

Cal State East Bay, 2025 Graduation Initiative: February 24, 2017 Update

Cal State East Bay has been working diligently to meet its Graduation Initiative 2025 goals: improve, for native freshmen, the four-year graduation rate from 10% to 35% and the six-year graduation rate from 45% to 62%; raise, for transfer students, the two-year graduation rate from 37% to 49% and the four-year graduation rate from 73% to 83%; eliminate both the 14% Achievement Gap and the 2% PELL eligible graduation gap. Our plan, detailed below, has been to both implement programs that immediately raise the 2 and 4 year graduation rates during 2016-17, and to create a structure which will help us meet all of the 2025 graduation goals in future years.

Strategies:

During this academic year, the University has concentrated its efforts in 7 areas:

1. Improving access to needed courses through the addition of high-need sections
2. Enhancing support for students through increased tutoring, Supplemental Instruction, advising, and messaging.
3. Reducing student costs through textbook vouchers, Writing Skills test fee waivers, and summer tuition support assistance.
4. Opening the pipeline through the creation of new outreach programs to community colleges, creating online tutorials for those entering Cal State East Bay, and creating cohorts for transfer student success.
5. Communicating broadly with the campus our goals to improve graduation rates and lower the achievement gap through meetings, websites, and other media
6. Setting goals for all areas that impact student success: colleges, majors, programs
7. Reexamining all metrics, using relevant measures to shape actions, and creating dashboards for the 2025 goals.

Implementation 2016-17:

Improving Access Through Additional Course Sections/Substitutions:

Each College was asked to provide a list of those courses which traditionally have long wait lists and which are particularly vital toward the graduation of students. Thus far, the University has spent approximately \$100,000 to provide additional sections that will (predominantly) benefit seniors. This is funding provided to colleges that are going over assigned targets but must still meet demand in high-need areas like the Health Sciences, Psychology, Business, and second-tier English composition (Appendix 1). Some of the colleges have reserved seats in these added sections so that they may only be used by graduating seniors. In addition, we have asked departments with known bottlenecks to be flexible in allowing substitutions; this has been particularly important where a well-designed independent study might be a reasonable substitute for our always-full upper-division labs.

We will continue to analyze both the courses our students, who are close to graduation, need and those that are on-going pinch points among our students.

Enhancing Support:

During Winter 2016-17, the University added 13 Supplemental Instruction sections and trained 12 faculty how to effectively use supplemental instruction to improve student scores. We also added five tutors specifically for science tutoring in the areas of physics, chemistry, and biology since many of our lists showing DWFs or achievement gaps were students in the College of Science. We will not know the results of adding SI sections or tutors until later this spring, but we anticipate that at least 3-5 students in each section will have better grades or not have withdrawn from a science course.

Our move to semesters will commence in AY18-19, and in expectation of that move and to help more of our students graduate before the change, the University has put an added emphasis on advising. In keeping with the goals of the Graduation Initiative, we are looking for students who have the possibility of graduating and reconnecting with them--whether they left us before their last quarter of graduation or are within 30 units of doing so--we are phoning, emailing, and doing other outreach to encourage all students to see an advisor, fulfill the writing skills requirement, and enroll in the number of units needed to graduate. We have added one advisor whose sole purpose is to work with students on finishing their degrees. Additionally, one individual on staff has been responsible for calling all students who left the University just shy (1 quarter or less) of graduating.

We are also enhancing our support for students through ongoing faculty training. This year we created 2 new faculty learning communities: one centered on understanding the connection between faculty pedagogy and out-of-the-classroom activities and student success; and the other centered on helping faculty understand how Supplemental Instruction works, how it is assessed, and how it can reduce achievement gaps.

Reducing Cost:

One of the key determinants to keeping students at the University is cost. Most of our students work and are balancing a very demanding cost of living, schooling, family, and other obligations. To help students stay in school, Cal State East Bay offered 2200 students who could graduate within 4 years (if native freshmen) or 2 years (if transfer students), a \$150 book voucher accessible if they saw an advisor, filed for graduation, took and passed the writing skills test, and enrolled in 15 or more units. Approximately 130 students are taking advantage of this offer. An unexpected bonus of the program has been that by communicating directly with all of these students, we seem to have encouraged many more of them to take additional units, file for graduation, see an advisor and take the WST (Appendix 2).

Other text-book related projects, not funded by this initiative also continue, including working with faculty on creating or finding lower cost course materials (AB798) and placing copies of all expensive textbooks on reserve in the Library.

