Retention & Graduation Initiative Report
October 2010

Task Force Members:

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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%	5.4%

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.

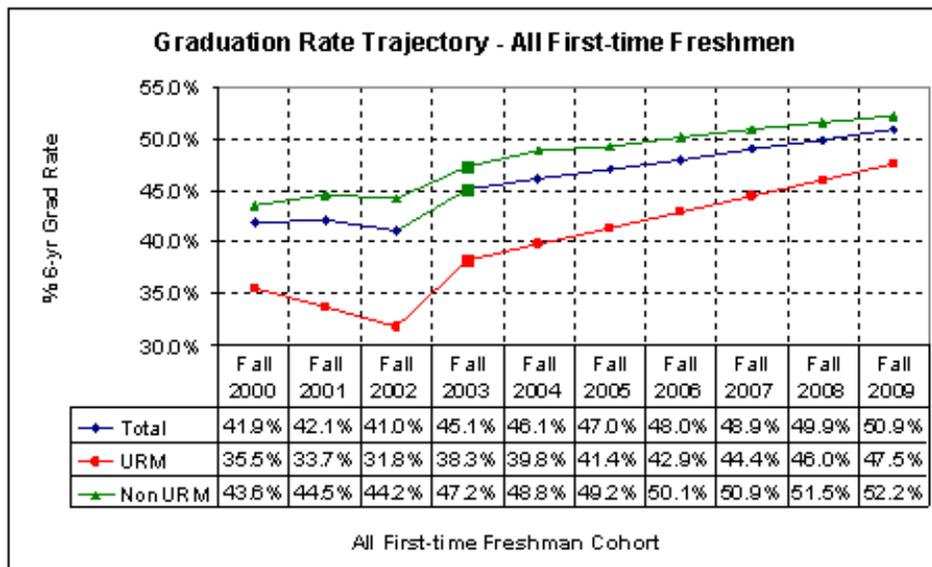## Figure 1: Six-year Graduation Trajectory – First-time Freshmen

Graduation Rate Trajectory - All First-time Freshmen

%6-yr Grad Rate

	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Total	41.9%	42.1%	41.0%	45.1%	46.1%	47.0%	48.0%	48.9%	49.9%	50.9%
URM	35.5%	33.7%	31.8%	38.3%	39.8%	41.4%	42.9%	44.4%	46.0%	47.5%
Non URM	43.6%	44.5%	44.2%	47.2%	48.8%	49.2%	50.1%	50.9%	51.5%	52.2%

All First-time Freshman Cohort

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%

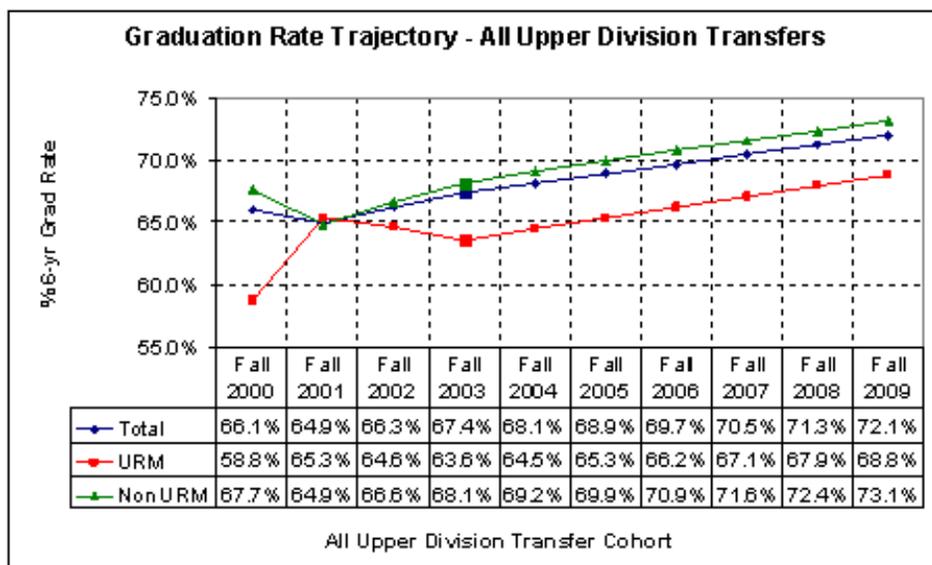## Figure 2: Six-year Graduation Trajectory – Upper Division Transfers

Graduation Rate Trajectory - All Upper Division Transfers

%6-yr Grad Rate

	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Total	66.1%	64.9%	66.3%	67.4%	68.1%	68.9%	69.7%	70.5%	71.3%	72.1%
URM	58.8%	65.3%	64.6%	63.6%	64.5%	65.3%	66.2%	67.1%	67.9%	68.8%
Non URM	67.7%	64.9%	66.6%	68.1%	69.2%	69.9%	70.9%	71.6%	72.4%	73.1%

All Upper Division Transfer Cohort

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 current highlights of our retention and graduation initiative report:

Academic Advising:

- We will create a satellite center for our Academic Advising Retention Services (AARS) unit so it is centrally located at SJSU in Clark Hall. AARS will continue to strengthen its partnerships with Colleges and critical student support services such as the EOP, Counseling Center, Writing Center, Learning Assistance Resource Center, Disability Resource Center and the Career Center.
- The objectives of AARS have been realigned to focus on:
    - Coordinating mandatory frosh and transfer orientation;
    - 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, including data on 120+ majors;
    - 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 potential students who are in EOP, ASPIRE and CME, in collaboration with other student support services.
- As part of SJSU's commitment to student success to increase retention and graduation efforts and close the URM achievement gap, SJSU has created a new unit, Student Academic Success Services (SASS). This new unit reports directly to the Provost and Vice President of Academic Affairs. This unit includes AARS, Student Athletic Success Services, Learning Assistance Resource Center (LARC) and the campus-wide Writing Center. The main goal of SASS is to develop strategies for improving student success by coordinating and communicating SJSU 's efforts that promote student success to both Academic Affairs and Student Affairs. Stream-lining academic policies, in collaboration with the Academic Senate and Office of Undergraduate Studies, will also be a priority.
- For colleges that do not have mandatory advising every semester, SASS will work with these colleges to monitor student progress to degree. During the Fall 2010 semester, SASS will begin a pilot program with the College of Business Student Advising Center to develop advising strategies for their sophomore majors.
- Starting in academic year 2010-11, all students will be required to apply for graduation two semesters before graduation or during the semester in which they reach 120 units, whichever comes first. 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) with the College of Applied Science and Arts (CASA) scheduled to open late Fall 2010. 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, the Colleges of Humanities & Arts and Social Sciences are in discussion with the Provost with respect to opening college-based advising centers.

Here are some pictures of the construction of the CASA Advising Center:

Remedial Education and Closing the Achievement Gap:

- For incoming frosh who are remedial in math and/or English, Dr. Dennis Jaehne, AVP of Undergraduate Studies, has convened a Early Start Task Force as mandated by Executive Order No. 1048. SJSU is on track to provide our implementation plan by November 19, 2010.

- For incoming frosh who are remedial in English, we plan 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. We anticipate offering this course to students in Fall 2012.

Writing Skills Test (WST) Remediation:

We are developing a comprehensive writing policy that will require 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. We have offered multiple sections of this course during the Spring and Summer 2010 sessions. During Fall 2010, we are evaluating results from two-semester trial. Implement responsive advising (diagnostic and targeted workshops through LARC or courses) after first failure of WST. We are working with departments to establish gateway courses that require the WST as a prerequisite as well as working with majors to require passing WST prior to select gateway courses so that students don't complete entire major without passing WST.

Our progress to date is summarized below:

	Number of Students Who Passed 96S	Number of Students Who Passed 100W Summer 2010	Number of 96S Students Enrolled in 100W Fall 2010	Number of 96S Students Not Enrolled in 100W Fall 2010
English 96S Spring 2010	25/61 (41%)	6/6 (100%)	18	1
LLD 96S Spring 2010	113/118 (96%)	27/30 (90%)	73	7
English 96S Summer 2010	16/29 (55%)	Not Applicable	7	9
LLD 96S Summer 2010	286/296 (97%)	Not Applicable	135	151

NOTES:

1. Cindy Kato, Director of AARS, provided the raw data for this summary.
2. Passing is defined as those students who received a final course grade of "C" or better.
3. Three students were concurrently enrolled in 100W during Spring 2010. All passed 100W during Spring 2010. This glitch has been corrected.
4. One student who failed LLD 96S during Spring 2010 repeated LLD 96S during Summer 2010 and passed.
5. For those students who did not pass English 96S during Spring 2010:
   - 26 students repeated 96S during Summer 2010.
   - All but one student passed 96S during Summer 2010.
   - Three students in this cohort passed the WST.
6. Of the 10 students who did not pass LLD 96S during Summer 2010, one student passed the WST and now is enrolled in 100W in Fall 2010.

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.

Probation Advising: Probation holds are 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. In any case, colleges will be required to develop and implement probation action plans. For EOP probation students, EOP advisors will work the major department advisors to develop action plans for this cohort of students.

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: Deans and AVPs will continue to 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 Office of Institutional Research will continue to provide information on high demand courses to colleges and departments so they can manage their enrollment and add sections when needed.

Metrics: During the Fall 2010 semester, SJSU's Office of Institutional Research (OIR) and the Student Academic Success Services (SASS) have determined our milestones and on-track indicators (see Appendix 2). OIR and SASS have also created a delivery chain (see page 9), based on CSU Chico's model.

Predictive Modeling for Retention: The purpose of predictive modeling for retention at SJSU is to develop models that help the campus identify student risk elements after admittance, but prior to enrollment. The risk scoring time occurs before the beginning for the students' first semester - late August/early September. The profile created by each model can be used to match students with the appropriate student intervention, based on the established risk factors. Thus, the primary benefits of this model consist of:

- Identify students most likely to drop out (or likely to persist)
- Identify risk elements or specific characteristics that contribute to non-persistence (for entering class as a whole and for the individual student)
- Use these risk elements to plan and implement targeted, pro-active interventions to prevent student attrition (or match up students with appropriate interventions).

__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) have integrated with orientations, FYE and advising to address the complex and holistic needs of our students. The Advising Council serves as a communication "bridge" between Academic Affairs and Student Affairs with respect to student support services.

