



Graduation Initiative 2025 March 2024 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.

FUNDING FOR EP 1

CSUCI applied and was granted \$55,125 as one-time funds for Equity Priority 1 on Re-engagement and Re-enrollment in February. The proposal submitted to the Chancellor's Office is meant to target stop outs and eligible to enroll but not enrolled students using social media, print materials, mailers, movie theater ads and other advertising.

Student Systems teamed up with student-led **CI Solutions** to develop a campaign plan. The [CI Solutions program](#) offers students an opportunity to enhance their professional skills and resume, outside of their MVS School coursework, through faculty-led community partner projects with local businesses and non-profit organizations.

As of Spring 2024 Census date, the returning student total is 51, which is a **34% increase** over last Spring (n=38). Campaigns ran from November 6, 2023 to January 6, 2024 over email, Facebook, and Instagram. The first campaign was between November and January for Spring 2024 and the next campaign will be March through August for Fall 2024.

Population

1. Students who applied to graduate, but never completed their degree.
 - The focus of the project after analysis by CI Solutions was students who applied to graduate from Spring 2018 through Summer 2023 and invited them to return to complete their degree. Of the targeted population, less than 1% (n=2) were enrolled at Census Spring 2024.
2. Students who are not enrolled and need to re-apply to the university.
 - This part of the project, after analysis by CI Solutions, was focused on stop outs from Spring 2018 or later. Of the targeted population, less than 1% (n=4) were enrolled at Census Spring 2024. An additional four (4) students in this group have re-applied to the university for Fall 2024.
3. Students who are eligible to enroll but have not enrolled for the subsequent semester.
 - Our first campaign focused on 2,025 students that had not registered for courses by the end of November for Spring 2024.

Fall 2023 campaign Returning Students

Email

The first email averaged an open rate of 49% and the second 53%.



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Dive back into the pod... Channel Islands CALIFORNIA STATE UNIVERSITY

We've been waiting for you!

Start your re-enrollment journey in 3 simple steps:

1. Meet with an Academic Advisor.
2. Submit official transcripts.
3. Resolve outstanding obligations.

Start today!

This graphic features a background image of graduates in caps and gowns. A red arrow points from the top left towards the center. Below the list of steps is a photograph of a university building with a red callout box.

Facebook

Social Media Facebook campaigns focused on Ventura, Santa Barbara and Los Angeles counties. The Total reach: 234,000. The best performing ad is the third one below with 114,000 impressions.

Dive back into the pod... Channel Islands CALIFORNIA STATE UNIVERSITY

We've been waiting for you!

START THE RE-ENROLLMENT PROCESS NOW!

The ad features a photograph of a graduate in a black cap and gown, smiling and hugging someone behind a metal fence.

Dive back into the pod... Channel Islands CALIFORNIA STATE UNIVERSITY

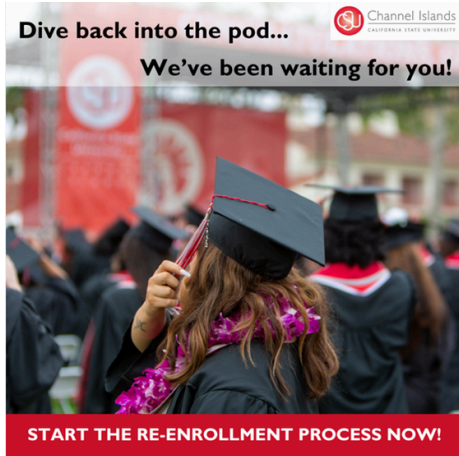
We've been waiting for you!

START THE RE-ENROLLMENT PROCESS NOW!

The ad features a group of students posing with a large white mascot wearing a red shirt with the CSU logo.



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Instagram

Social Media Instagram campaigns focused on Ventura, Santa Barbara and Los Angeles counties. The first visual below was the best performing ad with 300,000 people reached. Overall, we reached 515,503 people via Instagram.



Eligible to enroll in Spring 2024, but not enrolled

Students who were eligible to enroll for Spring 2024, but had not enrolled in late November (n=2,025) were sent an email, for which we generally received a 53% open rate. The second campaign was sent to the remaining students that had not enrolled, at which point the open rate was at 26%.



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Fall 2024 next steps (March to August 2024)

- In addition to Instagram, Facebook and Email, **CI Solutions** will also help us with YouTube and Google Ads.
- **Student Systems** team members worked with a vendor to design a movie theater advertisement. The 30 second video will run March 1* through August in local movie theaters: Camarillo Roxy, Oxnard Plaza (downtown), Santa Paula, and Buena Ventura.
<https://vimeo.com/914970597/d09ce8245c?share=copy> NOTE: Do not post video on YouTube/Social media/Web to avoid licensing issues without first contacting the Student Systems office. *Pending procurement details.

Student Systems team members: Kevin Amaya, Ana Rosa Durán, Sean Kramer.

CI Solutions: Julia Shapiro, Yolanda Lara, William Leonard, Arthur Diaz, Marissa Salazar Perez, Batuhan Berkdemir, Isabel Johnson, Britnay Haddox (Advisor)

Welcome Back Form

In addition to the work with CI Solutions, Student Systems also re-trained the Registrar's Office and Academic Advising on the use of the Welcome Back Form in the summer. The form is meant to facilitate the application process for returning students. The form was used to re-admit 40 students in Fall 2023. For Spring 2024, 44 students applied using the Welcome Back process. For Fall 2024, we have 4 applications to date.

Summary above provided by Ana Rosa Durán, Sean Kramer, Kevin Amaya as of February 26, 2024. See August 2023 [report](#).

Inside Track Project



This summer CSUCI partnered with InsideTrack as part of a 3-year project with the goal to re-enroll 2,000 Californians during the pilot phase amongst a pilot cohort of up to 10 institutions. InsideTrack Re-enrollment Coaching re-engages students who have been away from a specific institution for at least one academic term and helps them develop a plan to complete their education.

InsideTrack uses multiple channels to outreach to formerly-enrolled students with the intention of understanding if the student is interested in re-enrolling at the partner institution for an upcoming term. Students that indicate they are interested in returning to school receive up to four months of coach support to aid in re-enrollment.

The goal is to help each student develop and execute a personalized plan for returning to school, complete their studies, and be ready for career success.

InsideTrack Re-enrollment Coaching partners with students to:

- Re-connect to their purpose for pursuing a degree program
- Recognize the value of your CSUCI
- Define and execute a plan for re-enrolling in their desired program
- Develop the skills needed to effectively balance work, family, financial and academic obligations.

A cross section partners, including Student Systems, Information Technology, Extended University, and Student Academic Success & Equity Initiatives worked together to work throughout Discovery and data sharing process and InsideTrack coaching occurred over Summer 2023. While we are still collecting data, awaiting census, and working with InsideTrack to gather qualitative feedback, preliminary data shows that 105 students out of 854 (81%) on the outreach roster have returned to CSUCI for the Fall 2023 term.

As of 7/22/23, 854 students received an outreach connection from InsideTrack, of those 256 or 30% received a contact and that could have been in the form of voice-to-voice contact, meetings, and student-initiated meetings.

During summer 2023 CSUCI partnered with InsideTrack as part of a 3-year project with the goal to re-enroll 2,000 Californians during the pilot phase amongst a pilot cohort of up to 10 institutions. InsideTrack Re-enrollment Coaching re-engages students who have been away from a specific institution for at least one academic term and helps them develop a plan to complete their education.

In our most recent report from InsideTrack, Enrollment Coaches cited barriers and questions expressed by students as well as reasons provided for withdrawing or dropping courses in the fall semester. These comments can be found below.



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Not Registered: Barriers or Questions

- Student communicated they were having challenges figuring out what courses they need to register for in the Spring. They had not connected with an Advisor, so the coach recommended their next step be to meet with an Advisor & shared info on how to connect w/Advising
- Student communicated that things are going well, all school costs were covered by FAFSA. They're registered for spring but need to add more classes and are getting an error message. The coach recommended they reach out to Advising and provided the zoom link.
- Student communicated they are planning to register for the Spring 2024 semester and do not know what classes they need or what the registration deadline is. Coach provided info on the Spring enrollment period and how to connect with an advisor.
- Student communicated that they are planning to register for the Spring 2024 semester and that they "kind of" knew what classes they need to take. Coach recommended connecting with an Advisor and provided contact info to set up an appointment.

Withdrawn and/or Dropped one or more courses

- Student communicated they have withdrawn from the Fall 2023 semester due to mental health issues and challenges catching up in their coursework. They are unsure if they will continue to pursue their program and may switch to another degree in the future. They've completed withdrawal paperwork
- Student communicated that they dropped the Fall 2023 semester but are planning to register for the Spring 2024 semester but could not register yet. Coach supported them with registration date information and encouraged them to speak with an Advisor.
- Student communicated that their financial aid did not come through until after their tuition was due. The student dropped all classes this term.
- Student communicated that they were struggling with SOC 315. Was taking 4 classes, but requested withdrawal from SOC 315. Coach recommended student connect with an Advisor to discuss next semester and provided contact info.

Next steps with InsideTrack are to identify a new cohort of students who meet specific criteria. Once the students are identified, Enrollment Coaches with InsideTrack will begin the work to reconnect students to CSUCI. The criteria is as follows:

Cohort 1 2024 Data Parameters
Stopped out in Spring 2023, Summer 2023, and Fall 2023
At least 30 credits
CA resident
At least one email (prefer personal) and one phone (prefer cell)
No academic termination
Not currently enrolled
Are not currently enrolled at another institution; verify by running file through National Student Clearinghouse

Report provided by Elena Jaloma on 3/1/24.

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 since October based on the charge it received:

- 1) Based on previously **recommended goals** regarding equity gaps in credit accumulation, this group will re-launch the Finish In Four initiative.
- 2) This group will also aim to do the following through heavier use of road maps and digital degree planner:
 - a) Decrease the racial equity gap in credit accumulation to less than .05 units within two years. Ameliorate the racial equity gap in credit accumulation by 2025.
 - b) Decrease the gender equity gap in credit accumulation to .25 units within two years. Ameliorate the gender equity gap in credit accumulation by 2025.
 - c) Ameliorate the Pell eligible gap in credit accumulation for FTFT students by 2025.



