

## **Graduation Initiative 2025 June 2022 Update**

**Equity Priority 1: Re-Engage and Re-Enroll Underserved Students: Advance systemwide and campus re-enrollment campaigns and establish campus retention targets beginning with the spring 2022 semester and continuing for the next three years.**

### **Non-Enrolled Student Campaign**

In June 2022, our Academic Advising, Financial Aid, Registrar, and Student Success & Equity Initiatives offices joined forces to outreach to eligible but not enrolled undergraduate students who had not registered for classes between Fall 2019 and Spring 2022 regarding their intention to return to CSUCI. Student data from Institutional Research, Academic Advising, Student Academic Success & Equity Initiatives (SASEI), Financial Aid, the Clearinghouse and the Registrar's Office were combined into one cohesive database that allowed the team to remove students who 1) told us in previous outreach efforts they didn't plan to return, 2) had indicators in the Clearinghouse that they transferred to another institution or graduated, or 3) owe excess debt to the university. We were also able to prioritize the data such that students with 1) 3.0 GPA or better 2) no holds of any kind 3) larger number of units completed, and 4) received debt forgiveness or hold releases were contacted first. Note that past outreach efforts involved one office working in isolation from others, which often led to students being unable to have their concern or question answered in a timely manner. To rectify this, all four offices had representatives from their areas in attendance on the same day and time to offer immediate responsiveness to students.

On June 9, 2022, three thousand, four hundred, sixty nine (3,469) existing students had registered for Fall 2022 classes. Using Dr. Yao and Hung Dang's target goals of retaining 76% of FTE from Spring to Fall and 94% FTE from Fall to Spring (which is an increase of 2.7% retention from last year) we need 881 additional undergraduate students to re/enroll this fall. Of these 881, 124 students would be our target for an eligible stop out/drop out student calling campaign. Another layer for consideration beyond headcount is the number of units students register for. Last year the unit average for students was 13, and this year that number is lagging at 12. This means that we need to encourage students to register for additional credits, as may be appropriate for their courses of study in order to meet this target. To maximize our efforts, we prioritized the following students: students within 16 units of graduating, students who received debt discharge, students with strong academic standing.

A total of 721 students were on the calling list. All students on the list received a pre-call text alerting them to our intention to outreach 2 days in advance. On Saturday, June 10th the team made 252 (35% of the list) calls. Of these, 50% (127/252) resulted in voicemail contact and 25% (64/252) resulted in no contact (36 were not in service or wrong number).

Fall 2022 Re-enrollment (June Call Campaign)

## Phone Banking Script

**Desired Outcomes:**

Phone calls to these students will be made by peer mentors to:

- Re-connect with students who have left CSUCI in the last few years
- Notify the student about Fall 2022 enrollment
- Gather information on student’s intentions on re-enrollment and why
- Offer a direct transfer call to Academic Advising or Financial Aid & Scholarships.

Script:

<p>Opener:</p> <p>1. “Hello, may I please speak to __student first and last name ____?”</p> <p>2. <u>Student available:</u>          “Hi, my name is __your name__ and I am a peer mentor at CSU Channel Islands.”</p> <p><u>Student unavailable (Parent Answers):</u>          “Is there another number that I may reach them on?”</p> <p>“Due to FERPA regulations to protect the student’s personal information, I can only speak to __student name__.</p> <p>*(If a student is unreachable, please note the attempt to call in the notes.)</p>	
<p>“We are working with Academic Advising &amp; Financial Aid &amp; Scholarships today to see if you are interested in returning to CSUCI and offer support on returning to CSUCI and registering for classes. Are you interested in returning?”</p> <p>We would love to connect you directly with Academic Advising to plan out how to return for Fall 2022. They can then transfer you to a Financial Aid Counselor.”</p>	<b>ALL</b>

**Interested in Call Transfer:**

“Great, give me one moment to transfer your call to \_\_\_\_.”

**Academic Advising** Call Transfer-

- Aracely Flores (working only until 2:00 p.m.) x-3593
- Czarina Gutierrez x-8933
- Karla Aguirre x-8480
- Peer Advisor (to make an appointment): Jocelyn Soriano de Jesus x-8571

**Financial Aid & Scholarships** Call Transfer-

- Sonia Zuniga - Senior Financial Aid Counselor -Ext. 8968
- Jesse Baez - Senior Coordinator of Financial & Scholarships – Ext. 3554

**Registrar** Call Transfer (questions about registration eligibility, how to register, re-entry process, academic leave)

- Rachel Danielson – Assistant Registrar, Academic Evaluations – Ext. 3258

**3. Not interested in transfer call (offer these resources):**

“No worries! We encourage you to take advantage of all resources that we have available throughout the summer. Would you like to at least be transferred to Academic Advising right now to make an appointment for a future date?”

If yes: Transfer to x8571

**Academic Advising Resources:**

- drop-in hours for advising Mon - Fri 1:30 pm - 3:30 pm,
- Academic advising email for any questions or to schedule an in-person appointment.”
- Email at [advisement@csuci.edu](mailto:advisement@csuci.edu)
- Call (805) 437-8571

**Financial Aid & Scholarships Resources:**

- Walk in Hours for Summer: Monday-Thursday 8:00 a.m. to 5:00 p.m. and Friday 8:00 a.m. to 3:00 p.m.
- Located in Sage Hall – Enrollment Center
- Email [financial.aid@csuci.edu](mailto:financial.aid@csuci.edu) to schedule zoom and in-person appointments and for any questions
- You can call the Financial Aid & Scholarships office at (805) 437-8530

**4. Thank you:**

“Okay, thank you so much for your time. If you have any questions, please email academic advising at [advisement@csuci.edu](mailto:advisement@csuci.edu) OR financial aid at [financial.aid@csuci.edu](mailto:financial.aid@csuci.edu). Have a great day/evening.”

Once your call is over, please take the time to log any details mentioned during the call.

(e.g., re-enrollment plans/interest, hesitations they may have, or comments)

**Initial E-mail (if addresses are available):**

*Hello,*

*We are reaching out to you about registration for the Fall 2022 semester. We'd love to see you back at CI and wanted to let you know that we are here to support you in achieving your goals.*

*The enrollment window is still open, and we will be calling you this Saturday to check-in about your plans. If you want us to call you at a specific time, just let us know—to make it easy to get your questions answers, Academic Advising and Financial Aid representatives will be on-site with us.*

*Just respond to this email either letting us know you have no plans to return to CI, or to make an appointment to talk to a CSUCI representative. Or complete this form:*

*<https://forms.gle/MJYx3fqoBCrtxwgy8>*

**Initial Text Msg:**

*From CSU Channel Islands: This Saturday (6/4) we'd like to give you a call about registration for Fall 2022. Respond to this survey to let us know the best time to speak to you:*

*<https://forms.gle/MJYx3fqoBCrtxwgy8> We'll have Financial Aid and Advising staff available to answer questions.*

**Voicemail Message:**

*Hello,*

*This message is for \_\_student name\_\_,*

*I am a \_\_\_\_\_ Role at CSUCI \_\_\_\_\_ at CSUCI, and we wanted to inform students about registration for the Fall 2022 semester. We'd love to see you back at CI and want to let you know that we are here to support you in achieving your goals. The enrollment window is still open, and we currently have Academic Advising AND Financial Aid staff on site receiving calls and scheduling appointments for Fall 2022 registration. If you need support or guidance in navigating an enrollment plan, please contact Academic Advising at (805) 437-8571 or if you have financial aid questions contact Financial Aid & Scholarships at (805) 437-8530.*

*Thank you and we look forward to seeing you on campus soon!*

*Goodbye*

RESULTS: The remaining 61 resulted in answered calls. Of these 61 responses, 18% (n=11) were transferred to professional staff (2 to Financial Aid, 9 to Advising). 7 follow up appointments scheduled with Advising, and 7 additional students were interested in re-entry but didn't have time to talk at that moment (need follow up). Academic Advising followed up with these 7 students.

