Long-term Student Success Plan for CSU, Chico

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I.   Updated Student Success Plan: Priority Actions

We welcome the opportunity to revise Chico State's Long-term Plan for Student Success. Coming as it does as we begin the process of writing our Institutional Report for WASC, and as we prepare to revise our University Strategic Plan, this Long-term Plan for Student Success will both inform these efforts and respond to the campus conversations regarding the next chapter in Chico State's distinguished history. This confluence of efforts will ensure the sustainability of our actions in support of student success, including timely graduation.

CSU, Chico's long-term plan for student success focuses on the heart of our mission: access and academic excellence. Our students' success is contingent upon the educational environment we create with and for them. Our students succeed when they have access to engaging, high-quality courses taught by qualified, caring faculty in up-to-date facilities that prepare them for their future success. Student academic success must be supported by a rich co-curricular context that complements and reinforces engaged learning. We also must create an environment of caring that supports our students as they encounter obstacles, difficulties and challenges that impede their progress to degree.

As our student body becomes more diverse and financially challenged, we must expand the availability of proven, effective interventions that support their success. Together we will focus on becoming a "student-ready" university (McNair, et al 2016) that supports students' timely graduation and success after graduation. Our plan focuses on two broad areas of action: (1) Strengthening the Academic Community and (2) Student Support Systems.

A. Strengthening the Academic Community: Faculty, Pedagogy and Curriculum
Student success must be at the heart of efforts to strengthen academic community. Student success is the result of highly intentional actions, not an accidental by-product of "business as usual" at the university. Together we will seize the opportunity provided by the Graduation Initiative to support our students' aspirations for a better life for themselves, their families and their communities. Strengthening faculty, improving instruction and intentional program design all have direct impacts on student success through providing sufficient classes taught by qualified instructors, reducing repeatable grades and designing a navigable, quality curriculum that permits timely graduation with a quality degree.

1. Faculty
To a great extent, student success depends on the number and quality of faculty. A sufficient number of dedicated, highly qualified faculty is a necessary condition for student success. Student success must be at the heart of criteria for recruiting, hiring and retaining faculty. These faculty need to be supported in their teaching excellence, deployed effectively across the

curriculum and have access to quality facilities and technology. Faculty recruitment must also focus on diversifying the faculty, so that our students can "see themselves" in the faculty ranks and have appropriate role models for their own success. While we cannot "hire our way" to our student success goals, neglecting the need for sufficient faculty will undermine all our efforts. **Success Metrics: Student faculty ratio, tenure density, faculty diversity.**

2. Pedagogy

We have identified bottleneck courses and courses with large achievement gaps. Addressing these obstacles to student success will require expanding already successful efforts at course redesign and other appropriate interventions. Together we will strengthen and expand opportunities for pedagogical innovation including the use of "inclusive pedagogies" that "empower students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes" (Ladson-Billings, 1994). Inclusive pedagogical practices recognize the value of diverse student experiences (an asset-based approach to diversity) and create bridges between students' home and university lives, while still meeting program expectations in terms of learning outcomes and rigor. In Spring 2017 Chico State's Faculty Development office piloted a faculty learning community on improving instruction aimed at new tenure-track faculty. We will expand these efforts to include lecturers and work with specific departments and programs to target areas of concern. We will offer specialized training for the faculty who teach courses with high achievement gaps. These actions are focused on ensuring student success across the university.
Success Metrics: Number of faculty receiving training in inclusive pedagogy or other pedagogical practices. Reductions in DWF rates and achievement gaps in courses taught by these faculty.

Peer instruction in the form of Supplemental Instruction (SI), Learning Assistants (LA), peer mentors, and tutoring have proven positive impacts nationally and at Chico State. In the past two years we have *tripled* our SI offerings. Similar investments will be made in other proven practices such as tutoring, the use of Learning Assistants and peer mentoring. We are organizing an intensive workshop for Summer 2017 to allow faculty to explore what interventions are best suited for their classes as part of a campus-wide education on peer instruction best practices. This workshop will help us scale our support of students in courses with low success rates and high achievement gaps.
Success Metrics: Number of students served by SI and related efforts and reduction of DFW rates, achievement gaps.

