



**The California State University**  
ACADEMIC AND STUDENT AFFAIRS



# GRADUATION INITIATIVE 2025

STUDENT SUCCESS SYMPOSIUM  
September 21-22, 2016



WELCOME



Dear Graduation Initiative 2025 Symposium Participants:

Welcome to Long Beach and the Graduation Initiative 2025 Symposium. Over the next few days, leaders from across the California State University will come together, collaborate and share best practices that advance and bolster our student success and degree attainment efforts.

Graduation Initiative 2025 is the CSU's signature endeavor, representing our best and highest commitment for the current and future success of our students. Built on the significant progress made since the creation of the first Graduation Initiative in 2009, and its revision in 2014, this initiative affirms our systemwide commitment to eliminate achievement gaps, improve time to degree, and ensure that every student has access to the tools, resources and guidance needed to achieve.

Above all, Graduation Initiative 2025 represents the promise inherent in the core mission of the CSU, which is to give all students access to opportunity that leads to personal and societal transformation and creates a lasting impact for California.

Indeed, the work that you and your colleagues will do toward Graduation Initiative 2025 in the days, months and years to come will be essential to its success, and in turn, the achievement and success of all students in the California State University.

Sincerely,

A handwritten signature in black ink that reads "Timothy P. White". The signature is written in a cursive, flowing style.

Timothy P. White  
Chancellor



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# The CSU's Signature Commitment

## HOW WE GOT TO THIS SYMPOSIUM

The CSU Graduation Initiative launched in 2009 at a meeting of Chancellor Charles Reed and the 23 campus presidents and provosts. Together they committed to raise six-year graduation rates by eight percentage points, from 46% to 54%, and to cut in half the difference in those rates between students of color (African-American, Latino, and Native American) and other students, from an eleven-point gap to five and a half, all by 2015.

What followed was a remarkable six-year period of commitment and sustained focus. Each campus formed cross-divisional and cross-functional leadership teams dedicated to student success. They created new routines of communication and partnership, and met regularly with each other, Chancellor's Office staff, and national experts, all to develop and share better ways of engaging and retaining our students.

By 2015 the CSU's six year graduation rate rose to 57%, and although the gaps in graduation rates were unchanged, all ethnic groups were graduating at record-high rates.

These results exceeded the CSU's own ambitious goals for the Graduation Initiative. They prompted us to revisit the second-phase targets we had already set for 2025 in light of the momentum already established. And they put new, urgent attention on the unfinished business of the Graduation Initiative in its first phase: improving time to degree and eliminating the gaps in graduation rates across racial, ethnic, and socioeconomic groups.

This Symposium is an opportunity to celebrate the success and what we've learned so far, as we turn our remarkable capacity for collective action to the challenges ahead.

## THE GRADUATION INITIATIVE IN ITS FIRST PHASE: WHAT WE HAVE LEARNED SO FAR

Motivations for continuing in college and graduating are complicated and hard for educators to identify precisely, and so are the reasons that students drop out. They are often just as hard for the students themselves to explain.

In the same way, the CSU's recent gains in graduation rates arose from many, often subtle and interconnected actions during the first phase of the Graduation Initiative. So the emerging understanding described here is less a set of answers than a continuing research agenda.

We know with some confidence what did not raise our six-year graduation rates in this period. First, we don't owe our gains to increased selectivity, even though the same years saw the system endure severe economic and enrollment contraction. Within every category of admission eligibility, graduation rates went up.

Second, we didn't improve graduation rates by reducing rigor or lowering our expectations. The interventions characterizing the Graduation Initiative foreground student engagement, contextualized learning and high-impact practices, and improved advising and student support. These are actions that bring a greater and more diverse set of students to the finish line, instead of moving the line.

Many of the same interventions that preserve rigor – the high-impact practices, the improved advising, and specific programs like Early Start – seem to have made a difference, but as separate

programs don't account for the whole improvement. Instead, the campuses that saw the greatest gains report a change in culture, an ineffable shift in the way all educators see themselves, their jobs, and their students. Effecting such cultural change is never easy, but seems to benefit from a few key ingredients:

**Sustained and committed leadership**, whether at the president or vice president level, or in faculty governance, directors of student affairs programming, or college deans. Gains in student success are incremental, and tracking the benefits on even a single cohort from start to finish is a project of 4-6 years. Students succeed when educators are there for the long term, in positions of authority.

**A strategically deployed base of resources**. Although individual student success programs are often supported provisionally by one-time funding or grants, successful campuses "braid" their separate strands of support into a more or less continuous and reliable base on which to learn and build over time. The full involvement of chief financial officers, grants administration, and financial aid offices can help create vital continuity.

**A focus on learning**. Campuses that made the most dramatic improvements in the first phase make a counter-intuitive observation: they boosted success by raising expectations. Across all backgrounds and histories our students come to us primarily for personal development. Universities can keep that goal prominent by pushing students to work harder, learn more, and integrate their learning in unexpected ways and settings. In practice this means encouraging contextualized and engaged learning, peer mentoring and project-based classroom practice, and true full-time enrollment of 15 semester units per term.

**Pervasive availability of data**. When rank-and-file educators across the entire university – the instructional faculty, the front-line staff in academic and student affairs, the business and facilities offices – can all see the effects of their actions in real time, concerted effort is easier, and cultural change likelier.

## GRADUATION INITIATIVE 2025

Going forward, we will take this learning and apply it to Graduation Initiative 2025, adding emphasis to two strategic priorities in particular:

**Eliminating achievement gaps**. In his 2016 State of the CSU address to the Board of Trustees, Chancellor Timothy White committed not only to closing our achievement gaps, but to eliminating them completely by 2025. Success will depend on closer attention to campus climate and inclusivity, engaging and inclusive pedagogies, and campus connections with local schools and other community partners to address differences in our students' academic preparation, agency, and social capital.

**Reducing time to degree**. Without compromising any of the principles and practices that raised six-year graduation rates in the first phase – the sustained leadership, strategic deployment of resources, focus on learning, and pervasive availability of data – we also commit to better enrollment management, to give students quicker and easier roads to completion. Some of these tools are very new: the eAdvising, demand analysis, and predictive analytics that result from high-tech student information systems and big data. Other tools are older: efficient and intelligently sequenced curriculum, appropriate staffing and hiring, and sheer classroom space. We will marshal all of them to clear the barriers to our students' progress to degree.

## WHAT CSU CAMPUSES ARE DOING

As we turn our attention to the new goals of Graduation Initiative 2025, this Symposium highlights our experiences and shared learning to date.

Each program highlighted here has been curated twice: first by the campus leadership who selected it for one of a limited number of proposal slots, and then by a selection committee of twenty educators convened by Executive Vice Chancellor Loren Blanchard to advise Graduation Initiative 2025.

Sixteen of the programs are making live presentations at the Symposium, and most have links to current student outcomes at the CSU Student Success Dashboard. Materials for all of them are available at [calstate.edu/graduate](http://calstate.edu/graduate), including contact information for the program leads.

This program and the conference sessions are organized by five thematic tracks:

### SYMPOSIUM THEME

#### Institutional Change

CSU campuses have taken a number of different approaches to **institutional change**, including the use of new and powerful technologies to put real-time data in front of educators and students.

Other programs highlighted here are using career services and counseling throughout the educational experience, to foreground for students their original motivation for coming to college, staying, and graduating.

This category of presentation also includes dramatic revisions of organizational charts and reporting structures, for example to embed student affairs professionals into academic units, or apply principles of Customer Relationship Management to distributed academic advising.

### SYMPOSIUM THEME

#### Connection

The intentional **connection** of CSU campuses to their students begins with promising outreach to high schools and summer experiences like Early Start for students not yet ready for college-level work, and programs targeting STEM majors. A number of campuses are using Directed Self Placement, Stretch Composition, and Co-Requisite Remediation to get students into credit-bearing coursework sooner.

Also in this category are first-year experiences with embedded high-impact practices like learning communities and service learning. Finally, presentations on the Connection theme relate to upper-division and transfer students, and innovative partnerships with regional community colleges that create cohorts and shared experiences across institutional lines.

### SYMPOSIUM THEME

#### High-Impact Practices

A relatively new way to describe longstanding beliefs about good pedagogy, **high-impact practices** include service learning, undergraduate research, internships, capstone courses, and learning communities. Their explicit adoption grew rapidly in the first phase of the Graduation Initiative, in recognition of national and CSU-based research suggesting their benefits for student success and equity.

High-impact practices presented here include new applications of Supplemental Instruction, undergraduate research, and intentional professional development for the improvement of classroom practice. Across the variety of approaches is a unifying belief in the power of learning itself to engage, motivate, and retain students of all backgrounds.

SYMPOSIUM THEME

**Targeted Interventions**

A handful of **targeted interventions** presented here are designed for particular populations of students, such as African Americans, Latinos, or males. Although some programs like these have been running for decades, they are of growing importance to the Graduation Initiative: eliminating achievement gaps by 2025 will require disaggregating practices and evidence by race, ethnicity, and socioeconomic status. We have learned from successful campuses that even though these gaps are usually reported as a single combined number, closing them requires work for one group, and sometimes one student, at a time.

SYMPOSIUM THEME

**Enrollment Management**

Another area of increasing attention in the next phase is **enrollment management**, not just in the sense of meeting admission targets but also of how and when students enroll in particular courses after they are admitted. As the CSU commits to dramatic improvement in its four-year graduation rates, colleges and departments will look for new ways to optimize classroom space, schedule faculty and courses, and match the supply of class sections to projected demand. This category of presentation also highlights new tools of big data, predictive analytics, and eAdvising.

At the outset of Graduation Initiative 2025, CSU campuses have just received their ambitious targets for freshman and transfer graduation rates, with a new premium on equity and time to degree. Each university has also submitted a preliminary plan of action as requested by the California Department of Finance, including projected short-term and long-term activity.

During the 2016-17 academic year, the CSU will engage in an inclusive and thoughtful period of planning, to orient itself on a new decade-long trajectory of improved educational outcomes for our students and the state. We encourage participants in this Symposium to take these presentations as inspiration for that year of planning, and to stay in direct contact with those colleagues whose ideas and experiences seem most useful for the work ahead.

