Student Success and Completion Initiatives

CSU Board of Trustees
Item 3 Committee on Educational Policy
November 12-13, 2014

Ephraim P. Smith, Executive Vice Chancellor & Chief Academic Officer
Ken O’Donnell, Senior Director, Student Engagement and Academic Initiatives & Partnerships
“Our top priority must be to firm up our fiscal and policy commitments to access, persistence to degree, and degree completion – to improve the educational experience and degree attainment for all students, and to enable students to earn a high-quality degree in a shorter amount of time.”

Chancellor White
January, 2014
<table>
<thead>
<tr>
<th></th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Hiring</td>
<td>$11.0 million</td>
</tr>
<tr>
<td>High-Impact Practices for Student Retention</td>
<td>$9.0 million</td>
</tr>
<tr>
<td>Improved Advising</td>
<td>$7.0 million</td>
</tr>
<tr>
<td>Student Preparation</td>
<td>$5.0 million</td>
</tr>
<tr>
<td>Data Driven Decision Making</td>
<td>$4.5 million</td>
</tr>
<tr>
<td>Course Design</td>
<td>$1.5 million</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$38.0 million</strong></td>
</tr>
</tbody>
</table>
Six-Year Graduation Rates by Ethnicity and participation in High-Impact Practices

Source: CSU Northridge
Institutional Research
August, 2010
Six-Year Graduation Rates by Ethnicity and participation in High-Impact Practices

Source: CSU Northridge Institutional Research August, 2010
improving our ability to evaluate investments in student success
$7.2 million allocation for Academic and Student Success Programs
$7.2 million allocation for Academic and Student Success Programs

Minimum definition: The CSU defines all **Summer Bridge Programs** as including at least these four elements:

- The experience is designed to develop student self-efficacy.
- The experience takes place face-to-face on campus before the incoming semester/quarter.
- The program has an academic component that leads into the incoming semester/quarter.
- The program has assessment and accountability.

<table>
<thead>
<tr>
<th></th>
<th>low intensity</th>
<th>medium intensity</th>
<th>high intensity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assist incoming students with the transition to the social and cultural expectations of the university.</td>
<td>Less than 25% of summer bridge program’s focus</td>
<td>From 25-50% of summer bridge program’s focus</td>
<td>Over 50% of summer bridge program’s focus</td>
</tr>
<tr>
<td></td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Introduction to academic expectations</td>
<td>Single lecture/workshop</td>
<td>Multiple workshops with faculty/staff interactions</td>
<td>Course or equivalent</td>
</tr>
<tr>
<td></td>
<td>○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advising/mentoring</td>
<td>Focus on regulations/information; road maps; very “low touch”</td>
<td>Group advising and/or mentoring</td>
<td>Ongoing one-on-one advising/mentoring with appropriate activities</td>
</tr>
<tr>
<td></td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Develop student self-efficacy</td>
<td>Lecture students on how to develop self-efficacy</td>
<td>Minimum experiential activities</td>
<td>Multiple intentionally designed experiences that build on each other</td>
</tr>
</tbody>
</table>

"taxonomies"
Engaged Learning Taxonomies

The CSU is developing definitional taxonomies of some of the high-impact practices identified and catalogued by the National Survey of Student Engagement and the Association of American Colleges and Universities. We expect the additional detail and consistency to improve our research in this area, supporting a case for more universal adoption. Please visit our teaching commons to react to the taxonomies as currently drafted, or participate in their development.

Engaged Learning in the CSU

The Center for Community Engagement supports CSU faculty in service learning, civic engagement, and other high-impact practices that bring college learning into the community. We partner with public agencies,
improving our ability to evaluate investments in student success

Six-Year Graduation Rates by Ethnicity and participation in High-Impact Practices

Source: CSU Northridge Institutional Research August, 2010

Gates-funded “Preparing to Scale High-Impact Practices”

capture → store → display
Faculty Hiring $11.0 million
High-Impact Practices for Student Retention $9.0 million
Improved Advising $7.0 million
Student Preparation $5.0 million
Data Driven Decision Making $4.5 million
Course Design $1.5 million
TOTAL $38.0 million
President Joseph Sheley, Stanislaus
President Leroy Morishita, East Bay
President Mildred Garcia, Fullerton