

APPENDIX 1 TO ITEM B

Awards for Innovation in Higher Education Application Abstracts

[01] Allan Hancock College

As a response to address retention and success, Allan Hancock College faculty developed acceleration strategies to achieve the goals of completion and progression through remedial sequences towards transfer level courses. In particular, English faculty developed an acceleration program that targets student athletes from traditionally underrepresented populations. The program seeks to bolster readiness for college level work through an intensive “boot camp” that focuses on writing skills. In addition to student athletes, local high school graduates are able to access the program. Initial results found that the 93% of students taking the program placed into a transfer level English class and the placement rate for athletes was 100%. Students who began at lower remedial English levels showed clear improvement and were subsequently placed into pilot accelerated English 514 classes one level below transfer in the fall 2014. The implications of this innovation will lead Allan Hancock College to look for ways to expand the program to additional students and to build similar programs to foster readiness for college level math.

[02] Bakersfield College

2013 was a year of institutional capacity building at Bakersfield College (BC) focusing on college-wide learning and leadership development. This set the stage in 2014, for substantial innovation and change driven by an urgent vision to improve student success. BC moved to disrupt the status quo and radically cultivate new approaches for educational progression from kindergarten through post-graduate employment by building durable and responsive networks with community partners. Fiscal sustainability, a focus on data, and research-based practices were fundamental to this work. To improve the 15% baccalaureate attainment rate in a community with staggering levels of poverty (22%), BC inserted itself into the entire educational continuum. No longer waiting to welcome or manage whoever shows up, BC is working in new and collaborative ways, with regional high schools as well as groups like the NAACP to foster generational shifts through dialogue with parents about the critical need to read to infants. BC is offering high-touch services for students who lack familial support structures. BC is using Multiple Measures to place students in higher levels of English and math, redesigning curriculum in basic skills to move students into college-level work sooner; in Career and Technical Education to ladder certificates to create degree pathways; in general education to reduce units so that disciplines can develop Associate Degrees for Transfer; and if approved, an Applied Baccalaureate in Industrial Automation. BC is positioned to realize these efforts because of a shift in leadership approach from hierarchical to distributed, aligned and grounded in connectivity.

[03] Butte College

Butte College has increased the number of degrees its awards and the number of students it transfers to University of California and California State University campuses by over 30% over the last five years. It has accomplished this by taking a comprehensive approach that involves working collaboratively with the K-12 school districts, high schools, county offices of education, California State University, Chico and community partners; improving and accelerating its developmental programs, developing transfer degrees that streamline articulation to the university, and focusing the entire institution using widely understood, collaborative and integrated processes on student access, equity, success and completion. The College’s Progress and Completion Model and its data processes support these efforts. The two objectives in this application are to 1) Complete implementation of the Student Progression and Completion Model (SPCM) and 2) Meet or exceed the college’s goals for course completion, degrees, certificates and transfers. Through the objectives identified in this application, Butte College is continuing to enhance and refine these processes to improve its future performance for all students especially those from underrepresented groups.

[04] California Polytechnic State University, San Luis Obispo

Cal Poly is committed to improving student achievement in earning a bachelor’s degree within a four year timeframe. Barriers identified on our campus included a lack of student understanding of a clear path to compete their degree in a timely manner, policies and practices not consistently communicated and applied across campus, lack of support for disadvantaged students, and a campus climate limited in its diversity. Beginning in 2009, steady

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and strategic innovations and improvements have been made to campus policies, practices, and systems. Among the new initiatives is PolyPlanner, which provides students with a planning tool and the university with data about student behavior. A successful Change of Major policy, implemented in 2010, has resulted in shorter time-to-degree at an average reduction of one quarter per student, was augmented in 2014 with an online change of major “portlet”. This resource is accessible to students at any time, and includes a needs assessment component and the ability for them to register for a workshop to explore the change of major process. Building on the effectiveness of the First-year Success Program, new Transfer and Second-year Success Programs were launched January and October 2014 respectively. This past year also included research involving predictive modeling to identify struggling students and the development of computer systems aimed at reducing high failure rates and ensuing bottlenecks courses. Collectively, these changes have resulted in improvements in 6-year graduation rates from 72.9% to 78% and in 4-year graduation from 27.0% and 47.0%.

[05] California Polytechnic State University, Pomona

The Cal Poly Pomona (CPP) PolyTransfer Initiative is submitting an application to continue supporting our inter-segmental collaboration between CPP and local community colleges. Aimed at easing students’ transfer through the State’s educational system, PolyTransfer is focused on recruitment, enrollment, engagement, retention, and increasing timely graduation of transfer students, especially among underrepresented minority (URM) and first-generation students.

Since 2006, CPP has experienced a dramatic jump in our transfer student population. Between fall 2001 and fall 2013, the number of transfer students grew by 83%, from 1,362 students to 2,487 students. Responding to this trend, we created a cross-divisional team to investigate the transfer student experience and examine institutional practices that support or hinder transfer student success. Our findings led to the creation of the PolyTransfer Initiative whose goals are to:

1. Create a “transfer reception culture” that changes the campus culture for all transfer students, specifically for first-generation and URM students;
2. Institutionalize practices and policies that facilitate seamless transition from the community colleges and the four-year university;
3. Implement High Impact Practices (i.e., summer transition programs, first-year experience programming, peer mentoring) positively correlated with persistence, deeper learning, and enhanced academic and social integration into the university, and known to have a significantly larger impact on URM students; and
4. Develop a sustainable, replicable model that can be used by other institutions interested in focusing on the shared challenges that transfer students face and developing transfer-specific programming that leverages campus resources in new ways.

[06] California State University, Channel Islands

Strategic investments in sustainable virtual systems, effective outreach and orientation, and faculty development around high impact pedagogies advance an overarching goal of “aligning to one degree” in the Ventura and Santa Barbara Counties region. CSU Channel Islands increased physical and virtual outreach efforts, streamlined admissions processes, and reengineered Transfer Orientation. Twenty Associate Degrees to Transfer now align with CI bachelor’s degrees. University Experience Associates embedded in interdisciplinary Transfer Seminars facilitate student success, while the STEM Career intensified transfer tutoring. NSSE data shows upper division students experience high impact practices at a higher rate than California college seniors generally. Seniors are most likely to participate in culminating experience/capstones (77%) or service-learning (75%), but only 34% participated in research with faculty or a learning community (23%). CI and Oxnard College embedded service learning in a GE Sophomore Seminar cross-institutional learning community. STEM faculty engaged community college and transfer students in a Summer Research Institute. Interdisciplinary undergraduate research courses and Transfer Seminars incorporate GE outcomes, assessed through Signature Assignments in electronic portfolios. Project ALAS launched initiatives building cross-institutional bridges. Professional development focused on high-impact/engaging pedagogies responsive to underserved students’ needs, aligning learning across segments, and engaging students virtually. A new FIT Lab has recording booths, video editing stations, a live action studio, and experts to support

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high impact pedagogy. CI Degree Completion programs in Psychology, Nursing, Business, and Early Childhood Studies serve transfer students through online, face-to-face, and blended courses at Santa Barbara City College.

[07] California State University, Chico

This application from CSU, Chico highlights a successful teaching innovation, Public Sphere Pedagogy (PSP), originally implemented in 2006, that underwent significant change and expansion since January 10, 2014. PSP is a proven teaching intervention that significantly improves student retention and decreases the “achievement gap” for URM students. This approach emphasizes the relationship between coursework and public life, assisting students to make connections between their reading, writing and research and vexing public problems. Students then take this work into public arenas designed for deliberative dialogue and participation between students and community members. In January 2014, we connected PSP to a new classroom design: U-Courses. U-Courses are interdisciplinary first-year classes constructed of small learning communities within a large (100-student) classroom. Trained, embedded student mentors support enrolled first- year students ' work with college-level reading and writing, research, project-building, demonstrations, and public presentations. Half of all seats in each U-Course are reserved for first-generation college students, who benefit both through developing a strong connection to peers, mentors and faculty members and through preparation for and participation in public events where their research provides the focal point for presentations, discussions, and action planning. These innovations - PSP and U-Courses - when paired, are designed to improve retention, decrease repeatable grades and increase students' success in required classes the first time they take them, enhance students' sense of belonging in the college environment and provide increased meaning and purpose to students' university studies.

[08] California State University, Dominguez Hills

California State University, Dominguez Hills (CSUDH) is actively building an environment where our university is a "National Laboratory and Model for Student Academic Success." Led by the president, the initiative began in July 2012 and has simultaneously engaged in testing, expanding and implementing innovative and proven strategies for improving student retention and graduation rates, especially for URM, first-generation and low-income students, freshmen and transfers alike. This comprehensive model integrates all of the evidence-based high impact practices known to increase student learning, persistence and overall success while decreasing time to degree.

