

CSU Student Success Plan Revision Report

CAL POLY POMONA

APRIL 26, 2017

California State Polytechnic University, Pomona CSU Success Plan Revision Report

I. Additional Detail on September 2016 Plan

Cal Poly Pomona (CPP) has engaged in a comprehensive effort to provide students with a clear and timely pathway to their degree. We remain committed to building an institutional framework around advising, academic support, student engagement, and strategic enrollment management that fosters the success of our students, including elimination of the Underrepresented Minority (URM) and Pell equity gaps. Our GI2025 student success plan intersects with our semester conversion work (fall 2018), the development of our new University Strategic Plan and Academic Master Plan, and WSCUC reaccreditation. All of these initiatives place student success at the center of our collective work – One Team, One Goal, Student Success.

Closing Achievement Gaps

While we are encouraged by our recent progress (see **Appendix A for most recent rates**) in closing the equity gaps, we know that eliminating the URM and Pell gaps will require a comprehensive institutional effort to foster a sense of belonging from the moment students are admitted to the campus; targeted advising and high impact practices; academic and social support services; and addressing high failure rate courses using supplemental instruction, learning assistants, equity-minded course re-design and peer mentoring. Our equity gap initiatives include increasing student opportunities to engage in first year experience programs (college-based, targeted URM programs, STEM majors, co-curricular engagement) to foster a sense of community and support. To address the disparate engagement and success of African American and Latino males, Project Success was initiated this year to provide holistic support for these students. This program will be expanded next year based on assessment results. In addition Summer Bridge will be expanded for summer 2017 as a proven intervention for low-income, first-generation students. The research is clear – students who participate in high impact practices such as summer bridge programs (freshmen and transfers), first year learning communities and seminars, college-themed housing communities and peer mentoring have higher retention and graduation rates compared to students who do not. Research also shows that the combined benefit of these strategies for URM students is greater. CPP is scaling its investment in high impact practices across Academic Affairs and Student Affairs with proven success in supporting and graduating URM and Pell students. Collectively, these programs have been shown to enhance students' learning and intellectual development.

We have also deployed a Graduation Gap Work Group which focuses its efforts on addressing/removing graduation impediments for URM cohorts. This Academic Affairs and Student Affairs cross-divisional work group meets bi-weekly to review cohort data, evaluate degree progress reports (DPRs) and develop specific strategies and interventions for each individual URM student close to graduation in an effort to improve our 4-year freshman and 2-year transfer graduation rates. Our efforts are producing results. The 2016 graduation data demonstrate significant improvement in Freshman 4 and 6-year graduation rates, as well as further closing the URM and especially Pell gaps. The strategies and interventions developed and

implemented by the Graduation Gap Work Group have informed the creation and strategic direction of College-Based Student Success Teams (SSTs) at the college level.

High failure rate courses

The number of students failing and repeating courses has a direct impact on time to degree, cost of attendance, and the availability of seats in those courses. Addressing high failure rate courses requires an investment in both improving student preparation and instructional approaches. In the 2016-17 academic year, we began working with college and program leaders to discuss, develop, implement, and track interventions intended to increase pass rates without compromising rigor or quality. Each college submitted a comprehensive work plan to address program courses with the highest failure rates, and identifying opportunities to increase inclusive excellence and educational equity. The proposed strategies include the expansion of faculty-guided, peer-led supplemental instruction; learning assistants; peer mentoring; targeted URM program success workshops; and course redesign. **Appendix B** provides a comprehensive list of the high DUF courses, current failure rates and proposed reduction as a result of each college's efforts.

In addition, the Faculty Center for Professional Development will offer a Course Redesign Institute targeting these high failure rate courses. The goal of this Summer Institute is to improve student learning and success in multi-section, high DUF courses. The institute will support faculty in identifying course design and pedagogical issues in these courses and implementing research-based solutions. These solutions can be generally adopted across all course sections, which balances the responsibilities of professors to offer effective learning environments and students to use effective learning strategies and put in adequate effort to succeed. These strategies must foster a culture of equity-minded, evidenced-based teaching practices that foster success for all students.

Improving Advisement

In 2016-17, Cal Poly Pomona introduced College-Based Student Success Teams (SSTs) to the campus (**see Appendix C for conceptual model**). The purpose of the teams is to leverage data to develop and deploy timely and solution-driven interventions that will facilitate students' timely graduation, reduce attrition, and increase student engagement in and outside of the classroom. We have mobilized these teams to use data to reach out to students closest to graduation -- a university-led, college-specific strategy to increase the graduation rates for the 2013 freshman and 2015 transfer cohorts. An associate dean from each of the eight academic colleges serves as chair of their respective college-based team, which is comprised of people across divisions with diverse knowledge and expertise. Each person on the team plays a unique role, but collectively their charge is to enhance or develop an innovative, integrated, and intentional advising model.

To support this data-driven, holistic approach to advising, Cal Poly Pomona has invested in the redesign of its student success dashboards through Tableau, a data analysis and visualization tool. This allows the teams to obtain real-time cohort data, both aggregated and disaggregated, which helps identify the students that need intrusive advising and support. The accessibility and availability of data empowers the SSTs to:

- Identify students who are the closest to graduation (within 0-24 and 25-45 quarter units) and monitor their progress to graduation. This particular strategy allows the teams to

work with students from the Fall 2013 freshman and Fall 2015 transfer cohorts who may be able to graduate within 4 and 2 years, respectively. It also allows the teams to evaluate students who may be on track to graduation in 2.5 and 4.5 years who might be able to graduate earlier with the necessary interventions in place.

- Identify students who may be at risk of not making progress towards graduation. Having this data helps the teams strategize how to guide these students to get back on track.
- Identify and make policy and process recommendations to remove institutional impediments that may be preventing students from obtaining a degree in a timely manner.
- Focus on deploying culturally-relevant interventions for URM students to close the equity gaps.
- Deploy college career specialists to the SSTs to identify academic-to-post graduate career interventions specific to the needs of each college. Work closely with Deans, Associate Deans and college-based advisors to support the development of internships, employment and career readiness opportunities.
- Identify staff across Student Affairs to serve as Student Success Advocates in support of the work of the SSTs. These individuals will be trained to serve as experts on University processes, tools and resources to support student success and engagement goals.

We are continuing to expand our use of technology-based advising tools by students and advisors. Within the new Student Success Dashboard, there is a MyPlanner and Individual Academic Plan (IAP) dashboard that allows the teams (and others) to view MyPlanner usage and IAP completion rates. IAPs are used to assist students who are able to graduate before semester conversion to plan their path to graduation. The university requires that all students who are within 0-60 quarter units of graduation complete an IAP. These are students who can graduate prior to Semester Conversion in Fall 2018. Students use their MyPlanner plan to complete and submit their IAP for review by an advisor. The only students in this group who are exempt from completing the IAP are those who have applied for graduation. Active tracking is in place for progress through the submission and approval process. To date, we have a graduation plan for 82% of students who can graduate before semester conversion. While not all students are required to complete an IAP at this time, all students can benefit from knowing how to use course-planning tools. Students are introduced to MyPlanner at freshman and transfer orientation programs and learn how it works with other tools, such as Schedule Builder, to facilitate their progress toward their degrees. We have also launched a curriculum roadmap revision project to identify the critical curriculum path (with all prerequisite considerations) as well as the essential yearly milestones that students would need to complete to stay on track toward a 4-year (or 2-year) degree completion. The maps will include links to career information for each degree program. This advising tool will create automatic IAPs.

In an effort to increase average unit load and percentage of students who take at least 15 units, the campus has also developed various strategies to move in a positive direction. The campus is using a multipronged approach to scheduling courses by collecting and triangulating data from multiple sources (Degree Progress Report, MyPlanner, and registration waitlists). This data informs academic departments on when students plan to take courses, identifies courses that are in high demand, and those that are necessary for students to make timely progress to graduation. In addition, the Academic Senate has approved a referral to remove a unit registration cap that limited students from registering for 15 units during the regular registration period. The new registration cap will go into effect beginning fall 2017 and allow students to

register for up to 16 units during the regular registration period. The campus will monitor the average unit loads closely to assess the referral's impact.

These efforts will also require a "Take 15" campaign to educate the campus community, particularly students and advisors, on the benefits of taking 15 units to complete a degree in a timely manner and the cost-effectiveness for student of doing so. At this time, we have hunches about why students decide not to take a 15-unit course load, so it will be important to collect and analyze data that may provide insights about student enrollment patterns and behaviors. In Spring 2017, the new Bronco Advising Center will survey students who are enrolled in less than 15 units to ask questions about their enrollment experiences and identify any institutional impediments that may have prevented them from enrolling in more units.

Faculty and Staff Training

Intentional and intensive focus has been placed on faculty and staff advisor training. The purpose of our laser focus on training is twofold: (1) to provide advisors with the tools necessary to be effective in their work and (2) to facilitate the professionalization of academic advising at CPP by developing a shared vision, sense of purpose and metrics by which to hold ourselves accountable. Quarterly Advisor Council meetings and bimonthly newsletters provide faculty and staff advisors with updates on campus policies and practices, as well as training on how to use the new dashboards and advising tools. The Office of Student Success offers webinars on topics related to advising, early alerts, predictive analytics, the first-year experience, and student success. This quarter, new training sessions were implemented in response to interest from the community. A faculty and administrator-led panel provided an overview of advising tools, resources, and best practices to faculty members. Additionally, Registrar's staff led a training for faculty, staff, and Student Affairs partners on how to read and employ the Degree Progress Report in support of student graduation goals. In support of semester conversion, multiple trainings were developed to educate faculty and staff on how to review Individual Academic Plans (IAPs) to assist students in graduating before conversion. This included one overview training, and two hands-on trainings that took place in computer labs to reinforce learning. The Office of Student Success will also continue to collaborate with various campus partners to support diverse student populations. This includes an upcoming Dreamers Ally Training specifically for Advisors. Other future training plans include inviting advisors from California State University, Los Angeles to discuss best practices for advising during conversion, and hosting college-specific trainings on topics as needed. Additional trainings to develop capacity among Student Affairs professionals to serve as student success advocates include the use of University tools, dashboards, analytics, and assessment findings to develop intentional student success-focused engagement experiences.

Early Alerts System & Predictive Analytics

A working group comprised of faculty, advisors, associate deans, chairs, information technology staff, and other administrators have been charged with implementing an early alert and predictive analytics system. The working group is charged with providing input on the functionality and usability of the system, the interventions to support the system, and the timeline of implementation. While it is challenging to use an early alerts system in a quarter-based calendar, the campus will invite early adopters to help us test the system and assess the interventions before the early alerts are deployed university-wide when we convert to a semester-

based calendar. The predictive analytics component of the system will enable CPP to use institutional and early alerts data to identify students in need of institutional support and develop multiple approaches to assist students, based on individual needs and types of risk.

