

PROJECT ISLAS

INSTITUTIONALIZING STUDENT LEARNING,
ACCESS, AND SUCCESS

QUARTERLY REPORT

JULY 2011 – NOVEMBER 2011

PROJECT YEAR 2: OCTOBER 1, 2011 - SEPTEMBER 30, 2012



EXECUTIVE SUMMARY

Over five years [Project ISLAS](#) aims to *develop and infuse a university-going culture in the region* that addresses barriers to higher education for socially and economically disadvantaged students.

Project ISLAS will increase the access, persistence, and graduation rates of Hispanic and other underrepresented students by *improving the university readiness* of Ventura County's future university students ("Getting Ready") and *increasing the academic success of CI students* ("Getting Through").

In the first two years of the project, Component One "Getting Ready" focuses on improving the university readiness of Ventura County's future university students by developing targeted outreach programs for Hispanic students in Ventura County public high schools and community colleges.

Major accomplishments include:

1. Implementation of a University Peer Mentor and Outreach Program in regional community colleges and piloting a University Academy for local high schools.
2. Facilitation of access to information through regional event collaboration such as Community College Career and Transfer day where 250 Oxnard Union High School students attended an ISLAS Outreach presentation on the four systems of higher education in California, determining college selection, college expenses and FAFSA and financial aid, and listened to a CI student panel share their stories about university culture.
3. Development of a regional University Culture outreach website to deliver virtual outreach throughout the region. Resources for parents will be translated to Spanish. The University Culture website is scheduled to launch in Spring 2012.
4. Development of the University Culture curriculum targeted to community college and high school students which includes the promotion of financial aid literacy.

Component two "Getting Through" focuses on increasing the academic success of CSU Channel Islands' Hispanic students by developing a University Experience Program to increase retention.

Major accomplishments include:

1. Development of the University Experience Program which includes a first year seminar (FYS) UNIV 150 with integrated student support services and co-curricular elements.
2. Integration of peer-mentors in UNIV 150 classes (student University Experience Associates, trained in leadership and mentoring skills to promote strong "habits of mind" in their peers)
3. Implementation of linked Classes Learning Communities (UNIV 150 sections linked with ENGL 102 & ENGL 105, shared training with UNIV and ENGL faculty)

4. Implementation of peer-led *Dolphin Interest Group Learning Communities* outside of class (DIGs), co-facilitated by UEAs and faculty/staff mentors, groups of 5 students in an affinity cohort to continue beyond the UNIV 150 course
5. Implementation of the ISLAS Academy which aims to build an institutional culture of evidence and assessment and provide professional development opportunities that support student success.

While Project ISLAS is a cross-divisional collaboration with a campuswide and regional impact; the scope of this report focuses primarily on ISLAS initiatives in Academic Affairs. A *progress to date summary* of Year 1 and 2 activities is reported on pages 12-15.

ISLAS PROFESSIONAL DEVELOPMENT ACADEMY

The *goal* of the ISLAS Academy is to build an institutional culture of evidence/ assessment and provide professional development opportunities that support student success.

Our five year *objective* is for a minimum of 150 faculty, staff, and students to complete 10 hours of professional development that can be applicable in their respective roles at CSU Channel Islands.

The ISLAS Academy is specifically designed to provide training and experience in a range of mission-based best teaching and assessment practices by offering a range of workshops and webinars. In Year 1 and 2, the focus on has been on addressing five areas of engagement:

1. Best practices for teaching first generation and underrepresented students
2. Service learning
3. Multicultural perspectives
4. Writing across the curriculum
5. Outcomes-based assessment

The expected *outcomes* of the ISLAS Academy are improved *assessment* and *completion* of student learning outcomes and faculty/staff culturally responsive instructional methods and services that enable faculty/staff to more effectively work with and engage Hispanic, low-income, and first generation students.

ISLAS Advisory Board Members

Ms. Amanda Quintero - *Director of Project ISLAS and Research & Sponsored Programs*

Dr. Marie Francois - *Activity Director for the University Experience Program and Professor of History*

Dr. Julia Balén - *ISLAS Faculty Lead and Associate Professor of English*

Dr. Geoff Buhl - *ISLAS Faculty Lead and Assistant Professor of Math*

Dr. Renny Christopher - *Associate Provost of Academic Affairs*

Dr. Phil Hampton - *Professor of Chemistry*

Dr. Kaia Tollefson - *Director of Project VISTA & Associate Professor of Education*

Dr. Ed Nuhfer – *Faculty Developer and Professor of Environmental*

Ms. Leah Alvarado - *Associate Director of Student Success Programs and ISLAS Summer Bridge Lead*

Ms. Kristin Moss-Frye - *Associate Director of Access, Orientation and Transition Programs*

"Thank you for a thought-provoking set of activities today... it takes me beyond simply thinking about how to recognize underrepresented students' needs."