Comprehensive, intrusive and timely advising is the lynchpin. CSUDH leadership is creating a supportive university culture where all faculty and staff will identify as "institutional agents," who utilize their social and cultural capital to leverage resources and opportunities, facilitating and assisting students to academic and career success. The campus has simultaneously harnessed the power of technology and predictive analytics utilizing historical student academic data to identify patterns of student success and failure so those sitting on the front lines of student advising can have earlier, more proactive and more data-driven conversations with at-risk, but hard-to-identify students. A web-based university-wide advising platform provides access to a shared and easily understandable, accurate and timely student information dashboard that is both interactive and informative. Partnerships with local school districts, local community colleges and universities provide opportunities for continued dialogue to improve seamless transitions. CSUDH is a catalyst for positive change and we are committed to student academic and career success.

[09] California State University, East Bay

GANAS (Gaining Access 'N Academic Success) is an innovative, cohort-based program designed to create a successful transition to university life for Latino/a transfer students from California's community colleges. Since its launch at CSU East Bay (CSUEB) in Fall 2013, GANAS has demonstrated that intensive mentoring, advising, and strategic scheduling can have tremendous impact on the academic achievement of underrepresented students, their persistence and their progress toward BA attainment. Indeed, over two-thirds of the GANAS students who entered CSUEB in September 2013 have indicated that they will graduate in June 2015. Each month since its inception, CSU East Bay has conducted research and enacted changes to improve the efficiency and effectiveness of the GANAS program- refining critical program components such as counseling, peer mentoring, academic support, and a culturally-relevant curriculum. Students have reacted very positively to each program element and assisted CSU East Bay in molding the GANAS learning community and attracting new members. CSUEB believes that the

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GANAS model is scalable and replicable. It holds the potential to increase the number of BA degrees awarded to Latino/a transfer students and to other underrepresented student populations on university campuses throughout California.

[10] California State University, Fresno

DISCOVERe@FresnoState is a tablet technology program that delivers rich, interactive, and multi-media learning experiences that strengthen the students' academic success and their technology skills for the workplace. DISCOVERe boosts bachelor degree attainment by including innovative pedagogy and faculty training; strategic investments in technology; engaging student support services; and dynamic student service centers to provide one-stop technology skill training. Critically, DISCOVERe was planned to ensure equity for all student populations. Twelve out of the 40 tablet classes (30%) were dedicated to the most at-risk student population at Fresno State. Preliminary assessment shows DISCOVERe closes the achievement gap for this at-risk student population.

Fresno State is also leading the "California Central Valley Project." This work brings together ten Hispanic-Serving Institutions in the Valley, plus the Fresno Area STRIVE, to draft a Plan for a K-16 pipeline, centered on shared tablet technology initiatives.

Cost savings are significant. The annual cost for repeating courses at Fresno State comes to \$10,124,901 for students and \$10,124,901 for the State. Preliminary assessment shows a 2.6% increase in student success for students engaged in DISCOVERe learning using tablet technology. Even this modest increase would result in \$263,247 savings to the students and to the State, totaling \$526,495 each year. In addition, textbook savings averaged 55.21%, which comes to \$423 per year for a full-time student. Cost savings would be amplified along the K-16 pipeline. Using linked technology to diminish course duplication and to increase academic acceleration units will ratchet up the savings from kindergarten through college graduation.

[11] California State University, Fullerton

California State University, Fullerton (CSUF) is one of the largest and most diverse public universities in California with an enrollment of more than 38,000 students, nearly 70% of whom are ethnic minorities including historically underrepresented Hispanic, Black, and American Indian students (40% of total). A burgeoning culture of innovation and interdivisional collaboration has powerfully positioned CSUF to navigate through challenges presented by the financial recession, the increased demand for access and entrance to CSUF, and the appointment of new senior leadership to the University. Ranked No. 4 in the nation in awarding baccalaureate degrees to underrepresented students, CSUF leverages the use of high-impact practices (HIPs), experiential learning, and data-driven decision-making to increase graduation rates, reduce time to graduate, and ease the transition to college in order to accomplish these goals. We have piloted projects that increase student participation in co-curricular experiential learning and in curricular-based high-impact practices that lead to an increase in student engagement – a key factor in narrowing achievement gaps. We also implemented a sustainable assessment process, ensured student participation in the advisement process, and improved the ease with which we access and use data to support student success that contributes to higher graduations rates. Because these innovations have had a positive impact on student persistence and graduation rates, especially for first-generation and underprepared students, we have chosen these innovations as our focus and believe them to be the most impactful, sustainable, and scalable.

[12] California State University, Monterey Bay #1

California State University, Monterey Bay (CSUMB) in partnership with Hartnell College, have developed and implemented an innovative cohort-based, three-year Bachelor of Science degree program in Computer Science and Information Technology (CSIT) called CSIT-In-3. The program represents a new model for bachelor's degree completion as well as for improving enrollment, retention, transfer, and graduation for disadvantaged and underrepresented students in a high skill field. To increase bachelor's degrees in CSIT for low income and underrepresented students, the partner institutions fully implemented the following new or revised program components since January 10, 2014:

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- Full implementation of an articulated, transferrable, and accredited three-year Bachelor of Science degree option in Computer Science and Information Technology;
- Enrollment of 34 new students who comprise cohort 2; increasing enrollment to 60 overall;
- Delivery of a revised Math Intensive, to support improved college preparation/readiness;
- Full implementation of support services, including tutoring, enrichment, field trips, summer bridge, block enrollment, grade monitoring, and the Student Accountability Group;
- Provided full scholarships to all 60 enrolled students through Matsui Foundation;
- Achieved a persistence rate of 87.5%, nearly 30 points higher than STEM programs overall;
- Transferred the first cohort of CSIT-in-3 students to CSUMB with a 100% transfer rate.

CSIT-in-3 aligns with the priorities of the Awards for Innovation in Higher Education by: eliminating impediments to success; closing achievement gaps for underrepresented students; enabling bachelor's degree completion in less than four years; and easing transfer for underrepresented students in higher education. Evaluation data supports this concept to-date.

[13] California State University, Monterey Bay #2

The math department at California State University, Monterey Bay (CSUMB) has developed an innovative and effective program designed to increase the success of students who are required to take and complete developmental math in their first year of college. This program is particularly effective with the student population at CSUMB which is strongly first generation and often coming from educationally disadvantaged backgrounds. To accomplish this, the department worked collaboratively to build a coordinated, unified program organized around activities and student work rather than standard lecture formats. Key to this program is its cost effectiveness with large class sizes reducing the need for multiple sections, each with its own faculty member. Technology plays a key role in this program, being used for enhancing class presentation and discussion; coordination of communications between faculty and between faculty, student assistants and students; tracking of student grades on quizzes, homework and exams; and tracking of student efforts in labs and tutoring sessions.

Since January 10, 2014, the Math@CSUMB program has increased the student support aspects in order to increase student success. These include:

- Videos of lectures, demonstrations and activities for repeat viewing by students.
- Use of communications software to provide online tutoring on demand.
- Implementation of classroom management software to increase individualized contact with students.
- Developing new workshops and courses to act as a “back up” plan for the success of students who are not able to pass the initial developmental course the first time.

Math@CSUMB clearly aligns with the Innovation Award priorities by increasing the number of students able to remain in college and eventually graduate. This will also result in shorter time to degree and therefore higher 4-year graduation rates. The data provided supports this conclusion.

[14] California State University, Northridge #1

The LA College Graduation Project (LACGP) brings together the K-12, CC, and CSU partners listed above, along with the LA Chamber and other business and civic leaders, to build on five-plus years of collaboration and innovation to improve educational outcomes for LA Basin students. The LACGP is tackling the biggest obstacle to increasing BA/BS attainment – deficiencies in the proficiency of high school graduates and their consignment to remedial courses that often become a dead end. The partners will build on substantial progress on: high school graduation rates, completion of the A-G college prep curricula, implementation of Common Core, participation in the 11th grade Early Assessment Program, addition of 12th grade preemptive remedial courses, expanding use of evidence-based summer bridge and accelerated postsecondary remedial models, the CSU graduation rate initiative, and commitments to common metrics and data sharing. The LACGP is ready to move from an experimental mode to aggressive implementation to bring these early gains to scale by requiring what was optional and expanding the use of preemptive and accelerated remediation models that work, in order to achieve significant gains in the college

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readiness of incoming CC and CSU students, the speed of completion of remediation by those who need it, the transfer rate of CC students and – ultimately – the number of BA/BS degrees awarded within six years. The commitment of the partners and the momentum they have built ensure this can be sustained with existing resources, reinvesting savings from unneeded remediation in the policies and practices that work.

