



California State University
MONTEREY BAY
Extraordinary Opportunity

CSU Monterey Bay

Draft Student Success Plan

Graduation Initiative 2025 Goals CSU Monterey Bay

Metric	2025 Goal	Most Recent Rate
Freshman 6-Year Graduation	63%	53%
Freshman 4-Year Graduation	44%	23%
Transfer 2-Year Graduation	46%	34%
Transfer 4-Year Graduation	80%	70%
Gap - Underrepresented Minority	0	-2 % points
Gap – Pell	0	3 % points

Executive Summary of Goals & Strategies CSU Monterey Bay

Goals	Strategies
<p>Long-Term</p> <ul style="list-style-type: none"> • Work with K-12 and community colleges • Link between tenure track hiring and student success • Advising 	<p>Long-Term</p> <ul style="list-style-type: none"> • Implement Degree Planner • Summer Start Programs for entering freshmen and transfer students • Increase tenure density and full-time lecturers • Implement mandatory advising
<p>Short-Term</p> <ul style="list-style-type: none"> • Advising • Data analytics 	<p>Short-Term</p> <ul style="list-style-type: none"> • Implement Degree Planner • Advance current junior/ seniors or freshmen-entrants to either 4-year plans or 2-year plans • Expand analytic capacity in CSUMB data warehouse

Long-term Strategies

Strategy 1: Improve Enrollment Management & Data Analytics Capacities			
Tactic	Key Indicators	Year	Support Needs and Opportunities
1) Degree Planner Online tool to allow students to draft four year completion plan. Departments are able to increase scheduling efficacy and course availability	<ul style="list-style-type: none"> Business processes implemented to facilitate mandatory use of degree planner by freshman-entrant and transfer-entrant students in Fall 2017 	2017	1.0 FTE systems analyst to support Degree Planner
	<ul style="list-style-type: none"> Degree Planner mandated for all students Business processes implemented to provide departments with regular updates about immediate and future course needs 	2018	
2) Student-Ready Institution Student Success Concierge to create single, centralized point-of-contact on campus for students	<ul style="list-style-type: none"> Faculty and staff to participate identified Training plan created for select staff and faculty to assist students in a centralized location in the library 	2017	1.0 FTE Student Support /Enrollment Services Concierge
3) Operational Automation	<ul style="list-style-type: none"> Automation of graduation readiness checking with Degree Audit completed Business process implemented for automatic graduation review for students who have earned 60 units 	2017	
4) Alternative Locations	<ul style="list-style-type: none"> Increased course and program availability provided at CSUMB@North Salinas 	2017	2.0 FTE Support Staff
5) Summer Start Program	<ul style="list-style-type: none"> Free or reduced-cost summer courses established for entering freshman and transfer students, focused on local region 	2018	Re-imagining the First Year Project travel and marketing support

6) Transfer Preparation	<ul style="list-style-type: none"> Number of students arriving to CSUMB with an Associate Degree for Transfer increased 	2019	<ul style="list-style-type: none"> 2+ 2 and Associate Degree for Transfer Programs Timely Completion Incentives
7) Part-time Student Timely Completion	<ul style="list-style-type: none"> Schedule created and published to support part-time students to predictably complete in high-PT-enrollment majors in 5 (with summer) or 6 years (no summer). Finish NOW—night, online, weekend—project outlined and evaluated 	2019	<ul style="list-style-type: none"> 1.0 FTE Night Student Support Concierge 1.0 FTE Night Enrollment Services Support

