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# Graduation Initiative 2025

## University of Alaska
## Student Success Convening
## March 22, 2019

**James T. Minor, Ph.D.**

**Assistant Vice Chancellor & Senior Strategist**

@JT_Minor

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# FALL 2017 ENROLLMENT BY CAMPUS

| | | |
|---|---|---|
| BAKERSFIELD<br>9,863 | LOS ANGELES<br>28,253 | SAN JOSÉ<br>33,409 |
| CHANNEL ISLANDS<br>7,053 | MARITIME ACADEMY<br>1,050 | SAN LUIS OBISPO<br>22,188 |
| CHICO<br>17,789 | MONTEREY BAY<br>7,131 | SAN MARCOS<br>13,893 |
| DOMINGUEZ HILLS<br>15,179 | NORTHRIDGE<br>39,816 | SONOMA<br>9,223 |
| EAST BAY<br>15,435 | POMONA<br>25,894 | STANISLAUS<br>10,003 |
| FRESNO<br>25,168 | SACRAMENTO<br>30,661 | INTERNATIONAL PROGRAMS<br>509 |
| FULLERTON<br>40,439 | SAN BERNARDINO<br>20,461 | CALSTATETEACH<br>1,033 |
| HUMBOLDT<br>8,347 | SAN DIEGO<br>34,828 | **TOTAL**<br>**484,297** |
| LONG BEACH<br>37,065 | SAN FRANCISCO<br>29,607 | |

