

Appendix 5

Student Success

Appendix 5.1

URM First-Time Freshmen Graduation Rates

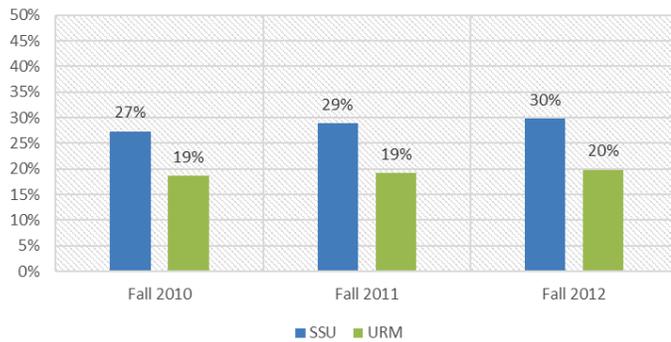
SSU First-Time Freshmen

Start Term for Cohort	Cohort Total	Within 4 Years	Within 6 Years
Fall 2010	1,576	431	955
Fall 2011	1,810	524	
Fall 2012	1,745	519	

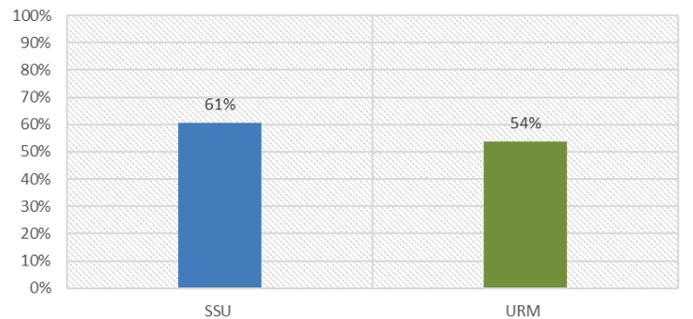
SSU URM First-Time Freshmen

Start Term for Cohort	Cohort Total	Within 4 Years	Within 6 Years
Fall 2010	360	67	193
Fall 2011	438	84	
Fall 2012	469	93	

4 Year Graduation Rate Comparison



6 Year Graduation Rate Comparison Fall 2010



*Source: Blackboard Analytics

**Includes Full-Time and Part-Time First-Time Freshmen

***URM includes African-American, American Indian and Hispanic populations

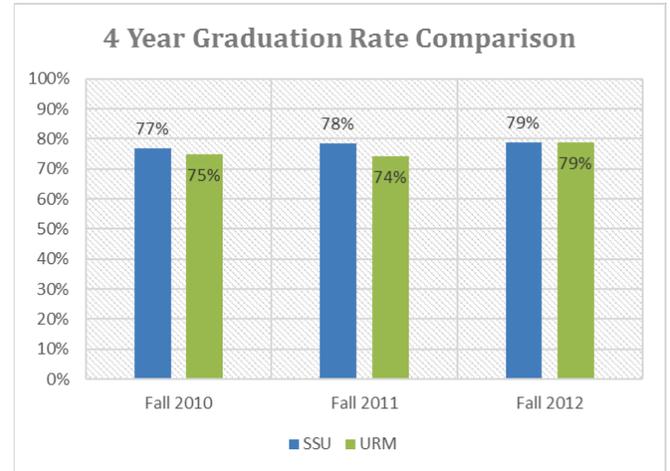
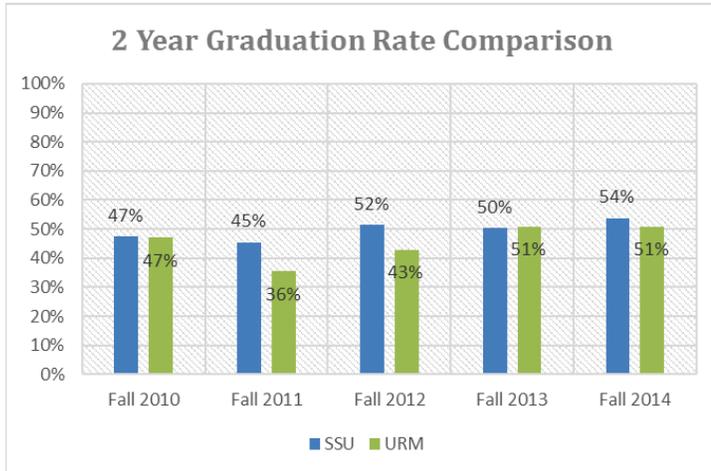
Appendix 5.2 URM Transfer Student Graduation Rates

