



California State University
DOMINGUEZ HILLS

CSUDH Graduation Initiative

Closing the Achievement Gap (2010-2015)

December 2009

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California State University, Dominguez Hills Graduation Initiative

Closing the Achievement Gap (2010-2015)

Strategic Planning Underway

The goals and objectives delineated in this report were initially embedded in a campus-wide strategic planning initiative that began in 2009 and is schedule for completion in 2010. The strategic planning process is lead by President García, and includes major stakeholders: faculty, staff, administrators, students, alumni, community members, business leaders and donors. After extensive campus and community involvement, the committee developed a strategic framework and Mission and Vision statements.

Mission	<i>We provide education, scholarship and services that are, by design, accessible and transformative. We welcome students who seek academic achievement, personal fulfillment, and preparation for the work of today and tomorrow</i>
Vision	<p>CSUDH is described as a gathering place where:</p> <ul style="list-style-type: none">• <i>Diversity in all its forms is explored, understood, and transformed into knowledge and practice that benefit the world.</i>• <i>Our use of technology allows us to transcend our boundaries as we reach out to students, both locally and globally.</i>• <i>Sustainable environmental, social, and economic practices are a way of life.</i>• <i>Our educational partnerships ensure pathways and support for local students to aspire to and complete a college degree.</i>• <i>We are engaged in serving the dynamic needs of the surrounding communities.</i>• <i>Student life is meaningful and vibrant.</i>• <i>Our accomplishments and those of our alumni are recognized nationally and internationally.</i>

All of which results in our students graduating with an exemplary academic education and a genuine commitment to justice and social responsibility. In all of its practices, CSUDH is guided by a set of core values that include: collaboration, continuous learning, rigorous standards, proactive partnerships, respect, and responsiveness.

Setting the Context

The student body at CSUDH is one of the most diverse and multi-ethnic in the western United States, with 81.6% of students reporting an ethnicity other than White, and female students outnumbering males two to one. The largest ethnic group is Hispanic, comprising 39.5% of the undergraduate enrollment in 2008, which has grown from 15% in 1991. Over 43.5% of CSUDH students speak a foreign language at home, with Hispanic students reporting the highest percentage (87.9%). The majority of our undergraduates (85%) live within a 20-mile radius of campus. Sixty-four percent of CSUDH undergraduates are from low-income families, and 66% are eligible for need-based financial aid.

For many CSUDH students, attending the University is a distinct and novel accomplishment within their families. As reported by the Office of Institutional Research, Assessment and Planning, over 43.7% of CSUDH undergraduates are first generation educated, and 56.9% are the first among their siblings to attend college. Hispanic undergraduate respondents indicated that only 26.9% had one or more parents with at least some college experience compared to 74.2% for African-Americans, 75.0% for Whites, and 76.7% for Asians. In fact, 40.6% of the undergraduate Hispanic respondents do not even have one parent with any high school experience compared to less than 7% for any other ethnic group.

A majority of our students face significant barriers on their pathway to college, including economic struggles, acculturative stress, and being the first in their family to attend a university. Compounding their challenges, many students come from some of the lowest performing feeder high schools in the state and are poorly prepared for college work.

Many of our students come from neighborhood schools that have struggled for many years to provide quality K-12 education for their students but which persistently rank as “Below Basic” on the State of California’s Academic Performance Index (API). In 2008-2009, the 10 top feeder public high schools for CSUDH first year students had API scores that ranked from a low of 516 (Fremont Senior High School; 90% Hispanic; 13% scored at or above proficiency in English; 1% scored at or above proficiency in Math) to a high of 611 (South Gate Senior High; 98% Hispanic; 23% at or above proficiency in English; 5% at or above proficiency in Math). In the API scale, a score of 700 is considered “Basic,” while scores of 500 are considered “Below Basic.” The average API score for CSUDH’s top 10 feeder schools was 567.5.

Despite its many successes in educating and graduating students who have been under-represented in higher education, CSUDH has faced an unprecedented set of challenges in recent years as the composition of the student population has dramatically shifted coupled with severe state-wide education budget cuts that have disproportionately impacted first-generation college educated students. Despite meeting CSU admissions eligibility, CSUDH students still need high levels of developmental education. The CSUDH Office of Institutional Research, Assessment and Planning reports that 71% of regularly admitted freshmen in 2008 needed remediation in English and math.

Closing the Achievement Gap

CSUDH's Trajectory for Implementation

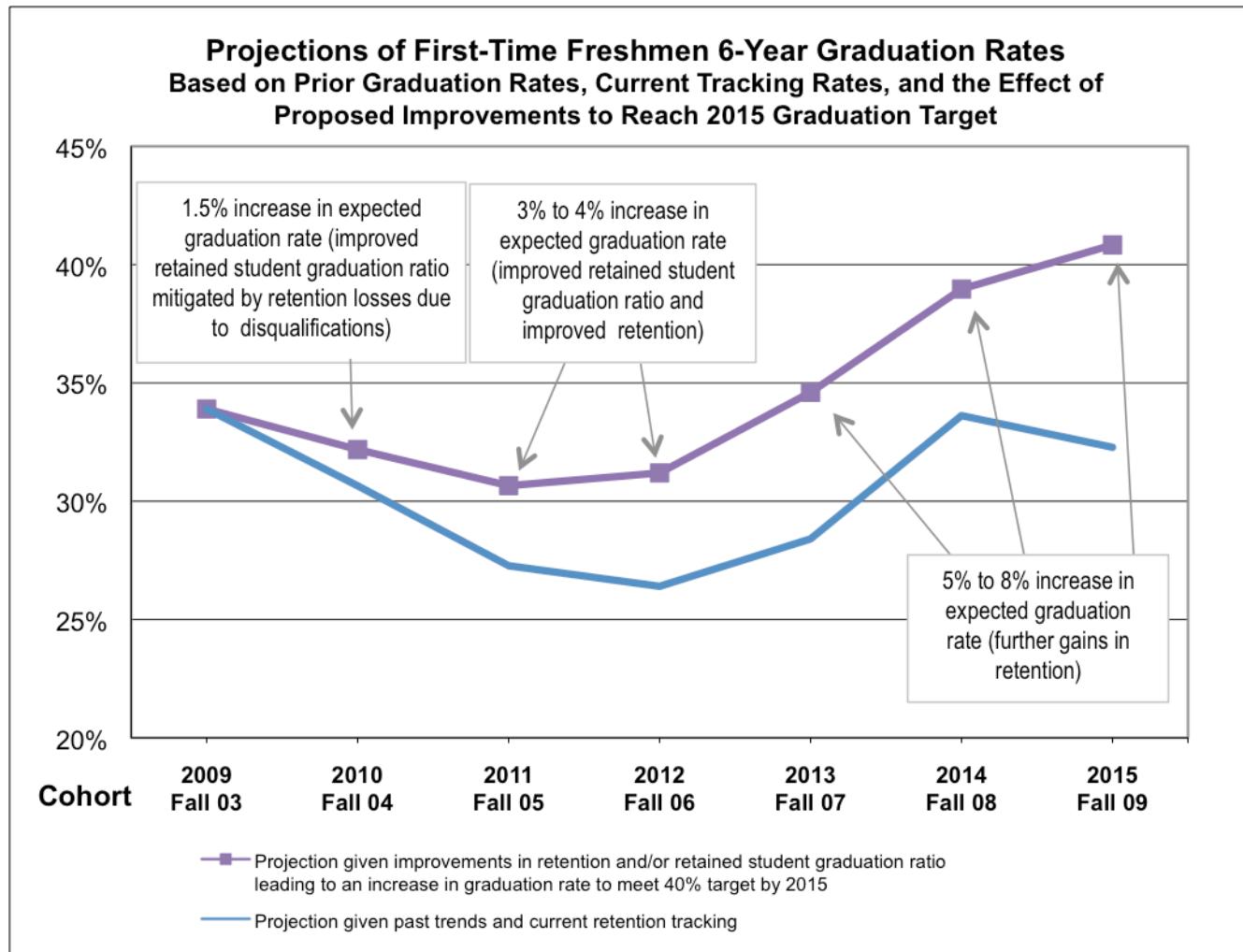
The goal is to reach a first-time freshmen six year graduation rate of 40% and to reach a transfer junior six year graduation rate of 72% by 2015. To raise the six year graduation rate improvements need to be made in two tracking measures: 1) **Retention Rate** – percent of students in the native Freshmen cohort who return in a given year; 2) **Retained Student Graduation Rate** – percent of students who are retained in a given year who graduate within the initial six year period.

