ACCESS TO EXCELLENCE:
ELIMINATING GRADUATION GAPS AT COLORADO STATE UNIVERSITY
REPORT OF THE GAPS ACTION TEAMS AND THE PROVOST ADVISORY COMMITTEE ON STUDENT SUCCESS

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1. INTRODUCTION

This report represents the work of many thoughtful and committed people across campus over the past year and a half. It provides the blueprint through which we can accomplish our goals for the second phase of our Student Success Initiatives, or SSI-2.

We urge the readers to keep in mind:

- The whole of the plan is as important as the parts. Just as in the original SSI, the greatest power is in the cumulative effects of the mutually reinforcing strategies in place and operating in concert with one another.

- We are confident in the choices of strategies. The tactics within the strategies, however, are necessarily subject to modification. As we implemented the original SSI, we were attentive to data, assessment, and changing conditions in ways that allowed us to adjust specific tactics as circumstances and accumulated wisdom demanded.

- In some areas, we are able to be relatively precise in budget projections while in other areas we have made educated estimates. As implementation proceeds and tactics are further defined, budget figures will become more exact.

- Engaging and empowering faculty and staff through new awareness and new tools that enhance learning and supportive interactions with students are critical to the plan. We have called this aspect of the plan Faculty and Staff Development. Because many of these activities will be tied to specific tactics, some of which will be defined fully as implementation proceeds, the budget resources for this function have not been specified in detail.

- The timeline for implementation is driven by the 2020 goals, and the objective of being able to announce in that year that we are convincingly on track to achieve 80 percent six-year graduation, 60% four-year graduation, and the elimination of graduation gaps. Some strategies need to be implemented immediately; others need early groundwork but will be fully positioned later in order to have an impact on juniors and seniors. The entire timeline is presented in detail in Appendix B.

Those who have worked conscientiously on this planning are well aware that Colorado State University is rare in the seriousness of its commitment to student learning and success, and to equitable outcomes. While many institutions verbalize these values, CSU is unique in committing the planning, resources, and leadership necessary to actually deliver on such promises. In the ways CSU is making Access to Excellence a centerpiece of SSI-2, it is delivering on its land grant mission. It is a privilege to work collaboratively on such an enterprise.

2. THE STUDENT SUCCESS INITIATIVES AND GAP ELIMINATION

One of the two primary goals of the original Student Success Initiatives (SSI) was the elimination of the gap in graduation rates between students of color and other students, accounting for differences in prior academic preparation. CSU appears to be on the path to accomplishing that goal. The two sets of regression lines in the chart show that the gap (return to the third fall) present for the Fall 2006 cohort (represented by the space between the gold lines) was not present for the Fall 2014 cohort (the blue lines).
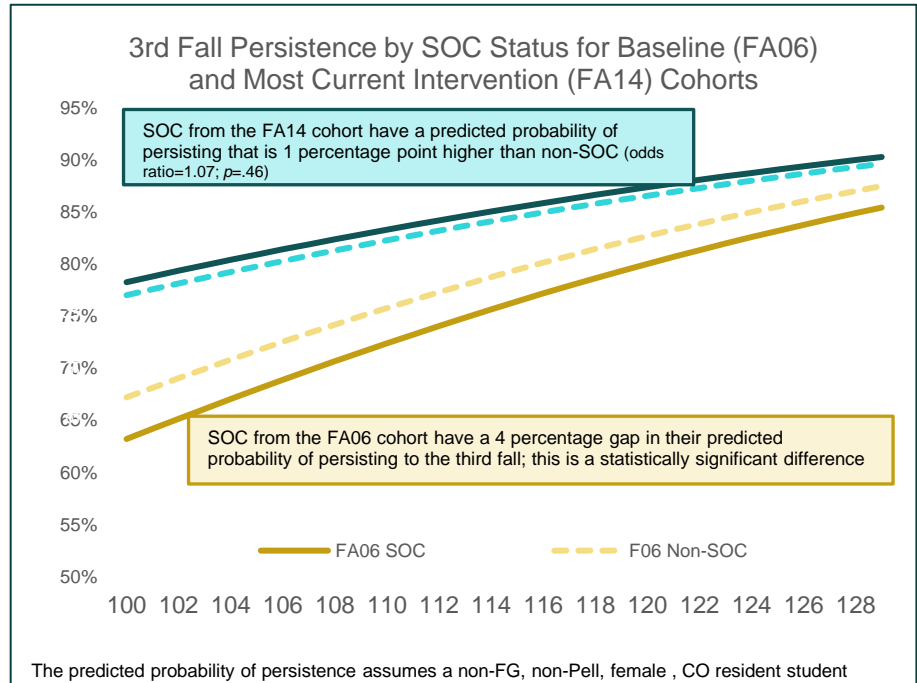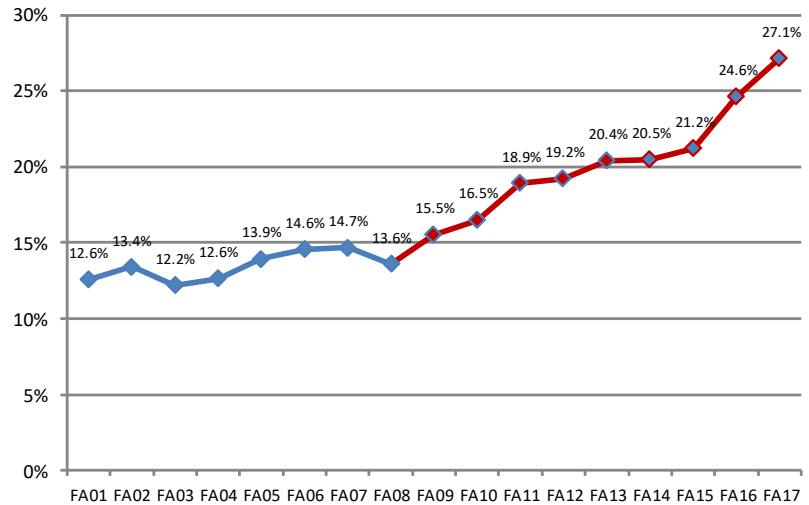
It is particularly remarkable that we made this progress at the same time as the University dramatically increased its compositional diversity. Over the period of the original Student Success Initiatives, the proportion of students of color in the entering first-year cohorts doubled, and the proportion of low-income (Pell eligible) students increased by 40 percent.

