



SACRAMENTO STATE'S REPORT ON INCREASING GRADUATION RATES

INCREASING *Graduation* RATES AND  
CLOSING THE *Achievement* GAP



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## Preamble Statement

*The CSU Graduation Initiative represents a unique opportunity for Sacramento State to fundamentally sharpen its focus and emerge with a comprehensive retention plan that will drive its student success goals as an institution. The plan set forth in this document provides a set of recommendations that call for institutional change, while bringing together the many elements that make Sacramento State a vibrant and excellent University. Providing a clear foundation for action toward Sacramento State's graduation goals, the Graduation Initiative reinforces the University's commitment to promoting a student-centered campus, which advances the higher education experiences of students for generations to come. Through a university-wide retention approach, various entities at Sacramento State unite as a campus with the goal of making degree attainment a reality for every Sacramento State student. The Graduation Steering Committee encourages individuals, departments, and divisions to tap into their strengths and successes in support of the CSU Graduation Initiative, to take pride in it, and to keep in mind its ultimate purpose: to serve Sacramento State students.*

## *Executive* Summary

As we continue the work of increasing the graduation success of students at Sacramento State, the campus plan provides a plethora of core strategies to be employed. The overall approach entails following thematic recommendations that will be measured annually and by semester. The report addresses five strategic themes as outlined below:

1. Services that Support
2. Learning that Counts
3. Defining and Developing the Faculty Role in Student Retention and Graduation Efforts
4. Incentives that Motivate
5. Outreach and Recruit Back that Change the Playing Field/University-wide Engagement

With these thematic markers as a guide, the Graduation Initiative at Sacramento State will work to meet these paramount goals:

- Increase the campus graduation rate overall by 8% for first time freshmen
- Cut the achievement gap in half between underrepresented students and non-underrepresented student groups for both first-time freshmen and transfer students
- Improve the transfer student graduation rate by 6%
- Articulate annual strategies to be utilized to improve campus student success goals through its Graduation Initiative Strategic Plan
- Work in coordination with various sectors of the campus to align and unify approaches to student retention and assessment to meet graduation targets

# *Introduction* and Historical Overview

Sacramento State has a long-standing mission and commitment to excellence in student performance, marked both by its clearly defined Strategic Plan, and its goal to become a destination campus. Over the last two decades, the efforts of prior Retention Committees and other campus units have well-positioned Sacramento State to respond to both system-wide initiatives and self-identified retention needs. Such efforts include the consultative work completed by Noel-Levitz, as well as the research, accreditation preparation, the work of the Retention Task Force, and the Facilitating Graduation Action Plan completed in 2005. Additionally, Sacramento State's Office of Institutional Research (OIR) has built and maintained a large store of campus-wide data pertaining to retention and graduation.

In this latest call, the Graduation Initiative's charge to improve the campus graduation rate while simultaneously closing the achievement gap has shaped an institutional climate that has been both reflective and cautious in its strategic approach. Sacramento State intends its Graduation Initiative strategies to be dynamic, measurable, and effective.

To this end, the Graduation Initiative delivery team, in collaboration with the newly established Graduation Initiative Steering Committee, has broadly formulated campus-wide recommendations toward higher retention and graduation rates. Perspectives from a variety of campus departments and program centers have shaped these

recommendations, and have laid the groundwork for strategies that will work to lift the performance of every student, increase the overall campus graduation rate, and value and support the holistic success of individual students.

For ease of reference, the report narrative is organized into five primary sections based on core student success themes. Each theme provides summary charts outlining key features, as well as descriptions of the approach by which each retention strategy or recommendation will be implemented. Each strategy outlined addresses the need for university-wide change while simultaneously addressing the needs of specific campus sub-populations for direct, additional and immediate support to improve their success. Thus, the Sacramento State Campus Plan seeks to review, revise, create, and expand on retention programming toward the benefit of all Sacramento State students. The Graduation Initiative Steering Committee will carefully monitor, assess, and evaluate improvements and augmentations related to these ambitious and wide-ranging goals to ensure that the achievement gap is narrowing, while providing students the critical resources needed for success. This deliberate approach underscores Sacramento State's commitment to access, equity, and excellence for all its students within a well-supported community of learners on the path toward a baccalaureate degree.

## The CSU-System *Charge* to Campuses

Via the Graduation Initiative, the CSU is expecting campuses to 1) increase 2009-10 FTF cohort graduation rate to attain first quartile status (top 25%) among similar institutions by Spring 2015; 2) increase 2011-12 transfer cohort graduation rate to attain first quartile status among similar institutions by Spring 2015; and 3) reduce, by half, the graduation rate achievement gap between underrepresented minorities (URM) and non-URM (~URM) students by Spring 2015.

## Sacramento State's Intended *Outcomes*

To move Sacramento State into the top quartile of similar institutions in terms of graduation rates, the university must achieve the following outcomes:

1. Increase the six-year graduation rate of first-time freshmen by 8% by 2015 (i.e., move the current [2003 FTF cohort] rate from 43% to 51%)
2. Increase the four-year graduation rate of transfer students by 5% by 2015 (i.e., move the current [2003 transfer cohort] rate from 63% to 68% [approximate; target rate to be established by the CSU])
3. Close the FTF graduation rate gap between the URM student population (e.g., African American, Latino/Hispanic, Pacific Islander, and American Indian) and our ~URM student population (e.g., Caucasian and Asian American students) by half by 2015 while achieving the targeted aggregate graduation rate increase of 8 points (the current [2003 cohort] gap between FTF URM student graduation rate and ~URM student graduation rate is 10.3%)
4. Close the graduation rate gap between URM transfer students and our ~URM transfer students by half by 2015 while achieving the targeted aggregate graduation rate increase of 6 points (the current [2003 cohort] gap between transfer URM student graduation rates and ~URM student graduation rates is 5.2%)

## Freshmen Graduation Rates *(see Table 1, page 11)*

By implementing and/or maintaining the strategies delineated in the following sections of this report, Sacramento State aims to increase the FTF six-year graduation rate by 8% by 2015 (based on 2003 cohort data). Since it is difficult to calculate the discreet impact of each of the following strategies, we hope to achieve the ultimate 8% increase incrementally by bolstering overall FTF graduation rates 2% per year from 2012 (2006 cohort) to 2015 (2009 cohort). The actual percentage of change will likely not be equal in each of the four years being monitored, but the following chart reflects our initial targets at this point, which will serve as useful benchmarks:

**FTF SIX-YEAR GRADUATION TARGETS (USING 2003 COHORT GRAD RATE BASELINE: 43%)\***

	Number of FTF in Cohort	Target Six-year Graduation Rate	Number of Cohort Members Who Must Graduate
2006 Cohort (Graduating 2012)	2653	45%	1194
2007 Cohort (Graduating 2013)	2468	47%	1160
2008 Cohort (Graduating 2014)	2613	49%	1280
2009 Cohort (Graduating 2015)	3076	51%	1569

\*The size of each cohort has been neither uniform nor increasing consistently in recent years.



## Transfer Graduation Rates *(see Table 2, page 12)*

By implementing and/or maintaining the strategies delineated in the following sections of this report, Sacramento State aims to increase its transfer four-year graduation rate by 5% by 2015. Since it is difficult to calculate the discreet impact associated with transfer strategies, we hope to achieve the final 5% increase incrementally by bolstering overall transfer graduation rates by 1% per year.

### FOUR-YEAR TRANSFER STUDENT GRADUATION TARGETS *(USING 2003 COHORT GRAD RATE BASELINE: 63%)\**

	# LDT & UDT Transfers in Cohort	Target Four-year Graduation Rate	Number of Cohort Members Who Must Graduate
2007 Cohort (Graduating 2011)	3403	64%	2178
2008 Cohort (Graduating 2012)	3148	65%	2046
2009 Cohort (Graduating 2013)	3829**	66%	2527
2010 Cohort (Graduating 2014)	3526	67%	2362
2011 Cohort (Graduating 2015)	3510	68%	2387

\*The size of each cohort has been neither uniform nor consistently increasing in recent years.

\*\*The 2009 cohort does not include students admitted in Spring 2010 (some exceptions to enrollment closure were permitted).

### URM FTF Graduation Rates *(see Table 1, page 11)*

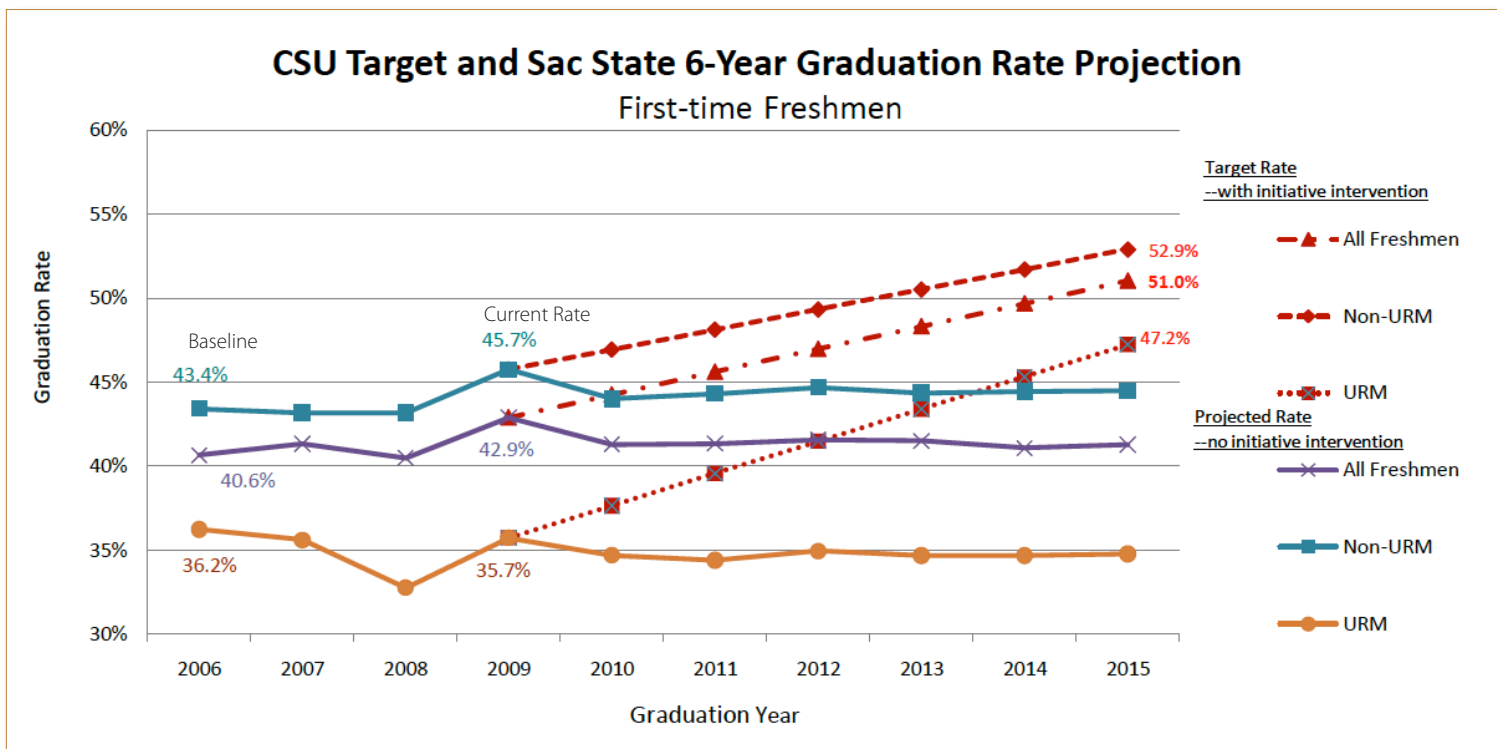
The current six-year graduation rate (2003 cohort) for underrepresented first-time freshmen is 35.7%, while the non-underrepresented freshmen graduation rate is 46%. Thus, there is a 10.3% graduation achievement gap between FTF URM students and FTF ~URM students at Sacramento State. To reach the URM rate-increase mandate (i.e., to close the achievement gap by 50% while raising the aggregate graduation rate to 51%), Sacramento State must increase its six-year graduation rate for FTF URM students by 11% (from 35.7% to 47.2%) and its rate for ~URM students by 7% (from 46% to 52.9%).

### URM Transfer Graduation Rates *(see Table 2, page 12)*

The current four-year graduation rate for URM transfer students (2005 cohort) at Sacramento State is 55%, while the non-URM graduation rate for transfer students is 61%, a 6% graduation achievement gap. To meet the URM mandate while attaining an overall 68% graduation rate, Sacramento State must increase its four-year graduation rate for URM transfers by 9.6% (from 55% to 64.6%) while increasing that of its ~URM students by 8% (from 60.9% to 68.9%).

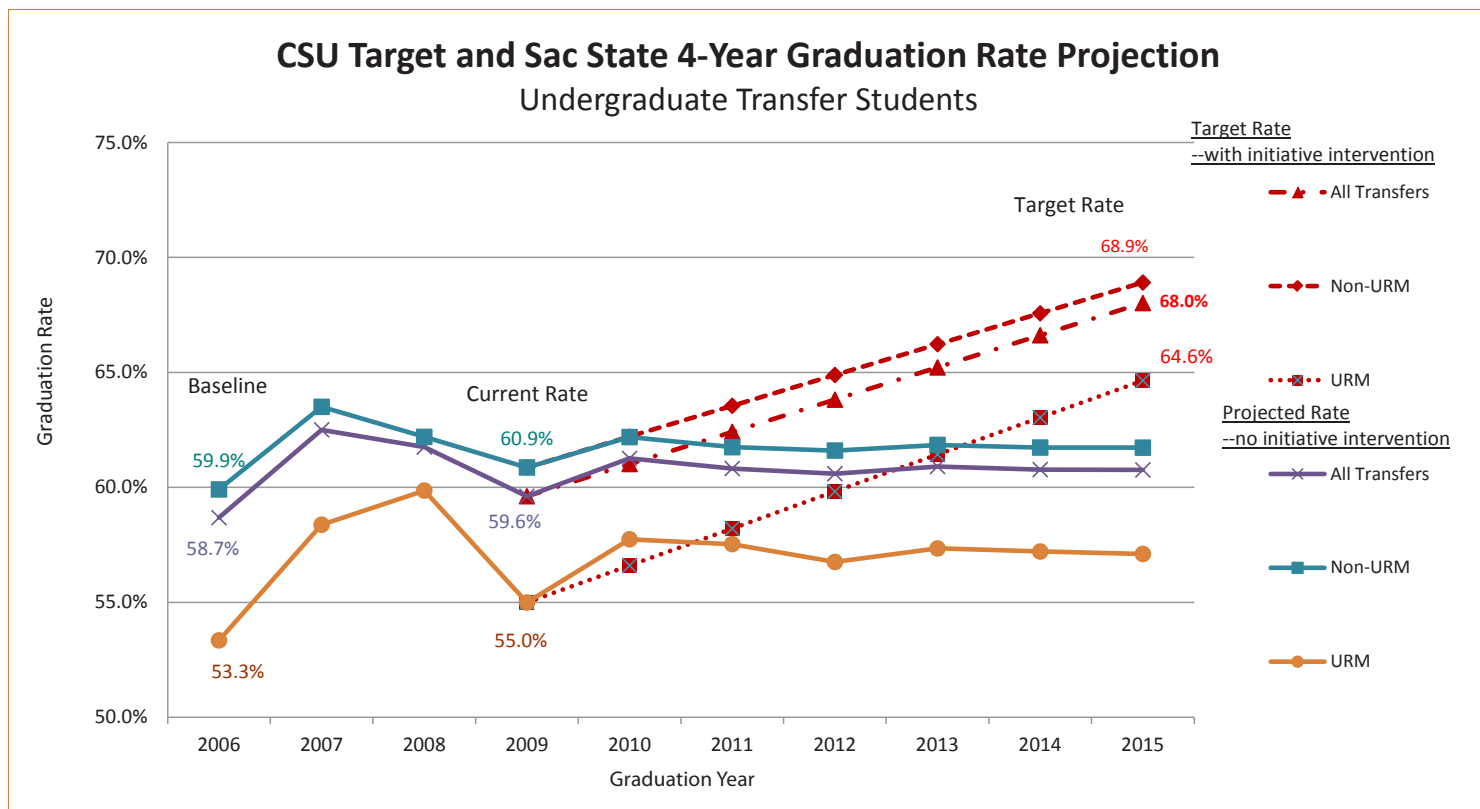
Note: The gap calculations for the transfer student population are depicted in Table 2. The gaps presented feature baseline data from the 2005 cohort year and not the 2003 cohort year, which helps to explain the differing gap calculations, as previously noted in this report.

TABLE 1



1. Baseline: 2000 cohort, graduated by 2006.
2. Current Rate: 2003 cohort, graduated by 2009.
3. Target Rate: URM = 36.2%+11%=47.2%; ~URM = 43.4%+9.5%=52.9%; Total: (1091+479)/3076=51%.
4. Projected Annual Rates between 2010 and 2015 are based on a 3-year moving average rate (assuming no initiative intervention).
5. CSU Annual Target Rates between 2010 and 2015 are calculated by adding an annual increase rate to each year (assuming initiative intervention).

TABLE 2



1. Baseline: 2002 cohort, graduated by 2006.
2. Current Rate: 2005 cohort, graduated by 2009.
3. Target Rate: URM= 44.9%+11.3%=64.6%; URM = 59.7%+9%=68.9%; Total=(1894+471)/2365=68%.
4. Projected Annual Rates between 2010 and 2015 are based on a 3-year moving average rate (assuming no initiative intervention).
5. Target Annual Rates between 2010 and 2015 are calculated by adding an annual increase rate to each year (assuming initiative intervention).
6. 2010 and 2011 enrollments are projected numbers based on a 3-year moving average enrollment count.

## Graduation Initiative *Theoretical* Framework

Increasing the retention and graduation rates of students is not only a CSU or a Sacramento State concern—it is of importance to higher education across the nation. According to Upcraft, Gardner and Barefoot (2005), attrition of college students between their first and second year has been consistent for the last two decades, at approximately 15% nationally.

Although myriad reasons exist for these rates, one prominent reason students report is that they did not find college coursework as challenging as they anticipated it would be (NSSE). This finding should perhaps encourage some campus departments to consider additional strategies for student engagement in the classroom, or could lead offices to employ student development theory to better understand why students are not feeling challenged.

Although straightforward, Nevitt Sanford's (1966) concept of "challenge and support" (Komives & Woodard, 1996, p. 167-168) has withstood the test of time. His concept purports that "optimal dissonance," or a balance of challenge and support, is required for sustained growth. Sanford demonstrated that students who receive too much support may not take responsibility for themselves, and students who receive too little support may simply give up. Naturally, each student's optimal dissonance is defined differently, as it is situated in their ongoing development of identity, competence, integrity, purpose, mature interpersonal relationships, interdependence, and management of emotions (Chickering & Reisser, 1993). It is at this intersection where faculty awareness, campus support programs, and family involvement can fill in the gaps, and provide opportunities for students to obtain the assistance they need to achieve the optimal dissonance that will lead to academic and personal success while enrolled in college.

At most campuses, retention efforts are shared across campus without a single formalized office; the same is true at Sacramento State. National student retention efforts emerge in many forms, though in the last several years many organizations have increased their focus on enrollment management. As discussed in Upcraft, Gardner and Barefoot (2005), enrollment management strategies are most effective when partnered with sound data provided by institutional research offices. This often requires collaboration between Academic Affairs and Student Affairs, a partnership the Graduation Initiative Steering Committee at Sacramento State has created.

As described in a case study by Diana Natalicio and Maggy Smith (Upcraft, et.al. (2005), pp. 155-175), the University of Texas at El Paso presents a model for institutional change which encourages first-year student success at a four-year, public, urban university. Recommendations for student success programs include the support of leadership, an effective, efficient, and sustainable organizational structure, and student involvement (at all stages of the process) that place retention at the center of their efforts. With this foundation of support, Sacramento State is poised to move forward with its plan for improving graduation rates and closing the achievement gap.