Retention rates and/or retained student graduation ratios must improve by a cumulative rate of approximately 25% between 2009 and 2015 to reach the target first-time freshmen graduation rate and must improve by a cumulative rate of approximately 11% to reach the target transfer junior graduation rate. For example, first-time freshmen cumulative improvements can be realized with a 25% increase in retention rates with retained student graduation ratios staying at current averages, a 15% increase in retention rates and 10% increase in retained student graduation ratios, or other combinations of improvements. The timing (from spring 2010 through summer 2015) and focus of activities would affect the projected trajectories of graduation rate changes for the fall 2009 cohorts and subsequent cohorts.

The proposed trajectory graphs on the following pages use existing graduation trend data and current retention tracking for cohorts of first-time freshmen (excluding those with 30

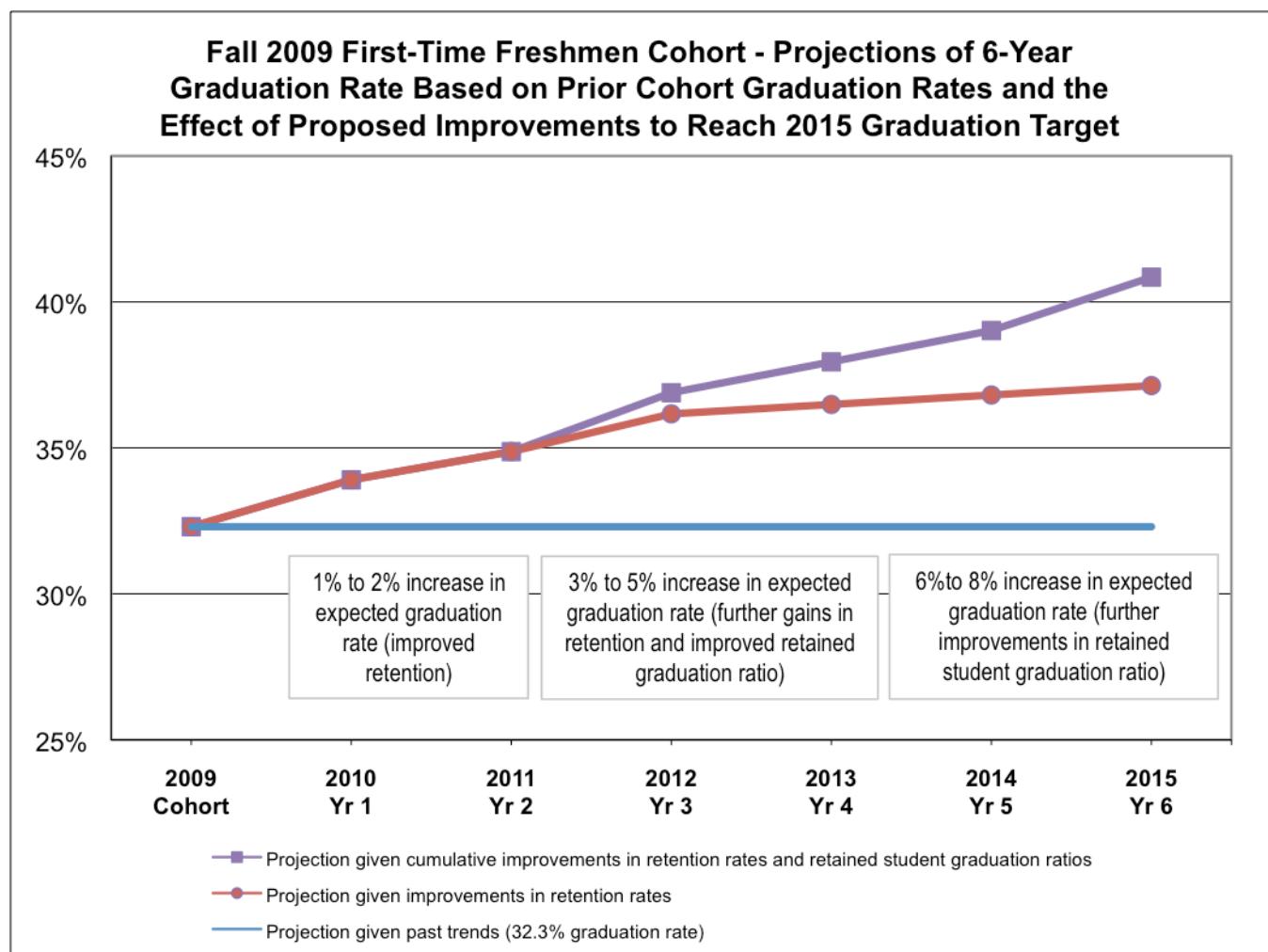
or greater units at entry) and cohorts of transfer juniors (the 2009 first-time freshmen six year graduation rate was 33.9%; for transfer juniors it was 63.1%).

