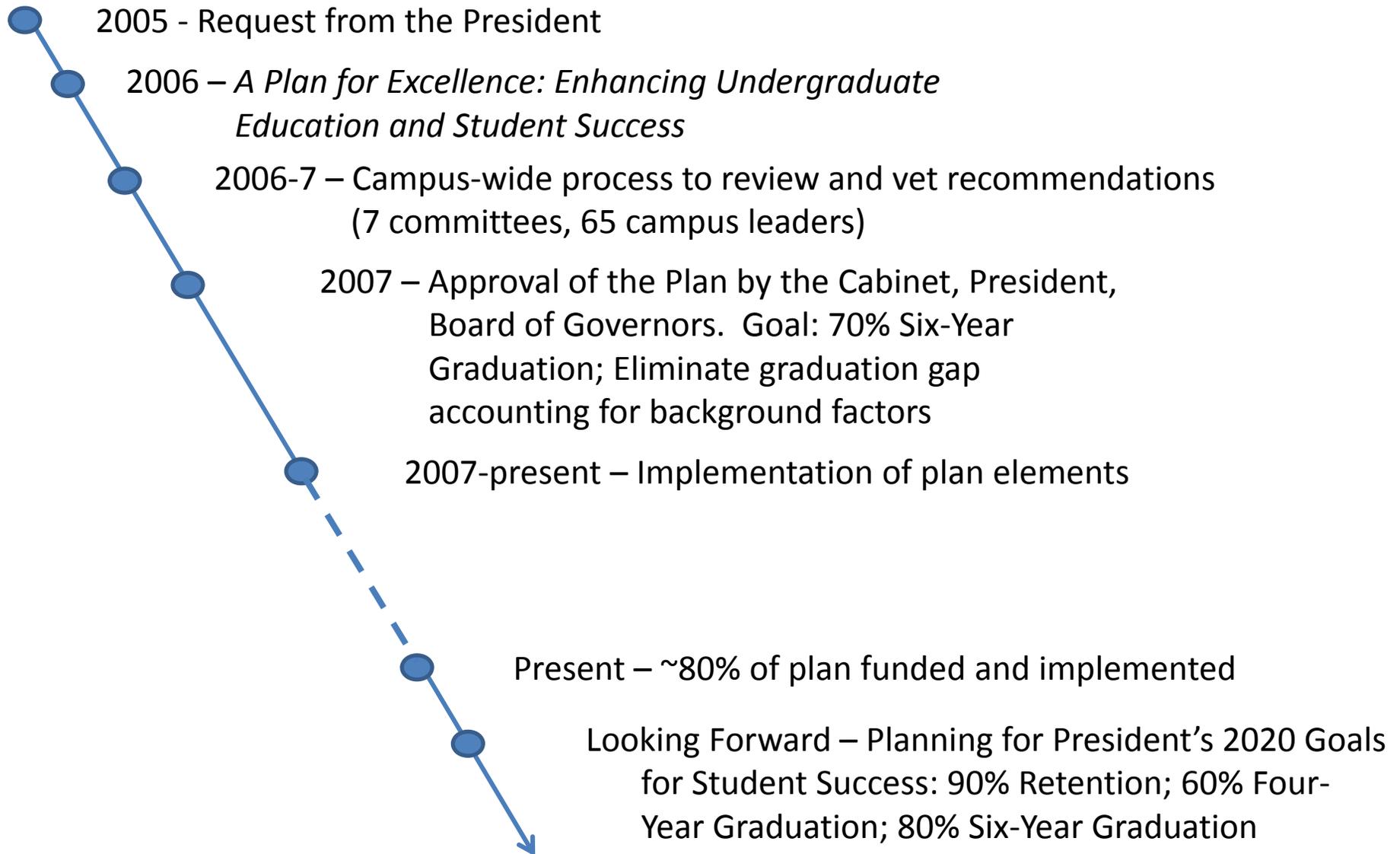




# Student Success Initiatives: What's Been Achieved; What's Next

October 8, 2014

# SSI: from Origins to the Present



# Goals of the First Student Success Plan

May 2006

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*At the point when the entire array of Student Success Initiatives is in place:*

- Achieve a 70% or greater 6-year graduation rate for that cohort
- Eliminate the gap between 6-year graduation rates of minority and non-minority students, adjusted for entering background characteristics

# Principles Guiding SSI

- Learning as the foundational principle
- Comprehensive
- Long-term, sustained
- Designing for Diversity
- Data-informed
- Curriculum + Co-curriculum

# Teaching & Learning: Overall Objectives and Themes

## **Foundational Objective:**

- **ENRICHED, DEEPENED LEARNING**  
resulting from well-designed curricular and co-curricular experiences and a strong culture of student engagement

### Outcome:

- Increased Retention and Persistence to Graduation

### Outcome:

- More Timely Progress to Degree Completion

### Outcome:

- Higher Graduation Rates and Levels of Degree Attainment

# Student Success Initiatives

## Preparing the Pipeline and Assuring Access

- Reach Out Programs
- Bridge Program
- Reconfigure Financial Aid and Workstudy

## Assuring Successful Transitions

- Transition Programs
- Increasing Retention Capacity of Student Diversity Programs and Services
- Web-Based Early Warning

## Interventions with Specific Populations

- Students in the Life Sciences
- Undeclared Students

## Policies and Processes

- No original list; items emerged over time

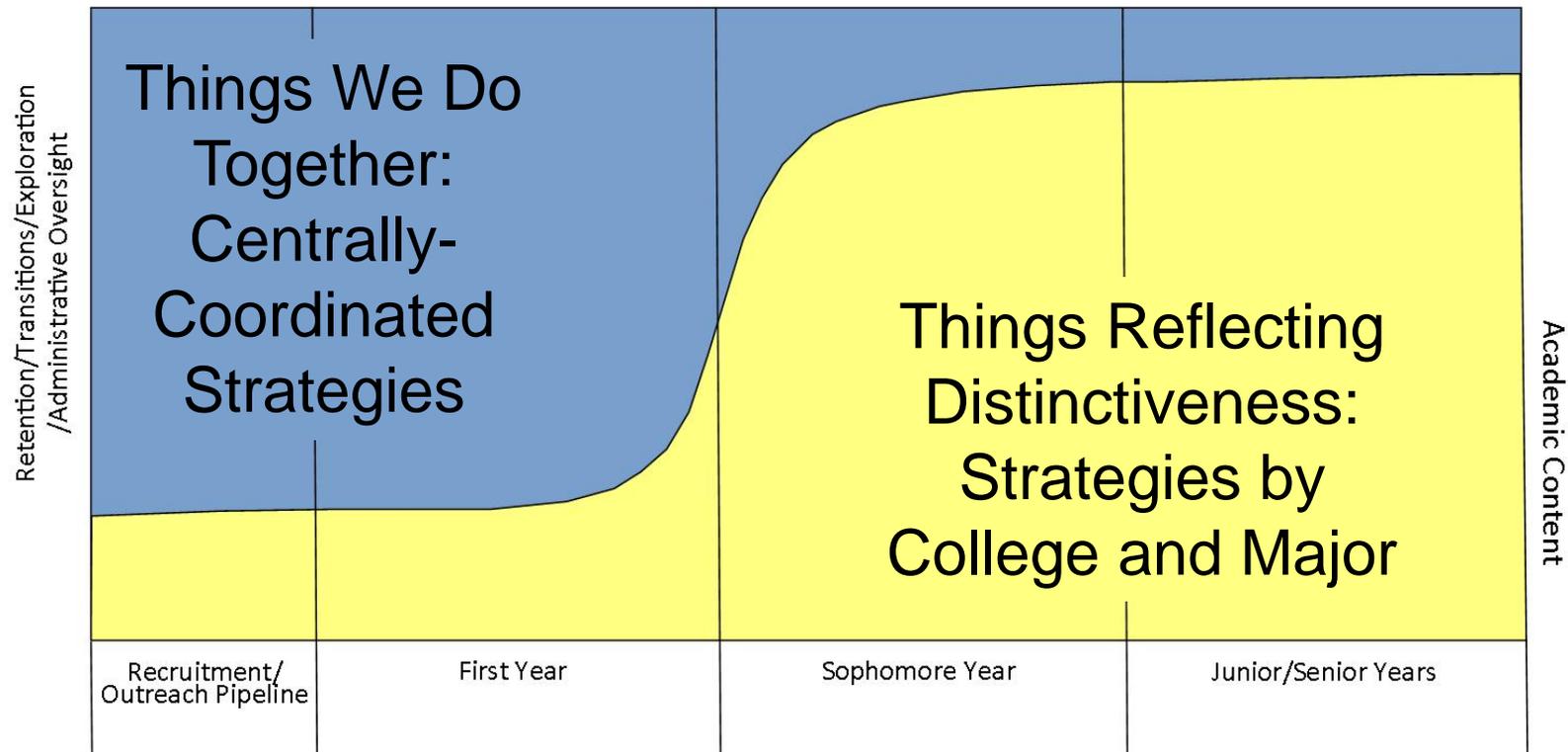
## Academic Initiatives: Curricular

- Course Redesign
- Experiential Learning
- First-Year Course Offerings
- Learning Community Infrastructure
- Comprehensive Learning Community

