



Graduation Initiative 2025 Campus Plan

Due to the CO Friday, April 28, 2017

1. Additional Detail on September 2016 Plan

After reviewing your September 2016 student success plans, four critical topics emerged:

- Closing Achievement Gaps
- Improving Advisement
- Optimizing Enrollment Management
- Rethinking the Support and Delivery of Developmental Education

One or more of these topics are likely concerns for your campus. Please elaborate on your strategies in these areas as well as others that are part of your plan. This section should focus on strategies that address the needs of large populations of students, as opposed to addressing smaller, more boutique campus programs. Please provide specific information regarding the challenges at hand, the students involved, and the approaches you are taking to support the attainment of your goals. Please provide specific examples of data and/or research that you are using to guide your strategies.

The development of your initial student success plan and the process of updating it should establish a framework for engaging all campus stakeholders in this process.

Advisement

Between fall and winter quarter, the hybrid academic advising model provided at CSUSB evolved into a cross-divisional Student Success Team (SST) model. Each of the four undergraduate colleges are now fully engaged in this model. Each college-based SST follows the same membership configuration with faculty academic advisors, peer advisors, professional advisors, career services counselors as well as Graduation and Retention Specialists (a newly conceived and funded professional advisor position). Graduation and Retention Specialists use predictive analytics, student success indicators, and other forms of institutional data to address Graduation Initiative (GI) 2025 goals at the college and university level. Each SST is led by the colleges' Associate Dean or designee as well as the Associate Dean of Undergraduate Studies. The SSTs employ appropriate technology and predictive analytics to foster proactive and responsive, strategic intrusive advising based on equity-driven theoretical models and evidence-based practices to support student success. Through shared reporting lines between the academic colleges and the Office of Undergraduate Studies, and with the use of technological platforms that promote further communication and predictive analytic data, each SST brings together

professional, major, and career advisors to strategize college-level initiatives and create clusters of accountability to serve the entire university.

EAB

In order to assist students with timely completion of their degrees, the University is using Education Advisory Board (EAB) CAMPUS product. CAMPUS is an Academic Advising tool that uses predictive analytics to assess the likelihood of timely degree completion. Based on the evidence provided, CAMPUS suggests roadmaps to a degree based on the student's academic strengths and past success.

Professional advisors, administrators, faculty, and chairs throughout the campus are currently using CAMPUS. Much of the work is being done by the individual advisors and is inclusive of the risk modeling functions in CAMPUS. Additionally, EAB CAMPUS allows CSUSB to have better visibility and to uncover hidden student risk. For example we can show where risk is distributed across the institution as well as risk that is just surfacing that would not otherwise be visible. With this ability, the advisors are then able to triage and prioritize identified high-risk students and develop targeted advising campaigns and services. One such example is the student threshold grades in Topics in Biology (Biol-100), Human Physiology & Anatomy I (Biol-223) and Human Physiology and Anatomy II (Biol-224), a historically difficult anatomy and physiology course sequence. We recognized early that successful completion of these courses with a B- or better was predictive of future success for students in kinesiology, health sciences and nursing tracks. Therefore, we ran (and are continuously running) a targeted campaign identifying all the students with grades lower than the B- threshold and provided them with individualized, intrusive advising to help them identify the potential pitfalls of remaining in their current major and also provided them with help and information or alternative major choices that the CAMPUS analytics indicate would lead to a greater chance of likelihood of success and timely graduation.

Since the fall of 2016 we have intentionally focused most of our predictive analytic/intrusive advising efforts utilizing CAMPUS on issues related to the graduation initiative. Specific areas of focus include cohort tracking, undeclared population, four-year pledge, supplemental instruction, and super seniors.

Enrollment Management

Intentional efforts have been made to work with the community colleges on the Associate Degree of Transfer (ADT) population. The President and Vice Presidents met with two of the top feeder community colleges administrative teams to discuss transfer pathways. There are plans to meet with the top five feeder community colleges. CSUSB hired a former Associate Dean as a special assistant to the Provost/VPAA and VPSA to provide support for community college students on transfer pathways to CSUSB. To date, the special assistant has met with seven department chairs including biology, kinesiology, art and others. Currently, departments have a minimum of one CCC to CSUSB pathway per department. There are presently 45 pathway programs on campus. Some departments want more pathways, such as psychology which would like three. We are applying to College Futures Foundations funding to enhance pathways from CCCs.