[58] California State University, Northridge #2

In Fall 2013 California State University, Northridge embarked on the first one-to-one tablet initiative in the CSU system to help modernize the delivery of the university's curriculum to meet students' needs. The initiative, called "myCSUNtablet" is paired with an eText initiative to produce free or low-cost, faculty authored digital textbooks for delivery on tablet devices. The initiative's three goals are to increase student engagement, improve the quality of instructional materials, and decrease costs for students. By Fall 2014 the initiative had expanded to eight departments, 70 faculty, and 2,500 students; enrollment had totaled 5,692. Seventy faculty members had signed up to create an eText; 30 have been produced. The initiative is expected to ultimately improve graduation rates and time-to-degree by providing customized instructional materials and empowering students to earn better grades. Now in its second year, the initiative has made significant progress meeting its goals, and is evolving along with the rapid evolution of mobile devices and content creation software. Clear metrics and a comprehensive approach to assessment ensure rapid feedback for the purposes of continuous improvement. Next steps include continued expansion to additional programs at CSUN and outreach to other California institutions including other campuses within the CSU system, and feeder institutions including local community colleges and K-12 institutions for knowledge sharing and technology transfer. By encouraging a culture of innovation, the initiative serves as a lever for larger and more over-arching attempts to accelerate modernization in curriculum delivery which includes redesign for hybrid, online or flipped instruction, personalized learning and competency-based education.

[15] California State University, Sacramento

This application to the Awards for Innovation in Higher Education program is submitted by California State University, Sacramento (Sacramento State) and the Los Rios Community College District (LRCCD). The **Sacramento Region Pathways Partnership** (SRPP) unites our institutions in serving the educational needs of California's Capital Region and beyond. The SRPP-aligned initiatives described in this application represent a strategic, unified, and inter-segmental alignment of Sacramento State and LRCCD's respective institutional directives, which are shared with the Award priorities.

Our application describes two innovative strategies – **Pathways and Peer Assisted Learning** – that aim to increase the number of bachelor's degrees in STEM (science, technology, engineering and mathematics) disciplines and decrease time to degree. Our shared programmatic goal for **Pathways** is to: *Expand articulation across regional high schools, LRCCD and Sacramento State by developing STEM career pathways, support strategies that recognize prior learning and provide a clear roadmap to degrees and transfer.* Through this goal our aim is to **ease transfer through the state education system by recognizing that learning occurs across the state's education segments and elsewhere.** Through **Peer Assisted Learning**, Sacramento State will *improve student success through per facilitated supplemental instruction to students in key math and science gateway courses.* Through these combined strategies, our long-term aim is to increase the number of STEM bachelor's degrees awarded reaching parity with the University average and close the achievement gap for underrepresented minority groups.

[16] California State University, San Bernardino

California State University San Bernardino (CSUSB) and the University of California, Riverside (UCR) have formed a bi-county K-20 collaborative with the specific programmatic, policy, and institutional goals of systematically addressing college readiness and ultimately increasing baccalaureate degree attainment in our region, particularly among underrepresented groups. Across San Bernardino and Riverside Counties, our educational leaders have come together to create a cradle-to-career collective impact model to align the work we have been doing to address the unique needs of the student populations each institution serves. The Federation for A Competitive Economy (FACE) was established in 2009 to act as the backbone organization uniting and coordinating more than 175 leaders from multiple sectors who have been actively participating in this effort. Our vision for this

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systemic innovation is to promote and improve education for all students, significantly benefiting the local economy through preparation of a well-trained workforce. The goals below are integral to the mission of each institution, and drive our programmatic innovations.

- Align educational policy and initiatives regionally via a bi-county cradle-to-career collective impact model.
- Increase college preparedness, particularly in math, resulting in a 20% reduction in number of students requiring remediation at matriculation from high school to college within 5 years.
- Increase baccalaureate attainment by 15% across the two counties within 5 years.
- Increase the number of students completing the baccalaureate degree within 6 years by 10% across the two counties within 5 years.
- Improve career preparedness through strengthened partnership with industry to better align education with workforce development needs.

[17] California State University, San Marcos #1

Building upon The Alliance's early success and momentum, since January 10, 2014, we have focused on expanding the breadth of The Alliance's activities to facilitate even greater impact and provide increasingly more support services in the pursuit of growing the number of bachelor's degrees awarded. Specifically, The Alliance partners have committed to combining their efforts to create a sustainable system of educational initiatives that are: (1) fostering institutional relationships and strengthening communication between secondary and post-secondary educators, counselors and administrators so that curriculum and learning align with college readiness and success; (2) providing resources to empower families so they are capable of supporting their children's educational success and pathway to college; (3) providing academic support and career development opportunities that support student success and that instill motivation and confidence in the student's ability to achieve a college degree; (4) providing financial resources to those demonstrating financial need and significant achievement while also providing Alliance students an opportunity to provide service to the program; and (5) serving as a repository of data and best practice that informs teaching and learning and supports the ongoing work of The Alliance.

[18] California State University, San Marcos #2

Title: "¡Si se puede!": Increasing California State University, San Marcos's Graduation Rates for Educationally At-Risk and Non-At-Risk Students

California State University, San Marcos (CSUSM) strives to create a campus community dedicated to serving our undergraduate students, especially our most at risk students, on their pathway to graduation. These **four goals** guide our decision-making in support of our undergraduate students:

Goals

1. Increase the number of degrees awarded;
2. Increase the 4- and 6-year graduation rates;
3. Close the 6-year achievement gap between at-risk and non-at-risk students; and
4. Maintain our impressive retention rates.

As we reach towards these goals, CSUSM has initiated the following changes since January 10, 2014 in support of our students:

1. Opened the Office of Undergraduate Studies
2. Launched or redesigned the following committees and projects to ensure data-informed decision making
 - Graduation Initiative Steering Committee
 - High-Impact Practices Initiative
 - Predictors of Students' Academic Success and Struggle Project
3. Launched new cross-institutional projects in support of prospective undergraduate students
 - Preparing College-Ready Writers Workshop Series
 - Threshold Concepts and Wicked Problems Cross-Institutional Project

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4. Strengthened or launched academic and advising projects in support of all matriculated undergraduate students
 - AVID for Higher Education's Student Success Initiative (SSI) at CSUSM
 - Teaching & Learning Group
 - Early Start 2014
 - First-Year Programs
 - Transfer Success Program
 - Degree Planner
 - Early Warning Alert System
 - Student Access Initiative
5. Enhanced programming and resources for specific educationally at-risk student groups
 - American Indian Student Programming
 - Transitional Housing Program for Students in Extended Foster Care
 - Veteran's Center

[19] California State University, Stanislaus

California State University, Stanislaus, Modesto Junior College (MJC), and Stanislaus County of Education (SCOE) have developed and implemented effective programs and activities to reduce: 1) attrition; 2) remediation; 3) time to transfer; 4) time to degree and career; and 5) the achievement gap for traditionally underrepresented students. These programs and activities have been aligned with system-wide and organizational initiatives, namely, the CSU Graduation Initiative, the MJC Student Equity Plan, and the SCOE ARCHES collaborative. Prior to January 2014, collaboration between the three educational segments (K-12, 2-year, and 4-year) on these programs and activities occurred on an ad hoc, project-by-project basis.

Building upon existing effective programs and shared goals, the Stanislaus Education Partnership was formed in 2014 with members from California State University, Stanislaus, MJC, and SCOE dedicated to easing transitions for students between the three educational segments. This learning and practice community, comprised of leaders from the three educational segments, has committed to meeting regularly, establishing milestones, data-sharing, and developing and evaluating annual activities and outcomes. Activities have and will continue to be developed in accordance with the following Partnership goals:

1. Increase college enrollment.
2. Increase college completion rates.
3. Reduce time to degree.
4. Close the achievement gap for underrepresented students.

The established goals clearly align with system-wide and institutional initiatives as well as the priorities of the Awards for Innovation in Higher Education.

[20] Citrus College

Citrus College has devoted considerable effort in developing a full suite of services for two of its most important programs: (1) Boosting student involvement and success in science, technology, engineering, and mathematics (STEM) education and (2) Increasing the success of veterans by providing holistic support services. Much of the college's focus on helping the nation meet goals for establishing a strong STEM workforce has centered on serving Hispanics, a traditionally underserved population. Recent innovations in STEM learning include implementation of Faculty Inquiry Groups (FIGs), which serve as a collaborative model for initiating progressive, student-centered learning methods. Other important components of Citrus College's STEM focus include the Summer Research Experience (SRE), which provides students rich research experiences at universities and with business and industry, Supplemental Instruction (SI), which targets historically difficult courses to increase student performance/retention, and SIGMA (Support and Inspire to Gain Motivation and Achievement), a peer mentoring program that connects college students to their peers in a cooperative student support system. For veterans, Citrus College was also the first of five Southern California college campuses to add a Veterans Success on Campus (VSOC) program, a dedicated

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Rehabilitation Counselor program funded by the VA. This program is now housed in a new Veterans Success Center equipped with computers, confidential counseling offices, confidential space for eligibility certification, a lounge, a kitchen, and an outdoor quiet space providing an optimal opportunity for a holistic approach to veteran student support.

