



# Channel Islands

CALIFORNIA STATE UNIVERSITY

## OFFICE OF THE PRESIDENT

### CONTACT INFORMATION:

California State University Channel Islands  
Gayle Hutchinson, Provost and Vice President for Academic Affairs  
Email: [gayle.hutchinson@csuci.edu](mailto:gayle.hutchinson@csuci.edu) Phone: 805-437-8441  
One University Drive, Camarillo, CA 93012-8599

### LIST OF PARTICIPANTS:

California State University Channel Islands

### APPLICATION ABSTRACT

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 Center 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 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.

### ASSURANCE AND SIGNATURE

“I assure that I have read and support this application for an award. I understand that if this application is chosen for an award, my institution will be required to submit, for approval by the Committee on Awards for Innovation in Higher Education, a report indicating proposed uses of the award funds and, as the fiscal agent, will be responsible for distributing funds to any other participating entities. I also understand that, if this application is selected for an award, my institution will be required to submit reports to the Director of Finance by January 1, 2018, and by January 1, 2020, evaluating the effectiveness of the changes described in this application.”

A handwritten signature in black ink, appearing to read 'Richard R. Rush', followed by a horizontal line.

Richard R. Rush, President

One University Drive • Camarillo, CA 93012-8599 • Tel: (805) 437-8410 • Fax: (805) 437-8414 • [www.csuci.edu](http://www.csuci.edu)

The opening of California State University Channel Islands (CI) in 2002 culminated a 40-year community-led effort to bring a comprehensive public university to the region to meet the need for accessible higher education. CI is a majority-transfer institution. The Campus Strategic Plan (2008-13) promoted changes to policies, systems, and practices that ease transfer access, transition, and graduation through two key initiatives: Student Access, Retention, and Success (SARS) and Science, Technology, Engineering, and Mathematics (STEM). SARS objectives included: (1) creating a comprehensive data dashboard to empower students to monitor their own academic progress for ease of transfer and timely degree completion, and (2) achieving Hispanic Serving Institution (HSI) status to build institutional capacity and pilot curricular and co-curricular innovations that increase degrees awarded, particularly for historically underserved students (i.e., first-generation students, low-income students, and historically underrepresented minority students). STEM objectives included increasing graduates in “high-demand” STEM fields and strengthening relationships with community colleges to increase underrepresented students in the pipeline. Ongoing progress towards meeting these objectives and subsequent goals is regularly monitored by the HSI Steering Committee (2009), the Student Success Partnership (2010), the Teaching and Learning Innovations (TLI) Initiative (2013) emphasizing technology-enhanced student engagement, and a Transfer Advisory Council (2014).

In 2010, CI became the first and only public 4-year HSI to serve the Ventura County region, where the community college going rate is the state’s third highest. Through regional partnerships with Ventura and Santa Barbara community colleges, six HSI grants help facilitate college access and completion for all students, particularly historically underserved students who have high rates of CSU/UC ineligibility. This regional collaboration, focused on strengthening and streamlining pathways, inspired the concept of “aligning to one degree,” which recognizes that credits accumulated across area institutions result in one bachelor’s degree. In 2013, *unified cross-institutional goals* were developed to focus innovations for transfer success on a regional level. Unified goals that underscore the priorities of this award and advance the objective of this application seek to align high-impact practices (HIPs), systems, and policies to one degree: (1) leverage regional expertise to develop cross-institutional student outreach, records, and HIP academic support interventions to facilitate transitions between 2-year and 4-year institutions, (2) co-develop and align high-impact practices, learning outcomes, and discipline-specific articulation to increase transfer rates, (3) transform the teaching and learning culture by developing capacity for faculty and staff to implement effectively high-impact/engaging pedagogies responsive to underserved students’ needs, and (4) improve efficiency of student transition by leveraging cost-effective strategies and shared technologies.

Collectively, our HSI grants awarded since 2010 promote a university going culture in the region. Project ISLAS has focused on access to 4-year institutions including outreach to community colleges and high-impact transition programs; Project Vista, on pathways to graduate education; Project ACCESO and ASCENSION, on increasing 2-year to 4-year STEM transfer, Project iPath, on cohort general education pathways and improved student success outcomes and time-to-degree completion; and Project ALAS, on regional alignment of *high-impact curricular practices*, pathways, and efficiencies. Unfortunately many of these grants are beginning to sunset in the next budget cycle.

As the University grows, so does the potential to increase substantially educational opportunities for students who are socially and economically disadvantaged and for groups underrepresented in higher education. In a relatively short period, CI has succeeded in creating a racially/ethnically diverse undergraduate student body. Table 1 partitions Fall 2014 undergraduate enrollment by key demographics. Fifty-four percent of enrolled students are from historically excluded groups. Hispanic/Latino/a students have been the fastest growing racial/ethnic group, comprising 46% (2,578) of the fall 2014 undergraduate enrollment. White students comprise the next largest ethnic group at 34% (1,943). The remaining 20% is constitutive of all other ethnic groups. These proportions closely replicate the diversity of our region.

Consistent with national trends, CI enrolled more female (64%) than male students; a potential risk factor considered in the development of practices and policy interventions. However, CI serves a greater proportion of other disadvantaged populations. For example, fifty percent (2,843) of undergraduates are designated as low income (Pell eligible), and 57% (3,207) are first generation college-goers. Combined, 17% of undergraduates identify as foster youth (74), disabled (252) or veteran/military (146). Consistent with long-term enrollment trends, 54% of the 2,084 new undergraduate students enrolled in Fall 2014 transferred to CI. Although not reflected in this table, 62% of all transfer students came to CI through the regional community college (CC) pipeline, which includes colleges in Santa Barbara and Ventura counties.

		<b>New Freshmen</b>	<b>New Transfers</b>	<b>Continuing Students</b>	<b>Transitory</b>	<b>Total</b>
<b>Total Enrollment</b>		<b>962</b>	<b>1122</b>	<b>3541</b>	<b>28</b>	<b>5653</b>
Ethnicities	Native	5	4	16	0	25
	Asian	61	50	192	2	305
	Black or African American	43	19	97	1	160
	Hispanic or Latino/a	528	524	1526	0	2578
	Islander	1	0	6	0	7
	White	255	394	1288	6	1943
	Other / Unknown	32	80	244	19	375
	More than One	37	51	172	0	260
Gender	Female	671	698	2243	23	3635
	Male	291	424	1298	5	2018
Other	Foster Youth	17	11	46	0	74
	Students with Disabilities*	28	41	183	0	252
	Low Income Students (Pell)	540	552	1751	0	2843
	Veterans	17	41	88	0	146
	First Generation Students	577	681	1949	0	3207

\*2014 is the first year with reliable disability data.

