



**SIGUE: SUCCESS AND
INCLUSION FOR GRADUATE
& UNDERGRADUATE
ACADEMIC EXCELLENCE**

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

Graduation Initiative 2025 February 2023 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

The CO allocated \$1M to support Reengage and Reenroll Underserved Students to advance a systemwide reenrollment campaign and establish campus retention targets continuing for the next two years. CSUCI applied for funding to support our efforts with Equity Priority 1: Reengagement and Reenrollment One-Time Resources. CSUCI's campus plan or campaign for reengaging and reenrolling students to the CSU is the following:

California State University Channel Islands will use the funding to do a mail campaign for students that would need to re-apply using the Welcome Back Form and to fund activities to re-engage students between Spring and Fall. The first strategy is to identify students who applied to graduate, but never completed their degree and are not currently enrolled. Once these students are identified, we will send the list to NSC to determine if they have completed their degree elsewhere. The remaining students will be sent a postcard inviting them back to meet with an Academic Advisor. The Academic Advisors will determine if they are eligible to return and fill out the Welcome Back Form with them.

The second strategy would be to identify students who are not enrolled, and need to re-apply to the university, and invite them to visit with an Academic Advisor for guidance. To invite them back, we would send a postcard to their mailing address on file. Similarly to the first strategy, the Academic Advisors will determine if they are eligible to return and fill out the Welcome Back Form. The average stop out rate is at 16.3%, with 43% of those students in good academic standing. The third strategy would be to identify students who are eligible to enroll, but have not enrolled for the subsequent semester. The university had been doing calling, texting and email campaigns for these students, but with funds, we could also send mailers. The Fall to Fall stop out rate for first year students coming in 2021-22 was 24.9%.

The funds will be used to design a mailer, print materials and mail materials. The funds will also be used to host on campus re-enrollment campaigns with on campus resources such as a Student Success fair or workshop, with participants from offices such as Academic Advising, EOP, Counseling, Disability services, Financial Aid, and Basic Needs. Our Stop out survey indicates that students would like to see more resources in Academic Advising, followed by Mental Health Support. Historically underrepresented first year students stopped out at a rate of 7.4% compared to 6.0% for non-underrepresented students. Pell eligible first year students stopped out at a rate of 7.7% compared to 6.0% for non-Pell eligible students.



The timeline and task list for implementing your plan or campaign for reengaging and reenrolling students:

- March
 - Student Systems re-trains Registrar's office and Academic Advising on the use of the Welcome Back form.
 - Academic Advising will begin to advise returning students and use the Welcome Back form for Fall 2023 entry.
 - Student Systems will begin posting applications.
- April
 - Academic Advising will continue processing students using the Welcome Back form.
 - Student Systems will continue posting applications.
 - Student Systems will identify students who applied to graduate, but did not complete their degree.
 - Student Systems will send list to NSC for verification that a degree was not completed elsewhere.
- May
 - Granted funds will be used to hire a student assistant with graphic design knowledge and/or hire a firm to design a postcard/mailer.
 - Mail out postcard to those who applied to graduate, but did not (and are not longer enrolled).
 - Student Systems will identify students who are eligible to re-apply.
- June
 - Mail out postcard to students who are eligible to re-apply.
 - Advisors begin to meet with students for Fall re-entry.
- July or August
 - Host a Student Success Fair.

The expected outcomes: The first goal would be to help students who are close to graduation to complete their degree. On average, 5% of students return to CI after stopping out per CSUCI Institutional Research office and our goal would be to increase that percentage. We would hope for a 1-2% increase.

CSUCI will receive \$55,125.00 to support this work. Many thanks to Ana Rosa Duran and Colleen Forest for their work on this project.

