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# *Commuter Student Success*

January 13, 2014



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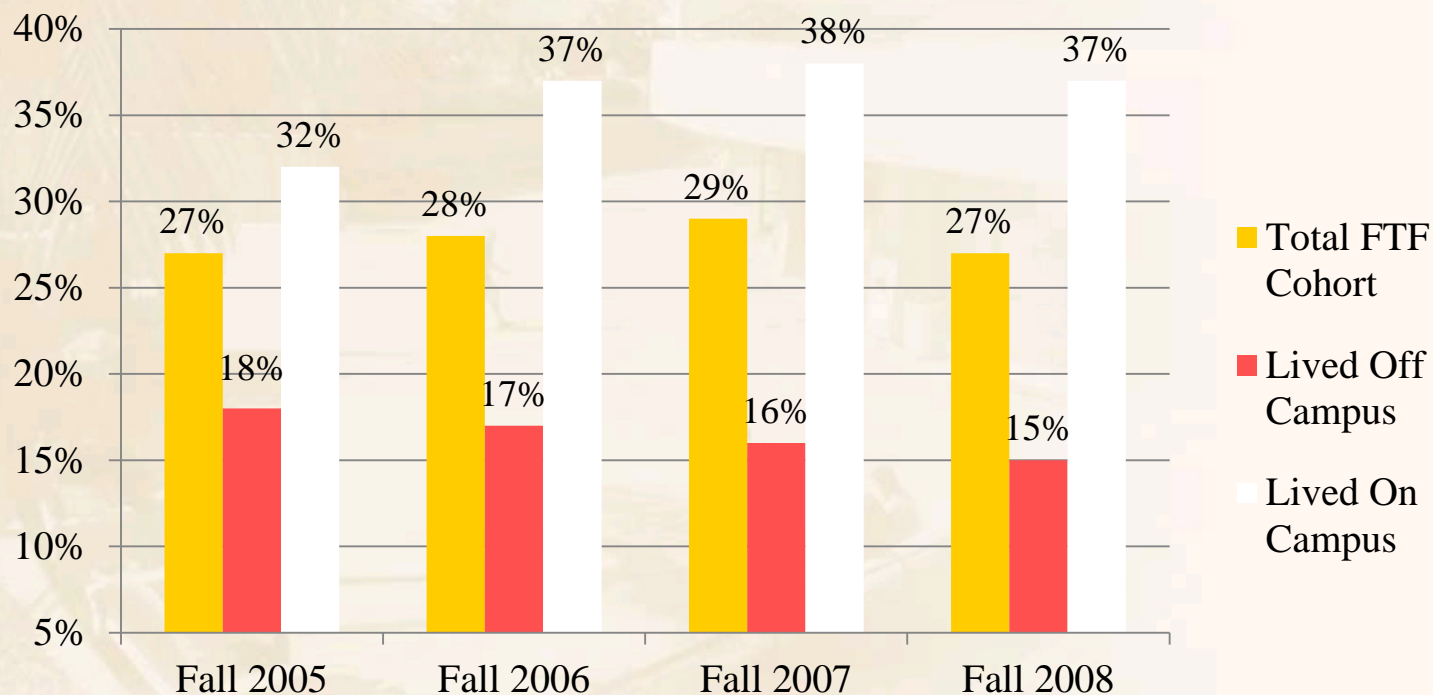
## *Committee Charge*

- ❖ Promote commuter student success based on results of an in-progress needs assessment in the Divisions of Student Affairs and Academic Affairs with relevant support and resources and in association with the established Commuter Student Center of the Aztec Student Union.