Bronco Advising Center

In Winter 2017, the Division of Academic Affairs moved and reorganized One Stop Student Services area in Enrollment Services to the new Office of Student Success. This spring, the department is rebranding and expanding its scope to better serve Cal Poly Pomona students. In addition to assisting students with enrollment-related questions (e.g., registration, financial aid, housing, orientation, fees, etc.), the new Bronco Advising Center (BAC) will provide general academic advising and support strategic communication efforts and success initiatives. The BAC eliminates the need for a student to travel across campus, or call multiple departments to get answers. The staff counselors in the BAC are cross-trained in multiple functional student services areas, which allows them to provide centralized, integrated, preemptive advice to students. The California Promise (4-year and 2-year pledge program) has also been relocated to the BAC. This realignment will allow the campus to continue moving forward with its efforts to provide holistic advising, identify and remove institutional impediments, and outreach to students who may be at risk of not making progress towards graduation.

Optimizing Enrollment Management

Our campus efforts to increase course availability include two components: data-informed analysis of student course demand to enable effective curricular planning, and additional funding to offer high-demand bottleneck courses to provide a schedule that effectively meets students' requirements to graduate. One of the most challenging institutional impediments to improving graduation rates is providing access to significantly more high-demand bottleneck courses when students need them. We have embarked on an aggressive strategy of tracking and funding resources for additional sections of bottleneck courses. Quarterly "Additional Bottleneck Course" (ABC) reports provide an analysis of undergraduate course demand based on degree progress that directly measures the number of students who have not satisfied specific course requirements. This report also allows us to identify course requirements not met for students who are 0-20 quarter units to degree (seniors within one term of graduation), 45 quarter units to degree (seniors within 2-3 terms of graduating) and 90 quarter units to degree (upper division students). The ABC Report also helps us identify the number of seats needed in the schedule for specific course requirements. In the fall, we target sequence courses and courses in high demand by new first-time freshman (lower division) and transfer (upper division) students. In the winter, our ABC funding is focused on prerequisite courses needed by juniors and seniors. In the spring, the highest priority is given to the courses needed by graduating seniors. The table in the metrics section provides an overview of the additional high demand courses funded this year by quarter and level, as well as the number of additional seats provided each term through this additional funding.

In order to allow students, with faculty and staff advisors, to build accurate and timely graduation plans, we have embarked on a multi-term scheduling project. Currently, we have class schedules available to students for the remaining quarter terms before Cal Poly Pomona converts to a semester calendar in fall 2018 (summer 2017, fall 2017, winter 2018, spring 2018). Moving forward in our semester calendar, full academic year and summer class schedules will be available to students at least one year in advance. This will allow for more accurate student long-

term academic planning. Several data sources will be used for building informed multi-term schedules with specific attention to the number of seats offered for core and bottleneck courses (degree audit reports, MyPlanner, IAPs, etc.).

We have implemented or are in the final stages of implementing several Tableau dashboards to drive informed class scheduling decisions. The Course Capacity Management Dashboard allows deans, associate deans, department chairs, and schedulers to identify demand for bottleneck courses, find sections where room capacity would allow larger enrollment capacity, target section consolidation opportunities, and gather data for use in conjunction with other important capacity management tools. The Class Schedule Dashboard, now under development, will provide detailed descriptive information about the class schedule; important information such as FTES, SFR by course, department, and college; and other critical metrics (low-enrollment, on-module, etc.) to allow deans, associate deans, department chairs, and schedulers to construct student-centered, efficient and optimized class schedules.

The summer 2017 class schedule has been planned to include high-demand bottleneck courses in order to enhance our students' ability to progress toward graduation in a timely manner. Cal Poly Pomona summer sessions are on self-support and we have designed a highly favorable fee structure that provides a financial incentive for students to enroll in summer courses. In particular, the cost for the most common student unit load during the summer (4 to 8 lecture units) is actually less than the corresponding cost on the state side. Information related to our summer session is found here (<http://www.cpp.edu/~summer/>), and the incentivized fee structure is also detailed here (<http://www.cpp.edu/~summer/fees/>). To remove financial barriers that may be preventing students from completing their degree and are able to take classes during the summer, the Office of Financial Aid & Scholarships has created a new *Completion Grant*. The grant will specifically target first-time freshmen from the Fall 2013 and transfers from the Fall 2015 cohort who are within 8-12 quarter units of graduating, are in good academic standing, and have financial need.

II. Communication Plan

Student Success Team Organization

CPP has pursued a number of strategies to both message GI2025 and develop campus-wide ownership of our collective work around student success. President Coley has charged two committees to lead this effort: the Student Success Executive Oversight Committee (SSEOC) and the Student Success Steering Committee (SSSC). To ensure an institutional approach to student success, President Coley directed her Cabinet leadership team to develop an integrated work plan with strategies, timeline metrics and monthly tracking of progress.

The Student Success Executive Oversight Committee oversees the work of the Student Success Steering Committee and reports directly to the President on strategies, timeline and metrics. The SSEOC meets biweekly to develop both short and long-term strategies directed toward building institutional capacity and coordinating a collaborative campus-wide effort to foster student success and timely graduation, and eliminate the equity gap that currently exists. The SSEOC is charged with establishing both conceptual and institutional frameworks to guide student success, particularly mindful of the intersecting work required by semester conversion.

Student Success Executive Oversight Committee Members	
Dr. Sylvia Alva Provost & VP for Academic Affairs	Dr. Lea M. Jarnagin VP for Student Affairs
John W. McGuthry VP & CIO for Information Technology	Dr. Danielle Manning VP and CFO for Administrative Affairs
Dr. Terri Gomez Interim AVP for Student Success	Dr. Kevin Colaner AVP for Student Services
Dr. Heather Brown AVP for Institutional Research, Planning and Analytics	Dr. Sepehr Eskandari Interim AVP for Academic Planning & Faculty Affairs
Glendy Yeh Associate CIO	Jorge Lomeli Director of IT Project Management Office

The Student Success Steering Committee (SSSC) is charged with addressing institutional impediments and institutional big questions. A specific impediment or big question is introduced for group exploration at large, and the follow-up effort is directed to a subgroup or department to visualize and map the institutional response. The Student Success Steering Committee has charged work groups to address a series of these institutional impediments including: disenrollment for non-payment of fees, move of business processes and forms to OnBase and workflow technology, change of major/declaring a major processes and a revision of the graduation process. In terms of institutional big questions, the SSSC is working on identifying what it means to be a successful first year student. The Student Success Steering Committee, which has 17 members from across campus, meets biweekly.

Student Success Steering Committee Members	
Dr. Sylvia Alva Co-Chair, Provost & VP for Academic Affairs	Dr. Lea Jarnagin Co-Chair, VP for Student Affairs
Dr. Terri Gomez Co-Lead, Interim AVP for Student Success	Dr. Kevin Colaner Co-Lead, AVP for Student Services
Dr. Lea Dopson Dean, Collins College of Hospitality Mgt.	Phyllis Nelson Chair, Electrical & Computer Engineering
Dr. Sara Garver Associate Dean, CLASS	Jonna Lewis Chief of Staff for Div. of Administrative Affairs
John McGuthry VP & CIO for Information Technology	Leticia Guzman Scott Exec. Director of Student Support & Equity Programs
Tim Lynch AVP for Strategic Communication and Marketing	Dr. Megan Stang Exec. Director of University Housing Services

Dr. Diana Minor Director of Financial Aid & Scholarships	Jorge Lomeli Director of IT Project Management Office
Dr. Dora Lee Associate Registrar	Noha Abdou Lead Systems Analyst for Enrollment Services
Yvonne Estrada-Perez Student Success Analyst	

Communicating to Stakeholder Groups

Engaging the entire campus community in empowering ways has led to a more meaningful conversation around student success and the ways in which we can support our students. Through open forums and marketing efforts, campus members are keenly aware of these initiatives and how they are related to semester conversion and the university's long-term strategic plans. All campus community members have been invited to contribute to the University Strategic Plan, which identifies top academic and campus initiatives and the resources and facilities to achieve those objectives, and the Academic Master Plan, which establishes direction in planning for the university's academic programs for the next decade. The university is also embarking on a WSCUC reaccreditation, which will highlight our institutional commitment to student success.

President Coley recently completed an 18 month long “listening tour” where she met with students, staff and faculty across campus to discuss strategies of collaboration and inclusion. She met with 112 academic and administrative units and over 1,500 students, staff, faculty and alumni. In addition, President Coley is using her website to communicate three messages on Student Success: an overview, a look at some of the institutional impediments that impede Student Success and the steps being taken to address them, and an update on the progress that has been so far. The first message is scheduled for posting in late April, with the next two following in two- to three-week increments.

Faculty and Staff. At the university’s annual Fall Conference meeting, 250 faculty, staff and administrators reviewed and assessed strategies Cal Poly Pomona would be adopting to improve student success. The College-Based Student Success Teams were a key focus in this forum. The university invited Dr. Lawrence G. Abele, an expert on the use of student and institutional data in redesigning programs and student support systems. Attendees brainstormed who should be on these teams, devised accountability methods for the process, discussed what kind of data is needed to inform decision-making, and addressed other issues. Faculty and staff are also encouraged to participate in quarterly Student Success forums and workshops, and their involvement has improved the way staff and faculty collaborate as we roll out new initiatives and changes. Members from the Student Success Steering Committee have hosted forums on advising and scheduling to reassess current university practices, and engaged with groups such as the Council of Department Chairs and the university’s chapter of the California Faculty Association. Faculty and Academic Affairs staff also receive a quarterly newsletter from the Provost with updates on GI2025 initiatives. Representatives from the professional advising community, the Division of Student Affairs and the Registrar’s Office also serve on the College-

Based Student Success Teams to improve the ways in which they collaborate with faculty and college leadership.

Students. To confirm that students are staying on track to graduation and are aware of campus initiatives, we have developed a strategic student communication plan. A combination of general and targeted communications synced with the academic calendar ensures that students are proactive in taking responsibility for their academic careers and aware of specific issues that may delay their graduation. The majority of the communication plan consists of messages that apply to the entire student community. We launched a biweekly student email newsletter that includes important dates and deadlines, frequently asked questions and announcements about university initiatives. We established social media channels (Facebook, Twitter and Instagram) that share enrollment-related information and engage with the student community, and a YouTube channel that hosts how-to videos.