Freshmen



The graph above projects successive cohort graduation rates using past data trends and current retention/cohort tracking rates. The graph also projects possible improvements in graduation rates given the effects of proposed strategies to improve retention and retained student graduation ratios. Projected graduation rate improvements follow assumptions that: a) activities aimed to improve retention rates are assumed to begin in spring 2010 and be focused mainly on later cohorts (Fall 07-09) and therefore have a delayed effect on graduation improvements; b) activities aimed to improve retained student graduation ratios will begin in

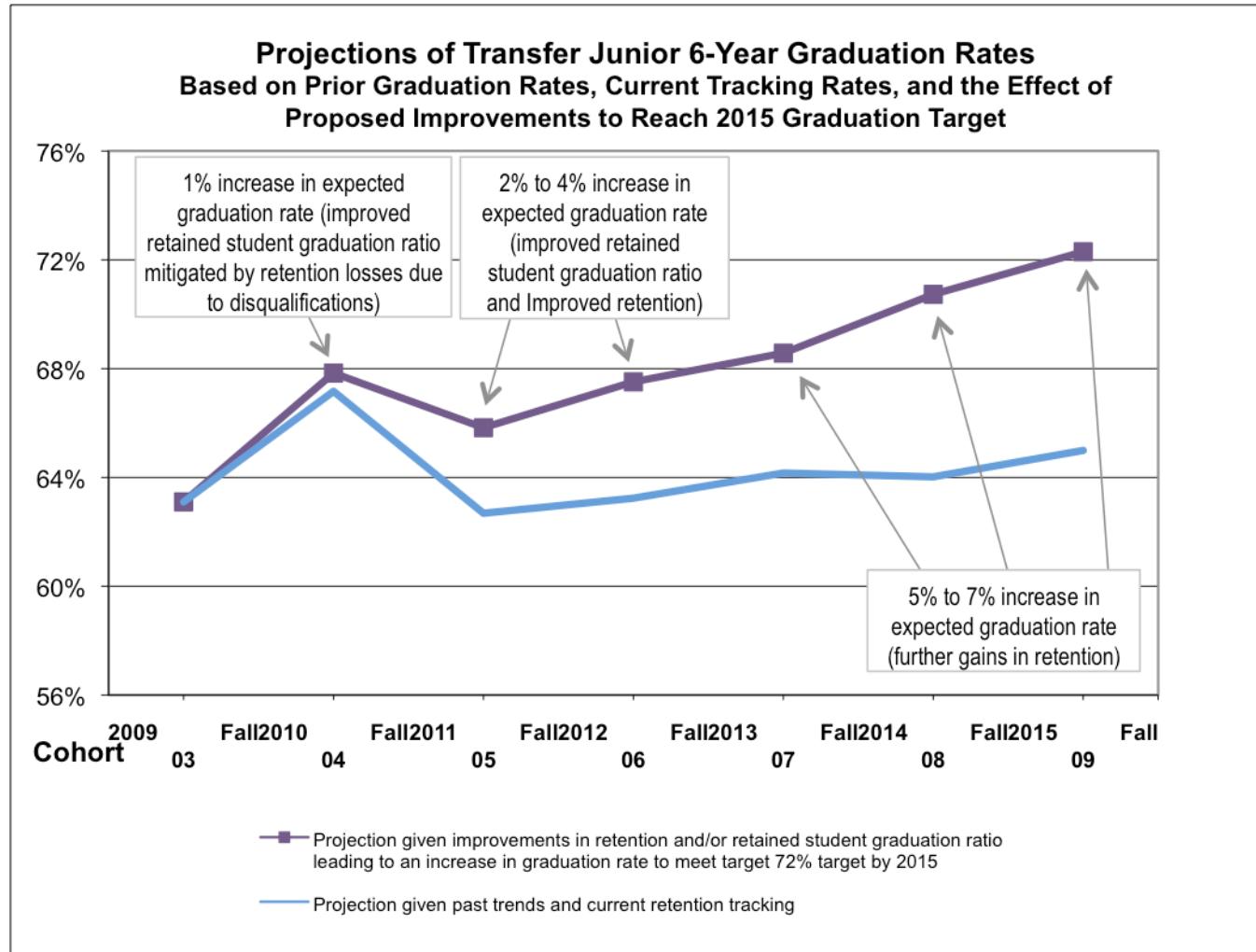
spring and summer 2010 with an initial focus on earlier cohorts (Fall 04-06) that would therefore have a more immediate effect on graduation rates. Assuming the proposed activities actually have their desired positive effects, their cumulative effects on the fall 2009 cohort would map graduation rates to the 40% target in 2015.



The graph above projects the graduation rate for the fall 2009 first-time freshmen cohort using past data trends. The graph also projects possible improvements in graduation rates given the effects of proposed strategies to improve retention and retained student

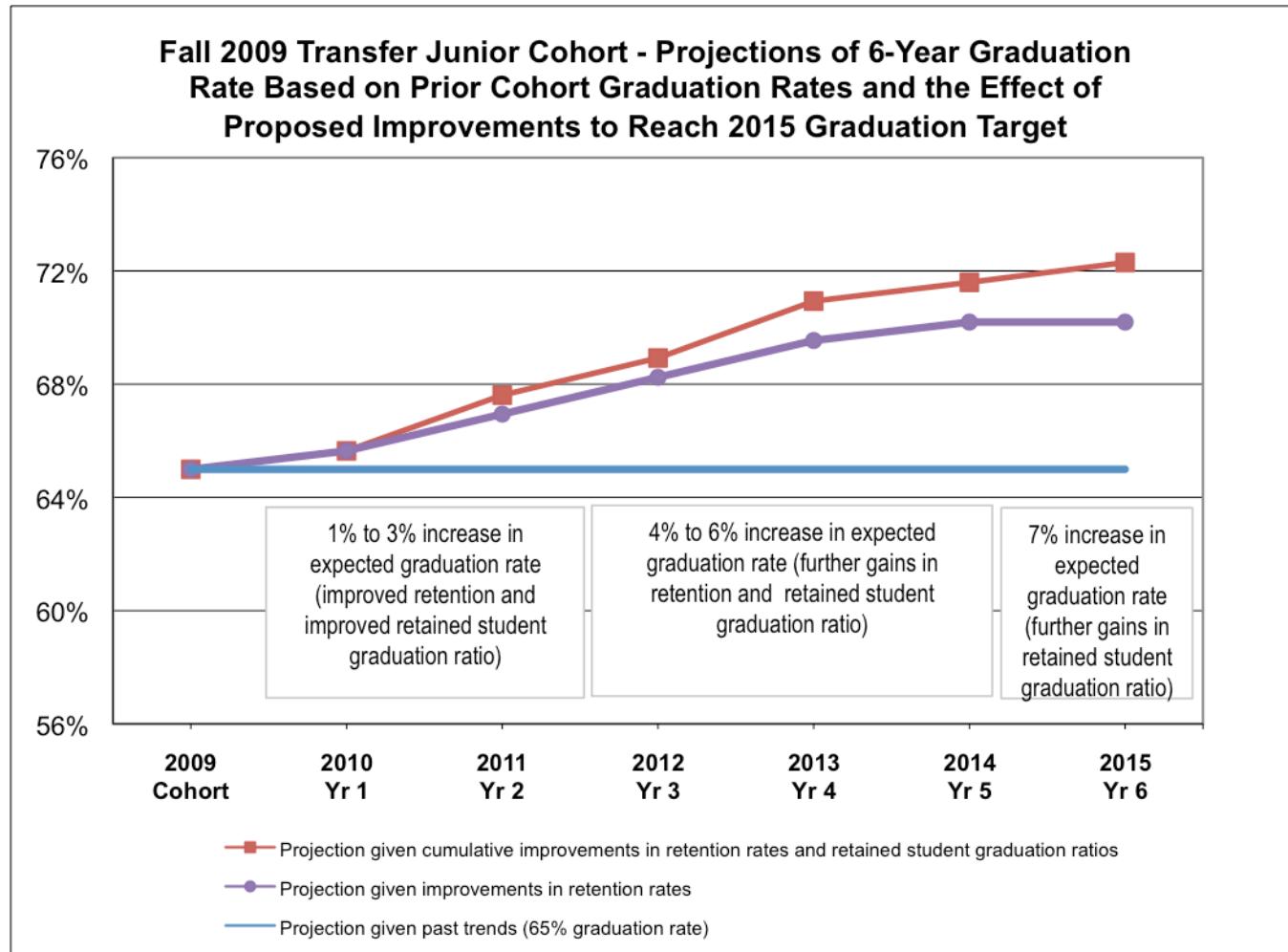
graduation ratios. Projected graduation rate improvements follow assumptions that activities to improve the retention rate for this cohort will begin in spring 2010 and will immediately begin to increase the potential graduation rate, while activities to improve retained student graduation ratios will begin within the next four years and will have an effect on this cohort's graduation rates from the fourth year onward. Assuming the proposed activities actually have their desired positive effects, their cumulative effects on the fall 2009 cohort would map graduation rates to the 40% target in 2015.