# CONFERENCE SCHEDULE

WEDNESDAY, SEPTEMBER 21

THURSDAY, SEPTEMBER 22

Luncheon Plenary - Salon B	<b>12:30</b>
Welcome - Salon B <b>Jeff Gold</b> , Assistant Vice Chancellor, Student Success Strategic Initiatives, Research and Innovation	<b>1:15</b>
Plenary Panel - Salon B Moderated by <b>Timothy White</b> , Chancellor	<b>1:30 - 2:00</b>
Graduation Initiative 2025 - Salon B <b>Loren J. Blanchard</b> , Executive Vice Chancellor, Academic & Student Affairs	<b>2:00 - 2:20</b>
Concurrent Sessions - Various Rooms	<b>2:30 - 3:45</b>
Concurrent Sessions - Various Rooms	<b>4:00 - 5:15</b>
Reception - Salon B Foyer	<b>5:30 - 6:30</b>
Breakfast - Salon B Concurrent Breakfast for University and Student Presidents - Shoreline	<b>8:00</b>
Concurrent Sessions - Various Rooms	<b>9:00 - 10:15</b>
Concurrent Sessions - Various Rooms	<b>10:30 - 11:45</b>
Closing Keynote Address - Salon B	<b>12:00 - 1:00</b>

## Concurrent Sessions

### 2:30 - 3:45

STANISLAUS

#### **INSTITUTIONALIZING AND SCALING AN EFFECTIVE GRANT-FUNDED PROGRAM – THE PROGRAM FOR ACADEMIC AND CAREER EXCELLENCE (PACE)**

► Salon C

The Program for Academic and Career Excellence (PACE) was established in 2010 through a 5-year, \$3,063,567 U.S. Department of Education Title V grant. PACE was designed to increase engagement, retention, and graduation rates of Hispanic, underserved, and/or first-generation college students. To address disparity in retention and graduation rates between student groups, two PACE program components were developed and delivered: 1) a First Year Experience (FYE) embedded in a two-semester developmental English stretch course; and 2) Check In, Check Up, Check Out (C3), a program designed to provide an environment that increases student success. In this presentation, quantitative and qualitative evidence of effectiveness for the PACE program will be shared. The University's transition and scale-up efforts will be described, and an audience discussion of successes and challenges associated with institutionalizing large grant projects and replicating best practices in a scaled way will be facilitated.

SYMPOSIUM THEME

**Targeted Interventions**

**James T. Strong**, *Provost and Vice President for Academic Affairs*

**Suzanne Espinoza**, *Vice President for Enrollment and Student Affairs*

**J. Martyn Gunn**, *Associate Vice President for Student Affairs*

**Shawna Young**, *Interim Associate Vice President for Academic Affairs*

**Stuart Sims**, *Speaker of the Faculty, and Department Chair of Music*

### 2:30 - 3:45

LOS ANGELES

#### **BUILDING THE FOUNDATION FOR STUDENT SUCCESS: OPTIMIZING CLASSROOM UTILIZATION TO PROMOTE STUDENT ACCESS**

► Salon D

It is not possible for our students to make timely progress toward graduation without a robust schedule of courses. To do this, we need to maximize our ability to schedule classes with the campus resources we have. At Cal State LA we focused on (1) improving class enrollment capacity/classroom capacity, and (2) increasing the number of courses scheduled on our standard schedule grid to maximum usable class slots. We took a multi-pronged approach, sharing data on unused classrooms seats, incentivizing hybrid courses, revising guidelines on faculty support for larger class sizes, and tasking Associate Deans with enforcing on-grid scheduling in their colleges. We have seen notable Fall 15 to Fall 16 improvements on utilization metrics and most significantly, we had almost 19,000 more student credit units scheduled, allowing us to accommodate our record high number of students with appropriate unit loads.

SYMPOSIUM THEME

**Enrollment Management**

**Amy Bippus**, *Vice Provost*

# Concurrent Sessions

## 2:30 - 3:45

SAN FRANCISCO

### THE METRO COLLEGE SUCCESS PROGRAM: A REDESIGN OF THE FIRST TWO YEARS OF COLLEGE, FOR EQUITY AND EXCELLENCE IN TIMELY GRADUATION

► Ocean (First Floor)

The Metro College Success Program, started at San Francisco State University in 2007, is a redesign of the first two years, the time of heaviest attrition for disadvantaged students. It has consistently boosted timely graduation for these students, producing four- and five-year graduation rates that are more than 50% greater than those of a matched comparison group. Metro has been able to expand steadily, even during years of budget retrenchment, and currently serves nearly one out of five first-time freshmen. If Metro expanded to all Pell-eligible students, it would bring SF State's six-year graduation rate to 60%. Metro sets up multiple broad career-themed academies, each of which serves as a 'school within a school' for 140 students. It has three main elements: (1) a cohort-style guided pathway of general education courses; (2) wrap-around student services; and (3) a 45-hour Metro faculty development process. SF State now operates 10 academies.

SYMPOSIUM THEME

High-Impact Practices

*Mary Beth Love, Co-Executive Director, Metro College Success Program*

*Savita Malik, Director of Curriculum and Faculty Learning Community*

*Celina Gonzalez, Metro College Success Program Student*

## 2:30 - 3:45

FRESNO

### SUPPLEMENTAL INSTRUCTION: ELIMINATING THE ACHIEVEMENT GAP, RAISING GRADES AND INCREASING GRADUATION RATES

► Barcelona/Casablanca (Third Floor)

In an effort to reduce bottleneck courses, Fresno State's Supplemental Instruction (SI) program has shown great success in eliminating the achievement gap, raising course grades and increasing graduation rates. Using a traditional-model of SI, SI provides students with regularly scheduled peer-guided study sessions in traditionally difficult courses. Through regular observation and ongoing training, SI Leaders have blossomed into campus leaders, earning recognition from the International Center of Supplemental Instruction for Outstanding SI Program, Outstanding SI Leader, and Outstanding SI Mentor. This session will demonstrate SI techniques that can be applied in any course. Attendees will be guided through process of how Fresno State ramped up their program, lessons learned along the way, and strategic plans toward continued international recognition.

SYMPOSIUM THEME

High-Impact Practices

*Tosha Giuffrida, Director of Learning Center*

# Concurrent Sessions

## 4:00 - 5:15

DOMINGUEZ HILLS

### ENCOUNTER TO EXCELLENCE: OVERCOMING THE REMEDIATION CHALLENGE AND BUILDING A CULTURE OF STUDENT SUCCESS

► Salon C

Leveraging and building on the financial support received six years ago from a US Department of Education - Hispanic Serving Institutions - Title V grant in 2010, we created an award-winning program called the Bridge Initiative. The goal of the Bridge Initiative was simple. The program was designed to permanently improve the institution's capacity to admit, serve, retain and graduate full-time, first time freshmen requiring developmental courses in English and/or Math. Students enter the 2-year Bridge Initiative, as a cohort, and receive supplemental instruction, peer mentoring, intrusive advising, leadership development and the extra preparation and tools needed to be successful in college and beyond. Since 2010, over 3,000 students have participated in the Bridge Initiative at CSU Dominguez Hills. We welcomed our largest class in 2016 of over 1,100 students. Through a holistic approach to supporting student success, low-income, first generation and under-represented minority students can excel.

SYMPOSIUM THEME
<b>Connection</b>

*William Franklin, VP of Student Affairs*  
*Paz Oliverez, AVP of Student Success*

## 4:00 - 5:15

LONG BEACH

### IMPROVING FIRST YEAR STEM RETENTION THROUGH MATHEMATICS PLACEMENT, LEARNING COMMUNITIES AND GROWTH MINDSET

► Salon D

The CSULB STEM Learning Communities (Freshman Scholars Learning Community (FSLC) for the College of Natural Sciences and Mathematics and Beach Engineering Student Success Team (BESST) learning community for the College of Engineering) address two key problems in the pipeline of STEM majors at CSULB: (1) historically low completion rates in both pre-calculus Algebra and Calculus courses for all majors and, additionally, a low completion rate in pre-baccalaureate General Chemistry course for sciences majors, (2) very low first year retention of STEM freshman who initially place into College Algebra. Both learning community programs use a combination of residential summer bridge, a sophisticated mathematics placement tool, peer mentoring, cohort scheduling, and targeted academic support services with the overarching theme of growth mindset and metacognitive learning strategies. Students enrolled in both learning communities demonstrate significantly improved course completion in math and chemistry courses, higher year 1 retention rates, and improved academic confidence.

SYMPOSIUM THEME
<b>Connection</b>

*Tracy Bradley Maples, Acting Associate Dean, College of Engineering (COE)*  
*Krzysztof Slowinski, Associate Dean, College of Natural Sciences and Mathematics (CNSM)*



# Concurrent Sessions

## 4:00 - 5:15

EAST BAY

### THE FRESHMEN DAY OF SERVICE: FIRST YEAR IMPACT

► Ocean (First Floor)

The Center for Community Engagement (CCE), in partnership with the General Studies Program, works to coordinate one-day service projects for freshmen as part of their Freshmen Year Experience General Studies course. The Freshmen Day of Service (FDoS) serves to connect students to the local community, enhance their identity as “Cal State East Bay” students, and introduce the concept of social responsibility. The goal of the Freshmen Learning Communities at East Bay is to enhance student learning and success through a supportive network of faculty and peers. The curriculum of the General Studies class prepares students for success through explorations of personal and academic responsibility, majors, and community engagement. A common day of service within the freshmen year begins students on a path to self-efficacy and self-awareness. They are challenged to step out of their comfort zones, extend their social networks, and broaden their perspectives. Coming at the end of what can often be an over-whelming first year, FDoS offers students an `aha` learning moment as they look ahead to sophomore year.

SYMPOSIUM THEME

**High-Impact Practices**

*Mary D'Alleva, Director of the Center for Community Engagement*

## 4:00 - 5:15

FULLERTON

### A DASHBOARD AS AN INNOVATIVE TOOL TO ILLUMINATE ACTIONABLE DATA TO SUPPORT STUDENT SUCCESS INITIATIVES

► Barcelona/Casablanca (Third Floor)

At California State University, Fullerton (CSUF), we recognize the moral and economic mandate to improve retention and graduation rates, close the achievement gap for traditionally underrepresented students, and accelerate progress toward degree completion. Our campus has taken numerous steps to address these issues, including the creation of new organizational structures and training and deploying teams of specialized staff and faculty to implement best practices. But these teams are only as effective as the tools they employ: their decisions must be informed by data that is accurate, accessible, and actionable, enabling targeted campaigns and effective allocation of limited resources. Through cross-divisional collaboration, CSUF developed an innovative dashboard that displays real-time student data in several critical categories. Our presentation will demonstrate how this innovative tool—the Student Success Dashboard (SSD)—has enabled targeted and impactful outreach campaigns and contributed toward a culture shift in our campus's approach to student success.