We have also launched two ongoing campaigns to encourage students to plan their path to graduation before our conversion to semesters. A cross-campus team promotes MyPlanner, a long-term academic planning tool for students that allows colleges/departments to gauge course demand, and the Individual Academic Plan (IAP), a graduation check for students who are within 60 quarter units of degree completion. We have also developed admission, academic and financial aid status modules in MyCPP, the main university portal, to bolster notifications. The plan also has a targeted communication component. Throughout the academic year, Bronco Advising Center staff will call a small group of students to notify those students of potential issues that would affect their Cal Poly Pomona career. These outreach campaigns have targeted students who are in danger of exceeding their stop-out terms, taking a low unit load or failing to pay a tuition balance. We are currently developing a text messaging system and protocol to send students specific calls to action.

The benefits of this strategic communication plan benefits student, staff and faculty. Students get the information and reminders they need to be academically successful, in and outside of the classroom. Staff and faculty are able to notice trends in questions and issues, and initiate conversations about removing institutional impediments. And students are regularly invited to give feedback through surveying and submission forms. We plan to evaluate the efficacy of the communication plan through module, social media and tool usage analytics.

External Constituents. In an effort to inform the university's Strategic Plan, the university reached out to parents, alumni and other community members to ask about the Cal Poly Pomona experience and the meaning of student success. Members of the Student Success Steering Committee have partnered with Alumni Affairs and the Semester Conversion Communications committee to include information in the quarterly Family & Friends Connection and Semester Conversion newsletters. President Coley's Listening Tours also engaged alumni and community stakeholders. In addition, Public Affairs is integrating a story arc of Student Success (challenges, impediments and accomplishments) into its storytelling on the Polycentric website, university publications and social media channels. Some stories are explicit, some are inspirational, and some address concrete steps the university is taking.

III. College-Level Goals

Cal Poly Pomona

4/13/2017

Agriculture	Business Administration	Education & Integrative Studies	Engineering	Environmental Design	Hospitality Management	Letters, Arts, & Social Sciences	Science
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First-Time Full-Time Freshmen Goals

4-year graduation rate

Cohort Year	Graduation Year	Current Grad Rate	Current Grad Rate	Current Grad Rate	Current Grad Rate	Current Grad Rate	Current Grad Rate	Current Grad Rate	Current Grad Rate
2011	2015	26.8%	22.7%	26.0%	12.1%	11.3%	38.3%	21.3%	14.8%
Cohort Year	Graduation Year	Goal Grad Rate	Goal Grad Rate	Goal Grad Rate	Goal Grad Rate	Goal Grad Rate	Goal Grad Rate	Goal Grad Rate	Goal Grad Rate
2021	2025	50.0%	36.0%	50.0%	31.0%	27.0%	51.5%	47.0%	38.0%

6-year graduation rate

Cohort Year	Graduation Year	Current Grad Rate	Current Grad Rate	Current Grad Rate	Current Grad Rate	Current Grad Rate	Current Grad Rate	Current Grad Rate	Current Grad Rate
2009	2015	71.9%	66.0%	72.7%	58.8%	68.8%	81.0%	65.4%	63.7%
Cohort Year	Graduation Year	Goal Grad Rate	Goal Grad Rate	Goal Grad Rate	Goal Grad Rate	Goal Grad Rate	Goal Grad Rate	Goal Grad Rate	Goal Grad Rate
2019	2025	83.0%	77.0%	84.0%	75.0%	73.0%	86.2%	74.0%	72.0%

Transfer Student Goals

2-year graduation rate

Cohort Year	Graduation Year	Current Grad Rate	Current Grad Rate	Current Grad Rate	Current Grad Rate	Current Grad Rate	Current Grad Rate	Current Grad Rate	Current Grad Rate
2013	2015	13.7%	19.3%	41.8%	1.1%	2.0%	23.7%	34.0%	9.2%
Cohort Year	Graduation Year	Goal Grad Rate	Goal Grad Rate	Goal Grad Rate	Goal Grad Rate	Goal Grad Rate	Goal Grad Rate	Goal Grad Rate	Goal Grad Rate
2023	2025	17.0%	30.0%	64.0%	3.2%	5.0%	59.5%	45.0%	26.0%

4-year graduation rate

Cohort Year	Graduation Year	Current Grad Rate	Current Grad Rate	Current Grad Rate	Current Grad Rate	Current Grad Rate	Current Grad Rate	Current Grad Rate	Current Grad Rate
2011	2015	78.9%	76.1%	80.4%	70.4%	52.1%	82.8%	81.5%	76.3%
Cohort Year	Graduation Year	Goal Grad Rate	Goal Grad Rate	Goal Grad Rate	Goal Grad Rate	Goal Grad Rate	Goal Grad Rate	Goal Grad Rate	Goal Grad Rate
2021	2025	82.0%	87.0%	87.0%	86.0%	73.0%	90.0%	85.0%	84.0%

Academic Affairs leadership considered both past performance and future aspirational objectives in the iterative discussions to set college goals that roll up to the university goals. Five-years of historical graduation rate and enrollment data was provided to each dean and assumptions about future enrollment were developed to allow projections of cohorts and rates to 2025 at the department level within each college. Department projections roll up to the college and college projections roll up to the university. Deans have a clear picture of how each department is contributing to college outcomes. Handling differential growth in majors and differential rates among departments is a fundamental part of the system. Performance-to-goal will be reviewed annually and necessary adjustments based on actual enrollment will follow.

Graduation rates on the campus continue to be reported for all students in the college of entry. The calculation of roll-up to the university level uses the expected size of the incoming cohort in each college as the natural weighting factor. No adjustments for change-of-major are reflected in the historical data or future assumptions used to prepare these goals. Students who enter the institution undeclared are tracked in this bucket through their career; the goal graduation rates for undeclared match the campus goal. As Graduation Initiative 2025 progresses, the campus may add additional measures that would capture the migration of students within the institution. The tools created to facilitate data-informed decisions at this time will support future adjustments and can be enhanced to add additional measures going forward. The next analysis step will link the graduation rate trajectories with the multi-year stacked cohort enrollment model to monitor retention rates by cohort.

IV. Success Metrics

We are committed to measuring our progress on student success using a wide range of metrics to track our incremental progress toward meeting our ambitious graduation goals as well as eliminating the equity gaps. These metrics include: an analysis of average unit load, persistence and retention rates, improvements in availability of course sections for GE and high enrollment majors, reduction in both demand and achievement bottleneck courses, college and department graduation rates and goals. These data are also disaggregated at the college and department level and shared with college leadership in an effort to set benchmarks and measure each college's progress on meeting student success goals.

Average Unit Load

While there is limited increase in average unit load for recent cohorts from year to year, we do see important trends. We are encouraged by the percentage of students who are taking more than 15 units each quarter, as this is the number of units that students typically need to take each quarter to graduate within 2-years for transfers and 4-years for first-time freshmen. During the 2016-2017 academic year (not including the 2017 summer quarter), an average of 39% percent of our undergraduate students took 15 units or more each quarter– a noticeable increase from previous years. Our overall average unit load is 13.5 for that same academic year. As noted in the Advising section, survey data is being collected to determine why students would choose to take fewer than 15 units in a quarter. This information is essential in the development of advising and other support structures around this metric.

Retention Rates

The current campus-wide persistence of first-time full-time freshmen provides strong evidence that the institutional goals are achievable. In the most recent cohort reported, matriculated in 2012, 56.9% were persisting at the end of 4 years. This number is very supportive of the 38% graduation rate goals; the students are here, they need to graduate. At the end of 6-years, the most recent cohort provided a total of 76.2% who graduated (68.9%) or are persisting (7.3%). The goal of 73% is much closer to this total but given efforts to increase retention this picture will improve.

The largest persistence challenge occurs with the 4-year graduation rate goal for upper division transfers. The most recent graduation rate is 72.6% and there are an additional 8.1% persisting. The total of 80.7% does not provide enough persisting students to meet an 85% graduation goal. This is an area for concerted action. The graduation goal of 29% in 2 years for the upper division transfers should not be a persistence challenge. At the end of 2 years, the most recent persistence was 68.5% in addition to 18.2% who graduated. In setting college-level graduation rate goals, the tools created to facilitate data-informed decisions will be enhanced to add persistence measures. The next analysis step will link the graduation rate trajectories with the multi-year stacked cohort enrollment model to monitor progress by cohort and by college.

Course offerings and bottleneck reduction

The table below shows the significant increases that have been made in course offerings. Compared to the 2015-2016 academic year, the University has been able to offer an additional

340 sections of courses this academic year, which resulted in providing access to more than 24,000 additional seats. The table also shows the data by non-GE and GE courses and the distribution of seats in each of these categories.

Comparisons for Academic Years 2015-16 and 2016-17						
Total number of sections and seats filled						
Academic Year	Total # of Sections	Total # of Seats Filled	# of Non-GE Sections	# of Non-GE Seats Filled	# of GE Sections	# of GE Seats Filled
2015-16	11,319	291,182	8,916	203,506	2,403	87,676
2016-17	11,659	315,264	9,053	214,239	2,606	101,025
Percent Change	3.00%	8.27%	1.54%	5.27%	8.45%	15.23%

One of the most challenging institutional impediments to improving graduation rates is providing access to significantly more high-demand bottleneck courses when students need them. Our aggressive strategy of tracking and allocating resources for bottleneck courses is proving effective in this area. The table below provides an overview of the additional high demand courses funded this year by quarter and level, as well as the number of additional seats provided each term through this additional funding.

2016-2017 Approved High Demand Bottleneck Courses							
	Fall 2016		Winter 2017		Spring 2017		Total
	Lower Division	Upper Division	Lower Division	Upper Division	Lower Division	Upper Division	
Course Sections	34	28	36	32	90	107	327
Enrollment Capacity	1250	917	1255	1163	3146	3277	11,008
Cost	\$128,051	\$119,785	\$152,323	\$134,217	\$386,646	\$440,570	\$1,361,592

Through a combination of campus Student Success Fee funding and GI 2025 one-time funding, we have been able to offer 327 *additional* high demand bottleneck courses, which has resulted in 11,008 more seats for students. While we consider this a very significant step, it is important to note that our data analytics efforts have determined that, in addition to the above sections, there were approximately 250 other high-demand courses during the 2016-17 academic year, of which approximately 360 additional sections should have been offered in order to fully address all of our high-demand bottleneck courses. Therefore, the combination of student success fee monies and one-time funds provided during 2016-17 academic year allowed us to address only 48% of our total student demand for high-demand bottleneck courses. Additional funds of similar magnitude will be required to eliminate high-demand bottleneck courses at Cal Poly Pomona.

