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Graduation Initiative 2025

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Graduation Initiative 2025



Background

- In 2009, the California State University (CSU) launched its first concerted graduation initiative (GI)
 - Improve six-year completion rates
 - Reduce achievement gaps for first-time freshman by 2015.

Background (Cont.)

- The results of the first phase exceeded original completion goals as CSU achieved the highest graduation rates in recent history.
- As a consequence, CSU committed to revisiting its goals during the summer of 2016.

Graduation Initiative 2025

- In summer 2016, faculty, student, and campus leaders gathered to establish new campus and system targets for 2025

Graduation Initiative 2025

**4 & 6 year
freshmen
graduation
rates**

**2 & 4-year
transfer
graduation
rates**

**Achievement
gaps for
students who
are URM and
students who
are Pell Eligible**

FTFT Freshmen

Retention Rate
85%

4-Year
Graduation
Rate 12%/30%

6-Year
Graduation
Rate 55%/62%

Transfer Students

Retention Rate
88%

2-Year
Graduation
Rate 36%/45%

4-Year
Graduation
Rate 76%/83%

<https://www.csusb.edu/institutional-research>

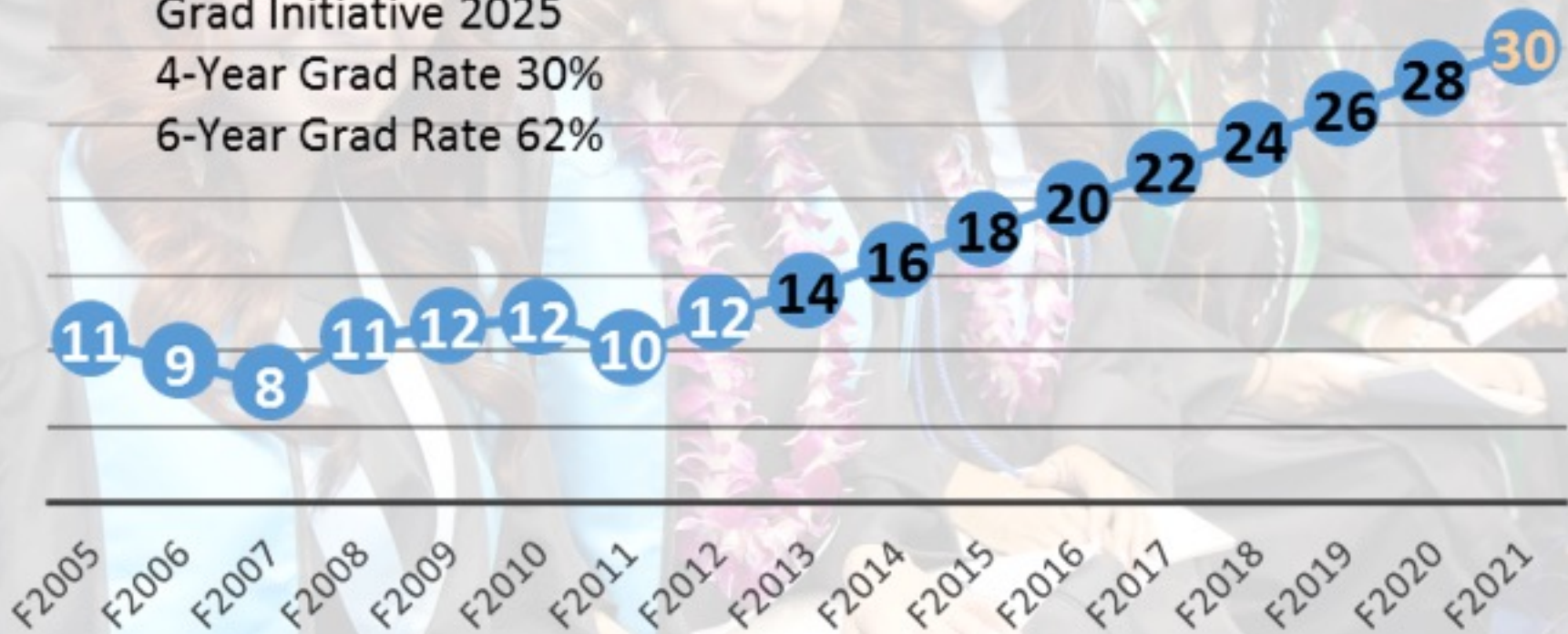


First Time Full Time Freshmen Four-Year Graduation Rate

Grad Initiative 2025

4-Year Grad Rate 30%

6-Year Grad Rate 62%

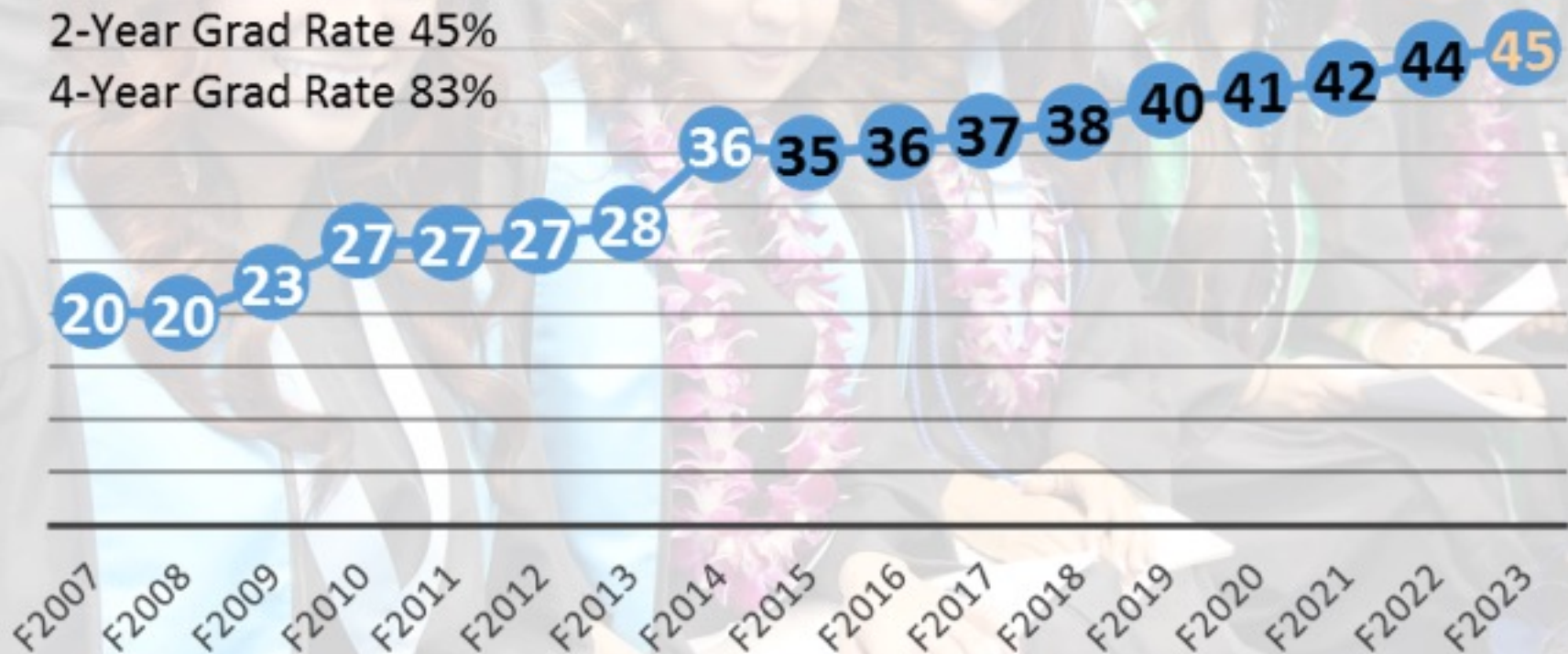


Transfer Students Two-Year Graduation Rate

Grad Initiative 2025

2-Year Grad Rate 45%

4-Year Grad Rate 83%



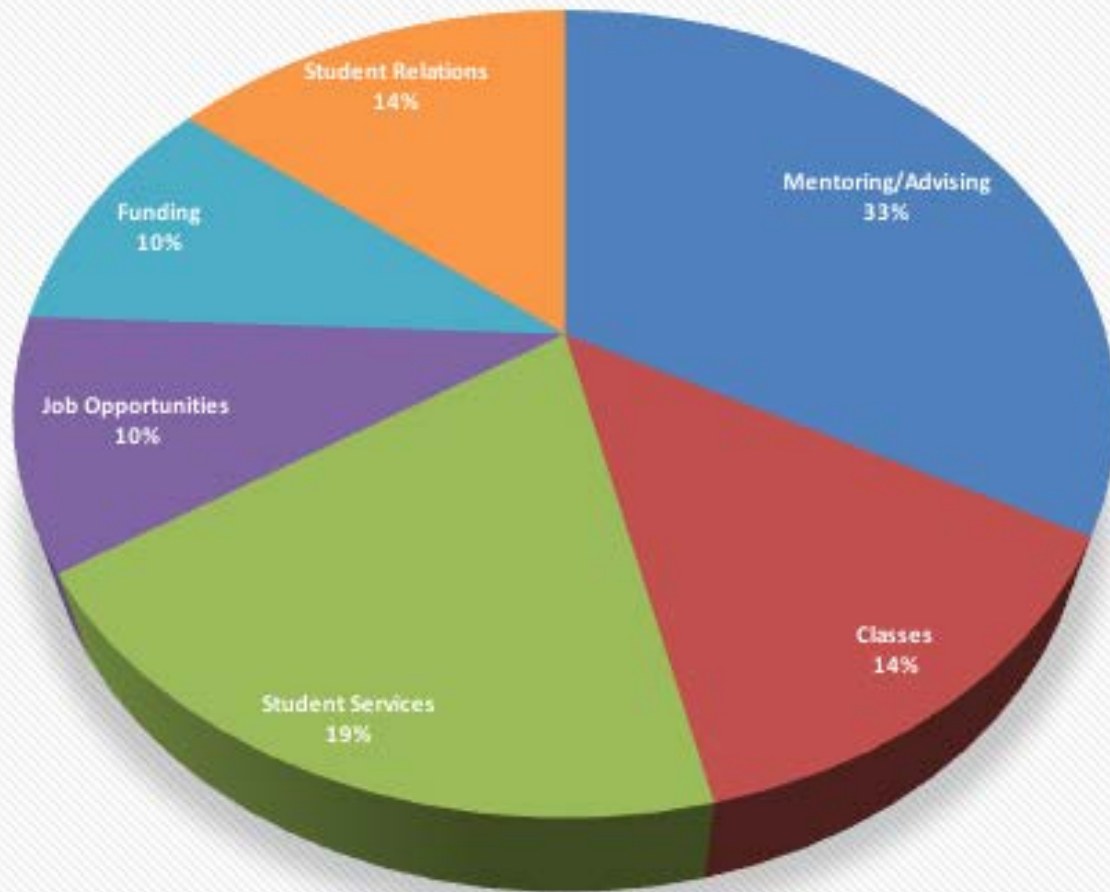
CSUSB Retreat Conversations

1. How do you define student success?
2. What are our biggest barriers to student success?
3. What are the concrete, practical, and timely steps, procedures, and/or policies you would implement to meet your student success goals (with or without monetary funding) in light of the graduation initiative?

