Student Affairs Leadership Team and Academic Affairs Leadership Team Student Success Retreat – 7/27/2016

Goals of the retreat:
- Discuss student success as a top priority on campus
- Build a better understanding of the people and roles in Student Affairs and Academic Affairs
- Build a baseline understanding of where we are on each pillar of our student success plan, including data and who is currently doing work related to that pillar
- Create a tangible plan of priorities and action items for each pillar for the next academic year
- Identify measurable, short term metrics for each pillar

Summary of Introductions:
- The four pillars were developed based on work from the past year and a half, with Provost Feinstein and Vice President Blaylock collaborating to gather input and information.
- The partnership between Academic Affairs and Student Affairs on student success is unique in the CSU, but will likely be a trend as we move forward.
- The CSU started a graduation initiative a decade ago that was focused on six-year graduation rates and lowering the URM achievement gap. In the next six years, we would like to see a 65 to 70 percent six-year graduation rate and a 0 percent URM achievement gap.
- SJSU has hit its 2025 CSU target for six-year graduation rates with a 57 percent graduation rate, but the CSU will likely adjust targets upward.
- The focus is also shifting to improving our four-year graduation rates, which are currently at 10.1 percent (projected to be 12 percent).
- The realization of our student success plan will depend on campus-wide support, including that of Administration and Finance and University Advancement.
- We need to get our “oars” in sync to move our student success plan forward.

At right are words used to describe students.
Student Success Program Inventory
Deputy Provost Carl Kemnitz created an inventory of student success programs on the campus that divided programs into 11 categories: advising programs, general audience; advising programs, specialized audiences; co-curricular programs; financial support programs; instructional programs; intervention programs; programs designed to inform practice and policy; support programs, general audience; support programs, specialized audiences; transition programs and tutoring programs.

A google form has been created to allow SA and AA team leaders to update the inventory every year to ensure a thorough and complete list of programs is available. If this can be updated regularly it would give us a better understanding of what is taking place every semester, rather than the historical listing of programs from fall 2015.

CSU Graduation Rates Update

<table>
<thead>
<tr>
<th>Rate</th>
<th>CSU Grad 2025 Goals</th>
<th>CSU-Revision (Aug. 2016)</th>
<th>SJSU Grad 2025 Goals</th>
<th>Projection for Current Cohorts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frosh 4-yr</td>
<td>24%</td>
<td>35%</td>
<td>17%</td>
<td>12%</td>
</tr>
<tr>
<td>Frosh 6-yr</td>
<td>60%</td>
<td>71%</td>
<td>57%</td>
<td>61%</td>
</tr>
<tr>
<td>Transfer 2-yr</td>
<td>35%</td>
<td>36%</td>
<td>27%</td>
<td>21%</td>
</tr>
<tr>
<td>Transfer 4-yr</td>
<td>76%</td>
<td>80%</td>
<td>73%</td>
<td>72%</td>
</tr>
<tr>
<td>Pell Eligible</td>
<td>5 points</td>
<td>0 points</td>
<td>5 points</td>
<td>1 point</td>
</tr>
<tr>
<td>URM Gap</td>
<td>7 points</td>
<td>0 points</td>
<td>6 points</td>
<td>11 points</td>
</tr>
</tbody>
</table>

Following the retreat, the CSU Chancellor’s Office released updated targets for SJSU on Aug. 1 that are reflected in the chart above in the middle column. Data shared at the retreat (broken down by college) shows that our numbers have soared above what they were in the past in regards to six-year graduation rates, but that we still need to work on our four-year graduation rates and URM graduation rates.

Faculty Matter Dashboard
Marna Genes demonstrated a new CSU Faculty Matter Dashboard (link will be updated when site moves into production) that will be available to SJSU in the coming weeks. The dashboard is aimed at giving faculty tools to support student success. It includes reports such as:

- “Who Are My Students?”: Demographics of the college and the students within it. Broken down by URM percentage, gender percentage, undergrad by unit load and the level of student enrollment.
• “How Quickly Do They Progress Toward Degree?”: This can be broken down by program/department. It is able to tell how many students have graduated within the same or different major. Also shows how many dropped out or how they progressed through the years.
• “What Paths Do They Follow?”: What majors students started in and what degree they completed. Example: CHAD graduates came from pre-nursing.
• “In Which Courses Do They Struggle?”: Can be broken down by college/dept. Shows what courses students had the most troubles in based on DFW.
• “Are There Achievement Gaps Between Certain Groups?”: (Courses that have the most URM achievement gaps so that we know what courses need to be a focal point.
• “What Are Their Academic Outcomes?”: Grad rates for colleges/depts. CSU average on one side and our average on the other. Average units earned, graduate and GPA.
• “What Actions Can I take?”: Pick the specific items you want to get feedback about. Gives you the facts and how you can apply this data. Example: Issues with course analysis and academic outcomes.

Small Group Brainstorming Sessions
What Are Our Hurdles to raising the four-year graduation rate and reducing our URM Achievement Gap?

Outside commitments
Number of students who work
Lack of funding/financial aid
Caring for family
Work-life balance
Commute, living off campus

Courses
Offerings, times
Level of difficulty of coursework
Remediation/readiness in a holistic way
Course-taking patterns
Student-athlete model
Getting more students to take winter and summer
Simplified GE
Changing majors, time that adds
Inability to change majors

Expectations
Culture: “Class of XX”
Higher expectations needed
Need better understanding of financial implications of low AUL/slow graduation
Students don’t want to graduate
Faculty/staff need to send consistent four-year message
Self-efficacy, lack of belief in themselves

Support
Faculty need training to recognize struggling students
Hotline
More development
Need career guidance and advising prior to arrival
More access to advising/mandatory advising
More tutors, better training
More work study
Lack of connection to campus
Self-authorship development – empower students to participate in their development
Support at first point of failure
Perceived campus climate

University structure
Need more quality faculty
125 percent cap on lecturers/faculty – need more faculty to teach needed classes
More robust IT business processes
Lack of clear written pathways
Need more self-service tools to stay on track
Remove silos, get all of us thinking big picture (cross training)

In addition to the items reported by the small groups, in the larger discussion the following issues were raised:
Need to provide parents a place to seek support – SA launched a parent hotline this summer.
Need to provide support for faculty advisors, staff advisors and deans, maybe a working group or hotline that can support them.
Advising overload – students don’t know which advising resources are appropriate.
Provide advising beyond curriculum – career focus.
Student Success Centers need to work together.

What can we do in the fall semester to measure/determine what the actual hurdles are?
Advising
Who is using it?
Why?
Faculty advisor/student ratio
Staff advisor/student ratio

Surveys
Who is using services?
Mentor/tutor availability
Student – self identify road blocks from their perspective
Understanding extra-curricular load
Why students drop out
Faculty and staff attitudes/expectations of students
Student expectations of time to graduate
Why they are taking fewer units
What do faculty and staff think are hurdles

Measures
Measure AUL
Analyze students who do graduate
Compare graduation rates of programs – accredited vs. other
High DFW class list
Effectiveness of current DFW initiatives
Evaluation of DFW programs
Progress to degree
Wait list classes
HIPS – measure # of HIPS; effectiveness through tracking success in future courses
When switch majors, how does that affect time to graduation
Determine departure point courses
Review advising messages
Grad rate of on campus employment
Measure stop out, if they return
Grades first usage
NSSE with student success data
Track URM points of engagement
List of fires with issues, business processes
Analyze curricula roadmap with course availability

In addition to the items reported by the small groups, in the larger discussion the following issues were raised:
Should the joint group meet again in the fall to evaluate progress?
Is it achievable for students to graduate in four years – is our infrastructure capable of handling it?
How do we get students to take a higher average unit load?
Are we offering courses in the roadmap frequently enough (yearly/each semester)?