3rd Fall Persistence by SOC Status for Baseline (FA06) and Most Current Intervention (FA14) Cohorts

SOC from the FA14 cohort have a predicted probability of persisting that is 1 percentage point higher than non-SOC (odds ratio=1.07; p=.46)

SOC from the FA06 cohort have a 4 percentage gap in their predicted probability of persisting to the third fall; this is a statistically significant difference

FA06 SOC — — — F06 Non-SOC

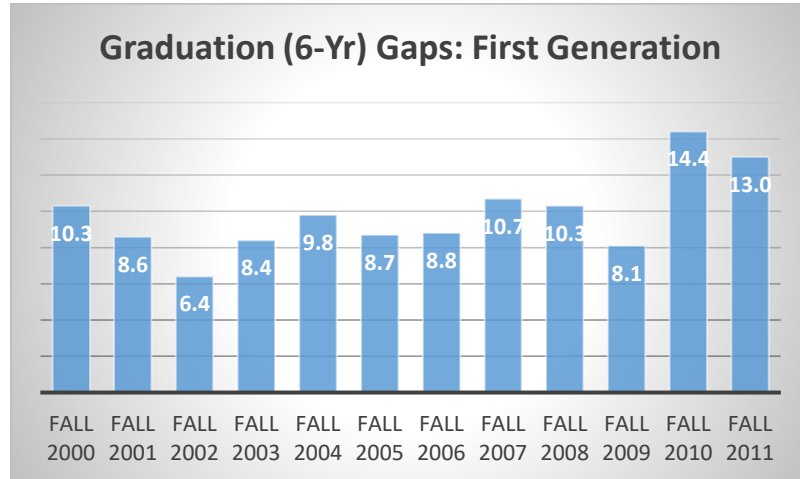The predicted probability of persistence assumes a non-FG, non-Pell, female , CO resident student

Even as the original SSI activities were underway, President Frank set a new and more challenging goal: absolute elimination of gaps. In his 2011 Fall Address, he challenged the University to eliminate the graduation rate differentials for first generation students, students from low-income backgrounds, and students of color without conditions. Complete gap elimination is one of the two goals of the second generation of Student Success Initiatives, or SSI-2.

Students of Color as a Proportion of Entering New Students Class, by Entering Fall (FA) Cohort

12.6% 13.4% 12.2% 12.6% 13.9% 14.6% 14.7% 13.6% 15.5% 16.5% 18.9% 19.2% 20.4% 20.5% 21.2% 24.6% 27.1%

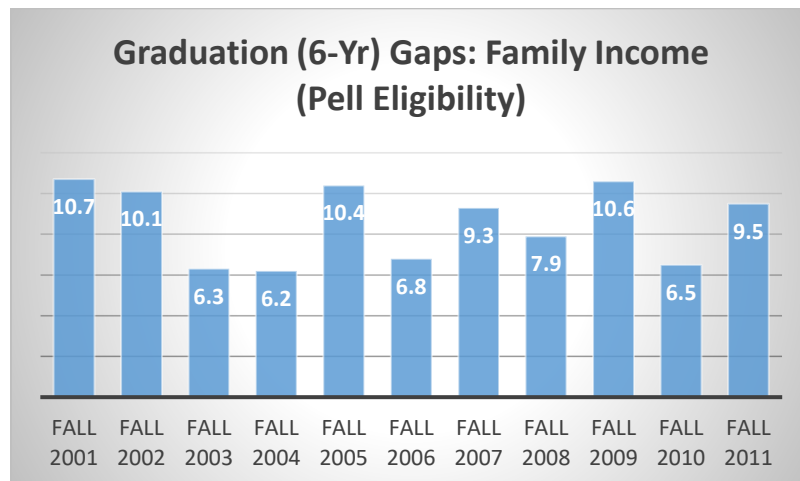FA01 FA02 FA03 FA04 FA05 FA06 FA07 FA08 FA09 FA10 FA11 FA12 FA13 FA14 FA15 FA16 FA17

3. THE SUBSTANTIAL AND PERSISTENT GRADUATION GAPS

Despite the progress in gap elimination when controlling for prior academic preparation, we have made little progress in gap elimination without such controls. The charts show the size of the gaps (in percentage points at the six-year graduation point) over several years. Across all three groups of underrepresented and minoritized student groups (first generation students, low-income students, students of color), we see that the gaps have been persistent and substantial. The size and direction of the gaps are volatile from year to year, with few discernable trends.
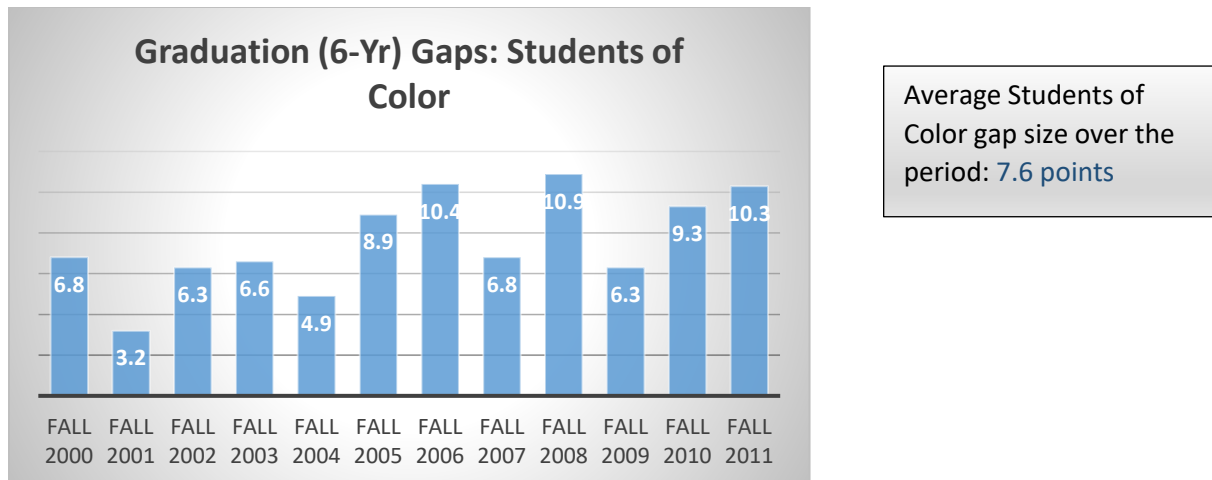
Graduation (6-Yr) Gaps: First Generation

FALL 2000	FALL 2001	FALL 2002	FALL 2003	FALL 2004	FALL 2005	FALL 2006	FALL 2007	FALL 2008	FALL 2009	FALL 2010	FALL 2011
10.3	8.6	6.4	8.4	9.8	8.7	8.8	10.7	10.3	8.1	14.4	13.0

Average First Generation gap size over the period: 9.8 points

Graduation (6-Yr) Gaps: Family Income (Pell Eligibility)