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Main Topic	Subcategory	Frequency
Mentoring/Advising		46
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	Look into starting possible communications campaigns (ex: "Done in Four")	1
	Create central spaces for students to interact with faculty	6
	Include Student Representatives in broader range of decision making	5

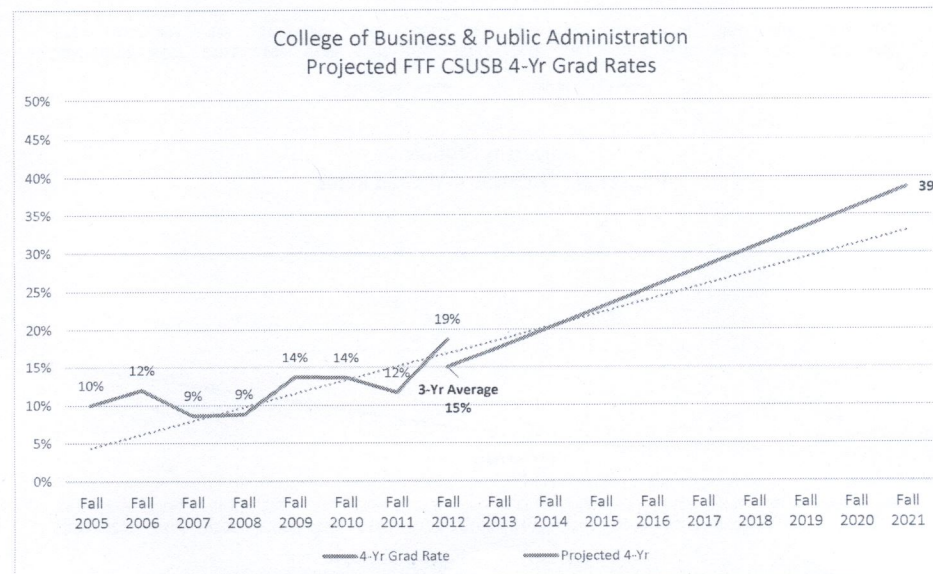
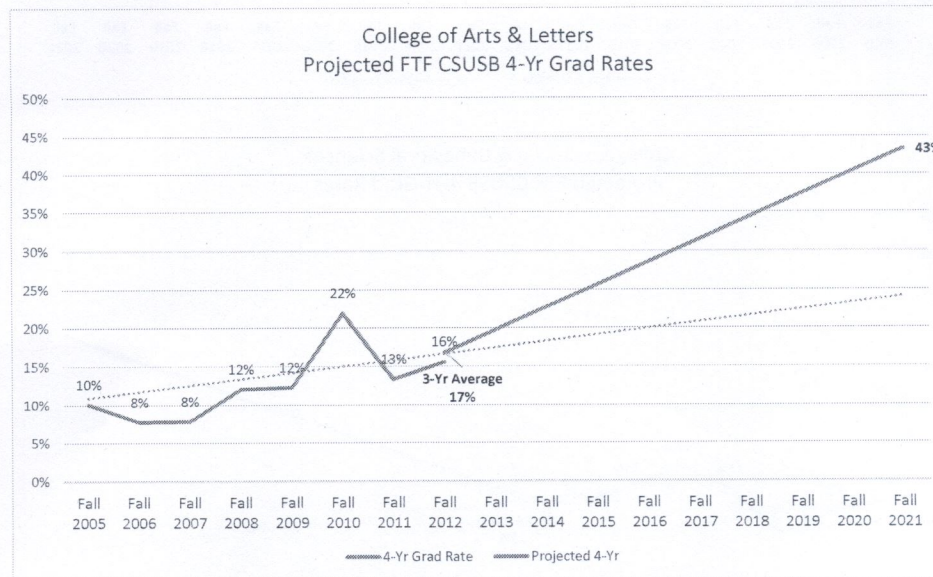
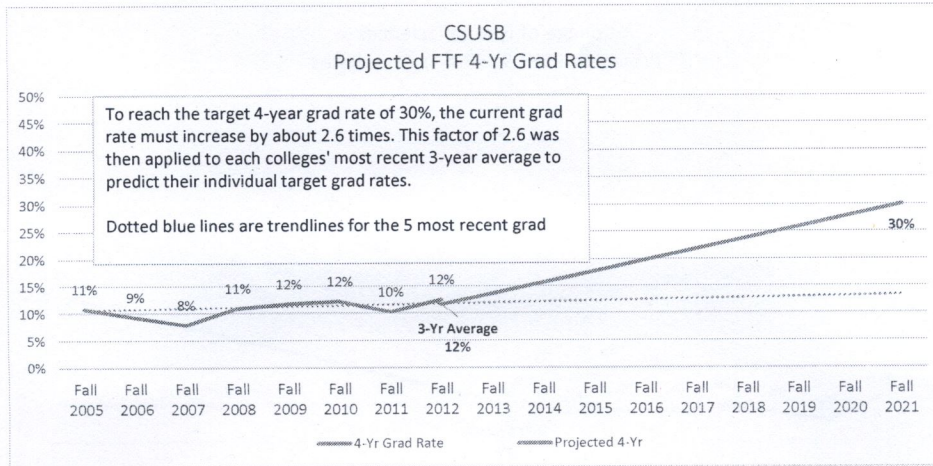


■ Mentoring/Advising ■ Classes ■ Student Services ■ Job Opportunities ■ Funding ■ Student Relations

