

## 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

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

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 follow 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

Peer – Debra Griffith, Kathleen McSharry and Stacy Gleixner. Adjust to college – Sonja Daniels and Romando Nash. Central – Robb Drurry and Stacy Gleixner. Summer Bridge – Tom (early start), Elaine Chin, Scott Heil, vice principals from high schools & Ferdie Rivera.

### *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 grad 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.