The team is organizing additional campaign calling events to outreach to these students as well as continuing students who have yet to register during week nights this summer.

### **Executive Steering Committee on Retention**

In February 2022, the Provost appointed an Executive Retention Task Force. The Task Force has engaged in the following activities based on the charge it received:

- 1) The year-to-year retention target has been set retaining 76% of FTE from Spring to Fall and 94% FTE from Fall to Spring (which is an increase of 2.7% retention from last year).
- 2) The campus reclamation target for students who departed CSUCI since Fall 19 has been set at 124 students or about 17%.
- 3) A request for data regarding equity gaps in credit accumulation has been submitted to IR and the committee is awaiting a response.
- 4) Goals regarding equity gaps in credit accumulation are pending analysis of baseline data.

Finally, the steering committee was charged with outlining strategies for retention of first and second year students, with particular attention to URM students. The following activities have been conducted to reach this goal:

- 1) Enrollment Management is engaging in a campaign to combat summer melt of incoming FTFT students using SASEI's artificial intelligence chatbot, Ekhobot.
- 2) Academic Advising and SASEI are collaborating on outreach to continuing, not-yet-enrolled students over summer.
- 3) The Office of the Vice Provost will send hard copy letters to 1) congratulate all students who graduated in Spring 2022 and 2) all students who earned a 3.0 to 3.749 GPA this Spring. Emails will also be sent to all students who earned a 3.75 PA or better to encourage their continued success and enrollment. All communications are being sent under the title of the Provost.
- 4) Enrollment Management designed a student-facing course scheduling survey, with feedback from the Vice Provost and DSA. The survey will be administered Fall 2022.
- 5) The Task Force has engaged Cabinet and the Registrar's Office in a conversation about the use of graduation in absentia for stop out students. The Task Force learned that any non-matriculated student can take courses with Open University and graduate, and is now considering next steps given this interpretation.
- 6) Learning Communities have been scaled up for Fall 2022 incoming students, and guided registration has been implemented for new student orientation registration as CI's form of block scheduling.

## **Arts & Sciences Program Retention Work, Winter 2022**

The Arts & Sciences dean provided a cumulative update from program chairs retention efforts in her area from winter 2022:

**ANTHROPOLOGY:** Directly emailed students 3x who were not yet enrolled for Spring 2022. This led to email conversations and/or Zoom meetings with 4 students; Spent significant time working with an Anthropology DASS student resolving fall semester issues and getting her situated for the spring (5-6 messages and calls back and forth, contact with Anthropology faculty); Anthropology has a Canvas Community page, and the majority of our majors/minor students are enrolled in the “course.” I posted updates to classes and various announcements (internships, scholarships, etc.) leading up to the spring semester. Related to that, I fielded several follow up messages from students; and worked with Kaia T. in the President’s Office on a GI2025 proposal.

**BIOLOGY:** To improve enrollment over the winter break, I reached out to all continuing Biology majors who had not yet signed up for spring classes. This totaled more than 100 students. In my email, I informed students about the format for the spring semester related to in-person/online classes, COVID safety rules, and highlighted course offerings. I also offered advising help during the winter break. I held advising sessions over Zoom as well as answered questions over email.

Some students required simple course substitutions, authorizations to retake classes, or advice on course selection for the spring and beyond. Many students were stressed about school, the pandemic, and personal issues. I spent more time with these students, trying to learn about their unique circumstances to give them the help and support they needed. I gave them any advice and aid I could as Program Chair but also referred students to CAPS or DASS when required.

**COMMUNICATION:** Over the winter break, I focused on two retention activities: 1) monitoring enrollments and 2) advising students. Regarding the first, I spent some time reviewing our class enrollment patterns and comparing them with past semesters, in order to make a comparison and understand student demand. Unfortunately, we had a full-time Lecturer quit two days before the semester began, so my efforts involved trying to find alternative classes and instructors so we did not have to cancel all the classes. In terms of advising, I met with approximately 20 Communication majors via Zoom to discuss schedules, modalities, etc. Almost every student did not want to return to campus, so there was significant time and energy devoted to finding online alternatives for them or locating any applicable accommodations to keep them enrolled.

**ENGLISH:** To support increasing registration among English majors, I gathered data on which students were not registered for at least half-time coursework for spring 2022. I sent each of those students an individual email inviting them to reach out to me if I could support them in selecting courses or navigating other situations. I sent approximately 25 individual emails and responded to those students who wrote back with questions or concerns. A subset agreed that an advising appointment would be helpful, so I met on zoom with approximately 6 students for advising on courses to choose.

I also used this time to put together a survey for all majors/minors to complete so that they could tell us more about the schedule that would serve them best in terms of course modality and classes offered. This was sent out to students at the end of the month. We also asked about resources needed and any other information they wanted to share. I offered a gift card to be randomly selected from those who responded. We had 62 responses. Of these, I sent individual follow up emails to approximately 10 students who asked for advising support or had questions/qualms about fall 22.

**ENVIRONMENTAL SCIENCE AND RESOURCE MANAGEMENT:** Over January I reached out to our majors to get a pulse for where students were and to better understand any issues with re-enrollment or full time enrollments. In particular, several conversations with juniors (freshmen were unresponsive to my outreach)/recent transfers pointed to a sense of disconnection with the wider campus and our program, complicated by much concern swirling around fear and uncertainty of the omicron variant. I also contrasted enrollment lists from early December to those from mid-January to understand declines in a handful of classes. Outreach conversations with several of these recently “missing” students highlighted three general issues driving student pullback from ESRM classes: 1) increasingly precarious fiscal situation, 2) students relocating outside of southern California, and 3) students moving full time into the workforce and being unable to fit coursework into their current schedule.

I established several new Zoom “chair chats” to attempt to get at student questions, reached out to individual students encouraging them enroll in various courses, crafted a new missive about the state of COVID-19 and how campus and our program were dealing with the current situation, and invited others to join our ESRM Community Page (a CI Learn-based course where we share paid internship and job opportunities). Two initially planned in-person BBQ with “Questions with the chair” were scuttled due to Omicron but will be tried in future semesters.