SYMPOSIUM THEME

**Institutional Change**

*Mark Filowitz, Associate Dean, College of Natural Sciences and Mathematics and Interim Associate Vice President for Academic Operations*

## Concurrent Sessions

### 9:00 - 10:15

BAKERSFIELD

#### ALL AT ONCE: HARNESSING MAJOR STRUCTURAL CHANGES TO ENHANCE STUDENT SUCCESS

##### ▶ Salon C

Business Intelligence (BI) analytics has helped CSUB address student success and accountability while better fulfilling its academic mission.

In order to ensure lasting cultural change, an intervention solution for the university using Tableau dashboard was conceived and implemented alongside two major strategic changes that occurred at the university. The university successfully completed its Quarter to Semester conversion and redesigned its General Education curriculum. The dashboards were developed to allow staff and advisors the opportunity to employ the power of analytics to determine which students may face academic difficulty, allowing interventions to help them succeed. The dashboards extract student grades, enrolled units, past academic history, and other student parameters from various academic systems.

SYMPOSIUM THEME

**Institutional Change**

**Vikash Lakhani**, AVP Student Success

**Kris Krishnan**, AVP Institutional Research Planning and Assessment

**Jenny Zorn**, Provost and Vice President for Academic Affairs

**Vernon Harper**, AVP Academic Programs

### 9:00 - 10:15

SAN LUIS OBISPO

#### A COMPREHENSIVE CAMPUS STRATEGY TO REMOVE HURDLES TO DEGREE COMPLETION

##### ▶ Salon D

In its 2009 Graduation Initiative plan, Cal Poly committed to the guiding principle that, as an institution, we would identify and remove any and all hurdles in the way of any student's progress to a degree.

To that effort, Cal Poly implemented a comprehensive campuswide strategy to increase 4-year graduation rates through a combination of policies, programs, practices, and information systems to help students make timely and successful progress to degree. Various elements within the strategy include freshmen block scheduling, a new expected academic progress policy, a system for student degree planning and future course demand analysis, a revised registration process based on expected academic progress, new practices in our graduation process, revisions to our "change of major" and "academic disqualification" policies, and new commitments to housing students on-campus.

SYMPOSIUM THEME

**Institutional Change**

**Cem Sunata**, Registrar

**Brian Tietje**, Vice Provost of International, Graduate and Extended Education

# Concurrent Sessions

## 9:00 - 10:15

SACRAMENTO

### **COLLEGE ASSISTANCE MIGRANT PROGRAM (CAMP): BUILDING A SENSE OF INCLUSIVITY, BELONGING AND SUCCESS**

► Ocean (First Floor)

The mission of CAMP at Sacramento State is to offer entering first-year students from migrant and seasonal farmworker backgrounds support services and opportunities for cultural affirmation that lead to personal, academic and professional success. CAMP's conceptual structure focuses on the three major stages in the change process experienced by students: separation, transition, and integration. CAMP recognizes the key linkages and support roles necessary to facilitate an effective transition from a life of farm work to a college student.

SYMPOSIUM THEME

**Institutional Change**

*Viridiana Diaz, AVP Strategic Diversity Initiatives*

## 9:00 - 10:15

POMONA

### **KEEPING AN EYE ON THE PRIZE: GRADUATION SUCCESS THROUGH CAREER ENGAGEMENT**

► Barcelona/Casablanca (Third Floor)

The Collins College of Hospitality Management at Cal Poly Pomona has been extremely successful at freshmen and transfer graduation rates, and upper division transfer URM gaps (below zero) in large part due to consistent student career engagement throughout students' academic careers from recruitment through graduation. Participants create a Disneyland inspired map to design "lands" in their park (Universityland) in which success toward graduation will be designed in several key career engagement areas including first year experience, student engagement, industry work experience, industry engagement, campus student resources, and effective communications.

SYMPOSIUM THEME

**High-Impact Practices**

*Ann Lara, Career Service Coordinator*

*Dr. Lea Dopson, Dean of The Collins College of Hospitality Management*

## 10:30 - 11:45

SAN MARCOS

### **COUGAR CARE NETWORK**

► Salon C

This presentation will provide an overview of the California State University San Marcos (CSUSM) Cougar Care Network, which is an early support initiative to improve student success, retention, and persistence. Through early alert referrals from campus community members, the Cougar Care Network serves as a "safety net" to assist students who may be experiencing challenges inside or outside the classroom.

SYMPOSIUM THEME

**Institutional Change**

*Lorena Checa, Vice President of Student Affairs*

*Nick Mortaloni, CARE Manager*

## Concurrent Sessions

### 10:30 - 11:45

SAN JOSÉ

#### CHICANX/LATINX AND AFRICAN AMERICAN STUDENT SUCCESS TASKFORCES

##### ▶ Salon D

SJSU's Chicany/Latinx and African American Student Success Taskforces were formed to remove the opportunity gap. These communities experience a number of different obstacles, including the disconnect between the cultural identities of students and campus culture that prevent students from fully engaging in multiple facets of campus life. The Taskforces run academic success programming and student engagement activities to bridge this cultural gap and help students form strong academic identities. Retention rates of students involved in Taskforce activities are not only higher than our URM retention rates but also higher than the overall student body. The concept of the Taskforces is transferable to other campuses. The Taskforces are each led by a faculty and staff pair as well as volunteer faculty and staff that help with events, and paid, peer mentors. The true success comes from a collective commitment to building supportive relationships with students and addressing the complex set of forces that can limit URM student engagement and success.

SYMPOSIUM THEME

**Targeted Interventions**

*Marcos Pizarro, Chair and Professor, Mexican American Studies*

### 10:30 - 11:45

SAN JOSÉ

#### ACADEMIC AFFAIRS AND STUDENT AFFAIRS WORKING TOGETHER FOR STUDENT SUCCESS

##### ▶ Salon D

Based on extensive internal conversations and information gathered through 2015 and spring 2016, the Provost and VP for Student Affairs have identified four pillars of a unified student success plan: College Readiness, Advising, Student Engagement and Clearing Bottlenecks. The overall achievement of the plan will be measured by graduation and retention rates and average unit load. Each of the pillars also has numerous leading indicators. While the plan was just finalized, we have evidence that both the process of joint collaboration and the pillar initiatives themselves are working. The pillar structure was used to request funding for advising that has already resulted in \$2M in support from the Koret Foundation. The percentage of incoming frosh registered for 14 or more units is 52% (as compared with 35% at census date last fall). Our average unit load is 13.65 (as compared to 12.33 at this time last fall).

SYMPOSIUM THEME

**Institutional Change**

*Reggie Blaylock, VP of Student Affairs*

# Concurrent Sessions

## 10:30 - 11:45

NORTHRIDGE

### KEEPING DREAMS ALIVE; INCREASING PASSAGE RATES OF DEVELOPMENTAL MATH STUDENTS

► Ocean (First Floor)

The CSU's most vulnerable population consists of students struggling in Developmental Math. Such students are at immediate risk of being stopped out of the CSU and face enormous social and emotional stress. Disturbingly this population draws disproportionately from traditionally underserved groups in California. In an attempt to address this problem and close the achievement gap at CSUN, a joint project between Developmental Math and The College of Education was established. Utilizing social-emotional interventions, training, and weekly consultation with Supplemental Math Instructors the project produced significant results over a two-year period. Passage rates of traditionally underserved students increased by 20 percentage points (35-45% to 55-65%). Seventy-five percent of students who fully participated in the program passed as compared to 24% of those that participated minimally or not at all.

SYMPOSIUM THEME

**Connection**

*Katherine Stevenson, Director of Developmental Math*

*Mark Stevens, Professor, Educational Psychology and Counseling*

## 10:30 - 11:45

CHANNEL ISLANDS

### HIP-INTEGRATED FIRST YEAR EXPERIENCE

► Barcelona/Casablanca (Third Floor)

First Year Experience (FYE) integrates multiple high-impact practices: thematic critical thinking First Year Seminars taught in Learning Communities with writing-intensive English composition classes, and supported by embedded peer mentors who facilitate small co-curricular Dolphin Interest Groups, (DIGs). The FYE satisfies 7 GE units. Mentors and faculty undergo professional development in best teaching and learning practices for our local context. Launched in 2011 with 78 students, FYE will have 240 students in 2016, with 25% in Living-Learning Communities. Since 2011, retention to the second, third, and fourth year has been 4% to 9% better than all freshmen. For the 173-student cohort Fall 2014, 83% were retained to 2nd year (87% for Hispanics/Latinos), compared to 79% for all freshmen. As FYE scales up, second-year GPAs outpace non-FYE cohorts, with greater impact for Pell, first-generation and underrepresented students, and a higher percentage of FYE students are sophomores in their third semester.

SYMPOSIUM THEME

**High-Impact Practices**

*Marie Francois, Director of Undergraduate Studies*

# Closing Keynote Address

## 12:00 - 1:00

### PROGRAM FOR RESEARCH ON BLACK MALE ACHIEVEMENT, MOREHOUSE COLLEGE

#### ▶ Salon B

Dr. Marks will focus on the strategic use of real-time data to eliminate achievement gaps, drawing from his experience as Senior Advisor to the White House Initiative on Historically Black Colleges and Universities.

