

CSU The California State University

CSU CAMPUS PRACTICES FOR STUDENT SUCCESS CONFERENCE

CO-SPONSORS | *Academic Senate CSU* | *Academic Affairs Chancellor's Office*

Spotlighting and Sharing
Effective Campus Programs
and Practices | **October 19-20, 2006**



Radisson Hotel at Los Angeles Airport | 6225 W. Century Blvd., Los Angeles, CA 90045

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Letter from the Executive Vice Chancellor

Commitment to student success is at the core of the mission of the CSU. And our definition of “success” is broad: We try to ensure that students in K-12 will be better prepared academically, that they will receive information and advice that will move them toward post-secondary education, and that when they enter the CSU they will have the support and services that they need for success. Our campuses have been working conscientiously to remove barriers to students achieving their degree, and thereby reduce time to graduation as well as increase graduation rates.

This conference is a highly valuable opportunity for faculty, staff and students to share their strong ideas and practices to advance these goals. Thank you very much for joining in this important discussion.

Gary W. Reichard

Executive Vice Chancellor / Chief Academic Officer

Letter from the Chair, Academic Senate CSU

Numerous studies have shown that the receipt of a college degree benefits both the individual as well as the society in which she or he lives. At a time when the capacities of many of our campuses are becoming increasingly strained, facilitating student graduation is one way to increase our capacity to serve students as well as the proportion of students who graduate in a timely fashion. This conference is designed to show the many ways that CSU campuses are attempting to facilitate graduation—graduating students faster but at the same time ensuring that they have a quality experience and a quality degree. We hope that attendees will find many useful ideas that could be implemented on their own campus.

Marshelle Thobaben
Chair, Academic Senate CSU

Keynote Speaker: Clifford Adelman

“Considered One of the Nation’s Leading Education Researchers”

The Institute for Higher Education Policy appointed Clifford Adelman as senior associate, effective October 1, 2006. A widely respected expert on student opportunity and success, Adelman joined the Institute after serving nearly 30 years as a senior research analyst at the U.S. Department of Education.

In his new position at the Institute, Adelman plays a senior role in the organization’s expansive national and international portfolio of research projects concerning assessment, higher education access, and student mobility. He also expands on subjects that have been a focus throughout much of his career including degree completion rates, standardized testing, transfer patterns, and the role of community colleges.

During his extensive tenure at the Department of Education, Adelman authored several studies that served as benchmarking tools in education and agenda-setting content for policymakers. Examples of his recent work include *The Toolbox Revisited: Paths to Degree Completion from High School Through College* (2006), which details new avenues for analyzing the postsecondary side of the matriculation line; and *Moving Into Town—and Moving On: The Community College in the Lives of Traditional Age Students* (2005), which reviews academic profiles of community college students to serve as responsive indicators for institutional performance.

Earlier in his career, he contributed to key background studies of the high school curriculum such as the landmark *A Nation at Risk* (1983) report, and designed the higher education follow-up to that report, *Involvement in Learning* (1984), which served as a platform for the assessment in higher education over the following decade.

Prior to his numerous accomplishments in government, Adelman served in academia as an administrator and educator. He has held positions at City College of New York, Roosevelt University, William Paterson College of New Jersey, and Yale University. Additionally, he is the author of three commercially published books, a highly sought-after contributor to news stories, and a member of various education-focused committees. Adelman holds a bachelor’s degree from Brown University as well as master’s and doctorate degrees from the University of Chicago.



Event Overview

Thursday, October 19, 2006

Time	Event	Location
3:00 p.m.-6:30 p.m.	Conference Check-In	International Ballroom Foyer
5:00 p.m.	Reception	International Ballroom Foyer
6:30 p.m.	Keynote Address	International Ballroom
7:30 p.m.	Dinner	International Ballroom

Friday, October 20, 2006

Time	Event	Location
7:30 a.m.-8:30 a.m.	Conference Check-In/ Continental Breakfast	International Ballroom Foyer
8:30 a.m.-8:45 a.m.	General Session/Welcome	International Ballroom
9:00 a.m.-10:30 a.m.		
Session 1	Effective Models for Facilitating Student Success	International Ballroom Foyer
Session 2	Creative Approaches for Fostering Freshman Success (I)	La Jolla A
Session 3	Innovative Strategies to Support Student Learning (I)	La Jolla B
	Posters Available for Review	California A

(continued on next page)

Event Overview Friday, October 20, 2006 continued

Time	Event	Location
	Session 4 Models for Delivering High Quality Advising	California B
	Session 5 High Touch/High Tech Information Tools	California C
10:30 a.m. -11:00 a.m.	Break	
11:00 a.m. -12:15 p.m.		
	Session 6 Creative Approaches for Fostering Freshman Success (II)	La Jolla A
	Session 7 Innovative Strategies to Support Student Learning (II)	La Jolla B
	Posters Available for Review	California A
	Session 8 Compelling Practices for Freshman Learning	California B
	Session 9 Engaging Students Through Service Learning	California C
12:30 p.m.-1:30 p.m.	Lunch	International Ballroom
1:30 p.m.-2:15 p.m.		
	Session 10 Creative Approaches for Fostering Freshman Success (III)	La Jolla A
	Session 11 Innovative Strategies to Support Student Learning (III)	La Jolla B
	Posters Available for Review	California A
	Session 12 Robust Tracking Systems for Monitoring Student Progress	California B
	Session 13 Facilitating Accessibility in the Classroom: Views of Students with Disabilities	California C
2:30 p.m.-3:00 p.m.	Closing	International Ballroom

Event Overview Friday, October 20, 2006

Conference Check-In/
Continental Breakfast

International Ballroom Foyer

7:30 a.m.-8:30 a.m.

General Session
WELCOME

International Ballroom

8:30 a.m.-8:45 a.m.

START 9:00 a.m.

