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#GRADINITIATIVE2025
S Y M P O S I U M

ENGAGEMENT GUIDE

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WELCOME TO THE CALIFORNIA STATE UNIVERSITY GRADUATION INITIATIVE 2025 SYMPOSIUM LIVESTREAM EXPERIENCE!

This engagement guide can be used in several ways. We invite you to use the guide:

- As a preview of the topics to be discussed in the sessions

- To facilitate the discussion with your team during a viewing party

- As a method of facilitating personal reflection and a space to capture your thoughts and notes about the presentations

- To gather thoughts and outline your team's future plans to improve student success

- To think about the big picture and the small changes you can personally make to work towards the campus goals for increasing college completion and eliminating equity gaps!

To view the agenda visit **calstate.edu/GraduationInitiative**. Enjoy your livestream experience!

SEE YOU ONLINE!

Join the conversation from anywhere using **#GradInitiative2025** Tweet, post, comment, or go live to share:

- Best practices that support academic success
- Your thoughts on Graduation Initiative 2025
- How you influence student success everyday
- With higher education colleagues and thought leaders from across the nation

Get featured on our live social wall!

Social posts using **#GradInitiative2025** will be displayed on our live social wall during the symposium. The more you share the better your chances are to be seen on the big screen!

One system, many voices.

This is a unique opportunity for you to engage directly with the nation's thought leaders in higher education.

- Post questions throughout the symposium by using **#GradInitiative2025**
- Tag keynote speakers and presenters using **#GradInitiative2025** to ask questions and engage with the online audience
- Participate in live polls throughout the symposium to share your thoughts and see what others are thinking

CREATING A STUDENT-CENTERED UNIVERSITY THROUGH DATA AND ANALYTICS

Timothy M. Renick, *Professor, Vice Provost and Vice President for Enrollment Management and Student Success, Georgia State University*

1. Name two immediate steps your campus could take to become more student-centered.

2. What would you say to someone who believes the solution to eliminating equity gaps is as simple as recruiting "better" students?

3. What are three policies or programs that may be hindering student success?

4. What is the single most plausible thing your campus can do to improve student outcomes?

LOOKING FOR MORE?

Georgia State University (GSU) has become a national model for student success by employing early interventions using predictive analytics. GSU's success website features their approach, initiatives, and reports detailing the success. **success.gsu.edu**

Listen to a podcast and read more about how GSU closed its achievement gap and increased graduation rates here:

- The Kresge Foundation: **soundcloud.com/kresge-podcaster/29-closing-the-achievement-gap-at-georgia-state-university-with-dr-tim-renick**

- The Atlantic: **www.theatlantic.com/education/archive/2013/09/georgia-state-improved-its-graduation-rate-by-22-points-in-10 years/279909**

- Bill & Melinda Gates Foundation: **postsecondary.gatesfoundation.org/areas-of-focus/networks/institutional-partnerships/georgia-state-university-eliminates-attainment-gaps**

- The Hechinger Report: **hechingerreport.org/at-georgia-state-black-students-find-comfort-and-academic-success**

- Hidden Brain, National Public Radio: **www.npr.org/2018/06/18/621023537/summer-melt-why-arent-students-showing-up-for-college**

> Tag @tim_renick using
> #GradInitiative2025 to ask questions
> during Q&A following the presentation

GRAD TALKS

Soraya M. Coley *(Moderator), President, California State Polytechnic University, Pomona*
Jim Larimore, *Chief Officer, ACT Center for Equity in Learning*
Ryan J. Smith, *Executive Director, The Education Trust--West*
Goldie Blumenstyk, *Senior Writer, Chronicle of Higher Education*

1. How well do you know your campus data on various student outcomes?

2. How do your disaggregated data guide campus decisions for different student populations (e.g., Pell-eligbile, veteran or historically underserved students)?

3. If your campus were featured in a *Chronicle of Higher Education* story on student success, what would the headline be?

LOOKING FOR MORE?

Check out the Grad Talks speakers' websites and additional resources to learn more about their projects and programs.