**Marketing ideas for four pillars, student success and graduation rates:**
Market to parents, students, families that they can take 15 units and share stories of students who have done that successfully
  - Videos
  - Kickoff at Admitted Spartans Day
  - Share on the website
You’re in charge of your own education
“Own Your Education”
Game on social media to make use of resources
Compete against other CSUs on GPA/grad rates - get students involved in the competition against other CSUs
Create a visual – like a thermometer on AUL
To parents - support expectations for full-time students
To students – opportunity costs/savings. Have students tell story – video/social media
To schools – counselors’ conference, working with mayor on education initiative, advancement
To faculty – “faculty matter” campaign, opportunities for engagement include RSCA, service learning/community engagement, mentoring, engaged students
Having students tell their “real” stories
Sharing SJSU student statistics after graduation
Student campus conversations about their success experiences, internship, study abroad, graduating in 4 years.
Mark Twain – I've never let my school interfere with my education
New student convocation – At NSC give out tassels – you will graduate in four years and switch your tassel to the other side.
Continue class of “XX”
Do own field class pictures with graduation year
Class Olympiad/competitions
Full-year course scheduling
Banners up all over campus (four pillars)
Discussion at new faculty orientation session
Have open fora/open houses about four pillars
President fall address welcome, include four pillars
Student-designed campaigns
Gameify experience “capture the four pillars”
Social media campaign
#SJSU4Pillars
#SJSUCares
#FinishN4
#Take2
Buttons – “Ask Me” about student success – How I can save $ in my path to grad?
Posters – out in 4
Fliers/messages/digital signs in SU food court/highlight cost of extending grad
Small groups of faculty – roll out the database
Chair follow up
Spartan daily article

Four Pillar Brainstorming Groups
*College Readiness*
Prioritized Bullet items
Peer Advising-Peer Mentoring-Peer Tutoring
Programs for students adjusting to college
Centralized Welcome Center/Weekend Tours

Important edits/updates to the pillar
Update Stretch English/DSP
College Readiness programs for non-remedial students, too
Quantitative Reasoning
Create a welcoming environment (includes updated signage)
Consider a credit-bearing math course as part of summer bridge
Experimenting with Statways concept

Updated metrics
Add metrics for students who have cleared remediation.

Action items
Peer advising/mentor/tutoring and defining those roles
Identify working groups
Help all students adjust to college
Work with folks who are handling the faculty in residence program
Centralized Welcome Center

Leadership team for the pillar


Advising
Prioritized Bullet items
Improve advising systems to serve student success
Leverage technology
Optimize academic processes

Important edits/updates to the pillar
Add mandatory advising as a goal
Add integrated schema for coordinated and holistic advising
Differentiate advising or information sharing – use self-service tools for info sharing
SOLNS – fourth goal under first of advising system?
Comprehensive and integrated advising (career, immigration, mental health, financial, etc.)
Advisors as agents of change
Advising for all students – not only those who seek out advising – at all achievement levels
Identify a point person for advising
Transferable electronic advising notes
Connect students to the Career Center before senior year

Updated metrics
Increase the number of advisors
Increase AUL toward degree
Use Smart Planner to help students see a four vs. five-year plan.
Measure progress made by students who get advising vs. students who don’t.
Reduce the number of super seniors.
Benchmark advisor numbers with other comparable CSUs with higher four-year graduation rates.
Lower URM gaps

Action items
Hire as many advisors as we can
Implement Smart Planner (MyPlanner)
Expand Grades First

Leadership team for the pillar
Team should include Stacy Gleixner, Romando Nash, ITS representative, college advising/center director, enrollment services.

Student Engagement
Prioritized Bullet items

Important edits/updates to the pillar
Inventory the kinds of things that are going on around campus.
Combined talks/programs for Student Affairs and Academic Affairs
Expand welcome week to welcome month
Consider second-year experiences
Incorporate community field trip into classes
New Student Convocation (give out tassels, celebrate end of first year with family)
Introduce students to Portfolium (may help to track their co-curricular activities)

Updated metrics

Action items
Reach out to faculty to identify particular disciplines that can partner on student engagement
Create New Student Convocation
Evaluate existing programs and new programs such as Faculty-in-Residence

Leadership team for the pillar
Clearing Bottlenecks
Prioritized Bullet items
Monitor implementation for fall and spring semester

Important edits/updates to the pillar
Look at curricula to see if there should be more options to degree
Look at how to incentivize to have students/faculty to take/offer courses outside the prime hours
Leverage Peoplesoft to alert students who are on waitlists if there are seats available in other sections
Embed peer mentors and tutors into DFW classes and consider ways to create a culture shift in how DFW classes are handled

Updated metrics

Action items

Leadership team for the pillar
AALT, ADEPT. UCCD needs to be involved at least with receiving reports. IEA will support metrics review.