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Retention

Overview

CSUDH Strategic Plan 2014-2020 specifically recognizes the significance of student success. Our campus has invested in advising tools and systems, high impact practices for intentional interventions, sound teaching and research-based instruction, academic rigor, GE and major advising, and financial resources, which are important variables to helping students engage, navigate, and make the most of their university experiences at DH.

The Director, University Advisement Center and the Interim Director, Toro Learning and Testing Center are committed to identifying, promoting, encouraging, and facilitating the implementation of research sound and operationally viable methods for maximizing and accelerating students’ success through campus-wide collaborations that optimizes time to degree completion.

"When we were sectioned off into our DHFYE groups, it was so nice to see the Advisors being so interactive and welcoming despite the online barrier. It was nice to have people personally reaching out to me and also being able to answer another person’s question in case they were having trouble following along. It was really relaxing."

— CSUDH First-Year Student
CSUDH has invested in student advising and retention programs that serve undergraduate students and provide professional development and reflection for the advising community. In the measures of increased student retention, persistence, and graduation.

- **InsideTrack Advising Needs Assessment:** The report highlighted key findings on advising while providing context of emerging new needs. Achieving an integrated, seamless, well-functioning system of academic advising will require attention at multiple levels: students, advisors, academic colleges, Student Affairs, Academic Affairs, and the Faculty Senate. A revisit to the vision and infrastructure for academic advising at CSUDH that aligns with the Academic Advising Mission Statement and its purposes as well as the roles and responsibilities at each level is needed in the next academic year.

- **Toro Success Collaborative.** The re-launch/re-branding of EAB/Navigate was critical in ensuring that the advising community rebuilt trust with the tool. Close collaborating with Information Technology provided training and resolution of the various platform errors. In April 2020, the TLTC launched the Student Self Service online appointment scheduling, followed by UAC. This feature increased accessibility to students for tutoring, office hours, and advising appointments.

- **At Promise Students:** Encouraged all college leaders and administrators to proactively engage students-at-risk in their majors by providing immediate support. Also extended training and implementation efforts to involve more academic colleges to use our reports/communication tools that include campus early alerts, daily attendance reporting, and graded course assignments.

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**Responding to COVID-19**

On March 16, 2020 all staff and faculty were instructed to work remotely to ensure the health and well-being of the CSUDH community in response to the global pandemic. Both the UAC and TLTC actively worked to turn all operations into virtual environments within 72 hours these included:

- Fully operational virtual front desk
- One-on-one and small group advising appointments
- One-on-one tutoring appointments
- SI Study Sessions
- Virtual workshops
- Virtual professional development for tutors and SI Leaders
- Implementation of remote work tools such as Office 365, Microsoft Office Teams, Zoom, etc.
- Team wellness check-ins
CSU Dominguez Hills GI 2025 Update

Graduate rates significantly soared. Process, procedures and policy have evolved.

- First-time Freshman 4-Year graduation rate was highest in 10 years.
- 4-Year graduation rate increased almost 50% from FTF 2013 cohort to FTF 2015 cohort.
- Transfers steady growth for the 2 year graduation rate.

- Projected 4-year FTF graduation rate for Summer 2020 is at 17.1%.
- Projected 6-year FTF graduation rate for Summer 2020 is at 48.2%.
- Projected 2 Year transfer graduation rate 36.8%.
- Projected 2 Year transfer graduation rate 68%.

First-Time Freshman 4 and 6 Year Graduation Rates

![Graph showing Year 4 Graduation Rates](image)

![Graph showing Year 6 Graduation Rates](image)

Transfer 2 and 4 Year Graduation Rates

![Graph showing Year 2 Graduation Rates](image)

![Graph showing Year 4 Graduation Rates](image)

Data Obtained From: Tableau, Academic Unit Profile
Retention Data

The retention data for freshmen shows that we are still making progress towards retention and graduation. Based on research we know that retention rates can provide a window into the student experience. These experiences shape student motivation to persist, students' self-efficacy, sense of belonging and perceived value of the curriculum (Tinto's theory).

As a growing institution, CSUDH has experienced enrollment increases the past several years, which necessitates the conversation of scaling up advising (e.i., student support, consistent messaging, financial aid, etc.), and faculty support to examine high DFW’s. Our students are also experiencing life challenges that makes it more difficult to pursue higher education in a traditional manner. As a campus, we are listening and assessing our next steps on how to best support the diversity of our student body to further improve persistence and completion while addressing inequality in student outcomes.

First-Time Freshman Retention Rates

Transfer Retention Rates

Data Obtained From: Tableau, Academic Unit Profile
Advising

Graduation Initiative

As overarching measures for the Graduation Initiative 2025 has set CSUDH’s goals of achieving a 40 percent four-year and 12 percent six-year graduation for freshmen. This annual report highlights many of the ways CSUDH applied its resources in 2019-2020 to reach these particular goals and to contribute toward many more.