## Academic Initiatives: Academic Support

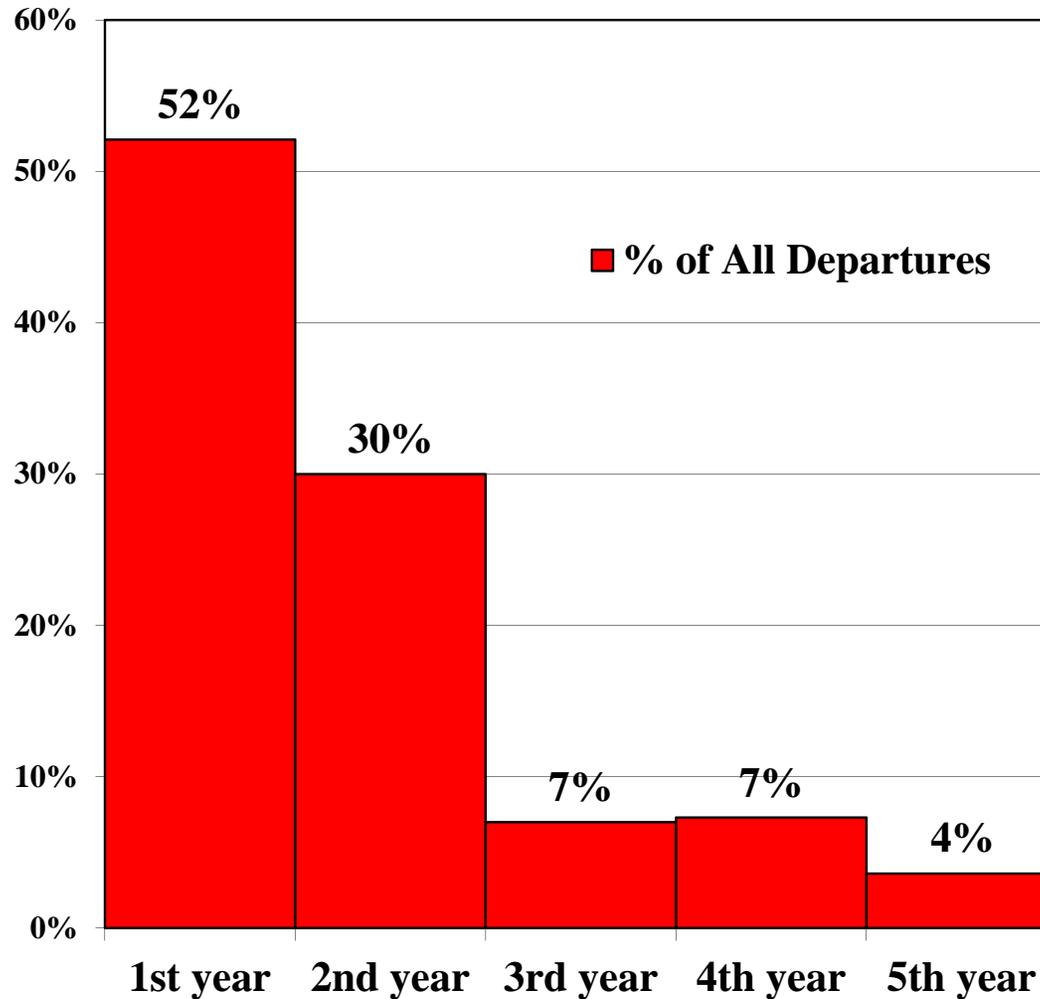
- Academic Support Coordinators
- Advising Capacity
- Early Identification and Intervention Initiatives
- Intervention with Students in Academic Difficulty
- Support for Nationally-Competitive Scholarships
- Learning Center (TILT)
  - Undergraduate Research
  - Learning Programs

# Student Life Cycle Differential Emphasis Over Time



# When do students leave?

Of all students who left (Class Entering in Fall of 2007, measured after 5 years):  
52% did so by end of freshman year; 82% by end of sophomore year



# Preparing the Pipeline and Assuring Authentic Access

- Bridge Program
- Reach Out Initiative
- Alliance Partnerships
- TRIO Outreach
- Reconfiguring Workstudy
- Reconfiguring Financial Aid
- Building expectation for academic challenge and intellectual development
- Attention to distinctive aspects of transfer transition
- Community for Excellence
- Learning Communities
- Promoting “high-impact activities” that foster active and experiential learning

# Bridge Program (Access Center)

- Structured summer semester for promising but not fully prepared students: expanded opportunities
- Bridge Program participants persist at 6-7 percentage points higher, on average, than other new freshmen, though entering with far greater risk factors (income, first generation status, prior academic preparation)



# “High-Impact Activities” (NSSE, AAC&U)

- Learning communities
- Writing-intensive courses
- First-year seminars
- Capstone courses
- Service learning courses
- Undergraduate research
- Study abroad
- Internships

## What characteristics?

- Thinking and reflection
- Active, experiential, collaborative
- Opportunities to transfer, test, and apply knowledge

# Learning Communities

- Linking intellectual and social development
- Extending learning beyond the classroom
- Peer-to-peer learning
- Embedding learning skills throughout the experience
- Enriched feedback and monitoring of success



# Learning Communities

## Academic and Personal/Social Integration

- 1,750 participants; ~40% of all new freshmen
- Higher grade point average (2.9 v. 2.73) and higher retention (87.3% v. 82.1%)

Arts & Creative Expression  
Engineering  
Global Village  
Health and Exercise Science  
Honors  
Key Communities (5)  
Live Green  
Natural Sciences  
Public Service Scholars  
School of the Arts  
Transfer

Key Communities –  
A Comprehensive Approach to Structuring  
the First Year



**Key**  
Communities

# ACADEMIC SUPPORT

- Early Identification and Intervention
- Academic Support Coordinator Initiative

# Example: Early Feedback

- Taking Stock at Mid-Semester
  - 94% of on-campus new freshmen, 3<sup>rd</sup> and 4<sup>th</sup> week of their first semester
  - Comprehensive self-assessment, providing data for a critical conversation with residence hall staff (meetings with 90% of participants)
- Early Grade Feedback
  - Selected courses; voluntary faculty participation
  - ~230 course sections; ~8,100 student enrollments
  - 2,514 U's (41% new freshmen; 59% non-freshmen)
  - “U” indicator highly predictive: 41% chance of final grade D or F, compared to 7% chance for students with “S” indicator
  - Interventions:
    - Residence Hall Staff, Advisors
    - “U-Turn”



# Reconfiguring Academic Guidance: Academic Support Coordinators

- Transition: Specialized Role
  - Individualized orientation advising
  - Transition Issues
  - Major exploration/confirmation
  - Short and long-term planning
  - Proactive outreach
  - Use of data to understand students' performance in the major and to design strategic intervention
  - Tracking students to graduation
- Enhanced Disciplinary Mentoring by Faculty

## Currently:

- 50 Academic Support Coordinators in 35 Departments
- All eight colleges, plus Honors and CASA

# ACADEMIC INITIATIVES

# Learning Center: TILT

- Focus on enrichment of learning for both students and faculty
  - Faculty Development: Teaching Enrichment
  - Student Development: Learning Enrichment