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:

- Initiate summer melt campaign planning and timeline as early as November/December for the incoming fall class.
- Identify all departments involved with summer melt efforts to co-develop and design campaigns and calendar.
- Include topics and information related to financial aid and payments.
- Send campaigns about critical enrollment deadline reminders (ex. Transcript deadline, payment deadline, financial aid disbursement, etc.)
- Deploy a follow-up contact plan to route students with specific questions (ex. provide a student with contact information to their financial aid counselor for questions rather than the general department email/phone number).

DISENROLLMENT MITIGATION CAMPAIGN, CONTINUED

The Retention Steering Committee has been working through the **prioritized Disenrollment Mitigation Recommendations**

1. A [comprehensive disenrollment timeline](#) is completed.
2. SBS messaging to students about how to get on a payment plan so they can avoid disenrollment was improved. SBS was able to leverage social media for positive results.
3. SBS will research the implications of permanent increase of the threshold for student debt to \$1000. Recommendation was to be made to the cabinet by January 2023, however we are awaiting CO developed guidelines or provided a threshold.
4. IN PROGRESS: The way the student bill is displayed is not understandable; this needs to be provided in a clear, easy to read format in the MyCI portal. Improve messaging about tuition bill for the student audience. This will likely conclude in Spring 2023.
 - a. Tuition posts for students on 7/1, however students do not know the total amount they will need to pay because housing and meal plans do not post at the same time. We need to align these data points so students and parents can understand



their total costs. In September, Ernesto Guerrero (Student Success, Advising) will talk to Cindy Derrico (Student Housing Office) about how to improve the timing of posting and provide information by mid-Spring. Stephanie Bracamontes (Student Business Services) can coordinate with Cindy's team to post all fees (tuition, housing, meal plan) by 7/1/23 for Fall 2023.

- b. We will discuss offering bill information in Spanish as well.
5. IN PROGRESS: FASO will conduct analysis with SBS's assistance to identify cash pay students and the 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.
 6. 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.
 7. 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:

- Add dedicated resources to support the Executive Retention Steering Committee; equip staff with retention and outreach activities with necessary tools i.e., enrollment dashboard data points, etc.
 - For example, there are students who have been packaged by financial aid, but will not accept a loan, and have a balance due. FASO can pull data from the first disenrollment list of 399 students to further investigate.
- Better utilize the federal work study funding post-pandemic; educate staff how to offer work study positions when funding is available. Our FWS Coordinator can 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.
- Add student employment opportunities and ability to apply for positions on campus to the MyCI portal.

STUDENT SCHEDULING PREFERENCES



Enrollment Management designed a student-facing course scheduling survey, with feedback from the Vice Provost and DSA. TA Fall Course Scheduling survey was conducted via email in October 2022 to assess when upper division students prefer to take classes. Institutional Research received 351 responses by the close of the survey on October 31 (308, or 88%, completed the survey to the end). All upper division students were sent the survey. A summary of the results follow.

1. Students were asked how well the current course schedule works with their employment commitments, transportation needs, and family responsibilities.

Respondents were more likely to agree (somewhat or strongly) that the current schedule works well in all three areas.

Transportation Needs – 56% of the respondents somewhat or strongly agreed that the current schedule worked well versus 24% who somewhat or strongly disagreed.

Family Responsibilities – 53% of the respondents somewhat or strongly agreed that the current schedule worked well versus 28% who somewhat or strongly disagreed.

Work Commitments – 46% of the respondents somewhat or strongly agreed that the current schedule worked well versus 37% who somewhat or strongly disagreed.

2. Students were asked about the days and times they prefer to take classes. Weekday time blocks included 7:00 – 9:00 a.m., 9:00 a.m. – 4:00 p.m., 4:00 – 7:00 p.m., and 7:00 – 10:00 p.m. Saturday time blocks included 9:00 a.m. – 12:00 p.m. and 1:00 – 4:00 p.m.

Most Desirable – At least 80% of respondents prefer to take classes on Tuesdays and Wednesdays between 7:00 a.m. and 4:00 p.m., as well as on Wednesday evenings between 7:00 and 10:00 p.m.