FALL 2001	FALL 2002	FALL 2003	FALL 2004	FALL 2005	FALL 2006	FALL 2007	FALL 2008	FALL 2009	FALL 2010	FALL 2011
10.7	10.1	6.3	6.2	10.4	6.8	9.3	7.9	10.6	6.5	9.5

Average Pell Eligibility gap size over the period: 8.6 points

Note: Data on Pell eligibility were not available in uniform manner until the Fall 2001 Cohort

Graduation (6-Yr) Gaps: Students of Color

Year	Gap
FALL 2000	6.8
FALL 2001	3.2
FALL 2002	6.3
FALL 2003	6.6
FALL 2004	4.9
FALL 2005	8.9
FALL 2006	10.4
FALL 2007	6.8
FALL 2008	10.9
FALL 2009	6.3
FALL 2010	9.3
FALL 2011	10.3

Average Students of Color gap size over the period: 7.6 points

In relation to these gaps, several additional observations inform our thinking about strategies:

- **50-70 percent of the gaps develop <u>after</u> a cohort's return to the second fall.**

- **While the attrition trajectory for students who are not from underrepresented backgrounds plateaus by the return to the third year, the trajectory for students from underrepresented backgrounds continues to grow, making later-year persistence interventions critical.**

- **Elimination of the graduation gaps would produce a 7.8 percentage point increase in our overall 6-year graduation rate, bringing us close to our SSI-1 goal of an institution rate of 80%. Stated differently, we cannot hope to achieve our SSI-2 overall graduation goal of 80% without eliminating graduation gaps.**

- **The very strategies that are likely to improve achievement rates for minoritized and underrepresented student groups also produce beneficial learning and graduation effects for other students.**

Given these last two observations, achievement gap closing forms core of activity for SSI-2.

We adopted 10 percentage points as the graduation elimination goal. The 10 points represent the largest average graduation percentage point differential for any of the three groups. For any potential strategy, then, we estimated the percentage point contribution of that strategy's outcomes toward reduction of that ten-point gap, and termed that estimate "contribution to gap elimination." We are most confident of these estimates when we assume that the individual strategies are part of a comprehensive approach, in which the contribution of each initiative is reinforced by the others. For instance, initiatives whose principal impact occurs during the first year or two of the undergraduate student life cycle are more likely to be associated with changes in degree-end gaps if they are supported by initiatives that support student experiences in the junior and senior year. Analogous interconnections occur at one point in time, such as between initiatives involving foundational courses and initiatives that promote engaged learning in the first four weeks.

4. FORMULATING A NEXT LEVEL OF GAP-CLOSING STRATEGIES

The strategies that were instrumental to achievement of the original SSI goals were effective and innovative, but we understood that they were not sufficient to our accomplishment of our greater SSI-2 aspirations. We needed a new and even more powerful set of strategies.

In May 2016, the president and provost charged the Special Advisor to the Provost with leading a process aimed at the realization of our complete gap elimination goal. As a first step, CSU retained the consulting services of national expert Dr. Rebecca Martin, who, in visits to campus in September 2016 and March 2017, facilitated sessions with a variety of campus leadership groups. The objectives of these sessions were 1) the identification of the most promising new strategies for achieving gap elimination and 2) the adoption of a systematic process for assuring delivery on our goal and intended outcomes. Accountability for results was a central tenant of the "delivery" philosophy, and so it was agreed that the Provost Advisory Committee on Student Success (PASS) would be the group responsible for coordinating activity and moving the process forward.

Taking into consideration extensive input and discussion, PASS adopted six strategies. For each of the strategies, PASS composed an Action Team to develop an action plan. The six strategies are listed in the sidebar, and the composition of each associated Action Team is shown in Appendix A.

We understood these to be not the only activities relevant to gap elimination, but rather the most strategically central and promising in contributing measurable gap-closing effects.

The Gap-Closing Strategies

- PROMOTING ENGAGED LEARNING IN THE CRITICAL FIRST FOUR WEEKS

- DEVELOPING READINESS IN FOUNDATIONAL SKILLS

- SCALING UP PROVEN APPROACHES:
  - THE COMMUNITY FOR EXCELLENCE (C4E)
  - THE KEY COMMUNITIES AND THE ACADEMIC ADVANCEMENT CENTER (AAC)

- PROMOTING IDENTITY AND INCLUSION IN THE MAJORS

- EMPOWERING AND EQUIPPING FACULTY AND STAFF THROUGH PROFESSIONAL DEVELOPMENT

Over the course of spring and fall 2017 semesters, the Action Teams convened to consider the ways each strategy could be implemented and estimate the effect of each on gap elimination. By the end of the fall 2017 semester, four of the teams had completed their deliberations and presented their reports to PASS. (The Action Team addressing "Readiness in Foundational Skills" has been active throughout and will complete its report by the end of the spring 2018 semester. The Action Team addressing Faculty and Staff Development will begin its work as implementation of the other strategies proceeds.) PASS received and discussed the reports, and recommends that each of these strategies move forward.

5. The Promise for Gap-Closing

PASS drew three general conclusions from its consideration of the Action Team Reports:

- **The choice of strategies was on target.**

- **Gap elimination is possible. It is not easy, however, and will require concentrated institutional commitment, focus, energy, and resources.**

- **Despite the many challenges, full implementation of the six strategies as recommended by the Action Teams drives to the desired equity goal: elimination of graduation gaps for students from first generation backgrounds, students from low-income backgrounds, and students of color.**

- **The greatest impact will be achieved through the mutually reinforcing effects of the six strategies operating together.**

6. Summary of Strategies

The full report and recommendations for Strategies 1-4 are included in Appendix III. A brief summary appears in the following sections.

STRATEGY 1: **PROMOTING ENGAGED LEARNING IN THE FIRST FOUR WEEKS**

CONTEXT: Institutional Research Studies show that a low grade (below C) in a foundational course in the first year is associated with a reduction in graduation likelihood of 30 percentage points. Additionally, data from our Early Performance Feedback Program show that student performance within the first four weeks is highly predictive of end-of-term course grade. However, our classroom and co-curricular systems are not necessarily constructed to offer students the level of feedback and guidance within the first four weeks needed for their adjustment and success. The stakes are especially high for students from underrepresented backgrounds, as demonstrated by substantial differentials in the rate of D/F/W end-of-term grades by first generation students, low-income students, and students of color compared to other students.

RECOMMENDATIONS: Six recommendations address the ways through which the university can develop in-class and out-of-class strategies that promote students' early success, and therefore, their prospects for higher rates of graduation. Three recommendations aim at immediate actions (in preparation for the entering class of Fall 2018) and three aim at broader and deeper effects in later years.

