



## Open Pathway Quality Initiative Report

### Institutional Template

The enclosed Quality Initiative Report represents the work that the institution has undertaken to fulfill the quality improvement requirements of the Open Pathway.

5/16/2023

*Signature of Institution's President or Chancellor*

*Date*

Ms. Amy Parsons J.D.

*Printed/Typed Name and Title*

Colorado State University

*Name of Institution*

Fort Collins, Colorado

*City and State*

The institution uses the template below to complete its Quality Initiative Report. The institution may include a report it has prepared for other purposes if it addresses many of the questions below and replaces portions of the narrative in the template. This template may be used both for reports on initiatives that have been completed and for initiatives that will continue and for which this report serves as a milestone of accomplishments thus far. The complete report should be no more than 6,000 words.

The report must be submitted by June 1 of Year 9.

Submit the report as a PDF file at [hlcommission.org/upload](https://hlcommission.org/upload). Select "Pathways/Quality Initiatives" from the list of submission options to ensure the institution's materials are sent to the correct HLC staff member. The file name of the report should follow this format: QIReport[InstitutionName] [State].pdf (e.g., QIProposalNoNameUniversityMN.pdf). The file name must include the institution's name (or an identifiable portion thereof) and state.

**Date: 05/15/2023**

**Contact Person for Report: Laura Jensen**

**Contact Person's Email Address: L.Jensen@Colostate.edu**

## Report Categories

---

### Overview of the Quality Initiative

1. Provide a one-page executive summary that describes the Quality Initiative, summarizes what was accomplished, and explains any changes made to the initiative over the time period.

#### The Quality Initiative (QI)

Colorado State University (CSU) has earned national recognition (APLU Project Degree Completion finalist 2017) for its focus on student success. In 2017, the student success leadership team updated the campus student success plan and developed recommendations for future action. Implementation of that plan began in 2018 and was approved in 2020 as our Quality Initiative (QI) with three specific goals.

- Attain an 80% six-year graduation rate for the first-time, full-time entering cohort
- Attain a 60% four-year graduation rate for the first-time, full-time entering cohort
- Close equity gaps absolutely (without statistical control for other demographic variables)

The plan focused intently on equity, knowing that an array of interconnected initiatives would positively impact all students, but would have a differentially positive impact on students who identify as racially minoritized (RM), first-generation (FG), and/or limited income (LI).

#### Updates Over Time to the Quality Initiative

Within a month of submitting the QI, the institution went entirely remote in response to the COVID-19 pandemic. The pandemic and the institution's response impacted the funding and staffing bandwidth that could be dedicated to the QI but also allowed us to shine in ways that are subsequently detailed. Additionally, there have been institutional changes in leadership that resulted in updates to the QI (also subsequently detailed). However, the goals of the QI have not wavered.

#### Outcomes & Accomplishments

We have not yet attained our graduation rate goals and the overall rates decreased following the peak of the pandemic.

- The six-year graduation rate for the fall 2016 first-time, full-time (FTFT) cohort was 66.5%. This was down from 70.9% for the fall 2012 cohort (the institutional high).
- The four-year graduation rate for the fall 2018 FTFT cohort was 46.4%. This was down from 47.2% for the fall 2016 cohort (the institutional high).

However, there were bright spots in the outcomes since the beginning of the QI three years ago.

- The FTFT RM 4-year graduation rate, which declined during the pandemic, is rebounding back toward that cohort's pre-pandemic high.
- The first spring retention rate for our most vulnerable cohorts (and overall) has increased each of the years of the QI which bodes well for future graduation rates.

Critically, the leadership structure of the QI has been updated to be more agile and outcome-oriented with clear expectations of responsibility and accountability.

## Scope and Impact of the Initiative

2. Explain in more detail what was accomplished in the Quality Initiative in relation to its purposes and goals. (If applicable, explain the initiative's hypotheses and findings.)