Moderate Desirability – 70 – 79% of respondents favored taking classes anytime on Monday and Thursday (7:00 a.m. – 10:00 p.m.); Tuesday between 4:00 – 7:00 p.m.; and Wednesday between 4:00 – 10:00 p.m.

Least Desirable – Not surprisingly, Fridays (regardless of the time block) were the least favored time for classes to be offered during the weekday, ranging from 27% to 41% of respondents. Half (50%) of the respondents were open to taking Saturday classes between 9:00 a.m. and 4:00 p.m., with the morning hours (9:00 a.m. to 12:00 p.m.) being more popular than the afternoon (29% vs. 21%).



3. Students were asked about the most important factors that CSUCI should consider in creating future class schedules (with 1 representing the most important factor and 5 being the least important). Ranked the highest (1, 2, or 3) were the following factors:

- The ability to register for classes with the fewest course conflicts (83%)
- Offering a wider range of days and times to maximize flexibility (75%)
- Offering courses back-to-back to limit the time needed to spend on campus (66%)

Ranked the lowest were the following factors:

- Offering courses when I am most likely to be on campus (57%)
- Other (19%)

4. Students were asked to rank the instructional modality that they most prefer (with 1 representing the most important factor and 5 being the least important). Ranked the highest (1, 2, or 3) were the following modalities:

- Half-virtual, half in-person classes (92%)
- Mostly virtual classes (68%)
- All virtual classes (60%)

Ranked the least favored modalities were:

- Mostly in-person classes (47%)
- All in-person classes (31%)

IMPLICATIONS

Respondents favor a wider range of days and times in which to take their classes, whether they be offered in-person, virtually, or a combination of the two. At least 70% of respondents favor taking classes on Monday through Thursday, beginning as early as 7:00 a.m. and concluding as late as 10:00 p.m. Expanding the availability of classes offered early in the morning and late in the evening will likely help students balance school with other responsibilities and commitments while reducing transportation expenses. In addition, students desire to register for classes with the fewest course conflicts.

Virtual classes (mostly, all, or half virtual and half in-person) were popular options for those responding to the survey. Students may be looking for greater flexibility to pursue their education while also juggling the multiple commitments in their busy lives.



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 2022 ENROLLMENT FOLLOW UP

We now have the results of the summer melt campaigns Ekobot sent out between June to August 2022. [One report was developed by the Mainstay team](#) to provide an overview of all campaigns. The [second report was developed by the SASEI](#) team providing additional insight and opportunities as we managed the campaigns.

CIMAS (CSUCI Initiative for Mapping Academic Success) is an initiative to increase student retention and to help students to maintain progress toward graduation. It accomplishes its goals 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 targets students who experienced negative course outcomes in AY 21-22 courses (specifically, non-passing grades, an INC, course drops, and term withdrawals) for participation and incentivize participation with a summer course scholarship upon successful completion. Of the 75 students who enrolled in CIMAS Spring 2022, 54 fully completed the program and met all requirements, 38 enrolled in a summer course.

SUMMER 2023 ENROLLMENT FOCUS

Summer session provides matriculated CSUCI students and non-matriculated students opportunities to take courses at CSUCI. CSUCI is gearing up for Summer 2023 via multiple efforts to support current and incoming CSUCI students. These efforts can be broken into 3 categories:

● Graduation and Retention

CSUCI already has a summer strategic framework in place to focus on students with 9 or less units to graduate funded at \$125K by the CO. SIGUE and EU request matching funds from the President for summer 2023 to target first-time full-time with less than 30 units, as part of our #FinishInFour campaign. These funds would be used to provide tuition assistance to FTFT students short of 30 units at the end of their first year. Targeting these two populations, along with the CIMAS students with at least one DFWI in the last semester, will have the largest impact on our student retention and graduation numbers. The goal of the students enrolling in additional courses is to increase the number of students starting their second year at CSUCI with sophomore standing, closing the graduation gaps, and enabling students with a DFW in the previous year to stay on time for graduation. We will measure the student outcomes through examining enrollment by headcount, number of units attempted, number of units completed, spring to fall 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. Target is 390 FTE.

