Increasing Student Success: Strategies at Cal State Fullerton

AAHHE Conference
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California State University, Fullerton
OC’S INTELLECTUAL AND CULTURAL CENTER

Extending beyond our main campus to sites in Irvine, Santa Ana, Silverado and Garden Grove, we help create opportunity and a vibrant community life for all of Orange County.

109 DEGREES OFFERED

55 undergraduate, 54 graduate, including a doctorate in education and doctor of nursing practice

* Santa Ana is home to both the Grand Central Art Center and the John D. Cooper Archaeological and Paleontological Center.

** Zzyzx is home to the Desert Studies Center, a collaboration with other CSU campuses.
A LEADER IN EDUCATION UNDERREPRESENTED STUDENTS

No. 5 in the nation in terms of baccalaureate degrees awarded to underrepresented students

1. The Hispanic Outlook in Higher Education (May 18, 2015), based on data from the U.S. Department of Education
2. Diverse: Issues in Higher Education (July 2015), based on data from the U.S. Department of Education

No. 1 in California (and tenth in the nation) among top colleges and universities awarding bachelor’s degrees to Hispanics
Data as of Fall 2015

- **Students enrolled**: 38,948
- **Undergrads**: 33,042
- **First-time freshmen**: 4,401
- **New transfers**: 3,991
Enrollment History since 1985

Economic Downturn


15000 20000 25000 30000 35000 40000

38948
**Demographic Changes**

**Fall 1985**
- White: 69%
- Hispanic: 9%
- Asian/PI: 12%
- Unknown: 6%
- Intl: 1%

**Fall 1990**
- White: 59%
- Hispanic: 12%
- Asian/PI: 16%
- Unknown: 6%
- Intl: 3%

**Fall 1995**
- White: 44%
- Hispanic: 18%
- Asian/PI: 22%
- Unknown: 8%
- Intl: 4%

**Fall 2000**
- White: 37%
- Hispanic: 22%
- Asian/PI: 23%
- Unknown: 11%
- Intl: 0%

**Fall 2010**
- White: 31%
- Hispanic: 30%
- Multi: 2%
- Unknown: 7%
- Intl: 5%

**Fall 2015**
- White: 23%
- Hispanic: 37%
- Multi: 4%
- Unknown: 9%
- Intl: 4%
CSUF ranks No.1 among regional universities in the West for students graduating with the least amount of debt.

No. 7 among “Best Bang for the Buck” institutions nationally.

5. U.S. News and World Report, when educational quality is assessed against costs expended per student (January 2013)
7. U.S. News & World Report (September 2014)
RECOGNITION BY CARNEGIE FOUNDATION

The Carnegie Foundation for the Advancement of Teaching has once again honored Cal State Fullerton for its distinctive community-engagement activities, making it one of only 361 institutions in the United States to hold the classification.

DISTINGUISHED FOR COMMUNITY SERVICE

One of only 110 institutions to be named with distinction to the President’s Higher Education Community Service award – for the seventh consecutive year.

1.4 million hours of service are performed by CSUF students each year.
56% of bachelor’s degree recipients are First-Generation University Graduates
Bachelors degrees by admitted as:
38% first-time freshmen, 61% UG transfer, and < 1% 2\textsuperscript{nd} BA.

56% were among the first generation of their families to earn a Bachelor’s degree
# Degrees Earned 1959 to Present

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<th>Bachelor’s Degrees Earned</th>
<th>Master’s Degrees Earned</th>
<th>EDD / DNP Degrees Earned</th>
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Low Income Students

Pell Recipients

- Pell
- Non-Pell

44%

California State University Fullerton
### FRESHMEN: RETENTION /GRADUATION RATES

#### ONE-YEAR RETENTION RATE TREND

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<th>Fa10</th>
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<td>89%</td>
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<td>89%</td>
<td>88%</td>
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<tr>
<td>Underrepresented</td>
<td>76%</td>
<td>77%</td>
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<td>81%</td>
<td>83%</td>
<td>88%</td>
<td>87%</td>
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<tr>
<td>Total</td>
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<td>84%</td>
<td>85%</td>
<td>88%</td>
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#### SIX-YEAR GRADUATION RATE TREND

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<th>Fa04</th>
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<th>Fa06</th>
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<td>46%</td>
<td>44%</td>
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<td>49%</td>
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<tr>
<td>Total</td>
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<td>53%</td>
<td>56%</td>
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# Transfer: Retention / Graduation Rates