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## *Issue: Four Year Graduation Rates*





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# *Setting the Context- Commuter Student Characteristics*

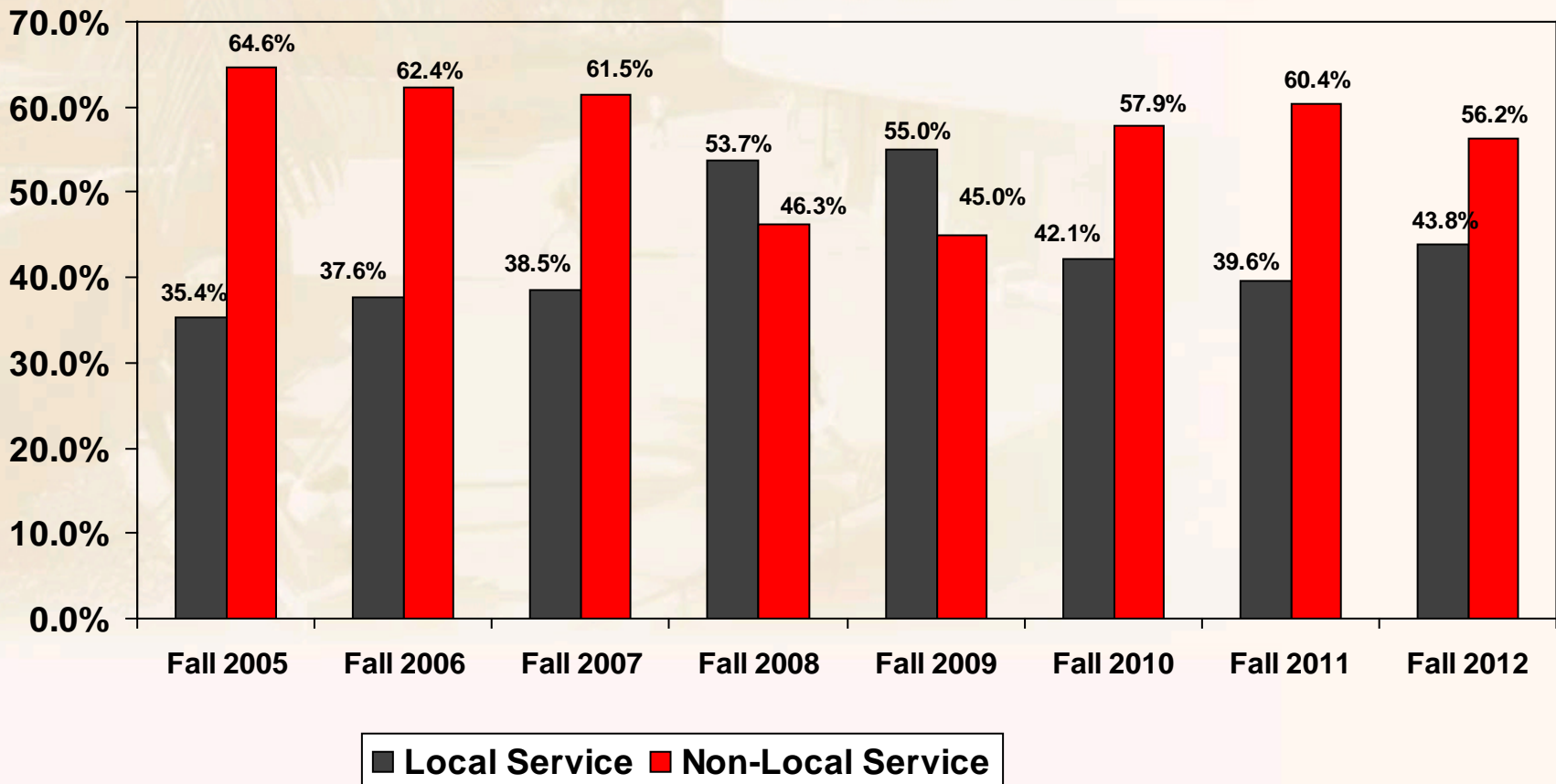


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# Setting the Context

## *Local Service vs. Non-Local Service*

### *Percent of FTF Enrolled*





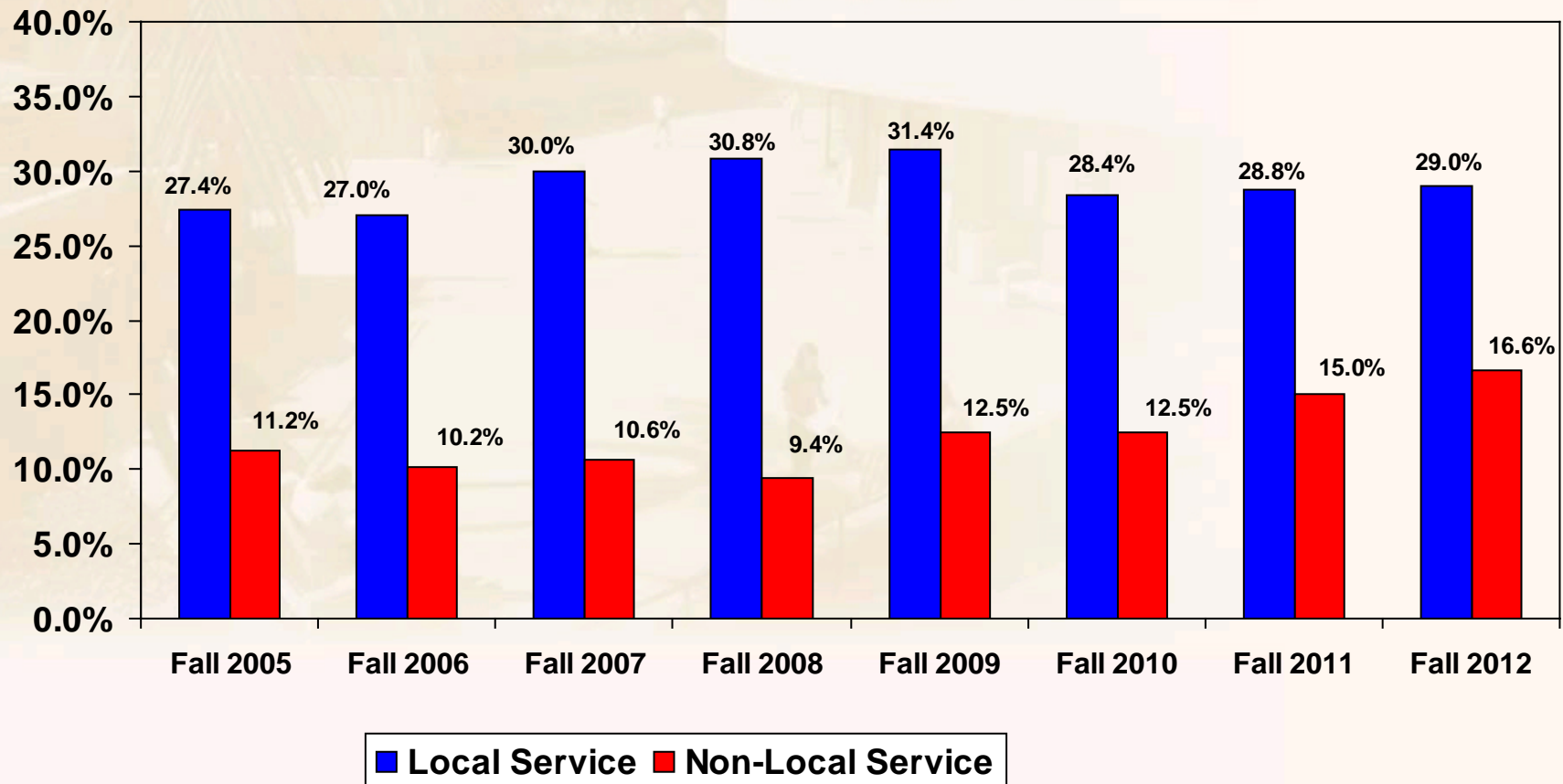


