SIGUE: SUCCESS AND INCLUSION FOR GRADUATE & UNDERGRADUATE ACADEMIC EXCELLENCE

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California State University

Graduation Initiative 2025
May 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 re-enrollment campaign and establish campus retention targets continuing for the next two years. CSUCI applied for funding to support our efforts with Equity Priority 1: Re-engagement and Reenrollment One-Time Resources. 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. Tasks completed by Ana Rosa Duran so far:

1.   Contacted three theater companies and have received costs for different options.
2.   Met with Daniel Banyai from Ext. U. about Geofencing, Google Ads, YouTube, and Social Media advertising.
3.   Asked Hung Dang and Frine Sullivan for their contact on content development.
4.   Asked Cynthia Alvarez and Darlene Daclan from the CO to be added to invites for EP1 meetings.
5.   Started to look in IR data to see if there was an area/city of the county to target based on % of attrition per capita. Did not see it on the retention dashboard, so she followed up with Matt.
6.   InsideTrack is going to contact students for us for free. She needs to follow-up with them to understand all of their tasks so that we do not duplicate efforts.

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.

DISENROLLMENT MITIGATION CAMPAIGN

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

1. Per earlier directives, AVP Stephanie Bracamontes consulted with system peers about the debt threshold for student disenrollment. She did that work, but the larger group was unable to come to consensus around a threshold. Despite this, Stephanie recommends that we make permanent our temporary threshold of $1000 and is working with interim VP Barbara Rex on this. Note that the threshold for registration holds will remain at the current level of $600.
    a. Note that we raise a concern that HERF is no longer available to relieve student debt and we are unsure what impact, if any, that might have.
2. Historically updated tuition information is not available on student bills until July 1; Stephanie Bracamonte's BFA team moved that up to May 1 to coincide with DSA's push to register transfer students earlier.
3. Historically, when students accessed their bill housing information was not incorporated. 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 will give students a better idea of their overall costs.
4. Stephanie Bracamontes is working with Dynamic Billing to improve the student-facing bill display and will share a prototype soon. Should be ready for implementation this May.

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5. Matt Zivot (CDO) and Anna Benscoter (BFA) are working on the disenrollment dashboard – making progress!
6. 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. 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. The chair, Geoff Buhl, is optimistic that this will go to the Academic Senate before the end of the semester.
    b. Ernesto 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.
7. Matt Zivot will build an Full Time Equivalent student (FTES)enrollment tracker that can be used by chairs and others to track course enrollments and caps. This will nicely compliment that course demand data will have from Degree Planner and the Provost's FTES budget worksheets that have already been rolled out.
8. Students who were disenrolled for unpaid balances have been encouraged to re-enroll in the Summer and/or Fall 2023 terms. That communication may be viewed here. 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.
9. The California Reconnect program with Inside Track is now a go and is housed in SASEI. SASEI will work together with Extended University to bring this project forward.
10. 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.
11. 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.

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12. 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.

STUDENT SCHEDULING PREFERENCES 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 fall 2023 schedule.

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 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 were granted 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 the Department of Student Affairs for submitting an application on behalf of CSUCI, for which we received $285K to support the Summer Success Academy (SSA). He has been able to secure ETHS 150 and ENGL 102 to be offered this summer for SSA.

● Student Engagement
Summer College with OUHSD transitioned to SASEI and will continue summer 2023. Summer College with OUHSD is scheduled to occur during CSUCI's Extended University Summer Session B, July 10—August 11, 2023. Thirty high school students from the district's English Learning Services Program will enroll in CHS 100: Introduction to Chicana/o Studies, taught by tenured faculty, Dr. Jennie Luna. Students enrolled in this program will attend the college class in the mornings on Monday through Thursday, attend an OUHSD-sponsored lunch in the campus cafeteria, and then attend study sessions in the afternoon to support students to complete course assignments. Fridays will be reserved for class study time, as needed, as well as enrichment workshops. Additionally, various campus offices such as Admissions & Recruitment, Financial Aid, and Student Life will be invited to share presentations with the student participants to increase their interest in pursuing a college degree. SASEI is supporting the coordination of this event by serving as an institutional liaison, facilitating contracts and facility usage, and securing presenters.

