
CAL POLY POMONA

Draft Student Success Plan

Graduation Initiative 2025 Goals Cal Poly Pomona

Metric	2025 Goal	Most Recent Rate
Freshman 6-Year Graduation	73%	63%
Freshman 4-Year Graduation	38%	18%
Transfer 2-Year Graduation	29%	17%
Transfer 4-Year Graduation	85%	75%
Gap - Underrepresented Minority	0	13 % points
Gap – Pell	0	8 % points

Executive Summary of Goals & Strategies Cal Poly Pomona

Goals	Strategies
<p>Long-Term</p> <ul style="list-style-type: none"> • Enrollment management • General support services • First-year freshmen/ transfer students • Digital learning to engage students and expand access 	<p>Long-Term</p> <ul style="list-style-type: none"> • Create new Strategic Enrollment management Council and workgroups to engage campus stakeholders in the development/ implementation of a university-wide Strategic Enrollment management plan. • Invest in supplemental instruction, learning assistance, and tutoring to be used in conjunction with performance-based bottleneck and gateway courses • Expand summer transition programs to ensure new students are prepared for college • Create programs that provide services/ training to faculty interested in developing/ utilizing interactive digital tools to enhance teaching/ learning
<p>Short-Term</p> <ul style="list-style-type: none"> • Advising • Data Analytics • Academic Support 	<p>Short-Term</p> <ul style="list-style-type: none"> • Leverage e-Advising tools to provide major/ program specific guidance beyond traditional face-to-face advising • Deploy early alert/ student success analytics for data-enabled, student-centered decisions that provide tailored interventions • Expand faculty-guided, peer-led supplemental instruction in critical courses and courses with high "D F W" rates

California State Polytechnic University (Cal Poly Pomona)
Campus Student Success Plan
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Presidential Approval:


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Date

I. Long Term Plan: The *CSU Graduation Initiative 2025* sets goals for Cal Poly Pomona to increase the 4-year freshman graduation rate from 18% to 38%, the 6-year freshman rate from 63% to 73%, the 2-year transfer graduation rate from 17% to 29%, the 4-year transfer rate from 75% to 85%, and to eliminate the achievement gaps of 13% for under-represented minority students (URM) and 8% for Pell-eligible students. To reach these ambitious goals, we recognize that we will need to continue to involve all university divisions and engage in an iterative planning process that asks each area on campus to determine how they contribute to student success and how to improve or strengthen campus processes, policies and practices to better serve all students. We have a strong and committed leadership team that will guide the expansion of effective student success programs and the development of an internal organizational structure that will provide the level of support, coordination, and integration necessary to meet the 2025 goals.

Enrollment Management: Cal Poly Pomona recognizes that Strategic Enrollment Management (SEM) is a crucial element of planning for student success. A new Strategic Enrollment Management Council and workgroups will engage campus stakeholders in the development and implementation of a university-wide SEM plan. By adopting a more integrated and strategic approach to enrollment management, we will better meet the needs of students through a closer alignment between enrollment management, the academic master plan, space, and fiscal resource. We are committed to improving our customer service and business processes, starting with our early outreach programs and moving through to graduation and career placement services. We will be re-aligning admissions-related processes such as Assessment Testing, New Student Orientation, Financial Aid, document processing, transcript evaluation processes, and Early Start to ensure that redundancies are eliminated and that communication is accurate, timely, and accessible. We will increase the number of business operation processes that can be done online or with more technology support. We will invest in an online smart planner to allow students to map out 4- and 2-year degree plans in an interactive online system that interfaces with our registration system. Information from this system will inform course planning and course scheduling. Enrollment demand bottleneck courses and gateway courses will continue to be a high priority to assure that students can make efficient degree progress. New class scheduling software will reduce the amount of manual labor in the academic departments and support multi-year planning functionality. In Fall 2016, we will deploy a new Financial Aid system to allow the release of financial aid awards earlier and expand access, awareness and availability of emergency grants, loans and scholarships. We will also update the “One Stop” center in Enrollment Management to better integrate these administrative services with academic advising and support services. **Support required:** Additional technical support to conduct ongoing data

analysis and support for enhanced enrollment management software (i.e., Smart Planner); funds to purchase class scheduling software; additional technology support for online applications; funding for staff positions to support outreach, one-stop and financial aid initiatives; and increased funding to clear bottleneck course demand.