**95%** OF ALL ENROLLED STUDENTS CAME FROM CALIFORNIA

**88%** OF FIRST-TIME FRESHMEN CAME FROM CALIFORNIA PUBLIC HIGH SCHOOLS

**93%** OF NEW UNDERGRADUATE TRANSFERS CAME FROM CALIFORNIA COMMUNITY COLLEGES

**MORE THAN HALF** OF CSU STUDENTS ARE STUDENTS OF COLOR

**ONE-THIRD** OF UNDERGRADUATES ARE THE FIRST IN THEIR FAMILIES TO ATTEND COLLEGE

**49 PERCENT** OF UNDERGRADUATES ARE RECIPIENTS OF A PELL GRANT

# GRADUATION INITIATIVE 2025 GOALS

## Freshmen

4-Year Goal: 40%

2017 Rate: 23%

6-Year Goal: 70%

2017 Rate: 59%

## Transfers

2-Year Goal: 45%

2017 Rate: 35%

4-Year Goal: 85%

2017 Rate: 75%

**Equity Gap: 0 Points**

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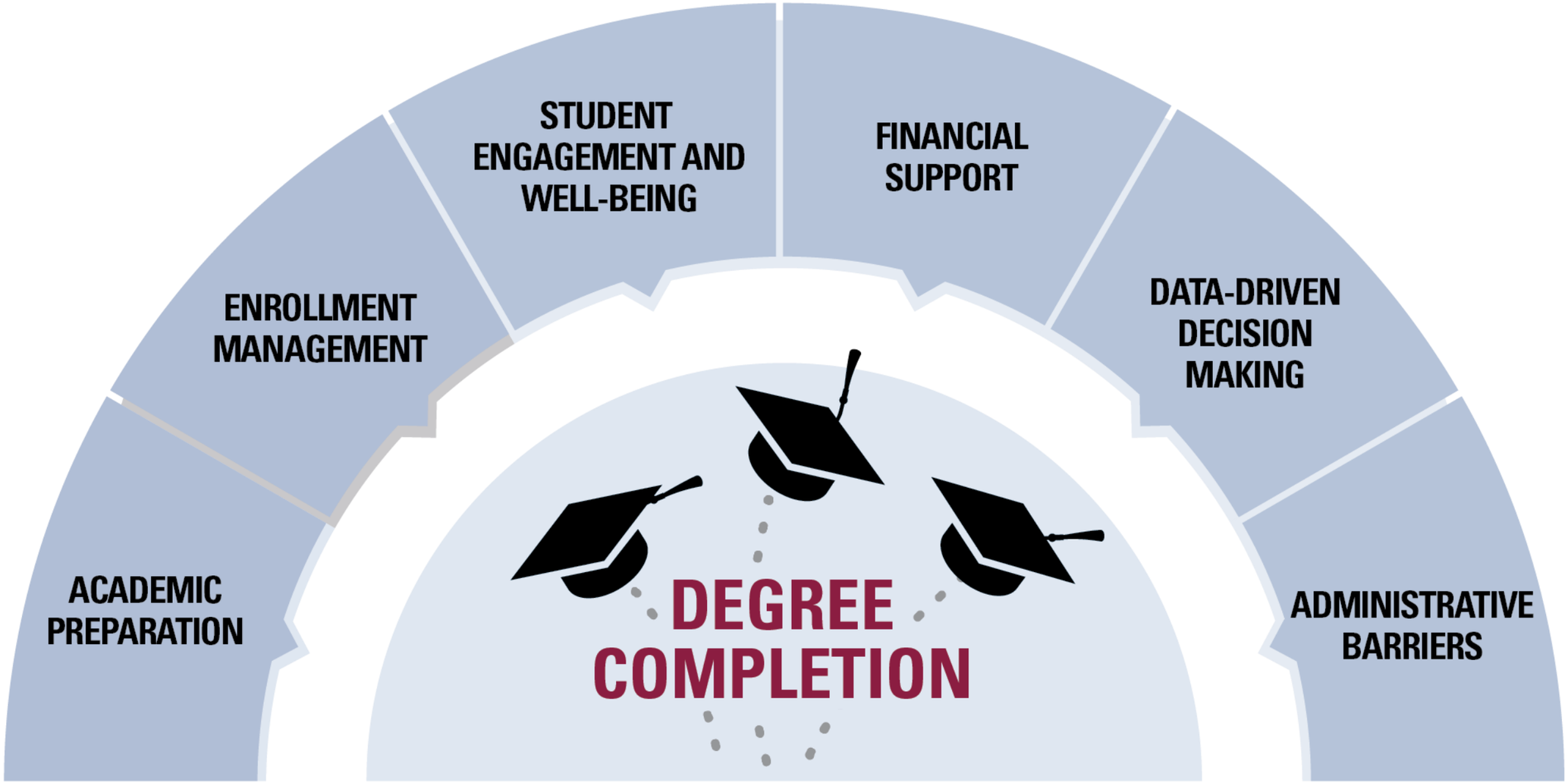
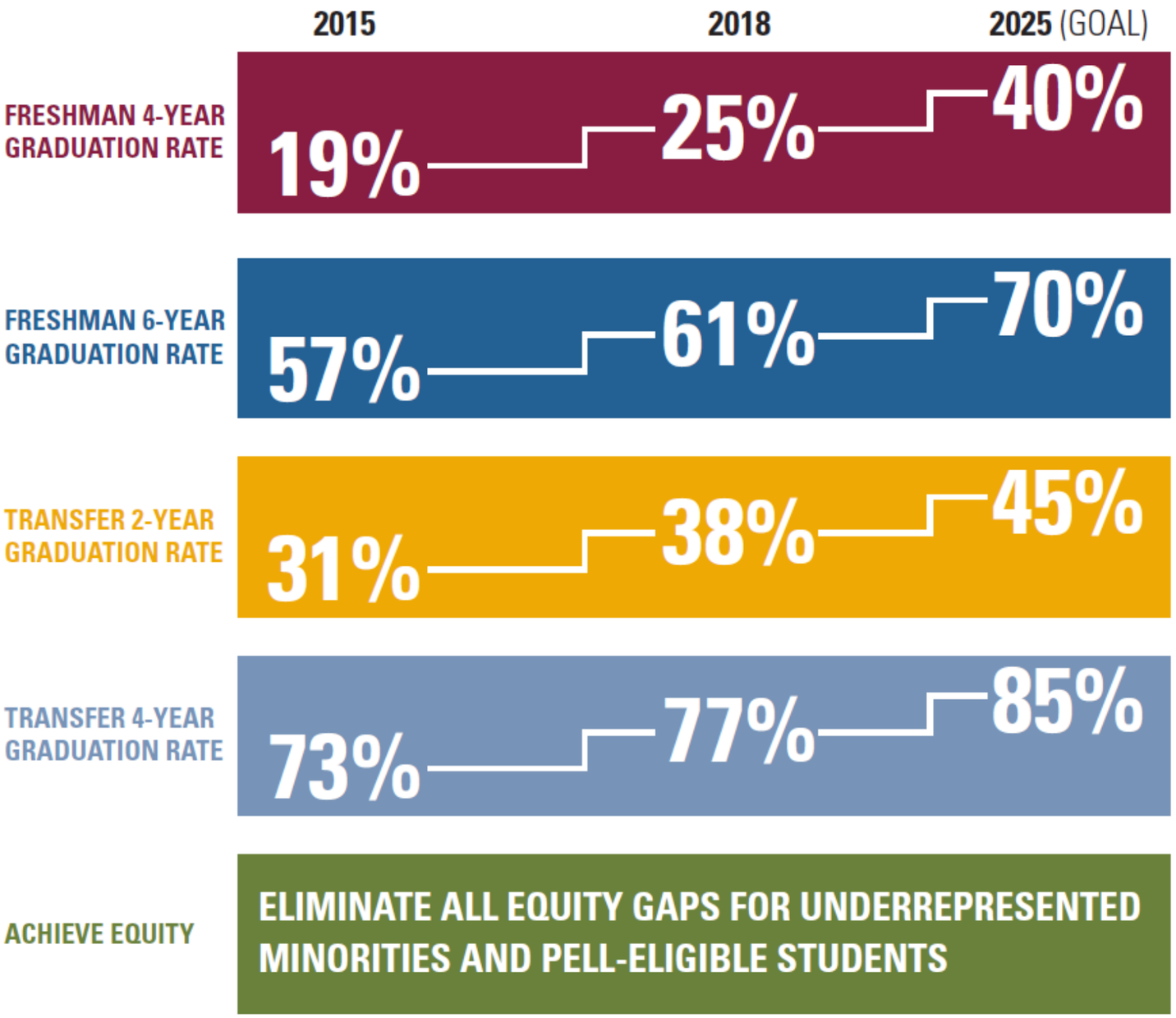
## GRADUATION INITIATIVE 2025