A number of factors have resulted in educational inequities in the 2 to 4 year regional transfer pipeline which disproportionately affect Hispanic, low-income, and first-generation students. With only 23.6% of Hispanic high school graduates in the region CSU/UC eligible compared to 45.4% of White students, few pathways exist to a 4-year degree for Ventura County's underserved students. Although the 3-year transfer rates from local community colleges are relatively low (between 7% - 16%), the transfer-out-rate bottleneck among academically underprepared students in Ventura County CCs is staggering for Hispanic students. Using Oxnard College (OC) as just one example, OC serves the *highest* proportion of Hispanic students in the region, yet in Fall 2012 only 7% of all students who began OC in Fall 2009

successfully transferred out to a 4-year public university within 3-years. Of these students, 178 transferred to a CSU and CI received the highest transfer volume at 59% (105), of which 70% (74) were Hispanic students and 9% were White students. Among students who transferred from OC, 70% were considered low-income and 85% were first generation students. To put into perspective the transfer-out-rate bottleneck, Hispanic students represent nearly 70% (4,917) of the OC student population and among *all* students in Fall 12, 60% declared a transfer goal. Once at CI, 18% of OC Hispanic transfer students were on first-term academic probation, 22% were not retained to the second year, and only 4% graduated within 2-years. These data demonstrate opportunities for improvement of transfer outreach and readiness programs.

Analysis of CI transfer student data shows that when students are underprepared at the CC level, they are more likely to drop out of the university, particularly in their first year, more likely to be on academic probation in the first-term, and less likely to be retained to the second year. These barriers to transfer success are more pronounced for Hispanic students who start at a regional community college and assess into basic skills English and Math courses, often one to two levels below lower division prerequisite courses needed to enroll directly into 300-level courses at CI. Even though CI has formal articulation agreements with our regional community colleges for most lower-division courses, not all transfer students are *adequately prepared* in 100-level courses completed at the CC. For example, in Fall 2013, 55% of total transfer students on academic probation were Hispanic, while only 30% were White. Being on academic probation in the first semester is a major risk factor for dropping out, so it is concerning that a disproportionate percentage of transfer students on academic probation are Hispanic.

Clearly, it is not enough to articulate course outlines across institutions only. Differences in *course content* across two- and four-year institutions and *curriculum sequencing* are challenges in the regional transfer pipeline. Articulation agreements alone do not guarantee successful transfer transition, therefore it is vital that faculty from both segments are working together across institutions on curricular alignments that support transfer student success. While CI and CC faculty are experienced in traditional teaching and learning pedagogies, many lack training in the delivery of high-impact teaching and culturally responsive practices to retain and help Hispanic and other underprepared students succeed. Yet, emerging research shows positive benefits for *all students* that participate in high-impact teaching practices (HIPs) and that HIPs help to level the playing field particularly for historically underserved students.

Strategic investments in early exposure to HIPs that align across institutions and at *critical transition points* in the 2-year to 4-year pipeline are not only innovative, but advance the overarching goal of “aligning to one degree.” The challenges of poor academic preparation, low transfer enrollment and retention rates represent inter-related problems that require cross-institutional strategies to support academically underprepared students at *critical transition points* in the transfer pipeline. Changes to policies, practices and systems that serve to strengthen the 2 to 4 year regional transfer pipeline with particular attention to historically underserved students will require implementing culturally responsive outreach to students and families; curricular efficiencies that improve articulation and reduce time to graduation; embedding HIP academic support interventions and blended technology innovations in both the lower-division (at the CCs) and the upper-division general education and degree program curriculum (at CI) to promote retention and increase academic achievement particularly in the first-term; and continued investments in faculty and staff professional development.

### **Innovations Prior to January 10, 2014**

**Goal 1: Easing Transfer Access, Transition, and Graduation:** CI Admissions staff make monthly visits to CCs for one-on-one counseling, serving 3,300 students in 2012-13. Since 2011, Project ISLAS Outreach peer mentors attend transfer days for Ventura College, Oxnard College and Moorpark College to promote the virtual resource [UniversityCulture.org](http://UniversityCulture.org); mentors spoke to 300 community college students in 2012-13. Admissions staff and peer mentors share information about SB 1440-mandated associate degrees for transfer; five were already in place at CI for academic year 2012-13. Enrollment Management's "Request for Completion Extension Process" allows applicants more time than other CSUs to complete minimum requirements while remaining CSU eligible. About 75% of admitted transfers attend Academic Advising workshops over the summer to plan first semester courses. Coordinating between Enrollment Management, Financial Aid, Academic Advising, and Orientation offices to build a more effective and timely entry process for admitted transfer students has been challenging. The CI Academic Requirements Report (CARR) is a change toward efficiency; students track their progress to degree, allowing students and advisors to improve course selection and thus time to graduation. To improve CARR efficacy, in Fall 12 ISLAS peer mentors trained incoming students to review online transfer credit reports following "Front End Reviews," so students can catch any missing transcripts and petition for credits to be applied to specific areas. For Fall 13, 1,500 incoming transfer students received full transfer credit evaluations by semester start. Transfer Island View Orientation (IVO), a half-day program in August, introduced new transfer students to campus programs, services, involvement and employment opportunities, the physical layout of campus, and CI traditions, and in 2012 included Spanish-speaking parent track. Transfer Connections is an extended orientation event early each semester that introduces students to other transfer students in their majors, campus student leaders, staff, and administrators, and the academic expectations and rigor at CI. Student Service Summit events assist incoming students with successful transition through community engagement; 40% of Service Summit students were transfers Fall 13.

CI joined NSF-funded CSU Louis Stokes Alliance for Minority Participation (CSU-LSAMP) grant program in 2008, with a focus since 2011 on upper division students, particularly transfer students who were 73% of the 2013-14 cohort. Limited funding caps the number of students (25 to 30 per cohort) who can take advantage of director-student mentoring, faculty-mentored research, guest speakers, travel to STEM conferences, development of professional communication skills, information about graduate school, and cohort-bonding. [CI-LSAMP](#) students have been recipients of a NSF Graduate Research Fellowship, three Bridges to Doctorate programs, and many Ph.D. and M.S. program admissions. Other academic transfer support programs include [University Experience Associates \(UEA\) mentors](#) embedded in Transfer Year Seminars; tutors in the Learning Resource and Writing and Centers and bachelor degree programs; a TRIO-funded Striving Scholars program for students on probation with high-touch advising, counseling, and peer mentoring; and a voluntary comprehensive retention program targeting students on the Autism Spectrum, at-risk freshman, transfer, and probationary students in Disability Resource Programs. The [CI Student Writing Guide](#) provides incoming transfer students with models for all majors. At the STEM Center in 2013, 56 transfers participated in Peer-led Team Learning (PLTL) workshops and tutors worked with 2,271 transfers. Two challenges call for increased outreach: A and B students are more likely to seek help than C and D students; and there is disparity in pass rates for Hispanic/low income students and non-Hispanic/non-low income students in STEM and social science gateway courses.

