STUDENT SUCCESS REPORT

ASSOCIATE VICE PRESIDENT FOR RETENTION, ADVISING, AND LEARNING

2017-2018
INTRODUCTION

The AVP for Retention, University Academic Advisement, & Learning successfully supported campus-wide collaborations that implemented changes to optimize time to degree completion. By examining University roadblocks, increasing course availability, and understanding the diverse experience of our students, we meet them where they are as they earn their degrees. Within one year, CSUDH celebrated a 7% gain in our graduation rates. These efforts are positively impacting all class levels as evident by the 12% gain (when measuring 2009 to 2015 cohorts) in retention at the end of the sophomore year. All while maintaining the quality of the degree and focus on student learning. Further, we have elevated advisor-advisee expectations, moving to a growth and shared responsibility mindset. In partnership with the Faculty Development Center professional development opportunities led by pedagogical experts were offered campus-wide throughout the year improving teaching and learning. The successes outlined in this report are a testament to the hard work and dedication of faculty, staff and administrators coming together for a shared goal – student academic success. CSUDH has received local and national recognition for these efforts, some of which are listed below:

- Partnered with College Transition Collaborative to understand what incoming CSUDH students are looking forward to and/or expressing concerns about. The overall intervention had positive effects on several initial outcomes: anticipated growth of belonging, anticipated excitement about coming to CSUDH, and student reported they learned something from the intervention.

- CSUDH was selected to participate in AASCU Re-Imagining the First Year, 1 of 44 campuses. The goal of RFY is to dramatically improve the quality of learning and student experience in the first year, increase retention rates, and improve student success.

- 1 of 13 colleges and universities awarded Innovations in Higher Education to scale up the first year experience and include all first year students. CSUDH's Accelerate provided an all-inclusive first-year summer bridge experience for incoming high school students.

Operating without an existing structure and in silos that had been reinforced over decades between the Division of Academic and Student Affairs, the collaborative efforts this past year have placed DH in line to meet the University’s Strategic Plan Goals for 2020. Additionally, in creating an evidence-based practice, CSUDH is in a good position to support our students and meet the goals set out by the latest CO Graduation Initiative 2025 Plan. However, these efforts have been made possible by one-time funds. As we move towards long-term scalability and sustainability and becoming the National Laboratory of Student Learning we must commit additional resources in the areas of Advising and Learning:

- Student Success Dashboard, Analyst, and e-trainer with the intent of increasing data literacy across campus

- Associate Director, Learning Center: to establish the infrastructure for evening and weekend hours and online support

- SI Coordinator, Learning Center: to assist with the expansion of Supplemental Instruction to support high DFW courses beyond remedial courses

The 7% gain in graduation rates within the last year resulted from intentional collaborative efforts with faculty and across Divisions that have enabled CSUDH to be innovating in designing interventions and support for our students. Additionally, it recognizes students as members of our community regardless of the reasons why they stopped out and creating stronger Alumni ties with our “Once a Toro, Always a Toro” campaign.
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First-Year California State University (CSU), Dominguez Hills firmly believes in delivering a transformational education that emphasizes equity, access, and inclusion for all students. CSU Dominguez Hills utilized these three core tenants to launch its First-Year Program. This intentionally designed, high-impact program allows first-year freshmen to establish a sense of connection and belonging to our institution.

The Dominguez Hills First-Year Experience supports ALL 1,294 first-year freshman students as they make CSUDH their home and strives to build a community of engaged student learners who value academic excellence, and intellectual and personal development.

- **61%** First-Generation Students
- **78%** Of students received tutoring or supplemental instruction
- **86%** Participated in a summer course and the 6-week Summer Bridge Program
- **100%** Students had Access to a Laptop

“...establish a sense of connection and belonging to the CSUDH community.”

