



**SAN DIEGO STATE
UNIVERSITY**

Leadership Starts Here

San Diego State University

Draft Student Success Plan

Graduation Initiative 2025 Goals San Diego State

Metric	2025 Goal	Most Recent Rate
Freshman 6-Year Graduation	86%	68%
Freshman 4-Year Graduation	54%	36%
Transfer 2-Year Graduation	51%	39%
Transfer 4-Year Graduation	91%	81%
Gap - Underrepresented Minority	0	9 % points
Gap – Pell	0	6 % points

Executive Summary of Goals & Strategies San Diego State

Goals	Strategies
<p>Long-Term</p> <ul style="list-style-type: none"> • Enrollment management • Advising • Success in low completion rate courses • Link between tenure track hiring and student success 	<p>Long-Term</p> <ul style="list-style-type: none"> • Implement online system to leverage existing degree audit data to create interactive roadmaps for students • Create one-stop student success platform combining predictive analytics with power communication and workflow tools allowing advisors to identify/ act on issues potentially thwarting student success • Hire additional tenure track
<p>Short-Term</p> <ul style="list-style-type: none"> • Advising 	<p>Short-Term</p> <ul style="list-style-type: none"> • Create academic advising structures within each college will begin to set expectations that each college is responsible for the academic success of their students



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Student Success Plan Pursuant to AB 1602

1. Identifying Information

San Diego State University

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A handwritten signature in black ink, appearing to read "E. Hirshman".

Elliot Hirshman, President

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Date

Long Term Plan

In the last decade, San Diego State University's 6-year graduation rates have climbed 26 percentage points for underrepresented students and 18 points for white students. This achievement was the result of many cross divisional student success initiatives. Underlying virtually all these initiatives was the creation of a culture of high expectations.

For the decade ahead, San Diego State University (SDSU) will continue to enhance its proven initiatives, continue to use data to identify areas where additional improvements can be made, and ascertain the resources necessary to move the new plans forward.

Enrollment Management

SDSU will continue to meet student demand for courses needed to make progress in their major. A new Wait List functionality (that has replaced crashing and that prioritizes students who need the section most) was launched in spring 2016. The Wait List allows colleges and departments to see where additional seats/sections may be needed.

SDSU has had on-demand, on-line complete degree audits (via u.achieve) for students, as well as 4-year roadmaps for all majors (www.sdsu.edu/mymap) for over a decade. The next iteration will be to implement u.direct as soon as self service is available in u.achieve. U.direct will leverage our existing degree audit data to create interactive roadmaps that will help students define a clear path to graduation. In addition to helping students stay on track to meet their (and our) educational goals, the creation of term to term plans will provide SDSU with aggregate data needed for course demand analysis and classroom scheduling.

Academic Advising

There has been a renewed emphasis on the importance of academic advising as a major component of student success in the last two years at SDSU. Campus wide efforts to raise this awareness have included Provost's Academic Advising Forum, recognition of outstanding campus advisers, emphasis on graduating super seniors, and nominating students for graduation who have completed requirements.

Feedback from the over 200 participants of the 2015 Provost's Academic Advising Forum advocated for a communication tool that could be used campus wide for advising notes. The solution that was recommended was EAB's Student Success Collaborative–Campus (SSC). This is a one-stop student success platform that combines predictive analytics with powerful communication and workflow tools to help advisers identify and proactively act on issues that may thwart a student's success. Plans are in the works to purchase, install and begin using this tool within the next year and a half. Concurrent with the EAB initiative, is the creation of advising structures within each college. The deans are submitting their draft plans and budgets for discussion. This will lead to clearly articulated advising responsibilities within each college to serve their students as well as setting improved retention and graduation rate targets for each college.

Facilitating the ability of transfer students to finish their requirements in 2 years while being able to experience the high impact practices that enhance their job prospects and/or graduate school options will be a priority discussion item.