**Bryant Marks, Director**



**Bryant T. Marks, Ph.D. Sr.** is an Associate Professor of Psychology at Morehouse College, Director of the Program for Research on Black Male Achievement, and a senior advisor with the White House Initiative on Historically Black Colleges and Universities. Dr. Marks also serves as a Commissioner with the White House Initiative on Educational Excellence for African Americans; he is a member of the STEM task-force of the Commission. In addition, Dr. Marks is a contributor to the White House My Brother's Keeper (MBK) office. Dr. Marks serves on the MBK Task Force for Fulton County, GA, and has given several presentations on minority male achievement to MBK task forces and elected officials. Dr. Marks is member and former chair of the Diversity Climate Committee for the Society for Personality and Social Psychology and serves on advisory boards for the American Men's Studies Association and the College Board as well as the Morehouse College Board of Trustees. He holds a B.A. in psychology and a minor in economics from Morehouse College, and an M.A. and Ph.D. in Social Psychology from the University of Michigan. Dr. Marks' conducts research and professional development in the areas of Black male psychology and development, institutional practices that improve African American student achievement, diversity in organizations, innovations in STEM education in high school and college, scientific literacy and identity, and using STEM concepts to teach life skills, character, and habits of success. He is married to Kimberly Marks and father to Kim, Zion-Trinity, and Bryant II.



NOTEWORTHY CSU CAMPUS PRACTICES

CSU BAKERSFIELD

**ALL AT ONCE: HARNESSING MAJOR STRUCTURAL CHANGES TO ENHANCE STUDENT SUCCESS**

Business Intelligence (BI) analytics has helped CSUB address student success and accountability while better fulfilling its academic mission.

In order to ensure lasting cultural change, an intervention solution for the university using Tableau dashboard was conceived and implemented alongside two major strategic changes that occurred at the university. The university successfully completed its Quarter to Semester conversion and redesigned its General Education curriculum. The dashboards were developed to allow staff and advisors the opportunity to employ the power of analytics to determine which students may face academic difficulty, allowing interventions to help them succeed. The dashboards extract student grades, enrolled units, past academic history, and other student parameters from various academic systems.

SYMPOSIUM THEME

**Institutional Change**





## CSU CHANNEL ISLANDS HIP-INTEGRATED FIRST YEAR EXPERIENCE

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SYMPOSIUM THEME

**High-Impact Practices**

CSU CHANNEL ISLANDS

## CSU CHICO ENDING THE GAME OF TELEPHONE: PROVIDING A COHESIVE ADVISING EXPERIENCE TO INCREASE STUDENT SUCCESS AND RETENTION

Did our Graduation Evaluators really tell this student they only have one class left to graduate? Is their major advisor planning on substituting one course for another? Did this student ever meet with a "GE" advisor? These questions fueled CSU Chico to search for a more robust E-Advising tool that would allow for campus wide utilization and greater transparency among advising entities for our 17,000+ students. CSU Chico has adopted Hobson's AgileGrad (E-Advising tool) to focus on enhancing student success and retention through: implementation across divisional lines, data driven decision making, communication and assessment capabilities of the system, and feedback from campus users (students, faculty and staff).

SYMPOSIUM THEME

**Institutional Change**

CSU CHICO

CSU DOMINGUEZ HILLS

**CHANGING THE CONVERSATION:  
MEN OF COLOR DEFYING THE ODDS AND ACHIEVING IN COLLEGE**

The Male Success Alliance (MSA) is a student success initiative focused on improving the educational outcomes of men of color. MSA members benefit from mentoring, personal and professional development opportunities and civic engagement. Fueled by the program tenets of consciousness, competence and commitment, the goals of MSA are to create a college-going, college staying and college graduating culture; to close the achievement gap between males and females; to increase success via college preparation, access and participation; to focus on persistence and retention programs; and to build partnerships and strengthen collaborations with K-12 schools, community colleges, community-based organizations, faith-based institutions and families.

SYMPOSIUM THEME  
**Targeted Interventions**



## CSU DOMINGUEZ HILLS

### ENCOUNTER TO EXCELLENCE: OVERCOMING THE REMEDIATION CHALLENGE AND BUILDING A CULTURE OF STUDENT SUCCESS

Leveraging and building on the financial support received six years ago from a US Department of Education - Hispanic Serving Institutions - Title V grant in 2010, we created an award-winning program called the Bridge Initiative. The goal of the Bridge Initiative was simple. The program was designed to permanently improve the institution's capacity to admit, serve, retain and graduate full-time, first time freshmen requiring developmental courses in English and/or Math. Students enter the 2-year Bridge Initiative, as a cohort, and receive supplemental instruction, peer mentoring, intrusive advising, leadership development and the extra preparation and tools needed to be successful in college and beyond. Since 2010, over 3,000 students have participated in the Bridge Initiative at CSU Dominguez Hills. We welcomed our largest class in 2016 of over 1,100 students. Through a holistic approach to supporting student success, low-income, first generation and under-represented minority students can excel.

SYMPOSIUM THEME

Connection





CSU EAST BAY

**ASSISTING FIFTH YEAR STUDENTS IN FINDING THEIR PATH TO GRADUATION**

An innovative intrusive advising program at California State University East Bay helps students who entered as freshman and are currently in their fifth year to be retained and graduate as soon as possible. The program, known to students as “the fifth year advising program,” utilizes intrusive advising and workshops.

SYMPOSIUM THEME  
**Enrollment Management**

More information:  
[csueastbay.edu/AACE](http://csueastbay.edu/AACE)

CSU EAST BAY

**INFORMATION LITERACY RETAINS STUDENTS!**

CSU East Bay is the only University in the system that has a required Information Literacy Class for all native freshman. The class helps connect students to the university and prepares them to find the information they need for assignments, papers and projects. Statistics show that students who take and pass the Introduction to Information Literacy class are much more likely to be retained into Year 2 and to use the library throughout their academic careers.

SYMPOSIUM THEME  
**High-Impact Practices**

More information:  
<http://library.csueastbay.edu/>



*New Advising Station in the lobby of the Student Administration building at CSU East Bay.*

## CSU EAST BAY GANAS SUCCESS PROPOSAL

The GANAS (Gaining Access 'N Academic Success) Program is an innovative access and retention program that offers integrated academic and cultural programming to welcome and socialize new transfer students while increasing their confidence, engagement, academic success, persistence, and, ultimately, baccalaureate degree attainment rates. Students participate in a year-long cohort-based learning community paired with a transfer success seminar, intrusive academic counseling, and mentoring. GANAS helps students integrate their home and school identities by creating a sense of familia (family) within the cohort. Students fulfill upper division G.E. breadth requirements by enrolling and completing the required GANAS courses during the first year. While GANAS is open to all students, the program provides Latina/o-themed academic content and supportive services. Since its launch in 2013, GANAS has doubled in size and has been replicated as a model for other programs at CSUEB. Effectiveness and impact will be evaluated in an upcoming doctoral dissertation.

SYMPOSIUM THEME  
**Targeted Interventions**

More information:

[csueastbay.edu/programs/ganas/About%20Ganas.html](http://csueastbay.edu/programs/ganas/About%20Ganas.html)

[csueastbay.edu/programs/ganas/](http://csueastbay.edu/programs/ganas/)



## CSU EAST BAY

**STUDENT RESEARCH CAN NARROW THE GAP**

The Center for Student Research at CSU East Bay serves over 100 students a year, who engage in research with a faculty member.

Students are recruited from all of the colleges, although the majority are STEM majors. The activities of the Center encourage one-on-one mentorships between faculty members and student researchers. Statistics show that all students benefit from their research experiences and, that Latino students with research fellowships have graduation rates that exceed those for non-URM students.

More information:

[csueastbay.edu/programs/csr/](https://csueastbay.edu/programs/csr/)

SYMPOSIUM THEME

**High-Impact Practices**

## CSU EAST BAY

**THE FRESHMEN DAY OF SERVICE: FIRST YEAR IMPACT**

The Center for Community Engagement (CCE), in partnership with the General Studies Program, works to coordinate one-day service projects for freshmen as part of their Freshmen Year Experience

General Studies course. The Freshmen Day of Service (FDoS) serves to connect students to the local community, enhance their identity as “Cal State East Bay” students, and introduce the concept of social responsibility. The goal of the Freshmen Learning Communities at East Bay is to enhance student learning and success through a supportive network of faculty and peers. The curriculum of the General Studies class prepares students for success through explorations of personal and academic responsibility, majors, and community engagement. A common day of service within the freshmen year begins students on a path to self-efficacy and self-awareness. They are challenged to step out of their comfort zones, extend their social networks, and broaden their perspectives. Coming at the end of what can often be an over-whelming first year, FDoS offers students an ‘aha’ learning moment as they look ahead to sophomore year.

More information:

[csueastbay.edu/faculty/ofd/communityengagement/](https://csueastbay.edu/faculty/ofd/communityengagement/)

[csuebcce.com/fdos.html](https://csuebcce.com/fdos.html)

[facebook.com/CSUEB.CCE](https://facebook.com/CSUEB.CCE)

SYMPOSIUM THEME

**High-Impact Practices**

## FRESNO STATE COURSE ACCESS

Course access is the first step leading to student success and timely graduation. Data show freshmen who take 15 or more units are much more likely to graduate in 4 years than those who take fewer units.

Fresno campus has experienced tremendous pressure in student course access in the past few years, and declared impaction in 2015. In the past few years up to 30% of freshmen didn't have seats in English composition (GE A2) in their first fall semester, especially students who registered for late consultation days, who are more likely in remediation and should take an English course right away. To improve course access, we revised GE curricula and provided different roadmaps for freshmen by their college-readiness. As a result, all our Fall 2016 freshmen have access to an English course by need. This enrollment model is of no cost and can be scaled to other campuses.

SYMPOSIUM THEME

**Enrollment Management**

## FRESNO STATE

### SUPPLEMENTAL INSTRUCTION: ELIMINATING THE ACHIEVEMENT GAP, RAISING GRADES AND INCREASING GRADUATION RATES

In an effort to reduce bottleneck courses, Fresno State's Supplemental Instruction (SI) program has shown great success in eliminating the achievement gap, raising course grades and increasing graduation

rates. Using a traditional-model of SI, SI provides students with regularly scheduled peer-guided study sessions in traditionally difficult courses. Through regular observation and ongoing training, SI Leaders have blossomed into campus leaders, earning recognition from the International Center of Supplemental Instruction for Outstanding SI Program, Outstanding SI Leader, and Outstanding SI Mentor. This session will demonstrate SI techniques that can be applied in any course. Attendees will be guided through process of how Fresno State ramped up their program, lessons learned along the way, and strategic plans toward continued international recognition.