*– Dr. Blake Gillespie
AY 2011-12 Fellow*

ISLAS Academy Fellows

While ISLAS Academy trainings are open to all faculty, faculty fellowships are available for those who have the time and inclination to participate in an intensive way. ISLAS Academy Fellows are selected by the *ISLAS Academy Advisory Board* to participate in a minimum of 4 trainings in the Fall semester (of which at least 2 will be workshops/working groups); and Serve as “ISLAS Ambassadors” by doing at least one of the following in the Spring semester:

- Sharing how they implemented what they learned
- Serving in a training capacity for a workshop
- Participating in a rubric vetting workshop

ISLAS Academy Fellows who take part in webinars (in a shared viewing with other faculty, or online) will be expected to give feedback about the webinar’s usefulness to their own teaching and its potential usefulness to others. A Fellow might participate in one workshop related to an area where she/he has expertise to share, while other workshops may be in an area where he/she has limited or no experience.



In Academic Year (AY) 2011-12, **seventeen CI faculty were awarded fellowships**. Upon completion of the fellowship, CI faculty will have participated in **170 combined hours** of professional development.

AY 2011-12 ISLAS Academy Fellows

Sandra Kornuc - *Lecturer, Spanish*

Terry Ballman – *Professor and Chair, Spanish*

Tracylee Clarke - *Assistant Professor, Communications*

Ron Popenhagen - *Lecturer, University*

Nitika Parmar - *Assistant Professor, Biology*

Matt Cook - *Associate Librarian*

Kathryn Leonard - *Assistant Professor, Math*

Jose Alamillo - *Associate Professor, Chicano/a Studies*

Jorge Garcia - *Associate Professor, Math*

John Griffin - *Lecturer, Management*

Christy Teranishi - *Associate Professor, Psychology*

Sean Carswell - *Lecturer, English*

Blake Gillespie - *Associate Professor, Chemistry*

Mary Adler - *Associate Professor, English*

Christine Popok - *Lecturer, English*

Merilyn Buchanan - *Associate Professor, Education*

Manuel Correia - *Associate Professor, Education*

ISLAS Academy Workshops

In the Fall 2012 semester a total of **12 Academy workshops** were offered to faculty, staff and students.

Workshop	Date	Fellows Attendance	Total Attendance
Best Practices for Engaging First Generation and Underrepresented Students <i>Facilitated by: Julia Balén</i>	10/7/2011	9 / 17 Attendees	12 Attendees
Project-Based Learning <i>Webinar/Discussion</i>	10/13/2011	0 / 17 Attendees	1 Attendees
Designing Learning Communities for Developmental Students <i>Webinar/Discussion</i>	10/14/2011	7 / 17 Attendees	7 Attendees
Infusing Writing Across the Curriculum <i>Facilitated by: Mary Adler and Sean Carswell</i>	10/18/2011	4 / 17 Attendees	10 Attendees
Infusing Service-Learning & Community Engagement Across the Curriculum Part I <i>Facilitated by: Andrea Grove, Pilar Pacheco and Lisette Rodriguez</i>	10/21/2011	8 / 17 Attendees	17 Attendees
Infusing Multicultural Perspectives Across the Curriculum Part I <i>Facilitated by: Julia Balén</i>	10/24/2011	8 / 17 Attendees	12 Attendees
Developing and Engaging a Community of Learners <i>Webinar/Discussion</i>	10/28/2011	5 / 17 Attendees	8 Attendees
Infusing Multicultural Perspectives Across the Curriculum Part II <i>Facilitated by: Julia Balen</i>	11/1/2011	5 / 17 Attendees	6 Attendees
Infusing Service-Learning & Community Engagement Across the Curriculum Part II <i>Facilitated by: Jose Alamillo ,Pilar Pacheco and Lisette Rodriguez</i>	11/4/2011	7 / 17 Registered	30 Registered
Identifying and Reaching Unprepared Students <i>Webinar/Discussion</i>	11/18/2011	11 / 17 Registered	11 Registered
Infusing Writing Across the Curriculum <i>Facilitated by: Mary Adler and Sean Carswell</i>	12/2/2011	8 / 17 Registered	8 Registered
Outcomes Assessment Working Groups <i>Facilitated by: Marie Francois, Geoffrey Buhl and Julia Balén</i>	Ongoing	9 / 17 Registered	N/A