Strategy 2: Increased Faculty Support for Curricular Redesign			
Tactic	Key Indicators	Year	Support Needs
1) Increase pass rates in high-enrollment courses	<ul style="list-style-type: none"> Five (3 lower-division; 2 upper division) high enrollment courses with fail rates of 20% or greater identified for course redesign Departmentally designated faculty submit redesign proposal to Course Redesign with Technology Initiative or CSUMB Innovation grants 	2016	1.0 FTE for Teaching, Learning & Assessment Center
	<ul style="list-style-type: none"> Student pass rates in designated high-enrollment courses increased by 5% 	2018	
2) Increase Tenure Density and Full-time Lecturers	<ul style="list-style-type: none"> Student access to faculty increased Institutional capacity for innovative efforts increased Institutional capacity for Scholarship of Teaching and Learning projects increased 	2017 - 2021	25.0 FTE (5/year)
3) Alternative Modalities	<ul style="list-style-type: none"> Five high-enrollment, high book-cost courses identified for redesign to reduce costs 	2017	CSU Course Redesign with Technology Initiative
	<ul style="list-style-type: none"> Faculty development to support hybrid and online courses increased 	2018	CSU Affordable Learning Project
4) General Studies Degree Program	<ul style="list-style-type: none"> Degree completion program started for transfer students and freshman-entrants who wish to change majors late in their academic program 	2020	1.0 FTE Faculty Advisor

Strategy 3: Increase Capacity in Academic Advising and Student Success			
Tactic	Key Indicators	Year	Support Needs
1) Mandatory Advising	<ul style="list-style-type: none"> Business processes implemented to mandate advising for all students in the 2017 cohort in the first and second spring semesters to ensure progress to degree and appropriate pathways 	2017	2.0 FTE Academic Advisors
	<ul style="list-style-type: none"> Advisor/student ratio reduced to 1:500 	2018	2.0 FTE Academic Advisors
	<ul style="list-style-type: none"> Business process implemented to mandate advising for all students Reduce advisor/student ratio to 1:400 	2019	2.0 FTE Academic Advisors
2) Degree Pathways	<ul style="list-style-type: none"> All degree pathways reviewed to ensure appropriate course sequencing Catalog reflects clear and consistent information on course availability by semester 	2017	
3) Graduation Process	<ul style="list-style-type: none"> Business process implemented to automatically trigger graduation review 	2019	1.0 FTE Graduation Counselor
4) 4 year Graduation Promise: 30 to Finish	<ul style="list-style-type: none"> Identify 5 majors to support for 4 year promise for freshman entrants and 2 year promise for students who agree to take 30 units/year 	2019	<ul style="list-style-type: none"> 1.0 FTE Financial Aid Counselor Financial support in tuition fee reduction or scholarships for each year 30 units on degree pathway are completed

Strategy 4: Creating a “Student-Ready” Campus			
Tactic	Key Indicators	Year	Support Needs
Student Success Capacity	Additional space located and designed to accommodate a centralized space for advising, tutoring, financial aid, and the office of the registrar	2020 or later	Additional building space

Long Term Plan Rationale

The leaders of California State University, Monterey Bay (CSUMB) see in the ambitious 2025 Graduation Initiative goals opportunities to further build on the work begun in the first Graduation Initiative. In our long-term plan, we have elected to focus on three key areas of improvement: Enrollment Management and Data Analytics, Faculty Support and Curricular Redesign, and Academic Advising in order to create a “Student-Ready” campus. Woven throughout these objectives is a commitment by the University to hold steady or reduce student costs wherever possible. Students who complete in four years save \$20,000 by comparison to five-year completion and increase their opportunity rewards by moving into the workforce more quickly, and reductions in costs may further decrease the average student debt from its current average of \$13,000.

CSUMB’s enrollment management planning defines effective practice as beginning with applicants and continuing through to the transition from students to alumni. Necessarily, enrollment management will remain an area of considerable focus in the implementation of our plans. The hallmark of the work in this area will be the additional technological solutions made available to students and departments, most significantly a degree planner tool that allows students to draft an online, four-year plan of the course sequences for their degree and to see the ramifications of any changes in that trajectory. As we know that the majority of CSUMB students who graduate do so by year five, we see the planner tool as an excellent means of facilitating a four-year graduation for students who would otherwise complete in 4.5 or 5 years. These plans, in turn, allow for better and more accurate information to advisors and academic departments, so decisions with respect to scheduling and hiring can be data-informed and outlined several years in advance. In turn, this allows us to communicate course schedules earlier, making planning easier for the 50% of our students who work or have other commitments more than 20 hours a week.