__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 has determined the administrative structure for overseeing this project that has resulted in the new division, Student Academic Success Services.

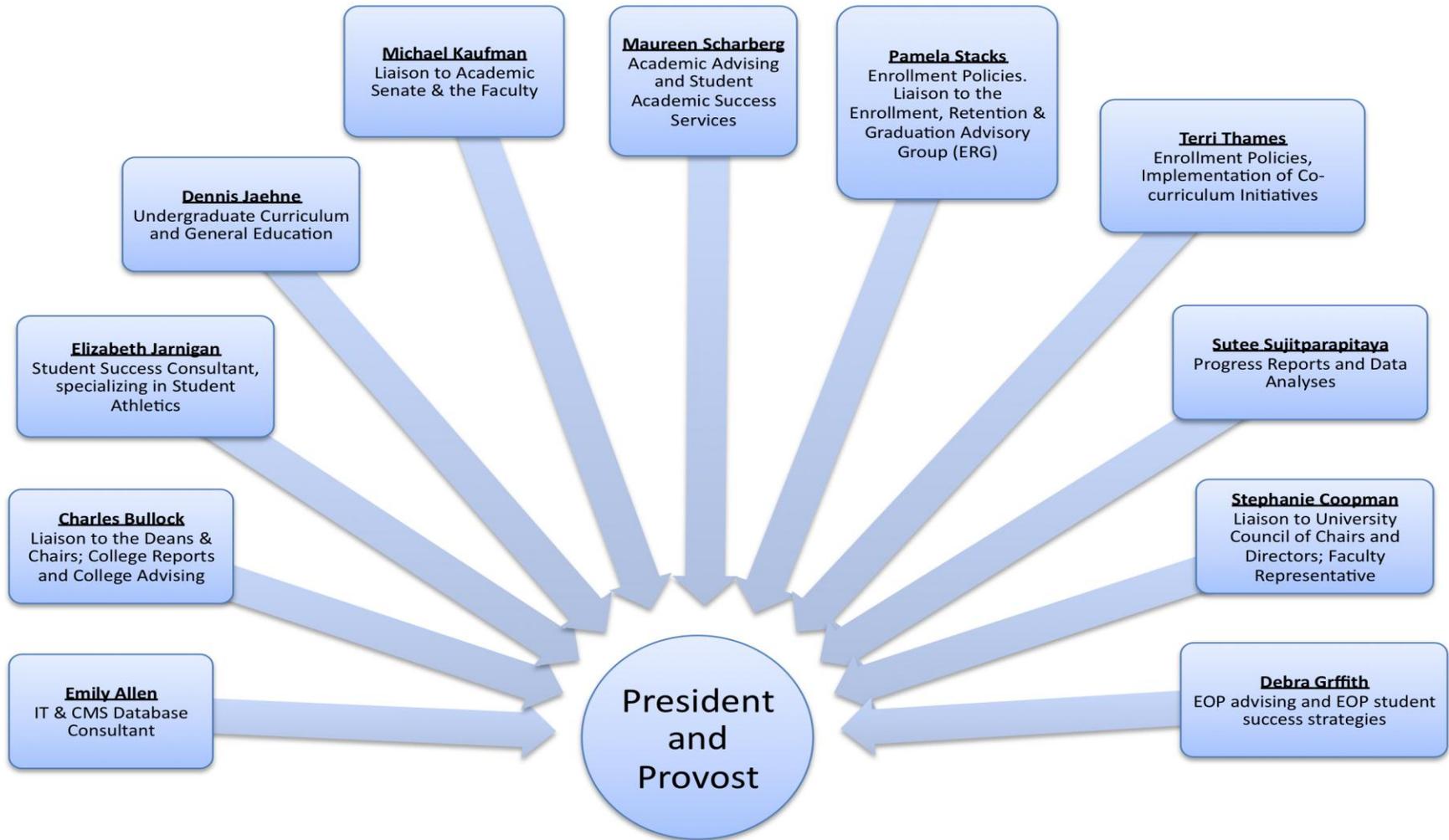*__Pending Grants submitted by the Provost Office August 2010 (Total: $4.0M: $2.0M each):__*
1. Title III Strengthening Institutions proposal to the U.S. Department of Education. The three overall goals of this proposal are: Goal 1. Strengthen SJSU's core academic performance in two key areas: retention and graduation, Goal 2. Reduce the achievement gap among Latino and African-American undergraduate students, and Goal 3. Improve delivery and integration of academic and non-academic support services for students to enhance student success and improve retention and graduation rates.

2. U.S. Department of Education grant proposal to improve the writing skills of Asian American and Under-Represented Students at San Jose State University. The project will address three major goals: Goal 1: Assess and reorganize the existing writing support services at SJSU, Goal 2. Develop a pro-active writing model for writing instruction, and Goal 3. Change the SJSU writing culture from a policy driven approach to an action-oriented approach.

__Pending Grants submitted by Undergraduate Studies/General Education September 2010:__ Undergraduate Studies/General Education applied for an AAC&U grant to become one of thirty colleges/universities to participate in the General Education for a Global Century program. This project will improve GE to prepare today's college students to grapple with big global challenges and thrive in a globalized economy as socially responsible and engaged citizens and workers. We will reframe GE courses, create more problem-based integrative learning opportunities with new curricular designs and more high impact practices.