SYMPOSIUM THEME

**High-Impact Practices**

## FRESNO STATE

### PROVOST GRADUATION INITIATIVE

The Provost Graduation Initiative (PGI) provided grants to undergraduate students at Fresno State who were near graduation and had a demonstrated financial need. Students completed an application

listing the course or courses needed to graduate in the Spring and Fall 2016 semester. In addition, students provided a one-page narrative of why they needed assistance and, if available, provided their Student Aid Report (S.A.R.) from their FAFSA or California Dream Act (AB-540). PGI grants were determined by 1) demonstrated financial need, 2) class rank (e.g., Seniors and Juniors, and 3) the availability of the course(s). In total, 245 undergraduate students completed a total 874 units in Extended Education. The Provost Graduation Initiative provided financial assistance to increase access for those who otherwise could not afford to take coursework and provided an opportunity for students to take the necessary coursework to graduate.

SYMPOSIUM THEME

**Targeted Interventions**



CSU FULLERTON

## A DASHBOARD AS AN INNOVATIVE TOOL TO ILLUMINATE ACTIONABLE DATA TO SUPPORT STUDENT SUCCESS INITIATIVES

At California State University, Fullerton (CSUF), we recognize the moral and economic mandate to improve retention and graduation rates, close the achievement gap for traditionally underrepresented students, and accelerate progress toward degree completion. Our campus has taken numerous steps to address these issues, including the creation of new organizational structures and training and deploying teams of specialized staff and faculty to implement best practices. But these teams are only as effective as the tools they employ: their decisions must be informed by data that is accurate, accessible, and actionable, enabling targeted campaigns and effective allocation of limited resources. Through cross-divisional collaboration, CSUF developed an innovative dashboard that displays real-time student data in several critical categories. Our presentation will demonstrate how this innovative tool—the Student Success Dashboard (SSD)—has enabled targeted and impactful outreach campaigns and contributed toward a culture shift in our campus’s approach to student success.

SYMPOSIUM THEME

**Institutional Change**

CSU FULLERTON

## BUILDING A SUCCESSFUL SUPPLEMENTAL INSTRUCTION PROGRAM

Supplemental instruction (SI) is a student support program that targets traditionally difficult courses with low success rates. SI at CSUF started in the fall of 2007 at CSUF in two courses and has grown to more than 330 course sections across 35 courses in five colleges, providing 16,000 students access to SI annually. Participants generally show higher retention, exam scores, course GPA’s and course success than students who do not participate in the program. Effects remain positive and statistically significant even after statistically accounting for other factors; moreover, the data also indicate a significant decrease in the achievement gap. Successful Supplemental Instruction programs include four critical components: (1) faculty involvement and buy-in; (2) development of SI leaders; (3) active collaboration between academic and student affairs; and (4) continuous and detailed assessment of the program’s effectiveness.

SYMPOSIUM THEME

**High-Impact Practices**



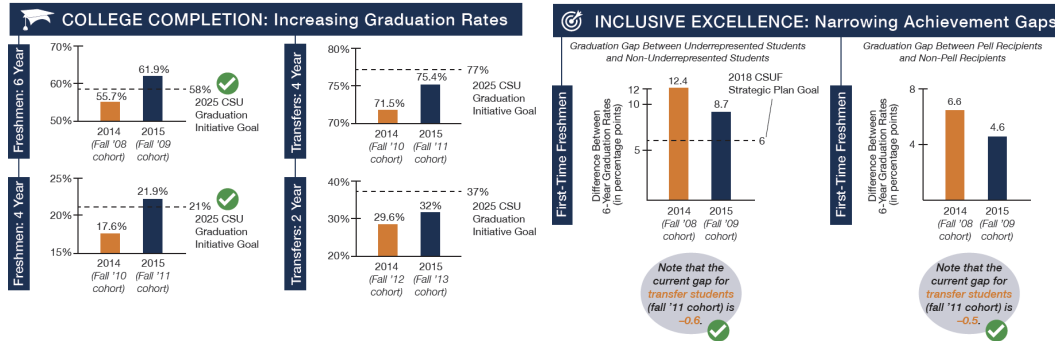
## CSU FULLERTON

### THE POWER OF INTENTIONALITY: STUDENT SUCCESS TEAMS AT CAL STATE FULLERTON

Fueled by ambitious student success goals set forth in CSUF's 2013-18 Strategic Plan, we saw an opportunity to create an innovative new approach to providing a centralized strategy to promote degree completion. That innovation is the homegrown Student Success Team (SST), which we think of as a "meta-innovation": a unique organizational structure that nurtures and amplifies other innovations across the university. During the past two academic years, these dynamic, responsive SSTs have brainstormed, analyzed, designed, and implemented numerous innovative advising practices, including gap-closing campaigns custom-built for each college in fall 2015 that aim to increase success specifically for underrepresented student populations. Within our first two years, we surpassed our target of a 60% six-year graduation rate (62%) and showed fast progress toward our five-year goal of cutting the achievement gap in half (reduced by 33%). Our presentation will cover the structure, activities, impact, and opportunities of our SSTs.

SYMPOSIUM THEME

**Institutional Change**



CSU FULLERTON

## HUMBOLDT STATE KLAMATH CONNECTION

The Klamath Connection Program is a place-based learning community designed to foster a sense of belonging to improve STEM freshman performance. Initiated through the CSU STEM Collaboratives project, the program is comprised of four high impact practices (a summer immersion, freshman year seminar, modified gateway courses and peer mentoring) woven around an interdisciplinary theme unique to our geographic location, the Klamath Basin. Data from the first cohort show Klamath Connection students self report a heightened sense of belonging, community, academic skills and attitudes when compared to other freshman in their majors. They scored higher in all first year core science, math and GE courses and had higher overall first semester GPA (KC 2.80 vs. Non-KC 2.58). Gaps for underrepresented minority and first-generation students almost disappeared in the first semester Botany course. The program has grown to serve more majors and students. The campus is exploring ways to institutionalize the model.

SYMPOSIUM THEME

**High-Impact Practices**

More information:

[humboldt.edu/klamathconnection/gallery](http://humboldt.edu/klamathconnection/gallery)

HUMBOLDT STATE

CSU LONG BEACH

## IMPROVING FIRST YEAR STEM RETENTION THROUGH MATHEMATICS PLACEMENT, LEARNING COMMUNITIES AND GROWTH MINDSET

The CSULB STEM Learning Communities (Freshman Scholars Learning Community (FSLC) for the College of Natural Sciences and Mathematics and Beach Engineering Student Success Team (BESST) learning community for the College of Engineering) address two key problems in the pipeline of STEM majors at CSULB: (1) historically low completion rates in both pre-calculus Algebra and Calculus courses for all majors and, additionally, a low completion rate in pre-baccalaureate General Chemistry course for sciences majors, (2) very low first year retention of STEM freshman who initially place into College Algebra. Both learning community programs use a combination of residential summer bridge, a sophisticated mathematics placement tool, peer mentoring, cohort scheduling, and targeted academic support services with the overarching theme of growth mindset and metacognitive learning strategies. Students enrolled in both learning communities demonstrate significantly improved course completion in math and chemistry courses, higher year 1 retention rates, and improved academic confidence.

SYMPOSIUM THEME

**Connection**

More information:

[web.csulb.edu/colleges/cnsm/students/fslc/](http://web.csulb.edu/colleges/cnsm/students/fslc/)  
[mindsetkit.org/growth-mindset-mentors](http://mindsetkit.org/growth-mindset-mentors)

CAL STATE LA

## BUILDING THE FOUNDATION FOR STUDENT SUCCESS: OPTIMIZING CLASSROOM UTILIZATION TO PROMOTE STUDENT ACCESS

It is not possible for our students to make timely progress toward graduation without a robust schedule of courses. To do this, we need to maximize our ability to schedule classes with the campus resources we have. At Cal State LA we focused on (1) improving class enrollment capacity/classroom capacity, and (2) increasing the number of courses scheduled on our standard schedule grid to maximum usable class slots. We took a multi-pronged approach, sharing data on unused classrooms seats, incentivizing hybrid courses, revising guidelines on faculty support for larger class sizes, and tasking Associate Deans with enforcing on-grid scheduling in their colleges. We have seen notable Fall 15 to Fall 16 improvements on utilization metrics and most significantly, we had almost 19,000 more student credit units scheduled, allowing us to accommodate our record high number of students with appropriate unit loads.

SYMPOSIUM THEME

**Enrollment Management**

## CAL STATE LA

**TRANSPARENCY, EQUITY OF EDUCATIONAL EXPERIENCE, AND STUDENT SUCCESS**

Transparent teaching moves beyond equality of access to equity of educational experience. This presentation builds on the AAC&U initiative, “Transparency and Problem-Centered Learning.” Five Cal State LA faculty (Michael Willard, Co-PI and team lead) with faculty teams from six other “minority serving” colleges and universities—involving 1,174 students and 35 faculty—implemented transparently-designed, problem-solving assignments in GE courses focused on students in first-year/intermediate-level courses. Students in “more transparent” classes reported gains in academic confidence, sense of belonging, and skills employers value. Data from the AAC&U project and a parallel, comparison initiative at the University of Nevada Las Vegas (n = 1,143) indicate that transparent teaching methods benefit all students and significantly benefit underrepresented, low-income, and first-generation students. In the UNLV study first-year students’ confidence and sense of belonging directly correlated with an increase in persistence/retention to the subsequent year, increasing from 74.1% in less transparent classes to 90.2% for students in more transparent classes (see Winkelmes, et. al., Peer Review, Winter/Spring 2016).

SYMPOSIUM THEME

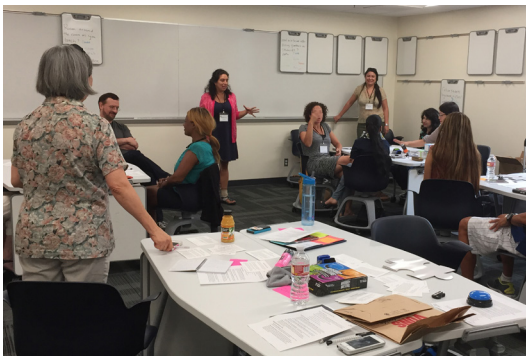
**High-Impact Practices**

## CAL STATE LA

**FACULTY DEVELOPMENT EQUALS STUDENT LEARNING: INCORPORATING ACTIVE LEARNING IN FACULTY DEVELOPMENT TO MAXIMIZE FIRST-GENERATION STUDENT SUCCESS**

Cal State L.A. has the largest population of first-generation students of any public four-year institution in the country. While first-generation students are characterized by their grit, many believe they do not belong in college. Instructors often have reinforcing deficit views of these students, e.g. as remedial. How can faculty acquire and practice informed teaching behaviors that increase students’ sense of belonging AND translate to academic success? The link between faculty development and student learning is supported but underexplored (Condon et al, 2015). Our CETL workshops incorporate a variety of cost-effective strategies, many focusing on reflective techniques that help faculty uncover their own hidden biases and misconceptions about how their students learn. We uniquely use metacognition to build self-awareness into teaching practice, which help faculty move toward more effective course redesign. Eighty instructors participated in an active learning in workshop 2015-16. We can demonstrate improvement in their course non-completion rates.