Taking and passing the writing skills test (known at East Bay as the WST), seems to be a major hurdle to about 1/3 of students eligible to graduate. To take some of the sting out of needing to pass this test, the University offered a free (usual cost \$25.00) WST to the first 1000 students who signed up. The offer was extremely popular, and has been extended to another 1000 students. In addition, we are improving communication about the WST by placing it more prominently within Blackboard and trying to get the word out on how to study, take, and pass this requirement.

During Summer 2017, the University will offer \$1000 scholarships to students who, by taking summer work, could graduate. Self-support summer has, among its limitations, the fact that some forms of financial aid are not available to students; these \$1000 scholarships will assist students in being able to matriculate--and we hope graduate--during Summer 2017.

Outreach:

The University has designed four specific programs to improve our outreach to potential students. The first of these involves an online video that will be shared with all potential students and family members, letting them know the things they can do to prepare for life at the University (study for the ELM/EPT, become familiar with financial aid, examine potential careers, talk to a pre-advisor at the University). The second are modules designed to help newly admitted students and others choose a path at the University that is most likely to lead to a 4 year graduation (if a freshman) or 2 year graduation (if a transfer student).

The third program is a cohort based effort for transfer students, EAST (Entry Academics Supporting Transfers). It is based on our already successful transfer cohort programs known as GANAS and Sankofa. EAST will allow 3 co-horts of 35 transfer students to take all of their upper division general education courses and the WST together. The program will run 2 sections at Hayward and 1 at our Concord campus. Faculty will receive special training this summer so that they can both teach in the cohorts and help advise these students.

The fourth program is called Transfer Connections. The University is partnering with our top 4 feeder community colleges (Chabot, Diablo Valley, Ohlone, Las Positas) to pilot a program that pairs eligible underserved, non-traditional community college students with a CSUEB Transfer Ambassador. Transfer Ambassadors have successfully transferred from the same institution and will perform campus visits, workshops, serve as mentors, and perform other forms of outreach that help to demystify the transfer process. (Appendix 3)

Communication:

The University has been using a variety of methods to communicate both internally and externally regarding the Graduation Initiative 2025. Within our Academic Affairs website we have created a page entitled, *The Pioneer Path to Student Success* (Appendix 4), that outlines the initiative and our current strategies. Our working group on student

success, which has met every other week since October, includes all Associate Deans, the Dean of Undergraduate Studies, the Directors of Advising, Transfer Connections, and the Online Campus, the Dean of the Libraries, the Head of Institutional Research, and the Associate Provost. Special sessions, that have included information about the Graduation Initiative, have been conducted with all campus MPPs, all Administrative Support in Academic Affairs, the Department Chairs, and the Deans. The Provost is conducting open forums for all faculty, staff and students on Student Success at both the Hayward and Concord campuses (Appendix 5).

Additionally, email and phone calls have been used as key components of our communications campaign. We have broadly increased the number of times we send reminders to students of upcoming deadlines, advisor appointments, and new opportunities. While these methodologies may seem quaint or old fashioned, often in our students' busy lives email, postings on building doors, television broadcasts, and phone calls actually yield results.

Setting Goals:

The Provost is currently working with the Deans on setting success goals that will help improve graduation rates. Some of these goals will involve improving passing rates and cutting achievement gaps in specific courses, disciplines, or within graduation requirements (WST). The Deans have already been asked to rethink remediation, reduce waitlists, encourage flexibility in substitutions, and assure that College Advising Centers are working effectively to meet student needs.

Reexamining All Metrics:

We are creating a new portion of our Institutional Research website to reflect our 2025 goals and to provide dashboards that are consistent with these goals. As strongly encouraged by the January 20, 2017 memo from Executive Vice Chancellor, Loren J. Blanchard, we created tables which show our top 10 majors from which students are most expeditiously graduating from Cal State East Bay (Appendix 6) and we trying to increase student unit loads (Appendix 7). We intend to put an even larger push on correlating data and informed decision-making in 2017-18. We will be pulling together all areas of the University involved in gathering and reporting data, enhancing our IR capabilities, establishing a data reporting calendar, and updating monthly our dashboards for enrollment and the graduation initiative milestones.

Implications for the Future:

After assessment of the current strategies, we hope to keep going with those that are most successful. So far, our enhanced communication with students has, we believe, led to more students filing for graduation, taking the Writing Skills Test, seeing an advisor, taking more units, and participating in some form of tutoring. Each of these efforts was made possible by the infusion of resources needed to provide student services, give incentives to students, increase faculty awareness, and enhance (significantly) the courses students need to graduate.