[21] City College of San Francisco

Bridge to Success (BTS) addresses four “loss points” in a San Francisco Unified School District (SFUSD) student’s trajectory to a timely college degree. These loss points are: (1) between 9th and 12th grade where 1,500 students drop out or leave SFUSD; (2) Upon graduation, where about 1,000 SFUSD graduates do not enroll in a post-secondary program; (3) During matriculation, where 920 SFUSD graduates receive placement in a remedial math or English sequence they will struggle to complete; (4) Once enrolled, where 650 SFUSD graduates at City College do not complete their chosen course of study within five years. BTS joins the City and County of San Francisco (the City), City College of San Francisco (City College), SFUSD, and several community organizations promote timely postsecondary success, particularly among African American and Latino students. Since January 10, 2014, BTS has utilized long-term sustainable innovations to further college completion rates of San Francisco youth. The innovations include:

- Early Warning Indicators
- All-in-One Days
- FRISCO Day 2.0
- Find Your Community
- Counselor Collaborations
- Advanced Registration

The BTS partnership will continue the dialogue, information sharing, collaboration, and alignment in order to double the number of youth receiving college credential, particularly African American and Latino populations, within 10 years. Collaborative efforts to reach this goal by 2020 focus on ways in which educational systems can work together to innovate policy, research solutions to loss points, deepen understanding of the obstacles that hinder students’ post-secondary success and accomplish the goal of timely student completion of a degree.

[22] Clovis Community College Center

Clovis Community and Clovis West established a partnership in 2010. Clovis Community is a leading California campus in college transfers that is in the final stages of accreditation to become a stand-alone community college; Clovis West is a balanced majority /minority school (48% minority) with a high percentage of economically disadvantaged students (37%). Although the high school had high API scores, college readiness, indicated by placement scores, was low, and less than half of the graduating seniors attempted college upon graduation. The partnership established the following student-centered goal: graduating students would be ready for college composition and reading without remediation and would be prepared for the rigor and discipline required for academic success.

Faculty, counselors, and administrators from both campuses participated in intensive discussion to define problems, establish goals and methods, and create a structure for financial and academic support. The focus was on curriculum alignment: the curriculum for the high school was not specifically directed toward college composition and reading and was not aligned to the Common Core Curriculum, which was not yet due to be implemented.

Using the student learning outcomes for English 125 (One level below transfer) and by adopting the Common Core Standards well in advance of mandates, the faculty rewrote the curriculum. In addition, class plans included the teaching of specific academic behaviors and increased rigor in both assignments and assessments. As students succeeded, the program expanded to include college credit for students in their senior year: 86% of the senior class in 2014 earned college credit by taking English 1A on campus during their senior year or by passing the AP Composition exam. Less than 10% of the graduating population needed to enroll in remedial classes.

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[23] Coastline Community College

Instituted in 2006, the Early College High School (ECHS) program enables high school students to earn college credits. The ECHS program has made the following key changes since January 2014 to increase academic achievement that leads to a bachelor's degree: 1) new college course offerings to accommodate potential college majors; 2) increased flexibility of the high school master schedule to accommodate the college courses; 3) increased rigor and alignment with Common Core State Standards of high school classes to better prepare students for college success; 4) increased professional development for teachers, including coaching and mentoring, to support new strategies and methods in meeting rigorous standards and developing critical thinking skills; 5) hiring of a computer technician to support further incorporation of technology tools into classwork, with support for both students and teachers; 6) hiring of two intervention coordinators to monitor students weekly and provide immediate interventions for struggling students; 7) increases in tutors and tutoring options for both high school and college classes; 8) upgrading of the district's data systems to provide more and better data to track achievement of goals; 9) use of Naviance software so that every student can create academic, college, and career plans and goals; 10) increase in college counseling to support students through the entire college application and enrollment process; and 11) increase in social support to provide students with more information about college life and expectations, habits and skills needed for college success, and financial resources for paying for college.

[24] College of the Canyons #1

College of the Canyons (COC) is very proud of our innovative, award-winning, state and nationally recognized programs that provide a pathway for high school and adult students to move quickly through college studies. From the Academy of the Canyons to the Dr. Dianne G. Van Hook University Center, COC hosts a complete pathway from high school diploma through bachelor's degree. Students can become transfer prepared, and then complete four-year and higher degrees at a singular location. These innovative programs help remove barriers and ease transfer through education segments, while increasing the numbers of students earning bachelor's degrees, and decreasing the time and cost.

In the past year, COC has instituted new programs and improved and changed previously instituted programs, all designed to increase access, remove barriers to completing degrees, and ensure that our students have a clear plan in place for moving through college, completing their degrees and entering careers. We have integrated the Completion By Design (CBD) principles into our strategic planning, including the following:

- Accelerate entry into coherent programs of study
- Ensure students know requirements to succeed
- Customize and contextualize instruction
- Integrate student supports with instruction
- Continually monitor student progress and proactively provide feedback
- Reward behaviors that contribute to completion

These CBD principles have guided our strategic actions in 2014 and will continue to provide the framework for 2015 and beyond, as we adopt and put into place practices and systems that assist, support and reward students for meeting their education goals.

[25] College of the Canyons #2

The participants in this application are a subset of the 47 California community colleges that have transformed remediation by working with the California Acceleration Project. CAP was founded in 2010 by community college faculty and works in partnership with the state-funded professional development network 3CSN. CAP's goal is to substantially increase the proportion of community college students who complete transferable gateway courses in math and English. National and statewide research has shown this to be a critical early momentum point toward transfer and degree completion. A study by the Research and Planning Group found that colleges working with CAP have seen "large and robust" increases in completion of gateway English and math courses among students in redesigned, accelerated pathways, with significant decreases in achievement gaps. In 2014, CAP launched a new

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phase of work focused on scaling up these results. In addition to expanding the existing faculty training program, CAP brought together faculty, administrators, and researchers to create a blueprint of recommendations that the state's 112 decentralized community colleges can use to transform placement and remediation. The blueprint includes CAP work in accelerated remedial pathways, but it also features additional evidence-based approaches that few California colleges are using. In 2015, the recommendations will be finalized and disseminated through 3CSN and other partner organizations, and five California community colleges will be selected to receive technical assistance to implement the recommendations, which will provide helpful information about putting the blueprint into effect on a larger scale.

[26] Crafton Hills College

Crafton Hills College (CHC) continues to develop and implement innovative programming to ease transfer through the region's educational system. CHC recognizes that learning that occurs across education segments with an emphasis on underrepresented students in higher education. The development of the CHC Educational Master Plan provided the institution with data to address key changes in policies, practices, and systems, relating to student completion, retention and transfer rates. CHC has expanded existing, successful practices and systems, and implemented new policies and programming since January 10, 2014. Success in these systems has been illustrated by reducing the time for students to earn an AA/AS Degree, expanding the Left Lane project, and the development of two STEM programs addressing the need for underrepresented students in STEM fields. To encourage the successful completion of developmental math and English sequences early in a student's educational plan, the Math and English (ME) First's goal is to have 80 percent of students consistently enroll in Math & English until they reach the transfer-level. The College Honors Institute Program has expanded to utilize "high-touch" with "high-tech" to support honors students in transferring to highly competitive universities. Understanding that contemporary students navigate much of their personal lives through technology, the CHC Tablet Initiative seeks to support CHC students through the use of technology. Linking all efforts, the CHC Transfer Center promotes transfer to public, independent, and out-of-state institutions by providing students with services, activities and innovative programs that support transfer.

[27] Foothill College #1

The Krause Center for Innovation provides transformative professional learning programs for K-12 educators in 21st century learning and technology skills, so they can prepare students for success in higher learning. Graduating well prepared students from the K-12 system reduces the need for basic skills education at community colleges. Although basic skills can help students 'catch-up' academically, studies show that additional costs associated with this coursework can be a barrier to postsecondary education (Melguzio, 2008). Studies indicate that, on average, at-risk students in California with developmental needs spend five years at community colleges before transferring, and typically only transfer one year's worth of college-level units. The average cost for students who transferred and enrolled in a remedial course in their first semester was almost \$7,000 as compared to approximately \$4,000 for individuals who started with a transfer-level course. This does not account for the indirect costs students incur when they forgo employment during the years enrolled in basic skills. Basic skills education is more prevalent among lower income groups who are more likely to have received substandard K-12 preparation (Fry, 2002). If students avoid basic skills courses, they have a much higher probability of completing four-year degrees.

A recent McKinsey study of 25 of the world's school systems, including top performers, found that investing in teachers is central to improving student outcomes. Better professional learning programs for educators, such as those the KCI has offers, can address this 'basic skills economic roadblock and support at-need students in successfully achieving advanced degrees.

[28] Foothill College #2

Foothill College has developed and adopted a set of innovative strategies dedicated to improving students' success at two-year college level, leading to increased achievement of four-year bachelor's degrees. These effective strategies will be extended in the next several years through partnerships with CSU CalPoly and industry partners.

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Specifically, Foothill College has implemented innovative academic support services that are tightly integrated with STEM courses and pathways:

- providing mentoring for progressive student guidance,
- enabling increased academic growth,
- creating new (online and hybrid) STEM courses,
- offering a full complement of STEM courses all year, including summers,
- setting up internships and special programs,
- savings in cost of obtaining degrees through institutional research.