SSU Transfers

Start Term for Cohort	Cohort Total	Within 2 Years	Within 4 Years
Fall 2010	702	333	540
Fall 2011	697	317	547
Fall 2012	796	410	628
Fall 2013	874	441	
Fall 2014	792	426	

SSU URM Transfers

Start Term for Cohort	Cohort Total	Within 2 Years	Within 4 Years
Fall 2010	104	49	78
Fall 2011	121	43	90
Fall 2012	147	63	116
Fall 2013	187	95	
Fall 2014	163	83	



*Source: Blackboard Analytics

**Includes Full-Time and Part-Time Transfers

***URM includes African-American, American Indian and Hispanic populations

Appendix 5.3
 Graduation Initiative 2025 Goals Sonoma State

Metric	2025 Goal	Most Recent Rate
Freshman 6-Year Graduation	75%	59%
Freshman 4-Year Graduation	54%	29%
Transfer 2-Year Graduation	64%	52%
Transfer 4-Year Graduation	91%	81%
Gap - Underrepresented Minority	0	8 % points
Gap – Pell	0	12 % points

Appendix 5.4

Details of the WIC Pilot Program

Pilot Program:

The Pilot Project received a Curricular Innovation grant from the School of Arts and Humanities; 5 courses were selected in Fall 2015 to run in Spring 2016. Interested departments were asked to submit the following documents:

- **Course** syllabus along with any relevant documents (such as assignments or writing prompts)
- Cover letter offering a brief rationale as to why this class is a good candidate for WIC status. Please refer to the WIC criteria explicitly.
- Proposal Submission Form (signed by Department Chair)

Participating faculty agreed to:

- Teach a writing-intensive course Spring 2016
- Revise syllabus and assignments as needed to meet the WIC criteria
- Consult with WIC Coordinator re: course development & revision
- Attend 2 workshops (Fall 2015/Spring 2016) to refine and develop WIC components of the course
- Attend a follow-up meeting mid semester
- Assist the WIC Coordinator in assessment of the pilot by collecting data (student work) as requested, administering student surveys, providing feedback on the experience (via interview and final reflections)

SPRING 2016 COURSES

Courses participating in the pilot project were the following:

	Enrollment	Faculty
*CALC 375 Chicano/ Latino Literature	23	Nora Wilkins
LIBS 327 Literacy, Language & Pedagogy	23	Ianthe Brautigan-Swensen
*FRENCH 314 French Caribbean Literatures in English	24	Suzanne Toczyski
MUSIC 351 History of Music	13	John Palmer
ENGLISH 375 Advanced Composition	25	Lauren Nahas
Total Enrollment	108	

* Starred classes are also GE.

Assessment of Pilot Project (Spring 2016)

The Spring 2016 Pilot project was assessed based on the following data:

- 1) Faculty Survey
- 2) Student survey
- 3) Review of course materials (syllabus, course outline, writing prompts, any assessment rubrics) as provided by faculty
- 4) Review of student work: data were collected for three students, 3 papers each as follows:
 - * one low-stakes writing assignment
 - * one first draft of an assigned paper
 - * one revised draft of the same paper

As per the original proposal, the review committee should consist of a representative of the Writing Center, the English Department Composition Coordinator, the WEPT Coordinator, the campus Writing Specialist, and faculty representative(s) from Arts & Humanities.

Assessment Discussion

A) Faculty feedback

The most significant change that faculty reported was the incorporation of additional writing into their course. More specifically, however, they noted that this meant adding additional low-stakes assignments and incorporating a multiple-draft process into their assignments. These are two key components of writing-intensive courses and it is encouraging to see faculty adopting them. These features (low-stakes writing, multiple drafts, extensive feedback and peer review) were also all noted as the more successful aspects of the class.

The most problematic aspects of the courses were a loss of material/content (cited by 2) and the need to rethink the course content and focus. Getting students to follow directions was also mentioned.

In terms of impact on students, faculty cited an increased sense of disciplinary writing, increased confidence, and an increased awareness of the relevance of writing. These are all significant gains and all correlated to writing development; in future courses, it would be helpful to find a way to quantify and assess these in students rather than rely on anecdotal evidence.

