



CSU Channel Islands

**2018-19 Resource Allocation and Strategic Budget Request
Narrative Proposal**

PROJECT TITLE: *Sustain and Enhance Learning Communities*
Division: AA and AS
College/Department:
Prepared by: Marie Francois/Kirk England/Dottie Ayer
Amount Requested \$56.7k
Check all that apply: *(Indicate \$ fund request)*
 Operations Budget Request: \$ ____
 SI Set Aside \$56.7k
Grant/Other new revenue \$ ____
Other: *Please describe (e.g. Carry forward, Salary Savings, Process Improvement)* \$ ____
 One time: \$56.7k **Permanent** \$115k **(does not include benefits)**

PROPOSAL SUMMARY:

CI will sustain and enhance Learning Communities (LCs) and Living-Learning Communities (LLCs). LCs/LLCs align with Mission Pillars, link two or more GE and/or major-requirement courses, and have embedded peer mentors.

This Strategic Initiative will

- Strengthen the infrastructure of [First Year Communities](#) model (already in place and beyond capacity without dedicated staff or permanent budget);
- Enhance LC/LLC interventions through collaboration with Academic Affairs and Student Affairs for 18-19 cohort in Spring (300 students) and expected AY19-20 cohort (300 students); and
- Analyze historical and current outcomes data and lay groundwork for expansion or redesign of LCs/LLCs in AY 2019-20.

A new **Undergraduate Studies Learning Community Coordinator** (staff position) will collaborate with the University Experience Program, LC/LLC faculty, Student Affairs staff, and Academic Affairs partners in the Colleges, Academic Advising, Center for Integrative Studies, SURF, SASEI, and Enrollment Management to coordinate tasks, processes, and partnerships that ensure quality, promote equitable educational outcomes, allow for robust assessment, and promote institutionalization of LCs/LLCs in 2018 and beyond (Strategic Plan Priority: Facilitate Student Success; Provide a High Quality Education).

SUPPORT FOR UNIVERSITY MISSION AND STRATEGIC PLAN/PRIORITIZATION:

Describe how this proposal supports the university mission and strategic plan. If applicable, please identify the specific goals and strategies identified the strategic plan and /or how program prioritization has informed this strategic budget request.

The university strategic plan can be found at:

<https://www.csuci.edu/president/initiatives/index.htm>

Strategic Initiative: Educational Excellence

Objective: Collaborating across Academic and Student Affairs to increase student engagement

Action 1.1

LC's are interdisciplinary, immersive blocks that promote deep learning and critical thinking skills.

Action 1.3

LC's promote civic engagement

Action 1.4

Integrate high impact practices: First Year Seminar; Learning/living Learning Communities, and embedded peer mentors.

Action 1.5

One of the Integrative Learning Communities is built around UNIV 198 Introduction to Interdisciplinary research.

Action 1.6

The embedded peer mentor (in all LC/LLCs) and Residential Advisor (in LLCs) positions are on-campus employment opportunities that directly improve student success for their mentees while simultaneously fostering leadership, critical thinking and communication skills for the student employees.

Action 1.7

An enhanced program would allow for increased co-curricular engagement, especially for commuter students, through collaboration with Student Affairs and Academic Affairs.

Objective: Assuring faculty and programs are supported to promote educational excellence

Action 1.10-1.11

This proposal includes funding to increase support for faculty development that enhances the quality of teaching. Having a staff Learning Community Coordinator in Undergraduate Studies will free faculty time to engage in instructional pursuits.

Strategic Initiative: Student Success

Objective: Creating clear curricular pathways

Action 2.1: The program is an example of block scheduling of first year GE courses and has embedded peer mentors to guide students through academic planning.

Objective: Promoting timely degree progression

Action 2.4

As noted above, students who participate in LC/LLC have better persistence than those who do not.

Objective: Developing innovative partnerships between Academic and Student Affairs

Action 2.10-2.11

LC/LLC enrollment is highlighted and promoted at Orientation. Students pre-registered have the opportunity to meet fellow LC/LLC students at Orientation, promoting a sense of belonging. A diverse group of students enrolls in the Michele Serros Living Learning Community, for example, and have the opportunity to begin to build social networks on campus at Orientation. Hiring a Learning Community Coordinator and funding data systems will increase the opportunity to better use data to assess overall effectiveness of the program.

Strategic Initiative: Inclusive Excellence

Objective: Developing a collective understanding of equity and inclusion

Action 3.3

The collaboration required for successfully integrating content and culturally relevant pedagogy to address equity gaps engages faculty, staff, and students in structured opportunities for dialogue across divergent viewpoints.

Action 3.5

The LC/LLC program should be part of the framework to develop and review University policies through an equity lens.

Objective: Improving graduate rates from historically underserved populations:

Action 3.6:

LC/LLCs build in culturally responsive pedagogy and activities that infuse inclusivity and holistic student development

Action 3.7:

LC/LLC program employs diverse lecturer faculty, but needs to do more

Action 3.8:

The dashboards created to track student success in LCs/LLCs allows for disaggregated data, and more staff support will promote analysis of that data to contribute to campus-wide strategy to eliminate student equity gaps.

Strategic Initiative: Capacity and Sustainability

Objective: Enhancing faculty and staff development and support

Action 4.8

This proposal includes funding for LC faculty to attend the premier Learning Community bootcamp in Washington State, as well on campus summer collaboration institutes

Objective: Promoting sustainability as an integral part of University planning and operational activities

Action 4.11:

Adding a staff coordinator will improve efficiencies in the cross-divisional collaboration and communication in support of the Strategic Initiatives.