**HEALTH SCIENCE:** On behalf of the program in Health Science, at the end of the Fall semester I crafted and sent a warm season greeting to all our majors, encouraging them to continue their academic journey and welcoming them back on campus; During the winter break (between December 27 and January 24) I spent countless hours glued to my computer screen, identifying students that either (1) had not registered for spring classes, or (2) were in the waitlist for classes, and (3) those who could graduate in the spring or summer; I reviewed every one of their CARRs (close to 150) and contacted them via email offering support both academic (ie, which courses they needed to graduate) and personal (offering to meet over zoom at their convenience); I interacted directly with 66 students, addressing their needs and concerns; this required multiple emails for each, as well as contacting other individuals (class instructors, registrar's office) on their behalf, etc.; I held meetings via zoom with many of these 66 students, helping them in real time to revise their spring schedule, and facilitating their progress (doing course substitutions where appropriate, identifying alternative courses and in some cases alternative institutions: for example, to fulfill the BIOL 210 and 211 requirements); I also met in person (via zoom) with students under special circumstances: those that had failed a class more than once or had experience conflict in past failed classes; I found a solution and offered

encouragement to each of them. This entailed many times persistent interaction with the class instructors from other departments, their chair, etc.; I also contacted every single student that had withdrawn from the semester, expressing the institution's commitment to their success, and offering help in their academic journey when they were ready to return. That way, they received a personal note of care and concern, not just the official notification from the Registrars; and at the end of the fall 2021 semester, we had 68 students graduate, according to Tableau data. The number of students that have filed for graduation in Spring and summer 2022 is 192, bringing the (anticipated) total of degrees completed in AY 2021/2022 to 260. This would be the highest number to date in the program.

**HISTORY:** For the winter recess, I monitored and made adjustments to the spring 2022 history schedule of courses. I also met with Associate Dean Phil Hampton via Teams about history's enrollment targets and advised students about their degree programs and registration for courses in the spring. This is to say I was on call during the winter recess to serve the history department and advance student retention and success.

**MATHEMATICS:** I sent out two group emails to students who were registered for zero units in the Spring and to students who were registered for fewer than 15 units in the Spring. As a result of the outreach, I met with 8 students over the break via Zoom to talk about schedules and courses. I also had about 5 students email me questions about additional courses.

**POLITICAL SCIENCE:** Daily tracking and monitoring of lower enrolled courses. In the end we had a 56% percent increase in total enrollment in lower enrolled courses from Jan 3 sustained through the end of the third week of classes. Analysis of CARRs of unenrolled majors to come up with targeted outreach. I sent e-mails describing course options and detailing highlights of specific courses/professors. Composed individualized paper letters to students who did not respond to emails within 2-3 days (Political Science and Global Studies majors). E-mail and conversations with students who responded to these outreach efforts (ongoing) Outreach to advising staff and other personnel at impacted CSU campuses about CSU Fully online available courses (location, composition and sending dozens of emails) Compilation of term withdrawals and preliminary analysis for their CARRS for outreach in Spring. I decided to start the actual outreach to these students after spring break as the focus will be on summer/fall.

**PSYCHOLOGY:** Improving Student Retention: Communicated with students and faculty about Incomplete grade assignments; Identified and submitted a list of Psychology students who would benefit from additional support and reengagement over the Winter Intersession via Project CIMAS; To enhance the retention of Psychology's first year students, I invited a few Academic Advising counselors to help organize a Freshmen get-together during this spring semester. For this event, we plan to share with the Freshmen tips for academic success and available student resources on campus as well as provide a peer support system (aka a "Buddy Up" program) to those who might benefit from it.

Helping Students Graduate on Time: Advised students about their spring course schedule and assisted them with their course enrollment; Identified courses for students to take per the Program's academic roadmaps and ensured that they were taking enough credits each semester;

Reminded senior students to fill out their graduation application for Fall 2022. Increasing Course Enrollment; and tracked Psychology's course enrollment bi-weekly for the spring semester.

In the beginning of January, there were a few core classes (e.g., PSY 213 Developmental Psychology - double section, asynchronous online; PSY 310 History and Systems of Psychology - double section, synchronous online, etc.) and three electives that were not filled. I made a list of these low enrollment courses and the ones with seats still available, and then sent it along to the Academic Advising counselors and asked that they share this information with students. During this time period, I also sent out weekly email messages to the Psychology majors to encourage them to register for the courses with seats available.

I believe the aforementioned strategies seemed to be effective and resulted in positive outcomes. I am glad to report that the core courses (with 110 class size) were completely filled at the beginning of the spring semester. Similarly, the elective courses saw an increase in enrollment. I have included a brief summary of the FTES numbers during this period: 01/03/2022 FTES: 629.6; 01/10/2022 FTES: 642.5; 01/19/2022 FTES: 659.9

**SOCIOLOGY:** Worked with Ana Duran to learn how to run queries on CI Records; Ran several queries to find Sociology majors who were still unregistered for spring, who were enrolled for fewer hours than usual for spring, and for minors and second majors who were still unenrolled; Sent multiple emails to these groups to encourage them to register and, especially, to reach out to me for assistance if there were roadblocks to them enrolling; Held multiple email conversations with students who indeed had questions about what classes to take, had problems for which I connected them to the registrar, had problems for which I connected them to the Advising Center, etc.

**Equity Priority 2: Expand Credit Opportunities with Summer/Intersession Funds: Supplement enrollment of URM and Pell students in intersession and summer session with the goal of closing equity gaps in credit accumulation at targeted campuses.**

#### **Executive Steering Committee on Retention**

The Steering Committee has requested data on URM summer session enrollment from Extended University.

#### **Inclusive Excellence Action Team (IEAT)**

As part of President Yao's Inclusive Excellence Action Team (IEAT) efforts and its subsequent planning document (IEAP), Extended University applied for and received funding in the amount of \$70,000 for summer completion grants for students. The Summer Graduation or Completion Grant program aims to move students closer to their graduation goals by providing a grant to cover tuition for one 3 unit summer course. The ultimate goal of this effort is to establish a permanent fund and process for providing students access to summer courses at a lower cost. This pilot program will provide data to assess the effectiveness of providing full tuition for a course. Priority will be given to students in descending order based on the groups outlined above until the funds are spent. Students will be contacted and notified that they qualify for a summer

grant. To provide additional context, this work is building on efforts that have taken place over the past two summers to expand access to summer classes using CARES & HEERF funding. While funds were provided to students the past two summers, the funds were not targeted to students in need of additional units to graduate. This more targeted effort will allow us to examine the possibility of moving students towards timely graduating by increasing affordable access to summer courses.

- EU received \$70K from IEAT for Summer Completion grants. This funding served **57 students**. Each student had \$1219 applied to their student account to cover the cost of a 3 unit summer class for a total of \$69,483.
- We also received \$105K from the CO allocation to support students in summer. To date we have served **49 students** with these funds. Each student received \$1219 applied to their student account to cover the cost of a 3 unit summer class.
- The additional \$44K remaining from the CO allocation is being applied to an NIH summer course with Professor de LaCalle. Any remaining funds will be made available during the winter session.

To qualify for these grants students were identified as URM or Pell Eligible and needed 9 or less units to graduate.

### **Summer Pell Eligibility**

The Financial Aid & Scholarships office has completed the request for a list of students who may have potential eligibility for a summer Pell Grant disbursement. The list consists of 2,997 students. Please note that the following groups students were **excluded** from this list:

- Students already receiving Pell II (maxed out annual Pell eligibility)
- Students >599% Pell LEU (maxed out lifetime Pell eligibility)
- Extended University Students
- Students who have already completed their UGRD program
- UGRD students who have been dismissed or discontinued from their program
- Students who never attended this past Fall or Spring nor had any Pell Grant disbursements for the 22AY
- Students not meeting SAP
- Students on SAP Academic Plan (expected to graduate Spring 2022, otherwise will be SAP terminated)

Extended University sent a message for these students informing them of the potential they have to utilize Pell funds for summer courses. A notification of this kind had not been sent to students historically.

