

*Facilitating Graduation Task Force II*  
*San Francisco State University*

*February 2010*

## I. Overview

Impending workforce needs have fueled a recent national focus on both ensuring the learning of students who graduate and on improving the overall graduation rates at U.S. universities. The CSU system has participated actively in this movement for some time, most recently in 2005 with the “Facilitating Graduation” initiative. At San Francisco State University, we know that time to degree has decreased across all colleges and ethnic groups since that initiative began, and we believe that much of this improvement is due to changes that grew out of the initiative, yet our graduation rates remain below the top quartile for U.S. universities. The enormous challenge for closing this gap was pointed out in a recent study (Turner, 2009) demonstrating the relationship between dwindling resources at public comprehensive universities and the decline in graduation rates.

Despite the clear challenges before us, San Francisco State University is committed to improving student success and to closing the achievement gap. Our definition of student success is two-fold: 1) the achievement of institutionally defined learning competencies in general education and program-defined competencies in academic disciplines and 2) improvement in graduation rates. Moreover, we are also committed to closing the achievement gap by improving graduation rates among underrepresented minority groups, which have traditionally had lower success rates.

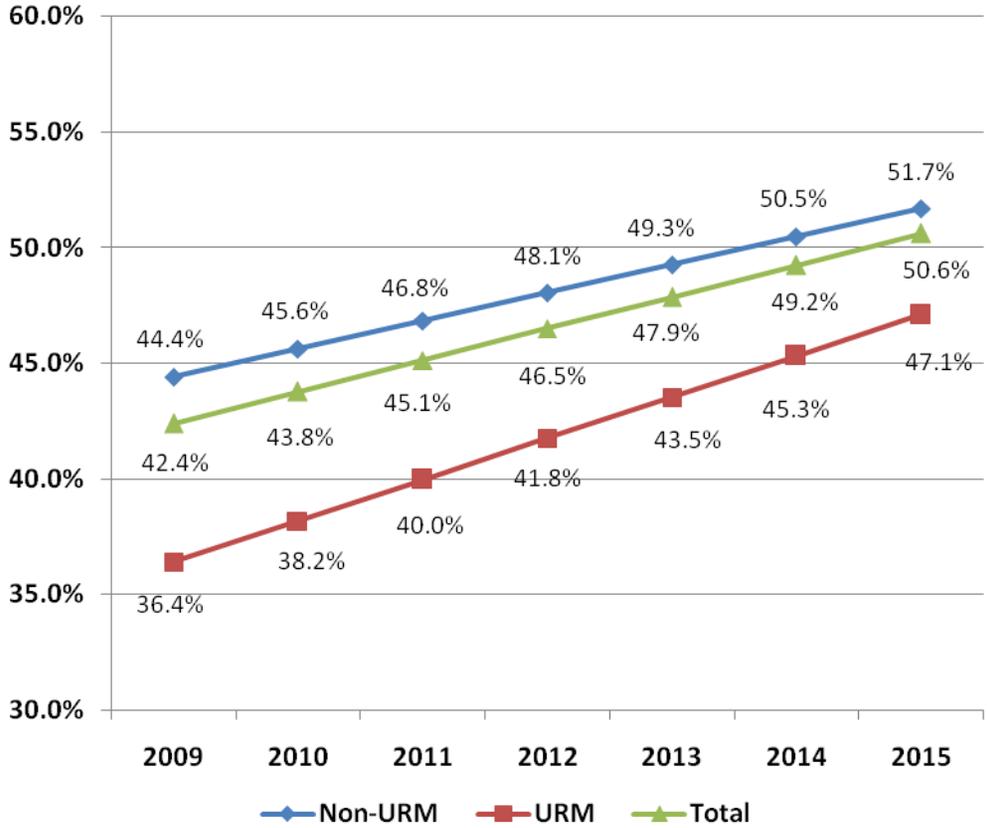
The purpose of the current initiative, Facilitating Graduation II (FG 2), is to increase by 2015 the 6-year graduation rates of First-Time-Full Time Freshmen (FTFTF) students at SF State to 50.6% and FTFTF Under-Represented Minority (URM) students to 47.1%. In addition, by 2015 we expect to increase the graduation rates of upper-division Transfer (UDT) students to 75.8%, and of UDT URM students to 72.4%. Under-Represented Minority students include students who are African American, Latino, and American Indian. Ideally, we hope to achieve this goal by increasing overall graduation rates by 1.6% per year and URM graduation rates by an additional 0.8%, for an overall increase of 2.4% per year. However, we are aware that the actual changes will not likely occur evenly across the five year period.

Our plan involves a campus-wide effort to develop a culture of graduation rather than a focus on enrollment growth. The effort will be coordinated and research-based and will target specific critical areas that we believe will lead to both improved graduation rates and assurance of student learning. Specific targeted areas include revision of General Education, academic advising, enrollment controls, academic interventions, assessment of services and learning, financial incentives, and new technologies. Descriptions of the specific actions are provided in the sections that follow.

Turner, et al. 2009. “Why Have College Completion Rates Declined, an Analysis of Changing Student Preparation and Collegiate Resources.” *National Bureau of Economic*

Research.

