



2022-'23 RETENTION YEAR END REPORT

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REPORT COMPILED AND WRITTEN BY: UNIVERSITY ADVISING RETENTION

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University Advising Retention Team Priorities

1. *Leverage Advising to close the graduation gap for Black, Hispanic/Latinx, Native American, First-Generation and Pell-eligible students*
2. *Eliminate/reduce barriers to retention and graduation, focusing on those caused by and bias inherent in, academic policies/procedures*
3. *Develop and provide time-sensitive and student-centric interventions for students facing identified reenrollment or academic barriers*

During the 2022-23 Academic Year, the University Advising Retention team has served these priorities in the following ways:

Developed and provided student-centric interventions for students facing identified reenrollment, institutional or academic barriers

Active Not Enrolled Outreach

Working collaboratively, centralized and CENG retention specialists, CP Scholar MSC advisors, athletic advisors and EOP sent **5,303** emails, placed calls to **1,416** students (including **368** calls to our Black, Hispanic/Latine, Native American, Hawaiian Pacific Islander, Multi-Racial, first-generation, and low-income students over summer term), and held one-on-one conversations with **303** students. This outreach serves to notify students of enrollment periods, to nudge those close to being discontinued for non-attendance and to remove reenrollment barriers while providing empathic support for each student.

ITO Outreach

The retention team responded with personalized emails and/or phone calls to 712 Informal Time Off inquiries.

Change of Major

Centralized retention tracked and recorded 1,226 change of major portlet actions.

Leave of Absence

Retention specialists:

- Worked with 581 students considering Leave of Absence to ensure time off was being maximized, that each student had confidence in next steps and that forms were signed in a timely manner
- Reached out to 100 students scheduled to return from LOA to facilitate a seamless transition back to Cal Poly

University Departure

Retention reached out to 294 students submitting University Departure forms to provide empathic support and the option of meeting with a retention specialist to discuss reason for leaving, next steps, transferring to another school and/or the possibility of returning.

3+ year Cal Poly Scholars

Retention services for CP Scholars underwent continued changes to accommodate the growing Scholars population and to clarify the evolving role of our retention team in facilitating greater access and use of advising support.

Retention Specialists:

- Emailed retention team introductions and reminders as appropriate for required AP advising and encouragement to access advising for those entering year 3 with <2.5gpa and <90 CP units completed
- Conducted outreach calls to Cal Poly Scholars in academic disqualification status to encourage them to apply for reinstatement, explain connection to Satisfactory Academic Progress appeal and provide support
- Facilitated ongoing collaboration with Mustang Success (MSC) Center and Cal Poly Scholars to support transition of year 1 scholars from MSC to Retention and the college advising centers
- Updated our communications timeline to identify proactive outreach opportunities.
- Coordinated with Scholars program to update academic related requirements for program participants for the '23-'24 academic year

Increased advising and campus capacity to support students and close graduation gaps

Campus participation and leadership

UA Retention continued to strengthen cross-campus partnerships, and to provide retention data and perspective to influence more student-centric and equitable campus policies and practices. Retention specialists were active, often central, members of:

- Basic Needs Task Force
- Transfer Onboarding Working Group
- Change of Major Policy Review Committee
- Withdrawal Policy Review Working Group
- HSI Task Force
- Quarter to semester conversion committees
- Academic Senate
- College-specific Students of Concern committees
- Substance Use and Abuse Advisory Committee
- Graduation Initiative priority 1 and 3 workgroups
- CASS
- Advising leads and directors

Built capacity around Diversity, Equity and Inclusion

In order to foster a more inclusive and equitable advising experience for those students most marginalized at Cal Poly, retention specialists:

- Engaged with the Center for Teaching and Learning Technology to develop advising-specific DEI Professional Education goals and learning outcomes and identify partnership opportunities
- Launched DEI professional education program and coordinated three sessions for the academic advising community. Sessions included the critique of existing approaches to guidelines used in DEI learning spaces and an overview of OUDI updates and future projects by guest speaker, Beya Makekau, Assistant Vice President of DEI Strategic Planning and Networks
- Participated in Examining Whiteness Foundational Training and ongoing conversations (one specialist)
- Attended CLA's Social Justice Teach-in
- Attended the National Institute for the Study of Transfer Students Conference
- Partnered with the Dream Center and the Financial Aid Office to host "Navigating Time Off" presentation
- Participated in college-specific student outreach events (TR SLO Days, WOW, Meet & Greet, workshops)

Compiled, analyzed and provided data to campus leadership and advising community

Retention continued to improve upon, distribute and develop interventions around actionable, campus-wide student-level, aggregate and disaggregated data aimed at increasing graduation rates and closing equity gaps

Intervention efficacy & policy analysis

- Gathered relevant data and served as an active participant on the Withdrawal Working Group, which reviewed and suggested revisions to the existing withdrawal policy. The new policy was approved by the Academic Senate in June 2023
- Completed extensive data review related to change of major using Institutional Research-provided data, multi-year portlet and ICMA dashboard data to inform policy review
- Provided transfer AP/DQ report including GPA comparisons between academic terms forming the foundation for broader annual transfer report

Data access for targeted advising

- Collaborated with Office of Data Management to develop two new datasets; one to easily identify students who are active but not enrolled that allows the retention team to incorporate and understand additional factors that may necessitate extra support (ANE dataset), and another that includes demographic plus academic information to analyze and develop interventions or outreach with the ultimate goal of closing graduation gaps (DEI dataset). Both of these datasets are to be turned into BI Publisher reports for on-demand access
- Provided list of students below 12 units following round 1 of registration – All colleges
- Identified second-year ENVM or EESS students who are in less than 12 or 16 units – CAFES
- Provided quarterly list of TRIO students on Academic Probation, Disqualification and Dean's List
- Engaged second-year students without college advising history and who were most likely to benefit from academic support – all colleges
- Identified EOP students who had not made contact with an EOP Counselor
- Conducted comparative analysis of retention and graduation trends among students in the Multicultural Scholars Program (MSP) and non-MSP counterparts – CLA
- Provided proactive outreach to students with expiring I/RP grades
- Provided report detailing pre-health students' applications and acceptance to health professional programs — BCSM

- Trained CAFES advisors on pulling 1Stop reports to analyze advising center trends and advising interactions

Data-informed interventions, campus improvement and use of data toward closing graduation gaps

- MEP STAR Program – proactive interventions for second year students (FTF & TR) – CENG
- Red degree progress reports (DPR)
 - Provided lists of students with outstanding degree requirements three times a quarter to academic advising centers to be used for proactive outreach to students to ensure “on-time” graduation
 - Refined and provided an additional, more detailed report of students who did not complete degree requirements in their final term to be used for both outreach and analysis of reasons students did not graduate

System-wide involvement

- Attended Graduation Initiative 2025 Priority 1 session at Chancellor’s office, delivered poster presentation outlining all reenrollment activity to date, represented Cal Poly Admissions’ reengagement plan and gained valuable insight on system-wide efforts

Identified Barriers, Strategized and Recommended or Implemented Proactive Measures/ Interventions

Barriers identified and/or addressed

- Submitted recommendations which were adopted by university-wide committees for policy review (APDQ and Change of Major) through an equity lens
- Served as active member and subcommittee lead for COM policy review
- Clarified and updated student-facing information on the Office of the Registrar’s website regarding taking time off or leaving Cal Poly
- Partnered with Office of the Registrar to clarify Leave of Absence process and strategized plan to prevent missed communication to LOA students