Developmental Education

Remediation in Math

The CSUSB Math Department is collaborating with the Office of Institutional Research to analyze data regarding student pathways in developmental sequences and develop specific strategies for historically difficult courses. The Department is piloting new developmental curricula that promote a balance of conceptual understanding, problem solving, and procedural fluency, developed by SFSU faculty. To support instructors teaching the pilot courses and other developmental and GE math courses, we will conduct a summer institute in collaboration with the Teaching Resource Center on a subsequent learning community for instructors and TAs. Department faculty and Undergraduate Studies staff will collaborate to develop additional peer-led support for developmental and GE courses. At the same time, the Math Department is investigating alternative models for developmental mathematics, including stretch and co-requisite courses, and the adoption of new curricula to promote deeper learning.

In addition, plans are underway for this year's (Summer 2017) Coyote First STEP (CFS) program and a cohort of 1,350 students. As a part of this program, supported by a \$2.6 million Department of Education five-year, Title V grant, incoming first-year students who need developmental coursework will be required to take pre-college math with intensive peer tutor support, attend co-curricular activities and workshops, and live on-campus for up to four weeks.

Stretch Composition and Directed Self-Placement in English

CSUSB continues to offer its non-remedial Stretch English composition and Directed Self-Placement (DSP) programs, launched in 2009 and 2012, respectively. In AY 2016-17, the First-Year Composition (FYC) program began the process of transforming the Stretch Composition program, in conjunction with the campus quarter-to-semester (Q2S) transformation process. This work included hosting a faculty retreat to identify program-level threshold concepts and revised student learning outcomes; crafting a program mission statement; researching, evaluating, and selecting program models for Stretch Composition in a semester system; and developing a comprehensive program assessment plan. Informing this work has been our on-going gathering and analysis of student and program data, including DSP choices, actual FYC enrollment, course completion rates, and pass/fail rates. We are drawing on these data, along with best practices from other CSU campuses and national research on Stretch Composition and DSP, to develop Stretch Composition in a semester system that continues to offer students the opportunity to select FYC sequences that provide the appropriate amount of time and level of support to ensure their success in FYC and beyond.

Best Practices in Benchmarking Curriculum against Appropriate Peer Curricula

Enhanced Instruction: The Teaching Resource Center and the Quarter-to-Semester conversion team have expanded their collaboration to: (1) support faculty in studying and implementing equity-minded, evidence-based teaching practices (EBTPs) to increase student success, in a variety of professional development (PD) formats – intensive institutes, long-term faculty learning communities, short focused workshops; (2) recruit TT/PT faculty who teach high

DFWI/bottleneck courses for targeted PD around EBTPs as they pertain to their content areas; and (3) provide support for integrative learning experiences through the new GE program.

Bottleneck Courses: We note that there are, broadly speaking, two types of bottlenecks: technical and curricular. Both are being addressed as follows: (1) provide the colleges the support to use their funds effectively and efficiently to ensure that students have the course sections necessary to graduate on time; (2) offer more summer and night courses that were previously identified as bottleneck courses to decrease time to graduation; (3) offer supplemental instruction for bottleneck courses, in a collaborative framework involving UGS, SI instructors, and faculty who teach the courses; (4) add support for TT/PT faculty teaching these courses (see item 2); and (5) in-program redesign for semesters, work to minimize bottlenecks.

Digital Capabilities/Technology (Digital Learning)

CSUSB continues to leverage digital technologies in its teaching and learning protocols as well as delivery of classes using hybrid and online formats. The Office of Academic Technologies and Innovation (ATI) has launched several training programs for faculty to integrate technology into the curriculum. Recently, ATI added two more faculty tech mentors to the team to help faculty with the Affordable Learning Initiative (ALI) and with research and development of new digital teaching/learning technologies.

As Appendix 1 indicates, CSUSB has experienced significant growth in online and hybrid learning classes over the past four years.

In addition to assisting faculty with their learning technology needs, ATI has a multi-prong strategy for encouraging professional development participation in digital learning: (1) support the creation of quality online/hybrid courses; (2) encourage faculty-led innovation in digital learning; (3) highlight and disseminate campus faculty innovation in digital learning; and (4) encourage and support multidisciplinary collaboration among faculty on digital learning projects.