The scope of the QI was broad, reaching all undergraduates with a focus on those who have traditionally been underserved by higher education. While none of our three high-level goals (see section 1) have yet been realized, progress on creating equitable educational environments inside and outside of the classroom has been made. The seven approaches proposed in the QI were as follows:

- Increase focus on the first four weeks
- Develop readiness in foundational skills
- Scale up proven approaches
- Strengthen identity and inclusion in the major
- Develop and expand faculty/staff professional development opportunities
- Reform general education
- Focus on affordability

Updates on each are provided below.

### The First Four Weeks

The intention was to develop strategies that promote students' early success because it is well documented that the first four weeks of each semester are highly associated with student success in individual courses, and in many cases, retention, and graduation. A variety of supports promoted student success, particularly in these early weeks.

- Every course section in the All-University Core Curriculum (CSU's program of general education) now includes [Early Performance Feedback](#) (EPF) which provides students with information about the extent to which they are meeting instructor expectations within the first four weeks of their course. Students not yet meeting expectations are contacted and provided additional resources. EPF efforts expanded to 43,753 grade reports in FA22 (23% increase from FA21) in 202 courses (21% increase from FA21). Further, EPF is now included within the predictive modeling of our instance of the EAB *Navigate* tool which helps Academic Success Coordinators and advisors to practice equitable advising by prioritizing students who may need supplemental support.
- Just over 450 faculty have completed First Four Weeks Training through The Institute for Learning and Teaching. Recently 21 faculty who completed the in-person training were selected to serve through a "train the trainer" model and are now offering workshops in their specific colleges and departments to share [strategies to support student success](#) such as early and low-stakes assessments which provide early indicators to students about their performance and encourage the use of additional resources as needed.
- [Classroom Climate](#) strategies to create a classroom community where all students feel a sense of belonging early in the semester are gaining traction on campus. For example, the College of Natural Sciences led CSU's participation in the [Student Experience Project](#) during which syllabi were revised to foster student belonging, faculty participated in learning sessions to improve the student experience, and the learning environment in the Calculus Center was upgraded.

## Readiness in Foundational Skills

- Pre-collegiate programming has become even more critical as we are now serving students with significant learning erosion stemming from the learning environment in many high schools during the pandemic. Participation in summer bridge programs has increased by more than 100% since summer 2019 to 82 from 40.
- Advances have been made to update and improve the pre-calculus and calculus curriculum in the Department of Mathematics. To help expedite student progress to calculus, after much planning, two new in-person courses were launched in FA22 replacing six 1-credit college algebra and pre-calculus online courses that had displayed high rates of unsuccessful completion. The in-person sections were capped at 30 students and taught by experienced teaching faculty and learning assistants to provide a high-touch experience for students. Eighty percent of students passed the courses and of those who went on to a calculus course, 80% successfully completed that course.
- The college of engineering partnered with the Department of Mathematics to create a streamlined pre-calculus course specific to their majors. In Summer 2022, 130 students were served in this pilot with 79% becoming calculus ready compared with 55% of students who didn't participate.

## Scale-Up Proven Approaches

- CSU's most successful learning communities and high-impact practices focus on equity through wrap-around services for student populations traditionally underserved by higher education. They have been shown to positively impact student success. As part of the QI, additional staff were hired to in part scale up these learning communities (\$342,000 in additional funding was deployed between January 2020 and January 2023). These learning communities and high-impact programs (specifically the Key Learning Communities, the Community for Excellence, and the Academic Advancement Center [discussed further in the next bullet]) now serving 2,500 students annually. Moreover, they are serving and retaining/graduating the students at the center of our student success work as over the past three years with the Key Learning Communities now serving 81% (n=462) first gen, limited income, and or racially minoritized students (up from 68% in 2020), the Community for Excellence now serving 88% (n=1670) first gen, limited income, and or racially minoritized students (up from 81% in 2020), and the Academic Advancement Center now serving 97% (n=500) first gen, limited income, and or racially minoritized students (up from 94% in 2020)
- The Academic Advancement Center (AAC) has increased capacity and now serves an additional 500 students annually. Services include holistic support through graduation for students with disabilities, undocumented students, and LI or FG students. AAC students display a 9 to 11 point higher likelihood of persisting to their 2nd and 3rd fall, holding constant student characteristics. AAC students have a 12 point higher likelihood of graduating in 4 years and a 19 point higher likelihood of graduating in 6 years.