Transfer Juniors



The graph above projects successive cohort graduation rates using past data trends and current retention/cohort tracking rates. The graph also projects possible improvements in graduation rates given the effects of proposed strategies to improve retention and retained student graduation ratios. Projected graduation rate improvements follow assumptions that: a) activities aimed to improve retention rates are assumed to be focused mainly on later cohorts (Fall 07-09) and therefore have a delayed effect on graduation improvements; b) activities

aimed to improve retained student graduation ratios will begin in spring and summer 2010 with an initial focus on earlier cohorts (Fall 04-06) that would therefore have a more immediate effect on graduation rates. Assuming the proposed activities actually have their desired positive effects, their cumulative effects on the fall 2009 cohort would map graduation rates to the 72% target in 2015.



The graph above projects the graduation rate for the fall 2009 transfer junior cohort using past data trends. The graph also projects possible improvements in graduation rates given the effects of proposed strategies to improve retention and retained student graduation

ratios. Projected graduation rate improvements follow assumptions that activities to improve the retention rate for this cohort will begin in spring 2010 and will immediately begin to increase the potential graduation rate, while activities to improve retained student graduation ratios will begin within the next few years and will have an effect on this cohort's graduation rates from then onward. Assuming the proposed activities actually have their desired positive effects, their cumulative effects on the fall 2009 cohort would map graduation rates to the 72% target in 2015.

Initiatives in Progress

The graphs make preliminary assumptions regarding proposed activities/strategies and their implementation, focus and effects. It is important to note that the campus has been laying the foundation for increasing retention for the past 18 months. A retention analysis was conducted and the information has driven initial interventions. The list provides some details on our retention efforts:

- A summer math academy has been piloted for two years with early strong results.
The Academy was held for students testing into the lowest level of remedial math.
The successful non-credit bearing summer math academy moved 75% of the students up one or two levels in math.
- Students needing remediation and those on multiple terms of probation have been notified of the need to complete necessary requirements by spring 2010.
- The University Advising Center has delivered 25 probation workshops to assist students with building academic recovery plans.
- Registrar staff have built 41 degree audits and have 5 more ready to be tested.

- Electronic and print communication plans/materials have been developed to increase communication with new and returning students.
- This summer, CSUDH piloted an early warning system targeting students in remedial math and English courses.
- The Academic Senate and the University GE Committee have been reviewing CSUDH GE requirements and will have recommendations in February.
- The President introduced the African-American and Latino Male Initiative to address the attrition of these students.
- CSUDH embarked on customer service and cross-training programs for the Enrollment Management and Student Financial Services areas in fall 2009. A customer service training session was held for all staff in these areas in July. In the fall, cross training for this same group started with sessions on financial and student financial services. Increased knowledge of what each office does and how these actions integrate with each area is one way that service will be improved.
- Between January and May 2010, cross-training sessions on admissions, records and outreach will be conducted. Staff are required to attend these training sessions and a database of training has been established to track participation or the need to make-up training when illnesses or other unforeseen circumstances occur.
- Throughout the coming year, additional service initiatives will be developed, including telephone/web services, an expanded customer service program for all campus personnel, and an initiative related to more coherent major and upper-

division GE advising with special attention given to majors in the arts and sciences (e.g., Biology, Physics, Music Art) where requirements are dictated.

Additionally we have been working to move students with excessive units to graduation.

Students with 140+ units without a graduation application on file will receive a letter directing them to meet with the UAC in concert with the appropriate college advisor or administrator regarding the courses that are needed to graduate. Only courses needed to complete a degree will be approved. If a student has 50+ units and is undeclared, they will be notified that they must declare a major at 60 units. A registration hold will be placed when they reach 60 units and will need to declare a major before they are allowed to register for another term.

If a student has 120+ units with a graduation application for spring 2010 but does not graduate, they will be notified that they should make a concerted effort to graduate in 2011 or 2012. A formal, consistent and recurring process will be highlighted below on our plan to track, monitor and maintain contact with students as they matriculate.

Goal One: Improving Retention Rates for First-Time Freshmen

First and Second Year Experience (FSYE) Program

The goal of FSYE is to provide students with a robust transition experience in the summer and culminate in the academic year with a variety of linked learning communities designed to support students in making vital connections and successful transitions to university life. We recognize that a positive, engaging, successful experience in the first two years significantly impacts incoming students' level of academic performance, campus involvement, persistence and progress toward graduation. The recent Title V grant and the new leadership team on board allowed for refocusing efforts and leveraging resources towards

more intentional student support. Moreover, the President has made student success a top priority and has realigned resources to ensure that persistence and retention rates for first-time freshmen increase appreciably.

FSYE Developmental Education Academy

One of the major tenets of the Title V grant is a focus on improving success in remediation. Thus, in the Summer 2010, we will launch the Developmental Education Academy. The primary goal of the academy is to permanently increase institutional capacity to dramatically shift the number of students achieving success in math and English their first two years so they can remain on track to degree completion. We plan to accomplish this through collaboration between faculty and student services to implementation best practices and the integration of a new early warning system. The focused and intentional support efforts of the Developmental Education Academy including intrusive support services will positively impact the lives of regularly admitted students who enter CSUDH needing developmental courses. At the same time, our work with community colleges will ensure that students will receive some remediation in the summer before attending CSUDH.

FSYE Summer Bridge Program

The goal of Summer Bridge is to introduce students to the academic demands as well as intensive practice in developmental math and English before the start of their formal college career. Summer Bridge will provide pre-college preparation for first year students. During the summer, students will take non-credit courses in math and English. The summer experience will provide students with college readiness training in a number of areas, including study skills,

time management, campus and community life, and career exploration. During the summer, students will meet with academic advisors, personal counselors, and a variety of campus professionals who will introduce them to a wide range of resources available at CSUDH to help ensure a successful college experience.