• ACT Center for Equity in Learning: **equityinlearning.act.org**

• The Education Trust–West: **west.edtrust.org**

• The Chronicle of Higher Education: **www.chronicle.com**

Blumenstyk, G. (2018, June 14). Many states get mediocre grades in 2 studies of degree attainment by race and ethnicity. *The Chronicle of Higher Education*. Retrieved from: **www.chronicle.com/article/Many-States-Get-Mediocre/243660**

The Education Trust–West. (2017, November). *The majority report*. Oakland, CA: Author. Retrieved from: **west.edtrust.org/resource/the-majority-report**

ACT Center for Equity in Learning. (2017). *The condition of college & career readiness 2017*. Iowa City, IA: Author. Retrieved from **www.act.org/condition2017**

Tag @jimlarimore, @RyanSmithEd, @GoldieStandard and @PresColeyCPP using #GradInitiative2025 to ask questions during Q&A following the presentation

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ACTUALLY ACHIEVING EQUITY

Frank Harris III, *Professor of Postsecondary Education, College of Education, San Diego State University*

J. Luke Wood, *Dean's Distinguished Professor of Education, College of Education, San Diego State University*

1. Do faculty on your campus teach with culturally-relevant pedagogy?

2. How has your department used data to identify equity gaps?

3. In what ways can educators who have a different cultural background than students of color effectively teach and serve them?

LOOKING FOR MORE?

Drs. Luke and Wood, as well as many other scholars, have worked to develop strategies to better serve colleges' and universities' students of color.

Harris III, F., & Harper, S. R. (2014). Beyond bad behaving brothers: Productive performances of masculinities among college fraternity men. *International Journal of Qualitative Studies in Education*, 27(6), 703-723.

McBride, L. (2017). Changing the narrative for men of color. St. Louis, MO: Insight into Diversity. Retrieved from: **www.insightintodiversity.com/changing-the-narrative-for-men-of-color-in-higher-education**

Primm. A. B. (2018). College students of color: Confronting the complexities of diversity, culture, and mental health (Blog post). Retrieved from: **www.higheredto-day.org/2018/04/02/college-students-color-confronting-complexities-diversi-ty-culture-mental-health**

Wood, J. L., & Palmer, R. T. (2014). *Black men in higher education: A guide to ensuring student success.* New York, NY: Routledge.

Wood, J. L., & Harris III, F. (2016). *Teaching boys and young men of color: A guidebook.* San Diego, CA: Lawndale Hill.

> Tag @Fharris3 and @DrLukeWood using
> #GradInitiative2025 to ask questions during
> Q&A following the presentation

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21ST CENTURY ADVISING FOR STUDENT SUCCESS

Elisha Jarrett, *Director, University Advisement Center, Georgia State University*
Crystal Mitchell, *Director, University Advisement Center, Georgia State University, Perimeter College*

1. What structural changes are needed to ensure more effective student-centered advising?

2. Georgia State University achieved campuswide buy-in to student-centered advising. Is this possible on your campus?

3. How can your campus use technology to effectively engage students? Will implementing different technology accelerate change, or will it just be another tool in the toolbox?

4. How is your campus using integrated data systems to monitor student progress?

LOOKING FOR MORE?

Georgia State University used predictive analytics and an academic alert system to track students daily, identify potential risk factors, and have advisors intervene to help get students back on the right path: **success.gsu.edu/initiatives/gps-advising**

Elisha Jarrett & Crystal Mitchell draw on the work of Rebecca D. Cox, the author of The *College Fear Factor: How Students and Professors Misunderstand One Another.* Cox uses five years of qualitative data to explore how community college students and their instructors misunderstand each other. The results indicate that students feel defeated and ultimately conclude that they do not belong in college.

Cox, R. D. (2009). The college fear factor: *How students and professors misunderstand one another.* Cambridge, MA: Harvard University Press.

GET READY TO ENGAGE
Remember to tweet, post, or capture your thoughts and viewing experience using #GradInitiative2025

MINING AND MAXIMIZING CSU NSSE DATA TO ADVANCE STUDENT SUCCESS

Jillian Kinzie, *Associate Director Center for Postsecondary Research and the National Survey of Student Engagement (NSSE) Institute Indiana University School of Education*

1. Has your campus used its NSSE data to understand the benefits of offering student programs?

2. What practices on your campus need to be revisited to improve student engagement?

3. How can focusing on student engagement support your campus' Graduation Initiative 2025 goals? Do people on your campus see these as competing goals?

LOOKING FOR MORE?

The National Survey of Student Engagement produces an annual report, developed from data of first-year and senior students' experiences across hundreds of four-year colleges and universities. Take a look at the most recent report: **nsse.indiana.edu/ NSSE_2017_Results/pdf/NSSE_2017_Annual_Results.pdf**

Three CSU campuses are engaged in a partnership with community colleges to strengthen the engagement, transfer and success of Latino students: **nsse.indiana. edu/html/engaging_latino_students.cfm**

Kinzie, J. (2017). The use of student engagement findings as a case of evidence–based practice. *New Directions for Higher Education,* 2017(178), 47-56.

Kinzie, J., Cogswell, C. A., & Wheatle, K. I. E. (2015). Reflections in the state of student engagement data use and strategies for action. *Assessment update*, 27(2), 1-16.