II. Delivery Change Assignments

Table 3: Responsibility and Delivery Chain

SJSU Graduation & Retention Team = Higher Graduation & Retention Rates!

Michael Kaufman
Liaison to Academic
Senate & the Faculty

Maureen Scharberg
Academic Advising
and Student
Academic Success
Services

Pamela Stacks
Enrollment Policies.
Liaison to the
Enrollment, Retention &
Graduation Advisory
Group (ERG)

Terri Thames
Enrollment Policies,
Implementation of Co-
curriculum Initiatives

Dennis Jaehne
Undergraduate Curriculum
and General Education

Elizabeth Jarnigan
Student Success Consultant,
specializing in Student
Athletics

Sutee Sujitparapitaya
Progress Reports and Data
Analyses

Charles Bullock
Liaison to the Deans &
Chairs; College Reports
and College Advising

Stephanie Coopman
Liaison to University
Council of Chairs and
Directors; Faculty
Representative

Emily Allen
IT & CMS Database
Consultant

Debra Grffith
EOP advising and EOP student
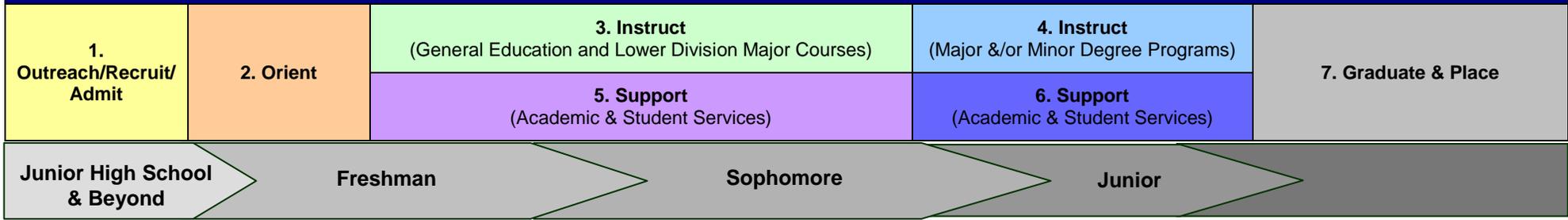success strategies

President and Provost

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. **Stephanie Coopman**, Chair of the University Council of Chairs and Directors and Chair of Communication Studies: will provide faculty representation, input and dissemination through the University Committee of Chairs and Directors.

5. **Debra Griffith**, Interim Director of EOP: will oversee advising and student success strategies and services that bridge between student Student Affairs and Academic Affairs to increase student success for this cohort of high potential students.

6. **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.

7. **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.

8. **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.

9. **Maureen Scharberg**, Interim Senior Director, Student Academic Success Services: will oversee the new Academic Affairs Unit, Student Academic Success Services, which currently includes Academic Advising & Retention Services, Student Athlete Success Services, Writing Center, LARC, EOP, Trio's ASPIRE, Trio's McNair Scholars, and Connect, Motivate, Educate (Foster Youth).

10. **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.

11. **Terri Thames**, Interim AVP, Student Services: will be responsible for identifying and implementing enrollment policies and co-curricular initiatives to support student success.

12. **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

San Jose State's Delivery Chain (*Adapted from CSU Chico's Delivery Chain model***)**

**Goal: Increase 6-year graduation rates by 9% for first time frosh and by 6% for transfers;**

1. Outreach/Recruit/ Admit	2. Orient	3. Instruct (General Education and Lower Division Major Courses)		4. Instruct (Major &/or Minor Degree Programs)		7. Graduate & Place
		5. Support (Academic & Student Services)		6. Support (Academic & Student Services)		

Junior High School & Beyond → Freshman → Sophomore → Junior →

Delivery Chain Elements

1	2	3	4	5	6	7
Outreach: Interact with high quality & high potential prospects

Recruit: Interact with students most likely to succeed at SJSU

Admit: Messaging through MySJSU

Financial Aid Scholarships | Orientation introduces student to academic & student services; academic programs, elements of student success.

SJSU Convocation: get connected; introduction to SJSU community | General Education:
• Structure/Scheduling/ Achieving Learning outcomes
• Lower Division Gate-way Courses

First -Year Experience | Degree Programs:
• Structure/Scheduling
• Achieving Program Outcomes

SJSU Studies | Communicate Academic & Student Service Infrastructure -> Identify and promote support systems to ensure communication and cooperation -> focus on academic and social integration -> focus on student needs from perspective of student experience | Graduation requirements by degree program | Placement of Graduates:

*Post-baccalaureate studies

* Professional Studies

* Graduate Studies

* Careers |
				Promote electronic service delivery	Use degree audit information to monitor progress to degree	
		Academic Services: Academic Advising & Retention Services, Articulation, Student Athletic Success Services, Learning Assistance Resource Ctr, Writing Ctr, Student Academic Success Services, Department Advising, College Advising Ctrs, Library Services				
		Student Support Systems: EOP, ASPIRE, LSAMP, MEP, Residential Learning Communities, Veterans Services				
		Student Services: Admissions, Registrar's, Finan. Aid, Bursars, Counseling, Disability Resource Ctr, Campus Life, Career Ctr ., Health Ctr				