ISLAS UNIVERSITY EXPERIENCE PROGRAM

The University Experience Program, launched with Project ISLAS funding, aims to meet the Academic Affairs strategic goals of institutionalizing first, second, and transfer year experience curriculum and programming, revamping General Education, and strengthening faculty assessment capacities.

The longer-term vision of the University Experience Program is to integrate and scaffold the learning of essential skills across a student's years at CI, departing from older models of separate or even solitary First Year Experience or Second Year Experience either in curricular or co-curricular arenas, but not both. Essential learning skills integrated throughout the University Experience Program include: learning across the curriculum and the co-curriculum, the mission elements of multicultural, international, interdisciplinary and service learning perspectives, as well as the disciplinary content important to major pathways.



First Year Seminars: UNIV 150

The planning of First Year Seminars (FYS) occurred in AY 2010-2011 and **4 sections were offered in Fall 2011**. This new 4-unit UNIV 150 First Year Seminar intentionally integrates multiple “high impact practices” proven to best engage students and make learning relevant, including:

1. Peer-mentors in the class (student University Experience Associates, trained in leadership and mentoring skills to promote strong “habits of mind” in their peers).
2. Linked Classes Learning Communities (UNIV 150 sections linked with ENGL 102 & ENGL 105).
3. Dolphin Interest Group Learning Communities outside of class (DIGs), co-facilitated by UEAs and faculty/staff mentors, groups of 5 students in an affinity cohort to continue beyond the UNIV 150 course.
4. Active learning strategies in the classroom.
5. Electronic portfolio for faculty and students to document student learning outcome achievement and for students to reflect on their learning.
6. Piloting signature assignments that promote the learning of cultural competency and perspectives, critical thinking, quantitative literacy, and information literacy outcomes, designed for use in other courses across the curriculum.
7. The UNIV 150 pilots a new outcomes-based approach to general education, with students demonstrating what they are learning in their classes and in events on campus and in the community, and building on that foundation from class to class, year to year through the e-portfolio which moves along with them.



Transfer Year Seminars: UNIV

During AY 2011-12, the ISLAS faculty team will focus on **developing** the UNIV 349 Transfer Year Seminar (**4 sections will be offered in Fall 12**), an Upper Division Interdisciplinary GE course where students will:

- Reflect on their prior learning in their transfer institution(s);
- Map that prior learning to outcomes achievement through the e-portfolio process;

- Improve on their level of learning outcome achievement through signature assignments; and,
- Develop interdisciplinary inquiry and analysis skills, and focus on the high-impact practice of writing and rewriting to hone their communication skills.

Transfer Seminar Focus Groups

To inform the development of the Transfer Seminar curriculum, focus groups were conducted in Spring 2011 and Fall 2011 with transfer students, staff who provide services to transfer students, and faculty. Therefore, the Transfer Year Seminar will include:

- Intensive advising and tutoring components to strengthen their success in pathway courses for the major;
- UEA and DIG Learning Community support to foster success in those courses;
- Integration of essential learning outcomes into their degrees, whatever they may be.

FOLIOCI (FORMERLY KNOWN AS Tk20)

Launched with Project ISLAS funding, *folioCI* fully supports the implementation of assessment processes for managing outcomes-based assessment and measurement of student. *folioCI* was integrated into the First-Year Seminars (UNIV 150 courses) as a way to test pilot outcomes-based GE assessment and collect institutional evidence for WASC reporting on the five core competencies. **Major accomplishments include:**

- Roll- out and testing of a comprehensive outcomes assessment and reporting system with PeopleSoft interface.
- Integrated *folioCI* (GE Outcomes Assessment) into UNIV 150 courses.
- Developed UNIV 150 GE Signature Assignments & Assessments in *folioCI*.
- Developing pilot for student-driven Reflection Portfolios in *folioCI*.
- Developing pilot for co-curricular Presentation e-Portfolios in *folioCI*.
- Developing co-curricular Presentation e-Portfolio ISLAS Academy Training
- Developing *folioCI* ISLAS Academy information session for faculty, staff, and administrators.

