

Graduation Initiative

Monthly Reporting Form

December 20, 2011

Campus: Channel Islands

Team Leader: Dawn Neuman

1. What did your team commit to completing during this month? (What did you promise?)
 - i. We committed to developing the second task force, this one on Advising at CSUCI.
 - ii. We committed to developing a “Student Success Week” on campus.
2. What did you do and how will it help?
 - a. We developed the second task force—this one on advising.
 - i. The findings from the task force are attached.
 - b. The Steering Committee began planning for the first Student Success Week and decided to begin this in fall of 2012.
 - c. We developed a side bar tab for our webpage that will house student success efforts from across the campus.
 - d. Other student success/graduation initiatives have begun on campus. These include:
 - i. The ISLAS project’s first semester
 1. The focus of Project ISLAS in Academic Affairs in Fall 2011 has been on faculty development and new curriculum implementation. Through the ISLAS Academy, the focus of faculty development has been on outcomes-based assessment using e-portfolio that encourages students to take charge of their own learning through a GE that is scaffolded throughout their curriculum. The Academy also offered faculty workshops and webinars in best practices for active learning and engagement; approaches to infusing high impact practices such as intensive writing and service-learning in the curriculum; and strategies to identify underprepared students and offer them learning opportunities that will lead them to success.

Project ISLAS launched in the Fall a new 4-unit First Year Seminar in the University Experience Program, with four sections of 20 students. The Seminar infuses student success strategies into content-delivery focused on critical thinking and multicultural perspectives, and were linked to composition courses creating a cohort of students moving through a 7 unit block. The UNIV 150 faculty was trained in best active learning practices to engage and retain first generation and underrepresented students. The Seminars have embedded trained peer University Experience Associates (UEAs) who attend and participate in the class sessions, co-facilitating at times with faculty, and also meeting with students in small 3-7 student Dolphin Interest Groups (DIGs). The UEAs assist students in the transition to university-level expectations, in identifying individual learning styles and assessing individual academic strengths and weaknesses, as well as serving as reflection

leaders for the learning outcomes for the course. The DIGs will continue to meet in the Spring semester. The ISLAS Faculty Leads have been working with the University Experience Director to develop the next phase of ISLAS curriculum implementation, UNIV 359 Transfer Year Seminar, to be launched in four sections in Fall 2012.

The focus of Project ISLAS in Student Affairs has been on developing outreach curriculum including financial literacy and admissions requirements for the CSU and UCs that ISLAS University Mentors have been presenting throughout the semester at the three area community colleges; a bilingual University Culture website to promote a university-going culture in the region; and a day long University Culture High School Academy which will be delivered on high school campuses in the county beginning in Spring, including information for parents and students on what courses, exams, and documents will put them on the pathway to university admission and success." "The focus of Project ISLAS in Academic Affairs in Fall 2011 has been on faculty development and new curriculum implementation. Through the ISLAS Academy, on focus of faculty development has been on outcomes-based assessment using e-portfolio that encourages students to take charge of their own learning through a GE that is scaffolded throughout their curriculum. The Academy also offered faculty workshops and webinars in best practices for active learning and engagement; approaches to infusing high impact practices such as intensive writing and service-learning in the curriculum; and strategies to identify underprepared students and offer them learning opportunities that will lead them to success.

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2. The focus of Project ISLAS in Student Affairs has been in developing outreach curriculum including financial literacy and admissions requirements for the CSU and UCs that ISLAS University Mentors have been presenting throughout the semester at the three area community colleges; a bilingual University Culture website to promote a university-going culture in the region; and a day long University Culture High School Academy which will be delivered on high school campuses in the county beginning in Spring, including information for parents and students on what courses, exams, and documents will put them on the pathway to university admission and success.
- ii. Project ACCESSO (Achieving a Cooperative College Education through STEM Opportunities)
 1. The three areas of focus are:
 - a. To develop outreach services and programs to encourage Hispanic and low-income students to pursue STEM disciplines in college, thereby increasing the number of Hispanic and low-income students pursuing STEM careers.
 - b. To implement programs and services to ensure student success in STEM courses.
 - c. To build the infrastructure to enhance the capacity of the university to meet the needs of Hispanic and low-income students.
 2. Student Success Activities:
 - a. Early Identification and Intervention
 - i. Identify academic milestones critical for success
 - ii. Identify non-academic factors correlated to lack of success
 - iii. Develop best practices interventions leading to success, particularly in gateway STEM classes
 - iv. Develop data-driven mechanisms for further identification and intervention
 - b. Academic Support
 - i. Summer Scholars Program
 - ii. STEM tutors, especially for gateway STEM classes
 - iii. Peer-Led Team Learning
 - iv. Peer mentoring
 - v. STEM Posses
3. What will you accomplish next month?
 - a. The Steering Committee will meet to discuss the results from the second task force and determine further initiatives.
 - b. Work on the Student Success Week will continue.
 - c. We will present the Student Success Partnership to the Academic Senate.
 - d. We will present the Student Success Partnership to the President's Planning and Policy Council.
 - e.

Prepared by Jacquelyn Kilpatrick and Marie Francois (ISLAS)
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