Graduation 2025
SPCC April 2018
## 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><strong>81%</strong></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 → learning outcomes
  - Proactive thinking → 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

- Child Development Advisor
  ECST Building
- Public Health Advisor
  Simpson Tower
- HHS Pre-major advising
  Fine Arts Building
- 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
- ASC Office Manager
- Lead Advisor (SSP III)
- Lead Advisor (SSP III)
- Success Specialist (SSP II)
- Student Assistant
- Professional Advisor (SSP II)
- Professional Advisor (SSP II)
- Professional Advisor (SSP II)
- Professional Advisor (SSP II)
- Student Assistant
- Professional Advisor (SSP II)
- Professional Advisor (SSP II)
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Advising Center Restructure II: Cohort Ownership
Curriculum Coherence: Anchoring Planning & Student Success to Degree Roadmaps
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

ACUE
Quantitative Reasoning Redesign

- **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
Enrollment Management, CBE

- 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)
Student Life and Sense of Belonging

Department Initiatives

- Begun 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
- 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
- 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
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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
- Problem-Solving Exercise
- Overview of Majors and Degree Planner
**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