### Projected First-Time Freshman Graduation Rates



#### FTF Assumptions:

\*Start with 2006 FTF grad rates supplied in Marsha Hirano-Nakanishi spreadsheet

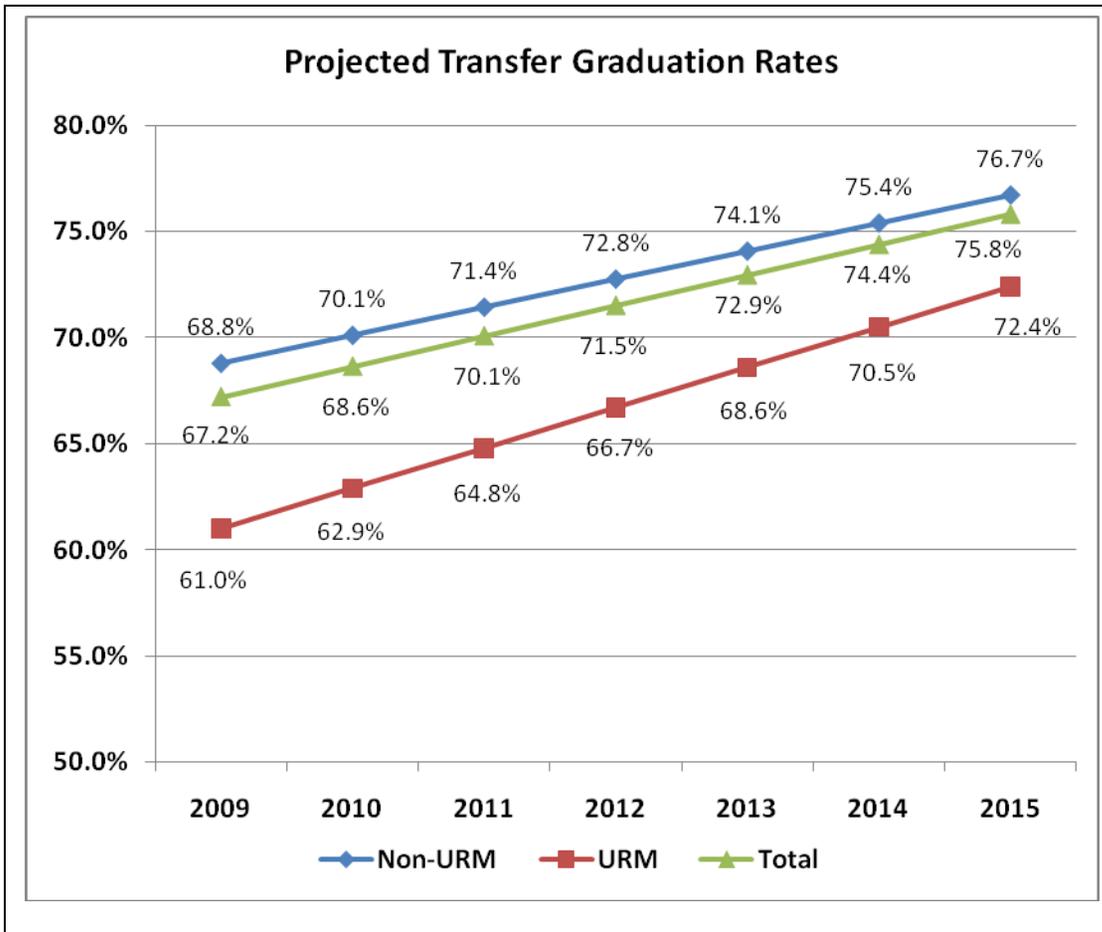
\*URM rate would increase at 5.5% per original CO Power Point (5.5% is 50% of the non-URM/URM gap)

\*Set rate for non-URM to reach top quartile

\*The two final rates, when weighted by the percentages of students in each group, would reach 50.6%

First-time Freshman									
Cohort	%	Projected Graduation Rates							Increase
		2009	2010	2011	2012	2013	2014	2015	
Non-URM	71.2%	44.4	45.6%	46.8%	48.1%	49.3%	50.5%	51.7%	7.3% pts
URM	28.8%	36.4%	38.2%	40.0%	41.8%	43.5%	45.3%	47.1%	10.7% pts