Recommendations for summer melt for the next AY have been shared with the new AVP EMM and Director of Admissions. The Ekhobot admissions database and communication flow is in the process of being developed and it will be implemented on the website once the answer base is complete. Further summer melt and yield tactical planning is ongoing. Admissions Director, Roxana Tunc, established a Summer Melt Steering Committee. The overarching goal of the committee is to decrease summer melt for Fall 2023 students. To accomplish this, the committee has developed six targets:

1. Showcase Student Life at CI and engage with Admitted Students
2. Engage current students with admitted students
3. Showcase CI's Affordability for Admitted Students and Parents
4. Engage with parents of admitted students
5. Faculty Engagement with admitted students
6. Alumni Engagement with admitted students

The Admissions Director is working with SASEI to leverage Ekhobot as part of the overall strategy.

Goal: Decrease Summer Melt for Fall 2023 students

Summer Melt 2023

CSUCI has achieved a remarkable accomplishment in reducing student melt rates over the past six fall semesters (F2018-F2023).

Setting the Stage: Fall 2018 saw a starting point for melt rates, with both Full-Time (FTF) and Transfer (TRF) students experiencing a 27-28% chance of not enrolling after admission. This highlights the initial challenge CSUCI faced in retaining admitted students.

A Turning Point: A significant shift began in Fall 2020. Both FTF and TRF melt rates dropped by several percentage points, marking a turning point in CSUCI's student retention efforts.

This momentum continued through Fall 2023, with FTF melt rates reaching a low of 18.5% and TRF melt rates at 22%.

The Impact: The overall melt rate mirrored this success story. From a high of 29% in Fall 2018, it steadily declined to a remarkable 19.8% in Fall 2023. This translates to a significant increase in the number of admitted students who transitioned smoothly into their academic journey at CSUCI.

This accomplishment is a testament to the dedication and collaborative efforts of various departments at CSUCI. From Enrollment Management and Marketing teams providing personalized support to faculty and student organizations fostering a welcoming environment, a collective effort has demonstrably improved student retention. CSUCI's success in reducing melt rates paves the way for a brighter future. By continuing these proactive strategies and fostering a strong sense of community, we can ensure that even more admitted students feel prepared and excited to begin their studies.



	F2018	F2019	F2020	F2021	F2022	F2023
FTF Melt Rate	27%	23%	23%	29%	21.5%	18.5%
TRF Melt Rate	28%	24%	19%	24%	23.4%	22%
Overall Melt Rate	29%	24%	21%	26%	22.6%	19.8%

Initiative 1: Welcome to CSUCI: A Summer-Long Engagement Program for Admitted Students

Goal: Display the dynamic student life and foster engagement with admitted students.

Description: "Welcome to the CSUCI" is a comprehensive program designed to introduce newly admitted students to the diverse and vibrant student life. The program leveraged multiple communication channels to connect admitted students with current students, faculty, and the various learning communities that make CSUCI unique.

Rationale: A smooth transition to college life is crucial for student success. "Welcome to the CSUCI" bridges the gap between acceptance and arrival by providing admitted students with a taste of our campus culture, activities, and resources. Engaging with current students helps admitted students visualize themselves thriving at the CSUCI.

Resources:

- E-mails
- Newsletters
- Social Media Platforms (Instagram Live)
- Photos and Videos (Admissions Social Media Accounts, Connect)

Timeline (Sample - June - August 2023):

June:

- Introduction to CSUCI (3,168 views)
- Career Success Strategies (2,083 views)
- Exploring Campus: Fun Things to Do (1,689 views)

July:

- Student Spotlight: Highlighting Achievements (2,733 views)
- Unveiling the Student Union (1,690 views)
- Camarillo: Your Gateway to Adventure (3,698 views)
- Clubs and Organizations: Find Your Passion (2,821 views)
- Study Abroad: Expand Your Horizons (2,375 views)

August:

- Adventures on the Water: Boating Center (1,952 views)
- Sun, Sand, and Sea: Beaches near our campus (3,511 views)



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Outcomes: "Welcome to the CSUCI" fosters a sense of belonging and excitement among admitted students. The program's diverse content, delivered through multiple channels, ensures all admitted students can connect with what resonates with them. The strong viewership numbers for the initial program components indicate its effectiveness in engaging future students.

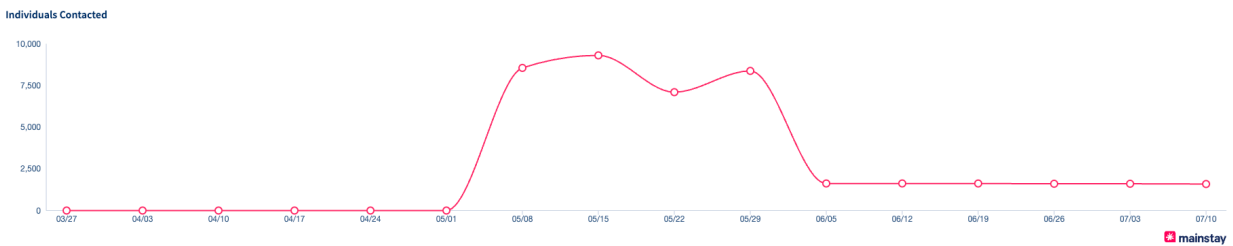


Initiative 2: Keeping Admitted Students Connected: A Story of Engagement through EkhoBot
CSUCI understands the importance of staying connected with admitted students throughout the summer

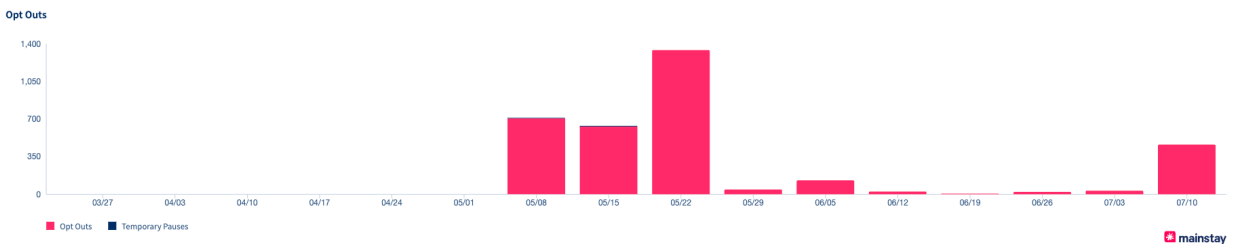


months. To bridge this gap, we implemented a program called "Engage with admitted students through EkhoBot." This initiative aimed to maintain communication and excitement among admitted students as they prepared to join our community.

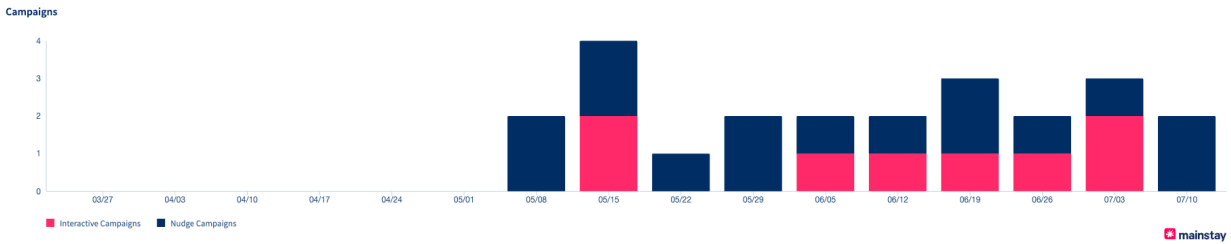
Strategic Outreach: The program began on May 9th by sending an initial message to over 8,000 admitted students who hadn't yet confirmed their intent to enroll. This proactive approach ensured everyone received crucial information. By June 1st, the focus shifted to personalized messages for those who had confirmed their enrollment, demonstrating CSUCI's commitment to providing tailored communication.



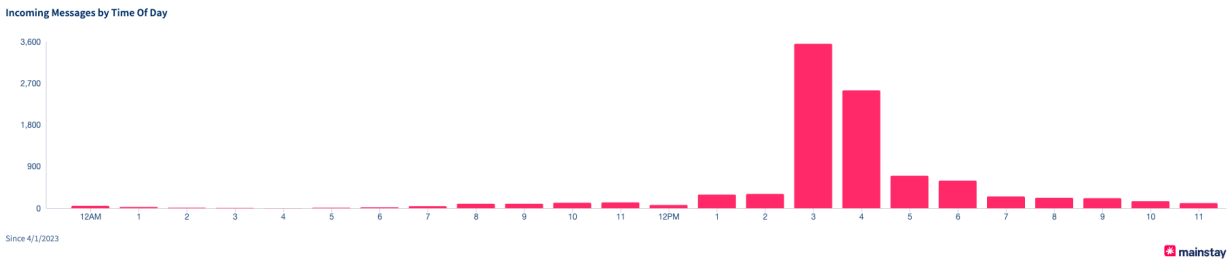
Shifting Gears: Recognizing the evolving needs of admitted students, our strategically reduced the messaging frequency from twice a week to once a week starting June 6th. This streamlined approach ensured continued engagement without overwhelming recipients. The program concluded on August 8th, providing ample time for admitted students to complete necessary steps before the semester began.



A Touch of Fun and Information: The content delivered through EkhoBot wasn't just informative, it was also engaging. Nudge campaigns kept students updated on important deadlines and procedures. Interactive campaigns, like the highly successful "EkhoBot Joke" (40.5% engagement!), fostered a sense of connection and community. Other popular questions like "How are you feeling on next steps?" (33.5% engagement) provided valuable insights into student concerns, allowing us to offer targeted support.



Strategic Timing: By sending most messages between 2pm and 3pm, CSUCI ensured they reached students during a convenient time, maximizing the program's effectiveness.



The Takeaway: The "Engage with admitted students through EkhoBot" program effectively bridged the gap between admission and enrollment. Our strategic communication not only provided essential information but also fostered a sense of connection and excitement, ultimately contributing to a smoother transition for admitted students.

Initiative 3: Putting a Spotlight on CSUCI's Future Stars: A Story of Connection Through Newsletters

EM&M recognizes the importance of keeping admitted students connected and engaged throughout the summer. To achieve this, we implemented newsletters for the admitted students. This initiative aimed to create a sense of community and belonging for admitted students by featuring them and the vast resources available at the CSUCI.

The Admissions & Recruitment unit played a key role in coordinating and collecting stories from admitted students. These stories were then highlighted in newsletters, giving admitted students a glimpse into the diverse experiences and backgrounds of their future classmates. This fostered a sense of connection and belonging, making the transition to CSUCI feel more welcoming.

During summer melt 2023, newsletters served as a comprehensive resource guide for admitted students. Departments like Financial Aid & Scholarships provided information on funding options, while the Student Employment Office highlighted on-campus job opportunities and work-study programs. Additionally, newsletters highlighted the Student Assistants program, allowing admitted students to envision themselves actively contributing to the CSUCI community.