Kinzie, J., & Hurtado, S. S. (2017). Taking advantage of student engagement results in student affairs. *New Directions for Student Services*, 2017(159), 35-46.

Kuh, G. D., Kinzie, J., Schuh, J. H., & Whitt, E. J. (2011). *Student success in college: Creating conditions that matter*. Washington, D.C.: John Wiley & Sons.

Tag @Jillian_Kinzie using #GradInitiative2025 to ask questions during Q&A following the presentation

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FIVE THINGS STUDENTS WANT FACULTY AND ADMINISTRATORS TO KNOW ABOUT STUDENT SUCCESS

Farhonda Alizada, *California State University San Marcos*
Kaira Bradley, *California State University, Sacramento*
Jacob Howard, *California State University Fullerton*
Erick Macias-Chavez, *San José State University*

1. How does your campus include the voice of students, including those who may not be involved in student clubs, Associated Students, Inc., or other student organizations in decision making?

2. What assumptions do you hold about your students that may not be true?

3. How is your campus planning to address existing administrative barriers that may hinder student success?

4. Think back to some of the barriers you faced in college. Are those barriers still present today on your campus?

LOOKING FOR MORE?

CSU student leaders of the Cal State Student Association (CSSA) are addressing Graduation Initiative 2025 goals in their policy agenda. CSSA has put forth three priorities for 2018-19:

- Enable access to housing, food, and wellness resources that promote overall student health and safety.

- Ensure that the CSU is accessible, affordable, and sustainable.

- Ensure the academic success and holistic educational experience of all CSU students. **calstatestudents.org/governing-documents/#policyagenda**

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RETHINKING THE FUTURE OF MATH AND QUANTITATIVE REASONING INSTRUCTION

Frederick Uy *(Moderator), Co-Director, Center for Advancement of Instruction in Quantitative Reasoning (CAIQR), Director of Educator Preparation and Public School Programs, California State University Chancellor's Office*

Ayşe Şahin, *Professor and Chair, Department of Mathematics and Statistics, Wright State University*

German Vargas, *Assistant Vice President for Academic Student Engagement, Associate Professor of Math, College of Coastal Georgia*

1. How can your campus ensure that providing more diverse math pathways does not limit access to STEM majors for some students?

2. What strategies can be implemented within courses and across your campus to alleviate a fear of math and dismantle the negative bias that students have toward higher-level math courses?

LOOKING FOR MORE?

Logue, A. W. (2018, July). The extensive evidence of co-requisite remediation's effectiveness. Washington, DC: Inside Higher Ed. Retrieved from: **www.insidehighered.com/views/2018/07/17/data-already-tell-us-how-effective-co-requisite-education-opinion**

Complete College America (2016). Co-requisite remediation: Spanning the completion divide. Indianapolis, IN: Author. Retrieved from: **completecollege.org/spanningthedivide**

Jones, S. (2015). The game changers: Strategies to boost college completion and close attainment gaps. *Change: The Magazine of Higher Learning*, 47(2), 24-29

Tag @fredlimuy using
#GradInitiative2025 to ask questions
during Q&A following the presentation

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THE POWER OF ARTIFICIAL INTELLIGENCE TO TRANSFORM THE STUDENT ENGAGEMENT AND SUCCESS EXPERIENCE

Michael Berman (Moderator), Chief Technology Innovation Officer, CSU Office of the Chancellor

Elizabeth Adams, Associate Vice President Student Success, California State University, Northridge

Amir Dabirian, Vice President for Information Technology/CIO, California State University, Fullerton

Andrew Magliozzi, Co-Founder & Chief Executive Officer, AdmitHub

1. What are two challenges or information gaps that chatbots could potentially solve on your campus?

2. What are potential data or implementation challenges that must be addressed when implementing AI to enhance advising?

LOOKING FOR MORE?

Colleges and universities across the country have begun to use artificial intelligence in their student advising and outreach activities. Partnerships with tech companies are advancing these initiatives.

