Summary of Accomplishments

Last year, the Graduation Initiative at Sacramento State published a 2011-2012 Strategic Plan, which guided implementation efforts during the past academic year. With the work of a positively energized Steering Committee, many recommendations in the campus plan on Increasing Graduation Rates and Closing the Achievement Gap were realized. The bulleted summary below delineates programs that have been implemented and indicates if data is being collected and analyzed to substantiate or suggest their impact on campus retention efforts.

Successful Programs — (D) indicates that corollary/substantiating program data exists

- A sustainable and action-oriented Steering Committee
- Collaboration across Student Affairs and Academic Affairs
- Leadership development, tutoring, and academic advising initiatives
  - The campus Leadership Initiative has grown to serve over 900 students (D)
  - The First Year Experience Program (D)
  - Mandatory first-year and transfer student orientation (D)
  - Mandatory new student advising (D)
  - Mandatory second-year probation advising (D)
  - The Peer and Academic Resource Center (PARC)
- Unity Day celebration, which brought together the entire campus to champion the GI
- Trainings and webinars on retention “best practices” and early warning mechanisms delivered to the GI Steering Committee and faculty and staff from key retention programs
- Summer 2011 High Impact Practices Institute, which led to the development of a second year experience program targeting students at-risk of dropping out in their second year
- Supplemental Instruction Courses (1 unit of credit, linked to GE “roadblock” courses) for over 1,000 students to boost general education success rates (D)
- Recruit-back campaign to reach students who had stopped out of the University for one semester
Summary of Accomplishments (Continued)

NEW INITIATIVES WITH DATA ANALYSIS UNDERWAY

- The **Early Start Program**, a new summer initiative to help first time freshmen transition to college and potentially complete remediation requirements during the summer months
- New **co-curricular retention** programs open to all students, targeting URM students in particular
  - “**Male Empowerment Initiative**” (ME) for male students
  - “**Advancement Opportunities for Women**” (WE) for female students
- University-wide **Retention Tracking Tool**
- **Degree Roadmaps**, which outline the path to degree for each academic department
- **GI Retention Services Survey** will be administered to departments and programs in Spring 2012 to assess GI progress and provide updates to the Steering Committee

EMERGING AND PROPOSED PROGRAMS AND POLICIES

- Prospective **GE/GR policy reform**
- Proposed Sacramento **State Mentor Match program** that would facilitate students connecting with faculty and staff mentors through a web-based application
- **Sacramento Pathways**, a collaboration between Sacramento State, Sacramento City College, and Sacramento City Unified School District aimed at increasing college readiness and success for prospective Sac State students
Graduation Initiative Feasible Practices 2012-2013

To continue focusing on the strategies employed in the 2011-2012 Strategic Plan, the following feasible practices will be shared and endorsed for the 2012-2013 academic year.

1. Continued to examine advising systems and structures to make improvements in service delivery to students
2. Better coordinate and align tutoring/mentoring programs across the campus
3. More fully implement an early alert system using the Retention Tracking Tool to collect data from campus retention programs and academic departments
4. Assess the male and female initiatives to determine if they should be continued, changed or eliminated
5. Continue to implement upper-division retention interventions for continuing and transfer students. In addition, develop a menu of services for new students and transfer students to elevate the campus graduation rate overall leading up to our 2015/2016 goals.
6. Disseminate the undergraduate degree roadmaps within the advising center and colleges to assist students in mapping their progress to degree
7. Partner with Research Administration to assist with faculty grant development and retention research efforts
8. Build upon the Sacramento State Mentor Match Program by securing faculty mentors, holding trainings, and creating a user friendly web-based interface
9. Hold trainings and collaborate with other campus entities to offer diversity forums and conversations to build campus unity
10. Continue to develop the Leadership Initiative as an essential component of student engagement and success
11. Place the same emphasis on retention as is placed on recruitment
12. Establish recruit back campaigns and approaches for students eligible to re-enroll, as well as engage in enrollment campaigns
13. Commission all campus departments and programs to develop retention plans to promote the Graduation Initiative and follow-up on submitted plans
14. Generate disaggregated data by class level, ethnicity, and cohort year to identify areas of retention improvement and areas necessitating strategic intervention
Strategic Implementation Items for 2012-2013

Implementation of the plan includes a focus on key programs or services in each thematic area of the Graduation Initiative. These services and programs are described in the table below.