## GRADUATION INITIATIVE 2025 GOALS: AMBITIOUS & ATTAINABLE



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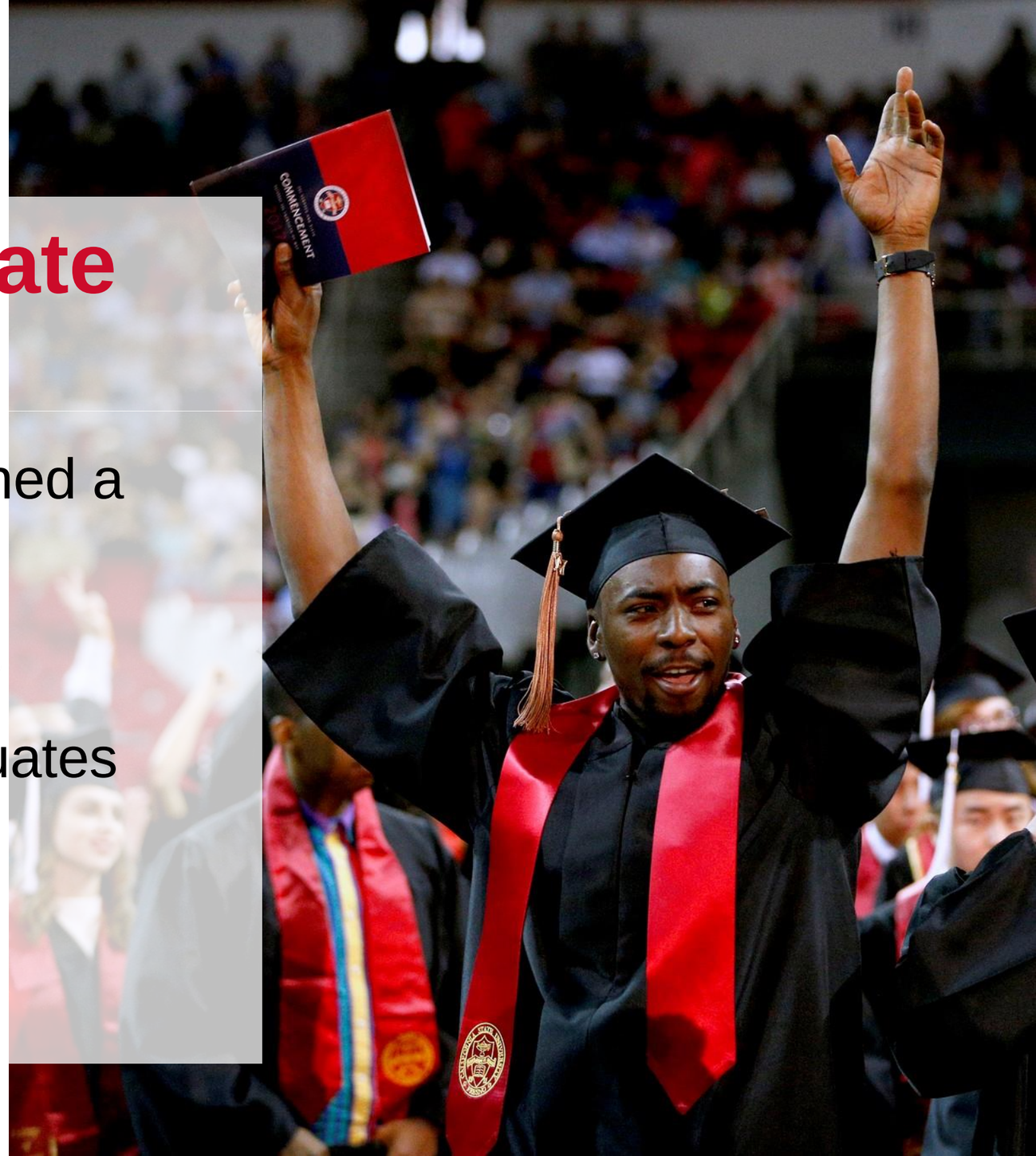
# Graduation Rate Update