## Identity and Inclusion in the Major

- Mentoring efforts have proven to be difficult to scale up and success to date has been limited. However, it is still the primary connection, outside of the classroom, between faculty and students. This will continue to be a focus of the colleges and departments but will not continue to be centrally funded past FY24.
- The expansion of undergraduate research has been successful.
  - Multicultural Undergraduate Research Art and Leadership Symposium (MURALS) is an undergraduate research and artistry symposium that provides a platform for undergraduate students with marginalized identities to showcase their scholarly work. MURALS is an inclusive, rigorous, and culturally relevant high-impact practice that has grown from 17 student participants in 2015 to 90 in 2022.

- The First Year Scholars Program funds and supports faculty to actively scaffold research opportunities for undergraduates who wish to engage in applied and basic research/scholarly activity. Faculty guide students through all aspects of the research/scholarly activity process, including the design of projects, nurturing proper techniques, data collection and analysis, reporting, and publication and presentation of research findings. The program has grown from serving 56 students in the inaugural year of 2021 to serving 64 students currently, 89% of whom are RM and display a 91% persistence rate.
- CSU's Learning Assistant (LA) Program is based on an evidence-informed model of peer-to-peer academic support. Research indicates implementing the LA model with fidelity positively impacts all students (and positively impacts students from underrepresented & minoritized backgrounds even more). LAs are students who have previously done well in a course (many from historically underserved identities) and are seeking to help other students strengthen their learning strategies and master course material. Informed by established learning theory, LAs are trained to use varied pedagogical practices such as facilitating group activities and discussions. In SP22, the program supported 2,576 student enrollments via 87 LAs, up from 1,357 enrollments in SP21. Students in STEM courses with LAs demonstrate higher course success rates (87% compared to 70%) with a disproportionately positive impact for traditionally underrepresented students (for example FG students in LA-supported courses in FA21 saw an 86% course success rate compared with 57%).

### Faculty and Staff Professional Development

- When we submitted our QI proposal, we knew that coordinated faculty professional development would be important. We didn't anticipate just how important laying the foundation for the [teaching effectiveness framework](#) (TEF) would be. That pre-pandemic work gave us momentum and a foundation for success during the pandemic. The TEF was developed with input from numerous CSU stakeholders (Vice President of Diversity, Committee on Teaching and Learning, Committee on Non-Tenure Track Faculty, Provost for Faculty Affairs, deans, chairs, faculty, TILT Equity Advisory Group) and was informed by an in-depth literature review of effective teaching practices. The CSU University Distinguished Teaching Scholars are now proposing to more closely align the promotion and tenure process to the TEF.
- The Best Practices in Teaching (BPiT) professional-development courses offer the opportunity for CSU faculty, instructors and GTAs to learn research-based instructional approaches and to apply these approaches in the classes they teach. The BPiT curriculum includes a series of three-week online courses covering a wide range of pedagogical topics including active learning, critical thinking, inclusive pedagogy, teaching online and creating learning outcomes and assignments. Since BPiT launched in Fall 2019, 643 instructors representing all 8 CSU colleges, 69 academic departments, and 12 student and academic support units have completed one or more BPiT courses; 1,367 courses have been completed.
- A new GTA training based on TEF principles was launched in 2020. The Graduate Teaching Certificate of Completion Program offers an opportunity for CSU graduate students to learn about, reflect on, and practice teaching at the post-secondary level. The program results in a Teaching ePortfolio, which illustrates graduate students' teaching expertise and serves as a valuable tool in academic job searches. From 2013 to 2022, 152 graduate students completed the program. As of July 2022, 309 graduate students are enrolled in the program.