While a considerable amount of information remains to be researched and analyzed, we can only benefit from our colleagues who have gone before, and are better positioned to act given invaluable work of past campus committees. Furthermore, as we base our campus changes on the theories and best practices of our peer institutions, we are keenly aware of the need for more research, both at the institutional and national level.

SACRAMENTO STATE'S  
REPORT ON INCREASING  
GRADUATION RATES



CLOSING THE ACHIEVEMENT GAP  
*Background*

# Background on the Importance of Closing the Achievement Gap

## Definitions and Background

The U.S. Department of Education (2010) defines the achievement gap as the difference in academic performance among different ethnic groups. There are several factors that contribute to this gap, which include both home-based resources and school-based resources (Education Is Freedom, 2010). Home-based resources are attributed to a student's early academic preparation and support environment, and school-based resources are those attributed to the school environment, curricular delivery, quality of teachers/education, and the availability of technological resources. It is important to note that a single educational model cannot work to advance the academic success of such a diverse student population—there is no “one size fits all” solution. Therefore, constructing measures and curricula that reflect student diversity is imperative to move toward creating equitable, accessible, and high quality post-secondary education.

It is commonly cited that the following predictors can be used to predict a student's later success in college (Education Is Freedom, 2010; Chubb & Loveless, 2010).

## Predictors of College Success

### Traditional predictors of college success:

- A high school GPA that is high
- High SAT/ACT scores
- Limited absenteeism
- Co-curricular involvement
- Rigorous course load in high school
- Immediate matriculation into college following high school graduation

### Other predictors of college success include:

- Self-efficacy - the belief in one's own ability to succeed
- High self-esteem
- Familiarity with the college culture
- Family and community support

Note: There is also a broad set of predictors, knowledge sets, experiences, and skills that may lend to achievement outcomes in higher education.

## Nature of the Problem

The aforementioned predictors may be useful in laying the groundwork for addressing the problem of student attrition in college, specifically among underrepresented students at Sacramento State. Currently, there is a 10.3% gap in the graduation rate between FTF URM students and FTF ~URM students at Sacramento State. In addition, there is a 5.2% graduation rate gap between URM and ~URM students among the transfer student population. The goal set forth by the California State University Chancellor's Office calls for a closure of this gap by the year 2015.

### COMMON CHALLENGES/BARRIERS

To work toward counteracting this graduation gap, it is important to be aware of the institutional and cultural barriers that some students must overcome to be successful in college. Underrepresented students commonly enter higher education having to overcome a set of challenges that can be major impediments to college success. Such barriers are noted below along with areas in which institutions can best support students, which include financial support, career development planning, parental awareness and inclusion in an educational community. This section provides a context and overview of the strategies and approaches proposed to serve underrepresented students in alignment with the Graduation Initiative Report as a whole. It is critical that Sacramento State assumes responsibility for student success and views it as a dual process in which both the campus and its students have responsibility.

- **Institutional Fit and Isolation.** At the university level it can become difficult in general for students to fit in and find their place on a college campus. Especially for some underrepresented students, this is a continuous battle. Students may feel out of place, isolated, or ridiculed due to their educational level, cultural background, or disability status. Institutions should work to gather data on campus climate and inclusivity.
- **Preparatory Course Work.** Due to a common lack of educational resources, underrepresented students do not always come to the university fully prepared. Consequently, many students take developmental courses to help them “catch up” to the academic level at which they are expected to perform. Preparatory course work may include both English and math. This situation can create extra pressure for students, since the University requires that students successfully complete remediation within one year or become subject to dismissal.

- **Financial Barriers.** Coming from an economically disadvantaged background can be challenging and stressful for students. Historically, many underrepresented students come from low socioeconomic backgrounds. Thus, some students may be expected to contribute to the family's income out of obligation or necessity; additionally, direct or indirect college costs (fees, books, living expenses, transportation) can create pressing hardships as well.
- **Cultural Expectations.** Underrepresented students also face cultural expectations and pressures. For example, being the first in their family to attend a university can be a special challenge for many reasons: sometimes such students are expected to set examples for their younger siblings; in other cases students could be resented by family members or peers. Often, first generation college students feel they have to live dual lives in a sense—in one life they are a member of their family and cultural community, in another a member of the college community. URM students may also carry the pressure of graduating “fast” in order to obtain a “well-paying career,” again often to help support their family or offset the economic hardships that their education has created. Furthermore, many URM students juggle other obligations, both with family (i.e., children of their own, living in multi-family households, or caring for elderly family members), work (part- or full-time), all the while trying to devote time and attention to their studies. In summary, we must assume rightful responsibility for student success as a campus and view the process of overcoming barriers as a dual partnership with our students.

## Overview of Strategies and Approaches

The Closing the Achievement Gap Report section of the Sacramento State Plan seeks to address the barriers that many underrepresented students face by first providing an overview of general strategies, and then by suggesting how, through specific themes, those strategies can be enacted in alignment with the overall Graduation Initiative.

### GENERAL STRATEGIES

- Create Awareness and Understanding
- Help Students Get on Track
- Implement Career Development Initiatives
- Foster a Sense of Community



## THEMES AND CLOSING THE GAP

The thematic areas below are described in detail beginning on page 31 of the report. For organizational purposes, the report provides a description of a theme, and then describes specific measures connected with that theme. In the list below, the themes are noted briefly as associated with each general strategy for closing the achievement gap.

1. Theme #1 - Services that Support
2. Theme #2 - Learning that Counts
3. Theme #3 - Defining and Developing the Faculty Role in Student Retention and Graduation Efforts
4. Theme #4 - Incentives that Motivate
5. Theme #5 - Outreach and Recruit-back Approaches that Change the Playing Field/ University-wide Engagement

*Note: The list of general techniques expounds on applicable themes and later to follow in the document are approaches that specifically address each theme in more detail.*

### Create Awareness and Understanding:

One of the most powerful ways to help students overcome cultural isolation and feelings of being misunderstood is through developing self-awareness and building a greater sense of self-efficacy. Empowering underrepresented students about their own histories can be a very uplifting experience. Teaching students this information can help them self-reflect and better understand their own lived experiences and who they are. Students also develop a heightened self-concept and a purpose at the university level, which helps mobilize their desire to achieve their college degree.

#### *Suggested Techniques:*

- Enroll students in learning community courses that reflect their identity and self-development, and offer long-term communities of discourse and learning (Theme #2- Learning that Counts).
- Create/facilitate support groups for underrepresented students on a wide range of issues that interfere with academic success (Theme #1- Services that Support).
- Develop Leadership Conferences where students can exchange and share commonalities with one another and with community members who share similar struggles and reward such participation (Theme #4 - Incentives that Motivate).

### Help Students Get on Track:

It is not always the case that students don't take full advantage of their academic resources by choice; it may be the case that students are either unaware of resources available to them, or that such resources simply do not exist. Institutions must not punish the student for being academically underprepared, but rather create bridges to help support and accommodate their needs. This can be fostered through academic preparation programs and increased professional development and resources for K-12 educators.

#### *Suggested Techniques (Theme #5 - Outreach & Recruit back):*

- Develop summer programs or academies that strictly target remediation, making it mandatory that underprepared incoming students take advantage of such programs; additionally, extend such programs into the academic year for working students.

- Let students know that it is okay to begin at the developmental level, but also promote understanding of the consequences of not completing remediation, and grant degree credit for those completing remediation (Theme #2 - Learning that Counts).
- Create early start programs and partner with high schools in an effort to prepare students as early as possible for the rigors of college life through programs such as EAP and Summer Bridge, which are supported by financial aid resources to include text books and other expenses. Such programs should not interfere with successful existing summer programs.

**Implement Career Development Initiatives:** Many underrepresented students face mounting financial hardships as sources of stress interfering with their ability to focus on school. Keeping students informed of the various grants, scholarships, internships, and work opportunities available to them is crucial.

*Suggested Techniques: (Theme #1 - Services that Support)*

- Implement career development plans and begin the career development process early; this can assist students as they face financial hardships.
- Develop and implement campus job-matching programs and internships that will foster career and workplace skills for students, which might include developing an employment clearinghouse for students. National studies support the role of campus jobs in aiding retention.
- Increase financial literacy workshop offerings and provide enhanced financial support mechanisms and resources.

**Foster a Sense of Community:** One of the most important retention practices a campus can undertake is to create a “home away from home” environment for underrepresented students through community-based activities and engagement in campus life. When URM students are able to relate to other students from similar backgrounds, connect with one another, and build relationships, not only are they able to achieve a better fit with the University, but they also are able to establish connections with staff members who have lived through similar experiences. This creates a sense of community on a college campus.

*Suggested Techniques: (Themes #1, 3-5):*

- Take a holistic approach when working with underrepresented students; focus on the students’ surrounding forces, “taking into consideration the student’s entire milieu.”
- Include family and support networks: Underrepresented students usually come from collectivist backgrounds; any event or function held on campus should include family members as appropriate.
- Create separate or individual programs for parents, and provide them with strategies on how to provide emotional support for students who attend the university; provide such workshops in multi-lingual formats and culturally receptive atmospheres. In general, help students build support networks to overcome hardships (Pell Institute, 2009).
- Increase a sense of belonging, especially for students of color. Possibly convene roundtables or “talk back” sessions to gather student input on issues pertaining to their success at Sacramento State. Use this feedback to match services with areas of student need. Student forums should ultimately be held on a continual basis.
- Demystify the faculty/student relationship through course assignments that better connect faculty with students outside the classroom walls.
- Celebrate diversity and share a space on campus with other individuals to create a sense of belonging; this ultimately helps to build community and works to ensure that URM students are truly integrated into the Sacramento State community. Such spaces could include the Multi-Cultural Center, the Serna Center, and others.

## Core Interventions that Guide the Closing the Achievement Gap Effort

The following retention strategies are proposed toward addressing the achievement gap that currently exists on the Sacramento State campus.

*Note: These broad intervention categories are provided to globally outline those interventions that should be applied to the URM population sub-groups within the URM population that are most in need of services. (Parallel services should be available to the general student body.) Sacramento State should develop and ensure student compliance in the intervention measures as applicable:*

1. Intrusive Advising Services (for all enrolled Sacramento State students; failure to comply results in a hold on the student’s record)
2. Re-orientation Program (to be held at the end of the freshman, sophomore, & junior years) to re-acquaint students with University services and requirements with alternative formats to address the range of student needs
3. Educational Equity Program/University Student Support Program or equivalent (as applicable and based on student eligibility per specific program criteria)
4. Faculty/Staff Mentoring Program that ensures that each student is matched with a mentor, who tracks and follows up with the student. This project would be supported by a College Based Peer Mentoring/Advising Program in which, after being enrolled in the program for two years, students from each academic department become peer advisors who follow-up with students at risk of dropping out of Sacramento State. Peer advisors could receive internship and service learning credit, promoting their educational goals.

### DIAGRAM OF A PROPOSED ADVISING AND STUDENT SUPPORT MODEL FOR URM AND NON-URM STUDENTS

LAYER	SERVICES	MEASURABLE OUTCOME
Layer 1	<ul style="list-style-type: none"> <li>• University Orientation</li> </ul>	Attendance at Mandatory Orientation
Layer 2	<ul style="list-style-type: none"> <li>• First Year Advising/First Year Seminars</li> <li>• Participation in an Educational Equity Program/Student Support Program</li> <li>• Re-orientation Program (end of first year)</li> </ul>	Compliance and participation in such programming; measurement of semester GPA, persistence, and other quantitative variables
Layer 3	<ul style="list-style-type: none"> <li>• Second Year Advising</li> <li>• Continued Participation in an Educational Equity Program/Student Support Program</li> <li>• Re-orientation Program (end of second year)</li> </ul>	Compliance and participation in such programming measurement of semester GPA, persistence, and other quantitative variables
Layer 4-6	<ul style="list-style-type: none"> <li>• Departmental Major Advising/College Peer Advising</li> <li>• Senior Seminar (to work toward post-baccalaureate success)</li> <li>• Educational Equity Services/Student Support Program</li> </ul>	Compliance and participation in such programming; measurement of semester GPA, persistence, and other quantitative variables

*Note: Efforts to better retain students should additionally include connecting students to helpful departments, making considerations for block scheduling, and assisting students with major and career exploration.*

## Student Demographic and Achievement Data

Below is URM student enrollment data for the 2009-2010 academic year, along with the one-year retention rates and six-year graduation rates for both native freshmen and transfer students by URM sub-group and applicable cohort years. (Source: Office of Institutional Research, URM Sub-Group

Quick Facts, 2010). Note: Percentage data is provided in the analyses below for an overall picture of student achievement gaps, along with statistical analyses for the 2007, 2008, and 2009 cohort years. For a historical glimpse of the URM versus non-URM performance, please see Appendix II.

### AFRICAN AMERICAN STUDENTS

#### ENROLLMENT

	African American Native (Freshmen)	African American (Transfer Students)	African American Other	Total African American Students	Total Students in 2009-2010	% African American Students on Campus
Undergraduates	957	824	6	1787	24388	7%
Graduates	0	0	0	241	4853	5%
All	957	824	6	2028	29241	7%

#### 1-Year Retention Rate

	African American		Non-URM		Cohort Total		Gap	Statistical Significance
	# Retained	%	# Retained	%	# Retained	%		
<b>Native Freshmen</b>								
2007 Cohort	199	69.3%	1378	79.1%	1901	77.0%	-9.8%	Yes
2008 Cohort	196	66.4%	1370	79.7%	2041	77.8%	-13.3%	Yes
2009 Cohort	191	72.3%	1656	79.9%	2433	79.1%	-7.5%	Yes
<b>Transfers</b>								
2007 Cohort	151	68.6%	2187	82.4%	2754	80.9%	-13.8%	Yes
2008 Cohort	134	82.7%	2086	83.7%	2614	83.0%	-1.0%	No
2009 Cohort	146	76.4%	2583	84.8%	3222	84.2%	-8.3%	Yes

#### 6-Year/4-Year Graduation Rate

	African American		Non-URM		Cohort Total		Gap	Statistical Significance
	# Graduated	%	# Graduated	%	# Graduated	%		
<b>Native Freshmen (6-Year)</b>								
2003 Cohort	76	35.8%	805	46.0%	1053	43.1%	-10.1%	Yes
2004 Cohort	56	27.9%	729	44.0%	976	41.7%	-16.1%	Yes
<b>Transfers (4-Year)</b>								
2005 Cohort	78	45.1%	1420	60.9%	1767	59.7%	-15.8%	Yes
2006 Cohort	89	41.8%	1650	60.9%	2007	58.6%	-19.1%	Yes

\*Phi Coefficient or T-Test, p<.01. Higher value is highlighted in green; p<.001. Higher value is highlighted in gold.

CHICANO/LATINO STUDENTS

ENROLLMENT

	Chicano/Latino Native (Freshmen)	Chicano/Latino (Transfer Students)	Chicano/Latino Other	Total Chicano/Latino Students	Total Students in 2009-2010	% Chicano/Latino Students on Campus
Undergraduates	1986	1889	5	3880	24388	16%
Graduates	0	0	0	596	4853	12%
All	1986	1889	5	4476	29241	15%

1-Year Retention Rate

	Chicano/Latino		Non-URM		Cohort Total		Gap	Statistical Significance
	# Retained	%	# Retained	%	# Retained	%		
<b>Native Freshmen</b>								
2007 Cohort	290	75.1%	1378	79.1%	1901	77.0%	-4.0%	No
2008 Cohort	426	79.9%	1370	79.7%	2041	77.8%	-0.2%	No
2009 Cohort	544	80.4%	1656	79.9%	2433	79.1%	-0.5%	No
<b>Transfers</b>								
2007 Cohort	370	80.6%	2187	82.4%	2754	80.9%	-1.8%	No
2008 Cohort	332	79.4%	2086	83.7%	2614	83.0%	-4.2%	Yes
2009 Cohort	439	84.1%	2583	84.8%	3222	84.2%	-0.7%	No

\*Phi Coefficient or T-Test, p<.05. Higher value is highlighted in blue.

6-Year/4-Year Graduation Rate

	Chicano/Latino		Non-URM		Cohort Total		Gap	Statistical Significance
	# Graduated	%	# Graduated	%	# Graduated	%		
<b>Native Freshmen (6-Year)</b>								
2003 Cohort	157	36.3%	805	46.0%	1053	43.1%	-9.6%	Yes
2004 Cohort	178	41.1%	729	44.0%	976	41.7%	-2.9%	No
<b>Transfers (4-Year)</b>								
2005 Cohort	231	58%	1420	60.9%	1767	59.7%	-2.9%	No
2006 Cohort	232	54.3%	1650	60.9%	2007	58.6%	-6.6%	Yes

\*Phi Coefficient or T-Test, p<.05. Higher value is highlighted in blue; p<.001. Higher value is highlighted in gold.

**AMERICAN INDIAN ENROLLMENT**

	American Indian (Freshmen)	American Indian (Transfer Students)	American Indian Other	Total American Indian Students	Total Students in 2009-2010	% American Indian Students on Campus
Undergraduates	80	130	0	210	24388	1%
Graduates	0	0	0	43	4853	1%
All	80	130	0	253	29241	1%

**1-Year Retention Rate**

	American Indian		Non-URM		Cohort Total		Gap	Statistical Significance
	# Retained	%	# Retained	%	# Retained	%		
<b>Native Freshmen</b>								
2007 Cohort	9	45.0%	1378	79.1%	1901	77.0%	-34.1%	Yes
2008 Cohort	16	57.1%	1370	79.7%	2041	77.8%	-22.6%	Yes
2009 Cohort	16	66.7%	1656	79.9%	2433	79.1%	-13.2%	No
<b>Transfers</b>								
2007 Cohort	19	67.9%	2187	82.4%	2754	80.9%	-14.6%	Yes
2008 Cohort	31	81.6%	2086	83.7%	2614	83.0%	-1.0%	No
2009 Cohort	18	81.8%	2583	84.8%	3222	84.2%	-3.0%	No

\*Phi Coefficient,  $p < .01$ . Higher value is highlighted in green;  $p < .001$ . Higher value is highlighted in gold.

**6-Year/4-Year Graduation Rate**

	American Indian		Non-URM		Cohort Total		Gap	Statistical Significance
	# Graduated	%	# Graduated	%	# Graduated	%		
<b>Native Freshmen (6-Year)</b>								
2003 Cohort	5	27.8%	805	46.0%	1053	43.1%	-18.2%	No
2004 Cohort	6	25.0%	729	44.0%	976	41.7%	-19.0%	Yes
<b>Transfers (4-Year)</b>								
2005 Cohort	19	63.3%	1420	60.9%	1767	59.7%	-2.4%	No
2006 Cohort	23	53.5%	1650	60.9%	2007	58.6%	-7.4%	No

\*Phi Coefficient or T-Test,  $p < .05$ . Higher value is highlighted in blue.

PACIFIC ISLANDER ENROLLMENT

	Pacific Islander (Freshmen)	Pacific Islander (Transfer Students)	Pacific Islander Other	Total Pacific Islander Students	Total Students in 2009-2010	% Pacific Islander Students on Campus
Undergraduates	159	191	1	351	24388	1%
Graduates	0	0	0	19	4853	0.4%
All	159	191	1	370	29241	1%

1-Year Retention Rate

	Pacific Islander		Non-URM		Cohort Total		Gap	Statistical Significance
	# Retained	%	# Retained	%	# Retained	%		
<b>Native Freshmen</b>								
2007 Cohort	25	73.5%	1378	79.1%	1901	77.0%	-5.6%	No
2008 Cohort	33	68.8%	1370	79.7%	2041	77.8%	-11%	No
2009 Cohort	26	68.4%	1656	79.9%	2433	79.1%	-11.5%	No
<b>Transfers</b>								
2007 Cohort	27	62.8%	2187	82.4%	2754	80.9%	-19.6%	Yes
2008 Cohort	31	83.8%	2086	83.7%	2614	83.0%	-0.1%	No
2009 Cohort	36	83.7%	2583	84.8%	3222	84.2%	-1.1%	No

\*Phi Coefficient,  $p < .01$ . Higher value is highlighted in green.

