COVER PAGE

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Application Abstract

Cal Poly is committed to improving student achievement in earning a bachelor's degree within a four year timeframe. Barriers identified on our campus included a lack of student understanding of a clear path to complete their degree in a timely manner, policies and practices not consistently communicated and applied across campus, lack of support for disadvantaged students, and a campus climate limited in its diversity. Beginning in 2009, steady and strategic innovations and improvements have been made to campus policies, practices, and systems. Among the new initiatives is PolyPlanner, which provides students with a planning tool and the university with data about student behavior. A successful Change of Major policy, implemented in 2010, has resulted in shorter time-to-degree at an average reduction of one quarter per student, was augmented in 2014 with an online change of major "portlet". This resource is accessible to students at any time, and includes a needs assessment component and the ability for them to register for a workshop to explore the change of major process. Building on the effectiveness of the First-year Success Program, new Transfer and Second-year Success Programs were launched January and October 2014 respectively. This past year also included research involving predictive modeling to identify struggling students and the development of computer systems aimed at reducing high failure rates and ensuing bottlenecks courses. Collectively, these changes have resulted in improvements in 6-year graduation rates from 72.9% to 78.0% and in 4-year graduation from 27.0% to 47.0%.

Assurance and Signature

I assure that I have read and support this application for an award. I understand that if this application is chosen for an award, my institution will be required to submit, for approval by the Committee on Awards for Innovation in Higher Education, a report indicating proposed uses of the award funds and, as the fiscal agent, will be responsible for distributing funds to any other participating entities. I also understand that, if this application is selected for an award, my institution will be required to submit reports to the Director of Finance by January 1, 2018, and by January 1, 2020, evaluating the effectiveness of the changes described in this application.

Jeffrey D. Armstrong, President

9 Jan 2015
Date

CONTEXT

1. Institutional Goals Resulting in Increase in Bachelor's Degrees Awarded

Cal Poly developed new University goals and strategic objectives in 2011 under the leadership of our new President, Jeffrey D. Armstrong and communicated them to the campus community in the Vision 2022 document. This application presents innovations that are focused around the following specific strategic goals:

Goal 1: Enhance Student Success

- *Increasing graduation rates*
  - *Increase our 4-year graduation rate from 36% to over 70% by 2022*
  - *Increase 5-year graduation rate from 63% to over 75% by 2022*
  - *Increase 6-year graduation rate from 73% to over 90% by 2022*

Goal 2: Create a Rich Culture of Diversity and Inclusivity

- *Increase our underrepresented student population from 18% to 26%*
- *Eliminate achievement gaps for under-represented minorities with a special emphasis on science, technology, engineering and mathematics (STEM) degrees*

Progress in achieving both of these goals has been made. Within the last six years, 6-year graduation rates have improved from 72.9% to 78.0% and 4-year graduation rates have improved from 27.0% to 47.0%. Student minority demographics have steadily increased from 26% (2009) to 34% (2013) in comparison to their white counterparts, 64% to 60% respectively.

Goal 1: Enhance Student Success Innovations have involved the development and use of online tools linked to an our enterprise data warehouse that allows for the collection, integration and presentation of consistent information made available from every source on campus (e.g., admissions, academics, housing, financial, advising, etc.). This collection of data and information in the warehouse allows for the development of comprehensive profiles on students, integrating information for various purposes. Various systems can then also be developed, while all drawing on the same consistent view of university information (current tools include: PolyProfile and PolyPlanner). These tools have provided for improved communications and transparency in academic planning for students and comprehensive advising.

Other factors that have been identified to affect the ability of students to earn a bachelor's degree within four years include practices related to campus policies and practices including: 1) Change of Major process, 2) Academic Probation/Disqualification process, 3) Expected Academic Progress, and 4) Freshman Block Scheduling.

Goal 2: Create a Rich Culture of Diversity and Inclusivity Campus leadership has recently increased the commitment to addressing diversity and the campus climate through multiple efforts. The focus has been on enhanced recruitment and retention of diverse students. Recently an Executive Director for University Diversity and Inclusivity was hired to provide leadership in diversity strategic planning, guidance in recruitment, retention efforts and fostering a welcoming and inclusive campus climate for students, faculty and staff. Multiple programs have been developed and expanded to enhance student support and retention across campus. A campus climate survey was recently conducted across campus providing specific data to drive next steps.

Improvements in 4-, 5-, and 6-year graduation rate goals with an assumed 1% enrollment growth each year, would have a total estimated impact by 2022 of an estimated 1,876 additional graduates from Cal Poly. The innovations described on the next pages are designed specifically to produce more graduates, in a timely manner.

CONTEXT

2. Statistical Profile of Cal Poly's Undergraduate Population and Factors Affecting Students' Ability to Earn a Bachelor's Degree in Four Years.

The profile of our student body has changed over the last five years with the percent of underrepresented minorities (URM) increasing from 13.5% in 2009 to 16.1% in 2013. The portion that self-identifies as Hispanic/Latino has gone from 11.7% to 14.9%; as Asian American, from 10.3% to 11.2%; as unknown or other, from 7.9% to 5.0%. The portion that self-identifies as multi-racial has gone from 2.2% to 6.5%. These were the four largest non-white groups. Our current student profile from the Fall 2014 is the following:

FALL 2014	Headcount	Percentage
Total Undergraduate Students	19,246	
Gender		
Male	10,414	54.1%
Female	8,832	45.9%
Ethnic Origin		
White	11,272	58.6%
Hispanic/Latino	2,921	15.2%
Asian American	2,279	11.8%
Multi-Racial	1,350	7.0%
Non-resident Alien	334	1.7%
African American	136	0.7%
Native American	31	0.2%
Hawaiian/Pacific Islander	34	0.2%
Other/Unknown	889	4.6%
Pell Grant Recipients (low income)	3,676	19.1%
Veterans	165	0.9%
Foster Youth	21	0.1%
Students with Permanent Disabilities	615	3.2%

Goal 1: Enhance Student Success-->through data access, online tools, improved policies

Cal Poly's polytechnic educational mission and Learn by Doing philosophy has proven to be very effective in producing well prepared graduates ready for responsible roles in workplaces and in their communities, but they can also be factors that affect the ability of our students to earn their degree in four years. Our philosophy is not only reflected in our requirement that students declare their major upon application, but it is also reflected in our curriculum through the labs that are required and in our support of co-ops, internships, and participation in co-curricular activities. As such, we have to be more diligent in eliminating other impediments to our students' ability to obtain a degree within four years. These impediments include lack of clarity by students regarding courses and sequencing needed to complete their degree in a timely manner. Our response has been to improve communications through the transparency of

information and to provide more efficient support systems by developing user-friendly online tools.

We also discovered that policies were not consistently applied, causing confusion and inequities, and we had not clearly communicated our expectations of our students and instead had allowed them to pass on "traditions" from class to class that were counter to graduating in 4 years (expecting to take five to six years to graduate was the culture of our students).

Initially we focused on barriers procedural in nature, for example, using our student administration system to consistently apply pre-requisites, and insuring that transfer articulation rules were accurate and up-to-date. We tackled key policies, first understanding how they were being enforced differently across the campus and then revising them to achieve consistency for our students. The initial two policies addressed were academic probation and disqualification (AP/DQ) and change of major. The AP/DQ policy was not being equitably applied to students across campus and students attempting to change majors were taking longer to complete degree requirements.

The inconsistency in the application of our policies and the lack of clearly communicated procedures and expectations, motivated us to create a more transparent and information rich environment to allow students to access services and information, arm staff and faculty with tracking systems to intercede as possible, and provide administrators with relevant data to inform their decisions. Since budgets were tight and adding staff was not possible we utilized technology to automate various practices and to provide the campus and our students with tools that allowed them to better manage their responsibilities.

In our analysis of the various factors that affect the ability of our students to earn a bachelor's degree within four years, we have focused on 1) improving policies and practices that support students timely progression to a degree and enhanced communications and transparency around these practices (i.e., change of major, AP/DQ, EAP, and enforcing course prerequisites); and 2) developing integrated online tools that are more efficient and user friendly that assist in the removal of procedural barriers (i.e., PolyProfile, 1Stop and PolyPlanner, and 1Stop).

Goal 2: Create a Rich Culture of Diversity and Inclusivity

In addition to the barriers mentioned that affect all students, Cal Poly's geographical location and lack of diversity is a detriment in retaining economically disadvantaged students because most of our students are leaving their communities to attend Cal Poly, a community that does not reflect what is familiar to them. Although we cannot change our location, we are working towards achieving a vibrant residential campus that can support our students 24/7 by connecting academic and social lives – creating a home away from home. Plans are also progressing that will allow us to provide our students a more affordable housing option (i.e., University Housing).

The Executive Director for University Diversity and Inclusivity is incorporating diversity into all that we do, we administered a campus climate survey to obtain an honest assessment of where and how we can improve, and we are actively pursuing partnerships and mentorships. Our initial review of the survey results suggest that first generation students and students from low-income families, find it difficult to align their parents' understanding of college with the actual demands of attending college and that first generation students are often put in a position of having to choose between the needs of the family and the needs they have to be successful at obtaining a degree.