FSYE Supplemental Instruction Program

Supplemental Instruction (SI) is the most well documented intervention available for improving academic performance of under-prepared students. SI focuses on content issues as well as learning process habits, contributing to the students' overall learning improvement as well as decreasing their sense of isolation. SI requires an active role in providing materials for an SI session, with an experienced SI facilitator, who has successfully completed the course and takes responsibility for structuring the session. SI leaders will be trained to incorporate a number of collaborative review techniques to help students learn course material within a safe and familiar setting. SI will be attached to the Developmental Education Academy and the university plans to expand the use of SI to other high risk courses routinely taken by first and second-year students.

FSYE Learning Community

Using scores received on the ELM and EPT as well as outcomes from the Summer Bridge Developmental Education Academy, students will be assigned to learning communities in the fall. The learning communities will be organized in partnership with the UAC around their mathematical and English skills. The intent of the learning community is to form both an academic community and a social community for incoming students, as well as make sure that

students have opportunities to develop the academic skills they need to be successful. Learning communities will be comprised of a series of pre-selected and restricted general education courses that will balance and complement the next level of math and English courses. All eligible learning community students will be enrolled in 12 units of course work where feasible (many students are part-time) and placed in the same classes each academic semester of their freshman year including math, English and the 2 pre-selected general education courses.

In coordination with the Registrar's office, the University Advisement Center, EOP, Title V, Student Support Services, and our academic colleges, co-registration or block scheduling will be utilized to enable students to take courses together as a cohort. All math and English courses in the learning community will include peer Supplemental Instruction facilitators. All stakeholders—SI facilitators/tutors, developmental education instructors, academic advisors and peer mentors will have immediate and sustained access to one another in order to provide a coordinated web of support to students.

FSYE Developmental Education Academy - Faculty Training Initiative

CSUDH plans to utilize its math and English faculty committed to working together to identify proven curriculum and pedagogical models that will be used by faculty in the Developmental Education Academy. A recent Carnegie Foundation Report, based on the results of a three-year research project that focused on teaching and learning in basic skills mathematics and English at eleven community colleges in California, offers interesting insights into strategies that made a difference in students' success. The Developmental Education

Academy will use innovative curriculum models and pedagogical strategies – Cornell Notes, Pair Sharing, Collaborative Learning, and Scaffolding – that have been effective with first generation, low-income students.

Experts will provide a three-day training and working meeting on developmental math and English instruction. The experts will be chosen based on their work with first-generation learners, math anxiety, acculturative stress, risk and resilience and a host of other topics known to impact the students we serve. Developmental education faculty will employ a variety of instructional methods to accommodate student diversity.

FSYE Developmental Education Academy T³ System

One of the major challenges with first generation college educated students is that many struggle in developmental English and math and wait too long before they seek help, thereby diminishing their academic success. We plan to design a technology-assisted **T³ System (Transition, Tracking, and Triage)** that will allow us to proactively diagnose and address problems early, to provide support and to clear pathways for student success.

The technology chosen for this strategy is the STARFISH software program, an educational support networking system that will allow all stakeholders to have immediate access to one another in order to provide early warning and student tracking. Individual and group appointments can be scheduled, important events and activities can be listed, and automated referrals to campus services can be generated. The software platform will improve the delivery and assessment of programs that identify at-risk students, promote contact with instructors, promote tutoring services, provide academic advising, and facilitate relationships with peer

mentors.

The technology will equip instructors in the Developmental Education Academy with the ability to electronically raise “red flags” and send them instantaneously to SI tutors, peer mentors and advisors. The team will then reach out to that at-risk student in intentional and informed ways. Flags can be raised based on grades, missing assignments, and absences. This technology will help Developmental Education Academy students benefit from a web of support and resources designed to help, while capturing insight into which programs and services are working.

FSYE Academy Advising Program

CSUDH will coordinate, streamline and train departmental professional advisors to ensure that all First Time Freshmen have consistent and quality advising. The University Advisement Center, college based advisors, Educational Opportunity Program, the Title V office, and Student Support Services will create a shared advising plan and protocol for students.

Professional advisors and all other resource personnel will participate in a training module in the summer that will center on culturally sensitive and intrusive academic advising, career information, financial aid, as well as psychological and motivational support. An important feature of their training will be to clarify a set of strategic shared outcomes and critical tracking methods. In the current model, students are successfully directed toward General Education requirements and graduation requirements. However, the creation of a more intentional approach to advising that incorporates major selection, course scheduling, and career exploration facilitates academic success by providing a more intentional path to

graduation.

Freshmen advising will occur on two levels: **Level I – First Semester Course**

Selection/Needs Assessment. All first year students will be required to attend New Student Orientation (NSO). During NSO, campus resource personnel and advisors will provide students with information related to accessing a multitude of campus resources. A critical component of New Student Orientation is freshman advising and registration. This is the first step in mandatory advising where students will be cohorted and placed into appropriate learning communities (block registration) as appropriate. This will require close coordination with Associate Deans and programs to ensure that enough classes are available. Advisors will be trained to ensure that students interested in the sciences as well as music and art are appropriately placed into cohorts that meet the needs of the STEM fields. Part-time students will be cohorted and placed in learning communities as appropriate. Because mandatory advising will be required in the fall for the spring semester, students will be notified during NSO that they will not be able to register for spring classes without first seeing a UAC advisor. T³ will be used to send reminders. T³ will allow students to select appointment times.

Level II – Major and Career Exploration. In preparation for this session, students will be expected to talk to a department representative designated by the Associate Dean in each college. Each student will complete an online career exploration protocol via CAPS: Career Ability Placement Survey and CISS – Campbell Interest and Skill Survey. The online programs assist students in career selection by helping identify some of the careers that may utilize their

skills and address their interests. This second session will happen 6-8 weeks in the semester and will also concentrate on midterm grades and the student's progress.

Implementation Strategy and Timetable First and Second Year Program				
Ongoing for the Project				
Task & Outcome	Person(s) Responsible	Methods Employed	Tangible Results	Timeline
2010-11				
1. Work with Math and English Chair to decide on Summer Bridge Courses and Outcomes	AVP Student Success, Title V Coordinator, EOP Assoc Director, (in consultation with Deans)	Use exiting Bridge data and anecdotal information to decide various levels of remediation	Complete plan and curricular focus for Summer Bridge 2010	01/10 – 03/10
2. Finalize Evaluation design, methodology, communicate baseline & targets to mgmt. team	PD, IRAP, Research and Evaluation Team, Title V Data Analyst, Deans	Identify members of the evaluation team, select/retain External Evaluator, finalize design	Research design and database protocols are in place	01/10 – 03/10
3. Plan Summer Academy and Target Students	Testing Office, Registrar's Office, Math and English Dept., Title V, EOP, UAC (consultation with Deans)	Convene campus developmental ed team; develop protocols for student selection and enrollment; scheduling	Framework for summer Academy, math and English courses in PeopleSoft	01/10 – 03/10
4. Develop a strategic implementation plan for Learning Communities and Supplemental Instruction (SI)	AVP Student Success, Title V Coordinator, EOP Math and English Dept., SI Coordinator, UAC (consultation with Deans)	Develop protocols for student placement, build schedules; restrict courses and adapt instructional models	Plan for Academy complete and all key stakeholders informed and prepared to implement	04/10 – 06/10