Foothill College program leaders identified these as particularly effective strategies for improving students' retention and completion rates, and a detailed, external evaluation has shown successful results beyond program benchmark. Many of these methods were developed in new practices applied during the past decade; all were instituted in the past year with new focused programs in the Foothill Physical Sciences, Mathematics and Engineering (PSME) Division.

Foothill College's increased offerings of STEM courses that directly articulate to UC and CSU STEM majors, and the increased preparedness of Foothill STEM students, significantly improve the likelihood that students will receive their Bachelor of Science degrees in four years instead of six years. In the coming years, Foothill College will be extending this model to other STEM majors as well as to other community colleges and state colleges.

[29] Grossmont College

In the winter of 2014, the Grossmont-Cuyamaca Community College District and the Grossmont Union High School District launched a unique partnership with the ambitious goal of transforming education in East San Diego County-the East County Education Alliance (the Alliance). The leadership of both institutions began the comprehensive planning process to strengthen our partnership, create new educational opportunities, and change policies and procedures that negatively impact student achievement with the goal of ensuring each child in East San Diego County has a chance at a college education. While both Grossmont and Cuyamaca Colleges collaborated in this effort, Grossmont College is applying for this award because it has taken the lead in the initial projects that inspired this effort.

The Alliance is implementing a comprehensive strategic plan to realize these goals which include five areas of focus: 1. improving articulation and alignment, 2. increasing student engagement and readiness, 3. offering more college credit for high school students, 4. increasing access to college, and 5. sharing our success. Each of these activities will reduce the time it takes for students to complete community college and transfer to a 4-year university – easing transfer and reducing the time it takes to complete a bachelor's degree.

[30] Humboldt State University

Issue: A troublingly low percentage of North Coast students attend and complete college, resulting in a citizenry unprepared for a global economy, threatening local prosperity and individual well-being.

Align: At the January 31, 2014, GATEWAY Student Success Summit, educational segment leaders identified areas of focus to galvanize momentum to 1) improve program access and alignment, 2) close the achievement gap for underrepresented populations, 3) improve academic preparation, 4) strengthen persistence, and 5) clarify four-year degree pathways.

Innovate: Historically, independent efforts have addressed these areas. Now, a coordinated series of actions has been selected, tracked across segments, systematically reviewed by those closest to students, and modified as needed to make measurable differences. *Unification of effort focused on shared data is the innovation.*

Collaborate: In Spring 2014, the newly named “Humboldt Post-Secondary Success Collaborative” was created, composed of representatives from K-12, College of the Redwoods, Humboldt State University, and business. They

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united to initiate, support, and measure strategies county-wide aimed to increase the number of North Coast students pursuing and completing post-secondary education.

Measure: In July 2014, the Collaborative became one of five groups funded by the College Access Foundation to receive technical assistance from Stanford University's John Gardner Center. The Collaborative is developing a consistent, dynamic tool to share data on specific annual trends in each educational segment for dissemination, close study, discussion, and responsive actions. Data determines "best fit" strategies and provides information on the impact of those actions over time. Efforts are modified or replaced based on data indicators.

[31] Long Beach City College

The *Long Beach College Promise* partners propose the academic collaboration between *Long Beach Unified School District*, *Long Beach City College*, *California State University, Long Beach*, and the *City of Long Beach* as the definitive candidate for California's Award for Innovations in Higher Education. Together, we have pioneered a community model for seamless, supportive student pathways to timely college completion. The nationally lauded *Long Beach College Promise* is the state's most original educational effort working innovatively to increase the number of California students who transfer to a university and earn a BA within four years of enrollment. While serving all local students, the project targets those traditionally underrepresented in higher education: low-income students, Latina/as, African Americans, Southeast Asians and Pacific Islanders, veterans, current/former foster youth, and students with disabilities. The model's hallmark is deep, cross-institutional collaboration. Its signature is continuous student supports all along the educational ladder, from pre-school to graduate school.

Key innovations throughout 2014 have included reducing remediation through the expansion of the Alternative Placement model and the Urban Math Collaborative; strengthening career pathways through the launch of a new built-for-purpose intermediary, and securing \$21 million in state funding for career pathways; and accelerating progress to completion through the expansion of the innovative and award winning programs Promise Pathways and the Highly Valued Degree Initiative.

The *Long Beach College Promise* has set a trailblazing goal: function as one entity to improve pathways to degree achievement by increasing college preparation, college access and ultimately college success.

[32] Los Angeles City College

The Los Angeles City College Child and Family Studies Department's Child Development Workforce Initiative Transfer/Degree Program (CD WFI) has implemented many innovative practices, policies and systems to increase access and success for students from the high school, community college, and university level since its inception in 2007. Some of the key changes that have been initiated since January of 2014 include expanding mentoring to high school students and implementing transfer workshops at local high schools where college level courses are being offered. Another key change has been to develop one of the mentors into a "transfer specialist" who will provide support and encouragement to those students ready for transfer. A dedicated child development advisor from Cal State LA will also begin spending time each week in the LACC Child Development office to provide support for students ready to transfer to their program. Furthermore, the CD WFI program helped to develop a cohort of Master's Degree students from a BA cohort who graduated in December of 2014.

[33] Los Angeles Mission College

Los Angeles Mission College (LAMC) is committed to the success of its students by ensuring that students successfully transfer to four-year institutions, prepare for successful careers in the workplace, and improve their basic skills; encouraging students to become critical thinkers and lifelong learners; and providing services and programs that improve the lives of the diverse communities we serve. In line with its 2013-2018 Strategic Master Plan, LAMC has initiated numerous efforts and allocated resources to fulfill the College's mission and ensure success for all students through common goals, objectives, planned activities, and defined performance measures and targets/benchmarks to gauge the College's progress. Namely, this proposed innovative technology-based strategy, which was deployed by the Los Angeles Community College District, will enable LAMC to be well-positioned to provide the highest quality educational programs and services to its students, significantly increase the

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number of transfers to four year universities and allow students to complete bachelor's degrees within four years after beginning higher education. This technology-based solution, which includes synchronous and asynchronous platforms to allow real-time access to web-based and information, has shown tremendous potential to enhance the delivery of instruction, to improve advising, to help diagnose student learning needs, and other support services, and to streamline administrative costs.

[34] Pasadena City College

Pasadena City College and its partnering institutions have made key changes to improve student outcomes. Since 2014, they have expanded the **Partnership for College Success: The PACT** (Pasadena Academic and Career Trust). PCC and PUSD's dual enrollment program, which embeds career exploration in the high school curriculum to support college readiness in the 9th-12th grades, decrease the need for remediation, increase the number of college credits earned, and guide students to transfer and completion; PCC's **First Year Pathway**, a comprehensive program expanded to 1,900 students; **Career Quest**, a required career-focused Oral Communication course and series of activities designed to help first year college students make informed decisions about their major; the **Second Year Pathway**, building on First Year Pathway practices (including advisement from a Success Coach, career exploration, and leadership development) to ensure that students complete their goals and transfer in a timely manner; **SLAM** (Statistics and Liberal Arts Math). An accelerated math sequence to prepare pre-algebra students for non-STEM transfer level math in two semesters (rather than three) and to get beginning algebra students transfer ready in one semester (rather than two); **STACC** (Stretch Accelerated Composition Program), a two-semester cohort created as an alternative to the traditional three-level remediation-centered Freshman Composition sequence to increase access to and success in transfer-level English composition courses and reduce the time to do so; and the **Transfer Pipeline**, a PCC/CSULA partnership that will pilot articulated pathways for five majors, a summer transition "Jam," a transfer liaison, and a student-built transfer app in 2015.

[35] Reedley College

Since January 2014, the president and the vp of instruction have met with superintendents of the above high school districts and VROP. All signed a memorandum of understanding that articulated the sections of Education Code covering dual enrollment education. We then followed up with an instructional service agreement (ISA) describing the academic rigor, time frame, duties and responsibilities of faculty, and other important details of the courses being taught. Once the ISAs were executed, teacher-faculty meetings were scheduled and will be ongoing in the spring 2015 and subsequent semesters.

At the college level, an advisory council was recommended to the Academic Senate to vet each dual enrollment proposal so that faculty and counselors could anticipate new developments. An instructional dean and faculty member are currently co-chairing this active council. Best practices from other community college districts were used to create the ISA. A positive arrangement in this ISA is that high school teachers who meet college minimum qualifications can teach the college level course on the high school campus. The college reimburses the high school district with an amount equal to what a college adjunct faculty would receive if the course was taught on the college campus. Currently, all of our feeder high school districts have agreed to this structure and we are often called by high schools outside of our district to set up dual enrollment agreements for unique programs, such as our state and nationally recognized Forestry and Natural Resources program.

