A Corridor to Graduation

Creating a Culture of Data Driven Student Success Initiatives

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San Diego State University
Leadership Starts Here
Introductions & Agenda

1. San Diego State University Overview
2. Creating Success Philosophies & Approach
3. Policy Changes
4. Programmatic Examples
5. Looking Forward

Group Reflection, Discussion & Consideration
Outcomes

- Recognize the importance of senior leadership for driving institutional change
- Learn effective strategies for working across units within a large university (i.e. academic affairs and student affairs; across multiple colleges)
- Use both curricular and co-curricular strategies to address achievement gaps in graduation
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SDSU Overview

- California State University System
- SDSU Population
  - Cultural Demographics
  - Residential Population
- Graduation Initiative 2025
The California State University System:

The nation’s largest four-year public university system, with 23 campuses:
• Educates approximately 484,300 students
• Employs more than 52,000 faculty and staff.
• Features more than 3.4 million living alumni
• One in ten employees in California is a CSU graduate.
• Nearly half of the state’s bachelor’s degrees are awarded by the CSU.
• More than half of CSU students are students of color.
• One-third of undergraduates are the first in their family to attend college.
• Forty-nine percent of undergraduates are recipients of a Pell Grant.
• 6-year graduation rate is 61.1% and the 4-year graduation rate is 25.4%.
San Diego State University

- 6-year graduation rate is first in the nation when US News measures actual graduation rates against predicted graduation rates for 2018
- 20.6% undergraduates are the first in their family to attend college, and 33% are Pell Grant recipients.
- Military and Veterans Programs support more than 4,000 military-connected students
- Hispanic Serving Institution (HSI) since 2012 with 29.3% of its undergraduate population being Hispanic
- Ranked among the top 25 LGBT-friendly campuses in the nation

4th Largest CSU Campus with 34,828 Students
Employees 6,436 faculty and Staff
Features more than 400,000 alumni
Graduated nearly 10,000 students in 2018

6 Year Graduation Rate
75.3% Overall 6-year Graduation Rate
72.2% Students of Color Graduation Rate

4 Year Graduation Rate
47.6% Overall
41.3% Students of Color
Residential Population

SDSU now requires all first and second-year out of service area students to live on campus
  • Mandatory live-in requirement was implemented in Fall 2009
  • Second year Live-on requirement was implemented in Fall 2018

Approximately 8,000 students will live on campus in fall 2019
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What leads to success

- No one silver bullet
- Collaborative and intentional efforts
- University-wide efforts - specifically Academic Affairs and Student Affairs partnerships
- Student Success Working Group that monitors/stewards priorities and efforts
Lessons Learned

1. Understanding changing culture takes time
2. Understanding the importance of data driven decisions
3. Leadership team must embrace mutually agreed upon goals
4. Incorporate student success in the campus strategic plan
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SDSU Overview

Agenda

Philosophy & Approach

Policies, Pathways, and Programs

Looking Forward
Policies, Pathways, and Programs

Clear pathways both in policy and programmatic offerings

Communicating with "one voice" rather than multiple communications from different campus organizations
Policies

Do your campus policies support or hinder the desired outcomes?

Group work
- Discuss policies on your campus supporting or hindering student success
Some Examples

- Registration priority - who registers first and how are the priorities for required classes set?
- Registration holds
- Live-on requirement
- Financial Aid awarding
- Course withdrawal
- Leave of Absence
- Academic status (probation, DQ)
- Readmission
- Conduct
- MAPS
- Standardized Course Times
- Enforced Courses
- Orientation & Advising
- Seniors Achieving Hours to Graduate
- Leave of Absence
- Limiting Scheduling Adjustments
- No Adds, No Drops, No Kidding
- Study Abroad Requirement
Pathways

Practices to assure clear pathways to graduation:
- Registration
- Orientation

Group Work
How can executive leaders inspire partnerships on your campus that lead to student success.
Orientation/Convocation

- *Expectation* of graduating in 4 years
- 15 unit course load
- Messaging to parents
- Creating traditions
- Provide the tools needed for course planning at orientation
  - 4-year maps
  - degree evaluations
  - advising
- Conduct and honor code
Registration

Forced registration in foundational courses
  • Assuring courses needed for graduation are available
  • Prioritizing Wait Lists based on who needs the class most
  • Robust prerequisite checking
  • Standardized course times
  • Central classroom assignment
Freshmen Learning Communities
  • Harambee
  • Commuter
  • Residential
Collaborative Academic Probation Interventions
  • Bounce Back
  • Mentoring
  • Advising (academic and socio-cultural)
Programs

- Expectations for program assessment (from campus Leadership)
- Culture of assessment and data analysis (among staff)
- Collaborations
  - Faculty & Staff
  - Among data professionals
- Given the tools to achieve these initiatives
Examples

- **Required Early Start**
- EOP Summer Bridge
- Development of University Honors College
- Required Live On for Non-Local
- Commuter Center Programming
- Mentoring
- Development of Cultural Retention Centers
- Additional Support for Alcohol & Drug Initiatives
- Aztec Nights
- Writing Center
- Math Center
Developing program frameworks, outcomes maps and assessment surveys
Reporting on goals and outcomes

66% of students on AP are STEM majors.
Extend reporting to co-curricular programs

Aztec Nights Survey - Goal #1

Fall 2018 (Attendees only): During the summer before the semester began, how often did you typically drink alcohol during the week?

- Did not drink: 64.2%
- 1 or fewer days per week: 28.0%
- 2 or 3 days per week: 8.7%
- 4 days: 0.6%

Aztec Nights Survey - Outcome #1

While attending an Aztec Night event, did you consume any of the following? (Part 1. Alcohol)

- Fall 2014 (Attendees Only):
  - Yes: 9.7%
  - No: 90.3%

- Fall 2016 (Attendee-only):
  - Yes: 1.8%
  - No: 98.2%
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Aspirational Goals

GI 2025
Continuous Review & Improvement

University Seminar Redesign

University to College Level
Outcomes Based Assessment

- Sense of Belonging
- Well-Being
- Vision Development
- Cultural Wealth
Focus on Colleges
Shared strategies

- Increased Advising Staff
- "Data Champions"
- Use of Technological Solutions
Variable Strategies

- Composition of student success teams (CSSTs) vary across colleges and were determined by colleges.

- Focus of work determined by CSST.
Outcomes

- Graduation rates increase across all colleges
- Colleges focusing on data driven decisions
- Examples: College of Liberal Arts was interested in differences across underrepresented groups and has determined only gap exists between gender groups by year 6. Planning focus groups to follow up on quantitative analysis.
- Fowler College of Business is analyzing differential graduation rates across each major.