Advising: Cal Poly Pomona will take a more holistic, integrated and innovative approach to advising for student success and accountability that will involve some organizational changes. The first key initiative will be the development of College Student Success Teams, based on the successful model at Cal State Fullerton. Student Success Teams will be empowered with a technology toolbox that includes predictive analytics, an early alert system, enhanced data visualization and e-advising tools. The goal is not to reduce the need for advisors, but to target and make face-to-face advising more productive. By identifying and moving low-risk students to a self-service, technology-based support model, advisors can reallocate their time to meet the more complex and pressing needs of their highest-risk populations. More proactive advising strategies will include intentional monitoring of student success, early intervention and situation-specific guidance as students move through their degree program and career exploration. These College Student Success Teams will be comprised of cross-function representatives to provide holistic and data-informed planning and implementation support. Teams will include a faculty advisor, a professional staff advisor, a retention and graduation specialist, a career services professional, and the college Associate Dean. The enrollment services One Stop Center will serve as a resource for these College Student Success Teams. Data are critical in measuring progress, identifying at-risk students, and capturing student academic histories, as well as their involvement in any number of formalized and informal student success programs and activities. The campus will deploy new advising tools, dashboards and software, promoting proactive approaches which will enable these College Student Success Teams to scale up outreach efforts to create a learning environment where students feel a sense of community and connection.

Support required: 8-10 additional professional staff advisors; investment in e-advising tools, support for a dedicated E-Advising Specialist in Academic Affairs who can advance professional e-advising training and serve as a liaison to Information Technology (IT).

Actively leveraging data: Cal Poly Pomona recognizes that leveraging data to explore, identify and resolve major course bottleneck and gateway issues, and to sequentially identify and address student progress milestones and “trip points”, is absolutely vital to student success and timely graduation. This proactive use of information requires the ability to monitor, visualize, interpret, and clearly communicate through analytics, dashboards, and early warning systems. The campus is implementing a data analytic and early warning solution that can foster student success and timely graduation, and can focus our efforts on closing the opportunity gap. We are implementing a student dashboard that will be made available through MyCPP (the university portal) in Fall 2016. This is a multi-year project and multiple student trackers will be added over the next few years. We are launching a predictive analytics system (Tower Insights) in Fall 2016, which will provide data on all students, student groups (by college, department, and level, etc.), and individual students. Based on the predictive analytics generated, customized dashboards are created for advisors, faculty and personalized student insights. In addition, the solution will provide admissions and enrollment point-in-time reports which can help administrative offices quickly identify and resolve bottlenecks in business operations. Students with early alerts can be flagged and the communication workflows triggered to generate notifications to advisors,

faculty, or designated offices to address the cause for early alerts in a timely manner and thus improve student success in the long term. **Support required:** additional staff in IT to assist with implementation and oversight; additional staff to assist in collecting and analyzing data; funding for consultants to work with the university to design and develop a key set of student success dashboards based on data already captured in key systems such as PeopleSoft, and Blackboard.

General support services: Cal Poly Pomona will increase investments in supplemental instruction, learning assistance, and tutoring. There are a number of examples where supplemental instruction (face-to-face and on-line), remediation, and student learning assistants and tutors are used in conjunction with performance-based bottleneck and gateway courses to support student learning and success. Although not all such interventions have been assessed, those for which some data exist demonstrate positive impacts on lower-division students who are the recipients of these services, and in most cases are of equal or even greater value to upper-division students who serve as mentors/tutors. Moreover, the use of learning assistants in conjunction with a flipped classroom model will allow us to offer higher-enrollment sections, leading to greater student access to key courses. **Support required:** funds to cover cost of stipends to learning assistants and student workshop leaders; support for faculty to develop new and/or adopt existing models of supplemental instruction for high-demand bottleneck courses.

