ENCOUNTER TO EXCELLENCE: BUILDING A CULTURE OF STUDENT SUCCESS

Dr. William Franklin, Vice President for Student Affairs
CSU Dominguez Hills
1960 - 17th Campus
California State University,
Palos Verdes
LA Watts Rebellion
August 11-17, 1965
A Catalyst for Positive Change
14,635 students; +90,000 alumni;
65% = women; 35% = men
51% first-generation
62% Pell eligible; 30% part-time
82% development in Math, Eng or both

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

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

89.1%
PROBLEM ANALYSIS
---Half of all incoming freshman have not overcome basic skill deficiencies after a year.
---Nearly 40% of first-time, fulltime freshman students were not retained to their second year, and of those were still enrolled, 20% were NOT in Good Academic Standing.
Counter-Narrative – Shifting the Paradigm

- Accelerate Achievement & Ensure Equity
- Infuse Effective Teaching & Learning
- Educate Diverse Learners
- Foster Promising Practices
- Support Student Success
Shifting the Paradigm

- Commitment from leadership
  - President, Provost, VPSA

- Campus-wide consultation & external evaluation
  - Advising Task Force

- Dominguez Hills First-Year Experience (#DHFYE)
  - Achieved equity for all freshmen – leveling the playing field
  - Summer experience, relevant courses, academic support, intrusive advising, peer support, access to technology, campus engagement
# Campus-Wide Focus on Student Success

<table>
<thead>
<tr>
<th>#DHFYE</th>
<th>Freshman Convocation</th>
<th>Freshman Seminar</th>
<th>EAB-SSC</th>
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</thead>
<tbody>
<tr>
<td>Institutionalized due to the success of Bridge cohort</td>
<td>Occurs during fall &amp; spring semester</td>
<td>UNV 101 – Freshman Dream Seminar</td>
<td>Implemented to establish transparency among all advising entities</td>
</tr>
<tr>
<td>Comprised of both remedial and non-remedial students</td>
<td>Goal is to connect freshmen to campus community &amp; visualize themselves as college graduates</td>
<td>Provides opportunity for tenure-track faculty to develop innovative &amp; engaging pedagogy</td>
<td>Used to send communications, schedule appointments, &amp; record appointment notes</td>
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<td>Provides uniform support services to all freshmen</td>
<td>Fall semester is coordinated by Student Affairs; Spring semester is coordinated by Academic Affairs</td>
<td>Fosters mentorship between faculty &amp; students</td>
<td>Historical/baseline data allow advisors to examine student performance &amp; predict potential outcomes</td>
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Capacity Building

- Innovation of Higher Education Award ($3 million)
  - Honored to be 1 of 13 CA campuses selected
  - Supporting cross-divisional collaboration between Academic Affairs, Student Affairs, IT, Admin. & Finance
- Stanford College Transition Collaborative
- AASCU one of 40 campuses selected for Re-inventing the First Year Experience
Capacity Building

- Build support resources
- Academic support/Supplemental Implementation
- Faculty development
- Intrusive advising/peer support for all
- Early warning
Capacity Building

- Strategic enrollment management
  - Recruitment
  - Retention
  - Academic programs
  - Finance & financial aid
## Fall to Fall First-Year Retention

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

60% is national average for (less selective) public 4-year  
*Source: NCES, IPEDS (2015)
## Preliminary Peek at Data - 2015 Cohort

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<tr>
<td>2015</td>
<td>1294</td>
<td>93%</td>
<td>Pending Census Data</td>
</tr>
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</table>
Striving for Equity and Excellence

- The six year graduation rates increased from 28 percent for the 2007 cohort (2013 graduation) to 34.7 percent for the 2015 graduating class.

- On track to exceed 40 percent this year, which represents a gain of 11.2 percentage point gain in three years (2020 goal = 60%).

- We are experiencing the highest retention rates in 23 years. Entering freshmen one-year return rate is at 81.6 percent and transfer retention is 85 percent.

- Our two year and three year retention rates are also on the rise.

- Highest 1st, 2nd and 3rd retention rate for African-American and Latino males in last 20 years.
Q & A