Re-inventing the First Year Experience from the Inside Out: Intentionally Integrating High Impact Practices in a Joint Partnership with Academic Affairs and Student Affairs

California State University, Dominguez Hills, 17th CSU

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Interim Vice Provost, Budget & Strategic Initiatives

AASCU Winter Conference
February 6, 2016, Austin, TX
What does “student success” mean to you?

College Graduation Success
What are your institution’s IPEDs 4-year & 6-year graduation rates?
4-Year FTF Grad Rates of 50 largest CA Colleges
Cohort 2006-2010

Source: National Center for Education Statistics
http://www.sacbee.com/site-services/databases/article2575149.html#storylink=cpy
OUR UNIQUE HISTORY:

1960 = 17th Campus
California State University, Palos Verdes
LA Watts Rebellion
August 11-17, 1965
CSUDH’s Compelling History & Mission

Campaign for Social Justice
August 11, 2015: LA City Hall 50 Years Later

Commemorating the 1965 Watts Rebellion
CSUDH: Compelling History & Mission
Fall 2015

- 14,635 students; +90,000 alumni;
- 65% = women; 35% = men
- 51% first-generation
- 62% Pell eligible; 30% part-time
- 82% remedial in Math, Eng or both
- Over 30,000 applications Fall 2015
  for ~3,900 openings

Minority-Serving Institution (MSI) &
Hispanic-Serving Institution (HSI)

- Asian = 10.8%
- African American = 14.5%
- Hispanic = 60.3%
- Native American = 0.1%
- Pacific Islander = 0.3%
- White = 10.9%
- 2 or more races = 3.1%

89.1%
# California State University System: 2025 Goals

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Six-year rate, freshmen</td>
<td>60%</td>
</tr>
<tr>
<td>Four-year rate, freshmen</td>
<td>24%</td>
</tr>
<tr>
<td>Four-year rate, transfer students</td>
<td>76%</td>
</tr>
<tr>
<td>Two-year rate, transfer students</td>
<td>35%</td>
</tr>
<tr>
<td>URM gap</td>
<td>7%</td>
</tr>
<tr>
<td>Pell gap</td>
<td>5%</td>
</tr>
</tbody>
</table>
## CSUDH: IPEDs Grad Rate 2025 Set by CSU

<table>
<thead>
<tr>
<th></th>
<th>CSUDH Baseline Rate (Actual)</th>
<th>Peer Group Benchmark (Actual)</th>
<th>Additional Improvement</th>
<th>2025 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6-Year Graduation Rate Goal (2019 Cohort)</strong></td>
<td>28%</td>
<td>45%</td>
<td>12%</td>
<td>40%</td>
</tr>
<tr>
<td><strong>4-Year Graduation Rate Goal (2021 Cohort)</strong></td>
<td>4%</td>
<td>N/A</td>
<td>8%</td>
<td>12%</td>
</tr>
<tr>
<td><strong>TRANSFER GRADATION RATE GOALS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4-Year Graduation Rate Goal (2021 Cohort)</strong></td>
<td>56%</td>
<td>N/A</td>
<td>6%</td>
<td>62%</td>
</tr>
<tr>
<td><strong>2-Year Graduation Rate Goal (2023 Cohort)</strong></td>
<td>22%</td>
<td>N/A</td>
<td>8%</td>
<td>30%</td>
</tr>
<tr>
<td><strong>FRESHMEN ACHIEVEMENT GAP GOALS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>6-Year URM vs. non-URM Graduation Rate Gap Goal (2019 Cohort)</strong></td>
<td>10%</td>
<td>N/A</td>
<td>50%</td>
<td>5%</td>
</tr>
<tr>
<td><strong>6-Year Pell vs. non-Pell Graduation Rate Gap Goal (2019 Cohort)</strong></td>
<td>2%</td>
<td>N/A</td>
<td>50%</td>
<td>1%</td>
</tr>
</tbody>
</table>
Cross-divisional collaborations – involving Academic Affairs & Student Affairs, IT & AF

3 major categories of innovation:
- New Information Technology services
- Academic Affairs interventions
- Student Affairs interventions
- Admin & Finance facilities support

Won $3M Governor’s Innovation in HE Award!
What’s Working
CSU Dominguez Hills

ACADEMIC AFFAIRS
Ellen Junn, Provost, ejunn@csudh.edu & Gitanjali Kaul, Interim Vice Provost, gkaul@csudh.edu
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Marisela Chavez, mchavez@csudh.edu & Helen Oesterheld, hoesterheld@csudh.edu
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Bridget Driscoll, Interim AVP Academic Advising, bdriscoll@csudh.edu

STUDENT AFFAIRS
William Franklin, Vice President, Student Affairs, wfranklin@csudh.edu
Paz Oliverez, Interim Assoc VP, Student Success
GOAL 2 FOCUS ON STUDENT SUCCESS: OBJECTIVE B:
Provide every student with the opportunity to participate in at least two innovative high impact practices* (HIPs) before graduation.