Overall, the First-Year Program successfully represents the diversity of CSU Dominguez Hills by representing a full range of voices and bridging our students to faculty and community leaders.”
As part of the First-Year Program, freshmen are provided with four-points of proactive and intrusive advising, assigned a peer coach, and are connected to campus resources. Moreover, freshmen are provided with opportunities to engage in frequent and meaningful interactions with their faculty and peers. A total of 1,294 first-time freshmen joined the CSU Dominguez Hills First-Year Program. Assessment data indicates a positive effect on this cohort’s overall success and academic persistence.

Not only do these 1,294 first-time freshmen have the highest retention rate (72%) through the sophomore year, but they are also on track to timely degree completion.

72% Retention through Sophomore Year

12% Increase over the past six years!

Academic Advising at CSUDH is collaborative, accessible, and transformative teaching and learning experience that empowers students to develop educational plans consistent with their academic, professional, and personal goals and encourages self-reliant problem solving, critical thinking, lifelong learning, and self-development.

Students also Achieved

- Higher GPA
- Higher Units earned
- 98% met 1:1 with an advisor identify and plan for life & their 4-year academic goals.
- 92% met their peer-coach for guidance & support

Students describe their DH education as allowing them to:

- 80% Develop a sense of social responsibility via volunteer & service learning
- 82% Tackle challenging problems and projects
- 96% Achieve their future career goals
- 73% Become a lifelong learner

9 out of 10 freshmen are able to identify their general education and major advisors
In an effort to support Goal 2 of the CSUDH strategic plan and CSU Graduation initiative 2025, the University Advisement Center (UAC) developed and implemented the “Charge On To Graduation” junior intervention program. Designed for Students in junior standing, who have earned 74-89 units, Charge On To Graduation (COTG) is an interactive advising program intended to support students in identifying their degree requirements, creating their educational plans, and preparing for graduation. Facilitated through college-specific group workshops, Charge On To Graduation connects students with their college-specific General Education advisors, or College Specialists, and seeks to familiarize students with the Junior year “Student Advising Learning Outcomes,” or SALO’s.

The 6 Graduation Requirements

- General Education GPA
- Units
- Major
- CSU Statutory Requirements
- GWAR

The program was very informative because it showed me what resources are available to me to make sure I graduate on time.
The Toro Learning & Testing Center (TLTC) offers a variety of academic support to all currently enrolled CSU, Dominguez Hills students. The center promotes student self-responsibility for academic success, so whether students are trying to maintain a high GPA, struggling to pass a difficult course, are in need of proctoring services, or selecting to take the Graduate Writing Exam (GWE), the center is here to help them succeed in achieving their academic goals. The Toro Learning & Testing Center contributes to the University’s strategic plan on student success, increasing retention and graduation rates, and closing the achievement gap.

In Fall 2016, the TLTC experienced tremendous growth in the number of tutoring sessions supported. This growth was a result of strategic partnerships with Faculty and Student Affairs, a long shift in location to the ground level of the library, and intentional outreach that welcomed students into the Learning Center.

My overall academic performance increased.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>2%</td>
</tr>
<tr>
<td>Moderately Disagree</td>
<td>1%</td>
</tr>
<tr>
<td>Neither Agree nor Disagree</td>
<td>20%</td>
</tr>
<tr>
<td>Moderately Agree</td>
<td>39%</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>38%</td>
</tr>
</tbody>
</table>

77% of students strongly/moderately agreed that their academic performance increased as a result of tutoring.

How would you rate the tutor(s) you worked with?

89% of students rated the tutor they worked with as Excellent/Good.
Providing relevant and accessible academic support programs and services to the campus community.

The TLTC has provided SI support to Biology for over six semesters without a consistent and sustainable framework for data collection and assessment. This collaboration with the Biology Department continued in 2016-2017, with SI for students in Biology 220: Molecular Biology. This year the TLTC worked with the faculty to collect data that provides evidence of student success. Throughout the fall 2016 term, SI sessions were offered 156 times to the students in Biology 220. Altogether, 77 students from the total graded enrollment of 114 (68%) utilized the service.