6-Year/4-Year Graduation Rate

	Pacific Islander		Non-URM		Cohort Total		Gap	Statistical Significance
	# Graduated	%	# Graduated	%	# Graduated	%		
<b>Native Freshmen (6-Year)</b>								
2003 Cohort	10	31.3%	805	46.0%	1053	43.1%	-14.7%	No
2004 Cohort	7	25.9%	729	44.0%	976	41.7%	-18.1%	Yes
<b>Transfers (4-Year)</b>								
2005 Cohort	19	63.3%	1420	60.9%	1767	59.7%	-2.4%	No
2006 Cohort	13	39.4%	1650	60.9%	2007	58.6%	-21.5%	Yes

\*Phi Coefficient or T-Test,  $p < .05$ . Higher value is highlighted in blue.

## Synthesis of the URM Sub-Group Data

Based on the disaggregated data analyzed, the summary points delineated below shed light on the Sacramento State achievement gap.

### **AFRICAN AMERICAN STUDENTS**

Using Phi-coefficients/T-tests, significant gaps were found for African American students in first year retention rates and four and six year graduation rates for the majority of the cohort years examined for native freshmen and transfer students.

### **CHICANO/LATINO STUDENTS**

Application of similar statistical tests found a significant difference in the one year retention rate achievement gap for the 2008 transfer cohort. When examining the four and six year graduation rates for the 2003 native freshmen and the 2006 transfer cohorts, significant gaps were also found.

### **AMERICAN INDIAN STUDENTS**

Additional analyzes were conducted to examine the performance of American Indian students. The results revealed significant achievement gaps in the one year retention rate for the 2007 and 2008 native freshmen cohorts, as well as among the 2007 transfer cohort retention rate. In addition, a significant gap was found for the 2004 cohort of native freshmen when analyzing the native freshmen graduation rate.

### **ASIAN PACIFIC ISLANDER (API)**

Finally, gaps were unveiled in the data when investigating achievement gaps in the API population. For example, there was a statistically significant gap in the one year retention rate for the 2007 transfer students. Significant differences were also found for the 2004 first time freshmen and 2006 transfer cohorts, when researching gaps in the four and six year graduation rates.

### **GENERAL OBSERVATION**

In order to elevate the campus graduation rate, we must address the achievement gaps that exist within sub-populations of the University, as espoused by those strategies outlined in the Campus Plan.



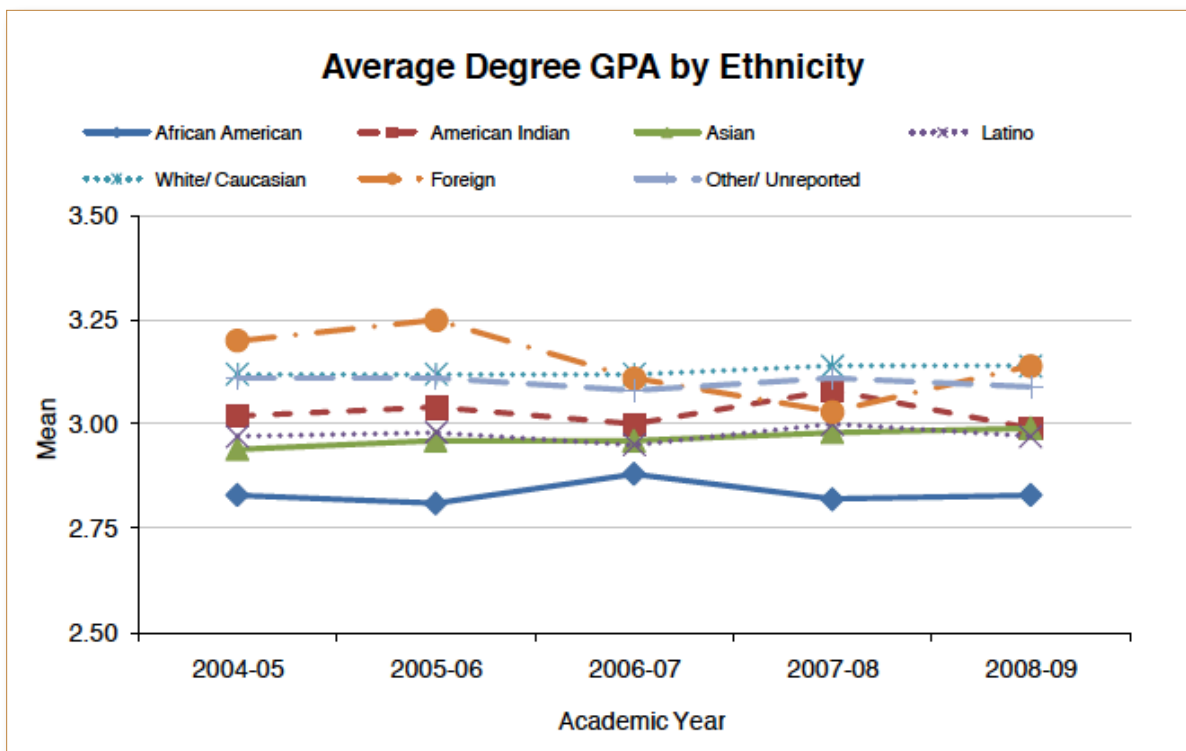
## Graduation and Overall Academic Performance

In addition to improving retention and graduation rate outcomes, it is important to address the overall disparity in upon-graduation GPA between ethnic groups. Close examination of the chart below reveals that from the 2004-2005 academic year to the 2008-2009 academic year (the time span for which data is currently available), non-URM students outperformed URM student groups in terms of the overall GPA earned upon graduation. (See the numerical chart below and graph on the next page).

**TABLE 3: UNDERGRADUATE DEGREE GPA BY ETHNICITY**

		GRADUATING CLASS				
		2004-05	2005-06	2006-07	2007-08	2008-09
Ethnicity	GPA					
African American	Mean	2.83	2.81	2.88	2.82	2.83
	Count	224	198	271	260	249
American Indian	Mean	3.02	3.04	3.00	3.08	2.99
	Count	42	48	50	45	44
Asian	Mean	2.94	2.96	2.96	2.98	2.99
	Count	781	853	887	790	932
Chicano/Latino	Mean	2.97	2.98	2.95	3.00	2.97
	Count	632	657	638	593	674
White/Caucasian	Mean	3.12	3.12	3.12	3.14	3.14
	Count	2159	2325	2390	2187	2505
Foreign	Mean	3.20	3.25	3.11	3.03	3.14
	Count	98	109	85	162	68
Other/ Unreported	Mean	3.11	3.11	3.08	3.11	3.09
	Count	723	763	632	556	603
All Students	Mean	3.05	3.06	3.05	3.07	3.07
	Count	4659	4953	4953	4593	5075

TABLE 4



The data provided above sheds light on the need to address the gap in achievement in relation to the student’s academic performance. It also beckons the campus to consider how retention interventions, both inside and outside the classroom, can be employed to ameliorate the current achievement gap. To this end, strategies are provided by thematic area to redress institutional, scholastic, and cultural barriers that have served as impediments to the underrepresented student’s progress toward the undergraduate degree. To address these concerns, a delivery team, report contributors, and a GI Steering Committee will work cross-divisionally to intervene to increase student success outcomes. (The names of the report contributors appear in Appendix 1).

## University-wide *Partnerships and Collaborations*: Delivering High Impact Practices

Drawing upon the expertise of multiple campus departments/ programs, faculty, staff, student representatives and administrators, the Graduation Initiative emphasizes campus partnership and collaboration to implement researched and proven high impact practices that work toward making a positive difference in student success. According to George Kuh (2008), there are ten core practices proven to create learning gains in students. These practices enable students to build connections with faculty, to feel well-supported and academically challenged, and to have the opportunity to learn collaboratively with their peers, while increasing their persistence.

This data-driven model and foundational academic programming stands at the core of approaches that will be undertaken by Sacramento State to improve retention and graduation rates. Such high impact practices include:

1. Expanding our First Year Experience Program to curb attrition in the first year of enrollment
2. Consider adopting a core curriculum that will assist in the revitalization of our GE pattern, making it more interdisciplinary in nature and more coherent and holistic for the learner
3. Strengthening our Learning Community model through expansions beyond the first semester by creating a community of learners in other domains of the University
4. Building upon our seminal and supportive work in the University Reading and Writing Center to better support students in writing and in building core skills in public speaking and critical thinking
5. Designing modes of learning and training faculty to incorporate collaborative learning approaches in the classroom
6. Envisioning a new Undergraduate Student Retention Research Program to facilitate faculty/student partnerships while advancing the goals of the disciplines and assisting students to acquire important research and writing skills
7. Providing key opportunities for students to learn and experience diversity and participate in global education and study abroad opportunities
8. Showcasing signature best practices in our service learning programs and broadening the delivery of services to various programs and courses in the Sacramento State community
9. Creating partnerships with the Career Center and the student body to better market and pair students with vital internship opportunities; work with the major departments to effectively deliver internship programming and to communicate this information to students
10. Encouraging a more comprehensive array of courses in the major to ensure upper division student success and post baccalaureate preparation for career and beyond. (Note: In some cases this might take the proposed form of a capstone course or culminating experience course in the major as current offerings on our campus reflect. It is noteworthy that course content in this area varies from department to department.)

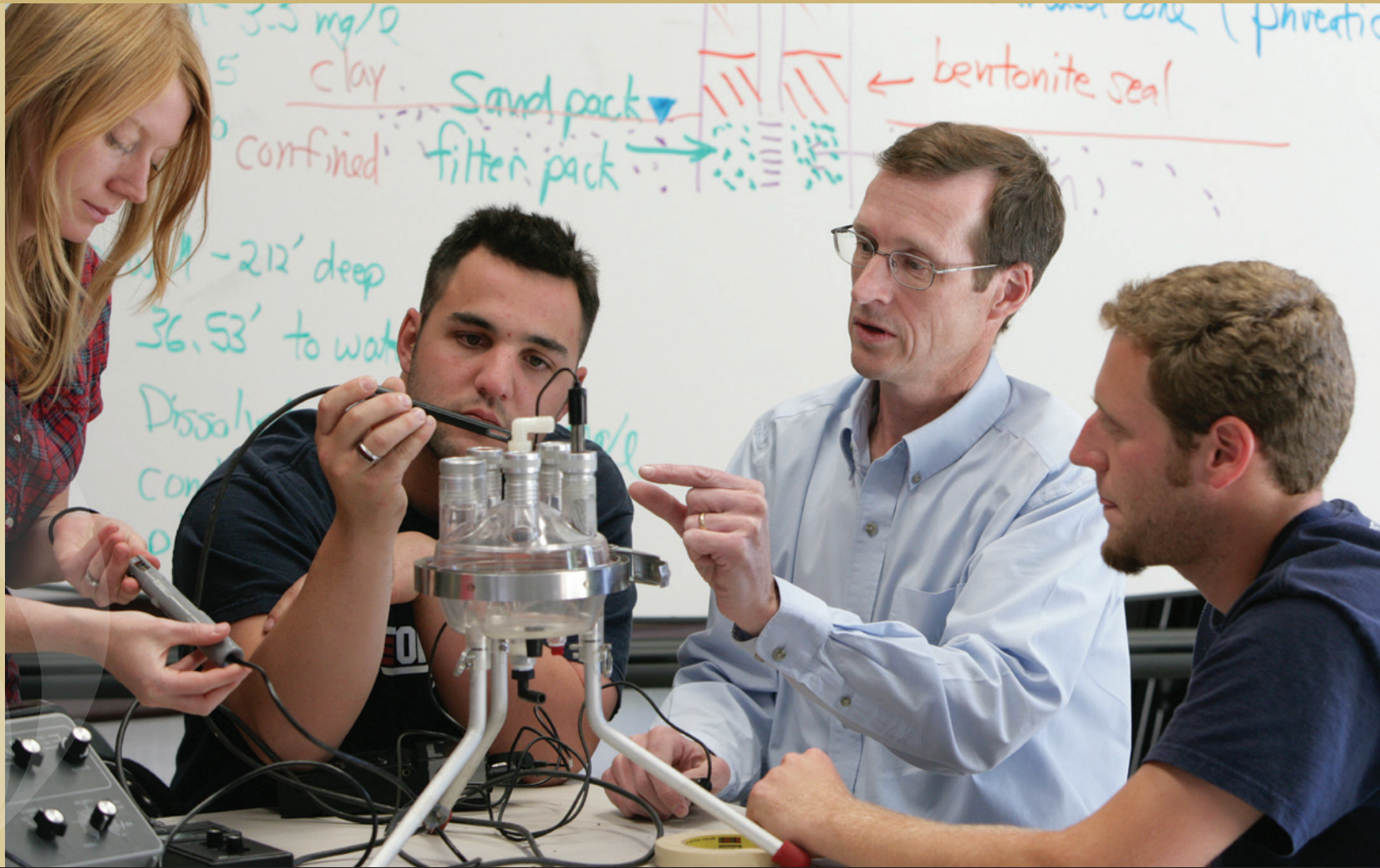
## Graduation Initiative *Plan Layout*

Each thematic summary chart in the campus plan provides a general recommendation currently under consideration, a brief descriptive statement, a status designation, and a projected timeline noting the priority level of the recommendation. Priority rankings in the charts are either denoted as high or moderate: high priority items are those approaches of the greatest importance and urgency in terms of implementation; moderate priority items are important as well, but are considered strategically to have more of a moderate impact over time. Both high priority and moderate priority rankings can appear for the same recommendation within the confines of the timeline, as the impact can potentially vary over the course of implementation (i.e., a program or activity may have a high impact upon implementation, and then an ongoing moderate impact). Items with no priority ranking are perceived as having a neutral impact over time, but are worthwhile programmatically to support other recommendations or embedded initiatives/approaches within the overall scope of the campus plan.

*Note: To track implementation progress and the status of recommendations, the following descriptors are used in the status column, and/or a start date or date range is provided for specificity:*

- Proposed Items (under consideration)
- Started Items (most appear with dates)
- Ongoing Items/Projects
- Completed (a status item for future demarcation in the report)
- Evaluated (a status item for future demarcation in the report)

SACRAMENTO STATE'S  
REPORT ON INCREASING  
GRADUATION RATES



PROPOSED OR  
*Current Strategies*

THEME ONE:

*Services*  
that *Support*



## Theme 1: Services that Support – Summary Table

SUGGESTED AND RECENTLY IMPLEMENTED STRATEGIES	DESCRIPTIONS	STATUS	IMPACT (PRIORITY RANKING) H = HIGH; M = MODERATE					
			9/10	10/11	11/12	12/13	13/14	14/15
A. Provide faculty with retention resources and diversity training to help them learn to identify early signs of academically disengaged URM students	Offer on-site and online presentations through the Center for Teaching and Learning (CTL) to help current and new faculty enhance their ability to address the needs of URM students, especially those who are not engaging in class discussions and/or not turning in class assignments on time.	Fall 2012				H	H	H
B. Develop support groups for URM males	The persistence and graduation rates of URM males are low compared to other students. African-American and Latino male discussion/support groups will be established to address the unique needs of each group.	Spring 2011		M	M	M	M	M
C. Develop a mentor enhancement program	Identify all of the faculty/staff mentor programs on campus. Invite mentors to a roundtable meeting each semester to share best practices and make them aware of the resources available to students.	Fall 2011			M	M	M	M
D. Develop opportunities to create a more welcoming and supportive campus for faculty, staff, and students	Establish an annual "Unity Day" convocation. Provide incentives and strongly encourage all segments of the campus to come together to discuss policies, programs and services that support or inhibit student persistence and graduation. If necessary, enhance or create targeted programs to help increase the graduation rate of URM students while reducing the achievement gap between URM and non-URM students.	Spring 2011		H	H	H	H	H
E. Strengthen and strategically position existing programs to better serve URM students	Enhance existing educational equity, college based, and academic support programs to better help URM students.	Ongoing	H	H	H	H	H	H
F. Mandatory First-Year Orientation	New first-time freshmen are required to attend orientation.	Ongoing	M	M	M	M	M	M

### Theme 1: Services that Support – Summary Table *(Continued)*

SUGGESTED AND RECENTLY IMPLEMENTED STRATEGIES	DESCRIPTIONS	STATUS	IMPACT (PRIORITY RANKING) H = HIGH; M = MODERATE					
			9/10	10/11	11/12	12/13	13/14	14/15
G. Mandatory New Transfer Orientation	New transfer students are required to attend orientation.	Ongoing	M	M	M	M	M	M
H. Mandatory New (First-Year and Transfer) Student Advising	New first-time freshmen are required to attend an academic advising session each semester during their first year. It is proposed that transfer students meet with major advisors during their first year on campus.	Ongoing	H	H	H	H	H	H
I. Mandatory General Second Year Advising	All second-year students must meet with an advisor before being permitted to register each semester.	Proposed	H	H	H	H	H	H
J. Mandatory Intensive Second-Year Probation Advising	Students who end their first year on academic probation or are at risk of probation in the second year must participate in a mandatory second-year advising program.	Ongoing	H	H	H	H	H	H
K. Transfer Experience Opportunity	Require a mandated transfer experience by the end of the first semester on campus.	Proposed	M	M	M	M	M	M
	New transfer students will be required to attend university orientation, as well as access other support services	Ongoing	M	M	M	M	M	M
L. Develop a Campus Tutoring Center  Tutorial Service Coordination	Coordinate existing tutoring services on the campus by creating a Learning Resource Center as a hub for services.	Spring 2012			H	H	H	H
	Better promote and coordinate tutorial services. Augment services and link to early warning system processes for at-risk students. Better educate students about such services.	Fall 2013					H	H
M. Offer Flexible Support Services During Non-Traditional Hours and in Non-Traditional Modes	Consider accessible online options/learning modalities to assist in meeting multiple student needs.	Fall 2011			M	M	M	M



Theme 1: Services that Support – Summary Table *(Continued)*

SUGGESTED AND RECENTLY IMPLEMENTED STRATEGIES	DESCRIPTIONS	STATUS	IMPACT (PRIORITY RANKING) H = HIGH; M = MODERATE					
			9/10	10/11	11/12	12/13	13/14	14/15
N. Peer Education Cross-training program  Communication Strategies	Expose peer educators across campus to a full spectrum of pertinent information.  Incorporate peer educators in academic communication strategies.	Ongoing		M	M	M	M	M
O. Provide Appropriate Student Referral Services	Assist students in acquiring advising/counseling (e.g. academic, personal, disability related, graduate school, etc.).	Ongoing	M	M	M			
P. Develop Sustained Career Development and Internship Opportunities	Assist students in acquiring part-time jobs, internships, Co-op opportunities, and aid involvement in volunteerism.	Spring 2011		M	M			
Q. Develop a “My Progress Toward Degree” GE Check For Students	Develop a mechanism for a General Education check for all second year students at the end of their sophomore year.	Fall 2011			M	M		
R. Financial Aid 1. Timely Financial aid application submission  2. Mandatory standards of progress probation advising	Promote Financial Aid Awareness and provide FAFSA completion assistance each spring.  Students on financial aid probation are required to complete an online “Financial Aid Standards of Progress” workshop.	Ongoing  Started Spring 2009	M  M	M  M	M  M			
S. Expediting Critical Services	Expand pre-admission information dissemination, provide timely transfer credit evaluations and design automated web-based advising tools.	Fall 2010		M	M	H	H	

Theme 1: Services that Support – Summary Table *(Continued)*

SUGGESTED AND RECENTLY IMPLEMENTED STRATEGIES	DESCRIPTIONS	STATUS	IMPACT (PRIORITY RANKING) H = HIGH; M = MODERATE					
			9/10	10/11	11/12	12/13	13/14	14/15
T. Student Financial Services Financial Literacy  Mandatory financial management workshops	Provide interactive workshops in financial management.  Selected groups of students will be required to participate in mandatory financial management workshops.	Ongoing	M	M M	M M	M M	M M	M
U. Provide Students with Options to Enroll in Academic Strategies Coursework	Equip students with basic study and communication skills that are needed to thrive in the first year and beyond.	Fall 2011			M	M	M	
V. Provide supportive and timely Assessment Referrals tor SSWD Students	Assist students with varying levels of disability, in particular learning disabilities, to acquire timely assessment services and supportive counseling.	Ongoing	M	M	M	M	M	

## THEME 1: *Services that Support* - Detailed Descriptions

While the university offers all types of support services to its students, several types of services in particular have been shown to have a positive impact on retention and graduation rates (via national and campus research). Sacramento State's Plan for Increasing Graduation Rates focuses on those services that help students connect and stay connected to the university, access resources, obtain academic support, and navigate institutional systems—all of which are associated with academic success and persistence. Many of the policies and practices within the "Services that Support" theme are sanctioned and guided by the University Advising Policy, which serves as the guidepost for all advising on campus. Following are more detailed descriptions of suggested and recently implemented strategies in the "Services that Support" theme. The department or area responsible for implementing, coordinating or maintaining each strategy is identified in parentheses following each description.