## One-Year Retention Rate Trend

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<th>Fa11</th>
<th>Fa12</th>
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<th>Fa14</th>
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<td>84%</td>
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<td>87%</td>
<td>86%</td>
<td>85%</td>
<td>89%</td>
</tr>
<tr>
<td>Underrepresented</td>
<td>81%</td>
<td>80%</td>
<td>80%</td>
<td>84%</td>
<td>82%</td>
<td>86%</td>
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<td>85%</td>
<td>84%</td>
<td>87%</td>
<td>86%</td>
<td>86%</td>
<td>89%</td>
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## Four-Year Graduation Rate Trend

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<th>Fa11</th>
<th>Fa12</th>
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<th>Fa14</th>
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<td>64%</td>
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<tr>
<td>Underrepresented</td>
<td>64%</td>
<td>62%</td>
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<td>68%</td>
<td>71%</td>
<td>72%</td>
<td>75%</td>
<td></td>
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</tbody>
</table>
GOAL 2

Improve student persistence, increase graduation rates University-wide, and narrow the achievement gap for underrepresented students.

A critical measure of a university’s performance is the effectiveness with which it employs its resources to ensure students meet their educational goals in a timely manner. This institutional and social priority must be accompanied by a commitment to the success of all students, including those from historically underrepresented groups. Improving persistence of our students, especially in their entering year, is an important first step in this process. High-Impact Practices (HIP), those pedagogical and programmatic approaches that promote student engagement, retention and graduation, are integral to these efforts.

OBJECTIVES:

- Increase the overall 6-year graduation rate, such that the Fall 2012 cohort of first-time full-time freshman is at least 10 percentage points higher than that of the Fall 2006 cohort.

- Increase the 4-year transfer graduation rate, such that the Fall 2014 cohort is at least 10 percentage points higher than that of the Fall 2008 cohort.

- Reduce by at least half the current 12% achievement gap between underrepresented and non-underrepresented students

- Increase participation in High-Impact Practices (HIPS) and ensure that 75% of CSUF students participate in at least two HIPs by graduation.
What are High Impact Practices?

The following teaching and learning practices have been widely tested and have been shown to be beneficial for college students from many backgrounds. These practices take many different forms, depending on learner characteristics and on institutional priorities and contexts.

- First-Year Seminars and Experiences
- Common Intellectual Experiences
- Learning Communities
- Writing-Intensive Courses
- Collaborative Assignments and Projects
- Undergraduate Research
- Diversity/Global Learning
- Service Learning, Community-Based Learning
- Internships
- Capstone Courses and Projects

What are High Impact Practices (HIPS)?

- HIPS occur when students are actively engaged in the learning process.
- Students involved in HIPs report greater gains in learning and personal development.
- Underrepresented students benefit even more when they participate in these practices.
Defining HIPs for Curricular Course

High Impact Practices are transformational learning opportunities inside and outside of the classroom that provide:

- **performance** expectations at appropriately high levels
- significant student **engagement by investment of time and effort**
- meaningful and substantive learning **interactions with faculty, staff, students**, or external entities
- experiences with **diversity**, **complexity**, and **change**
- frequent and **meaningful feedback**
- **reflective and integrated learning**
- **experiential learning**

*wherein students are exposed to and must contend with people and circumstance that differ from those with which students are familiar (AAC&U Publication Taking HIPs to the Next Level - George D. Kuh)*
Assessment of HIPS in Curricular Course

• Student Perception of HIPS course experience utilizing self-reported survey
• Outcome assessment of assignment embedded in course
• Data collection of attendance and survey response → Technology utilization: iFullerton App
HIPs Full Tracking

Technology Tools
Data Collection

Learning Management System HIPs Templates

PeopleSoft Tracking and Designation
Data Collection Technology Tools

Attendance

- iBeacon deployed in all classrooms
Data Collection Technology Tools

Reporting
Student Perceptions of HIPs Experience: Post Survey

• Similar items corresponding to each of the HIP characteristics

**Meaningful and Substantive Interactions with Instructor(s)**

1. How much time, over the entirety of the course, have you spent in meaningful interactions (including class sessions) with the instructor(s)?

   - 0-10 hour
   - 11-20 hours
   - 21-30 hours
   - More than 30 hours

   *To what extent do you agree with the following statements:*

2. I have had adequate opportunities to interact (including class sessions) with the instructor(s).

   - Completely Disagree
   - Somewhat Disagree
   - Somewhat Agree
   - Completely Agree

3. My interactions with the instructor(s) was helpful for my academic or personal growth.

   - Completely Disagree
   - Somewhat Disagree
   - Somewhat Agree
   - Completely Agree
Faculty Support

The IMPACT Teaching Certificate  *Intentional and Meaningful Pedagogy to Achieve Classroom Transformations*

This new certificate addresses the basic pedagogical elements that make high-impact practices so transformative and guides you to apply high-impact practices to a new course or an existing course that you want to improve.