INNOVATIONS

3. Key policies, practices, and/or systems already in place prior to January 10, 2014

Increasing graduation rates by improving retention, persistence and reducing time to degree while also enhancing student learning, have been our top campus goals over the past decade, being reconfirmed in Vision 2022 (Appendix B-1). While our retention and graduation rates within the CSU System have been comparatively strong (Appendix B-2), we are working to make improvements. Following our student success guiding principles (Appendix B-3), we reviewed and revised policies and practices, utilizing technology if and where it made sense.

Goal 1: Increasing Graduation Rates: Policies that were revised or developed

Change of Major – Cal Poly students are required to declare a major at the time of application. Many students, however, (~ 30%) find that their interests and abilities lead them in a different direction. Staying true to our guiding principles, effective Fall 2010 we implemented a policy to provide a transparent and timely change of major process. We created an online agreement – Individualized Change of Major Agreement (ICMA) – that was structured to provide a process that would take no more than two quarters to determine if the student would be successful in meeting the requirements for the new major.

Outcome: The impact of this policy change has been a shorter time-to-degree resulting in lower costs to the students. Students who graduated during the 13/14 AY and had changed their major after Fall 2010 when the new policy was implemented, graduated with fewer total units than those that changed their major prior to Fall 2010. For example, for students who graduated during AY 07/08 and changed their major, graduated with an average of 199 Cal Poly units whereas students who graduated in AY 2013/14 and changed their major, graduated with an average of 184 Cal Poly units. This reduction in 15 units equates to one quarter less time.

Academic Probation and Disqualification (AP/DQ) – A new policy was created to identify high-risk students early and provide early intervention (see first year, second year and transfer success programs below). As intended, the policy reduced the number of repeat probation cases. If after intervention the students continued to perform below minimum grade requirements, disqualification decisions happened earlier rather than later thus encouraging the students to stop-out and reassess their path rather than continue to the point where it is impossible to raise their GPA to the minimum 2.0 requirement. A complete analysis of this revised policy is currently underway.

Expected Academic Progress (EAP) – In utilizing the same student administration system throughout the CSU, we, as are other CSU campuses, able to determine which units taken by a student satisfy degree requirements and which ones do not. The additional step that is also replicable throughout the CSU system is to use the data to let students know whether they are on-track to graduate in 4-years and to provide the campus with data that can be used as indicators to monitor our 4-year graduation rates. For example, for the first time freshmen that entered in Fall 2013, we know that 84.1% of them remain on track at the start of their second year. To support our goal of transparency, we strategically display this information in every students' PolyProfile with the use of a "gauge" that visually shows the student if they are "on-track" (Appendix B-4a) or "off-track" (Appendix B-4b).

Outcome: The creation of this policy and the mechanism we used to communicate it to students has changed the campus conversation about degree progress and more importantly

it has changed student behavior as evidenced by the adoption by students of the phrase "on-track". We can now use the EAP data to monitor the impact of future efforts.

Goal 1: Increasing Graduation Rates: Practices that were instituted or revised

Block Scheduling (building of individualized class schedules) – In 2009, we began (block) scheduling all of our first-time freshmen in 16 degree applicable units not only to insure that they started their college career on the right track but also to make them aware of what a "healthy" course load was. These schedules are unique to each student and are built using an algorithm that takes into account, test credit, AP credit, transfer work, even practice schedules if appropriate. We have also found that by starting them at 16 units, they continue targeting 16 units per term.

Outcome: This change has resulted in higher course loads, which allows for quicker time to degree. We have seen the average unit loads of our first time freshmen go from 13.9 in Fall 2007 and 14.0 in Fall 2008 prior to the implementation of block scheduling to 14.8 in Fall 2014 (Appendix B-5).

First-Year Success Program (FSP) – Coaching sessions with students who are on probation for the first time after fall and winter quarters. Faculty and staff 5-7 students, set goals and monitor students' progress participating in the program have demonstrated statistically significant higher GPA than those who did not participate (Appendix B-6). The program is now mandatory for this student population and being expanded for transfer students.

Goal 1: Increasing Graduation Rates: Systems put into place

PolyProfile – To provide students, staff and advisors with easy access to a student's academic record, we created PolyProfile. PolyProfile provides a view of a student's academic record built from our data warehouse and delivered through our portal therefore being accessible anywhere the internet is available. The source system (PeopleSoft HCM) is utilized throughout the CSU, making PolyProfile replicable to other campuses. It combines information about the student – photo, major, transfer work, test scores, courses and grades, courses in progress, courses planned, etc. – in a common, easy-to-navigate format (Appendix B-7).

Outcome: Enhanced communications and transparencies to access data when needed. PolyProfile has been accessed 212,000 times during the last twelve months by faculty, staff and students.

Degree Progress Reports (DPRs)– Provides a record of all degree requirements that have been met, allowing students to tract their progress in real time. We post all transfer credit, test credit, etc., providing our students with an accurate and complete academic record starting from their first term. The same can be done at all CSU campuses utilizing the system supported student administration system (PeopleSoft HCM).

Outcome: Reduces the likelihood that a student will take a course where they have already met the requirement, therefore reducing time-to-degree.

Lessons Learned

Through these exercises we have learned that policies and practices need to be reviewed regularly to address the changing landscape. The use of online tools linked through a common data warehouse, allows for enhanced communications and transparencies. The availability of more data allows us to make informed decisions about impacts of policy changes on student's time-to-degree, allowing use to achieve improved graduation rates.

INNOVATIONS

4. Key policies, practices, and/or systems initiated since January 10, 2014

Goal 1: Increasing Graduation Rates: Policies that were revised or developed

Information and Data Management – A significant change to the campus' commitment to utilize data to drive decisions required a review and revision of existing policies governing access to University data. University data is viewed as an important asset that should be utilized for operational purposes, analysis, and strategic decision making with faculty, staff and students using it on a daily basis ensuring that Cal Poly is more efficient and effective in its support of student success. The new policy is replicable at any campus and is based on a set of guiding principles (Appendix C-1) with the most significant principle being #4: Cal Poly believes in the efficient and effective use of accurate and consistent data that is made available to the campus community in a clear and timely fashion. More specifically, all data should be accessible to everyone unless the data is restricted and/or the use is inappropriate. Transparency of data encourages accountability in our efforts to graduate more students within four years by providing us with information that then allows us to ask the right questions and make informed decisions.

Expected Outcome: We fully expect our efforts to meet our student success goals will be more coordinated, efficient, intentional and effective as we work from a common understanding of the underlying issues.

Goal 2: Create a Rich Culture of Diversity and Inclusivity: Policies that were revised or developed

Recruitment of Students, Staff, and Faculty – The presence of historically underrepresented faculty on campus may improve student success by providing role models and fostering a sense of belonging and social capital for underrepresented minority students (Hagerdon, Chi, Cepeda and McLain, 2007)[1]. Therefore, attentive and aggressive recruitment efforts are vital in order to attract underrepresented students and diverse candidates for employment. Cal Poly's commitment to diversity extends to the colleges as they are engaged in outreach efforts. Guidance and partnerships from the Office of University Diversity and Inclusivity (OUD&I), Academic Personnel, Human Resources, and Equal Opportunity has resulted in new guidelines and policies for faculty recruitment.

OUD&I engaged in establishing practices that would impact attracting diverse candidates to Cal Poly. OUD&I purchased an annual subscription to Diverse Issues in Higher Education's job site to advertise all employment opportunities at Cal Poly. Additionally, OUD&I collaborated with several campus leaders to craft diversity statements for all vacancy announcements.

During the 2013-2014 academic year, the new tenure-track faculty recruiting guidelines were piloted on campus just as the President and Provost approved 70 tenure-track faculty openings. This hiring afforded OUD&I and Academic Personnel an opportunity to train search committees on the new guidelines with an additional unconscious bias training for all involved in the search process, inclusive of college deans. Academic Personnel staff visited with each college to vet the process and ensure that best practices from all colleges were represented in the guidelines. The

[1] LS Hagedorn, WYF Chi, RM Cepeda, M McLain (February 2007). An investigation of critical mass: The role of Latino representation in the success of urban community college students. *Research in Higher Education 48* (1), 73-91.

recommendations are intended as guidelines and are not intended to be prescriptive in all cases. In addition to the training for all participants, every search committee must include a currently trained Equal Employment Facilitator. Each facilitator is trained to provide oversight of the recruitment practice providing assurance that all candidates are involved in an equitable and fair process. OUD&I, Academic Personnel and Human Resources will soon look at practices and policies for recruiting diverse staff.

