# Graduation 2025: Cal State LA

<table>
<thead>
<tr>
<th>Metric</th>
<th>2016 Rates</th>
<th>2017 Rates</th>
<th>2025 Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman 6 yr</td>
<td>45.8%</td>
<td>46.8%</td>
<td>55%</td>
</tr>
<tr>
<td>Freshmen 4 yr</td>
<td>8.9%</td>
<td>8.2%</td>
<td>30%</td>
</tr>
<tr>
<td>Transfer 2 yr</td>
<td>33.8%</td>
<td>26.0%</td>
<td>36%</td>
</tr>
<tr>
<td>Transfer 4 yr</td>
<td>69.4%</td>
<td><strong>74.3%</strong></td>
<td>81%</td>
</tr>
<tr>
<td>Gap—URM</td>
<td>10% points</td>
<td>11% points</td>
<td>0</td>
</tr>
<tr>
<td>Gap—Pell</td>
<td>6% points</td>
<td><strong>0% points</strong></td>
<td>0</td>
</tr>
</tbody>
</table>
Key Early Initiatives

- Improve enrollment services infrastructure
- Increase access to classes
- Strengthen academic advising
- Implement new eAdvising tools
- Create Data-Driven Planning and Advising Interventions
Aligning University and College Planning

Focus on Colleges

Focus on Departments

Summer Chairs’ Meetings
College Plans

- Obstacles to Graduation
- Current Initiatives and Improvements
- Challenges to Meeting Goals
- Assessment: How will you know if you are successful?
Aligning University and College Planning

- Advisement and Student Support
- Engaged Teaching and Learning
- Curriculum Coherence
- Enrollment Management and Data Capabilities
- Student Life and Sense of Belongingness
Advisement Improvement, CCOE

- Addition of a professional advisor to increase access to advisement

- Increased use of e-Advising tools for proactive outreach to students

- Strategic advising interventions
  - Students with 120+ and 135+ units
  - Students with GPAs less than 2.5
Holistic Advising and Support, ECST

- ECST Advising Council
- Cultural Change
  - Closer collaboration between ESSC and major departments; broader collaboration with other campus divisions
  - Rethink advising as educational practice \(\rightarrow\) learning outcomes
  - Proactive thinking \(\rightarrow\) progress to degree (early alert, early intervention, timely identification of right major)

- Improved student support
  - Build support structure to enhance student success during FY
  - Golden Eagle Flight Plan – holistic advising model
HHS Advising Center Restructure I: Centralization

Pre-2016 Structure

- HHS Pre-major advising
  - Fine Arts Building
- Child Development Advisor
  - ECST Building
- Public Health Advisor
  - Simpson Tower
- Social Work Advisor
  - Simpson Tower
- Communication Disorders Advisor
  - King Hall
- Criminal Justice Advisor
  - Hertzberg-Davis Building
- Nursing Advisor
  - Simpson Tower
- School of Kinesiology and Exercise Science Advisor (Includes NTRS and FST)
  - PE Building

2016-2018 Structure

- Director of Student Success and Advising
- Lead Advisor (SSP III)
- Lead Advisor (SSP III)
- Success Specialist (SSP II)
- ASC Office Manager
- Student Assistant
- Student Assistant
- Student Assistant
- Professional Advisor (SSP II)
- Professional Advisor (SSP II)
- Professional Advisor (SSP II)
- Professional Advisor (SSP II)
- Professional Advisor (SSP II)
- Professional Advisor (SSP II)
- Professional Advisor (SSP II)
Advising Center Restructure II: Cohort Ownership

- Director, Student Success and Advising
- All Cohorts
  - Student Success Lead
    - Cohort '18 & '16
      - Student Success Specialist
        - Cohort '18
        - Cohort '16
  - Student Success Lead
    - Cohort '17 & '15
      - Student Success Specialist
        - Cohort '17
        - Cohort '15
  - Graduation Success Specialist
    - GI 2025 Projects
      - Graduation Success Support
        - GI 2025 Projects
Curriculum Coherence: Anchoring Planning & Student Success to Degree Roadmaps
Curriculum, AL