Addressing Basic Needs: Recognizing the importance of basic needs security, the newsletters also included information about the Basic Needs Program and CalFresh. This ensured admitted students were aware of the support systems available at CSUCI, promoting a sense of well-being and stability. On-campus food resources were highlighted, alleviating potential concerns about navigating dining options.

Reaching the Audience: The newsletters were distributed via email, ensuring all admitted students received the information. Additionally, they were accessible through the admission's social media accounts, providing multiple access points for students with varying preferences.

Engagement on the Rise: The program saw a positive response, with view rates steadily increasing through the summer. The initial newsletter on June 30th garnered a 78.56% view rate, followed by an even higher rate of 81.01% on July 13th. Even with a slight dip on July 28th (56.78%), the overall trend demonstrates the program's effectiveness in capturing admitted students' attention.

- 6/30/2023: View rate 78,56%
- 7/13/2023: View rate 81.01%
- 7/28/2023: View rate 56.78%

The initiative successfully fostered a sense of community and belonging among admitted students. By highlighting student stories and highlighting the wealth of resources available at CSUCI, the program not only provided valuable information but also eased the transition into college life for future CSUCI students.

Initiative 4: Bridging the Gap: A Story of Faculty Connection with Admitted Students

We understand the anxieties that admitted students may experience about their future interactions with professors. The Admissions & Recruitment team played a crucial role in coordinating and collecting messages from our Faculty Ambassadors. These personalized messages, mailed directly to admitted students, offered heartfelt congratulations and a glimpse into the faculty member's area of expertise. This personalized touch demonstrated the approachability and genuine interest of CSUCI's professors, alleviating potential anxieties about faculty interaction.

Reaching Out to First-Generation Students: Recognizing the unique needs of first-generation students, we took an additional step. Promotional materials were mailed to 1,200 first-generation students, providing them with targeted information and resources. This initiative-taking approach ensured that these students felt especially welcome and supported as they embarked on their academic journey at CSUCI.

The direct mail campaign took place in June, strategically meant to welcome admitted students during the initial stages of their summer break. This thoughtful outreach created a positive first impression, fostering a sense of connection and alleviating anxieties about faculty interaction at CSUCI.

The initiative successfully bridged the gap between admitted students and the faculty at CSUCI. By displaying the approachable nature of professors and offering personalized messages, the program eased anxieties and laid the foundation for strong faculty-student relationships throughout the students' academic careers.



DISENROLLMENT MITIGATION CAMPAIGN

The Retention Steering Committee has been working through the **prioritized Disenrollment Mitigation Recommendations** (see previous GI2025 reports for full list of recommendations).

1. Debt threshold for student disenrollment and registration hold. A permanent cancellation threshold increase from \$600 to \$1,000 was approved, effective Fall 2023. The financial hold threshold remains at \$600.
2. Housing information is now incorporated in student's bills. DSA & BFA have agreed to display the max housing cost as a note to students with an accompanying explanation since the exact housing cost is not known until later in the summer. This gives students a better idea of their overall costs. Stephanie Bracamontes worked with Dynamic Billing to improve the student-facing bill display, improving readability and understanding of the bill details.
3. Matt Zivot (CDO) and Anna Benscoter (BFA) created a [disenrollment dashboard](#), currently available to a small group closely aligned to disenrollment work.
4. Ernesto Guerrero invested time with folks in DSA to explain the Finish in Four institutional priority. Advising and orientation staff are coming along. Jessica Lavariega Monforti did the same with the guided registration team, and they have agreed to modify the process to enroll students in 15 units as the default.
 - a. Average unit load increased for FTF students from F22, 12.8 units, to F23, 14.6 units. For all continuing students, the average increased slightly from S23, 12.6 units, to S24, 12.8 units.
 - b. Two policies emerged from these discussions: 1) the GE Committee is working to provide some guide rails for students regarding Credit/No Credit (CR/NC) courses. Currently only about 3% of all courses are CR/NC, despite policy allowing students the option to take more. This is one way we can decrease the stakes for students to attempt 15 units each semester. Jessica Lavariega Monforti will share this issue with the new GE Committee chair. 2) Ernesto Guerrero and his team have brought a policy that would allow students to drop a course without a compelling reason, as long as they are enrolled in 12 units after the drop, to SAPP. This is another way we can decrease the stakes for students to attempt 15 units each semester. 17 students use the academic challenge during fall 2023. A pilot for this policy was approved that will go into effect for AY24-25. Some preliminary facts from Fall 2023:
 - 1 student fell below a 2.0 (due to a WU grade; other grades were B & C's).
 - 16 students all above a 2.0 and in good academic standing.
 - 2 students not enrolled for spring 2024 but have RES holds, which means they canceled housing & likely left.
 - 15 students enrolled for spring 2024. All full time (12+ units).
 - 5 of the 15 enrolled students are at 15 or more units again.
5. Matt Zivot built an Full Time Equivalent student ([FTES\) enrollment tracker](#) that can be used by chairs and others to track course enrollments and caps. This nicely compliments that course demand data will have from Degree Planner and the Provost's FTES budget worksheets that have already been rolled out.
6. Students who were disenrolled for unpaid balances have been encouraged to re-enroll in the next semester/summer term. Summer enrollment plans are underway. Stephanie and Sunshine are



reaching out to areas that plan to disburse funds to students for summer tuition to formalize processes and timelines for disbursements.

7. IN PROGRESS: FASO will conduct a historical analysis with SBS’s assistance to identify cash pay students and then FASO can set monthly FAFSA benchmarks and targets to determine what the acceptable number of these cases are at CI. We should have a dashboard like our enrollment dashboard that shows how many enrolled students have not completed their FAFSA. Clear guidance can then be provided to financial aid regarding outreach. Recommendations to share with Cabinet in November 2022.
8. IN PROGRESS: Institutional Research collaborates with Enrollment Management and Financial Aid to automate the daily reporting about disenrolled students and efforts to retain them. Matt Zivot (Institutional Research) is already working with Ana Rosa Duran (Student Records) to build out the run date field and import data into the warehouse. He will work with Ana Rosa, Sunshine Garcia (Financial Aid), and Stephanie to continue this work. Goal was to have this functioning by Dec 2022, but there has been a slight delay.
9. IN PROGRESS: Reconfigure the disenrollment report across Spring 2023. Stephanie needs to spend time analyzing the data for example third party payments maybe a factor in the late payment, etc.,

Other recommendations to be revisited for prioritization in January 2023 are outlined below:

- To better utilize the federal work study (FWS) funding post-pandemic, Jessica Lavariega Monforti met with a colleague from CSUN to learn about their FWS processes. Plans are coming together to educate staff how to offer work study positions when funding is available. Our FWS Coordinator will host FWS workshops for the campus (faculty/staff) to learn about the program and where to send students to verify FWS eligibility and program participation approval. FWS is a need-based program and students need to have need in order to qualify for this program and we employ pre-pandemic about 60-67 students and our funding is at \$334K.
- A request has been submitted to ITS to add student employment opportunities and ability to apply for positions on campus to the MyCI portal. A pilot is running Spring 2024.

Following are the initial and final disenrollment numbers for Fall 2023 – Spring 2024:

Fall 2023:	Spring 2024:
9/13/23 - 71	2/12/24: 48

Spring 2024 Enrollment Phone Banking Outreach

Student Academic Success & Equity Initiatives (SASEI) PEEP Mentors contacted 144 students that are eligible to enroll but have not registered in the spring 2024 semester. As a result of phone banking outreach, PEEP Mentors connected with 51 students (36%) and gained insight of their plans for enrollment. The remaining 93 students (64%) were not reached due to reasons such as calls going to voicemail or disconnected/wrong phone numbers. At the conclusion of the outreach, a total of 16 students (11%) enrolled in the spring 2024 semester.



Student breakdown by class rank:

Class Rank	Total
Freshmen	12
Sophomore	5
Junior	33
Senior	94
Grand Total	144

The following results provide an overview of phone banking results:

Administrative	6% (n= 9)
Already Enrolled	2% (n=3)
Financial	3% (n=4)
Family/Personal	8% (n=11)
Transferred Out	7% (n= 10)
Graduated	10% (n= 14)
No Contact	64% (n= 93)
Total	100% n=144

The most common reason for not registering spring 2024 semester is due to students indicating they **graduated** in the fall 2023. These students (n=14) were forwarded to the Academic Advising office to follow up on the students record. **Family/personal** reasons were the second most common response. Although taking the semester off many students in this category stated their intentions to return in the fall 2024 semester. Of the students that **transferred to another institution**, most are attending a community college and taking elective units. Three students transferred to another CSU because they had to move back closer to home or they changed their major to one not offered at CSUCI. A common theme across all categories was the **limited availability of online courses**. Students indicated that their preferred modality to take classes were online and the courses they needed were not available. One student that transferred to another institution was due to the school offering a full online program.

Student Responses:

Administrative	<ul style="list-style-type: none"> • Waiting for external transcripts to arrive/get posted for fall 2023 graduation • No online classes available that are needed • Waiting for access code to register for class/waitlisted for classes • Waiting for “incomplete” grade to post • Class(es) needed are full
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Financial	<ul style="list-style-type: none"> ● Applied to financial aid late and did not get awarded on time. Will return fall 2024 ● Unable to pay tuition; having issues with financial aid and enrolled in community college ● Lost job
Family/Personal	<ul style="list-style-type: none"> ● Family emergency, plan to return ● Getting married ● Personal reasons not disclosed ● Taking a semester/year off ● Caregiver for parent
Transferred Out	<ul style="list-style-type: none"> ● Moved closer to home; attending a school closer to home ● Taking electives at community college ● Accepted to Nursing program at community college ● Changed major not offered at CSUCI
Graduated	<ul style="list-style-type: none"> ● 14 students forwarded to Academic Advising on 2/1/2024

Additional Student Feedback

Classes from community college were not transferable. Would like to see a psychiatrist on campus, 6 sessions with a therapist was not enough. Wants larger activities to meet more students, the student said it was very hard to meet people and make friends.

- Transferred to Chico State because they have a fully online program. They needed to stay home with their family due to emergencies. Would have stayed at CI if CI had fully online programs available.
- Student is taking a break from college as he has personal matters that he needs to attend to first. He stated that his academic advisors said he might not pass the courses this semester
- Planning to register in the fall. Lack of classes in the spring. Communication needs online or night courses, wants to make sure she doesn't need to re-enroll
- The classes that they needed to graduate were not online and they needed online classes (major: Sociology). They wished that classes were more available to students.