College and department annual graduation rate goals

Annual college graduation rate goals, with department level detail available for monitoring (see **Appendix D**), will play a pivotal role in monitoring progress and adjusting to changing circumstances. Academic Affairs leadership considered both past performance and future aspirational objectives in the iterative discussions to set college goals that roll up to the university goals. Five-years of historical graduation rate and enrollment data was provided to each dean and assumptions about future enrollment were developed to allow projections of cohorts and rates to 2025 at the department level within each college. Department projections roll up to the college and college projections roll up to the university. Deans have a clear picture of how each department is contributing to college outcomes. Handling differential growth in majors and differential rates among departments is a fundamental part of the system. Performance-to-goal will be reviewed annually and necessary adjustments based on actual enrollment will follow.

Recent efforts to increase graduate rates for freshman and transfer on the "cusp"

An analysis of the freshmen cohort slated to graduate in 4.5 years and transfer cohort slated to graduate in 2.5 years reveals an excellent opportunity to collaborate with campus partners to decrease time to graduation. There are several strategies the campus is pursuing to facilitate shortening time to degree by a term or more for these students:

- Operationalize a comprehensive campus-wide advising intervention that coordinates the efforts of each college-based Student Success Team working closely with the college advising centers and supported by the new university Bronco Advising Center (BAC).
- SSTs will continue to identify obstacles and barriers to graduation. For example, a recent analysis of the new Daily Cohort Dashboard revealed that nearly 100 student who have applied for Spring graduation had not passed the Graduation Writing Test. We are working with the Test Center to schedule a May test and will send targeted communication to those students to ensure testing. The BAC will follow-up with a phone campaign to share test preparation workshops for the exam.
- We have also identified students who are one term (8-12 quarter units) from completing a degree. We are launching a pilot this summer to incentivize completion during summer session instead of waiting to fall. Financial aid is offering completion grants to qualified students.
- Our new IAP/My Planner dashboard, Course Capacity Management Dashboard and Additional Bottleneck Course report have allowed us to identify the courses, which need to be offered in the summer to facilitate graduation for students on the cusp.
- Addressing high failure rate courses remains a high priority. We are addressing this barrier through a variety of strategies: summer course redesign, learning assistants, peer mentoring, supplemental instruction and targeted success workshops.

Appendix A: Graduation Rates

Metric	2015	2016	2025 Goal
Freshman 4-Year Graduation	17.8%	21.3%	38%
Freshman 6-Year Graduation	62.9%	68.9%	73%
Transfer 2-Year Graduation	17.0%	18.2%	29%
Transfer 4-Year Graduation	75.0%	72.6%	85%
Gap – Underrepresented Minority (URM)	13% points	12% points	0%
Gap – Pell-eligible	8% points	5.5% points	0%

Appendix B: High DUF Courses

COLLEGE PLANS TO INCREASE STUDENT SUCCESS IN HIGH-IMPACT DUF COURSES

	High DUF course(s) targeted for Spring interventions	FAILURE RATE	INTERVENTIONS	EXPECTED OUTCOMES (% decrease in DUF rate)
College of Agriculture	ANM 251	20%	Hiring Instructional student assistant to provide tutoring both in and outside of class and to	15%
			1) Set up a series of Blackboard quizzes that students can take twice prior to the upcoming test covering the same material. 2) Provide a detailed study guide customized to the presented material. 3) Hold exam study review during class hours. 4) Hire Instructional student assistant to provide tutoring both in and outside of class and to create review sheets.	12%
	AHS 202	16%		
	AHS 307	19%	1) Set up a series of Blackboard quizzes that students can take twice prior to the upcoming test covering the same material. 2) Provide a detailed study guide customized to the presented material. 3) Strive to complete coverage of the lecture material leaving time to review session during the scheduled class time.	19%
	FN433	21%	Hire Instructional student assistant to provide tutoring both in and outside of class and to create review sheets	12%
College of Engineering	PLT 231	18%	Hire Instructional student assistant to provide tutoring both in and outside of class and to create review sheets	15%
	ARO 327	28%	1. Provide tutoring for all students in high DUF courses. A) Expand on the existing MEP tutoring model. B) Use trend analysis to identify high DUF courses for tutoring support. 2. Provide Supplemental Instruction (SI) for specific sections of high DUF courses. A) Expand on existing MEP SI model. B) Use trend data to identify specific high DUF course sections where impact is highest. C) Obtain faculty approval for offering SI in specific sections of high DUF courses. Faculty SI Coordinators identified for each dept. 3. Continue implementing mandatory tutoring and supplemental instruction for MEP students. A) Employ additional tutors and SI facilitators. B) Improve efficiency of space in MEP's "Engineering Learning Center" through use of new appointment booking (TutorTrac) and participant tracking systems.	10-20%
	CHE 311	46%		
	CHE 312	47%		
	CHE 313	44%		
	CE 305	18%		
	ECE 207	20%		
	ETT 210	27%		
	ETT 220	25%		
	ETT 211	25%		
	MFE 201	21%		
	ME 214	33%		
	ME 215	39%		
ME 218	30%			
College of Environmental Design	ART 212	23%	1. Introduce undergraduate tutors in select high-DUF. 2. Start Academic Excellence Workshops.	5%
	ART 213	16%		
	ART 214	18%		
	ARC 323	22%		
	ARC 321	20%		
	ARC 321A	22%		
	ARC 323	43%		
ARC 323A	31%			
College of Letters, Arts and Social Sciences	EC 201	25%	Supplemental instruction, values affirmation, faculty mentoring, enforcing math prerequisite, we also hope to send faculty to the summer institute for course re-design.	5-10%
College of Science	ZOO 201	22%	Learning Assistants	10%
	ZOO 238	24%	Learning Assistants	10%
	PHY 131A	18%	Learning Assistants	10%
	PHY 132A	12%	Learning Assistants	10%
	PHY 133A	17%	Learning Assistants	10%
	CHM 121	17%	Workshops	10%
	CHM 122	18%	Workshops	10%
	CHM 314	30%	Workshops	10%
	CHM 315	32%	Workshops	10%
	CS 130	22%	Workshops	10%
	CS 140	24%	Workshops	10%
	MAT 112	22%	Workshops	10%
	MAT 125	28%	Supplemental Instruction; ALEKS Software	10%
	BIO 303	17%	Course redesign either through proposed CSU Course Re-Design (CRT)	10%

Appendix C: College-Based Student Success Teams

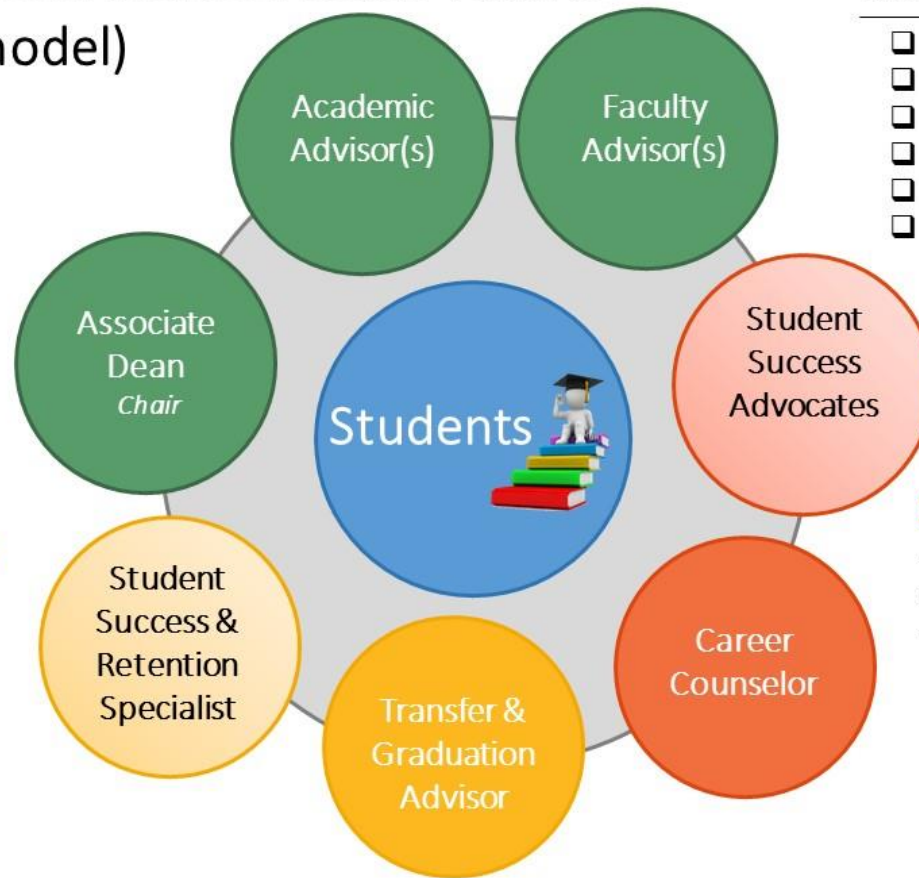
College-Based Student Success Teams (A conceptual model)

College

- Strategic leadership
- College-specific interventions
- Metrics, tracking and accountability

Academic Affairs

- Strategic direction
- Data-driven plans
- Training and resources
- Metrics, tracking and accountability



Shared Toolbox of Technologies

- Degree Progress Report (DPR)
- Student Success Dashboards
- MyPlanner (IAP)
- Schedule Builder
- GradesFirst
- Early Alert System

Student Affairs

- Student development
- Co-curricular engagement
- Holistic support and resources