Chico State will continue to promote the use of High Impact Practices (HIPs) among the pedagogical strategies we pursue. HIPs have a documented impact on student retention, often with compensatory effects for underserved students (Kuh and O'Donnell 2013). Increasing retention is essential to raising graduation rates and closing gaps. Retention entails not only removing barriers, but increasing student motivation and engagement via practices such as service learning, inquiry-based teaching and learning, undergraduate research, participation in student clubs and academic competitions and other experiences that link students' learning to their life goals and concerns. We can increase student motivation by supporting their own efforts to succeed, rewarding these efforts and helping students reach their goal of a quality

degree. Students must be engaged in HIPs early in their academic careers, when they are much more likely to leave the university, and continue at a developmentally appropriate level as they progress through the curriculum.

Success metric: Percentage of students participating in HIPs, their persistence rates, GPAs.

3. Curriculum

As with the discussion of faculty and pedagogy above, we recognize the need for the curriculum to reflect the diversity of our students. We will strengthen efforts to both teach diversity and teach to diversity as strategies for reducing achievement gaps. We will also focus on inefficiencies in the existing curriculum and will actively take measures to increase the clarity and effectiveness of curricular design in relation to developmental, General Education and major course work. This effort will involve several components.

  a. Chico State, consistent with the trend system-wide, has seen a steady decline in the percentage of students requiring **developmental education**. Our efforts to move students into credit-bearing courses have been highly successful. We will implement new forms of developmental education to reach the Chancellor's Office goal of having all students complete GE math and English in their first year. For students admitted to the CSU who are underprepared this will require curriculum that accelerates their preparation and integrates it into GE. The already-successful use of co-requisite developmental approaches in English (in use at Chico State since the 1980s) may hold promise for math.

  b. Following San Francisco State's example, we will fund workshops with faculty aimed at **redesigning major curriculum**. These workshops will focus on curricular changes that reduce curricular complexity and promote student success without diminishing the quality of our degrees. We will bring together department leaders and curriculum experts from campus to identify unnecessary prerequisites, problematic sequencing, the proliferation of options in the major, and implement strategies to increase flexibility in major design. This will involve an exploration of pedagogically sound on-line offerings to increase flexibility and quality in some instances.

  c. Chico State's nationally-recognized **General Education** program will undergo review in AY 17-18. The review presents an opportunity to better understand the student experience of GE, including difficulties in navigating the program. The campus is actively considering changes to campus writing policies, including portfolio-based assessment of writing competency, designed to reduce unmet GE requirements. Chico State's GE Program has a number of features that facilitate student completion of the program while maintaining its quality. We will be active participants in ongoing discussion of system-wide changes to GE focused on student success.

  d. We will implement a streamlined process for curriculum changes on campus. We are looking to expedite approval for major changes that meet GI 2025 goals.

Success Metrics: (1) Reduction in non-degree units earned and increase in proportion of students completing GE Math, English composition in first year. (2) Number of major curricula successfully redesigned. 4-year grad rates in redesigned curricula. (3) Reduce numbers of students with pending GE requirements by class level. (4) Streamlined curriculum review process implemented, significantly reduced time for approvals.