For all campaign comments, see phone banking [list](#), “No Hold” tab.

STUDENT SCHEDULING PREFERENCES Fall 2023 [survey results](#) were shared with the Academic Affairs Council members for distribution to others. Deans were asked to have academic chairs use this



information as they build the schedule, along with guidance that was provided by the Provost on scheduling. Data collection is underway to assess effectiveness.

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.

SUMMER 2024 ENROLLMENT FOCUS

In Summer 2023 we piloted Summer Session on state-support for the first time. Overall this was successful and stakeholders across campus learned a number of lessons about how to leverage state-supported summer session to advance campus goals. Note that enrollment was strong, with approximately 440 FTES for summer session, contributing 5% toward our annual FTES target. Among the challenges were navigating complex financial aid awards, accounting for department level performance in our annual instructional budgets, and scheduling the best courses to meet student needs.

For Summer 2024, we will continue to offer summer session as a state-supported, rebranding summer as *Summer Semester*. Summer Semester will continue operating on state-support for the indefinite future.

The following goals for Summer Semester 2024 have been identified:

1. Improved retention of First year and New Transfer students
2. Continued FTES growth, with an interim goal of an additional 20-30% (FTES target: 520-570)
3. Continue to routinize operations in order for the Summer Semester to function like Fall and Spring
4. Contribute to improve our GI2025 grad rates through programs like CIMAS

DAA is actively exploring a number of strategies to achieve these goals. This includes:

- Developing processes for scheduling courses based on student needs and demands (for example, by using degree planner)
- Balancing course offerings in Session A and B in order to improve unit load
- Lowering costs and simplifying financial assistance
- Incorporating Summer Semester into the annual instructional workbook
- Improving our marketing of Summer Semester to students
- Improving our support for students through a concierge model

In the coming months, the Provost will form cross-divisional working groups to implement these strategies. Dates for Summer Semester 2024 are as follows:

Summer Semester 2024

Session	Start Date	End Date
Summer A – 5 weeks	May 28, 2024	July 1, 2024
Summer B – 5 weeks	July 8, 2024	August 9, 2024
Summer C – 10 weeks	May 28, 2024	August 6, 2024



Summer 1 – 6 weeks*	May 28, 2024	July 5, 2024
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* Session 1 is reserved for the Nursing program only.

Note that the Registrar’s Office sent out the call for classes in late January, accompanied by a suggested schedule template.

CIMAS (spring 2023/fall 2023)

Description: CIMAS (CSUCI Initiative for Mapping Academic Success) is an initiative to increase student retention and to help students to maintain progress toward graduation by increasing engagement with the university and with peers at a critical point in students’ trajectories and by strengthening their academic foundation and sense of academic efficacy. CIMAS is based on an Excelencia in Education “Program to Watch” commended program designed by CSUCI Sociology faculty in partnership with Academic Advising. CIMAS targets students who experienced negative course outcomes during the academic year (specifically, non-passing grades, an INC, course drops, and term withdrawals). Other groups directly targeted are Jeff Green Scholars as well students placed on academic notice.

Recruitment Process: Initially students are invited via email following a list provided by Institutional Research. In addition to the email, students are sent messaging via EAB texting, directed messaging is also sent from faculty to students in their majors who are identified as possible applicants, and a couple of weeks prior to the start of the semester CIMAS student staff lead a calling campaign to encourage enrollment.

Summer 2023: A total of 93 students successfully completed the 15-week program in Fall 2022/Spring 2023 and were then eligible for the summer scholarship to cover up to 4 units. Of those 93 students, 75 students enrolled in a summer course for a total of 290 units which equated to \$87,758.00 in scholarship funds.

Fall 2023: A total of 61 students were identified at CIMAS fall census, of those 41 successfully completed the 15-week program and will be eligible for a scholarship summer 2024. Of the 41 who successfully completed, one was also a Jeff Green Scholar. Below are a couple of graphics highlighting the Fall cohorts.

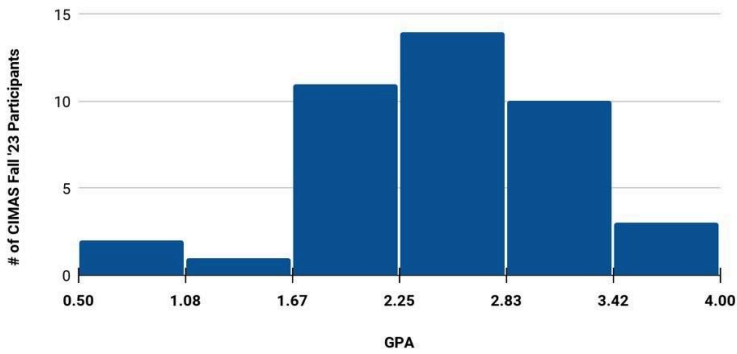
Graphic #1 - Average GPA for Fall 2023 CIMAS participants



Histogram of GPA of CIMAS Fall '23 Participants

Total # of CIMAS Fall '23 Participants: 41

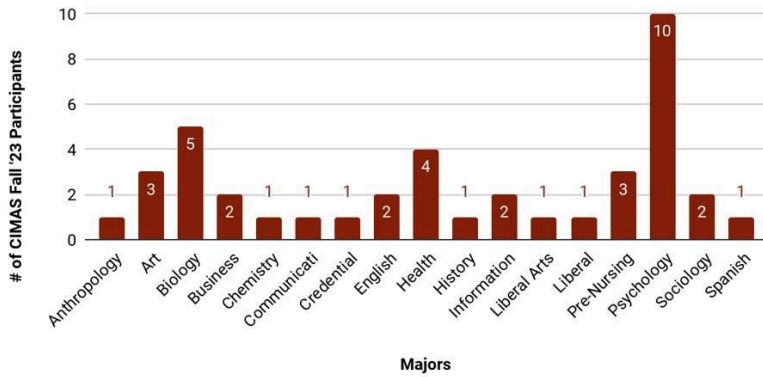
Average GPA: 2.514



Graphic #2 - Major breakdown for Fall 2023 participants

CIMAS Fall '23 Participants by Major

Total # of CIMAS Fall '23 Participants: 41

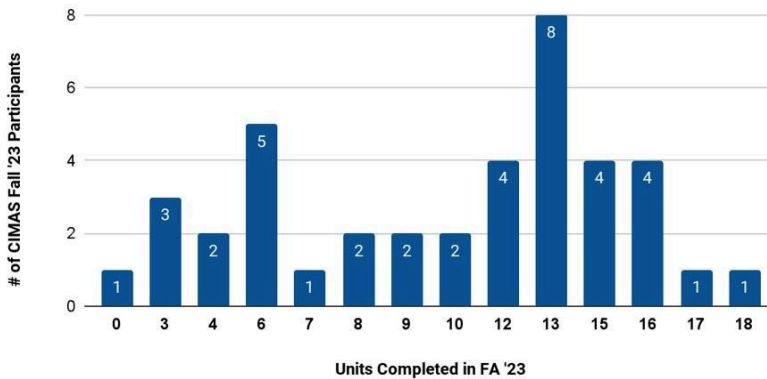


Graphic #3 - Units completed by Fall 2023 participants



Units Completed by CIMAS Participants in FA '23

Total # of CIMAS Fall '23 Participants: 40*



CIMAS report provided by Elena Jaloma

We are tracking the impact of summer through our retention rate, percentage of fall FTFT students entering second year with sophomore status, DFW rates, and percentage of students graduating because of summer course completion.

GUIDED REGISTRATION AND LEARNING COMMUNITIES

Based on recommendations from a fall 2023 debrief, the Guided Registration Working Group has expanded to include representatives from the Martin V. Smith School of Business & Economics and the School of Education. The Fall 2024 working group includes Vice Provost Lavariega Monforti, Associate Dean of Arts & Sciences Cynthia Flores, University Registrar Colleen Forest, Director of Academic Advising Monica Rivas, Direction of Enrollment Technology & Operational Data Ana Rosa Duran, LC Faculty Director Kathleen Klompfen, program chairs Geoffrey Buhl (Math), Stacey Anderson (English), Miguel Delgado Helleseter (Business & Economics), and faculty member Assadullah Sadiq (Early Childhood Studies).

The team continues to make recommendations for improving this initiative. For example, at the February 5th meeting, it was recommended that chairs be provided more specific scheduling guidance to ensure first year enrollment is a smoother process. The Provost followed up with an email to all program chairs providing this guidance including scheduling LC courses on Tuesday/Thursday morning and preferred modalities for first year students. At the February 12th meeting, the team determined that more improvement was needed on the Joining the Pod survey and moved up the timeline to allow more time to address needed technical updates.

Upcoming action items with approximate dates include:

- March 1 – review content of Joining the Pod survey and make recommendations for improvement, including more preparatory information for students ahead of the survey.



- March 4 thru 27 – Chairs review guided registration overview and make any needed changes to major and/or GE course lists.
- March 18 – finalize learning community courses, sections and class numbers. Additionally, ask program chairs to review learning communities to determine which ones are appropriate for their majors.
- April and first half of May – send a series of short tutorials to admitted first year students. Also include tutorials on the *New Student Registration* webpage.
- May 20 – Send Joining the Pod Survey
- June 3 – Joining the Pod Survey ends
- June 13 – Deadline to complete LC placements
- June 17 thru 27 – Guided Registration & LC setup in PeopleSoft and testing
- June 28 – First Advising & Registration session for first year students

Learning Communities Program

For academic year 2023-2024 the Learning Communities program yielded 17 total LCs (some have multiple cohorts such as Pinkard, Serros, Pre-Nursing and Discovery Integrative) and 22 associated cohorts. Using an altered model, slightly over 50% of these LCs used UNIV 150 as an anchor course, while others will use a disciplinary anchor course. Updated, multi-year budgets have been developed to support this presidential initiative, we achieved 73% of FYFT students (412 students) this year placed in LCs using the opt out process with the only students granted the opt out being those coming in with over 16 units and those who had declared Mechatronics as their major. Under this model, the highest possible percentage of students enrolled in LCs will not reach 100% of FTFTY students, but we continue to increase it as much as possible to enroll all eligible FTFT students into LCs..