Total	100.0%	42.4%	43.8%	45.1%	46.5%	47.9%	49.2%	50.6%	8.2% Pts
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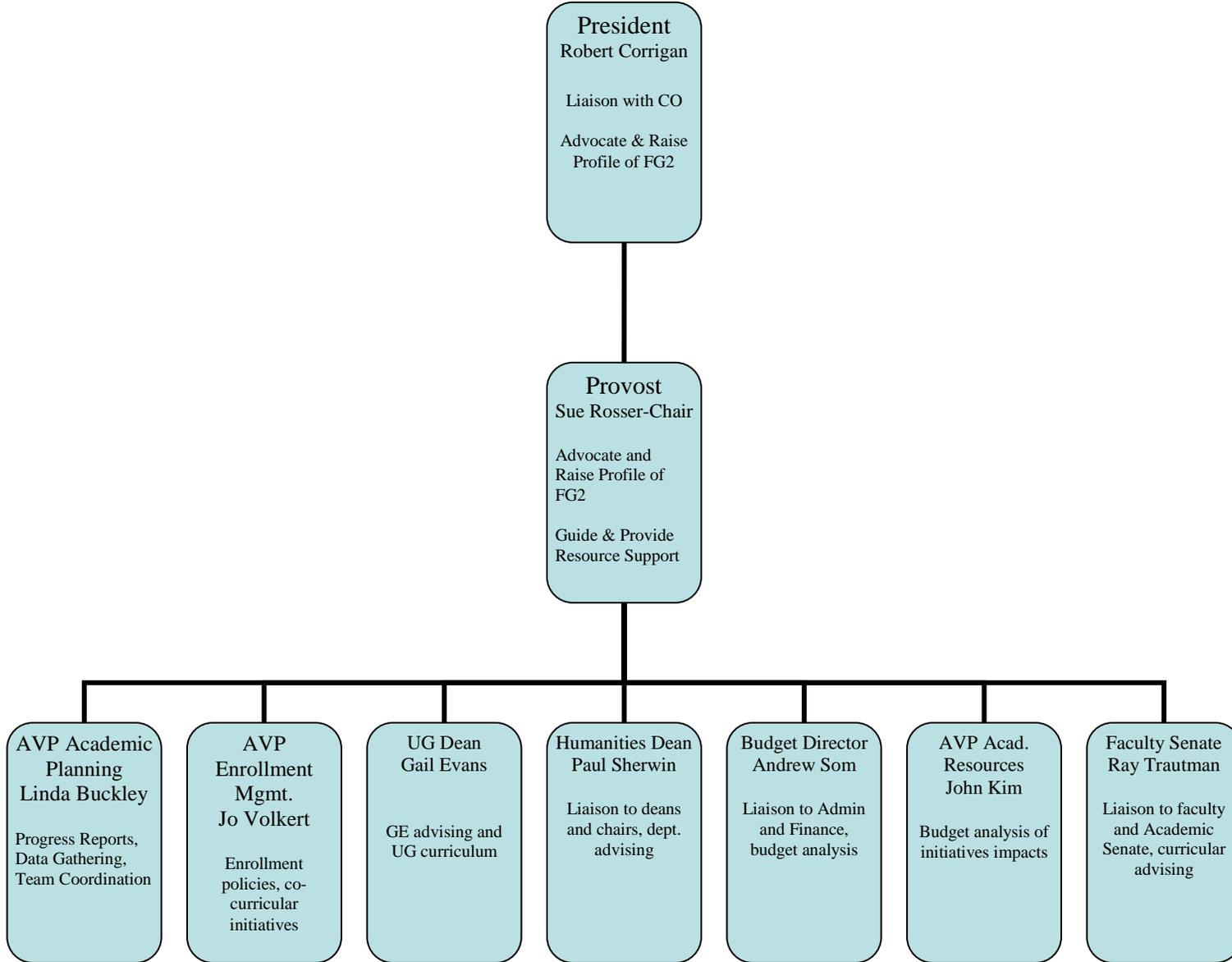


Transfer Assumptions:

- \*Started with 2006 transfer grad rates supplied in Marsha Hirano-Nakanishi spreadsheet
- \*URM rate would increase at 50% of the necessary rates to close the non-URM/URM gaps, which would be 6.3%
- \*Set rate for non-URM to reach top quartile
- \*The two final rates, when weighted by the percentages of students in each group, would reach 74.2%

Upper Division Transfers									
Cohort	%	Projected Graduation Rates							Increase
		2009	2010	2011	2012	2013	2014	2015	
Non-URM	80.0%	68.8%	70.1%	71.4%	72.8%	74.1%	75.4%	76.7%	7.9% pts
URM	20.0%	61.0%	62.9%	64.8%	66.7%	68.6%	70.5%	72.4%	11.4% pts
Total	100.0%	67.2%	68.6%	70.1%	71.5%	72.9%	74.4%	75.8%	8.6% Pts

**II. Delivery Change Responsibilities –**



1. Robert A. Corrigan, President: Liaison to the Chancellor's Office. Campuswide advocate and leader for FG2.
2. Sue V. Rosser, University Provost: Team Leader and Chair. Campuswide advocate for FG2. Resource guide.
3. Linda Buckley, AVP for Academic Planning: responsible for delivering necessary data to delivery team, aggregating data for reporting, organizing the coordination among delivery team members, publicizing activities of delivery team, assessing student learning to ensure that academic quality is not lost as the university implements the efficiencies required to increase graduation rates, and communicating progress to Provost and President.
4. Jo Volkert, AVP for Enrollment Management: responsible for identifying, implementing and tracking enrollment policies that would encourage graduation. Also, responsible for identifying and implementing co-curricular initiatives to improve graduation.
5. Gail Evans, Dean of Undergraduate Studies: responsible for identifying, implementing, and tracking curricular policies that would encourage graduation and for improving/revising GE advising.
6. Paul Sherwin, Dean of Humanities: responsible for developing a "delivery chain" from the chairs to the deans. Dean Sherwin will provide disaggregated data to deans and chairs regarding retention, continuation, and graduation. All departments will be encouraged to ramp up advising in the majors and to create a reporting mechanism to Dean Sherwin.
7. Andrew Som, University Budget Director: responsible for analyzing how changes in graduation rates and time-to-degree would impact the University from a fiscal perspective.
8. John Kim, AVP for Academic Resources: responsible for working with Undergraduate Dean and Enrollment Management AVP to project the expected impacts of enrollment and curricular changes, so that we can calculate the timelines for expected changes.
9. Ray Trautman, Professor of Chemistry: responsible for working as a liaison with the Senate for reporting out. Ray will also work with Gail Evans and John Kim to provide a faculty perspective.