# Example: Course Redesign

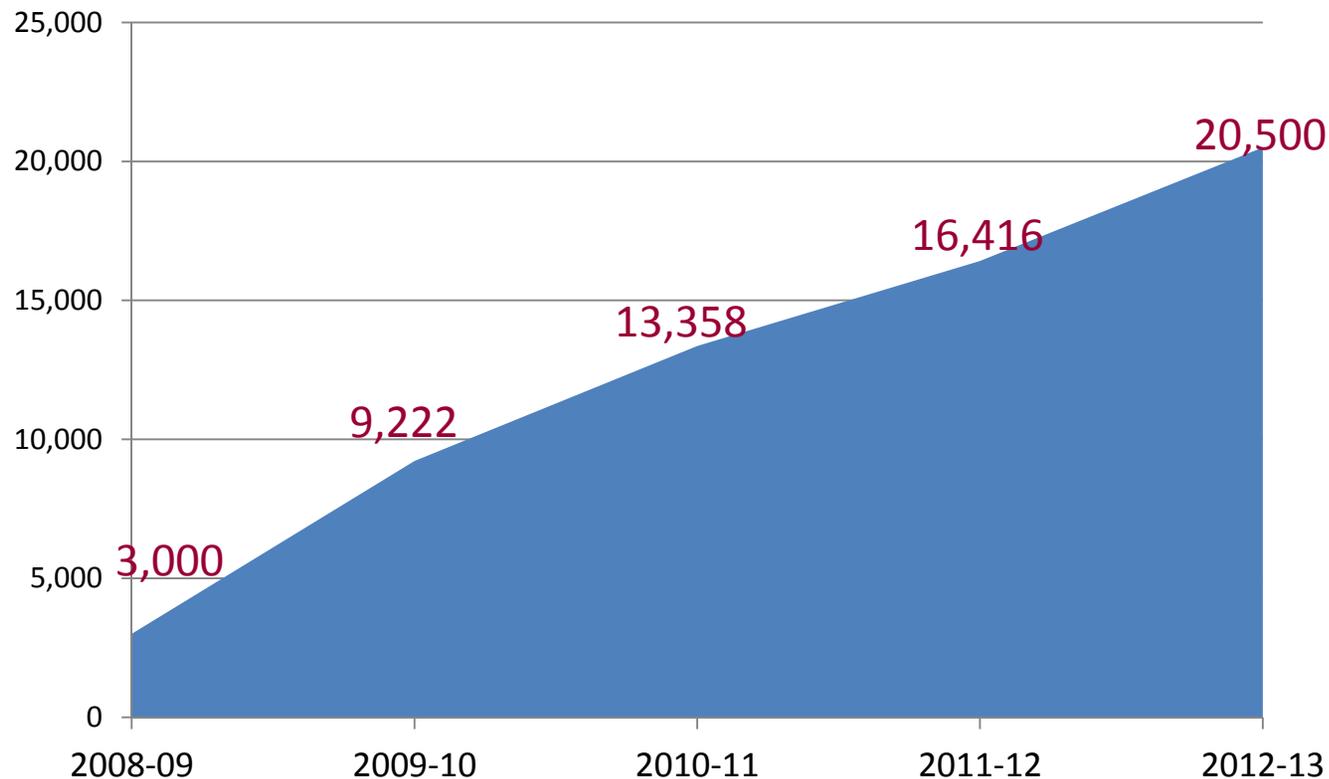
- Well over 130 courses since Fall 2006 through the Provost's Course Redesign Competition
- New initiative:
  - Learning Ecologies approach
  - Incorporating new research from the science of learning
  - 100 courses over next five years
- Recent redesigns:

ECON 240  
ENGR 101  
CHEM 107 / 111  
HORT 100  
MECH 302  
INTD 129  
GR/WR 304  
HIST 151  
LIFE 102  
LIFE 212



# TILT: Student Engagement in Learning Programs

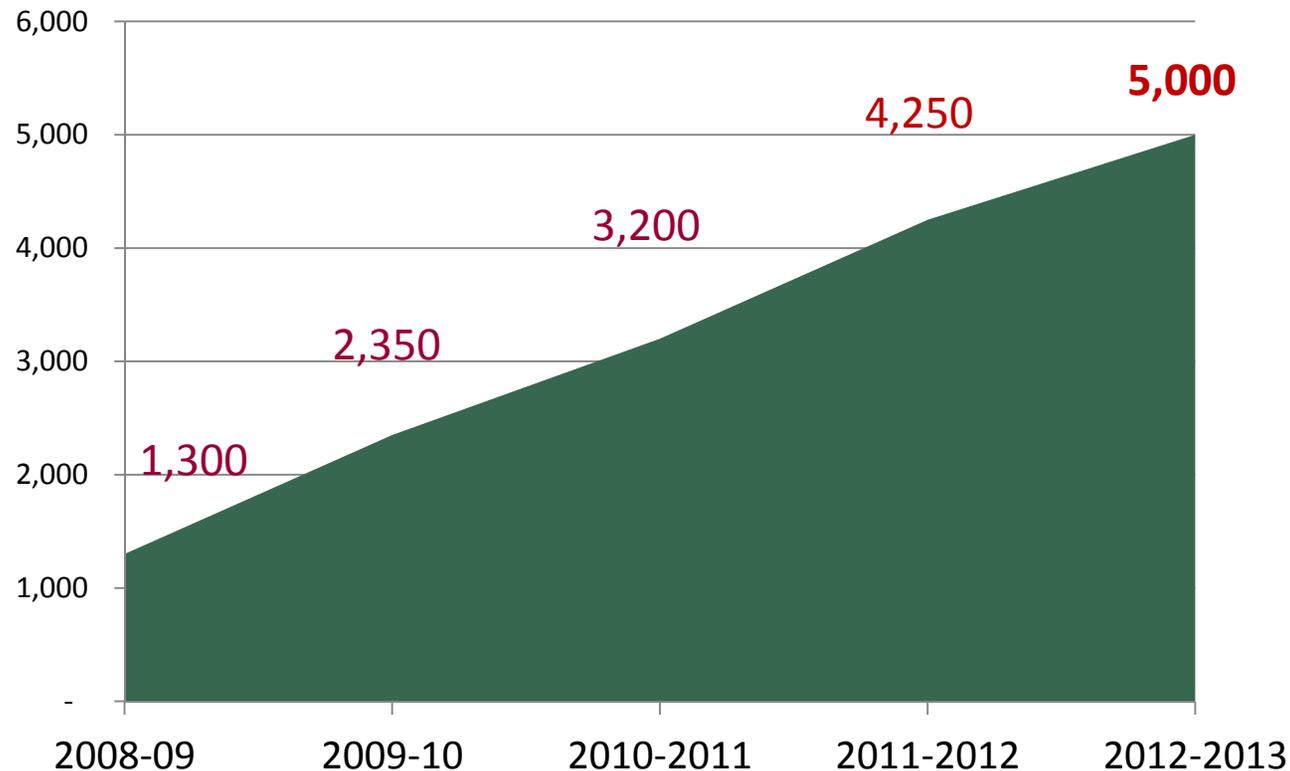
## TILT Learning Programs: All Contacts



- Program participation grew by 583% from 2009-10 to 2012-2013
- Students in the Arts & Sciences Tutoring Program show statistically significant increases in GPA when controlling for prior preparation and performance.

# TILT: Mentored Research

## Growth in Mentored Research & Artistry



- Program participation grew by 227% from 2008-09 to 2011-12.
- 1,334 students participated in other research programs, and 1,521 participated in student training/enrichment programs

# EMPLOYING DATA AND LEARNING ANALYTICS TO PROMOTE SUCCESS

- Integrated Planning and Advising Services (IPAS)
- Analysis of “Leading Indicators”

## Increasing Role of Data & Learning Analytics

### Example: **“Leading Indicators”**

White, Resident, Female, Average Index, Not First Generation,  
Not Receiving Pell, No Large Unmet Need

Number of Credits Completed	Foundational Courses	Predicted Probability	Percentage Point Increase
30 Credits	Both	81.2	45.9
	Composition	71.2	35.9
	Math	72.0	36.7
	Neither	59.5	24.2
27 Credits	Both	72.5	37.2
	Composition	60.0	24.7
	Math	61.1	25.8
	Neither	47.2	11.9
24 Credits	Both	61.6	26.3
	Composition	47.8	12.5
	Math	48.9	13.6
	Neither	35.3	

# POLICIES AND PROCESSES TO PROMOTE PROGRESS

- Course Capacity Planning
- Change to Course Add Policy
- Planned Leave Policy and Outreach
- Mandatory Orientation
- Advisor Training
- 8-Week Courses
- Analysis and Outreach: Math, Composition, and 30 Credits in the First Year

# Evidence of Progress

# Student Engagement: National Survey of Student Engagement (NSSE) Results

## Mean Response Scores -- Freshmen

Category	2009	2011	Change
Level of Academic Challenge	52.2	53.3	+1.1
Active and Collaborative Learning	37.8	40.9	+3.1
Student-Faculty Interaction	35.1	38.8	+3.7
Enriching Educational Experiences	25.8	27.8	+2.0
Supportive Campus Environment	55.2	58.3	+3.1

