

Retention & Graduation Initiative Report

San José State University

February 2010

SAN JOSÉ STATE
UNIVERSITY

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I. Overview

San José State University (SJSU) is committed to improve student progress toward graduation.

By the fall 2015, our 6-year graduation rate will increase by 9% for all first-time freshmen. Graduation rate of Under-Represented Minorities (URM) is expected to improve by 12%. For upper division transfers, the 6-year graduation rate will increase by 6%. Graduation rate of URM transfers will improve by 10%. With these changes, our graduation gaps between URM and Non-URM students will decrease by approximately 3.4% for first-time freshmen and 4.5% for upper division transfers. In this report, URM include students who indicated African American, Latino, and American Indian. Table A summarizes SJSU's percent improvement in 6-year graduation rates.

Table A: Percent Improvement in 6-year Graduation Rates

	First-time Freshmen			Upper Division Transfers		
	Total	URM	Non-URM	Total	URM	Non-URM
Fall 2000	41.9%	35.5%	43.6%	66.1%	58.8%	67.7%
Fall 2009	50.9%	47.5%	52.2%	72.1%	68.8%	73.1%
% Improvement	9.0%	12.0%	8.6%	6.0%	10.0%	73.1%

Our plan will strengthen and refocus our culture for undergraduate student success to increase our retention and graduation rates as well as close the achievement gap. Our concerted campus-wide effort will be strategic and research-based, targeting specific critical areas. These areas include, but are not limited to, academic advising, remedial education, first-year experiences for freshmen and transfers, as well as probation and pre-probation interventions. We will actively identify and remove barriers to student success in a timely fashion.

To reduce gaps in the graduation rates between URM and Non-URM, we anticipate that the annual increase in graduation rates will be approximately 1.0% for both first-time freshmen and upper-division transfers. For URM, graduation rates will improve between 1.5% annually. It is noted that the slight fluctuation in the actual increases may occur. Tables 1 and 2 describe the improvement in 6-year graduation rates of SJSU new student cohorts to support Access to Success Initiatives. Figure 1 displays our six-year graduation trajectory for first-time freshmen and Figure 2 displays our six-year graduation trajectory for upper division transfers.