### General Education

- In 2020, the university added 30 sections of intentionally designed new student seminars focused on exploratory studies and students who were recommended for support by the Office of Admissions. These one-credit seminars were linked with a co-requisite course in the college of liberal arts, usually college composition. Over 800 students have enrolled since 2020. For students

recommended for support or student populations traditionally underserved by higher education, we observe statistically significant outcomes. For example, 2<sup>nd</sup> fall retention rates for FG and LI students were 8 to 11 percentage points higher than reference group rates.

- Updates to the All-University Core Curriculum (AUCC) have moved equity, diversity, and inclusion front and center incorporating related student learning outcomes as Fundamental Competencies. These courses provide opportunities to expand self-awareness, examine perspectives, and engage in dialogue to analyze personal and social responsibility, social systems, and contemporary contexts focusing predominantly on U.S. cultures as they are situated within a global context. This update, completed in 2022, was in direct response to student feedback and increased the relevance of the general education curriculum.
- In 2021, CSU launched its first-ever university-wide common read program, Rams Read. The program is intended to engage learning that is both emotional and intellectual, develop a sense of community, and connect curricular and co-curricular experiences. The first book selection was *Citizen: An American Lyric* by poet Claudia Rankine. While pandemic concerns and timing limited distribution, 700+ electronic and hard copies of the book were delivered across the campus. The book was explicitly taught in at least 60 discrete courses spanning four colleges. In 2022, program was nested within a larger [thematic year](#) focused on health. Dr. Mona Hanna-Attisha's book *What the Eyes Don't See* and was distributed mostly to first year students (3,750 hard copy and 1500 e-books). The university has hosted dozens of health-themed events, including a campus wide address and visit from the author. In FY24, the thematic year will focus on issues related to democracy.

### Affordability

- Again, centering equity, as proposed in the QI, CSU continued to focus on need-based financial aid as a primary driver of retention to graduation. This became even more critical during the pandemic. The most recent financial aid data ([CDS Section H](#)) shows total need-based aid at nearly \$93M. Moreover, HEERF and CARES Act funding allowed us to provide \$25.2M to students for emergency grants. We are proud of our prioritization of need-based aid via these resources. The equity gap in retention and graduation for LI students decreased from 2019 to 2021.
- During the pandemic, CSU reduced the total cost of attendance (COA) to maintain our access mission. COA was reduced to \$26,119 which was lower than the inflation adjusted cost in 2017. The net cost for households with an income below \$30K was reduced to \$11,713 (a level not achieved since 2016).
- Related, knowing that not all students have access to career opportunities while in college, the CSU Career Center launched a program where students could apply for support to engage in high-impact experiences driving toward careers. This included an inclusive fellowship program for undocumented students without the ability to secure Deferred Action for Childhood Arrivals (DACA). The program launched in Spring 2020 with a modest \$50k allocated to 10 students based on need and merit. Since then, we have served a total of 31 students and allocated more than \$126,000. We are closely monitoring the retention and graduation impacts of these programs, and preliminary data are promising.
- Undocumented students who could not qualify for CARES Act funding (approximately 200) were each awarded \$1500 in institutional aid to help address economic need.
- Student employees, nearly 22% of whom participate in work study as part of their need-based financial aid, continued to receive a paycheck through SP21 even though many were unable to work due to the pandemic. This was 3,866 students who received a total of \$3,253,865 in wages.

- PULSE surveys during the pandemic identified multiple student needs. In Fall 2020, faculty and staff phoned 600 students to help them access emergency aid to secure adequate technology for success in virtual instruction. Hundreds of students were additionally referred to food and housing resources and faculty/staff assisted 200+ students in completing a SNAP (Supplemental Nutritional Assistance Program) application.

3. Evaluate the impact of the initiative, including any changes in processes, policies, technology, curricula, programs, student learning, and success that are now in place in consequence of the initiative.

Our QI resulted in several substantial changes that are now in place. It also served as a learning catalyst for how we move forward with student success.

Careful data analysis revealed that only about 30% of students who identified from populations traditionally underserved by higher education or were not yet meeting performance expectations in the first four weeks of class were being intentionally served through our student success efforts. We have since worked to increase that service percentage and served 100% of these students in Fall 2022 through mentoring, learning communities, first-year seminars, and other high-impact practices.