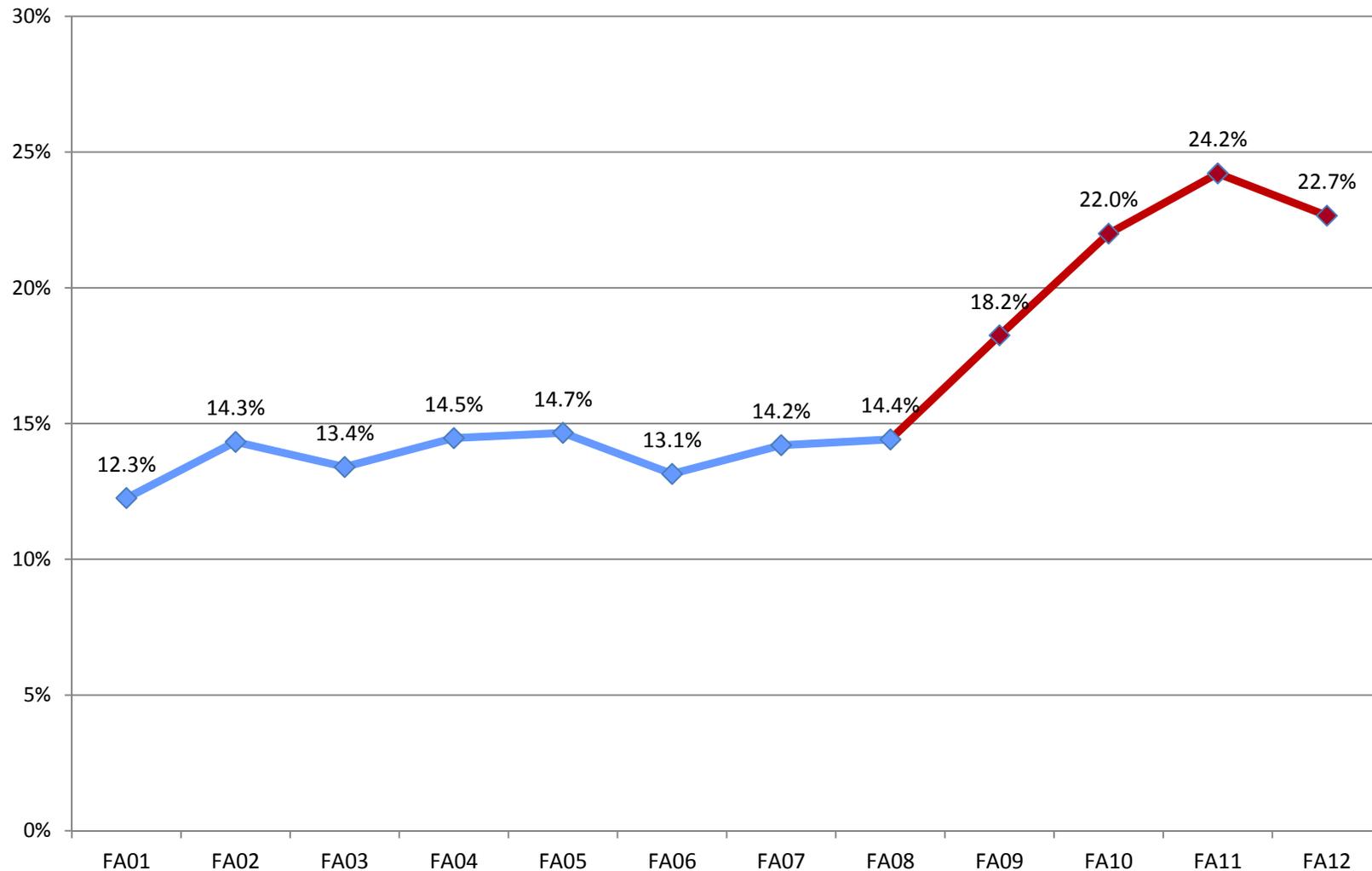
## Mean Response Scores -- Seniors

Category	2009	2011	Change
Level of Academic Challenge	55.3	56.7	+1.4
Active and Collaborative Learning	48.8	50.2	+1.4
Student-Faculty Interaction	45.0	44.9	-0.1
Enriching Educational Experiences	40.7	40.9	+0.2
Supportive Campus Environment	60.7	64.2	+3.5

- After a period of relatively little change, scores began improving after 2007, coinciding with the implementation of Student Success Initiatives
- Compared to the last NSSE administration (2009), mean scores for 2011 have improved in all categories for freshmen and four of five categories for seniors
- 2011 scores showed positive movement with respect to peer institutions

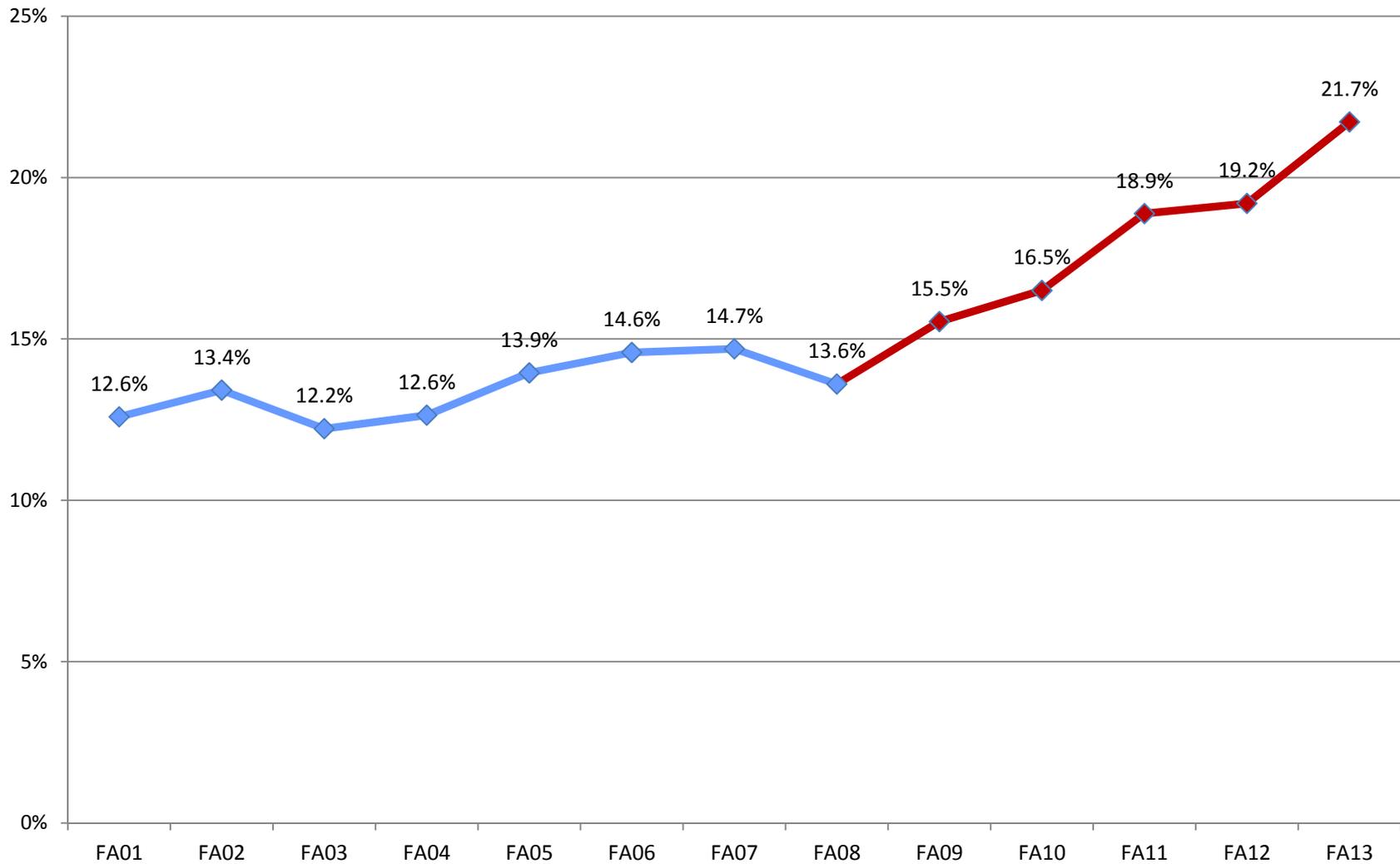
# Increasing Diversity: Students with Pell Grants

