



California State University
DOMINGUEZ HILLS

**2025 Graduation Initiative
Student Success Plan**

Introduction

The majority of entering CSUDH students share one or more of the following: they are eligible to receive Pell grants, are in need of remediation, and are a member of an underrepresented minority group. Individually, national studies have correlated each of these factors with low college completion rates. Fifty-seven percent of CSUDH students fall into all three high-risk categories. Despite this, our 6-year graduation rates are now on track to meet system-wide averages. These student characteristics are not barriers to college completion if appropriate student success programs are in place. However, this requires a significant financial investment to provide appropriate levels of support necessary to retain and graduate students.

Under the banner of institutional intentionality, CSUDH continues to focus on student success as our highest priority and has made significant and impactful progress in increasing student retention and graduation. In 2012, the six-year graduation rate for CSUDH first-time freshmen was 24.4% and is on track to reach 42% in 2016. This represents more than a 15% increase in four years and will be achieved nine years ahead of the 40% graduation target initially established by the Chancellor's Office. The six-year graduation rate for CSUDH first-time freshmen is projected to reach 52.09% in 2019, more than doubling in a seven-year time period. Additionally, first-time freshmen one-year retention reached 81%, the highest in 23 years (2014 incoming cohort) and one-year retention rates for incoming transfer students also increased to 87% (2014 incoming cohort).

In spite of all of those successes, our 4-year first time freshmen and 2-year transfer graduation rates remain stagnant – 6% (class of 2011) and 27.8% (class of 2013), respectively. We believe that the robust processes and high impact practices implemented to increase the 6-year rate will serve as a catalyst for improving our 2-year and 4-year graduation rates. The CSUDH 2025 Graduation Initiative Campus Plan will redouble our efforts on advancing large-scale programs that have proven effective. Our campus plan also will feature new and ambitious initiatives and analytics to permanently increase the institution's capacity to dramatically shift 4-year graduation rates for first-time freshmen and 2-year graduation rates for transfers.

CSUDH's short term and long term plan consists of nine interconnected initiatives, programs and activities:

1. Enrollment Management – From Inquiry to Graduation
2. Intrusive and Developmental Advising
3. Educational Advisory Board (EAB) – Student Success Collaborative
4. Toro Ambassadors “Finish in Four” and “Through in Two” Initiatives
5. AASCU's Re-Imagining the First Year Experience
6. Targeted Support Services
7. Academic Affairs Interventions
8. 2025 Graduation Initiative Data Fellows Program
9. Technology Solutions

Enrollment Management – From Inquiry to Graduation

CSUDH has been actively engaging in a strategic enrollment management framework that has galvanized the entire campus around recruitment, retention, finance/financial aid and academic programs. These groups will continue to be the framework that CSUDH uses to initiate, refashion,

track, and assess student success initiatives designed to increase the graduation rates and close the achievement gaps.

Over the next 10 years, CSUDH will continue to enhance local promise agreements, build a strong framework for early outreach to high schools and community colleges, strengthen TRIO collaborations and engage all eager students who want to attend our university. CSUDH's recruitment framework will continue to be enhanced as CSUDH rolls out a new high school and community college recruitment plan. This plan will focus on helping students get prepared for CSUDH, starting in their first semester and getting them familiar with the CSU and CSUDH specifically. Additionally, we will concentrate on STEM initiatives as we develop more recruitment programs that take these areas of focus into the high schools and community colleges. Additionally, we will strengthen our diversity pipeline by supporting efforts such as the African American Initiative – Super Saturday and the African American Scholars Summit for our admitted students. Additionally, we will work to develop campus initiatives in support of strengthening our Asian and Pacific Islander populations. These additional programs will be supported with additional Outreach resources to aid local schools in preparing students for college, tracking that preparation, and enhancing their experiences to keep them on the path toward college.