Figure 1: Six-year Graduation Trajectory –First-time Freshmen

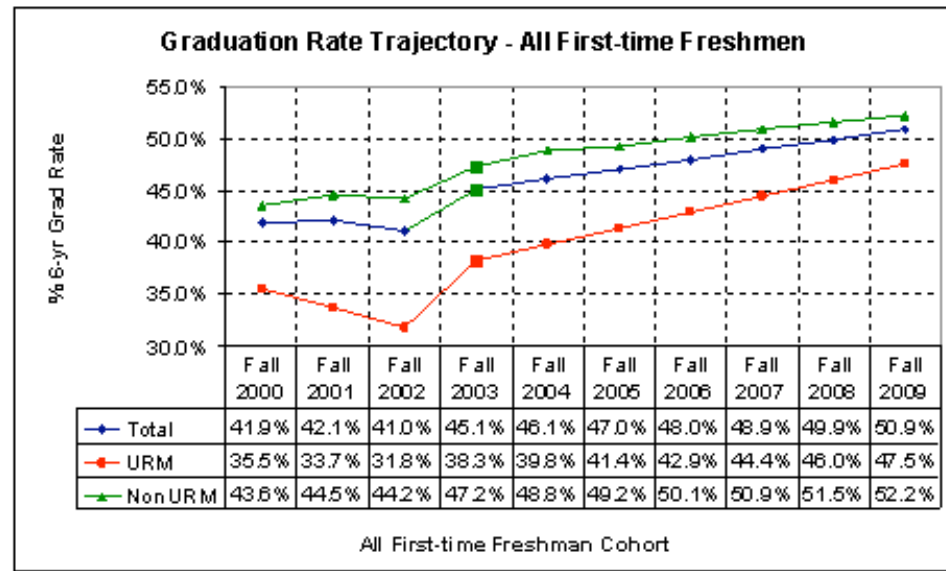


Table 1: Six-year Graduation Rates of First-time Freshmen

	URM			Non-URM		
	# Cohort	# Grads	Grad Rate	# Cohort	# Grads	Grad Rate
Fall 2004	767	306	39.8%	1,718	839	48.8%
Fall 2005	707	292	41.4%	1,847	908	49.2%
Fall 2006	795	341	42.9%	1,933	968	50.1%
Fall 2007	990	440	44.4%	2,286	1,163	50.9%
Fall 2008	1,057	486	46.0%	2,541	1,309	51.5%
Fall 2009	784	372	47.5%	1,980	1,033	52.2%

	Total		
	# Cohort	# Grads	Grad Rate
Fall 2004	2,485	1,145	46.1%
Fall 2005	2,554	1,201	47.0%
Fall 2006	2,728	1,309	48.0%
Fall 2007	3,276	1,603	48.9%
Fall 2008	3,598	1,795	49.9%
Fall 2009	2,764	1,406	50.9%

Figure 2: Six-year Graduation Trajectory –Upper Division Transfers

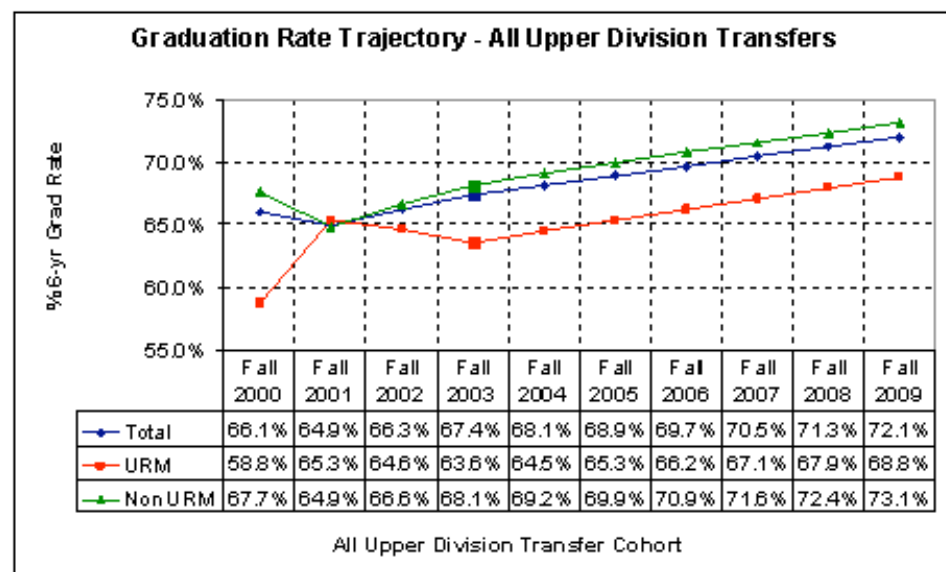


Table 2: Six-year Graduation Rates of Upper-Div Transfers

	URM			Non-URM		
	# Cohort	# Grads	Grad Rate	# Cohort	# Grads	Grad Rate
Fall 2004	426	275	64.5%	1,515	1,048	69.2%
Fall 2005	550	359	65.3%	1,934	1,353	69.9%
Fall 2006	588	389	66.2%	1,760	1,247	70.9%
Fall 2007	679	455	67.1%	2,085	1,493	71.6%
Fall 2008	615	418	67.9%	1,873	1,355	72.4%
Fall 2009	517	356	68.8%	1,537	1,124	73.1%

	Total		
	# Cohort	# Grads	Grad Rate
Fall 2004	1,941	1,323	68.1%
Fall 2005	2,484	1,712	68.9%
Fall 2006	2,348	1,637	69.7%
Fall 2007	2,764	1,948	70.5%
Fall 2008	2,488	1,773	71.3%
Fall 2009	2,054	1,480	72.1%

Here are the highlights of our retention and graduation initiative report:

Academic Advising:

- We will relocate our Academic Advising Retention Services (AARS) unit so it is centrally located at SJSU in close proximity to other student support services. AARS will strengthen its partnerships with Colleges and critical student support services such as the Counseling Center, Writing Center, Learning Assistance Resource Center, Disability Resource Center and the Career Center. The objectives of AARS will focus on:
 - Coordinating mandatory frosh and transfer orientation;
 - Coordinating summer bridge programs for remedial students;
 - Providing academic advising to undeclared students, including those who do not know what major is for them and those who wanted an impacted major, did not get admitted into this major and were placed in undeclared status by SJSU;
 - Providing General Education advising;
 - Working with Colleges to insure timely progress to student graduation;
 - Partnering with College faculty and staff advisors to provide outreach academic advising information and updates to feeder two-year college academic advisors;
 - Create individualized academic plans for high risk students in collaboration with other student support services.
- For colleges that do not have mandatory advising every semester, we will institute mandatory advising after students complete 30 units, 60 units, and 90 units. At 60 units students will be required to declare a major and at 90 units, students will be required to apply for graduation. AARS will track 120+ unit students, in partnership with colleges, to make sure that students are completing their remaining coursework according to their academic plans. Advising for all new students during their first year at the university will be required in order to develop their academic plans.
- Information technology tools utilizing the CMS student database will be developed to enhance the ability of college and staff advisors to enter data, monitor and track student progress to degree, and provide early intervention to students who are struggling. This may include electronic advising portfolios, electronic major forms, major GPA queries, or other strategies. The University will make it a priority to develop the tools necessary to simplify and integrate knowledge transfer about student progress between the various advisors and advising centers of the University."
- College-wide Advising Centers: Currently, there are three college-based advising centers (Business, Engineering and Science). These centers are an integral part of student success that provide a range of advising services including major advising, peer advising, tutoring, General Education (GE) advising, probation support and/or referrals to other student services. They are centrally located in buildings that serve their undergraduate majors. These college-based advising centers need to be expanded to all colleges and staffed by SSPs and peer advisors. One proposed model would be to have the SSPs conduct all lower division major as well as General Education advising in collaboration with departments. Another model focuses solely on lower division major work, leaving the GE advising to AARS. Once the

student passes "gateway" major courses and lower division General Education courses with an overall "C" grade or better as agreed by departments, the student will be transitioned to his/her faculty advisor in the department. Peer advisors would provide tutoring as well as one-on-one coaching on study skills and time management. The centers would also monitor students who are on university probation or probation in the major. Each college advising center will maintain a student database for tracking student visits and services. Also, each center will have an assessment plan to measure their effectiveness in facilitating student success.

Remedial Education and Closing the Achievement Gap:

- For incoming frosh who are remedial in both math and English, they will complete remediation in one area through a summer bridge program before starting SJSU. We plan to offer this summer bridge program in Summer 2011.
- For incoming frosh who are remedial in English at the start of the fall semester, we will offer a 6-unit "stretch course" that combines a 3-unit General Education course to address the English remediation in the fall semester and follow this course by an English 1A course in the spring semester. San Francisco State has already implemented this type of course and initial results are promising.

Writing Skills Test (WST) Remediation: Implement policy change encouraging students to take WST as soon as they complete ENGL 1B, requiring they take WST prior to reaching 75 units. If they fail, they must continue to try at least once per semester. As of Spring 2010 semester, we have created a Special Session alternative demonstration course that will satisfy the WST. Amend current process to allow either WST or alternative demonstration course, per student's choice. Implement responsive advising (diagnostic and targeted workshops or courses) after first failure of WST. Narrow student course options to focus on writing until WST is passed. Work with majors to require passing WST prior to select gateway courses so that students don't complete entire major without passing WST.

First-Year Experience Courses (frosh and transfers): Each college will be responsible for providing a first-year experience (FYE) course for their incoming frosh and transfer students. SJSU has many FYE models to choose from, including FYE curricula in Science, Business and the MUSE programs. For remedial frosh, they will be required to complete a FYE course and meet with FYE peer advisors at least every two weeks to make sure that they are transitioning successfully to SJSU. For non-remedial frosh, a FYE course will be strongly recommended. A university FYE will be developed and required for undeclared students in order to expedite their major decision making.