Already the examination of our largest majors and advising needs has spawned a new initiative with faculty: the Faculty Fellows for Advising. This summer, faculty members in the Health Sciences, Criminal Justice, Sociology, Biology, Psychology, and Human Development will receive special training in using advising tools, new methods of performing student outreach, and providing early intervention to students needing additional help.

We are also trying to make all segments of the campus community—students, parents, faculty, staff, alumni, and prospective attendees--aware that timely graduation is a goal we takes the work of everyone to achieve. Messaging, spending, contributing, working—all efforts need to pull in the same direction.

While preparation, finances, and busy school/work/life schedules impact graduation rates among our students, we operate on the premise that once a student decides to matriculate at Cal State East Bay we can, through quality academic offerings, adequate sections, intrusive support, and the efficient use of funds, graduate students in a timely manner. The Graduation Initiative is giving us a chance to more broadly make the dream of a 4 year degree possible, to pilot new approaches, and to more directly touch each student. We look forward to continuing to benchmark our efforts, work more closely with our high school and community college partners, and get real results. The work, thus far, has been important in energizing our students and unifying our campus. We hope to continue these efforts and their emphasis on student success, into the future.

APPENDICES:

1. Added Sections and Enrollments
2. Increased Graduation Filings
3. Transfer Ambassadors
4. Pioneer Path to Student Success Webpage
5. Student Success Forums
6. Top 10 Majors With 4 Year & 4 Year + 1 term Graduation Rates
7. Increased Student Unit Loads
8. Report of Funds Spent in 2016-17 and Plans for 2017-18

APPENDIX 1: ADDED SECTIONS AND ENROLLMENTS

Critical Course Differences in Winter 2016 and Winter 2017											
College	Course	Course Name	Sections			Enrollment			Waitlist		
			2016	2017	Change	2016	2017	Change	2016	2017	Change
CBE	MGMT 3560	Business & Professional Ethics	7	8	+1	319	354	+35	10	22	+12
CBE	MKTG 3401	Marketing Principles	10	7	-3	505	335	-170	4	9	+5
CLASS	ENGL 3000	Writing for Proficiency	6	8	+2	135	128	-7	6	5	-1
CLASS	ENGL 3003	Discursive Writing	7	10	+3	175	238	+63	34	30	-4
CLASS	ES 3430	Interracial Sex and Marriage	4	8	+4	141	242	+101	74	28	-46
CLASS	HIST 3500	History of California	4	4	0	117	129	+12	27	26	-1
CLASS	HIST 4710	History and Trends in Nursing	3	4	+1	100	123	+23	63	39	-24
CLASS	POSC 1202	Pub Poli/Calif. Politics	1	2	+1	42	70	+28	14	24	+10
SCI	HSC 3200	Environmental Health	5	3	-2	212	248	+36	59	27	-32
SCI	HSC 3800	Multicult Issues in Hlth Care	4	4	0	149	172	+23	33	1	-32
SCI	HSC 4600	Health Systems Management	2	3	+1	98	134	+36	34	11	-23
Total			53	61	+8	1,993	2,173	+180	358	222	-136

APPENDIX 2: INCREASED GRADUATION FILINGS

Fall Cohorts Filed for Four-Year Graduation by Spring Term			
Cohort	Headcount	Filed for Spring	
		Grad	% Filed
Entering Freshmen			
Fall 2012	1,572	193	12%
Fall 2013	1,511	239	16%
Transfer			
Fall 2014	2,157	646	30%
Fall 2015	2,269	786	35%

Fall term Potential 4-Year Graduates (130+ Units, 2.0 GPA)			
Cohort	Headcount	% 15+	
		Eligible Take 15+ Units in Winter	Units in Winter
Entering Freshmen			
Fall 2012	310	148	48%
Fall 2013	302	152	50%
Transfer			
Fall 2014	1297	609	47%
Fall 2015	1496	719	48%

APPENDIX 3: TRANSFER AMBASSADORS

New to campus? We're here for you!



Smooth Transitions

Resources and Support for Transfer Students

- Pair up with a Transfer Ambassador for advice, to ask questions and to help ease your transition to Cal State East Bay
- Activities, workshops and events designed by and for transfer students
- Connect with your college, student service centers, and major department
- Network with other transfer students
- Provide campus resource referrals
- Get help navigating online tools/resources (Blackboard, BaySync, DAR)

**CAL STATE
EAST BAY**
TRANSFER STUDENT PROGRAMS



csueastbay.edu/smooth-transitions
smoothtransitions@csueastbay.edu • 510-885-4361



Alisha



Carmen



Moria



Rebecca

PHOTOS BY CANDELA THOMAS

Transfer Ambassadors are ready to help you to transition and succeed at Cal State East Bay.