**Goal 2: High Impact Learning Practices:** Project ACCESO's [Summer Research Institute \(SRI\)](#) enhances engagement, transfer, retention, and college completion of STEM students, particularly Hispanic and low-income students. The 2013 SRI engaged 35 students (17 CI; 18 community college), working with 14 CI STEM faculty in a 3-week research experience. Compared with national peers in the validated Preflection and Survey of Undergraduate Research Experiences (SURE), SRI students had statistically significantly greater gains in career aspirations, self-confidence and self-efficacy, understanding/appreciating the nature of science, intellectual development, scientific content knowledge, and scientific skill. It is difficult to get the word out to transfers about the SRI opportunity, and harder to get them to take participate as work demands win out. The [Stepladder Program for Interdisciplinary Research and Learning \(SPIRaL\)](#) began in 2010, offering lower (UNIV 198/ 298) and upper division courses (UNIV 398/498) that engage students in increasingly sophisticated research methods and projects, joining 400-level single discipline student-faculty collaborative research classes. For transfers in Fall 12, 42% of those with at least one *undergraduate research* course graduated within two years of transfer, compared to only 27% of those without a research course. Challenges include informing transfer students about research opportunities before they get to CI, student perceptions that research is “too hard,” and incorporating SPIRaL into faculty workload.

Beginning Spring 12, Sophomore Seminars at CI (UNIV 250) connect to General Education Seminars at Oxnard College (OC) as part of a *service-learning transfer pipeline*, with students in both classes sharing four class periods and service-learning projects at nonprofits, *blending two learning communities* (courses linked across institutions and co-curricular peer-led learning communities, Dolphin Interest Groups, or DIGs) *across campuses*. A higher percentage of OC students transferred to 4-year schools from the 2012 Sophomore Seminar-linked cohort (30%) than from the control group (22%). However, scheduling students from both campuses to meet together outside of class to reflect on service learning and success skills was difficult. In Fall 12, CI implemented UNIV 349 Transfer Year Seminars, *problem-based interdisciplinary courses with embedded peer support* and DIGs. Of 96 students in the first UNIV 349 cohort, 86% were retained to Fall 13 and 50% graduated by Summer 2014 (compared to 84% and 33%, respectively, of 884 new transfers not in UNIV 349). The main challenge is adapting the DIG model piloted with 18 year-old freshmen to older working students, who often also have children; students highly valued the transition help from mentors but struggled to make the bi-weekly meetings. Subsequently, DIGs moved to every three weeks.

**Goal 3: Professional Development for Faculty and Staff:** [ISLAS Professional Development Academy](#) workshops are open to faculty/staff from CI and area CCs. Workshops help faculty better engage with students through active learning and authentic assessment of student learning outcomes through rubrics and Signature Assignments. In 2012-2013, 43 CC participants joined over 100 CI faculty/staff in workshops; the Academy funded 53 CI [Faculty Fellowships](#). In 2013, [Teaching and Learning Innovations](#) hired a full-time faculty director, and partnering with Technology and Communication launched the [Blended Learning Preparation Program \(BLPP\)](#), funding 30 faculty to develop digitally-enhanced strategies, supported by a leading instructional technologist who comes to CI from statewide community college online learning initiatives. BLPP introduces innovative technologies integrated such as [VoiceThread](#) and screen casts to faculty toolboxes, and supports faculty “flipping” their classrooms.

**Goal 4: Efficiencies in Delivery:** ISLAS and TLI use a train-the-trainer model to institutionalize best practices efficiently, with faculty members receiving funding in one year leading workshops in subsequent years.

**Key changes since January 1, 2014**

**Goal 1: Easing Transfer Access, Transition, and Graduation:** Working hand-in-hand with Enrollment Services, Technology & Communication automated and improved access to services. CI was one of the first CSU's to move to a completely online catalog and course schedule, providing better student access while simultaneously improving sustainability. Technology & Communications pioneered the use of social media to improve student engagement, working with Enrollment Management to develop an online private community hosted within Facebook to build connections and answer questions for newly admitted students. CI increased outreach efforts to community colleges through Enrollment Management and Financial Aid, Projects ISLAS, ACCESO and ASCENCION, and the Transfer Advisory Council to develop cross-institutional interventions that facilitate transitions between 2-year and 4-year institutions. Community college students are better informed about the Associate Degrees to Transfer pipeline, about opportunities to engage in high-impact experiences at CI, and how to prepare themselves for success at the University. In addition to the "Request for Completion Extension" practice, which in 2014 increased the numbers of students able to enroll at CI despite pending admission requirements, CI Enrollment Management introduced an "Early Admission Day" in collaboration with the Oxnard College Transfer Center, the OC Academic Center, and OC Department Chairs. Early Admission students receive their admission decision for the fall term prior to other applicants, are waived the \$100 non-refundable "intent-to-enroll" deposit, and individualized guidance regarding enrollment along with a "What's Next" folder (financial aid, career center, health center, library, disability resource center, parking services, and housing information). As a result, CI received twice as many applications during the first month of the application filing period compared to 2013, and 92% of Early Admission Day attendees were admitted. The Financial Aid and Scholarships office has implemented timeline and process changes that touch all students, although there is considerable need for a transfer/financial literacy counselor to address transfer student needs in our service area.

For transfers admitted Fall 14, summer orientation was reengineered to increase the numbers of transfer students served and better meet their needs. [New Student, Orientation and Transition Programs \(NSOTP\)](#) staff benchmarked other programs, collected data for research and examined needs of current transfer students at CI. The summer program is now a day-long event with peer Orientation Leaders and content material pertinent to transfer students. A major change was moving the event to June rather than August, early enough to adjust the students' schedule for the upcoming year. The response was almost doubled attendance, from 120 students in 2013, to 220 in 2014, or a quarter of the transfer student population. An online feedback survey praised the event's assistance with social and academic preparation, especially learning how community colleges expectations differ from those of the University. A new mid-fall semester Dolphin to Dolphin Program allowed transfer students who attended IVO to continue their connection with Orientation Leaders, reflect on using what they learned at orientation, and discover what tools, knowledge, and skills they still need mid-fall semester for a successful transition. While the earlier timing of Orientation is positive, further alignment of Orientation, Records and Academic Advising services before enrollment is still needed. 2014 saw efforts to increase using technology through more automated preliminary review of transcripts so students and advisors have meaningful information in the system before registering for first semester.