<table>
<thead>
<tr>
<th>THEME</th>
<th>RECOMMENDATION</th>
<th>DESCRIPTION</th>
<th>OFFICE RESPONSIBLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme #1: Services that Support</td>
<td>Mandatory General Second-Year Advising</td>
<td>All second year students must meet with an advisor before being permitted to register each semester.</td>
<td>Academic Affairs/Student Affairs</td>
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<td>Transfer Experience Opportunity</td>
<td>Require a mandated transfer experience by the end of the first semester on campus.</td>
<td>Academic Advising/Peer and Academic Resource Center/ SASEEP/Academic Departments</td>
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<td>Develop Sustained Career Development and Internship Opportunities</td>
<td>Promote and organize a volunteerism/internship campaign to assist students in acquiring part-time jobs, internships, and practical experiential learning.</td>
<td>Career Center</td>
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<td>Theme #2: Learning that Counts</td>
<td>Consider developing a remediation track for Math 1, which would satisfy the General Education B4 Quantitative Reasoning requirement on campus. Currently 29 majors consider any B4 as satisfying their degree requirements</td>
<td>Rationale: A parallel math track to the current English Stretch Program may facilitate students completing remediation and getting credit sooner than they otherwise would. Get data from the English Stretch Program to see the completion rates of students in the stretch program vs. the rates of students not using the stretch to fulfill remediation agreements. Other data may be needed. Use the lessons learned from the English Stretch Program when considering a model Mathematics Stretch Program. Cohorting students is a High Impact Practice that may increase success rates of students in remediation. APC identified this in their response to the Graduation Initiative as well: “The APC encourages investigation of similar models in mathematics and statistics.” (Academic Policies Committee Response to Recommendations from the Graduation Initiative, December 2010)</td>
<td>Academic Affairs, Math Department, GE/GRPC approval for pilot, CPC approval/consultation for pilot</td>
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<td>Consider making mandatory the declaration of major by the end of the fourth semester at Sac State</td>
<td>Rationale: Declaration at 60 units is the current campus policy. Consider mandating that a declaration of major must take place by the fourth semester at Sacramento State. According to OIR data, students who declare by the fourth semester have higher retention and graduation rates (6.7% increase in 3-Year Retention and 9.2% increase in 6-Year Graduation). Place a registration hold on students who do not declare by the middle of the fourth semester.</td>
<td>Academic Affairs, APC</td>
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<td>Engage in pre-major advising that directs and provides guidance in course taking</td>
<td>Enforce the Undergraduate Academic Advising Policy passed in 2007 by the Faculty Senate. This is essential in pre-major gateway areas where students become “stuck or bottlenecked” and have difficulty matriculating into the actual major sequence of courses. Students who get major advising early, and complete major prerequisites, may be more likely to choose to stay within a given area of study. Likewise, this is an excellent early opportunity for students to identify that their current major area of study is not right for them.</td>
<td>Academic Affairs, APC</td>
</tr>
<tr>
<td>THEME</td>
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<td>Theme #3: Defining and Developing the Faculty Role in Retention and Graduation Efforts</td>
<td>Increase attendance, especially in large-enrollment, lecture-based courses</td>
<td>Draft a white Paper Regarding “Attendance Policies”</td>
<td>Center for Teaching and Learning</td>
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<td>Expand opportunities and support for faculty to engage in mentoring students</td>
<td>Develop workshops for Faculty to learn how to “do” informal and/or formal mentoring</td>
<td>FSMP/SASEEP/CTL/Offices Offering Mentoring</td>
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<td>Provide faculty with training and tools to provide students information regarding campus resources</td>
<td>Offer a summer Institute to train faculty about the Graduation Initiative</td>
<td>Center for Teaching and Learning/SASEEP</td>
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<td>Engage academic units and faculty governance systems in student retention and educational equity efforts</td>
<td>Support the establishment of a new Student Retention and Graduation Subcommittee of the Academic Policies Committee</td>
<td>Faculty Senate</td>
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<td>Theme #4: Incentives that Motivate</td>
<td>Engage in activities that will bring public recognition to students for their academic success</td>
<td>Work with campus departments to create a unified and consistent message highlighting student success in all aspects of the Sac State experience</td>
<td>Public Affairs, Advancement, Academic Departments, Student Affairs, Alumni Association</td>
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<td>Provide incentives for student participation in co-curricular activities at the classroom level</td>
<td>Incentivize and reward co-curricular participation in activities that support or enhance the classroom experience</td>
<td>Academic Departments, Faculty Senate, Student Affairs</td>
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<td>Theme #5: Outreach and Recruit Back that Change the Playing Field/University-wide Engagement</td>
<td>Send targeted messages to students to ensure receipt of vital information</td>
<td>Develop a communication plan that strategically outlines how and when students will be communicated with for the express purpose of better informing them about university policies, procedures, and deadlines</td>
<td>Communications Specialist, Registrar, Admission &amp; Outreach, IRT</td>
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<td>Follow a systematic plan of recruit back</td>
<td>Use as a guidepost the recruitback steps outlined by Noel Levitz in his or her consultation visit to the campus; institute a phased recruitback tracking system that occurs pre-census and post-census and just prior to and after the registration window</td>
<td>Registrar, Admission &amp; Outreach, Academic Advising (guidance)</td>
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<td>Coordinate the delivery of outreach services campus-wide</td>
<td>Develop a clearinghouse of outreach events, presentations, and activities in order to coordinate and align various campus recruitment efforts</td>
<td>Enrollment management, Admission &amp; Outreach, Any campus outreach program</td>
</tr>
</tbody>
</table>
Conclusion