Over the next few years, CSUDH will continue to focus on high impact practices, leverage analytics and data, enhance co-curricular initiatives, and strengthen cross-division collaborations. We will analyze advising data, including the new Smart Planner and related metrics on course sections needed to ensure timely degree completion. CSUDH will invest in enhancements to our campus dashboard to include analytic data needed to track graduation rates for both freshmen and transfers. Doing so will allow for semester by semester tracking of student progress, allow us to identify students who have stopped out and intervene when possible and to support data tracking of program efficiency to ensure the best support for student success. Additionally, we will begin reporting using the Smart Planner/Degree Audit data to produce reports identifying what classes students need to graduate and when they plan to take these courses so that departments can better prepare class schedules to meet the needs of students. This represents a campus shift and redefines how classes are scheduled by implementing a class scheduling system that will optimize the use of space and ensure all classes needed can fit into a proper schedule for students.

To ensure all resources given to CSUDH enhance student success, CSUDH is committed to continued exploration of fiscal modeling to track tenure density metrics and impact on success, multi-year financial strategies, benchmark financial indicators against College Results Online peer institutions, developing strategies to meet enrollment targets, and analyzing financial data on sections needed annually to ensure timely degree completion. Being responsible with our resources allows us to offer students more opportunities for learning, support and growth.

Intrusive and Developmental Advising

In 2013, President Willie Hagan commissioned an Advising Task Force made up of administrators, faculty, staff and students. The Task Force spent one year examining academic advising. Their work yielded a comprehensive analysis and inventory of all undergraduate advising practices, including those in colleges, academic support services and student affairs. The analysis guided our work over the last few years to create a more intentional and proactive advising infrastructure so that students do not get lost or drop out of the system. As a result, we have made significant culture shifts from

passive and prescriptive advising to intrusive proactive advising. Ninety-eight 98% of the fall 2015 freshman cohort demonstrated proficiencies in the newly campus adopted Student Advising Learning Outcomes (SALOs) for each year. SALOs can be found at: <http://www4.csudh.edu/avp-advisement/advising-summit/index>

Beginning in fall 2015, all 1,300 freshmen entered CSUDH through our DH First Year Experience (DHFYE) Summer Bridge program where they connected with academic advisors on a weekly basis. The roughly 1,050 freshmen who entered CSUDH in need of developmental education in English and/or math participated in required Early Start courses, as well as weekly College Knowledge workshops and 1:1 meetings with peer mentors. The roughly 250 college-ready freshmen had the opportunity to complete one GE course in the summer free-of-cost and met regularly with academic advisors and peer mentors. In addition, through the DHTLC (DH Transfer Learning Community), our goal is to hire additional advisors, so every junior can participate in our "celebrating our seniors workshop" designed to ensure they apply to graduate for the correct term and ensure that they are connecting with major advisors upon arrival to CSUDH. DHTLC link: <http://www4.csudh.edu/avp-advisement/first-year-programs/dhtlc/index>.

Educational Advisory Board (EAB) – Student Success Collaborative

Change that is being driven by EAB is the availability of student data to advisors that provides them the ability to be proactive rather than reactive to prevent crises. Preventative campaigns being run through EAB are Early Warning, Alerts, and others that address the needs of high-risk students; 100% of professional advisors at CSUDH are utilizing EAB. All of this is in collaboration with CSUDH Dashboard and the Chancellor's Office Dashboard, where we have identified bottlenecks, high-enrollment/high-failure courses, gateway courses, and interventions for undeclared students. However, our ability to optimize EAB, implement a campus-wide coordinated effort, and scale up are challenged by the need to strengthen our capacity to implement and utilize EAB-SSC to its full capacity.