5. Choose first cohort for Summer Academy	AVP Student Success, Title V Coordinator, EOP, UAC	Use criteria established, meet with all stakeholders	Inaugural class identified and notified for New Student Orientation, Summer Academy begins	04/10 – 05/10
6. Establish T ³ tracking plan for cohorts and academic advising protocol for all freshmen	AVP Student Success, Title V Coordinator, EOP, UAC, T ³ Consultants	Consult with T ³ consultants, work with the Blackboard team to get things situated, discuss goals and objectives for team, decide on a consistent advising plan	Setup regular and consistent meeting to ensure T ³ is tailored to our needs. Cross-departmental training of advisors	02/10 – 04/10
7. Develop assessment of services and point of contact satisfaction measures	AVP Student Success, Title V Coordinator, EOP, UAC, T ³ Consultants	Focus groups and institutional survey data already available to establish protocol	Accurate and coherent information for the student satisfaction measure, survey made available for use	04/10 – 05/10
8. Prepare for Fall and Spring Academy	PD, Research and Evaluation Team, External Evaluator, Deans	Meet with Math and English chair, academic advisors and SI Teams, solidify cohorts for fall, set up T ³ protocol.	Data-driven decisions made for Fall and Spring Academy	04/10 – 06/10
9. Identify, hire and train Summer Bridge faculty	AVP Student Success, Title V Coordinator, EOP, Math and English Chair, Deans	Employ national and regional experts to train faculty on proven curricular and pedagogical strategies in developmental education	Higher test scores and outcomes for students, high faculty satisfaction rates.	05/10 – 06/10

Goal Two: Development of the Professional University Advisement Center

Strategic Plan for Advising

In collaboration with campus-wide initiatives to increase retention and graduation rates by 2015, the University Advisement Center (UAC) will continue to develop and implement comprehensive academic advising programs for all undergraduate students ensuring they receive accurate, timely information at critical points throughout their enrollment. Effective academic advising can exert a significant impact on student retention through its positive association with, and mediation of, variables that are strongly correlated with student persistence, such as student satisfaction with the college experience, effective educational and career planning and decision making, and student awareness of and utilization of campus support services. With this in mind, the current and proposed UAC programs are designed to facilitate successful student persistence through the completion of the Baccalaureate degree. Critical points have been identified for students falling within the following categories: (1) first-time freshmen, (2) undeclared sophomores, (3) upper division transfers, (4) graduating seniors, (5) students in remedial courses, (6) academic probationary students, and (7) ongoing advising for sophomores, juniors and seniors (walk-in and online, etc.).

To address each of the identified populations, as well as all CSUDH undergraduate students, the UAC will develop and implement the following targeted advising programs, robust tracking/reporting tools, and enhanced service delivery.

Mandatory Freshman Advising

All freshmen will be required to attend New Student Orientation (NSO). The Undergraduate Advisement Center will assist with and be present at NSO. The advisors will review the students' courses of interest and work with them to choose the best available courses for their plan of study. There will also be mandatory freshman advising in the spring. Group advising workshops will be conducted by the UAC for spring 2010 undeclared students (and future mandatory advising in consultation with major departments for declared students). The focus will be on GE advising, graduation requirements, University policies and campus resources. We will also introduce and educate students on online campus resources, such as My.CSUDH.edu, Degree Progress Report, on-line Catalog/Schedule of classes and ASSIST.org.

Mandatory Undeclared Sophomore Advising

We will offer Sophomore Options Seminar (spring/March). These are group advising workshops thru the UAC focused on continued GE advising, graduation requirements, University policies and campus resources with emphasis on major/minor selection, career advising and faculty mentoring. The UAC will work in coordination with Student Development Office/Career Center, colleges and major departments to develop and implement the Sophomore Advising Program.

Upper Division Transfers

We plan to develop a new Transfer Student On-Line Tutorial. In the interim, mandatory group advising will be conducted by the UAC, in collaboration with colleges, majors and special programs for new transfers. Even when the on-line tutorials are offered, follow-up advising will be provided as needed. In the sessions and tutorials, we will focus on University policies,

remaining GE requirements (i.e. 9 units upper division Integrated Studies requirement), graduation requirements and campus resources. Again, we will introduce and educate students to online campus resources, such as My.CSUDH.edu, Degree Progress Report, online Catalog/Schedule of classes, etc., as well as ASSIST.org.

Graduating Seniors

To ensure timely and informed progress to degree completion, graduating seniors who are nearing or who have filed for graduation will have an opportunity to attend group advising workshops to ensure that all graduation requirements will be met upon completion of their final semester. Workshops will occur at the beginning of each semester allowing students a critical timeframe to address any outstanding issues that could potentially delay graduation (i.e. shortage of units, remaining GE, GWAR, etc.).

Academic Probationary Students

The UAC recently implemented the STEPS Academic Probation Intervention workshops in Fall 2009 as an initiative to assist students on academic probation. Working in collaboration and cooperation with colleges/major departments and campus-wide student support programs, the UAC will continue offering comprehensive STEPS workshops spring 2010 and each fall/spring semester moving forward. The workshops provide probationary students with consistent, comprehensive, and accurate information on University policies and procedures, understanding academic probation and resources available to assist and support them to graduation. The workshops are scheduled or “front-loaded” early in each semester providing students an opportunity to receive valuable information that they can then use to positively impact their academic performance in that semester.

Academic Advising Impact: Tracking and Reporting

Students are provided an evaluation form prior to one-on-one advising appointment, following a workshop and/or online tutorial. Evaluations provide data to track overall student experience satisfaction, program effectiveness, and areas for improvement.

CSUDH plans to track students who actively participate in advising (i.e., one-on-one, workshop) versus students who historically do not receive academic advising in order to provide an empirical link between the effects of advising on retention and later graduation (i.e. tracking and measuring student success of probationary students who attended STEPS versus those who did not attend).

PeopleSoft will be used to provide an early alert for students on academic probation, nearing probation and undeclared sophomores. The UAC will contact these students for workshops and/or individual advising appointments.

Enhanced Service Delivery

Online advising will be designed to maximize our reach and to provide accessible, flexible advising alternatives. Online advising will include: webcam advising, daily chat room discussions and online tutorials. The traditional model of walk-in advising will continue as an intervention to maximize student contact and provide students with the opportunity to be seen same-day. Designated office hours will be held for walk-in students who wish to meet with preferred advisors. UAC will continually improve student self-service through updated web advising. Specialist advisors will be trained and responsible for the coordination and implementation of specific advising programs (i.e. academic probation, remediation, etc.).

In fall 2010, UAC in collaboration with the Academic Advising Council will refine and enhance cross-departmental training. Lastly, the UAC Director will continue to meet with Department Chairs to focus UAC's role in assisting major advising, creating major roadmaps, and reviewing major course offerings each semester.