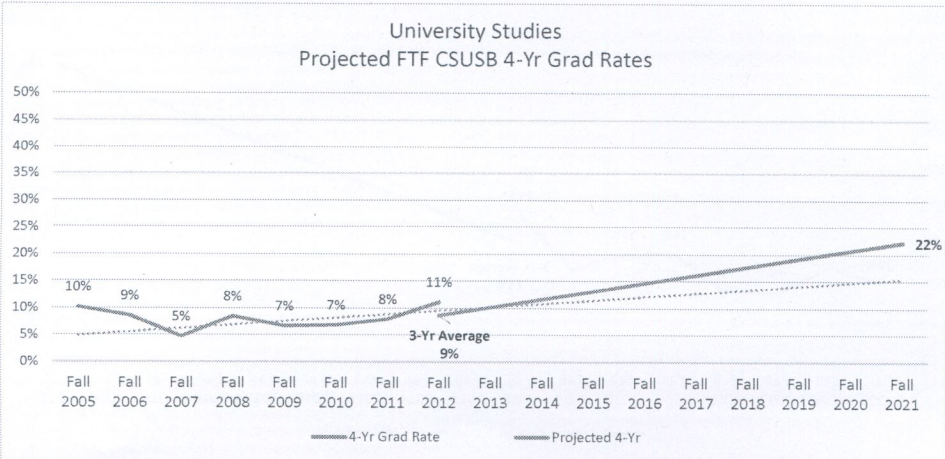
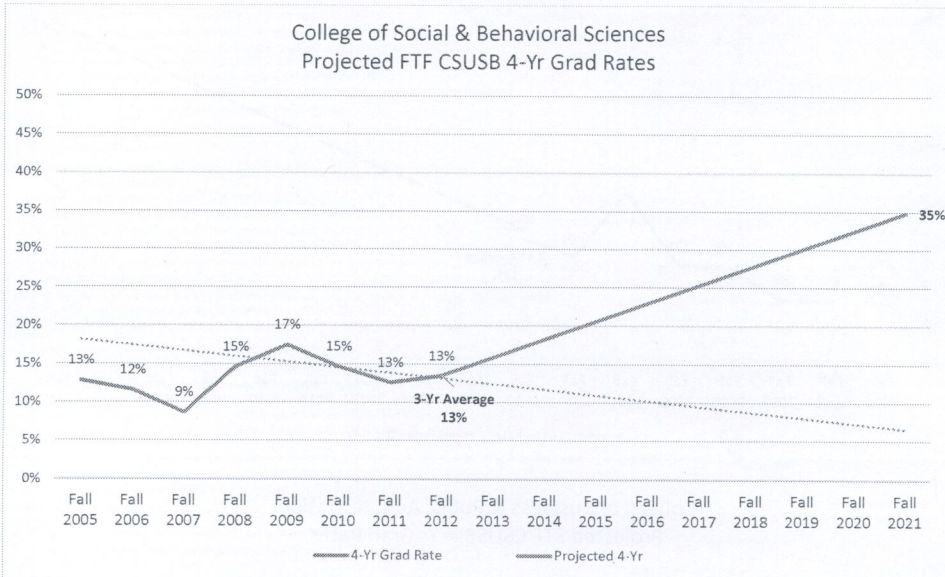
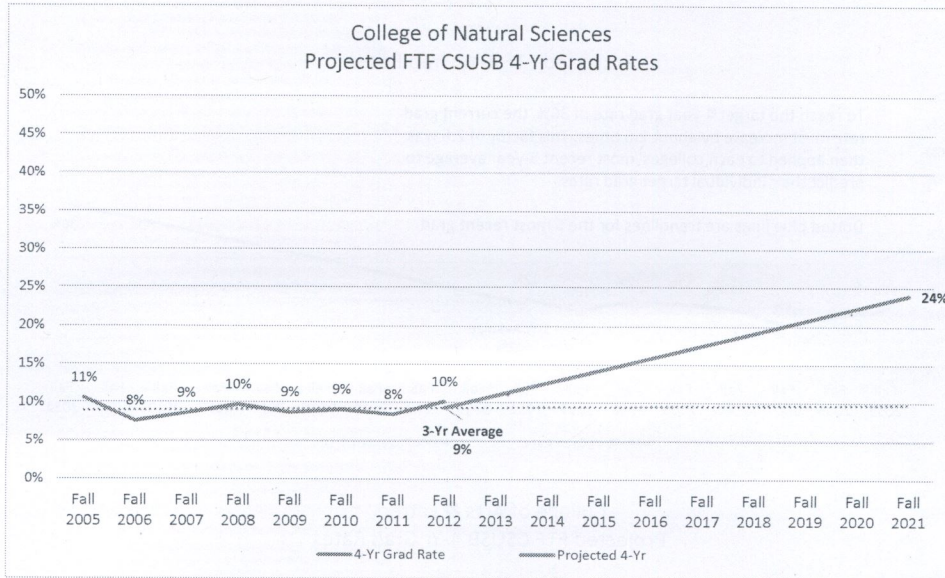
Activities To Date