### III. Identification of Actions and Expected Impacts

The strategies and actions have been organized into the following four themes based on rationale developed from research:

**A. Enrollment Issues**

Rationale: Research indicates that students do not progress in a timely manner because of administrative barriers and budgetary constraints. (2009 WASC student survey)

**B. Academic Coursework**

Rationale: Data indicates that many students do not progress because of poor academic preparation and/or performance and unwise selection of courses/major. (2009 WASC faculty survey)

**C. Financial Incentives**

Rationale: Students are not given strong incentives to graduate. (Review of financial aid policies)

**D. Educational Effectiveness**

Rationale: Studies show that students need on-going involvement and monitoring of academic success. (Survey of EOP and MESA programs)

Action and Expected Impact	Responsibility for Delivery	Start Date and Indicators	Estimated Impact
A. Enrollment Issues – Students do not progress in a timely manner because of administrative barriers			
Impact of University Executive Directive 9-35: 1. Unlimited double-counting in lower division GE. 2. Allowing students to meet lower division GE within the major. 3. Allowing 3 units of upper division GE to be	Undergraduate Studies Enrollment Management	Fall 2009  Indicators:  #1 Through #8:  Implement cohort studies & monitor	Very High Impact

Action and Expected Impact	Responsibility for Delivery	Start Date and Indicators	Estimated Impact
<p>met outside of a cluster</p> <ol style="list-style-type: none"> <li>4. Students may begin upper division GE after completion of 30 units of lower division GE.</li> <li>5. Use the same GE pattern for frosh who begin at SF State and transfer students.</li> <li>6. Maximum of one major unless student can complete two and/or a minor/certificate within 120 units.</li> <li>7. Students may not change their major after 96 units.</li> <li>8. Restrict students to a maximum of 16 units/semester until the final week of the add period when they may add up to 19 units, or submit a petition for excess units.</li> </ol>			
<p>Super Seniors – Students with high number of units must complete a Baccalaureate Degree Completion Plan and obtain approval by their major advisor and UG Advising to enroll the following semester.</p>	<p>Undergraduate Studies Department Chairs Registrar Evaluation Staff</p>	<p>Spring 2008</p> <p>Indicator: Each semester measure # of super-seniors and compare longitudinally.</p>	<p>Medium Impact</p>
<p>New Drop Deadline – Students must drop by end of the 2<sup>nd</sup> week opening up more seats for others to enroll in needed classes before the add deadline two weeks later.</p>	<p>Registrar Enrollment Management</p>	<p>Fall 2009</p> <p>Indicator: Analyze add drop activity, in course for Fall 2009.</p>	<p>Medium Impact</p>
<p>Limit on units –</p>	<p>Registrar</p>	<p>Fall 2009</p>	<p>Medium</p>

Action and Expected Impact	Responsibility for Delivery	Start Date and Indicators	Estimated Impact
Undergrads are limited to 16 units until the end of the 3 <sup>rd</sup> week to ensure that access to units is spread evenly across all class levels. They may add up to 19 units in the 4 <sup>th</sup> week of instruction.	Enrollment Management	Indicator: Analyze average unit load disaggregated by class level and selected majors. Compare Fall 2009 with Fall 2008.	Impact
Students must declare a major before they earn 70 units if they were admitted as freshmen.	Undergraduate Studies Registrar	Fall 2009 Indicator: Include in cohort studies and monitor.	Medium Impact
Withdrawal Limit – Students may withdraw from no more than 18 units of coursework.	Registrar Enrollment Management	Fall 2009	Medium Impact
Eliminate the backlog in English 214 courses.	English Department Undergraduate Studies Academic Affairs	Fall 2010 Indicator: Monitor enrollment in bottleneck courses for which sections have been added. Identify point at which demand decreases.	High Impact
Offer more classes in Fall '10 than fiscal circumstances permitted in F '09 in certain GE areas and specific majors.	Academic Resources	Fall 2010 Indicator: Monitor enrollment in courses for which sections have been added. Identify point at which demand decreases.	High Impact
Decrease the number of units in high-unit majors.	Faculty Chairs	Fall 2011 Indicator: Monitor graduation rates and time to degree of programs that reduce units.	Medium Impact.
Implementation of the new GE package to include: 1. Decrease GE/University-wide requirements from 60 units to 48 units.	Senate Undergraduate Studies Departments	Begin Fall 2012 Indicator: Include in cohort studies and monitor.	Very High Impact