- Transfer Ambassadors are student leaders who successfully transferred to Cal State East Bay and now assist with providing fun, educational, and interactive programming for new and returning transfer students.
- Our Ambassadors are trained to provide support and resources to transfer and transitioning students, and plan events throughout the academic year.
- Ambassadors are available to answer questions about Cal State East Bay.
- For more information, visit csueastbay.edu/smooth-transitions.

**TRANSFER
AMBASSADORS**

APPENDIX 4: PIONEER PATH TO SUCCESS WEBSITE



The Pioneer Path to Student Success, Graduation 2025

Recently, the California State University System announced a new and very aggressive plan to help students graduate in a more timely manner. It is our hope, at Cal State East Bay, that every entering **First Year student** will aspire to graduate in **four years** and that every **transfer student** will aspire to graduate in **2 years!**

This means, we must all work together—students, supporters, staff, faculty, and administrators—toward our goal. At Cal State East Bay we have already started the process! Based on feedback we have received as well as our data related to attrition, achievement gaps, and students dropping out, here are some initiatives we have instituted to create the Pioneer Path to Student Success. Note: these are pilot programs that we currently assess to determine which ones make the most sense moving forward:

1. Notifying all First Year Students who started at Cal State East Bay in 2013 and all Transfer Students who started at Cal State East Bay in 2015, and who have 130 units, that they have the potential to graduate. These students will, if they meet certain requirements, be offered a textbook voucher to help them move forward on their way to graduating by the end of Summer 2017.
2. Working with these same students to make sure they have the advising and courses they need to graduate.
3. Making the WST, writing skills test—otherwise known as the Graduation Writing Skills Requirement—FREE for the first 2000 students who register.
4. Creating new online modules that give students information they can use to plan their time at Cal State East Bay as efficiently as possible.
5. Providing more tutoring and supplemental instruction in the SCAA (2nd floor of the library).
6. Making more advisors available.
7. Creating new professional development opportunities for Faculty so that they can help shape the way we meet the new system goals.
8. Summer Grants for students who can graduate by the end of Summer 2017 if they take a full load of courses.
9. Expanding our data capabilities, so that we can identify student needs and meet them!
10. Adding sections of classes that students need to graduate.

Questions about any of the above programs may be addressed to: Associate Provost, Linda.Dobb@csueastbay.edu

We all want our students to Succeed—the Pioneer Path will be a great way to get there!

Additional Resources:

<http://www.csueastbay.edu/oa/semester/> (our Semester Conversion website and our pledge to students!)

<https://www2.calstate.edu/csu-system/why-the-csu-matters/graduation-initiative-2025/pages/default.aspx> (the California State University system website on the Graduation Initiative—launching our goal to increase graduate rates for all students)

APPENDIX 5: STUDENT SUCCESS FORUMS



CALIFORNIA STATE
UNIVERSITY
EAST BAY

Newsletter

Office of Academic Affairs

Academic Affairs Newsletter, Week of February 20

Important Dates:

- Feb. 22 Student Success Forum: MB 1055, 10-11 a.m.
- Feb. 27 Student Success Forum: Concord Campus, 11-12 a.m.
- March 27: Nominations Due for Week of Scholarship Awards
- April 19: Week of Scholarship Student Research Posters, 2-4 pm
- April 20: Week of Scholarship Awards Ceremony and Faculty Research Posters, 12-4 pm
- May 8: Textbook Orders Due for Fall/Summer

1. From the Provost: Student Success Forums

Cal State East Bay has been working hard to find ways to support our students and meet their educational goals. Our hope is that our students have the courses, services, and support they need to improve our four-year graduation rate from 10% to 35% and our six-year rate from 45% to 62%. For our transfer students, our goal is to increase the two-year graduation rate from 37% to 49% and the four-year rate from 73% to 83%. And, we wish to eliminate the Achievement Gap, which is currently 14%.

We need your help to achieve these goals and our hope is that the Student Success Initiatives Community Forums will help us identify what works well (so that we can continue those), what gets in the way of our students (so we can identify where problems may lie), and suggestions for what we might be able to do better.

I hope to see you at one (or more) of our forums.

Edward Inch

2. From ORSP:

a. Attached is the ORSP quarterly newsletter
<http://www.csueastbay.edu/orsp/files/reports/quarterly%20newsletters/orsp-newsletter-winter-2017.pdf>

b. Please note that the next PI Quarterly Meeting date has been changed to Tuesday, March 14th. The meeting will take place from 12 noon – 2pm in SF329.