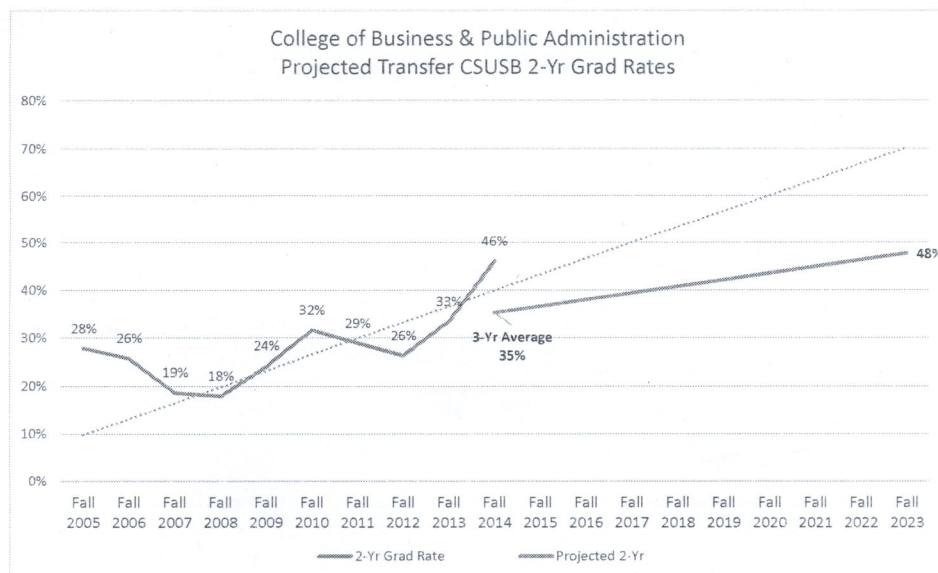
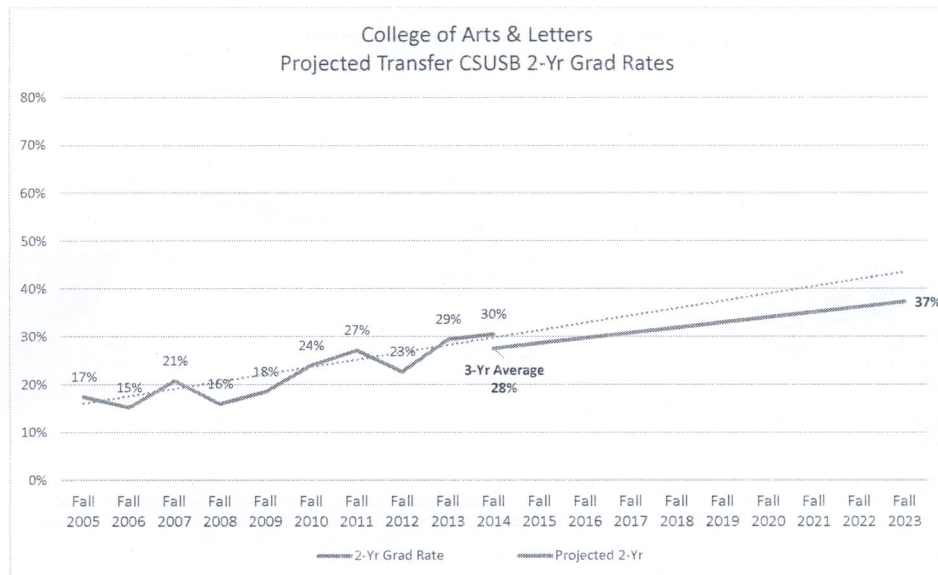
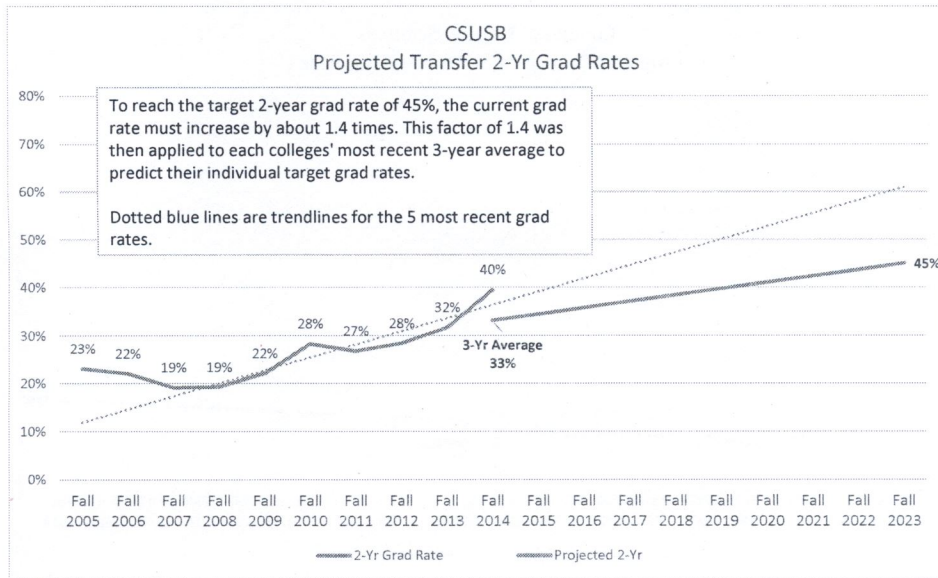
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- Funding Allocation for Bottlenecks
- Funding to Support College Efforts to Support Student Success
- Graduation Party
- Student Success Teams
- Use of Technology

QUESTIONS

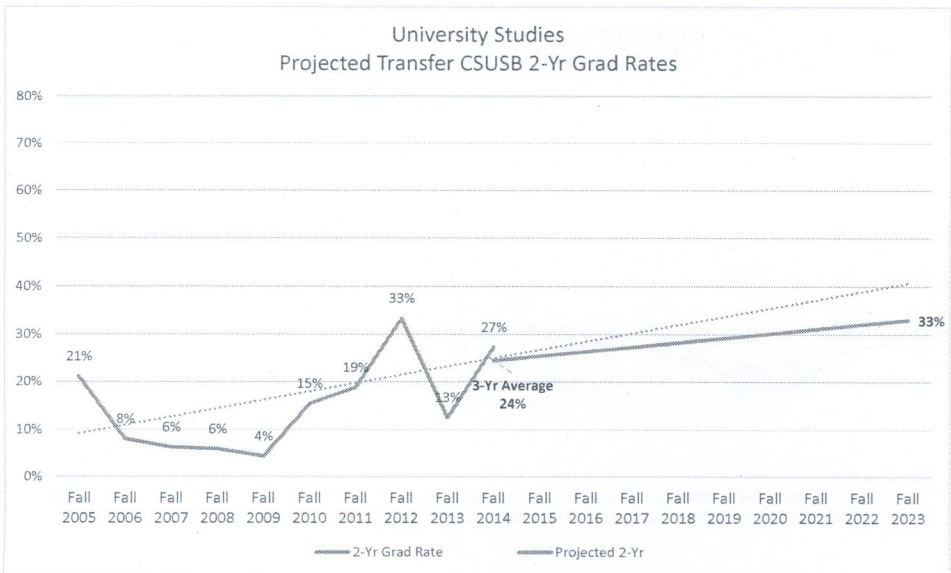
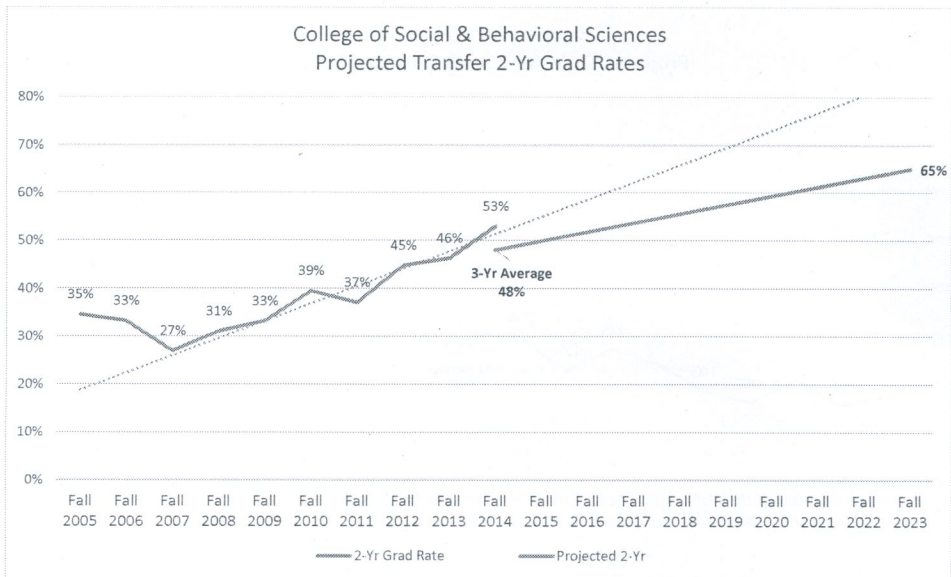
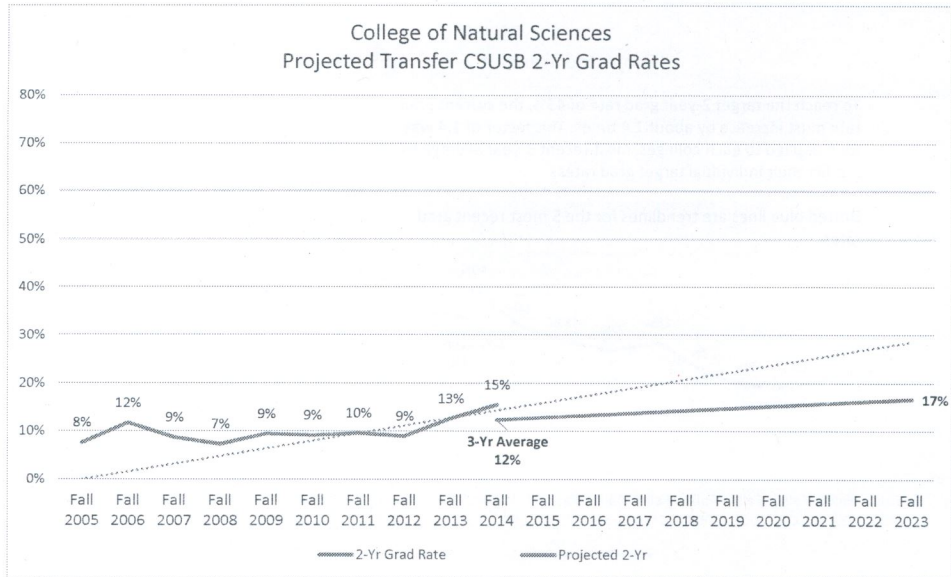