[36] Rio Hondo College

Rio Hondo's Partnership for College (RHPC) and the California College Guidance Initiative (CCGI) began working together in 2013 to deepen and expand pre-existing inter-segmental work to increase post-secondary attainment and reduce time to degree for students in the region. Having already improved CSU/UC eligibility, academic preparation, college matriculation and first year college success rates for students from El Monte Union High School District, RHPC was looking for infrastructure to support scaling of those efforts to additional districts. CCGI provides an inter-segmental data sharing and educational planning infrastructure that both directly supports student preparation and provides educators the tools they need to improve student outcomes both within and across educational segments. In 2014, these tools were used to facilitate the Rio Hondo College "Placement for Success" pilot, which changed policy and practice to reduce placement into remedial mathematics using transcript data. It

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resulted in a 37% increase in the number of students who placed into college-level math, doubling their chances of transfer to a SA-conferring institution. Subsequently, Math faculty expanded the pilot to encompass all incoming students for whom transcript data is available, currently 5,030 students in participating districts. Additionally, students in RHPC/CCGI districts are working on comprehensive college and career planning portfolios that will better prepare them for success in college and work. The data in these portfolios are used to achieve efficiencies that support student success and create operational savings across segments, including prepopulating the CSU application to facilitate expedited and more accurate admissions and financial aid decisions.

[37] Saddleback College #1

Students flock to online services with intelligent recommendations yet when students reach college they discover static menus leading to a bewildering array of choices. Sadly, many students waste time and money navigating a path to completion. Meanwhile, colleges are being asked to rapidly increase college completion rates as funding decreases across the country. Creative solutions are needed.

Saddleback College, Irvine Valley College and South Orange County Community College District have created a Student Success Suite (S^3) software to guide students toward an efficient path to completion using a student-centered design. My Academic Plan (MAP) has allowed students to create over 227,000 streamlined academic plans. Sherpa is a recommendation engine providing students with timely nudges to guide decision making. Sherpa's Closed Class Assistant has led to more than 27,000 enrollments. New modules since January 2014 include Predictive Analytics which mines large amounts of data to predict student success and provide proactive course recommendations; Student Success Dashboard which customizes students' class schedules, appointments and to-do lists into a single, mobile friendly dashboard; SmartSchedule which provides students with an intuitive way to find the most appropriate classes that meet their requirements; and Waitlist which provides a fair, automated way for students to add classes.

Our district and colleges are recognized leaders in educational technology throughout California and the nation. We are currently seeking opportunities for funding and partners to help us expand S^3 . Our dream is to eventually share our tools with all community colleges in California and perhaps, the nation.

[38] Saddleback College #2

The Student Centered Holistic Open Online Learning (SCHOOL) website is an Online Supplemental Instruction Tool Array (OSITA); a framework that organically developed over several years using an action research methodology guided by student feedback. The SCHOOL website is open source and is a new concept modeled after the award winning Algebra2go® website developed by math faculty at Saddleback College. SCHOOL is much more extensive than Algebra2go® and includes recently developed learning resources that leverages cell phone and Smartpen technology to enhance student learning. Additionally, SCHOOL solicits input from local K-12 institutions to ensure that learning resources are developed in line with common core standards. The SCHOOL concept also includes a social component requiring regular activities that promote communication between students and teachers as well as between students and working professionals. These activities help ensure that development methodology remains student centered and relate to real world applications. Recently developed activities that promote communication are the "Week of Workshops" (an in-service for students), tutor generated content, and the formation of the Society for American Military Engineers student chapter. Content contributors to SCHOOL include students, college faculty and administrators, as well as K-12 faculty vested in common core standards. This newly developed website will host a great deal of content not limited to community college math curriculum and will support student learning both academically as well as non-academically by embedding humanistic elements into the learning resources that will promote positive student attitude and behavior conducive to student success.

[39] San Bernardino Valley College

SBVC dedicated a part-time counselor to MCHS students assisting in college education plan development. In academic year 2013-14, MCHS expanded its 10th-12th grade student body to 200 and instituted a 9th grade pre-MCHS cohort of 94 students, designed to ready students for a college experience. MCHS initiated programs for

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college and industry tours, and student leadership and peer mentoring through team building. Coordination between MCHS and SBVC led to a number of policy and system changes with significant impact, such as an approved raise in the registration cap that resulted in increased A-G attainment and IGETC credit earned. Other changes that increased student's opportunities for success included initiating discussions between the San Bernardino City Unified School District and San Bernardino Valley College for increased course availability through contract offerings for MCHS and community students, affording them greater access to college credit-earning classes. Support services accessed by MCHS students at SBVC were on par with those offered to other college students, and included access to comprehensive tutoring at the Student Success Center and Writing Center. An MCHS AVID Program Specialist was assigned to train teachers in 2014 on WICOR (writing, inquiry, collaboration, organization, and reading) strategies, as a support for a policy to integrate AVID by all teachers in all courses. The impact was student achievement increased between 2004 and 2014: 382 MCHS students graduated with a high school diploma; of these, 126 earned Associate of Arts Degrees, with a cumulative GPA of 3.06 in San Bernardino Valley College classes.

[40] San Diego State University

Since initiating our strategic plan, "Building on Excellence," San Diego State University has embarked on a number of innovative projects that build on our success of significantly increasing graduation rates, closing the achievement gap at the six-year graduation date, and increasing diversity. These new initiatives, undertaken in the past year, are strategic, targeted, and innovative. They include the implementation of learning communities, engagement of undergraduate students in research and community-based service learning, and engaging faculty across departments to develop and use learning analytics to identify both effective and less effective engagement of students in lower division bottleneck courses.

These innovations are also strategic in that they are aimed to support the most vulnerable students in terms of graduation rates and time to completion including--student groups underrepresented in higher education, first generation, commuter, and low-income students. Working groups have been established in the past year to oversee and direct both the educational innovations and the populations needing the most support.

Although SDSU has increased its six-year graduation rate by more than 17 percentage points in the last decade, more than any other research university, "Building on Excellence" provides a coordinated effort aimed at ensuring significant gains for four-year graduation rates, closing the achievement gap for that target, and decreasing the time-to-degree for all students.

[41] San Francisco State University

San Francisco State University submits this application to the Awards for Innovation in Higher Education, on behalf of the Metro College Success Program and related policy reforms. Co-founded in 2007 with partner City College of San Francisco, Metro has a consistent six-year track record of sharply boosting timely graduation and transfer for disadvantaged students. A rigorous cost efficiency study showed that Metro produces measurable cost reductions of \$22,714 per community college graduate or transfer student, and \$17,879 per CSU graduate. Metro was developed to be scaled up and sustained throughout California community colleges and universities.

Metro is a comprehensive re-design of the first two years, the time of heaviest attrition for disadvantaged students. Each academy creates a personalized educational home for up to 140 students, via three components: (1) a guided pathway of general education courses required for all 289 majors in the CSU, with students taking two linked classes together each semester over four semesters, cohort-style; (2) student services anchored in those courses; and (3) a 45-hour Metro faculty development process. We are now operating nine highly successful demonstration sites at San Francisco State University and City College of San Francisco. By 2018, we will expand to 32 Metro Academies at our home institutions. We will also initiate statewide scale-up, providing proactive technical assistance to disseminate the Metro approach to two community colleges and up to three CSUs (see letters of support).

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[42] San Jose State University

San José State University's strategic plan has five focus goals: Spartan Pride, Unbounded Learning, Helping and Caring, Agility through Technology, and 21st Century Spaces. Since January 10, 2014, SJSU has instituted a number of innovative initiatives around these goals to support student success and facilitate graduation. The university created an extensive action plan focused on making the campus a more welcoming and inclusive environment. Many of these items involve creating and assessing innovative ways of impacting the academic success of under-represented students including changes to housing practices, orientation, and faculty and staff recruitment and development.

In 2014, SJSU replaced our outdated wireless network and expanded the network to include housing and all campus buildings. Also, select classrooms were enhanced with state-of-the-art audio, visual and lecture capture technology. Five classrooms and a mobile unit are now in use by faculty from across the university. Equipment has been purchased to upgrade a larger number of other classrooms and installation is currently underway.

In addition, SJSU has created an extensive "Ask Me" campaign to welcome and integrate students onto campus. Our GE guidelines were revised to allow for closer alignment with other CSU and California Community College requirements. To address the English and math remediation needs of our students, SJSU implemented a one-week, fully on-line math and English course in August 2014 and has begun to offer two versions of a flipped mathematics course. Momentum exists on campus to implement, assess, and adapt innovative initiatives focused on student success.

[43] Santa Ana College

For over 30 years, the Santa Ana Partnership has made system-level changes to the pre-college academic preparation and the college access/completion process to strengthen the quality of life and the economy in Santa Ana. By building an upwardly mobile pipeline to higher education and guaranteeing passage to the next segment at critical junctures, we have transformed the local landscape to one in which college is expected and realized. Our collaborative fuses the mission-central interests of a coalition of institutions and organizations into an action agenda that has resulted in the majority of Santa Ana Unified School District (SAUSD) graduates starting college ready for college-level work in English, despite being one of the nation's most Spanish-speaking communities, with 26% of SAUSD graduates accomplishing some college coursework before completing high school. Priority admission to Santa Ana College with financial aid/scholarship support is guaranteed for SAUSD students, as is transfer to both UCI and CSUF. Over 20,000 secondary and college students benefit from the Partnership initiatives described in this application annually, all of which reflect permanent improvements to practices and policies for students in the Greater Santa Ana area. The work described herein is executive-endorsed and implemented by permanent leaders associated with educational, municipal, and community-based organizations who are committed to talent development, educational acceleration, and equality of opportunity. Together we are the Santa Ana Partnership, the co-authors of this application, and we thank you for the opportunity to document our history and specify the expanded impact we envision in 2015 and beyond.