Please Choose One

SESSION 1

Effective Models for Facilitating
Student Success

International Ballroom Foyer

SESSION 2

Creative Approaches for Fostering
Freshman Success (I)

La Jolla A

SESSION 3

Innovative Strategies to Support
Student Learning (I)

La Jolla B

**Posters Available
For Review**

California A

SESSION 4

Models for Delivering High Quality
Advising

California B

SESSION 5

High Touch/High Tech
Information Tools

California C

END 10:30 a.m.

BREAK

10:30 a.m.-11:00 a.m.

START 11:00 a.m.

Please Choose One

SESSION 6

Creative Approaches for Fostering
Freshman Success (II)

La Jolla A

SESSION 7

Innovative Strategies to Support
Student Learning (II)

La Jolla B

**Posters Available
for Review**

California A

SESSION 8

Compelling Practices for
Freshman Learning

California B

SESSION 9

Engaging Students Through
Service Learning

California C

END 12:15 p.m.

LUNCH

12:30 p.m.-1:30 p.m.

International Ballroom

START 1:30 p.m.

Please Choose One

SESSION 10

Creative Approaches for
Fostering Freshman Success (III)

La Jolla A

SESSION 11

Innovative Strategies to Support
Student Learning (III)

La Jolla B

**Posters Available
for Review**

California A

SESSION 12

Robust Tracking Systems for
Monitoring Student Progress

California B

SESSION 13

Facilitating Accessibility in the
Classroom:
Views of Students with Disabilities

California C

END 2:15 p.m.

CLOSING

2:30 p.m.-3:00 p.m.

International Ballroom

Poster Presentations

**Sitting at the Same Table: Cross-Divisional Cooperation
Leads to Solutions that Benefit Students**

CSU Northridge

**Cooking Lessons: Recipes for Freshman Success and
Retention through Cross-University Partnerships**

CSU Northridge

Cal Poly's 25-35 Program

California Polytechnic State University, San Luis Obispo

**Engaging Faculty and Professional Advisors in the
Assessment of Advising Process**

California State Polytechnic University, Pomona

**The Advising Center – Humboldt's Home Base for
Supporting Student**

Humboldt State University

The Dual Advising Model

CSU Channel Islands

**Campus Efforts to Develop Degree Roadmaps and
Align Class Schedules**

CSU Dominguez Hills

Lower Division Academic Roadmaps (LDARs)

CSU San Marcos

(continued on next page)

Poster Presentations

**Improving Student Success Through E-Learning:
The DOLCE Program**

California State Polytechnic University, Pomona

Strategies for Student Success and Learning Support

CSU Dominguez Hills

Don't Get Away, Get Ahead. Summer 2006 – Bigger and Better

California State Polytechnic University, Pomona

**Achieving Greater Expectations for Student Success:
The Value of Campus Engagement**

San José State University

Freshman Interest Group Program (FIG): Bringing Learning to Life

Sonoma State University

**The COGNOS System for Making Data Accessible
to Campus Constituencies**

San José State University

**Best Practice for Facilitating Academic Progress of
Undergraduate Students: CSULB's Bickerstaff Center
for Student-Athlete Academic Services**

CSU Long Beach

**Evidence-Based Approach to Building Successful Freshman
Learning Communities**

CSU Fullerton

9:00 a.m. -10:30 a.m. Sessions

Session 1:

Effective Models for Facilitating Student Success

Facilitator: J. Theodore Anagnoson, CSU Academic Senator, Professor of Political Science, CSU Los Angeles

Student Success at CSULB: Student Success Planning Model

Presenter: Gayle B. Fenton, Special Assistant to the Vice Provost for Student Success, CSU Long Beach

CSU Long Beach has launched a campuswide effort to answer the question: Who is responsible for student success? Examining the comprehensive data on retention and graduation has led to a collaborated inter-divisional and intra-divisional effort to begin a culture shift that places student success first and foremost at CSULB. Using a combination of the chancellor's 22 initiatives and the NSSE, this presentation provides an overview of current CSULB student success innovations and then highlights CSULB's Student Success Planning Model.

Academic and Student Affairs Partnerships Foster Student Success

Presenter: Sylvia Alva, Associate Vice President for Undergraduate Programs, CSU Fullerton

Strong partnerships and collaborative efforts between the Divisions of Academic and Student Affairs at CSU Fullerton have allowed a series of successful programs to flourish. Student success strategies have been developed in partnership programs such as New Student Orientation, Freshman Programs, the University Honors and Scholars Program, and the Assistant Deans for Student Affairs Program. A collaborative model is the rule at Cal State Fullerton; administrators from the Divisions of Student and Academic Affairs as well as faculty, staff, and students work together to make these partnership programs work with innovation and success as central concepts. In this session, these partnerships will be explained, pros and cons explored, and strategies for maximizing campus resources from all divisions will be discussed.

Freshman Programs: A Successful Collaboration Between Academic Affairs and Student Affairs

Presenter: Greg Wheeler, Associate Dean for Undergraduate Programs, CSU Sacramento

Since 1999, the Division of Academic Affairs and the Division of Student Affairs have grown a powerful partnership to support the freshman programs. A combination of advising and peer mentoring, primarily supervised in Student Affairs, supports the 25 university learning communities and 61 freshman seminars offered by Academic Affairs. Both faculty and staff teach in the programs and a vigorous in-service program has been developed to strengthen the quality and coherence of the offerings. There are now approximately 2,400 students involved. This fall a new Freshman Programs office opened in a residence hall. This is part of an ongoing effort to take the most useful programs to where the students are physically as well as academically. This presentation will highlight the elements of this successful program.

Creating a Continuum of Intervention and a Culture of Success

Presenter: Jeronima Echeverria, Provost/Vice President for Academic Affairs, CSU Fresno

Student success is a multifaceted, campuswide priority that requires shared responsibility across the entire university community. This philosophy has directed a four-year effort by the Student Success Task Force at CSU Fresno. This program will describe the continuum of strategies that has been implemented both outside and inside of the classroom learning environment. An overview of the strategies that have been introduced at Fresno State will be shared with the participants.

