



CALIFORNIA STATE UNIVERSITY CHICO

CSU Chico

Draft Student Success Plan

Graduation Initiative 2025 Goals CSU Chico

Metric	2025 Goal	Most Recent Rate
Freshman 6-Year Graduation	74%	64%
Freshman 4-Year Graduation	41%	26%
Transfer 2-Year Graduation	43%	31%
Transfer 4-Year Graduation	86%	76%
Gap - Underrepresented Minority	0	9 % points
Gap – Pell	0	10 % points

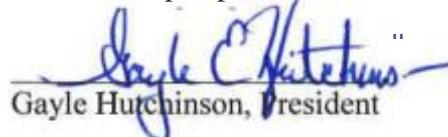
Executive Summary of Goals & Strategies CSU Chico

Goals	Strategies
Long-Term <ul style="list-style-type: none">• Advising• Data Access and Utility• General support services• First year freshmen• Teaching practices	Long-Term <ul style="list-style-type: none">• Accelerate roll-out of e-Advising tools• Update and improve data warehouse and reporting systems• Expand supplemental instruction• Expand First-Year Experience programs and related efforts• Support faculty development efforts aimed at improved teaching practices
Short-Term <ul style="list-style-type: none">• General support services• Targeted support services• Enrollment management	Short-Term <ul style="list-style-type: none">• Expansion of courses and additional staff for supplemental instruction• Offer additional sections of mentor-supported First-Year Experiences for URM/ first-generation students• Create predictive model of seat demand for incoming transfers and consult to increase number of seats in targeted courses

Graduation Initiative 2025
California State University, Chico
Campus Plan

Campus Contact:
Dr. Michael Ward, Interim Provost
mward@cshchico.edu
530-898-6101

I have read and approve Chico State's campus plan.



Gayle Hutchinson, President Date 

Long Term Plan

At CSU, Chico we are proud of having achieved our initial Graduation Initiative Team targets in 2015 for increasing 4- and 6-year graduation rates and reducing graduation gaps among underserved students. We will pursue the new 2025 targets with renewed commitment and use lessons learned from our own and other campuses' efforts to inform our strategies.

There are three basic routes to increasing graduation rates: (1) increase students' course load, (2) reduce excess units earned at graduation, and (3) increase retention and persistence of students. Our long-term plan consists of five major domains of action geared to affecting these three factors: (1) Accelerate roll-out of eAdvising and student planning tools to provide better information and advice to students; the tools have added value in providing analytics to the campus to enhance efficiency of course availability, student-centered scheduling and progress toward degree; (2) Improve data access and utility for targeted interventions, which enables us to identify and intervene proactively with students who are going off-track as well as provide the classes students need; (3) Increase student support through expanded Supplemental Instruction (SI) in high enrollment, high repeat courses, especially in STEM courses as SI lowers repeatable grades and assists academic progress; (4) Expand proven First-Year Experience programs and support into the Second Year, enhancing academic engagement and opportunities to connect students to appropriate majors, faculty and peers, and; (5) Improve curriculum and pedagogy to reduce overly complex curricular structures and strengthen student academic engagement, motivation and learning.

1. Accelerate roll-out of eAdvising Tools: eAdvising and related initiatives form the backbone of a robust planning and communication infrastructure that supports success across students' academic careers. eAdvising systems support a variety of initiatives such as early alert functions and timely advice to keep students on track to graduation. Current eAdvising projects include completing the rollout of Hobson's Agile Grad to all academic departments and training faculty advisors on its use to inform their advising practice and communicate with at-risk students. We also require resources to facilitate the use of Smart Planner, an automated system that guides students' course selection and enables students to map out their progress to degree based on real-time information on course availability. We will make Smart Planner available to all students and all majors. In the longer term (2018 and beyond) we will acquire and implement a campus-wide Customer Relationship Management (CRM) system which supports intrusive communication and advising throughout a student's academic career. eAdvising and related systems will be used as sources of analytics to inform student-centered scheduling, retention best practices and timely graduation planning.

Resources required to accelerate the rollout of these tools include hiring and retaining staff with programming and project management expertise as well as personnel to manage the use of these tools, manage communications to students and encourage student use of these tools. The CRM system requires software purchase.