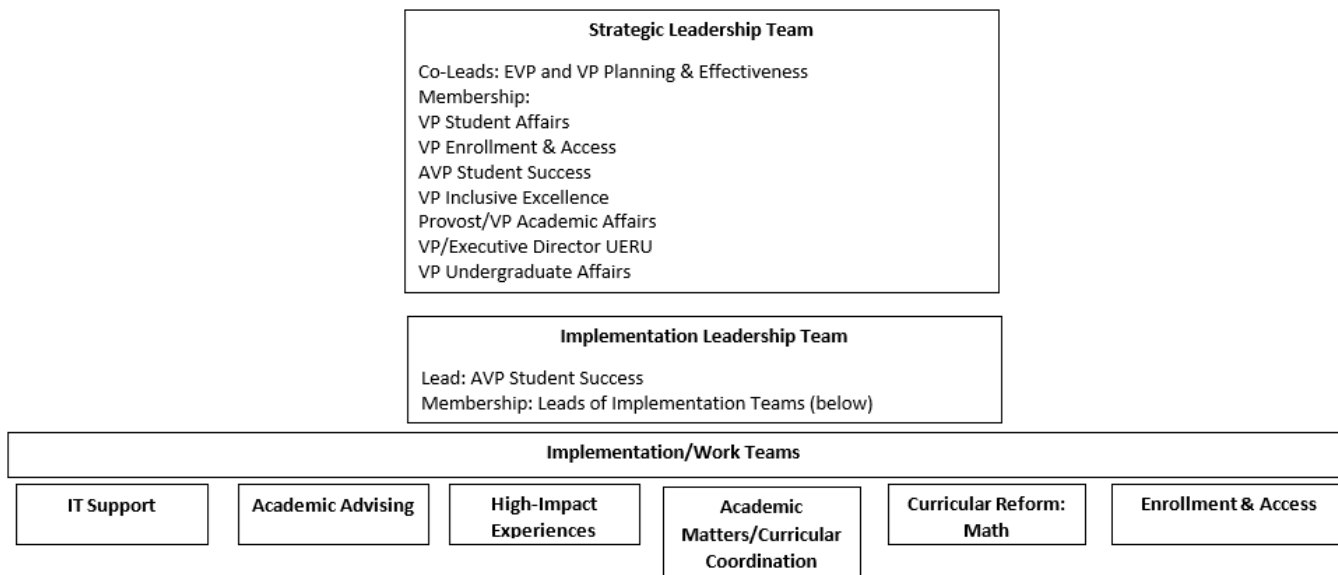
The university “repeat-delete” policy was updated to allow for more flexibility and the course withdrawal date was permanently moved to later in the semester so that students can make a more informed decision.

The importance of the first four weeks of the semester has been institutionalized. This is evident in the EPF requirement for all AUCC (general education) courses, faculty training, Academic Success Coordinator outreach campaigns, etc. With this institutionalization comes the responsibility of prioritizing advising and support for students not yet meeting expectations. Each semester the Learning Management System is also audited to see which students have yet to log into assigned course shells at week four and intentional outreach is conducted to these students.

Critically, the assessment of the QI resulted in two salient findings as follows:

First, the student success leadership structures had decentralized to such a degree that coordination and accountability were compromised. Effective Spring 2023, the size and complexity of the leadership was decreased in order to coordination and accountability. The new structure is as follows:

**STUDENT SUCCESS LEADERSHIP STRUCTURE**



Second, limited funding and so many initiatives led to initiative fatigue and underfunding of most (if not all) initiatives. Moving forward, initiatives will be limited to only those that are scalable and have the ability to make an institutional impact on our most vulnerable populations. This will require strong leadership to prioritize the work of the six implementation teams.

4. Explain any tools, data or other information that resulted from the work of the initiative.

As a result of the QI and framed by the context offered in the responses to previous questions, several exciting developments have occurred since 2020.

