



CSU San Bernardino

Draft Student Success Plan

Graduation Initiative 2025 Goals CSU San Bernardino *

Metric	2025 Goal	Most Recent Rate
Freshman 6-Year Graduation	62%	52%
Freshman 4-Year Graduation	30%	12%
Transfer 2-Year Graduation	45%	33%
Transfer 4-Year Graduation	83%	73%
Gap - Underrepresented Minority	0	1 % points
Gap – Pell	0	3 % points

* Corrected August 2, 2016

Executive Summary of Goals & Strategies CSU San Bernardino

Goals	Strategies
<p>Long-Term</p> <ul style="list-style-type: none"> • Advising • Enrollment management • Remediation in Math 	<p>Long-Term</p> <ul style="list-style-type: none"> • Hiring retention and graduation specialists • Expand number of online and hybrid courses to fulfill demand for bottleneck courses • Offer developmental coursework in summer for freshmen prior to first semester at CSUSB
<p>Short-Term</p> <ul style="list-style-type: none"> • Advising • Campus planning and organizing to foster a culture of student success • General support services • Success in low completion rate courses 	<p>Short-Term</p> <ul style="list-style-type: none"> • Intrusive advising by means of contacting students and offering assistance • Provide more campus employment • Offer supplemental instruction • Provide the colleges support to utilize funds effectively/ efficiently to ensure timely graduation



CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO
Office of the President

GRADUATION INITIATIVE 2025

Approved by President Tomás D. Morales

A handwritten signature in black ink, appearing to read 'TDM', written over a horizontal line.

Signature

September 1, 2016

Date

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LONG TERM PLAN (3 pages)

CSUSB serves a student population of 20,024 mostly (85%) from San Bernardino and Riverside counties, where the Bachelor's degree attainment rate is 19% compared to 30% for the State of California. Eighty-four percent of our students are first generation college students, 69% require some form of math and/or English remediation at entry to college, 62% are Pell Grant recipients, 61% are female, 57% are Hispanic and 6% are African American. CSUSB is 22nd in funding dollars per full-time equivalent student among the CSU campuses.

To best serve our campus, CSUSB has implemented several new programs and/or models that are intended to impact the metrics in the Graduation Initiative moving forward: (a) creation of a new hybrid academic advising model that integrates faculty advisors, professional advisors, and peer advisors as a student success team model in colleges; (b) implementation of a new proactive advising practice that uses predictive analytics to enable advisors to reach out to students before they find themselves struggling; (c) expansion of CSUSB's developmental summer bridge program, Coyote First STEP, into a residential program and expansion of academic support structures such as supplemental instruction; and (d) expansion of a widespread culture of high impact practices, which include a culture of equity-minded, evidence-based teaching practices such as active learning strategies, collaborative assignments and projects, classroom-based formative assessment, undergraduate research, and service learning; and study abroad. Student Success is a prominent part of CSUSB's Strategic Plan (Appendix 1).

Strategies for moving forward include:

Enrollment Management

CSUSB will continue to examine admission and recruitment policies and practices for undergraduate and graduate applicants. There will be a collaborative effort from all key areas. In fact, we have a committee that is co-chaired by the Provost/Vice President for Academic

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Affairs and the Vice President for Student Affairs. The committee brings together representatives from the Faculty Senate, Academic Chairs, and Academic Deans, Office of Financial Aid, and Institutional Research, Admissions and Recruitment and other staff and faculty. This committee will lead the charge in examining admissions policies and practices targeted to improving freshmen 4-year and transfer 2-year graduation rates. We are also working closely with our community partners:

Southern California Initiative for Education and Prosperity Regional Partnerships (SCIEP)

CSUSB works with all 56 school districts in San Bernardino and Riverside Counties through the Office of the County Superintendents, the 11 community colleges, University of California Riverside, and the Inland Empire Economic Partnership and Coachella Economic Partnership to improve college readiness and increase the number of students who complete the A-G high school curriculum (Appendix 2).

