Student Success Network

in the California State University

Introduction

What is the CSU Student Success Network?

An independent network within the system that brings together faculty, staff, administrators, and students from across the CSU to support system and campus goals, with a focus on closing opportunity gaps and achieving equitable outcomes for students.

How We Work

Applied Research
Build knowledge through a student-centered lens.

Middle Leadership Academy
Support experimentation and collaboration through team- and project-based professional development opportunities.

Convenings
Provide opportunities for faculty, staff, and administrators to identify problems of practice, exchange ideas, and learn from one another.

Communications
Share findings and lessons learned with all who play a role in supporting student success.

Key Benefits

STUDENTS

- Enhanced support for a range of efforts focused on high quality learning, engagement, progression, and graduation.

Key Benefits

FACULTY, STAFF, AND ADMINISTRATION

- Greater access to colleagues and knowledge about effective practices across disciplines and campuses.
- Opportunities to experiment, share knowledge, and learn from each other.
- Professional development and growth.
- Help more students reach their educational goals.

Key Benefits

CAMPUSES

- New support for shared CSU campus and system goals.
- Access knowledge and effective practice from across
  CSU campuses.
- Help grow evidence base to inform ongoing initiatives and investments.
- Vehicle for professional development.

Convenings

Past Topics
- College readiness (San Francisco)
- Data use (Fresno)
- Transfer (Long Beach)
- First-year students (Northridge)
- After first year (East Bay)
- Regional education partnerships (Sacramento)

Upcoming Topics
- Growth Mindset (Fullerton | 10/25/19)

22 campuses have participated in a convening

Middle Leadership Academy

At the end of the year-long institute, Academy participants will be able to:

- Engage with existing research;
- Apply research and evidence to make informed decisions;
- Strengthen the capacity to prioritize and lead through the evidence-based collaborative inquiry;
- Create and sustain professional relationships;
- Develop a leadership identity;
- Develop strategies to sustain and support leadership development; and
- Consider ways in which they contribute to equity and inequity for students.
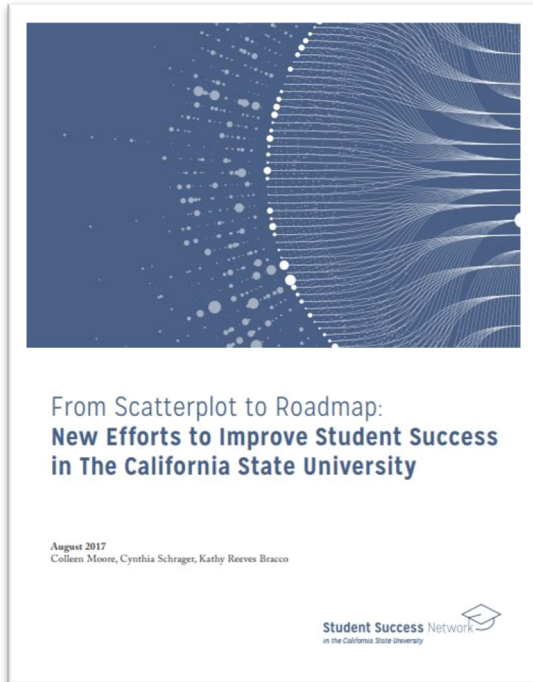
2018-19 Academy – Selected Campus Topics

- Develop a student support program to help increase the access, retention, and graduation rates of underrepresented men of color.

- Define equity/equity gap language, engage students to understand the reasons for leaving, and identify effective high-impact classroom practices to keep students engaged.

- Understand first-year, first-generation student experiences to promote activities to increase the sense of belonging.

- Develop strategies that will facilitate the removal of barriers for foster youth via the implementation of equitable and inclusive practices and connection to resources.

Applied Research | Report #1

"From Scatterplot to Roadmap"

Review of strategic and planning documents associated with student success efforts at all CSU campuses and an analysis of interviews conducted at four campuses. It was a landscape analysis to understand what we're doing.