Session 2:

Creative Approaches for Fostering Freshman Success (I)

Facilitator: Robert McNamara, CSU Academic Senator, Vice Chair, Faculty Affairs, Professor of Political Science, Sonoma State University

Early Start Program – Getting a Jump on Remediation

Presenter: Claudia Pinter-Lucke, AVP of Undergraduate Studies, California State Polytechnic University, Pomona

The Early Start Program encourages entering freshmen who require remediation to begin their studies in the summer before their first year. This early enrollment offers the students additional time to satisfy their remediation requirements in a setting with fewer distractions. All students needing remediation are invited to attend, but two groups in particular are targeted. Students who require only one quarter of remediation are encouraged to pair that course with one general education course. Students who placed into the lowest math and English classes are invited to join Freshman Interest Groups (FIGs). All of the students in the FIGs together attend math and English lectures and workshops on math and writing skills. They also participate in a Success Skills workshop that covers such topics as major and career exploration, study skills, community building, and leadership development. Due to an increased recruitment effort, and the development of the FIGs, enrollment in the Early Start program for the summer 2006 quarter increased by 120 percent overall, including an increase of 156 percent in mathematics enrollment.

Pre-Collegiate Programs in Mathematics and Reading

Presenter: Milton Clark, Dean of Undergraduate Studies, CSU San Bernardino

CSU San Bernardino designed and implemented precollegiate programs in mathematics and reading. The goal of these programs is to provide incoming freshmen with intensive work to bring them up to speed in the summer before they matriculate. The Intensive Mathematics Program is divided into two two-week sessions. The first is for students who scored between 30 and 40 on the ELM. These students would normally need two 10-week courses to prepare for the General Education mathematics course. The second session is for students who scored between 41 and 49 on the ELM. These students would otherwise need one 10-week course to prepare for the GE mathematics course. Since the program's inception, 684 students have completed the two sessions, and of those 633 passed for a completion rate of 92.5 percent.

Freshman Advising Program

Presenter: Lori Varlotta, Vice President for Student Affairs, CSU Sacramento

The Academic Advising Center has implemented a three-phase developmental advising program for all freshmen who are not affiliated with another program (e.g., Educational Equity Programs, Liberal Studies, Child Development, and Athletic Advising). In addition to advisement on General Education and graduation requirements, students are assisted with long- and short-term course selections, major identification, and career exploration to facilitate academic success and quicker time to degree. The success of this freshman academic/career advising program will be enhanced by active, ongoing coordination with departmental advising efforts. The program provides integration of freshman academic programs with Student Affairs and better service to the students.

Ensuring Student Readiness for College Level Work: The CSU Math and English Success Websites

Presenter: Jeff Gold, Director, Academic Technology Development, CSU Office of the Chancellor

The CSU Math Success (www.csumathsuccess.org) and English Success (www.csuenglishsuccess.org) websites have been designed to support the CSU Early Assessment Program in helping high school students prepare for college level work. These interactive websites empower students to take advantage of their high school years to ensure academic readiness for the CSU. Leveraging an attractive user-friendly design, the CSU Math and English Success websites provide students with the necessary tools to begin an efficient path to graduation by preparing early for the CSU. Students, parents, counselors, and teachers have all praised the websites for the clarity of information and access to high-quality Web-based learning tools. The websites have registered over 50,000 visits, in which more than 15,000 students have used the online test prep tools to prepare for the CSU math and/or English placement exams.

Session 3:

Innovative Strategies to Support Student Learning (I)

Facilitator: James Wheeler, CSU Academic Senator, Vice Chair, TEKR, Professor of Chemistry, California Maritime Academy

Using CPR to Revive Students' GWT Scores

Presenter: Devon Hackelton, Lecturer in English and Foreign Languages, California State Polytechnic University, Pomona

Since 1978, Cal Poly Pomona has offered a 75-minute timed essay exam, the Graduation Writing Test (GWT), to satisfy the CSU-mandated Graduation Writing Assessment Requirement (GWAR). Approximately 85 percent of the students pass the GWT on their first attempt. Unfortunately, those who do not pass the first time have difficulty passing subsequent exams. According to "A Review of CSU Graduation Writing Assessment Requirements," the pass rate for those retaking the GWT is lower than 30 percent. In the past, little support was offered to these students. In fall 2005, Cal Poly Pomona began offering an online program utilizing Blackboard and the Calibrated Peer Review (CPR) program to help students pass the GWT. Students write five sample essays in a timed environment, and assess 15 pregraded sample essays and 15 fellow participants' essays. All work, plus directed feedback from University Writing Center tutors, is conducted online. In the inaugural quarter, 17 students who had previously failed the GWT at least twice participated in the program. Nine students passed the GWT by the end of the quarter. Later quarters, with enrollments of 30 to 50 students, have produced similar results, thus allowing a number of students who had previously been unable to fulfill the GWAR to graduate. The Chancellor's Office is using the GWT-CPR program as a model for its Early Assessment Program in California high schools, and this year the English and Foreign Languages Department will consider a course employing a hybrid version of the program.

Creative Problem-Solving for Bottleneck Courses: A Low Completion Rate Course Project

Presenter: Terre Allen, Director of the Faculty Center for Professional Development, CSU Long Beach

Providing academic quality and student success without compromise requires that academic professionals engage in constant reflection and adjustment of programs and services that meet this goal. Additionally, linking and maintaining academic quality and student success requires that we identify issues that undermine our progress. As such, we identified low completion rate or "bottleneck" courses as one concern that undermines maintaining academic quality and student success. Participants included a department chair and a faculty member from five campus departments that historically have had low completion rate courses, which contributed to "bottlenecks" in general education or the major. The project resulted in changes and innovations in technology, advising, and student learning assistance. The group problem-solving practices, identified problems, and solutions will provide the content for the presentation.