- More than 105,000 students earned a bachelor’s degree
- Record high number for the CSU
- More than 6,000 additional graduates compared to 2016-17
- Equity gaps began to narrow



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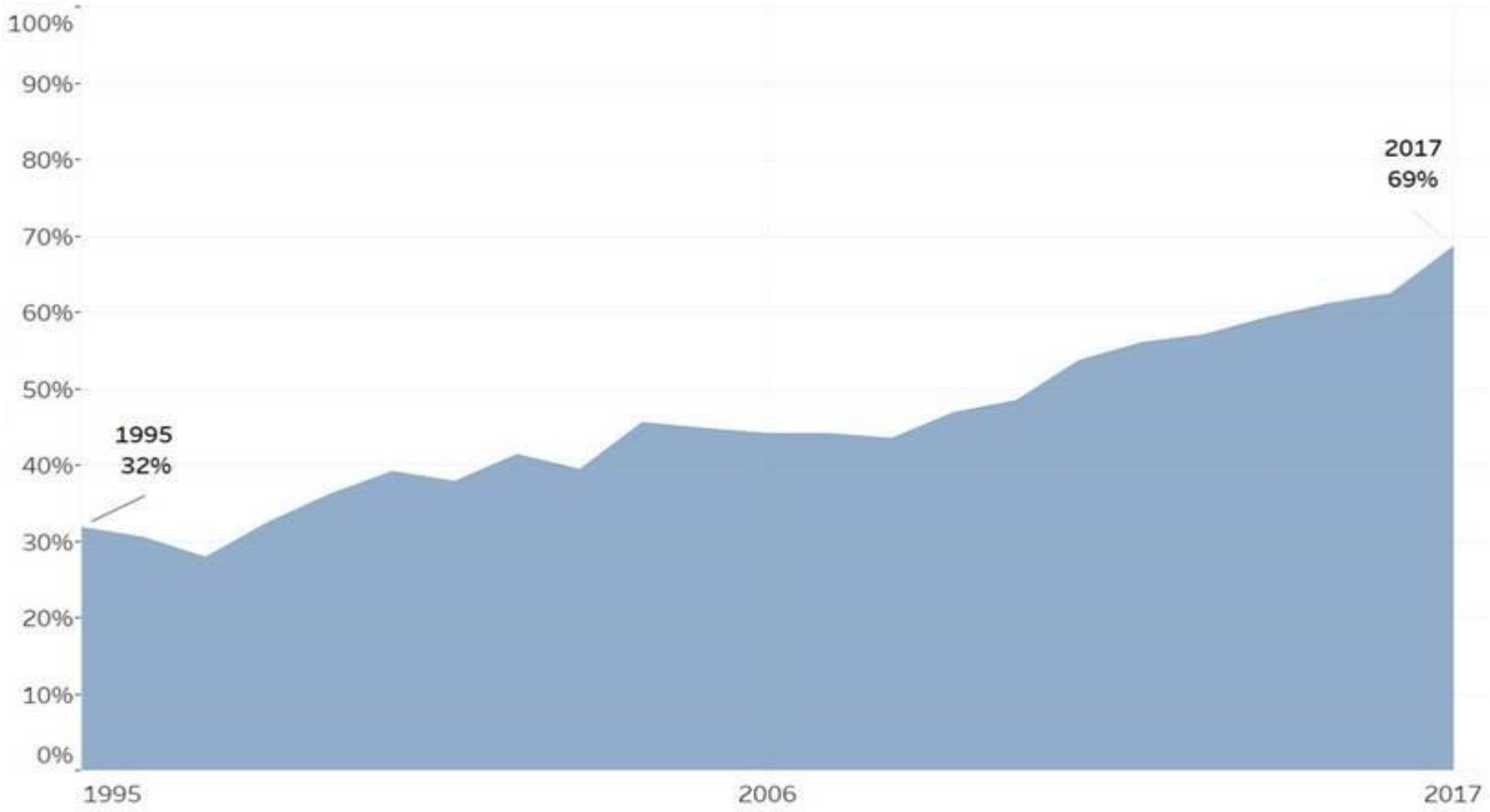
# First Year Students Prepared at Entry In Math and Written Communication