During the process of working on summer Pell, EU, Financial Aid (FA), and SIGUE discussed constraints that discourage students from enrolling in summer. Students' biggest complaint regarding summer is having to pre-pay summer tuition out-of-pocket and then having to be reimbursed by Financial Aid at a later date. Other CSU's have a promissory note in place in summer to help with these constraints which are due to start and end on dates of the spring and summer terms, grading and financial aid SAP. In addition, students enrolled in summer cannot

receive their Fall Financial Aid disbursement until all summer grades are finalized and SAP calculation is run (delays Fall disbursement by at least 3 weeks). We also have a few more constraints based on financial aid regulations such as non-program specific enrollment, cross-enrollment patterns, and new financial aid regulations for module programs. Representatives from these three offices met with IT folks at the CO to inquire whether IT support to address these barriers was available. It was determined that CSUCI should contract with an IT consultant to implement technology upgrades in this area. EU, FA, and SIGUE are currently working towards this goal.

### **GI 2025 Initiative**

In February 2022, the AVPs for Academic Planning & Continuous Improvement and Student Success & Equity Initiatives launched CIMAS (CSUCI Initiative for Mapping Academic Success), a program designed to build up students' academic skill sets and sense of academic efficacy and motivation, and increase a sense of connection to the university (peers, faculty, and place). The more specific goals of CIMAS are to increase student retention from Fall 2021 to Spring 2022 and to help students to maintain progress toward graduation. The CIMAS program has been organized by AVPs Michelle Hasendonckx and Dennis Downey, and staffed/supported by the SASEI team and PEEP Peer Mentors. Academic workshops were designed by faculty engaged with the Sociology Student Success workshops, expanded to fit the CIMAS program. Additional faculty were recruited to lead each of the seven cohorts, as well as to assist with specific topics. Additional presentations in other CIMAS sessions were provided by appropriate partners on campus including Academic Advising, Counseling and Psychological Services, Santa Rosa Island Research Station, Learning Resource Center, Writing and Multiliteracy Center, among others.

All students who withdrew during Fall semester, or who earned non-passing or INC grades, were invited to participate in the CIMAS program. CSUCI faculty were also invited to recommend students who might benefit from the program (although students who were recommended are generally those who fit into the category of negative course outcomes). Eligible students were initially contacted in mid-December to alert them to the intersession program – and then recontacted in January to let them know that the program is being reconfigured as a Spring session program. Students were informed of the program (benefits, highlights, incentives), and asked to sign up for one of the cohorts online. Our participation target was 30 to 100 students (with a minimum of 10 students per cohort); we ultimately registered 74 students. Incentives for student participants included each of the following: Academic swag pack; CIMAS t-shirt and water bottle; Santa Rosa Island day trip; Credit for a summer session course. A CIMAS student survey was conducted to gauge summer course needs, and that information was communicated to EU. In Spring 2022, 60/74 (81%) students completed program requirements, making them eligible for a summer course scholarship. Participant demographics: 73% Latinx/Hispanic, 58% First-generation, 73% Pell Eligible. Preliminary data from a student survey suggests improved study strategy skills (36/37 agree or strongly agree) and increased sense of academic preparedness (31/37 agree or strongly agree). Positive qualitative responses (32/33) included the following: “This space almost doubled as a support group, because you are in a room with peers who are facing similar challenges as yourself. It feels empowering to know when I was struggling, my school extended a helping hand...I know a lot of these incentives/rewards have been reserved for individuals performing well academically. So, to have a scholarship for people

who are struggling in school was amazing! ... sometimes, students need a bridge to close the gap between them and [CSUCI resources]. CIMAS does a great job of acting as that bridge.” This pilot is scheduled to continue in AY 2022-23.

### **Block Scheduling/Guided Registration and Learning Communities**

As of June 20, 2022, ahead of FIVO #1, the first new student orientation session, here is where registration stands. Students will add learning community sections as their first step during Guided Registration. LC Director Franqois will update the data after each FIVO session, as we fill the remaining seats. Academic Advisors are helping more students get into open LC seats/LCC beds. Those with "LC/LLC" blocks have the Living-Learning option for students living on campus, and are open to non-residential students as well. Those with "LC" are open to all students -- commuter and residential. This data is important for this EP because we are using blocking scheduling, guided registration and learning community blocks to register students for 15 units rather than the 12 they have historically chosen.

<b>Learning Community (GE in parentheses)</b>	<b>Registered</b>	<b>Available</b>
<b>Michele Serros A Multicultural LC/LLC (6 + 3 = 9 units)</b>		
Fall: UNIV 150-08 (A3) & CHS 100-01 (F)	18	2
Spring: HIST 271 (American Institutions)		
<b>Michele Serros B Multicultural LC/LLC (6 + 3 = 9 units)</b>		
Fall: UNIV 150-10 (A3) & CHS 100-01 (F)	17	5
Spring: HIST 271 (American Institutions)		
<b>Bedford &amp; Dr. Irene Pinkard Multicultural LC/LLC (6 + 3 = 9 units)</b>		
Fall: UNIV 150-13 (A3) & AFS 202-04 (F)	12	8
Spring: ENGL 160 (C1)		
<b>Infinity Dolphins (LC/LLC) (6 + 6 = 12 units)</b>		
Fall: UNIV 150-15 (E) & POLS 150-03 (American Inst)	8	12
Spring: ENGL 160 (C1) & LIB 211 (A3)		
<b>Discovery Multicultural A LC (6 + 3 = 9 units)</b>		
Fall: UNIV 150-12 (A3) & COMM 101-08 (A1)	17	3
Spring: ANTH 102 (D)		
<b>Discovery Multicultural B LC (6 + 3 = 9 units)</b>		
Fall: UNIV 150-16 (A3) & COMM 101-09 (A1)	15	5
Spring: ANTH 102 (D)		
<b>Windows on the World (WOW) A International LC/LLC (6 + 3 = 9 units)</b>		
Fall: UNIV 150-03 (A3) & COMM 101-01 (A1)	13	7
Spring: HIST 211 (D)		