For academic year 2024-25 we have built 18 total LCs (some have multiple cohorts such as Serros, Pre-Nursing, Discovery Social Sciences, and Biology) and 23 associated cohorts. Efforts continue to create communities that students will see as connected to their goal at CI and that meet either GE, Golden Four, or major requirements. To that end and also due to departments' availability to teach in the program a few communities are being phased out for AY 24-25—namely a community that incorporated communication and anthropology, another that included courses in political science and English. At the same time, new communities for future teachers, chemistry students, and also those concentrating in dance will be available to students. While courses other than UNIV 150 continue to be introduced as anchors, for fall 2024 only six communities will include UNIV 150 and three with UNIV 100, a one unit course, as anchors. There are over 500 seats available in LCs for AY 24-25; we will proceed with the opt out process with the only students granted the opt out being those coming in with over 16 units and Mechatronics declared majors, therefore we project to reach 75-80% of students placed in LCs. This is a 5-10% increase over the previous year.

AY 2024-2025 will also see the piloting of two transfer LCs—one in psychology which has existed for several years without funding and the other in the School of Education for future teachers.



FINISH IN FOUR Campaign

Academic Advising has always promoted students taking 30 units a year to graduate in four years and does outreach in the spring semester to students who are not on track to complete 30 units at the end of the year. Academic Advising invited students to attend our summer scheduling workshops with Extended University and community college counselors or to schedule a meeting with an academic advisor to explore taking summer classes to stay on a four-year track, and will continue this practice this year.

For the fall 2022 FTF cohort, Academic Advising collaborated with Extended University to send communication to 229 students to offer the opportunity to apply to the Make it to 30 Scholarship.

- 64 students took a course over the summer at CI

At Advising & Registration (A & R) sessions last summer, Academic Advising promoted students taking 15 units in their first semester. Guided registration was set up so that students registered for 15 units, although in the last few A & R sessions, many courses were closed, and in some cases, guided registration produced three classes. Advisors helped students get into at least 12 units as 15 became challenging with fewer courses available. Many did not want online courses.

- Some students expressed concern about taking 15 units as they worked or had other responsibilities, and we let them know they could drop a course during the first few weeks of the semester if the course load was too much.

As of 8/24/23, 342 (58.8%) of the 581 Fall 2023 FTF are enrolled in 15 or more units. Academic Advising continued to do outreach to students who are under-enrolled. Academic Advising had many students with transfer credits and 66 Summer Success Academy students who took six units over the summer, so they might have chosen to take a 12-unit load in their first semester.

After Census, Advising contacted all first-year students to invite them to Advising. The plan during advising appointments will be to help them make a plan to complete 30 units by the end of the year. For anyone without transfer units and in less than 15 units, Advising will make a plan for them to take summer classes.

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.

DEGREE PLANNER

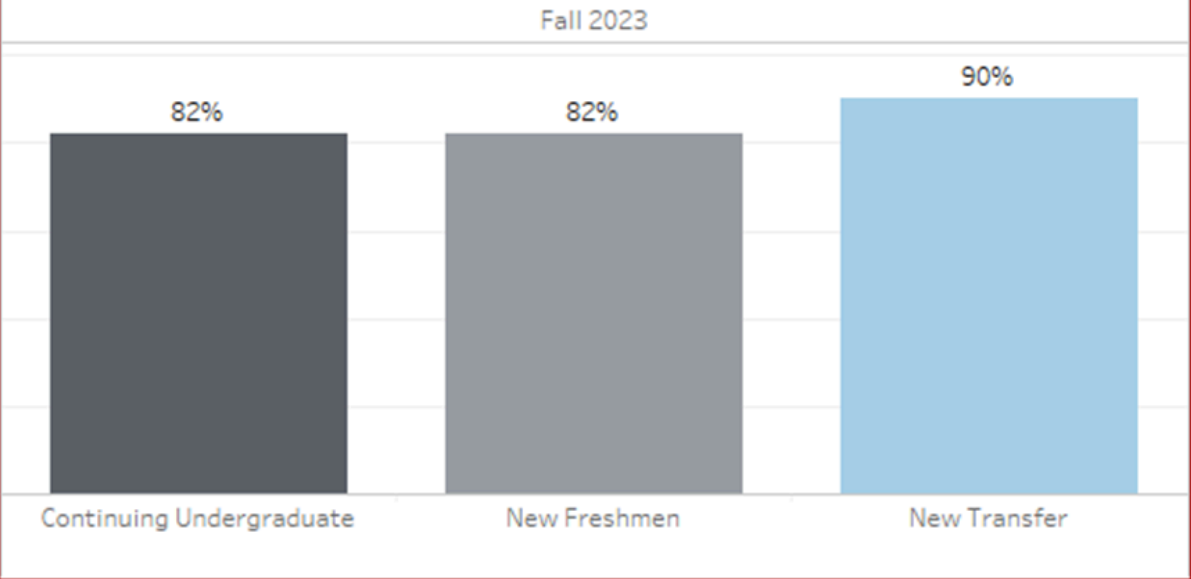
CSUCI converted from the Smart Planner to the HighPoint Degree Planner and went live in September 2022. This is the same product that the California State University (CSU) selected in the Request for Proposal process for a new digital planner. Ana Rosa Durán served on the systemwide Request for Proposal committee, from March through June 2023, to make recommendations on the next digital degree planner to the CSU Graduation Initiative 2025 Steering Committee. We have had over 34,000 visits to the Degree Planner by 6,857 students since the implementation and have seen a steady incline in use.

Eighty-two percent of Spring 2024 eligible to enroll students have used the tool; for Fall 2023 eligible to enroll students, 71% of our population had used the tool.



Visits by Student Type

Includes information on students that are enrolled for the **Fall 2023** term.



Visits by Academic Level

Includes information on students that are enrolled for the **Spring 2024** term.

	Freshmen	Sophomore	Junior	Senior
	2242	2242	2242	2242
Number of students	485	459	1,429	2,145
Users	400	375	1,183	1,799
%	82%	82%	83%	84%
Visits	1,901	2,065	7,316	11,312

Hosted a table with prize wheel

Prizes consisted of Student Success Tools branded stainless steel water bottles, color changing tumblers, ChapStick, pens, webcam covers, tote bags, Chip Clip, Umbrella, hand sanitizer, Lanyard, USB drives, carabiner keychain and 2 parking passes. Funding was provided by Student Systems.

1. Hosted a table at Admitted Dolphin Day with a prize wheel for giveaways and a chance to enter to win a parking permit.



2. Hosted a table at the Spring into Registration events for the last two terms with a prize wheel for giveaways and a chance to enter to win a parking permit.
3. Attended every Advising & Registration session and Ekho's Fun Fest for Orientation. In all instances the team hosted a "Student Success Tools" table and at times also did an introductory talk about the tools at the sessions.
4. Hosted a table during Welcome Week Spring 2024 at the Leadership and Involvement fair.

Academic Program meetings

Met with the following programs in Fall 2023 to review course order in the roadmaps.

1. Anthropology
2. Art
3. Business Online Program
4. Chicano/a Studies
5. Computer Science
6. Credential Programs
7. Dance Studies
8. Environmental Science and Resource Management
9. History
10. Information Technology
11. Master of Art in Education
12. Master of Business Administration
13. Mechatronics Engineering
14. Nursing
15. Political Science
16. Psychology Stateside
17. Psychology Online
18. Sociology
19. Spanish
20. Theatre and Performance Studies

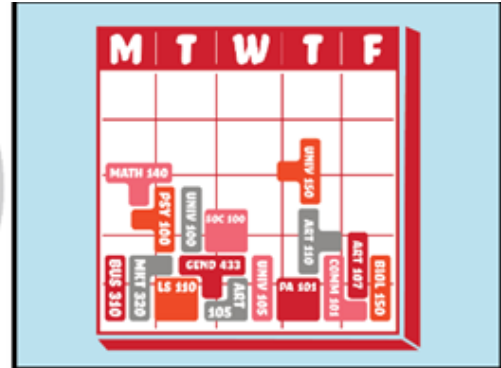
Met with the following in Spring 2024 to review course order in the roadmaps.

1. Business & Economics
2. Master of Arts in Educational Leadership

Developed new icons and branding

The office printed and shared over 700 Student Success Tools flyers to students and advisors.

1. Worked with Communication & Public Relations to develop new icons and posters for the three student success tools: Degree Planner, Degree Audit (CARR), Schedule Builder.
2. Worked with ITS for a myCI tile for direct access to the Degree Planner
3. Worked with ITS for CI Records (PeopleSoft) deep links for the three student success tools.



Developed a OneCI dashboard

1. Developed a OneCI dashboard and hosted training for end users.
2. Student Systems met with Institutional Research to share table structure so that IR can begin work on a more advanced course demand analytics dashboard.

Designed Social Media Posts

1. Designed social media posts and worked with Communication & Public Relations to do 5-6 posts per month. See Appendix A for sample posts.
2. Launched a social media campaign in Winter 2022 to increase use to help identify course demand for Summer 2023 and Fall 2023.
3. Launched a social media campaign in Winter 2023 to increase use to help identify course demand for Summer 2024.