CIMAS, referred to above, is a program designed and managed by the SIGUE/SASEI to retain students. 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 a previous semester (specifically, non-passing grades, an INC, course drops, and term withdrawals) for participation and incentivizes participation with a summer course scholarship upon successful completion. Successful completion includes 100% participation in all CIMAS sessions and assignments, with the opportunity to make up missing work. In Fall of 2022, 88 students enrolled in CIMAS and 54 (60%) successfully completed all requirements deeming them eligible to earn the summer course scholarship. In the current Spring semester, 75 students have enrolled in CIMAS. Both Fall and

Spring participants who successfully meet all program requirements will be eligible for the summer course scholarship this Summer 2023 term.

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 Klompien, and program chairs: Sean Anderson, Mary Adler, and Geoffrey Buhl. The draft version of the 2023 *Join the Pod* survey has been developed and reviewed by this task force, and has integrated the questions about learning community preferences. Fall 2023 math recommendations and guided registration overview was developed by Colleen Forest and reviewed by the task force as well. Upcoming action items to keeping this task force on track include:

- 4/3/23: Provide list of proposed courses to schools/program chairs. Request review & feedback. *Can be sent earlier if the Task Force agrees.*
- 4/7/23: Deadline to receive list of Learning Community courses w/ section numbers for set up purposes.
- Week of 4/10: Task Force available to answer any questions/meet with chairs/whatever they need.
- 4/17/23: Task Force meeting to finalize survey questions (already scheduled)
- 4/21/23: Deadline for program chairs to provide feedback/request changes.
- 4/28/23: Deadline to finalize survey
- 4/28/23: Freeze guided registration courses (no changes after this date) to enable setup during May & early-June

For Learning Communities, the LC 10-Year report was reviewed and an action plan is being developed by the director in response. A team of faculty and staff consisted of Dr. Stacey Anderson, ENGL, Dr. Maria A Ballesteros-Sola, Management, Pilar Pacheco, Dir. Center for Community Engagement, Dr. Kyra Folk-Farber, Assoc. Dean Library, Gary Gordon II, Senior Director of Housing & Residential Education, Dr. Susan Kuzminsky, ANTHRO, and Dylan Wishman, embedded peer mentor for several L(L)C, participated in the Proposal Review Process for new Learning & Living Learning Communities that yielded 21 total LC/LCCs (some have multiple cohorts such as Pinkard, Serros, Pre-Nursing and Discovery Integrative). Using an altered model, about 50% of these LC/LLCs will use 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, which is to scale LC/LLCs for 70% of FYFT students this year and continue to scale until we reach 100%.

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. As a result of this foundational work, 61% (n=3,266) of Spring 2023 enrolled students are now utilizing the digital degree planner. To continue increasing student engagement with degree planner, work is underway to integrate it into the Advising & Registration workshops, incentivizing student usage through a raffle, and tabling at events such as Admitted Dolphin Day. Extensive social media efforts have been made. Enrollment Technology and Operational Data and Student Systems staff are developing a new video, new posters, new branding constantly. That office has also trained peer educators in SASEI and LCs.

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. Academic Programs is in transition mode with Admissions, as that office just finished the catalog production for 2023-24. Andrea Skinner is working on the transition of the road maps to be linked in the next 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. The Registrar's Office is in communication with other CSUs about automating the degree audit and clearance for students. 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.

Monica Rivas is getting information from DSA on how to go about the process of requesting/adjusting a student fee. We'd need to collaborate with the commencement team as well, since this type of change would affect their budget.

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.

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.

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. This request has now been paused given the addition of AVP John Axtell and reorganization of Enrollment Management and Marketing.

REGIONAL TRANSFER STUDENT SUCCESS SUMMIT/DUAL ADMISSION WITH COMMUNITY COLLEGES

The second component of the Regional Transfer Student Success Summit is being planned for Fall 2023. A white paper is being drafted by the team organizing the summit, which will be publicly available after the summit concludes.