Students with Pell Grants as a Percent of the Entering Fall New Freshman Cohort

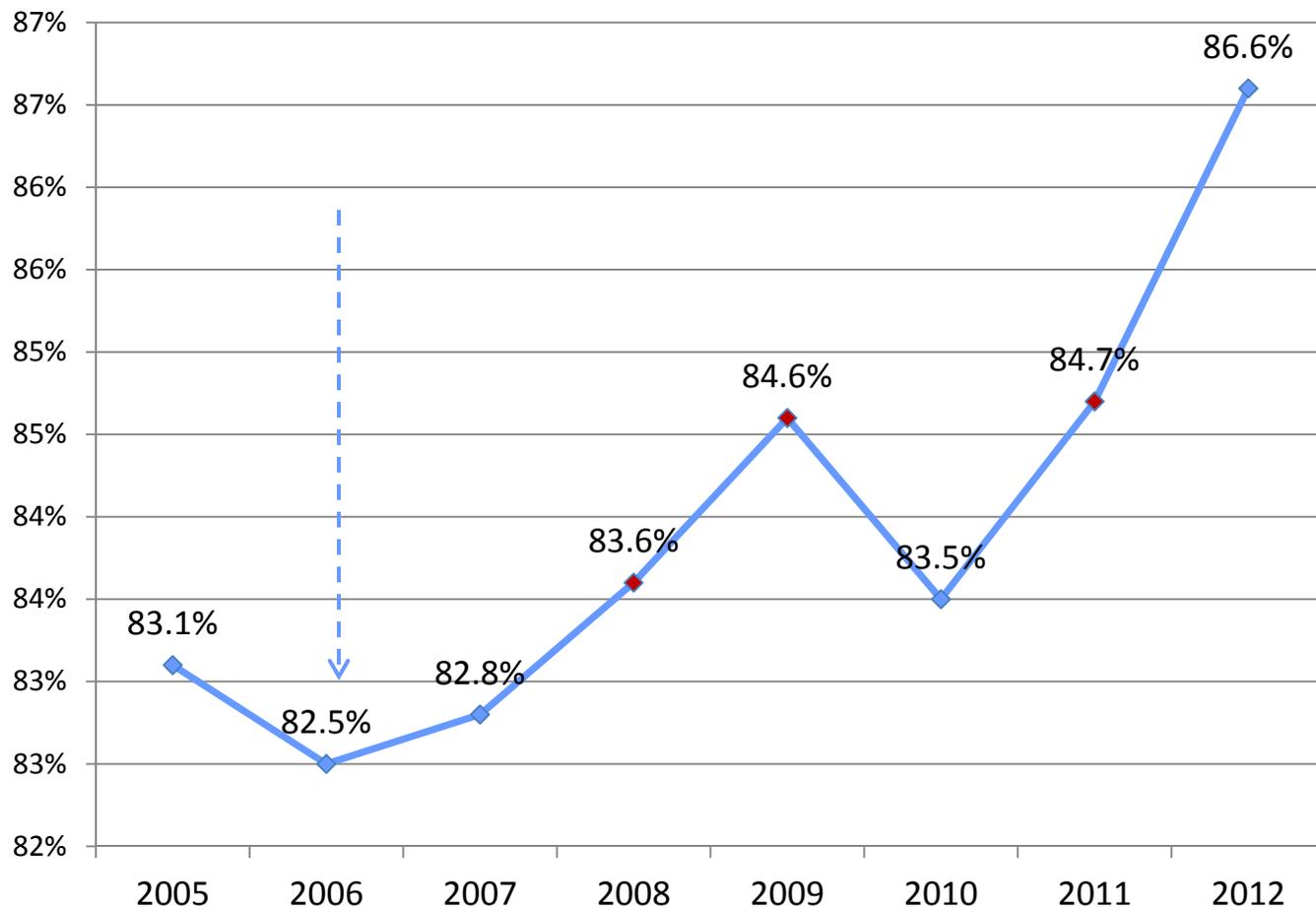


# Increasing Diversity: Racial/Ethnic Minority

Percent of New Freshmen who are Minority by Entering Fall (FA) Cohort

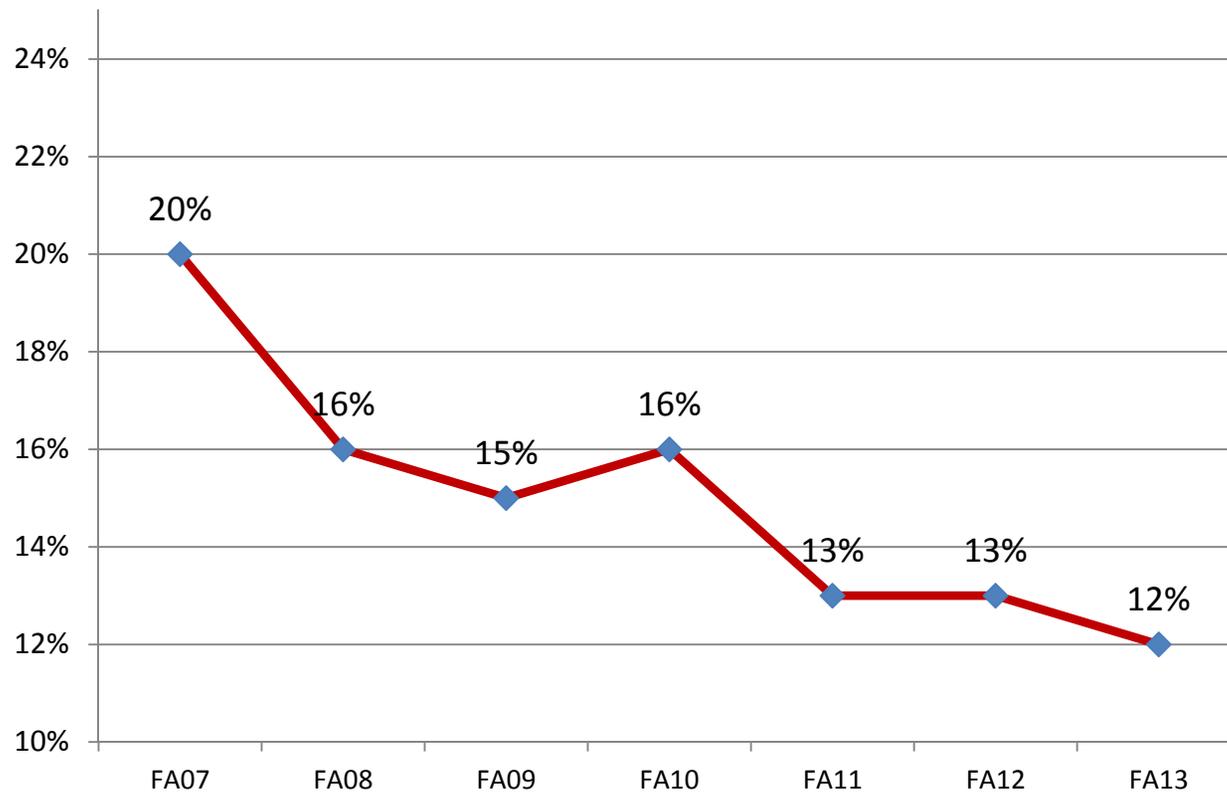


# First-Year Retention (full-time freshmen, by entering cohort)



# Academic Probation

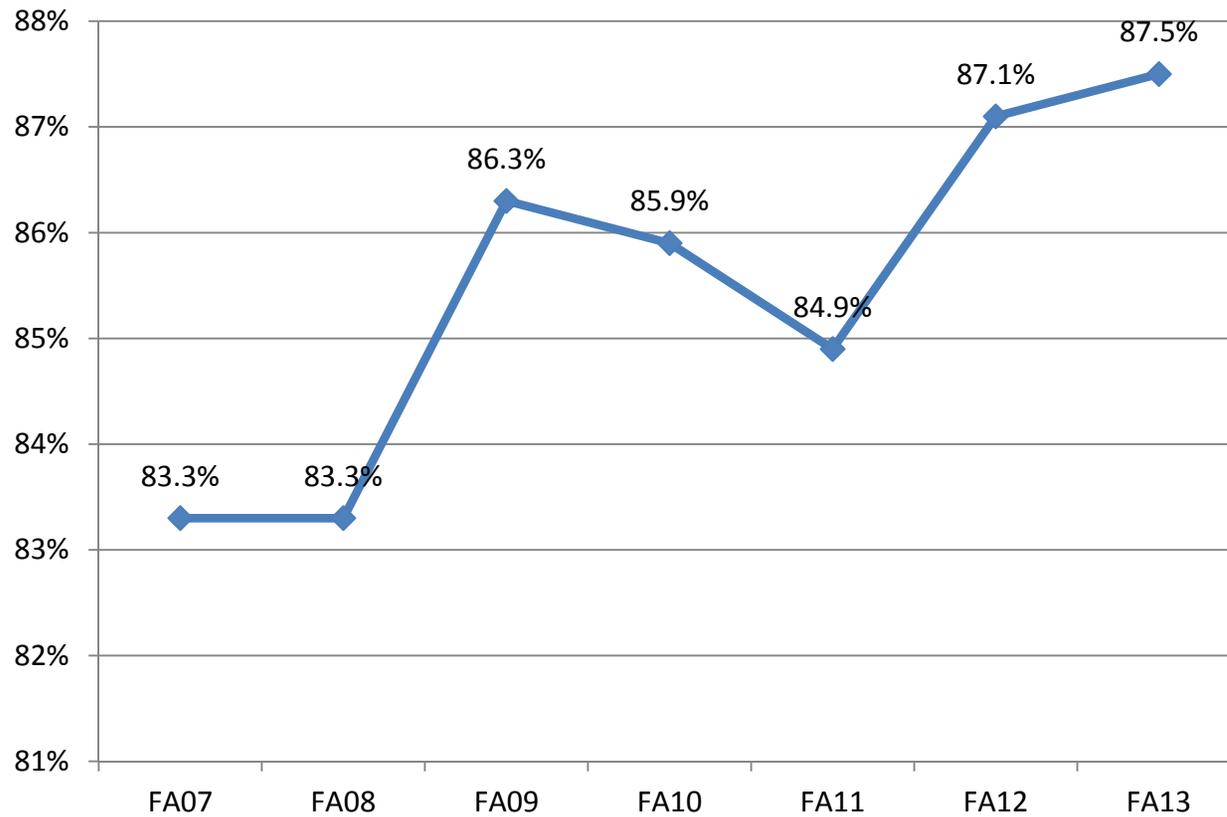
(new freshmen at end of first fall term, by entering cohort)



Source: Based on Data from Institutional Research

# First-Year Retention for Transfer Students

(All transfers entering fall)