Goal 1: Increasing Graduation Rates: Practices that were instituted or revised

Change of Major Online Exploration and Workshops - Launched in Fall 2014, the Change of Major "portlet" was developed and made available through the student's portal being available to them 24/7. After participating in a short online assessment of their needs, the "portlet" allows them to register for workshops that provide an overview of the change of major process. The workshops are intended to confirm that changing their major is the appropriate action to take and to better prepare them for the process. In addition, the 24/7 access recognizes the changing expectations and needs of our students, by utilizing an online mechanism to deliver the assessment we are able to electronically collect and aggregate their responses. It also provides them a means in which to explore privately. Ultimately, we expect the decision to change major to be a better informed one that will be made sooner in the students' career minimizing the number of extra terms of attendance.

Electronic Collection of Co-curricular Data – We have found that a student's success is no longer based solely on his/her academics but rather requires that we support the whole student by also being aware of his/her experiences outside the classroom, the expectations/conditions he/she comes to us with and what their expectations are of us. As we begin focusing on the whole student we realized that we are missing critical data. We are not electronically collecting in a systematic way, student participation in co-curricular activities and the data that is being collected is not being collected or stored in a way in which it can be shared.

Our campus' awareness of the importance of data along with the revised policy in place has allowed us to begin reaching out to the various areas that manage co-curricular activities and quickly obtain cooperation in reviewing current student participation tracking methods and being open to suggestions that will allow for the consistent collection, storage and sharing of the information.

Expected Outcome: Having this data to share with the campus will improve the support we provide to our students to increase retention rates. For example, when meeting with a student who is on academic probation, if the advisor sees that the student is involved in a high number of co-curricular activities, the advice could address the negative impact the time commitments of the activities may have on the student's ability to be successful in the classroom.

Transfer Success Program (TSP) - Modeled after the First-Year Success Program (mentioned in the Innovations Already in Place section above) this program provides academic coaching for all new transfer students who are on probation for the first time either their fall or winter quarter at Cal Poly. The Coaching Sessions with faculty and staff takes place the first and second week of classes at the beginning of winter and spring quarters. The coaches follows up with their group of students in the 5th week to see if they are meeting their goals they set for themselves during the session. This program was launched for the first time in January 2014.

Second-Year Success Program (SSP) – Also modeled after the First-Year Success Program (mentioned in the Innovations Already in Place), this program targets students on probation for the first time as sophomores as follows the same model described above. The SSP was launched

for the first time in October 2014 (beginning of fall quarter). Data is currently being collected to evaluate the success of this program on AP/DQ rates.

Expected Outcomes: Increase in student retention rates, reduction in numbers of students on AP/DQ and ultimately increased 4-, 5-, and 6-year graduation rates.

Goal 2: Create a Rich Culture of Diversity and Inclusivity: Practices that were instituted or revised

Subgoal Increase our underrepresented student population from 18% to 26%

Enhancing Campus Diversity and Inclusivity through Programs – We have enhanced our Cal Poly (CP) Scholars Program that is aimed at recruiting and retaining high achieving students from low-income families. CP Scholars recruits and retains high achieving students from Cal Poly's Partner Schools, a collection of California public high schools that serve a substantive number of first generation or economically disadvantaged students and families. Eligible Partner High School graduates must complete a FAFSA that demonstrates qualifying financial need (family income less than $80,001 and EFC less than $12,001). The CP Scholars scholarship award ($3,000 annually and an iPad) increases the number of these qualified students who elect to enroll in the University. The co-curricular component of the program, which includes workshops and events to support academic achievement, student community and sense of belonging, and career and leadership readiness, ensures student long-term success through college and to graduation.

Each year, the CP Scholars program continues to grow in both its effectiveness and in the number of students served. Cohort 1 of CP Scholars consisted of fourteen eligible Partner High School graduates enrolling as freshmen in the College of Engineering, who received academic assistance from the Multicultural Engineering Program (MEP). In its second year, the Cal Poly Scholars program accepted 55 new freshmen and increased its programming to include collaboration between MEP, University Housing, the Mustang Success Center for Academic Advising (MSC), the Office of Financial Aid, the Office of Admissions and Recruitment, Student Academic Services (SAS), University Advancement and University Administration. In 2014-15, the CP Scholars program accepted 96 new Scholars, its largest cohort yet, and included Scholars from the Orfalea College of Business (Orfalea) for the first time. Cal Poly is committed to supporting 200 CP Scholars in the College of Engineering per academic year. Data is currently being collected on retention and graduation rates of the cohort to determine the impact of this program.

We have also increased participation in programs that have proven to be successful in retaining underrepresented students such as Cal Poly's Summer Institute (SI). SI is an academic orientation program held annually for newly admitted EOP freshmen. Through SI, students have the opportunity to participate in a three-week residential program geared at helping them make a successful transition from high school to college. Summer Institute provides students with a mini-quarter of academic and social activities that put students on the right track for a successful transition to Cal Poly.

Campus Climate Survey – During the 2013-2014 academic year, a large group of faculty, staff, and students came together to serve as the Campus Climate Working Group. The initiative was pursued as an effort to gain a better understanding of what Cal Poly is exemplary in and to identify areas for improving the campus climate. The Western Association of Schools and Colleges (WASC) also suggested the need for Cal Poly to collect data that specifically speaks to the impacts of campus climate on student and professional success as a result of their 2012 visit. Cal Poly contracted with Rankin & Associates Consulting in the development and implementation of an extensive campus climate survey. The survey contained 108 questions, and it was available to all faculty, staff, and students, from February 26, 2014 to April 4, 2012. The survey was approved by the campus Institutional Review Board in advance of its release to the campus. The survey title was "Cal Poly Campus Climate Survey: Your Campus, Your Voice, Your Experience."

Cal Poly now owns the survey instrument and plans to conduct an assessment of the campus climate every five years. Data from the survey provides insight into student intent to persist, retention and possible barriers to student success. This information is crucial in bridging the graduation rates and retention gaps.

The survey questions fell into three categories: perceptions, demographics, and experiences. 6,366 campus constituents completed the survey resulting in an overall response rate of 29%. Staff was the highest response rate group at 84%. Faculty had a response rate of 42%, graduate students responded at a rate of 31%, and undergraduate students responded at a rate of 25%.

Rankin & Associates learned that the campus climate at Cal Poly is comparable to the climate on other campuses with whom they have worked. Rankin & Associates has worked with well over 100 campuses on campus climate issues. They identified some key areas of strength at Cal Poly and some areas in need of improvement.

Among the strengths Rankin & Associates noted is that a large majority, 80%, of survey respondents, reported being either "very comfortable" or "comfortable" with the climate at Cal Poly. In addition, they found that 67% of faculty survey respondents and 79% of staff survey respondents reported they felt comfortable taking earned leaves of work without fear of recrimination. Additionally, 90% of students reported that they are intellectually challenged by the courses they take and that their overall academic experience is rewarding (89%).

Since October 16, 2014, when Rankin & Associates presented the campus climate survey results, a sub-group from the Campus Climate Working Group has been diligently conducting focus groups and workshops with campus constituents.

Rankin & Associates recommends implementing only two to three new initiatives that are assessable in the year following a campus climate survey. Key to the process is that the campus owns the identification of possible initiatives and assessment of implemented action items. Consequently, following the completion of the work by the sub-group of the Campus Climate Working Group, the Inclusive Excellence Council at Cal Poly will be employed to assess some action items implemented in 2015. The Executive Director for University Diversity and Inclusivity will lead the campus in meeting campus climate goals, developing a diversity strategic framework and implementing initiatives that enhance student success for all students.

Goal 1: Increasing Graduation Rates: Systems put into place

PolyPlanner – With resources being tight it is imperative that we schedule courses as efficiently as possible. We needed a way to not only understand the true demand for a course but we also needed a way to predict student behavior. Unlike other campuses who

have implemented a student planning tool that is optional in its use, we have required the use of PolyPlanner by our students. The power of our solution, which is replicable especially within the CSU, is in its integration with other initiatives. We bring in the work behind our degree audits (i.e., the rules), build a recommended plan based on the 4-year flowcharts we created, and ask the students to drag and drop their needed courses into the terms they plan to take them.

Outcome: With all students participating, we can collect their plans (i.e., demand data) and use it to help shape the next terms class schedule – better matching demand with course offerings. This demand data is stored in our campus' enterprise data warehouse, combined with other pertinent data and delivered to users via dashboards (Appendix C-2). With students being required to plan their future courses, the University has a better understanding of how many sections of which courses need to be offered. We expect the full impact of PolyPlanner and the data we extract to take some time. Departments need to trust that the students are providing realistic plans and the students have to see that the departments are using their plans to drive course offerings.

1Stop Phase I Pilot: Electronic Capture of Advising Sessions – At Cal Poly, not all students are assigned an academic and/or faculty advisor nor are they always assigned a counselor, a physician, a financial aid counselor, an evaluator, etc. resulting in the student often meeting with a different staff member each time they seek assistance. Not only has this been frustrating for the student, who oftentimes feels like they get conflicting information, but also to the academic advisors who can only give advice based on what they may see in the student administration system (academically-related data) and what the students decides to share with them.