B. Student Support Systems: Data Analytics, Advising, Scheduling, Improved Business Processes and Related Support Services

1. Improve Data to Track Students and Guide Effective Interventions

Over the past three years, Chico State has made significant investments in data infrastructure, purchased Tableau, stabilized and strengthened Institutional Research and hired a tech-savvy University Registrar. We have also fully implemented the Degree Audit Program for all undergraduate degrees. We are poised to reap the benefits of these investments, especially in consultation with Educational Analytics at the Chancellor's Office and sister CSU campuses that can flatten the learning curve as we bring new systems online. Our data plan has two components that will directly contribute to student success:

    a. Chico State will continue its already-significant investment in the creation of data infrastructure/warehouse to make reliable data more widely available and readily usable. The campus is in the process of harnessing the data warehouse to construct data dashboards focused on student success for faculty, staff, administrators, and students. One of our chief aims will be to create data-informed predictive analytics to track and inform our progress toward GI 2025 goals. We will also more widely deploy the Smart Planner to generate data that predicts course needs and enables student-centered scheduling, including more robust Winter Intersession and Summer sessions.

Success Metric: (1) A robust predictive model that permits tracking on campus targets. (2) Reduce waitlists and improve the course fill rate by improving predictability of course demand through student-centered course scheduling and scheduling policies. (3) Detailed analysis of student degree plans and paths to degree. (4) Accurate and timely provision of information on students' remaining degree requirements at the degree program and department level. (5) Increased enrollment in Winter and Summer sessions to accelerate time-to-degree.

    b. The campus will use this emerging data infrastructure to better understand the factors influencing student success and to identify students at risk of dropping out or delaying graduation. For example, we currently do not have a system to identify students in danger of failing during the semester to connect them with resources. The campus is investigating a variety of analytical procedures and software products (Bb Learn Predict) that will help faculty and advisors intervene proactively with intrusive advising to help student persistence and timely progress to degree.

Success Metrics: Counts of "at risk" students identified and the effects of "intrusive advising" on course completion.

2. Strengthen Academic Advising

Chico State has a two-track advising system: centralized advising for general academic advising and decentralized academic advising for major advising, allowing colleges, departments, and faculty flexibility to support students based on their expertise. Yet the campus lacks a shared academic advising mission and vision, necessary to implement a coherent academic advising culture campus-wide. We will work to develop a vision that facilitates the use of e-advising tools and best practices; align academic and career advising for prompt, effective major choice;

and expand graduation advising. We will also improve new transfer student support by expanding orientation programming, reserving course seats for Upper Division transfers; improving degree-planning services; and closer coordination with partner community colleges. We will implement the California Promise pledge program for Associate Degree for Transfer students, and soon thereafter for first-time freshman. Scaling up the California Promise will require additional resources for advising.

Success Metrics: (1) Increased use of e-advising tools. (2) Increased new transfer student orientation participation rates. (3) Increased student participation rates in all academic advising modes. (4) Student participation rates in CA Promise pledge programs.

3. College Student Success Centers

Chico State has highly effective student success programs such as EOP, the Chico Student Success Center and others that support the retention and academic progress of several hundred students. To replicate this success we have begun experimenting with College Success Centers, some of which receive external support through an HSI STEM grant. These College Student Success Centers aim to increase retention, reduce achievement gaps, provide clear maps to student success, and promote timely graduation. We will carefully assess the performance of College Student Success Centers and provide the necessary support and coordination to share best practices as part of a campus-wide strategy to scale-up student support.

Success Metrics: (1) Increased student participation rates in academic advising, tutoring services, other student support services. (2) Effective cross-campus coordination and collaboration among College-level efforts.

4. Expand Targeted Support for Underserved Students

Many of the initiatives described above will assist all students in making timely progress to degree. Yet closing the various achievement gaps requires focused attention and support for those students most likely to drop-out or prolong their time to graduation. We will continue to support initiatives such as our nationally-recognized First-Year Experience Program, EOP's Summer Bridge, the Chico Student Success Center's REACH program, and other successful programs. Most support services and interventions are heavily focused on first-year students. Yet Chico State needs to improve second-to-third year retention as well. We will use our improved data capacity to identify second-year students whose academic profiles indicate that they are struggling and extend targeted support into the second and third years.