# Increase Credentials, Graduation Rates and Efficiency

## Graduation Rates by Year

100%

### Completions

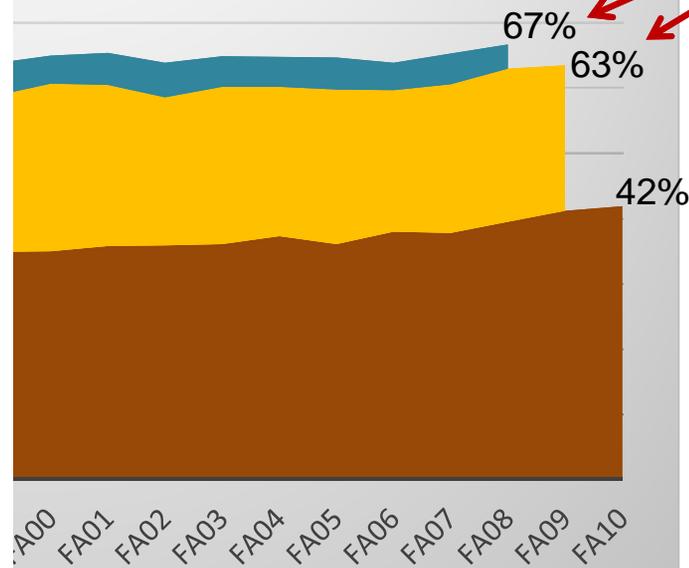
- 4,962 students earned an undergraduate degree at CSU in FY14; a 16% increase over just five years ago
- About 1 in 3 degrees is in a STEM field

### Graduation Rates

- The 4, 5, and 6-year graduation rates are all increasing
- Residents graduate at higher rates than nonresidents

### Efficiency to Graduation

- The 4-year graduation rate has nearly doubled since 1990 indicating students are graduating in less time than in the past.
- 76% of students who complete their program of study, do so in 4 ½ years