General and Targeted Support Services

Supplemental Instruction

In 2015-16, SDSU implemented Supplemental Instruction (SI) in three high challenge courses (Introduction to Psychology, Intermediate Accounting, Linear Algebra) and provided support to over 2,600 students during the academic year. Students who attended SI sessions earned statistically significantly higher average letter grade compared to non-attending students and, based on Propensity Score Matching, were 2.98 times more likely to pass than otherwise comparable students who do not attend sessions (95% CI, 1.06, 8.82). For Fall 2016, we are continuing our SI efforts in four high challenge courses (i.e., Introduction to Psychology, Linear Algebra, General Chemistry, and Statistical Principles and Practices). This targeted academic support will continue to be assessed and expanded.

Success in Low Completion Rate Courses

A working group began a university-wide examination of high challenge (i.e., high DFW) courses in Fall 2015. The effort has involved developing a baseline of %DFWs by course and instructor from Fall 2013 through Summer 2015, and then working with college and program leaders to discuss, develop, implement, and track interventions intended to increase student success (i.e., pass rates), while maintaining and ideally strengthening the integrity of the learning experience for all students. The first cycle of effort focused on 87 program- and college-prioritized courses and produced a net reduction of %DFWs relative to the baseline data. Subsequent cycles will continue and broaden these efforts and, where merited, disaggregate data by student demographics to identify opportunities to increase inclusive excellence and educational equity.

Sophomore Success Program

SDSU will implement the SDSU Sophomore Success Program as an immersive full-service academic and student life support initiative tailored to second-year students who are from outside of the SDSU local admissions area. The first cohort of sophomores to experience the program, which requires non-local sophomores to live on campus, will be a part of the 2017 freshman class. This cohort will live in on-campus suites and apartment communities starting in the fall of 2018.

The two-phase program will begin with the 2017 freshmen class of Guardian Scholar, Nursing, Honors College, out-of-state and international students, as well as student athletes to continue to live on campus their second year in 2018. It will be fully implemented, benefiting all second-year, non-local students, in the fall of 2019.

Commuter Students

SDSU will continue to create and support transformational programs to support commuters in their academic and social success at SDSU. These programs already include a commuter resource center (new physical space), freshmen transition programs, peer mentoring, resource workshops and support staff for commuting students. Our goal is to enroll all of the freshmen commuter population in at least one commuter success pathway and to engage them in activities throughout their college career.

Learning Communities/Student Success Pathways

San Diego State offers a variety of different types of learning communities, both commuter and residential. The goal of these learning communities is to support students by creating small groups within which friendships can be made, academic support can be provided, relationships with faculty and staff can be formed and connections to campus activities can be created.

Sophomore Surge

We will continue to offer and build on the Sophomore Surge peer mentoring program that began in the academic year 2015-2016. Commuter Students in the program are paired with an upper-division student (Junior, Senior, or Graduate Student) and meet for bi-weekly sessions, in which the mentor covers various topics

Aztec Mentor Program

We will continue to build on our success with the Aztec Mentor Program, in which alumni and community supporters provide one on one professional mentoring to our students. This program works to prepare students to experience a mentoring relationship and learn about a profession.

Writing and Math Centers

Recently established Writing and Math Centers will continue to identify and focus their efforts on improving student success for the most "at risk" students in these areas.

The Link Between Tenure Track Hiring and Student Success

SDSU will hire 60 additional tenure track faculty each year over 5 years, beginning in 2014. Student success is correlated with strong student/faculty relationships including mentoring and research. Creating faculty mentoring opportunities will be a focus of SDSU's 2025 Graduation Initiative. This would include the Provost's Undergraduate Mentoring Program (PUMP), as well as faculty mentoring opportunities as part of the Sophomore Success Program. The Sophomore Success Program will require non local freshmen to live on campus for two years (currently they are required to live on campus for one year) and the program will be built on creating strong student/faculty relationships.

Rationale for Long Term Plan

SDSU has had success in changing the campus culture over the last 15 years and this has resulted in years of improved retention and graduation rates. The Graduation Initiative 2025 is the opportunity to take that success to the next level and create a university-wide platform to support students specifically with academic advising initiatives, but also enhanced communication between all advising units will encourage referrals, timely follow up, and provide major exploration when needed.

Strategic academic advising is the key to allow us to continue to move the needle on retention and graduation rates. Creating academic advising structures within each college (that is specific to the needs of the students in that college). These new structures, along with the implementation of the EAB tool should set the foundation needed to improve graduation rates of freshmen and transfer students.