SYMPOSIUM THEME

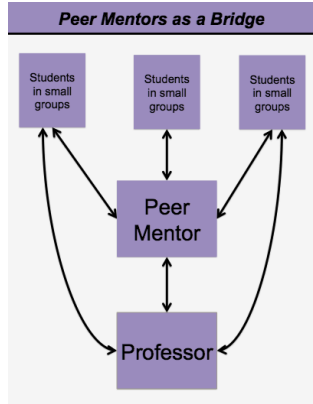
**High-Impact Practices**

CAL STATE LA

**USING PEER MENTORS IN THE CLASSROOM TO IMPROVE STUDENT SUCCESS IN CHALLENGING COURSES**

Teaching with student peer mentors in the classroom can dramatically improve student success in challenging classes. This claim rests on both academic research and data drawn from innovative courses offered at Cal State LA. When students experience “bottleneck” classes in small groups engaged in active learning, they develop deep learning and are more likely to pass challenging classes. On many CSU campuses, however, the students who most need this supportive environment – novice students working through GE requirements – rarely receive it. Instead, GE sections often run in large numbers, and students frequently struggle with repeatable grades. Peer mentors (advanced undergraduate or Master’s students) have helped solve this problem. By serving in the classroom and helping students work through the professor’s active-learning exercises, peer mentors have transformed some large and anonymous classes with high DFW rates into intimate learning spaces where many more students learn and thrive.

SYMPOSIUM THEME  
**High-Impact Practices**



CAL MARITIME

**WAVES OF SUCCESS: SUSTAINING STUDENT ENGAGEMENT AT A SPECIALIZED INSTITUTION**

All students at Cal Maritime participate in a rigorous program that includes a variety of high impact practices, including participation in the Corps of Cadets and our Leadership Development program, on-campus residential living requirements, and academic co-ops and internships for all majors. This program, jointly administered by academic and student affairs, is meant to holistically engage all students by aligning leadership development and the values of the Corps with intellectual learning and workforce readiness training. National research indicates on-campus living, close faculty contact, and experiential learning are practices that contribute to student retention and satisfaction. By triangulating these efforts, and providing a seamless connection for the student, satisfaction and engagement and reflection all contribute to student success.

SYMPOSIUM THEME  
**High-Impact Practices**

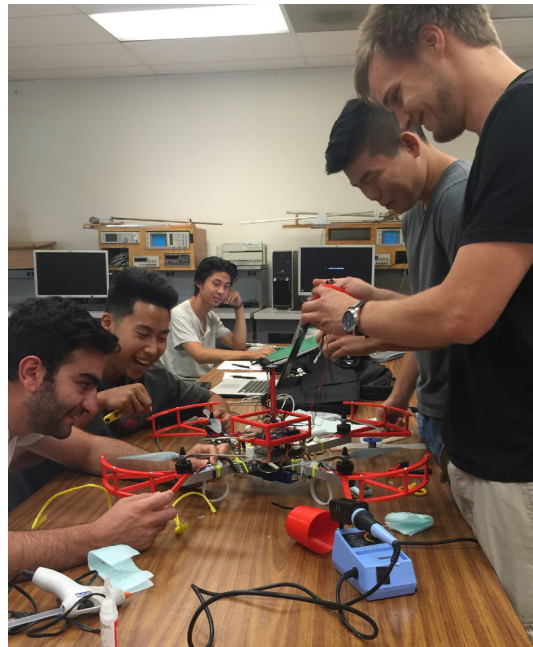




CSU NORTHRIDGE  
**ENHANCING STUDENT SUCCESS THROUGH THE AIMS<sup>2</sup> PROGRAM**

In 2011 the College of Engineering and Computer Science (CECS) at CSU Northridge, received a five-year, \$5.5 million HSI STEM grant from the U.S. Department of Education to implement a program to increase the number of low-income, Hispanic and underrepresented students graduating from CSUN with engineering and computer science majors. The AIMS<sup>2</sup> program (for Attract, Inspire, Mentor and Support Students), is led by CSUN, along with Glendale Community College (GCC) and the College of the Canyons (COC). Students in the AIMS<sup>2</sup> cohorts receive stipends and have access to special mentoring and advisement by faculty, tutoring, peer mentoring, social activities, field trips and opportunities to take part in paid research projects. They recorded higher per-term units completed, per-term and cumulative GPAs, and next-term persistence rates compared to their non-participant student counterparts. The program has been nationally recognized by Excelencia in Education and the White House Initiative for Educational Excellence for Hispanics.

SYMPOSIUM THEME  
**Targeted Interventions**



CSU NORTHRIDGE  
**KEEPING DREAMS ALIVE; INCREASING PASSAGE RATES OF DEVELOPMENTAL MATH STUDENTS**

The CSU's most vulnerable population consists of students struggling in Developmental Math. Such students are at immediate risk of being stopped out of the CSU and face enormous social and emotional stress. Disturbingly this population draws disproportionately from traditionally underserved groups in California. In an attempt to address this problem and close the achievement gap at CSUN, a joint project between Developmental Math and The College of Education was established. Utilizing social-emotional interventions, training, and weekly consultation with Supplemental Math Instructors the project produced significant results over a two-year period. Passage rates of traditionally underserved students increased by 20 percentage points (35-45% to 55-65%). Seventy-five percent of students who fully participated in the program passed as compared to 24% of those that participated minimally or not at all.

SYMPOSIUM THEME  
**Connection**

CAL POLY POMONA

**KEEPING AN EYE ON THE PRIZE: GRADUATION SUCCESS THROUGH CAREER ENGAGEMENT**

The Collins College of Hospitality Management at Cal Poly Pomona has been extremely successful at freshmen and transfer graduation rates, and upper division transfer URM gaps (below zero) in large part due to consistent student career engagement throughout students' academic careers from recruitment through graduation. Participants create a Disneyland inspired map to design "lands" in their park (Universityland) in which success toward graduation will be designed in several key career engagement areas including first year experience, student engagement, industry work experience, industry engagement, campus student resources, and effective communications.

SYMPOSIUM THEME  
**High-Impact Practices**

CAL POLY POMONA

**RENAISSANCE SCHOLARS: UNDERSTANDING FOSTER YOUTH TO BETTER MEET THEIR NEEDS**

Renaissance Scholars (RS) is a comprehensive program that supports the success of current and former foster youth at Cal Poly Pomona. This innovative program draws on Cal Poly Pomona's Educational Opportunity Program (EOP) and the Casey Family Program's It's My Life; a framework for youth transitioning from foster care to successful adulthood (2001). In most cases, former foster youth do not have the traditional family support structure. They do not have anyone to turn to for housing, financial assistance, and emotional support. At the age of eighteen they are considered independent adults who must learn how to navigate life and become independent and self-sufficient. It is important to provide this community of former foster youth with the educational opportunities and nurturing environment that strengthens their ability to successfully attain a degree.

SYMPOSIUM THEME  
**Targeted Interventions**





## CAL POLY POMONA SCIENCE EDUCATIONAL ENHANCEMENT SERVICES

Science Educational Enhancement Services (SEES) is a support and engagement program serving historically under-represented minority (URM) and first generation students in the STEM fields. Throughout its almost 30-year history, SEES has offered services that have closed the graduation gap between underserved students and non-URM students. SEES students graduate at 46.8% after 5 years, as opposed to 38.6 for all URM students in the College of Science. Students of Caucasian and Asian descent graduate at 49.7%. Closing the achievement gap has required a student support structure and integrated services comprised of various components, each of which addresses a barrier to success. The program's unique umbrella structure, collaboration with other STEM-based programs, involvement at the K-12 to graduate studies model, and alumni engagement have set it apart from other programs with a similar mission. SEES serves 2800 students in all the programs it runs (SEES, CSU-LSAMP, BioTiER, STEM Success).

SYMPOSIUM THEME

**High-Impact Practices**

## CAL POLY POMONA STUDENT SUCCESS THROUGH TECHNOLOGY

Engineering curricula have become more intensive, requiring students to spend more time for each subject. At the same time, institutional pressures to reduce units to degree have decreased opportunities to review and reinforce foundational concepts. This is particularly challenging for Engineering where topics are abstract and difficult for beginners to understand. Many CPP students work during the week, and a heavy working schedule limits the student's ability to seek help during regular school hours. These factors contribute to a high number of students retaking key engineering bottleneck courses that are the gateways to upper-division work, thus delaying graduation. Since 2013, the Mechanical Engineering Department successfully redesigned seven bottleneck courses with technology. A variety of technology were used including short lecture videos ([www.cpp.edu/meonline](http://www.cpp.edu/meonline)), clickers, flipping, smart books and simulations. Assessment results show improvement in both grades and students' motivation. During the presentation, both technologies and strategies used will be demonstrated.

SYMPOSIUM THEME

**High-Impact Practices**

## CAL POLY POMONA

**STUDENT ENGAGEMENT AND THE GRADUATION INITIATIVE**

It may seem counter-intuitive to ask students to take additional classes and participate in extracurricular projects as a way to reduce time to graduation. But that is the premise of the Achieve Scholars Program at Cal Poly Pomona. The program posits that engaging students in undergraduate research early in their academic careers will help students persist and graduate by creating academic focus, positive peer groups, increased faculty mentoring, and a stronger sense of connection to the campus. The Achieve Scholars Program creates opportunities for lower-division students and first-year transfer students to become involved in research while using both qualitative and quantitative evaluation to determine the impact of this engagement on persistence and graduation. The program has a particular focus on first-generation, low-income, and under-represented minority students in STEM.