<b>Windows on the World (WOW) International B LC/LLC (6 + 3 = 9 units)</b>		
Fall: UNIV 150-06 (A3) & COMM 101-02 (A1)	12	8
Spring: HIST 211 (D)		
<b>MVS Social Impact International LC [BUS/ECON mjr] (9 + 6 = 15 units)</b>		
Fall: UNIV 150-19 (A3) & BUS 110-01 & ECON 110-03 (D)	18	2
Spring: BUS 111 & BUS 203		
<b>Discovery International LC (6 + 3 = 9 units)</b>		
Fall: UNIV 150-09 (A3) & ENGL 102-05 (E)	17	3
Spring: ENGL 105 (A2)		
<b>Island SURF Integrative LC/LLC (6 + 4 = 10 units)</b>		
Fall: UNIV 198-01 (A3) & ESRM 100-01 (D)	18	2
Spring: ANTH 104 (B2) and ANTH 104L (B3)		
<b>Health Care Integrative A LC/LLC [Pre-nursing/Health Science] (7 + 7 = 14 units)</b>		
Fall: UNIV 150-14 (A3) & BIOL 210-02 & BIOL 210L-1L	20	0
Spring: COMM 101 (A2) & BIOL 211 and BIOL 211L		
<b>Health Care Integrative B LC/LLC [Pre-nursing/Health Science] (7 + 7 = 14 units)</b>		
Fall: UNIV 150-17 (A3) & BIOL 210-02 & BIOL 210L-2L	20	0
Spring: COMM 101 (A2) & BIOL 211 and BIOL 211L		
<b>CI On-the-Go Integrative LC (6 + 3 = 9 units)</b>		
Fall: UNIV 150-18 (A3) & COMP 105-02 (B4)	14	6
Spring: COMM 221 (A3)		
<b>Golden Dolphin A Integrative LC [Math Categ III &amp; V] (13 + 9 = 22 units)</b>		
Fall: UNIV 150-02 (A3) & ENGL 102-10 (E) & MATH 202-01 (B4) & MATH 97 & POLS 150-01 (AI)	16	4
Spring: ENGL 105 (A2) & COMM 101 (A1) & CHS 200 (F) & ENGL 299 (optional)		
<b>Golden Dolphin B Integrative LC [Math Categ III &amp; V] (12 + 10 = 22 units)</b>		
Fall: UNIV 150-07 (A3) & ENGL 102-4 (E) & COMM 101-05 (A1) & CHS 200-01 (F) ENGL 299 (optional)	16	4
Spring: ENGL 105 (A2) & MATH 202 (B4) & MATH 97 & POLS 150 (AI)		
<b>Discovery Integrative A LC (6 + 3 = 9 units)</b>		
Fall: UNIV 150-04 (A3) & MATH 201-05 (B4)	18	2
Spring: ENGL 105 (A2) or COMM 101 (A1)		

<b>Discovery Integrative B LC (6 + 3 = 9 units)</b>		
Fall: UNIV 150-05 (A3) & MATH 201-04 (B4)	16	4
Spring: ENGL 105 (A2) or COMM 101 (A1)		
<b>Discovery Integrative C LC (6 + 3 = 9 units)</b>		
Fall: UNIV 150-01 (A3) & MATH/PSY 202-02 (B4)	16	4
Spring: ENGL 105 (A2) or COMM 101 (A1)		
<b>Serve It Up Community Engagement LC (6 + 3 = 9 units)</b>		
Fall: UNIV 150-11 (A3) & ENGL 102-06 (E)	17	3
Spring: ENGL 105 (A2)		
<b>Totals</b>	<b>318</b>	<b>84</b>

Prior to the completion of all FIVO sessions, CSUCI has already enrolled 118 more students in LC/LLCs than we did last Academic Year. This represents a 59% increase, which is expected to grow as students complete their FIVO sessions.

**Equity Priority 3: Ensure Equitable Access to Digital Degree Roadmaps: No later than June 15, 2022, every CSU student will have access to and adoption of a real-time digital degree planner.**

In partnership with academic department chairs and faculty advisors, the Office of Academic Advising has created four-year and two-year major roadmaps that form the basis of a digital degree planner. The software for which has already been purchased and is now being implemented by Enrollment Management. This was a cross-divisional partnership with faculty, Academic Advising, and Enrollment Management initiated to help close equity gaps between Latino and URM students and their peers. It has also been designed to be sustainable with roadmaps being submitted for review by Academic Advising to department chairs on an annual basis to ensure accuracy. Data inputs from students, advisors, and the registrar will be provided to academic department chairs to inform academic course scheduling and multi-year planning.

These roadmaps have been pivotal in CI's transition to block scheduling for all first-time, full-time students. All initiatives involved in GI 2025 are equity-minded, with a focus on URM students. This has translated into a focus on Latino students at Channel Islands because this student population comprises the vast majority of URM students on our campus. Current student adoption of degree planner is 72%, and that percentage is the same for Latino students. Academic leadership has integrated degree planner data to ensure that class scheduling will be based on student demand (rather than personal preference of faculty).

Degree planner is incorporated into new student orientation to increase student usage.

An infrastructure plan to maintain accurate degree maps and course availability has been established. We have ensured that every first-time student has access to and enrolled in General Education A2/B4 courses in their first year. Writing (A2) and Quantitative Reasoning are critical for first-gen student success. This enrollment is tracked to establish improvement targets for Latino students.

We will need to develop and advertise a multi-year plan to maintain road maps, websites and degree planner to sustain its utility.

### **Automate degree audit and clearance for students.**

The Registrar's Office and Enrollment Management are investigating a pathway to automate degree audit and clearance for students without requiring students to submit an application for graduation. One major concern is that this application process operates such that fees are collected to support graduation and associated labor. AVP of Enrollment Management, Hung Dang, will work with his team to innovate this process.

### **Equity Priority 4: Eliminate Administrative Barriers to Graduation: No later than June 30, 2022, each CSU campus shall, with an equity-centered framework, revise drop for nonpayment policies, re-evaluate registration hold policies and reform the graduation filing process.**

### **Streamlining Support and One-Stop Shop Student Support Website**

On January 26, 2022 the Vice Provost invited six faculty and staff members to join her to begin mapping out where and how student success initiatives are taking place at CSUCI. The ad hoc Committee of Academic Supports met biweekly over a two month period to produce foundational documents such as a detailed inventory of academic support programs and a glossary for peer education terminology, as well as identifying gaps and overlaps in programming. The committee also created a baseline for Sponsored Projects to implement for grant development to ensure that appropriate administrators were contacted by Principal Investigators prior to proposal submission.

During the 8 weeks of work, the following actions and strategies were employed by respective committee members within and across divisions:

#### Development of a peer educator glossary

1. Upon completion of the academic support inventory, members of the Academic Supports Committee identified peer educator roles on campus and provided a brief overview of the scope of work for each position. The goal was to take stock of the various peer educator roles on campus.
2. The Academic Supports Committee also defined and operationalized peer educator terms used on our campus.
3. The peer educator glossary was shared with other key program contacts on the academic support inventory to add additional peer educator roles not listed in the first draft of the glossary.

#### Development of an academic support inventory

The Vice Provost created an Excel spreadsheet and shared this with the committee members to then share in their specific areas. The goal was to identify support programs and to have a complete picture of each (contacts, organizational location, funding type, type of peer education, etc.).

- a. After more clearly defining peer education support positions, we were able to expand the inventory to get the full list of peer education efforts on campus.

Baseline for grant development process re: internal administrator checks.

The name in the column represents the administrator most likely to be responsible for any resource allocation requested of the grant/program.

- a. Scott Perez (RSP) created a list of tools to ensure alignment of proposal development with existing student success initiatives.
  1. Identifying overlap
  2. Identifying gaps
  3. The inventory spreadsheet was shared with faculty through Local Curriculum Committee members who were asked to seek input from their respective departments. Identified gaps were emailed to Ruben.

### **Recommendations were sent to the President and Provost:**

1. We need clarity regarding what we include as academic support programs, and that definition needs to be shared broadly.
2. We recommend hosting an academic support summit where 1) program leaders and 2) administrators can gather, share best practices, talk about gaps and overlapping programs.
3. We recommend building a student-facing one-stop academic support webpage that links to existing program pages, along with an FAQ.

The Provost directed Dean Virtue, Vice Provost Lavariega Monforti, WMC Director, LRC Director, and SASEI AVP to continue work on these recommendations. Monthly meetings have been scheduled to continue this work over summer.