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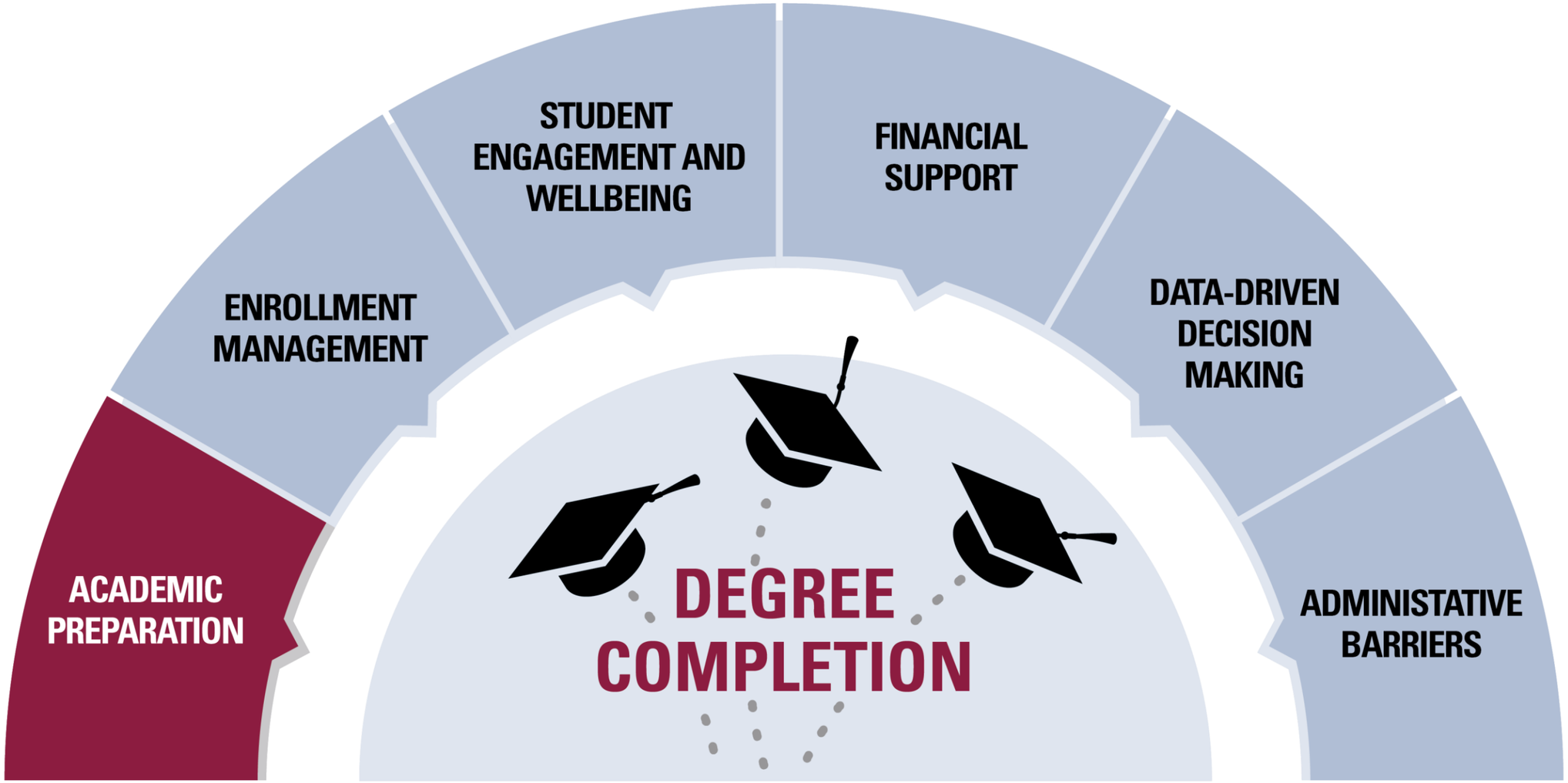
## GRADUATION INITIATIVE 2025



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- Promote Four Years of Math/Quantitative Reasoning

- Improve Assessment and Placement
- Strengthen Early Start Program
- Restructure Developmental Education
- Expand GE math/QR courses to include non-algebra intensive courses