### **A. Offer training and development opportunities to faculty to help them assist first generation and underrepresented students persist and graduate within four to six years.**

1. Inform new faculty about student retention and support services during the New Faculty Orientation Program.
2. Develop an online diversity training module for faculty, staff and administrators.
3. Send messages regarding support resources to faculty through the Center for Teaching and Learning.
4. Offer periodic workshops to update faculty about new resources for students and grant writing opportunities.

5. Encourage faculty to engage students in conversations about their goals, issues and concerns.
6. Develop standard language that faculty can add to their syllabi that will assist them in helping at-risk students.

### **B. Develop support programs for at-risk students (African-American males and Latinos in particular).**

1. Identify facilitators and mentors who are interested and skilled in working with African-American males and Latinos.
2. Secure a location where the groups can meet every three or four weeks.
3. Develop a mechanism to assess the needs of participants.
4. Develop program objectives and learning outcomes for the support programs.
5. Recruit student participants from each of these underrepresented groups. Since each group has its own unique needs, the groups should be homogeneous.
6. Assign mentors to assist each student.

### **C. Develop a mentor enhancement program**

1. Identify all of the mentor programs on campus.
2. Ask the director/coordinator of each mentor program to accompany their mentors to a roundtable meeting each semester to discuss best practices and resources available to students.
3. Ask mentors to meet with their students regularly and provide timely resource information among other things.
4. Develop an online mentor-matching program that can be used to help students select mentors.

**D. Promote University Engagement**

1. Schedule an annual convocation or special events to assess the campus climate and provide a status report on the Graduation Initiative. The annual convocation or event would be designed to help administrators, faculty and staff better support students academically and socially. These meetings could help develop a more welcoming campus where individuals and groups feel included and respected. During these sessions, administrators, faculty, staff and students would have an opportunity to share expectations, successes and setbacks, then determine adjustments if warranted. Provide forums for student feedback.

**E. Develop targeted approaches for URM students through existing programs**

1. Require new students to enroll in first year academic and life skill classes.
2. Structure courses or provide other opportunities that challenge URM students to evaluate belief systems which drive their decision-making process and subsequent behaviors.
3. Challenge students to examine their own ethics and values, and their influence on their lives.
4. Provide academic assistance for those in need (structured group/ individual tutoring, writing assignments, peer assisted study sessions for difficult courses, e.g., math/science).
5. Make students aware of mental health services (extensive services for depression, suicide, etc.).
6. Offer services and workshops that focus on the personal well being of students and the day-to-day challenges they face through the online materials, blogs, workshops, and generalized tools for personal success in life.

**F. Mandatory First-Year Student Orientation** – For the past five years, new first-time freshmen have been required to attend orientation.

Students receive critical information, exposure to campus services and academic advising, and leave with their class registration (Academic Advising & Career Center).

1. Entering freshmen are required to meet with an advisor during orientation to plan and enroll in appropriate courses for their first semester.

The responsibilities of the Academic Advising Center include, but are not limited to, the following:

- a) Coordinating orientation and general advising with academic departments/areas and specialized student support programs.
- b) Developing and managing the University's academic-based orientation program (including mandatory first-year student orientation) for new students and parents, including academic program advising.

**G. Mandatory New Transfer Orientation** – Fall 2010 marked the first semester that new transfer students were required to attend orientation. Students receive major advising, preliminary transfer credit evaluation, and critical information on graduation requirements and campus services. They leave orientation with their class registration in hand (Academic Advising & Career Center). This policy was approved by the Faculty Senate and is now in place.

**H. Mandatory First-Year Advising** – In addition to mandatory orientation, first-time freshmen are required to attend an academic advising session each semester during their first year. Recent data reveal that students who participate in all three required advising sessions show an 11% increase in retention after one year (Academic Advising & Career Center).

1. Entering freshmen are required to meet with an advisor during orientation to plan and enroll in appropriate courses for their first semester. Freshmen must meet with an advisor during their first and second semester to plan and enroll in appropriate courses for the following semester as well.

The responsibilities of the Academic Advising Center include, but are not limited to, the following:

- a. Provide advising each fall and spring for all first-time freshmen not being advised by specific programs or academic departments (EOP, CAMP, SARC, Liberal Studies, etc.). The current three-phase academic and career-advising model is designed to complement and enhance existing advising in academic departments/areas, not to replace it.
  - b. Transfer Advising – Consider assigning all new transfer students an advisor in their first year of enrollment to connect them to their respective academic departments. If this intervention is put in place, the University could require new transfers to meet with their advisor at least once or twice during their first year at Sacramento State. This is not resource neutral (Academic Advising & Career Center).
- I. Mandatory General Second Year Advising** – Overall, second-year students are the least connected to campus and least likely to seek out advising opportunities. They do not receive the attention given to freshmen and most have not declared majors, and thus have not formed advising relationships at the department level. Mandatory second-year advising would address this problem and is consistent with the University Advising Policy. (Academic Advising & Career Center)
- J. Mandatory Intensive Second-Year Probation Advising** – The Retention Task Force determined that students who end their first year on academic probation are the most at-risk students on campus. These students have a 13% graduation rate after 6 years.
1. To begin to address this issue, a mandatory second-year advising program was launched in Spring 2009 for students on probation (Academic Advising & Career Center).

The responsibilities of the Academic Advising & Career Center include, but are not limited to, the following with regard to intervention with probationary students:

- a. Developing an academic advising plan which specifies and informs students of their responsibilities as well as the University resources available for their use.
  - b. Additional requirements for special student populations such as probationary students or pre-professional students. (Note: Advising is mandatory for students on probation. Departments/areas are required to provide advising to these students by the end of the second week of their first semester on probationary status).
- K. Transfer Experience Opportunity** – Consider requiring a mandated transfer experience by the end of the first semester on campus, to be satisfied in one of three ways:
1. Attend a transfer orientation.
  2. Take a class that has a designated “transfer module” associated with it (classes which add the required content – probably consisting of a class session on resources and a library tour).
  3. Attend a transfer workshop (several would be offered each semester to meet assorted schedules).
- L. Tutoring Programs**- Enrich the learning experience and student success, increasing tutorial support in high fail rate courses for the general student population and for at-risk students in particular. Better promote and coordinate tutorial services so that students are aware of campus resources. In addition, augment the adjunct program’s individualized and group tutorial services to assist students in large lecture courses and gateway classes. Ideally, such tutorial services could be linked to early warning system processes for at-risk students to ensure proper identification, advisement, and referral for tutorial assistance (SASEEP, Colleges, and Library).
- M. Offer Flexible Support Services/Non-traditional Hours of Service** – Offer student services during non-traditional hours throughout the semester to accommodate the needs of non-traditional students who work during the day.

**N. Peer Education-** Continue to fund peer education positions in SASEEP, First Year Experience, Health Education, and Residence Halls.

1. Consider a cross-training program that exposes peer educators across campus to pertinent information related to advising and tutoring services, academic deadlines, academic standing and withdrawal, etc. (SASEEP, FYE, Health Education and Residence Life)
2. As appropriate, incorporate peer educators into academic communication strategies. Students involved in this process must have FERPA training. (SASEEP, FYE, Health Education and Residence Life)

**O. Provide Appropriate Student Referral Services-** Expand existing information available to students in terms of off-campus services designed to promote a student's academic and personal well-being. This might occur through community resource training for key Sacramento State personnel and through the use of a central clearinghouse that would provide such information.

**P. Develop sustained efforts that focus on Career Development with an eye to helping students acquire part-time jobs, Internships, Co-op opportunities, and to aid involvement in volunteerism**

1. Incorporate early career development and job search strategies to prepare URM students for the demands of a tight job market.
2. Create a diversity job fair listserv to inform students of campus and community events that reach out to our diverse student population.
3. Promote learning outcomes assessment for internships and student assistant experiences. Evaluate on a regular basis the experiences of students in on- and off-campus internships.

**Q. Develop a "My Progress Toward Degree" tool for students-** Develop an online or automated process that will enable students to track their progress to the degree, borrowing elements from the degree audit with the option to complete the petition to graduate earlier. This will enable students to plan their course work and to utilize

this information as a tool to reinforce their progress academically. This would be designed to curb attrition while supporting the development of a second year service delivery vehicle for students to receive advising/overall support.

1. On-Time Graduation Services Initiative Part I: The Right Major – As students complete their lower-division GE requirements (typically at the 60-unit mark), consideration should be given to requiring them to declare a major. It is proposed that undecided students will not be allowed to register for the next semester until they have attended an academic advising session and formally declared a major. Advising is critical at this juncture since it assists students in declaring a major that is within their area of interest and can be reasonably completed. Upper-division students (above 60 units) in declared majors will be required to go to their department each year for major advising. This advising session will focus on the graduation requirements of that major and provide another opportunity for faculty to talk with students about the reasonableness of their major selection, especially if students are performing poorly (Academic Advising & Career Center).
2. On-Time Graduation Services Initiative Part II: Staying the Course – As students approach 100 units, it is essential that they have developed an academic plan to graduate on time. The University's Advising Policy requires that upper-division students be advised at least annually, though many departments require additional advising sessions. Some students, however, may not be connecting any outstanding major requirements with other outstanding requirements (e.g., GE requirements). To help students understand and plan for all graduation requirements, the Graduation Evaluations Department (within the University Registrar's Office) will reach out to all students who have completed 100 units and invite them to one of nine graduation workshops offered each year. (Graduation Evaluations Department)

## R. Financial Aid

1. Timely Financial Aid Application Submission – The most important deadline for obtaining financial aid is the initial filing date on March 2nd each year. To help students meet this critical deadline, the Financial Aid Office launches an aggressive Financial Aid Awareness campaign and provides individual FAFSA completion assistance each spring. (Financial Aid Office)
2. Mandatory Standards of Progress Probation Advising – In addition to second year students on academic probation (item D above), students who end the year on financial aid probation are also at high risk for dropping out of college. To address this issue, all students on financial aid probation are required to complete an on line workshop on “Financial Aid Standards of Progress.” Students must pass a quiz at the end of this workshop. If they do not pass by the third attempt, they are required to see a financial aid advisor. This program was initiated in Spring 2009 (Financial Aid Office).
3. Consider On-Time Graduation Services Initiative Part III: Maintaining Aid Eligibility through Graduation – This strategy complements items F and G above. After students have completed 100 units, the Financial Aid Office will require them to complete a short online tutorial about the financial aid maximum policy. (Aligned with federal regulations, Sac State students may receive financial aid for up to 150% of the units they need to graduate.) Students who exceed the 150% (the federal maximum) will be required to submit an academic plan and formal appeal to be considered for continued financial aid eligibility (Financial Aid Office).

## S. Expediting Critical Services

1. Personalized Pre-Admissions Advising – To help incoming freshmen and transfer students complete all required coursework in a timely way, expand the pre-admission advising service that is

offered each semester. This service has become even more critical in recent years as the numbers of high school and community college counselors have been reduced due to K-14 budget cuts (Admissions and Outreach Office).

2. Timely Transfer Credit Evaluations – To help transfer students build effective class schedules and choose courses that count toward graduation, they must be provided timely and accurate transfer credit evaluations (Transfer Evaluations Staff).
3. Easy Access to Individual Degree Progress Information – To make timely progress to degree, students should be able to access 24/7 their own academic “road-map” that signals both progress and potential barriers. The road map should also point students in the direction they should go for getting clarification or assistance (Registrar’s Office and Information Resources and Technology (IRT) Department).
4. Enhance related automated advising tools – In addition to the roadmap described in #3 above, design other automated or web-based advising tools that students can access at any time (Registrar’s Office, Advising Center, and IRT Department).
5. Messaging – send targeted communication to students who are approaching unit levels for graduation and potential unit cap maximums for Financial Aid compliance, and encourage or require them to attend follow-up meetings with appropriate advisors (Financial Aid Office and IRT Department).
6. Consider Increasing Other Forms of Targeted Communication – Many University departments are interested in expanding the ways they communicate with students, particularly those who may be at risk. Expanded options include text-messaging, personalized phone calls and emails that quickly notify students about their academic status problems and/or potential remedies (IRT and other departments).

**T. Student Financial Services**

1. Building Financial Literacy – For some students, financial difficulties impede their time-to-degree. To help students anticipate and address this potential challenge, the Student Financial Services Office provides interactive workshops in financial management. Semester workshops will include information on personal budgeting, debt avoidance, debt management and financing higher education.
2. Select groups of students will be required to participate in mandatory financial workshops (e.g., those who have experienced difficulty with their installment payment plans, received short-term loans, and/or have had their enrollment canceled multiple times for failure to make payments). (Student Financial Services Office)

**U. Provide Students with Options to Enroll in Academic Strategies**

**Courses** – Organize and offer a larger array of Academic Strategies courses so that students as a whole are acquainted with those strategies that will help them to be successful in college.

**V. Provide Supportive and Timely Assessment Referrals for SSWD**

**Students** – Offer timely off-campus assessment services to students with potential disabilities to help them acquire testing and other services to enhance their chances of being successful in the classroom. A listing of agencies that provide support should be made available to faculty, staff and students.



THEME TWO:

*Learning  
that Counts*



## Theme 2: Learning that Counts – Summary Table

SUGGESTED AND RECENTLY IMPLEMENTED STRATEGIES	DESCRIPTIONS	STATUS	IMPACT (PRIORITY RANKING) H = HIGH; M = MODERATE						
			9/10	10/11	11/12	12/13	13/14	14/15	
<b>A. Equity, Access and Outcomes</b>									
1. California Community College coursework (SB 1440) should neither advantage nor disadvantage students	Implement policies, processes and procedures to comply with SB 1440, which facilitates transfer to the CSU from the California Community College system.	Started Spring 2011 - Ongoing		H	H	H	H	H	
2. Consider Expansion of First Year Programs	Provide the General Education/Graduation Requirements Policy Committee the OIR data necessary to evaluate the impact of implementation on such policy considerations.	Proposed Fall 2011			M	M			
3. Consider developing a Sophomore Success Curriculum	Tie retention services to the English 20 course, which provides a critical mass of sophomore level students.	Proposed Fall 2012				H	H		
<b>B. Remediation (EO665)</b>									
1. Endorse the English Stretch course and consider expanding the English stretch course offerings	Review success measures on the English Stretch option and move it from a pilot to an established program. Consider expanding English Stretch course offerings and the ability of stretch offerings to help students complete remediation.	Proposed Fall 2011			M	H	M		
2. Explore and propose to the Chancellor's Office a system-wide standard for required courses	Make remediation consistent across campuses and in line with EO665.	Proposed Spring 2012			M	M	M		
3. Consider allowing high WPJ scores to fulfill GWAR	Consider allowing those with the highest WPJ scores to use those scores in fulfillment of GWAR.	Proposed Fall 2011			H	M	M	M	
4. Consider developing a math remediation track parallel to the English Stretch Program	Provide a credit-bearing option for students in math remediation modeled after the English Stretch option.	Proposed Spring 2012			M	H	H		

Theme 2: Learning that Counts – Summary Table *(continued)*

SUGGESTED AND RECENTLY IMPLEMENTED STRATEGIES	DESCRIPTIONS	STATUS	IMPACT (PRIORITY RANKING) H = HIGH; M = MODERATE					
			9/10	10/11	11/12	12/13	13/14	14/15
C. General Education – Graduation and Major Requirements								
1. Evaluate the impact of reducing/revising the following GE/GR requirements in relation to transfer/native student differentials in time to degree and Baccalaureate Learning Outcomes: a. Foreign Language Requirement b. English 20 c. American Institutions- Reduction of Sac State GE Title V requirements (48 units) d. Writing Intensive/WPJ e. Certification of Area C/D for alignment with Community Colleges	Provide the General Education/Graduation Requirements Policy Committee the OIR data necessary to evaluate the impact of the implementation of such policy considerations.	Started Spring 2011 - Ongoing			H	H	H	H
2. Consider allowing students to trade major electives for more general electives	Increase course schedule options for students to speed up progress toward graduation.	Proposed Spring 2012			H	H	H	M
3. Design a pilot FYE project	Make the first-year seminar or other first-year experiences available to more students.	Started Fall 2009 -Ongoing	M	M	M	M		
4. Consider eliminating some of the limit requirements with GE	Allow higher maximum overlap of GE and major units for increased flexibility and freedom in course selections.	Proposed Fall 2011			M	M	M	M

## Theme 2: Learning that Counts – Summary Table *(continued)*

SUGGESTED AND RECENTLY IMPLEMENTED STRATEGIES	DESCRIPTIONS	STATUS	IMPACT (PRIORITY RANKING) H = HIGH; M = MODERATE					
			9/10	10/11	11/12	12/13	13/14	14/15
5. Consider allowing native students to “waive down” units in certain areas	As currently allowed for transfer students, allow students with 51 required GE units to “waive down” units in certain areas.	Proposed Fall 2012				H	M	M
6. Review major curricula in relation to SB 1440 (Community College Transfer Curriculum)	Allow freshmen to enroll in English 20 after completion of English 1A.	Proposed Fall 2011			H	H	H	M
7. Consider reframing the Foreign Language Requirement	Reframe the foreign language requirement as a linguistic competency requirement.	Proposed Spring 2012			H	M		
8. Move from the distribution seat time to outcome measures	Obtain a waiver from the CO for native students to move from distribution seat time to outcome measures.	Proposed Spring 2012			H	H	H	
9. Frontload General Education courses with academic success resources	Identify high fail rate courses for all students in the GE pattern and provide greater adjunct and tutorial support.	Proposed Spring 2012			M	H	H	
10. Consider developing a General Education Capstone Experience	Assist students in making meaning from their General Education experience through service learning or the use of a portfolio as a reflective tool.	Proposed Fall 2013					M	M
11. Examine current Graduation Requirements for equity between native and transfer students, and for bottlenecks that limit academic achievement and graduation rates	Identify if students are advantaged when arriving at Sacramento State because of how articulation occurs.	Proposed Fall 2012				M	M	M

Theme 2: Learning that Counts – Summary Table *(continued)*

SUGGESTED AND RECENTLY IMPLEMENTED STRATEGIES	DESCRIPTIONS	STATUS	IMPACT (PRIORITY RANKING) H = HIGH; M = MODERATE					
			9/10	10/11	11/12	12/13	13/14	14/15
<b>D. Addressing the Major</b>								
1. Address barriers to student success in gateway courses	Promote completion of remediation and assist students in finishing college-level English and math early.	Proposed Fall 2011			H	H	M	M
2. Address erroneous declaration of major upon admission through early enrollment in major courses	Prompt students to take major courses earlier to allow for appropriate major decision making; provide earlier major advising.	Started Spring 2011 - Ongoing			H	H	M	M
3. Engage in pre-major advising that directs and provides guidance in course planning and enrollment	Enforce the major advising policy, especially in pre-major gateway areas, where students become academically “stuck” and have difficulty matriculating into the actual major sequence of courses.	Proposed Fall 2011			H	H	M	M
4. Simplify the route to graduation by creating a definitive roadmap (or roadmaps) to the degree	Provide students with a simple guide to graduation; ensure that all students have a completed GE plan and major/minor plan during the first year of enrollment. Use multi-media and enhanced marketing approaches to accomplish this goal.	Started Fall 2010 - Ongoing		H	H	H		
5. Consider making mandatory the declaration of major by the end of the fourth semester at Sac State	Students who declare a major by the fourth semester have increased retention and graduation rates.	Proposed Fall 2011			M	M	M	

Theme 2: Learning that Counts – Summary Table *(continued)*

SUGGESTED AND RECENTLY IMPLEMENTED STRATEGIES	DESCRIPTIONS	STATUS	IMPACT (PRIORITY RANKING) H = HIGH; M = MODERATE					
			9/10	10/11	11/12	12/13	13/14	14/15
<b>E. Roadmaps for Success</b>								
1. Create clear pathways to the degree by regulating credit accumulation and other academic behaviors	Ensure a high ratio of course completion, summer course taking, full-time enrollment, and on-time registration for courses to assist the student on the pathway to the degree.	Proposed Spring 2012			H	H	M	M
2. Create a registration support program to ensure learning that counts	Create a registration support advising program for continuing students to support accurate course selection.	Proposed Spring 2012			H	M	M	
3. Employ block scheduling (i.e., Use of the ge pilot)	Such scheduling will allow students to complete general education requirements in a cohesive learning module.	Proposed Fall 2011			M	M	H	H
4. Create an early warning system for academic progress reporting based on GPA, class grade, and attendance	Use advising, transcripts, and other assessments to ensure students who are academically vulnerable are monitored at the end of their first semester at Sacramento State.	Proposed Spring 2013				H	H	H
5. Promote co-curricular learning opportunities both on campus (student clubs and organizations) as well as within the greater community (community organizations, churches, etc.)	Develop or consider, some learning opportunities that allow students to use their already existing engagement as a means to fulfill GE or Graduation Requirements in Area E.	Proposed Spring 2013				M	M	M
6. Close the digital divide among our socioeconomically disadvantaged students by providing subsidized or free high-speed Internet access	The campus should explore subsidizing high-speed Internet access for either disadvantaged students or the student population as a whole to ensure equitable access to online information.	Proposed Spring 2011		M	M	M	M	M

## THEME 2: *Learning that Counts* - Detailed Descriptions

Placing students in the right classes and offering them purposeful co-curricular learning opportunities helps them make prudent decisions about the academic schedule they must construct to facilitate their time to degree. Toward that end, Sacramento State acknowledges the primacy of the faculty with respect to curriculum. In that regard, many of the recommendations delineated below are reiterations of those made in previous program reviews of general education, town hall meetings, and faculty workshops, including those facilitated by the Faculty Senate.