Appendix D: Annual College Graduation Rate Goals

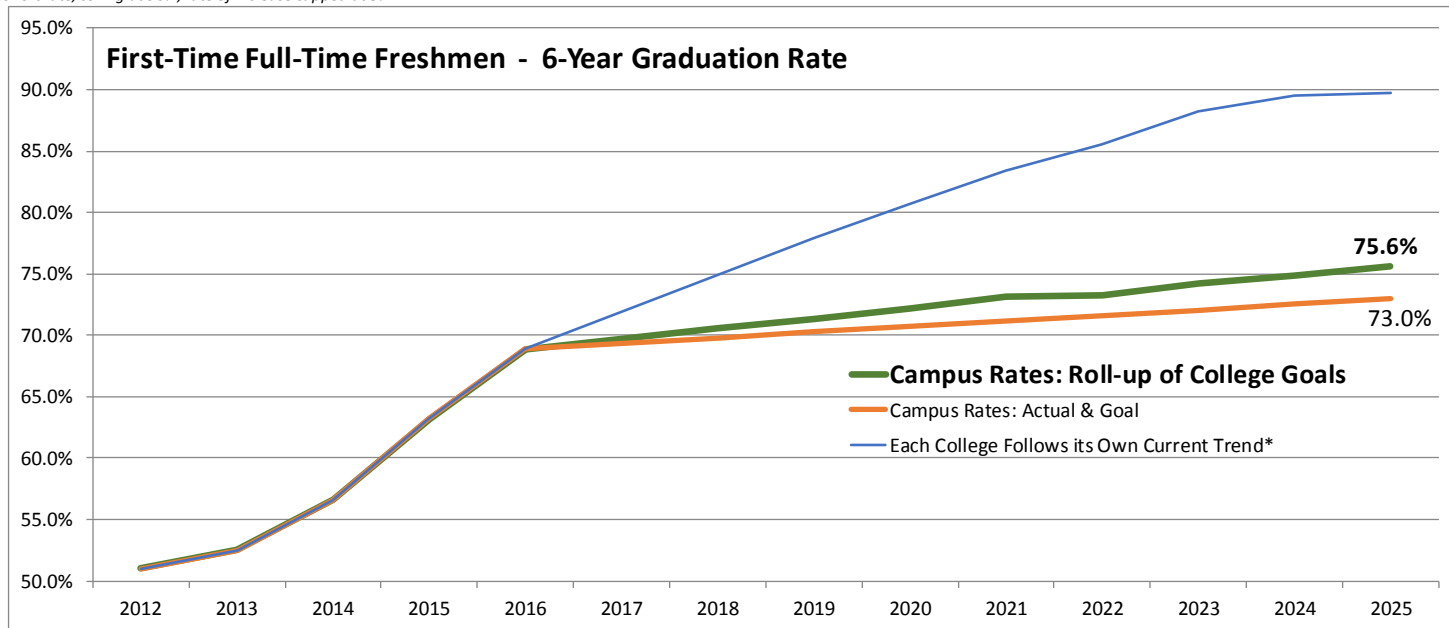
College Goals: 6-Year Freshman

Graduation Initiative 2025 - Worksheets for University Roll-Up of College Goals

4/13/2017

		First-Time Full-Time Freshmen - 6-Year Graduation Rate														Current	Goal
Start Year		2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	Trend	Rate
End Year		2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025		
Campus Rates: Actual & Goal		51.0%	52.5%	56.6%	63.2%	68.9%	69.4%	69.8%	70.3%	70.7%	71.2%	71.6%	72.1%	72.5%	73.0%	4.7%	0.45%
Campus Rates: Roll-up of College Goals		51.0%	52.5%	56.6%	63.2%	68.9%	69.7%	70.5%	71.3%	72.2%	73.1%	73.2%	74.2%	74.9%	75.6%	Result	0.74%
Each College Follows its Own Current Trend*		51.0%	52.5%	56.6%	63.2%	68.9%	71.9%	74.9%	77.9%	80.7%	83.4%	85.6%	88.2%	89.6%	89.8%	Result	2.45%

**floor at 2010 cohort rate, ceiling at 90%, rate of increase capped at 3%*



Proposed College Goals					First-Time Full-Time Freshmen - 6-Year Graduation Rate														
Start Year	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	Current	Goal			
End Year	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	Trend	Rate			
Agriculture	52.3%	58.0%	61.5%	71.9%	80.8%	81.0%	81.3%	81.5%	81.8%	82.0%	82.3%	82.5%	82.8%	83.0%	7.1%	0.24%			
Business Administration	56.2%	55.4%	63.0%	66.0%	68.4%	69.4%	70.3%	71.3%	72.2%	73.2%	74.1%	75.1%	76.0%	77.0%	3.5%	0.96%			
Education & Integrative Studies	49.4%	69.2%	69.6%	72.7%	74.3%	75.4%	76.5%	77.5%	78.6%	79.7%	80.8%	81.8%	82.9%	84.0%	5.3%	1.08%			
Engineering	45.2%	45.8%	50.3%	58.8%	69.3%	69.9%	70.6%	71.2%	71.8%	72.5%	73.1%	73.7%	74.4%	75.0%	6.1%	0.63%			
Environmental Design	57.5%	60.5%	63.6%	68.8%	65.0%	65.9%	66.8%	67.7%	68.6%	69.4%	70.3%	71.2%	72.1%	73.0%	2.3%	0.89%			
Hospitality Management	71.2%	75.7%	63.5%	81.0%	77.2%	78.2%	79.2%	80.2%	81.2%	82.2%	83.2%	84.2%	85.2%	86.2%	1.7%	1.00%			
Letters, Arts, & Social Sciences	56.1%	51.8%	61.0%	65.4%	66.5%	67.3%	68.2%	69.0%	69.8%	70.7%	71.5%	72.3%	73.2%	74.0%	3.4%	0.83%			
Science	49.2%	49.2%	53.6%	63.7%	65.5%	66.2%	66.9%	67.7%	68.4%	69.1%	69.8%	70.6%	71.3%	72.0%	4.7%	0.72%			
University Programs	44.1%	51.4%	53.2%	53.5%	68.1%	68.6%	69.2%	69.7%	70.3%	70.8%	71.4%	71.9%	72.5%	73.0%	5.0%	0.54%			

Roll-Up following Individual Increase Trends					First-Time Full-Time Freshmen - 6-Year Graduation Rate														
Start Year	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019					
End Year	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025					
Cohort Count	3,138	3,413	2,538	2,728	1,924	3,152	3,022	3,169	3,555	2,656	3,939	3,535	3,606	3,678					
Graduates Count	1,600	1,793	1,436	1,723	1,326	2,267	2,263	2,468	2,870	2,216	3,370	3,119	3,229	3,302		Result			
Campus Rate	51.0%	52.5%	56.6%	63.2%	68.9%	71.9%	74.9%	77.9%	80.7%	83.4%	85.6%	88.2%	89.6%	89.8%		2.45%			

College Goals following Individual Increase Trends					First-Time Full-Time Freshmen - 6-Year Graduation Rate														
Start Year	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	Current	Result	Rate		
End Year	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	Trend	Trend	Cap		
Agriculture	52.3%	58.0%	61.5%	71.9%	80.8%	83.8%	86.8%	89.8%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	7.1%	0.87%	3.0%		
Business Administration	56.2%	55.4%	63.0%	66.0%	68.4%	71.4%	74.4%	77.4%	80.4%	83.4%	86.4%	89.4%	90.0%	90.0%	3.5%	2.60%	3.0%		
Education & Integrative Studies	49.4%	69.2%	69.6%	72.7%	74.3%	77.3%	80.3%	83.3%	86.3%	89.3%	90.0%	90.0%	90.0%	90.0%	5.3%	1.83%	3.0%		
Engineering	45.2%	45.8%	50.3%	58.8%	69.3%	72.3%	75.3%	78.3%	81.3%	84.3%	87.3%	90.0%	90.0%	90.0%	6.1%	2.51%	3.0%		
Environmental Design	57.5%	60.5%	63.6%	68.8%	65.0%	67.3%	69.7%	72.0%	74.3%	76.7%	79.0%	81.3%	83.6%	86.0%	2.3%	2.33%	3.0%		
Hospitality Management	71.2%	75.7%	63.5%	81.0%	77.2%	78.9%	80.7%	82.4%	84.1%	85.9%	87.6%	89.3%	90.0%	90.0%	1.7%	1.53%	3.0%		
Letters, Arts, & Social Sciences	56.1%	51.8%	61.0%	65.4%	66.5%	69.5%	72.5%	75.5%	78.5%	81.5%	84.5%	87.5%	90.0%	90.0%	3.4%	2.79%	3.0%		
Science	49.2%	49.2%	53.6%	63.7%	65.5%	68.5%	71.5%	74.5%	77.5%	80.5%	83.5%	86.5%	89.5%	90.0%	4.7%	2.86%	3.0%		
University Programs	44.1%	51.4%	53.2%	53.5%	68.1%	71.1%	74.1%	77.1%	80.1%	83.1%	86.1%	89.1%	90.0%	90.0%	5.0%	2.63%	3.0%		

College Entering Cohorts					First-Time Full-Time Freshmen														
Start Year	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	Current	Future	Projecting		
End Year	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	Trend	Trend	Formula		
Agriculture	195	255	208	203	151	269	234	254	264	219	333	315	321	328	7.0%	2.0%	2.0%		
Business Administration	548	520	335	291	225	466	440	435	519	404	474	435	444	453	0.8%	2.0%	2.0%		
Education & Integrative Studies	87	78	46	66	35	50	77	73	106	112	154	150	153	156	25.1%	2.0%	2.0%		
Engineering	829	920	745	862	534	694	696	751	1,048	654	721	740	755	770	-0.7%	2.0%	2.0%		
Environmental Design	181	223	151	138	120	186	189	167	166	171	231	200	204	208	4.7%	2.0%	2.0%		
Hospitality Management	118	107	96	100	57	107	137	148	141	134	115	110	112	114	-4.2%	2.0%	2.0%		
Letters, Arts, & Social Sciences	360	442	290	367	310	544	458	421	496	373	631	580	592	603	6.5%	2.0%	2.0%		
Science	390	413	351	383	348	541	520	584	483	333	990	695	709	723	13.3%	2.0%	2.0%		
University Programs	430	455	316	318	144	295	271	336	332	256	290	310	316	323	-1.5%	2.0%	2.0%		
Total Entering Cohort	3,138	3,413	2,538	2,728	1,924	3,152	3,022	3,169	3,555	2,656	3,939	3,535	3,606	3,678	4.4%	2.0%			

* Current enrollment trends calculated for 2012 through 2016 cohorts; Future trends calculated starting with 2017 cohort