The mean final course grade for the participants was 3.10 as compared to 2.32 for the non-participants, with a mean final grade difference of 0.78. In spring 2017, SI sessions were offered 140 times, with 46 students from the total enrollment of 66 (70%) utilizing the service. The final course grade for the participants in spring was 3.9 compared to a 3.8 for the non-participants, with a mean final grade difference of 0.1. Due to the variety of formats in which SI is delivered for the purposes of this data summary non-participants are qualified as students who attended SI sessions 0 to 5 times during the semester. Based on the data collected thus far there is evidence that suggests that students who attend regularly, 6 sessions or more, benefit more from SI. These data are in alignment with the research on benefits of SI. The intentional work with faculty to collect the data this academic year will provide a benchmark for future growth of the CSUDH SI program. The successes in Biology will set the framework for future SI expansion across our campus.
While responding to the immediate needs of bottleneck courses as we moved to a preventative approach to partner with the faculty development, pedagogy, and course re-design, Just in Time (JIT). This approach has proven to be an effective strategy designed to provide immediate support. In Fall 2016 OMG 321, CJA 341, and HIS 121 were supported with JIT. Due to the JIT strategies implemented in 2016-2017 in collaboration with faculty with OMG 321: Business Statistics II, the student academic performance showed an improvement summarized below. Astonishingly, the DFW rate from spring 2016 to fall 2016 had a 12% decrease thereby decreasing the number of students who would need to retake the course a second or third time and freeing seats to others in the pipeline.

Exams show significant improvements in the average grades at the confidence level of 95%.

Comparison of Grades
- Spring 2017: 169
- Fall 2016: 164
- Spring 2016: 153

Population: Out of 200

In Spring 2016, the average grade is 802 out of 1000, which is equivalent to B-. In Fall 2016, the average grade has been advanced to 849, equivalent to a solid B. In spring 2017, the average grade was further advanced to 875, close to B+.

Faculty Collaboration

Math Faculty were invited to hold office hours in the Learning Center, 16 faculty participated.

When asked what the TLTC could do to IMPROVE their office hours in the center:
- Continue to welcome and include faculty into the learning center
- Preferably a bit quieter
- The flow for tutoring could be improved, tutors should be walking around and checking in with students more often
- More white board space, one at every table

When asked what they enjoyed the MOST about holding hours in the TLTC:
- The open, large, welcoming, and academically safe learning environment for all
- Having a place where students can work while faculty are present that is less formal than in an office space
- The energy
- Working with all types of students from all kind of mathematics classes

The changes made have transformed the center.
The commitment to student success and degree completion has driven the examination of current policies and procedures. In support of this mission, the University Advisement Center (UAC) analyzed records of 263 undergraduate students who were denied Spring 2015 graduation. Identifying graduation barriers faced by these students allows for evidence-based recommendations to improve policy and procedures resulting in better support for student success.

A review of the data indicates three leading causes of graduation denials are missing requirements for major, general education, and/or GWAR. However, the trend is not equally reflected across the five colleges. For example, unit deficiencies are the fourth leading cause for graduation denials across the University, but when the data is examined by college, it is revealed that 90% of the cases are CAH and CNBS students. In addition to informing policy and procedures for an efficient graduation process, the intervention supported students to degree conferral, who would otherwise not have earned their degrees. Many of these students faced administrative barriers which resulted in a delay of graduation, including missing course substitutions for major or general education coursework, pending “Incomplete” coursework, and late submission of grade changes. The data will be further examined through college-specific data reported under the “Other” category. It should be noted that a small population of students reported receiving support from their major department in addition to UAC support. However, support across campus was inconsistent.

Graduation Barriers Across CSU Dominguez Hills

It was extra motivation for me to finish strong, knowing I needed not only to finish for me but to represent my school, CSUDH.