- Recruitment

The Chancellor's Office has also internally allocated \$5 million to reimagine campus Early Start programs. Thanks to Dr. Ernesto Guerrero and DSA for submitting an application on behalf of CSUCI, for which we received \$285K to support the Summer Success Academy.

- Student Engagement

Summer College with OUHSD will transition to SASEI and continue summer 2023.

CIMAS, referred to above, is a program designed and managed by the SIGUE/SASEI to retain students. As an incentive for completing this program, students were awarded funding to cover the cost of a 3-unit course, \$1219. This was funded by additional GI2025 funds provided by the Chancellor's Office to support summer enrollment. In the case of CIMAS, many students reported not having a course available during summer that met their academic plan needs. CIMAS cohorts ran again in Fall 2022 and Spring 2023 as a continuation of the pilot, and these students will be able to take summer courses in 2023.

BLOCK SCHEDULING/GUIDED REGISTRATION AND LEARNING COMMUNITIES

A Guided Registration Task Force continues to meet to address the opportunities and challenges around block scheduling. The team includes the Vice Provost, Associate Dean Phil Hampton, Registrar Colleen Forest, Director Ana Rosa Duran, Interim Director Monica Rivas, LC Faculty Director Kathleen Klompfen, and program chairs: Sean Anderson, Mary Adler, and Geoffrey Buhl. [An analysis of the Fall 2022 pilot](#) has been shared with campus constituencies and planning for Spring 2023 registration using block scheduling and guided registration is complete. The Registrar's Office sent the schedule building memo with a timeline message to program chairs and support staff on February 8, 2023.

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

A new myCI portal link that will take students directly to the Degree Planner is live. Academic program chairs and staff have had opportunities to be trained on how to use Degree Planner, specifically how to access course demand data.

ACADEMIC ROAD MAPS



An infrastructure plan to maintain accurate degree maps and course availability has been established. However, the responsibility for map maintenance and process for keeping them current is not properly housed at this time. 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 will begin January 2023 and be completed by the end of May 2023. 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

A new AVP for Enrollment Management and Marketing and new Director of Admissions are being onboarded, and updated about this work.

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.

STUDENT-FACING COMMUNICATION

A request for funding to support a communication consultant was sent to the Provost and VPSA DeBoni, and was under consideration prior to that last quarterly report. Since that time, VPSA Ford Turnbow has joined CSUCI and the request was forwarded to her for consideration.

REGIONAL TRANSFER STUDENT SUCCESS SUMMIT/DUAL ADMISSION WITH COMMUNITY COLLEGES

The Regional Transfer Student Success Summit was held at the end of October 2022. The agenda was as follows: **Regional Transfer Student Success Summit**

Time	Session/Notes
9am	Breakfast and mingling <i>Welcome, please take your seats</i>
9:10	Welcome <ul style="list-style-type: none"> About “this work”- importance of having CCs at the