Toro Ambassadors "Finish in Four" and "Through in Two" Initiatives

The CSUDH Toro Ambassadors Finish in Four Scholars Program, which begins in fall 2016, fully supports freshmen that will have completed 30 academic units toward degree completion prior to beginning their sophomore year. Students who choose the Toro Ambassadors Finish in Four Scholars Program will be offered the courses they need to complete their bachelor's degrees in four academic years. From the time they step onto the CSUDH campus until their graduation they will participate in relevant and meaningful academic experiences, leadership and professional development opportunities. In addition, many CSUDH transfer students enter with the goal of earning their degree in two years. Recognizing, appreciating and celebrating their needs and hard work, CSUDH has intentionally designed the Toro Ambassadors Through in Two Scholars Program designed to guarantee graduation within two years for transfers entering the University. Toro Ambassadors Through in Two Scholars Program commit to balance academic, work and personal responsibilities so that their goal can be achieved. However, in order to scale up, advisors will be hired (e.g., 2 Finish in Four advisors and 2 Through in Two advisors). All Toro Ambassadors participants will have regular access to CSUDH GE and/or major advisors. However, the new Advisors will work with them more closely to ensure they meet all program requirements.

AASCU's Re-Imagining the First Year Experience (RFY)

Re-Imagining the First Year stretches beyond the first year by allowing us to focus on broad campus-wide efforts to transform the student experience and to incorporate practices that lead to higher rates of retention and graduation. As of fall 2015, all of CSUDH freshmen enter the University through our Dominguez Hills First-Year Experience (#DHFYE). The DHFYE begins with a Summer Bridge experience for all FTF, which consists of academic courses, as well as a variety of programs and services that begin in the summer and follow students as they transition in to their first year of college. (<http://www4.csudh.edu/undergraduate-studies/first-year-experience/>). Those students required to participate in Early Start are recruited to participate in one of two programs – Educational Opportunity Program (EOP) or Encounter to Excellence (ETE). College-ready freshmen are offered the opportunity to participate in our Accelerated Pathway Program, which also begins with a Summer Bridge experience. In addition to their academic courses, throughout the Summer Bridge Academy participants receive a variety of supports and services aimed at easing their transition from high school to college. Here are a few of our RFY initiatives:

Freshman Convocation

In an effort to continue addressing the needs of incoming freshmen while simultaneously improving retention a graduation rates, per the University Strategic Plan 2014-2020 (<http://www4.csudh.edu/president/strategic-planning/>), in the fall of 2014, the University implemented its first-ever Freshman Convocation (<http://www.csudhnews.com/2014/09/freshman-convocation/>). In addition to welcoming the 2014, 2015 and 2016 freshman cohorts to the University, the primary goals of the Freshman Convocation are to help create a sense of belonging and to encourage freshmen to aim for graduation in four years.

First-Year Seminars

To further bolster the Dominguez Hills First-Year Experience (#DHFYE), in the fall of 2015, the University implemented the First-Year Seminars (FYS) (<http://www4.csudh.edu/undergraduate-studies/fys/>). The purpose of the FYS is to deeply enrich and connect our freshmen to core ideas in new disciplines with a passionate and caring doctoral trained professor. Offered during the fall and spring semesters, the seminars cover a wide variety of fascinating topics.

Passport to Leadership

During their freshman year, all #DHFYE participants are required to participate in the Passport to Leadership. This requirement is aimed at helping freshmen develop leadership skills and promoting campus engagement. Students fulfill these requirements through participation in #DHFYE workshops, student clubs/organizations, student life programming, and various campus events. At a commuter campus like CSUDH, campus engagement is particularly important to students' persistence, retention, and graduation. By encouraging students to connect with peers through leadership activities they gain new knowledge and skills that promote both college and career success

Targeted Support Services

Some targeted programs are large scale and others are small in scope, all with plans to meet the needs of high-risk students, by disaggregating the data and making data-driven decisions to improve outcomes.

Male Success Alliance

The Male Success Alliance Middle School Through College Initiative is a student success program designed to improve the outcomes of men of color throughout the educational pipeline. Fueled by the tenets of Conscious, Competence and Commitment the program provides mentoring, personal and professional development opportunities and civic engagement opportunities for its members.