To partially resolve this frustration, we developed a system that is currently being piloted with the academic advisors in the Mustang Success Center that allows students to make appointments, receive follow-up emails with resources, and a summary of the appointment. The academic advisors are able to view general information about the student prior to the appointment, see notes from previous meetings, select specific students based on their areas of expertise (e.g., athletes), track things such as the reason for the appointment, take notes that can be viewed by the other academic advisors or kept private, send follow-up information to the student, and extract statistics such as the duration of appointment and the wait time for students.

Outcome: We expect this system to help appointments be more efficient and effective in providing assistance to students as they progress to degree. We hope that students will value these appointments and begin seeking assistance earlier rather than waiting until a crisis occurs or when resolution is time-sensitive.

INNOVATIONS

5. Changes to policies, practices, and or systems to be implemented after January 9, 2015

Goal 1: Increasing Graduation Rates: Policies to be implemented

Change of Major – The goal of the new policy was to facilitate a more transparent process for students to change their majors. We are currently evaluating the effectiveness of this policy and working to identify where improvements are still needed, including consideration of a more centralized process that would provide more equity across campus.

Academic Probation and Disqualification (AP/DQ) – While we have observed a decrease in number of repeat probation cases following the implementation of our new policy, we have also noticed an increase in the number of students being disqualified over a few year span. We need to understand this and identify opportunities to support these students with early success interventions. We also need to examine how each college is implementing the new policy to determine equal implementation across campus.

Expected Academic Progress (EAP) – Now that we have a new way to measure the degree of student academic progress, the best follow up and communication approaches with students need to be determined. How should we consistently communicate with students about their EAP and follow up with the policy? To date we have not implemented this policy fully, and this will be examined after January 2015.

Timeline: Winter 2015 we are conducting a comprehensive assessment of "Advising Across Campus" to identify practices and issues for Change of Major and AP/DQ policies. Winter and Spring 2015 we will be reviewing related data and revising policy. Goal is to develop and implement new policies during the 2015-16 Academic Year. EAP policy will be expanded upon and implemented by the 2016-17 Academic Year.

Goal 1: Increasing Graduation Rates: Practices to be implemented

New Registration Rotation Methodology – Using the new academic progress calculations made possible by the EAP policy, new registration rotations based on progress-to-degree will be implement Summer 2015. Students the closest to graduation will have highest priority.

Expected Outcome: Shorten time-to-degree because students will have better access to classes needed for graduation the more progress they make in their majors.

Automated Graduation Application – Based on our EAP policy, in Winter 2015, we will deploy a new practice where students who have reached at least 75% completion of their degree applicable units (academic progress) will be assigned an expected graduation date for the term one a year from the date they have reached the 75% degree-completion mark. These students will not be able to enroll for terms beyond this date without completing an appeal process.

Expected Outcome: This effort will not only encourage our students to graduate in a timely manner but will also reduce the current rate of ~11% of students who apply to graduate but are missing one or more degree requirements (and are unaware of it until notified).

Timeline: Implementation starting Winter 2015 through Fall 2105.

Goal 2: Create a Rich Culture of Diversity and Inclusivity: Practices to be implemented

Implementation of Campus Climate Survey priorities - In January 2015, campus leadership will set 2-3 priorities from the campus climate survey results that can be enacted within the next year. Consecutively, the Inclusive Excellence Council will make recommendations to campus

leadership and strategize about next steps in response to other findings. Cal Poly will conduct another survey in five years, February 2019, to assess for changes in the campus climate.

Diversity Strategic Framework - During Summer 2015, academic deans and divisional leadership will engage in a strategic planning workshop to develop the foundation for the inaugural Diversity Strategic Framework ensuring measureable outcomes to be assessed annually. Data will be collected based on goals and objectives set. The annual submission will allow for long-term comparable data and continued dialogue ensuring diversity and inclusivity are embedded in the fabric of the university. A Diversity Strategic Framework guarantees ongoing commitment to "Making Excellence Inclusive".

Expand employee recruitment efforts to MPP and staff positions - OUD&I and Academic Personnel are continuing to evaluate the effectiveness of the recruitment guidelines for tenure-track faculty. Management Personnel Plan (MPP) employee searches will be next to phase of the new guideline process. Training will be made available for search committee participants to ensure thorough understanding of the guidelines and the impact of unconscious bias when working to create an equitable and fair process in diversifying the candidacy pool.

Comprehensive review of campus policies affecting student retention and graduation rates – The Inclusive Excellence Council (IEC) has identified the need to review campus policies affecting student retention and graduation rates during the 2014-2015 academic year. This review will likely extend into the 2015-2016 academic year. Upon completion of the review, a full report with recommendations will be submitted to campus leadership. IEC will then track the successes of implemented efforts.

Timeline: Implementation of priorities will begin now and continue into the 2015-16 AY.

Goal 1: Increasing Graduation Rates: Systems to be put into place

Electronic Collection of Student Participation in Co-Curricular Activities – During the Spring of 2015, Cal Poly will begin to electronically collect non-academic data about student membership/participation in co-curricular activities and 'High Impact Practices" (e.g., student clubs, internships, community service, etc.).

Expected Outcome: Monitoring of these "High Impact Practices" will allow us to determine the impact on persistence and graduation rates. We anticipate improvements in both.

1Stop (Comprehensive University wide Student Support System) – 1Stop (electronic capture of advising sessions) will be a comprehensive student support system that will expand from our curent pilot project by incorporation into other key areas that provide support to our students (e.g., Dean of Students, Career Services, Student Academic Services, etc.).

By providing access to appropriate campus personnel of relevant student information it allows them to have a more comprehensive view of the student when providing support.

Expected Outcome: This system will improve the students' experience, increase efficiency of faculty and staff that support students, and allow for the collection of data that can be used to act more proactively and quickly to improve and assess student success. This system will serve as a virtual support team for each and every student.

Finally, with the integration of all our efforts and the use of technology, we are better positioned to begin exploring the concept of year round operations (YRO) at Cal Poly. The expectation is that we would 1) be able to graduate more students, 2) utilize our facilities more efficiently, 3) provide more flexibility with faculty and staff work schedules, and 4) provide students with an opportunity to graduate sooner by attending all four terms or take advantage of internships without increasing their time to degree. We are exploring this concept right now.

INNOVATIONS

6. Impact of changes on the average cost to award bachelor's degree

Cal Poly remains committed to both reducing costs (through efficiencies) and awarding more degrees (by reducing the time to degree and creating a clear path to completion) without sacrificing our commitment to our mission and philosophy of Learn by Doing. By effectively reducing attrition (and student dollars wasted) and reducing our cost per student, the average cost to award a degree is less. Also, if our costs stay the same but the number of degrees awarded increase, the average cost to award a degree is also less.

The increases in our 4, 5 and 6-year graduation and persistence rates (Appendix E-1) are evidence that we are lowering the costs for students as well as graduating more. A reduction in attendance by one term equates to a savings of approximately $8,300 to a student – add lost wages and the impact is even more significant.

The impact to the state is in our ability to maximize and leverage state resources to continue to produce needed, well-prepared graduates for responsible roles in the workplace and in their communities.

In some cases, we are keeping costs the same but using technology to improve support services to our students. This helps with retention, persistence, and in graduating more students by supporting students not based on the group(s) they belong to but rather what they need as an individual with unique challenges. For example, 1Stop will allow us to provide students with a "team" of support through the use of technology rather than hiring staff to meet national advisor to student ratios, PolyPlanner allows us to more efficiently and effectively schedule classes by integrating multiple tools that complement each other and captures student behavior, and by collecting student participation in activities outside the classroom we are positioned to connect and analyze the relationship between co-curricular and academic experiences on persistence and graduation.

In addition to reducing costs and increasing outputs we believe that we must also be attentive to improving the return on investment (ROI) of a Cal Poly degree. Therefore we are also committed to insuring that our students obtain jobs upon graduation by maintaining those experiences that employers seek (e.g., Learn by Doing, student research, etc.) and for our alumni by continuing to strive for excellence never allowing a Cal Poly degree to lose its value.

INNOVATIONS

7. Risks or Tradeoffs in Changes being Implemented

Developing and implementing online resources provides a streamlined approach to students to access academic information and progress towards their degree. Although the implementation of Poly Profile, CP Reg, PASS (Plan A Student Schedule), PolyPlanner, and Degree Progress Report allows students a comprehensive view of academic progress, course planning, registration, and future courses needed, it can lead to information overload for students. In addition, many courses use PolyLearn, the learning management system for Cal Poly. PolyLearn is used in a variety of ways to distribute information on various topics. Students may not be clear how all of these online tools fit together. While these tools are very valuable and provide a tremendous resource for students, a current risk is the confusion of how to use each tool and how the tools integrate together to provide the best use for student course and schedule planning. Currently, students are using these tools because they are required to and don't fully appreciate their value in helping them get the courses they need and make progress-to-degree in a timely manner. Students initially are confused about the purpose and role for each tool and how they integrate and build on each other to help them be more successful.