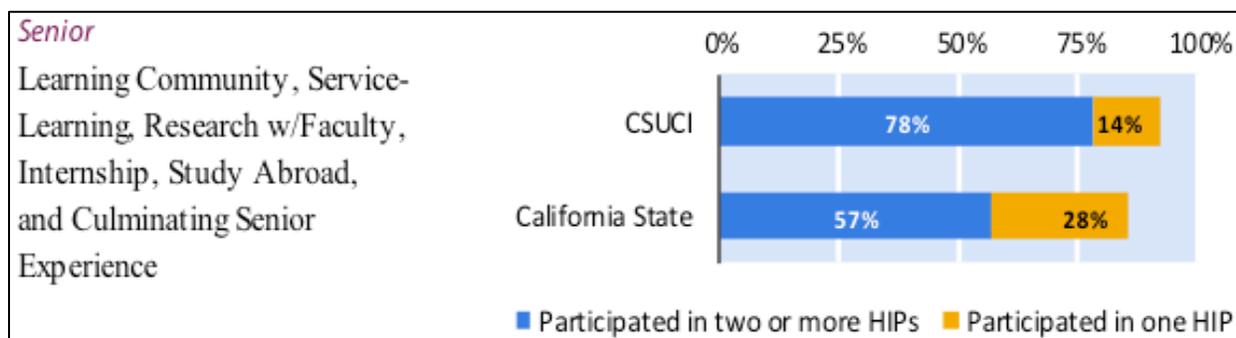
Academic Advising contacted admitted transfers by email about registering for a major-specific workshop, and passes on the electronic link to [Island Compass](#) (see Appendix C, Attachment 2). The Island Compass guide includes graduation requirements, how to plan a schedule, and course drop procedures and policy (the latter typically quite different from community college processes). More than 250 new transfers attended Advising Workshops in December ahead of Spring semester, while over 800 transfers attended more than 25 summer Academic Advising workshops held throughout June, meeting in groups by major with advisors and faculty (usually Program Chairs), and walking away with major-specific Advising Worksheets, general education (GE) checklists for those not “GE-certified,” and information about new [Student-Lingo](#) on Demand Student Success Workshops (in English and in Spanish). In the third week, transfer students schedule one-on-one appointments with Academic Advisors, or walk-in appointments for less comprehensive advising, and are encouraged to meet with a faculty advisor. Advising is not required for transfer students, either with professional advisors or faculty advisors; current staffing does not support mandatory Academic Advising. Supplementing online Student-Lingo Workshops, Academic Advising launched a series of in-person workshops on Time Management, Study Skills, Test Taking, Stress Reduction, and Learning Styles. Housing and Residential Education hosted Academic Success strategies sessions. Almost half of CI’s veterans in 2014 are also transfer students (41/88). The [Veterans Affairs Program](#) supports academic success and social integration in conjunction with these other programs, including placing veterans in competitive Hank Lacayo Internships with area businesses and non-profits.

HIP academic support interventions are also peer-led. University Experience Associates (UEAs) embedded in interdisciplinary Transfer Year Seminars have 20 minutes a week in class to facilitate student success activities. Examples from 2014 include using the Academic Requirements Report to plan for second-semester courses, how to cite research sources using different format (APA, MLA, Chicago), effective reading strategies for different purposes, and the benefits of using faculty office hours. A new [Academic Success Coach](#) was added by ACCESO, with transfers constituting 60% (24/40) of students working with her. The [STEM Center’s](#) Spring 14 transfer traffic increased over Spring 13 by 39% to 1,384 students tutored, and the number of transfers in PTLT workshops in Spring 14 nearly doubled from Spring 13 (17 to 32).

**Goal 2: High Impact Learning Practices:** Increasingly, transfer access and academic success are shaping policies, practices, and systems at CI and inter-segmental relationships with Ventura County and Santa Barbara community colleges that emphasize high impact teaching and learning. In *Ensuring Quality and Taking High-Impact Practices to Scale* (2013), George Kuh and Ken O’Donnell show the participation of underrepresented minorities in high-impact practices such as service learning, learning communities, undergraduate research, interdisciplinary learning, and study abroad **narrows the gap in graduation rates** between Latino and non-Latino students. In Fall 10, 45% (56/124) of CI transfer students on academic probation following their first semester were Hispanic, compared to 30% (38/124) white students on probation. This ratio is the reverse of transfer demographics: of nearly 1,000 students in Fall 10, 34% were Hispanic and 48% white. Among those on probation following their first semester, the gap between Hispanic students and white students has increased from 2010 to 2013 by 10%. To combat this achievement gap, more strategic investments in faculty development and early

exposure to HIPs at critical transition points in the transfer pipeline are critical. We have begun to take HIPs to the high school segment in the pipeline, with students in a leadership capstone connecting virtually with students at a local high school. CI students create the outcomes of a module for the high school students, match it with appropriate digital tools, and implement and assess the learning experience.

[National Survey on Student Engagement \(NSSE\)](#) data from seniors at CI in 2014 shows return on these investments in infusing high impact practices, as upper division students experience high impact practices at CI at a higher rate than seniors across all 22 other CSUs.



Seniors are most likely to participate in culminating experience/capstones (77%) or service-learning (75%), but only 34% surveyed had participated in research with faculty or a learning community (23%). As it requires considerable advance planning, formal Study Abroad is harder for transfer students, although short-term international experience courses (UNIV 392) are available, funded through student Instructionally Related Activities fees. The majority of CI majors have capstone requirements, ensuring that most transfer students will have a culminating research or service-based senior experience. In 2013-14, 71 CI course sections were offered with a service-learning component, some also satisfying requirements for majors. It is not known how many students in service-learning classes are transfer students, but CI has used a small Chancellor's Office grant (Giving Students a Compass, 2011-14) to build a model embedding *service learning* in the GE Sophomore Seminar transfer pipeline collaboration between CI and Oxnard College (OC). OC students are overwhelmingly first generation, low income, and Hispanic. Collaborating with CI's Center for Community Engagement, the innovative Sophomore Seminar model *stretching learning communities and service learning across institutions* allows them to transition to University life through engagement with CI students at the same stage (i.e. second year) and to attend some class sessions on the CI campus. In 2014 post-surveys, students were enthusiastic about service learning, the effectiveness of peer mentors, and opportunities to serve with peers. They found the courses engaging, more challenging than other courses, and rewarding. OC Sophomore Seminar students who transfer to CI progress through upper division work in majors in a timely fashion, and CI GPAs in 2014 for the first cohorts are above 3.0 and cumulative GPAs are higher than transfer GPA in most cases. OC student surveys noted logistical challenges with the cross-institutional linkages, especially meeting outside of class time, so in 2014 CI peer mentors were embedded in the class on the Oxnard campus once a month to facilitate reflection on their high-impact service learning, deliver student success modules, and field questions about the transfer process.