2. Improved Data Access and Utility: Chico State is investing heavily in updating and improving our data warehouse and reporting systems. We have already invested more than

\$700,000 in replacing an end of life reporting system with an updated data warehouse infrastructure powered by IBM software and Cognos business intelligence software. To make data available to decision-makers, we are in the process of creating Tableau-based data dashboards focused on student success and effective management of human and fiscal resources. In addition to remaining investments in data infrastructure, there are ongoing costs for: (a) maintenance of data integrity and security, (b) provisioning effective data and (c) analyzing data to inform best practices, and (d) set and meet strategic institutional goals. A functional data warehouse, reporting system and dashboards, supported by data analysts with both functional and technical expertise, will enable the campus to predict student demand for courses/seats for better allocation of human and physical resources, refine and expand reserve seats for new students to better serve incoming students, provide students with planning tools to enable more efficient course-taking patterns and avoid the accumulation of excess units.

3. Expand Supplemental Instruction (SJ): Chico State is including the expansion of SI in both our long- and short-term strategies to improve graduation rates. SI makes a dramatic difference in student success if properly scaled and supported. Within the CSU, Fullerton and Fresno have demonstrated that SI dramatically decreases the percentage of students earning repeatable grades and helps close the achievement gap between Underrepresented Minority (URM) students and non-URMs.

In AY 15-16 the SI program at Chico State reached 1,100 students across seven classes. These are high enrollment and low success courses, mostly in STEM fields. For example in Biology 103, Human Anatomy, (enrollment of 303) non-SI participants had a median course GPA of 1.3 and students who regularly attended SI sections had a course GPA of 2.72. In the STEM courses supported by SI in AY 15-16, the percentage of F grades or withdrawals for students who did not attend SI was at least double that of those who attended at least one session. In AY 16-17 Academic Affairs and Student Affairs have intentionally forged a partnership to scale-up and increase the success of the program. We will build the infrastructure necessary to recruit faculty and SI leaders, fund the program, provide administrative support, and schedule SI sections. With adequate funding, over a 3-5 year period we can expand SI at Chico to reach 3,000 students. Details on funding needs are provided below, under "Short-term Plan." Expansion at this scale will require one professional staff and the training and hiring of about 20 additional SI student leaders at \$2,500 per student leader.

4. Expansion of First-Year Experience & related efforts: One of the challenges facing first-year students is to develop a sense of belonging and competence in the academic community. Many students, in particular first generation and low-income students, choose majors based on limited information and life experience, leading students to flounder in the First-Year(s) of college, losing motivation and dropping out or switching majors late in their college career, increasing time to graduation or creating a graduation "gap."

Chico State currently invests resources in a variety of programs to support first-year, first-generation students. Among these are REACH (Raising Educational Achievement in Collaborative Hubs) and U-Course programs. REACH serves 200+ entering first-generation students through faculty- and student-mentoring and required work in "Study Jams" to improve study practices, providing students with a sense of belonging and support for academic

development; 2) these same students enroll in U-Courses-project-based, mentored versions of standard first-year courses, with interdisciplinary, applied and civic foci-for an engaging, collaborative approach to learning, building relationships, and developing academic competences. This approach increases the 1st-2nd year persistence (REACH student persistence was 88% in AY 15-16 compared to 81% for Chico State as a whole) and reduces repeatable grades (in POLS 155 repeatable grades for URM students averages 29%, in the POLS 155 U-Course this was reduced to 12%).

We propose expanding U-Courses and the REACH Program into a Second-Year Experience program that provides additional integrated support for selecting a major. Central to the success of this will be the creation of a **Learning Studio** that places students, peer mentors, community members and faculty in a single-multi-purpose space to create a learning community that erases boundaries between the academic, civic, social and personal contexts of learning. This two-year experience will serve 200 first-gen students in the First-Year of the program (First-Year Experience only) and 400 first-gen students in Year Two (First- and Second-Year Experiences combined). Principal resource requirements are space and furnishings, including academic technology. Faculty time for coordination and course redesign is also essential.

Chico State will also invest in expanding and intensifying College-based student success efforts that adopt and adapt some of the same strategies used in FYE to major courses. Similar to the Learning Studio described above, the goal is to retain students, introduce them more intentionally to majors, provide opportunities for academic engagement and connect students to peers and faculty. Particularly in the second year, when many students are moving more decisively into their majors, successful completion of major gateway courses is essential to avert *Sophomore lull* and to facilitate timely progress to degree. Educational activities in the colleges will incorporate appropriate combinations of faculty and peer mentoring, holistic advising, and exploration of potential major/career possibilities that align with students' interests. Resource requirements include support for more effective faculty and/or professional advising, peer and faculty mentoring and course redesign.