PAY IT FORWARD

The Pay It Forward Philosophy is a unified and coordinated cross-divisional effort intentionally constructed to address and eliminate the roadblocks to timely graduation. All CSUDH graduating candidates who will complete their final requirements Spring Intersession or Summer who have 1-6 units remaining, who have submitted their graduation application, and completed all other graduation requirements are eligible to be considered for the Pay it Forward program.

Pay It Forward 2019
Parent Education Level

"I enjoyed hearing from previous transfer students and faculty at the start of orientation. They made me feel welcomed and excited to embark on this new chapter!

— CSUDH Transfer Student"
70.3% of students supported were First-Generation College Students.

Disclaimer: Inclusive of “Some College”, the FGCS percentage increases to 84.4
Advising Progress Initiative

Advisors facilitate progress toward degree: 30-4 communications

The research is clear, 30 semester credit hours completed in any combination over the course of an academic calendar year results in significantly higher retention, graduation, and a sizable financial benefit for students and their families. In 2015, CSUDH was selected to participate in AASC&U’s Re-Imagining the First Year and this provided a campus-wide First Year Experience program that supports all incoming first year students.

Peer Academic Coaches for Dominguez Hills First Year Experience (#DHFYE) and Dominguez Hill Transfer Learning Community (#DHTLC)

Throughout the Academic Year of 2019-2020, a total of 1062/1062 (100%) of DHFYE - Accelerate students met with their Peer Academic Coach 1 time. 99% of students met with their Peer Academic Coach at least 3 times and 95% of the students met with their Peer Academic Coach 4 times.

For DHTLC, Percentage of total cohort of students supported by Transfer Peer Coaches were Fall 2019: 92% and Spring 2020: 93% respectively.

Special Populations-Over 500 Total Hours Student Support

Advisor guides and supports the provision of academic advisement and information on University policies, procedures, and graduation requirements to CSUDH students by utilizing an advanced, developmental, problem solving approach to support students in retention, closing of the achievement gap, and degree completion.

HIGHLIGHTS

- Implementation of Advising on the Go! Quickly moved to weekly virtual check-ins
- Coffee, Tea and Talk with Toro Dreamers Success Center/Monday 2:00pm-3:00pm

- Morning Mugs with Toro Guardian Scholars/ Wednesday 11:00am-1:00pm
- SdRC Drop-in Session/Hours vary by week
- Queer Culture & Resource Center/ March 24, 2020 3:00pm-4:00pm

First-Year Peer Coaches (DHFYE)

DHFYE Peer Coaches are students, just like you and will be with you in this new and exciting journey of your college career!

The DHFYE Peer Coach team is here to help you succeed during your time at CSUDH and to connect you to everything our campus has to offer. We hope to support you in building a strong community, sense of self and encourage you to delve into the full college experience.

For more information visit the First-Year Peer Coaches website.

Transfer Peer Coaches (DHTLC)

DHTLC team is here to help you succeed during your transition to CSUDH and throughout your first year with us.

Having transferred from different institutions our Transfer Peer Coaches are students that have experienced the transfer process, and have undergone trainings to be a valuable resource to you here at CSUDH. They are a direct connection to your General Education Academic Advisor in the University Advisement Center.

For more information visit the Transfer Peer Coaches website.
In August 2020 CSUDH hosted a visit for Senator Glazer who was interested in learning about how our campus was implementing the CA Promise Program. During this visit the Senator and other representatives got a glimpse of the unique student population that we serve and the limited resources we have to implement this program. After the visit the following improvements were made:

- Website accessibility: The CA Promise Program was made more prominent on the CSUDH website through featured links and keywords.
- Business Process Guide: The UAC Director and Senior Advisor worked closely with Admissions and Records to create a BPG that would streamline the data received at admissions to the UAC CA Promise Coordinator and created a automated process.
- Early Outreach: working closely with Outreach communication was sent out to students about the program to help solidify their Intent to Enroll; additionally, outreach was conducted at New Student Orientation and will be on-going until the start of the fall term.
- Easy Pledge Form: the pledge for interested students was revised to be easy and intuitive.
"I definitely felt welcomed. They immediately made me feel like I belonged and made me feel comfortable in making lifelong relationships with classmates, mentors and professors."

— CSUDH First-Year Student

During the Spring 2020 semester, due to the COVID 19 and working remotely, we were able to serve 2,919 students. However, the data is skewed due to the transition in April to the Toro Collaborative TSC and working remotely. The chart represents the TLTC tutoring visits and the online tutoring visits of the students. The total of students the TLTC served for the Academic Year (AY) 2019-2020 was 9,484 students.