To mitigate confusion for students, ongoing training sessions are offered to help students understand how the online tools will help them make progress towards their degree. There is a strong human component needed to teach students how to navigate the system. The payoff of these online tools is that once students understand how to use the tools, the conversations with advisors and faculty are richer, providing more time to focus on more transitional issues, adjusting to college, and career preparation. While these tools are tremendously helpful to support student success, they do not replace the needed and essential relationship with the advisors. We will work to maintain a structure where students learn to use the tools effectively and still engage in significant connections with their advisors.

There are potential adverse effects for underrepresented students. Many students may come from high schools that do not have a strong (or any) online component to learning in the classroom. The students may have even a higher learning curve on how to use online tools effectively. For instance, some high schools have the funding to offer courses using a learning management system, so those students' transition maybe easier because they already know how to use such tools in their learning. Other high schools may not have the means to offer such learning tools. For the underrepresented students, particular attention needs to be focused on making sure assumptions are not made that they have had exposure or have used online tools for educational purposes. Campus programs are being developed to work with this population of students, teaching them to use these online tools early in their academic careers and often. We will monitor this population using targeted advising and assessment.

SUSTAINABILITY
8. Key Strengths and Assets for Encouraging Innovation

Creating a Culture of Innovation

As reflected in our mission, Cal Poly strives to foster teaching, scholarship, and service in a Learn by Doing environment in which students, staff, and faculty are partners in discovery. As a polytechnic university, Cal Poly promotes the application of theory to practice. As a comprehensive institution, Cal Poly provides a balanced education in the arts, sciences, and technology, while encouraging cross-disciplinary and co-curricular experiences. As an academic community, Cal Poly values free inquiry, cultural and intellectual diversity, mutual respect, civic engagement, and social and environmental responsibility.

The key to our culture of innovation is the belief held by the campus community that our product – the experience provided to our graduates – is effective and proven. Our belief is based on results from our annual "Graduates Status Report" that has consistently shown positive outcome for our graduates. For example, the 2012/13 report shows that 88% of our graduates were either employed full-time, part-time or enrolled in graduate schools, 86% were employed within 3 months, the median salary was $52,000 (College of Engineering was $65,000) and 92% of our graduates were in jobs related to their major (http://careerservices.calpoly.edu/content/student/gsr_report).

Despite the funding model that does not recognize differences in the cost of delivering instruction, we feel strongly about our mission and Learn by Doing philosophy and believe that our graduates are needed by the state. Therefore, to offset the funding model, we have evolved into a community where innovative thinking is the culture. This coupled with the desire to be our best creates an environment where innovative thinking is the norm – we expect it of each other, and we want it for our students.

Sustainability of the Changes in Policy, Practice and Systems

More important than sustaining the changes in policies, practices and systems made to meet our institutional goals is the commitment and expectation that we make continuous improvements to them. In the ever evolving higher education environment, we must be agile, creative, committed and forward thinking. We reside in a community that encourages open, professional dialogues – we believe in transparency and encourage questions.

Leadership, Institutional Commitment, Relationships and Leveraging our Resources

Recent changes in campus leadership have not only reinforced the expectation of innovation but they have reinvigorated our thinking by engaging the campus in conversations that cause deeper thought and engaged dialogue. We have a long history of shared governance amongst the students, faculty and staff/administration.

SUSTAINABILITY
9. Strategies for Engaging Stakeholders

Shared governance, transparency and open dialogue have proven to be successful strategies in maintaining the support of key stakeholders – the primary one being our students and their families, but also with faculty, and staff.

Students understand that they are investing in their future, and they expect to and are expected to participate in an advisory role when key decisions about resources and enrollments are needed. Faculty and staff understand that they have an important role being on the front lines and a responsibility to support our students with the goal of graduating every student we admit to Cal Poly. Campus' leadership have initiated various "listening" sessions open to students, staff and faculty encouraging their engagement in key issues Cal Poly faces and hearing their perspectives on the state of the campus.

Under the leadership of President Armstrong, partnerships with business leaders and alumni are being developed as evidenced by the CP Scholars Program, the increases in gifts and the robust conversations the campus is engaged in that have us thinking more broadly.

More generally, we have been proactive in engaging the campus in the changes to policy, practices and the tools through the offering of regular training sessions, open forums and meetings.

SUSTAINABILITY
10. Innovative Initiatives within Existing Financial Resources

Our innovations have been strategically planned with one building on the other and were accomplished based on our current levels of resources without the expectation that more would be needed or received. We have a long history of consciously and intentionally utilizing our resources in ways that support our University goals. When efficiencies are gained we reinvest any savings of resources, whether in the form of staff time or monies, in providing more support services to our students.

Our enterprise data warehouse strategy has also played a key role in our ability to leverage the various systems throughout campus (e.g., PeopleSoft HCM, uDirect, Housing, etc.) thereby reducing redundancy in data collection (staff time) and insuring the accuracy of our data (better decision making).

EVALUATION

11. Quantitative and Qualitative Measures of Goals

Our goal is to increase student success by implementing, reviewing and revising a variety of policies and practices that have an impact on the number of degrees awarded, improvement in 4-year graduation rates, and reduction in achievement gaps. The uses of online tools that integrate with an enterprise data warehouse provide a comprehensive system to enhance communication and provide an environment of transparency to facilitate comprehensive support tools.

Goal 1: Enhance Student Success

- *Increasing graduation rates (specific target outcome below in section 12)*
    - *Increase our 4-year graduation rate from 36% to over 70% by 2022*
    - *Increase 5-year graduation rate from 63% to over 75% by 2022*
    - *Increase 6-year graduation rate from 73% to over 90% by 2022*

All of the specific initiatives presented in this proposal will be monitored as well as monitoring the overall goals of increasing graduation rates and the number of degrees awarded, on a yearly basis.

Specific measures include:

1. Monitor change of major process: measuring numbers of students successfully changing majors and numbers of attempted changes; and student input on ease of process.
2. AP/DQ process will be evaluated tracking numbers of students on AP and then subsequently DQd. Goals will be to reduce DQ numbers and successfully support AP students with intervention programs (First-Year Success Programs).
3. EAP policies will be monitored to determine average unit loads of students completing degrees within each major. Goal is to reduce number of units required to complete degrees, thereby shortening time-to-degree.
4. Students participating in the First-Year, Transfer- and Second-Year Success Programs will be monitored by following their academic success. Grades and degree completion rates will be monitored yearly for these students to determine changes over time.

Goal 2: Create a Rich Culture of Diversity and Inclusivity

- *Increase our underrepresented student population (URM) from 18% to 26%*
- *Eliminate achievement gaps for under-represented minorities with a special emphasis on science, technology, engineering and mathematics (STEM) degrees*

Specific measures include:

1. Track the percent population of URM each year with the goal of reaching 22% by 2018 and 26% by 2022.
2. Monitor the achievement gap and reduce current gap of 12.9% to 6% by 2022.
3. Monitor students participating in CP Scholars program for retention and graduation rates.
4. Conduct another "Campus Climate Survey" in 2019 to determine changes in the campus climate.
5. Monitor the diversity of faculty and staff on campus to determine effectiveness of recruitment programs (minimum every 5 years).

EVALUATION
12. Target outcomes for each year through AY 2018/19

	AY 13/14	AY 14/15	AY 15/16	AY 16/17	AY 17/18	AY 18/19	AY 19/20	AY 20/21	AY 21/22
4-yr Graduation Rate	36.0%	47.0%	44%	48%	52%	56%	60%	65%	70%
5-yr Graduation Rate	71.7%	73.8%	65%	67%	68%	70%	71%	73%	75%
6-yr Graduation Rate	75.0%	78.0%	79%	81%	83%	85%	87%	89%	90%
Achievement Gap 6-yr Graduation Rate	12%	11%	10%	8%	7%	6%	4%	2%	0%
URM Students	18%	19%	20%	21%	22%	23%	24%	25%	26%

(Actual data provided in shaded boxes.)

Impact: Number of additional graduates or total estimated impact 2022 is 1,876 (Appendix H-1)

Targets rates for graduation data was selected based on peer and aspirational institution graduation data.

Goals for the achievement gap were developed based on CSU comparable data as a reference point.

Goals for the percent of URMs were developed to meet the demographic needs of the State of California.