Advisers, and we use that term in its broadest sense to include support program staff, will be held responsible for their students' course schedules, progress in the major, interventions when necessary, referrals, and timely feedback to students.

Offering appropriate support for students who encounter difficulties is also key to helping students be successful. The Division of Student Affairs and Undergraduate Studies will be assessing the myriad support services for their use and effectiveness and adjusting where necessary over the course of this Graduation Initiative.

Long Term Plan Objectives

Expectations will be developed and metrics assigned. For example, If the College of Engineering's four-year freshman graduation rate is currently 20%, and their students have the highest course repeat for calculus, and students having difficulty maintaining a 2.0 GPA in the major, or difficulty with their writing courses; interventions at all points where difficulty is determined as real will be put in place.

The same process would occur for transfer students, however, their success plan starts at admission. Admission priority will continue to be given to local transfer students who have completed all the lower division pre-major requirements for their major. Success in the pre-major requirements (particularly for engineering) is the strongest indicator of future success in that major. Identifying key introductory courses in the upper division major and tracking the new transfer students' success in those courses will help to identify any potential disconnects early.

Colleges will be expected to meet their retention and graduation metrics and will be given the tools needed to accomplish these goals. This will move the transfer two-year rate to 51% and the transfer four-year rate to 91%; and the four-year freshman graduation rate to 54% and the freshman six-year graduation rate to 86%. The strategies in place will also eliminate any achievement gaps for Pell and/or underrepresented students de facto.

Long Term Plan Timeline

Fall 2016	Begin discussion of college advising structures
Spring 2017	Begin putting college advising structures in place and assign next year's metrics Assemble a campus wide advising steering committee to begin to institutionalize advising strategies
Fall 2017	Implement EAB to provide communication and analytic tools
Spring 2018	Training and expectations set for second year
Fall 2018	Assess progress, keep what is working and rework any initiatives that are not meeting the goals
Spring 2020	Each college freshman 4-year graduation rates will be at 40% or higher. Transfer 2-year graduation rates will be at 42% or higher. Achievement gap will be less than 5%. Each college freshman 6-year graduation rates will be at 75% or higher. Transfer 4-year graduation rates will be at 85% or higher. Achievement gap will be less than 5%
Fall 2022	Each college freshman 4-year graduation rates will be at 45% or higher. Transfer 2-year graduation rates will be at 46% or higher. Achievement gap will be less than 3%. Each college freshman 6-year graduation rates will be at 80% or higher. Transfer 4-year graduation rates will be at 88% or higher. Achievement gap will be less than 3%.
Fall 2025	Each college freshman 4-year graduation rates will be at 54% or higher. Transfer 2-year graduation rates will be at 51% or higher. Achievement gap will be 0. Each college freshman 6-year graduation rates will be at 86% or higher. Transfer 4-year graduation rates will be at 91% or higher. Achievement gap will be 0.

Short Term Strategies for 2016-17

The creation of academic advising structures within each college will begin to set the expectations that each college is responsible for the academic success of their students. Metrics for 4-year and 6-year graduation rates for students who entered as freshmen and 2-year and 4-year graduation rates for students who entered as transfers will be generated and distributed to each college with targets for the following years. Supporting the colleges' efforts will be the implementation of EAB's Student Success Collaborative–Campus (SSC) student success platform that combines predictive analytics with powerful communication and workflow tools to help advisers identify and proactively act on issues that may thwart a student's success at graduating in 4 years (freshmen) and 2 years (transfers).

Colleges will develop their own student success pathways, but their goals will be specifically targeted at improving the 4-year graduation rates for students entering as freshmen. The average unit load for freshmen is already 15 units, so identifying the patterns that keep freshmen from graduating in 4 years is essential to understand before implementing specific strategies. Additionally, specific cohorts of students (Compact Scholars, commuters, undeclared, EOP, etc.) who are more challenged in making progress will be identified and targeted interventions will be put in place – or if they are already in place – assessed for effectiveness and continually reengineered to produce the desired results. These interventions will be in partnership with Academic Affairs and Student Affairs.