8 Student Monitoring Through Office of Institutional Research: comprehensive, web-based, real-time;

Milestones and Leading Indicators: Disaggregated by FTF and Transfers; By URM and Non-URM

% of FTF and new Transfers completing registration during summer orientation	% of students completing remediation at the end of the first year	LLD 1 (Fall) to English 1A (following Spring) Completion Rate	Frosh to Sophomore Retention	Sophomore to Junior Retention	Junior to Senior Retention	4 and 6 year Graduation Rates (for both FTF and Transfer Cohorts)	Student Success Measures
% of FTF and new Transfers who enroll (census)	Grade distribution in first semester remedial courses; pass/fail rates	% of students retained from the first to second semester	% of students who successfully complete Areas B1, B2, and B3; % of students who successfully complete Area B4	% of students who pass WST at 60 units	% of students who pass WST at 90 units	6 and 8 year Graduation Rates (for both FTF and Transfer Cohorts)	
	Grade distribution in first year remedial courses; pass/fail rates	% of students earning 30+, 24+, and 20+ units at the end of their first year	% of students who successfully complete English 1B		% of students who pass 100W at 90 units		
		Measures of student engagement/Involvement, including work on/off campus; time allocation; enriching experiences (NSSE Survey); GPA; Academic Standing					

Collect Data & Evidence → Identify Problems → Take Corrective Action → Learn → Improve
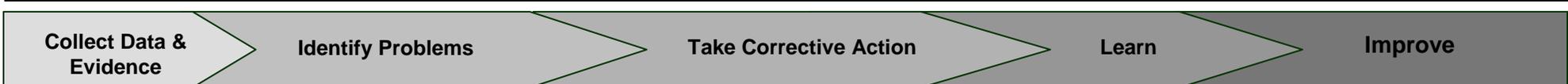
III. Identification of Actions and Expected Impacts

Table 4: <u>Current</u> Actions and Expected Outcomes to Improve Access to Success

ACTIONS AND EXPECTED IMPACT	RESPONSIBILITY FOR DELIVERY	START DATE	OUTCOMES
Academic Advising			
Assessment of advising on campus. *(low impact)*	Advising Council	Spring 2009	Will begin planning another advising assessment project during Fall 2010.
Yearly advisor training for new faculty; regular training for all advisors and networking events for faculty and staff who support advising. *(medium impact)*	Advising Council, Advising Liaisons, AARS (Academic Advising & Retention Services), Student Academic Success Services (SASS)	Spring 2009	Advising Liaisons are planning AY 2010-2011event; College Board CLEP event for October 2010 will bring together 2-year college advisors and SJSU advisors. Starting Fall 2010, AARS will be setting up monthly advisor meetings to discuss various topics.
Promote a variety of graduation workshops. *(small impact)*	AARS	Fall 2009	AARS is planning to hold two graduation workshops for Fall 2010.
Continue to develop more on-line advising resources. *(small impact)*	AARS Advising Council	Fall 2009	AARS is updating these materials during Fall 2010.
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. *(medium impact)*	Admissions, SASS, Undergraduate Studies, AARS, Career Center, Associate Deans, Departments	February 2010	For Fall 2010 transfer undeclareds, the goal is for this cohort to declare a major by Summer 2010. Currently, there are 800 assigned undeclared transfer majors.
Develop strategies for scaling up first-year experience courses such as Sci 2, EdCo 4. *(small to medium impact)*	Academic Affairs Student Services	Spring 2010	Each college will be responsible for having a FYE for their students by the end of Spring 2011.
Assess and maintain accuracy of Degree Audit and promote student use. *(small impact)*	AARS, SASS, Undergraduate Studies, Registrar Departments	Fall 2010	During Fall 2010, Student Affairs and Academic Affairs are developing a strategy to improve the accuracy of Degree Audits.
Host an Assigned Undeclared Transfer Expo (medium impact)	AARS, SASS, Career Center, Departments	Fall 2010	Actual date is October 14.
Develop and implement strategies for our high-potential cohort of URMs in EOP and Trio's ASPIRE	EOP, Trio's ASPIRE, SASS, AARS, LARC	Fall 2010	External Review conducted August 2010.
All new students meet with an advisor within first year to create 4 year (two year for transfers) graduation plan. *(medium impact)*	AARS Department Advisors Advising Council	Fall 2010	Estimate decrease in time to degree. Create culture of graduation.

ACTIONS AND EXPECTED IMPACT	RESPONSIBILITY FOR DELIVERY	START DATE	OUTCOMES
Academic Advising (continued)			
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. *(medium to high impact; highest impact for high risk students)*	AARS Advising Council Office of Institutional Research (OIR)	Spring 2011	
Plan and develop student success information technology tools utilizing the CMS student database. *(high impact)*	Academic Affairs/Student Affairs Academic Data Management Team	Spring 2011	Maybe postponed in order to implement the next version of CMS system-wide.
Implement on-line training materials for faculty and staff academic advisors. *(low to medium impact)*	AARS, Advising Council Advising Liaisons	Spring 2011	
Create a central AARS Satellite Center for undeclared majors *(medium impact)*	Academic Affairs, AARS, SASS, Advising Council	Fall 2011	
Initiate early alert program and promote intrusive advising and tutoring. *(medium impact)*	AARS, EOP, Student Athletic Success Services	Fall 2011	Already piloted in Student Athletic Success Services during Spring 2010.
Taking advising to the students (e.g. GE advising in the colleges, parking garages, housing) *(small to medium impact)*	AARS College Advising Housing Advising Council	Fall 2011	