The QI required expansive use and disaggregation of student success data. The institution began collecting data to identify our rural students. It came to light that our students from rural Colorado, especially those who are also FG, LI, or RM were demonstrating lower rates of success than their peers. As a result, the CSU Board of Governors has provided funding for a [Rural Initiative](#) led by the Division of Engagement and Extension organized around four areas: accessible education, improved health, vibrant communities, and thriving economies.

An Equity Dashboard (developed by the California State University System) was adopted to visualize where our equity gaps were located (which majors, courses, etc.). In the end, the tool was found to be redundant with other visualization tools already in use. Although the contract was not renewed after the first year, the conversations around data have continued to inform decision-making and resource deployment as well as the identification of leading indicators of success for visualization in Power BI.

Partnership with the Center for the Study of Learning Analytics supported our use and expansion of the Canvas plug-in [U-Behavior](#) which uses in-course student behavior to create feedback loops encouraging spaced and interwoven learning and the strategic use of retrieval practices. The platform has been adopted in multiple CSU classes and preliminary outcome data show statistically significant ( $p < .001$ ) improved GPA for students who opt-in and use the tool. Initial data also suggest RM students show a disproportionately positive increase in GPA after considering high school GPA.

CSU was the fourth university in the U.S. to sign a contract with EAB for their advising and predictive analytics tool, *Navigate*. Over the last two years, we have diligently worked to update the historical data and factors in the predictive model thereby increasing its accuracy. The increased accuracy allows Academic Success Coordinators and professional advising staff to move to an equity-focused model that prioritizes students who are identified with potential support needs (a major component of the [Academic Advising Strategic Plan](#) launched in FA22).

Work is underway, and a Data Authority has been named, to capture co-curricular engagement data in our systems to allow us to better identify behaviors associated with higher levels of success.

5. Describe the biggest challenges and opportunities encountered in implementing the initiative.

The two biggest challenges to implementing the QI have also been two of the biggest opportunities.

COVID-19 Pandemic

Challenges: The most obvious challenge was the impact of the COVID-19 pandemic. In 2020 when we proposed our QI, we had established institutional baselines around enrollment, retention, graduation, and equity gap closure. These baselines and trends were disrupted immediately in 2020 and we are still recalibrating. Enrollment and retention declined, with disproportionate negative impacts on the student populations at the center of our QI proposal. Disruptions around in-person learning, and student services had adverse impacts despite heroic effort by faculty and staff. Students, faculty, and staff were similarly



scathed from the personal, medical, emotional, and psychological impacts of the pandemic and recovery will take time.

**Opportunities:** The institution worked hard to identify opportunities in this changing landscape in real-time and has continued to evolve. We were able to promptly provide support for faculty to meaningfully adapt course content to a virtual learning environment at the onset of the pandemic. These efforts greatly advanced our understanding of universal instructional design. Faculty are now more flexible with students (and themselves) and seem more able to see students holistically in a way that they can support. Faculty participation in professional development remains at record-high levels and this has increased the quality of student engagement in virtual/hybrid settings as well as traditional in-person settings.

Staff learned to adapt student services virtually and we now typically offer students virtual or in-person options for support like career and academic advising. Additionally, chat widgets were added to websites to connect students with staff in real-time.

CSU immediately digitized more than 67% of course materials, increased e-books by more than 700%, increased streaming media by more than 1000%, and subscribed to a new video collection to support remote instruction with 68,000 academic videos online (AVON). Extra laptops were added to the checkout fleet and 23 computer labs were made (and remain) available via remote log-in.

We are proud of student-centered innovations such as RamRide, the largest safe ride program in the U.S., which partnered with xLyft to use its technology infrastructure during the pandemic. RamRide xLyft offered university-subsidized rides through the Lyft application so students could access reliable transportation. This partnership continues today.

RamRide Food Ops initially provided transportation from the campus food pantry to students' addresses. RamRide Food Ops, based on student feedback, then shifted to delivering boxes of free food from the food pantry to students, faculty, and staff who self-identified as in need. Today, there are two FTE fully dedicated to basic needs coordination and Rams Against Hunger, we had no dedicated staff before 2020.