Probation Advising: Probation holds will be placed on students' records as soon as they are released by the Registrar's Office (January and June). Colleges that currently do not have probation action plans may consider adopting one of the current plans that are currently being used at SJSU. For example, in the College of Science, if a student is on probation, the student must attend a probation workshop in the College and then meet with a peer advisor during the semester that the student is on probation. Another option is to have them enroll in a course like Science 90T (transfer FYE course). Science 90T provides an infrastructure so these probation students stay on track with their course work.

Pre-Probation Advising: Each college will develop and implement a proactive pre-probation advising strategy. The goal is to prevent students from going on probation by providing them with a combination of additional academic advising (including peer advising), tutoring and referrals to other student services, as appropriate.

Identifying and Removing Barriers to Student Success: By the end of Spring 2010 semester, the Deans and AVPs will report to the Provost their list of barriers to student success from their units, such as challenging gateway courses, too many required courses for the major, or inadequate preparation for the major. The Provost or his/her designee will prioritize this list and develop an action plan by the end of Summer 2010 to systematically remove barriers to student success.

Metrics: During the Spring 2010 semester, SJSU's Office of Institutional Research will analyze our baseline data points and create reporting strategies for tracking and reporting our retention and graduation rates on an annual basis.

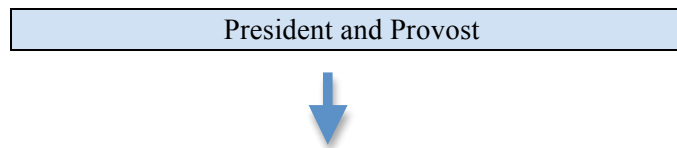
Student Support Services: Because research indicates that the two variables that have the greatest impact on freshmen retention are students learning about study skills and wellness, comprehensive workshops will be offered to all entering students. Student support services (e.g. Counseling, Disability Resource Center, Career Services) will be integrated with orientations, FYE and advising to address the complex and holistic needs of our students.

Other Tasks: The Provost Office will find additional resources and space for implementing SJSU's strategies for improving student retention and frosh 6-year graduation rates. The Provost will determine the administrative structure for overseeing this project. Also, the Provost will be responsible for designing and implementing the framework and mechanism for reporting the progress of this initiative to the President on a monthly basis.

Creating a culture of graduation: From the time students are accepted to SJSU, they will be reminded of the university's expectation that they will graduate within four years. In addition to declaring that the new frosh is a member of the class of "2014" etc., advisors will provide students with a true four year roadmap to graduation at Orientation. Students will be required to update the plan and share it regularly with their advisor.

II. Delivery Change Assignments

Table 3: Responsibility and Delivery Chain



Emily Allen	Charles Bullock	Elizabeth Jarnigan	Dennis Jaehne	Michael Kaufman	Maureen Scharberg	Pamela Stacks	Eloise Stiglitz	Sutee Sujitparapitaya
IT & CMS Database Consultant	Liaison to the Deans & Chairs College Reports and College Advising	Student Success Consultant	Undergraduate Curriculum and General Education	Liaison to Academic Senate & the Faculty	Advisement & Student Success Consultant	Enrollment Policies. Liaison to the Enrollment, Retention & Graduation Advisory Group (ERG)	Enrollment Policies, Implementation of Co-curriculum Initiatives, and GE Advising	Progress Reports and Data Analyses