Directed Self Placement (DSP) & STRETCH Programs: A More Efficient Pathway to Graduation than the EPT

Presenter: Bob Mayberry, Associate Professor of English, CSU Channel Islands

Directed Self-Placement is a cost-effective alternative to the English Placement Test. Instead of placing students in remedial, mainstream, or advanced first-year writing classes based on their scores on a single, timed writing sample, the DSP program advises students how to select the appropriate course based on a variety of factors, including self-confidence, prior writing experience, and preparedness for college-level assignments. DSP provides students with information about the courses they may select and a heuristic designed to help them determine which first year writing course best meets their needs. Students choose between a one semester class for 3 credits and a 6 credit sequence of classes that "stretch" the writing requirement over two semesters. No remedial or pre-college composition classes are offered at CSUCI. The DSP/STRETCH program provides students a more efficient pathway to degree than do the EPT and remediation.

Academic Policy Changes and Graduation Requirements Refinement to Shorten Time to Degree

Presenter: Bob Buckley, Chair, Academic Policy Committee, CSU Sacramento

This presentation will illustrate how a campuswide initiative can improve academic programs and student success. The campus community examined all academic policies, GE, and graduation requirements and found several areas where changes could improve student time to degree. Policy changes were made in at least the following primary areas:

1. A new “Timely Declaration of Majors” policy was approved to require declaration of a major within 60 units for undeclared freshmen and lower division transfer students and prior to registration for the second semester for junior level transfers.
2. The course overlap policy was revised to allow 9 units of overlap between major courses and General Education. This generous overlap, coupled with a new policy to allow unlimited overlap between General Education courses and major requirements, not taught in the major, has resulted in a substantial decrease in units taken to graduate.
3. The new information competency policy requires majors to provide training within the major, thus eliminating the need for a separate required course and guaranteeing all students will acquire the skills.
4. The foreign language learning goals were approved several years ago, but this year the policy allowed some foreign language courses to be approved in General Education. Allowing required foreign language courses to be used in General Education reduces the total number of units needed to graduate for some students and encourages students to take nonrequired foreign language courses.

Session 4: Models for Delivering High Quality Advising

Facilitator: Buckley Barrett, CSU Academic Senator, Vice Chair, Fiscal and Government Affairs, CSU San Bernardino

Best Practices of Quality Advisement

Presenter: Mitchell Maki, Dean of the College of Health and Human Services, CSU Dominguez Hills

The SPARK! Program (Students Preparing for Academic Rigor and Knowledge), a first-time freshman pilot program funded in part by a grant from the Chancellor’s Office, like EOP and similar programs utilizes intrusive academic advising as well as student mentors and cohort classes with embedded mentors to assist students’ transition to the expectations of a university. The program begins during summer prior to the students’ freshman year when they enroll in two university courses (Developmental English, if needed, and UNIV 101, Introduction to the University). The presentation outlines the evolution of advisement practices at CSU Dominguez Hills. Included in the presentation will be the establishment of the new Council of Academic Advisors, the creation of an online advisement manual, and the planned assessment of advisement services on campus. The use of data gathered from the National Study of Student Engagement (NSSE) that informs campus advisement practices will also be discussed.

The Academic Wellness Program: Academic Advising for Student Success

Presenter: Stacey Morgan-Foster, Vice-President for Student Affairs, CSU Stanislaus

The Academic Wellness program at CSU Stanislaus features a five-stage system of advising checkpoints—Check-In, Check-Up, Check-Out, Get-Out, and Welcome-Back. Each stage engages the student with an advisor to monitor, encourage, inform, and assist the student in making meaningful, productive academic choices. Check-In begins at the time of admission and New Student Orientation, and identifies program options for both declared and undeclared students. Check-In also identifies a timeline for selecting a major and encourages the student to work with Career Services to explore career options. Check-Up (at 70 units) and Check-Out (at 89 units) continue to monitor progress toward the degree objective at key unit points. Students continue to work with an advisor and Career Services in order to take advantage of opportunities such as internships and other career-related work experience. Get-Out (120 units) focuses on making sure the student has completed all degree requirements and applies to graduate in a timely manner. The final stage in the Academic Wellness cycle is Welcome-Back. The focus of Welcome-Back is to explore graduate school opportunities at California State University, Stanislaus and assist the student in making advanced degree choices.

Sacramento State Faculty Advising Initiatives

Presenter: Cristy Jensen, Statewide Senator, Former Senate Chair, CSU Sacramento

Academic Affairs and the Faculty Senate co-sponsored a two-year faculty advising project in May 2005. The project supported 10 innovative advising initiatives developed and implemented by faculty members from all academic colleges of CSU Sacramento. This presentation will highlight major findings and new approaches developed by faculty members, as well as the impact on student advising practices and effectiveness.

The SDSU Student Academic Success Center: A Center Intended to Meet the Retention Needs of All SDSU Students

Presenter: Darlene V. Willis, Dean of Students, San Diego State University

In direct response to the CSU Facilitate to Graduation initiative and as a joint partnership between Academic Affairs and Student Affairs, the Student Academic Success Center was designed to improve student retention through an avenue of support services leading to academic success, independence, and personal growth. Historically, SDSU has provided services and programs to students, however, they are affiliated with individual programs such as athletes, EOP, residential education, and disabled students. Specifically housed in the Dean of Students area as an opportunity to work with student leaders, student organizations, and commuter and EO 665 students, the SDSU Student Academic Success Center is designed to reach any student that has a need for assistance. It meets the students where they are academically and helps to strengthen them by providing individual and group tutoring, learning styles assessments, and time management workshops, as well as the development of Individual Learning Plans (ILPs).