Memoranda of Understanding with “Tier 1” School Districts

CSUSB entered into an agreement with all 20 “Tier 1” school districts to increase the number of high school students who complete the A-G curriculum, to increase participation in the Early Assessment Test, to increase the number of high school students who complete four years of math, to increase the number of students who graduate from high school ready for college, to complete the SAT Reasoning Test or ACT Exam, to create a program to identify at-risk 9th grade students, and to strengthen communication with parents. These efforts will allow us to develop a comprehensive strategic enrollment plan.

Advising

CSUSB changed the structure of advising by integrating faculty advisors, professional advisors, and peer advisors into a more coherent whole. The university’s hybrid academic advising model is used in conjunction with the implementation of leading edge predictive analytics software and a fully integrated web-based academic advising platform. Advising activities are shared among university-wide advising centers, a central advising unit within each college, and the faculty members in academic departments. Both faculty members and professional advising staff (including supervised, trained peer mentors) share the responsibility for student success by adopting a “tag team” approach. In addition, our developmental hybrid advising program is a fundamental requirement for empowering students to take responsibility for their education by creating an academic plan, meeting personal needs, developing leadership skills, and engaging in university life. Continuing to support our on-going efforts and hiring retention and graduation specialists will bring disparate efforts together and provide robust support for graduating students in a timely manner.

EAB

CSUSB sought a partnership with Education Advisory Board (EAB) in 2013 to implement the EAB Student Success Collaborative (SSC) and the Campus platform. We plan to identify students in their junior year to determine their unit deficits in preparation for a timely graduation. We will also identify students who filed for graduation to make sure they completed all their classes and identify super seniors and work with them to

graduate. Over two hundred faculty and staff have been trained to date on the use of the EAB Campus platforms and several advising campaigns have been launched (Appendix 3).

Remediation in Math

CSUSB created an innovative program called the Coyote First STEP (CFS) to ensure freshmen are on track for timely graduation by reducing developmental math course requirements, enhancing social connections among peers, enriching the academic process, and forging a sense of belonging at CSUSB. Beginning in summer 2015, freshmen who needed developmental coursework were required to take pre-college math with intensive peer tutor support, attend co-curricular activities and workshops, and live on-campus for four weeks.

Stretch Composition and Directed Self-Placement in English

CSUSB has a non-remedial Stretch English composition program that provides students five different options for completing their English writing requirement, including one-, two-, and three-quarter sequences, with both multilingual and conventional options for the two- and three-quarter sequences. All five sequences require students to engage with challenging, substantive academic reading and writing. The key differences in the sequences are 1) the amount of time and support students receive as they work on developing their academic literacies and 2) the presence of additional support for multilingual writers. Complementing the Stretch Composition program is CSUSB's Directed Self-Placement (DSP) program, offering students the opportunity to select which FYC sequence is best suited to their writing needs.

Best Practices in Benchmarking Curriculum Against Appropriate Peer Curricula

The Teaching Resource Center (TRC) will expand the collaboration with the Quarter to Semester (Q2S) Director to create a campus culture that promotes and supports the study and widespread implementation of equity-minded, evidence-based teaching practices. Faculty learning communities (FLCs) are perceived as faculty-driven resulting in increased benefits for the students. In addition, as we transform our curriculum in the Q2S process, we will continue the collaboration in order to create a meaningful alignment in general education and core curriculum.

Data Capabilities/Technology

CSUSB leads the movement on institutional intelligence. Information such as daily enrollment reports, bottleneck courses, course success, retention and graduation rates, general education deficiencies, and mean unit load is available to campus constituents through dashboards, a data warehouse, and EAB analytics. Use of this data will help to prioritize our efforts to move forward.

Digital Learning (Without need for physical space)

CSUSB has been at the forefront of the use of technology to engage students on and off campus. To be able to expand the number of courses available for students through online and hybrid delivery modalities would partially fulfill the demand for bottleneck courses. The chart shows the growth of online courses at CSUSB since Fall 2014 (Appendix 4).