FTF Graduation Rate Dashboard - <https://dashboard.csusb.edu/idashboards/?guestuser=idashguest&dashID=280>

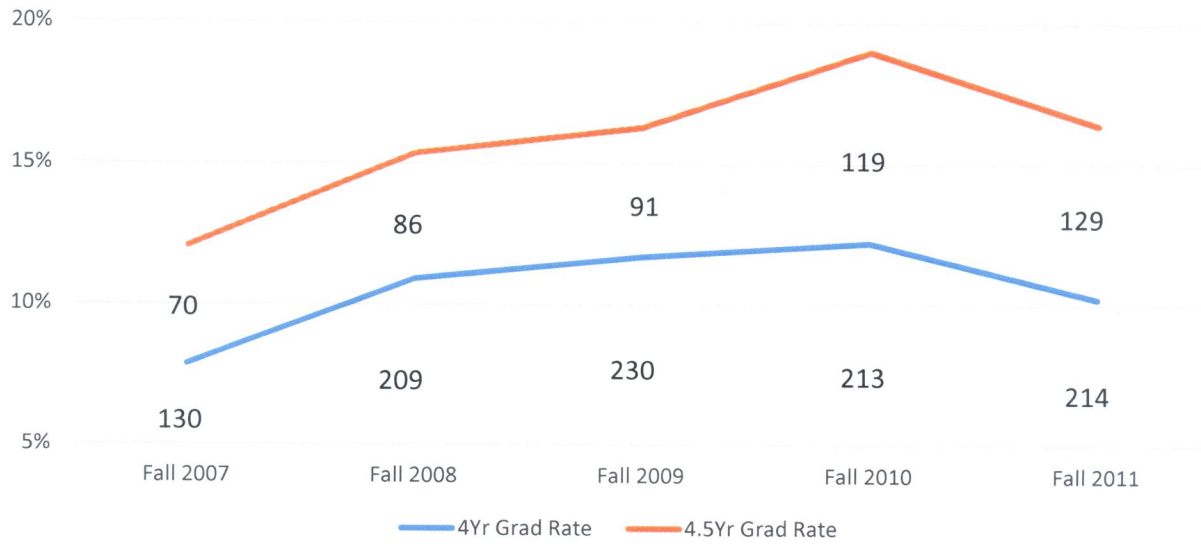




Transfer Graduation Rate Dashboard - <https://dashboard.csusb.edu/idashboards/?guestuser=idashguest&dashID=266>



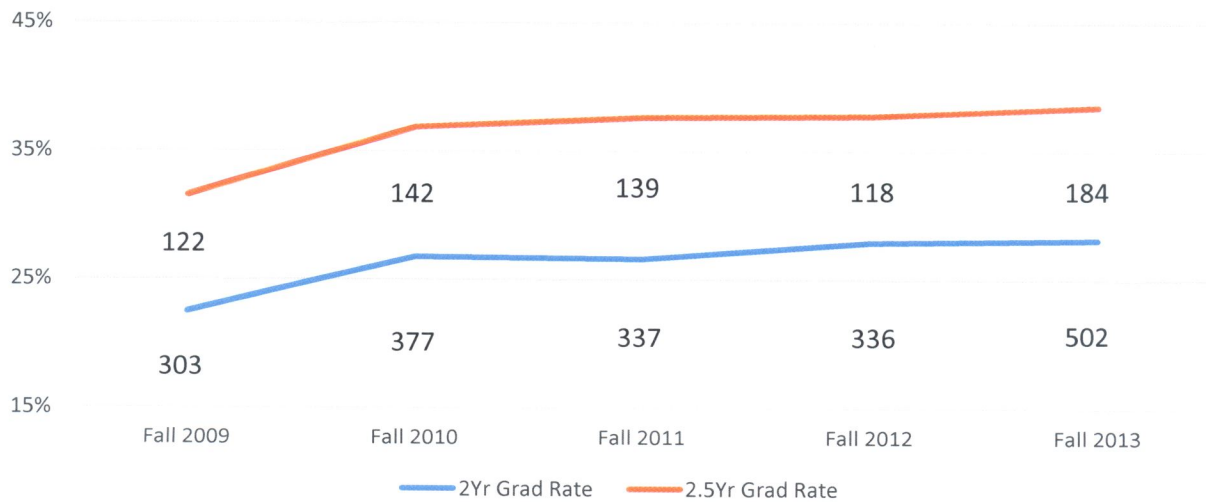
FTF: 4-Year and 4.5-Year Graduation Counts and Rates*