Session 5: High Touch/High Tech Information Tools

Facilitator: John Tarjan, CSU Academic Senator, Vice Chair, Academic Affairs, Professor of Management/MIS, CSU Bakersfield

Formulaic Course Scheduling Based on Full-Time and Part-Time Degree Program Cohorts

Presenter: Don Zingale, Vice President for Academic Affairs, The California Maritime Academy

This demonstration will introduce a proven (and easily adaptable) spreadsheet tool that is useful in the (re)development of a model degree program. The spreadsheet assumes that degree programs can be (re)designed with headcount and FTES targets based on full-time and part-time cohorting. The spreadsheet also identifies necessary course sections, sequences, and enrollment caps, as well as desirable "weighted teaching unit" distribution. Recognizing the "reality check" of current student demand, available faculty expertise, and other factors, the introduction of this spreadsheet sets the anchor for negotiations in "academic (re)balancing" endeavors on CSU campuses.

Early Alert System

Presenter: Maria DeAnda-Ramos, Interim Assistant Vice President, Student Affairs, CSU East Bay

Early Alert is a fully electronic mid-term progress report and is an effective and efficient means for faculty to inform students about their progress in class. The system is available to faculty the first day through the end of the sixth week of the term. This "early alert" gives students time to avail themselves of services and resources (tutoring, advising, counseling, meeting with professors, etc.) that can help if they are experiencing difficulty. The goals of the early alert system are to: 1) improve the quality of student work in the classroom; 2) increase student retention and progress to degree; 3) increase FTE; 4) create a greater awareness and utilization of campus support programs by students; 5) enhance advising by faculty and staff advisors; and 6) increase interaction between students and faculty.

eTranscripts: Facilitating More Effective Advising and Progress to Degree

Presenter: Alfredo Gonzalez, Dean, Undergraduate Studies, CSU Los Angeles

CSU Los Angeles recently implemented a system that provides for the electronic transmission of student transcripts from partner community colleges to the university. Once received, eTranscripts are automatically uploaded into the student records system and are ready to be evaluated. ETranscripts became operational in December 2005 with Pasadena City College. In the next several months, transcripts from any of the LACCD campuses will also be able to be sent electronically to Cal State L.A. Students who have their transcripts sent to Cal State L.A. electronically will learn within 48 hours that transcripts have been received and how their coursework from the community college aligns with Cal State L.A. requirements in the GE and the major. Students also benefit from the quality of advising that can be provided because their evaluated transfer work will be on the system for use by the faculty almost immediately. In the first two months that eTranscripts was operational, Pasadena City College sent over 403 transcripts electronically that contained more than 9,000 entries.

Online Degree Planning for Student Success

Presenter: Eric Forbes, Director of Admissions and Records, CSU Northridge

Using the interactive audit, students can plan their entire academic career term by term. The Degree Completion Plan (DCP) will tell students if they can graduate with the planned courses, in an understandable and easy-to-read format. One feature of the DCP allows the student to write an academic plan—or part of one—then re-submit. When the updated audit appears, it will show all the planned courses and what requirements will be met when the courses are completed. This lets students know before actual enrollment if a class will meet an intended requirement, which can eliminate taking extra courses. Also under development is an Electronic Academic Road Map program with a course planning module. Information planned in this program will automatically be imported to the DCP application. Maps provide greater opportunity for student success. Planning of courses in proper sequence ensures the student will have the knowledge and understanding of material for subsequent courses in his/her academic career. This application can reduce course planning stress on students and increase student confidence. Ultimately, the road maps will allow departments to more accurately plan course sections based on student demand.

11:00 a.m. -12:15 p.m. Sessions

Session 6:

Creative Approaches for Fostering Freshman Success (II)

Facilitator: Jacquelyn Kegley, CSU Academic Senator, Chair, Fiscal and Governmental Affairs, Professor of Philosophy, CSU Bakersfield

The Undeclared Student Program – Highlighting the Advising Portfolio and Online Major Card Sort Activity

Presenter: Norma Leon, Coordinator of Student Development and Undeclared Services, California State Polytechnic University, Pomona

The Undeclared Student Program (USP) is a multifaceted, intrusive, developmentally based advising program for entering freshmen who do not declare a major upon entry. USP places specific emphasis on the students' successful academic transition and development through their first year in college, including an understanding of policies/procedures and effective strategies to meet college demands and academic expectations. Significant time is spent on an exploration of self (interest, values, skills), majors, and careers to enable the students to make a confident, informed decision of a major/career, reducing the possibility of a future change. Attention is also paid to the students' development as responsible individuals and members of a diverse and supportive community. Students collect the results of their exploration in Advising Portfolios that serve as a planning/organization tool when the students meet with their advisor in the USP and in their chosen major.

New Student Orientation at SFSU: Focus on Graduation

Presenter: Karen Kingsbury, Director of New Student Programs/Advising Center Counselor, San Francisco State University

New Student Orientation is a very successful program of the Undergraduate Advising Center at San Francisco State University. It is a collaborative effort involving several departments and divisions across campus. The program's focus is on academic requirements, graduation planning, and successful beginnings at SFSU. Orientation covers academic preparation, understanding university processes and policies that affect academic success, and correctly completing graduation requirements.

Interdisciplinary Learning: The Hutchins School Lower Division Program and the FYE Pilot

Presenter: Alexandra Von Meier, FYE Pilot Coordinator, Sonoma State University

The Hutchins program fulfills—except for mathematics—all SSU lower-division general education requirements through four 12-unit interdisciplinary seminars. Working in teams, the faculty members develop a common syllabus and teach the block courses, which are seminars of 12 to 14 students. A weekly participatory symposium supplements seminar discussions. The program reports a better freshman retention rate than the traditional lower-division GE program in four of the past six years for which comparable data are available. SSU's new First Year Experience course, "Identity and Global Change," is being piloted in 2005-06. It shares with the Hutchins program the team approach to the identification of student learning outcomes and assessment strategies and syllabus development.