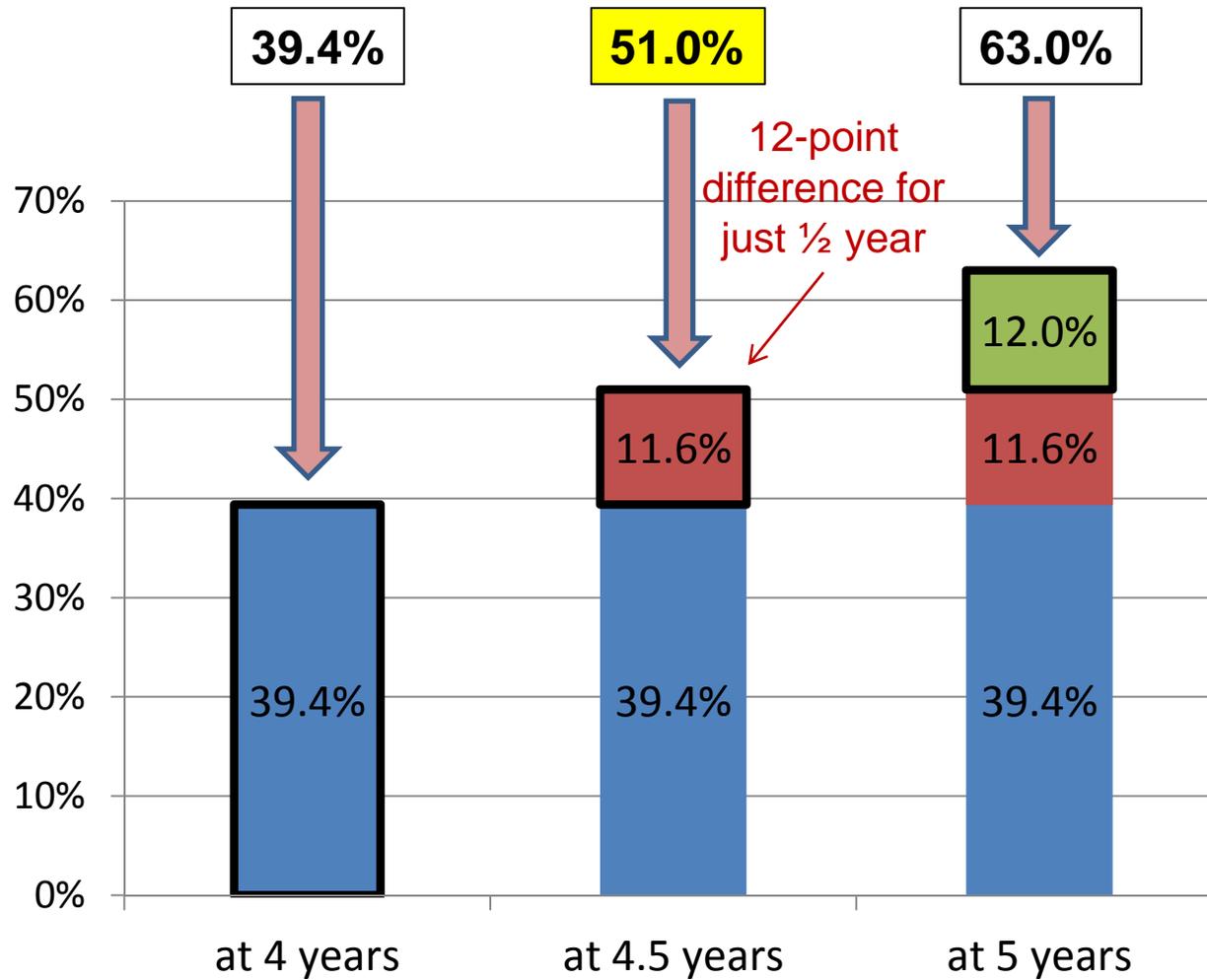


Historic High Rates

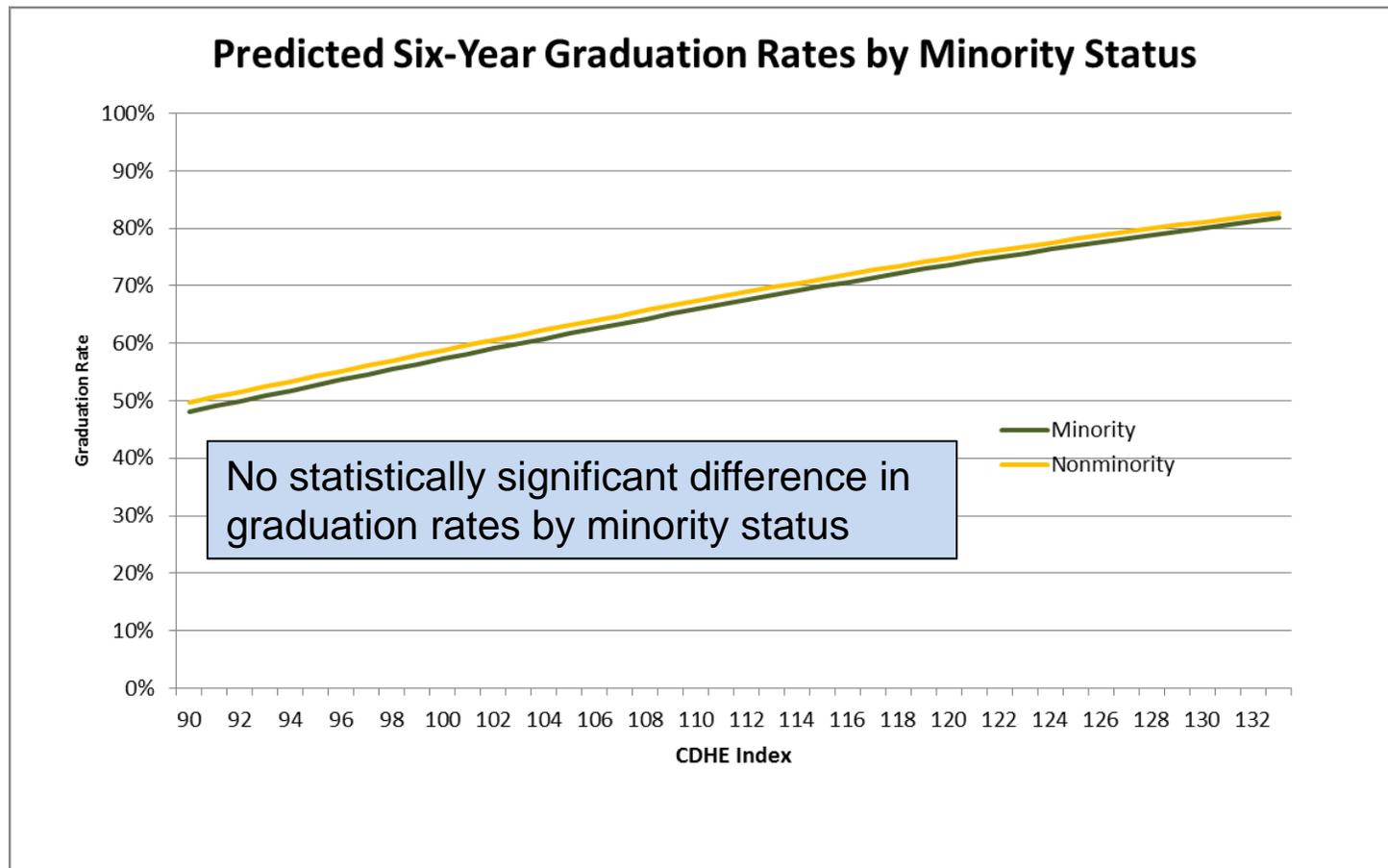
■ Year 4 ■ Year 5 ■ Year 6

# Graduation Rates:

Cohort entering Fall 2008, by half-year increments



# Predicted Probability Controlling for Index: Minority and Nonminority Students (full-time freshmen, by entering cohort)



Note: Rates displayed assume female, non-first generation, resident, non-Pell recipient.  
Data includes new freshman from the FA02, FA03, FA04, and FA05 cohorts

# 2020 Goals / “SSI 2”

# President's Fall Address (September 2011)

By 2020:

- No graduation gap
- 60% four-year graduation
- 80% six-year graduation rate
  - *Requires*
    - *90% first-year retention*
    - *Requires 6-10 point improvement in post-retention-to-sophomore-year persistence*

## What Will It Take?

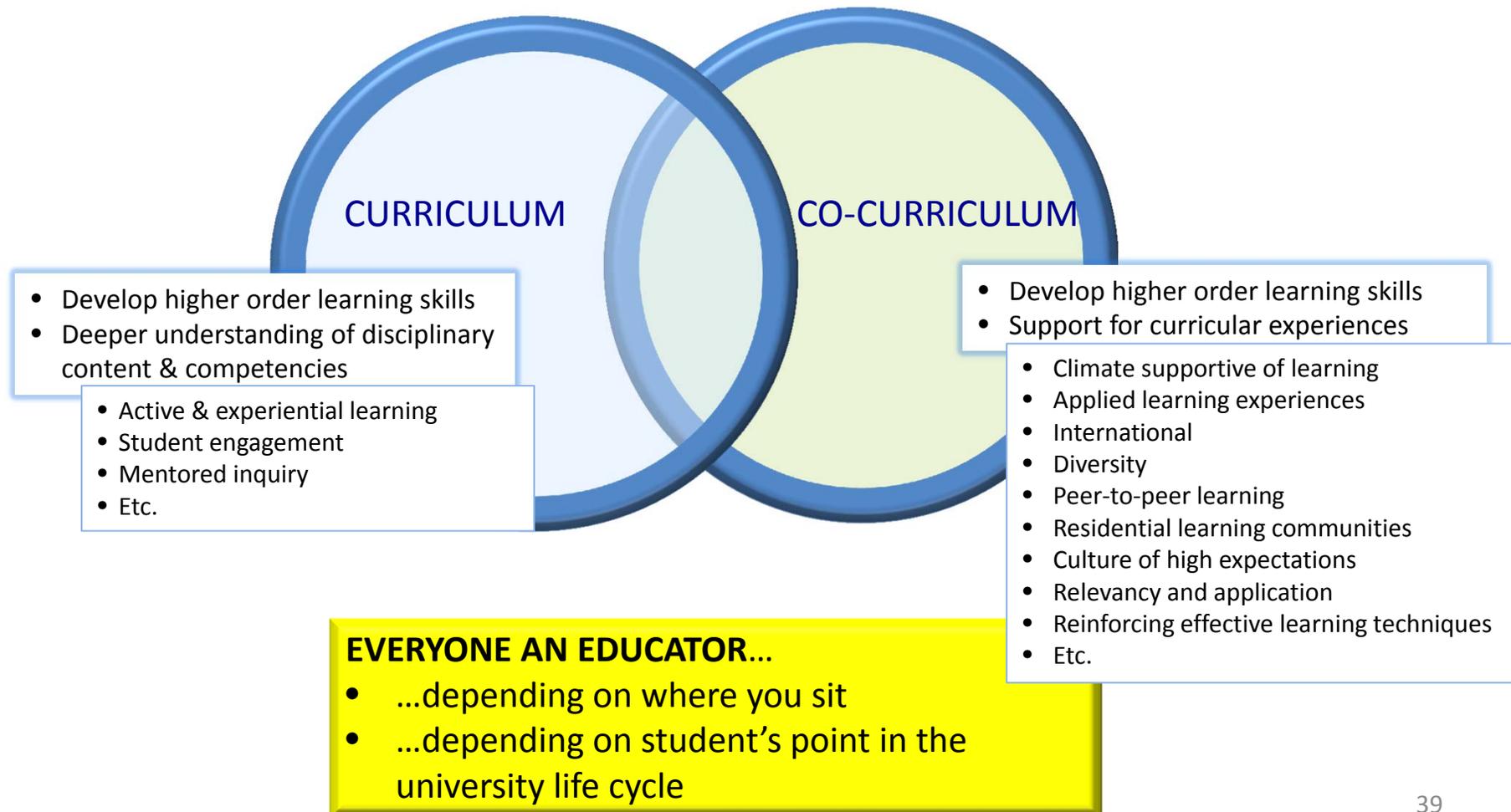
# Transformed Learning Environment

- Intentional structuring of the entire student environment in the interest of learning
- Systematic alignment of policies and strategies
- Embedding the focus on learning and student success in the individual and institutional consciousness