### A. Equity, Access, and Outcomes

1. **California Community College coursework (SB 1440) should neither advantage nor disadvantage students.**

Consider the following:

- a. IGTSE and CSU Certification count the same, and incoming transfers are able to take 9 UD units (GE or later coursework). This will reduce advising time significantly.
- b. The implementation of SB 1440 will necessitate campus conversations related to major coursework and load if there is to be a native student track available to students.

2. **Consider expansion of the First Year Experience Programs.**

Make OIR data available to the General Education/Graduation Requirements Policy Committee to evaluate the impact on student learning and retention of the expansion of First Year Experience Programs. Students that finish the First Year Experience have higher retention rates than students that do not.

- a. Review/Revise existing First Year Experience Programs (First Year Seminar, Learning Communities, Honors) as appropriate, with an eye towards including students not currently served.

- b. With students, or groups, not currently served by First Year Experience Programs, find non-mandatory ways to engage them, or create structures that engage them.

3. **Consider developing a Sophomore Success Curriculum.**

Rationale: Sacramento State has achieved moderate success in first year retention rates. However, there is evidence to suggest a sophomore slump with decreases in retention at that point. Curricular efforts to retain sophomore students, either through existing courses (College Composition II Graduation Requirement - English 20) or proposed courses/clusters (Sacramento State Studies GE Pilot, Sacramento State Inquiry), could facilitate sophomore success. English 20 is the natural place to link the success curriculum.

- a. Alternatively, consider combining the existing Area A3 critical thinking GE Requirement with English 20 to produce a richer learning opportunity for our students. Many Community College courses already satisfy both our College Composition and Critical Thinking requirement. This could reduce three (3) units needed to graduate and allow for the continuation of English 20 in a modified/hybrid format.

### B. Reframe the concept of “remediation” as an effort to narrow the high school-college performance expectation gap

1. **Endorse the English Stretch course and consider expanding the English stretch course offerings.**

Review success measures on the English Stretch option and move it from a pilot to an established program. Consider expanding English Stretch course offerings and the ability of stretch offerings to help students complete remediation.

2. **Explore and propose to the Chancellor's Office a system-wide standard for required courses.**

Rationale: Since EO665 is a system-wide mandate, should it not be the case that all 23 campuses require the same number of remedial math and English courses to satisfy its requirements? As of now, Sacramento State requires as many as two math courses (depending on the score received on the ELM) while other schools, such as Fresno State, require only one math class. Since EO665 requires that students complete their remediation within one year, it appears that Fresno State students have an advantage over Sacramento State students in meeting this requirement. (Academic Affairs and Faculty Senate)

3. **Consider allowing high WPJ scores to fulfill the GVAR requirement.**

Examine data and work collaboratively to find out if such a proposal is feasible and what constitutes "high."

4. **Consider a year-long Math remediation track.**

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 versus the rates of students not using the stretch to fulfill remediation requirements. Other data may be needed. Use the lessons learned from the English Stretch Program when considering a model Mathematics Stretch Program. For example, placing students in cohorts is a high impact practice that may increase success rates of students in remediation.

**C. General Education/Graduation and Major Requirements**

1. **Evaluate the impact of reducing/revising the following GE/GR requirements in relation to transfer/native student differentials in time to degree and Baccalaureate Learning Outcomes.**

- a. Foreign Language Requirement
- b. English 20

- c. American Institutions- Reduction of Sac State GE to Title V requirements (48 units)
- d. Writing Intensive/WPJ
- e. Certification of Area C/D for alignment with Community Colleges

2. **Consider allowing students to trade major electives for more general electives to speed progress towards graduation.**

Rationale: This would eliminate some of the limit requirements within GE. Currently, students can overlap a maximum of 9 GE and major units. In this proposal, a History major might have 18+/- GE units (instead of just 9) that could count towards his/her major. While this might not expedite the student's completion of the 120 total units needed to graduate, it would afford him/her additional electives that offer increased flexibility and freedom in terms of course selections (minors, personal interest classes, internships, Co-ops). (Academic Affairs and Faculty Senate)

3. **Design a pilot FYE project.**

Rationale: Continue progress on the creation of the Sacramento State Studies Academic Learning Collaboratives (ALCs).

4. **Consider eliminating some of the unit requirements with GE.**

Rationale: While Title 5 requires only 48 GE units, Sacramento State requires 51. Given this latitude, could Sacramento State reduce its GE requirement by three units, thereby eliminating one GE course? If the GE content can be achieved by transfer students in fewer units (this may be relevant for transfers from quarter campuses), then they should be "done." For example, a student coming from a quarter-campus could have completed a full transfer pattern, having taken 52 quarter units, yet it translates to 35.1 semester units. (Academic Affairs and Faculty Senate)

5. **Consider allowing native students to "waive down" units in certain areas.**

Rationale: When transfer students reach the 51 required GE units, they may "waive down" units in certain areas, usually in Area B. (Academic Affairs and Faculty Senate)



6. **Review major curricula in relation to SB 1440 (Community College Transfer Curriculum).**

Rationale: SB 1440 has implications for the number of units in the major (e.g., 60 units); begin reviewing major curricula in relation to this mandate. Consider parallel major tracks for students to consider, e.g., Biology (open to native students and transfers, must waive SB 1440 guarantees), Biology Light (open to native students and transfer students, conforms to 120 units).

7. **Consider reframing the foreign language requirement as a linguistic competency requirement.**

Rationale: Like the American Institution requirement, design the language competency requirement as an outcome that may be met via a variety of pathways that involve a variable number of units. Also, eliminate the word “foreign” and nuance the nomenclature to signal the various languages spoken by Sacramento State students. (Academic Affairs and Faculty Senate)

8. **Consider moving from the distribution of seat time to outcome measures.**

Rationale: Seek a waiver from the CO for “native students” to move from the distribution of seat time to outcome measures. We are already “selected” as a “beta” campus for the Compass Project. In return for the “waiver,” we will provide evidence of students’ meeting the LEAP outcomes through a valid and reliable (and cost effective) portfolio (public domain software) in the requisite (or fewer) units, while maintaining “quality” and the total number of units required for graduation. (Academic Affairs and Faculty Senate)

9. **Frontload General Education courses with academic support resources.**

Rationale: Using OIR data, run annual reports on high fail rate courses for all students in the GE pattern and work with departments to provide greater adjunct and tutorial support to move towards student academic success. It is assumed that courses with high fail rates neither advantage nor disadvantage

URM students, but these reports might generate data that suggests otherwise.

10. **Develop a General Education Capstone Experience.**

Rationale: Create either an upper-division Capstone (3 unit GE Area E capstone experience) or a lower-division Capstone (3 unit GE Area E) experience that provides a reflective framework for students to examine their general education experience. Options for the capstone could include service learning (community engagement, campus opportunities, 65th Street Corridor Project, etc.) and incorporate the use of a portfolio. A tangible portfolio, useable as a self-marketing tool, could be one end result.

11. **Examine current Graduation Requirements for equity between native and transfer students and for bottlenecks that limit academic achievement and graduation rates.**

Rationale: Identify if students are advantaged when arriving at Sacramento State because of how articulation occurs. As in the Graduation Initiative document, look at courses and ensure that neither set of students is harmed. In addition, examine where course-bottlenecks occur for both transfer and native students and ensure structures are in place for student success, as well as the needed courses.

#### D. Addressing the Major

1. **Address barriers to student success in gateway courses.**

Rationale: Through promoting the completion of remediation (E.O. 1048 or other campus efforts) and assisting students (Tutoring for Success) in finishing college-level English and math quickly, we set a strong foundation for academic preparation and achievement. First Year advising focuses on the completion of the Golden Four (Areas A1-A3 and B4) as quickly as possible; hence, getting students through English and math prepares them for the rest of their General Education and major experience.

2. **Address erroneous declaration of major upon admission through early enrollment in major courses.**

Rationale: Prompt students to take major courses earlier to allow for appropriate major decision making and provide students with earlier major advising. This ensures students are active in the major and making decisions about the appropriateness of the major for their academic goals.

3. **Engage in pre-major advising that directs and provides guidance in course planning and enrollment.**

Rationale: Enforce the major advising policy, especially 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.

4. **Simplify the route to graduation by creating a definitive roadmap to the degree.**

Rationale: Departments should provide sample roadmaps (2, 4/5/6 year plans) and milestones for students in the major. These documents could be customized to include students with remediation, transfer students, and minors. Such a roadmap could direct students towards gateway classes, ensure preparation for gateway classes, and provide sequencing of courses for academic preparedness. GE advising and major advising should work together to formulate such plans. This could be part of the multi-tiered FY Advising program on campus. It could be a marketing tool for majors and programs on campus, especially as they may demonstrate a path towards graduating in four years.

5. **Declare by the fourth semester.**

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.

- a. Consider requiring undeclared students who reach a certain unit threshold to attend workshops or major fairs to increase knowledge of potential majors.

## E. Roadmaps for Success

1. **Create clear pathways to the degree by regulating credit accumulation and other academic behaviors.**

Rationale: Measures, mandatory or other, should be undertaken to ensure a high ratio of course completion, summer course taking, full-time enrollment, and on-time registration for courses to assist the student in completing the degree. This could be a self-selecting program (part of “finish in four”), or a program that selects students based on credit accumulation after the first year at Sacramento State.

2. **Create a registration support program to ensure learning that counts.**

Rationale: Create systems for the proper advisement of students through registration support and advising for continuing students to allow for accurate course selection.

3. **Employ block scheduling (i.e., use of the GE Pilot).**

Rationale: The GE Pilot (Sacramento State Studies) ensures students are registered for nine units of General Education (Area A-E depending on the Academic Learning Collaborative) and thus achieves block scheduling. Block scheduling alleviates concerns about “getting into” classes and stops students from registering for classes that are irrelevant to student interest and academic goals. It also ensures that students are in the classes

needed to achieve a timely route towards graduation. Finally, the cohort nature of the Academic Learning Collaborative may allow for increased retention. This program could potentially offer 450 students a block scheduling option. Other block scheduling options should be explored.

4. **Early warning systems for academic progress reporting based on GPA, class grade, and attendance.**

Rationale: Use advising, transcripts, and other assessments to ensure students who are academically vulnerable are monitored at the end of the first semester at Sacramento State. Such assessments could be related to unit count, academic standing, attendance, and other factors.

5. **Promote co-curricular learning opportunities, both on campus (student clubs and organizations) as well as within the greater community, (community organizations, churches, etc.).**

Rationale: Develop or consider learning opportunities that allow students to use their already existing engagement as a means

to fulfill GE or Graduation Requirements in Area E. This taps into already existing or new networks of engagement and makes the learning opportunity at Sacramento State tie into the personal life of the student.

6. **Close the digital divide among our socioeconomically disadvantaged students by providing subsidized or free high-speed Internet access.**

Rationale: Access to information technology can be a barrier to student success. Internet access can be expensive, straining a student's financial resources. Many classes have required online components, which forces a student to either remain on campus or employ other means to acquire Internet access. Further, without high-speed Internet access, Library research must be done on campus. The campus should explore subsidizing high-speed Internet access for either disadvantaged students or the student population as a whole to ensure equitable access to online information.

THEME THREE:

*Defining  
and Developing  
The Faculty  
Role* In Student  
Retention and  
Graduation Efforts



### Theme 3: Defining and Developing the Faculty Role in Student Retention and Graduation Efforts – Summary Table

SUGGESTED AND RECENTLY IMPLEMENTED STRATEGIES	DESCRIPTIONS	STATUS	IMPACT (PRIORITY RANKING) H = HIGH; M = MODERATE					
			9/10	10/11	11/12	12/13	13/14	14/15
A. Attendance/Participation/Early Alert Strategies								
1. Increase attendance, especially in large-enrollment, lecture-based courses a. Develop a white paper detailing current research findings and best practices related to attendance policies b. Consider adoption of a policy to require Departments to develop attendance policies	Academic Affairs asks CTL to develop a white paper detailing current research findings and best practices related to attendance policies.  Based on the findings of the white paper, Faculty Senate considers adoption of a policy to require Departments to develop attendance policies.	Spring 2011		M	M	M	M	M
		Fall 2011			H	H	M	M
2. Increase participation a. Develop a white paper detailing best practices related to participation b. Design training for faculty c. Expand opportunities for faculty to participate in training	Academic Affairs asks CTL to develop a white paper detailing current research findings and best practices related to participation.  Based on the findings of the white paper, Academic Affairs asks CTL to design and implement training sessions and resources for faculty on methods to encourage participation.  Academic Affairs expands opportunities for faculty to participate in Teaching Institutes and other campus-wide training.	Spring 2011		M	M	M	M	M
		Spring 2012			M	M	M	M
		Spring 2012			H	H	H	H
3. Engage faculty in early alert activities for students who are at risk of failing courses a. Develop a computer-based early alert system for faculty use b. Require use of this system for all campus groups/programs	Faculty Senate considers development of a university-wide, computer-based early alert system that faculty could use to report Satisfactory or Unsatisfactory progress at mid-term.  This system would be used by all groups/programs which currently request reports.	Fall 2011			H	H	H	H
		Fall 2012				H	H	H

### Theme 3: Defining and Developing the Faculty Role in Student Retention and Graduation Efforts – Summary Table *(continued)*

SUGGESTED AND RECENTLY IMPLEMENTED STRATEGIES	DESCRIPTIONS	STATUS	IMPACT (PRIORITY RANKING) H = HIGH; M = MODERATE					
			9/10	10/11	11/12	12/13	13/14	14/15
<b>B. Training and Tools for Engaging Faculty in Advising and Providing Guidance on Other Student Support Services</b>								
1. Campus-wide training for faculty on advising a. Provide workshops on advising b. Provide mandatory training for new faculty c. Expand opportunities for rotating faculty through Academic Advising	Academic Affairs and Student Affairs provide workshops on advising and collaborate with Departments to implement training.  Academic Affairs and Human Resources develop and provide mandatory advising training for new faculty.  Academic Advising Center collaborates with Departments to expand opportunities for faculty to rotate through Academic Advising, increasing the number of faculty members with advising experience.	Fall 2011			M	M	M	M
		Fall 2012				H	H	H
		Fall 2012				H	H	H
		Ongoing		H	H	H	H	H
2. Provide and enforce a defined departmental/college advising program to improve Academic Advising systems on campus	Academic Affairs enforces the University Advising Policy which requires implementation of a defined departmental advising program.	Ongoing		H	H	H	H	H
3. Develop mechanisms for structuring and providing incentives for faculty engagement in advising	Academic Affairs, Human Resources, and the Faculty Senate develop a structure and incentives for faculty engagement, including certification of completion for training and rewards for work done in advising and support services.	Fall 2011			H	H	H	H
4. Provide faculty with training and tools to provide students information regarding campus resources a. Provide faculty with a list of offices which could present at faculty meetings b. Develop and maintain an updated directory of student services with direct phone contact information	Academic Affairs and Student Affairs provide faculty with information and training regarding campus resources, including a list of offices which could present at faculty meetings. In addition, Academic Affairs and Student Affairs should develop and maintain a directory of student services to provide to faculty. This directory should have direct contact phone numbers.	Fall 2011			H	H	M	M

### Theme 3: Defining and Developing the Faculty Role in Student Retention and Graduation Efforts – Summary Table *(continued)*

SUGGESTED AND RECENTLY IMPLEMENTED STRATEGIES	DESCRIPTIONS	STATUS	IMPACT (PRIORITY RANKING) H = HIGH; M = MODERATE					
			9/10	10/11	11/12	12/13	13/14	14/15
<b>C. Broader Cultural Shifts Campus-Wide</b>								
1. Engage academic units and faculty governance systems in student retention and educational equity efforts a. Establish and maintain the Graduation Initiative Steering Committee b. Integrate and share current educational equity plans and best practices c. Require colleges to provide annual progress reports to CEEC on College Ed. Equity plans d. Integrate College plans into the overall University GI plan	Academic Affairs and Student Affairs created the GI Steering Committee, which has brought together a large group of individuals, representing virtually every sector of the University community. This Steering Committee is providing a mechanism for working collaboratively across administrative units and with university committees to maintain accountability for the graduation rates and decreasing the achievement gap of URM students.  CEEC develops an Executive Summary that integrates major efforts amongst colleges. This report is distributed to departments and other campus entities to highlight educational equity efforts.  Academic Affairs requires colleges to provide annual progress reports to CEEC on their College Ed. Equity plans.  As the campus reviews and updates the overall University plans, colleges should be provided the opportunity to demonstrate how College Plans add to and support the overall GI.	Started Spring 2010	H	H	H	H	H	H
		Fall 2011			H	H	H	H
		Fall 2011			M	M	M	M
		Fall 2011			M	M	M	M
2. Develop greater sense of community and belonging on campus a. Develop activities that facilitate interaction between faculty and students b. Consult with departments on available space	Through the Learning Spaces Advisory Workgroup, IRT has defined three learning spaces (i.e., classroom, online, and common spaces). Consultation should occur with IRT to map these spaces and work to make them available for faculty and student interaction.  Academic Affairs should consult with departments/ colleges on available space in their areas for informal faculty/staff/student interactions.	Fall 2011			M	M	M	M
		Fall 2011			M	M	M	M

### Theme 3: Defining and Developing the Faculty Role in Student Retention and Graduation Efforts – Summary Table *(continued)*

SUGGESTED AND RECENTLY IMPLEMENTED STRATEGIES	DESCRIPTIONS	STATUS	IMPACT (PRIORITY RANKING) H = HIGH; M = MODERATE					
			9/10	10/11	11/12	12/13	13/14	14/15
3. Increase opportunities for faculty-student mentoring a. Develop a white paper detailing best practices for faculty-student mentoring b. Design training/workshops and resources for faculty-student mentoring c. Expand opportunities and support for faculty to engage in mentoring students	Academic Affairs asks CTL to develop a white paper detailing current research findings and best practices related to mentoring.	Fall 2011			M	M	M	M
	Based on the findings of the white paper, Academic Affairs asks CTL to design and implement training sessions, workshops, and resources for faculty on mentoring students.	Fall 2012				M	M	M
	Academic Affairs and Student Affairs expands the opportunities for faculty to engage in mentoring, e.g., in McNair, Guardian Scholars, Cooper-Woodson, and FSMP programs.	Fall 2012				M	M	M
4. Commit to campus diversity at the faculty level a. Increase diversity in the faculty b. Generate suggestions for retention of diverse faculty	Human Resources works with the Committee on Diversity and Equity and Deans/Department Chairs to develop a set of new strategies to increase the diversity in the faculty ranks. HR works with departments to receive feedback and evaluate current plans and procedures.	Fall 2011			H	M	M	M
	The Faculty Senate generates suggestions for how to retain diverse faculty.	Fall 2011			M	M	M	M



## THEME 3: Defining and Developing The *Faculty Role* In Retention and Graduation Efforts - Detailed Descriptions

Faculty play a critical role in the area of student retention. They can keep students academically engaged and connected to myriad classroom and out-of-classroom activities that promote learning. The following describe potential ways that faculty can and do foster student learning and take an active role in helping students make timely progress to degree.