GE Sophomore Seminars easing transfer have been folded into on-going redesign of General Education at CI. Faculty from both CI and OC campuses assessed key assignments in

linked Seminars for critical thinking and civic engagement student learning outcomes in an electronic assessment portfolio (Tk20, branded locally as folioCI). CI is transitioning from a disconnected distribution or “smorgasbord” general education (GE) model into an innovative integrated and scaffolded outcomes-based [University Studies GE](#) model, with student work assessed with consistent rubrics (developed by interdisciplinary faculty teams) at lower and upper division levels and across disciplines. Faculty from community colleges attended summer GE Design and Assessment Workshops working with [CI’s outcome rubrics](#), looking at alignments with outcomes at their institutions. The *interdisciplinary undergraduate research SPIRaL* courses incorporate GE outcomes related to information literacy and research methods, assessed by faculty through folioCI. About two thirds of transfer students come to CI “GE Certified,” having completed lower division GE requirements at CCs. All students take 3 upper division GE courses at the CSU where they complete their degree; at CI, those courses are all *interdisciplinary and writing-intensive*, two high-impact pedagogical practices. In Upper Division Interdisciplinary GE (UDIGE) courses, transfer students (the majority at CI) blend with native students to engage in shared problem solving or creative work. Increasingly, interdisciplinary and written communication learning outcomes are assessed in UDIGE courses through Signature Assignments in folioCI. More outreach is needed to transfer-bound students while at community colleges about the mission perspectives embedded in the CI curriculum – multicultural, international, and interdisciplinary perspectives and service/experiential learning—and other high impact opportunities in their majors that have an impact on the achievement gap, such as undergraduate research.

In their first semester at CI, students can take UNIV 349 Transfer Year Seminars. These rigorous UDIGE courses examine real world problems such as energy consumption, sustainability, redistricting, and educational equity. Students experience embedded peer mentoring in *learning communities* to ease the transition to University life, guide students to academic program advisors, and coach students on upper division expectations. In “Fostering a Transfer Student Receptive Ecosystem” (*Planning for Higher Education Journal* 2013), Eileen Stempel identifies peer mentors and transfer seminars as “educational ‘on-ramps’ that can partially offset the many ‘off-ramps’” which constitute barriers to successful transfer. Sections of UNIV 349 were added to the Spring 14 schedule for the over 300 new transfers who arrived in January, in addition to multiple sections for Fall first semester students. In addition to improving retention rates, transfer seminars introduce students to interdisciplinary inquiry, setting them up for greater success in subsequent required UDIGE courses. Seventy-five percent of 2014 UNIV 349 students surveyed ( $N=100$ ) would recommend the class to a friend.

In “Institutional Practices That Facilitate Bachelor’s Degree Completion for Transfer Students” (*New Directions for Higher Education* 2014), Abby Miller highlights faculty engagement in the transfer process and transfer-specific services. STEM faculty engaged with 45 students in the Summer Research Institute (SRI) in summer 2014, most of them community college students (22) or transfers already at CI (9). Beginning in October 2014, the Project ALAS Transfer Student Success initiative continues building institutional bridges that ease transfer to facilitate transfer student degree completion. Such bridge building includes outreach to community college classrooms by CI faculty and students; community college faculty-led classroom field trips to CI classes; and collaboration with community college Transfer Centers. CI faculty introduce students to HIPs such as SRI and study abroad not typically found in

community colleges as options to students *before* they transfer. Pre-transfer academic outreach includes introducing upper division writing expectations and encouraging a Transfer Portfolio curating students' best work linked to CI mission-learning and other high impact practices, as well as key assignments for courses in their major courses within their transfer AS or AA degree programs. California Senate Bill 1440 authorized CCs to create associate degrees for transfer that guarantee students priority CSU admission with junior standing and only require completion of 60 additional units to qualify for the similar baccalaureate degree. Associate Degrees for Transfer (ADT) accepted at CI grew in 2014 from 5 in spring to 20 in fall (see Appendix, Attachment 3), allowing more students the potential to finish their bachelor's degree in four years. As is true of articulation agreements, ADTs will succeed most when they "go beyond assuring the transfer of credits to create curricular pathways that are pedagogically sound" (Strempel, 2013) through cross-institutional faculty collaboration.

**Goal 3: Faculty and Staff Development:** Professional Development programs at CI are transforming the teaching and learning culture. Faculty and staff are coached on how to effectively implement high-impact/engaging pedagogies responsive to underserved students' needs and to align learning across the segments to one degree. Teaching and Learning Innovations (TLIs) Blended Learning Preparation Program (BLPP) ran its fourth cohort in 2014 using a train-the-trainer model to transform an early graduate of the program into the facilitator for next year's cohorts. A BLPP alumnus embeds global learning in courses using technology, co-teaching a module on [Diversity in Groups](#) with a professor of English at Ritsumeikan Asia Pacific University in Japan, with students from both countries engaged through the same innovative web portal. TLIs Enhanced Learning Program focuses on designing courses that facilitate students coming to class prepared to engage in active learning. The new FIT (Faculty Innovations in Teaching) Lab, supported by Technology & Communication, is outfitted with recording booths, video editing stations and a live action studio, and a team of instructional designers, webmasters, developers and graphic designers, eager to help translate faculty ideas and goals into finished products. The [ISLAS Professional Development Academy](#) trains faculty and staff on outcomes-based assessment; best practices for designing culturally responsive student and academic support programs to increase retention; culturally responsive teaching and learning strategies and best practices for outreach to Hispanic, first generation and low-income students. Academy workshops were more aggressively marketed with Ventura County and Santa Barbara CCs in 2014. The Academy surveyed faculty and staff at the colleges about barriers to transfer success to inform three Transfer Success Workshops in 2014, one at Moorpark in collaboration with their Academic Senate (Building Bridges, see Appendix C, Attachment 4). In 2014, the number of CC faculty/staff/ administrators who participated in the ISLAS Academy increased to 72, still a small number, but key personnel were targeted. Other 2014 workshops aimed at giving faculty strategies to increase transfer-student readiness for successful upper division academic performance in majors included: Multicultural Perspectives Across the Curriculum; Writing Across the Curriculum; Infusing International Perspectives; Classroom Community and Student Success; Teaching Academic Reading Strategies; Teaching in a Connected Age; Unheard Voices: Making the Most of Students' Unique Contributions in Group Settings; and Sustainable Information Literacy (see Appendix C, Attachment 5 for Spring 14 schedule). ISLAS Academy Faculty Fellows embarked in 2014 on building relationships with peers at regional community colleges to align better the work done in lower-division courses, an