RATIONALE FOR LONG TERM PLAN (1 page)

Any plan to address and bring about student success must approach the issue from many angles. The metaphor that it takes a village to raise a child holds true for higher education: there is no magic bullet but rather a holistic approach is required. Therefore, student success in higher education must begin in elementary school and on into high school. The data consistently shows that students who arrive at college, ready to take college-level courses graduate at higher rates than students who require additional college preparatory work once they begin their undergraduate careers. Therefore, it is crucial that CSUSB continue to partner with the school districts in our region throughout the entire K-12 process but particularly in the final years of high school to ensure that students receive the necessary education they need prior to graduation from high school. The work being done through the Governor's Innovation Award for the Inland Empire, renamed the SCIEP is bringing that "village" together, including business, school districts, and the higher education community. In addition, the Memoranda of Understanding between CSUSB and our partner school districts set up specific guidelines for what is required for students to reach college prepared to be successful.

In the interim, while a substantive number of students still arrive on campus requiring additional academic preparation, a robust summer bridge program (currently being implemented at CSUSB as Coyote First STEP [CFS]) is required. CFS not only provides the courses needed to raise the skillsets of students below college-level Math, but also introduces them to learn other skills required to navigate a higher education environment. The eventual goal (which may not be met by 2025, but to which we remain firmly committed) would be to eliminate the need for summer bridge programs in any large sense.

Freshmen and transfer students are provided with another best practice at the outset of their careers at CSUSB—an orientation session. Intrusive advising is being factored into orientation and will continue through the students' education at our institution. Paired with a robust data analysis program, in this case the Education Advisory Board's (EAB) data analytics program, student progress may be tracked and interventions planned to assist students when they get off-track. The more aggressive pursuit and introduction of high impact practices for an increasing number of our students is also a time tested and national model for maintaining student motivation, connection to the campus, and commitment to their academic success. Finally, ensuring that we are providing the appropriate number of course sections to allow students to move smoothly through the "pipeline," as well as quickly identifying those courses that are stumbling blocks for large numbers of students and analyzing what the issues are (e.g., additional tutoring sessions or other supplemental instruction needed, other delivery methods warranted), should prove additional aids in ensuring students are able to graduate on time, in four years for freshmen and two years for transfer students.

OBJECTIVES LONG TERM PLAN (1/2 page)

Full-Time Freshmen

To achieve an ambitious 4-year graduation rate of 30% for the Fall 2021 cohort, progress towards the degree needs to increase from 30% to 85% for sophomores, 20% to 73% for juniors, and 18% to 62% for seniors. These are units accumulated each year towards graduation and could be achieved through an increase from 12 to 15 units (towards the degree) each term. CSUSB has a 6-year graduation rate goal of 62% for the Fall 2019 cohort which means retention into third year needs to increase to 83%. We anticipate little to no gap in underrepresented minority, Pell, and first generation first time full-time freshmen in 4- and 6-year graduation rate for the Fall 2019 and Fall 2021 cohorts.

All Transfers

Our goal is to reach a 2-year graduation rate of 45% for the Fall 2023 cohort and a 4-year graduation rate of 83% for the Fall 2021 cohort by increasing term unit load (towards the degree) from 12 to 15 units each term. We expect little to no gap in underrepresented minority, Pell, and first generation transfer students in 2- and 4-year graduation rate for the Fall 2021 and Fall 2023 cohorts.

TIMELINE LONG TERM PLAN (1/2 page)

CSUSB Timeline to 2025	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
EAB Campus all colleges rollout	✓								
Scale up high impact practices	✓	✓	✓	✓	✓				
Tenure track hiring	✓	✓	✓	✓					
Intrusive advising	✓	✓	✓						
Open new housing and food service		✓							
Unit load increase campaign			✓	✓	✓	✓	✓	✓	
Bottleneck courses	✓	✓	✓						
Increase student support services like supplemental instruction	✓	✓							

SHORT TERM STRATEGIES FOR 2016-17 (1 page)

Enhanced instruction:

- Through the TRC and as part of the Q2S transformation, support faculty in studying and implementing equity-minded, evidence-based teaching practices to increase student success.
- Support faculty to develop and assess linked courses that foster inter-disciplinary inquiry and problem-solving as part of the new General Education program.