One faculty member felt that the course should not be offered at the senior level as it is late in the students' career. This should be considered carefully; while these courses must be upper division, the recommended time would be junior year (also when taking the WEPT is recommended) and this concern should be addressed.

In terms of professional development workshops, the faculty were unanimous in finding them useful, in particular the collaborative nature of the workshops and actual activities/strategies provided. Again, this feedback correlates with research done in Writing Across the Curriculum programs over the years, which has consistently shown that strong professional development

and support are critical to the success of these programs. New topics suggested by faculty include writing assignment development, “nuts and bolts” about teaching particular aspects of academic papers, and peer review/revision strategies. There also seemed to be a general feeling that more of this type of support would have been helpful. Again, in offering advice to new faculty to WIC, current faculty mentioned the need for scaffolding, feedback, good prompts and multiple examples of key genres, echoing the previous comments.

Based on the program coordinator’s review of the course materials, workshops presented by composition specialists which focus on the skillful incorporation of outside sources and integration of source materials would be a useful addition to these courses. The program coordinator also advocated for supporting faculty in the development of assessment rubrics for writing assignments.

Overall, participating faculty seem pleased with the outcomes, and indicated that, while the course may require more work/grading, the effort and results are worth it.

B) Student Survey Results

91 student responses to the survey were received representing an 84% response rate.

	Enrollment	Survey Responses	Response Rate	Students failing to meet WEPT minimum**
CALS 375	23	13	56.5%	1
LIBS 327	23	23	100%	0
FRE 314	24	23	96%	5
MUSIC 351	13	9	60%	1
ENG 375	25	23	92%	
TOTALS	108	91	84%	7 (6.8%)

**** These numbers were reported before final grades were submitted and may in fact be lower. I used the highest possible number quoted in each case.**

Each of the 12 questions was assessed via a Likert Scale, with potential responses ranging from Strongly Disagree (1) to Strongly Agree (5). In the comments I below, find calculated the percentages represented the Agree/Strongly Agree categories added together.

C) Review of courses

The following comments are based on a review of the assessment materials submitted for each course.

Music 351 History of Music

The course meets the WIC Criteria in the following ways:

- * Meets the page requirement for Writing Intensive
- * Incorporates one type of low-stakes writing assignment (concert reviews)
- * Requirement of revision for at least one paper is evidenced in the syllabus
- * Includes detailed writing prompts
- * Final papers show clear evidence of competence in disciplinary writing

The course does not meet the WIC criteria in these ways:

- * Syllabus does not incorporate language about the nature of a Writing Intensive course other than the statement that “there will be a strong emphasis on writing”
- * Syllabus does not explain WEPT equivalence and the minimum requirement
- * Writing assignments count for only 45% of the overall grade
- * Syllabus outlines clearly reading and listening tasks week by week, but not writing
- * There is a “discussion of writing about music” listed for one class session but there is no evidence of significant class time devoted to writing instruction (Criteria 4)
- * It is not clear on how assignments are assessed and whether or not quality of writing is included in the assessment (rubrics for assignments would address this) (Criteria 4)
- * Student papers show minimal evidence of revision from first to final draft

Recommendation: Not recommended for renewal as Writing Intensive without changes made to meet the criteria listed above. In particular, more varied use of writing to learn in class, more instructional lessons on the craft of writing about music, clear assessment rubrics that address mastery of writing as well as content, and more attention paid to requiring and supporting substantive revision of student papers.

CALS 374: Chicano/Latino Literature

The course meets the WIC Criteria in the following ways:

- * Meets the page requirement for Writing Intensive
- * Incorporates in class writing on a regular basis (evidenced in course outline)
- * Requirement of revision for at least one paper is evidenced in the syllabus
- * 80% of the course grade is based on writing
- * Includes detailed writing prompts
- * Includes rubrics for papers that address quality of writing
- * Syllabus includes information as to nature/purpose WI courses
- * Syllabus includes explanation of WEPT equivalence and criteria for meeting WEPT
- * Syllabus includes at least one writing resource for students (Purdue OWL website)

- * Course outline shows multiple class sessions devoted to in class writing, presentations on writing, due dates for rough drafts
- * Final papers show clear evidence of competence in disciplinary writing

The course does not meet the WIC criteria in these ways:

- * Learning objectives should include at least one that addresses writing
- * Student papers show minimal evidence of revision from first to final draft
- * Student assessment documents were not complete (Missing Low stakes writing for student #5 (which was a repeat of #13) and First draft for Student #13)

Recommendation: Recommended for renewal as Writing Intensive but suggest that more attention be paid to requiring and supporting substantive revision of student papers.