1. Gerry Selter (Team Lead), Provost and Vice President, Academic Affairs: is responsible in providing the information on a fiscal allocation.
2. Emily Allen, Associate Dean, Charles W. Davidson College of Engineering: will serve in an advisory role to develop and implement information technology tools using SJSU's CMS student database.
3. Charles Bullock, Dean, College of Applied Sciences & Arts: responsible for developing a “delivery chain” from the chairs to the deans, publicizing activities of delivery team. All departments will be encouraged to ramp up advising in the majors and to create a reporting mechanism.
4. Elizabeth Jarnigan, Associate Athletics Director, Student Services: will serve in an advisory role to identify and implement tutoring, mentoring and advisement activities to improve student retention and graduation.
5. Dennis Jaehne, Associate Vice President, Undergraduate Studies: is responsible for identifying and implementing undergraduate curricular policies to promote graduation, for improving/revising GE advising, for assessing student learning to ensure that academic quality is not lost as the university implements the efficiencies required to increase graduation rates, and communicating progress to Provost and President.
6. Michael Kaufman, Chair, Academic Senate and Professor of Physics & Astronomy: will work as a liaison with the Senate for reporting out. Michael also will also work with Dennis Jaehne and Maureen Scharberg to provide a faculty perspective.
7. Maureen Scharberg, Associate Dean, College of Science: will serve initially in an advisory role to develop a central university center to provide advisement, mentoring and tracking of lower division student success.

8. Pamela Stacks, AVP, Graduate Studies & Research: responsible for identifying, implementing and tracking enrollment policies that would encourage graduation and serve as a liaison to the Enrollment, Retention & Graduation (ERG) Advisory Group to the Provost.
9. Eloise Stiglitz, AVP, Student Services: will be responsible for identifying and implementing enrollment policies, GE advising, and co-curricular initiatives to support student success and will coordinate the identification and evaluation of high unit seniors, in order to assist them in establishing academic plans for timely graduation.
10. Sutee Sujitparapitaya, AVP, Institutional Research: will provide progress reports on the impacts of campus wide initiatives and data analyses on improvement of graduation rates and key performance indicators.

Contact information is in Appendix A

III. Identification of Actions and Expected Impacts

Table 4: Actions and Expected Impacts to Improve Access to Success

ACTIONS AND EXPECTED IMPACT	RESPONSIBILITY FOR DELIVERY	START DATE	COMMENTS AND PROGRESS
Academic Advising			
Assessment of advising on campus. (<i>low impact</i>)	Advising Council	Spring 2009	
Yearly advisor training for new faculty; regular training for all advisors and networking events for faculty and staff who support advising. (<i>medium impact</i>)	Advising Council AARS (Academic Advising & Retention Services)	Spring 2009	
Identify high unit (150+) students and create individual academic plans for timely graduation. Provide outreach and pro-active advising. (<i>medium impact</i>)	Registrar's Office AARS Departments	Summer 2009	Increase number of students who are graduating.
All students must declare a major by the time they have earned 60 units. (<i>medium impact</i>)	Registrar's Office AARS Department advisors	Fall 2009	
Partner with faculty advisors and staff advisors to provide outreach academic advising information and updates to feeder two-year college academic advisors. (<i>low impact</i>)	AARS Undergraduate Studies	Fall 2009	
All high unit seniors will have advising holds for registration. (<i>medium impact</i>)	AARS Registrar's Office Department advisors	Fall 2009	
Promote a variety of graduation workshops. (<i>small impact</i>)	AARS	Fall 2009	
Continue to develop more on-line advising resources. (<i>small impact</i>)	AARS Advising Council	Fall 2009	
Students who have earned 90 units or more may not change majors except by special permission. (<i>medium impact</i>)	AARS College Advisors	End of Fall 2009 semester	Increase number of students who are graduating.
Inventory peer advising programs on campus including departments. (<i>small impact</i>)	Advising Council	January 2010	
Sophomore advising focus (fair/open house) (<i>medium impact</i>)	AARS Colleges	March 2010	Actual date is March 15.
Assess undeclared advising strategies, noting those who do not know what major is for them and those who wanted an impacted major but did not get admitted into this major and were placed in undeclared status by SJSU. (<i>medium impact</i>)	Admissions Undergraduate Studies AARS Career Center	February 2010	Estimate decrease in time to degree; less undeclared students on probation.