More aggressive approach to bottleneck courses:

- 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.
- Offer more summer and night courses that were previously bottleneck courses to decrease time to graduation.
- Offer supplemental instruction for bottleneck courses.

Through intrusive advising:

- Provide students with necessary courses in requisite term(s), work with faculty and department chairs to address course difficulties, and refer students to ancillary services such as supplemental instruction, tutoring, health clinic, or counseling center, if relevant.
- Provide super seniors with an exit strategies.
- Effectively implement the data and tools offered by the EAB in order to intervene in a timely manner to keep students on track for completing their academic requirements.
- Develop an aggressive campaign to help all current students graduate before conversion to semesters in fall 2020.
- Develop individual advising plans, through the use of UDirect and DARS, for all students who enter on the quarter system, but will graduate on the semester system.
- Review every student degree audit who filed a graduation check and reach out to them to make sure they are enrolled in appropriate courses.
- Contact students that have not registered for courses and offer assistance.
- Identify individuals who are registered for 12 units and offer assistance in finding an additional class.
- Review policies on transferring majors.

Increase unit load towards graduation:

- Scale up the 4-year pledge program to develop students' academic commitment.
- Create a 2-year pledge program for transfer students.
- Provide the beginnings of a Transfer Student Center where transfer students can receive support.
- Scale up career preparation for all freshman and transfer students.

Engage students into campus life:

- Provide more campus employment, keep students engaged on campus, and increasing time to degree for students going from 2nd to 3rd year which is the highest drop-out period.
- Scale up high impact practices activities such as internships, on-campus employment, service learning, study abroad, and supplemental instruction for math and English.
- Increase funding for the food pantry since 65% to 81% of 320 food-insecure students who visited The Den in the last six months were first generation, Pell recipients, and underrepresented minority.
- Celebrate by having an early graduation party specifically for Juniors with 90-134.9 quarter units where advisors sit down with students, plan a course path towards graduation, and file a grad check.

Appendix 1

Portion of CSUSB's Strategic Plan 2015-2020

<https://www.csusb.edu/strategic-plan>

From 2015-2020, CSUSB will follow its new Strategic Plan by taking these actions to ensure student success, which is the goal of the Graduation Initiative 2025. Progress will be reviewed at the end of each academic year, and the actions for the succeeding academic year confirmed. During 2019-20, the Strategic Plan will be reviewed and revised to create an updated plan to take the campus through the years 2020-2025. It is anticipated that these objectives and strategies will remain, but their relative priorities will be tweaked to achieve the highest potential student success.

- All undergraduate students will participate in at least three High Impact Practices (HIPs) by graduation, preferably including one HIP within the context of each student's major.
- Adopt CSUSB's Institutional Learning Outcomes and use the assessment of them to guide continuous program improvement.
- Conduct annual surveys to assess students' sense of belonging, engagement, and inclusion. Establish baseline measures and then design programming to ensure continual improvement.
- Increase student success by maintaining high academic standards while reducing the overall DFWI rate through improved course learning conditions and enhanced co-curricular support. Aim to reduce the rate in lower division courses from 13% to 10% over the period 2015-2020, and aim to reduce the upper division rate from 8% to 6% through this same timeframe, particularly through providing additional supports for students in courses with the highest DFWI rates.
- Stay on track to meet or exceed CSUSB's 4-year graduation rate in 2020 of 15% or higher, a 6-year graduation rate of 52% or higher, and an underrepresented minority (URM)/non-URM achievement gap of 0%. For transfer students, by 2020 achieve a 36% 2-year graduation rate and a 72% 4-year graduation rate. Reduce by half the achievement gaps for males and Pell-eligible students. Decrease average time-to-completion for students who enroll as freshmen from 5.6 to 5.0 years by 2020. For transfer students, decrease average time-to-completion from 3.1 to 2.7 years by 2020.
- To foster the success of graduate students, by June 2017, the campus will complete a program evaluation of graduate education at CSUSB. From 2017 through 2020, these recommendations will be implemented.
- Strategies, currently focused on 2015-2020 and to be used as the basis to evolve further to 2025:
 - Intentionally offer additional administrative support, stipends, re-assigned time, etc. to encourage and reward faculty as they continually improve their classroom teaching through integrating evidence-based and/or equity-based pedagogical strategies that enhance student learning and success.
 - Create a campus-wide HIPs Community of Practice to support the implementation of HIPs. These HIPs may include, but are not limited to:
 - Capstone Course, Culminating Senior Experience.
 - Internship, Practicum, Field Experience
 - Foreign Language or Additional Language Coursework