Since lunch will be provided, please RSVP to Anne Wing at anne.wing@csueastbay.edu, if you plan on attending.

3. From the Director of Sustainability:

a. Free film, "Before the Flood," a documentary narrated by Leonardo DiCaprio on climate change as a threat to a sustainable future. Friday, February 24th from 12-2 in the MPR. Pizza served. Full classes encouraged to attend. [Please RSVP.](#)

b. View & Contribute to the SustainEastBay Blog

California State University East Bay Office of Sustainability has started the "SustainEastBay Blog." Through this blog, the Office of Sustainability welcomes students, staff, faculty, and community members alike to express themselves and their concerns about the environment, sustainability, and other issues as they see fit. If you would like to contribute, please send an email with your material attached to sustainability@csueastbay.edu with the subject "Contribute to SustainEastBay." Written pieces should preferably be sent as .doc or .docx files

APPENDIX 6: TOP 10 MAJORS GRADUATING STUDENTS IN 4 YEARS

Degrees in Four Years, and One Extra Term

Entering Freshmen

	Degree 4 Years or less	Degree 4 Years + 1 Term	All Majors Grad Rate 4 Years	Grad Rate 4 Years + 1 term	Potential 4 Year Rate
Sum of Fall Cohorts 2009-2011					
3,881	470	173	12.1%	4.5%	16.6%

Top 10 Majors: Entering Freshmen

	Degree 4 Years or less	Degree 4 Years + 1 Term	% 4 Yr Grad Rate from this Major*	Rate from Extra Term
Business Administration	102	37	2.6%	1.0%
Health Sciences	87	26	2.2%	0.7%
Biological Science	31	13	0.8%	0.3%
Criminal Justice Administration	37	11	1.0%	0.3%
Kinesiology	12	11	0.3%	0.3%
Communication	11	11	0.3%	0.3%
Psychology	28	10	0.7%	0.3%
Nursing	0	7	0.0%	0.2%
English	8	7	0.2%	0.2%
Art	10	6	0.3%	0.2%
Top 10 Total	326	139	8.4%	3.6%

Transfer

	Degree 2 Years or less	Degree 2 Years + 1 Term	All Majors Grad Rate 2 Years	Grad Rate 2 Years + 1 term	Potential 2 Year Rate
Sum of Fall Cohorts 2011-2013					
5,409	1,830	543	33.8%	10.0%	43.9%

Top 10 Majors: Transfer Students

	Degree 2 Years or less	Degree 2 Years + 1 Term	% 2 Yr Grad Rate from this Major*	Rate from Extra Term
Business Administration	339	141	6.3%	2.6%
Nursing	158	96	2.9%	1.8%
Health Sciences	163	53	3.0%	1.0%
Psychology	153	33	2.8%	0.6%
Human Development	135	28	2.5%	0.5%
Kinesiology	34	26	0.6%	0.5%
Art	30	22	0.6%	0.4%
Liberal Studies	102	17	1.9%	0.3%
Communication	45	16	0.8%	0.3%
Criminal Justice Administration	150	13	2.8%	0.2%
Top 10 Total	1309	445	24.2%	8.2%

* Percentage of all 4-year grads with a degree in that major.

APPENDIX 7: INCREASED STUDENT UNIT LOADS

Fall term Potential 4-Year Graduates (130+ Units, 2.0 GPA)

Cohort	Eligible Headcount	Filed for Spring Grad	% Filed
Entering Freshmen			
Fall 2012	310	148	48%
Fall 2013	302	152	50%
Transfer			
Fall 2014	1297	609	47%
Fall 2015	1496	719	48%

Report of Funds Spent in 2016-17 and Plans for 2017-18

	2016-2017	2017-2018
Additional Sections	\$105,000	\$120,000
How to Graduate in 4 years/ Online Advising Modules	\$50,000	0
Tutoring and SI	\$60,000	\$60,000
WST Fee Waivers	\$100,000	0
Book Stipends	\$22,500	\$22,500
Cohort Based Transfer Project	0	\$55,000
Pioneer Link to Community Colleges	\$8,000	\$12,000
Faculty Learning Communities/ Faculty Advisor Fellows	\$15,000	\$120,000
Summer Stipends	0	\$50,000
Advisor Support	\$50,000	\$50,000
Improving Data Gathering/Reporting	0	\$150,000

Total Thus Far:	\$410,500	\$639,500
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Grand Total		1,050,000
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