effort that will continue under Project ALAS. In “Preparing Transfer Students to Succeed: Strategies and Best Practices” in *The College Transfer Student in America: The Forgotten Student* (2004), Myron Pope suggests that investing in faculty development will help CI and regional college partners better prepare students for success, especially historically underrepresented students. Both Teaching and Learning Innovations and the ISLAS Academy are open to lecturer and tenure track faculty, important as most CI students are taught by lecturers, and because many CI lecturers also teach at CCs. In assessments of workshops, faculty identify specific changes in their pedagogical practice related to modeling academic reading and writing in the first weeks of their courses, implementing active learning strategies, and building cultural inventories of student assets into early assignments and modules. These individual classroom innovations promote Deil-Amen’s concept of “socio-academic integration” for transfer students (*Journal of Higher Education*, 2011). The classroom is *the* campus site most frequented by commuting transfer students at CI, and Townsend and Wilson (*Journal of College Student Retention 2008-2009*) find the classroom to be where community college transfers are most likely to engage both socially and academically. As building hybrid pedagogies into courses continues, the classroom in which students engage each other and their professors is expanding. Nursing and Chemistry professors engage students via virtually recorded lectures that students can view outside of class. Google Presentation is used to make large introductory Sociology classes more intimate and allow 100+ students to collaborate and connect online.

**Goal 4: Efficiencies in Delivery:** A number of initiatives in 2014 leverage cost-effective strategies and shared technologies to improve efficiency of student transition. The ISLAS Fellowship Program and TLI continue to use a train-the-trainer model to institutionalize best practices efficiently, with faculty who receive funding in one year offering workshops to share their expertise in subsequent years. Multiple CI degree programs have modified required curriculum to facilitate transition and faster time to degree for students through a 2+2 path to the bachelor’s degree using Associate Degrees for Transfer. With Psychology, Sociology, and Business among the most popular majors for transfer, CI’s Sociology program is participating in a CSU-funded Promising Practices bottleneck course re-design, part of a larger effort to co-develop blended teaching modules that are both rigorous and developmental for equivalent lower division core courses at CI and community colleges (CCs). Sociology has the most underrepresented students as a percentage of the major, and is key to an innovative transfer success model in the region. The TLI Online Teaching Preparation Program began in 2014, supporting completion degree programs for transfer students and high-quality online delivery generally across academic programs at CI. In Degree Completion programs in Psychology, Nursing, and Business (see Appendix C, Attachment 6), CI faculty teach online, but also face to face and in blended courses in classrooms at Santa Barbara City College (SBCC), sharing space and saving students time and money in not needing to travel to CI. CI’s MVS School of Business launched a fully Online B.S. Business degree for transfer students who have completed 60 lower division units, including working professionals who need to earn their degree on a flexible schedule or at an accelerated rate. Fall 2014, Early Childhood Studies opened a B.A. program serving Early Childhood Education graduates from SBCC and early childhood professionals in Santa Barbara County who have an associate degree in Early Childhood or Child Development.

**Changes for implementation after January 2015:** CI and our college partners will continue to improve policies, practices and systems to ease transfer students' pathway to completion of their university degree through collaboration and coordinated integration of regional goals:

**Goal 1: Easing Transfer Access, Transition, and Graduation:** Tighter coordination among Transfers Centers, Enrollment Management, counselors and advisors, Orientation programs, and faculties: To build further on the successes of Early Admission Day, workshops are planned at Oxnard College to provide targeted guidance on Academic Advisement, Orientation and Transition Programs, and Enrollment Steps for registration and financial aid. Workshops will be implemented throughout the year, creating redundancies so students become comfortable with their home departments and establish relationships with key personnel to maintain a point of contact as they ease into their transition into CI. The Transfer Advisory Council will adapt this model for use throughout the region on different college campuses in 2016-19. Enrollment Management is committed to finishing as many Transfer Credit reviews as possible *before* Academic Advising appointments (in June for fall transfers, in December/early January for Spring transfers), so that CARRs are current soon after receiving final transfer transcripts. The iPATH cooperative grant will fund a virtual transfer orientation, rolled out in conjunction with Transfer Advisors and faculty at CCs, blending co-curricular and curricular material with submission timelines (admissions, financial aid, housing) and requirements. NSTOP will continue to hold Transfer Island View Orientation (TIVO) in June. TIVO parent tracks, which drew 80 parents in 2014, will help parents understand their student's requirements as well as transitional needs specific to the parent experience. Sessions for Spanish-speaking parents will continue to incorporate academic advisors and faculty. Since having young children may prevent prospective students or their parents from attending orientation, a childcare program or children's track will be piloted. The Transfer Connections program will increase themed events for students to a monthly basis to provide guidance, promote programs, and encourage students to seek campus resources. Orientation leaders will maintain connections made with transfer students during TIVO. These transition and orientation programs are funded in the regular Student Affairs base budget; a new Transfer Programs Coordinator is in the Student Life five year plan. Beginning Fall 15 under Project ALAS, the University Experience Program will supplement the embedded peer mentor-supported Transfer Year Seminars with a gateway courses program. Transfer Experience Associates (TEAs) will extend peer academic success support services into major required courses with high D, F, W rates for transfers. Within Undergraduate Studies, an ALAS-funded Transfer Academic Success (TAS) office will coordinate peer and faculty outreach between Transfer Centers at CCs across the region, as well as academic support (peer mentors, tutors, advising) for transfers once at CI. Community college students intending to transfer will be introduced to the Project VISTA-developed [CI Student Writing Guide](#) to familiarize themselves with expectations, models and formats from twenty disciplines, as strong writing will be necessary for success in upper-division courses at CI. TAS will also highlight HIP opportunities such as undergraduate research, service learning, and study abroad *before* transfer. LSAMP will continue to focus on transfers.