Targeted support services: Cal Poly Pomona will scale investments in high impact practices (HIPs) that target under-represented students and work toward eliminating the achievement gap. These include EOP Summer Bridge; Residential Intensive Summer Experience (RISE); Office of Undergraduate Research (OUR); Renaissance Scholars; Achievement, Retention, and Commitment to Higher Education Success (for students with disabilities) (ARCHES); Maximizing Engineering Potential; Center for Gender, Diversity & Student Excellence (MEP); CSU STEM Vista; STEMpire; University Housing College Themed Communities (CTCs); PolyTransfer (first year experience program for transfer students); Project Success (men of color peer mentoring program); and Science Educational Enhancement Services (SEES), among others. We will also focus on expanding summer transition programs to ensure new students are prepared for college without a need for remediation and/or having to repeat transfer course work. These programs enhance students' learning and intellectual development by tying enhanced academic support with peer mentoring, co-curricular activities, tutoring, undergraduate research and financial assistance. Most importantly, these programs help foster a sense of belonging by developing meaningful relationships with faculty, staff, and peers to cultivate academic and personal support networks that will enhance students' college experience and support their overall success through graduation. Factors central to the success of these programs are (1) directed and deliberate efforts to capture participants early in the program (summer orientation for freshmen and transfers), (2) efforts to keep these students continuously connected with services up to and through graduation, and (3) community and identity building as demonstrated by the willingness of participants to "pay forward" in their service as peer and alumni mentors. **Support required:** Additional funding to scale these programs and to hire and train more peer advocates, tutors and mentors.

Success in low completion rate courses: Cal Poly Pomona will utilize several strategies to increase student success in low completion rate courses. (1) We will increase our investment in general tutoring for all students, with targeted interventions for underserved populations. (2) We

will provide course-specific tutoring by trained peer-mentors. The courses targeted will be those with high rates of DUF grades. (3) We will provide trained learning assistants to faculty who have successfully adopted strategies to incorporate learning assistants (such as in flipped course models). (4) We will invest in pedagogical training for faculty to redesign courses that can take advantage of the supplemental instruction strategies discussed above. (5) We will establish a strong collaboration between faculty and the College Student Success Teams (described in the section on Advising) to identify low-performing students at mid-quarter, in order to intervene with proper supplemental instruction. **Support required:** funds to hire peer tutors and learning assistants; funds for faculty release time to develop classroom teaching models (e.g., flipped model) compatible with effective supplemental instruction by peer tutors and learning assistants.

Digital learning to engage students and expand access: Cal Poly Pomona will continue to invest in programs that provide services and training to faculty interested in developing/utilizing interactive digital tools to enhance teaching and learning. Services and training programs include individual sessions with faculty, as well as intensive short and extended workshops to support faculty in designing high-quality hybrid or online (H/OL) courses, and in using technology to increase student engagement and learning in H/OL and face-to-face classes. An example of an intense workshop is our very successful annual “Engaging the Digital Student Summer Institute.” Participating faculty learn best practices for engaging students with technology, add voice and animation to course presentations, learn to use rubrics, apply Universal Design for Learning principles, learn principles of self-regulated learning, learn strategies to flip a classroom, and produce highly engaging online learning objects. Expanding the Summer Institute will expose more faculty to cutting-edge practices. Collectively, we estimate that the efforts of faculty utilizing these services enhance the learning experiences of 10,000 students per year (a number that has grown steadily over the years). **Support required:** Funds for faculty stipends; extended workshops and Summer Institutes to develop interactive and engaging media to supplement instruction in the classroom; use of instructional designers; augment video recording capabilities.