SYMPOSIUM THEME

**High-Impact Practices**

## SACRAMENTO STATE

**COLLEGE ASSISTANCE MIGRANT PROGRAM (CAMP): BUILDING A SENSE OF INCLUSIVITY, BELONGING AND SUCCESS**

The mission of CAMP at Sacramento State is to offer entering first-year students from migrant and seasonal farmworker backgrounds support services and opportunities for cultural affirmation that lead to personal, academic and professional success. CAMP's conceptual structure focuses on the three major stages in the change process experienced by students: separation, transition, and integration. CAMP interventions, activities and services consider (1) the realities of the environment the students are part of prior to entering Sacramento State, that (2) the students will become a part of a different environment (college) and (3) the need to do so in order to be academically successful. Consequently, CAMP methodologies, practices and services help students to operate effectively within both worlds. CAMP recognizes the key linkages and support roles necessary to facilitate an effective transition from a life of farm work to a college student.

More information: [csus.edu/camp/](https://csus.edu/camp/)

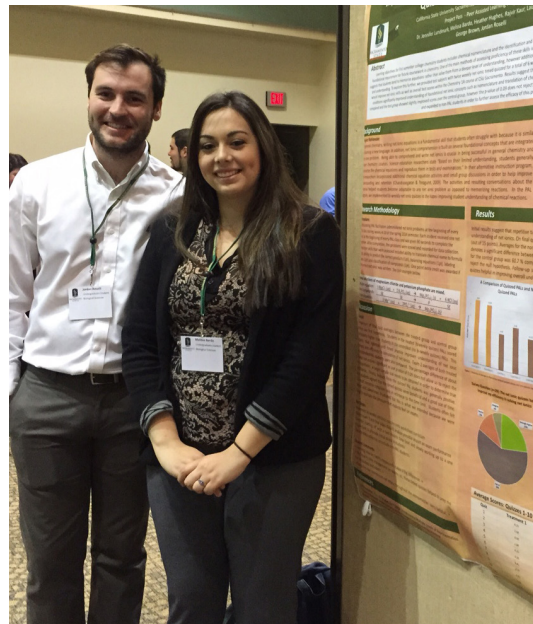
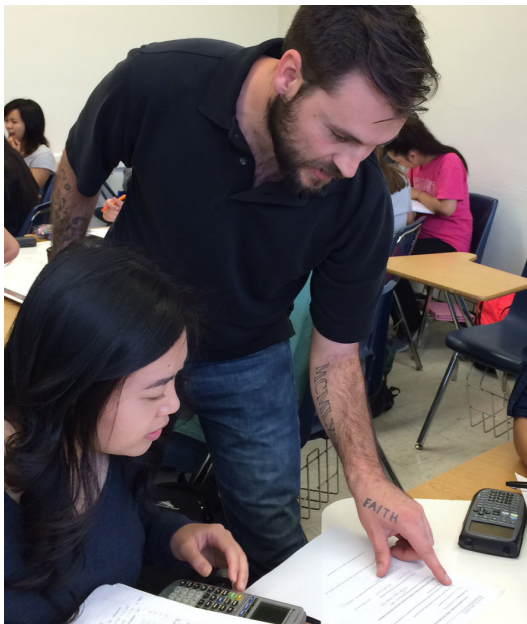
SYMPOSIUM THEME

**Targeted Interventions**

SACRAMENTO STATE  
**PEER ASSISTED LEARNING (PAL)**

Peer-driven, co-curricular support strategies effectively encourage excellence in all students, and the success of diverse students in Science, Technology, Engineering and Mathematics (STEM). Implicit disciplinary bias countered by culturally responsive pedagogy can result in the selection, hiring, and empowerment of effective peer leaders. Compelling data comparing participants and non participants of the PAL program show higher pass rates and a closing of the achievement gap in gateway math and science courses.

SYMPOSIUM THEME  
**High-Impact Practices**



SACRAMENTO STATE  
**TRANSFER FACILITATION, THE GVAR AND PORTFOLIO PEDAGOGY AT SACRAMENTO STATE**

The COSA transfer facilitation project has provided approximately 200 transfer (majority URM) students, with a valid and reliable system to demonstrate preparation for Sac State’s final phase of the CSU wide Graduation Writing Assessment Requirement (GVAR) The program 6th year, features an electronic portfolio placement in place of the timed test and an upper division GE pathway that may be completed within the first two semesters of transfer, among other features. A nested portfolio system deploys an ecological approach to fostering a culture of transfer at the community college via curricular re-design and co-curricular structures and was the recipient of competitive funding to “scale up” to additional community colleges in the service region. Preliminary research shows that the system is robust and viable and is a pedagogically sound replacement for the “snapshot” assessment currently in place with strong potential for low cost and sustainable institutionalization in transfer practices particularly impacting the success of URM students and students from under-resourced communities.

SYMPOSIUM THEME  
**High-Impact Practices**

More information:  
[csus.edu/faculty/h/jhecsh/cosa.html](http://csus.edu/faculty/h/jhecsh/cosa.html)



## SACRAMENTO STATE WE CAN END REMEDIATION

We in higher education created the idea of remediation. We have built a multi-million dollar industry around it. How might we eliminate it and the associated non-productive stigmas and costs associated with remediation? The high number of new students who are required to take remedial courses has long been a challenge on many CSU campuses. Many programs have attempted to address this challenge. Perhaps it is time for the CSU to consider a completely different kind of program in place that could end the idea of remediation? Is this a bold seemingly impossible thought, or are we just trapped in our own remedial paradigm? At Sacramento State, we are working to eliminate the concept of remediation and move toward a more progressive and student support oriented approach to make sure our new students have the academic preparation they need to succeed.

SYMPOSIUM THEME

**Connection**

More information:

[csus.edu/beyondthegpa/](https://csus.edu/beyondthegpa/)



CSU SAN BERNARDINO

**COYOTE FIRST STEP: PRELIMINARY REPORT**

CSU San Bernardino has gathered preliminary results regarding the summer 2015 implementation of Coyote First STEP (Student Transition Enhancement Program). The program, which is part of the initiative to increase college readiness and graduation rates at CSUSB, includes an Early Start math class with peer tutor support, an introduction to college-level writing, and a myriad of co-curricular activities and workshops to enhance students’ engagement and understanding of college. Coyote First STEP (CFS) is designed to ensure students are on a solid footing for timely graduation by reducing developmental course requirements, enhancing social connections among students, and forging a sense of belonging at CSUSB.

SYMPOSIUM THEME  
**Connection**

CSU SAN BERNARDINO

**CROSSING THE FINISH LINE, REACHING OUT TO SUPER SENIORS**

Professional advisors (PA) from Undergraduate Studies (UGS), aligned with the Registrar’s Office and colleges identified super seniors (SS) (n=2,179) as anyone who earned more than 181 quarter units. PAs used predictive analytics and campaign functionality from EAB CAMPUS to group SS by college. SS were contacted via email, phone, or text to schedule a personal academic advisement appointment. UGS placed registration holds on SS who did not respond for an advising appointment with a PA or faculty member in a timely fashion. Personal academic advisement served as the intervention by developing an individual advisement plan (IAP) to fast-track SS toward graduation. EAB CAMPUS enabled us to monitor SS compliance to the agreed upon IAP. Results of the intervention indicated that 1,012 (47%) of the SS graduated in a year after intrusive advisement. Additionally, of the remaining 1167 SS, 414 (35%) will graduate by the end of this academic year.

SYMPOSIUM THEME  
**Enrollment Management**





CSU SAN BERNARDINO

**INVESTIGATING STUDENT SUCCESS USING EVIDENCED-BASED STRATEGIES**

This presentation will explore the potential of Wenger’s community of practice model to foster essential systemic change: to create a campus culture that promotes and supports the study and widespread implementation of equity-minded, evidence-based teaching practices. We will demonstrate a successful partnership of the dean of CNS, the director(s) of the Teaching Resource Center, and STEM faculty members that developed and implemented faculty learning communities (FLCs) as part of a larger community of practice model, leading faculty members to rethink teaching in the context of the science of learning, in order to provide learning experiences that lead to increased student success. Because these FLCs are perceived as faculty-driven, they have grown organically, with increasing numbers of students benefiting. We will provide opportunities for participants to experience these inclusive, evidence-based teaching practices as they collaboratively consider ways in which these principles might be adapted to promote student success on their campuses.

SYMPOSIUM THEME  
**Institutional Change**





## CSU SAN BERNARDINO RESEARCH EVERYWHERE

Upon acceptance at CSUSB, 69% of first time freshmen require some form of Math or English remediation. At CSUSB, faculty report that students lack problem solving, communication and technical skills.

Since involving students in research and creative activities has been shown to have significant impact on their technical skills, such as math, statistics, writing, and effective communication, we decided to institutionalize research and creative activities. We started with a survey of faculty, asking them to identify the barriers to the successful implementation of an environment where undergraduates become passionate questioners, critical thinkers, problem solvers and good communicators. Faculty surveys' findings have led to the implementation of programs: (1) to support students as they identify the problems to be solved, (2) formulate hypotheses, (3) develop research methods, (4) analyze data and (5) disseminate findings." Research Everywhere" is contagious, exciting and promising. The programs have garnered very strong faculty support and participation has more than doubled in a couple of years. Students who participate in the programs demonstrate improved GPAs and better retention rates than their counterparts. Findings show that these results are especially robust for at-risk students.

SYMPOSIUM THEME

**High-Impact Practices**

## CSU SAN BERNARDINO TRANSCENDING THE IDEA OF REMEDIATION: DIRECTED SELF-PLACEMENT AND STRETCH COMPOSITION AT CSUSB

Composition research shows that remedial writing programs often undermine rather than promote student success and retention by extending students' time in pre-collegiate courses and demoralizing students. CSUSB transcends remedial literacy instruction via Directed Self-Placement (DSP) and Stretch Composition. Students use DSP's custom survey to assess themselves as writers and select the writing sequence best suited to their needs. Students then enroll in Stretch composition, choosing a one-, two-, or three-quarter cohorted, college-level writing sequence. All sequences present challenging work, but differ in time and support for accomplishing it. Qualitative data demonstrate previous programs' negative impact on students' self-efficacy and sense of belonging as college students and the current programs' positive impact on relationships between identity, literacy, agency and motivation. Quantitative data highlight positive relationships between the new programs and retention and graduation rates over time. Ultimately, these programs remove structural barriers to student success while increasing student motivation and self-efficacy.