Graduation Innovation Team

Graduation Barriers Across CSU Dominguez Hills

<table>
<thead>
<tr>
<th>Area of Deficiency</th>
<th># of Student Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major</td>
<td>129</td>
</tr>
<tr>
<td>GE</td>
<td>59</td>
</tr>
<tr>
<td>GWAR</td>
<td>46</td>
</tr>
<tr>
<td>Units</td>
<td>34</td>
</tr>
<tr>
<td>GPA</td>
<td>3</td>
</tr>
<tr>
<td>Minor</td>
<td>11</td>
</tr>
<tr>
<td>Other*</td>
<td>47</td>
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</table>

College of Arts & Humanities 49%
College of Natural & Behavioral Sciences 22%
College of Business Administration & Public Policy 17%
College of Health, Human Services & Nursing 13%
College of Education 4%

N=263
## GRADUATION

### Roadblocks to Degree Completion

#### Spring ’15 Graduation Denials by College

<table>
<thead>
<tr>
<th>College</th>
<th># of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Arts &amp; Humanities</td>
<td>70 (27%)</td>
</tr>
<tr>
<td>College of Business Administration &amp; Public Policy</td>
<td>57 (22%)</td>
</tr>
<tr>
<td>College of Education</td>
<td>10 (4%)</td>
</tr>
<tr>
<td>College of Natural &amp; Behavioral Sciences</td>
<td>71 (27%)</td>
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<tr>
<td>College of Health, Human Services &amp; Nursing</td>
<td>55 (21%)</td>
</tr>
<tr>
<td>total</td>
<td>263</td>
</tr>
</tbody>
</table>

#### Updated Spring 2017 Degree Status

- Active in Program: 130
- Completed Program: 115
- Discontinued/With action plan to return: 1

N= 263

## ROADBLOCK

100% of the roadblocks experienced by students could have been mitigated with academic advisement.

18% of students faced deferment due to missing course substitutions for major or general education coursework, pending “Incomplete” coursework, and/or late submission of grade changes, all of which include faculty involvement.

Faculty/Advisor outreach was inconsistent throughout the university, as a protocol to support deferred students does not exist.

## STRATEGY

### Develop graduation check-out process

Create a graduation check-out process across the University that will allow students to clearly identify needed graduation requirements in a timely manner.

### Develop faculty information campaign

- Remind faculty of the impact a late grade change or late ARRC submission may have on a graduating student.
- Faculty should have general knowledge of the graduation evaluation process and should be familiar with the graduation evaluator assigned to their college.

### Develop procedure to retain and graduate deferred students

Strategy should include faculty and/or staff from each college and UAC advisors to ensure students register for or meet remaining graduation requirements.

Identifying graduation barriers faced by these students allows for evidence-based recommendations to improve policy and procedures resulting in better support for student success.
The Graduation Innovation Team worked collaboratively as a unified and coordinated cross-divisional team of faculty, staff, students, and administrators to increase our 6-year freshman graduation rate to 60% by 2020, and eliminate the achievement gap while sustaining a high quality degree. (Strategic Plan 2014-2020, Goal 2, Objective A)

- Students in Financial Distress were nominated to have Spring Intercession and/or Summer Session courses funded through the Pay It Forward Award to earn their degree by Summer 2017.
- In collaboration with the Vice President of Administration & Finance, at CSU- Dominguez Hills:
  - Created & funded courses that were needed for students to earn degree from university entrance to graduation
  - Provided funding for coursework needed for students to earn degree from university entrance to graduation

The Graduation Innovation Team - a unified and coordinated cross-divisional team of faculty, staff, students, and administrators developed and created the Pay It Forward Award.

A total of 146 students were supported through the Pay It Forward (PIF) Award. After the Spring Intercession & Summer Session, 116 students are on track to earning their degree, 13 students have pending requirements, and 17 students have been supported to change their graduation date.