From Scatterplot to Roadmap:
New Efforts to Improve Student Success in The California State University

August 2017
Colleen Moore, Cynthia Schrager, Kathy Reeves Bracco

Student Success Network
in the California State University

Scatterplot to Roadmap

Three common strategies campuses are using to change the focus of their efforts:

1. Shifting from emphasizing specific programs targeted at student success to making more systemic changes across the entire campus.
2. Managing resource constraints with more effective allocation of resources to have the greatest impact.
3. Increasing efforts to engage multiple stakeholder groups in student success efforts, recognizing that the relational side of change requires as much attention (or more!) as does the technical side.

Scatterplot to Roadmap
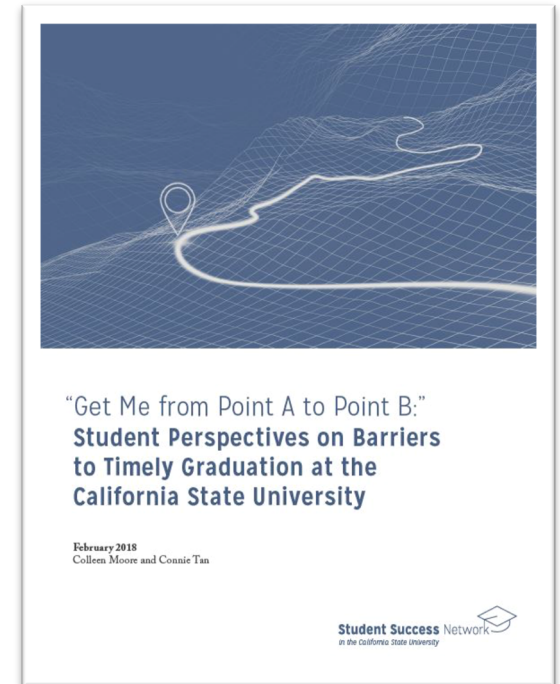
Challenges when making those changes:

- Coordinating across existing institutional silos, especially finding strategies to integrate academic and student affairs in the service of student success;
- Supporting faculty engagement in campuswide student success efforts, since faculty involvement is critical to improving student success;
- Assisting campus stakeholders in understanding how to use data to inform their role in supporting student success;
- Addressing the diverse needs of students, including financial and social/emotional, as well as academic, issues;
- Working to find solutions to rapid leadership turnover, given the importance of having leaders who are consistently visible and vocal in championing student success; and
- Leveraging the CSU as a system by finding more opportunities to learn from successful efforts at peer campuses.

Applied Research | Report #2

"Get Me From Point A to Point B"

Based on a survey and focus groups with students at three campuses, the report explores the how students navigate through our system.

"Get Me from Point A to Point B:"
Student Perspectives on Barriers to Timely Graduation at the California State University

February 2018
Colleen Moore and Connie Tan

Student Success Network
in the California State University
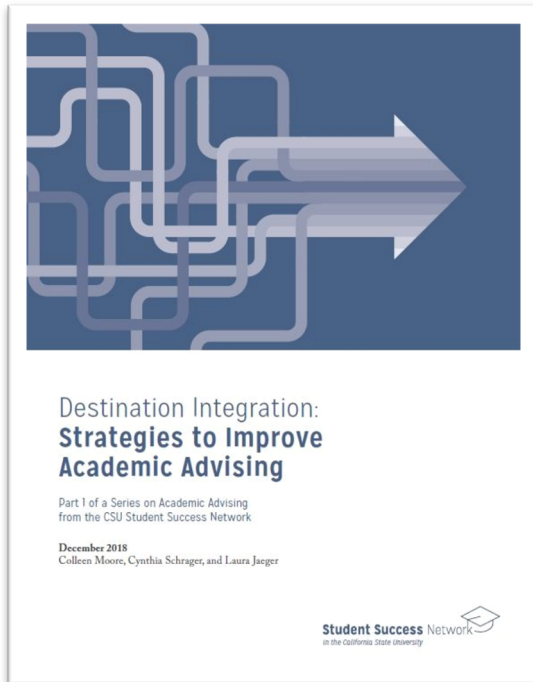
Point A to Point B