APPENDIX B-1

Vision 2022

CAL POLY
SAN LUIS OBISPO

KEY PRINCIPLES

- Student Success
- Learn by Doing
- Excellence
- Comprehensive Polytechnic University

STRATEGIC IMPERATIVES

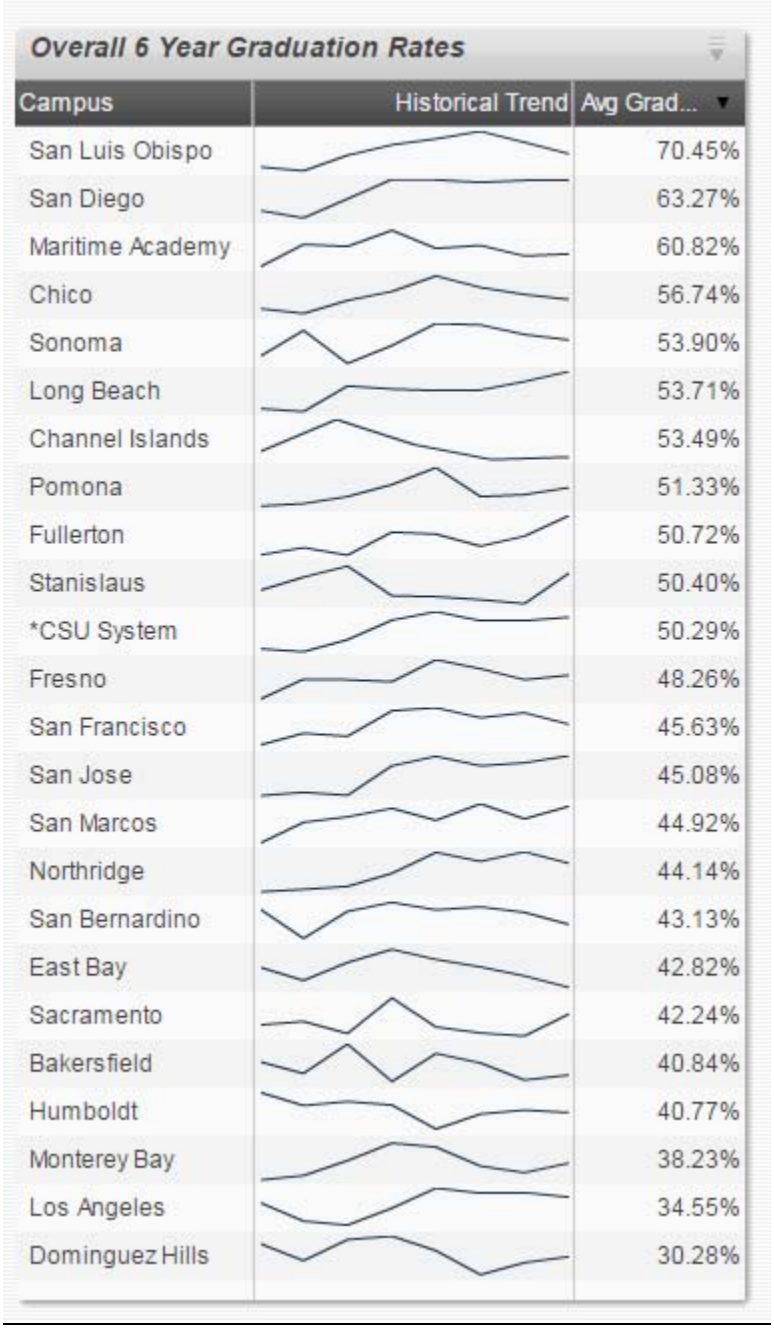
- Develop and inspire whole-system thinkers
- Embrace teacher-scholar model
- Foster diversity and cultural competency in a global context
- Promote a culture of support, philanthropy and community engagement
- Achieve sustainable growth & support world-class facilities and equipment
- Ensure our financial future

INDICATORS OF PROGRESS

- Graduation rate
- On-campus housing
- Scholarships
- Faculty-student research & creative activities
- Student-faculty ratio
- Diversity of students, faculty and staff
- Ratio of tenured/tenure-track to non-tenured faculty
- Enrollment growth
- Endowment size
- Endowed programs and chairs
- Unifying, iconic events center
- Nationally recognized scholars
- Partnerships with corporations & foundations

APPENDIX B-2

Summary of 6-year Graduation Rates
2007 First Time Freshmen Cohort
California State University (CSU) System



Overall 6 Year Graduation Rates

Campus	Historical Trend	Avg Grad...
San Luis Obispo		70.45%
San Diego		63.27%
Maritime Academy		60.82%
Chico		56.74%
Sonoma		53.90%
Long Beach		53.71%
Channel Islands		53.49%
Pomona		51.33%
Fullerton		50.72%
Stanislaus		50.40%
*CSU System		50.29%
Fresno		48.26%
San Francisco		45.63%
San Jose		45.08%
San Marcos		44.92%
Northridge		44.14%
San Bernardino		43.13%
East Bay		42.82%
Sacramento		42.24%
Bakersfield		40.84%
Humboldt		40.77%
Monterey Bay		38.23%
Los Angeles		34.55%
Dominguez Hills		30.28%

Data Source: CSU Student Success Dashboard

APPENDIX B-3

Student Success - Guiding Principles

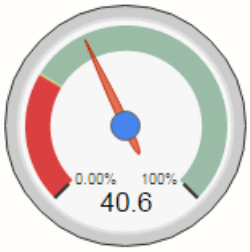
- Students' path to graduation should be transparent, flexible and as simple as possible
- Students should be treated equitably through the consistent application of policy – including a clearly defined appeal process
- Students should have university-wide support in reaching success (i.e., graduation) regardless of their affiliation (e.g., major)
- Students deserve communication in a timely manner thereby allowing them to make any necessary adjustments to their academic plans
- Upon admission to Cal Poly, students should have a clear understanding of the expectations being placed upon them (e.g., common standard of progress, impact of co-curricular activities on their progress to degree, etc.)
- Policies and procedures should support the students' learning experience
- Continuous review of our policies and practices should be performed regularly – input from our students and other stakeholders should be sought as well as the use of metrics
- Policies and practices should promote quality programs and efficient use of resources.

Reviewed/Adopted by Academic Deans' Council Fall Quarter 2009

APPENDIX B-4a

Expected Academic Progress – On Track

Academic Progress



Your Expected Academic Progress (EAP) as of the last date analyzed *(10/10/2014)* is **28.3**% of your course requirements.

You have currently completed **40.6**% of your course requirements.

Based on this, you are considered to be: **ON TRACK** for meeting the EAP Policy

Data last analyzed on 10/10/2014.
The gauge will be updated again in January 2015.

Frequently Asked Questions

Enrollment Summary (Unofficial)

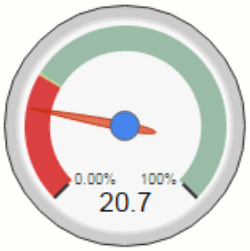
UGRD

TERM	UNITS ATT	UNITS EARNED	UNITS GRADED	GRADE POINTS	GPA	POINTS DEFICIENT	ACAD STND	DEAN'S LIST
Fall Quarter 2013	13.00	13.00	12.00	38.80	3.233			
Winter Quarter 2014	16.00	16.00	16.00	52.00	3.250			
Spring Quarter 2014	14.00	14.00	13.00	31.50	2.423			
Fall Quarter 2014	16.00	0.00	0.00	0.00	0.000			
Winter Quarter 2015	16.00	0.00	0.00	0.00	0.000			
CPSLO Cumulative:	43.00	43.00	41.00	122.30	2.983	*Through the end of Spring Quarter 2014*		
Higher Ed Cumulative:	43.00	57.00	41.00	122.30	2.983			
GPA Calculator								

APPENDIX B-4b

Expected Academic Progress – Off Track

Academic Progress



Your Expected Academic Progress (EAP) as of the last date analyzed *(10/10/2014)* is **28.3**% of your course requirements.

You have currently completed **20.7**% of your course requirements.

Based on this, you are considered to be: **OFF TRACK**
Please contact your advisor to devise a plan to get you back on track.

Data last analyzed on 10/10/2014.
The gauge will be updated again in January 2015.

Frequently Asked Questions

Enrollment Summary (Unofficial)

UGRD

TERM	UNITS ATT	UNITS EARNED	UNITS GRADED	GRADE POINTS	GPA	POINTS DEFICIENT	ACAD STND	DEAN'S LIST
Fall Quarter 2013	14.00	12.00	12.00	28.00	2.333			
Winter Quarter 2014	16.00	16.00	16.00	33.60	2.100			
Spring Quarter 2014	18.00	18.00	18.00	52.00	2.889			
Fall Quarter 2014	13.00	0.00	0.00	0.00	0.000			
Winter Quarter 2015	8.00	0.00	0.00	0.00	0.000			
CPSLO Cumulative:	48.00	46.00	46.00	113.60	2.470	*Through the end of Spring Quarter 2014*		
Higher Ed Cumulative:	48.00	55.00	46.00	113.60	2.470			
GPA Calculator								

APPENDIX B-5

Average Unit Loads
Pre and Post Block Scheduling of all First Time Freshmen (FTF)

	Avg. Unit Load	
Term	FTF	All Undergrads
Fall 2007	13.94	14.10
Fall 2008	14.01	14.27
Fall 2009	14.39	14.55
Fall 2010	14.46	14.53
Fall 2011	14.04	14.34
Fall 2012	14.61	14.52
Fall 2013	14.53	14.48
Fall 2014	14.83	14.57

APPENDIX B-6

First Year Success Program Results

In order to aid the communication of statistical significance, the following asterisk code is used to point out significant p-values:

* indicates a p-value between 0.10 and 0.05
** indicates a p-value between 0.05 and 0.01
*** indicates a p-value less than 0.01

Below is a table describing the sample size distribution across each college in the study.