**Goals 2 and 3: HIPs and Faculty and Staff Professional Development:** CI and our regional community partners are well-positioned to build on collaborative efforts to model for California how best to build engaging high impact practices into the transfer pipeline. Our programs reach across segments in higher education through student engagement and faculty

development to increase the number of students in the region receiving high quality bachelor's degrees. The ACCESO-funded Summer Research Institute will continue in 2015 for STEM students, and continue to recruit transfer students. Cross-institutional service-learning seminars, inter-disciplinary transfer seminars, and SPIRaL undergraduate research courses will continue to be offered to students, incorporated in the base instructional budget of the University Experience Program. The cross-institutional faculty development initiative with the Project ALAS grant will allow more opportunities for regional faculty across segments to align better and scaffold student learning outcomes and their assessment and to embed high impact practices within different pipeline campuses across lower division and upper division courses. Cross-Institutional Learning Community Fellowships through Projects ALAS and iPATH will facilitate curricular alignment through discipline-specific articulation and cross-segmental HIPs beginning in 2015. Until 2019, Project ALAS will fund a Regional Teaching and Learning Academy (extending the successful ISLAS Academy model across the region) open to all faculty, with workshops at CI and each Ventura County Community College campus, and an annual two-day Transfer Success Summit. CI will continue to integrate virtual and physical professional development, blending technology from the Innovations in Teaching and Learning (ITL) programs to build virtual cross-segmental peer-led and faculty learning communities. The ITL director and programs are supported by the CI base budget, with the Blended Learning Preparation, Online Learning Preparation, and [Quality Assurance Pilot](#) for Online Courses supported by the Faculty Innovations in Teaching (FIT) Studio and Instructional Technologists funded through Technology & Communication. Building on these efforts and faculty work over the last five years in defining assessment criteria and designing Signature Assessments for an outcomes-based general education (GE) program for native and transfer students, a next step is to roll out a transfer "CI Degree E-Portfolio" where students curate their best undergraduate course work from across the segments, both GE courses and major courses. Student reflections and faculty assessments on high impact learning will supplement traditional student record information (i.e. GPA) and highlight competencies and achievements sought by employers that constitute "one degree."

**Goal 4: Efficiencies in Delivery:** CI has been a leader in providing mobile-first and accessible web services and a campus app, scheduled for significant upgrades and improvement in 2015. The Associate Degrees for Transfer will continue to be a cost-effective strategy for students coming to CI, as more of them are able to move through the pipeline in four years. Faculty participating in the ALAS Regional Teaching and Learning Academy and Transfer Success Summits will further leverage efforts to engage students in high impact learning in classrooms and hybrid courses across segments by contributing to a Regional Virtual Repository of modules, lecturettes, VoiceThread templates, Signature Assignments, video demonstrations, etc. This effort will in turn leverage resources available through CI's [FIT Studio](#). Other efforts include the CSU-funded "Not Small Classes" project working with faculty to facilitate active learning strategies in large courses, and expansion of online course offerings in Continuation Degrees. Re-entry students are primary targets in recruitment efforts for Continuation Degrees. We send letters from President Rush to all CI students who had discontinued their studies before receiving degrees.

When the vast majority of students who intend to transfer from community college to university don't earn a degree, even in a state where substantial institutional and legislative energy has gone into streamlining pathways, it is not only students who are failed, but so are we all. Both the students, and the huge sums that have gone into their education, leak out of the pipeline. We have argued that CI is uniquely positioned to expand access to higher education for a growing, historically underserved population in Ventura and Santa Barbara counties. Hispanic students are 54% of Ventura County's K-12 public school population, yet only 23.6% of Hispanic student high school graduates are CSU/UC eligible. More than 60% of all transfer students to CI come from our four regional community colleges. For these students, their pathway to a 4-year degree often means attending up to three community colleges before transferring to CI. For those students who enter the community college system underprepared, prospects for transferring to a 4-year institution within 3-years are dismal. The implications for students who are first-generation and low-income are devastating. By the time these students transfer to a 4-year institution they face the additional barrier of time restrictions on access to federal student aid. With the 3rd highest community college going rate (50.5%) in CA, a critical step towards achieving long-term impact in the reduction of the average cost to award a bachelor's degree is building a strong foundation for partnering across educational systems so that all students are ready for upper division coursework when they arrive at CI.

Research suggests that a prerequisite to maintaining and improving the percentage of underserved students who complete a bachelor's degree requires institutional focus on, and commitment to, high levels of retention and completion for all students. Emerging research shows positive benefits for all students who participate in HIPs and further, that HIPs help to level the playing field for underserved students and have a compensatory effect for students who come to the university underprepared to engage in university-level coursework. Strategic investments in HIPs that align learning across institutions; share outreach expertise/resources to increase transfer preparedness to 4-year institutions; promote engaging pedagogies known to increase academic success of underserved students; staff/faculty professional development to deliver HIPs; and improved data sharing systems and articulation processes are not only innovative, but timely. Collectively, these programmatic, institutional management, and fiscal stability issues compound the cost of a bachelor's degree regardless of where students start their pathway. As Ken O'Donnell of the CSU Chancellor's Office warns, "every unconsummated degree is an opportunity missed—for the student, for that student's family and community, and for the state, whose investment won't be realized. Because of attrition, on average CA is paying double for each baccalaureate it confers, and at least twice that for the baccalaureates earned by transfers."

These innovations and efficiencies being piloted with state and federal resources only build our regional capacity to serve all students more efficiently because they are designed to increase efficiency significantly in the use of time, staff, money, and other resources while improving student learning and educational achievement. Building partnerships around cost-effective strategies to sustain these innovations hinges on leveraging shared and sustainable uses of technology (i.e., virtual orientation, blended learning courses, common ID) to create cost savings for the institution and our students. For every student who is retained to graduation on time that would not have been otherwise, there is a cost savings of \$7,223 per full-time equivalent student contributing to the scalability and sustainability of these efforts.

Students in the transfer pipeline in Ventura and Santa Barbara Counties come to our institutions with a wide range of experiences with public education, and an equally wide range of readiness for the rigors of higher education. Transfer students are typically in their late 20s or older, work more than 25 hours a week, and have young children or parents to care for. Many of these students have cultural expectations that education is the ticket to a better future, yet some of these same students lack the cultural capital to appreciate fully the personal investments that are necessary for educational success. Many are also surprised that old modes of teaching are being replaced by dynamic, deep, metacognitive modes of learning.