INTENTIONAL High Impact Practices (HIPs, Kuh, 2008)

(1) First Year Experiences       (6) Undergrad Research
(2) Supplemental Instruction     (7) Diversity/Global Exper
(3) Learning Communities         (8) Service Learning
(4) Writing Intensive           (9) Internships/Fieldwork
(5) Collaborative Group Work     (10) Senior Capstones
(1) **5 NEW First-Year Experiences:**

**Fall Freshman Convocation** & **Spring Freshman College Reception**
Five New First Year Experiences

NEW Fall Freshman Convocation
- A core tenet of the freshmen Toro experience
- Cabinet, Deans, Faculty, Staff in attendance to mark the occasion
- Offers a symbolic journey from their first year on campus to graduation in 4 years
- Culminates with an Academic and Student Resource Fair

NEW Spring Freshman College Receptions
Five New First Year Experiences

NEW Expanded DHFYE Bridge Initiative
- Expanded 6-week Summer Bridge/EOP from 200 to 1,100 students (2010-15)
- Intrusive advising, peer mentors, SI, leadership development, college knowledge workshops
- Summer Bridge students 2015 (62% completed all remediation needs by end of first semester)

NEW Summer GE Accelerate Program, 6-wk Program
- 291 students (141 took one free GE course)- also involved in Summer Bridge, advising, peer mentors
- Higher GPA 2.77 vs. 2.99
- increased progress to degree after first semester from 13 units vs. 16 units
NEW First Year “DREAM” Seminar

- Discipline-specific GE course designed by tenure-line faculty for first-year students.
- Provides an intimate (<25 students) & HIP educational introduction to research area.
- Fall 2015 FYS courses included:
  - Brown and Black Educational Experiences
  - The Economics of Discrimination
  - Designing Your Future STEM Experience
  - Truth, Lies and Criminal Profiling
  - Sex, Gender, Crime and Punishment

Dr. Corina Benavides López
Chicana/o Studies

Dr. Jose Martinez
Acct, Fin, Econ

Dr. Toni Boadi
Physics
NEW “DREAM” Seminar Outcomes

- Last Fall, FYS student Fall GPA=3.04 vs. GPA=2.85 for non-FYS student
- Quotes from “Dream” students:
  - “This type of learning really opened me up to college. I feel more comfortable around my peers and find myself participating in class.”
  - “It has helped me because I get advice that is usually not told by other teachers.”
  - “It has taught me how to deal with stress. This program explains how much college is important. It also taught me how to improve in my classes.”
  - “It has helped me be more open-minded to new ideas and respect others.”
INTENTIONAL High Impact Practices (HIPs, Kuh, 2008): Continued

(2) Supplemental Instruction (SI) – expanded SI for bottleneck courses.
(3) Learning Communities – implementing for freshmen and transfers.
(4) Writing Intensive—hired new Writing Across the Curriculum (WAC) Coordinator.
(5) Collaborative Grp Work- built 2 new Active Learning Classrooms (ALCs) for 27 courses and teaching 1,181 students starting last Fall semester.
(6) Undergrad Research – expanded undergraduate research (with 352 students).
(7) Diversity/Global Experiences— hired new Senior International Officer (SIO)
(8) Service Learning – received US Presidential Award for General Community Service in 2014.
What’s Working
CSU Dominguez Hills

INTENTIONAL High Impact Practices (HIPS, Kuh, 2008) Continued

(9) Internships/Fieldwork - expanding local industry partnerships.

(10) Senior Capstones – encouraging programs to develop capstones.

(11) Created new faculty positions: Academic Affairs Administrative Fellows:

  **HIPS Faculty Coordinator**, Dr. Marisela Chavez
  **Writing Faculty Coordinator**, Dr. Helen Oesterheld

(12) New Faculty Learning Communities (FLC)

7 FLCs with 50 faculty = Assignments & Projects for Students; HIPS in English 111; Study Abroad; Service Learning; Diversity/Counterstorytelling; Undergraduate Research; Diversity/Watts Rebellion

- FLCs involve full- and part-time faculty with the campus strategic plan and support faculty to get more training and work together to further enrich student success.