### A. Attendance/Participation/Early Alert Strategies

Support faculty in the use of classroom-based retention strategies. This provides a direct line of communication and services to students in the classroom setting.

#### 1. Increase attendance, especially in large-enrollment, lecture-based courses.

Learning potential is diminished or lost when a student is not present to acquire the material.

- a. Academic Affairs will ask CTL to develop a white paper detailing current research findings and best practices related to attendance policies.
- b. Based on the findings of the CTL white paper, the Faculty Senate will consider adoption of a policy that would require Departments to develop attendance policies.

#### 2. Increase student participation in the classroom (whether online or face-to-face) by providing faculty with the tools and support systems to design student-centered learning environments based on the most recent research related to best-teaching practices.

- a. Academic Affairs will ask the CTL to develop a white paper detailing current research findings and best practices related to participation.
  - b. Academic Affairs will ask the CTL to design and implement brown-bag and other training sessions and materials/resources on methods to encourage attendance and participation.
  - c. Academic Affairs expands opportunities for faculty to participate in Teaching Institutes and other faculty training in the form of campus-wide training, faculty brown-bag workshops, and training embedded into staff meetings.
- #### 3. Engage faculty in early alert activities.
- Students who are at risk of failing a course should receive some form of timely communication regarding their class standing. A centralized system would streamline the process of reporting information about students who are at risk of failing a course.
- a. Faculty Senate should consider development of a basic, centralized university-wide computer-based early alert system that all faculty could use readily. Reports would indicate Satisfactory (S) or Unsatisfactory (U) progress at mid-term.
  - b. This warning system would be used by all groups/programs which currently request separate reports. If a computer-based system is not developed, programs requesting this information still must coordinate efforts to reduce the burden on faculty of responding to multiple requests in different formats from different programs.

## **B. Training and Tools for Engaging Faculty in Academic Advising and Providing Guidance on Other Student Support Services**

Improve the quality of academic advising by increasing faculty knowledge, tools, and skills relating to academic advising and providing students with guidance on obtaining key student services, such as financial aid, counseling, tutoring, services to students with disabilities, etc. Strengthen accountability mechanisms for the advisement of students. Develop a structure for training and informing faculty about key student services. Although most faculty members identify academic advising as a key responsibility, no systematic effort is made on the campus to provide faculty the training and tools necessary to perform this function efficiently and effectively. Most faculty are even less equipped to provide students guidance on obtaining other key student support services.

### **1. Provide campus-wide training for faculty on Academic Advising.**

- a. Academic Affairs and Student Affairs develop and provide a campus-wide series of workshops on advising to include the “nuts and bolts” (e.g., degree requirements, academic policies, new executive orders, academic satisfactory progress standards, etc.). Workshops could be set up to “train the trainer.” Training faculty in a department or college setting indicates campus commitment and provides faculty a chance to learn from each other.
- b. Provide mandatory training for new faculty.
- c. Expand opportunities for rotating faculty through Academic Advising, increasing the number of faculty members with advising experience and knowledge.

### **2. Improve Academic Advising systems on campus.**

Provide and enforce a defined departmental advising program. Academic Affairs enforces the University Advising Policy by providing a defined (though not necessarily uniform)

structure for major advising at the department/college level. Although Sacramento State’s academic advising policy requires departments to offer major advising, its overall implementation is not consistent. These inconsistencies disadvantage students who are not receiving timely, effective major advising. While a coordinated general advising process exists for first-year students and second-year probationary students, departmental advising is sporadic and variable in terms of quality. Designate a department coordinator to be a point of contact regarding advising and training for department faculty.

### **3. Develop mechanisms for structuring and providing incentives for faculty engagement in advising.**

Academic Affairs, Human Resources, and the Faculty Senate would develop a structure and incentives for faculty engagement, including certification of completion for training, and rewards for work done in advising and support services.

### **4. Provide faculty with training and tools to provide students information regarding campus resources.**

Academic Affairs and Student Affairs provide faculty with information and training regarding campus resources, including a list of offices which could present at faculty meetings and other campus contacts. Faculty often see students who need immediate help or services due to sexual assault, suicide risk, risk of harm to others, dangerous home environment, etc. It’s important that faculty have the information they and students need.

- a. Provide faculty with a list of offices that could deliver a brief presentation on topics such as how to refer students for campus services in advising, financial aid, career development, and healthy decision making, to name a few.
- b. Develop and maintain a directory of student services to provide to faculty. This directory should have direct contact phone numbers.

### C. Broader Cultural Shifts Campus-wide

It is crucial to note that the changes recommended by the Graduation Initiative Steering Committee must include and inspire the entire campus. Changes to the broader campus environment must be supported from the top down, from the President's Office, to the Provost, to Student Affairs leadership, to Faculty Senate, to staff and resource departments. Without a cultural shift, it will be difficult to implement these recommendations.

1. **Engage academic units and faculty governance systems in student retention and educational equity efforts, and build upon existing College-based educational equity retention plans.** Approaching the challenge of retention and connection from multiple angles increases the likelihood of commitment from multiple campus entities and increases the chances for success. It communicates that Sacramento State is serious about addressing this issue. Engaging the collaboration of multiple campus units also adds to a sense of unity on campus, another key part of the Sacramento State mission statement.
  - a. Establish and maintain the Graduation Initiative Steering Committee. Academic Affairs and Student Affairs created the GI Steering Committee, which has brought together a large group of individuals, representing virtually every sector of the University community. This Steering Committee is providing a mechanism for working collaboratively across administrative units and with university committees to maintain accountability for the graduation rates and decrease the achievement gap of URM students.
  - b. Integrate and share current educational equity plans and best practices. Academic Affairs tasks the Campus Educational Equity Committee to develop an Executive Summary that integrates major educational equity efforts amongst colleges. This report is distributed to departments

and other campus entities to highlight educational equity efforts and best practices.

- c. Require colleges to provide annual progress reports to CEEC on College Educational Equity plans. Academic Affairs requires colleges to provide annual progress reports to CEEC. CEEC determines if further evaluation is necessary to measure progress.
  - d. College plans should be integrated into the overall University GI plan. As the campus reviews and updates the overall University plans, colleges should be provided the opportunity to demonstrate how College Plans add to and support the overall GI.
2. **Develop a greater sense of community and belonging on campus.** Informal connections between faculty and students lead to a greater sense of campus community and make the university more personal. Learning and critical thinking occur not just during lecture environments, but in discussion, exploration, conversation, and relationship. Activities and space for this type of learning also support Sacramento State's mission to "create a pluralistic community in which members participate collaboratively in all aspects of university life." Forming relationships between students and faculty also encourages accountability and commitment to the university. These relationships give students someone to go to when the going gets rough.
    - a. Identify space and develop activities that facilitate informal interaction between faculty and students. Through the Learning Spaces Advisory Workgroup, IRT has defined three types of learning spaces (classroom, online, and common spaces). Consult with IRT on the mapping of these spaces and work to make them available for faculty and student interaction.

- b. Consults with departments on available space in their areas. Academic Affairs should consult with departments/colleges on available space in their areas for informal faculty/staff/student interactions.
3. **Increase opportunities for faculty-student mentoring.**
- a. Develop a white paper detailing best practices for faculty-student mentoring. Academic Affairs tasks CTL to develop a white paper detailing current research findings and best practices related to mentoring.
  - b. Design training/workshops and resources for faculty-student mentoring. Based on the findings of the white paper, Academic Affairs asks CTL to design and implement training sessions, workshops, and resources for faculty on mentoring students.
  - c. Expand opportunities and support for faculty to engage in mentoring students. Academic Affairs and Student Affairs expand the opportunities for faculty to engage in mentoring, e.g. in McNair, Guardian Scholars, Cooper-Woodson, and FSMP programs.
4. **Commit to campus diversity at the faculty level.** One of the unique strengths of the Sacramento region and the Sacramento State campus is its diversity. The richness of this diversity should be reflected on campus, not merely in activities, events, and students, but in faculty and staff. A diversity of faculty is important to student retention. Many students feel disconnected and isolated from communities when they don't see their diversity reflected. Commitment to diversity at the faculty level communicates that college is a place where diversity is celebrated and a place where students can belong.
- a. Increase diversity in the faculty. Human Resources works with the Committee on Diversity and Equity and Deans/Department Chairs to develop a set of new strategies to increase the diversity in the faculty ranks. HR works with departments to receive feedback and evaluate current plans and procedures.
  - b. Generate suggestions for retention of diverse faculty. The Faculty Senate generates suggestions for how to retain diverse faculty. Suggestions are provided to HR.

THEME FOUR:

*Incentives  
that Motivate*



## Theme 4: Incentives that Motivate – Summary Table

SUGGESTED AND RECENTLY IMPLEMENTED STRATEGIES	DESCRIPTIONS	STATUS	IMPACT (PRIORITY RANKING) H = HIGH; M = MODERATE					
			9/10	10/11	11/12	12/13	13/14	14/15
<b>A. Top Priorities</b>								
1. Credit Bearing “Experiential Leadership” Courses	Consider providing course credit to students enrolled in “experiential leadership” classes. Credit may also be given for participation in retention enhancing programs such as student club leadership, ASI government, Service Learning, Co-ops, and the Leadership Initiative Certificate Program.	Fall 2012				H	H	
2. Retention and Persistence Research	Provide support and recognition for faculty/student partnerships in research that seeks to foster innovative and successful programs to increase retention and persistence to graduation.	Fall 2012				H	H	
3. Recognizing Success	Institutionalize recognition of student and faculty success each semester through a streamlined public media system including publications, social networks, web-based and live media coverage as well as campus displays.	Fall 2011			H	H	H	
<b>B. Academic Incentives</b>								
1. Reward Graduation Rates	Reward and recognize departments or colleges with the highest four and six-year graduation rates.	Spring 2013				M	M	
2. Success Based Funding	Change the current funding structures to emphasize both seats filled and student success or graduation.	Spring 2013				M	M	
3. “Finish in Four” Plan	Design and implement a four-year graduation plan to keep students on track to graduate in four years; reward via priority registration.	Fall 2013					M	
4. Staggered Unit Cap	A “staggered” unit cap will allow graduating seniors and others who have demonstrated academic ability to exceed the unit cap.	Spring 2012			M	M		

### Theme 4: Incentives that Motivate – Summary Table *(continued)*

SUGGESTED AND RECENTLY IMPLEMENTED STRATEGIES	DESCRIPTIONS	STATUS	IMPACT (PRIORITY RANKING) H = HIGH; M = MODERATE					
			9/10	10/11	11/12	12/13	13/14	14/15
C. Co-Curricular Engagement Incentives								
1. Reward Co-curricular Learning	Co-curricular engagement enhances in class learning and retention. Faculty should be encouraged to incentivize participation in programs like the SO&L Leadership Initiative, Alternative Break and other programs identified as retention enhancing.	Fall 2011			M	M	M	M
2. Increase Alumni Involvement	Utilize the Alumni Association for enhanced relationships and involvement of Alumni in ongoing campus initiatives and programs. Re-engage Alumni in campus activities, workshops, and learning, to the benefit of students and alumni alike.	Fall 2012				M	M	M
3. Include Involvement Activities on Official Transcripts	Work with the Registrar's Office to create indicators on official transcripts that will be a part of the students' official transcripts.	Fall 2012				M	M	M

## THEME 4: *Incentives that Motivate* – Detailed Descriptions

Students and faculty are motivated by different but related incentives. This section outlines various strategies to address these interests with motivating factors that speak to both audiences. Additionally, Sacramento State has in place many policies, systems, and models that are not specifically structured to facilitate the timely graduation of its students. To address this issue, the strategies outlined below begin to challenge funding models based solely on FTE, priority registration policies that give no recognition to high performing students who move quickly toward their degrees, and ARTP structures that may not adequately prioritize student-centered teaching.

### A. Top Priorities

1. **A strong sense of leadership efficacy by students can contribute significantly to retention and persistence.** Consider providing course credit for students enrolled in “experiential leadership” classes (that are no more than six units) that count toward graduation. Such courses may attract students working on campus, serving as club and organizational leaders, elected to ASI government, participating in Co-op, etc. Students who enroll in these classes will write reflections on the experience during fourth, eighth, and twelfth weeks of the course (to meet the writing requirement.) They will also write articles that are evaluated by “Professors of Practice,” staff and faculty who have appropriate professional and academic credentials. (Academic Affairs, Faculty Senate, Student Organizations & Leadership)
2. **Fostering a campus culture of student success can be enhanced by publicly recognizing those students and faculty demonstrating success.** The campus should develop a strategy of institutionalizing the recognition of student and faculty success

each semester through a streamlined public media system including publications, social networks, web-based and live media coverage as well as campus displays.

3. **Provide support and recognition for faculty/student partnerships in research that seeks to foster innovative and successful programs to increase retention and persistence to graduation.**

### B. Academic Incentives

1. **Reward (in ways not yet conceptualized) departments or colleges with the highest or the most improved rates of four and six-year graduation.** (Academic Affairs and Faculty Senate)
2. **Consider changing the current funding structures to emphasize both the number of seats filled and the number of students who “succeed” or graduate.** (Academic Affairs and Faculty Senate)
3. **Determine a plan for identifying students who have the interest and ability to accelerate their academic studies.** Consider designing a type of “Finish in Four” plan for this group of students. The plan may be an individualized rather than a uniform one. Consider priority registration for these students. (Academic Affairs, Student Affairs, and Faculty Senate)
4. **In enrollment reduction times, officials seek greater enrollment control.** A viable control mechanism is the “staggered” unit cap. This cap allows graduating seniors and others who have demonstrated academic ability to exceed the unit cap. Targeted communications will inform students of this possible option. (Academic Affairs, Student Affairs, and Faculty Senate)



### C. Co-Curricular Engagement Incentives

1. **Current data and research at Sac State demonstrate that co-curricular engagement enhances in-class learning, retention and persistence to graduation.** Faculty should be encouraged to incentivize participation in programs like the SO&L Leadership Initiative, Alternative Break and other programs identified as retention enhancing.
2. **With an estimated 200,000 alumni in the Sacramento Region, there is an opportunity to utilize the Alumni Association for enhanced relationships and involvement of alumni in ongoing campus initiatives and programs.** Research indicates that involved students make a connection to the campus that can translate into increased future giving and sharing of experience to benefit current students. Alumni and community members should serve as a resource for current students in terms of time, talent, or treasure in order to make connections to future goals. Additionally, alumni and community members can mutually benefit from student talent. (Note: Also enlist the support of the Black Alumni Association and the Latino Alumni Association to help students transition from college students to young professionals.)
3. **Include Involvement Activities on Official Transcripts. Student Organizations & Leadership already offers co-curricular transcripts that are unofficial records of involvement for students to supplement their resumes.** Students may be more motivated to get involved in meaningful activities if Sac State were to create indicators on official transcripts that will be a part of their permanent record.

THEME FIVE:

*Outreach  
and Recruit  
Back* Approaches  
That Change the Playing  
Field/University-Wide  
*Engagement*



## Theme 5: Outreach and Recruit Back Approaches that Change the Playing Field/University-wide Engagement – Summary Table

SUGGESTED AND RECENTLY IMPLEMENTED STRATEGIES	DESCRIPTIONS	STATUS	IMPACT (PRIORITY RANKING) H = HIGH; M = MODERATE					
			9/10	10/11	11/12	12/13	13/14	14/15
A. Send targeted messages to students to ensure receipt of vital services	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.	Fall 2011			M	M	M	M
B. Place the same emphasis on retention as is placed on recruitment	Develop mechanisms for better tracking reasons for departure and engage in retention and recruit back promotional campaigns to keep students enrolled.	Spring 2011		H	H	H	M	M
C. Follow a systematic plan of recruit back	Use as a guidepost the recruit back steps outlined by Noel Levitz in his or her consultation visit to the campus; institute a phased recruit back tracking system that occurs pre-census and post-census and just prior to and after the registration window.	Proposed			H	H	H	H
D. Establish recruit back campaigns and approaches for students eligible to re-enroll	For students who have left the institution, reach out to groups most likely to return. Such groups might include seniors, students in good academic standing, etc.	Spring 2011		H	H	H	H	H
E. Expand on the “College: Making it Happen” concept of targeting middle school students for college enrollment	Track and follow-up with students through the admissions/outreach prospect database to recruit participants into Sacramento State as well as to ensure their acquisition of skills necessary for successful college enrollment and persistence.	Spring 2012			M	M	M	M
F. Commission all campus departments and programs to develop retention plans to promote the Graduation Initiative	To enlist the support of programs and departments across the University, each area on campus should shape goals that will promote the graduation success of students.	Fall 2011			M	M	M	M

Theme 5: Outreach and Recruit Back Approaches that Change the Playing Field/University-wide Engagement – Summary Table *(continued)*

SUGGESTED AND RECENTLY IMPLEMENTED STRATEGIES	DESCRIPTIONS	STATUS	IMPACT (PRIORITY RANKING) H = HIGH; M = MODERATE					
			9/10	10/11	11/12	12/13	13/14	14/15
G. Increase collaborative ties to the K-12 and community college systems to establish effective mechanisms for outreach to ensure academic preparation for Sacramento State enrollment through early testing and pre-admission advising	<p>Engage our community and educational partners to create a clear roadmap of success to the Sacramento State educational experience. Effectively educate the community about the requirements for entrance into the CSU through traditional and non-traditional methods.</p> <p>For K-12, conduct workshops, train teachers, and expand the Early Assessment Program (EAP) outreach to increase EAP pass rates.</p> <p>For community colleges, conduct workshops and promotional campaigns that expand on the importance of completing lower division general education requirements prior to transferring to Sacramento State.</p>	Ongoing	M	M	M	M	H	H
H. Coordinate the delivery of outreach services campus-wide	Develop a clearinghouse of outreach events, presentations, and activities in order to coordinate and align various campus recruitment efforts.	Proposed			M	M	M	M

## THEME 5: *Outreach and Recruit* BACK/UNIVERSITY-WIDE ENGAGEMENT – Detailed Descriptions

- A. **Send Targeted Messages to Students to Ensure Receipt of Vital Services-** Use a variety of communication tools to communicate with prospective and enrolled students to engage in campus outreach about service availability and support. Use of the University homepage, My Sac State web portal, text messaging, and other campus features would better support this process. This would create greater campus awareness of the surrounding tools that are available to support students through to graduation.
- B. **Emphasize Retention to the Same Degree as Recruitment-** While efforts are targeted to admit and enroll students, additional strategic planning and outreach efforts should be directed toward maintaining student enrollment and student success. By setting clear goals and benchmarks in this area and assessing the overall impact, we should be able to see positive results of such efforts.
- C. **Follow a systematic plan of recruit back-** Work to implement a recruit back approach involving Enrollment Management staff in assisting with tele-counseling to students who may drop-out and/or stop-out from the University. This would entail following up with students that do not enroll in subsequent semesters and working with students who withdraw during the semester. This should be coupled by an enhanced approach to track the reasons for student departure from Sacramento State and to address these reasons with counteracting interventions that boost retention and inevitably graduation.
- D. **Establish Recruit Back for Likely Re-Enrollees-** Place a prime emphasis on good standing students withdrawing from the University by pinpointing their needs and assisting them to re-enroll in future semesters through intentional practices that foster their enrollment and engagement in the University.
- E. **Expand on College Making it Happen-** Track and readily follow-up with students attending College Making It Happen and assess their later enrollment at Sacramento State and/or a CSU campus. Build upon the one day event to include follow-up application filing support, A-G preparation support, and overall enrollment support. Extend support and communication information to parents and guardians attending the event.
- F. **Commission departments/programs to develop retention plans-** University wide engagement is vital to any student success effort on a university campus designed to promote student retention. The development of such plans will allow for increased programmatic involvement and lay the foundation for change. Such plans are to include how each area will foster student achievement in order to make the University a place that can be easily navigated.

