Student Success Framework:
A Tool to Characterize Strategies at Broad-access Universities

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This framework was developed based on a review of research and national initiatives related to improving student success in broad-access universities, as part of the report titled *From Scatterplot to Roadmap: New Efforts to Improve Student Success in The California State University*. The framework maps six broad categories of institutional actions along four developmental stages of the student pathway through college. This document, which characterizes common strategies in the form of questions, might be helpful in framing student success planning discussions at campuses.

Student Success Network
in the California State University

Institutional Actions	Student Pathway through the University			
	Preparing for and Choosing the University	**Enrolling and Early Attendance**	**Selecting a Major and Meeting Requirements**	**Preparing for Graduation and Future Plans**
Leadership and Governance	Are outreach and admissions efforts connected to the academic and student services functions to support the success of students who enroll? Do campus leaders collaborate with leaders of high schools (HSs), community colleges (CCs) and community organizations to encourage students to attend college and to help students and families understand campus processes? Do campus leaders partner with HS and CC leaders to support regional planning around enrollment and capacity issues?	Does campus leadership foster a culture that emphasizes shared responsibility for student success? Is accountability for student success clearly assigned to a senior officer(s) and/or a committee with a clear governance structure and broad representation across divisions and roles? Do campus leaders routinely include student success in campus messaging? Do campus leaders facilitate collaboration across divisions and departments in support of student success? Do campus leaders ensure that data on student progress and outcomes are disseminated widely to administrators, faculty and staff, and used to support decision making around student success? Do campus leaders demonstrate and communicate a commitment to diversity and inclusion? Does the institution maximize the utilization of classrooms and other physical spaces to support student progress?		
				Is the institution partnering with regional leaders (private, public, and non-profit) to serve community workforce and education needs?

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Data-informed Decision-Making	Does the institution routinely share data with HSs/CCs, and engage in discussions of those data to understand student progress and success across educational sectors?	Does the campus use information from an online degree audit/planning system as a basis for developing course schedules to meet student needs? Does the institution evaluate the effectiveness of student success programs, and use that information to direct resources to best support student outcomes? Does the campus use data to identify, track, and address disparities in progress and success across demographic groups? Does the institution develop data dashboards or other means of providing easy access to information about student success, and ensure broad awareness of such resources across campus?		
		Does the campus use data to determine the effectiveness of placement and remediation policies and practices? Does the institution use data to identify gateway courses with high failure rates? Does the institution monitor students' academic performance to identify at-risk students early?	Does the institution monitor students' progress in degree programs to identify at-risk students? Does the campus use data to identify successful course-taking patterns to inform program roadmaps? Does the institution use student demand for courses/majors to inform program planning and resource allocation?	Does the institution obtain and review data on students' employment outcomes and use those data to inform planning processes?

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Program/Curricular Planning	Does the campus collaborate with HSs and CCs to ensure alignment of program pathways?	Are course schedules developed to maximize the availability of courses students need to meet degree requirements? Does the university use hybrid and online instruction, summer terms, and intercessions to expand capacity in high-demand courses? Does the campus ensure that academic policies related to course repeats/failures and academic probation support student progress and success?		
		Does the institution make efforts to maximize student placement in college-level English and math? Are remedial programs streamlined to facilitate student progress? Are gateway courses with high failure rates redesigned? Does the institution use competency tests or other means to award credit for prior learning? Does the institution use block scheduling or first year course packages?	Do program curricula limit excessive requirements? Does the institution provide clear roadmaps for students that clarify program requirements and a plan for completion within 2 (for community college transfers) or 4 (for native freshmen) years?	Do faculty consider labor market data and other sources of information to ensure that programs and curricula meet current needs and student interests?

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Academic Engagement	Do faculty actively collaborate with feeder HSs/CCs to enhance students' academic readiness for CSU	Does the institution increasing tenure density to support faculty-student engagement in practices demonstrated to increase student success? Does the institution promote critical thinking skills across the curriculum? Does the institution recognize students' academic achievements and attainment of milestones? Does the institution ensure access to academic enrichment opportunities across demographic groups? Does the university create spaces for student/faculty interaction outside the classroom? Does the campus provide ample opportunities for on-campus employment, housing, and activities to encourage students to maximize their time on campus?		
		Does the institution provide learning communities and other options to connect students with others who have similar goals and interests? Does the university make first-year experience programs broadly available? Are faculty involved in orientation programs, particularly for transfer students entering majors? Does the institution provide targeted programs or supports (beyond orientation) for incoming transfer students? Does the university utilize a summer bridge program to provide a head start for incoming students?	Are opportunities for service learning, study abroad, and undergraduate research actively developed and promoted by the university?	Does the university require a senior capstone experience to help students integrate and apply their learning? Does the institution collaborate with regional employers to provide internship opportunities?

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Support Services	Do student services professionals maintain frequent communication with HS and CC counselors regarding changes to admissions requirements, program curricula, etc.? Does the institution provide clear information to prospective students and their families about the real costs of attendance and opportunities for financial aid?	Are support services placed in high-visibility areas on campus? Does the institution hire sufficient staff advisors and/or do they hire advisors whose responsibilities include increasing graduation rates? Does the institution optimize the organization of advising resources to better support student success? Does the institution provide online degree audit/planning software for use by students and advisors in planning coursework and other requirements to complete a degree? Does the university provide peer mentors/advisors in addition to regular advisors to support students? Is the institution proactive in providing learning assistance programs (e.g., tutoring, supplemental instruction) to struggling students? Do support services directly address the needs of underrepresented and at-risk student populations? Are financial aid packages designed to meet students' financial needs with limited reliance on loans and work hours? Does the institution designate resources to be allocated to students as needed for emergencies? Does the institution provide sufficient residential and commuter support services? Does the institution have incentives for students to encourage timely completion (e.g., grants/scholarships, priority enrollment, extra advising)?		
		Does the institution provide mandatory transition programs for both freshmen and transfer students (e.g., orientation, college success course) to support their adjustment to the campus and their knowledge of available services? Does the institution actively engage with parents/family to bridge traditional family/cultural values and new university norms? Does the university mandate early and regular advising? Does the institution provide services to increase students' financial literacy, especially around the impact of loans and working on completion and time to degree?	Does the institution monitor students' selection of major, and require advising for undeclared students at specified unit accumulation? Does the institution mandate major advising at particular milestones? Does the campus have advisors who target particular majors to ensure adequate expertise on program requirements and career opportunities?	Does the institution provide any targeted supports or incentives (e.g., intrusive advising, fee waivers) for students "on the cusp" of graduating? Does the institution provide a full range of career services to help students make the transition from student to employee? Does the institution provide support for students to learn about and pursue graduate study upon degree completion?

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Professional Development		Are advising staff trained to use degree audit/planning software and other tools to help students stay on track and complete their degrees? Does the institution provide support for new faculty to learn campus processes and to help integrate them into the campus culture? Are faculty provided training on innovative instructional methods and technology (e.g., flipped classroom, hybrid courses)? Does the institution implement faculty learning communities and/or faculty mentoring programs? Does the institution support the development of cultural competencies among faculty and staff to support learning and success for diverse student populations? Are faculty trained in advising and data utilization in addition to pedagogy to support student success?		
		Does the institution support faculty in implementing pedagogical changes to increase success in remedial and gateway courses?	Are advising staff adequately trained and kept up to date on major/program requirements?	Are faculty and advising staff provided training on helping students make the transition to post-graduation plans?

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