2. Communication Plan

This section of your plan should include a one to two page overview of how you intend to message the Graduation Initiative and develop campus-wide ownership of the imperative. Topics to address include:

- A description of how your student success team is organized including its charge, expected outcomes, a list of members and campus affiliations, and the frequency of meetings.
- A description of the strategies you will employ to communicate broadly to various stakeholder groups (students, faculty, staff, external constituents, etc.) including:
 - Overview of the campaigns for each stakeholder group.
 - Explanation of how each campaign will seek to create a sense of ownership for its audience.
 - Strategies for soliciting input and feedback from the campus community.
 - Explanation of how you will evaluate the impact of your communication plan efforts.
- A description of how the communication plan derives intentionality of campus efforts. How will the plan move the campus community to action? Are individuals and/or groups charged with the delivery of outcomes? Are campus members aware of accountability of individuals/groups to move success efforts forward? How might someone not on the success team engage in moving the Graduation Initiative effort?

A comprehensive framework (Appendix 2) has been developed for CSUSB's Graduation Initiative Plan to inform and engage various stakeholder groups. The framework incorporates an image of a paw print of our campus' Cody the Coyote mascot and the acronym, "PRINT," to illustrate the five areas of focus. Each of these core areas are led by a subcommittee, the majority of which were already established thus maximizing the efforts and time of members. A Steering Committee, which oversees the progress, outcomes and evaluation of each core, has also been established. The core areas of this framework, including goals, supporting activities and list of committee members, are as follows.

1. **Progressive Pedagogy:** The goal of this subcommittee is to: (1) provide recommendations to the Faculty Senate on the enhancement of instructional quality; (2) provide systematic review of instructional quality evaluation and teaching excellence in an environment of rapid growth; and (3) serve as advisory committee for the Teaching Resource Center (TRC), guide on the allocation of its available funds, and encourage supportive activities. Supplemental instruction, peer mentoring and TRC programs represent some of the supporting areas that will be analyzed and improved.

CSUSB's Instructional Quality Committee members for the 2016-2017 term will serve as the Progressive Pedagogy Steering Committee. Members include: Lisa Bartle (Library), Kathryn Howard (Education), Ted Coleman (Natural Sciences), Kimberly Collins (Business & Public Administration), Kareen Gervasi (Arts & Letters), Kevin Grisham (Social & Behavioral Sciences), Eri Yasuhara (Former Dean, Arts & Letters), Rong Chen (Associate Provost, Ex-Officio), Chair Davida Fischman (Teaching Resource Center Director, Ex-Officio), Undergraduate Studies Rep (Ex-Officio) and Graduate Studies Rep (Ex-Officio).

2. **Rapid Data Analysis:** With the goal of graduating freshmen in four years and transfer students in two years, this committee will: (1) utilize technology and institutional research to stimulate discussion and address the complexity of our changing environment; and (2) discover

meaningful patterns of data, identify problem areas, monitor progress, provide recommendations, and engage key campus stakeholders in analytics discussions and action. Institutional research and Information Technology Services capabilities will be heavily relied upon to advance the charge and efforts of this subcommittee.

Committee members include: Tom Long (Social & Behavioral Sciences), Craig Seal (Business and Public Administration), Chuck Stanton, (Natural Sciences), Judith Sylva (Education), Mihaela Popescu, (Arts and Letters), Co-chair and VP Sam Sudhakar (Information Technology Services) and Co-chair and AVP Muriel Lopez Wagner (Institutional Effectiveness).

3. **Informed Enrollment Management:** The purpose of this subcommittee is to: (1) expand student enrollment to meet workforce demand; (2) attract top students to CSUSB; (3) improve retention and graduation rates; and (4) lower the core completion rate and improve ADT transfer rates. Supporting areas include recruitment, advising and partnerships with community college feeder schools.

Committee members include: Brian Haynes (VP, Student Affairs), Shari McMahan (Provost & VP, Academic Affairs), Muriel Lopez-Wagner (AVP, Institutional Effectiveness), Olivia Rosas (Chair, AVP, Enrollment Management), Dena Chester (University Budget Director), Francisca Beer (Interim Dean, Graduate Studies), Scott Duncan (Special Consultant, Admissions & Student Recruitment), Rachel Beech (AVP, Admissions & Student Recruitment), Davina Lindsey (Principal Cost & Policy Analyst), Sharon Brown-Welty (Dean, Palm Desert Campus) and George Georgiou (Faculty/Special Assistant).

4. **Nurturing Student Engagement & Advising:** The goals of this subcommittee are to: (1) provide recommendations for quality co-curricular programs that boost retention and graduation rates; (2) build upon social and co-curricular opportunities that foster student involvement and build affinity to CSUSB; and (3) support academic development through supplemental instruction. Areas of focus include advising, Coyote First Step, co-curricular activities, supplemental instruction and peer mentoring.