- G. Increase community collaborations and college preparation levels- Look to build on existing K-12 and community college partnerships, EAP efforts, and outreach initiatives that promote a prepared and college-going culture. This should occur through the expansion of communication regarding the A-G requirements and completion of lower division general education requirements. This should be coupled with data by feeder high schools and community colleges on retention and graduation performance outcomes at Sacramento State, so early retention efforts and preparation tracks can be built so students are successful when they reach our campus.
- H. Coordinate the delivery of outreach services campus-wide- Develop a systematic process that would call for the collection of campus programs and departments to report on all outreach activities and community involvements to foster campus collaboration and to enhance overall recruitment efforts. This should include a database interface that would track outreach activities and result in an annual report that could be used to build an Outreach Strategic Plan or enhance existing plans.

## Graduation Initiative Assessment Plan – Summary Table

To launch the Graduation Initiative on a path of success, assessment is critical to our efforts in terms of policy decisions, effective planning, and assessing our overall progress. The general assessment plan below outlines reports that will be essential to this process.

THEMATIC AREA OF ASSESSMENT	RECOMMENDED REPORTS TO GENERATE TO INFORM POLICY DECISIONS AND TO ASSESS PROGRAM OUTCOMES	STATUS	TIMELINE FOR REPORT GENERATION AND PRIORITY (H = HIGH; M = MODERATE)					
			9/10	10/11	11/12	12/13	13/14	14/15
A. Theme #1 (Services that Support)	Assess University Orientation and ongoing effectiveness	Ongoing		M	M			
	Assess the First Year Advising Program and retention rate improvement goals	In progress			H			
	Study the impact of the transfer experience program and advising once established	Proposed				H		
	Evaluate the effectiveness of the second year probationary advising program within Academic Advising and among program centers, in following up with students on probation	Proposed				H		
	Survey students on preferred modes of communication given the up-surge in technology applications	Proposed			M	M		
	Evaluate and assess peer education and support programs	Proposed				H		
	Engage in long term retention tracking of students involved in campus leadership experiences and engagement activities	Ongoing			H	H		
	Study student services usage in terms of the demography to identify gaps in service provision	Proposed			H	H	H	
	Assess the overall effectiveness of peer tutor programs	Proposed					H	

### Graduation Initiative Assessment Plan – Summary Table *(continued)*

THEMATIC AREA OF ASSESSMENT	RECOMMENDED REPORTS TO GENERATE TO INFORM POLICY DECISIONS AND TO ASSESS PROGRAM OUTCOMES	STATUS	TIMELINE FOR REPORT GENERATION AND PRIORITY (H = HIGH; M = MODERATE)					
			9/10	10/11	11/12	12/13	13/14	14/15
B. Theme #2 (Learning that Counts)	Evaluate and assess policy decisions impacting the GE pattern to include the Foreign Language Requirement, English 20, American Institutions, the Writing Intensive/WPJ, and certification in Area C/D for alignment with community colleges. Such general education and graduation requirements assessment should include an analysis of remediation trends and an examination of the units required for graduation and in the major.	Proposed			H	H	H	
	Assess student learning outcomes as they pertain to the baccalaureate learning goals within the scope of general education and the major.	Ongoing			H	H		
C. Theme #3 (Defining and Developing the Faculty Role in Student Retention and Graduation Efforts)	Gather and centralize data on departmental academic advising plans and assess the effectiveness of such models.  Assess the current impact of having students to declare at 60 units before considering the move to major declaration at 45 units as proposed in Theme 3.	Proposed				H	H	
D. Theme #4 (Incentives that Motivate)	Assess the effectiveness of campus mentoring programs.	Proposed			M	M		
	Expand on existing alumni surveys to mobilize on-campus retention efforts and community support.	Ongoing						
E. Theme #5 (Outreach and Recruit Back/University-wide Engagement)	Generate academic trend reports based on GPA ranges to identify areas to target retention interventions through the development of a university score card reporting on URM and Non-URM students.	Completed			H	H	H	
	Generate attrition tables to better identify campus retention losses and key areas for recruit back.	Ongoing			H			



Graduation Initiative Assessment Plan – Summary Table *(continued)*

THEMATIC AREA OF ASSESSMENT	RECOMMENDED REPORTS TO GENERATE TO INFORM POLICY DECISIONS AND TO ASSESS PROGRAM OUTCOMES	STATUS	TIMELINE FOR REPORT GENERATION AND PRIORITY (H = HIGH; M = MODERATE)					
			9/10	10/11	11/12	12/13	13/14	14/15
F. General Assessment	Create semester and annual retention benchmarks that can be assessed, which lead to graduation rate outcomes assessment for freshmen and transfer students	Proposed			H	H	H	
G. Diversity Assessment	Revise the Campus Climate Survey and administer bi-annually	Ongoing				M	M	

## Graduation Initiative *Implications*

With a unique collection of approaches to increase campus graduation rates and to assess program effectiveness along the way, Sacramento State is positioned to advance the goals of the Graduation Initiative in a positive direction. The implications of our campus plan speak to the following:

1. The impact of a comprehensive plan in shaping student success efforts.
2. The enhanced use of data to inform practice and policy considerations. Such data analysis should involve further empirical analysis of the underlying reasons for student success. In addition, such analysis should extend beyond a simple examination of the correlation between such variables, as correlation does not equate to a causal relationship between indicators. Therefore, assessment will provide a strong foundation for work to be completed on the Graduation Initiative.
3. The establishment of collaborative linkages to knit a variety of campus programs and departments together to create positive momentum.
4. The opportunity to create a uniform dialogue around the importance of student achievement and progress.
5. The ability to follow a definitive roadmap that will assist us as a University in meeting the goals of the campus Strategic Plan and our destination goals for the future.

# Measurements of Success / *Concluding Point*

## Measurements of Success

### **How will we know we are succeeding?**

In formulating recommendations by themes, we will know that we are succeeding by an evidenced increase in the graduation rate (e.g., a decrease in the achievement gap), improved academic performance outcomes, and through the realization of campus, departmental, and College-based goals achieved in service to our underrepresented students and students as a whole.

### **How will adjustments be made to ensure the effectiveness of interventions among the underrepresented student population?**

Retention and graduation data will be used to measure the effectiveness of the services and strategies employed and to make programmatic and strategic changes and improvements over successive years of the Initiative. In addition, feedback from students on surveys and from focus groups regarding services and support received will prove helpful in building upon campus programs and practices. The evaluation results and the achievement of clearly defined success indicators will be shared with faculty, staff, and leadership. The

strategies utilized will also be developed collectively to address the achievement gap, while continuously improving retention programs at Sacramento State. Similarly, parallel University-wide interventions aimed to close the achievement gap and increase the graduation rate will be augmented to meet our student success goals.

## Concluding Point

For any retention effort to work, one coordinated and institutional approach to retention must be established, universally understood, funded, and followed at each class level of the students' academic trajectory. This allows for the flow of ideas, suggestions, and strategies to realize change, to be measured, assessed, and refined in order to ensure the best graduation outcome. As a campus we embrace the Graduation Initiative as a unique opportunity in the life of the University to support the whole student and to ensure the critical success of every scholar.

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## Glossary of *Terms*

**ACT** – college entrance exam used to determine if a student is eligible for admission and/or waiver from the ELM/EPT

**ALC** – Academic Learning Collaborative – pilot program utilizing collaborative instruction of three faculty across three General Education curricular areas

**Areas A – E** – Areas of the General Education pattern needed to fulfill requirements

**A1-A3** Basic Subjects: Oral Communication, Written Communication, and Critical Thinking

**B1-B5** Physical Science, Life Forms, Laboratory, Mathematical Concepts, and Further Studies

**C1-C4** World Civilizations, Arts, Humanities, and an Additional Course

**D1a-D3** Foundations in Social and Behavioral Sciences, World Cultures, Major Social Issues, and American Institutions (History and Government)

**E** Understanding Personal Development

**ARTP** –Appointment Retention Tenure Promotion; policies and procedures that must be followed and reviewed before faculty may advance

**ASI** – Associated Students, Inc. (Sacramento State) - home of student government on the campus

**AY** – Academic Year

**CAMP** – College Assistance Migrant Program (federally funded program) for students from migrant and seasonal farm worker families

**Certification** – Agreement made with California Community Colleges to honor transfer student progress and allow flexibility within the 4-year institution's GE pattern

**CC** - Community College

**CCC** – California Community College

**CO**- Chancellor's Office

**Cohort** – group of students who entered the university during the same semester; such groups are often used to track data

**CSU** – California State University System

**EAP** – Early Assessment Program

**ELM** – Entry Level Math Exam

**EO 665** – Executive Order 665 mandates that students complete math and English remediation in the first year of college.

**EOP** – Educational Opportunity Program serves California residents from low-income households who demonstrate the motivation and potential to earn a baccalaureate degree

**EPT** – English Placement Test

**FAFSA** – Free Application for Federal Student Aid

**FTE** – Full time Enrollment; the unit of measurement used to determine enrollment, funding and courses in each department

**FTF** – First-time freshmen; coding used in computer programs on campus

**FYE** – First Year Experience Program (includes Learning Communities and First Year Seminars, most of which include staffing by a Peer Mentor)

**GE** - General Education

**GPA** – Grade Point Average

**GWAR** – Graduate Writing Assessment Requirement

**IGETC** – Intersegmental General Education Transfer Curriculum

**IRT** – Information Resources & Technology - department on campus providing support for technology needs

**LDT**-Lower Division Transfer

**LEAP** - Leveraging Educational Assistance Partnership (LEAP) is a government education program that provides states with funds for student education grants.

**LS** – Learning Skills – course designation for remedial classes taught by the Learning Skills Department

**LS 15** (first semester remedial English), LS 86 & 87 (first and second semester remedial English for non-native speakers)- now such courses are based out of the English Department and bear the English course designation of English 15, English, 86, and English 87

**Non-URM** – students who are not part of an underrepresented minority group, which include Caucasian students and Asian American students not categorized as Asian Pacific Islander

**NSSE** - National Survey of Student Engagement

**OIR** –Office of Institutional Research

**Road Map** – used in some instances as a replacement for Degree Progress Report; also a checklist used by academic departments to outline 4-6 year academic plans that include major (and General Education and graduation) requirements

**SAP** – Satisfactory Academic Progress – GPA and unit completion requirements needed to remain eligible for Financial Aid

**SAT** – college entrance exam used to determine if a student is eligible for admission and/or waiver from the ELM/EPT

**SASEEP** – Student Academic Success & Educational Equity Programs (Sacramento State)

**Summer Bridge**- a program for first time freshmen students admitted to the Educational Opportunity Program. Students enroll in a six week curriculum designed to effectively transition them from high school to college life through academic, co-curricular, and leadership development opportunities

**TRIO** –Federal Programs designed to identify and provide services for individuals from disadvantaged backgrounds.

**UDT**- Upper Division Transfer

**WPJ**- Writing Placement for Juniors – a timed essay taken after a student has completed 60 units; one of two pre-requisite options for enrollment in a Writing Intensive course (completion is required to graduate from Sacramento State).

# Appendix I- *Plan* Contributors/Timeline

## Delivery Team

<b>DELIVERY CHAIN</b>					
Sheley/Varlotta					
<b>Mills</b>	<b>Hecsh</b>	<b>Hayano</b>	<b>Wang</b>	<b>Trainer/ Gossett</b>	<b>Taylor</b>
Enrollment Policies	GE Advising Policies	Budget Reports	Data Analysis	College Policies	Liaison to Senate/Strategic Planning Council

## Key Assignments

- Joseph Sheley, Provost/Vice President, Academic Affairs: Graduation Initiative Delivery Team co-leader and liaison to the College Deans and Academic Affairs staff.
- Lori Varlotta, Vice President for Student Affairs: Graduation Initiative Delivery Team co-leader, principal report writer, liaison to the members of Student Affairs, Business Affairs, and Academic Affairs “exploratory team” that helped brainstorm initial strategies.
- Ed Mills, Associate Vice President, Student Affairs, Enrollment and Student Support: responsible for identifying, implementing and tracking enrollment policies that would encourage graduation. Also, responsible for working with Hecsh to improve GE advising policies and practices and for identifying and implementing co-curricular initiatives to improve graduation.
- Janet Hecsh, Former Chair of the General Education Policies Committee: responsible for identifying potential GE policies and/or modifications to policies that would encourage graduation.
- Stacy Hayano, University Budget Officer: responsible for analyzing how changes in graduation rates and time to degree would impact the university from a fiscal perspective.
- Jing Wang, Director, Institutional Research: responsible for providing necessary data to the delivery team and compiling data for reporting purposes.
- Jill Trainer, Dean, College of Natural Sciences & Mathematics and Charles Gossett, Dean, College of Social Sciences and Interdisciplinary Studies: responsible for working with Provost to develop a “delivery chain” that includes college deans and department chairs. Trainer and Gossett will work with deans to ramp up advising in the majors and create a reporting mechanism that charts progress and student satisfaction in major advising. These two deans will work with Wang to disaggregate graduation rate data by department and program.
- Chris Taylor, member of SPC and Faculty Senate Executive Committee: responsible for working with Sheley and Varlotta to identify benchmarks and describe the expected impacts of enrollment and curricular changes, so the campus can calculate the timelines for expected changes.

## Delivery Team Co-Leaders

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## Delivery Team Members

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## Delivery Team Members *(continued)*

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## Other Contributors to Plan Development

Numerous faculty members and professionals within Student Affairs and Academic Affairs have contributed directly to the development and writing of this report:

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**Karyl Burwell**, Budget Analyst

**Rosana Chavez**, CAMP Retention Counselor

**T.J. Chowdhary**, Director, Testing Center and Systems Technology

**Brigitte Clark**, Associate Director, Career Center

**Gina Curry**, Director & University Bursar

**Leslie Davis**, Executive Director, University Union

**Judy Dean**, Co-Director, SSWD

**Marcellene Watson-Derbigny**, AVP, Student Retention & Academic Success

**Emiliano Diaz**, Director, Admissions & Outreach

**Paul Edwards**, Director, Student-Athlete Resource Center

**Dennis Geyer**, University Registrar

**Jack Godwin**, Director, Global Education

**Vivian Llamas-Green**, Associate Registrar

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**Joy Stewart-James**, Director, Student Health Center & Counseling and Psychological Services

**Edward Jones**, Associate VP, Campus Life (Emeritus)

**Elena Larson**, Assistant Director, University Collections & Student Loans

**Charlene Martinez**, Former Director, Multi-Cultural Center

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**Lisa Risdal**, Enrollment Management, Student Affairs

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**Eric Vega**, Ethnic Studies

**Jeff Weston**, Director, Veterans Success Center

**Jennifer Wood**, Support Services Coordinator, SSWD

**Pat Worley**, Director, Associated Students, Inc.

**Sai Xiong**, EOP Counselor

**Craig Yamamoto**, Director, Financial Aid

## President's Advisory Group

In addition to using the Delivery Team, the co-leaders have relied upon the President's Advisory Group to provide feedback on emerging strategies and the overall plan. Contributing members in 2009-2010 with their respective titles at that point in time included:

<b>Tanya Altmann</b>	Strategic Planning Council
<b>Fred Baldini</b>	University Budget Advisory Committee
<b>Bernice Bass de Martinez</b>	University Budget Advisory Committee
<b>Bob Buckley</b>	Faculty Senate Executive Committee, University Budget Advisory Committee
<b>Jesse Cuevas</b>	Faculty Senate Executive Committee
<b>Paul Edwards</b>	University Budget Advisory Committee
<b>Carol Ensley</b>	Executive Assistant to the President
<b>Berenice Espitia</b>	Strategic Planning Council
<b>Scott Farrand</b>	University Budget Advisory Committee
<b>Sandra Bousman Gallo</b>	Strategic Planning Council
<b>Philip Garcia</b>	Executive Director, Governmental & Civic Affairs
<b>Stephen Garcia</b>	Chief Financial Officer/Vice President Emeritus
<b>Larry Gilbert</b>	VP & Chief Information Officer, Information Resources & Technology
<b>Charles Gossett</b>	Dean, College of Social Sciences & Interdisciplinary Studies
<b>Stacy Hayano</b>	University Budget Advisory Committee
<b>Carole Hayashino</b>	VP University Advancement
<b>Janet Hecsh</b>	Faculty Senate Executive Committee
<b>John Kepley</b>	Special Assistant to the President, Public Affairs
<b>Mary Kirlin</b>	Strategic Planning Council, University Budget Advisory Committee
<b>Thomas Krabacher</b>	Faculty Senate Executive Committee
<b>David Lang</b>	Faculty Senate Executive Committee

## President's Advisory Group *(continued)*

<b>Ming-Tung "Mike" Lee</b>	Interim Vice President & Chief Financial Officer, Business Affairs
<b>Priscilla Llamas-McKaughan</b>	University Budget Advisory Committee
<b>Sheila Macias</b>	Strategic Planning Council
<b>Noelle McCurley</b>	Faculty Senate Executive Committee
<b>Michael McKeough</b>	Faculty Senate Executive Committee, University Budget Advisory Committee
<b>Sheree Meyer</b>	Strategic Planning Council
<b>Christine Miller</b>	Faculty Senate Executive Committee
<b>Kimberly Nava</b>	Strategic Planning Council
<b>Reza Peigahi</b>	Faculty Senate Executive Committee
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<b>Joseph Sheley</b>	Provost/VP for Academic Affairs
<b>Anthony Sheppard</b>	Faculty Senate Executive Committee
<b>Mark Siegler</b>	Faculty Senate Executive Committee
<b>James Sobredo</b>	University Budget Advisory Committee
<b>Abigail Stone</b>	Strategic Planning Council
<b>Christopher Taylor</b>	Faculty Senate Executive Committee, Strategic Planning Council
<b>Jill Trainer</b>	Dean, College of Natural Sciences & Mathematics
<b>Lori Varlotta</b>	VP for Student Affairs
<b>David Wagner</b>	VP for Human Resources
<b>James Wanket</b>	Faculty Senate Executive Committee

## Graduation Initiative Steering Committee

To further the charge of making revisions to the original campus plan and to integrate and address student achievement outcomes, a Graduation Initiative Steering Committee was formulated in December of 2010. The specific charge of the committee includes the following:

1. To revise the campus Graduation Initiative Plan with the recommended “Closing the Achievement Gap” plan as the core
2. To prioritize elements of the revised Plan to facilitate strategic and focused implementation efforts
3. To arrange Steering Committee membership into work groups around specific Plan themes and prioritized action items
4. To design implementation strategies and set deadlines to accomplish the revised Plan’s prioritized objectives
5. To establish benchmarks and assessment strategies to track the accomplishments of such objectives
6. To periodically review and recommend revisions to the Plan