Action and Expected Impact	Responsibility for Delivery	Start Date and Indicators	Estimated Impact
2. Reduce the number of GE courses. 3. GVAR course in the major.			
Require a minimum of 6 units of lower division coursework in all majors (without increasing units in the major).	Faculty Chairs	Fall 2011 Indicator: Monitor graduation rates and time to degree of programs that create lower division coursework in major .	Medium Impact
<b>B. Academic Coursework – Students do not progress because of poor academic preparation and/or performance and poor course/major selection</b>			
Administrative Disqualification - Students on probation/subject to disqualification for 3 or more semesters are no longer able to continue, giving other students access to more classes.	Registrar Enrollment Management	Spring 2009 Indicator: Analyze the relation between the number of students disqualified and increase in graduation rates.	Medium Impact
Academic Disqualification – Students who have been on probation for less than three semesters are subject to disqualification and must meet with a major advisor to enroll the following semester, giving other students access to more classes.	Registrar Advising Center Department Chairs/Advisors	Spring 2009  Indicator: Monitor number of disqualified over time.	Medium Impact.
Phase out JEPET and English 414 and replace with GVAR courses in the major.	Undergraduate Studies CWEP	Spring 2009 Indicator: Assess English 114 & 214. Monitor # of new GVAR sections.	Medium Impact
Send all students an email reminding them to verify the accuracy of their course schedule just before the end of the drop and add periods.	Registrar	Fall 2009 Indicator: Monitor # of withdrawals.	Low/Medium Impact

<b>Action and Expected Impact</b>	<b>Responsibility for Delivery</b>	<b>Start Date and Indicators</b>	<b>Estimated Impact</b>
DARS Updates – Send students a personalized degree audit report each semester before registration begins. Create enhanced audits for targeted populations.	Enrollment Management Undergraduate Studies Faculty/Departments	Spring 2010 Indicator: Track improvement in graduation rates over time after this activity is implemented. Include in cohort studies and monitor.	Medium Impact
Transfers must declare majors When they apply for admission	Admissions	Fall 2010 Indicator: Include in cohort studies and monitor.	Low/Medium Impact
Block Registration – Place all freshmen and other targeted groups in specified set of required classes during their first year and not allow them to change the classes.	Registrar Undergraduate Studies	Fall 2010 Indicator: Include in cohort studies and monitor.	Medium Impact
Analyze bottleneck courses to determine source of problem. Either eliminate the bottleneck or a) deliver online or hyflex versions for cases when more seats are needed for students, or b) provide pedagogical interventions, such as remediation modules or lecture capture, to improve student success.	Undergraduate Studies Departments	Spring 2010 Indicator: Monitor enrollment in bottleneck courses for which online & hyflex supplements have been added. Identify point at which pedagogical change have been made. Monitor when demand decreases.	High Impact
Mandatory Freshmen Orientation- New first-time freshmen are required to attend orientation. Create online alternative available.	Undergraduate Studies	Fall 2011 Indicator: Include in cohort studies and monitor.	Medium Impact
Mandatory First-Year Advising- New first-time freshmen are required to attend an academic advising session each semester during their first year	Undergraduate Studies	Fall 2010 Indicator: Include in cohort studies and monitor.	Medium Impact

<b>Action and Expected Impact</b>	<b>Responsibility for Delivery</b>	<b>Start Date and Indicators</b>	<b>Estimated Impact</b>
Mandatory Advising – Every semester for FTF (Fall 2009 pilot)	Undergraduate Studies	Spring 2010 Indicator: Include in cohort studies and monitor.	High Impact
Mandatory advising for majors that show longest time to graduation and lowest graduation rates. Also focus on advising in the largest majors.	Deans Departments	Fall 2010 Indicator: Monitor graduation rates in these majors.	High Impact
Mandatory Second-Year Probationary Advising – Advising for students who end their first year on academic probation.	Undergraduate Studies	Fall 2010 Indicator: Monitor academic progress and graduation rates of this group.	High Impact
Mandatory Transfer Orientation	Undergraduate Studies	Fall 2011 Indicator: Include in cohort studies and monitor.	Medium Impact
Graduation Workshops	Advising Departments Evaluations	Fall 2010 Indicator: Include in cohort study and monitor.	High Impact
Assessment of all advising on campus.	Student Affairs Committee in collaboration with Senate, Undergraduate Studies, and Departments	Spring 2010	No direct impact
Continue to refine/improve the Integrated Reading and Writing sequence, including reducing the course units from four to three.	Composition Program	Fall 2010 Indicator: Include in cohort studies and monitor. Assess student success in IRW 3 unit course compared with IRW 4 unit course.	Medium Impact
Identify the readiness of students to enter gateway courses and place them where appropriate.	Faculty	Fall 2010	Medium Impact

Action and Expected Impact	Responsibility for Delivery	Start Date and Indicators	Estimated Impact
Campaign to raise awareness of the value and importance of graduation.	Advancement Academic Affairs	Fall 2011  Indicator: Pulse survey of student opinions .	Medium Impact
Workshops for faculty major advisors on university policies and procedures pertaining to general education.	Undergraduate Studies Colleges Center for Teaching and Faculty Development	Fall 2010 Indicators: % of graduation applications that are approved. Survey faculty.	Medium Impact
<b>C. Financial Incentive – Students are not given strong incentives to graduate</b>			
Total Units Allowed for Financial Aid – Reduce the number of units undergrads are allowed to qualify for financial aid from the current 175 units to 150 units.	Financial Aid Enrollment Management	Fall 2010 Indicator: Track time to degree before and after policy is implemented.	Medium Impact
Summer Financial Aid Permit SUG eligibility to be used for summer self-support classes.	Enrollment Management Financial Aid	Summer 2010	High Impact
Assign a fee schedule tied to four year academic plans. Provide rebates to students who graduate in a timely way.	Provost VP, Business and Admin Board of Trustees	Fall 2010	High Impact
Offer incentives to deans whose colleges demonstrate a 1.6% increase in graduation rates compared with previous year. Could be on-going.	Provost Deans Chairs	Fall 2011 Indicator: Track disaggregated graduation rates before and after.	Very High Impact
Develop a funding structure that includes not only number of seats filled, but also number of students graduated.	Provosts VP Business & Finance Deans Chairs	Fall 2011	Very High Impact