Implementation Strategy and Timetable Development of the Professional Undergraduate Advising Center				
Ongoing for the Project				
Task & Outcome	Person(s) Responsible	Methods Employed	Tangible Results	Timeline
2010-11				
1. New Student Orientation	Office of Student Life	Campus and academic journey familiarity; class registration. Teach navigating tools and degree requirements; class registration	Enrolled in appropriate courses; campus knowledge	05/10 – 08/10
2. 2 nd Semester Mandatory Freshman Advising	UAC Director and Staff	Teach navigating tools and degree requirements; class registration	Campus knowledge; enrolled in appropriate courses	03/10 – 04/10
3. Mandatory Undeclared Sophomore Advising	UAC Director and Staff	Career exploration; teach navigating tools and degree requirements; class registration	Focused academic goals; enrolled in appropriate courses	02/10 – 03/10

4. Upper Division Transfer Mandatory	UAC Director and Staff	Teach navigating tools and degree requirements; campus familiarity; class registration	Focused academic goals; enrolled in appropriate courses	09/10 – 10/10
5. Graduation Checkup	UAC Director and Staff	Verify degree requirements and course completion	Timely graduation	02/10 and 09/10
6. Probation STEPS Workshops	UAC Director and Staff	Teach journey back to good standing	Understand journey to academic success	02/10 and 09/10
7. Ongoing walk-In advising combined with advisor appointment slots	UAC Director and Staff	First come, first serve advising	Successful completion of all degree requirements	Continual

Goal Three: Recast Outreach Resources to Provide Transition Services

The current model for recruitment at CSUDH is based upon external activity with prospective students, high school counselors and local community colleges. While some of these activities are required to build relationships with high school and community college guidance personnel and provide a presence in schools, shifting some resources to a transition center could improve student success.

The transition center would have three areas of focus:

1. Prospective student information sessions. While these sessions are intended to promote CSUDH as a place for college, they can also provide student success information. Among these are college preparation (high school and transfer requirements), advising, tutoring and financial planning.
2. Pre-enrollment advising. Transition center staff will be trained to provide one-on-one general advising for students. This counseling could be provided virtually (phone, chat or email) or in person. The transition center staff will work closely with the University Advisement Center, as well as EAP.
3. New student support and transfer advocacy. Having already established contact with students before they enter the institution, transition center staff can act as a resource for new students when they have questions, are uncertain of whom to contact for assistance or encounter problems with student services.

New student support should not be construed as a solution or substitute for service improvements in other areas. The level of service must simultaneously be raised, so that the

transition center's focus is on referral for service and not problem resolution. Working collegially with other enrollment management areas, the transition center can become an important vehicle for understanding the services students need for success and the gaps in service that student experience or perceive.

As Outreach staff members make the change to transition center staff, the scope of external work must correspondingly shrink. However, increased electronic communications, direct mail and advertising within the CSUDH service area can replace the need for some of this external activity. Moreover, CSUDH will get a better return on investment if retention and graduation rates are improved compared to recruiting more new students, many of whom do not stay long at the university.

Implementation Strategy and Timetable Recasting Outreach Resources				
Ongoing for the Project				
Task & Outcome	Person(s) Responsible	Methods Employed	Tangible Results	Timeline
2010-11				
1. Redraft mission for Outreach to become Transition Center	VP EMSA	Work with Director of Outreach, share with Cabinet for feedback	Mission adopted and planning underway	12/09 – 01/10
2. Revise SSP job descriptions to include expanded scope	VP of Enrollment Management, Director of Outreach and Information Services	Review job descriptions at peer institutions for key roles and responsibilities	New position description in effect	1/10 – 2/10
3. Cross train staff to provide basic entry level advising & appropriate remediation information	VP EMSA	Work with Financial Aid, UAC to develop training modules	All staff trained and clear on new information	2/10 – 3/10
4. Reconfigure office space to accommodate Transition Center	Director of Outreach	Consult Directors at peer institutions to view configurations, query staff	New and functional space for transition center	2/10 – 3/10

Goal Four: Course Offerings, Course Planning and Degree Road Maps

Plan for Success

Clarity of degree requirements is essential to student success. Any changes to curricula will be added to the online catalog prior to each semester. Based upon program requirements, all undergraduate degree roadmaps will be verified and updated by March 2010. The roadmaps will be posted to the CSUDH web site and available for students and advisers as clear, concise listings of the options for and within academic degree programs.

Degree audit is a new resource for CSUDH that is being implemented. This software relies on accurate and verified degree requirements. The degree information in all programs will be completed by March 2010, commensurate with the updating of roadmaps. Degree audit allows students and advisers to track completed, in process, and remaining degree requirements at any time. It also allows students and advisers to model “what-if” scenarios in selecting or changing majors. These could be especially helpful to undeclared majors.

As degree audit becomes available for the campus, it will require changes in processing of student information. First, all transfer credit must be posted at the time of admission to the university and as any additional transfer credit is earned. Faculty and staff advisers must process course substitutions and other petitions promptly, so that degree audit is populated with timely and accurate information.

Current course planning activity focuses on offering the appropriate number of sections in a given department to meet student demand. However, it also needs to account for students

planning courses across departments. As registration progresses toward the opening of a term, building student schedules becomes increasingly difficult.

CSUDH will assure that academic advising and academic planning in colleges, schools and departments jointly plan for course offerings. This will include communication during the registration cycle to identify areas where additional sections may be required to build schedules, as well as a post-registration debriefing between all areas to review data and information on student scheduling successes and challenges. The registrar will provide data for each term on the number of students who lack general education requirements to inform the planning of these courses.

Implementation Strategy and Timetable Course Offerings, Course Planning and Degree Road Maps				
Ongoing for the Project				
Task & Outcome	Person(s) Responsible	Methods Employed	Tangible Results	Timeline
2010-11				
1. Create timeline for catalog development that will result in an accurate catalog	Provost, Academic Deans, Associate Deans, Registrar	Revisit past practices, query peer institutions, research best practices	An accurate catalog and a new business process in place	1/10 – 2/10
2. Clarify process by which curricular changes are communicated and applied to multiple campus communication tools	Provost, Registrar	Revisit past practices, query peer institutions, research best practices	Campus communication tools updated and new business process in place	1/10 – 2/10
3. Verify/edit academic degree pathways	Department chairs and degree evaluators	Revisit past practices, query peer institutions, research best practices	Updated Road Maps and new business process in place	3/10 – 04/10

4. Complete all program requirements in Degree Audit (16 majors need to be built/5 others in progress need to be tested)	Department Chairs	Build on process already in place	All program requirements in place with high student satisfaction	02/10 – 03/10
5. Clarify academic section planning to assure catalog, sections and pathways are linked and accurate	Provost, Deans, Schedulers, Registrar?	Revisit past practices, query peer institutions, research best practices	Accurate catalog with all pathways aligned	12/09 – 01/10
6. Continue calibrating Assist.org for transfer students' degree pathways	Articulation officer with Dept. Chairs	Build on process already in place	Assist.org aligned and ready for use	12/09 – 01/10

Assessment and Evaluation

Evaluation and supportive systemic improvements to CSUDH institutional effectiveness will adhere to the Institute of Education Science's (IES) *scientifically valid education evaluation methods*. Based on their recommendations, a summary of our evaluation plan is provided below. The tables that follow provide a concise snapshot of the data elements CSUDH will use to track our progress on our four goals.