Reduction in number of options that make scheduling and staffing difficult and complicate student choice

- Liberal Studies BA reduced by one option to three options
- Music BM reduced by six (!) to five options better targeted to current and emerging student demand and strengths in the program
Engaged Teaching and Learning, NSS

- Course Redesign in Multiple Departments (BIOL, SOC, PSY)
- Coordination of Courses with Multiple Sections (BIOL)
- Online Professional Development for Faculty
Curriculum: Eliminated remediation. Developed 3 pathways (STEM, GE, STATS) with co-requisite support courses.

Faculty Development: 90 instructors to participate in semester-long program facilitated by math education specialists, 6 modules from ACUE’s *Course in Effective Teaching Practices*.

Student Support: EAB’s early warning system will be used to identify, advise, and provide academic coaching for students who struggle in class.
Engaged Faculty and Active Learning

- ECST Teaching & Learning Academy
  - Bring faculty across disciplines together to share ideas and best practices
  - Build a supportive and inclusive community for all ECST faculty (including adjunct professors)
- Provide more support for faculty development
- Strengthen faculty review process
  - Encourage reflective teaching with continuous assessment and improvement
  - Self-organized FLC or workgroups to ensure consistency, share teaching strategies and ideas to enhance student learning
Chair awareness of dashboard analytics for classroom availability, planning based on DFW rates, accumulated demand, previous waitlists

Online/hybrid course development for core CBE courses

Additional 133 sections from Spring 2017 to Spring 2018

Strategic Focus on Largest “Bottlenecks”
- BUS 4150: Change in teaching format allowed for 13 sections in Spring 2018 (as opposed to 4 in 2016)
Department Initiatives

- Began discussions to infuse career development activities in required major courses
- Invited guest speakers to core and elective major courses highlight career paths
- Pre-law society officers meeting with ELAC counterparts to think about pathways between ELAC, Cal State LA, and law schools
- Sociology Club workshops on “How to Get into Graduate School” and “How to Get a Job with BA in Sociology”
- Revitalizing Alpha Kappa Delta honor society
- E-newsletter
  - Website “spotlight project” showcasing achievements by current students, alumni, faculty
  - Pursing initiatives with ELAC to facilitate transfer process Phi Alpha Theta History Society activities

Student Life and Sense of Belonging
Student Life and Belonging: Redesigning the Introduction to Higher Education (IHE) Course

The 3 Pillars of IHE

- WISE Intervention
- Well-Being & Belonging
- Academic & Career Success
- Civic Engagement
- Overview of Majors and Degree Planner
- Problem-Solving Exercise
**Metrics for College Performance Over Time**

**Within 1 Year...**
- Build schedules that meet student demand
- Number of Hybrid/On-Line Courses Offered
- Number of Faculty Completing CETL trainings Reduction in Bottleneck Courses
- Reduction in DFW Rates

**Over 2-3 Years...**
- **Efficacy in Meeting Student Demand**
- **Continue building schedules that meet student demand**
- **Number of Hybrid/On-Line Courses Offered**
- Number of Faculty Completing CETL trainings Reduction in Bottleneck Courses
- Reduction in DFW Rates

**In 4-5 Years...**
- **Timely Graduation**
- **Improvement in 4- Year Graduation Rates for Freshman**
- **Improvement in 2- Year Graduation Rates for Transfer Students**
Metrics for Student Success Over Time

Within 1 Year...
*Increase in Average Student Load
*Improvement in Grade Point Average

Over 2-3 Years...
**Continued Increase in Average Student Load
**Sustained Improvement in Grade Point Average
**Retention

In 4-5 Years...
Timely Graduation
***Improvement in 4-Year Graduation Rates for Freshman
***Improvement in 2-Year Graduation Rates for Transfer Students