Training opportunities offered

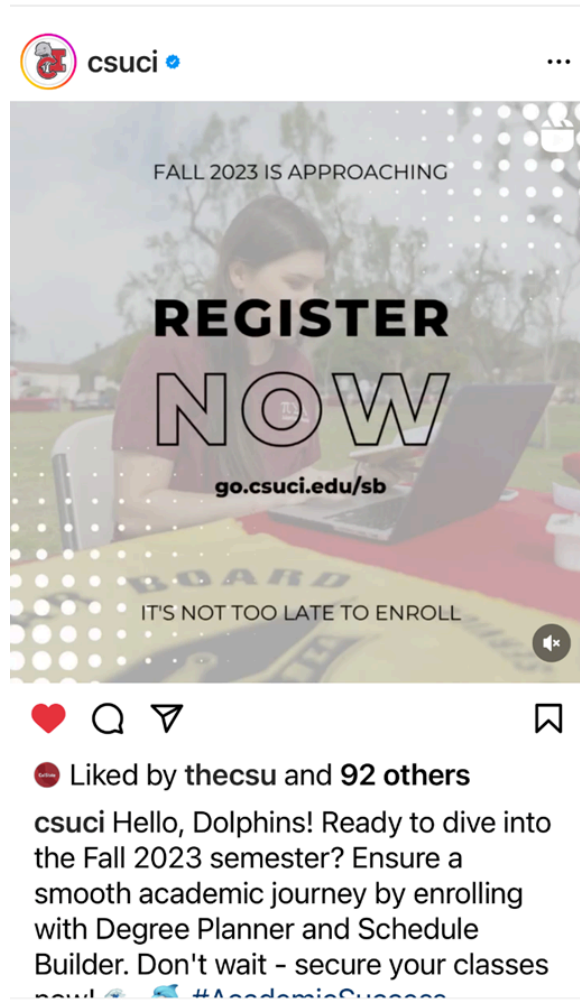
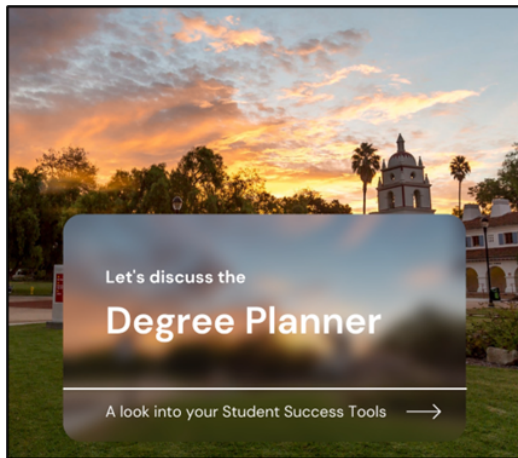
1. June 21, 2019 – Student Success Brainstorm (training ideas, marketing, etc.)
2. July 18, 2019 – Degree Planner Training with EOP and SSS
3. March 27, 2020 – Degree Planner (4-Year Roadmap)
4. March 9, 2021 – Degree Planner Training
5. August 12, 2022 – Peer Mentor Degree Planner Preview
6. August 16, 2022 – Advising Degree Planner Preview
7. September 2, 2022 – Degree Planner Presentation (SASEI)
8. September 16, 2022 – All Staff Training (WMC/LRC Degree Planner Training)
9. September 20, 2022 – Student Success Tools - Professional Development Training
10. October 4, 2022 – Degree Planner Hands-on Training
11. October 12, 2022 – Professional Development: Degree Planner Training
12. October 23, 2022 – Degree Planner Training Make-Up
13. March 7, 2023 – A&S Chairs Meeting: Degree Planner and the Course Demand Dashboard
14. March 9, 2023 – Degree Planner + Course Demand Dashboard
15. March 16, 2023– Degree Planner Additional Features
16. March 23, 2023 – Degree Planner + Course Demand Dashboard
17. March 28, 2023 – Schedule Builder: A New Way to Enroll



**SIGUE: SUCCESS AND
INCLUSION FOR GRADUATE
& UNDERGRADUATE
ACADEMIC EXCELLENCE**
C H A N N E L
I S L A N D S

18. September 29, 2023 – PEEP Meeting – Degree Planner Workshop

Appendix A (Social Media samples)





SIGUE: SUCCESS AND INCLUSION FOR GRADUATE & UNDERGRADUATE ACADEMIC EXCELLENCE

C H A N N E L
I S L A N D S



csuci ✓

csuci · Original audio



Liked by **thecsu** and **122 others**

csuci Attention, Dolphins! The Fall 2023 semester is approaching fast. Take control of your academic destiny and enroll today. With Degree Planner and Schedule Builder, you'll be on track for a successful araduation. 🎓 #ColleaeLife



csuci ✓

csuci · Original audio



Liked by **sungarcia1** and **134 others**

csuci Dolphins! 📅 Fall 2023 starts next week! If you have not enrolled yet, then we've got the tools to help you succeed. With Degree Planner and Schedule Builder, you can design your perfect class lineup, ensuring every moment counts towards your success. 🎓 ✨ #FallEnrollment #DesignYourSuccess #ScheduleBuilder

Appendix B (Poster samples)



California State University

SIGUE: SUCCESS AND INCLUSION FOR GRADUATE & UNDERGRADUATE ACADEMIC EXCELLENCE

CHANNEL ISLANDS

Fall & Summer Course Planning

With Degree Planner

Start planning today!

Plan at go.csuci.edu/dp



California State University

STUDENT SUCCESS TOOLS

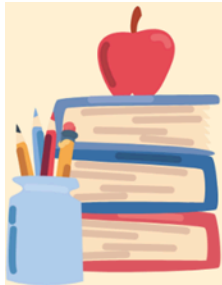
CHANNEL ISLANDS



California State University

SIGUE: SUCCESS AND INCLUSION FOR GRADUATE & UNDERGRADUATE ACADEMIC EXCELLENCE

C H A N N E L I S L A N D S



CSU CHANNEL ISLANDS

Summer

DEGREE PLANNING



PLAN YOUR COURSES

Tell your programs what classes you need this summer by using your Degree Planner!



California State University

STUDENT SUCCESS TOOLS

C H A N N E L I S L A N D S

go.csuci.edu/dp



SIGUE: SUCCESS AND INCLUSION FOR GRADUATE & UNDERGRADUATE ACADEMIC EXCELLENCE
 CHANNEL ISLANDS


How can I graduate on time?



By using your Student Success Tools!




#1 CI Academic Requirements Report




- A digital version of the University Catalog that marks off requirements as they are completed.
- By turn Red Boxes to Green Checkmarks, Students are closer to graduation!

#2 Degree Planner

- Academic roadmap to graduation.
- Generates a path to completing Major, Minor and University Requirements.
- Customizable based on student inputs.



#3 Schedule Builder



- Build the perfect schedule every semester!
- Automatically pulls in Degree Planner data.
- Schedule courses around you.
- Enroll with your desired schedule.

ACADEMIC ROAD MAPS

An infrastructure plan to maintain accurate degree maps and course availability has been established. Student Affairs and Academic Affairs divisions are working together to transition the administration of academic road maps from Academic Advising to the Academic Programs Office. This transfer began January 2023 and is ongoing. Andrea Skinner is working on the transition of the road maps to be linked in the AY 2024-25 catalog. 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

CSUCI is in congruence with the CO expectations to use degree audit to identify students in batches and also use the functionality in PeopleSoft to batch post degrees. CSUCI has been using the practice of batch posting degrees using the degree audit since 2015. Colleen Forest learned that at least one campus is working to administratively change student status to “applied to graduate,” notify students and apply the fee. Other campuses are proposing a type of student services fee that is collected each semester that



supports Commencement, diploma orders and diploma covers. Then they plan to do the auto-graduation application without a separate application fee. At the time (November), any campuses looking into this hadn't begun the process but were in discussions.

We are still using our current practice, which is a communication campaign to students with 80 or more units to encourage them to apply by the filing deadline. Submitting graduation applications by the filing deadline (and being within 18 units of graduation) will ensure that we provide them with the graduating senior priority enrollment appointment for their final semester. If we move forward with a change, the most feasible one will be where we administratively change the student status to "applied to graduate," notify students and the apply the fee. Some type review would be involved, as well. We would not want to update a status to "applied to graduate" if it is not feasible for the student to do so.

Monica Rivas learned that the president is delegated authority for the establishment, oversight and adjustment of Category IV and Category V fees (with the exception of Cal State Online fees extended education offerings), and for the oversight and adjustment of Category II and III fees. The president is not delegated authority to establish Category I, or Category II fees, or to adjust Category I fees. The president does have limited authority to establish or adjust Category III fees only within a range established by the chancellor (see Section VI.C.6 the fee policy). In other words, the president has the authority to adjust the amount and it is recommended that a joint proposal from the registrar and advancement may be necessary to move this forward. Here is the website with more details on the categories - <https://www.calstate.edu/csu-system/about-the-csu/budget/tuition-fees/fee-policy/Pages/authority-process-and-accountability.aspx>.

CAPTURING “ILLEGAL REPEATS”

“Illegal” repeats have been possible in a variety of scenarios such as students sending a transcript after an evaluation was completed, students changing their major, or adding a course with a permission number, which overrides everything else. In July 2023, the Registrar’s Office developed a new process for capturing and avoiding course repeats that are prohibited. Academic advising asked counselors to double-check students’ transfer credits to support these efforts.

The new process in the registrar’s office includes the following:

[Existing Queries/Processes - Specifically for Repeats](#)

Frequency	Description
Monthly	Review repeats between transfer/test credit and CI credit. RO staff communicate changes directly to students.
End of Term (after grades post)	Review repeats taken and repeated at CI.
	Review repeats between CI and Transfer coursework.



New Query/Process – Starting Fall 2023

Frequency	Description
Every semester (up to the end of add/drop)	Capture in-progress/potential repeats for between CI enrollment and transfer/test credit.

The intended communication for this process will be to give students timely notification of potential repeats. This process will be run a few times prior to the start of the term and up to the end of the third week of the semester. This should give them time to adjust their schedules prior to the end of the add/drop period.

Other Processes that aid in Identifying Repeats

Process	Frequency	Description
Transfer Credit Clean-Up	Weekly	Review and update new transfer credit from CC or four-year institutions. Identify/adjust repeats accordingly, student receives email communication.
Test Credit Clean-Up	Monthly	Review and update new AP/IB/CLEP test credit. Identify and adjust repeats, students receive email communication.

Communications that have gone out from our "potential repeats" list as of 3/1/24

Term	1st comm	2nd comm	3rd comm
Fall 2023	41	26	n/a
Spring 2024	28	12	24*

** 3rd comm included a new run from student systems*

Notes

- First communication is sent around two weeks prior to first day of classes
- Spring 24 communications were sent into Week 2 of the semester
- All lists of students were shared with Academic Advising
- Student systems runs the process to capture these students
- Plan is to continue to adjust when and how many times we run the process and communicate

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



The 2022-23 Middle Leadership Academy team developed a [white paper](#) about this website, and overhaul of new student onboarding at CSUCI. The President and cabinet reviewed the white paper and are working with the 2023 MLA team to appoint “home teams” to implement the plans therein, which include a student portal. As a continuation of this work, Ariana Robles worked with ITS to develop a one-stop new student onboarding portal: https://beta.harbor.csuci.edu/z_test/first-year/index.htm; this will be live for F25 admissions and orientation. All home teams will have reports turned in to the away team before the end of Spring 2024.

In AY 2023-24, Edna Davoudi responded to a call for proposals from the CO to hire student assistants to help with the removal of administrative barriers. She was awarded \$10,000 to hire students, work will be centered on reviewing websites and policy/procedural updates that can help students get to the information they need. We hired student assistants to review our website pages and identify areas where students can get ‘lost’ in the information, links that were outdated or didn’t work, information on the sites that were outdated. There are many websites and pages and the student reviewed pages by department, priority was given to pages that students would use most (i.e. housing, research, etc). As each page and area was reviewed, information was identified that needed attention to correct information, update, or simplify. Here are some screenshots of notes as identified. Information is being collated to provide to each department area as appropriate.

About Tab

- a. Center for Community Engagement// under our mission
 - i. Link from the about page correctly navigates to the page.
 - ii. Links in the side link bar are correct and work.
 - iii. This whole tab maybe should be moved or linked in student life. It would be more beneficial to students looking to get involved to be able to see the volunteering and community service opportunities when looking for something to do on campus.
 - iv. Contact information is easy to find and correct.