Craig, R. (2018, May). Artificial intelligence: *Hero or villian for higher education?* Jersey City, NJ: Forbes. Retrieved from: **www.forbes.com/sites/ryancraig/2018/05/18/artificial-intelligence-hero-or-villain-for-higher-education/#593a0ad73145**

Dodgson, M. & Gann, D. (2017, August). *Artificial intelligence will transform universities: Here's how.* New York, NY: World Economic Forum. Retrieved from: **www.weforum.org/agenda/2017/08/artificial-intelligence-will-transform-universities-here-s-how**

King, M. (2017, August). *The AI revolution on campus.* Washington, DC: Educause Review. Retrived from: **er.educause.edu/articles/2017/8/the-ai-revolution-on-campus**

Smith, F. D. (2016, January). *IBM helping to build an AI-powered academic advisor.* Vernon Hills, IL: EdTech Focus on Higher Education. Retrieved from: **edtechmagazine.com/higher/article/2016/01/ibm-helping-build-ai-powered-academic-adviser**

Cheston, A. & Stock, D. (2017, June). *The AI-first student experience. EducauseReview.* Retrieved from: **er.educause.edu/articles/2017/6/the-ai-first-student-experience**

> Tag @amichaelberman and @AdmitHub using #GradInitiative2025 to ask questions during Q&A following the presentation

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TRUE STUDENT SUCCESS: AN EXPANSIVE NOTION OF QUALITY, COMPLETION AND OUTCOMES

Jamienne S. Studley, *President and CEO, WASC Senior College and University Commission*

1. Does a focus on improving graduation rates necessarily mean compromising academic quality?

2. What measures of success does your campus prioritize when it assesses student learning?

LOOKING FOR MORE?

The WASC Graduation Rate Dashboard (GRD) measures retention and graduation rates for undergraduate students. It is designed to account for all graduates, regardless of whether the student was a first-time freshman or a transfer student, and includes students who may have a gap in their enrollment. **www.wscuc.org/resources/about-the-graduation-rate-dashboard#t420n1556**

Here are some additional resources to learn more about different sides of the debate about the completion agenda:

Handel, S. J. (2013). The transfer moment: The pivotal partnership between community colleges and four–year institutions in securing the nation's college completion agenda. *New Directions for Higher Education*, 2013(162), 5-15.

Hughes, K. (2013). *The college completion agenda 2012 progress report*. New York, NY: College Board Advocacy & Policy Center.

Perna, L. W. & Finney, J. E. (2014). *The Attainment Agenda: State Policy Leadership in Higher Education*. Baltimore MD, John Hopkins Press.

Witham, K., Chase, M., Bensimon, E. M., Hanson, D., & Longanecker, D. (2015). Moving the attainment agenda from policy to action. *Change: The Magazine of Higher Learning*, 47(4), 6-15.

Jones, S. (2015). The game changers: Strategies to boost college completion and close attainment gaps. *Change: The Magazine of Higher Learning*, 47(2), 24-29

> Tag @wascsenior using
> #GradInitiative2025 to ask questions
> during Q&A following the presentation

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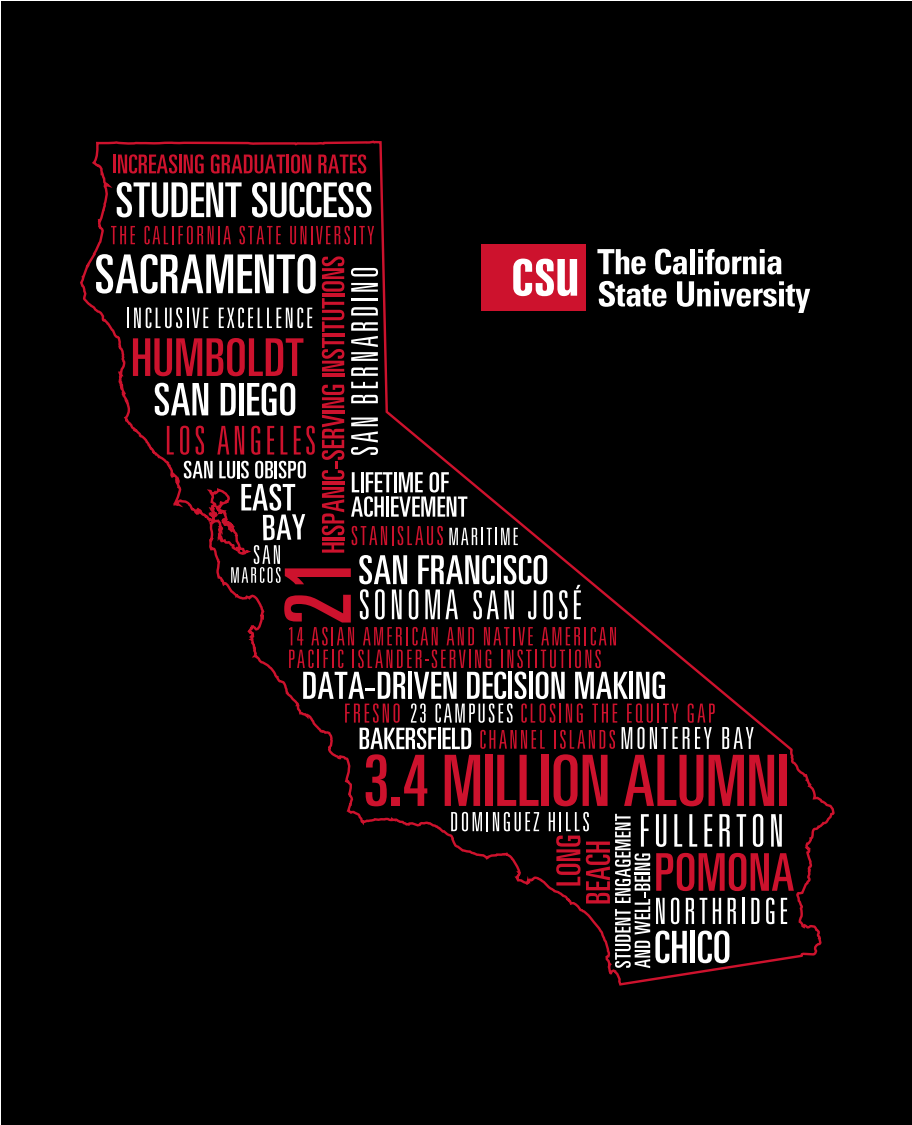
The California State University, Office of the Chancellor thanks all of those who contributed to the coordination and facilitation of the 2018 Graduation Initiative 2025 Symposium. A special thanks is extended to the Graduation Initiative 2025 Symposium Planning Committee: Liz Chapin, Leo Cota, Justin Curtin, Christina Gutierrez, Ivy Harris, James Markoski, Toni Molle, Maritza Pulido, Sabrina Sanders (Chair), Mike Uhlenkamp, Chenoa S. Woods, Sterling Wong, Cynthia Wyatt and Sara Zaragoza.