### Leadership Transitions

**Challenges:** CSU has experienced substantial leadership transition since 2019. Our long-time president, Dr. Tony Frank, stepped down to focus on his role as the CSU-System Chancellor. A new president assumed her role in the summer of 2019 and implemented a multitude of changes in personnel at the highest levels of leadership (provost, vice presidents, vice provosts, deans, etc.). With these changes came different student success approaches and different thoughts on how to reach our goals. This negatively impacted implementation of the QI. That president left the institution in 2022 and an interim president was installed, and other leadership positions turned over.

**Opportunities:** The 16<sup>th</sup> president of Colorado State University started her role on February 1, 2023. This presents the opportunity to bring our student success plan back into focus and reconstitute both a leadership structure and an implementation structure that emphasizes accountability and goal attainment.

## **Commitment to and Engagement in the Quality Initiative**

6. Describe the individuals and groups involved at stages throughout the initiative and their perceptions of its worth and impact.

Close partnerships across campus have contributed to the work of and learning that resulted from implementing the institutional Quality Initiative. Examples of that cross-cutting involvement are below, and many were highlighted in responses to previous prompts within this report.

- The AVP for Student Success reports to the Vice President for Student Affairs and the Vice Provost, a return to the structure from 2020 and earlier. This role chairs the Student Success Implementation

Leadership Team serving as the conduit between the implementation teams (of which there are six) and the Strategic Leadership Team.

- The VP for Planning and Effectiveness and the Director of Institutional Research provide the data, data analysis, and data governance oversight needed to support the implementation and evaluation of the student success efforts. This division engages student success as one of their top priorities.
- The AVP for Enrollment and Access is a key player connecting admissions, financial aid, registration, and access programs to student success work. Ongoing collaboration and partnership have been beneficial, for example allocating need-based aid, changing academic policies and processes to be student-centered, and partnering with pre-collegiate colleagues to provide support once students matriculate. A committee focused on getting appropriate support to the most academically least prepared students is a partnership with this division and the provost's office.
- The VP for Faculty Affairs leads student success work through the faculty council and coordinates with direct reports including The Institute for Learning and Teaching. This VP works closely with the chair of the faculty council.
- The VP for Inclusive Excellence, where all university cultural and resource centers are housed, provides coordination and collaboration with a strong DEIJ focus. There has been substantial support through student success for activities coordinated and implemented through this division.
- The VP for Information Technology has centered support of student success in the division's strategic plan. Their support has been largely focused on systems integration but the AVP also co-chairs the Data Governance Committee and meets regularly with Institutional Research to ensure a coordinated approach to reporting.
- College deans and associate deans have all come to "own" student success in their colleges as evidenced by the hiring of administrators focused on these efforts nested in unique college contexts.

#### 7. Describe the most important points learned by those involved in the initiative.

Through our student success QI, we have learned the importance of narrowing our goals and the number of strategies to which we commit effort and/or funding. As our work in this space has matured, we have engaged in a strategy focused on central support for fewer, but larger scale, activities and then focused on campus coordination across the colleges and divisions.

Additional learning by those involved in the QI include:

- Authentic collaboration between student and academic affairs is essential. Historical divisions and tensions between these areas are less substantive at CSU than at many other institutions. While at times there are different experiential, academic, and cultural assets; there is more in common than divergent, and collaboration and coordination are essential for our success. This is evidenced by multiple dual report roles within the student success leadership.
- Increasing and evolving student health needs are acute. Student success efforts must view students holistically, and capacity will not allow for all mental health support to be delegated to the Counseling Center within the Health Network. Advancing student success means engaging mental health concerns through an ecosystem approach.
- COVID-19-related learning erosion is real. However, issues with the academic transition to postsecondary education have long occurred, and we need to focus on being ready for today's college students rather than lamenting student readiness myopically defined through standardized test scores.

- Student success work today must engage a lens of both intersectionality and universal design as we co-create campus environments to serve increasingly diverse students.