Committee members include: Terry Rizzo (Interim Dean & AVP, Undergraduate Studies), Qiana Wallace (Assistant Dean, Undergraduate Studies), Alysson Satterlund, (Chair, AVP & Dean of Students), Beth Jaworski (AVP Student Services), Grace Johnson (Director, Student Health Services), John Yuan (Executive Director, Housing & Residential Life) and Fred McCall (Director, Student Engagement).

5. **Transparent Policies and Procedures:** The two main charges of this subcommittee are to: (1) review and ensure Policies and Procedures are updated, clear and concise and student friendly; and (2) determine methods to keep students informed of important dates and revisions. Dates to know, academic requirements, dropping/adding classes and unit load are among the areas to be examined.

Committee members include: Allen Menton (Arts & Letters), Kathryn Ervin (Arts & Letters), Sherri Franklin-Guy (Education), Nancy Acevedo-Gil (Education), Brett Stanley (Natural Sciences), David Maynard (Natural Sciences), Kim Costino (Q2S Director, Ex-Officio) and Karen Kolehmainen (Chair, Faculty Senate, Ex-Officio).

The Steering Committee for CSUSB's Graduation Initiative and its five subcommittees include: cabinet vice presidents, each of the subcommittee chairs, and the faculty senate chair. This committee is led by Steering Committee co-chairs, the Provost & VP for Academic Affairs and the VP for Student Affairs.

This framework has been presented and approved by the President's Cabinet members. It was also shared with several members of the Provost's Cabinet, and presented at a Chair's Meeting on March 9, 2017. In addition, CSUSB will host the Graduation Initiative 2025 Informed Decision-Making conference on May 5. The daylong program features an array of sessions on tools that lead to the improvement of graduation rates. Approximately 100 faculty and staff are anticipated to attend.

In addition, CSUSB Graduation Initiative 2025 graphics have been designed by our Strategic Communication team; and a graphic element specifically for students in currently in progress as is a Student Communications Plan.

A dedicated website, which will further engage campus members, has been launched at <https://www.csusb.edu/graduation-initiative-2025>. The draft layout will be shared and discussed with our Graduation Initiative Steering Committee on May 8. In addition to general information about CSU Graduation Initiative 2025, CSUSB's comprehensive framework and our student campaign, the website will include updates on related activities and progress and an area where campus members can provide suggestions and feedback.

3. College-Level Goals (1 page using the attached spreadsheet template)

In October 2016, we requested that you devise and submit goals for your campus at the college level. Attached is a spreadsheet with guidelines for developing your college-level goals. Please include the spreadsheet in this section of your campus plan.

San Bernardino	<-- Please add campus name here				
	Please fill in college names below				
	College of Arts & Letters	College of Business & Public Administration	College of Natural Sciences	College of Social & Behavioral Sciences	Undeclared

First-Time Full-Time Freshmen Goals

4-year graduation rate

Cohort Year	Graduation Year	Current Grad Rate	Current Grad Rate	Current Grad Rate	Current Grad Rate	Current Grad Rate
2011	2015	13%	12%	8%	13%	8%
Cohort Year	Graduation Year	Goal Grad Rate	Goal Grad Rate	Goal Grad Rate	Goal Grad Rate	Goal Grad Rate
2021	2025	43%	39%	24%	35%	22%

6-year graduation rate

Cohort Year	Graduation Year	Current Grad Rate	Current Grad Rate	Current Grad Rate	Current Grad Rate	Current Grad Rate
2009	2015	50%	53%	47%	60%	48%
Cohort Year	Graduation Year	Goal Grad Rate	Goal Grad Rate	Goal Grad Rate	Goal Grad Rate	Goal Grad Rate
2019	2025	63%	66%	58%	67%	59%

Transfer Student Goals

2-year graduation rate

Cohort Year	Graduation Year	Current Grad Rate	Current Grad Rate	Current Grad Rate	Current Grad Rate	Current Grad Rate
2013	2015	26%	32%	10%	41%	17%
Cohort Year	Graduation Year	Goal Grad Rate	Goal Grad Rate	Goal Grad Rate	Goal Grad Rate	Goal Grad Rate
2023	2025	38%	50%	16%	65%	36%

4-year graduation rate

Cohort Year	Graduation Year	Current Grad Rate	Current Grad Rate	Current Grad Rate	Current Grad Rate	Current Grad Rate
2011	2015	77%	77%	67%	75%	61%
Cohort Year	Graduation Year	Goal Grad Rate	Goal Grad Rate	Goal Grad Rate	Goal Grad Rate	Goal Grad Rate
2021	2025	88%	84%	74%	87%	54%