- **PRELIMINARY RESULTS** six months after FLCs:
  - 93% participating faculty actually modified a course with a HIP.
  - 1/3 modified 20-39% of a course & ¼ modified +40% of a course with a HIP.
  - +80% of participants now understand the connection between HIPS & student success.
(13) **Annual HIPS Innovation Symposium** — attracting over 100 faculty attendees and tripled the number of faculty presenting on HIP innovations; Workshop “Staying HIP” as an ongoing community.

(14) **HIPS Dept. Grants** - new department-based grant for departments for funds to integrate HIPS innovations directly into their curriculum so that it becomes institutionalized into the program for every graduate.

(15) **Program Review** - all departments review, identify and explicitly infuse HIPs into their degree program as part of the Program Review process.

(16) **Non-cognitive Factors** – Stanford’s College Transitions Collaborative (CTC) belongingness, growth mindset and safeguarding against stereotype threat.

(17) **IT infrastructure/support** – critical to fund AT-related supports (e.g., wireless, laptops, EAB, data dashboard, CMS, AdAstra, CampusLabs, LMS, etc.)
Beginning to use **rubrics** and an **electronic platform** called **Campus Labs** to assess and track HIPs down to the **student** and the **individual course** level.

Engaged with external statistics expert consultant to utilize **Structural Equation Modeling (SEM)** to model return on investment (ROI) for different types of interventions and HIPs.

Need to use this future assessment data for **evaluation, implementation and scaling** of future student success programs and initiatives.
So, how is CSUDH doing?
### Fall to Fall First-Year Retention

<table>
<thead>
<tr>
<th>Cohort Year</th>
<th>Cohort Size</th>
<th>% Retained</th>
<th>% Remediated</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>1031</td>
<td>78%</td>
<td>73%</td>
</tr>
<tr>
<td>2011</td>
<td>1167</td>
<td>75%</td>
<td>78%</td>
</tr>
<tr>
<td>2012</td>
<td>1205</td>
<td>78%</td>
<td>83%</td>
</tr>
<tr>
<td>2013</td>
<td>1540</td>
<td>78%</td>
<td>84%</td>
</tr>
<tr>
<td>2014</td>
<td>1330</td>
<td>81%</td>
<td>87%</td>
</tr>
</tbody>
</table>

*60% is national average for (less selective) public 4-year*  
*Source: NCES, IPEDS (2015)*
# Data-Driven Decision-Making

## Preliminary Peek at Data - 2015 Cohort

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<th>Cohort Year</th>
<th>Cohort Size</th>
<th>% Retained</th>
<th>% Remediated</th>
</tr>
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<tbody>
<tr>
<td>2015</td>
<td>1294</td>
<td>93%</td>
<td>Pending Census Data</td>
</tr>
</tbody>
</table>
## CSUDH Student Outcomes After HIPs Promising Results

<table>
<thead>
<tr>
<th>Entering FTF Cohort Year</th>
<th>6-Year Graduation Year</th>
<th>% IPEDS Graduation Rate</th>
</tr>
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<tbody>
<tr>
<td>2006</td>
<td>2012</td>
<td>27.8%</td>
</tr>
<tr>
<td>2007</td>
<td>2013</td>
<td>29.4%</td>
</tr>
<tr>
<td>2008</td>
<td>2014</td>
<td>32.2%</td>
</tr>
<tr>
<td>2009</td>
<td>2015</td>
<td>34.7%</td>
</tr>
<tr>
<td>2010</td>
<td>2016</td>
<td>Possible 40.6%</td>
</tr>
</tbody>
</table>

11.2% increase 3 yrs!
California State University Dominguez Hills

Pathway to Student Success

Building a National Laboratory and Model for Student Academic Success

POST-GRADUATE SUPPORT
- Career mentorships
- Jobs database
- Resume preparation
- Alumni support

GRADUATE EXPERIENCE*
- Career mentorships
- Graduate research experience
- On-campus employment
- Academic internships
- Mandatory comprehensive advising (general, major & career) & academic roadmap
- Mandatory faculty/student meetings
- Peer mentoring
- Early alert & attrition-risk assessment

FOURTH-YEAR EXPERIENCE*
- Senior capstone experience
- Mandatory comprehensive advising (general, major & career) & academic roadmap
- Mandatory faculty/student meetings
- Early alert & attrition-risk assessment
- mandatory graduation check & academic credit review
- Undergraduate research
- Transfer check & academic credit review
- On-campus employment
- Academic internships
- and fieldwork experiences
- Mentorships

