

CSU, Bakersfield Graduation Initiative Activities Report for 2018-2019

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Since its launch three years ago, the Graduation Initiative 2025 (GI2025) has led to numerous changes at CSU Bakersfield. Firstly, the campus' focus on GI 2015 has led to a significant shift in how CSU Bakersfield views and organizes itself. It is clear that the culture has changed at CSUB. Students, faculty and staff are committed to improving graduation rates for first-time students and transfers, while working to eliminate equity gaps. Secondly, the campus has made moderate progress across all six GI 2025 measures. Particularly, CSUB has had success improving graduation rates for transfer students. CSUB's most recent 2 and 4-year graduation rates for transfer students are all -time highs for the campus. Moreover, CSUB's equity gaps have recently improved, and the CSUB's equity gaps are 5-7 points below the CSU system average. And lastly, CSUB has recently improved both its 4 and 6-year graduation rates for first-time students. With this report, CSUB will provide details regarding the tactics deployed in the 2018-2019 fiscal year to continue the momentum.

ACADEMIC PREPARATION

Creating a new approach to academic preparation through a series of academic and student support programs

According to Complete College America, "The vast majority of college students aren't taking the credits needed to graduate on time, despite research showing the significant benefits of doing so – including better academic performance, higher retention rates and the increased likelihood of completion." Put simply, increasing average unit loads for students is among the most important best practices for retention and graduation. At CSUB, the campus has used GI 2025 funds in 2018-2019 to support two initiatives to improve average unit loads and in combination the initiatives have been shown to be successful. First, CSUB used GI 2025 funds for the 15-to-finish marketing and advertising campaigns. Over the fiscal year, CSUB spent \$20,000 to promote 15 units per term to both students, faculty and professional advisors.

Importantly, the 15-to finish marketing program is used in conjunction with the campus' block scheduling pilot. Block scheduling is assignment of a first-year student's schedule, rather than letting the student self-select themselves into courses. The advantage of block scheduling is that the student will be enrolled in 15 or more units each term for the year. Block scheduling has been demonstrated to be quite successful. As shown in the chart below, the campus' data shows that students who were part of block scheduling had higher units taken and units enrolled, while blocked students also had higher GPAs and fall-to-fall retention. Importantly, block scheduling is labor-intensive process whereby professional advisors play a critical role. In the 18-19 fiscal year, GI 2025 funds of \$81,307 were used to support block scheduling by supporting professional advisors and the Office of Academic Operations and Support.

INCOMING CLASS FA18	n	AVG UNITS TAKEN	AVG UNITS PASSED	AVG CUM GPA	ENROLLED IN FA19	RETENTION OF FA19
BLOCKED FA18	678	15.41*	13.09*	2.56	535	78.91%^
NOT BLOCKED FA18	796	14.62	11.49	2.52	596	74.87%

*p < .05

^p < .10

As mentioned above, CSUB’s efforts to increase average unit loads have been quite successful. In the Fall 2019, average unit load for first-time students were collectively over 15 units for the first time in the institution’s history.

ENROLLMENT MANAGEMENT

Enhancing the quality of the student experience and the alignment of course availability with student need

In the 2018-2019 fiscal year, CSUB used GI 2025 support to continue to modify and improve its enrollment management practices to improve student success in accordance with best practice. During the 2018-2019 cycle, CSUB implemented its first ever graduation hold policy. The policy requires all juniors and seniors to sit with an advisor in preparation for graduation. Due to this change, 2980 juniors and 3148 seniors received additional advising support. GI2025 funds were used to support additional training for professional advisors.

FINANCIAL SUPPORT

Investing in the expansion of financial support structures beyond traditional financial aid to ensure economic status does not stall students’ success

By spending \$12,500 in GI 2025 funds, CSUB was able to deploy the financial aid automation module of Highpoint Software. One of the campus goals related to GI 2025 is to automate as much as possible and make it easy for different departments to share student information to the benefit of student success. The automation module helps empowered students to complete more financial aid checklist items thus reducing burdens on staff. Specifically, it automates checklists, service indicators and student groups. In addition, CSUB has deployed Campus Logic, which is a service that has online verification forms that allows digital signatures (for students and parents) and a communication feature that sends reminders as often as needed for students with outstanding documents.