Toro Guardian Scholars

Toro Guardian Scholars (TGS) is dedicated to supporting college students that have transitioned from the foster care system. TGS provides a unique program that connects students to a wide range of services and resources that will guide them throughout their educational journey. In addition to student development and leadership opportunities, some of the services include workshops, book grants, scholarship opportunities, resources for housing, cultural events and a mentoring program.

Veterans Resource Center

The Veterans Resource Center provides assistance to veterans, service members and their dependents as they pursue their academic and professional goals. Services include academic advising, tutoring, counseling, VA/Cal Vet benefit information. Additionally, students have access to a study/lounge space, computers, and printing access. The Veterans Resource Center also serves as the primary campus advocate for veteran and military students and works to ensure their unique needs are met by collaborating with various resources both on and off campus.

Toro Dreamers Success Center

The Toro Dreamers Success Center coming to CSUDH in the fall of 2016, will support the University mission through a commitment to diversity, equity, leadership development, and intellectual examination with particular respect to undocumented students. The TDSC will be an inclusive campus community that will welcome students from diverse backgrounds and provide support, resources and advocacy. We are second only to CSULA. Currently, CSUDH serves 550+ undocumented students.

Academic Affairs Interventions

Academic Affairs is focusing its ongoing efforts in four areas: 1) Improve tenure density through strategic hiring and retaining of diverse faculty. CSUDH currently has a tenure track density of 43%. Even assuming no enrollment growth, in order to reach a tenure track density of 60% CSUDH will have to hire 127 more tenure track faculty costing an estimated \$11 million dollars per year, 2) Improve program effectiveness, build on successes (First Year Seminar, Advising) and continue to focus on areas of ongoing improvement (e.g., implement and support more High Impact Practices, attack bottleneck issues in GE and majors, 3) Improve faculty effectiveness through Faculty Development Center programming, focusing on pedagogical innovations and technological opportunities that optimize student engagement, and 4) Improve facilities. Students deserve clean and modern facilities; facilities communicate campus attitudes toward students. In addition, we will add more Active Learning classrooms.

2025 Graduation Initiative Data Fellows Program

The 2025 DH Graduation Initiative 2-year and 4-year targets are really ambitious. When you juxtapose that fact with the level of challenges we face serving this region, we must strategically focus on quality data to advance our work. In an effort to ensure we are making data-guided decisions and that we get the data into the hands of the users, the CSU DH 2025 Graduation Initiative will champion a Data Fellows program. We plan to create a strong relationship with Institutional

Effectiveness and Assessment/Institutional Research to focus on a “data pull” culture, in which units are gathering/requesting data they need to make decisions in ways that work best for them.

Technology Solutions

Technology will play an important part in our efforts to increase our graduation rates. CSUDH will baseline the costs of programs in place for tracking and aiding in student success, such as EAB and Campus Labs. We will increase student access to technology by creating more smart classrooms and enhancing the infrastructure. Refreshing the data center and expanding wireless services remain a priority. Moreover, we will also perform data warehouse enhancements. While EAB has been implemented, there are some infrastructure needs and reoccurring costs. Lastly, will secure course-scheduling software.

Objectives for the Short-Term and Long Term Plan

The following objectives will anchor both are short term and long term plans. We will focus on the following: 1) Credit accumulation (increase the number and percentage of freshmen and transfers taking 15+ credit hours), 2) Credit completion (increase the number and percentage of students passing their course), 3) Gateway course success (Decrease the number of DFWs in gateway courses), 4) Major program selection (increase the number and percentage of undeclared students, declaring a major), 5) Persistence (Increase the Fall-to-Fall persistence of freshmen and transfers).

Rationale for Long Term Plan

The CSUDH 2014-20 Strategic Plan is founded on the university’s commitment that as a vital educational and economic resource for the South Bay region of Los Angeles, CSUDH will be recognized as a top-performing comprehensive model urban university in America. Goals outlined in this plan include increasing the number of tenure-track faculty, increasing the federally-defined freshmen graduation rate (four-year and six-year, full-time first year freshmen and two-year and four-year transfer) for undergraduate students, creating more innovative teaching and learning environments, and improving operational and administrative excellence across all campus divisions. It not only represents a rationale for our 2025 plan, it has guided our work for the last two years.