ACTIONS AND EXPECTED IMPACT	RESPONSIBILITY FOR DELIVERY	START DATE	COMMENTS AND PROGRESS
Develop strategies for scaling up first-year experience courses such as Sci 2, EdCo 4. <i>(small to medium impact)</i>	Academic Affairs Student Services	Spring 2010	
Assess and maintain accuracy of Degree Audit and promote student use. <i>(small impact)</i>	AARS Registrar Departments	March 2010	
Create a central university advising center for undeclared majors and students majoring in large programs having low retention and graduation rates. <i>(medium impact)</i>	Academic Affairs Advising Council	Fall 2010	
Transfers must declare majors when they apply for admission. <i>(medium impact)</i>	Admissions	Fall 2010	Connect to major advising immediately.
For colleges that do not have mandatory advising every semester, institute mandatory advising after students complete 30 units, 60 units, and 90 units. Currently, only Colleges of Science and Engineering have mandatory advising. <i>(medium/high impact)</i>	Academic Senate Undergraduate Studies Department Advisors AARS	Fall 2010	Estimate decrease in time to degree.
All new students meet with an advisor within first year to create 4 year (two year for transfers) graduation plan. <i>(medium impact)</i>	AARS Department Advisors Advising Council	Fall 2010	Estimate decrease in time to degree. Create culture of graduation.
Assign risk scores to all new students based on graduation rate of students within their cohort (e.g. entering GPA, high school, ethnicity and gender, remediation. Based on risk profile, interventions will be implemented. <i>(medium to high impact; highest impact for high risk students)</i>	AARS Advising Council Office of Institutional Research (OIR)	Spring 2011	
Plan and develop student success information technology tools utilizing the CMS student database. <i>(high impact)</i>	Academic Affairs/Student Affairs Academic Data Management Team	Spring 2011	
Implement on-line training materials for faculty and staff academic advisors. <i>(low to medium impact)</i>	AARS Advising Council	Spring 2011	
Initiate early alert program and promote intrusive advising and tutoring. <i>(medium impact)</i>	AARS Learning Assistance Resource Center (LARC) First Year Experience (FYE) and remediation faculty	Fall 2011	
Taking advising to the students (e.g. GE advising in the colleges, parking garages, housing) <i>(small to medium impact)</i>	AARS College Advising Housing Advising Council	Fall 2010	

ACTIONS AND EXPECTED IMPACT	RESPONSIBILITY FOR DELIVERY	START DATE	COMMENTS AND PROGRESS
Remediation (EO 665)			
Students cannot repeat a state-supported remedial course at SJSU. <i>(medium impact)</i>	Registrar Undergraduate Studies	Fall 2009	Less state-supported remedial courses offered. Repeat coursework offered through self support.
Summer bridge program for remedial students. <i>(medium impact)</i>	AARS EOP Undergraduate Studies	Summer 2011	
For incoming frosh who are remedial in English at the start of the fall semester, offer a 6-unit "stretch course" that combines a 3-unit General Education course to address the English remediation in the fall semester and follow this course by an English 1A course in the spring semester. <i>(medium impact)</i>	Undergraduate Studies	Fall 2012	Increase student success of remedial students.

Barriers to Student Success			
Identify "vanity" and "bottleneck" courses. <i>(medium impact)</i>	Deans Associate Deans Department Chairs	February 2010	
Identify "bottleneck" student procedures. <i>(medium impact)</i>	AARS Associate Deans Advising Council Registrar	February 2010	
Identify barriers for student success in academic units, such as remediation, failure rate in gateway, courses, etc. Reports will be given to the Provost Office. <i>(low impact)</i>	Deans Academic Affairs Student Affairs	Spring 2010	
Provost Office or his designee will identify and prioritize this list and develop an action plan. <i>(low impact)</i>	Provost Office	January 2010	
Ramp up graduation evaluations of high unit seniors. <i>(medium impact)</i>	AARS Registrar Departments	January 2010	
Implement action plan to reduce barriers to student success. <i>(medium to high impact)</i>	Academic Affairs Student Affairs	Fall 2010	Will need additional resources.