[44] Santa Monica College

In 2011, Santa Monica College initiated an institution-wide effort to increase the number of students pursuing bachelor degrees in Science, Technology, Engineering, and Mathematics (STEM), focusing specifically students traditionally underrepresented in STEM. Through professional development for faculty, program and course development, targeted support for underrepresented students, and greater alignment with the K-12 and university systems, the Science and Research Initiative will increase community college transfer rates in STEM and ultimately the number of students completing bachelor's degrees. This will be accomplished by 1) increasing student awareness of and interest in STEM degrees and careers; 2) improving student success in STEM coursework; and 3) strengthening student transfer to and program/course articulation with baccalaureate programs in STEM.

During 2014, the Initiative moved from a culture of remediation to a culture of success and revamped its structure and services so that all students were prepared to success, including a summer skills workshops, targeting math and science. The college also offered one of its most innovative components, a paid summer research experience at the

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University of California Los Angeles, that encapsulates the goals mentioned above. In preparation for success, SMC faculty worked with UCLA faculty to develop a new multi-disciplinary science, focusing on the principles and practices of applied research. Through the course and the summer experience, students raised their awareness of formal research, while obtaining the skills and resources they will need to complete their studies at SMC, successfully transfer to a university, and persist to bachelor's degree completion.

[45] Santa Rosa College

Over the past five years, Santa Rosa Junior College (SRJC), a two-year, accredited community college located 50 miles north of San Francisco in Northern California, has built an outstanding, innovative, and growing online associate degree transfer program that increases student likelihood to complete an associate degree for transfer leading to a baccalaureate degree. The college has a large online program with over 500 online class sections offered each year and fifteen majors and seventeen certificates offered 51% or more online. Building upon this strength, the college continues to be innovative, particularly in helping our students complete lower division transfer requirements and transfer degrees for California State University (CSU) system and University of California Campuses. Key changes and innovations that SRJC has made in 2014 include:

- 1) Expanded the Weekend College Degree Completion Program to offer more “hybrid” general education classes, classes taught partially face-to-face and partially online. This open access program allows students with work and family obligations to complete their CSU or UC transferable general education pattern by attending only on the weekends.
- 2) Developed and launched nine online Associate Degrees for Transfer, the “degree with a guarantee,” that provide SRJC students highest priority admission to the regional CSU campus, Sonoma State University, as well as guaranteed admission in their field or a related field at a CSU campus.
- 3) Worked to close the “achievement gap” with regard to Hispanic, African American, and older students (over age 24) with regard to lower rates of transfer than White or traditional-aged students with the intent of marshalling further resources to increase student engagement, course completion, degree completion, and therefore transfer.
- 4) Developed online pedagogical training to online faculty in an online format.
- 5) Demonstrated that offering online general education and associate degrees is not only possible and sustainable for a community college, but also creates large cost savings for the State and an individual cost savings for students.

The intent of the college is to build on these past successes in order to pursue the following goals:

- 1) Increase the number of online general education classes so that all students who need these classes will be able to take them.
- 2) Decrease time to completion and by at least one semester (15 units).
- 3) Close the successful course completion gap between Hispanic/African American students White students by one percent per year until the gap is eliminated.
- 4) Provide online faculty with robust professional development in online teaching to increase student success, retention, and persistence, and train faculty to use learning analytics.
- 5) Incorporate cutting edge technologies, including mobile applications, effective multimedia presentation tools, and game-based learning into online classes.

[46] Shasta College

Shasta College is the only public post-secondary institution in a 10,132 square mile radius in the vast, rural region of far Northern California. The counties included in the college district- Shasta, Tehama, and Trinity- each reflect high poverty, high unemployment, and low post- secondary attainment rates. Shasta College serves a region much different from the more affluent areas of California.

Since January 2014, Shasta College and its community partners have created the ideal conditions for every district high school student - at any achievement level- to accelerate progress toward a bachelor's degree. By combining fee waivers, enrollment policy changes, on campus programs, concurrent enrollment and, most dramatically, dual

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enrollment, the college supports interested high school students in earning transferrable units toward degrees at **minimal or no cost to students and often without having to leave a high school classroom.**

Through PACT (Promise for Access, Completion and Transfer), a dual and concurrent enrollment program that meets the needs of three distinct high school student populations (at-risk, on-track, advanced), Shasta College is removing financial, academic and cultural barriers to higher education for high school students while enhancing the opportunities to accelerate through to bachelor's degrees through rigorous and aligned coursework.

PACT is evidenced based, cost effective and scalable statewide, with specific merit for California's more rural, isolated environments. This innovation meets the criteria established through the California Legislature by increasing the amount of BAs that will be awarded, shortening time to degree, and building on the strengths of each academic segment.

[47] Sierra College

Sierra College and Sacramento State partnered to implement three innovative strategies designed to increase student success and access. Collectively, the three approaches described below have a greater impact on student success, transfer, and bachelor's degree completion.

To address the need for remediation early for high school students not "college ready" in mathematics, a transitional senior year math course was developed through the Early Assessment Program (EAP). The EAP tests high school students at the end of their junior year to assess readiness for college-level work in English and mathematics. The EAP math course was designed to eliminate the need for remedial coursework prior to college enrollment to significantly improve student persistence and successful completion of a bachelor's degree.

Developed to provide students with an efficient and cost-effective pathway to the Bachelors of Science in Nursing (BSN), the college and university created an alternative concurrent enrollment program that allows students to graduate within three years. This model reduces time to degree by one year, resulting in a substantial cost savings to the student and institution, greater transfer efficiency, and an increase in the number of bachelor's degrees awarded.

To increase access to baccalaureate degree programs in Western Placer County, an MOU was executed with the City of Roseville, Sacramento State, Sierra College, University of the Pacific, William Jessup University, and Brandman University to develop a University Center in Roseville. This joint-use campus addresses individual institutional capacity constraints and provides an opportunity to meet local demand for baccalaureate degree courses.

[48] Solano Community College

The California Community Colleges and The State Bar of California on May 1, 2014 (Law Day) launched an unprecedented initiative that will provide students at 24 community colleges a smoother pathway to six of California's top law schools. The initiative has received extensive media coverage statewide and nationally. The initiative, sponsored by the State Bar's Council on Access and Fairness, establishes agreements with 24 community colleges and six law schools and their respective undergraduate institutions. Through a competitive process, forty colleges applied and 24 community colleges were selected. The initiative needs funding to coordinate at a statewide level.

The University of California President Napolitano, in her Transfer Action report to the UC Regents in May 2014 highlighted this initiative as a model to support in the larger context of transfers for the two participating law schools: UC Davis and UC Irvine.

"This project will put talented and promising community college students on a trajectory to enter some of the finest law schools in the nation and receive the support they need to succeed and make the legal profession more diverse and the justice system more reflective of our state," said Brice W. Harris, Chancellor of the California Community Colleges.

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“UC Irvine School of Law is delighted to participate in this program to create a pipeline from the community colleges to law school,” said Erwin Chemerinsky, Dean of UC Irvine School of Law. “We are confident that this pilot program will enhance the diversity of law schools and the legal profession.”

[49] University of California, Berkeley

UC Berkeley Summer Sessions and Center for Educational Partnerships, in collaboration with De Anza College and the Peralta Community College District, is easing transfer across the state's education system through our Pathways To Four- Year Universities program. This program, aimed at low-income, first generation students, utilizes a multi-faceted, comprehensive approach including: quality academic preparation; high expectations and expert advising; strategies for decreasing the time to transfer; and support to ensure a successful transition to four year institutions. This inclusive set of best practices ultimately leads to decreasing the time to degree for participating students.

Utilizing Berkeley's strong track record working with students seeking to continue their education at a four-year institution, we built upon our experience to repack these strengths in order to better reach students and clarify the available avenues of support. To that end, the program expanded its intensive student advising, created partner co-marketing and co-branding structures, highlighted Berkeley summer course enrollment opportunities, and developed unique financial aid agreements between Berkeley and the partner institutions.

In addition, Berkeley has increasingly utilized the enhanced Transcript Evaluation Service and its partnership with Berkeley City College/Persist to College to pilot strategies for intervening with high school students. These interventions are meant to ensure they are on a pathway to success in college and career and enable more precise assessment of their high school course-taking patterns and outcomes to improve community college course placement and potentially decrease time to degree.