Immediate actions intended to produce impact on the Fall 2018 Entering Class:

1. [Already in Progress] Predispose students to commit attention to the first four weeks through pre-enrollment experiences, such as Ram Orientation, Ram Welcome, Bridge, and Access Programs.
2. [Already in Progress] Provide attention to adjustment and performance and adjustment through co-curricular and support programs, incorporating such initiatives into activities and programs for students entering in Fall 2018.
3. [Work Beginning] Engagement of invited/targeted faculty in the adoption of pedagogical and early graded feedback strategies for the first four weeks

Subsequent actions, aimed at impact on the Fall 2019 class and beyond:

4. Create an All-University Campaign aimed at the first four weeks of each semester.
5. Broaden involvement of faculty in First Four Weeks Teaching Strategies
6. Incorporate First Four Weeks into university systems related to curriculum and teaching

ESTIMATE OF GAP-CLOSING EFFECTS: **1.8 gap-closure points**

STRATEGY 2: **DEVELOPING READINESS IN FOUNDATIONAL SKILLS**

CONTEXT: Institutional Research Studies show a strong association between student readiness in foundational skills (math, reading, and writing) and graduation, and between performance in math and composition and graduation. Other institutional data show that students from underrepresented backgrounds are less likely to complete the math placement exam (MPE), test into algebra, and successfully complete a math course within the first 30 credits. (IR studies demonstrate that completion of math, composition, and 30 credits within the first year are associated with 67% higher odds of retention and 76% higher odds of graduation.)

Thus, earlier barriers to access and success in math place underrepresented students at considerable risk in terms of timely and successful degree completion. Moreover, the barriers may well be preventing students who are capable of success in STEM disciplines from pursuing such programs of study for reasons that may be less related to their capacity than to a poorly designed gateway process into freshman math courses. At the same time, there is greater frequency in lack of readiness among students from underrepresented backgrounds and greater frequency of failure to complete successfully foundational math courses by students from such backgrounds. The University has much at stake in designing ways to compensate for differential levels of prior student opportunity and preparation, and in providing supports that assist students in accelerating their development of foundational skills.

STATUS: The Action Team addressing Readiness in Foundational Skills became fully functional late in the 2016-20017 academic year, and committed substantial time and effort to engaging the departments of Mathematics, English (Composition), and Speech Communication in the gap-closing discussion. The readiness issue is critical to gap closing, and so time invested in full involvement of the departments has been well spent.

PRELIMINARY RECOMMENDATIONS: Final formal recommendations are expected from the Action Team later in the spring of 2018. Discussion is focusing on three areas:

- Developing non-stigmatizing and effective strategies for supplementing students' math skills when adequate preparation is lacking, and doing so to the extent possible without delaying students' progress toward degree;
- Streamlining the Math Placement Exam process and enhancing the PACe courses to make them more effective for all students;
- Incorporating pedagogical and curricular approaches in Composition and Speech Communications that drive toward inclusive excellence.

PRELIMINARY ESTIMATE OF GAP-CLOSING EFFECTS: Readiness in Foundational Skills is among the most urgent and promising strategies with respect to gap closing. We have made a rough budget estimate, but pending development and adoption of specific recommendations, we have delayed making an estimate on the gap-closing percentage point effects. It is likely that the final recommendations will bring us to the ten-percentage point gap-reduction goal.

STRATEGY 3: SCALING UP PROVEN, TARGETED APPROACHES AND EXTENDING SUPPORT THROUGH DEGREE COMPLETION

SCALING AND EXTENDING: THE COMMUNITY FOR EXCELLENCE (C4E)

CONTEXT: Our experiences with programs such as the First Generation Award Program show the power of an effective combination of these tactics:
- Linking financial aid awards to student support,
- Early connection of students to a mentor,
- Engaging students with a community of like students,
- Proactively involving students with academic and student support resources,
- Monitoring student progress, and
- Conferring honor to the award and the experiences of underrepresented and minoritized students

C4E combines these tactics into a program of significant scale and while adding yet another powerful ingredient:

- ▪ Engagement of community pre-college partners in preparing students for their university experience and providing continuous support for students' success.

C4E currently engages 62 community pre-college partner organizations and serves about 1,400 students, most of whom are first generation, low-income, of color, or a combination of these. Early data show promising success. First-time C4E students have second and third fall retention rates that exceed the retention rates of non-C4E students: 80.4% out of 480 Community for Excellence, first-time students persisted to the third fall, which is 2.6% higher than non-Community for Excellence students. (The rate for C4E ASSET students is even greater, with 93% out of 28 C4E first-time ASSET students persisting to the Third Fall.)

RECOMMENDATIONS:

1. Increase the Community for Excellence by 300 total students over three years, adding 100 additional students per year, with the requisite increase in program support and mentoring.
2. Increase partner engagement and enhance their role.
3. Develop effective support mechanisms to serve students not just in their first year but through graduation

ESTIMATE OF GAP-CLOSING EFFECTS: 1.9 **gap-closure points**

SCALING AND EXTENDING: THE KEY COMMUNITIES AND THE ACADEMIC ADVANCEMENT CENTER (AAC)

CONTEXT: Institutional Research Studies show that participation in the Key Communities has dramatic effect on students' grade point average, persistence, and graduation. All students benefit, but those who are first generation, low-income, of color, enter with lower indicators of prior academic preparation, or a combination of these characteristics graduate at far higher rates (as much as 44 percentage points) than peers who do not participate in Key.

Likewise, students who participate in the Academic Advancement Center (AAC) graduate at high rates compared both to the campus average and to peers with similar characteristics. (To be eligible for AAC services, students must be first generation and/or low-income, and additionally show an "academic need for services," such as lower levels of prior academic preparation.) While first generation / low-income students at our University graduate at an average rate of 56.4% (FA 2008 – 2010 cohorts), the AAC students graduate at an average rate of 67.3%, a

graduation rate that is eleven points higher than the institutional average for these groups.

RECOMMENDATIONS: Given the exceptional effects of the two programs on student success, the recommendations focus on the ways they can be further scaled to serve additional participants.

KEY COMMUNITIES

1a. [Lower-level expansion] Maintain the current general demographic proportions of the Key Communities (as measured in fall 2016), while increasing the number of participants by 75 each year starting Fall 2019 for a total of <u>150</u> by Fall 2020 ; also expand Key Plus by 40 students in Fall 2018, 20 in Fall 2019, and 20 in Fall 2020.

—(or)—

1b. [Higher-level expansion] Maintain the current general demographic proportions of the Key Communities (as measured in fall 2016), while increasing the number of participants by 75 each year starting Fall 2019 for a total of <u>300</u> by Fall 2023 and expand Key Plus by 40 students Fall 2018, 20 for Fall 2019, 20 for Fall 2020, and 20 for Fall 2021.