5. Curricular and Pedagogical fmorovement: Our short-term plan includes the convening of an ad hoc group of faculty to examine academic policies, especially GE and major requirements that unnecessarily impede timely progress to degree. This faculty-led group will examine potential changes in the structure and delivery of curriculum to facilitate student learning and degree progress *without diminishing quality*. Carefully planned curricular change can result in more efficient use of faculty work that strategically provides time for research, scholarly, creative and service activities that brings opportunities for student engagement that improve academic engagement, provide pathways to graduation and enrich the learning environment. Curriculum is built up over time and requires periodic review and renewal to reflect changes in the disciplines, societal needs and academic personnel. While curricular revision is an ongoing process, Graduation Initiative 2025 presents an exigency for a more systematic review of curriculum.

Related to curricular change are efforts to improve teaching practices (pedagogy). Chico State is a pioneer in innovative teaching including efforts such as Academy eLearning and public sphere pedagogy. Academy eLearning is related to the CSU Chancellor's Office efforts at course redesign; Chico faculty have steadily increased participation in both campus and system

efforts. We will strengthen and support faculty development efforts aimed at improved teaching practices as well as continuing to take full advantage of system-wide efforts in this domain. As with system-wide efforts our work in this area will be focused on high enrollment and bottleneck courses, as well as course with highly variable pass rates.

Efforts at faculty development will be augmented by continued support of excellence in online instruction. The past five years have seen a transformation of Chico State's Summer Session into a system dominated largely by online instruction. Together with improved data analytics on course demand, Summer Session and Winter Intersession will be strategically used to augment student course load in high demand courses. Together with greater participation in CSU Online, increasing student enrollment in Summer and Winter sessions can make a significant difference in moving students decisively to timely graduation. Resources required include funding for a full-time faculty development director (currently staffed on an interim basis by faculty buy-out), stipends for faculty and hiring additional instructional designers.

In addition to these major initiatives, Chico State will pursue a variety of high impact strategies to improve graduation rates including: (1) enhanced orientation and advising for **transfer students** including data-driven provision of adequate seats in major courses for incoming transfer students; (2) **campus messaging**, planning and organizing to foster a culture of student success, strengthening the "Aim 4 Four" and "Take 2" campaigns already in place that encourage students to think of 4-year and 2-year time frames as the norm for graduation; (3) strengthening efforts to help underprepared students succeed, including extending **co-requisite remediation** -already in use in English -to math to ensure that all student work at Chico State counts toward graduation; and, (4) creating a **campus culture** of success for all students, with particular investment in supporting the success of *minority male* students. Their success is critical to closing various gaps and an essential "public good" of the CSU and Chico State.

Rationale

The strategies outlined above systematically address the three factors influencing graduation rates: (1) increasing students' effective course load, (2) reducing units taken to graduate, and (3) increasing retention and persistence. Chico students already have an *average* course load of 13.8 credit hours, among the highest in the system. Increasing student load is best achieved at Chico State by both increasing opportunities to take courses during Summer and Winter Intersession, and reducing repeatable grades. To ensure that the units students accumulate will count toward their degrees we focus on (1) providing students with timely information on graduation requirements so they avoid taking classes that don't count toward their degrees, (2) ensuring that the classes students need are available to them in a timely manner, and (3) reducing remedial units.

Improving retention is an ongoing priority at CSU, Chico, especially as it involves retaining under-served students. Given the barriers external to the university, many of these students face financial challenges and social and psychological barriers to success, making decreasing success gaps a complex and challenging undertaking. Although standard intervention methods may not translate immediately into increased 4-year graduation rates, we remain committed to fostering engaging and creative practices to eliminate achievement gaps. Providing quality education for our at-risk students is central to our mission.

Improved data access and data-driven decision-making are long-term goals, essential for effective management and efficient use of resources. Chico State is already characterized by a culture of evidence in the allocation of resources. Tools such as the Degree Progress Report have the potential to provide data to decision makers that directly affect student success, such as patterns in course taking and remaining unfilled academic requirements, which enable projections of demand for majors -and courses directly related to timely progress toward degree.

Supplemental Instruction (SI) has a track-record of success at the national, CSU-systemwide and campus level. Our ability to ramp up SI has been constrained by available resources, not skepticism regarding its effectiveness. Graduation Initiative 2025 permits us to expand SI, and other successful interventions, for the benefit of our students.

REACH and the U-Course are relatively new programs, begun with the initial round of Student Success funding in 2013. After two full years of implementation we have gathered data that indicate that U-Courses reduce repeatable grade rates, especially for URM (see above), enhance students' sense of academic engagement and connectedness to their peers; and that REACH students' 1st-2nd year persistence is significantly higher than other first-generation students. We still have a problem with 2nd-3rd year persistence. Our goal in expanding REACH and U-Course into the second year is to address this problem. Investing in these and similarly successful strategies in the colleges is focused on these same goals.