ACTIONS AND EXPECTED IMPACT	RESPONSIBILITY FOR DELIVERY	START DATE	OUTCOMES
Remediation (EO 665)			
Summer bridge program for remedial students. *(medium impact)*	Chancellor's Office Undergraduate Studies Student Affairs	Summer 2011	SJSU's Plan will be submitted to the Chancellor's Office in November 2010.
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. *(medium impact)*	Undergraduate Studies English Department Writing Requirements Committee	Fall 2012	Increase student success of remedial students.

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Actions and Expected Impact	Responsibility for Delivery	Start Date	Comments and Progress
Barriers to Student Success			
Identify "bottleneck" courses. *(medium impact)*	Deans, OIR, Associate Deans Department Chairs	February 2010	Bottleneck courses are identified on OIR website and helped guide Fall 2010 enrollment.
Identify "bottleneck" student procedures. *(medium impact)*	AARS, Associate Deans, Advising Council, Registrar	February 2010	As of July 2010, all graduation applications go directly to the Registrar's, by-passing AARS.
Identify barriers for student success in academic units, such as remediation, failure rates in gateway, courses, etc. Reports will be given to the Provost Office. *(low impact)*	Deans Academic Affairs Student Affairs	Spring 2010	
Implement action plan to reduce barriers to student success. *(medium to high impact)*	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. *(low/medium impact)*	Institutional Research Colleges and Departments	January 2010	Compare the percentages of students on probation each semester and note trends.
Probation advising holds will be placed on student records as soon as this information is known. *(medium impact)*	Registrar	January 2010	Piloted in Colleges of Science & Engineering.
Colleges will implement their action plan for probation advising. *(medium impact)*	College Deans and Associate Deans; 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. *(medium impact)*	College Deans and Associate Deans	Spring 2011	Monitor students on probation; should observe decrease in number of students on probation.
Implement new undergraduate probation policy that streamlines old policy.	Academic Senate; Undergraduate Studies	Fall 2011	Working on logistics for implementation during Fall 2010.

ACTIONS AND EXPECTED IMPACT	RESPONSIBILITY FOR DELIVERY	START DATE	COMMENTS AND PROGRESS
Student Success Policies			
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. *(medium impact)*	OIR	January 2010	See Section IV: Milestones and Indicators.
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. *(medium impact)*	Undergraduate Studies College Deans	Fall 2011	Need to evaluate every semester to determine impact.

ACTIONS AND EXPECTED IMPACT	RESPONSIBILITY FOR DELIVERY	START DATE	COMMENTS AND PROGRESS
Student Services			
Improve operations/communications between Student Affairs and Academic Affairs. *(low to medium impact)*	Academic Affairs Student Affairs	Spring 2010	Student Affairs/Academic Affairs Transition Team continues to meet.
Campaign to make graduation part of our culture. *(low to medium impact)*	Advising Council Orientation AARS Undergraduate Studies	Summer 2010	Started "Make Every Class Count" campaign in Student Academic Success Services and endorsed by President Kassing.
Introduce student services (advising, career services, counseling services) in all FYE courses. *(low to medium impact)*	Student Affairs, Academic Affairs	Fall 2010	
Provide peer advisors and peer tutoring in every college. *(medium to high impact)*	Student Academic Success Services, Advising Council	Fall 2011	May need additional resources.
Strongly recommend campus residency for all new frosh. *(medium impact)*	Housing	Fall 2011	All frosh outside a 30-mile radius of SJSU will live on campus as of Fall 2011.

Table 5: Continuing Actions and Updated Outcomes to Improve Access to Success

ACTIONS AND EXPECTED IMPACT	RESPONSIBILITY FOR DELIVERY	START DATE	UPDATED OUTCOMES
Academic Advising			
Identify high unit (150+) students and create individual academic plans for timely graduation. Provide outreach and pro-active advising. *(medium impact)*	Registrar's Office AARS Departments	Summer 2009	Increase number of students who are graduating. See Appendix C for updated numbers.
All students must declare a major by the time they have earned 60 units. *(medium impact)*	Registrar's Office AARS Department advisors	Fall 2009	As of Fall 2010, 20 60+ units students have not declared majors. They will have advising holds for Spring 2010.
All high unit seniors will have advising holds for registration. *(medium impact)*	AARS Registrar's Office Department advisors	Fall 2009	On-going.
Students who have earned 90 units or more may not change majors except by special permission. *(medium impact)*	AARS College Advisors	End of Fall 2009 semester	Increase number of students who are graduating.
Inventory & coordinate peer advising programs on campus including departments. *(small impact)*	Advising Council, SASS	January 2010	All-University Peer Mentor/Peer Educator Supervisor Committee has been created as of Fall 2010.
Sophomore advising focus (fair/open house) *(medium impact)*	AARS Colleges	March 2010	Actual date is March 15. Will repeat this event in March 2011.
Transfers must declare majors when they apply for admission. *(medium impact)*	Admissions	Fall 2010	Connect to major advising immediately.