ACADEMIC ADVANCEMENT CENTER

2a. [Lower-level expansion] Create capacity to serve an additional <u>50</u> first generation/low-income students.

—(or)—

2b. [Higher-level expansion] Create capacity to serve an additional <u>100</u> first generation/low-income students.

ESTIMATE OF GAP-CLOSING EFFECTS: Of course, serving the greater number of increased students has a greater impact on gap closing than the lower number.

1a + 2a [lower-level expansion]:	**1.5 Gap Closure points**
1b + 2b [higher-level expansion]:	**2.9 Gap Closure points**

STRATEGY 4: **PROMOTING IDENTITY AND INCLUSION IN THE MAJORS**

CONTEXT: Institutional data show that 50 to 70 percent of the graduation gaps develop AFTER students' return to their second fall. Additionally, while for other students the attrition trajectory plateaus by the third year, the trajectory for minoritized and underrepresented students continues to increase in later years. As underrepresented students transition from a first year experience in which their identity is that of a "CSU student" and in which a wide variety of resources and supports have been available, to a new identity rooted more firmly in the major and major department, there is risk for loss of a sense of belonging and previous connections.

RECOMMENDATIONS: Involve selected departments in devising strategies that promote major identity and inclusion, with a focus on underrepresented students.

1. [In Progress] Identify willing departments with substantial numbers of historically underrepresented students and patterns that reveal opportunities for reducing gaps. Look initially for possible departmental partners in Liberal Arts, Health & Human Sciences, and Natural Sciences.
2. Work with these departments to develop Department Action Teams (DATs) that can lead efforts to identify specific opportunities to implement initiatives that might best fit their departments' distinctive situations.
3. Work with departments to connect transfer students' rising junior experiences in the major to their pre-transfer experiences in ways that promote inclusion.
4. Work with DATs to help establish bridges between the departments and the programs that helped develop relationships for students during their first two years (e.g., Key, C4E, the cultural centers, and other first- and second-year curricular and co-curricular experiences). Consider ways to use those bridges to help departments identify ways to connect junior- and senior-year experiences in programs of study with communities students developed in their first two years.

ESTIMATE OF GAP-CLOSING EFFECTS: **1.9 gap-closure points**

STRATEGY 5: **EMPOWERING AND EQUIPPING FACULTY AND STAFF THROUGH PROFESSIONAL DEVELOPMENT**

CONTEXT: Through all discussions of gap closing, a consistent theme arose: how do we better equip our talented faculty and staff with the awareness, strategies, approaches, and tools that will make the greatest difference in the learning- and support-focused interactions with students? Consequently, it is the strong consensus of those involved with the formulation of the Plan that faculty and staff development is foundational to gap-closing outcomes.

RECOMMENDATIONS: As is well understood in the faculty/staff development realm, retention of new knowledge and application of insights into methods and practices are far more likely to be achieved when development activities are 1) targeted to specific problems or initiatives, 2) presented in the context of one's priority work, and 3) timely; that is, closely connected in time to an expectation for implementation. (Note: this is as true for students as for faculty and staff.) This being the case, we propose not a general, stand-alone development effort but specific, targeted, timely, in-context activities that are tied to the tactics of each strategy. We have included a budget line for Faculty/Staff Development, but have not provided budget figures or gap-closing point estimate, as the exact nature of the development will be tailored to the developing tactics. In some cases, the nature of the development activities will be obvious given the tactics. In other instances where the approach is less obvious, we propose an RFP process that encourages flexible support for new and innovative approaches generated from the faculty and staff themselves.
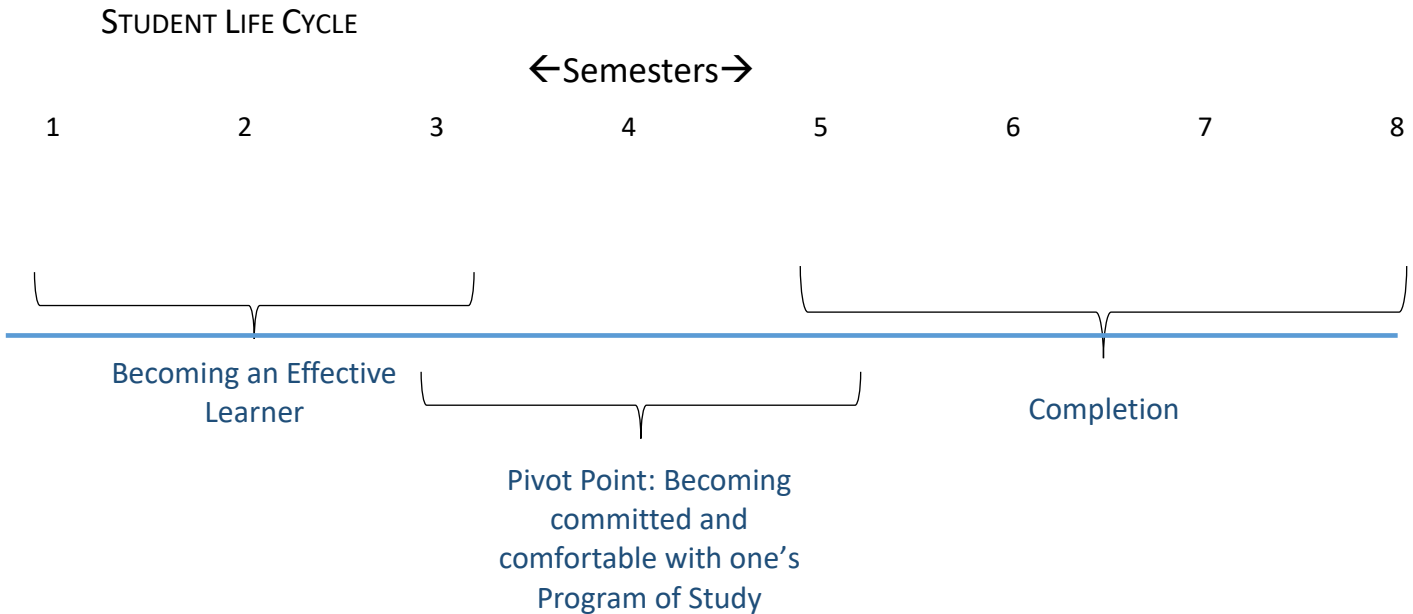
The absence of precise figures should not convey lesser importance, since we are convinced that equipping and empowering faculty and staff with new understandings and tools is essential to the success of the overall Plan.