Sample Size Distribution		Control	Treatment	Total
College	CAFES	43	45	88
	OCOB	14	15	29
	CENG	64	64	128
	COSAM	36	36	72
	Aggregate	157	160	317

Table 1 – The number in each cell represents the number of students in that cross classification.

1) GPA

This section describes findings about the changes in students' GPA. Below is a table summarizing GPA findings:

GPA Summary Statistics (Average GPA)		Control			Treatment			Treatment vs. Control	
		Fall GPA	Winter GPA	Change in GPA	Fall GPA	Winter GPA	Change in GPA	Winter GPA p-value	Change in GPA p-value
College	CAFES	1.492	2.102	0.565	1.463	2.328	0.866	0.1411	0.0717*
	OCOB	1.417	2.311	0.785	1.609	2.258	0.649	0.8027	0.5805
	CENG	1.323	1.897	0.578	1.347	2.144	0.797	0.1157	0.1692
	COSAM	1.371	2.128	0.734	1.387	2.491	1.061	0.0512*	0.1018
	Aggregate	1.389	2.042	0.628	1.414	2.280	0.857	0.0081***	0.0147**

Table 2 – Note that the "Change in GPA" statistic is not the difference between the average Fall and Winter GPAs, but the average of the difference between the Fall and Winter GPA for *each student.*

Interestingly, within each college a significant effect due to treatment was not detected. However, *cumulatively* we can detect a statistically significant effect of the treatment on both winter GPA and change in GPA. This is due to the fact that the cumulative sample size is large enough to detect smaller differences that the smaller sample sizes, those within each college, cannot.

APPENDIX B-7

PolyProfile

Personal Information

Contact Information

Preferred Phone:

Mailing Address **Univ. Housing Address** **Home Address**

Additional Higher Education Credits

No information to display.

Degrees Conferred

No information to display.

Career Program Plans

Undergraduate (Active in Program)

Admitted in Fall Quarter 2014 as a First-Time Freshman
MCA Academic Score: 4512
View Minimum Scores in PolyData Dashboards

Bachelor of Science (2013-2015 Catalog)
Plan: 52MEBSU
Major: Mechanical Engineering - College of Engineering

Milestones Completed:

ELM: Y
NR Math Remediation

EPT: Y
NR English Remediation

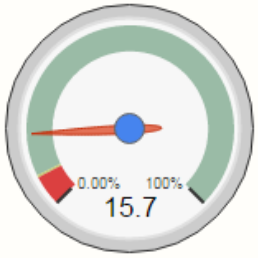
MAPE: Y
04 Eligible for Math 142

GWR: N
INELIGIBLE/REQD

Individualized Change of Major Agreements (ICMA)

No information to display.

Academic Progress



Your Expected Academic Progress (EAP) as of the last date analyzed *(10/10/2014)* is **6.7**% of your course requirements.

You have currently completed **15.7**% of your course requirements.

Based on this, you are considered to be: **ON TRACK** for meeting the EAP Policy

Data last analyzed on 10/10/2014.
The gauge will be updated again in January 2015.

Frequently Asked Questions

Enrollment Summary (Unofficial)

UGRD

TERM	UNITS ATT	UNITS EARNED	UNITS GRADED	GRADE POINTS	GPA	POINTS DEFICIENT	ACAD STND	DEAN'S LIST
Fall Quarter 2014	15.00	0.00	0.00	0.00	0.000			
Winter Quarter 2015	10.00	0.00	0.00	0.00	0.000			

Enrollment History (Unofficial)

Fall Quarter 2014

UGRD, Sophomore

SUBJECT	TITLE	UNITS ATT	UNITS EARNED	UNITS GRADED	GRADE	GRADE POINTS	GPA
ART-148-03	Beginning Sculpture	4.00	4.00	4.00		0.00	
IME-142-08	Manufact Proc: Matrls Joining	2.00	2.00	2.00		0.00	
MATH-142-07	Calculus II	4.00	4.00	4.00		0.00	
ME-128-06	Intro: Mechanical Engr I	1.00	1.00	1.00		0.00	
PHYS-141-06	General Physics IA	4.00	4.00	4.00		0.00	
	Term Total:	15.00	0.00	0.00		0.00	**0.000**
	CPSLO Total:	15.00	0.00	0.00		0.00	0.000
	Higher Ed Total:	15.00	72.00	0.00		0.00	0.000

Winter Quarter 2015

UGRD, Sophomore

SUBJECT	TITLE	UNITS ATT	UNITS EARNED	UNITS GRADED	GRADE	GRADE POINTS	GPA
MATH-143-14	Calculus III	4.00	4.00	4.00		0.00	
ME-129-01	Intro to Mechanical Engr II	1.00	1.00	1.00		0.00	
ME-163-01	Freshmen Orientation to ME	1.00	1.00	1.00		0.00	
POLS-112-05	American & California Governme	4.00	4.00	4.00		0.00	
	Term Total:	10.00	0.00	0.00		0.00	**0.000**
	CPSLO Total:	25.00	0.00	0.00		0.00	0.000
	Higher Ed Total:	25.00	72.00	0.00		0.00	0.000

Planned Courses

Plan last accessed on 12/03/2014

Fall Quarter 2014 (5 Courses)

- ART 148. Beginning Sculpture.
- IME 142. Manufacturing Processes: Materials Joining.
- MATH 142. Calculus II.
- ME 128. Introduction to Mechanical Engineering I.
- PHYS 141. General Physics IA.

Winter Quarter 2015 (6 Courses)

- CHEM 124. General Chemistry for the Engineering Disciplines I.
- IME 141. Manufacturing Processes: Net Shape.
- MATH 143. Calculus III.
- ME 129. Introduction to Mechanical Engineering II.
- ME 163. Freshmen Orientation to Mechanical Engineering.
- PHYS 132. General Physics II.

Spring Quarter 2015 (5 Courses)

- CHEM 125. General Chemistry for the Engineering Disciplines II.
- IME 143. Manufacturing Processes: Material Removal.
- MATH 241. Calculus IV.
- ME 130. Introduction to Mechanical Engineering III.
- PHYS 133. General Physics III.

Summer Quarter 2015 (2 Courses)

- COMS 102. Principles of Oral Communication.
- ENGL 149. Technical Writing for Engineers.

Fall Quarter 2015 (5 Courses)

- CE 204. Mechanics of Materials I.
- CSC 231. Programming for Engineering Students.
- MATH 244. Linear Analysis I.
- ME 211. Engineering Statics.
- ME 251. Introduction to Detailed Design with Solid Modeling.

Winter Quarter 2016 (4 Courses)

- CE 207. Mechanics of Materials II.
- MATH 344. Linear Analysis II.
- ME 212. Engineering Dynamics.
- ME 236. Measurements and Engineering Data Analysis.

APPENDIX C-1

Data and Information Management
Guiding Principles

1. Cal Poly believes in transparent data driven decision making.

2. Cal Poly's information and data is a shared strategic asset that will be stored, maintained and supported by an enterprise infrastructure that includes data management policies, standards and procedures.

3. Through established policies and practices, Cal Poly ensures that information is used appropriately and is in compliance with state and federal regulations, as well as CSU and Cal Poly policies.

4. Cal Poly believes in the efficient and effective use of accurate and consistent data that is made available to the campus community in a clear and timely fashion. More specifically, all data should be accessible to everyone unless the data is restricted and/or the use is inappropriate.

5. Cal Poly believes in empowering the campus community by collecting relevant data from multiple sources, combining the data and presenting it in ways that support day to day decision making and the university's strategic plan (e.g., Vision 2022).

6. Consistent, accurate and open information flow across campus is a high priority as we strive to make data driven decisions. In order to do so campus systems must integrate into the campus infrastructure. Recognizing that this integration may not always be feasible, exceptions will be reviewed by the University Technology Governance Committee (UTGC).

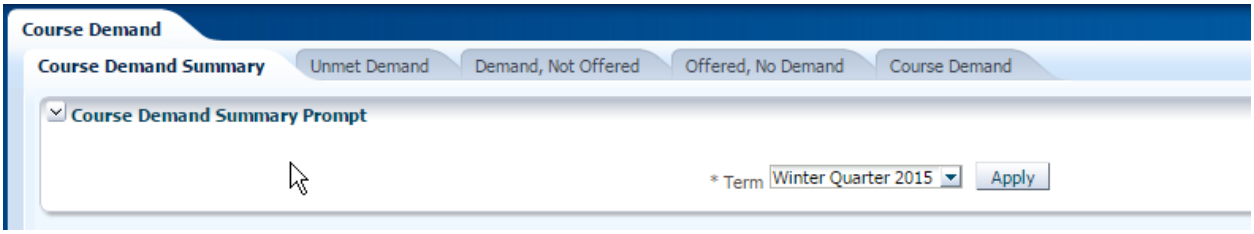
7. All methods of data and information sharing (e.g., reports, dashboards, data/system integration, etc.) will include a means to obtain access to data definitions and/or the context in which the data should be used.