Early Choice of Major: Pros and Cons

Presenter: W. David Conn, Vice Provost for Academic Programs & Undergraduate Education, California Polytechnic State University, San Luis Obispo

Cal Poly San Luis Obispo is unique among the CSU campuses and unusual in four-year institutions generally, in requiring choice of major upon entry. This presentation will explore the advantages and disadvantages of taking "Choice of Degree Major Required at a Reasonable, Early Juncture" to its extreme and allowing undergraduates to enter the university and remain enrolled only as long as they remain in good standing within a particular major, i.e., there is no provision for students to be "undeclared" even temporarily. Because all programs at Cal Poly are impacted, students cannot be guaranteed the ability to change to a different major once they have been admitted. Nevertheless, some 27 percent of Cal Poly students graduate in a major that is not the same as the major of entry.

Session 7:

Innovative Strategies to Support Student Learning (II)

Facilitator: Darlene Yee-Melichar, CSU Academic Senator, Chair, Academic Affairs, Professor of Gerontology, San Francisco State University

So, What Do You Want to Do When You Grow Up? Incorporating Career Development and Choice into General Education Lifelong Learning 101

Presenter: Sandra L. Punch, Senior Director, Advising, Career and Testing Services, CSU San Marcos

CSU San Marcos has created a unique team instructional approach in its General Education Life-Long Learning 101 (GEL101) course. A "Community Instructor presents the overall curriculum of the course," and specialists are brought into the course for specific areas of instruction. One of these areas is the Career Development and Choice Module. The continuation rates for GEL 101 students have averaged percent higher than for students not taking GEL 101. The student evaluation of this module indicates a very high level of success in providing students with the tools needed for successful decision making about major choice and career-life management.

A-Rated Exposé: Making General Education Visible to Ensure a Quality Program

Presenter: Marilyn Filbeck, Director of Assessment and Program Review, CSU Northridge

A new General Education program, implemented in fall 2006, includes an accountability system designed to assess how well courses meet the new GE goals and student learning outcomes as well as to assess the quality of student learning. This approach involves certification/recertification of GE courses through assessment of course portfolios using faculty-developed rubrics. Courses with multiple sections require faculty collaboration to create a single course portfolio with one representative syllabus for every five sections. Courses that include the information competence (IC) and/or writing intensive (WI) designations must show additional alignments. The campus plans to review the courses in each GE section every six years, one section per year. The process integrates some of the important initiatives in higher education, including course design, learning-centered instruction, alignment of course objectives with program learning outcomes, ongoing assessment using direct measures, and reflection of faculty practice.

The Summit Program: Upper-Division General Education Learning Communities

Marjorie Jaasma, Acting Dean, College of Humanities and Social Sciences, CSU Stanislaus

An alternative to a traditional upper-division general education program at CSU Stanislaus, the Summit General Education Program is an important, successful academic initiative that has facilitated student learning and progress toward graduation of undergraduate students. It provides students with an exciting alternative to the traditional upper-division General Education menu. By joining a learning community that emphasizes in-depth exploration of relevant themes, students achieve the goals of general education, are integrated into the intellectual and social life of the university, and experience increased likelihood of persisting in college and graduating. In two years after completing the Summit Program, an average of 90 percent of the students were either still enrolled or had graduated. The Summit Program consists of two linked classes from two of the three areas of upper-division General Education: Math/Sciences, Arts/Humanities, and Social Sciences. A student cohort enrolls in both classes, which are capped at 40 and are offered over two terms in the academic year.

Session 8:

Compelling Practices for Freshman Learning

Facilitator: Bernadette Cheyne, CSU Academic Senator, Chair, Faculty Affairs, Professor of Theatre, Film & Dance, Humboldt State University

Freshman Year Experience

Presenter: Sally K. Murphy, Professor of Communication and Director of General Education and Freshman Year Programs, CSU East Bay

During their freshman year at CSU East Bay, students participate in one of 13 year-long learning communities developed to build connections, both social and intellectual, among students and instructors. The freshman year fosters academic success, social and intellectual communities, and personal responsibility. The success of the program is marked by Cal State East Bay's outstanding freshman retention rate. Promotion of academic success begins with the learning community: Every course meets general education or graduation requirements. Developmental and baccalaureate composition, communication, and information literacy courses are thematically linked with courses in humanities, social sciences, and/or sciences to provide an integrated learning experience fostering complex thinking.

Learning Communities – A Foundational Strategy for Promoting Student Success

Presenter: Dr. Rees Hughes, Director of Student Life, Humboldt State University

There are four primary components of the Humboldt State University Learning Community program. Approximately half of all Humboldt State first-year students voluntarily participate in a Freshman Interest Group (FIG). FIGs typically offer between two and four courses around an academic theme. Fall Bridge follows the FIG model but is combined with more intrusive advising and academic support for first-year EOP students. Humboldt State also offers 13 residential themed living areas (e.g., the Art Colony in conjunction with the Art Department, Natural Resources Living in conjunction with the College of Natural Resources and Sciences). Lastly is the Freshman Seminar, a “stand alone” class emphasizing transition and choice of major. Retention and satisfaction data have been gathered to evaluate the impact and guide modifications of the Learning Community program.

Gateway: A First Year Experience Program

Presenter: Kim Costino, Director of the Gateway Program, CSU San Bernardino

This presentation will spotlight CSU San Bernardino's Gateway Program—a faculty-driven initiative that merges a first-year experience into required first-year GE courses, enabling students to take one Gateway-enhanced course per quarter in 20-person learning communities. Gateway-enhanced courses put discipline-specific problems that highlight the relevance of the discipline to the “outside world” at the center of the course; emphasize collaborative inquiry-based learning; and pay explicit attention to literacy practices within disciplinary-specific contexts. They also make use of Blackboard technology, offer extra literacy and technology support from librarians, tutors, and technological staff, and, because of their smaller size and the cohorted scheduling, they also enable more ongoing, supportive faculty-student interaction.