Future Trend is a result; Projecting Formula is an input

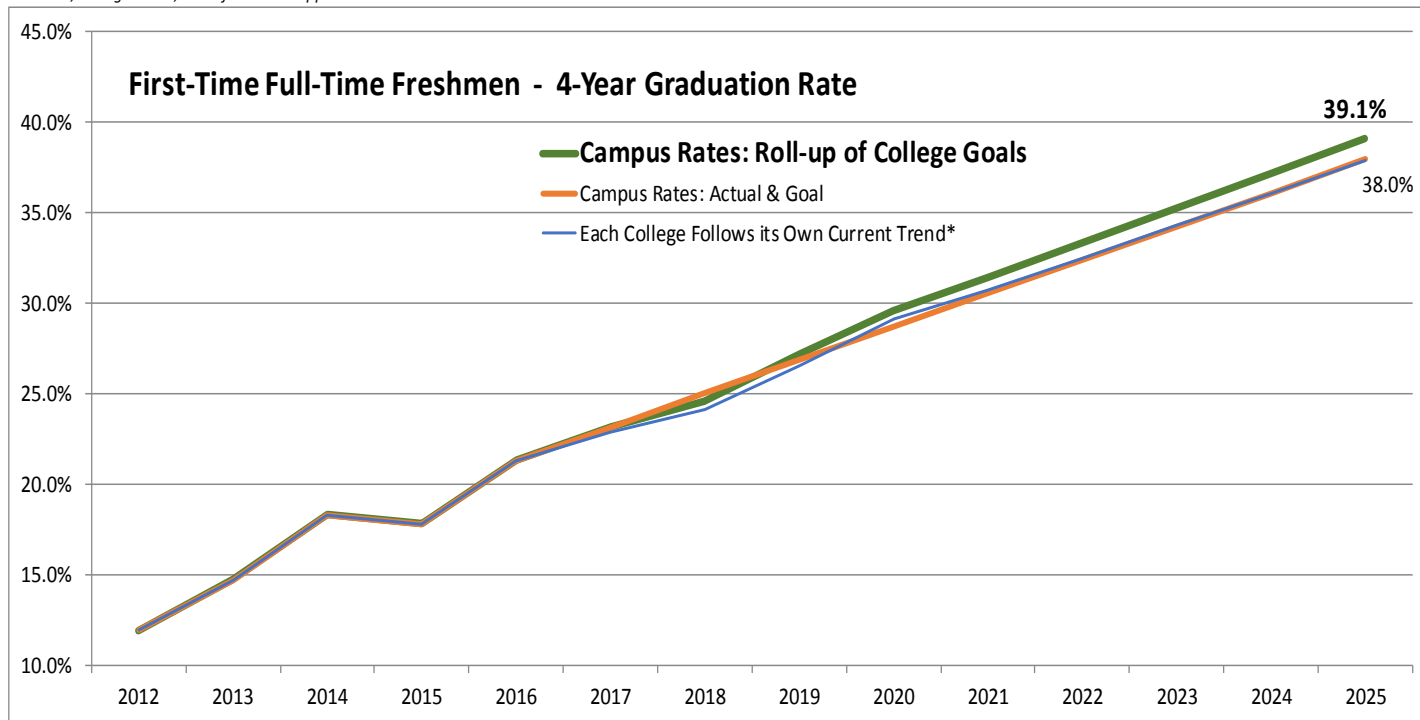
College Goals: 4-Year Freshman

Graduation Initiative 2025 - Worksheets for University Roll-Up of College Goals

4/13/2017

		First-Time Full-Time Freshmen - 4-Year Graduation Rate														Current	Goal
Start Year		2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	Trend	Rate
End Year		2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025		
	Campus Rates: Actual & Goal	11.9%	14.7%	18.3%	17.8%	21.3%	23.2%	25.0%	26.9%	28.7%	30.6%	32.4%	34.3%	36.1%	38.0%	2.2%	1.85%
	Campus Rates: Roll-up of College Goals	11.9%	14.7%	18.3%	17.8%	21.3%	23.1%	24.6%	27.1%	29.6%	31.4%	33.3%	35.3%	37.2%	39.1%	Result	2.02%
	Each College Follows its Own Current Trend*	11.9%	14.7%	18.3%	17.8%	21.3%	22.9%	24.2%	26.6%	29.1%	30.7%	32.5%	34.3%	36.1%	37.9%	Result	1.89%

*floor at 2012 cohort rate, ceiling at 90%, rate of increase capped at 3%



Proposed College Goals					First-Time Full-Time Freshmen - 4-Year Graduation Rate															
Start Year	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	Current	New
End Year	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025			Trend	Rate		
Agriculture	16.3%	18.2%	27.8%	26.8%	33.8%	35.6%	37.4%	39.2%	41.0%	42.8%	44.6%	46.4%	48.2%	50.0%	4.4%	1.80%				
Business Administration	18.8%	19.6%	21.8%	22.7%	22.3%	23.8%	25.3%	26.9%	28.4%	29.9%	31.4%	33.0%	34.5%	36.0%	1.0%	1.52%				
Education & Integrative Studies	15.2%	31.8%	40.0%	26.0%	32.5%	34.4%	36.4%	38.3%	40.3%	42.2%	44.2%	46.1%	48.1%	50.0%	2.9%	1.94%				
Engineering	6.4%	6.8%	11.8%	12.1%	12.4%	14.5%	16.5%	18.6%	20.7%	22.7%	24.8%	26.9%	28.9%	31.0%	1.7%	2.07%				
Environmental Design	8.6%	10.9%	6.7%	11.3%	12.2%	13.8%	15.5%	17.1%	18.8%	20.4%	22.1%	23.7%	25.4%	27.0%	0.8%	1.64%				
Hospitality Management	28.1%	46.0%	47.4%	38.3%	38.0%	39.5%	41.0%	42.5%	44.0%	45.5%	47.0%	48.5%	50.0%	51.5%	1.2%	1.50%				
Letters, Arts, & Social Sciences	16.6%	22.9%	22.3%	21.3%	27.1%	29.3%	31.5%	33.7%	35.9%	38.1%	40.4%	42.6%	44.8%	47.0%	1.9%	2.21%				
Science	12.3%	15.9%	17.5%	14.8%	22.1%	23.9%	25.6%	27.4%	29.2%	30.9%	32.7%	34.5%	36.2%	38.0%	1.9%	1.77%				
University Programs	8.2%	6.9%	13.9%	9.8%	15.5%	18.0%	20.5%	23.0%	25.5%	28.0%	30.5%	33.0%	35.5%	38.0%	1.8%	2.50%				

Roll-Up following Individual Increase Trends					First-Time Full-Time Freshmen - 4-Year Graduation Rate														
Start Year	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021			Current	New	
End Year	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025			Trend	Rate	
Cohort Count	2,538	2,728	1,924	3,152	3,022	3,169	3,555	2,656	3,939	3,535	3,606	3,678	3,751	3,826					
Graduates Count	301	402	353	562	644	726	859	706	1,146	1,086	1,172	1,262	1,354	1,450				Result	
Campus Rate	11.9%	14.7%	18.3%	17.8%	21.3%	22.9%	24.2%	26.6%	29.1%	30.7%	32.5%	34.3%	36.1%	37.9%				1.89%	

College Goals following Individual Increase Trends					First-Time Full-Time Freshmen - 4-Year Graduation Rate														
Start Year	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	Current	Result	Rate		
End Year	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	Trend	Rate	Cap		
Agriculture	16.3%	18.2%	27.8%	26.8%	33.8%	36.8%	39.8%	42.8%	45.8%	48.8%	51.8%	54.8%	57.8%	60.8%	4.4%	3.00%	3.0%		
Business Administration	18.8%	19.6%	21.8%	22.7%	22.3%	23.3%	24.3%	25.3%	26.3%	27.4%	28.4%	29.4%	30.4%	31.4%	1.0%	1.01%	3.0%		
Education & Integrative Studies	15.2%	31.8%	40.0%	26.0%	32.5%	35.4%	38.3%	41.1%	44.0%	46.9%	49.8%	52.7%	55.5%	58.4%	2.9%	2.88%	3.0%		
Engineering	6.4%	6.8%	11.8%	12.1%	12.4%	14.1%	15.9%	17.6%	19.3%	21.1%	22.8%	24.5%	26.2%	28.0%	1.7%	1.73%	3.0%		
Environmental Design	8.6%	10.9%	6.7%	11.3%	12.2%	13.0%	13.7%	14.5%	15.2%	16.0%	16.8%	17.5%	18.3%	19.0%	0.8%	0.76%	3.0%		
Hospitality Management	28.1%	46.0%	47.4%	38.3%	38.0%	39.2%	40.4%	41.6%	42.8%	44.1%	45.3%	46.5%	47.7%	48.9%	1.2%	1.21%	3.0%		
Letters, Arts, & Social Sciences	16.6%	22.9%	22.3%	21.3%	27.1%	29.0%	31.0%	32.9%	34.9%	36.8%	38.8%	40.7%	42.7%	44.6%	1.9%	1.95%	3.0%		
Science	12.3%	15.9%	17.5%	14.8%	22.1%	24.0%	25.8%	27.7%	29.5%	31.4%	33.2%	35.1%	36.9%	38.8%	1.9%	1.85%	3.0%		
University Programs	8.2%	6.9%	13.9%	9.8%	15.5%	17.3%	19.0%	20.8%	22.5%	24.3%	26.0%	27.8%	29.5%	31.3%	1.8%	1.75%	3.0%		

Entering Cohorts					First-Time Full-Time Freshmen														
Start Year	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	Current	Future	Projecting		
End Year	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	Trend	Trend	Formula		
Agriculture	208	203	151	269	234	254	264	219	333	315	321	328	334	341	7.0%	2.1%	2.0%		
Business Administration	335	291	225	466	440	435	519	404	474	435	444	453	462	471	0.8%	2.1%	2.0%		
Education & Integrative Studies	46	66	35	50	77	73	106	112	154	150	153	156	159	162	25.1%	2.1%	2.0%		
Engineering	745	862	534	694	696	751	1,048	654	721	740	755	770	785	801	-0.7%	2.1%	2.0%		
Environmental Design	151	138	120	186	189	167	166	171	231	200	204	208	212	216	4.7%	2.1%	2.0%		
Hospitality Management	96	100	57	107	137	148	141	134	115	110	112	114	117	119	-4.2%	2.1%	2.0%		
Letters, Arts, & Social Sciences	290	367	310	544	458	421	496	373	631	580	592	603	616	628	6.5%	2.1%	2.0%		
Science	351	383	348	541	520	584	483	333	990	695	709	723	738	752	13.3%	2.1%	2.0%		
University Programs	316	318	144	295	271	336	332	256	290	310	316	323	329	336	-1.5%	2.1%	2.0%		
Total Entering Cohort	2,538	2,728	1,924	3,152	3,022	3,169	3,555	2,656	3,939	3,535	3,606	3,678	3,751	3,826	4.4%	2.1%			

* Current enrollment trends calculated for 2012 through 2016 cohorts; Future trends calculated starting with 2017 cohort