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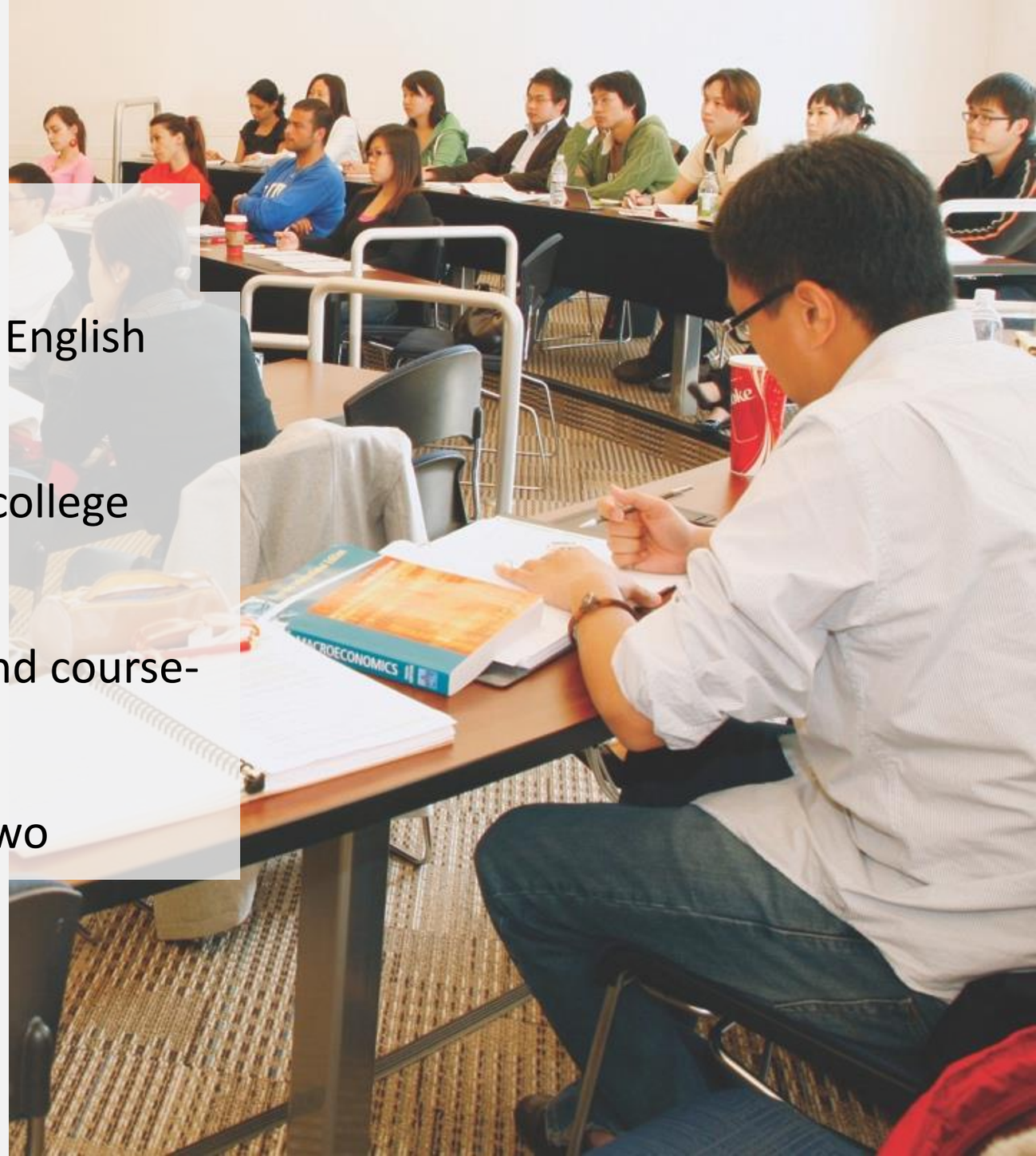
# Assessment and Placement

- Retires the Entry Level Mathematics Exam and English Placement Test
- Retains all other measures used to determine college readiness (SBAC, ACT, SAT, AP, etc.)
- Incorporates the use of available H.S. grades and course-taking as a stronger predictor
- Creates four placement categories instead of two



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# Strengthening Early Start Program

- Transition from a 1 unit opportunity to an opportunity to earn college credit on day one
- Allows for 2 units of pre-baccalaureate instruction attached to college-level/GE courses
- Requires articulation and systemwide recognition
- Change effective summer 2019

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# Restructuring Developmental Education

- Discontinues stand-alone developmental education courses
- Places students into GE courses and allows 1 unit of pre-baccalaureate instruction for students who need additional academic support
- Requires campuses to offer sufficient number of GE Math/Quantitative Reasoning and Written Communication courses

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# General Education Math

## Area B  Scientific Inquiry and Quantitative Reasoning

- Approved GE Area B4 courses may now include non-algebra intensive courses such as statistics pathways, statistics for majors, computer science personal finance, or logic.