Among the findings:

- Students enrolled with a desire to graduate in a 4-yr/2-yr (transfer) timeframe.
- Students frequently cited not being able to get into a needed course because all sections were full as a barrier to making timely progress toward a degree.
- Most reported working fewer than 20 hours per week; financial concerns weigh heavily though, and influence students' interest in timely graduation.
- Time management and study skills pose a challenge, with about 50 to 60 percent of students spending less than 10 hours per week studying/preparing for class, regardless of their courseload.
- About half of students report they are satisfied with the quality of advising services, yet many indicate they are hesitant to see advisors because of difficulty getting an appointment or because they believe the advice is unhelpful or wrong.

Applied Research | Report #3

"Destination Integration Part 1"

Exploratory study of efforts to improve academic advising at five CSU campuses, based on interviews with 36 administrators involved in advising. We report on the key strategies these campuses are implementing to integrate academic advising services across their colleges, divisions, and departments.

Destination Integration:
Strategies to Improve Academic Advising

Part I of a Series on Academic Advising from the CSU Student Success Network

December 2018
Colleen Moore, Cynthia Schrager, and Laura Jaeger

Student Success Network
in the California State University

Destination Integration Part 1

Identified a focus on better coordinating advising services across colleges, divisions, and departments and improving their integration with other campus units, such as tutoring, career centers, and financial aid.

All five campuses are utilizing:
- advising councils, committees, task forces, and summits;
- eAdvising tools;
- professional development training and events; and
- shared positions or cross-functional advising teams.

And, four of the five campuses are utilizing:
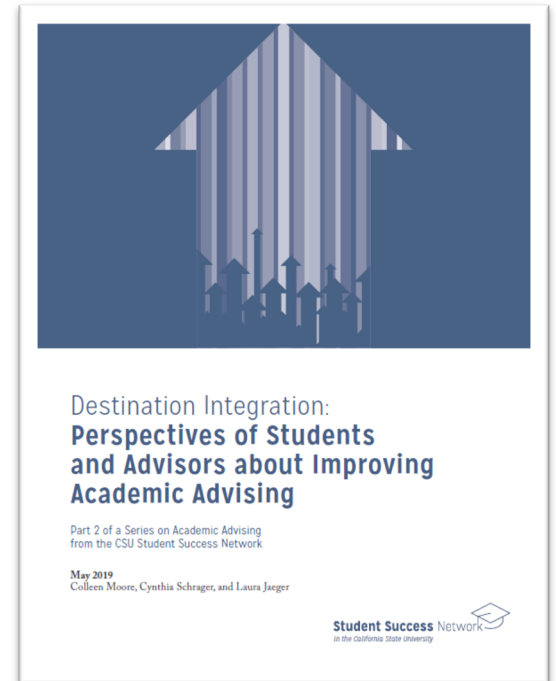- a senior administrator with campuswide advising oversight.

Applied Research | Report #4

"Destination Integration Part 2"

A continuation of the advising exploratory study, Destination Integration Part 2 brings in the voices of advisors and students at these five campuses, summarizing the perspectives of faculty advisors, professional staff advisors, and students in the context of campus efforts to improve advising.

Available mid-May

Destination Integration:
**Perspectives of Students
and Advisors about Improving
Academic Advising**

Part 2 of a Series on Academic Advising
from the CSU Student Success Network

May 2019
Colleen Moore, Cynthia Schrager, and Laura Jaeger

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Destination Integration Part 2: Student Voices

"At first, advising was really intimidating for me…I think getting over that intimidation didn't really happen for me until this year when I realized that advisors' job is to help me.

"I'd use [a magic wand] to hire more counselors…There was a long line outside Starbucks in the morning, probably 40 to 50 students. That's the drop-in [advising line].

"If they could do [something] like FaceTime, that would probably be very helpful…I could just talk to my counselor instead of having to drive out here for it. I'd be driving longer than the time I'd spend in the counseling office."

Student Success Network

Facilitated by EdInsights

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