8. Cal Poly's information technology infrastructure shall be stable, resilient and secure for data collected and maintained by the university.

These guiding principles, and therefore the revised policy support transparency (i.e., access to data) that then forces accountability. By opening up access to data, better decisions will be made in determining how best to deploy our limited resources by insuring that focused and intentional programs are developed that retain and graduate more students - especially those students that are members of groups that are underrepresented.

APPENDIX C-2

Course Demand Dashboards

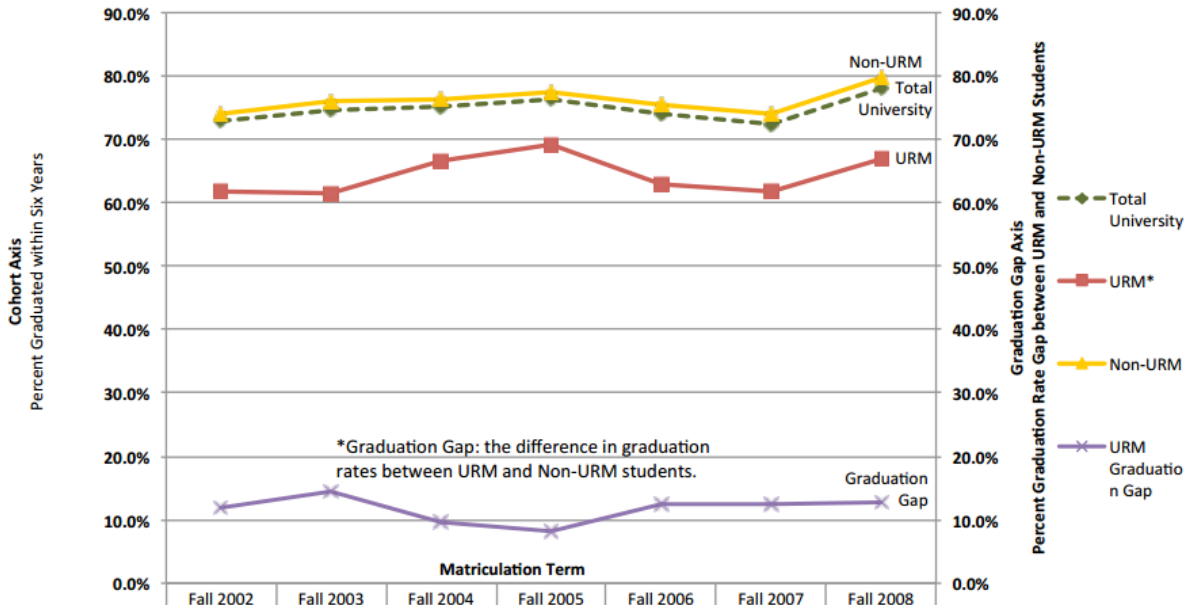


APPENDIX D-1

Cal Poly University 6-Year Graduation Rates by Matriculation Term Cohorts

FTF Graduation Rates by Minority Status: URM* vs. Non-URM

*Under-represented minorities: Hispanic, Native American, and Black



	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Total University	72.9%	74.5%	75.1%	76.4%	73.9%	72.4%	78.0%
URM*	61.9%	61.5%	66.5%	69.2%	63.0%	61.7%	66.9%
Non-URM	73.9%	76.1%	76.2%	77.4%	75.5%	74.1%	79.8%
URM Graduation Gap	12.0%	14.6%	9.7%	8.2%	12.5%	12.4%	12.9%

APPENDIX E-1

Increase in 4, 5, and 6-Year Graduation Rates

Persistence Rate Trends

CAL POLY PERSISTENCE RATE TRENDS

First-Time Freshmen

Fall Cohort	Original Cohort*	Average HS GPA	Average SAT Reading	Average SAT Math	Average ACT Comp.	One-Year Retention Rate	Four-Year Graduation Rate	Five-Year Graduation Rate	Six-Year Graduation Rate
1990	1,817	--	--	--	--	85.4%	7.6%	40.0%	58.5%
1991	1,626	--	--	--	--	85.0%	9.8%	42.8%	59.4%
1992	1,418	3.49	--	--	--	86.1%	11.5%	42.3%	60.4%
1993	1,676	3.53	--	--	--	87.2%	10.4%	46.9%	65.1%
1994	2,098	3.50	--	--	--	85.6%	13.0%	50.6%	65.3%
1995	2,506	3.53	542	575	--	86.4%	15.0%	54.1%	66.6%
1996	2,869	3.48	535	569	--	85.9%	16.7%	51.2%	65.2%
1997	2,291	3.59	561	586	--	87.1%	16.4%	52.0%	66.2%
1998	2,466	3.62	560	600	24.4	89.0%	17.5%	55.1%	69.4%
1999	2,852	3.63	565	595	24.4	88.6%	21.8%	57.0%	70.0%
2000	3,253	3.61	561	603	24.3	88.6%	21.3%	55.9%	68.6%
2001	3,638	3.63	564	604	24.4	88.3%	22.6%	59.1%	69.2%
2002	3,085	3.70	573	617	25.0	89.2%	24.0%	61.8%	72.9%
2003	3,011	3.73	575	619	25.2	90.0%	25.2%	63.6%	74.5%
2004	2,899	3.77	587	626	25.7	91.3%	27.0%	64.9%	75.1%
2005	3,575	3.72	584	618	25.5	90.8%	31.1%	68.0%	76.4%
2006	3,763	3.70	569	614	25.3	89.9%	28.3%	66.4%	73.8%
2007	4,419	3.71	570	612	25.5	89.2%	29.6%	63.4%	71.8%
2008	3,450	3.79	578	623	26.1	91.4%	37.0%	70.0%	
2009	3,883	3.81	579	623	26.3	91.3%	40.4%		
2010	3,520	3.84	588	627	26.8	93.0%			
2011	4,305	3.84	593	634	27.0	92.7%			
2012	3,686	3.87	596	635	27.1	92.5%			
2013	4,863	3.87	597	635	27.3				

APPENDIX F

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APPENDIX G

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APPENDIX H-1

Number of additional graduates or Total Estimated Impact
Increased Graduation Rates

ORIGINAL WITH RATES AGGREGATED	AY 13/14	AY 14/15	AY 15/16	AY 16/17	AY 17/18	AY 18/19	AY 19/20	AY 20/21	AY 21/22
4-yr Graduation Rate	36%	40%	44%	48%	52%	56%	60%	65%	70%
5-yr Graduation Rate	63%	64%	65%	67%	68%	70%	71%	73%	75%
6-yr Graduation Rate	75%	77%	79%	81%	83%	85%	87%	89%	90%

REVISED TO SHOW RATE BY GRAD YEAR	AY 13/14	AY 14/15	AY 15/16	AY 16/17	AY 17/18	AY 18/19	AY 19/20	AY 20/21	AY 21/22
4-yr Graduation Rate	36%	40%	44%	48%	52%	56%	60%	65%	70%
5-yr Graduation Rate	27%	24%	21%	19%	16%	14%	11%	8%	5%
6-yr Graduation Rate	12%	13%	14%	14%	15%	15%	16%	16%	15%
TOTAL GRADUATION RATE	**75%**	**77%**	**79%**	**81%**	**83%**	**85%**	**87%**	**89%**	**90%**

TODAY'S GRAD RATES: 36%, 27%, 12% - New Student Count with 1% Projected Growth

YEAR	FRESHMEN	AY 14/15	AY 15/16	AY 16/17	AY 17/18	AY 18/19	AY 19/20	AY 20/21	AY 21/22	TOTAL GRADS	
AY13/14	4871			1754	1315	585				3653	75%
AY14/15	4920				1771	1328	590			3690	75%
AY15/16	4969					1789	1342	596		3727	75%
AY16/17	5019						1807	1355	602	3764	75%
AY17/18	5069							1825	1369	3193	63%
AY18/19	5119								1843	1843	36%
AY19/20	5171									0	0%
AY21/22	5222									0	0%
									GRAND TOTAL:	19870	

VISION 2022 PROJECTED GRAD RATES - New Student Count with 1% Projected Growh

YEAR	FRESHMEN	AY 14/15	AY 15/16	AY 16/17	AY 17/18	AY 18/19	AY 19/20	AY 20/21	AY 21/22	TOTAL GRADS	
AY13/14	4871			1754	1315	585				3653	75%
AY14/15	4920				1968	1181	640			3788	77%
AY15/16	4969					2186	1043	696		3925	79%
AY16/17	5019						2409	954	703	4065	81%
AY17/18	5069							2636	811	3447	68%
AY18/19	5119								2867	2867	56%
AY19/20	5171									0	0%
AY21/22	5222									0	0%
									GRAND TOTAL:	21746	

NUMBER OF ADDITIONAL GRADUATES or TOTAL ESTIMATED IMPACT by 2022: 1876