LIBS 327 Literacy, Language and Pedagogy

The course meets the WIC Criteria in the following ways:

- * Meets the page requirement for Writing Intensive courses
- * Requirement of revision for more than one paper is evidenced in the syllabus
- * Learning objectives include writing (“proficiency and competence in rhetorical writing techniques”)
- * More than 70% of the course grade is based on writing
- * Includes detailed writing prompts
- * Syllabus includes information as to nature/purpose WI courses
- * Syllabus includes explanation of WEPT equivalence and criteria for meeting WEPT
- * Multiple drafts are required on more than one writing assignment: student papers show clear evidence of revision from first to final draft; syllabus provides clear explanation of drafting process and its impact on grade
- * Syllabus includes at least one writing resource for students (textbook)
- * Final papers show clear evidence of competence in disciplinary writing

The course does not meet the WIC criteria in these ways:

- * Does not include rubrics for papers that address quality of writing
- * No course outline (showing how writing instruction is incorporated into course) is provided

Recommendation: Recommended for renewal as Writing Intensive but with the inclusion of the missing elements (course outline and rubrics) in future iterations.

Modern Languages 314

The course meets the WIC Criteria in the following ways:

- * Meets the page requirement for Writing Intensive
- * Requirement of revision for more than one paper is evidenced in the syllabus
- * More than 70% of the course grade is based on writing
- * Includes detailed and thorough writing prompts; clear and detailed expectations regarding written work are outlined on course website; exceptionally clear course website
- * Syllabus includes information as to nature/purpose WI courses
- * Syllabus includes explanation of WEPT equivalence and criteria for meeting WEPT
- * Multiple drafts are required on more than one writing assignment: student papers show clear evidence of revision from first to final draft
- * Writing instruction is clearly embedded throughout, as evidenced in the course outline (listing workshops, text analysis, peer editing)
- * Course incorporates peer editing for at least one paper
- * Syllabus includes at least one writing resource for students (Writing Center and grammar website)
- * Final papers show clear evidence of competence in disciplinary writing

The course does not meet the WIC criteria in these ways:

- * Does not include rubrics for papers that address quality of writing
- * Includes rhetorical awareness in learning objectives but could add an objective regarding growth in students' own writing

Recommendation: Recommended for renewal as Writing Intensive but request that the missing elements (learning objective and rubrics) be included in future iterations.

English 375 Advanced Composition

The course meets the WIC Criteria in the following ways:

- * Requirement of revision for more than one paper is evidenced in the syllabus
- * More than 70% of the course grade is based on writing
- * Includes detailed and thorough writing prompts
- * Syllabus includes explanation of WEPT equivalence and criteria for meeting WEPT
- * Multiple drafts are required on more than one writing assignment
- * Writing instruction is clearly embedded throughout, as evidenced in the course outline (listing conferences, genre analysis, peer review)
- * Course offers a clear focus on genre awareness and mastery
- * Learning objectives address writing
- * Competence in disciplinary writing evident in final drafts

The course does not meet the WIC criteria in these ways:

- * Syllabus does not include information as to nature/purpose WI courses
- * Unclear whether the course meets the page/word requirement
- * Does not include rubrics for papers that address quality of writing
- * A bibliography of texts and reading materials would be helpful as we do not have access to the Moodle site where these are posted

Recommendation: Recommended for renewal as Writing Intensive with revisions as noted above. Papers in multimedia format should provide appropriate links or access to project in its multimedia format.

D) Summary comments: The pilot WIC program has achieved a number of successes, and as such represents a positive step forward in the development of a more robust culture of disciplinary writing across campus. Faculty responses are positive overall, and provide evidence of an increased awareness of the need for writing development in the disciplines. Faculty also acknowledged the need for more support in this area, and an increase in resources provided to this program could achieve that.

Student responses were quite favorable for the most part. It appears that more effort to educate students early on about the unique nature of these courses and their demands would be helpful.

From a pedagogical standpoint, there is still a need to help faculty find ways to integrate writing more consistently throughout courses in small ways and to continue to move away from the one (or two) “big paper” approach to constructing a course. More support for faculty in terms of revision strategies, providing effective feedback and managing the paper load is essential to the success of the program. The program coordinator further suggested that providing ways to create sequenced assignments leading to a major discipline-based genre would also be useful.