Sample of Rubric in *folioCI*: Outcome 1.1 (a) Integrate content, ideas, and approaches from multicultural perspectives

Channel Islands · *folioCI*

[Home](#)
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Courses

- My Courses
- All Courses

Coursework

- Assignments
- Projects
- Quizzes
- Exams
- Course Binders
- Observations

My Templates

- Assignment and Project Template Builder
- Quiz and Exam Template Builder
- Course Binder Template Builder

Outcome 1.1 (a) Integrate content, ideas, and approaches from multicultural perspectives

Criterion	Performance Rating				Score
	Initial 1	Emerging 2	Developing 3	Highly Developed 4	
Knowledge Cultural self-awareness NA <input type="checkbox"/>	Shows minimal awareness of own cultural rules and biases (e.g. uncomfortable with identifying possible cultural differences with others.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others).	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for same-ness; comfortable with the complexities that new perspectives offer).	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description).	
Knowledge Knowledge of cultural worldview frameworks NA <input type="checkbox"/>	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	
Integrated understanding NA <input type="checkbox"/>	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Articulates a complex understanding of cultural differences in verbal and nonverbal communication and is able to skillfully negotiate a shared understanding based on those differences.	
Total Score:					
Comments: <div style="border: 1px solid black; height: 20px; width: 100%;"></div>					

Sustainability of ISLAS Innovations

Over the remaining years of the project, it is important to develop a plan for how ISLAS innovations will be sustained and institutionalized. It should be pointed out that ISLAS innovations were intentionally developed to align with the Academic Affairs and campus strategic plans (See page 11).

As Project ISLAS pilots these innovations, it is becoming clear what types of institutional resources are needed to sustain these efforts. Below is an ongoing list of institutional resource needs in support of ISLAS major initiatives that align with strategic priorities in Academic Affairs.

ISLAS Initiative	Types of Institutional Resources Needed for Sustainability
University Experience Program	<ul style="list-style-type: none">➤ GF supported part-time Administrative Support Coordinator position to support with University Experience Program operations.➤ Operating funds for phones, computers, photocopying, and supplies.
ISLAS Staff and Faculty Professional Development Academy	<ul style="list-style-type: none">➤ Funds (stipends) to incentivize the facilitation of signature professional development trainings.
<i>folioCI</i> AKA “Tk20” SLO Assessment & e-Portfolio Pilot	<ul style="list-style-type: none">➤ GF supported part-time <i>folioCI</i> Analyst position for system build-out, support, and training.➤ GF supported student assistant position for data entry.
HSI Matching Endowment	<ul style="list-style-type: none">➤ A four year plan for Project ISLAS Endowment fundraising efforts should be developed by the Foundation that links to existing priorities like increasing scholarships support for EOP students or for sustaining innovations of Project ISLAS like University Experience Programming.

ISLAS Initiatives in Academic Affairs

Alignment with Academic Affairs Strategic Plan 2011-2016	
ISLAS University Experience Program	<p>Supports UEP Director position to pilot First, Second, and Transfer Year curriculum development & implementation.</p> <ul style="list-style-type: none"> ➤ UEP Director now “chairs”: <ul style="list-style-type: none"> • UNIV 100: University Life & College Success (1-unit) • UNIV 110: Critical Thinking 7 University Mission (3-units) • UNIV 150: First Year Seminar (4-units) • <i>UNIV 250: Sophomore Year Seminar (3-units) in development</i> • UNIV 300: University Life & College Success for Transfers (1-unit) • <i>UNIV 349: Transfer Year Seminar (3-units; UDIGE) in development</i> ➤ UEP supports the CI Mission; Student Access, Retention, and Success; solidifies collaborations with high schools & community colleges; and pilots changes to the GE curriculum and its assessment.
ISLAS Staff and Faculty Professional Development Academy	<p>Increases support and opportunities for faculty professional development.</p> <ul style="list-style-type: none"> ➤ Focuses on engaged learning, innovation (uses of technology), reflection, assessment, integrative and student centered approaches to teaching & learning within and across disciplines. ➤ Focuses on diversity, student success, mentorship, and graduation of all students, particularly “first generation and historically underserved students”. ➤ Seeks out models for a “21st Century university”.
<i>folioCI</i> AKA “Tk20” SLO Assessment & e-Portfolio Pilot	<p><i>folioCI</i> fully supports the implementation of assessment processes for managing outcomes-based assessment and measurement of student learning leading to continuous improvement and data-driven decision making including:</p> <ul style="list-style-type: none"> ➤ Centralizing baseline data for programs and centers. ➤ Supporting with assessment plan implementation, tracking, and reaffirmation of WASC accreditation in 2014. ➤ Enhancing institutional capacity for supporting campuswide assessment and systematic data collection.