*4.5-Year graduation rates are based on the number of students who graduated before the end of their 5th Fall quarter. 4.5-year graduation counts are shown above 4-year graduation counts.

Note: Shortening graduation terms by one (from 4.5- to 4-year) will increase the graduation rate by about 5%.

UD Transfers: 2-Year and 2.5-Year Graduation Counts and Rates*



*2.5-Year graduation rates are based on the number of students who graduated before the end of their 3rd Fall quarter. 2.5-year graduation counts are shown above 2-year graduation counts.

Note: Shortening graduation term by one (from 2.5- to 2-year) will increase the graduation rate by about 10%. The increased cohort size in Fall 2013 partially explains the increase in graduation counts.

Part of GI2025 report to the CO on Feb. 24, 2017.

for a successful
early warning
system

Six roles for faculty in student success

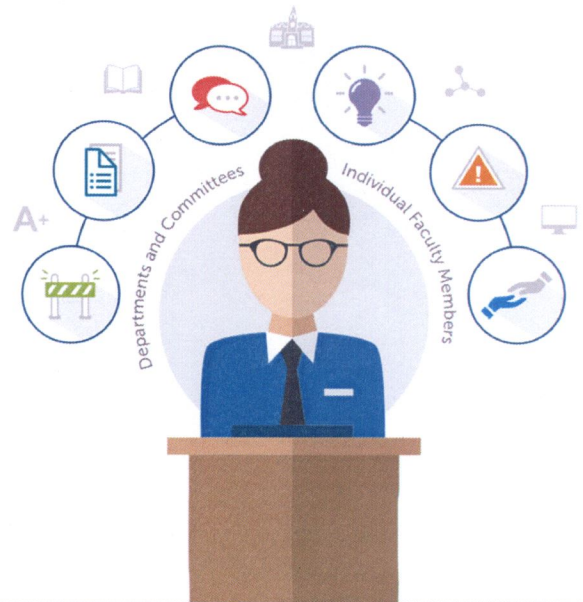
How the academy can support institutional efforts to improve retention and completion

Infographic | March 31, 2016

Six **Roles** for Faculty in Student Success

How the academy can support institutional efforts to improve retention and completion

Faculty play a critical role in shaping the student experience but are surprisingly underleveraged as allies in student success strategy. Here are six key ways that academic units and individual faculty members can help students successfully navigate their academic careers.



1

Addressing Curricular Barriers to Completion

Decisions about curricula are often made within departmental silos, underestimating or even ignoring their institution-wide impact on student success. *How can we equip academic units*

to enact progression-based curricular reforms?

Recommendations

Arm Units with Data

On-demand enrollment analytics help faculty to assess the consequences of proposed curricular changes.

Create Role-Based Working Groups

Subcommittees with specific tasks make better use of faculty time (and expertise) than large task forces.

Skip the "Pilot" Phase

Curricular reforms are most effective when treated as full-scale, managed projects, rather than one-off experiments.

Redesigning Academic Policies

Rules and regulations that govern degree planning, course registration, and advising can unintentionally force students off track. *How can we identify and adjust these obstacles?*

2



Recommendations

Balance Forgiveness with Proactive Advising

Course repeat and probation policies should encourage students to explore alternative pathways to graduation.

Use Degree Plans as Guardrails

Critical course and grade "milestones" can help faculty and staff evaluate students' academic risk.

Incentivize Timely Progression

Students are more likely to graduate on time if attempting (and completing) 30 credits per year is treated as default.

3

Evolving Academic Advising Models

Helping students register for courses is only the tip of the iceberg—faculty and staff advisors are now expected to counsel, coach, and intervene with struggling students on a regular basis. *How can we prepare our departments for these broader expectations?*

Recommendations

Outline and Differentiate Roles

Faculty time is best spent on mentoring and academic consultation, not transactional or administrative activities.

Leverage Faculty in Advisor Trainings

Involving faculty in regular staff trainings builds mutual trust and collaboration.

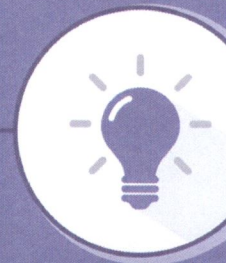
Consider Units' Unique Staffing Needs

Moving to a centralized advising model requires an investment in distributed administrative support.

Enhancing the Learning Experience

It's clear that great teachers have an outsized impact on students' success in college and in their careers. *How can we encourage more faculty to innovate in the classroom?*

4



Recommendations

Harness Grassroots Activity

It should be easy for innovative instructors to apply for course redesign grants and generate scalable pedagogical models.

Reduce the Risk of Adoption

Targeted support and recognition alleviates the pedagogical, technological, and social concerns of instructors.

Focus on Critical Courses

Courses with high failure rates should be prioritized to maximize the impact of funded reforms on student success.

5

Flagging Signs of Student Risk

By tracking student attendance, performance, and engagement in class, faculty can help inform your early intervention strategy. *How can we build greater awareness and utilization of early warning systems?*



Recommendations

Make It Simple

Early warning systems should be easy for faculty to use, with a single referral point for academic and behavioral concerns.

Make It Flexible

Faculty should be able to determine the time period and performance threshold for early academic assessments, within reasonable boundaries.