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**TLTC Learning Center Students Visits**

During Fall 2019, the TLTC served 6,565 students, and the weeks with the highest services were eleven, thirteen, and fifteen of the Fall, 2019 semester. Also, we continued offering services Monday through Thursday 8:00 am – 8:00 pm, Friday 8:00 am – 5:00 pm and Saturday 9:00 am – 2:00 pm. Extending the hours at the TLTC contribute to increasing the hours of service we provided for the CSUDH students. Below is the chart representing the hours and services we provide by week and for the Fall semester.
TLTC Tutoring Online Spring 2020 Semester

From the time we started working remotely, we provide 734 hours of online tutoring with the TLTC tutors. The classes we provide online tutoring were Chemistry 108, Math, 131, 132, 153, 191, and 193, Statistics, and Psychology. Also, to online tutoring, we provide virtual training for our tutors; thus, the tutors well prepared to serve online tutoring for the students. The chart below represents the classes and percentage of the students' participation in online tutoring from the time we started working remotely for the Spring semester, 2020, when we begin working remotely.

NetTutor Tutoring Online Spring 2020 Semester

In the third week of March, the TLTC launched a pilot online tutoring program with an outside company by the name NetTutor which is a company that other CSU campuses are using. The TLTC was able to offer the pilot program with a grant that Dr. Heckenberg, the interim Director of the TLTC, obtain from the CSU Chancellor office. The TLTC partner with the Department of Chemistry and the College of Business and we offered tutoring on the classes of Chemistry 316, Economics 120, and OMG 321. We provided 52 sessions, 1757 hours, and served 24 students. The chart below represents the classes and percentage of the students' participation in online tutoring with NetTutor company.

Supplemental Instruction

In the Fall 2019 semester, the SI program covered 31 sections in Math, 1,142 students were supported in Math 102,103, 151, 10,801 hours of SI sessions were utilized by students. Additionally, students who participated in the SI program earned an average of 2.0 higher grades by regularly attending the SI sessions. 98% of the students enrolled in SI courses attend SI study sessions, and out the students who participated in the SI sessions, only 26% of students earned DFW in contrast to the students who did not participate in the SI session earned 86% DFW.

In Fall, 2019, the SI program provide 14 sessions in Biology, Chemistry, Health Science, and Psychology. 177 students were supported in the fourth
NetTutor Pilot

Spring 2020 Participation 3/23-5/15
Mid Semester Start

24 Students, 52 Sessions, 17.57 Hours

Results
• Usage was lower than expected & little feedback was gathered.
• Faculty shared that students need more help at the start of the semester. The pilot started week 10.
• The COVID-19 pandemic hit the week the students received access.
• We learned that NetTutor is primarily a chat based tutoring program.

Discussion
• With social distancing orders still in effect, the need for online options is still relevant.
• Faculty have continued interest in the service.
• Students who have used the service seem to have been helped.
• NetTutor hours carryover, so it was also found to be cost effective.

Next Steps
• Continue to utilize the initial 300 hours.
• Use Dr. Ke’s summer class as a new pilot as students will have access from the first day of class.
• Pilot more courses as summer session 2020 will be supported by NetTutoring.
• Utilize the Service for all summer requests
• Continue monitoring usage feedback.

Department, and students utilized 697 hours of SI sessions. Students earned an average of 2.0 higher grades by regularly attending the SI sessions. 33% of students enrolled in SI courses attend SI study sessions. In Biology, 15% of students who participated in SI study sessions earned a DFW in comparison to 11% of students who did not participate in SI study sessions earned a DFW. In Chemistry, 33% of students who participated in SI study sessions earned a DFW in comparison to 39% of students who did not participate in SI study sessions earned a DFW. In Health Science, 6% of students who participated in SI study sessions earned a DFW in comparison to 17% of students who did not participate in SI study sessions earned a DFW. In Psychology, 26% of students who participated in SI study sessions earned a DFW in comparison to 47% of students who did not participate in SI study sessions earned a DFW.

In Spring, 2020 the SI program covered 231 sections in Math 102,103, 132, 15, 676 students were supported in Math, students and students utilized 3656 hours of SI sessions earned an average of a 2.0 higher grade by regularly attending at the SI sessions. 87% of the student enrolled in SI courses attend SI study sessions. 32% of students who participated in SI sessions earned a DFW in comparison to 33% of students who did not participate I SI sessions earned a DFW. The chart represents the outcome of the SI attendance of the students. The difference in DFW grades between the students who participated in SI sessions versus those who did not participate.

In the Spring, 2020 semester, the SI program covered 14 sessions in Biology, Chemistry Health Science, and Psychology. 211 students were supported in the courses, students utilized 919 hours of SI sessions, students earned an average of 2.0 higher grade by regularly attending the SI sessions, and 40% of students enrolled in SI courses attend SI study sessions. In Biology, 8% of students who participated in SI study sessions earned a DFW in comparison to 9% of students who did not participate in SI study sessions earned a DFW. In Chemistry, 14% of students who participated in SI study sessions earned a DFW in comparison to 28% of students who did not participate in SI study sessions earned a DFW. In Health Science, 10% of students who participated in SI study sessions earned a DFW in comparison to 16% of students who did not participate in SI study sessions earned a DFW.