STUDENT ENGAGEMENT AND WELL-BEING

Support for CSU Campuses in the development of wrap-around services to address students’ comprehensive care needs

CSU Bakersfield used \$810,000 of reoccurring GI2025 resources to fund six expansion tenure-track lines in 2018-2019. At CSUB, expansion lines are those tenure-track positions that expand the base of the faculty beyond replacement lines. By expanding the base of tenure-track faculty, CSUB fosters more student engagement with faculty that are making long-term commitments to the university community. As can be seen in the chart below, permanent GI2025 funds have played a significant role improving CSUB’s current and projected tenure-track density.

Tenure Status	Fall Instructional Faculty FTE											Projected	
	FA 2008	FA 2009	FA 2010	FA 2011	FA 2012	FA 2013	FA 2014	FA 2015	FA 2016	FA 2017	FA 2018	FA 2019	FA 2020
Tenure-Track	202	197	182	178	181	180	181	186	201	205	227	236	250
Lecturers	119	98	103	110	116	128	142	158	162	190	198	207	214
Total	321	296	284	287	296	307	323	344	362	395	425	443	464
Tenure Density	63%	67%	64%	62%	61%	59%	56%	54%	55%	52%	53%	53%	54%

DATA-DRIVEN DECISION-MAKING

Using data at both the system and campus level to inform the development and advancement of effective student support programs

With the implementation of Executive Order 1110, CSUB eliminated remedial coursework in English and Mathematics. Remedial education had been part of the CSUB curriculum for decades. CSUB's internal data clearly demonstrated that remedial education had become a barrier to student success. Particularly, remedial education was shown to have a particularly detrimental effect on URM (underrepresented minority) students, which had a detrimental effect on the campus' equity gaps. By using both Chancellor's Office and campus-level data, CSUB was able to harness GI 2025 funds to design a supplemental instruction program to coincide with the elimination of remedial education.

According to the Education Advisory Board (EAB), institutions need to "...reach a broader set of students in need of targeted academic support [and]" supplemental instruction should be attached to high enrollment gateway courses. Importantly, supplemental instruction is a series of peer-assisted group study sessions for a specific course. At CSUB, supplemental instruction is a targeted program for our English and Math courses with the goal of reducing DFWs and eventual probation and attrition. In 2018-2019 fiscal year, CSUB spent \$45,065 of GI 2025 funds on Math supplemental instruction and faculty release time for planning for English supplemental instruction.

Math Courses with Supplemental Instruction Support

- MATH 1110 Fundamental Concepts
Foundational elements of geometry, data analysis, and algebra. Topics include: functions; algebra of polynomial, rational, and radical expressions
- MATH 1050 Precalculus I (4)
This course is the first half of the Precalculus Sequence. Topics include: polynomial, rational, exponential, and logarithmic functions, the fundamental theorem of algebra, and applications.
- MATH 1060 Precalculus II (4)
This course is the second half of the Precalculus Sequence. Topics include: trigonometric functions, analytic trigonometry, vectors, polar equations, parametric equations, conic sections, and applications

ADMINISTRATIVE BARRIERS

Modernizing administrative processes by discontinuing policies and procedures identified as impediments to student success

Finally, CSUB has continually revisited its practices through GI 2025. After speaking with students and reviewing the respective data, CSUB learned that a significant number of students were being de-registered at the start of the term due to very low outstanding balances. De-registration can wipe out a student's schedule and delay their graduation. Equally, the data indicated that URM students were particularly disadvantaged by the policy. In order to reduce its impact, the campus raised the de-registration threshold from \$100 to \$500 for outstanding balances.