ACTIONS AND EXPECTED IMPACT	RESPONSIBILITY FOR DELIVERY	START DATE	COMMENTS AND PROGRESS
Probation Policies			
Determine programs that have high percentages of their majors on probation and create strategies to reduce these numbers. <i>(low/medium impact)</i>	Institutional Research Colleges and Departments	January 2010	Compare the percentages of students on probation each semester and note trends.
Meet with colleges who have programs with high probation rates to develop probation action plans. <i>(medium impact)</i>	Retention Team	March 2010	
Probation advising holds will be placed on student records as soon as this information is known. <i>(medium impact)</i>	Registrar	January 2010	Piloted in Colleges of Science & Engineering.
Colleges will implement their action plan for probation advising. <i>(medium impact)</i>	College Deans and Associate Deans	Fall 2010	Monitor students on probation; should observe decrease in number of students on probation.
Undergraduate Studies will submit an action plan for probation advising for undeclared students to the Provost for approval. <i>(low impact)</i>	Undergraduate Studies Advising Council	Spring 2010	Will be modeled from the College of Science's probation advising model.
Undergraduate Studies will implement their action plan for probation advising for undeclared students. <i>(medium impact)</i>	Undergraduate Studies Advising Council	Fall 2010	Monitor students on probation; should observe decrease in number of students on probation.
Colleges will implement their action plan for pre-probation advising. <i>(medium impact)</i>	College Deans and Associate Deans	Spring 2011	Monitor students on probation; should observe decrease in number of students on probation.

Student Success Policies			
Students who have met all requirements for graduation prior to any semester in which they are enrolled can drop all their courses with no penalty, and graduate at the next available date. <i>(low impact)</i>	Registrar Department Advisors AARS	Fall 2009	Monitor graduation rates
Students who have withdrawn from all of their classes for two semesters in a row, or three semesters in total, will be put on Administrative Academic Probation. <i>(low impact)</i>	AARS	Fall 2009	
Send all students an email reminding them to verify the accuracy of their course schedule just before the end of the drop/add periods. <i>(low impact)</i>	Registrar	Spring 2010	
Analyze baseline data points for retention and graduation rates; create reporting strategies for tracking and reporting our retention and graduation rates on a semesterly basis. <i>(medium impact)</i>	OIR	January 2010	

ACTIONS AND EXPECTED IMPACT	RESPONSIBILITY FOR DELIVERY	START DATE	COMMENTS AND PROGRESS
Identify and evaluate data needs where we do not already have reports and assess these needs each semester. <i>(low/medium impact)</i>	OIR	January 2010	
Eliminate NC grading for English 1A and 1B. <i>(low impact)</i>	Undergraduate Studies	Fall 2009	
Any undergraduate or graduate student will not be able to enroll in additional state-supported courses when that student has already met all requirements for his or her declared major. Allow petition process to take additional courses, note that for grad students the periodic offering of electives means that an important course may be offered after units reached and student is working on thesis or project. <i>(low impact)</i>	Registrar	Spring 2010	
Students will only be allowed to return from DQ with a GPA of 2.0 or higher. <i>(low impact)</i>	Academic Senate Colleges	Spring 2010	
Allow enrollment in RSV classes when 100W classes are full. <i>(low impact)</i>	Undergraduate Studies	Fall 2010	
Each college will be responsible for providing a first-year experience (FYE) for their incoming frosh and transfer students. A university FYE course will be developed and required for undeclared and remedial students to expedite their major decision making. <i>(medium impact)</i>	Undergraduate Studies College Deans	Fall 2011	Need to evaluate every semester to determine impact.