Risk and Alternatives:

1) *What are the consequences of not funding this package?*

The gains we have achieved with the LC/LLCs in place now (i.e. better retention to the second year, and better persistence to third and fourth year, especially for first gen, URM and underprepared students, could be lost. Institutional data shows that students enrolled from 2011-2016 in LC/LLCs persisted to the second year at an average rate 6% higher than freshman who did not participate. For underrepresented minorities (URM), the average second year persistence rate was 6.3% higher for FYE. Average persistence rates to the third year (2011-2015 cohorts) and fourth year for LC/LLC students (2011-2014 cohorts) was also higher than for students who did not participate in FYE (8.1% and 6.8% higher respectively), and even higher for LC/LLC URM students (9.2% and 7.6% higher) compared to URM students who did not participate in LC/LLCs.

2) *What alternatives were explored and why was this alternative chosen?*

Alternative funding in the earlier years for some elements of the LC/LLC program has involved external grants (HSI and Chancellor's Office). Such support has ended. It is time for the University to institutionalize and enhance the infrastructure for this effective program to continue progress toward GI 2025 goals.

BUDGET JUSTIFICATION:

FY 19	FY 19
<u>One Time</u>	<u>Permanent</u>
\$5000 systems implementation (PeopleSoft)	\$50000 Learning Coordinator
\$21000 for TESC Center Inst Training (15 faculty staff conference)	\$65000 Peer Mentors (11 students at 13.50hr -14 to 20hrs a week)
\$19500 for airfare, baggage, and meals	
\$10000 faculty stipends for faculty Inst	
\$1200 misc supplies	

2) *Describe space requirements if applicable.*

Sustainability Plan for any on-going costs beyond the one-time request, such as software maintenance, licensing fees, etc.

OUTCOMES AND ASSESSMENT:

Identify outcome(s) that you hope to achieve with the proposal and describe how you will assess your results. Please ensure that they tie to the Objective level measures from the Strategic Initiatives and what data you have to support their intended outcome.

Persistence Rate Outcomes

- Achieve a persistence rate in the second year for the fall 2018 cohort that is 8% better or more than the persistence rate for non LC/LLC participants.
- Achieve a persistence rate to the third year for the fall 2018 cohort that is 10% better or more than the persistence rate for non LC/LLC participants.
- Achieve a persistence rate for the fall 2018 cohort at year four that is 6% better or more than the persistence rate for non LC/LLC participants.
- Persistence of undeclared and pre-nursing majors to the second year will be 5% better for those participating in LCs/LLCs than non-participants.

Academic success outcomes

- On average, students in the fall 2018 cohort will have a GPA that is 0.25 points higher than the general freshman population at the end of the 1st year.

Degree progress outcomes

- On average, student in the fall 2018 cohort will be at least 12% more likely than non-cohort students to have achieved sophomore status in Y2.
- A final outcome measure using IRPE data is focused on students in the LCs and LLCs who are either undeclared or pre-nursing. It is anticipated that 50% of undeclared and pre-nursing students will have a declared major by the end of their freshman year.

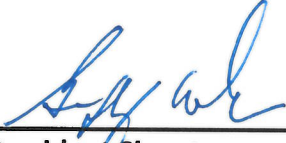
Student survey data:

- Students in LCs/LLCs have been surveyed about level of engagement and quality of their experience since 2012. In Fall 2017, our capacity to process and analyze survey data has increased with qualitative research software ATLAS.ti. and the help of a research assistant consultant. Survey answers from 2012-2016 are being coded for questions related to sense of belonging, self-efficacy, and validation; transition to and navigation of the University; and student perception of effectiveness of HIPs (peer mentors, learning communities via linked courses, co-curricular learning communities via DIGs, experiential learning). This research project will continue in Spring, and will connect survey data to institutional data to provide baseline measures and shape survey instruments for AY 18-19 Learning Communities assessment.

Notes: Each Strategic Budget request Narrative Proposal must be accompanied by a corresponding Strategic Budget Request Financial Details form.

- a) Upon approval by the Division Vice President, submit both the Narrative Proposal and Strategic Budget request Financial Detail form to the University Budget Office.**

Reviewed by:



Vice President Signature



Date

Strategic Budget Request Financial Details Form

Fiscal Year: FY19
Project Name: Sustain and Enhance Learning Communities
Division: AA & SA
College / Department: AA
Fund: GD901 **One-Time or Permanent:** Permanent

SUMMARY					
	Operational Budget	Strategic Priorities Set Aside Request	Grand Total	Approved	Approval Date
Budget Request	\$0.00	\$175,000.00	\$175,000.00		

BUDGET REQUEST DETAILS		
	Operational Budget	Strategic Priorities Set Aside Request
Faculty	\$0.00	\$10,000.00
Non-Faculty	\$0.00	\$115,000.00
Supplies	\$0.00	\$0.00
Contracts/Services	\$0.00	\$0.00
Equipment	\$0.00	\$0.00
Training/Conferences	\$0.00	\$45,000.00
Travel	\$0.00	\$0.00
Other	\$0.00	\$5,000.00
TOTAL	\$0.00	\$175,000.00

OTHER REVENUE SOURCES (Other funds that will be applied to this project, beyond the Budget Request)	
Grants	\$0.00
Re-Allocations	\$0.00
Partnerships	\$0.00
Other	\$0.00
TOTAL	\$0.00