From the WEPT standpoint, the courses show a significant success rate (93.5%) compared to the WEPT exam (which is typically 70-75%). Not only are students meeting this graduate requirement more successfully, they are doing so in a way that contributes substantially to their academic growth and confidence.

Proposal for a Campus-Wide Writing Intensive Course Program

-Is this information necessary to include? Is it located in another chapter?

The following components of successful Writing Intensive programs are based on the assesment of this pilot project as well as a review of comparable programs at CSU's and other campuses nationwide.

1) Rigorous review process: Departments should be required to submit courses for approval and be held to meeting the Writing Intensive Course criteria. Procedures for application should be clear and readily accessible to all. Courses should be assessed annually to ensure that they are meeting – and continue to meet – a high standard of upper-division writing in the disciplines.

2) Faculty buy-in: faculty who teach WIC should be committed to the teaching of writing, be willing to integrate writing into their courses, and in some cases be willing to change their pedagogy to make their courses successful as a Writing Intensive course.¹ Faculty should be committed to teaching the WIC course regularly within their department. The university should continue to provide a stipend to first-time faculty to honor their time and commitment to the extra effort and professional development this project requires.

3) Robust professional development & support (which goes hand in hand with #2) Initial workshops provide support as faculty revise syllabi, rework writing assignments, and learn about key topics relevant to Writing Intensive courses (disciplinary genres, writing to learn, rubrics and assessment tools, crafting of writing prompts). Other possible avenues of support could be an inquiry group, or book discussion group and monthly clinics on writing topics such as peer review and collaboration, addressing plagiarism, effective modes of response to student writing.

4) Dedicated administrative & professional oversight: successful programs have a full-time Writing Across the Curriculum /Writing Intensive Program Director with relevant expertise in composition/rhetoric.

5) A WAC (Writing Across the Curriculum) Advisory Committee: this committee should include both writing specialists and faculty from various disciplines. Members of the Advisory Committee should commit to the following tasks:

- * Review of courses applying for WI status

- * Final assessment of WI courses (syllabus, assignments, and samples of student work) to determine whether the course meets both Writing Intensive Criteria and the GWAR writing requirement

- * Advocacy for the WI program as needed; support of Program Director in these efforts

- * The Advisory Committee should be comprised of faculty/staff with disciplinary expertise in composition/rhetoric as well as faculty from the disciplines. Ideally, one faculty member should represent each school that has courses in the program. Faculty who have taught in the program

¹ Writing Intensive courses “generally encourage the use of both informal and formal sequenced writing assignments as writing-to-learn activities that enable students to obtain a more thorough grasp of course content while practicing discipline-specific modes of expression, but... do not seek to impose a monolithic pedagogy. Its methods vary widely from school to school, from discipline to discipline, and from teacher to teacher.”

would be good additions (although current teaching faculty should not, obviously, participate in the final assessment of courses)

6) Writing Fellows Program: Writing Fellows (ideally English MA students interested in writing/rhetoric) can be attached to particular writing- intensive courses in a variety of departments where they work with both students and faculty. The Fellows would receive training in writing in the disciplines and could provide support services to faculty members from the various departments in the form of classroom workshops, responding to papers, helping to craft writing prompts or individual tutoring. They should be paid as Teaching Associates.

7) Online presence and resource support. Typically WIC websites provide resources to both faculty and students, submissions guidelines and an online process for applications (for courses), a list of current WIC courses, procedures, a repository for workshop resources and other forms and procedures, and links to other online resources.

8) Outreach & Education: the Coordinator or Director of the program should have adequate time to meet with departments, recruit faculty and make the case for integrating writing-intensive courses into the curriculum of majors and programs across campus.

9) A strong assessment component: a rigorous assessment plan will allow the program to develop over time based on the data collected. Assessment data will determine whether the program is enabling students to improve their writing as well as their overall learning as a result of integrating writing to learn practices across all departments. Departments needing additional support for improving student writing can also be identified, as well as identifying areas where faculty request and need additional professional development.

Final questions:

- * What level of commitment does the university have to sustaining and expanding this program?

- * What fee will be assessed on these courses (to replace the current WEPT fee)?

- * How will the identification of these courses be made so that they will be identified as such for students and advisors?

- * How will the integration with People Soft be accomplished so that students having met the WEPT requirement will have that so indicated in their student record?