[http://fdc.fullerton.edu//teaching/hips.php](http://fdc.fullerton.edu//teaching/hips.php)
Student Success Dashboard

• Business intelligence tool
  – Institutional Research and Analytical Studies (IRAS)
  – Information Technology Division

• Dynamic dashboard
  – Helps faculty and administrators track FTF & Transfers
  – Graduated / Enrolled / Dropout
  – By Demographics
    • Ethnicity, Gender, Underrepresented, Parent Education
    • Major at Entry, Latest Major, Prior Institution Type
Student Success Dashboard

• Making Data Actionable
• Data Assisting To Achieve University’s Vision
• Cases
  – Are there students that have completed all degree requirements but had not requested graduation review?
  – Are there 2014 Fall Cohort who are already at-risk?
  – Proactive intervention before census to contact students to ensure they enroll in sufficient units to earn their degree on time
(Tab 5) FTF Cohort Detail: by Ethnicity

Can Drill-Down
Retention Tracking using Detailed Tabs -- Tab 5 (FTF), Tab 6 (Transfers) : 4 weeks before semester starts

% Graduated vs. Enrolled vs. % Not Graduated, Not Enrolled

<table>
<thead>
<tr>
<th>Cohort Description</th>
<th>College (Latest)</th>
<th>Size</th>
<th>Degree Count</th>
<th>% Graduated</th>
<th>Enrolled Count</th>
<th>% Enrolled</th>
<th>Not Graduated &amp; Not Enrolled Count</th>
<th>% Not Graduated &amp; Not Enrolled</th>
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<td>198</td>
<td>76.7%</td>
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</table>
Retention Tracking using Detailed Tabs

Contact Info: Email, Phone ➔ proactively reaching out to students who have good standing but are not enrolled yet
# 1-Year Retention Rates of Early Starters

<table>
<thead>
<tr>
<th>Math and English Readiness at the start of Fall Year-1</th>
<th>Cohort (First-Time Freshmen)</th>
<th>1-Year Retention Rates (% of returned in next fall)</th>
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<tbody>
<tr>
<td>NOT College Ready - Still needed 1 or more remedial course in fall year 1</td>
<td>Fall 2012</td>
<td>Fall 2013</td>
</tr>
<tr>
<td>NOT College Ready - Still needed 1 or more remedial course in fall year 1</td>
<td>1,168</td>
<td>1,187</td>
</tr>
<tr>
<td>College Ready - Completed remediation in summer Early Start</td>
<td>554</td>
<td>596</td>
</tr>
<tr>
<td>College Ready - High School Prep</td>
<td>2,804</td>
<td>2,884</td>
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<tr>
<td>Total</td>
<td>4,526</td>
<td>4,667</td>
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Some CSU Fullerton HIPS Exemplars

- Culturally-Responsive Practices to Close the Gap
- Deepen Engagement & learning

• Longitudinal Analysis of

(1) Learning Communities
   – Freshman Programs

(2) Supplemental Instruction
   – Math
   – Biology
Closing the Gap
Supplemental Instruction (SI) in BIOL 171

![Graph showing Closing the Gap](graph.png)
Closing the Gap

Freshman Program (FP) - Learning Community

FP Participation x Underrepresented/Non-Underrepresented

1-year GPA

<table>
<thead>
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<th>Freshman Program</th>
<th>Non-Participant</th>
<th>Participant</th>
</tr>
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<tr>
<td></td>
<td>2.63</td>
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6-year Graduation Rates

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The positive effects of Collaborative Learning Approaches of High Impact Practices Enhancing Student Success (retention/graduation/GPA)

Supplemental Instruction, Freshman Program

- Raised Achievement for All
- Narrowed Achievement Gap between Underrepresented and Non-Underrepresented
Supplemental Instruction, Freshman Program as Culturally-Responsive HIPS

- 1-yr Retention & GPA
- 2-yr Retention & GPA
- 6-yr Grad Rates & GPA
- Course Retention
- Course Grade

HS GPA
1st Generation
Ethnicity (Underrepresented vs. Non-Underrepresented)

Learning Community
Supplemental Instruction

PRE-COLLEGIATE OUTCOMES INSTITUTIONAL
Implications

– Collaboration of Campus Constituencies
  • Leadership, faculty, staff, student, parents
  • Academic Affairs & Student Affairs

– Role of faculty involvement
  • “What faculty think and value makes a difference with regard to the likelihood that students will participate in educationally effective practices” (Kuh, 2009b, p. 690)

– Connection between student cultural characteristics & policy
University Commitment

• University secured just under half a million dollars from CSU Chancellor’s Office in baseline funding to support and expand supplemental instruction

• HIPS Task Force

• Faculty Involvement
GOAL → Fostering Student Success
Q & A

- Presentation available on our website at:
  http://www.fullerton.edu/analyticalstudies/presentations/AAHHE2016.pdf