ACTIONS AND EXPECTED IMPACT	RESPONSIBILITY FOR DELIVERY	START DATE	UPDATED OUTCOMES
Remediation (EO 665)			
Students cannot repeat a state-supported remedial course at SJSU. *(medium impact)*	Registrar Undergraduate Studies	Fall 2009	Less state-supported remedial courses offered. Repeat coursework offered through self support.

ACTIONS AND EXPECTED IMPACT	RESPONSIBILITY FOR DELIVERY	START DATE	UPDATED OUTCOMES
Barriers to Student Success			
Provost Office or his designee will identify and prioritize this list and develop an action plan. *(low impact)*	Provost Office	January 2010	Completed; Student Academic Success Services Interim Director in consultation with the Provost.
Ramp up graduation evaluations of high unit seniors. *(medium impact)*	AARS Registrar Departments	January 2010	Ramp up is completed as of June 2010. Updated data provided in Appendix B.

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. *(low/medium impact)*	Institutional Research Colleges and Departments	January 2010	Compare the percentages of students on probation each semester and note trends.
Probation advising holds will be placed on student records as soon as this information is known. *(medium impact)*	Registrar	January 2010	Piloted in Colleges of Science & Engineering.
Colleges will implement their action plan for probation advising. *(medium impact)*	College Deans and Associate Deans	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. *(medium impact)*	College Deans and Associate Deans	Spring 2011	Monitor students on probation; should observe decrease in number of students on probation.

ACTIONS AND EXPECTED IMPACT	RESPONSIBILITY FOR DELIVERY	START DATE	COMMENTS AND PROGRESS
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. *(low impact)*	Registrar Department Advisors AARS	Fall 2009	Active policy.
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. *(low impact)*	AARS	Fall 2009	Active policy.
Send all students an email reminding them to verify the accuracy of their course schedule just before the end of the drop/add periods. *(low impact)*	Registrar	Spring 2010	Active policy.
Identify and evaluate data needs where we do not already have reports and assess these needs each semester. *(low/medium impact)*	OIR	January 2010	Result is Section IV: Milestones and Indicators
Eliminate NC grading for English 1A and 1B. *(low impact)*	Undergraduate Studies	Fall 2009	Academic Senate Policy S10-2.
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. *(low impact)*	Registrar	Spring 2010	Current policy.

ACTIONS AND EXPECTED IMPACT	RESPONSIBILITY FOR DELIVERY	START DATE	COMMENTS AND PROGRESS
Student Success Policies (continued)			
Students will only be allowed to return from DQ with a GPA of 2.0 or higher. *(low impact)*	Academic Senate Colleges	Fall 2011	Academic Senate Policy S10-6.

ACTIONS AND EXPECTED IMPACT	RESPONSIBILITY FOR DELIVERY	START DATE	COMMENTS AND PROGRESS
Student Services			
Phone-a-thon to reach out to all new students within the first couple weeks of classes. *(low impact)*	AARS	Fall 2008	On-going.
Mandatory orientation programs for frosh and transfers. *(medium impact)*	AARS Student Involvement	Spring 2009 and Summer 2009	Completed.
Track financial aid of high unit students and lower the maximum number of units allowed for financial aid. *(medium impact)*	Financial Aid	Fall 2009	On-going.
Examine Clark Academic Success Center and re-evaluate space to maximize student success. *(medium impact)*	Provost Office	March 2010	On-going.

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

IV. Milestones and Indicators: Indicators will be disaggregated into URM and Non-URM cohorts.

MILESTONES	INDICATORS (DISAGGREGATED)	WHEN MEASURED?
Complete Registration in Summer Orientation (first-time frosh (FTF), transfers)	% if FTF and Transfers completing registration during summer orientation	After the 1st semester orientations
	% of FTF and Transfers who enroll in their first semester at SJSU	After 1st semester census

FTF complete needed Engish and/or Math Remediation	% of students completing remediation at the end of the first year	After grades are posted at the end of the 1st yr
	Grade distribution in first semester remedial courses: Pass/Fail rate	After grades are posted at the end of the 1st yr
	Grade distribution in first year remedial courses: Pass/Fail rate	After grades are posted at the end of the 1st yr
	LLD 1 (Fall) to English 1A (following Spring) completion rate	After grades are posted at the end of the 1st yr

Complete Milestone Units of Coursework	% of students earning 30+ units in first year	After grades are posted at the end of the 1st yr
	% of students earning 24+ units in first year	After grades are posted at the end of the 1st yr
	% of students earning 20+ units in first year	After grades are posted at the end of the 1st yr
	Ratio of units completed/units attempted	After grades are posted at the end of the 1st yr

FTF Completion of Bottleneck Courses in General Education by the end of second year	% of students who successfully complete General Education Area B4*	After grades are posted at the end of the 2nd year for this FTF cohort.
	% of students who successfully complete General Education B1, B2, B3	After grades are posted at the end of the 2nd year for this FTF cohort.
	% of students who successfully complete English 1B	After grades are posted at the end of the 2nd year for this FTF cohort.