- Learning Community
 - Research with Faculty Outside of Course
 - Independent Study, Self-Designed Major
 - Leadership in Student Organization
 - Student Learning, Community Engagement
 - Study Abroad
- Create student Learning Communities (residential and non-residential) designed around evidence-based best practices that may include cohorts, block scheduling, intentionally connected courses, peer mentoring, and structured learning supports (e.g., tutoring and Supplemental Instruction).
 - The orientation for new tenure-track faculty hires will include a substantial component on effective pedagogy in higher education.
 - In decisions about hiring new tenure-line faculty, consider what our institutional patterns and the research literatures tell us about where decreased class size could have the greatest impact on teaching effectiveness and on student success.
 - Provide evidence-based academic and social support programs to help students succeed.
 - Ensure that student support programs are systematically delivered effectively and efficiently.
 - Intentionally and explicitly connect learning across curricular and co-curricular experiences so that students better understand the purposes of higher education and learn strategic that promote resilience and success beyond graduation.
 - During the process of semester conversion, ensure that the Institutional Learning Outcomes are included among the guiding principles in curriculum design.
 - Conduct a graduate studies needs assessment that includes feedback from graduate students and graduate programs.
 - Develop, implement and disseminate a graduate studies strategic plan.
 - Explore, develop and implement effective practices in graduate education (potentially to include HIPs at the graduate level) that promote retention, graduation and time to degree.

Appendix 2

Southern California Initiative for Education and Prosperity (Regional Partnerships) Goals

1. Align educational policy and initiatives regionally via a bi-county cradle-to-career collective impact model.
2. Increase college preparedness, particularly in math, resulting in a 20% reduction in number of students requiring remediation at matriculation from high school to college within 5 years.
3. Increase baccalaureate attainment by 15% across the two counties within 5 years.
4. Increase the number of students completing the baccalaureate degree within 6 years by 10% across the two counties within 5 years.
5. Improve career preparedness through strengthened partnership with industry to better align education with workforce development needs.