Clearly, faculty/staff development will be a more prominent activity for some strategies than for others. The First Four Weeks Strategy, for example, is largely a development-heavy activity. (The budget in this category already includes support for development.) The Identity and Inclusion in Majors Strategy will depend heavily on development activity, but we are not yet able to define the budgetary resources required. This is true for the Readiness in Foundational Skills Strategy as well. Faculty/Staff activity will be much less prominent for those strategies that focus on scaling up existing high-performing program.

7. A COMPREHENSIVE AND INTEGRATED PLAN

While standalone initiatives can have a significant impact on gap-closing and completion rates, both the national research and our experience with student success initiatives at CSU since 2006 unequivocally support the conclusion that the impact of each initiative varies with how it is connected with other initiatives at a particular stage in the student life cycle and how it is supported over time with scaffolded experiences from matriculation to graduation. For instance, as powerful as the comprehensive first-year experience is in Key, the evidence is that adding Key Plus (a sophomore year experience) to Key increases graduation rates by an additional 11.1 graduation percentage points. The strategies outlined above are therefore designed to reinforce each other both within each stage of the student life cycle and across time. The fact that professional development initiatives for faculty and staff are designed to be targeted to the substance of those initiatives and are intended to be delivered in a way that is connected to the time line for staging the implantation of those initiatives reinforces the integration of the plan's strategic elements in ways that should increase the comprehensiveness of its impact and the return on the investment in each individual initiative.

8. SEQUENCING OF ACTIVITIES CORRESPONDING TO THE "2020 GOALS" TIMETABLE

STUDENT LIFE CYCLE

←Semesters→

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

Becoming an Effective Learner

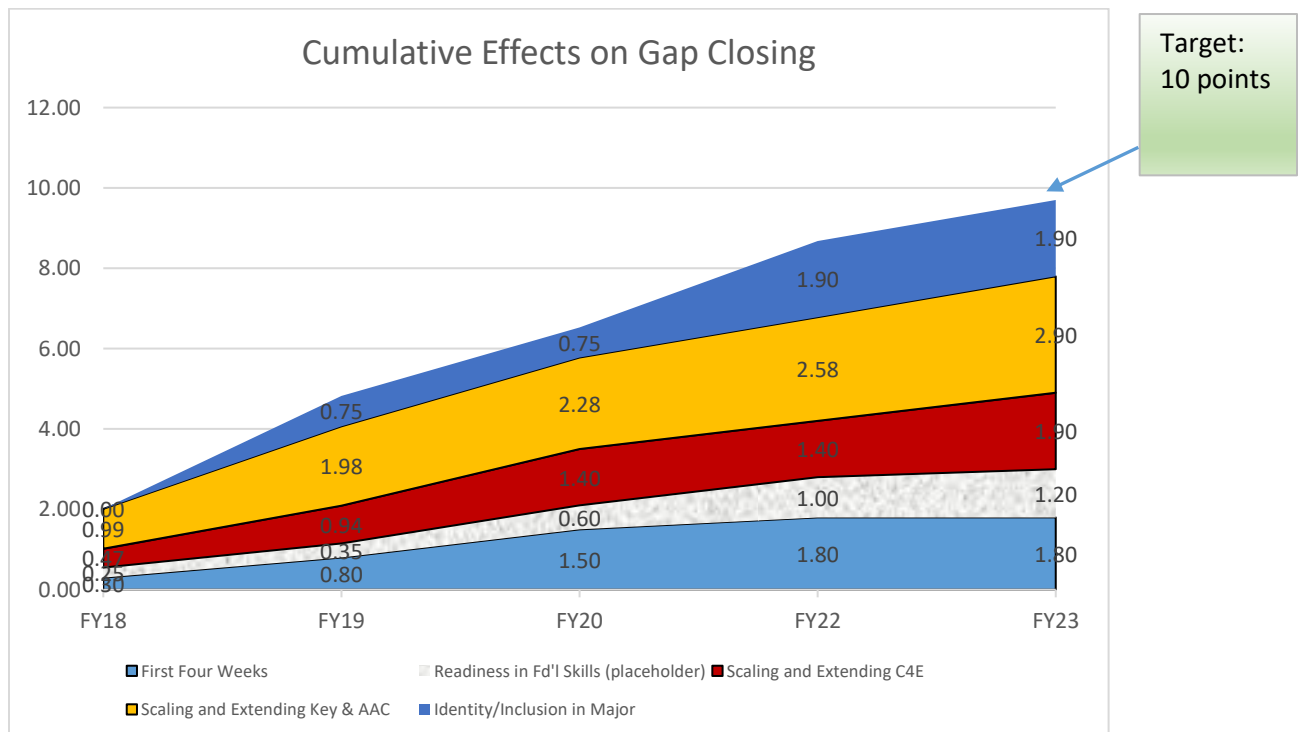Pivot Point: Becoming committed and comfortable with one's Program of Study

Completion

The full implementation timeline described in Appendix II is designed to sequence the implementation of the strategies in a way that 1) allows for experimentation on tactics and data-informed choices and 2) schedules the rollout to coincide with the student life cycle of the entering cohorts targeted for achieving the SSI-2 goals. The timeline takes into account the necessary staging of activities, including the difference between those activities that focus on the first or early years of students' enrollment and those that focus on later years. The critical point is that when fully implemented, the six strategies are expected to position the University so that in the Fall of 2020 it can be announced that:

1. The FA16 first-year cohort had 60% four-year graduation rate for students in 120 credit majors (Note: If necessary, this original operationalization could be incrementally adjusted down by entering class year to the FA19 first-year cohort being on track for this four-year graduation rate.)

2. The patterns in persistence rates (post-retention persistence rates for FA16-FA18 cohorts and FA19 cohort's retention to sophomore year) put FA19 cohort on track for an 80% six-year graduation rate.

3. The reductions in gaps (post-retention persistence gaps for FA16-FA18 cohorts and retention gaps for FA19 cohort) show patterns that make it reasonable to assume the FA19 cohort will graduate with no gaps.

In other words, the full implementation of the six strategies can believably achieve the president's ambitious 2020 Student Success Goals.

9. CONTRIBUTION TO GAP-CLOSING, AND RESOURCES REQUIRED

The following figure displays the trajectories of gap closing for each strategy and for all strategies collectively. The following page shows the projected costs of implementation. (Note: The graph shows the effects on gap closing for scaling up the Key Communities and Academic Advancement Center at the higher levels [recommendations 1b and 2b].) While the report of the Action Team addressing Readiness in Foundational Skills is not yet complete, we have penciled in a modest gap-closing effect in order to show that attainment of the 10 point gap reduction goal is possible.