Progress to Date: ISLAS Initiatives

ISLAS Initiative #1: Getting Ready

Progress to Date	Getting Ready <i>Improving Access to Baccalaureate Programs</i>
Strategy 1. Infusing a University going Culture in the Region.	
<ul style="list-style-type: none"> • CI participated in the HS Career and Transfer Day at regional Community Colleges. • CI will host a Spring 12 College Academy with special populations from two local high schools. 	<ul style="list-style-type: none"> • “College for a Day” - Responds to parents’ informational needs by hosting a regional conference on <i>pathways to 4-year universities</i> with sessions for middle school, HS and CC students, educational administrators, and Hispanic parents. • Early exposure to campus life and parent support of educational goals will orient families to university going culture.
Strategy 2. Facilitating access to culturally relevant information and technology.	
<ul style="list-style-type: none"> • University Culture website is expected to launch Spring 2012. • <i>In-progress</i> 	<ul style="list-style-type: none"> • Regional Bilingual Outreach Website will provide age-appropriate content for students in the VC educational pipeline, parents & counselors (CC/HS). • <i>Bilingual Community Financial Aid Literacy Workshops will educate parents and transfer students about smart borrowing, budgeting, and overall debt management.</i>
Strategy 3. Improving University readiness, preparation, and guidance.	
<ul style="list-style-type: none"> • <i>Integrated throughout University Culture activities.</i> • University Outreach Mentors hire, trained and placed at 3 Community Colleges. Piloting HS Academy in Spring 12. • <i>Integrated throughout University Culture activities & curriculum.</i> • Math Academy pilot offered to incoming freshmen in Summer 11. 	<ul style="list-style-type: none"> • <i>Motivate, mentor, & inform students about Baccalaureate-degree pathways in regular visits to area high schools targeting 9th graders to promote 4-year university educational goals.</i> • Provide intrusive on-site academic preparation, advising, & college planning workshops at HSs and CCs that will cover A-G subject area requirements, transfer requirements, application deadlines, and review of CSU/ UC degree offerings. • <i>Onsite A-E General Education (GE) transfer/articulation workshops on CC campuses will increase transfer readiness through individualized academic advising to map GE requirements and articulation to universities of their choice.</i> • Offer a Summer Bridge and Math Academy to strengthen transfer readiness through educational and career planning advisement and basic skills assessment.