A dual admissions action plan has been developed by the Admissions Director with a target of enrolling 350 students in the first cohort. To implement Dual Admission program, Admissions and Recruitment (A&R) will need to create the following promotional materials

- Program Website
- Promotional Brochures (in Spanish and English), including roadmaps and detailed timeline of the admissions

- Billboards near local high schools and community colleges
- Social Media campaign
- Swag
- Dual Admissions videos

TIMELINE OF THE PROJECT

February:
- Outreach and Recruitment plans are approved and coordinated with local CCs
- A&R will start hiring process of program coordinator
- A&R will start working with local CC on promotional materials and outreach campaigns
- Denied students will be notified of their status and directed to Dual Admission website for more information (and interest form to gauge an estimate of how many students are interested in applying for Fall 2023).

March:
- Campuses Determine which programs they want to have Transfer Success Pathways (TSP) Agreements
- Campuses can set up program configuration for transfer planner
- Program Coordinator is hired
- CI completes Dual Admission portal

April:
- Fall 2023 programs will be copied for 2024-2025 prelaunch
- Onboarding of the program coordinator
- Student peer advising program is established
- Faculty advising program is established
- Program Coordinator presents the 2023-2024 calendar of activities and engagement with the program participants.

May:
- Transfer Planner go live Launch (May 15th)
- Set Up Cal State Apply 2024-2025 configuration portal opening presentation
- Email communication with denied and non-confirmed students
- High school counselor luncheon and program announcement
- PR campaign in social media and local media outlets.
- Communication plan with Dual Enrollment program participants is approved
- Financial Aid packages and awards will be determined

June-August:
- First week in June – official program launches and sign up day in partnership with participating CCs

- Continue social media campaign
- Student peer mentor group introduction
- Faculty advising introduction
- Family weekend for all admitted students

TARGET OUTREACH GROUPS

- Students
- Parents
- High school counselors
- CI Students from local community colleges and high schools
- CI Faculty
- Local CBOs

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 are 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.

PEER EDUCATOR COMMITTEE

Associate Dean Kyra Folk-Farber, AVP of SASEI Michelle Hasendonckx, and their respective staff have been meeting over the last several months to 1) Establish communication mechanism before moving forward with academic success program planning to prevent overlap of services, and 2) Establish ways to support and leverage our current programs. In spring 2023, the committee held a retreat and established shared programmatic objectives, program training goals, and proactive project outcomes. The committee has invited the Learning Community Program Director to join the conversation.

Overview:

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

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since June 2022 with the intent to unravel overlapping peer educator services, develop communication tools among peer educator/mentor programs internally and across campus, and leverage shared goals and practices among these distinct programs to improve student success.

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

Achievements in Spring 2023:

Through creative and intentional discussion and reflection, and based on the program leaders' years of dedicated work in their respective centers, PELT has achieved several important outcomes in Spring 2023. Most notably, we have clarified our group's charge, which is two-fold: 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.

We also articulated two actionable long-term strategic goals as a group: 1. Achieve fluid communication amongst our groups that will lead to future collaborations, so that our programs co-exist more efficiently, and so that campus is more aware of our services; and 2. Model PELT's efforts and expand group scope, eventually collaborating with academic support programs campus-wide. In doing this, PELT hopes to contribute to the university's vision of transformative learning and, ultimately, help improve student retention and success.

The members of this group accomplished these outcomes in several steps, one of which was identifying current distinct and shared programmatic objectives. Shared objectives among LRC, WMC, and SASEI/PEEPs include student retention, first year and new student support, decreasing DFW rates, increased graduation rates, Faculty development, increasing academic sense of belonging among students by improving their self-efficacy, digital literacy, and scholarly identity, and many more. Of course, we also identified the important shared programmatic objective of supporting the GI2025 initiative.

Projects in progress:

Currently, the Peer Educator Leadership Team is working on the following three projects that we hope to complete before Fall 2023: an internal communication mechanism; a Collective Impact Report; and a shared training project. We look forward to sharing more information as these projects unfold.

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

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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 February 2023. On January 26, 2023, Dr. Sohui Lee convened the committee members (Geri Zerr, Assadullah Sadiq, and Jules Balen) to discuss our goals and review interview questions. They then assigned who would be interviewing sixteen individuals. Ultimately, they were able to interview or retrieve email responses from eleven respondents by February 23, 2023. A quick summary of responses follows:

1. Have you had a chance to review the High DFWI Report distributed during Fall 2022 and talk to chairs of programs or faculty about the high DFWI courses?