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SEARCH

The New York Times

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## *California Today: A 'Seismic Change' at Cal State*

**California Today**
By MIKE McPHATE AUG. 4, 2017

EdSource
HIGHLIGHTING STRATEGIES FOR STUDENT SUCCESS

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TOPICS COMMENTARIES PROJECTS DATA PUBLICATIONS

## Cal State drops intermediate algebra as requirement to take some college-level math courses

COLLEGE READINESS

AUGUST 1, 2017

MIKHAIL ZINSHTEYN

New from EdSource

der atta
ke in Janus

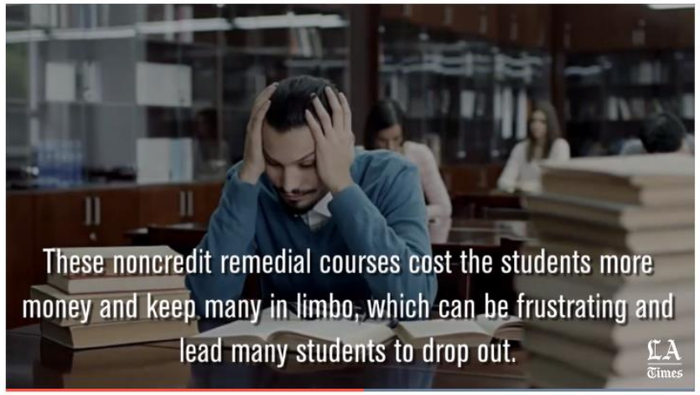
SECTIONS SEARCH

Los Angeles Times

EDITION: CALIFORNIA | U.S. & WORLD

LOCAL ENTERTAINMENT SPORTS POLITICS OPINION PLACE AN AD

## Cal State will no longer require placer exams and remedial classes for freshm




Cal State plans to drop placement exams in math and English as well as the noncredit remedial courses that more than 25,000 freshmen have been required to take each fall — a radical move away from the way public universities traditionally support students who come to college less prepared than their peers. (august 4, 2017) (Sign up for our free video newsletter here http://bit.ly/2n6VKPR)

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"AirTalk"

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## Cal State will drop remedial courses and placement tests by fall 2018

Students walk between classes on the California State University, Fullerton campus. DAVID MCNEW/GETTY IMAGES

AirTalk® | August 4, 2017

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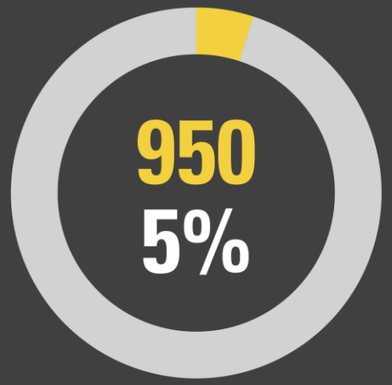
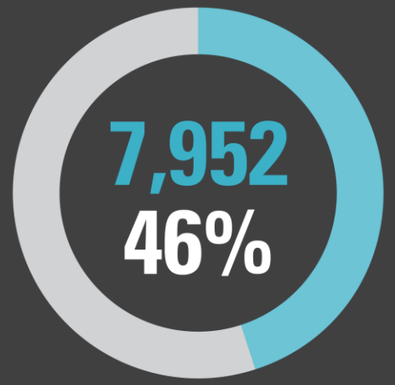
# CSU FALL MATH COURSE OUTCOMES

| | MATH 2017 | MATH 2018 | CHANGE |
|---|---|---|---|
| Students in Need of Additional Academic Support | 17,371 | 17,417 | +46 Students |
| Attempted a Lower-Division Course | 1,438 | 11,988 | +10,550 Students |