The 2018 Symposium is made possible, in part, by the generous support from:

The James Irvine Foundation   COLLEGE FUTURES FOUNDATION   Lumina FOUNDATION   BILL & MELINDA GATES foundation

#GRADINITIATIVE2025 SYMPOSIUM

Digital Toolkit

On October 17th and 18th leadership teams from each CSU campus will join the nation's thought leaders in higher education at the Graduation Initiative 2025 Symposium to collaborate and share innovative practices to support student success. Attendees and livestream viewers will learn proven strategies that can be implemented to help ensure that all students have the opportunity to graduate according to their educational goals. This digital toolkit was designed to enhance the Graduation Initiative 2025 Symposium experience.

How to use This Toolkit

Content can be copied and pasted into your social media streams directly or personalized to fit your needs. Click the images to download and save them instantly to your device. For all posts, use #GradInitiative2025 to ensure they are seen by other symposium participants.

CLICK HERE TO DOWNLOAD ALL FILES

TWITTER/FACEBOOK POSTS:

Excited to learn innovative strategies and to share the amazing work happening at the CSU to eliminate equity gaps for all students **#GradInitiative2025**

When the Graduation Initiative 2025 goals are realized, first-time freshmen will earn their degree an average of one term earlier, resulting in an immediate gain of $31,370 **#GradInitiative2025**

Join me today at the Graduation Initiative Symposium via livestream. Let's work together to ensure all CSU students can be successful and earn a degree. **bit.ly/GI2025SYM #GradInitiative2025**

#GRADINITIATIVE2025 SYMPOSIUM

HOW TO POST TO STORIES:

1. Download and save story images to your device

2. Open **Instagram** or **Facebook** and click the "add to story" icon

3. Open the photo gallery on your device and select the image you want to share

4. Use the editing tools to add the hashtag and customize the image before posting
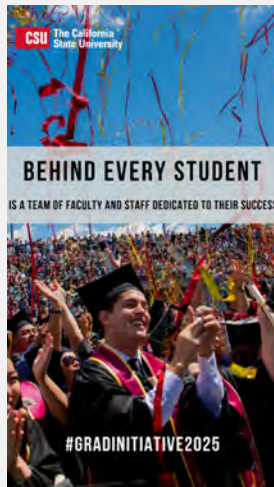
DURING THE SYMPOSIUM:

On October 17th and 18th update your Facebook profile photo with the symposium frame. Simply tap 'edit' on your profile photo, tap 'add frame' and search for Graduation Initiative 2025.

Use this Facebook and/or Twitter profile cover photo to show your support for student success.

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Twitter

Thank you for participating in this year's Graduation Initiative 2025 Symposium. If you have any questions about this digital content please contact Christina Gutierrez at cgutierrez@calstate.edu or 562-951-4818.