Action Team	Recommendation 1	Recommendation 2	Recommendation 3	Rec. 4	Rec. 5
1st 4 Weeks/ Early Graded Feedback	Predispose students to commit attention to the 1st 4 Weeks through pre-enrollment experiences	Provide attention to adjustment and performance through co-curricular support programs	Engage faculty in pedagogical techniques/strategies designed to increase learning and success in the 1st 4 weeks	Broaden involvement of faculty in 1st 4 weeks teaching strategies	Incorporate 1st 4 weeks into university systems related to curriculum and teaching & create an all-university campaign
Identity & Inclusion in Majors	Department Action Teams (Sociology, Comm Studies, Psy, HES, Bio, HDFS) BioChem/MB	Establish bridge between the colleges/departments and the programs that helped develop relationships in their first two years.	With departments, connect transfer students' rising junior experiences in the major to their pre-transfer experiences to promote inclusion.	Promote graduate student engagement with undergraduate students.	
Scaling Key & Other High Outcome Programs	Expand Key by 150-300 and Key Plus by 80-120	Expand AAC by 50-100 students			
Scaling the Community for Excellence (C4E)	Increase C4E by 300 students over three years	Increase partner engagement and enhance role	Continue progress in serving students through graduation		
Preparation in Foundational Skills (Spring 2018)	Reconceptualize PACE Center and MPE	Forthcoming SSI recommendations for Math, English, and Comm Studies	Additional recommendations TBD		
Profession-al support for Faculty and Staff	Evolve inclusive/active pedagogy/practice strategies set	Offer professional development to "trainers"	Prepare local level trainers	On-going preparation of faculty and staff	Ongoing evolution tools/ methods

APPENDIX I: TIMELINE AND SEQUENCING OF IMPLEMENTATION

SSI-2 2020 Goals in President's Fall 2011 Address

1. 80% six-year graduation rate for first-time, full-time freshmen
2. 60% four-year graduation rate for first-time, full-time freshmen graduating in 120 credit majors
3. No graduation gaps for first-time, full-time freshmen in following three historically underrepresented groups
    o First generation
    o Low income
    o Students of color

SSI-2 Goals Operationalized

Be able to announce in the fall of 2020 that:

4. FA16 first-year cohort had 60% four-year graduation rate for students in 120 credit majors (Note: If necessary, this original operationalization could be incrementally adjusted down by entering class year to the FA19 first-year cohort being on track for this four-year graduation rate.)
5. Patterns in persistence rates (post-retention persistence rates for FA16-FA18 cohorts and FA19 cohort's retention to sophomore year) put FA19 cohort on track for an 80% six-year graduation rate.
6. Reductions in gaps (post-retention persistence gaps for FA16-FA18 cohorts and retention gaps for FA19 cohort) show patterns that make it reasonable to assume the FA19 cohort will graduate with no gaps.

Note: IR has estimated that:

➢ There is almost no credible pathway to achieving the 80% six-year graduation rate that does not include substantially eliminating the three gaps.
➢ Elimination of the three gaps will add ~7 percentage points to the 70% six-year graduation rate that we are currently on track to achieve for the FA12 cohort.

What Will Achieving these Goals Take in Numbers?

1. A 4-5 percentage point increase in retention (freshman to sophomore year) to ~90%.
2. A 6-9 point percentage point increase in post-retention persistence.
3. Elimination of the 7-13 percentage point gaps.

Timeline

Recommendations unanimously supported by sub-group of PASS on 12/7/17:

1. Move 60% four-year graduation rate for 120 credit majors goal to FA19 entering cohort to provide more time, to coincide with timeline for achieving 80% six-year rate, and to increase ability to create coherent narrative for all-university push.

2. Ask Deans to work with chairs to assure that courses in 4-year degree pathways are offered at times required for students to complete 120 credit degree programs in four years.

3. Connect the SSI-2 narrative on the lived experiences of students from admission and matriculation through degree completion to a university-wide tracking of the student life cycle for the Fall 2019 cohort. Under this approach, in Fall 2019, the focus of the campus SSI-2 conversation would be on first-year transitions; in Fall 2020, on the sophomore experience (with what was emphasized on the first-year experience in the previous year reprised for the Fall20 entering cohort); in Fall 2021, the focus for the Fall19 cohort would be on the rising junior experience (with the first-year and sophomore year narratives reprised for the appropriate cohorts); in Fall 2022, the senior year/completion agenda would be the focus for the Fall19 cohort (with the appropriate reprises for the Fall20,21,22 cohorts). If the campus "lives" the life cycle for the Fall19 cohort from matriculation to completion, it may help students, families, faculty, staff, administrators, and community members internalize an understanding of the varying issues that arise across the student life cycle.

Spring 2018

1. Pilot initial set of 4-week feedback initiatives (including Early Performance Feedback).
2. Complete initial planning for proposed foundational skills initiatives.
3. Complete planning for Key, Key Plus, Academic Advancement, and C4E expansion (in the C4E discussion, need to reach unambiguous conclusion about whether and how want C4E expansion to include programming for sophomore, junior, and senior years)
4. Work with initial six departments to identify pilot initiatives to promote inclusion and identity in majors.
5. Complete loading degree-completion maps for each major into *u.direct*. Pay particular attention to clarity of completion maps for 120-credit programs.
6. Expand and assess impact of credit recovery courses.
7. Complete planning on overarching narrative.

Fall 2018

1. Pilot broad (but not yet university-wide) set of 4-week feedback initiatives, with emphasis on lower-division courses.
2. Pilot initiatives for foundational skills in math, comp, and communication. Submit any necessary curricular paperwork for changes that need to be in effect for Fall19 first-time, full-time freshmen cohort.
3. Pilot initial initiatives for six departments working on inclusion and identity in majors.
4. Begin to increase capacity of Key, Academic Advancement, and extension of C4E into sophomore, junior, and senior years.
5. Rollout overarching SSI-2 narrative.

Fall 2019

1. Have 4-week feedback initiatives for principal 100- and 200-level courses in place.
2. Foundational skills initiatives in place.
3. Expand use of SSC-Campus to help ASCs track and manage campaigns.

4. Have adequate first-year capacity in place for Key, C4E, and Academic Advancement.
5. Complete planning to provide adequate Key Plus capacity in 2020 and for C4E extension to the sophomore, junior, and senior years.
6. Evaluate pilot initiatives on inclusion and identity in majors and begin expansion beyond first six departments. Submit any necessary curricular paperwork.

Fall 2020

1. Continue expansion of identity and inclusion initiatives with eye toward broad cross-university adoption by Fall 2021.
2. Provide adequate Key Plus capacity; C4E and Academic Advancement capacity for sophomores.

Fall 2021

1. Identity and inclusion initiatives for rising juniors substantially in place.
2. C4E and Academic Advancement capacity for juniors in place.