Curriculum and pedagogy are central to student learning and the quality of the Chico State degree. Faculty have central responsibility for instruction and must be enlisted as full partners in supporting our students' success. Chico State faculty have a deep commitment to the quality and integrity of the Chico State degree and the mission of the CSU. Inviting faculty to enhance student success through attention to the core mission of the university is essential to supporting the changes needed to increase graduation rates without sacrificing quality.

Objectives Long Term Plan

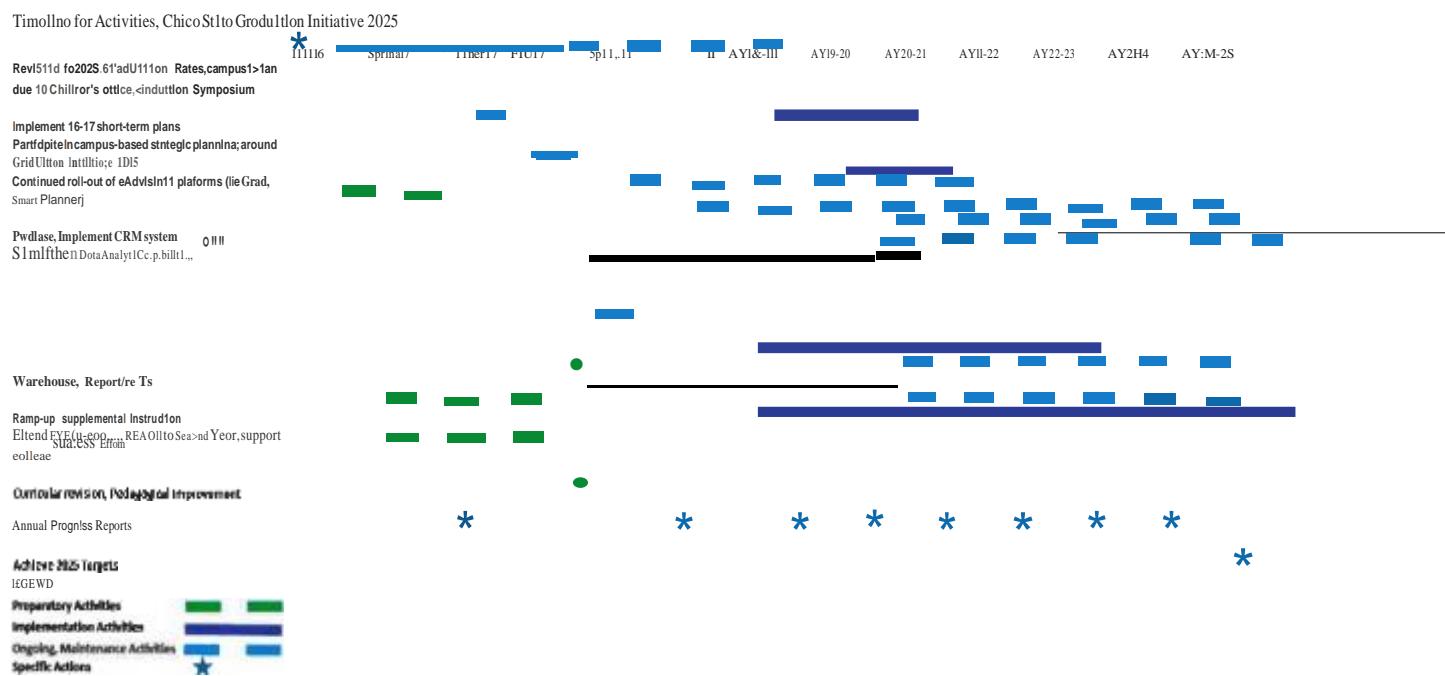
Key measurable objectives of our long-term plan include:

1. Increase 1st_2nd and 2nd_3rd year retention: measurable impacts by Fall 19;
2. Increase numbers/percentage of students earning 30 units in Year 1 and Year 2 -the necessary course load to graduate in 4 years: measurable impacts by Fall 19;
3. Reduce units earned at graduation from an average of 140 to closer to 120 -the required units for a baccalaureate degree in all non-engineering majors: measurable impacts by Fall 20;
4. Excess units are particularly characteristic of transfer students. We will reduce excess units for transfer students through better advising and better planning of course availability in transfer students' first semester at Chico State: measurable impacts by Fall 19;
5. Reduce repeatable grades in gateway STEM courses and other high demand, low success courses: measurable impacts by Fall 18.