<table>
<thead>
<tr>
<th>Type of Pay-It-Forward Support</th>
<th># of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring Intercession /Summer Course</td>
<td>95</td>
</tr>
<tr>
<td>Spring Intercession /Summer Session &amp; GWE</td>
<td>3</td>
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<tr>
<td>Spring Intercession /Summer Session &amp; Financial Balance</td>
<td>6</td>
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<tr>
<td>Course Creation - CDV 490,495,496</td>
<td>10</td>
</tr>
<tr>
<td>Graduation Writing Exam (GWE)</td>
<td>12</td>
</tr>
<tr>
<td>Financial Balance</td>
<td>9</td>
</tr>
<tr>
<td>Extended Academic Intervention</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>146</strong></td>
</tr>
</tbody>
</table>

On Track to Earn Degree

79% Earned Degree
12% Academic Intervention
9% Change Graduation Date
13 Pending Items
The University Advisement Center’s Returning Toro Workshops were developed in August 2016 to support our returning student population at CSUDH. Dominguez Hills previously supported this population through one-on-one appointments.

Our mission is to provide a welcoming environment, where students can feel safe and get connected to an advisor. We hope to arm students with the necessary information, resources, and support to help students return to finish their educational goals.

When students inquire about information needed to return to CSUDH, they are initially referred to attend a Returning Toro Workshop. Once they attend, they are able to meet with an academic advisor one-on-one for additional support with their return to the university. We offer workshops twice a month, every other Friday at 3pm. We also offer an online workshop for students who are unable to attend in person.

CSUDH sees 5 types of returning students:

- Students who can reactivate their graduation
- Students who left in good academic standing
- Students who left on probation
- Students who were academically disqualified
- Students who were disqualified due to remediation

A post survey is integrated into our Returning Toro Workshop to measure learning outcomes and gather information on why students departed and the challenges they face in returning to the university.
Through our workshops we have been able to collect data on why they departed from the university.

We hope to arm students with the necessary information, resources, and support to help students return to finish their educational goals.

Students stated departing due:

- Family
- Medical
- Financial
- Poor Grades
- Work
- Frustrating experience

Through the workshop we hope to help this population feel connected to CSUDH, which will increasing their retention through graduation.

**Returning Toro Workshop 2016-2017**

- 89%
- 11%

**Reactivation 2016-2017**

- 95%
- 5%

- 303 Returning Toro Workshop
- 38 Online Returning Toro Workshop
- 142 Reactivated
- 8 Not Cleared
CONFERENCES & PUBLICATIONS

Loren Edwards, Senior Academic Advising Coordinator, University Advisement Center

- Each year approximately 1,300 undergraduate students at California State University, Dominguez Hills find themselves on academic probation. In that moment, feelings of shame, guilt, regret, and an overwhelming fear of what happens next can spiral a student into stopping and dropping out. As research shows the probability of persisting to graduation vastly diminishes once a student has left the institution, academic advisors at the University Advisement Center at CSUDH are developing proactive academic support programs to reach students before they throw in the towel. Designed as an interactive probation and advising conversation, conference attendees will have the opportunity to uncover common reasons students fall on academic probation, strategize ways to effectively connect struggling students with appropriate campus resources, and develop effective plans for assisting students in overcoming obstacles in pursuit of their academic goals.

Stephanie Flores, Academic Advisor, University Advisement Center

- When students step out from their education, do they ever come back? Colleges and universities struggle with losing students because of family, work, or medical issues, but they don’t have the time or resources to follow up with students, even those close to graduating. CSU Dominguez Hills tackles this challenge by working with students who left and have returned to finish their degrees, and by reaching out to students at risk, or those who recently left the university. During 2015 – 2016, 145 returning students were supported towards degree completion, and 135 have successfully earned their degrees. Learn how your institution can create a similar program for returning students close to graduation. Participants will share and discuss their own institutional approach to supporting returning students.