## The membership of the Graduation Initiative Steering Committee includes:

### COMMITTEE CO-CHAIRS:

<b>Marcellene Watson-Derbigny</b>	AVP, Student Retention & Academic Success
<b>Kathryn Palmieri</b>	Associate Director, Academic Advising Center

### COMMITTEE MEMBERS:

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

## Graduation Initiative Steering Committee *(continued)*

<b>Susan Crawford</b>	Associate Professor, Chemistry (NSM)
<b>Julie Figueroa</b>	Associate Professor, Ethnic Studies Department/GI Co-Leader, (Theme #4)
<b>Tim Fong</b>	Chair/Professor, Department of Ethnic Studies/GI Co-Leader, (Theme #5)
<b>Fiona Glade</b>	Assistant Professor, English & GWAR Coordinator
<b>Janet Hecsh</b>	Professor of Education & Chair of General Education/Graduation Requirements Policy Committee (2008-2011)
<b>Sue Holl</b>	Chair, Department of Mechanical Engineering
<b>Su Jin Jez</b>	Assistant Professor, Department of Public Policy & Administration
<b>Ed Jones</b>	Associate VP, Campus Life/GI Team Leader (Theme #1)
<b>Kylee Keroher</b>	Scholarship Coordinator, Financial Aid
<b>Dena Lemus</b>	Assistant Director of Admissions and Outreach/GI Team Leader (Theme #5)
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<b>Greg Mark</b>	Professor, Ethnic Studies Department & Director of Asian American Studies
<b>Terry Martin</b>	ASI President (Student Representative)
<b>Jackie Morris-Henderson</b>	Stewardship Coordinator, Development/GI Co-Leader, (Theme #1)
<b>Jeffrey Paradis</b>	Associate Professor, Chemistry Department
<b>Bridget Parsh</b>	Assistant Professor, School of Nursing
<b>Reza Peigahi</b>	Associate Librarian, University Library/GI Leading Team Leader (Theme #2)
<b>Katherine Pinch</b> (or designee)	Curriculum Policies Committee
<b>Karlos Santos-Coy</b>	Leadership Programs Coordinator, Student Organizations and Leadership/GI Team Leader (Theme #4)
<b>Cindi Sturtz Sreetharan</b>	Assistant Professor, Anthropology Department (SSIS)
<b>Chris Taylor</b>	Faculty Senate Chair Designee/Provost's Fellow
<b>Adrienne Thompson</b>	Research Administration Coordinator
<b>Ricardo Torres</b>	Counseling Faculty, EOP (SASEEP)
<b>Jing Wang</b>	Director, Office of Institutional Research
<b>Jaime White</b>	Director, Mesa Engineering Program (MEP)
<b>Jennifer Wood</b>	Support Services Coordinator, SSWD

## Specific Steps Planned for January 2010 - May 2011: The Graduation Initiative Timeline

(Note: With the support of various plan contributors and campus community members noted, the following timeline will be followed):

### JANUARY 2010

- Review comments and queries received from the Chancellor's Office (CO) (co-leaders)
- Confirm the starting cohort data with the CO
- Gain clarification regarding URM definition and gap analysis work
- Revisit 2005 Facilitating Graduation Report and incorporate viable ideas from that report into an emerging updated version of Delivery report (co-leaders)

### FEBRUARY 2010-MAY 2011

- Update report based on clarifications and responses to draft and distribute revised draft report to campus community as appropriate
- Identify various groups of faculty (especially Faculty Senate), staff, and students to work with the Delivery Team and the Graduation Initiative Steering Committee to refine strategies included in the working document
- Identify which (new or modified) strategies have "staying power" in the next iteration of the report
- For those strategies with "staying power," examine more carefully the impact (number of students and level of impact) that each of the proposed strategies will have (Registrar's Office, OIR, Advising Center, and Faculty Senate)

- Assign proposed starting dates and anticipated impact level by year for strategies still under consideration
- Develop additional strategies to enact URM graduation rate goals
- Use FTF goal template as a base for strategies to develop transfer student goals
- Identify "fast-track" policy change routes for strategies (Faculty Senate)
- Re-circulate as appropriate to key constituent groups an updated version of the report (co-leaders)

### MARCH 2010-MAY 2011 AND BEYOND

- Task appropriate groups with recommending (to co-leaders and then to President Gonzalez) which strategies will be retained and/or considered for implementation
- Finalize the strategies to be implemented
- Once strategies have been finalized, revisit anticipated impact/priority rankings and revise the report accordingly
- Ensure that appropriate faculty and staff are equipped to move forward with implementation through collaborative work and partnerships with the Graduation Initiative Steering Committee and in consultation with the Delivery Team. After the spring term, the campus will follow the embedded timeline that is coupled with the recommended retention strategies

# Appendix II – *Historical Trend* Data for URM and Non-URM Students

## 6-YEAR/4-YEAR GRADUATION RATE

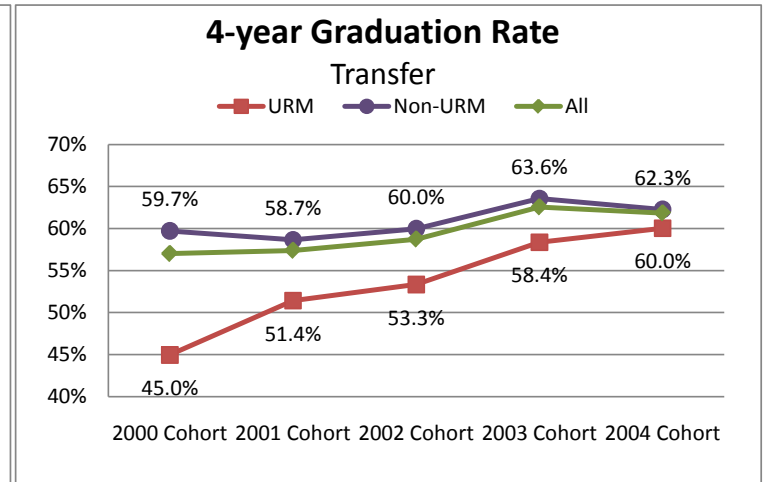
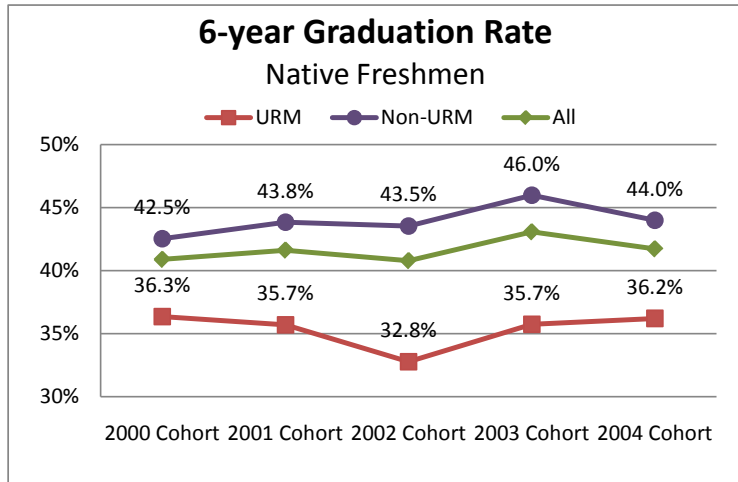
	Underrepresented Minority (URM)				Non-URM			
	Headcount	# Graduated	Graduation Rate	Change from Baseline*	Headcount	# Graduated	Graduation Rate	Change from Baseline
<b>Native Freshmen</b>								
2000 Cohort	575	209	36.3%		1580	672	42.5%	
2001 Cohort	647	231	35.7%	-0.6%	1768	775	43.8%	1.3%
2002 Cohort	641	210	32.8%	-3.5%	1865	812	43.5%	1.0%
2003 Cohort	694	248	35.7%	-0.6%	1751	805	46.0%	3.5%
2004 Cohort	685	248	36.2%	-0.1%	1657	729	44.0%	1.5%
<b>Transfer</b>								
2000 Cohort	585	263	45.0%		2602	1554	59.7%	
2001 Cohort	566	291	51.4%	6.4%	2699	1583	58.7%	-1.0%
2002 Cohort	613	327	53.3%	8.3%	2664	1598	60.0%	0.3%
2003 Cohort	591	345	58.4%	13.4%	2444	1554	63.6%	3.9%
2004 Cohort	573	344	60.0%	15.0%	2460	1532	62.3%	2.6%

	All Students				
	Headcount	# Graduated	Graduation Rate	Change from Baseline	Gap between URM and Non-URM
<b>Native Freshmen</b>					
2000 Cohort	2155	881	40.9%		-6.2%
2001 Cohort	2415	1005	41.6%	0.7%	-8.1%
2002 Cohort	2506	1022	40.8%	-0.1%	-10.7%
2003 Cohort	2445	1053	43.1%	2.2%	-10.3%
2004 Cohort	2342	977	41.7%	0.9%	-7.8%
<b>Transfer</b>					
2000 Cohort	3187	1817	57.0%		-14.7%
2001 Cohort	3265	1874	57.4%	0.4%	-7.3%
2002 Cohort	3277	1925	58.7%	1.7%	-6.7%
2003 Cohort	3035	1899	62.6%	5.6%	-5.2%
2004 Cohort	3033	1876	61.9%	4.9%	-2.3%

\* Baseline is the 2000 cohort.



# Appendix II – *Historical Trend* Data for URM and Non-URM Students *(Continued)*



# Appendix II – *Historical Trend* Data for URM and Non-URM Students *(Continued)*

## 1-Year Retention Rate

	Underrepresented Minority (URM)		Non-URM		Cohort Total		Gap	Statistical Significance
	# Retained	%	# Retained	%	# Retained	%		
<b>Native Freshmen</b>								
2007 Cohort	523	71.9%	1378	79.1%	1901	77.0%	-7.2%	Yes
2008 Cohort	671	74.2%	1370	79.7%	2041	77.8%	-5.5%	Yes
2009 Cohort	777	77.5%	1656	79.9%	2433	79.1%	-2.4%	No
<b>Transfers</b>								
2007 Cohort	567	75.6%	2187	82.4%	2754	80.9%	-6.8%	Yes
2008 Cohort	528	80.6%	2086	83.7%	2614	83.0%	-3.1%	No
2009 Cohort	639	82.1%	2583	84.8%	3222	84.2%	-2.6%	No

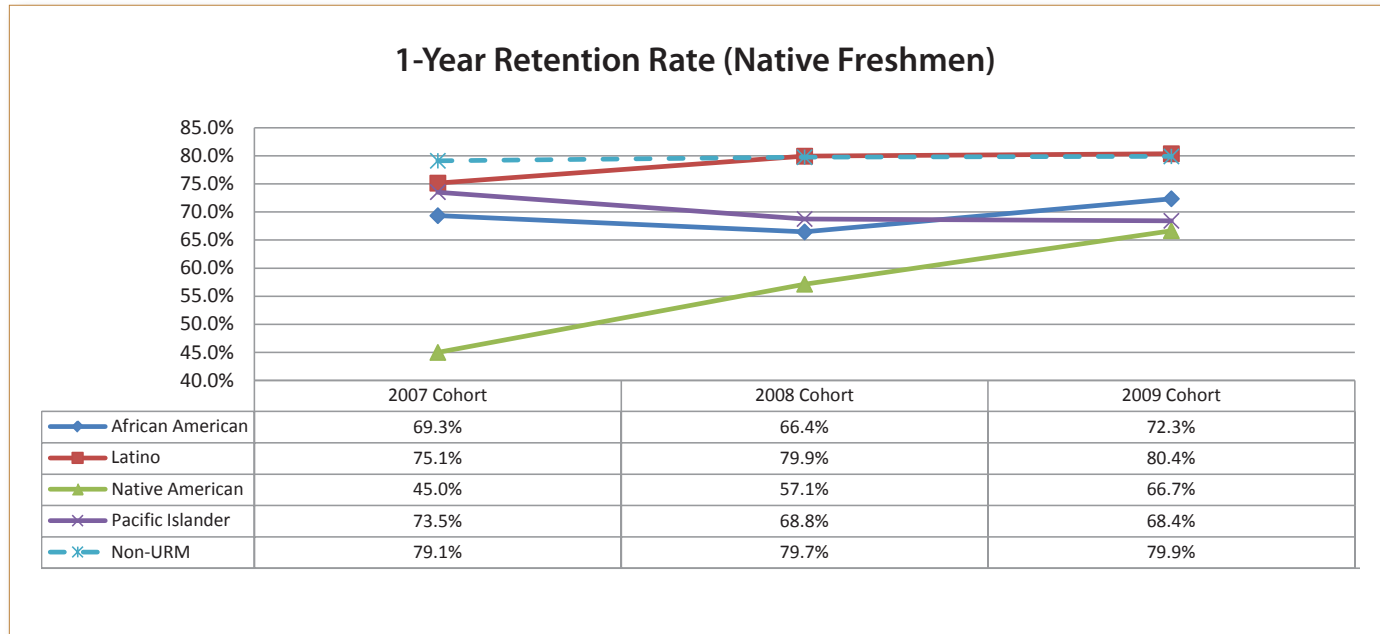
\*Phi Coefficient or T-Test,  $p < .01$ . Higher value is highlighted in green;  $p < .001$ . Higher value is highlighted in gold.

## 6-Year/4-Year Graduation Rate

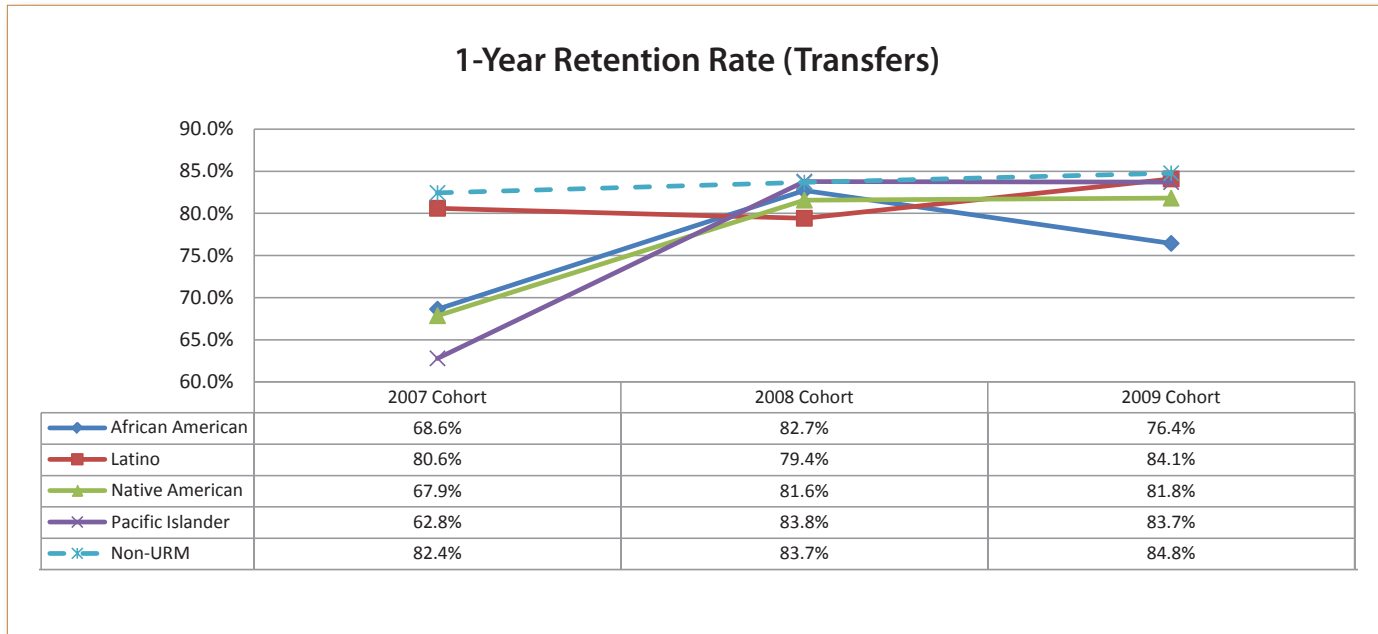
	Underrepresented Minority (URM)		Non-URM		Cohort Total		Gap	Statistical Significance
	# Graduated	%	# Graduated	%	# Graduated	%		
<b>Native Freshmen (6-Year)</b>								
2003 Cohort	248	35.7%	805	46.0%	1053	43.1%	-10.2%	Yes
2004 Cohort	247	36.1%	729	44.0%	976	41.7%	-7.9%	Yes
<b>Transfers (4-Year)</b>								
2005 Cohort	347	55.0%	1420	60.9%	1767	59.7%	-5.9%	Yes
2006 Cohort	357	49.9%	1650	60.9%	2007	58.6%	-11.1%	Yes

\*Phi Coefficient or T-Test,  $p < .01$ . Higher value is highlighted in green;  $p < .001$ . Higher value is highlighted in gold.

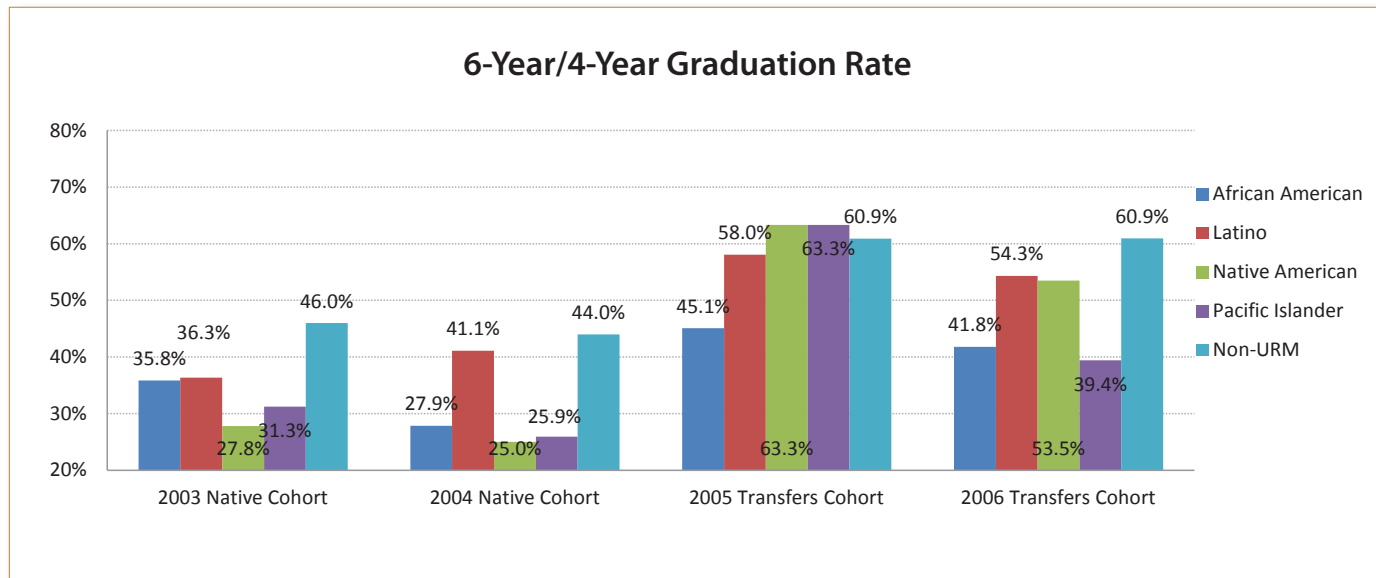
# Appendix II – *Historical Trend* Data for URM and Non-URM Students *(Continued)*



# Appendix II – *Historical Trend* Data for URM and Non-URM Students *(Continued)*



# Appendix II – *Historical Trend* Data for URM and Non-URM Students *(Continued)*





*Graduation  
AND  
Achievement*



SACRAMENTO  
STATE

*Leadership begins here.*