Link between tenure-track hiring and student success: Cal Poly Pomona is committed to increasing the number and diversity of tenure-track faculty, as this will have a positive synergistic effect on all other aspects of our student success plan. Additional tenure-line faculty not only strengthen disciplinary expertise and advising efforts, but also contribute to innovation in the areas of pedagogy and curriculum design which can be targeted to the goal of meeting graduation rate targets and closing achievement gaps. Tenure-line faculty significantly increase student involvement in high-impact practices, such as faculty-led student research projects, faculty-guided independent studies, internships, and service-learning opportunities. We recognize that tenure-track faculty are an essential part of the student success equation and expect that by increasing tenure lines and density, we will see improvements in our student success and completion rates. A Teaching Academy was recently established for new faculty to develop their pedagogical skills to further enhance student success. To address growth in key areas, as well as to address the workforce needs of the region and state, we will be engaging in strategic, inter-disciplinary cluster hiring. **Support required:** funding to re-build the tenure-track faculty lost since the economic downturn in 2008 and to meet our campus plan to increase student enrollment.

Educational pipeline development and college readiness: Cal Poly Pomona will continue to develop educational and outreach strategies with local area community colleges and public K-12 districts that are developmental, informational, and yield-based in nature. These efforts will be designed to educate local area students in a grade-appropriate manner about college preparation requirements and the availability of financial aid. We will facilitate communication among and between the three segments through the development of “college promise” programs centered on the creation of local admission guarantees as well as opportunities for Cal Poly Pomona faculty to engage with students in local area schools and to develop specific strategies to encourage students to accept their offers of admissions. We will streamline how information about the college admissions process is conveyed, towards educating parents, guardians, and community agencies as well as prospective students about critical admissions information. **Support required:** expand professional outreach and student staff; invest in significant development of college preparation and college promise programs.

II. Rationale for Long-Term Plan: Cal Poly Pomona’s long-term plan to improve graduation rates and eliminate the achievement gap requires that we adopt a more collaborative, integrated, and data-informed approach. The leadership structure we are forming, co-chaired by the Provost/Vice President for Academic Affairs and the Vice President for Student Affairs, will lead campus-wide engagement efforts to develop an integrated strategic plan for student success. The Chancellor’s Office has made it clear that every campus must make student success a central concern. Our push to link and blend the campus’ planning efforts represents our commitment and response. Adopting a more strategic approach will bring greater focus and coherence to our efforts and allow us to focus our resources and time on the actions and strategies that are producing results and that have the greatest return on investment. The number of campus activities and programs that support student success is impressive, but there is insufficient coordination and communication among them. To maximize the value of these programs and scale these high impact practices, this new organizational structure will facilitate coordination and integration of student success efforts. From an institutional effectiveness perspective, the most recent accreditation self-study and review put the graduation initiative front and center among our institutional priorities. A university-wide effort to develop the Academic Master Plan will inform new program development, direct resources to academic programs in high demand, and support curriculum and pedagogical enhancement to increase student success. Efforts also coincide with our campus’ shift from quarter to semester-based operations in 2018. Although calendar conversion is a distinct and complex process, our careful efforts to ensure a successful transition have already engaged all divisions in the service of student success. The base of communication, most clearly established in expanded advising programs, will continue after the transition and serve as a campus-wide foundation for strategic communication within the campus community. Our long-range plan addresses the continuum of student success from K-12 preparation to graduation and career placement and includes the key components needed to institutionalize our ongoing commitment.

III. Objectives of Long Term Plan:

1. Institutional approach to student success with established short and long term goals and metrics to assess progress toward increasing retention and reaching graduation goals.
2. Increase second and third year retention rates.

3. Increase first-time freshmen 4-year graduation rate by a minimum of 20% to meet the CSU freshmen 4-year 2025 goal.
4. Increase first-time freshmen 6-year graduation rate by a minimum of 10% to meet the CSU freshmen 6-year 2025 goal.
5. Increase transfer 2-year graduation rate by a minimum of 12% to meet the CSU transfer 2-year 2025 goal.
6. Increase transfer 4-year graduation rate by a minimum of 10% to meet the CSU transfer 4-year 2025 goal.
7. Eliminate the Underrepresented Minority (URM) graduation rate gap completely.
8. Eliminate the Pell graduation rate gap completely.
9. Expand targeted support services for first generation, low-income, and underrepresented students. Foster a sense of belonging and connectedness for all students.