Action and Expected Impact	Responsibility for Delivery	Start Date and Indicators	Estimated Impact
D. Educational Effectiveness – Students need on-going involvement and monitoring of academic success			
Service Learning Project - Integrate more service learning opportunities into courses to foster students' civic and community engagement.	Colleges Departments Institute for Community and Civic Engagement	Fall 2010 Indicator: Longitudinal tracking of graduation rates of students in these programs.	Medium Impact
Early Alert - Students who are at-risk of failing a course will receive some form of communication regarding their class standing.	Faculty Enrollment Management	Fall 2010	Medium Impact

Action and Expected Impact	Responsibility for Delivery	Start Date and Indicators	Estimated Impact
<p>Encourage faculty to harness available academic technologies to provide students with more access to courses and opportunities to improve student performance through remediation and engaging learning experiences (See Appendix B for more detail). Examples:</p> <ol style="list-style-type: none"> <li>1. Lecture Capture technologies (e.g., Courses with high demand or failure rates and/or dropout rates).</li> <li>2. Use hyflex course delivery approach for bottleneck classes to provide increased access and improved student performance</li> <li>3. Use Learning Management System (e.g., Provide scaffolding materials/modules to help students succeed with online classwork).</li> <li>4. More transformation of course design (e.g., provide models for faculty who are redesigning classes).</li> <li>5. Online Learning (e.g., Apply Universal Design for Learning principles to improve potential for success in overall performance</li> <li>6. Media Production (e.g., Create</li> </ol>	<p>Deans Academic Technology</p>	<p>Fall 2010</p> <p>Indicators of #1 – #7:</p> <p>Compare successful completion rates of courses that provide this type of support compared to courses without technological support.</p>	<p>Medium-High Impact</p>

<b>Action and Expected Impact</b>	<b>Responsibility for Delivery</b>	<b>Start Date and Indicators</b>	<b>Estimated Impact</b>
<p>a 'viral' video promoting the importance of graduation).</p> <p>7. Interactivity (e.g., Promote the use of clickers and other engaging technologies in classrooms).</p>			

#### IV. Major Milestones:

1. Passing the revised Baccalaureate Degree Requirements Package
2. Implementing Enrollment Policies:
  - a. Super seniors
  - b. Drop deadline
  - c. Transfers must declare majors
  - d. Block registration
3. Scaling Up Advising
  - a. DARS updates
  - b. Send email to verify course schedules
  - c. Assessment of advising
  - d. Workshops for faculty on major advising
  - e. Studies of 2008, 2009, 2010 cohorts
4. Financial Incentives
  - a. Total units allowed for financial aid
  - b. Incentives to deans whose colleges increase graduation rates

#### V. Specific Plan for January, February, and March

Action and Expected Impact	Responsibility for Delivery	Time Line	Estimated Impact
Disaggregation of graduation rates by College and Program	Institutional Research	December 2009 – March 2010	Indirect Impact
Communication to all campus	Delivery Team	January – March 2010	Very High Long-Term Impact

constituency groups, explaining and promoting FG2			
Distribution of disaggregated graduation rates to deans and departments	Institutional Research Deans will convey data to departments	March 2010	Indirect Impact
Eliminate the backlog of students needing English 214	English Department And Undergraduate Studies	February 2010	High Impact
DARS Updates – Send students a personalized degree audit report each semester before registration begins.	Enrollment Management Undergraduate Studies	January 2010	Medium Impact
Identify bottleneck courses to determine source of problem. Develop plan to either eliminate the bottleneck or a) develop online or hyflex versions for cases when more seats are needed for students, or b) provide pedagogical interventions, such as remediation modules or lecture capture, to improve student success.	Undergraduate Studies Departments Academic Technology	January 2010	High Impact
Assessment of all advising on campus	Student Affairs Council in collaboration with Senate Undergraduate Studies Departments	January - March 2010	Indirect Impact
Focus on Sophomore Advising	GE advising Student Affairs	January – March 2010	High Impact

#### IV. Key Performance Indicators

Chancellor’s Office Reporting:

- Yearly increase in graduation rates: total by university
- Yearly retention rates by class-level
- Average unit load completed by class-level/semester by major
- Data gleaned from cohort studies

Additional Internal Reporting Indicators:

- Average time to degree by college and department
- By department percentage of students who have fulfilled graduation requirements
- By department percentage of URM students who have fulfilled graduation requirements

**V. Forums for Presenting Best Practices**

- Academic Affairs Council Meetings
- Associate Deans Meetings
- Chairs meetings
- College Council Meetings
- Dean's Meetings
- President's Cabinet
- Provost's Council Meetings
- Senate Meetings
- Student Affairs Cabinet Meetings