CSUSB acknowledges that all constituents on campus have the responsibility of providing assistance and support for students' timely graduation. Our tracking of students reflects this expectation. We used the start college of major because we found that 89-92% of our freshmen cohorts and 96-99% of our transfer cohorts graduate within the same college as they entered with. The exception is with students who started in the College of Natural Sciences; 56% of freshmen and 78% of transfers completed a degree in other colleges. Students who begin as undeclared are under the purview of Advising and Academic Services in the Office of Undergraduate Studies. Since professional, faculty, and peer advisors are embedded within colleges, it is our campus commitment that all advisors work together so students encounter the least number of obstacles to graduation. This highlights efforts that would successfully hand off students, from being undeclared to another major, or switching from one major to another. It is for this purpose that CSUSB has invested a significant amount of funding in advising.

To determine graduation rate goals, first, we took the average graduation rates of the last three recent cohorts for all freshmen and transfer students by college. We calculated the ratio of increase between the average of the last three recent cohorts and the target cohort, which turned out to be an increase of approximately 2.6 times for freshmen and 1.4 times for new transfers. Next, we applied the increase of 2.6 times for freshmen or the increase of 1.4 times for new transfers into the future cohort for each college assuming the number of incoming freshmen and transfers stayed constant and also correcting for sample sizes at each college. College of Education was dropped from this analysis because of very small incoming cohorts; most of their student population are graduate students. To check our work, we averaged out the predicted targets for each college which appeared to reach the campus target for freshmen and transfers by 2025. This model assumes that our campus collective efforts will result in reaching the ambitious target for freshmen and transfers.

4. Success Metrics

The updated student success plans should include metrics that reflect incremental progress toward meeting your goals. Please identify a series of metrics tied to your strategies and list them in this section. While the majority of your metrics will be specific to your approach, please also consider the analyses below in your responses:

1. Compare the average unit load for each cohort with the previous year cohort to see if there is an increase. Determine the magnitude of the increase in average unit load will be necessary to meet your goals.
2. Compare retention rates by year for each cohort with the previous year for First-Time Freshmen and Transfer students. Determine the annual retention rates that will be necessary to meet your goals.
3. Compare the number of course sections, for General Education and high enrollment majors, with previous years.
4. Quantify the impact of recent efforts to increase graduation rates for freshmen “on the cusp” of graduating in four years, and for transfers in two years:
 - Compare the 2012 and 2013 freshman cohorts for how many students who were slated to graduate (candidates for fall term degree) in 4.5 years were able to graduate in 4 years. What are the top 5 things that the campus can/will do to facilitate shortening time to degree by a term or more?
 - Compare the 2014 and 2015 transfer cohorts for how many students who were slated to graduate (candidates for fall term degree) in 2.5 years were able to graduate in 2 years. What are the top 5 things that the campus can/will do to facilitate shortening time to degree by a term or more?

Note: If you do not have the degree audit and/or planning tools to complete these analyses, please provide estimates, and indicate your methodology for determining your estimates.

The Rapid Data Analytics (RDA) subcommittee of CSUSB’s Graduation Initiative 2025 discussed metrics that are sensitive to monitoring progress towards the degree. The following were the metrics proposed:

1. Cohort. CSUSB tracks cohorts of incoming first-time freshmen and transfers in the last few years and projects goals for graduation rates into the future.



- Cohort. CSUSB tracks cohorts of first-time freshmen and new transfers, their retention rate, and the completion of units. This form of tracking indicates the percentage of students who were behind, on-track, or ahead of unit accumulation and will be important when CSUSB converts to the semester system in Fall 2020.

First-Time Freshmen Profile (Fall Cohorts)