### Goals:

- Enriched, Deepened Learning
- Graduation Increase

## THE UNIQUE OPPORTUNITIES IN A RESIDENTIAL UNIVERSITY



## SSI 2 Work Groups

1. Foundational Courses
2. Achieving Degree-End Learning Objectives
3. Identifying and Choosing a Major
4. Science of Learning & Pedagogical Innovation in a Residential University
5. Eliminating Gaps in Retention/Persistence/Graduation
6. Advising Systems, Strategies, and Tactics
7. Constructing a Student Success Narrative/Brand
8. Faculty Engagement with SSI 2 (Organized by Faculty Council)

# Featured Program



**Key**  
Communities

# The Intention

- Respond to campus data
- Performance exceeds expectations
- Create a community that honors diversity

# The Community

## Curricular and Co-Curricular Engagement

- Co-enrollment in Course Clusters
- Interdisciplinary Seminars
- Dedicated Faculty

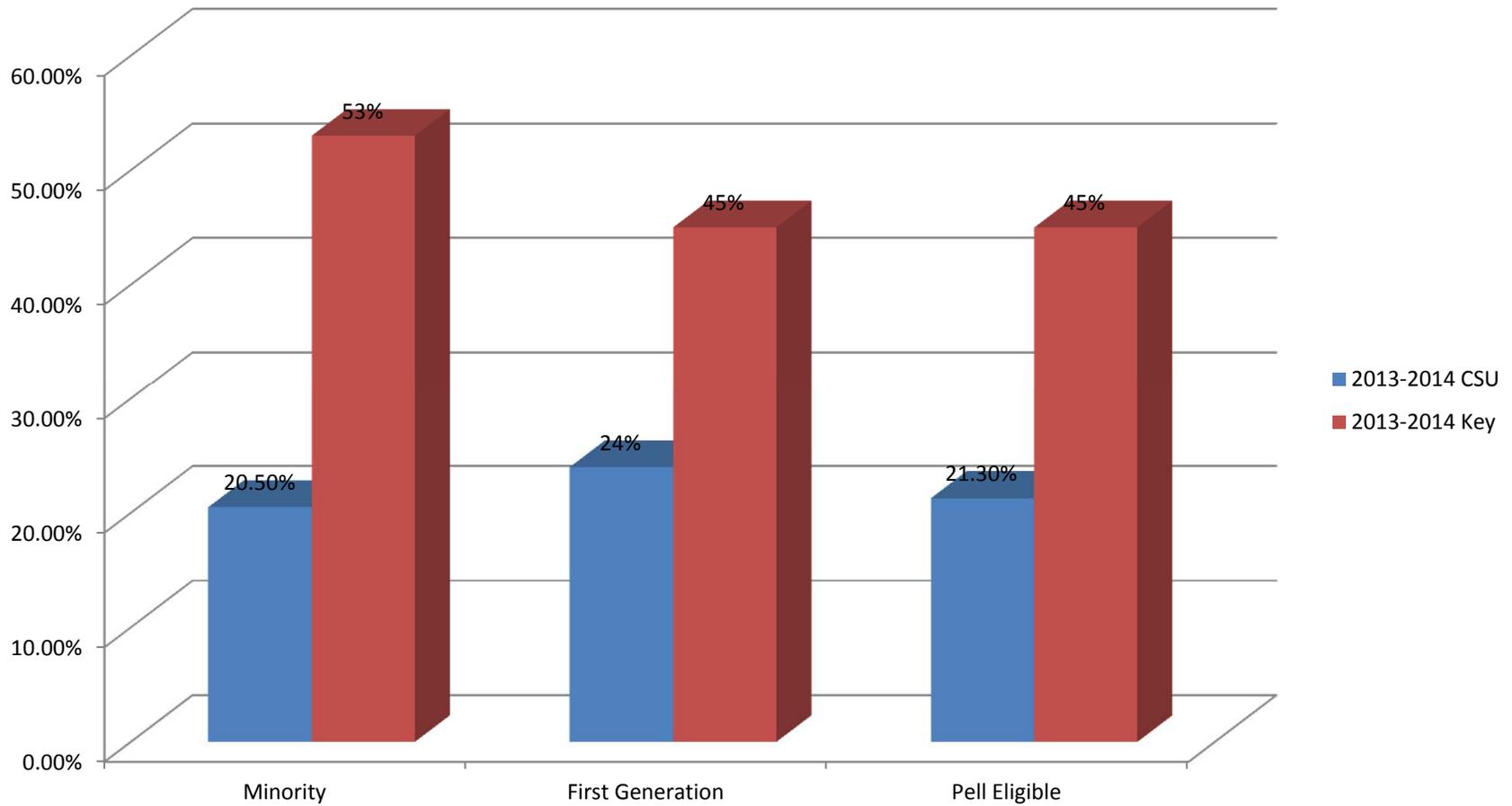
## Embedded Feedback and Support

- Guidance and support from high-performing students and professional mentors
- Early warning and grade feedback
- Supplemental Instruction for historically difficult courses
- Mid-semester progress meetings

## Building Community

- Designated residence hall community
- Key Orientation
- Traditions

# Diversity of Key



# KEY COMMUNITY IMPACT

## Key Communities:

### Demonstrated Value-Added Effects on Graduation

*Institutional Research conducted a matched-sample, propensity-score analysis to compare Key participants with nonparticipants with similar characteristics (2014).*

#### Conclusion 1:

Across all Key participants, the difference in graduation outcomes was **+ 9.8 percentage points**

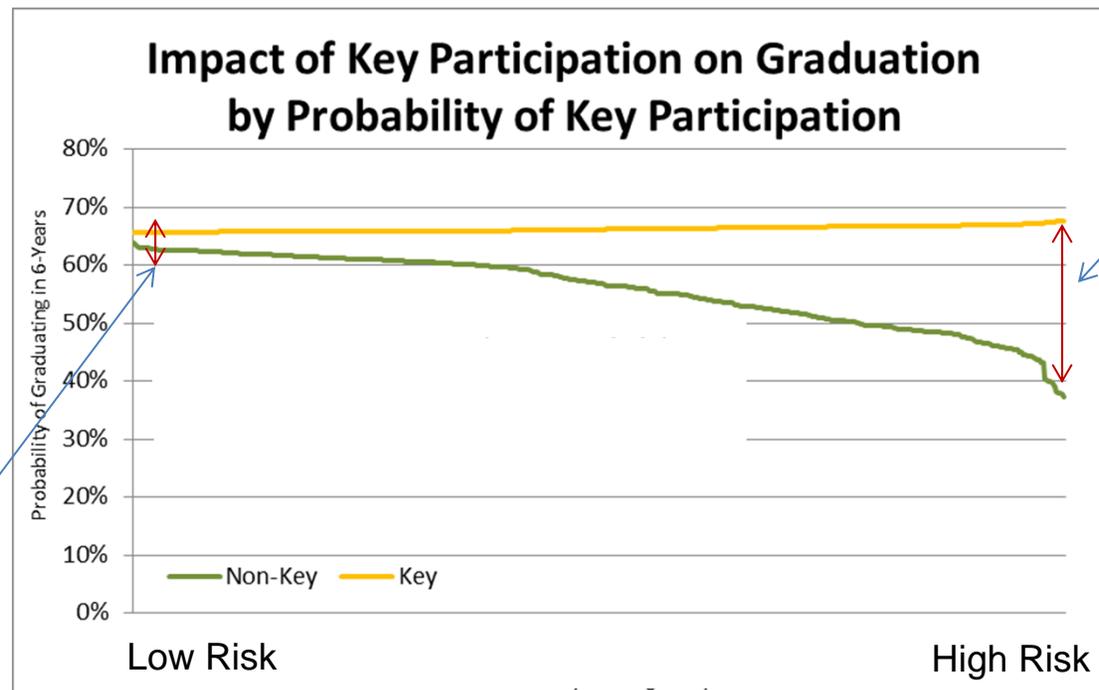
	6-Year Graduation
Key	66.2%
Non-Key	56.4%
Difference (se)	<b>9.80%</b> (3.40%)
N for Key/Non-Key	408 / 408
Additional Students Graduated	40

## Key Communities: Demonstrated Value-Added Effects on Graduation

### Conclusion 2:

While all types of students benefit, the effect differs in extent depending on the presence of risk factors.

For students with the greatest risk factors (those most prevalent in Key), the difference in graduation rate is as much as **+ 44 percentage points**.



For students with the fewest risk factors, the difference in graduation rate is **+ 2 percentage points**.

# Key Communities: Demonstrated Value-Added Effects on Academic Performance

*Cumulative Grade Point Average of Key students compared to non-Key since 2005-2006*