Adriana Aimee Vaquera, Academic Advising Assistant, University Advisement Center

- Different functions, values, cultures, and epistemologies have led to decades of disconnect between the areas of student affairs and academic affairs. In this session, we will share our evidence based, highly-successful academic advising partnership designed to bridge the divide. Bringing advisors to the table from across divisions, we collaboratively built components of the Dominguez Hills First Year Experience (DHFYE) to support student success for all incoming freshmen at our university.

Maruth Figueroa, Director & Peggy Ozaki, Senior Coordinator, Toro Learning & Testing Center

- Figueroa, M., Ozaki, O., & Aastorian, T. (2017). Bridges Between Silos: Merging Academic Assistance Programs Between Academic and Student Affairs. 8th Annual Regional Conference on Supplemental Instruction. College Station, TX.
- Learn how California State University, Dominguez Hills is working on building collaborations between multiple adapted and traditional SI programs housed in both Academic and Student Affairs. Hear how, under intentional new leadership, the programs have the opportunity to remodel, enrich, and enhance multiple SI services into a more unified campus service that will meet the campus’ strategic plans of increasing retention, raising graduation rates, and closing the achievement gap.

Bridget Driscoll, Associate Vice President of Retention, University Academic Advisement & Learning

- What will it look like when transfer students can view their entire higher education lifecycle from community college entry through graduation from four-year universities? What actions must we take to ensure this holistic view of students’ lifecycles included not only classes and educational mapping, but integrated high impact practices, career goals, personal/professional development, student life and wellness? This session is not for the faint of heart. You will imagine and challenge the status quo, and be supported as you step outside of your comfort zone to contribute transformative change of our systems. California cannot continue to invest in single, silo systems that only offer temporary, short term, band-aid approaches. A Multisystem MAP for the Whole Student Lifecycle is our next step. Join the Dream Team and become part of the solution.
- Different functions, values, cultures, and epistemologies have led to decades of disconnect between the areas of student affairs and academic affairs. In this session, we will share our evidence based, highly-successful academic advising partnership designed to bridge the divide. Bringing advisors to the table from across divisions, we collaboratively built components of the Dominguez Hills First Year Experience (DHFYE) to support student success for all incoming freshmen at our university.
Continuing to increase retention and graduation rates, decreasing deferrals and strengthening Alumni Relations.

- Continue the high level of high touch advising that students receive throughout their DH academic experience from Faculty to professional advisors
- Continue to develop sustainable framework for SI utilizing the UMKC model
- Increase the number of courses supported by Supplemental Instruction and tutoring in high DFW courses.
- Collaborate with the Alumni Relations and the Career Center to assist students successfully transition to Graduate School or the workforce.

Goal 2: Continue to provide secure and efficient exams.

- Achieve National College Testing Association (NCTA) certification
- Launch CLEP Testing Lab
- Develop and launch proctor training

Goal 3: Continue to develop and nurture collaborations with faculty.

- Collaborate with Faculty Advising Fellows and Faculty Learning Liaisons as in-house content experts
- Collaborate with faculty and advisors across campus to increase GWAR outreach and fulfillment of requirement by students

Goal 4: Develop a sustained collaboration with Institutional Research to provide effective and efficient data for advising, Supplemental Instruction, and tutoring.

- Develop Student Success Dashboard to make data-informed decisions
- Continue to collaborate with Stanford’s College Transition Collaborative
- Support the development of the Executive Enrollment Management Strategic plan

Goal 5: Continue to develop professional capacity of professional and para-professional staff.

Dr. Bridget E. Driscoll, Associate Vice President Retention, Advising, & Learning  
https://www.csudh.edu/avp-advisement/  
310-243-3181  
bdriscoll@csudh.edu

Dr. Maruth Figueroa,  
https://www.csudh.edu/tltc/  
Director, Toro Learning & Testing Center  
310-243-3723  
mafigueroa@csudh.edu

Loren Edwards  
https://www.csudh.edu/uac/  
Senior Academic Advising Coordinator,  
University Advising Center  
310-243-3538  
leedwards@csudh.edu