A. Student Life

a. Housing

- i. The Parent and Family Programs link does not work. When clicked on, it says the site is not found.
- ii. Feedback response form works and current.
- iii. Employment and Involvement
 1. All links work and are current.
 2. Kind of hard to find specific information because there are so many side tabs on each link change.
- iv. All links are correct besides the parent and family link.
- v. Contact information and the staff information is in the directory and are correct.

STUDENT-FACING COMMUNICATION

A request for funding to support a communication consultant; this work was pivoted by DSA to develop the Institutional Programming Collaborative (IPC) during the summer of 2023. The Institutional Programming Collaborative will serve as a platform where campus partners across divisions are asked to come together tri-weekly and orchestrate a synchronized programming structure at the institutional level. Meetings will be designed to share what your respective areas are planning, but also to build pathways in a centralized manner for partnerships and sharing of resources. Efforts such as these are crucial to help ensure we're getting the messaging to our respective target audience, not programming on top of one another, and maximizing collaboration and shared support. As we all know, all these components impact student connectedness and affinity to our campus. IPC Resources can be reviewed [here](#).

REGIONAL TRANSFER STUDENT SUCCESS SUMMIT/DUAL ADMISSION WITH COMMUNITY COLLEGES

On September 20, 2023, the SIGUE Unit and SASEI Department held the annual Regional Transfer Student Summit. Welcoming 148 attendees (125 in-person and 23 livestream), the summit gathered faculty, staff, and administrators to implement solutions and strategies that align practices, policies, and systems to strengthen the transfer student pipeline. The event was hosted by Vice Provost Lavariega Monforti and a welcome address was provided by President Yao, VCCCD Chancellor MacLennan, and Oxnard College President Cobian. Keynote speakers included authors of Power to the Transfer: Critical Race Theory and a Transfer Receptive Culture, including Dr. Dimpal Jain from CSUN, Alfred Herrera from UCLA (retired), and Santiago Bernal Melendez from UCLA and special guest Paulina Palomino from East Los Angeles College. Attendees workshopped implementing and/or



enhancing a transfer sending and receptive culture and developing an action plan for implementing next steps.

Additionally, SASEI Assistant Vice President Hasendonckx led a Transfer Stakeholder Focus Group and Feedback session, providing additional time for focused work around the topic of transfer students. She was joined by Dr. Amber Sanchez from CI's Institutional Research to provide an overview of data and effective utilization of the transfer data dashboard. While this part of the program was intended to help inform the drafting of a "white paper," much of the feedback was centered on the need to actively convene like teams (similar roles, similar disciplines) more often and to develop specialized action plans. The program also included a transfer student panel, including current, local community college students, current CI transfer students, and CI transfer alumni, sharing their personal stories of how they found a sense of belonging at each institution and the people and programs that helped support them on their educational journey.

Later in the semester, Oxnard College invited CSU Channel Islands to participate in an AASCU-Aspen Institute sponsored "Transfer Student Success Intensive." The Transfer Intensive is a one-year initiative consisting of monthly virtual sessions and consulting hours designed to support partnerships between community colleges and AASCU members in advancing practices associated with improved transfer student success. The workshop series will provide practical support aimed at accelerating transfer reform. One short-term goal of our team is to develop a collective vision statement for transfer student success.

Transfer Success Pathway (aka Dual Admissions)

The most recent update on the Transfer Success Pathway (TSP) can be reviewed [here](#).

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.

RE-ASSESSING EQUITY GAP VARIABLES

Matt Zivot, Kristin Jordan, Amber Sanchez, Tiina Itkonen, Michelle Dean, and Jessica Lavariega Monforti working together to include the category of "Student with a Formal Disability Accommodation (FDA)" in equity gap analyses. Moving in that direction, IR has added the variable of "Student with a Formal Disability Accommodation (FDA)" to the public [Enrollment](#) and [Retention](#) Dashboards. The group co-authored a conference [paper](#) from this work (APSA). Jodi Kautz in DASS is now a Data Champion working with IR. Her project is to find a way to bring DASS data from the AIMs database into IR's data warehouse. This should allow us to understand the full range of student disabilities and the services they use. One goal is to be able to disaggregate this data by disability type.

Michelle Dean, in her role as [Presidential Fellow](#), focused her studies for a full year (AY 2023-24) on issues of disability and access at CSUCI.

PEER EDUCATOR COMMITTEE



The Peer Educator Leadership Team (PELT) consists of core leadership of the Learning Resource Center (LRC), the Writing & Multiliteracy Center (WMC), and SASEI/PEEP, and is facilitated by Library & Learning Resources leadership. This group has been working together since June 2022 to:

1. Establish a communication mechanism that will be used prior to moving forward with academic success program planning, preventing overlap of services; and
2. Establish ways to support and leverage our current programs.

Members include Kyra Folk-Farber (Library & Learning Resources), Michelle Hasendonckx (SASEI), Sohui Lee (WMC), Brook Masters (LRC), and Josselyne Rivas (PEEP).

Achievements in late Spring 2023 through Fall 2023:

- **Mitigation of Overlap in Embedded Peer Support:** In preparation for Learning Community/Living Learning Community scale up plans to serve 90% of new, incoming students with an embedded peer mentor, PELT leaders met with Dr. Veronica Guerrero, AVP for High Impact Practices and Experiential Education and Dr. Kathleen Klompfen, Director of Learning Communities to identify the courses where there would be overlaps in embedded peer educator support. The goal was to identify all courses and determine how each peer mentor would best leverage the skills and knowledge of the other to successfully collaborate in the support of students. A flyer was created to help inform faculty on the purposes and roles of each position so as to bring clarity to how the two embedded instructional student assistants would work together.
- **Consolidation of Peer Mentoring:** In an effort to reduce the number of overlapping peer mentors, SASEI PEEPs served as Orientation Leaders in Fall 2023. This consolidated training curriculum and provided year-long support to incoming students as freshmen and transfer students. While it was a big success, it's not necessarily the most strategic fit for student success, in general. With the continued growth of Learning Communities programming, there is an opportunity to reduce even more peer mentor overlap/redundancy by leveraging Learning Communities Peer Mentors to serve as Orientation Leaders.
- **Student Success Framework:** Members of PELT (Brooke Masters and Michelle Hasendonckx) supported the feedback solicitation and development of the Student Success framework that was ultimately submitted as a resolution within the Academic Senate.

As part of the Dolphin Pod, students are empowered to:

- Identify and accomplish their educational goals.
- Develop skills to positively contribute to their futures, along with that of their families, and their communities in a diverse society through high impact practices and experiential learning opportunities.
- Engage in enrichment activities that further develop their whole self.
- Prepare for post-graduate life by gaining knowledge, skills, and experiences necessary for engaged citizenship and career success.

Projects in progress:

- **Student Success Framework:** The next step is the development of a student success strategic plan that will dig into the details of the newly adopted framework, set benchmarks



and methodologies for data collection and measurement, and outline needed resources. This will involve more campus-wide dialogue to further explore the varying ideas about where holistic (whole person development) student success work should happen across the campus to better support academic success. We will also need to align faculty concerns about prioritizing academic success with campus wide supports that aim at developing students' whole person.

- **PELT Leadership & Strategic Planning:** is at a point that we need to expand the group to include collaboration with High Impact Practices and Experiential Education and Division of Student Affairs, so the strategic plan can be more comprehensive and include campus-level (rather than division-level) planning. Spring 2024 will kick off new meetings and communications amongst all areas.

HIGH DFWI

A subcommittee of the GI2025 Task Force continues their work with deans and program chairs around issues of high DFWI rates. Subcommittee Group 2 of the GI2025 Task Force was charged with meeting with Deans, Program Chairs, and Program Review/Assessment coordinators to discuss the high DFWI report from Fall 2022, new student success activities, and faculty support needed at CI. This work was to be completed by the end of November 2023. The group's final report with recommendations is below:

Reinvigorating Program Planning, Review, & Assessment: Cultivating Capacity and Elevating Support at the Program Level

Recommendations from GI2025 Task Force Subcommittee #2
Sohui Lee, Argero Zerr, Dennis Downey,
Jules Balen, Assadullah Sadiq

Work of the Subcommittee: At the end of June 2022, the GI 2025 Task Force was divided into subcommittees and met to reread the Program Planning, Review, and Assessment (PPRA) proposal as well as report on their specific subcommittee tasks. Subcommittee #2 was assigned to “cultivating capacity and elevating support at the program level” and initially worked on identifying chair support and needed training programs. The committee provided a summary of feedback from interviews with Deans and Chairs (February 2023) as well as promoting CREATE Awards (April 2023). In Fall 2023, the committee was asked to broaden its focus on professional development of Chairs and review existing faculty development initiatives that aim to improve student success. Vice Provost Lavariega Monforti provided four options for review: ACUE Proposal, TLI's Teaching and Learning Continuity program, the Equity Inquiry Project, and FASE's Chair Training Program.

It is important to note that these four initiatives serve different purposes and areas in faculty development. Gauging their relative contribution to faculty development may depend more on specific institutional priorities rather than the value of the initiatives themselves. Moreover, they require a mix of current bandwidth and/or additional investments, which makes it difficult to compare costs directly. It is also important to point out that their success is dependent at least as much on how initiatives are rolled out, supported, and integrated with broader planning as on the specific initiatives *per se*. Consequently, we hope this review will invite a much broader conversation about the priorities, goals, and coordination of faculty development as well as the many other faculty development initiatives beyond those addressed



here. With that context, we can offer our assessments of the relative advantages and disadvantages of each program. The following are our review and recommendations.

ACUE Proposal

Strengths:

- ACUE framework is thorough (from faculty engagement to student and institutional outcomes) but the questions are how to institutionalize it in a way that achieves those outcomes.
- Material is on-demand video programming.
- Research-based development of training.

Concerns:

- ACUE is a 25-week program that may be far beyond what our faculty have the bandwidth to take advantage of; as a result, we may not get much faculty engagement.
- It isn't clear that the professional development outcomes would be significantly better than our own homegrown initiatives – but they cover more content than our current initiatives.
- The budget from the 2021 ACUE proposal was \$56,000 (or \$26,000 without completion stipends for faculty). The budget for such a program would need to consider costs of inflation, cost of staff and technical support. This would include initial purchase of the program and faculty support most likely through SIGUE, tech support from TLI, and coordination with Faculty Development would be required. CSUCI's internal report suggests that TLI does not have the capacity with its current staff support.
- The proposed budget does not include updates and tech support and it overlaps with programming already purchased and used including OneHE, the Equity Inquiry Project, and RELA.
- This program needs measurable data on student success on our campus after the implementation of the program. This might have been done but we did not have access to it. According to the document we received, the program was assessed through a survey of faculty's perception of benefits and a mid-course student survey of their perception of teaching practices. Concrete impact of the program on student success metrics (such as GPAs, retention, etc.) should be considered to justify such a substantial additional expenditure.