Future Trend is a result; Projecting Formula is an input

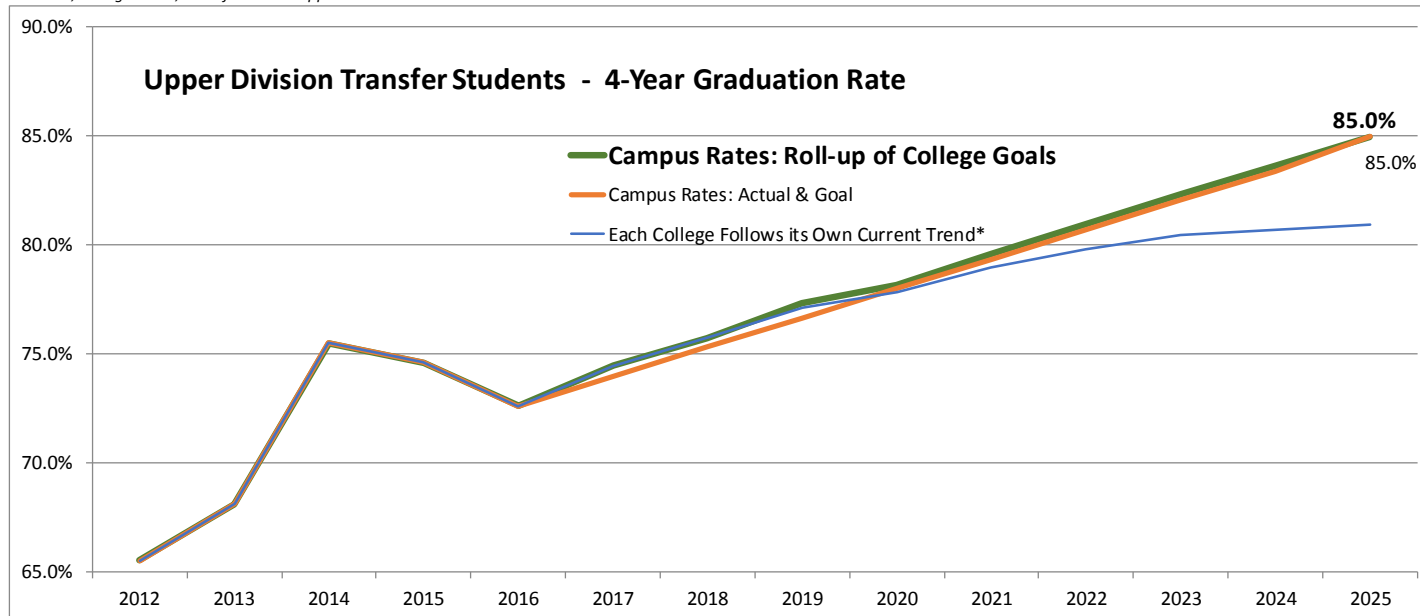
COLLEGE GOALS: 4-Year Transfers

Graduation Initiative 2025 - Worksheets for University Roll-Up of College Goals

4/13/2017

Upper Division Transfer Students - 4-Year Graduation Rate																Current	Goal
Start Year	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	Trend	Rate	
End Year	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	Result	Result	
Campus Rates: Actual & Goal	65.5%	68.1%	75.5%	74.6%	72.6%	74.0%	75.3%	76.7%	78.0%	79.4%	80.7%	82.1%	83.4%	85.0%	2.1%	1.35%	
Campus Rates: Roll-up of College Goals	65.5%	68.1%	75.5%	74.6%	72.6%	74.4%	75.7%	77.3%	78.2%	79.6%	81.0%	82.3%	83.6%	85.0%	Result	1.34%	
Each College Follows its Own Current Trend*	65.5%	68.1%	75.5%	74.6%	72.6%	74.4%	75.7%	77.1%	77.8%	79.0%	79.8%	80.5%	80.7%	80.9%	Result	0.92%	

*floor at 2012 cohort rate, ceiling at 90%, rate of increase capped at 3%



Proposed College Goals				Upper Division Transfer Students - 4-Year Graduation Rate												Current	New
Start Year	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	Trend	Rate	
End Year	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025			
Agriculture	72.0%	71.6%	76.8%	78.9%	71.0%	72.2%	73.4%	74.7%	75.9%	77.1%	78.3%	79.6%	80.8%	82.0%	0.5%	1.22%	
Business Administration	73.3%	71.5%	81.3%	76.1%	73.0%	74.6%	76.1%	77.7%	79.2%	80.8%	82.3%	83.9%	85.4%	87.0%	0.4%	1.56%	
Education & Integrative Studies	76.2%	74.1%	92.0%	80.4%	78.3%	79.3%	80.2%	81.2%	82.2%	83.1%	84.1%	85.1%	86.0%	87.0%	1.1%	0.97%	
Engineering	50.3%	60.6%	66.1%	70.4%	74.4%	75.7%	77.0%	78.3%	79.6%	80.8%	82.1%	83.4%	84.7%	86.0%	5.8%	1.29%	
Environmental Design	59.0%	62.4%	61.5%	52.1%	62.9%	64.0%	65.1%	66.3%	67.4%	68.5%	69.6%	70.8%	71.9%	73.0%	-0.2%	1.12%	
Hospitality Management	72.7%	74.2%	82.3%	82.8%	86.6%	87.0%	87.4%	87.7%	88.1%	88.5%	88.9%	89.2%	89.6%	90.0%	3.6%	0.38%	
Letters, Arts, & Social Sciences	74.9%	75.4%	79.0%	81.5%	72.7%	74.1%	75.4%	76.8%	78.2%	79.5%	80.9%	82.3%	83.6%	85.0%	0.2%	1.37%	
Science	60.4%	64.2%	71.4%	76.3%	69.2%	70.8%	72.5%	74.1%	75.8%	77.4%	79.1%	80.7%	82.4%	84.0%	3.0%	1.64%	
University Programs	0.0%	0.0%	0.0%	0.0%	66.7%	68.7%	70.8%	72.8%	74.8%	76.9%	78.9%	80.9%	83.0%	85.0%	13.3%	2.03%	

Roll-Up following Individual Increase Trends				Upper Division Transfer Students - 4-Year Graduation Rate												Result
Start Year	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021		
End Year	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025		
Cohort Count	1,323	1,549	1,488	1,380	2,049	2,426	2,616	2,295	3,273	3,050	3,115	3,181	3,248	3,317		
Graduates Count	867	1,055	1,123	1,030	1,487	1,806	1,981	1,770	2,548	2,409	2,485	2,559	2,621	2,685		Result
Campus Rate	65.5%	68.1%	75.5%	74.6%	72.6%	74.4%	75.7%	77.1%	77.8%	79.0%	79.8%	80.5%	80.7%	80.9%		0.92%

College Goals following Individual Increase Trends				Upper Division Transfer Students - 4-Year Graduation Rate												Current	Result	Rate
Start Year	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	Trend	Rate	Cap	
End Year	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025				
Agriculture	72.0%	71.6%	76.8%	78.9%	71.0%	71.5%	72.1%	72.6%	73.1%	73.7%	74.2%	74.7%	75.2%	75.8%	0.5%	0.53%	3.0%	
Business Administration	73.3%	71.5%	81.3%	76.1%	73.0%	73.4%	73.8%	74.2%	74.6%	75.0%	75.4%	75.8%	76.2%	76.6%	0.4%	0.40%	3.0%	
Education & Integrative Studies	76.2%	74.1%	92.0%	80.4%	78.3%	79.4%	80.4%	81.5%	82.5%	83.6%	84.6%	85.7%	86.7%	87.8%	1.1%	1.05%	3.0%	
Engineering	50.3%	60.6%	66.1%	70.4%	74.4%	77.4%	80.4%	83.4%	86.4%	89.4%	90.0%	90.0%	90.0%	90.0%	5.8%	1.81%	3.0%	
Environmental Design	59.0%	62.4%	61.5%	52.1%	62.9%	62.9%	62.9%	62.9%	62.9%	62.9%	62.9%	62.9%	62.9%	62.9%	-0.2%	0.00%	3.0%	
Hospitality Management	72.7%	74.2%	82.3%	82.8%	86.6%	89.6%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	3.6%	0.20%	3.0%	
Letters, Arts, & Social Sciences	74.9%	75.4%	79.0%	81.5%	72.7%	72.9%	73.0%	73.2%	73.4%	73.6%	73.7%	73.9%	74.1%	74.2%	0.2%	0.17%	3.0%	
Science	60.4%	64.2%	71.4%	76.3%	69.2%	72.2%	75.1%	78.1%	81.1%	84.1%	87.0%	90.0%	90.0%	90.0%	3.0%	2.52%	3.0%	
University Programs				0.0%	66.7%	69.7%	72.7%	75.7%	78.7%	81.7%	84.7%	87.7%	90.0%	90.0%	66.7%	2.77%	3.0%	

Entering Cohorts				Upper Division Transfer Students												Current	Future	Projecting
Start Year	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	Trend	Trend	Formula	
End Year	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025				
Agriculture	100	95	112	71	155	211	203	184	319	265	270	276	281	287	19.4%	2.1%	2.0%	
Business Administration	333	375	407	318	589	719	637	627	749	700	714	728	743	758	3.9%	2.1%	2.0%	
Education & Integrative Studies	42	58	50	51	60	98	86	100	172	160	163	166	170	173	37.7%	2.1%	2.0%	
Engineering	308	343	274	294	355	354	564	475	508	495	505	515	525	536	12.0%	2.1%	2.0%	
Environmental Design	122	149	117	119	159	151	197	143	196	165	168	172	175	179	4.2%	2.1%	2.0%	
Hospitality Management	88	93	96	116	112	190	195	186	204	180	187	195	202	211	16.1%	4.2%	4.0%	
Letters, Arts, & Social Sciences	191	232	257	233	308	374	401	349	565	620	632	645	658	671	15.9%	2.1%	2.0%	
Science	139	204	175	177	308	325	329	229	555	460	469	479	488	498	12.9%	2.1%	2.0%	
University Programs				1	3	4	4	2	5	5	5	5	5	5	6.7%	2.1%	2.0%	
Total Entering Cohort	1,323	1,549	1,488	1,380	2,049	2,426	2,616	2,295	3,273	3,050	3,115	3,181	3,248	3,317	11.3%	2.2%		

* Current enrollment trends calculated for 2012 through 2016 cohorts; Future trends calculated starting with 2017 cohort