Living an Examined Life: CSULA's Pilot Freshman Student Success Course

Presenter: Nadine S. Koch, Acting Associate Dean, College of Natural and Social Sciences, CSU Los Angeles

The College of Natural and Social Sciences at CSU Los Angeles has revised and expanded its mandatory Introduction to Higher Education (IHE) freshman student success course. This revised course (NSS 154), which will be offered on a pilot basis for the 2006-07 AY, is a 4-unit course that satisfies both the university IHE requirement and the General Education, Block E (Lifelong Understanding and Self-Development) requirement. The original course, created in 1996, was a 2-unit course focusing exclusively on student success skills and orientation to the university. The new course titled, “Living an Examined Life,” takes an entirely different approach to student success and lifelong understanding. Utilizing a critical thinking framework, accompanied by a focus on information literacy skills, this course aims to guide students to think clearly about complex issues (e.g., academic, personal, and global), to reason critically and to solve problems creatively. An additional advantage of this course is that students satisfy both the IHE and GE requirements with this one course, reducing the student unit load by 2 units.

Session 9: **Engaging Students Through Service Learning**

*Facilitator: Mark O'Shea, CSU Academic Senator, Chair, TEKR, Professor of Education,
CSU Monterey Bay*

Service Learning and Facilitating Graduation

Presenter: Marsha Moroh, Provost, CSU Monterey Bay

CSU Monterey Bay's Service Learning Program has been recognized again this year in *U.S. News and World Reports* 2007 edition of America's Best Colleges as one of the "outstanding examples of academic programs that are believed to lead to student success." CSUMB has infused service learning into its GE curriculum and into every major. This year CSUMB reduced the curriculum to conform to the chancellor's mandate of the 120-credit degree, without diminishing the service learning requirement. How CSUMB infuses service learning into the curriculum, while still conforming to the system mandates, will be the subject of this presentation.

Engaging Students in Service as AmeriCorps Members to Bring Meaning and Purpose to Educational Choices

Presenter: Julie McClure, Program Director, Sonoma SERVES, Sonoma State University

The Sonoma SERVES program at Sonoma State University is a partnership between the California Institute on Human Services, university faculty, and local elementary and middle schools. The program involves over 100 SSU students each year in service to the community. These students participate in a "Year of Service" and take courses that support their service work, allow them to build on their learning, and provide opportunities for reflection. In conjunction with Sonoma SERVES staff, School of Education and Hutchins School of Liberal Studies professors are implementing the "Year of Service" experience. Participating Liberal Studies students have been enrolled as full-time AmeriCorps members, working as mentors to youth in community schools. Participating students receive 24 units of credit for the year, including credit for courses required in the major. "Year of Service" students also receive the benefits of AmeriCorps membership (living allowance, scholarship, health insurance, and loan deferment).

Roadrunner RUSH-A (Resources for Undergraduate Success and High Achievement) Program

Presenter: John Dirkse, Interim Associate Vice President for Academic Programs and Dean of Undergraduate and Graduate Studies, CSU Bakersfield

The Roadrunner RUSH-A (Resources for Undergraduate Success and High Achievement) Program was initiated in fall 2005 for all new undergraduate students "in transition." The mission of this program is to build, nurture, and sustain a vibrant educational community at CSU Bakersfield committed to the academic and personal success for all such new students. The program goals, embedded in three components—learn, engage, and serve—are to assist students "in transition" in:

1. (1st term) acquiring essential academic information, gaining necessary technical skills, accessing needed academic support services, increasing connections and engagement with peers and faculty, and developing a personal plan for success at CSUB (LEARN).
2. (2nd term) becoming actively engaged with CSUB through faculty "passions for the academy"—faculty share their passion to learn about a specific subject or topic (ENGAGE).
3. (3rd term) becoming actively involved as "student ambassadors" of CSUB to either the campus community or to the Bakersfield community (SERVE).

Campus Connections: Integrating Civic Engagement in the First Year Experience

Presenter: William M. Loker, Dean, Undergraduate Studies, CSU Chico

First-time freshmen form a significant population at CSU Chico's residential campus. CSU Chico's FYE program is looking to modify the freshman seminar course, UNIV 101, to provide students with clearer information about the range of majors available on campus and their intellectual focus so that students make more informed choices about their major. The "Connections" program was designed at the Chancellor's Office Civic Learning Institute held in June 2006. The program that emerged from this conference envisions bringing multiple faculty, representing a variety of disciplinary perspectives, into UNIV101. In this way, students will be exposed early, in their first semester, to a variety of disciplinary perspectives; form personal, academic ties with faculty; and engage in out-of-classroom activities that reinforce disciplinary learning. The program also includes linked courses that have been shown, on the Chico campus and elsewhere, to contribute to persistence and academic success. The final piece of the puzzle is intrusive advising, in which students will be encouraged to reflect on their interdisciplinary experience, establish academic goals, and use advising to map out efficient pathways to those goals.

1:30 p.m. – 2:15 p.m. Sessions

Session 10:

Creative Approaches for Fostering Freshman Success (III)

Facilitator: Paul Persons, CSU Academic Senator, Member-At-Large, Professor of Political Science, CSU Chico

EOP Overnight Program and Its Impact on Retention

Presenter: Andy Espinoza, Director Educational Opportunity Program, CSU Long Beach

The EOP Overnight Program is an intensive orientation program designed to expose first-time freshman and first-time transfer students to the university through an experiential three-day process that explores student values, creates career goal setting opportunities, introduces faculty expectations, and discusses multicultural and social issues. The Overnight Program students are encouraged to join student organizations including the EOP Student Organization (ESO). EOP feels that students will succeed at a higher rate if they develop a sense of belonging to the university and its services and programs. EOP endeavors to connect with students on a long-term basis by giving students a platform to create meaningful campus activities, design fundraising opportunities, and develop community service projects through participation in ESO.

