to a 4-year pathway. Also, as indicated earlier, students on a 4.5-year track often have financial challenges that inhibit them from making timely progress. For this reason, the Provost's Graduation Incentive Award will be primarily targeted at students who have the ability to reduce

their time to degree to four years by taking additional courses in summer or during the intersessions. Lastly, the Targeted Career Readiness Initiative will be a key incentive for timely graduation.

• **Transfer Graduation Rates**

Currently the 2-year transfer graduation rate for CSULB is at 36.6% with a URM gap of 1.1% and Pell gap of 0.9%. Over the past five years, the 2-year graduation rate has increased by 11 percentage points. The current impaction policy, requiring minimum requirements for admission to major, which was implemented in Fall 2013, will continue to play a major role in positively influencing 2-year graduation rates. Furthermore, CSULB has been proactive in implementing the AB1440 transfer pipeline. In Fall 2015, we admitted 946 Associate Degree students through this policy, which is 25% of the admitted pool and the second highest among all CSUs. The true impact of these policies has not been fully realized. While the enrollment-planning-based Degree Planner will be a major tool used to identify course demand and bottleneck courses, these tools have yet to be implemented for transfer students. Progress will be made in 2016-17 as more resources are available. If CSULB continues its current rate of progress, it will attain the 45% graduation rate by 2025 and continue the current trend of less than 1% achievement gap for 2-year graduates.

GOALS & TIMELINE FOR LONG TERM PLAN

Based on the current university strategic priorities and goals, the campus is already committed to meeting the 2017-18 goals of 20% graduation rate for freshmen and 40% for transfer students, as identified in Tables 1 & 2 below. In Fall 2016, when the University Strategic Planning committee meets, the team will formalize specific goals for 2025 proposed in the tables below.

Table 1: Freshman graduation goals and cohort size

Year	Freshman Cohort Size			4-Year Graduation Rate & Gap		
	Cohort	URM	Pell	Grad Rate	URM Gap	Pell Gap
2010-11	4,217	42%	35%	14.0%	3.9%	6.1%
2011-12	4,606	43%	36%	14.8%	6.2%	6.3%
2012-13	3,551	49%	41%	16.1%	6.6%	6.3%
2013-14	3,988	50%	49%	15.0%	5.1%	8.4%
2014-15	3,987	52%	49%	16.1%	7.0%	10.2%
Goal 2017-18				20.0%	5.0%	5.0%
Goal 2024-25				39.0%	<2.0%	<2.0%

Table 2: Transfer graduation goals and cohort size

Year	Transfer Cohort Size			2-Year Graduation Rate & Gap		
	Cohort	URM	Pell	Grad Rate	URM Gap	Pell Gap
2010-11	2,077	37%	36%	25.7%	0.0%	5.0%
2011-12	2,275	37%	39%	26.7%	-1.6%	1.6%
2012-13	2,686	38%	46%	26.4%	-0.3%	6.3%
2013-14	3,940	45%	52%	30.4%	0.7%	6.4%
2014-15	3,284	47%	53%	36.6%	1.0%	0.9%
Goal 2017-18				40.0%	<2.0%	<2.0%
Goal 2024-25				45.0%	<2.0%	<2.0%

SHORT TERM PLAN 2016-17

Based on Degree Planner data, we can identify the number of students who could complete their respective majors within four years and 4.5 years. For example, in the College of Business Administration (CBA) there are 111 seniors who can graduate in four years, with their last term being Spring or Summer 2017, which is 2.6% of the university FTF cohort. In addition, there are 173 seniors (4% of cohort) who plan to graduate in Fall 2017, which will be 4.5 years. Clearly, CBA has an opportunity to double its 4-year graduation by developing strategies to encourage students on the 4.5-year pathway to complete their course work by Summer 2017. This strategy can extend to juniors in the college where there is more time to plan for a 4-year graduation.

In the 2016-17 academic year, each college will organize an advising campaign to ensure all students on a 4-year plan remain on the plan and that there are no curricular hurdles preventing them from completing the plan. Furthermore, each college will carefully review all 4.5-year degree plans and develop strategies to convert at least 50% of the students to a 4-year plan. The conversion may include a number of key strategies, including permitting students into required courses, utilizing the Provost's Graduation Incentive Award, or other college specific incentives.

For the University Total, there are 849 seniors (20% of cohort) on a 4-year plan and an additional 872 seniors (20.1% of cohort) on a 4.5-year plan totaling 40.1% of the entire cohort. In addition, there are 995 juniors on a 4-year plan and an additional 980 juniors on a 4.5-year plan, totaling 45.6% of the cohort. Hence, focusing our efforts on these segments of the cohort for the immediate future is essential for improving the 4-year graduation in 2016-17 and 2017-18.

Table 3: **Students on track to graduate in 4-years and 4.5-years based on Degree Planner data.**

College	Cohort	4-Year Plan			4.5 Year Plan		
		Graduating Term	Total	% of Cohort	Graduating Term	Total	% of Cohort
Business Administration	Senior	Spring & SU 2017	111	2.6%	Fall 2017	173	4.0%
	Junior	Spring & SU 2018	208	4.8%	Fall 2018	122	2.8%
Education	Senior	Spring & SU 2017	5	0.1%	Fall 2017	8	0.2%
	Junior	Spring & SU 2018	5	0.1%	Fall 2018	25	0.6%
Engineering	Senior	Spring & SU 2017	128	2.9%	Fall 2017	140	3.2%
	Junior	Spring & SU 2018	156	3.6%	Fall 2018	163	3.8%
Health and Human Services	Senior	Spring & SU 2017	196	4.5%	Fall 2017	213	4.9%
	Junior	Spring & SU 2018	222	5.1%	Fall 2018	224	5.2%
Liberal Arts	Senior	Spring & SU 2017	275	6.3%	Fall 2016	193	4.4%
	Junior	Spring & SU 2018	225	5.2%	Fall 2017	292	6.7%
Natural Sciences & Mathematics	Senior	Spring & SU 2017	46	1.1%	Fall 2017	63	1.5%
	Junior	Spring & SU 2018	91	2.1%	Fall 2018	88	2.0%
The Arts	Senior	Spring & SU 2017	88	2.0%	Fall 2017	82	1.9%
	Junior	Spring & SU 2018	88	2.0%	Fall 2018	66	1.5%
UNIVERSITY TOTAL	Seniors	Spring & SU2017	849	20%	Fall 2017	872	20.1%
	Juniors	Spring & SU2018	995	23%	Fall 2018	980	22.6%