**VI. Resources and Support**

The FG 2 Initiative will require support from:

- Academic Senate
- Associate Deans for gathering information from deans and chairs

- Office of Academic Institutional Research
- Provost's Council
- Student Affairs
- University Budget Office

The FG 2 Initiative may need to allocate supplemental resources for the following:

- Academic Technology – Additional support staff to scale up online learning, lecture capture, and media production
- Funding for student awareness campaign
- Academic Institutional Research – Additional data analysts
- Assigned time for advising for large departments and resource centers
- Funding from Academic Affairs to mount additional sections of bottleneck courses
- Additional Evaluation Staff
- Additional advisors in the Student Advising Center
- Additional tutors in the Tutoring Center
- On-going data support from the Chancellor's Office
- Dissemination of best practices from Chancellor's Office
- Chancellor's Office support for on-going system-wide workshops
- Chancellor's Office support to provide rebates for students who graduate within 6 years
- Chancellor's Office authorization to add a fee for students who exceed a certain number of units

## **VII. Stakeholders**

The entire campus community is the stakeholder for this initiative, most especially the students. Those groups most involved in the data collection, analysis, and delivery include:

- Academic Technology – will set semester goals for technology solutions.

- Advisors in the Advising Center and the departments – will report each semester on survey data gathered from students
- Deans – will create timelines for specific tasks and will submit a report each semester to the FG2 Committee
- Department Chairs – will report relevant data to the dean on an ongoing basis
- Enrollment Management personnel – will report data on milestones to AVP
- Faculty – will participate in survey implementation and focus groups; will increase advising
- Institutional Research – will report data analysis to FG2 Committee on a regular basis
- Student Affairs – will facilitate engagement with housing and other student services units; will provide enrollment data and analysis
- Undergraduate Studies – will conduct cohort studies

### **VIII. Constraints and Risks**

The greatest constraint in implementing the plan is, of course, the imminent additional cuts to the budget. Specifically, the inability to offer the classes that students need in order to graduate within 6 years will be the greatest challenge to achieving our goals. In addition, the reduced funding will make it more difficult to provide the individual attention to students that will make a difference in their prospects for graduation. On the other hand, some of the most effective measures would, in fact, generate additional funding. For instances, if students are charged an extra fee once they reach 134 units, this might generate funding that could be used to support other activities or as a funding source for colleges that increase their graduation rates.

The greatest risk in this project will likely be the alienation of faculty who are already stretched thin by the budget cuts and the demands on their time. However, the support of the Academic Senate has already created a positive climate and interest among faculty for participating in the initiative.

## Appendix A

### Delivery Team

<b>Name</b>	<b>Title</b>	<b>Address</b>	<b>Email</b>	<b>Phone Number</b>
Sue Rosser, Team Leader	Provost	445 Administration SFSU:San Francisco, Ca. 94132	srosser@sfsu.edu	(415) 338-1141
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John J. Kim	Associate Vice President Academic Resources	467 Administration SFSU:San Francisco, Ca. 94132	johnjkim@sfsu.edu	(415)338-1628
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Ray Trautman	Professor of Chemistry	823 Thornton Hall SFSU: San Francisco, Ca. 94132	trautman@sfsu.edu	(415) 338-2379
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## Appendix B

### Potential Uses of Academic Technology to Improve Graduation Rates

Northern California Representatives from the CSU Directors of Academic Technology met on December 3rd to discuss ways in which Academic Technology may help improve graduation rates. Please find below a list of suggestions, as well as documenting literature when available:

#### Lecture Capture:

- **Action:** Use lecture capture technologies for courses with high failure rates and/or dropouts (Moderate to High Impact)
  - Objective: Increase successful course completion rates by improving student performance
    - Method to calculate impact: Compare average grades and grade distribution curve with non-lecture capture sections and previous semesters.
    - Supporting data: "80% of students say Echo<sup>360</sup> improves their learning (Source: Temple University)." (<http://www.echo360.com/benefits/>)
  - Objective: Improve rates of successful course completion, increase persistence
    - Method to calculate impact: Compare numbers of Ds, Fs, and Ws with non-lecture capture sections and previous semesters.
    - Supporting data: "Institutions cite a 10% reduction in Ds, Fs, and Ws, while students say the ability to review lectures verbatim helps reinforce key ideas." (<http://www.echo360.com/benefits/>)
- **Action:** Use lecture capture technologies for STEM courses and courses with difficult concepts (Moderate to High Impact)
  - Objective: Increase successful course completion rates by improving student performance
    - Method to calculate impact: Evaluate learning achievement (grades) and course completion rates in difficult science, technology, and math (STEM) courses
- **Action:** Use lecture capture to develop short modules, or "nuggets," to demonstrate difficult concepts
  - Objective(s): Increase successful course completion rates by providing remediation for students who need additional support with specific content