We also favor a system of micro-grants targeted at students who are making satisfactory progress but are facing financial or familial emergencies that threaten their ability to persist toward their educational goals. Research has documented that low income students can often be kept on track with as little as $500 when this is provided at a critical moment. Expanding scholarship opportunities, meaningful on-campus employment, and other sources of financial stability are also high priorities. We will use the Cal Fresh program to assist the 46% of our students identified as food insecure.

Success Metrics: Improved retention and graduation rates of underserved students. Fewer students dropping out due to financial shortfalls.

5. Improved Business Processes

Students face unnecessary administrative barriers to graduation such as drops for relatively minor non-payment, administrative fees and deadlines and delays in processing transfer course articulation. We will create a campus-wide effort to record business processes that unnecessarily impede student progress to degree and convene regular monthly or semester meetings where advisors, staff and faculty meet together to reveal and review these issues and suggest fundamental changes to resolve underlying issues. Process improvements will be identified and implemented.

Success Metrics: Improved processes identified and implemented. Fewer students dropped for minor non-payment of fees.

II. Communication Plan: Creating a Culture of Caring and Student Success

Creating a *Culture of Caring and Student Success* among all faculty, staff and administrators is critically important. Our core message is that student success is everyone's job. We will involve administrators, staff, full-time faculty, part-time faculty, and students in mutual education and dialog about the benefits of timely graduation and the obstacles to achieving that goal.

Our campus Graduation Initiative Team has been in existence since 2007 with varying membership over the ensuing years. The Chico Graduation Initiative Team serves in an advisory capacity to the President and Cabinet, especially the Provost and the Vice President of Student Affairs. The current Team meets twice per month and consists of 30 people drawn from Academic and Student Affairs including 3 deans, 10 faculty members (many current or former department chairs), the Chair of the Academic Senate, representatives of student success programs (EOP, Chico Student Success Center, TRIO programs, First-Year Experience), Academic Advising, the University Registrar, Financial Aid and Scholarships, Information Resources, Institutional Research and others. This group will take a lead role in cross-campus communication and coordination of efforts to ensure effective implementation of proposed actions and to monitor timely progress toward our goals.

The Graduation Initiative Team has and will continue to establish a common vocabulary centered on the concepts of access, equity, and collaboration to achieve our goals. We will implement the following concrete steps:

1. Keep student success front and center on the agenda of key policy and action bodies such as the President's Cabinet, the Provost's Academic Council, the Student Affairs leadership group, Academic Senate, the Department Chairs Council and Staff Council.
2. Improve campus-wide availability of data on our students and studies at the national and statewide level on the factors contributing to student success and the barriers to success that today's students face.
3. Meet with faculty in their college and department units to hear their concerns and share the vision of GI 2025.
4. Consult students in survey form, in person, and in student groups about barriers to graduation and resolving those issues.
5. Communicate with a broad range of administrators and staff members about the roles they play in student success on issues ranging from orientation to instructional design.

Members of the campus community have understandable concerns about this initiative. Our communication plan needs to listen to and address those concerns in a transactional model rather than simply distributing information and calling it communication. This process builds the community investment necessary to enhance our students' success.

We will communicate the advantages of timely graduation to students, without stigmatizing those who need more time, reinforcing the CSU mission of access, affordability, and quality. We "meet our students where they are" and educate them to be the skilled workforce and civic leaders of tomorrow. We will provide every opportunity for students to succeed and graduate in a timely manner. But students who need more time, due to familial issues, financial distress or other psycho-social factors, will also receive our support.

Students will be included in our communication plan through a variety of means starting with Summer Orientation, with an emphasis on "Class of …." messaging, which emphasizes the feasibility and benefits of 4-year/2-year graduation. Improving our data capacity will also enhance information available to students (and others) to help students track their own progress, as well as our ability to target messaging and interventions appropriately to students. We will continue our experiment with "pop-up" Graduation Advising at key points on campus and in the academic calendar, aimed at messaging students and directing them to resources to facilitate graduation –including the Career Center. We will more intentionally link academic and career advising to help students make informed, timely choices of majors.