Student Services

Phone-a-thon to reach out to all new students within the first couple weeks of classes. <i>(low impact)</i>	AARS	Fall 2008	
Expanded student success certificate program. Students get "credit" for participating in a variety of educational leadership, wellness and students success programs during their first semester on campus. <i>(small to medium impact)</i>	Student Affairs Counseling Services FYE	Fall 2008	
Mandatory orientation programs for frosh and transfers. <i>(medium impact)</i>	AARS Student Involvement	Spring 2009 and Summer 2009	Need to evaluate retention data.
Track financial aid of high unit students and lower the maximum number of units allowed for financial aid. <i>(medium impact)</i>	Financial Aid	Fall 2009	
Examine Clark Academic Success Center and re-evaluate space to maximize student success. <i>(medium impact)</i>	Provost Office	March 2010	

ACTIONS AND EXPECTED IMPACT	RESPONSIBILITY FOR DELIVERY	START DATE	COMMENTS AND PROGRESS
Improve operations/communications between Student Affairs and Academic Affairs. <i>(low to medium impact)</i>	Academic Affairs Student Affairs	Spring 2010	
Explore incentives to rewarding high student achievement. <i>(low to medium impact)</i>	Undergraduate Studies	Spring 2010	
Campaign to make graduation part of our culture. <i>(low to medium impact)</i>	Advising Council Orientation AARS Undergraduate Studies	Summer 2010	
Provide peer advisors and peer tutoring in every college. <i>(medium to high impact)</i>	Academic Affairs Advising Council	Fall 2010	Will need additional resources.
Introduce student services (advising, career services, counseling services) in all FYE courses. <i>(low to medium impact)</i>	Student Affairs	Fall 2010	
Strongly recommend campus residency for all new frosh. <i>(medium impact)</i>	Housing	Fall 2011	

NOTE: This plan will be evaluated and revised as necessary.

Specific Steps to be Taken January 2010, February 2010 and March 2010:

January 2010:

- Inventory peer advising programs on campus, including departments.
- Provost Office or his/her designee will identify and prioritize this list and develop an action plan.
- Ramp up graduation evaluations of high unit seniors.
- Determine programs that have high percentages of their majors on probation and create strategies to reduce these numbers.
- Probation advising holds will be placed on student records as soon as this information is known.
- Analyze baseline data points for retention and graduation rates; create reporting strategies for tracking and reporting our retention and graduation rates on a semesterly basis.
- Identify and evaluate data needs where we do not already have reports and assess these needs each semester.

February 2010:

- Assess undeclared advising strategies, noting those who do not know what major is for them and those who wanted an impacted major, did not get admitted into this major and were placed in undeclared status by SJSU.
- Identify "vanity" and bottleneck courses.
- Identify "bottleneck" student procedures.

March 2010:

- Sophomore advising focus (fair/open house)--scheduled for Monday, March 15.
- Meet with colleges who have programs with high probation rates to develop probation action plans.
- Assess and maintain accuracy of Degree Audit and promote student use.
- Examine Clark Academic Success Center and re-evaluate space to maximize student success.

IV. Key Performance Indicators

- Yearly increase in graduation rates: total by university, college, and department
- By department percentage of students who have fulfilled graduation requirements
- By department percentage of URM students who have fulfilled graduation requirements

Forums for Presenting Networking and Communications

- Academic Senate meetings
- University Committee of Chairs and Directors
- Academic Affairs Management Team
- Council of Chairs in Colleges
- Advising Council
- Student Affairs Management Team

Resources and Support

The SJSU Retention & Graduation Initiative will require support from:

- Office of Institution Research
- Associate Deans for gathering information from deans and chairs
- University Budget Office

The SJSU Retention & Graduation Initiative may need to allocate the following resources:

- To departments for additional advising
- To campus centralized advisement center to hire advisors, tutors and peer mentors

How these resources will be obtained is as yet unknown.

Appendix A -- Delivery Team Contact Information:

Main Campus Address:
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San Jose, CA 95192-XXXX

NAME	TITLE	ADDRESS	E-MAIL	PHONE
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Elizabeth Jarnigan	Associate Athletics Director, Student Services	Athletics Department Zip 0194	Elizabeth.Jarnigan@sjsu.edu	(408) 924-1720; (408) 924-2462
Michael Kaufman	Chair	Academic Senate Zip 0194	Michael.Kaufman@sjsu.edu	(408) 924-2440
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