- Six of the eleven interviewees (55%) noted that they have never seen the GI 2025 report, although results were shared with academic leadership.

2. If so, what stories have you heard about why the courses under your program or school have high DFWI?

- Some faculty/administrators felt that the numbers did not match the DFWI rates that they themselves measured or numbers that were presented on the CSU Student Success Dashboard. This caused some confusion.

3. In your opinion, why do you think the courses listed under your program or school have high DFWI?

- We found five themes addressing this question:
  1. Students seemed unprepared or not ready for the content provided (5 of 11 respondents) -- this was the most common issue raised.
  2. Faculty in programs could benefit from more training and preparation through equity lens by leadership (3 of 11 respondents),
  3. Students seem uncertain and disconnected. This issue was connected to lack of attendance and engagement, including seeking help. (3 of 11 respondents)

  4. Lack of faculty contact due to virtual instructional modality (2 of 11 respondents),

  5. Students can choose to take a stretch course (ENGL 102) to prepare them for ENGL 105 or go into ENGL 105 directly. It appears that many First Year Frosh skipped ENGL 102 when they were not ready, and this may have impacted the high fail rate in ENGL 105.

4. **What new actions are taken to support faculty in equitable practices and encouraging student sense of belonging?**

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- Seven programs have described a range of new actions taken to support faculty in equitable practices and engaging students' sense of belonging:

  Updating course curriculum implementing high impact teaching approaches
  Using more embedded tutors (LRC)
  Chair leading department reflections on active learning pedagogy and practices
  Rotational advising position used for retention and outreach work as well as advising to increase student sense of belonging

  Summer Success Academy will provide four ENGL 102 courses; also targeting students vulnerable to DFWIs by enforcing co-requisite support (ENGL 299) for students who are not ready for college writing.

  Transfer Learning Community, established in 2020, to increase a sense of belonging in the Program amongst students
  Devoting more time to math skills, integrating more embedded tutors, started an Early Alert Program targeting students vulnerable to DFWIs

5. What additional kinds of faculty support do you think is needed for chairs and/or faculty to promote student success and sense of belonging?

- Chairs ought to be on-boarded or offered more intensive professional development opportunities to learn about different strategies to help lead faculty through program-level conversations on DFWI rates, equity gaps, etc., syllabus design through equity lens. They also need more time for this type of training.
- Early Alert Programs (like the one initiated by math and the MVS School of Business and Economics).
- Clearer sense of strategy or objective in student success, perhaps in program assessment.
- Faculty Advisor or Assistant Advisor roles could be more explicitly defined through an equity lens.
- Funding for student/faculty events in the program encourages more sense of belonging.

The subcommittee also developed a call for proposals to participate in the CO's CREATE Awards program.provides faculty (or faculty teams) with generous one-year, one-time awards for innovative curricular or co-curricular programs that close equity gaps, promote engaging learning environments, reduce time to degree completion, or improve retention and persistence. Awards are provided in one of three funding tiers: up to $50,000; $50,001 to $100,000; and $100,001 to $150,000. The due date is **April 19, 2023.**

FIRST YEAR MATH (FYM)

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Comprehensive First Year Math (FYM) Proposal was developed by Math faculty, LRC staff, and SIGUE. Budget request was submitted to the Provost to support this proposal, specifically Math Minds.

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, and sent to Dean Kohli for review.

The CO is providing systemwide funding to support ALEKS licenses. The math program chair is working to get the software and talk with math faculty about math placement and how to use ALEKS.

ASSET SCHOLARS

The Academic Student Success Excellence Team (ASSET) Program hosted its kick-off event on Thursday, Feb. 9, for 40 new students in the program. There are a total of 146 ASSET Scholars, 92% of whom were retained until spring 2023. About 10% of the scholars, 15 students, received a DFW in a math course. Currently, 52 out of 146 are enrolled in a First Year Math course for the Spring 23 semester. Of these 52, 7 are enrolled in an FYM course AND a Math support course.

GI 2025 TASK FORCE

The Task Force last met April 17, 2023. Meeting topic: definition of student success at CSUCI, sub-group planning, and next steps. Planning for fall 2023 is in full swing.