## Resource Provision

8. Explain the human, financial, physical, and technological resources that supported the initiative.

The QI has been supported by substantial resource investment as follows:

- Student success is the primary responsibility of the AVP for Student Success and the Student Success manager. This work remains a top priority for our Vice President for Information Technology, the Vice Provost for Planning and Effectiveness, the Vice President for Student Affairs, the Vice Provost for Undergraduate Affairs, the Vice President for Inclusive Excellence, the Executive Director of Admissions, AVP for Enrollment and Access, the Provost, and the President. Every college has student success in its strategic plan and those scaffold up to the University Strategic Plan where student success is central.
- The financial investment in student success has been substantial since our efforts explicitly began in 2006, and throughout the implementation of our QI. Each year the CSU-System Board of Governors has authorized between \$300,000 and \$500,000 of new base budget resources to bolster our efforts, and in 2021 the board allocated \$9 million in one-time money over three years, of which \$3 million is directed toward need-based financial aid.
- Physical and technological investments included necessary office space for staff, and the intentional creation of space to foster student success. For example, one-time resources went to the creation of a new [precalculus center](#), knowing timely math progression is (and remains) one of the largest barriers to student success. We have also invested in systems, including data modeling and reporting tools, ongoing investments in the functionality of the learning management system, and better systems integration via APIs and LTIs (ex: RamLink and our SIS). Finally, the university remains invested in [adaptive courseware](#), [predictive analytics](#), and exciting new tools supported by student success resources including [U-Behavior](#).

## Plans for the Future (or Future Milestones of a Continuing Initiative)

9. Describe plans for ongoing work related to or as a result of the initiative.

Moving forward, efforts will be focused on 1) IT support, 2) equitable advising, 3) co-curricular engagement and support, 4) curricular coordination and logistics, 5) math pathways and pedagogical reform, and 6) improving admissions/orientation processes while reducing net cost to LI students. The goals as currently stated in the QI will be retained.

- Attain an 80% six-year graduation rate for the first-time, full-time entering cohort
- Attain a 60% four-year graduation rate for the first-time, full-time entering cohort
- Close equity gaps absolutely (without statistical control for other demographic variables)

We believe that reaching these goals will require a 90% retention rate to the sophomore year and require a focus on equitable educational experiences for diverse students, including our rural populations.

We are proud of the efforts and resources provisioned for our QI, especially given the financial constraints of the pandemic. We are excited about the advancement of equity in the ethos of the institution and how it is being expressed (and will continue to develop). Our land grant mission of access and success has remained central to all we do and will continue to anchor all of our student success efforts.

The proposed budget for FY24 is \$3M and increased revenue (should there be any) from increased retention will be directed back to student success efforts.

10. Describe any practices or artifacts from the initiative that other institutions might find meaningful or useful and please indicate if you would be willing to share this information.

During the period of the QI, we are proud to have created or contributed to several practices and tools we believe other institutions will find useful.

- CSU was selected to participate as one of six universities in the APLU-supported and Raikes Foundation-funded Student Experience Project (SEP). We recently contributed to materials released in the [SEP Resource Hub](#).
- CSU was selected as the lead institution in the Associate of Public Land-Grant Universities (APLU) *Powered by Publics: Scaling Student Success* western land grant cluster. Our activities and work are available [here](#), with recent efforts focused on reducing curricular complexity via the open-source [Curricular Analytics](#) tool.
- The Association for Undergraduate Education at Research Universities is housed at CSU and the Executive Director is part of our student success leadership team. The Association recently published the groundbreaking Boyer 2030 Commission report: [A 2030 Blueprint for Excellence & Equity in Undergraduate Education at U.S. Research Universities](#).
- CSU was solicited to participate as the only U.S. university in an international study exploring equity and student success impacts of COVID-19 through the National Centre for Student Equity in Higher Education through the University of Sydney. The report, *Recommendations for equitable student support during disruptions to the higher education sector: Lessons from COVID-19* is available [here](#).
- A short blog viewing student success work through the lens of universal design with a CSU student success author was published through the National Association of System Heads (NASH) [here](#).
- Recently, three CSU student success leaders published a book chapter on designing equitable learning communities which can be found [here](#).