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# Setting the Context

## *Local Service vs. Non-Local Service*

### *Percent That Are First Generation*

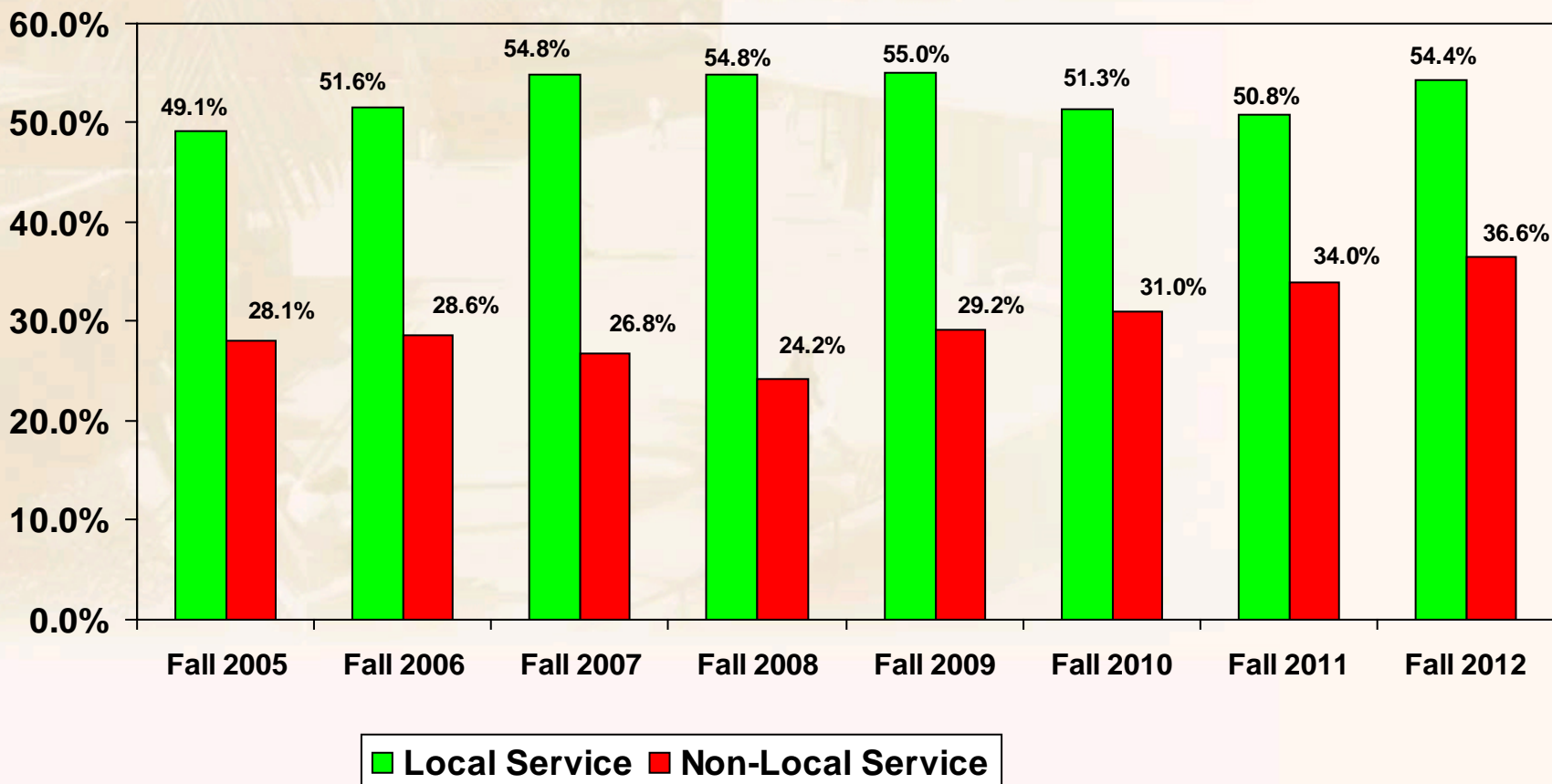




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# Setting the Context

## *Local Service vs. Non-Local Service Percent That Are Pell Grant Recipients*

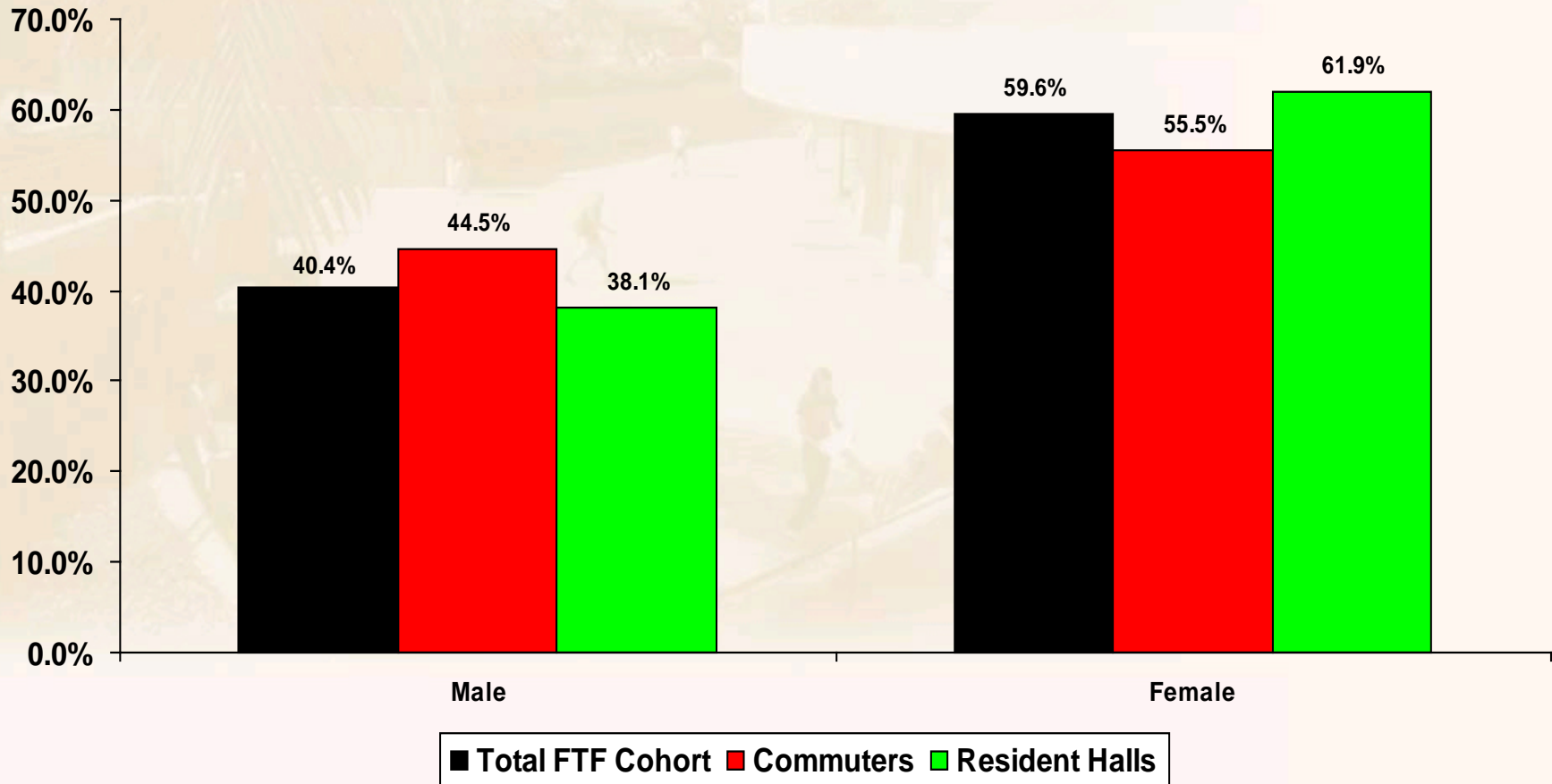




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# Who Are the Commuters? Percent of Commuters Versus Residence Hall By Gender

*Average: Fall 2010 to Fall 2012*







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## *Committee Process*

- ❖ Committee reviewed SDSU student success programs
  - ❖ Compact Scholars
  - ❖ Residential Education Office Initiatives
  - ❖ Casa Azteca & Aztec Freshmen Success (AFC)
  - ❖ With input from EOP, Guardian Scholars & Rhetoric and Writing
- ❖ Acknowledge Committee
  - ❖ Met weekly
  - ❖ Break-out groups to address goals



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## *Purpose*

- ❖ To address the various and unique needs of commuter students, as informed by literature and ongoing outcomes based assessment, through an evidenced based programming model that enriches, supports and connects the commuter student to campus life.