The ultimate measure of success is to increase 4-year and 2-year graduation rates and minimize gaps in performance between more and less advantaged students. This must be accomplished with *no decrease in the quality of the education and degrees granted by Chico State*. The strategies outlined in this document endeavor to increase efficiency without diminishing quality.

Graduation Initiative 2025: CSU, Chico Campus Plan, 2016

Timeline



Short Term Strategies for 2016-17

Data Analytics, Advising, Enrollment Management and Accelerating Graduation: The University Registrar will lead an effort to analyze the Degree Progress Reports (DPR) of freshman entrants from the 2013 cohort and transfer entrants from the 2015 cohort. This analysis will produce a list of students who are on-track for 4-4Y2 year graduation (for freshman) and 2-2Yz year graduation (for transfers). Using this list of students, and DPR data, we will identify outstanding graduation requirements given Fall 2016 registration patterns.

Academic Evaluations will work with Academic Advising Programs (AAP), Deans and Department Chairs to (a) provide students with the information they need to reach graduation, (b) ensure that the Spring 2017 schedule serves these students' needs, (c) encourage and incentivize students to use Winter Intersession to complete pending requirements and (d) support colleges and academic departments with these efforts. Incentives for students under consideration include waiving the graduation application fee and providing reduced cost access to (self-support) Winter Intersession classes to students who sign a "graduation contract."

If successful, this effort has the potential to increase the number of students graduating in 4 years by 300 and raise the 4-year rate from 26% to 30% and 2-year transfer graduates by 250 and the 2-year rate from 31% to 35%. It will also serve as a model for longer term efforts to keep students on track for timely graduation.

Resources: Hire temporary academic advising, data programming and analysis staff: \$306,000. Work with faculty in target departments with many 4.5'ers to provide enhanced academic advising. Mount additional sections in Spring 2017 to serve 550 students at the cost of about \$200,000. The cost of offering 550 targeted students a 50% discount on one Winter Intersession course for each student is about \$231,000. Waive graduation application fee for select group:

\$38,000. **Total: \$775,000.**

Supplemental Instruction: Supplemental Instruction (SI) is a successful model of peer-assisted learning already in place on our campus. (See discussion under Long-term, above.) Fall 2016 is already scheduled for an expansion of SI at Chico from six to eight courses. A significant expansion of SI beyond Fall 2016 would require investing additional resources including \$2,500 per SI leader per course (a typical SI leader can assist 130 students), in addition staff support is required to track SI sections, process payroll, and supervise students. One staff member (\$40,000/year) is able to supervise and train up to fifteen SI leaders, averaging \$2,666 per section. Additional costs are also incurred including supplies. Adding SI to one class of 130 students would average \$5,666. Introducing SI to a course with a high DFW rate has the potential to halve the rate for the students who take advantage of SL In a course of 130 with a 30% DFW rate we can push 19 students to passing if we can get high participation in the SI sessions. This breaks down to roughly \$298 per passing grade. We propose expanding SI in spring 2017 to add six additional STEM courses with the potential to impact more than 800 SI participants. **Total: \$90,000.**

Transfer completion: Enrollment Management will create a predictive model of seat demand for incoming Spring 2017 transfers and consult with Deans and Department Chairs to increase seats in targeted courses to support timely progress in their majors. The Coordinator for Orientation and New Student Programs will work with the Dean of Undergraduate Education, Admissions, Office of the Registrar, and Academic Advising Programs to ensure that transfer students have adequate seats in major courses and get appropriate academic advising at Spring 2017 Orientation.

Resources needed: **Approximately \$285,000:** \$275,000 to offer additional sections for 1,000 Spring transfer students, and \$10,000 for advising and orientation: \$5,500 to pay faculty advisors who come in on non-workdays during Thanksgiving break to provide academic advising, the balance for student assistants to do outreach, logistical arrangements for Transfer Orientation.

Retention Activities: We will add two additional sections of U-Courses in Spring 2017 to provide engaging, mentor-supported First-Year Experiences for URM and first-generation students who are currently not in a formal support program. We will also intensify efforts to academically engage minority males and connect them to peer, faculty and staff mentors to increase academic commitment and success. **Approximately \$150,000** for two additional U-Courses and intensified outreach to men of color.

Curriculum Review: We will convene an ad hoc sub-committee from the Academic Senate to suggest processes for a thorough review of curriculum aimed at reducing the complexity of curriculum while maintaining quality, improving teaching practices, examining academic policies that pose unnecessary barriers to graduation and the streamlining of approval processes for curricular changes in support of student success.

TOTAL Short-term Actions = \$1,300,000