**Student-Facing Communication** The following request was sent to the Provost and DSA VP regarding student-facing communication issues. The request is currently under consideration.

One of the tasks assigned to the Executive Steering Committee for Retention is reviewing and compiling an inventory of all communication sent to students from a variety of student service offices across campus. In our initial review (see the communication inventory) we have found that, while students do receive needed information in a timely fashion, communications to students are written from an office-based rather than student-centered perspective and are sent by myriad offices. Further, at times these communications duplicate information already sent to students from other offices. To complicate matters, students receive this information from various platforms and using various modalities (email, texts, social media, etc.).

Although we have now accounted for the content that CSUCI provides to students and confirmed that student receive a large number of communications from the university, we do not have a mechanism through which we can understand what the student experience in receiving this information is and need to better understand what they find most relevant. Ultimately, to improve communications to students we need a comprehensive communication plan that is student-centered, streamlined, and integrated. Therefore, we recommend moving forward with a proposal to conduct a systematic Student Journey Map to better understand the student experience with multi-department communications. This would be conducted by Inside Track, which is part of the nonprofit Strada Education Network. Inside Track has worked extensively with the CSU, including CSUCI when the university conducted an assessment of academic advising two years ago. The cost to the campus would be \$50,000. Attached is the proposal from Inside Track.

## **Disenrollment Policy**

Advising holds have been removed and the threshold for financial holds and disenrollment have been raised. The CSU Middle Leadership Academy (MLA) team, Anna Bencoter (co-lead) Michelle Hasendonckx, Sunshine Garcia, Tracey Johnson, Colleen Forest (previously Ginger Reyes before her departure) reviewed CSUCI's disenrollment policy/procedures. The group met every month for a few days and started meeting last fall. The meetings went through April and the goal is to present a report on our project. The team was tasked by campus leadership to review the process of disenrollment of students for nonpayment and to determine if there was a disproportionate impact on historically underrepresented groups.

Initially, the assumption was that there was something inherently wrong or overly cumbersome about our disenrollment process. Through our work during the MLA, we discovered that the issue had less to do with the actual process of disenrollment and more to do with the number of students we had who were ending up in a position to be disenrolled for nonpayment. Therefore, while we are still in the process of finalizing our final MLA report with a comprehensive list of recommendations, one recommendation that we would like to present to you for immediate consideration is **reducing the number of payment/disenrollment dates from four to two, starting with the Fall 2022 semester.** This is a fairly simple change to make from a technical perspective and can be used as a pilot test in advance of more substantive changes that may result from the final MLA Report. If this recommendation is approved, the system configuration and messaging necessary to facilitate this change for Fall 2022, must be done no later than June 17, 2022. The recommended payment deadlines and disenrollment dates are:

- Two payment deadlines week 0 and Friday of week 3
- Two disenrollment times, week 0 and Monday of week 4

Reducing the number of payment deadlines and aligning them with registration deadlines not only simplifies the process but it also makes the process more intuitive. Having the first deadline be before the first day of classes is reasonable and expected and is easy to explain to students and their families. This also provides an operational advantage as well as being student-centered because it allows students on the waitlist to be placed in classes with that first disenrollment. Having a second deadline, three weeks later, provides the institution sufficient time to reach out to students, and for students, sufficient time to make appropriate arrangements to post their tuition payment (provide missing financial aid documents, sign up for a payment plan, discuss course options with academic advisors, etc.). This recommendation was sent to the Provost for consideration in June 2022.

## **Financial Threshold for Drop**

Over the last few years, CSUCI has worked to remove as many registration barriers as possible. For example, nearly all advising holds to student registration have been eliminated. Further, policy on campus now states that new registration holds cannot be approved unless there is an action plan to help students overcome them. Fall '21 we focused on financial holds. Financial Holds have been placed on CSUCI student accounts for any balance that exceeds \$10.00 and is more than 30 days overdue. This threshold has been in place for at least 7 years. During 2021-22

AY, this threshold was raised to \$600. We also use a threshold (minimum balance) of \$600.00 for disenrollment.

As of Spring 2022, 447 students had financial holds due to an unpaid balance of less than \$600 for more than 30 days since the 2015-2016 academic year; all of these financial holds were lifted to allow students to register for classes. While many of those students had not enrolled as state-support, degree-seeking students, 43% of these students identified as Latino, 19% identified as White, 6% identified as AAPI, 9% identified as African American.

### **Drop out/Stop out Recapture Process**

The CO recognized CSUCI for its advanced efforts to remove barriers students who have dropped or stopped out face in the re-entry process. CI was held up as an example of using a simplified re-entry form, and was commended for allowing students to retain a matriculated status for two semesters of lack of enrollment rather than one.

### **Regional Transfer Student Success Summit/Dual Admission with Community Colleges**

DAA is working towards having a Regional Transfer Student Success Summit this August or September. The Vice Provost has pulled together a cross-divisional team representing areas that have significant interactions with transfer students. This group is charged with 1) participating in a half-day retreat with internal stakeholders to talk about previous work centered on the transfer student pipeline and existing connections with regional colleges such as SBCC, Hancock, Oxnard, Moorpark, Ventura, Pierce, and College of the Canyons – on June 29<sup>th</sup>; 2) Research existing literature and develop a white paper that outlines the best options available to CSUCI to increase transfer enrollment and success (a transfer center, transfer learning communities, a transfer dashboard, dual admissions, substantive articulation for GE courses, and classes and advising physically on other campuses, improved transportation options, and so on); 3) Plan, recruit for, and conduct a Regional Transfer Success Summit and/or create a Regional Transfer Success Road Show in August (second week)/September (after Labor Day).

This work is a continuation of previous efforts under ALAS. Here is the Transfer Report that summarizes the work of Projects ALAS (CI + VCCCD) and iPath (SBCC + CI): [https://issuu.com/sasei/docs/delivering\\_on\\_csucis\\_promise\\_to\\_transfer\\_students](https://issuu.com/sasei/docs/delivering_on_csucis_promise_to_transfer_students). This work is also in alignment with the recent Transfer Success Team work at CSUCI and President Yao's interest in dual admissions policy.

June 30, 2022 CSUCI leadership is holding a dual admissions retreat with AACRAO Consulting on dual admissions for community college students to CSUCI. This retreat will include the recently established Dual Admissions Workgroup: Ernesto Guerrero, Special Assistant to the VP Student Affairs; Monica Rivas, Director of Academic Advising; Catherine Villa-Real, Interim Director of Admissions; Blake Buller, Articulation; Mathew Zivot, Institutional Research; and Jessica Lavariega Monforti, Vice Provost. This marks the start of CSUCI dual admissions project.

### **Next steps**

Address petition to repeat courses a third time.

Address excess unit forms.