[50] University of California, Davis

UC Davis submits this nomination to recognize its recent success in increasing transfer student enrollment, while showing promise for increased graduation rates and reduced time-to-degree. This increase is the result of a simple, yet highly effective policy shift that piloted the new UC Transfer Admission Planner (UC TAP- 2013) to high schools in early 2014. Moreover, two post-matriculation support programs --ACCESS-Rand Career Discovery Group -have been shifted to focus on underrepresented transfer students in their first year at the receiving institution, showing early promise for impacting underrepresented /first-generation students.

Originally designed for use in the community college system, the UC TAP online program was intended to help student s plan for eventual transfer from the community colleges to a UC campus. The high school pilot yielded a startling result of increasing enrollment in community colleges via use of the TAP online tool by 1,527 students between June and September, 2014.

ACCESS-Rand Career Discovery Group provide intensive academic support to students not traditionally entering STEM fields. Their promise of success relates to a more timely selection of a major; increased academic achievement; and a significant increase in persistence to graduation among URM students (73% for program participant s vs. 56% for non-participants). These programs have become models for enhancements to UC Davis' support for first-year students. UC Davis is coordinating its collaboration with its sister campuses through the Office of the President, community colleges, and other external collaborators to further expand program reach and strengthen sustainability.

[51] University of California, Irvine

The University of California, Irvine has several recent and planned initiatives focused on targeted learning objectives and individualized student support services. Studies have shown a number of factors affect students' ability to earn bachelor's degrees, graduate within four years, and/or transfer, and that these factors disproportionately affect student groups underrepresented in higher education. Barriers to obtaining a degree include lack of academic preparation prior to entering college, poor academic performance in college-level courses,

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insufficient financial support, a student's confidence level, level of social integration on campus, lack of affiliation with academic learning communities, and lack of awareness of and connection with campus support services. Innovative partnerships across the UC Irvine campus and with external organizations are serving to significantly enhance programming to address academic deficiencies as well as psychosocial barriers to academic advancement. Despite already excellent retention and completion rates, UC Irvine is committed to improving student outcomes respectively for at-risk groups. This application highlights several interdisciplinary academic program-level initiatives, including technologically-enhanced curricular offerings and programs designed to ease transfer and promote improved outcomes for students in science, technology, engineering, and math. Additionally, we describe campuswide programs, such as the Student Success Collaborative, which support all students through a proactive approach to offering student services aligned with individual student needs. Our initiatives are scalable and replicable. In sum, there is a new theme in UC Irvine programming- identify, seek out, and provide students with tailored support services and opportunities so they can meet their personal, educational, and professional goals.

[52] University of California, Los Angeles

UCLA is innovatively addressing the most critical issue of our era – how to reshape California's K-20 public education systems, making them a more effective pipeline to college and career success in a digital, global era. California's young people deserve educational opportunities that prepare them to thrive in the 21st Century job marketplace. Toward this goal, UCLA is working to create a series of teaching schools- UCLA K-12 partner schools that will serve much the same role as the teaching hospital system that transformed our nation's medical practices. By creating these teaching schools, UCLA is establishing for California an ecosystem of best practices shaped by scientific research and ongoing evaluation. These teaching schools are being designed to create, evaluate, and demonstrate innovative instructional strategies; to help shape stronger teacher education programs; to serve as sites for training future and current educational professionals; to increase the rate at which California's high school students graduate college-ready; to reduce the need for remedial coursework in college; and to inform educational policy.

[53] University of California, Merced

Our innovative partnership that help create many of the progressive accomplishments between our 3 systems has been profoundly impacted by Mr. Jorge Aguilar who operates through a unique role providing institutional leadership to both UC Merced as Associate Vice Chancellor for Educational and Community Partnerships and 10 Fresno Unified as Associate Superintendent for Equity and Access. The UC Merced and Fresno Unified partnership work helped to establish a framework to build college and career readiness educational offerings, establish quality data indicators to assess progress and guide direction, for district planning, and establish regional partnerships with Fresno City College and UC Merced to improve student access and achievement at the college and university systems. Mr. Aguilar helps facilitate a network of support and collaboration that delivers programs that better serve our students achievement and transfers between the 3 systems. He works closely with the Fresno Unified leadership team, Fresno City College Vice President Dr. Chris Villa who oversees Student Success Programs, and he works directly with the UC Merced Chancellor's Office to facilitate diverse educational partnerships within the region. As our collaboration and planning continues among our 3 systems, we anticipate significantly increasing the number of bachelor degrees awarded, increasing the 1-year graduation rate, and increasing transfer enrollments to UC Merced through the Fresno Higher Education Pathway.

[54] University of California, San Diego

UC San Diego's four-year transfer graduation rate is a healthy 85%, but its normative two-year transfer graduation rate, 40%, is the lowest in the UC system. This increases the cost of education, reduces the number of degrees that can be awarded, and limits access. Three key features of our university affect transfer time-to-degree: it is especially attractive to STEM majors, and it has successfully enrolled a high proportion of Pell Grant recipients and students who are the first in their family to attend college. Each of these factors increases time-to-degree, and their impact is additive. The set of coordinated initiatives featured in this application are grounded in UC San Diego's 2014 strategic plan. Our overarching goal is ambitious: while strengthening access and affordability for all, within five years we seek to shorten the average transfer time-to-degree by one quarter. This should increase our normative transfer graduation rate to 60%, making it one of the highest in the UC system. This will result in substantial

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savings for students, the university and the state. It will also enable UC San Diego to award more than 300 additional bachelor's degrees – a 12.5% increase – to transfer students each year.

[55] University of California, Santa Barbara

UC Santa Barbara's Registrar is using technology in innovative ways to help decrease students' time-to-degree, increase their completion and graduation rates, and reduce administrative costs. We have aimed to make it easier and more efficient for students to enroll in the classes they need in a timely manner, and to increase the efficiency of the administrative work for faculty, departmental staff, and the Registrar's office. The projects highlighted in this application are a new course waitlist system that is integrated with the faculty course management system, the student registration system, and the campus student information system and a custom-built add-on to the OARS degree audit system that automates a significant portion of the degree clearance process. The Integrated Waitlist improves the often difficult process of student registration in courses by addressing the practice of "course crashing" through a flexible system through which departments and instructors can allow waitlisted students to be automatically added to courses. This system also provides more reliable information on course demand, enabling departments to better meet student needs, thereby reducing course bottlenecks. The Batch Degree Audit project automates the transcript auditing for students who have applied for graduation and flags those that do not meet graduation requirements. This allows Registrar staff to quickly contact students with errors or credit shortfalls and provides them the necessary time to remedy such issues before graduation, saving many students from the burden of attending, and paying for, an unexpected quarter of classes. Together, these programs promise to have significant impact on time-to-degree, moving students through the university more quickly, increasing the flow of students through the university and ultimately increasing the number of bachelor's degrees UCSB can award.

[56] University of California, Santa Cruz

Serious and sustained improvement in student success requires a **culture of commitment** to institutional change, one that fosters **many** initiatives. Our first initiative at UC Santa Cruz last year was the creation of a broad-based Student Success Steering Committee that meets **biweekly** and is overseeing many campus efforts. Our diverse initiatives serve three broad goals: 1) Strengthen students' sense of community and belonging; 2) Improve successful completion of high-stakes gateway courses in STEM fields; 3) Establish data systems that will allow us to detect students who are at risk of not graduating and to provide coordinated and **early** interventions. Specific initiatives include a) participation in the College Transition Collaborative, a partnership with other universities (including the pioneering UT Austin) exploring scaled-up mindset interventions delivered to the entire frosh class; 2) creation of easy to use retention and time to degree reports by **major**, allowing academic departments to take responsibility for their students; 3) developing and evaluating enhanced community-based learning experiences within academic programs, with the goal of increasing academic engagement and a sense of belonging among underserved students; 4) creation of "flipped" versions of introductory courses in the sciences and math. Across our endeavors we are taking a **data-driven, evidence-based** approach to decision making.

[57] West Hills College Lemoore

West Hills College Registration 365 (REG365) was a consequential redesign of our education enrollment methods. Where traditionally a student would register for the summer and fall terms during April and wait until November to register for the subsequent spring semester, REG365 allows students to schedule a full year's worth of courses at one time. This change emphasized to students the importance of completion-oriented educational planning, rather than a term-to-term view of class registration and enrollment.

REG365 is the latest in a series of initiatives and innovations in student access, educational planning, outreach, and student enrollment. Building the innovation required dozens of West Hills College work units collaborating with centralized services to reengineer nearly every aspect of student services and instruction. This pioneering initiative is a coherent set of innovative and replicable changes; numerous other congealed initiatives comprise many elements of this application. And, it is positively impacting our budgetary planning as annual enrollment goals and growth were met in November, seven months *prior* to the end of the 2014-15 fiscal year.

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Our core value – the relentless pursuit of student success – is an acknowledgement of our staple fundamental: Students need support – and experiential and deep learning. Effective monitoring is critical to students’ success, particularly disadvantaged students. While REG365 deployment continues its maturation as our anchor innovation, an extensive array of policies, practices and systems discussed in the application demonstrate our devotion to support transfer, shorten time to completion, and align curriculum and programs with public and private transfer universities.

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