MILESTONES	INDICATORS (DISAGGREGATED)	WHEN MEASURED?
FTF/Transfer Retention	% of students retained first semester/second semester	After the 2nd and 3rd semester census
	% of students retained first year to second year	After the 2nd and 3rd fall semester census
	% of students retained second year to third year	After the census of the 3rd and 4th fall
	% of students retained third year to fourth year	After the census of the 4th and 5th fall
	% of students retained fourth year to fifth year	After the census of the 5th and 6th fall
	% of students retained fifth year to sixth year	After the census of the 6th and 7th fall

WST and 100W Progress	% of students who pass WST at 60 units	At the end of the 4th year
	% of students who pass WST at 90 units	At the end of the 5th year
	% of students who pass 100W at 90 units	At the end of the 5th year

Graduation Rates	FTF 6th-year graduation rates	After the census of the 7th fall
	FTF 8th-year graduation rates	After the census of the 9th fall
	Transfer 4-year graduation rates	After the census of the 5th fall
	Transfer 6-year graduation rates	After the census of the 7th fall

* Realistic, but not accurate due to AP credit.

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:
San José State University
1 Washington Square
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Name	Title	Address	E-mail	Phone
Gerry Selter (Team Lead)	Provost and Vice President for Academic Affairs	Office of the Provost Zip 0020	Gerry.Selter@sjsu.edu	(408) 924-2407
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Michael Kaufman	Chair	Academic Senate Zip 0194	Michael.Kaufman@sjsu.edu	(408) 924-2440
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Pamela Stacks	Associate Vice President	Graduate Studies & Research Zip 0025	Pamela.Stacks@sjsu.edu	(408) 924-2488
Terri Thames	Interim Associate Vice President, Student Services	Office of Vice President of Student Affairs Zip 0031	Terri.Thames@sjsu.edu	(408) 924-5900
Sutee Sujitparapitaya	Associate Vice President	Office of Institutional Research Zip 0186	Sutee.Sujitparapitaya@sjsu.edu	(408) 924-1516

Updated "Super Senior" Graduation Data Appendix B

2010

Summary of Super Seniors with "Modified" Cumulative Earned Units of 120 or Higher - Spring 2010

(prepared by Office of Institutional Research, 06/23/2010)

College	Degree Checkout Status				
	AG	**AW**	**PN**	**(blank)**	**Grand Total**
Applied Sci & Arts	108	162	420	124	814
Business	81	182	329	87	679
Education	7	8	35	8	58
Engineering	107	61	248	159	575
Humanities & the Arts	120	145	260	167	692
Science	91	36	140	85	352
Social Sciences	20	68	136	56	280
Undergraduate Studies	-	-	-	2	2
Grand Total	534	662	1,568	688	3,452

Summary of Super Seniors with "Modified" Cumulative Earned Units of 150 or Higher - Spring 2010

College	Degree Checkout Status				
	AG	**AW**	**PN**	**(blank)**	**Grand Total**
Applied Sci & Arts	16	28	70	8	122
Business	7	20	26	7	60
Education	-	3	3	1	7
Engineering	34	23	98	21	176
Humanities & the Arts	35	51	91	20	197
Science	19	17	54	11	101
Social Sciences	4	15	16	3	38
Grand Total	115	157	358	71	701

Note:

(blank)= no graduation application

Modified Total Cumulative Earned Units = Modified Transfer Units + End SJSU Cum Units

Modified Transfer Units = 70 if Transfer Units is 70 or more, else is the original transfer units

2009

Summary of Super Seniors with "Modified" Cumulative Earned Units of 120 or Higher - Spring 2009

(prepared by Office of Institutional Research, 06/16/2009)

| | Degree Checkout Status | | | | | |
College Long	**AG**	**AW**	**IR**	**PN**	**(blank)**	**Grand Total**
Applied Sci & Arts	71	49	1	533	331	985
Business	152	40		760	241	1,193
Education	8	4		81	24	117
Engineering	90	17		340	371	818
Humanities & the Arts	83	19		401	460	963
Science	37	6		207	180	430
Social Sciences	28	22		350	124	524
Undergraduate Studies	1			1	6	8
Grand Total	470	157	1	2,673	1,737	5,038

Summary of Super Seniors with "Modified" Cumulative Earned Units of 150 or Higher - Spring 2009

| | Degree Checkout Status | | | | | |
College Long	AG	AW	IR	PN	(blank)	Grand Total
Applied Sci & Arts	12	12		103	43	170
Business	12	3		103	19	137

	AG	AP	AW	IR	PN	Grand Total
Education	1	1		9		11
Engineering	23	16		188	88	315
Humanities & the Arts	28	5		130	91	254
Science	9	2		68	31	110
Social Sciences	4	3		32	10	49
Undergraduate Studies				1		1
Grand Total	89	42	0	634	282	1,047

Note:

Applied for Graduation   AG

Approved   AP

Degree Awarded   AW

Denied   DN

Program in Review   IR

Needs to Finish Pending
Work   PN

Withdrawn   WD

(blank)= no graduation application

Modified Total Cumulative Earned Units = Modified Transfer Units + End SJSU Cum Units

Modified Transfer Units = 70 if Transfer Units is 70 or more, else is the original transfer units

Students with 150 units are included in the 120+ numbers.