With one year of strategic planning to assist the campus to orchestrate a broad-based endeavor, the Graduation Initiative Steering Committee has taken a seamless approach to the implementation of key recommendations. Drawing upon the work of several departmental areas and programs, we feel well positioned to achieve the goals of the Graduation Initiative. To document our successful outcomes from the current academic year, we will again report back on key highlights and successes that have shaped our approach to increasing the campus graduation rate and closing the achievement gap.
Strategic Plan Contributors

The strategic plan was compiled by the following individuals:

- **Marcellene Watson-Derbigny**, Co-Chair, Graduation Initiative Steering Committee
- **Ed Mills**, Co-Chair, Graduation Initiative Steering Committee
- **Brigitte Clark**, Theme #1 Services that Support, GI Team Leader
- **Reza Peigahi**, Theme #2 Learning that Counts, GI Team Leader
- **Enid Gonzalez**, Theme #3 Defining and Developing the Faculty Role in Retention and Graduation Efforts, GI Team Leader
- **Karlos Santos-Coy**, Theme #4 Incentives that Motivate, GI Team Leader
- **Bridget Parsh**, Theme #5 Outreach & Recruit Back Approaches that Change the Playing Field/University-wide Engagement, GI Team Leader

**GI Steering Committee**

**EXECUTIVE TEAM LEADERS**

- **Joseph Sheley**, Provost and Vice President for Academic Affairs
- **Lori Varlotta**, Senior Vice President for Planning Enrollment Management and Student Affairs

**COMMITTEE CO-CHAIRS:**

- **Marcellene Watson-Derbigny**, Associate Vice President, Student Retention and Academic Success
- **Ed Mills**, Associate Vice President, Enrollment Management and Student Support

**COMMITTEE MEMBERS:**

- **Kimo Ah Yun**, Chair, Department of Communication Studies
- **Seung Bach**, Associate Professor, Entrepreneurship and Strategy
- **Juanita Barrena**, Director, Science Educational Equity Program & Lead Project Director, CSU-LSAMP/Emeritus
- **Jean-Pierre Bayard**, AVP for Academic Affairs Technology Initiatives & Director of ATCS
- **Jerry Blake**, EOP Retention Coordinator/GI Co-Leader (Theme #2)
- **Margarita Berta-Avila**, Assistant Professor, Bilingual/Multicultural Education & Co-Chair of CODE (Committee on Diversity and Equity)
- **Bob Buckley**, Faculty Senate’s Academic Policies Committee Representation
- **Robin Carter**, Associate Dean, College of Health and Human Services/GI Co-Leader, (Theme #3)
- **Brigitte Clark**, Associate Director, Career Center/GI Team Leader (Theme #1)
- **Susan Crawford**, Associate Professor, Chemistry (NSM)
Graduation Initiative Steering Committee (continued)

Julie Figueroa  
Associate Professor, Ethnic Studies Department/GI Co-Leader, (Theme #4)

Tim Fong  
Chair/Professor, Department of Ethnic Studies/GI Co-Leader, (Theme #5)

Fiona Glade  
Assistant Professor, English & GIAR Coordinator

Enid Gonzalez  
Director, Science Educational Equity Program (SEE)/GI Team Leader (Theme #3)

Janet Hecsh  
Professor of Education & Chair of General Education/Graduation Requirements Policy Committee (2008-2011)

Sue Holl  
Chair, Department of Mechanical Engineering

Su Jin Jez  
Assistant Professor, Department of Public Policy & Administration

Ed Jones  
Associate VP, Campus Life/Emeritus

Dena Lemus  
Assistant Director of Admissions and Outreach

Brian Lim  
Professor, Department of Teacher Education

Greg Mark  
Professor, Ethnic Studies Department & Director of Asian American Studies

Jasmine Murphy  
Student Services (One-Stop) Coordinator/Financial Aid

Laura Gonzalez  
ASI President 2011-2012 (Student Representative)

Jackie Morris-Henderson  
Stewardship Coordinator, Development/GI Co-Leader, (Theme #1)

Jeffrey Paradis  
Associate Professor, Chemistry Department

Bridget Parsh  
Assistant Professor, School of Nursing/GI Team Leader, (Theme #5)

Reza Peigahi  
Associate Librarian, University Library/GI Leading Team Leader (Theme #2)

Katherine Pinch (or designee)  
Curriculum Policies Committee

Karlos Santos-Coy  
Leadership Programs Coordinator, Student Organizations and Leadership/GI Team Leader (Theme #4)

Deidre Sessoms  
Provost's Fellow on Graduation Initiative Grants and Retention Programming/GI Co-Leader, (Theme #5)

Lynn Tashiro  
Director Center for Teaching and Learning

Chris Taylor  
Faculty Senate Chair Designee/Provost's Fellow

Adrienne Thompson  
Research Administration Coordinator

Ricardo Torres  
Counseling Faculty, EOP (SASEEP)

Jing Wang  
Director, Office of Institutional Research

Jaime White  
Director, Mesa Engineering Program (MEP)

Jennifer Wood  
Support Services Coordinator, SSWD
California State University, Sacramento

SACRAMENTO STATE’S SUMMARY REPORT ON INCREASING GRADUATION RATES