The EOP Academy: Increasing Retention, Success and Time to Graduation for Low-Income First Generation Students

Presenter: Laurie Dawson, Learning Skills Specialist, Sonoma State University

The EOP Academy is a transition program designed to develop a learning community for Sonoma State University EOP first-time freshmen. This presentation will present the EOP Academy model; show data, which demonstrates its effectiveness in raising retention, academic success, and time to graduation for these students; and present ideas and thoughts on the future of the program. Utilizing the research of Vincent Tinto and others regarding first-year student success and models of learning communities, SSU created the EOP Academy in 2001. Freshmen EOP students in 20-student cohorts take a 9-unit block of classes, including English, Freshman Seminar, and a General Education course. Their Freshman Seminar instructor is also their EOP academic advisor. Faculty members collaborate in syllabus design and confer throughout the semester in helping to develop an effective learning community for these students.

Session 11:

Innovative Strategies to Support Student Learning (III)

Facilitator: Marshall Cates, CSU Academic Senator, Secretary, Professor of Mathematics, CSU Los Angeles

Unlock the Mystery of Transfer Advisement: Key Into Student Needs Early!

Presenter: Sue Saunders, Director of the Academic Advising Center, CSU Channel Islands

CSU Channel Islands' Advising Center has created a successful group advising program for newly admitted transfer students. Once students are admitted, advisors from the University Advising Center send each student a personal letter along with a pre-advising guide. This initial guide covers frequently asked questions about advising and registration and invites them to attend advising workshops held on campus prior to registration. Students attend advising workshops designed to cover the model of advising for CSUCI and receive information about general education, graduation, and major requirements. Students are given the university catalog, class schedule, major checklists, and a 28-page Island Compass Student Guide.

Sophomore Success Program – A Residential Model with Graduation in Mind

Presenter: Carole Schaffer, Associate Director Housing/Director of Residential Life & Education, California Polytechnic State University, San Luis Obispo

This presentation will look at the development of a residential learning program, which has been designed to assist and support the academic success of sophomore students. The program is based on a goals and learning outcomes model designed to increase retention rates and academic competence of sophomore students. The presentation will be an interactive PowerPoint presentation, including an overview of sophomore student research and the Sophomore Success Program at Cal Poly San Luis Obispo.

Session 12:

Robust Tracking Systems for Monitoring Student Progress

Facilitator: Barry Pasternack, CSU Academic Senator, Vice Chair, Professor of Information Systems and Decision Sciences, CSU Fullerton

Dashboard Indicators for Student Success

Presenter: Dorthy S. Poole, Assistant to the President for Institutional Planning, San José State University

Vision 2010 Progress Report is a balanced scorecard of admission, enrollment, and progress to graduation. Reports and graphs of comparative performance tied to thresholds provide the capability to analyze layers of data by several dimensions. Cognos is the business intelligence (performance management and financial reporting) software that integrates reporting, analysis, and dashboards with easy user interface. This presentation is a review of the innovative strategic planning process.

Tracking Undergraduates From Entry to Completion

Presenter: Philip Garcia, Senior Director Analytic Studies, CSU Office of the Chancellor

Currently the CSU Chancellor's Office annually computes six-year graduation rates for each campus. Separate rates are reported for major ethnic categories and gender. These rates are publicly posted and comply with federal guidelines for reporting completions for first-time freshmen. The Chancellor's Office also posts six-year graduation rates for undergraduate transfers from California community colleges. As useful as all these rates are, campuses should not be satisfied with this single, centralized source of feedback information. The six-year graduation rate never captures all the completions that emerge from a cohort of new CSU undergraduates; moreover, ethnicity and gender do not identify all the subgroups that are of interest to a campus. This presentation highlights the major shortcomings of the federally defined six-year graduation rate and illustrates several alternative graduation rates that CSU campuses should generate on a regular basis as they progress with full implementation of their "facilitating graduation" plans. Time to degree is also discussed.

CAMPUS ACTIONS TO FACILITATE GRADUATION (CAFG)

CAMPUS PRACTICES FOR STUDENT SUCCESS CONFERENCE

OCTOBER 20, 2006, RADISSON HOTEL LOS ANGELES

<p>This conference was designed to help CSU faculty and administrators become better informed and aware of strategies that facilitate degree completion for both transfer and native students. Please give us feedback on how well this objective was met for you.</p>						
<p>For each item identified below, circle the number to the right that best fits your judgment of its quality.</p> <p><i>Please rate using the following dimensions (1 low – 5 high):</i></p>	Did not meet my expectations	Scale				Exceeded my expectations
<p>1. This conference helped me become better informed about the strategies, efforts, and academic policies that can affect students' progress to degree.</p>	1	2	3	4	5	
<p>Comments:</p>						
<p>2. This conference gave me ideas or suggestions that will be useful on my campus.</p>	1	2	3	4	5	
<p>Comment on specific ideas or suggestions:</p>						
<p>3. The sessions promoted a productive sharing of ideas.</p>	1	2	3	4	5	
<p>Comments:</p>						
<p>4. The usefulness of session discussions:</p>	1	2	3	4	5	
<p>Comments:</p>						
<p>5. The usefulness of Thursday evening's keynote address:</p>	1	2	3	4	5	
<p>Comments:</p>						
<p>6. The adequacy of conference hotel and session facilities:</p>	1	2	3	4	5	
<p>Comments:</p>						
<p>7. What were the most positive aspects of this meeting for you?</p>						
<p>Comments:</p>						
<p>8. Which strong campus practice would you like to see in a future peer-taught workshop?</p>						
<p>Comments:</p>						
<p>9. Additional comments/suggestions (Use back of sheet if necessary).</p>						
<p>Comments:</p>						

Please return completed evaluation form to Trudy Hernandez, Project Director, Academic Affairs
thernandez@calstate.edu