Future Trend is a result; Projecting Formula is an input

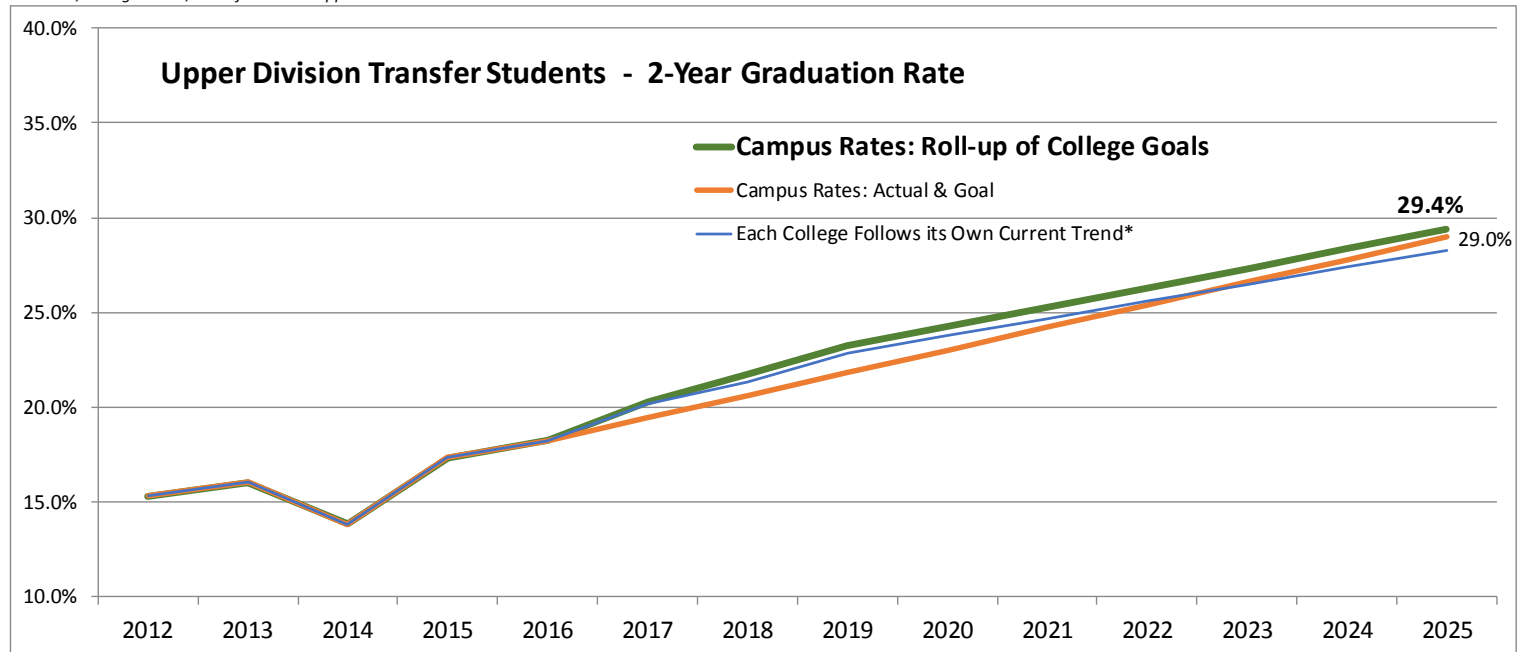
COLLEGE GOALS: 2-Year Transfers

Graduation Initiative 2025 - Worksheets for University Roll-Up of College Goals

4/13/2017

		Upper Division Transfer Students - 2-Year Graduation Rate														Current	Goal
Start Year	End Year	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	Trend	Rate
	Campus Rates: Actual & Goal	15.3%	16.0%	13.8%	17.3%	18.2%	19.4%	20.6%	21.8%	23.0%	24.2%	25.4%	26.6%	27.8%	29.0%	0.7%	1.20%
	Campus Rates: Roll-up of College Goals	15.3%	16.0%	13.8%	17.3%	18.2%	20.3%	21.7%	23.2%	24.3%	25.3%	26.3%	27.3%	28.3%	29.4%	Result	1.19%
	Each College Follows its Own Current Trend*	15.3%	16.0%	13.8%	17.3%	18.2%	20.2%	21.3%	22.9%	23.8%	24.6%	25.6%	26.5%	27.4%	28.3%	Result	1.07%

*floor at 2014 cohort rate, ceiling at 90%, rate of increase capped at 3%



Proposed College Goals				Upper Division Transfer Students - 2-Year Graduation Rate													Current	New
Start Year	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	Trend	Rate
End Year	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025				
Agriculture	15.2%	9.9%	14.8%	13.7%	12.3%	12.8%	13.3%	13.9%	14.4%	14.9%	15.4%	16.0%	16.5%	17.0%	-0.2%	0.52%		
Business Administration	18.4%	21.7%	17.3%	19.3%	21.7%	22.6%	23.5%	24.5%	25.4%	26.3%	27.2%	28.2%	29.1%	30.0%	0.4%	0.92%		
Education & Integrative Studies	42.0%	39.2%	38.3%	41.8%	55.8%	56.7%	57.6%	58.5%	59.4%	60.4%	61.3%	62.2%	63.1%	64.0%	3.0%	0.91%		
Engineering	0.7%	1.4%	2.0%	1.1%	1.6%	1.8%	2.0%	2.1%	2.3%	2.5%	2.7%	2.8%	3.0%	3.2%	0.2%	0.18%		
Environmental Design	2.6%	2.5%	1.3%	2.0%	1.0%	1.4%	1.9%	2.3%	2.8%	3.2%	3.7%	4.1%	4.6%	5.0%	-0.4%	0.44%		
Hospitality Management	16.7%	17.2%	22.3%	23.7%	41.5%	43.5%	45.5%	47.5%	49.5%	51.5%	53.5%	55.5%	57.5%	59.5%	5.6%	2.00%		
Letters, Arts, & Social Sciences	24.9%	31.8%	26.6%	34.0%	33.7%	35.0%	36.2%	37.5%	38.7%	40.0%	41.2%	42.5%	43.7%	45.0%	2.0%	1.26%		
Science	17.1%	13.6%	5.5%	9.2%	11.2%	12.8%	14.5%	16.1%	17.8%	19.4%	21.1%	22.7%	24.4%	26.0%	-1.6%	1.64%		
University Programs	0.0%	0.0%	33.3%	25.0%	0.0%	5.0%	10.0%	15.0%	20.0%	25.0%	30.0%	35.0%	40.0%	45.0%	2.5%	5.00%		

Roll-Up following Individual Increase Trends				Upper Division Transfer Students - 2-Year Graduation Rate													Current	New
Start Year	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	Trend	Rate
End Year	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025				
Cohort Count	1,488	1,380	2,049	2,426	2,616	2,295	3,273	3,050	3,115	3,181	3,248	3,317	3,388	3,460				
Graduates Count	228	221	282	419	475	463	698	697	740	784	830	878	927	979				Result
Campus Rate	15.3%	16.0%	13.8%	17.3%	18.2%	20.2%	21.3%	22.9%	23.8%	24.6%	25.6%	26.5%	27.4%	28.3%				1.07%

College Goals following Individual Increase Trends				Upper Division Transfer Students - 2-Year Graduation Rate													Current	Result	Rate
Start Year	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	Trend	Rate	Cap
End Year	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025					
Agriculture	15.2%	9.9%	14.8%	13.7%	12.3%	12.3%	12.3%	12.3%	12.3%	12.3%	12.3%	12.3%	12.3%	12.3%	-0.2%	0.00%	3.0%		
Business Administration	18.4%	21.7%	17.3%	19.3%	21.7%	22.1%	22.5%	23.0%	23.4%	23.8%	24.2%	24.6%	25.1%	25.5%	0.4%	0.42%	3.0%		
Education & Integrative Studies	42.0%	39.2%	38.3%	41.8%	55.8%	58.8%	61.8%	64.8%	67.8%	70.8%	73.8%	76.8%	79.8%	82.8%	3.0%	3.00%	3.0%		
Engineering	0.7%	1.4%	2.0%	1.1%	1.6%	1.8%	1.9%	2.1%	2.2%	2.4%	2.5%	2.7%	2.8%	3.0%	0.2%	0.15%	3.0%		
Environmental Design	2.6%	2.5%	1.3%	2.0%	1.0%	1.0%	1.0%	1.0%	1.0%	1.0%	1.0%	1.0%	1.0%	1.0%	-0.4%	0.00%	3.0%		
Hospitality Management	16.7%	17.2%	22.3%	23.7%	41.5%	44.5%	47.5%	50.5%	53.5%	56.5%	59.5%	62.5%	65.5%	68.5%	5.6%	3.00%	3.0%		
Letters, Arts, & Social Sciences	24.9%	31.8%	26.6%	34.0%	33.7%	35.7%	37.7%	39.6%	41.6%	43.6%	45.6%	47.6%	49.5%	51.5%	2.0%	1.98%	3.0%		
Science	17.1%	13.6%	5.5%	9.2%	11.2%	11.2%	11.2%	11.2%	11.2%	11.2%	11.2%	11.2%	11.2%	11.2%	-1.6%	0.00%	3.0%		
University Programs		0.0%	33.3%	25.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-0.8%	0.00%	3.0%		

Entering Cohorts				Upper Division Transfer Students													Current	Future	Projecting
Start Year	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	Trend	Trend	Formula
End Year	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025					
Agriculture	112	71	155	211	203	184	319	265	270	276	281	287	293	298	19.4%	2.1%	2.0%		
Business Administration	407	318	589	719	637	627	749	700	714	728	743	758	773	788	3.9%	2.1%	2.0%		
Education & Integrative Studies	50	51	60	98	86	100	172	160	163	166	170	173	177	180	37.7%	2.1%	2.0%		
Engineering	274	294	355	354	564	475	508	495	505	515	525	536	547	557	12.0%	2.1%	2.0%		
Environmental Design	117	119	159	151	197	143	196	165	168	172	175	179	182	186	4.2%	2.1%	2.0%		
Hospitality Management	96	116	112	190	195	186	204	180	187	195	202	211	219	228	16.1%	4.4%	4.0%		
Letters, Arts, & Social Sciences	257	233	308	374	401	349	565	620	632	645	658	671	685	698	15.9%	2.1%	2.0%		
Science	175	177	308	325	329	229	555	460	469	479	488	498	508	518	12.9%	2.1%	2.0%		
University Programs		1	3	4	4	2	5	5	5	5	5	5	6	6	6.7%	2.1%	2.0%		
Total Entering Cohort	1,488	1,380	2,049	2,426	2,616	2,295	3,273	3,050	3,115	3,181	3,248	3,317	3,388	3,460	11.3%	2.2%			

* Current enrollment trends calculated for 2012 through 2016 cohorts; Future trends calculated starting with 2017 cohort

Future Trend is a result; Projecting Formula is an input