IV. Timeline for Long Term Plan

Date	Milestone
2016-17	Create University-wide structure co-chaired by Provost/VP of Academic Affairs, and VP of Student Affairs; establish College Student Success Teams; deploy predictive analytics and early alert system to guide advising interventions; continue roll-out of Individual Academic Plans (IAPs) to provide clear pathway to graduation for students closest to degree.
2017-18	Expand supplemental instruction to include all gateway/bottleneck courses; inventory, track and assess high impact practices (HIPs) and expand array of HIPs that target URMs; ensure all students have an approved IAP to clearly map the path to degree; and implement significant changes to Early Start and Remediation.
2018-19	Convert to semesters with programs/majors designed with simplified paths to graduation guided by 4-year (freshman) and 2-year (transfer) roadmaps for students to follow.
2019-20	Increase college promise programs and increase SB 1440 pathways through Associate Degrees for Transfer. Double the percentage of students in the 4 and 2 year Pledge Programs.
2020-22	Review progress on stated objectives. We expect to be significantly closer (half-way) to reaching of graduation goals. Monitor, review and update policies/structures to institutionalize changes/improvements.
2022-24	Monitor and review progress on stated objectives and update policies/structures to institutionalize changes/improvements.
2024-25	Meet CSU Graduation Initiative goals, including elimination of achievement and pell-eligible gap.

V. Short Term Strategies for 2016-17: Cal Poly Pomona’s short term strategies are directed toward building institutional capacity and coordinating an all-campus effort to foster student success and timely graduation through more efficient and data-informed enrollment management, advising and academic support that addresses the needs of underserved student populations while specifically targeting students closest to graduation. We are committed to

establishing both conceptual and institutional frameworks to guide this transformation as well as detailed workplans with quarterly metrics/assessment of outcomes to assess and guide this work.

Enrollment Management

- a) Leverage degree audit and course scheduling tools to anticipate course demand and proactively adjust available courses, especially courses needed for graduation;
- b) Identify and implement new scheduling software (e.g. Ad Astra);
- c) Leverage data to identify and resolve major core bottleneck and gateway issues;
- d) Augment online collection and workflow processes of mandatory forms (e.g. leave of absence, withdrawal, etc.);
- e) Expand Summer term with bottleneck and gateway courses to facilitate graduation ;
- f) Deploy new Financial Aid processes to allow release of financial aid awards earlier and expand access, awareness and availability of emergency grants, loans and scholarships.

Academic and Career Advising

- a) Develop/deploy College Student Success Teams;
- b) Design/implement targeted advising campaigns (e.g. “Super-Seniors”, 2013 freshman cohort, 2015 transfer cohort, 0-36 units to degree, at risk students, stop-out students);
- c) Implement high touch, intrusive and holistic academic and career advising for students closest to graduation;
- d) Leverage e-Advising tools to provide major/program specific guidance beyond traditional face-to-face advising.

Data Analytics

- a) Deploy early alert and student success analytics for data-enabled, student-centered decisions that provide tailored interventions;
- b) Explore use of data to sequentially identify and address student progress milestones and “critical course” points/pathways to degree;
- c) Deploy Tableau enhanced data visualization to more effectively communicate and evaluate complex data;
- d) Deploy new dashboards (CSU Faculty Dashboard and new Student Dashboards).

Academic Support

- a) Expand faculty-guided, peer-led supplemental instruction in critical pathway courses and courses with high “D F W” rates;
- b) Expand peer mentoring opportunities targeting URM students;
- c) Expand enrollment in 4-Year and 2-Year Graduation Pledge Program;
- d) Redesign Early Start and Remediation to ensure more students are college ready when starting in the fall;
- e) Coordinate/scale programs designed to support student academic success and improve retention and graduation rates, particularly those aimed at closing the achievement gap;
- f) Re-imagine new student orientation and First-Year Experience programs;
- g) Provide additional targeted support for Summer transition programs;
- h) Develop ongoing assessment and evaluation of programs to improve outcomes and guide allocation of scarce resources.