Total First-Time Freshmen		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
		2,448	2,358	2,724	3,005	2,791
2nd Year Retention (Level Progression)	2nd Year Retained: Total #	2,155	2,060	2,340	2,541	-
	2nd Year Retained: % as Freshmen (0 to 44.9 units)	61%	59%	55%	55%	-
	2nd Year Retained: % as Sophomore (45 to 89.9 units)	27%	27%	30%	29%	-
	2nd Year Retained: % as Junior (90 to 134.9 units)	0.7%	1%	1%	1%	-
	2nd Year Retained: % as Senior (135 or more units)	0%	0%	0%	0%	-
% Not Retained		12%	13%	14%	15%	-
3rd Year Retention (Level Progression)	3rd Year Retained: Total #	1,885	1,803	2,075	-	-
	3rd Year Retained: % as Freshmen (0 to 44.9 units)	2%	2%	2%	-	-
	3rd Year Retained: % as Sophomore (45 to 89.9 units)	54%	53%	51%	-	-
	3rd Year Retained: % as Junior (90 to 134.9 units)	20%	20%	22%	-	-
	3rd Year Retained: % as Senior (135 or more units)	1%	1%	1%	-	-
% Not Retained		23%	24%	24%	-	-
4th Year Retention (Level Progression)	4th Year Retained: Total #	1,727	1,660	-	-	-
	4th Year Retained: % as Freshmen (0 to 44.9 units)	0.4%	0.3%	-	-	-
	4th Year Retained: % as Sophomore (45 to 89.9 units)	7%	9%	-	-	-
	4th Year Retained: % as Junior (90 to 134.9 units)	44%	42%	-	-	-
	4th Year Retained: % as Senior (135 or more units)	18%	19%	-	-	-
% Not Retained		30%	30%	-	-	-

- Cohort. It is important to monitor students who “intend” to graduate in 4 years (CIRP Freshmen Survey) and those who are “ready, willing, and able” to graduate in 4 years by tracking developmental Math and English status, financial aid level, and work/family demands.
- Cohort. Summer classes could be maximized by encouraging cohorts of first-time freshmen and new transfers to register for classes. Current data show that summer enrollment have been typically low for freshmen and sophomores. We anticipate an increase in freshmen and sophomores by cohort enrolling in the next few summers ahead.
- First Year. CSUSB needs to take advantage of new first-time freshmen and new transfer students who sign a Four-Year Pledge (first-time freshmen) or Two-Year Pledge (transfers) because these are students who intend to graduate in 4 or 2 years with focused advising and priority registration to classes. The Two-Year Pledge program has been proposed in our Campus Plan and could increase graduation rate, if implemented.

Four-Year Pledge Outcomes

Cohort	4 Year Grad #	4 Year Grad %
4	2	50%
18	9	50%
41	13	32%
25	12	48%
21	11	52%
48	16	33%
106	32	30%
247	77	32%
407	-	-
610	-	-
341	-	-

6. Third Year. When students end their sophomore year, they should have completed the Golden Fours so they can begin focusing on requirements for their majors. The Golden Fours are written communication, oral communication, mathematics, and critical thinking. Data indicate that 63% of the Fall 2013 cohort and 61% of the Fall 2014 cohort of first-time freshmen completed their Golden Fours by the end of their second year.
7. Fourth Year. Juniors and seniors are tracked especially when they “appear” to be on-track for graduation so intrusive advising, grad checks, financial aid, or other forms of assistance can be deployed. CSUSB has created Coyote Pulse (OBIEE) that generates detailed information (name, email, phone numbers, and courses completed/incomplete) for advisors to contact.

Freshmen Progress towards Degree								
Progress Snapshot								
Term	Cohort	Enrolled (Total)	Enrolled (Fresh)	Enrolled (Soph)	Enrolled (Junior)	Enrolled (Senior)	Current Grad Check	Graduated
Fall 2012	2,448	1,205	1	22	195	987	685	562
Fall 2013	2,358	1,611	4	96	774	737	436	48
Fall 2014	2,724	2,014	27	804	1,103	80	28	3
Fall 2015	3,005	2,441	599	1,779	59	4	1	0
Fall 2016	2,791	2,717	2,633	77	7	0	0	0

8. All Class Levels. Our Graduation Initiative leadership will track total student enrollment along with the count of faculty and staff both full-time and part-time. These factors together should be taken into account when making decisions about admissions, learning spaces, and programming.

	Fall 2015	Fall 2016
Students	20,024	20,767
TT Faculty	401	423
Non-TT Faculty	585	575
Full-Time Staff	957	975
Part-Time Staff	43	22

9. All Class Levels. CSUSB tracks potential barriers to graduation, such as bottleneck courses that affect all students who are unable to register for particular courses, juniors and seniors who take lower division classes, and the number of repeats and failing grades in particular courses.