Fall 2022

1. Identity and inclusion initiatives for seniors substantially in place.
2. C4E and Academic Advancement capacity for seniors in place.
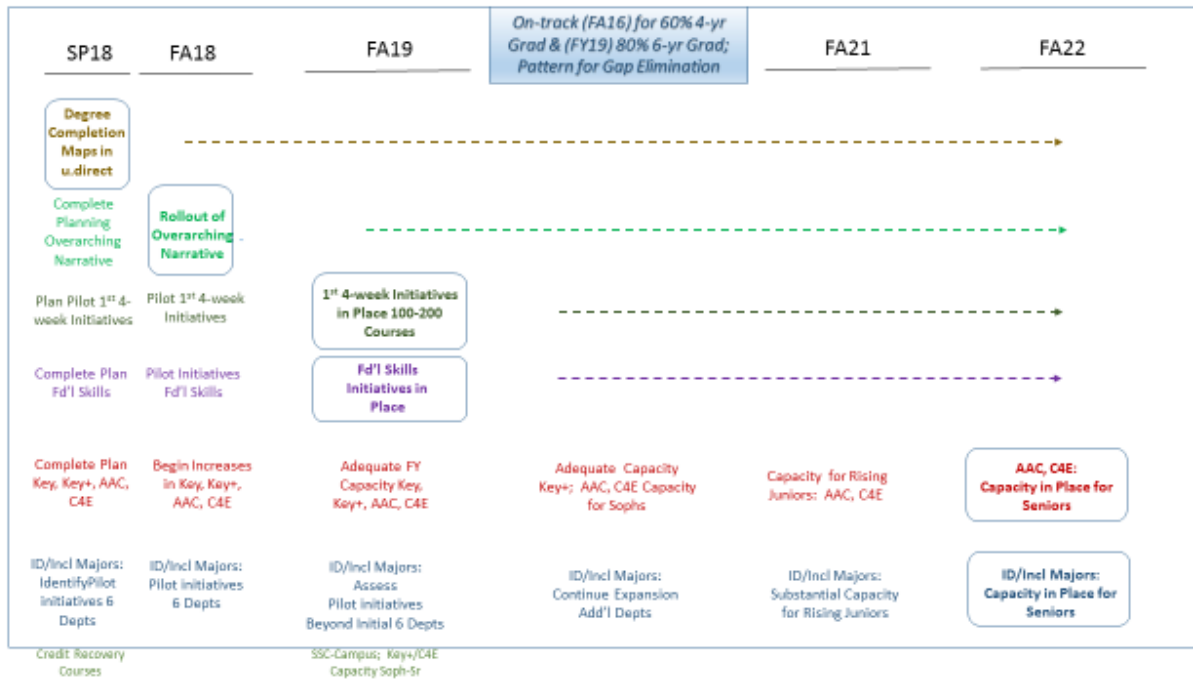
APPENDIX I: MEMBERSHIP OF THE ACTION TEAMS

ACTION TEAM 1: FIRST FOUR WEEKS AND EARLY GRADED FEEDBACK

Stephanie Clemons, Design & Merchandising (Chair)
Lisa Dysleski, College of Natural Sciences
Karla Gingerich, Psychology
Laura Jensen, Institutional Research, Planning, and Effectiveness
Erica Suchman, Microbiology, Immunology, and Pathology
Karan Venayagamoorthy, Civil and Environmental Engineering
Ryan Barone (Ex officio)
Kelly Long (Ex Officio)
Paul Thayer (Ex Officio)

ACTION TEAM 2: SCALING THE COMMUNITY FOR EXCELLENCE (C4E)

Mary Ontiveros, Vice President for Diversity (Co-Chair)
Blanche Hughes, Vice President for Student Affairs (Co-Chair)
Taé Nosaka, Collaborative for Student Achievement
Gaye DiGregorio, Collaborative for Student Achievement;
Herman Shelton, The Access Center;
Kathy Sisneros, Office of the Vice President for Student Affairs
Miel McCarthy, Office of the Vice President for Student Affairs
Tom Biedscheid, Office of Financial Aid
Amy Dinise-Halter, Student Success
Paul Thayer (Ex Officio)
Ryan Barone (Ex Officio)

ACTION TEAM 3: SCALING THE KEY COMMUNITIES AND ACADEMIC ADVANCEMENT CENTER

Blanche Hughes, Vice President for Student Affairs (Chair)
Taé Nosaka, Collaborative for Student Achievement
Marilyn Thayer, Academic Advancement Center
Laura Giles, Residence Life
Christie Matthews, Apartment Life
Shauna DeLuca, International Programs
Pamela Graglia, INTO CSU
Paul Thayer (Ex Officio)
Ryan Barone (Ex Officio)

ACTION TEAM 4: IDENTITY AND INCLUSION IN MAJORS

Alan Lamborn, co-chair, Associate Provost for Educational Attainment
Blanche Hughes, co-chair, Vice President for Student Affairs.
Greg Dickinson, Communication Studies
Gwen Gorzelsky, Executive Director, The Institute for Teaching and Learning (TILT)
Laura Jensen, Associate Provost for Institutional Research, Planning and Effectiveness
Bridgette Johnson, Student Diversity Programs and Services
Tony Marchese, College of Engineering
Dan Turk, Computer Information Systems
Kelly Long, Vice Provost for Undergraduate Affairs
Ben Withers, Dean, College of Liberal Arts
Liz Mauk, Student Success Initiatives

ACTION TEAM 5: READINESS IN FOUNDATIONAL SKILLS

      Matt Hickey, Health and Exercise Sciences (Chair)
      Lisa Dysleski, College of Natural Sciences
      Heather Novak, Institutional Research
      Sue Doe, English (Composition)
      Ken McLaughlin, Mathematics
      Dan Bates, Mathematics
      Steve Benoit, Mathematics
      Greg Dickinson, Speech Communications
      Gaye DiGregorio, Collaborative for Student Achievement
      Amy Dinise-Halter, Student Success

PROVOST ADVISORY COMMITTEE ON STUDENT SUCCESS

      Rick Miranda, Provost/Executive Vice President
      Kelly Long, Vice Provost for Undergraduate Affairs
      Ryan Barone, Assistant Vice President for Student Success
      Dan Bush, Vice Provost for Faculty Affairs
      Tim Gallagher, Chair, Faculty Council
      Matt Hickey, Chair, Committee on Teaching and Learning
      Blanche Hughes, Vice President for Student Affairs
      Laura Jensen, Vice President for Institutional Research, Planning, and Improvement
      Alan Lamborn, Associate Provost for Educational Attainment
      Mary Ontiveros, Vice President for Diversity
      Bayler Shubert, ASCSU Director of Academics
      Leslie Taylor, Vice President for Enrollment and Access (acting)
      Paul Thayer, Special Advisor to the Provost