Appendix 5.5 Seawolf Scholars Retention Rates

Name of Institution: Sonoma State University
Person preparing report: Ariana Diaz De Leon
Date of report: 7/14/2016

	Academic Year 2015-2016																	
	First time freshmen						First time transfers						All students					
	First time freshman in program		First time freshman all foster youth		First time freshman - all non foster youth		First time transfers in program		First time transfers all foster youth		First time transfers all non foster youth		All foster youth in program		All foster youth	All non-foster youth		
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Total number of students	15		20		1873		2		5		875		60		78		9330	
Number and percent of unduplicated students who need remediation in English (CSU ONLY)	8	53%	11	55%	462	25%												
Number and percent of unduplicated students who need remediation in Math (CSU ONLY)	6	40%	9	45%	671	36%												
Number and percent of students participating in EOP (CSU ONLY)													30	50%	32	41%		
Number and percent of students achieving a 2.0 GPA or higher - cumulative for academic year 2015/2016	11	73%	15	75%	1499	80%	2	100%	5	100%	831	95%	51	85%	67	86%	7833	84%
Number and percent of students achieving a 3.0 GPA or higher - cumulative for academic year 2015/2016	9	60%	10	50%	877	47%	1	50%	3	60%	573	65%	29	48%	37	47%	4634	50%
Number and percent of students enrolled for 3 consecutive semesters or 4 quarters (as of spring 15/16) (exclude first year students)													39	91%	49	92%	5119	84%
Number of foster youth who earned a 4-year degree during the academic year.																		3
Number of foster youth in program who earned a 4-year degree during the academic year.																		3

Appendix 5.6 Tutoring Center Students Served and Tutoring Hours

Year	# students	# hours	Total served	Total hours
2010-11				
Tutorial	559	2472		
SI	342	2214	901	4686
2011-12				
Tutorial	765	2956		
SI	658	1948	1423	4904
2012 - 13				
Tutorial	914	4766		
SI	652	2364	1566	7130
2013-14				
Tutorial	917	4190		
SI	718	2683	1630	6873
2014 - 15				
Tutorial	1061	4156		
SI	874	3911	1935	8067
2015 - 16				
Tutorial[1]	686	2558[2]		
SI	1440	4957	2126	7515

[1]

Switching from in person scheduling to an online scheduling system in 2014 resulted in the decrease seen here. It allowed for more accurate information, cutting down on duplication of students who may have been counted twice or students who made appointments but didn't show up.

Appendix 5.7

Associated Student Participation Increases

Associate Student Participation Increases

	2012-2013	2015-2016
AS Leadership Positions, including student staff	120	130
JUMP leadership positions	30	35
Students who participated in JUMP programs (some overlap)	1000	1500

Appendix 5.8

Infrastructure Enhancements

Infrastructure Enhancement for Student Success: SSU received \$186,164 to enhance advising and student tracking staffing and protocols in order to successfully track, communicate with, and advise our most at-risk freshmen and sophomores. A major impediment to our ability to support these at-risk students has been lack of adequate staffing to conduct necessary “intrusive” advising. To advise these students proactively, we need to be able to track their progress, communicate as often as necessary the reason(s) why they are at risk, and advise them, face-to-face, to help them understand what they need to do to avoid disenrollment or disqualification from the University. With this goal in mind, our Infrastructure Enhancement for Student Success project involved the addition of three positions, one in Reporting and Analytics, one in Records, and one in Advising.

Peer Mentor Leadership: SSU received \$135,000 in to grow our Peer Advising program. Peer Advisors are specially trained juniors and seniors who help students with questions and support anyone who needs help navigating the PeopleSoft system. In addition, one Peer Advisor is assigned to specifically support the Compliance Specialist.

Sophomore Year Experience (SYE): SSU received \$206,035 to provide academic, social, and institutional support for our second-year students, including academic and career planning, relevant co-curricular activities, and exploration in the social sciences. In 2013-2014, SSU implemented a new SYE in the School of Social Sciences, designed to provide the kind of institutional support that our sophomores need. The School of Social Sciences was a particularly good school to house and test a sophomore year experience program because almost all second-year undergraduates take at least one general education social science course, including the statutory history and political science courses. Moreover, nearly 40% of students who enter their second year without a major choose majors in the School of Social Sciences. Declaring a major is a leading indicator of long-term student graduation.

Appendix 5.9

Student Completion Initiative Funds

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