THIRD-YEAR EXPERIENCE
- Mandatory comprehensive advising (general, major & career) & academic roadmap
- Mandatory faculty/student meetings
- Early alert & attrition-risk assessment
- Discipline-based & thematic interest groups
- Faculty mentoring
- Service-learning
- On-campus employment
- Summer academic success experience

SECOND-YEAR EXPERIENCE
- Mandatory comprehensive advising (general, major & career) & academic roadmap
- Mandatory faculty/student meetings
- Early alert & attrition-risk assessment
- Discipline-based & thematic interest groups
- Faculty mentoring
- Service-learning
- On-campus employment
- Summer academic success experience

FIRST-YEAR EXPERIENCE
- Cohort-based learning communities linked thematically (e.g., sustainability, poverty, health, international conflict) over two semesters
- Mandatory comprehensive advising (general, major & career) & academic roadmap
- Mandatory faculty/student meetings
- Community-building/peer mentoring & learning communities
- Early alert & attrition-risk assessment
- Summer freshman pre-matriculation
- Introduction to co-curricular and leadership experiences

SUMMER FRESHMAN PRE-MATRICULATION
- Mandatory freshman orientation
- Mandatory freshman comprehensive advising
- Summer Bridge/FOCUS college-level remedial writing & math skills development (FOCUS-First-Year Opportunities and Connections for Undergraduate Success program)
- New Summer Accelerate Program with summer GE for regular admit freshmen
- K-12 & community college partnerships & academic support

OUR FOUNDATION FOR SUPPORT

- Ongoing comprehensive advising (course alignment, major & professional and career objective)
- Academic roadmaps, course availability & clear degree pathways
- Student-specific monitoring, data-driven assessment, follow-up & feedback
- Comprehensive early alert systems & attrition-risk assessment
- Peer mentoring and tutoring
- Supplemental instruction
- Academic Excellence

- Sufficient, highly-qualified, well-supported faculty & staff
- Faculty engagement
- Active, high-impact curriculum, & supplemental instruction, e.g., writing intensive courses & instructional laboratories
- Robust general education
- Faculty/stUDENT research
- Ongoing research, assessment & improvement of student academic success strategies

Partnerships
- K-12 & community college student academic preparation
- Business and government academic internships, faculty/student research, student career mentoring, employment & service-learning
- Collaboration & information sharing on best practices regarding student academic success strategies with other colleges & universities
- Federal, state & corporate grants and other support

OUTCOMES BY 2020
- 60% First Time Freshman Six-Year IPEDS Graduation Rate*
- 32% First Time Freshman Six-Year Graduation Rate

CORE VALUES
- Real-world, outcomes-based learning
- Interdisciplinary, diversity & global opportunities
- Community connections & civic engagement

- Academic excellence
- Faculty engagement
- Data-driven assessment
- Integrated linkages

* Exceeds public institution first time freshman national average six-year graduation rate of 60%.
CSU Dominguez Hills

National Laboratory and Model for Student Academic Success

Working Draft Implementation Framework, Infrastructure, Budget and Themes

High-Engagement Student Experience
- Real-World & Outcomes-Based Learning
- Interdisciplinary, Diversity & Global Opportunities
- Community-Focused Connections and Civic Engagement

1. Intentional Integrated
   High Impact Practices (HIPs, Kuh, 2008)
   - First Year Experiences
   - Supplemental Instruction
   - Learning Communities
   - Writing Intensive
   - Collaborative Group Work
   - Undergrad Research
   - Diversity/Global Experience
   - Service Learning
   - Internships/Fieldwork
   - Senior Capstones

2. IEA Research, Assessment & Data
   - Fundraising, Grants, Curriculum
   - New certificate/MS programs

1. Center for the Freshmen/Sophomore Year
2. Center for the Junior/Senior Year
3. Graduate Experience
4. Post-Graduate

Student Success Steering Committee

President's Cabinet

Partnerships
- Building a College-Going Culture
  - K-12
  - Community Partnerships
  - Industry Partnerships

Student Learning Experience: AA Working w. SA & Intentional HIPs

Importance of Curricular & Co-Curricular and Marketing

Ellen Junn, Provost, Vice President, Academic Affairs, ejunn@csudh.edu
FINAL WORDS & a PICTURE

HIPS are a tool to unleashing the power of our students’ own superhero!
Thank You!
Questions?

California State University, Dominguez Hills

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