**Equity Priority 5: Promote Equitable Learning Practices and Reduce DFW Rates: Beginning fall 2021, the Chancellor's Office will engage ASCSU, campus presidents, provosts and deans to identify the top 10 high enrollment critical major pathway courses (by campus) with higher than average equity gaps as defined by DFW rates.**

### **High DFWI Course List**

In cooperation with Institutional Research, Academic Program and Continuous Improvement and the Vice Provost's office, a list of 10 high DFWI has been established. The list includes the following courses:

1. **Math 105 (Pre-Calc)** – 40.9% DFWI, no big gaps for race, sex, Pell eligibility, or student level. Math 103 is next on the list with a DFWI rate of 38% and it's the stretch version of Math 105. Only 153 students have taken it over the past 3.5 years though. I would say to include it to pair with 105, but also recommend including **Math 150 (Calculus I)**. It has a DFWI rate of 35% over the past 3.5 years, the DFWI rate is trending up, and over 1,000 students took it during that time period.
2. **Econ 111 & 311** ~40% DFWI (Principles & Intermediate Macroeconomics) – Large Pell eligibility gap (11-14 p.p.).
3. **Comp 150** (Object Oriented Programing) – 19 p.p. gap. 45.3% of Hispanic students got a DFWI, and only 9.5% of white students. Also, large gradient by student level (Soph = 47%, Fresh = 42%, Junior = 34%, Senior = 26%) and Pell eligibility (15 p.p.)
4. **Psy 329** (Animal Behavior) – 18 p.p. gap. Also, big gaps for 1<sup>st</sup> gen (17 p.p.) and Pell eligibility (17 p.p.).
5. **Biol 110** (Life in the Universe) – 16 p.p. gap. No other large gaps.
6. **Chem 105** (Intro to Chem) – 15 p.p. gap. Also, big Pell eligibility gap (13 p.p.), 1<sup>st</sup> gen (15 p.p.).
7. **Math 250** (Calc III) – 21 p.p. gap. Also, 1<sup>st</sup> gen (13 p.p.).
8. **Mixt 101** (Elementary Mixtec) – 20 p.p. Also, huge student level DFWI gradient (Fresh = 45%, Soph = 39%, Junior = 30%, Senior = 5%).
9. **UNIV 150** (1<sup>st</sup> year seminar) – 58 p.p. 1-year retention gap.
10. **UNIV 100** (Univ life & college success) – 52 p.p. 1-year retention gap; **UNIV 250** (2<sup>nd</sup> year seminar)– 44 p.p. 1-year retention gap

School of Education faculty are participating in ACUE microcredential *Inclusive Teaching for Equitable Learning*. While education does not have courses on the high DFWI list, we wanted to include faculty beyond STEM in this work to get broader faculty ownership of this work.

Institutional Research is working to create a presentable document with the high DFWI data. APCI drafted a multi-pronged plan called *Éxito al Centro* to address these, mostly quantitative reasoning, courses.

## CSUCI *Èxito al Centro* Initiatives, Draft Concept: May 13, 2022

*Èxito al Centro* recommends a series of coordinated initiatives to put Student Success Practices at the center of the academic mission on our campus. The coordinated initiatives will focus on academic support for students, development for faculty, program support, and a reconceptualization of academic program planning and review. Below, each of those component initiatives are described, along with aligned initiatives that provide an essential foundation for the broader plan.

Before addressing the component initiatives, it is important to begin by defining student success in a way that recognizes the critical need to help our students pass their classes and move toward graduation (addressing courses with high DFWI rates, providing support to retain students, etc.), but that goes beyond that to define success in terms of providing students an education that will serve them well beyond graduation (career outcomes, a foundation for lifelong learning, etc.) and a positive experience of campus where students feel a sense of belonging and ownership. *Success needs to be defined both in terms of setting high expectations for our students and providing them all of the support necessary to meet expectations, as well as creating and maintaining an environment in which that is possible.*

### **Èxito al Centro / GI 2025 Steering Committee:**

*Èxito al Centro* will require coordination of programs throughout the university. The Division of Academic Affairs, Division of Student Affairs, University Advancement, and BFA will be impacted by and contribute to this project; the Steering Committee will serve that coordinating role. The initial task will be to lead our official response to high DFWI courses (addressing CO compliance issues). However, that response will be deeply enmeshed in broader student success initiatives – so the focus will be on cultivating student success *practices* across campus. The initial focus should be on those courses with high DFWI rates and significant equity gaps, but always as part of a broader intervention.

That intervention will require significant initial work to identify Student Success Practices – both an inventory of what we are already doing on campus, and other practices that need to be cultivated and institutionalized on campus. This work will require broad research across the higher education (and CSU, and HSI) landscape to identify what are proven practices to support and develop our students. These are generally grouped around the concepts of pedagogical and curricular best (or high impact) practices. That research should be supported over the summer of 2022. The committee should develop a report based on that research to identify the range of initiatives and practices currently operating on campus (with whatever assessment of impacts that we have of them) as well as the practices that are absent but necessary for student success support. The report should include recommendations about how to cultivate and coordinate those practices across campus – including identifying extra-institutional opportunities to cultivate skills that can be brought back to campus and diffused.

The ongoing work of the committee will be to lead and coordinate student success initiatives on campus, and to coordinate systematic assessment of their impacts moving forward. That type of coordination will be critical to the ultimate success of the *Èxito al Centro* initiatives.

The goal is to coordinate and assess those practices and find the best way to deliver them to students (and faculty, etc.).

**Comprehensive Academic Program Development initiative:** The ultimate goal of the *Éxito al Centro* initiatives is to integrate student success practices into core academic programs.

*Integrating those practices into core curricula of academic programs is the most direct and immediate way to impact students.* To do so will require a long-term plan and commitment, with multiple sub-initiatives designed to provide the foundation for the broader initiative, along with coordination and sequencing to ensure that we have the appropriate and necessary training and planning to meet the goals in the future. That coordination work will largely fall on the Steering Committee.

In the current draft of the Multi-year Academic Plan, the Provost has suggested a model for support and development to integrate those practices (Quality Program Indicators, in his presentation) into core academic programs. That initiative can be formalized into a program cohort development model – that is, groups of programs can work together to build understanding of and capacity for integrating student success practices. Topics that would be essential focus would include the practices themselves, curricular integration, curriculum redesign, curriculum implementation, faculty development and review, broader student support practices, etc.

**Faculty Development initiative: *Prácticas a Reforzar, Optimizar, y Fomentar Excelencia (PROFE)*:** In order to integrate Student Success Practices more centrally into academic processes at CSUCI, we will need to develop some focused and comprehensive faculty development programs. Some aspects of our current faculty development programs can support the *Éxito al Centro* initiatives. We will need to also create programs that are systematic and coordinated to cultivate the faculty skills and expertise necessary to provide a more comprehensive focus across campus. The specific programs should be developed in consultation with the steering committee as they identify priority areas essential for the broader initiative. Some of the faculty development programs will target specific academic program faculty for participation, while others will be open to any interested faculty. The emphasis of faculty development delivery, however, will shift from a model organized around “menu of options available to interested faculty” to a model organized around “identified priorities for specific programs with recruiting emphases designed to intentionally scaffold practices.” The faculty development initiative is likely to include multiple programs running concurrently for different targeted groups, and perhaps sequenced across years to the extent that faculty need to develop multiple skill sets.

**Student Support initiative: *CSUCI Initiative for Mapping Academic Success (CIMAS)*:** CIMAS will play a key role in the *Éxito al Centro* initiatives – partly as an incubator for Student Success practices in a comprehensive format with students who are most vulnerable. In its current/recent format, CIMAS is an intervention targeting students with unsuccessful marks in courses during the prior semester. It is as yet unclear what specific role CIMAS will play in the next iteration – that is, specifically which students will be targeted. We still need to determine which students CIMAS will serve moving forward: 1) Students who receive a non-successful grade in a course in the previous semester (as in Spring 2022); 2) as an intervention linked to an “early warning” system each semester to specific course/Canvas metrics; or 3) a foundational

support program targeting new students at CSUCI (either first-year college students or transfer students). CIMAS might also serve more than one category of those students. Regardless, the decision about which students to target in the CIMAS program should be made in conjunction with broader plans for these student success initiatives.