CSUMB also recognizes that any plan must address the classroom to reach the ambitious goals we embrace. As Vincent Tinto (1993; 2012) points out, the classroom is the only area through which universities are assured the opportunity to reach all students, particularly when a significant number work off campus or commute. We therefore regard the interaction between student and faculty, as well as student and curriculum, as a pre-eminent concern in the work to improve student completion. An area of development for CSUMB is student access to alternative teaching modalities, particularly hybrid course instruction, where classroom interaction occurs both online and face-to-face. We will build on our successes in redesign, most visible in our award-winning remedial math program, Math Huge, which boasts a 90% success rate in these 65-100 student classes.

A key strategy in the first Graduation Initiative was the centralization of academic advising, and this change is understood to be a key reason for the increase in our persistence and graduation rates. We will continue to build on those successes by hiring additional professional advisors and providing broad advising support through advances in technology. In order to be a student-ready university, it is paramount that CSUMB continue to decrease the student/advisor ratio in order to create capacity for mandatory advising.

Objectives and Timeline

In order to meet the targets as prescribed by the Chancellor's Office, CSUMB is setting the following interim targets based on an assessment of our current data and practice, and have used these objectives to set our priorities in the short and long term. These represent only the first several years of the Initiative and will be further refined and developed during 2016-2017.

2025 Graduation Initiative Targets

- 44 % 4-year graduation rate for freshman-entrants
- 63% 6-year graduation rate for freshman-entrants
- 46% 2-year graduation rate for transfer-entrants
- 80% 4-year graduation rate for transfer-entrants
- 0% achievement gap for underrepresented minority students
- 0% achievement gap for Pell-eligible students

Interim Objectives

Annual

- 4 year freshman entrant graduation rate increased by 3% per year
- 2 year transfer entrant graduation rate increased by 3% per year
- Increase persistence to year 2 by 2% for freshman and transfer entrants

2017

- Increase annual average student course load for lower division students by 10%

2018

- Decrease average book fees by 10%
- Increase completion rate in key high-enrollment courses by 5%
- Enroll 10% of incoming freshman cohort in "30 to Finish" program
- Increase annual average student course load for lower division students by 10%
- Reduce Advisor/student ratio to 1:500

2019

- Increase number of transfer students holding Associate Degrees for Transfer by 10%
- Reduce Advisor/student ratio to 1:400

2016-2017 Foundational Plan

The faculty and staff of California State University, Monterey Bay seek through the 2025 Graduation Initiative to become a more student-ready campus, leveraging our current work in six key areas in the next academic year. These efforts will provide the foundation upon which the efforts of the next decade will grow. These tactics are designed to prototype programs to advance our goals of 44% of our freshman-entrants and 63% of our transfer-entrants to 4-year or 2-year graduation with no achievement gaps.

Tactic	Key Deliverables	Responsibility
1) Enrollment Management: Degree Planner	<ul style="list-style-type: none"> Program available for student and advisor use Data analyses available to departments for more efficient course scheduling 	Provost
2) Enrollment Management: Automated Transfer Articulation	<ul style="list-style-type: none"> Upgrade to ASSIST software completed 	Registrar
3) Advising: Advance current junior or senior freshman-entrants to 4-year plans or transfer-entrants to 2-year plans.	<ul style="list-style-type: none"> Students on track to complete in 4.5 or 2.5 years identified (approximately 477) Plans to facilitate student progress to degree in 4 or 2 years created and executed 	Advising Director
4) Data Analytics: Expansion of analytic capacity in CSUMB data warehouse	<ul style="list-style-type: none"> Background Data modeling completed Dashboards built from models Training for effective data usage created 	Associate Vice President for Academic Planning and Institutional Effectiveness and CIO
5) Appropriate and Timely Communication: Student-facing business processes, policies and timelines overlap appropriately without unnecessary conflicts	<ul style="list-style-type: none"> Business process and calendar created to regularly provide key data to high-level committees 	AVP Academic Programs & Dean, Undergraduate and Graduate Studies
6) Financial Outreach: Degree completion emergency grant program for students in need who owe less than \$500	<ul style="list-style-type: none"> Stop-outs and time-to-degree decreased 	Vice President, Student Affairs and Enrollment Services