Progress to Date: ISLAS Initiatives

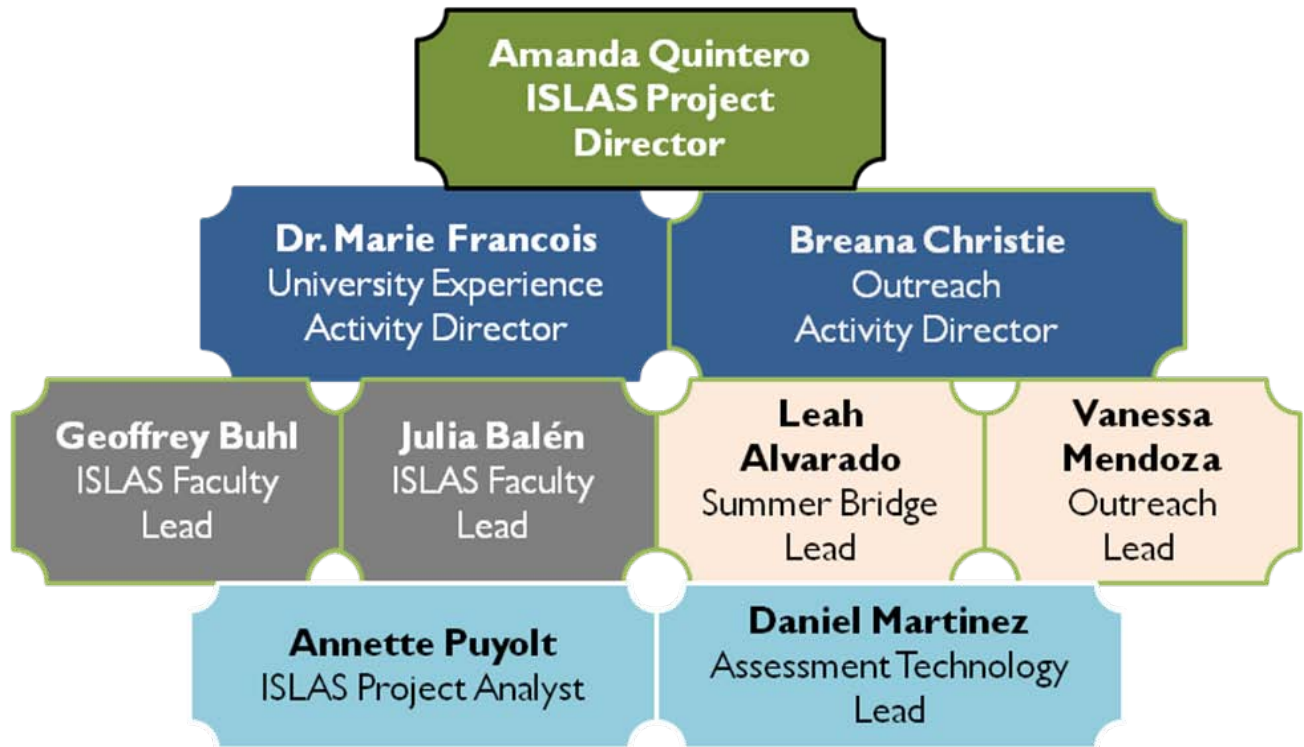
ISLAS Initiative #2: Getting Through

Progress to Date	Getting Through <i>Increase Retention and Degree Attainment</i>
Strategy 1. Develop Engaging Freshman Year and Transfer Year Seminars that emphasize the CI mission, embed essential SLOs, and integrate academic/student support services.	
<ul style="list-style-type: none"> • ISLAS faculty leads developed 4-courses in AY 10/11. FYS are currently offered in Fall 11. • ISLAS faculty are developing TYS to be offered in AY 12/13. The course proposal has been approved by the General Education Committee and the Curriculum Committee, and the course will appear in the AY 12-13 catalog. 	<ul style="list-style-type: none"> • Freshman Year Seminars (FYS): Seminars will implement integration strategies, as well as incorporate culturally sensitive and engaging pedagogy. SLOs will focus on Literacies (quantitative, information, scientific, financial, critical thinking, cultural), Communication (oral and written), and Multicultural Engagement; these SLOs are also integrated into GE courses, scaffolding at different levels and built over time. SLOs will be assessed with adapted VALUE rubrics. • Transfer Year Seminars (TYS): Seminars will focus on engagement and integration strategies. Embedded SLOs will foster critical thinking; integration of content, ideas, and approaches from multicultural, national, international, and integrative perspectives across disciplines, and write effectively in various forms. Students will explore their major and other disciplines through the problem-based approach to critical thinking. .
<ul style="list-style-type: none"> • Composition course linkages in progress • Content developed • <i>SL and civic engagement emphasis moved to Sophomore Year Seminars that will pilot in Spring 12.</i> 	<p>All Freshman Year Seminars Will:</p> <ul style="list-style-type: none"> • Be linked to composition sections & share core readings & assignments • Have content emphasis on major pathways to promote success in core courses • <i>Emphasize multicultural engagement for service learning in VC communities</i> • <i>Introduce civic engagement in introductory level service learning</i>
<ul style="list-style-type: none"> • <i>Under development</i> 	<p>All Transfer Year Seminars Will:</p> <ul style="list-style-type: none"> • <i>Be writing intensive, with rewriting and scheduled tutoring</i> • <i>Develop literacy competencies (quantitative, information, scientific, financial, critical thinking, cultural)</i>