The broader plan outlined here seeks ultimately to integrate our Student Success initiatives into core academic programs – that is, to integrate the academic skill development and affective asset-building practices central to CIMAS into the academic programs. That will require a transition of some years, since bandwidth and best practices requires focusing on a limited number of cohorts initially which can eventually be expanded to include all programs – in addition to timelines for curriculum redesign and implementation. In that interim, CIMAS will continue to play a critical role as an intervention for students – but the target and structure of CIMAS must be coordinated year-to-year with the broader plan to shift student success practices into core academic programs. (For example, as more academic programs adopt student success practices in their core curricula, CIMAS might gradually shift to focus on students from unserved programs – and/or on first-semester students at CSUCI.)

**Allied initiatives:** In addition to the core initiatives described above, CSUCI will need to revise or develop other programs to support and maintain the *Éxito al Centro* initiatives. Those programs are briefly described below.

- *Revising Program Planning, Review, & Assessment:* Program Review & Development needs to be reoriented around Student Success Practices (as well as integrating program planning and curricular redesign into its portfolio). A proposal to that effect has already been developed and contains the necessary recommendations to put Student Success Practices at the center of program development and review processes.
- *Chair Support and Training Program:* To initiate and sustain programmatic transformation, significant additional investments must be made in program Chairs. That investment must take the form of comprehensive development opportunities (to provide the skills that are necessary to promote student success – to lead curriculum redesign processes, promote effective peer review of faculty, to direct student advising, to create appropriate schedules, etc.). In addition to increasing investment in chair development, effective program leadership will also require additional investment in the form of chair support (WTU reassigned time). An existing proposal for dramatically expanding our Chair Development programs has been under consideration.
- *Assessment and Curriculum Coordinator:* Given that so much of the effort to sustain Student Success Practices relies on areas where we are currently under investing or have problematic institutional practices (assessment and curriculum design/processes), we will also need to support creation of a faculty position within programs to focus attention on those issues specifically. Creating an Assessment and Curriculum Coordinator will solve existing problems and facilitate both curricular redesign to focus on student success practices and promote assessment focusing on student assessment practices. (A recommendation to that effect was included in the Program Planning, Review, and Assessment proposal that is currently under consideration.)

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[1] The following is the language from the latest draft of the Multi-year Academic Plan (MAP) document: “To fully operationalize the Vision and Mission of Academic Affairs, **the Provost recommends the creation of Quality Program Indicators (QPIs) and that academic programs, including general education, engage in a continuous improvement process to incorporate and integrate the QPIs into our curricular offerings [Recommendation 5].** Examples of QPIs include opportunities for international experiences for students, incorporating high impact practices such as student research, career readiness, and similar. As envisioned, the Provost’s Office will provide over the next four to five years reassigned time to lead faculty from departments who commit to making progress on one or more of the QPIs. The QPIs will incorporate measurable indicators of quality student experiences and proven pedagogical strategies.” In other discussions, the Provost has referred to this as a “cohort” model.

## **Equity in Grading**

AYUDAS and PROMESAS grants offered STEM faculty \$750 to implement alternative grading in a high DFWI course with the stipend going to pay for faculty time over the summer. The Office of the Vice Provost offered support to two non-STEM faculty to participate in this program as well.

A Spring 2022 talk by Spencer Bagley and workshop on alternative grading had 20 faculty attend. This build on work conducted last Fall (2021) – there was a Faculty Inquiry Project (FIP) professional development opportunity, but only a few faculty participated.

Finally a call for applications was sent out to broaden faculty development around grading equity. **Equity Grading Course Redesign Grants *Call for Proposals*** said:

The Vice Provost is offering grants during the Summer of 2022 to support the revision or redesign of courses to integrate equity grading practices in order to increase student success, with special attention paid to courses with high DFWI rates or equity gaps. Equity grading has three pillars, representing the goals of grading: accuracy, bias-resistance, and student motivation. Rather than a single practice, equity grading is a wide category of assessment practices. Collectively, they can be effective at increasing student learning while reducing failure rates and increasing student success in critical courses where students often struggle.

Equity Grading Course Redesign (EGCR) grants provide support for teams of program faculty (3-4 faculty members per team) to work together to revise/redesign a course that offers the potential for increased student success. Grants will provide \$500 to each team member to redesign the course, produce a course syllabus, provide student assessment materials, and develop a plan for sustainable teaching using equity grading in the future.

Three cohort meetings, and a series of working sessions will be held over the summer to provide structure and support for teams.

**How to apply:** To apply for the grant, please submit the following items to the Vice Provost’s Office via [viceprovost@csuci.edu](mailto:viceprovost@csuci.edu) no later than May 25.

1. **EGCR team members:** Provide the names, positions, and a brief paragraph for each team member noting relevant interests and experience.
2. **EGCR course:** Identify the proposed course that will be the focus of the redesign, along with information about the student success metrics that will be targeted (DFWI rates, or equity gaps).

3. **EGCR plan:** Provide a brief description of how the team plans to work together to revise the course (e.g., frequency of meetings, division of labor, etc.).
4. **Sustainability plan:** *Equity grading practices can require significant additional time and effort of faculty.* Provide a thorough plan for how equity grading will be supported and sustained in the future for those teaching the class (regardless of particular staffing decisions). All teams will be encouraged to discuss sustainability issues and ideas with program leaders throughout the summer.

**Deliverables:** The following deliverables are expected by September 1, 2022, at which time the stipends will be paid:

- Redesigned course syllabus
- Materials to be used for equity grading
- Plan for sustainability

The Communication and English programs submitted proposals that were accepted and they have begun this work.

Finally, all program chairs with courses on the High DFWI list were asked by the Vice Provost and their Dean to participate in the CO's Change Leadership for Equity Priority 5 Summer program with the AVP APCI and Associate Dean of Arts & Sciences.

### **First Year Math**

January 2022 a team (Geoff Buhl, Michelle Hasendonkx, Dennis Downey, Brooke Masters, Brooke Ernest, and Ernesto Guerrero) was put together around the PROMESAS grant to provide training for faculty. The AYUDAS grant provides support for a curricular-based early alert-style intervention and ties peer mentors to do some complementary outreach throughout the semester as well. Math faculty (Jason Miller and Chrissy Soderlund) created a beta version of an Early Success Module to be imported into Canvas course shell.

- Included mini assignments over first 3 weeks of the semester as well as non-curricular assignments (asking student to selfie with tutor, take a selfie in front of faculty office)
- Included Calculus specific questions, featured in every Calc 1 section
- Also made available to other faculty to include (as they could customize/change Calc 1 content to be relevant to their course content)
- Faculty received a stipend to utilize in their courses, on Friday of 3<sup>rd</sup> week faculty submitted students names they were concerned about based on assignments in module
- Peer mentors, in partnership with Embedded Peer Tutors outreached to students (see report summary attached of outreach effort)
- Plans to revise and expand Early Success Module in more Math courses in Fall 2022
- See the peer mentor outreach impact report [here](#).