- Method to calculate impact: Compare learning achievement of difficult concepts by students in lecture capture sections with achievement by students in non-lecture capture sections
  - Supporting data: SSRIC wants to develop nuggets for discipline-based content
- **Action:** Use lecture capture to archive class lectures for select classes (e.g., bottleneck classes)
  - Objective: Increase successful course completion rates by providing remediation for students who add class late (e.g., due to limit on units)
    - Method to calculate impact: Compare learning achievement (grades) for students in lecture capture sections who add after week 3 of semester with students in non-lecture capture sections who add after week 3
    - Supporting data: Student access to optional archived lectures provides review of fundamental concepts and remediation; increasing successful course completion
- **Action:** Use hyflex course delivery approach for impacted classes or classes that seek to increase enrollment limits
  - Objective: Decrease time to degree by providing more seats for students for timely enrollment in courses
    - Method to calculate impact: Compare enrollment numbers
    - Supporting data: History of increased number of seats via hyflex courses at SF State. "Achieve enrollment goals through online and hybrid courses, without being limited by classroom or faculty resources." (<http://www.echo360.com/benefits/>)
    - Supporting data: Cite Bruce Robertson; Brian Beatty

## Learning Management System:

- **Action:** Integrate early warning applications with LMS (iLearn at SF State)
  - Objective: Provide instructors alerts so they can intervene to assist poorly performing students or direct them to resources
    - Method to calculate impact: Compare student success rates before and after early warning is implemented
- **Action:** Provide scaffolding materials/modules to help students be successful with online classwork
  - Objective: Provide remediation for difficult course concepts during the course so students can experience more success
    - Method to calculate impact: Compare student success rates before and after scaffolding materials are provided
- **Action:** Transfer year experience, use LMS for transfer orientation
  - Objective: Orient the students to the 4-year university LMS environment
  - Use the the orientation course delivered via the LMS to inform student of existing campus resources
    - Method to calculate impact: Track student performance and persistence between those who participate in transfer orientation and those who don't

- **Action:** Capitalize on LMS centrality, encourage departments to use it as a community for advising information
  - Objective: Capitalize on opportunities to reach students to provide advising within the context of their majors
    - Method to calculate impact: track student progress towards completion of degree

### **More transforming course design:**

- **Action:** Provide institutes to support faculty hybridizing courses
- **Action:** Provide incentives to faculty to redesign bottleneck courses into a hyflex approach for increased student access
- **Action:** Provide support model (instructional designer, technical advisor) for faculty redesigning courses, or creating large courses with maximum impact to ensure high quality of course design and development of learning resources
- **Action:** Incentivize faculty to complete training about online teaching and learning
  - Objective
    - Method to calculate impact: increased student satisfaction levels; increased persistence in courses
    - Supporting data: Successful models of online teaching & learning faculty development and support across the CSU: Chico Academy eLearning; East Bay certificate/masters in online learning and teaching (10 courses for Master, 4 for Certificate); Sacramento eAcademy-in production; San Marcos TULIP.

### **Student Development:**

- **Action:** Provide online graduation planning tools
  - Objective: Decrease time to degree completion
    - Method to calculate impact: compare rates of student graduation between those who use tools and those don't
- **Action:** Provide First Year Experience Courses
  - Objective: Use ePortfolios to orient students to university life and reflect on their progress

### **Academic-advising:**

- **Action:** Facilitate Web-based advising for student graduation planning
  - Objective: provide more opportunities for students to receive 'just-in-time' graduation planning and advising
- **Action:** Move to CSU Synergy Project, DATs can provide vendor analysis of existing tools
  - Models and Features
    - Early alert, ecommerce model of suggesting available courses

- “My academic plan” tool that helps students schedule courses---Example in South Orange CC District
- ePortfolios (eFolio) allow faculty and counselors to advise students based on collected work products
- Use webconferencing software to provide off-hour advising (evening)
- Peer advising (social software)
  - Parvis, S.; Paterson, J.; & Wardley, J. (2009). Widening Peer Mentoring Among Postgraduate Tutors Using a Wiki Environment. <http://edinburgh.academia.edu/KJasonWardley/Papers/91298/Widening-Peer-Mentoring-Among-Postgraduate-Tutors-Using-a-Wiki-Environment->
- Use webconferencing for after hours virtual advising and office hours

Additional Considerations:

## Online Learning

Underserved groups are less served by online courses. There is a high failure rate and they need more help with advising, mentoring, and early warning.

- **Action:** Promote Step to College programs for incoming high school students
- **Action:** Require students to complete a readiness survey before taking online or hybrid classes
- **Action:** Develop learning skills courses for online learning
- **Action:** Use special instructional design of online courses for underserved students
- **Action:** Apply universal design for learning principles to improve potential for success in overall performance

## Media Production:

- **Action:** Create a ‘viral’ video promoting importance of graduation
- **Action:** Sponsor students to create videos and PSA’s on graduating early

## Interactivity:

- Clickers increase engagement and learning
- Clickers can provide data and feedback on individual student, and collective class achievement of learning outcomes
- Can help identify need for early intervention at the class level, can be used as a formative feedback tool
  - Analyzing data from a class taught with clickers

[http://www.ime.usp.br/~abe/ICOTS7/Proceedings/PDFs/InvitedPapers/3G2\\_ALVA.pdf](http://www.ime.usp.br/~abe/ICOTS7/Proceedings/PDFs/InvitedPapers/3G2_ALVA.pdf)

- Can be used for peer learning
- Can help register achievement
- Use knowledge surveys, can help assess soundness of course design - Student Assessment of Learning Gains