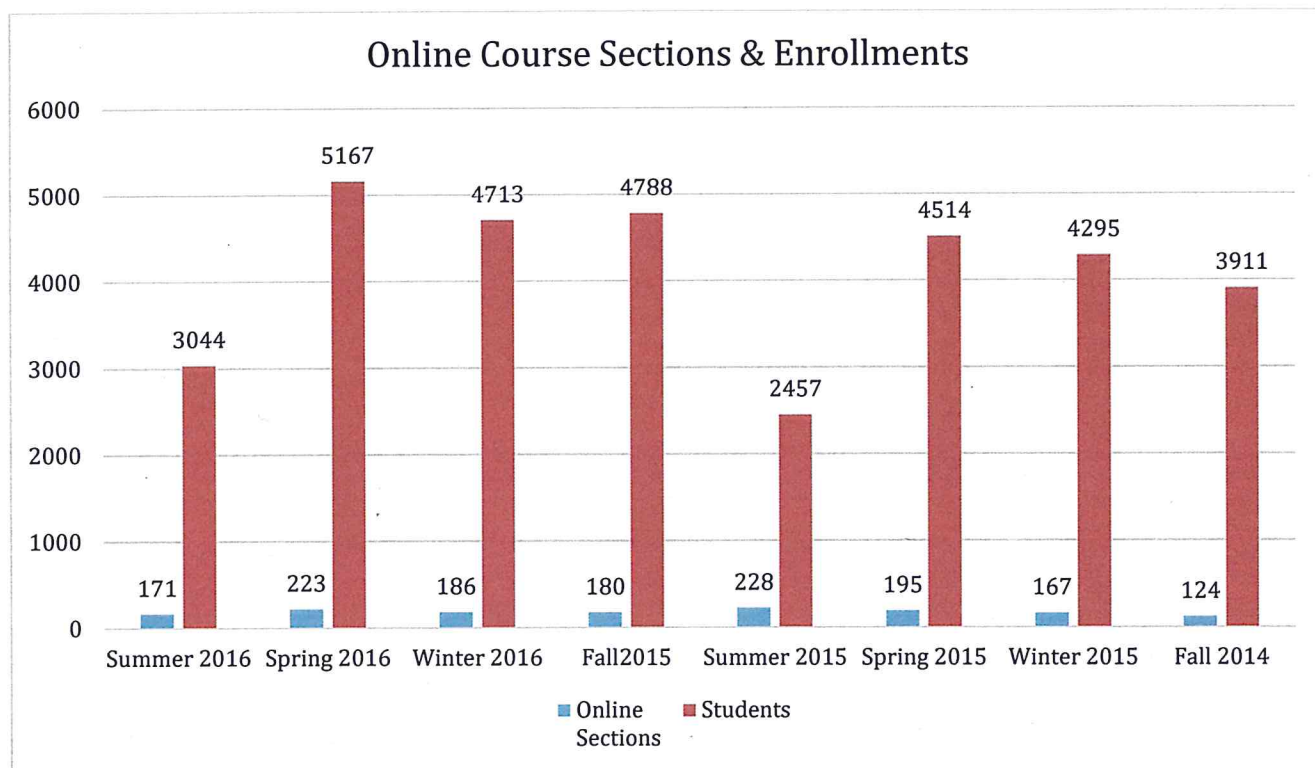
Appendix 3

Advising Campaigns Launched in EAB Campus Platform

1. Identification of Super Seniors – Students with more than 180 units earned
2. Students who had between 90-134 (Junior status) units and a 2.0-3.0 cumulative GPA.
3. Identification of students to make sure that they are on track for graduation or if they need to change majors.
4. Students with 70-89.9 units who are moderate to high risk levels
5. Students with 90+ units with any risk level *Intervention is required to assist students with declaring a major
6. Students at senior standing (135+ units) who are still classified as Pre-Criminal Justice.
7. Students declared Paralegal Studies who are finishing the program or who were admitted Fall 2014 and possibly need to change majors
8. Business majors who have completed 90+ units All risk levels and all GPAs
9. Nursing/Pre-nursing Units earned 90+ currently enrolled in Spring 2015
10. Nursing student Units earned with a cumulative 3.3 GPA or below enrolled in Fall 2014
11. Undergraduates who have earned between 90 and 134 units (Junior status) and a cumulative GPA between 2.0-3.0. This group required intervention as they are aspiring to apply to medical school once they graduate. Most medical schools require a higher GPA than what these students have earned thus far. It is critical to have conversations with them as far as what is required to be admitted, etc.

Appendix 4

Growth of Online Courses at CSUSB Since Fall 2014



In the spring of 2016, a group of fourteen faculty and staff visited Arizona State University (ASU) to learn about ASU's online delivery methods and support for faculty and students. The trip resulted in the planning of an E-Learning Academy, a collaborative effort between the Teaching Resources Center (TRC) and the Office of Academic Technologies and Innovation (ATI). The academy will be launched next summer. The purpose of this academy is to provide faculty training and support in:

- a. Exemplary online teaching practices
- b. Templates developed which will have quality rubrics built in
- c. Accessibility in online courses
- d. Instructional Design and Pedagogical support

As a precursor to the launch of the E-Learning Academy, the TRC and ATI are offering a summer institute this summer to engage faculty in the delivery of online and hybrid courses.