**Completed a Lower-Division Course**
("C-" or better)




+41 percentage points

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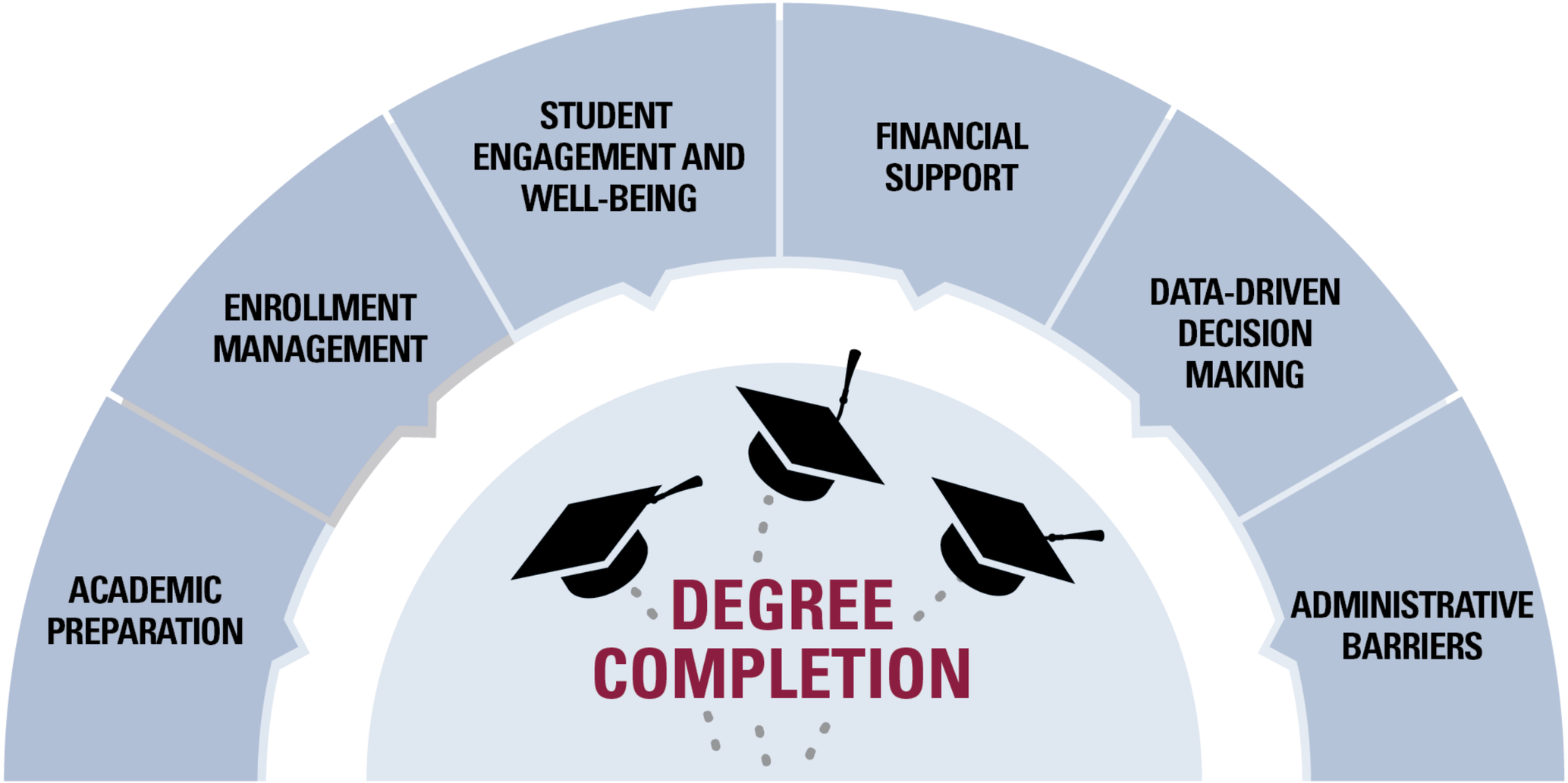

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# Advising Analytics

- Degree Plans for Students
- Rethink Advising Structures
- Data Capacity & Integration
- accountability

# Implementation and Organizational Change

- Data and defensible evidence in higher education
- Achieving and maintaining clarity
- Professional development and barrier removal
- Staying the course
- Stage rigorous assessment and evaluation
- Remembering the WHY

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# AN UPWARD MOBILITY TOP 10

Colleges ranked by percent of students from the bottom fifth of the income distribution who end up in the top three-fifths.

| | |
|---|---|
| 1. NEW JERSEY INSTITUTE OF TECHNOLOGY<br>$13,434 | 85% |
| 2. PACE<br>$41,120 | 82% |
| 3. CALIFORNIA STATE UNIVERSITY, BAKERSFIELD<br>$5,472 | 82% |
| 4. UNIVERSITY OF CALIFORNIA, IRVINE<br>$11,220 | 81% |
| 5. CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA<br>$5,472 | 81% |
| 6. XAVIER OF LOUISIANA<br>$10,297 | 80% |
| 7. STONY BROOK<br>$8,430 | 79% |
| 8. SAN JOSÉ STATE UNIVERSITY<br>$5,472 | 79% |
| 9. BARUCH<br>$6,330 | 79% |
| 10. CALIFORNIA STATE UNIVERSITY, LONG BEACH<br>$5,472 | 78% |

Limited to colleges with at least 500 students per class and at least 10 percent of class coming from bottom fifth of the income distribution.

Source: "Mobility Report Cards: The Role of Colleges in Intergenerational Mobility", The Equality of Opportunity Project

Hard things are hard

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# Institutional Behavior…..

"I have no problem getting people to agree with the ambitious goal of graduating a higher percentage of students….

The problem is deciding what we will give up or change in order to accomplish the goal."

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