Recommendation:

- Due to some of the listed concerns, we do not recommend this program for faculty development at CSUCI currently.

TLi's Teaching and Learning Continuity Program

Strengths:

- TLC remains open and available for asynchronous self-paced participation, with the idea that a well-designed asynchronous backbone is the core of an inclusive course, regardless of course modality (asynchronous, synchronous, hybrid, etc).
- The course outline includes: Creating a Helpful Homepage, Conveying an Inviting Instructor Presence, Communicating Your Course Structure, Supporting Student Success, Planning for Disruption, Equitizing the Syllabus, Mapping a Module Overview, Designing Transparent Assignments, and Crafting Transparent Content.



- The time commitment for THRIVE (predecessor of TLC) was 15-20 hours, for TLC is 12-13 hours.
- THRIVE included about 230 faculty and TLC included about 120 faculty. Faculty participants were paid for participating in THRIVE (via CARES funding) and for TLC (via HEERF; \$1000 per faculty).
- In terms of outcomes data, faculty participant perceptions were collected for both programs. Overall, 67% of THRIVE participants reported that their overall experience was excellent, 28% as good.
- This program creates an online faculty community.

Concerns:

- Scope is smaller than synchronous participation, and it does not provide holistic support for faculty development.
- Many faculty have already participated in THRIVE or TLC, so this program might only be useful for making faculty more “Canvas literate” and onboarding new faculty.
- Needs to expand content for basic introduction to Canvas for instruction for faculty who are new to Canvas. This content might already be available in another module, so it may just require moving to a centralized space/program.
- As with ACUE Proposal, concrete impact of the program on student success metrics (such as GPAs, retention, etc.) have not been collected. They have yet to develop a measure for student impact.

Recommendations:

- We recommend TLC as one of the essential tools needed for faculty professional development for student success. It may be especially helpful for onboarding new faculty who have not used Canvas.
- Costs are already covered in the TLI programming.
- We recommend that the administrator overseeing the program collect institutional data demonstrating the impact of the program on student success.

Equity Inquiry Project (EIP)

Strengths:

- The Equity Inquiry Project (EIP) led by Tadashi Dozono and TLI Director Lorna Gonzalez was recently awarded campus recognition for its work to help faculty to support students more effectively.
- The EIP brings faculty together in pods (led by one veteran of the EIP program and two new faculty, which facilitates a great support network) to select some aspect of their course to redesign and implement, with a focus toward systematically assessing the impact of the redesign through peer collaboration and feedback.
- The program aims to help faculty improve teaching through incremental changes based on a review of student success equity data.
- The focus on systematic assessment also supports a model for the Scholarship of Teaching and Learning (SoTL), which has significant potential for contributing to a broader



culture supporting FD/SAS on our campus – and helping faculty to produce publications necessary for RTP processes.

- This program framework helps to build a community of practice where faculty can share knowledge, stories, ideas, and documents while also building relationships with one another.
- This program is scalable because it uses prior participants to lead current pods.

Concerns:

- The program currently relies on funding from SASEI’s Channel Your Success grant. It is unclear whether support will be institutionalized. If institutionalized, the program will require:
 - One EIP faculty coordinator, who will be provided course release for program oversight, pod management, faculty orientation, and reporting.
 - One EIP administrative analyst or program administrator (part time) to handle pay for faculty, budget reporting, and other administrative support.
 - Funding for annually renewed grants for faculty pod leaders and participants (via additional pay or stipend).
- To be more targeted to the needs of campus student success priorities, the program will likely require broader coordination that also includes tracking the topics or areas of teaching faculty are focusing on.
- EIP focuses on small changes to current pedagogical practices, so it is great for incremental gains. It cannot, however, replace a general/holistic faculty development program.

Recommendations:

- We recommend the Equity Inquiry Project (EIP) as one of the tools needed for faculty professional development for student success. We believe that it will be effective for incremental shifts in teaching that will provide long-term benefits in equity. Faculty could revisit the EIP as they develop their teaching career at CI, choosing what elements of their courses they want to assess and address.
- If it has not been done already, the committee recommends collecting equity data or student success data to identify the program’s impact over time.
- The committee also recommends a holistic approach in assessing faculty professional development data. Rather than collecting data on an individual basis, the university should use the program to gain insight into ways CI faculty at large (or perhaps by programs) have made gains in areas of professional development relevant for their disciplines/areas as well as areas to target and improve. Data can be anonymized and presented to identify broader trends within the program that measure improvements in student success.

FASE’s Chair Training Program

Strengths:

- Bill DeGraffenreid has been building out a chair training and development program since he arrived on campus, based largely on his experiences at CSU Sacramento. A sense of the initiatives can be seen on the [FASE webpage for Chair Resources](#).
- There is a library of past workshops with recordings and other materials on the following topics: Schedule Building; Difficult Conversations; Strategies for Program Growth; Lecturer Evaluation; and State-side Summer classes. There are also links to additional materials, including



our Chairs Handbook, Position description, and other campus resources and information. Currently, the training program addresses some of the most essential issues, and the webpage collects useful materials.

- Data Champion materials: The Data Champions program was run initially out of the DAADA unit (subsequently shifted to IR when it was recentralized) and focused on chairs in 2021-22. It is now a more general faculty program designed to help faculty identify courses with high DFW rates (among other equity questions via data analytics).

Concerns:

- Chairs' Handbook is still rudimentary in terms of support for chair professional development and ensuring transitions such that incoming chairs can learn much of what they need before they step into the role. However, the Chairs' Handbook is a big step forward from what CSUCI have had previously and provides a foundation upon which to build.
- One concern is that it is all currently reliant upon Bill (who is in an interim role). The responsibility for Chair Training has moved based on the interests of the AVP of FASE, and the work fluctuates based on expertise/experience of the personnel.

Recommendations:

- The FASE's Chair Training program is an important tool needed for faculty professional development for student success. We believe that Chair Training should be mandatory and supported.
- The Chairs' Handbook provides a useful menu of priorities developed from chairs' perspectives, which might offer some directions for the future. However, the Chairs' Handbook was recognized to be an evolving document when it was created, but was largely shelved at the time of completion. The expansion of the Chairs' Handbook needs to be institutionalized as a training program for chairs, and for prospective chairs.
- In addition, the Data Champions program does not sufficiently support how faculty might address DFW rates in specific courses – largely because the program is designed as an analysis program more than an intervention program. It is critical, but it is only a first step toward addressing the underlying causes of those DFW rates. More direction and coordination might be needed.
- The [CSUCI Academic Leadership Initiative Proposal](#) includes recommendations for chair training and may be worth reviewing again for possible action, especially with the incoming AVP for FASE.

Summary and Need for Full-Time Faculty Development Leader

In reviewing the programs at CSUCI, the subcommittee believes that TLI's Teaching and Learning Continuity Program, Equity Inquiry Project, and FASE's Chair Training Program are all valuable faculty development programs that should be funded and supported with necessary staffing to ensure their continuation. Each supports faculty development for student success through various channels and for different faculty needs (on-demand asynchronous videos, needs-driven faculty pods, or chair leadership in faculty professional development). In addition, we recommend that faculty development programming needs to be informed by the information gathered by Dr. Melissa Soenke in her role as President's Faculty



Fellow, investigating issues of faculty overwork and burnout, as that will also drive and limit what can be achieved around faculty development for student success.

In reflecting on our broader goal of the subcommittee to make recommendations for faculty professional development, we feel that these programs can only work effectively if seen as parts of a larger professional development strategy. CSUCI needs a more holistic approach to faculty development on campus. To begin, it will require understanding and mapping the various pockets of faculty development activities that occur on campus. The most comprehensive attempt at this given the distributed and uncoordinated nature of efforts on this campus has been collected and is currently curated by Dr. Jules Balén in the Faculty Development Canvas Community. Dr. Dennis Downey has just drafted a more recent mapping of those elements most focused on student success. This mapping will help us better identify areas that have not been covered; areas that are duplicated; areas that are well covered but perhaps not coordinated or integrated together.

The university needs a dedicated full-time leader to strategically direct and prioritize professional development needs, curation of resources, and communication of programming. Part of this would include the assessment work and accountability measures that we have recommended for programs here. In addition, the professional development leader would need to reframe questions so that it is relevant to the individual faculty, distinct needs of programs while also aligned with the priorities of the University.

Building Transformational Cultures of Data Use for Student Success Grant

In July 2023, Lorna Gonzalez and Kristin Jordan teamed up to write a proposal to the CO's RFP, Building Transformational Cultures of Data Use for Student Success. Broadly speaking, they aim to use the funds to hire a faculty member who will lead a team of faculty in using the [Class dashboard](#) to learn about equity gaps in their own classes and TLI developed tools/techniques for addressing these gaps. These faculty will be expected to conduct a mini workshop with their departments to share what they have learned.

TLI and IR are now teaching a semester-long workshop with over a dozen faculty. There is a good demographic and program distribution for participants, and they have had two or three meetings already. Faculty are hearing presentations by experts in specific sources of equity gaps, learning how to use the Class dashboard to explore their own gaps, and working through pedagogical interventions to address what they are finding. Presenters and faculty participants are being paid off the grant.

FIRST YEAR MATH (FYM)

The latest update regarding Math MINDS can be reviewed [here](#).

ASSET SCHOLARS

The Academic Student Success Excellence Team (ASSET) Program currently serves a total of 50 students in AY 23-24. Continuing students make up 62% of program participants and first-time, full-time (FTFT) students make up the remaining 38%. All 31 of the continuing students have been retained through Spring



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'24, including 13 of whom are STEM majors as well as 2 students who *re-enrolled* after a period of unenrollment. Eighteen out of 19, or 95%, of FTFT students were retained from Fall '23 to Spring '24. Additionally, 100% of FTFT STEM Scholars were retained as STEM majors from Fall '23 to Spring '24. A total of 17 of the 19 (89%) ASSET Scholars were enrolled in a first-year math course. Of these 19, 5 are enrolled in an FYM course AND a math support course. Of students enrolled in a math course, only 1 of 19 or 5% received a DFW in a math course.

GI 2025 TASK FORCE

The existing Task Force members have been thanked for their service, as their work is complete. Next steps will be shared soon.