IES states that a Scientifically Valid Education Evaluation is an evaluation that:	CSUDH's evaluation plan will address all aspects of a scientifically valid evaluation by:
Adheres to the highest possible standards of quality with respect to research design and statistical analysis.	Conducting a comprehensive analysis using formative and summative data elements.
Provides an adequate description of the programs evaluated and examines the relationship between program implementation and program impact.	Clearly articulating that the underlying premise of our project is to make fundamental changes that positively impact the success of CSUDH students.
Identifies a short list of clear, project objectives targeting specific areas for evaluation and improvement.	Using measurable objectives developed in conjunction with all stakeholders and communicated widely.
Incorporates a third party evaluation by an independent professional chosen by project leads (e.g., Title V).	Working with an external evaluation expert who will objectively assess our progress.
Utilizes, multiple measures with combinations of scientifically valid and reliable methods.	Utilizing surveys, focus groups, questionnaires, course completion rates, GPA, persistence and retention outcomes, and satisfaction surveys to analyze student progress.

Evaluation and Assessment Plan and Timeline First and Second Year Program				
DATA REQUIRED	DATA SOURCES	PERSONNEL RESPONSIBLE	HOW WILL DATA BE USED	TIMELINE
FTF Persistence and Retention Rates by year, ethnicity, gender, and by EOP, SSS, Title V cohorts	Formal/informal methods, both quantitative and qualitative design utilized, annual evaluation data	AVP Student Success, IRAP, Title V Research Analyst, EOP Data Analyst	Monitoring by AVP of progress toward objective, evaluation and planning for future activities, semester reporting to Cabinet/CO, Annual Performance Reports	Mid-Year First Year Second Year
Persistence and retention rates by remedial versus non-remedial students	Students needing math remediation, English remediation, both math and English	AVP Student Success, IRAP, Title V Research Analyst, EOP Data Analyst, math and English Chair	Tracking completion rates, monitoring by AVP of progress toward objective, evaluation and planning for future activities, target intervention, semester reporting to Cabinet/CO, Annual Performance Reports	Mid-Year First Year Second Year
Early warning system use and utility in Developmental Education Academy	Tracking data and information from Starfish/early warning systems, PeopleSoft	AVP Student Success, Title V Coordinator, EOP Associate Director	Tracking use of early warning system, target intervention, make adjustments to system	Mid-Year First Year Second Year

Student Voice evaluation outcomes for all First and Second Year Programs	FTF students, staff, and faculty scores on satisfaction surveys	AVP Student Success, Title V Coordinator, EOP Associate Director	Monitor how participation contributes to success and engagement.	Mid-Year First Year Second Year
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Evaluation and Assessment Plan and Timeline Recalibrating the Undergraduate Advising Center				
DATA REQUIRED	DATA SOURCES	PERSONNEL RESPONSIBLE	HOW WILL DATA BE USED	TIMELINE
Number and % of Freshmen and transfer students participating in New Student Orientation	Attendance logs, Student Voice evaluation outcomes for all participants	Office of Student Life	Monitoring by UAC Director of progress toward objective, evaluation and planning for future activities, semester reporting	05/10 – 08/10
Number and % receiving freshmen advising	Advising and workshop logs, UAC Staff, Student Voice evaluation outcomes for all participants	Director and UAC Staff	Monitoring by UAC Director of progress toward objective, evaluation and planning for future activities, semester reporting	03/10 – 04/10
Number and % receiving undeclared sophomore advising	Advising and workshop logs, UAC Staff, Student Voice evaluation outcomes for all participants	Director and UAC Staff	Monitoring by UAC Director of progress toward objective, evaluation and planning for future activities, semester reporting	02/10 – 03/10
Number and % receiving upper division transfer mandatory advising	Advising and workshop logs, UAC Staff, Student Voice evaluation outcomes for all participants	Director and UAC Staff	Monitoring by UAC Director of progress toward objective, evaluation and planning for future activities, semester reporting	09/10 – 10/10

Number and % receiving graduation checkup	Advising and workshop logs, UAC Staff, Student Voice evaluation outcomes for all participants	Director and UAC Staff	Monitoring by UAC Director of progress toward objective, evaluation and planning for future activities, semester reporting	02/10 and 09/10
Number and % receiving probation STEPS workshops, number and % exiting probation next term	Advising and workshop logs, UAC Staff, Student Voice evaluation outcomes for all participants	Director and UAC Staff	Monitoring by UAC Director of progress toward objective, evaluation and planning for future activities, semester reporting	02/10 and 09/10
Number and % receiving walk-In advising combined with advisor appointment slots	Advising logs, UAC Staff, Student Voice evaluation outcomes for all participants	Director and UAC Staff	Monitoring by UAC Director of progress toward objective, evaluation and planning for future activities, semester reporting	Each Semester

Evaluation and Assessment Plan and Timeline Recalibrating the Undergraduate Advising Center				
DATA REQUIRED	DATA SOURCES	PERSONNEL RESPONSIBLE	HOW WILL DATA BE USED	TIMELINE
Not Applicable	Not Applicable	Not Applicable	Not Applicable	See Implementation Plan

Evaluation and Assessment Plan and Timeline Course Offerings, Course Planning and Degree Road Maps				
DATA REQUIRED	DATA SOURCES	PERSONNEL RESPONSIBLE	HOW WILL DATA BE USED	TIMELINE
Overall persistence and Retention Rates by year, ethnicity, and gender	Formal/informal methods, both quantitative and qualitative design utilized, annual evaluation data	VP of Enrollment Management and Student Affairs, Provost, Academic Deans	Monitoring by all stakeholders of progress toward objective, semester reporting	Annual
First time freshmen mid-year retention, FTF first year retention, FTF second year retention, FTF third year retention, FTF fourth year retention	Formal/informal methods, both quantitative and qualitative design utilized, annual evaluation data	VP of Enrollment Management and Student Affairs, Provost, Academic Deans, AVP Student Success	Monitoring by all stakeholders of progress toward objective, semester reporting	Annual
Transfer juniors first year retention, transfer junior second year retention	Formal/informal methods, both quantitative and qualitative design utilized, annual evaluation data	VP of Enrollment Management and Student Affairs, Provost, Academic Deans	Monitoring by all stakeholders of progress toward objective, semester reporting	Mid-Year First Year Second Year
6-Yr FTF graduation rate, 4-Yr FTF graduation rate, 4-Yr transfer junior graduation rate, 2-Yr transfer junior graduation rate	Formal/informal methods, both quantitative and qualitative design utilized, annual evaluation data	VP of Enrollment Management and Student Affairs, Provost, Academic Deans, AVP Student Success	Monitoring by all stakeholders of progress toward objective, semester reporting	Annual