One of the catalysts for the strategic plan was the vision set by President Willie Hagan in 2012 for CSUDH to become a national laboratory and model for student and academic success. Tenets of the model called for testing, expanding and implementing innovative strategies for improving student retention and graduation rates, especially for underrepresented minorities (URM), first-generation and low-income students, freshmen and transfers alike. Comprehensive, intrusive and timely advising are at the center of the model. This model for student and academic success continues to serve as our guide and will also serve as the foundation for our 2025 Graduation Initiative long-term plan.

It is important to note that our actual plan more than doubles the 7-page plan requested by the Chancellor’s Office. It provides much more detail. In the weeks to come, we plan to revisit our full plan and build a detailed cost analysis and financial model.

Timeline Long Term Plan – See Appendix A

Short Term Strategies

The current 3-year graduation rate for the 2013 Cohort, with 6 degrees awarded out of a cohort of 1,459 students, is .41%. In reviewing the rest of the 2013 cohort, there are 1,019 active students with varying units completed. The category of “102 units or more” represents seniors who are close. If these 30 students complete 15 units a semester between Fall 2016 & Spring 2017, we can expect to add 30 more degrees: 36 degrees out of 1,459 students with a 4-year grad rate of 2.47%. The category of “90 to 101 units” represents students who will need more support. If these students complete their requirements by Spring 2017 or Summer 2017, we can expect to add 95 more degrees. In total, we could improve our 4-year graduation rate by 3 percentage points in year one. If we maintain this level growth, we will meet or exceed our assigned 2025 target.

The Transfer Class of 2015

The Transfer Class of 2015 has 2,440 students. They currently have a 1-year graduation rate of .16%. Upon further review of this cohort, there are 2,397 active students with varying units completed. If the students with “105 units or more” are only missing one semester of requirements, they could potentially add 315 degrees this Fall 2016. This would give us a 1.5-year graduation rate of 318 degrees out of 2,440 (13.03%). If the students with “90 to 104 units” are only missing two semesters of requirements, they could potentially add another 1,125 degrees next Spring 2017. This would give us a 2-year graduation rate of 1,444 degrees out of 2,440 (59.14%). In total, we could improve our 2-year graduation rate significantly in year one. If we maintain this level growth, we will exceed our assigned 2025 target.

Given the context and metrics above, our short-term plan will involve the immediate staffing of Finish and Four and Through in Two professional advisors. We will also immediately hire supplemental instructors. We will use the Fall semester to train and equip the SIs for success in Winter 2016, Spring and Summer 2017 in a series of upper division General Education courses and courses in the major. On a related note, the funding will also be spent to improve the functionality of Smart Planner reporting. Once populated, we will use Smart Planner to track essential courses that can help predict seat capacity based on actual future demand. We will also immediately add staff to the Graduation Unit and they will solely work with College advisors to track the Finish in Four and Through in Two cohort.

With our intense outreach to seniors, our robust and intrusive advising, and the incentives provided, the actual demand for courses will exceed our current capacity. Correspondingly, decreasing time to degree will increase the average mean unit load students carry and thus require additional course sections. So we plan to use a portion of the 2016-17 funding to add courses to the schedule. We plan to offer priority registration to the Finish in Four and Through in Two students but we do not want their needs to trump the needs of the rest of our undergraduates. The additional sections will ensure that all students can get access to the courses desired in Winter 2016, Spring and Summer 2017. Lastly, we know that in order to achieve success, we have to target the Winter and Summer terms. As such, many students do not have enough trailer financial aid to cover the costs. As an incentive, we will reduce tuition for our Finish in Four and Through in Two students, if they are willing to take the courses to complete their degree requirements.