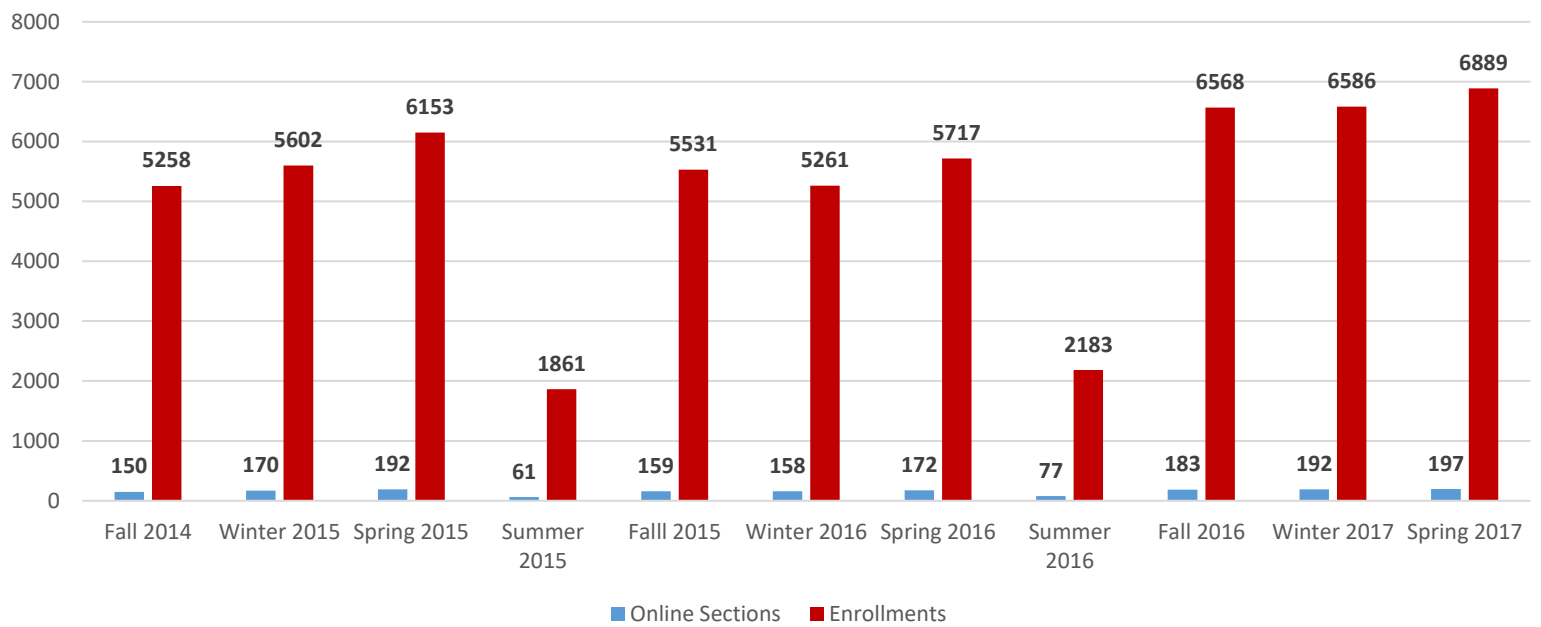
10. Research. The RDA also recommend an expansion in our capacity to examine topics of interest, such as the impact of advising and students participation in high-impact practices, and monitor the number of curricular and non-curricular assessment plans that measure student learning, align plans with the institutional learning outcomes, and link activities to specifically reducing time to degree.