Closing achievement gaps is a social imperative. A *Culture of Caring and Student Success* provides an "academic safety net" that supports students facing difficulties inside and beyond the classroom to support their success and timely graduation. Financial, social, and academic support must be woven into the Chico Experience to support our greatest asset: a diverse and thriving student body.

III. Success Metrics

An essential element of a "Culture of Caring and Student Success" is **accountability for our own institutional efforts** in supporting our students' academic goals. Accordingly, we will use College Targets (appended) as well as institutional targets as our success metrics. We will carry out an annual review of progress toward GI 2025 targets and share broadly our progress toward our goals. Shared data leads to shared responsibility. Performance on these metrics will guide efforts to refine our strategies and direct resources toward achieving our goals. Assessment data collected from GI 2025 initiatives will be incorporated into project design and implementation and actively monitored to ensure effective and efficient use of resources devoted to this effort.

    A. Global Metrics (suggested by the Chancellor's Office)

    1. Top Ten Majors with Highest Graduation rates: annual rates, multi-year rates, disaggregated by URM, Pell, First Gen, gender
      a. FTF 4 Year Graduation Rates (entered in major, graduated anywhere)
      b. FTF 4.5 Year Graduation Rates (entered in major, graduated anywhere)

    c. FTT 2 Year Graduation Rates (entered in major, graduated anywhere)
    d. FTT 2.5 Year Graduation Rates (entered in major, graduated anywhere)

2. Compare the 2014 freshman cohort average unit load for spring 2017 with the 2013 freshman cohort for spring 2016.

3. 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.

4. 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.

5. Compare the number of course sections and enrolled seats available in lower-division and upper-division core courses including capstone courses, with previous years (spring to spring trend comparison by college offering courses).

B. Chico Specific Metrics

1. Student faculty ratio, tenure density, faculty diversity. (I.A.1.)
2. Number of faculty receiving training in inclusive pedagogy, other pedagogical practices. Changes in DWF rates, gaps in courses taught by these faculty. (I.A.2.)
3. Number of students served. Effect of SI and related efforts on DFW rates. (I.A.2.)
4. Percentage of students participating in HIPs, their persistence rates, GPAs. (I.A.2.)
5. Reduction in non-degree units earned, proportion of students completing GE Math, English composition in first year. (I.A.3.a.)
6. Number of major curricula successfully redesigned. 4-year grad rates in redesigned curricula. (I.A.3.b.)
7. Reduce numbers of students with pending GE requirements by class level. (I.A.3.c)
8. Streamlined curriculum review process implemented, significantly reduced time for approvals. (I.A.3.d.)
9. A robust predictive model that permits tracking on campus targets. (I.B1.a)
10. Reduce waitlists and improve the course fill rate by improving predictability of course demand through student-centered course scheduling and scheduling policies. (I.B1.a)
11. Detailed analysis of student degree plans and paths to degree. (I.B1.a)
12. Accurate and timely provision of information on students' remaining degree requirements at the degree program and department level. (I.B1.a)
13. Analysis of patterns of course substitutions and to identify curricular bottlenecks. (I.B1.a)
14. Increased enrollment in Winter and Summer sessions to accelerate time-to-degree. (I.B1.a)
15. Counts of "at risk" students identified and the effects of "intrusive advising" on course completion. (I.B.1.b.)
16. Increased use of e-advising tools. (I.B.1.b.)
17. Increased new transfer student orientation participation rates. Increased student

participation rates in all academic advising modes. (I.B.1.b.)
18. Student participation rates in CA Promise pledge programs. (I.B.2.)
19. Increased student participation rates in academic advising, tutoring services, other student support services. (I.B.2.)
20. Effective cross-campus coordination and collaboration among College-level efforts. (I.B.3.)
21. Improved retention and graduation rates of underserved students. (I.B.4.)
22. Improved processes identified and implemented. (I.B.5.)

College Targets: Appended