<ul style="list-style-type: none"> • UEs have been trained to serve in this capacity. • UNIV 150 Faculty have been trained on HIPs and assessment tools via folioCI. 	<p>All Freshman Year and Transfer Year Seminars Will:</p> <ul style="list-style-type: none"> • Build in skills to succeed in college, including structured advising and mid-term needs assessment to identify need for extra tutoring, counseling, mentoring • Have assigned UEP Student Associates to coordinate with peer advisors, writing center, math lab/tutors, Mission Perspectives programming, and Learning Communities • Allow students to earn GE credit • Be taught & assessed by faculty trained in UEP Professional Development Academy • Be managed through e-portfolio & electronic assessment management system.
<p>Strategy 2. Develop a Summer Bridge Program with integrated Math/English remediation to serve to increase academic preparedness of Hispanic Students.</p>	
<ul style="list-style-type: none"> • Accomplished and preparing for expansions. • <i>Need to better understand how transfer students can integrate with Math Academy or not.</i> 	<ul style="list-style-type: none"> • Residential and Math Academy Component: Residential component targets first-time freshmen (FTF) to assist with university life transitions and academic expectations. • <i>Math Academy (non-residential) will target both FTF and transfer students to increase university preparedness of Hispanic students.</i>
<ul style="list-style-type: none"> • <i>Need to explore these aspects of Summer Bridge in YEAR 2.</i> 	<ul style="list-style-type: none"> • Basic Skills: Assessment of English writing competency, writing workshop, Directed Self Placement in Composition. Assessment of math competency, Math Academy. • Introduction to majors/disciplines: Academic perspectives for undeclared majors, prerequisites & gateway courses, degree pathways, career information. Breakouts for declared majors with faculty & advisors. • Academic Advising & E-portfolio Orientation: Fall Registration in 4-unit Freshman Year Seminars and linked Composition classes (102/103 or 105) & other first year courses, including Math 94/95 if needed; Introductory e-portfolio training. • Integration with Co-Curriculum: Formation of Learning Communities & introduction of Mission Perspectives programming.
<p>Strategy 3. Academic and Social Integration to increase Retention.</p>	
<ul style="list-style-type: none"> • UEs are successfully piloting and 	<ul style="list-style-type: none"> • Co-Curricular Learning Communities—5 to 6 students in

<p>facilitating DIGs.</p> <ul style="list-style-type: none"> • Planning for Spring Mission perspective programming underway. 	<p>each, bilingual option, math skills option, assigned UEP Associate—meeting through first two years as FY & TY Seminar study groups, discussion forums for Mission Perspectives, peer advising/ mentoring</p> <ul style="list-style-type: none"> • Mission Perspectives Programming: Evening films, panel discussions, town halls. UEP Associate-facilitated discussion in LCs, reinforced in Seminars.
<p>Strategy 4. Infusing best practices and facilitating a culture of evidence.</p>	
<ul style="list-style-type: none"> • ISLAS Academy has successfully launched and appointed an Advisory Board to review and select faculty fellow applicants. 	<p>The following is a sample of trainings to be offered throughout the project period:</p>
<p>X</p>	<ul style="list-style-type: none"> • Outcomes-based Assessment Training: Assessment basics, use of rubrics & measures of SLOs, development of assessment modules, training on inter-rater reliability, technology tools for managing outcomes-based assessment & measurement of student learning and institutional activities.
<p>X</p>	<ul style="list-style-type: none"> • Best practices for designing culturally responsive student and academic support programs to increase retention: Curriculum design, learning communities, intrusive advising and retention programming, curricular & co-curricular programs linked to academic support services.
<p>X</p>	<ul style="list-style-type: none"> • Culturally responsive teaching and learning strategies: Engaging & high impact pedagogies, technology integration of assessment, e-portfolios and e-book readers, and social networking media.
<p>X</p>	<ul style="list-style-type: none"> • Best practices for outreach to Hispanic, first generation & low-income students: Development of integrated culturally responsive practices that support HS students, parents, academic counselors, CC students.
<ul style="list-style-type: none"> • In-development 	<ul style="list-style-type: none"> • Intensive Train-the-Trainers Series: Train-the-trainer model implementation to continue faculty and staff development when renewed growth brings higher enrollment and the requisite new faculty and staff hiring (offered to a <i>select</i> group of participants).

Year 2 Project ISLAS Staff



- ❖ In Year 2, Department 890 intends to use general funds to increase the FTE of a new position by .24 percent in order to support with planned EOP and Outreach expansion in Years 2-5 of Project ISLAS.