Appendix 1

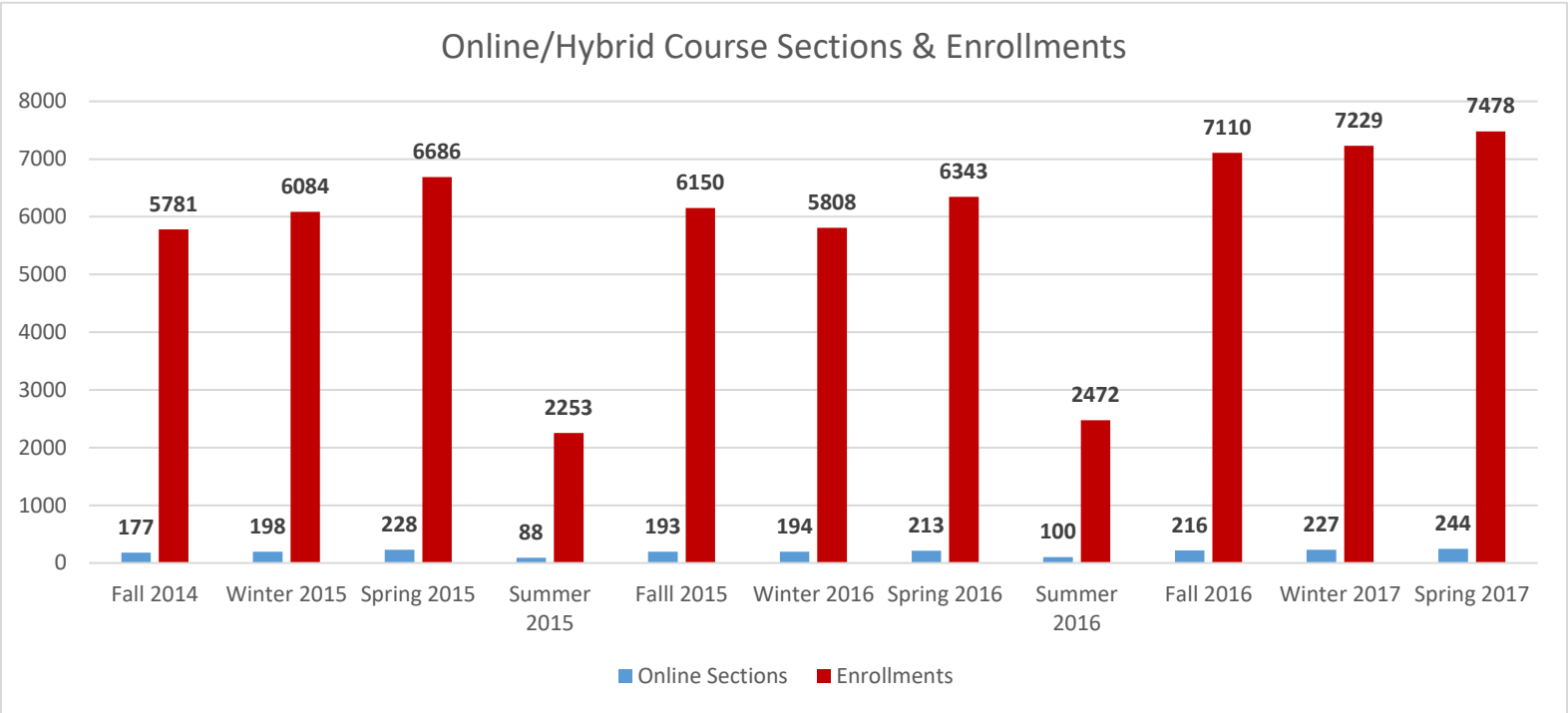
Online and Hybrid Course Enrollments

Excludes CEL Courses:

Online/Hybrid Course Sections & Enrollments



Includes CEL Courses:



Modalities included:

CM	Course Match
CO	CEL Online (CEL Chart Only)
CW	Class with Web
FO	Fully Online
HC	Hybrid Class Online
HO	Hybrid Class Online with Sync
OL	Online
WC	Web with Classroom

Appendix 2

Graduation Initiative 2025 – Comprehensive Framework

COMPREHENSIVE FRAMEWORK



RAPID DATA ANALYTICS

Purpose:

- Utilize technology and institutional research to stimulate discussion and address the complexity of our changing environment...
- Discover meaningful patterns of data, identify problem areas, monitor progress, provide recommendations, and engage key campus stakeholders in analytics discussions and action...

- ✓ Institutional Research
- ✓ Information Technology Services

...with the goal of graduating freshmen in four years and transfer students in two years.

INFORMED ENROLLMENT MANAGEMENT

Purpose:

- Expand student enrollment to meet workforce demands
- Attract top students to CSUSB
- Improve retention and graduation rates
- Lower core completion rate / improve ADT transfer rates

- ✓ Recruitment
- ✓ Advising
- ✓ Community College Feeder Schools

NURTURING STUDENT ENGAGEMENT & ADVISING

Purpose:

- Provide recommendations for quality co-curricular programs that boost retention and graduation rates
- Build upon social and co-curricular opportunities that foster student involvement and build affinity to CSUSB
- Support academic development through SI

- ✓ Advising
- ✓ Coyote First Step
- ✓ Co-Curricular Activities
- ✓ Supplemental Instruction
- ✓ Peer Mentoring

TRANSPARENT POLICIES AND PROCEDURES

Purpose:

- Review and ensure Policies and Procedures are updated, clear and concise, and student friendly
- Determine methods to keep students informed of important dates and revisions

- ✓ Dates to Know
- ✓ Academic Requirements
- ✓ Dropping/Adding Classes
- ✓ Unit Load