# *Objectives*

1. Develop *Success Pathways* for Commuter Students
2. Create a “Home Base” for Commuter Students
3. Cultivate Co-Curricular Programming & Lifelong Learning
4. Create a Communication Plan
5. Assess Need and Impact
6. Engage in Shared Governance



## *Develop Success Pathways & Learning Communities*

**Create a sense of academic connection** through small group cohorts designed for commuter student success.

- ❖ Develop the capacity for all commuter students to be served by a success pathway and/or learning community
- ❖ Require or mandate commuter students to participate in a success pathway and/or learning community
- ❖ Develop learning community packages for developmental education students, major based learning communities for college ready students, and freshman seminar “stand alone” options for success programs (EOP, MESA Engineering, Harambee, etc.)





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## *Develop Success Pathways & Learning Communities*

- ❖ Develop new ways of delivering freshman transitions courses through:
  - ❖ Graduate Teaching Assistants
  - ❖ Lecture and break out discussion models
  - ❖ Foster faculty involvement in stand-alone seminars for college ready students
- ❖ Provide learning communities that last the entire freshmen year and foster connections that last through the entire college career





## *Develop Success Pathways & Learning Communities*

- ❖ Academic Mentoring
- ❖ Supplemental Instruction for General Ed. Classes (Sociology, Pol Sci, College of Ed.)
- ❖ Individualized Outreach & Action Plans for Students on Academic Probation
- ❖ Mid-Semester Grade Reports and early alerts with course instructors
- ❖ Intrusive Mid-Year Advising including individual student communication (academic probation)
- ❖ Second Semester Continuation with Mentoring
- ❖ Future – Buy Release Time from Academic Departments for supplemental instruction



## *Create a “Home Base”*

**Increase the commuter student sense of belonging to the SDSU campus through the development of a Commuter Resource center.**

- ❖ “One Stop Shop”
- ❖ Monitor and assess popular hours of usage
- ❖ Staffing to support the resource center, programming, communication and assessment programs
- ❖ Connect and communicate with student organizations with high numbers of commuter students
- ❖ Provide information regarding transportation and parking
- ❖ Grand opening events for the new commuter resource area (January 22, 28 & 29)



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## *Cultivate Co-Curricular Programming & Lifelong Learning*

**Foster self-awareness and co-curricular learning through educational activities** that support the unique needs of our commuter population(s).

- ❖ Promote high impact practices
- ❖ Increase awareness of campus resources
- ❖ Support involvement in leadership, diversity & arts programming, both on- and off- campus
- ❖ Use the established LIFE 101 Residential Education Model to provide a framework for programming
- ❖ Establish an incentive based Commuter Club program
- ❖ Develop new ways for commuter students to interaction with campus services
- ❖ Provide commuter resource programs for incoming college students



## *Communication*

Create a **centralized communication plan** that provides commuters with a “one stop shop” for all commuter programs and resources.

- ❖ Centralized website/online location with an “umbrella” approach
- ❖ Collaborative commuter life brochure
- ❖ Social media strategies
- ❖ Commuter “safe zone-type” program





# *Assessment*

## **Create an annual evaluation and assessment plan**

- ❖ Create a needs assessment survey
- ❖ Assess Commuter Student Success
- ❖ Assess Commuter Student Involvement - Curricular and Co-curricular activities
- ❖ Create a coding system to track commuters by the type of commuting student
  - ❖ Residential (lives on campus)
  - ❖ Commuter (commuting from home)
  - ❖ Off Campus Commuter (lived on year on campus now living off campus)
  - ❖ Transfer Commuter
- ❖ Assess commuter student membership/participation with student organizations
- ❖ Assess commuter student learning and compare to residential student learning and needs





# *Governance*

Facilitate the development of a strong **commuter voice** in student government and student life.

- ❖ Create a Commuter Life Advisory Board to continually assess and implement new commuter programs
- ❖ Facilitate the development of the AS commuter student board



## *Accomplishments*

- ❖ **Hired** Coordinator for Commuter Programs
- ❖ **Hired** Commuter Center Student Assistants
- ❖ **Hired** over 20 academic mentors
- ❖ **Expanded Learning Communities** from 30 to 212 (Compact Scholars, Casa Azteca & Aztec Freshman Connection)
- ❖ **Expanded** Learning Communities to full-academic year
- ❖ **Collaborations** within committee and academic departments (Sociology, RWS, Math, Pol Sci, Academic Advising)
- ❖ **Grand Opening** of Commuter Resource Center January 22, 28 & 29)



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*For more information contact  
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