	<p>table, and to listen to our students, being partners in this work</p> <ul style="list-style-type: none"> ● Continue regional partnerships established by Projects ALAS, iPATH, and ADELANTE ● Introduce President Yao ● President Yao (5') ● Introduce President Cobian ● President Cobian (2') ● Housekeeping (bathrooms, etc.) ● Introduce Keynote speakers
9:30-11:30	<p>Keynote Presentation by Dr. Alfred Herrera, et al Power to the Transfer: Critical Race Theory and a Transfer Receptive Culture (90') Q&A (30')</p>
11:30-12:30	<p>Transfer Receptive Culture Action Plan by Dr. Alfred Herrera, et al</p>
12:30-1:30	<p>Lunch & Transfer Student Panel</p> <ul style="list-style-type: none"> ● <i>Invite audience to get their lunch, and in 15 minutes we will begin the student panel</i> ● Panel questions ● <i>Transition: Next in our agenda we welcome Dr. Matt Zivot, Director of Institutional Research to kick us off with the next round of presentations.</i>
1:30-2:15	<p>Student Equity Analytics Data Dive Mini Sessions Presentation & Discussion #1: Applications/Admissions Presentation & Discussion #2: Student Engagement</p>
2:15-2:30	<p>Break We will pause to take a 15 minute break, please return by 2:30 so we can begin the next round of data dive mini sessions</p>
2:30-3:15	<p>Student Equity Analytics Data Dive Mini Sessions, Continued Presentation & Discussion #3: University Experiences/Outcomes Presentation & Discussion #4: Post-graduate Outcomes</p>



3:15-3:30	Closing & Evaluation <ul style="list-style-type: none">• Thank you for being here, please scan QR code on your table to provide feedback on today’s sessions• We look forward to continuing this work throughout the semester and rest of the year• We hope that action planning and implementation can continue on and we will reconvene in the Spring.
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Approximately 90 participants registered for this event. Feedback was overwhelmingly positive, and a follow up event is being planned for Fall 2023.

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

Members of the GI2025 Task Force, academic deans, and program chairs with high DFWI courses came together to engage with presentations from UMBC colleagues Amanda Sharp and Delena Gregg about [academic advocacy](#), as well as a presentation from [Rutgers University](#).

Colleagues from CalPoly also shared a presentation, [Progress Report/Early Alerts: Partnering to Implement a Community of Care](#).

Subcommittees from GI2025 will continue their work with deans and program chairs around issues of high DFWI rates.

First Year Math (FYM)

Comprehensive First Year Math (FYM) Proposal was developed by Math faculty, LRC staff, and SIGUE.

CSUCI applied for funding made available by the CO for “Targeting Critical Courses with a Focus on Equity” to support a FYM Coordinator. We received \$70K to support this position and a position description was developed.

Ongoing conversations about FYM placement software continue.

GI 2025 TASK FORCE



The Task Force last met January 27, 2023. The task force was provided with GI2025 CO Funding updates: **Supportive Pathways for First-Year Students** we requested \$566,826 to support the Summer Success Academy. We were awarded \$285K. **Reengage and Reenroll Underserved Students** we requested \$30K to support marketing of the CO's welcome back form. We were awarded \$55,125.00. **Expand Credit Opportunities with Summer/Intersession Enrollment** we requested between \$100K-\$175 to support summer completion grants. We were awarded \$125K. **Ensure Equitable Access to Digital Degree Planners** RFP pending, Ana Rosa writing application. Will keep everyone informed as we know more. **Eliminate Administrative Barriers** we requested and received funds to support three staff in Academic Programs to attend the Dec training, and additional registrar's office staff in January. **Target Critical Courses with a Focus on Equity** we requested and received \$70K to support a First Year Math Coordinator position. The position description is being written and will be posted soon. **CSU Summer Term Financial Assistance I Request for Funds Summer 2023** we requested support given that summer courses have been moved stateside. Response pending and more information to come soon.

Meeting topic: Consider: how are students' assets used to frame student success? In what area(s) should our campus focus on to more effectively **validate** the assets that your students bring to the learning experience. If you have time, please view <https://www.youtube.com/watch?v=OGmklyKFzqY> in advance on this meeting.

Discussion focused on how we can make our student success definition feel more connected to what we do at CI. EX: You tube video watched about the core curriculum at University of Chicago. <https://www.youtube.com/watch?v=COoIIDysF20>

Conclusion: We should center our definition around what it means to be at our university. How can we find ourselves here? How can you bring your authentic self to CI? How do we create a definition that students can look at and say "yes, this is me"?