SYMPOSIUM THEME

**Connection**

## SAN FRANCISCO STATE

## THE METRO COLLEGE SUCCESS PROGRAM: A REDESIGN OF THE FIRST TWO YEARS OF COLLEGE, FOR EQUITY AND EXCELLENCE IN TIMELY GRADUATION

The Metro College Success Program, started at San Francisco State University in 2007, is a redesign of the first two years, the time of heaviest attrition for disadvantaged students. It has consistently boosted timely graduation for these students, producing four- and five-year graduation rates that are more than 50% greater than those of a matched comparison group. Metro has been able to expand steadily, even during years of budget retrenchment, and currently serves nearly one out of five first-time freshmen. If Metro expanded to all Pell-eligible students, it would bring SF State's six-year graduation rate to 60%. Metro sets up multiple broad career-themed academies, each of which serves as a 'school within a school' for 140 students. It has three main elements: (1) a cohort-style guided pathway of general education courses; (2) wrap-around student services; and (3) a 45-hour Metro faculty development process. SF State now operates 10 academies.

SYMPOSIUM THEME

**High-Impact Practices**


## SAN JOSÉ STATE

### CHICANX/LATINX AND AFRICAN AMERICAN STUDENT SUCCESS TASKFORCES

SJSU's Chicax/Latinx and African American Student Success Taskforces were formed to remove the achievement gap. These communities experience a number of different obstacles, including the disconnect between the cultural identities of students and campus culture that prevent students from fully engaging in multiple facets of campus life. The Taskforces run academic success programming and student engagement activities to bridge this cultural gap and help students form strong academic identities. Retention rates of students involved in Taskforce activities are not only higher than our URM retention rates but also higher than the overall student body. The concept of the Taskforces is transferable to other campuses. The Taskforces are each led by a faculty and staff pair as well as volunteer faculty and staff that help with events, and paid, peer mentors. The true success comes from a collective commitment to building supportive relationships with students and addressing the complex set of forces that can limit URM student engagement and success.

More information: [sjsu.edu/adelante/](http://sjsu.edu/adelante/)

SYMPOSIUM THEME  
**Targeted Interventions**

## SAN JOSÉ STATE

### ACADEMIC AFFAIRS AND STUDENT AFFAIRS WORKING TOGETHER FOR STUDENT SUCCESS

Based on extensive internal conversations and information gathered through 2015 and spring 2016, the Provost and VP for Student Affairs have identified four pillars of a unified student success plan: College Readiness, Advising, Student Engagement and Clearing Bottlenecks. The overall achievement of the plan will be measured by graduation and retention rates and average unit load. Each of the pillars also has numerous leading indicators. While the plan was just finalized, we have evidence that both the process of joint collaboration and the pillar initiatives themselves are working. The pillar structure was used to request funding for advising that has already resulted in \$2M in support from the Koret Foundation. The percentage of incoming frosh registered for 14 or more units is 52% (as compared with 35% at census date last fall). Our average unit load is 13.65 (as compared to 12.33 at this time last fall).

More information: [sjsu.edu/provost/academic\\_plan/](http://sjsu.edu/provost/academic_plan/)

SYMPOSIUM THEME  
**Institutional Change**

## CAL POLY SAN LUIS OBISPO

### A COMPREHENSIVE CAMPUS STRATEGY TO REMOVE HURDLES TO DEGREE COMPLETION

In its 2009 Graduation Initiative plan, Cal Poly committed to the guiding principle that, as an institution, we would identify and remove any and all hurdles in the way of any student's progress to a degree. To that effort, Cal Poly implemented a comprehensive campuswide strategy to increase 4-year graduation rates through a combination of policies, programs, practices, and information systems to help students make timely and successful progress to degree. Various elements within the strategy include freshmen block scheduling, a new expected academic progress policy, a system for student degree planning and future course demand analysis, a revised registration process based on expected academic progress, new practices in our graduation process, revisions to our "change of major" and "academic disqualification" policies, and new commitments to housing students on-campus.

SYMPOSIUM THEME  
**Institutional Change**

CSU SAN MARCOS

**ALLIANCE TO ACCELERATE EXCELLENCE IN EDUCATION**

Ensuring educational success for diverse learners while simultaneously maintaining rigorous standards and high quality requires a multi-faceted, sustained approach. To that end, and recognizing that there is a difference between mere access to a college education and the successful attainment of a college degree, CSUSM created The Alliance to Accelerate Excellence in Education (known as The Alliance). The Alliance provides a comprehensive, comprehensible pathway to a CSUSM education by offering guaranteed admission agreements to students who meet certain criteria. It is unique in the way that it engages all stakeholders from K-12 school districts to the university campus community to the students and their families through a variety of K-12 and university programs.

SYMPOSIUM THEME

**Connection**

CSU SAN MARCOS

**COUGAR CARE NETWORK**

This presentation will provide an overview of the California State University San Marcos (CSUSM) Cougar Care Network, which is an early support initiative to improve student success, retention, and persistence. Through early alert referrals from campus community members, the Cougar Care Network serves as a “safety net” to assist students who may be experiencing challenges inside or outside the classroom.

SYMPOSIUM THEME

**stitutional Change**

CSU SAN MARCOS

**THE CSUSM STEM CENTER: FACILITATING GRADUATION AND CREATING A CULTURE OF STEM SUCCESS**

The recent National Academies report on Barriers and Opportunities to STEM degrees called for systemic approaches to student support that meet the needs of diverse populations. The CSUSM STEM Center is addressing this challenge via a comprehensive suite of high-impact support programs. These efforts include a STEM Learning Assistant (LA) program, STEM Ambassador outreach program, and faculty development initiatives. This talk focuses on a particularly impactful element, a 35-hour/week drop-in tutoring program for students in STEM gateway courses. The tutors are high-achieving, upper-division STEM majors. The tutoring program has >10,000 student visits annually by >900 distinct students, corresponding to over half of all CSUSM STEM majors. Students utilizing tutoring services have significant positive outcomes, including higher grades and lower DFW rates. Through low barriers to participation, peer tutors, and a STEM disciplinary focus, the Center also develops students’ STEM identity and creates a culture of STEM inclusivity and success.

SYMPOSIUM THEME

**Targeted Interventions**



## SONOMA STATE

### E-ADVISING IMPLEMENTATION EXPERIENCES AT SONOMA STATE UNIVERSITY

Sonoma State is at the midpoint of its E-Advising implementation, having gathered preliminary usage data on College (Seawolf) Scheduler, Degree Planner successes and challenges (including course demand reporting over time), and Blackboard Analytics implementation.

SYMPOSIUM THEME

**Enrollment Management**

## STANISLAUS STATE

### INSTITUTIONALIZING AND SCALING AN EFFECTIVE GRANT-FUNDED PROGRAM – THE PROGRAM FOR ACADEMIC AND CAREER EXCELLENCE (PACE)

The Program for Academic and Career Excellence (PACE) was established in 2010 through a 5-year, \$3,063,567 U.S. Department of Education Title V grant. PACE was designed to increase engagement, retention, and graduation rates of Hispanic, underserved, and/or first-generation college students. To address disparity in retention and graduation rates between student groups, two PACE program components were developed and delivered: 1) a First Year Experience (FYE) embedded in a two-semester developmental English stretch course; and 2) Check In, Check Up, Check Out (C3), a program designed to provide an environment that increases student success. In this presentation, quantitative and qualitative evidence of effectiveness for the PACE program will be shared. The University's transition and scale-up efforts will be described, and an audience discussion of successes and challenges associated with institutionalizing large grant projects and replicating best practices in a scaled way will be facilitated.

SYMPOSIUM THEME

**Targeted Interventions**



CSU MONTEREY BAY

**SÍ, SE PUEDE: REFORMING DEVELOPMENTAL MATHEMATICS**

With a 50% pass rate in our precollege math course, CSU Monterey Bay had many students caught in a loop of remediation which greatly delayed time to degree in all classes, but particularly for STEM majors. The Si, Se Puede program at CSU Monterey Bay takes these incoming students and enrolls them in Math Boot Campus, an intensive math camp before the start of the semester. A Math Placement Test is administered at the end of the Boot Camp, and in 2015 over 200 of our incoming freshmen achieved at a high enough level to have saved themselves at least one semester of math remediation, and over 100 of these were able to move into regular college level math courses. Pass rates have increased from 50% to 80-90% each term; over half of our math majors began their careers at CSUMB in remedial math, demonstrating that they not only can pass the minimum requirement for graduation, but also can thrive in higher level math classes.

SYMPOSIUM THEME  
**Targeted Interventions**

CSU MONTEREY BAY

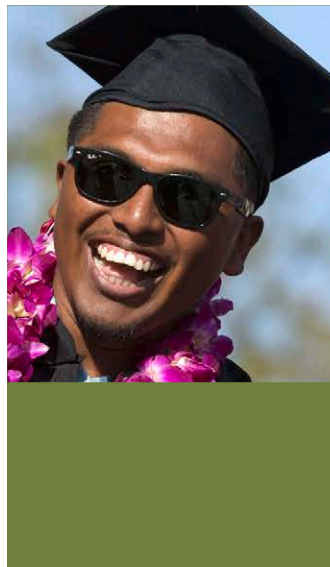
**USING COHORTS IN BUILDING COMMUNITY FOR COMPUTER SCIENTISTS**

CSU Monterey Bay's CS-in-3 partnership with Hartnell College and the tech industry is showing promising results using a cohort-based model, a lock-step curriculum, and wraparound supplementary instruction and professional development. In the first cohort, over 60% of the students graduated in three years, and at the end of four we predict a nearly 80% graduation rate. Through this program we have been able to align curriculum and overcome various logistical issues in cross enrollment, registration, and supplemental instruction. The program currently serves local students (largely Hispanic and a higher percentage of women than are traditionally present in CS programs). The program is graduating students at more than twice the rate of our non-cohort programs.

SYMPOSIUM THEME  
**High-Impact Practices**







**CSU** **The California State University**  
ACADEMIC AND STUDENT AFFAIRS

*401 Golden Shore, Long Beach, CA 90802-4210*  
[www.calstate.edu/itl](http://www.calstate.edu/itl)