Communicate the Impact

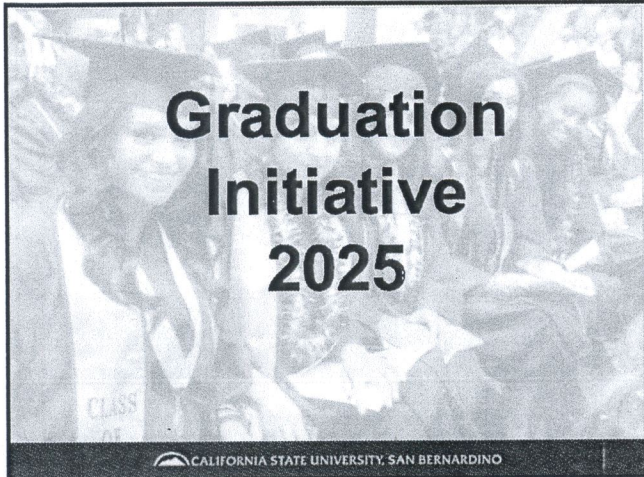
Messages about the importance of early alerts in helping to connect students with critical support services should come from senior academic leaders.

Mentoring Rising-Risk Student Groups

Talented, high-achieving students seek out mentorship opportunities on their own, but many don't establish connections with faculty until it's too late. *How can we engage more students*

6





Background

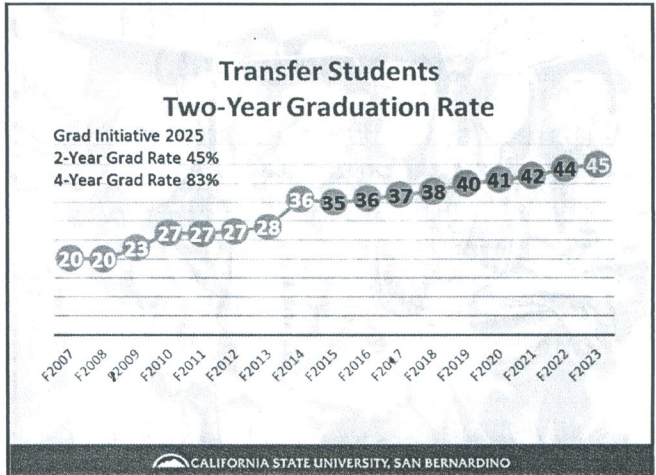
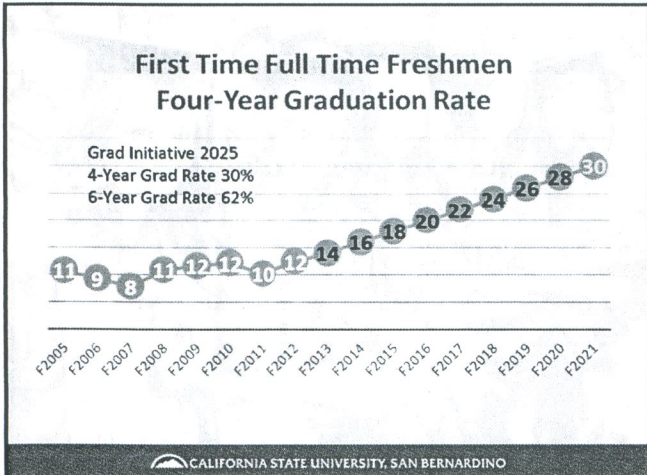
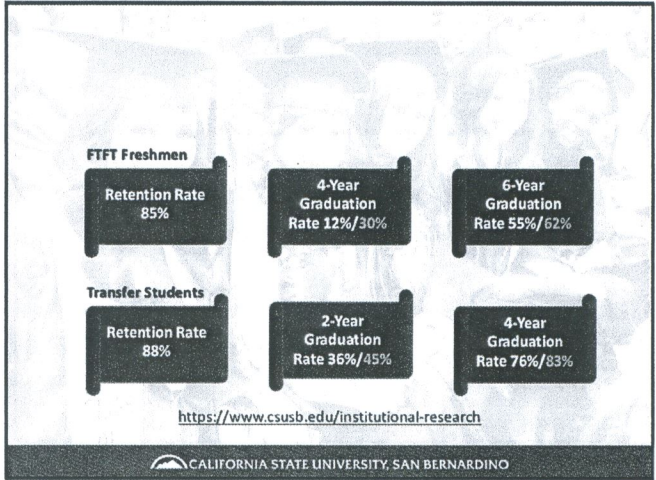
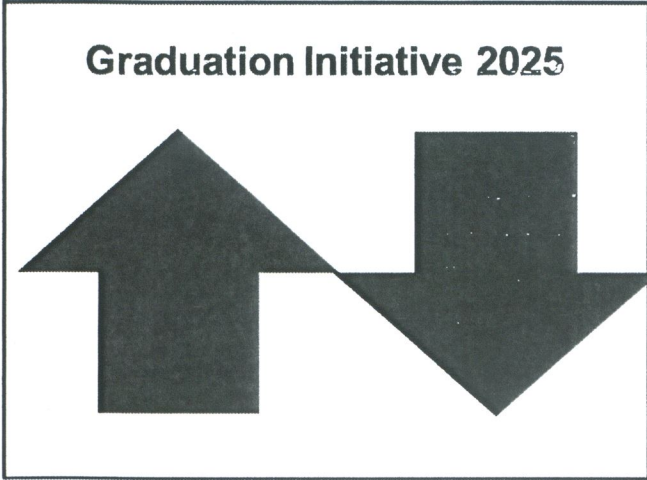
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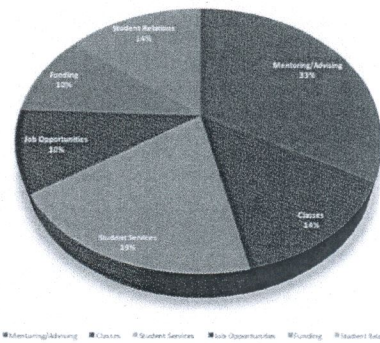
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