Many Hispanic and underrepresented students are not aware of on-campus resources nor do they have familial experience about orientation programs, advising or financial aid. They do, however, come from communities where human relationships are highly valued. Replacing some of the human interactions of the higher education process with automation runs the risk of alienating students who have made it to our doors against all odds. Integrating technology into information streams about the transfer process, admissions applications, documentation of learning across the segments, and delivery of academic content have their benefits in efficiency and scale, but also have drawbacks when students in the transfer pipeline do not have ready access to computers and tablets or have the requisite skills to navigate multiple virtual tools successfully. As CI grows, so does the potential to *perpetuate* the digital divide between students with different levels of economic resources. Table 1 shows that nearly 50% of students who transferred to CI came from economic and socially disadvantaged backgrounds (as measured by Pell-grant eligibility). Hispanic and low-income students should have the opportunity to use information technology (IT) in educational settings to benefit from the digital age. Facilitating access to IT—physical, cultural and educational—will help CI’s Hispanic and low-income students gain the skills necessary to *benefit* from the IT revolution in higher education. Toward that end, the CI library has laptops available for check out, in addition to multiple computer labs; the Community Colleges have likewise invested in access to technology for students. The “Beach” in the Learning Resource Center at Ventura College has a large bay of terminals available for student use.

Innovations leveraging technology and shared professional development cannot always be “off the shelf,” prepackaged products. CI and its partners are having to direct resources to ensure that our innovations are the right fit for our students and our institutions through the customization of software and systems. The title of an ISLAS Academy/BLPP co-sponsored workshop series in Spring 2014 was “Technology: Change, Threat, Opportunity,” with one of the discussions led by our Vice President for Technology and Communication entitled “Technology Will Destroy Higher Education – If You Let It.” A recent troubled experiment with large scale MOOCs at a sister CSU, for example, is a cautionary tale. We are mitigating these unwanted consequences through intentional faculty training opportunities such as “Humanizing Your Online Course.”

Moving away from the traditional delivery model of higher education focused *on teaching* – expert faculty stand and talk at a large group of inexpert students and hopefully students retain what they heard long enough to reproduce it on an examination – to an innovative, interactive, metacognitive focus *on learning* is not an easy task. Most faculty in the community colleges and the CSU were not taught how to teach effectively and/or how students

learn best (in marked contrast from the K-12 educational world), and thus many faculty mimic the teaching and learning methods they experienced as students, or the methods that meshed with their personal learning style or their preferred delivery method. The collaborative innovations underway in our regional transfer project are ambitious, and in the end will constitute a sea change in the relationship of faculty to their craft. How to mitigate the angst and disruption among faculty that moving from a teaching focus to a learning focus may bring? For some faculty, taking small steps, with adequate training and support is key. For other (perhaps younger) faculty, more wholesale adoption of virtual tools such as VoiceThread, instant polls, and blog sites will be liberating as they leave behind the methods they encountered in graduate school that did not suit their learning preferences. In either case, Deans, Department and Program Chairs, and Retention, Tenure and Promotion committees will need to expect and accept that *student* reactions to the new delivery methods will be mixed, even hostile as more responsibility for their own learning is put on them. Faculty will need encouragement to embrace innovations, especially probationary and contingent faculty whose positions traditionally are highly dependent on positive student evaluations.

The biggest risk is the one we collectively face if we fail to bring high-impact innovations into our institutions and to build them into general education and major pre-requisite courses where all students will benefit from them. Students focused on getting that “one degree” are not going to go out of their way for what looks like extra stuff. Just as California is rapidly becoming a minority-majority state, transfer students in today’s California are more diverse and less prepared than they were a generation ago. California’s future depends on overcoming the current achievement gaps between white and non-white, wealthy and non-wealthy. We must work collaboratively across the segments of education to develop our students to their highest potential. Innovations focused on high-impact pedagogies such as intensive writing, undergraduate research, learning communities, peer-led learning, interdisciplinary studies, and service-learning are tools of equity in this calling.

CI is a young and growing 21<sup>st</sup> century university, known as “a campus of innovation” in the California State University System. CI’s core strength is its culture of innovation and creativity in all areas of teaching, scholarship, creative, and co-curricular activities. Founded on a **student-centered mission**, CI’s vision, culture, and values (**Vision** – “Longstanding commitment to serve the region” **Culture** – Educate, mentor and graduate our students, particularly “first generation and historically underserved” students; and **Values** – “Diversity in all matters” “Access for all”) are reflected in our institutional leadership and their commitment to sustaining innovative practices that enhance the quality and effectiveness of the educational experience at CI. Since its inception, CI has been highly successful at building community and business partnerships to leverage external resources that have allowed us to pilot cutting edge student success innovations. These partnerships and external resources have provided the necessary support for faculty and staff to step outside of traditional boundaries to improve student learning through technology-enhanced curricular and co-curricular innovations.

An enormous asset that CI has cultivated as a result of its innovation and creativity is the extraordinary support of the regional educational community. As the Chair of the Ventura County P-20 Council and CI President, Dr. Richard Rush has put forward an innovative agenda to create an inter-segmental model for transfer success in the region which can be replicated state-wide. To date, CI has demonstrated its commitment to this long-term vision in several ways. First, CI was selected to participate in a national study on Latino/a student transfer and college completion because of its institutional commitment to innovative high-impact practices, presidential leadership and collaboration, and community college/university partnership with Oxnard College. This presidential collaboration across 2-year and 4-year institutions paved the way for a cross-institutional action plan that has already resulted in the establishment of the Transfer Advisory Council, an analysis of data sharing possibilities and research on a common ID system, and an annual Solutions Summit on Transfer Success to promote innovative ideas and collaborations across institutions. Second, CI adapted the concept of cross-institutional partnerships focused on Latino/a transfer success and has leveraged federal resources to build a regional network focused on creating a culture transfer student success by “aligning to one degree.” Finally, longstanding cross-institutional planning positioned CI to achieve institutional commitment to the four unified regional goals focused on transfer success and assume the lead in sharing best practices and facilitating opportunities for continued collaboration across institutions.

While these initial steps have allowed CI to develop a regional framework focused on a shared vision for transfer success, the most strategic investment with long-term implications for promoting a culture of innovation and adaptability has been an investment in developing and growing the professional capacities of our faculty, staff, student leaders, and administrators. For example, CI’s faculty (with support from the Keck Foundation and institutional commitments) have developed an innovative Stepladder Program for interdisciplinary undergraduate research. Evaluation data from this program shows remarkable improvements in time-to-degree completion and retention of transfer students. More recently, institutional commitment to fund the Faculty Innovations in Teaching Lab has resulted in a cadre of faculty and staff committed to using technology to cultivate student engagement in learning, foster student-student and faculty-student interactions, and promote human presence in learning. Finally, the leveraging of

technologies and cross-institutional professional development opportunities has resulted in a regional cross-institutional faculty fellows program. This cutting edge fellows program will promote ongoing innovation and partnerships and incentivize the sharing of HIP practices, tech innovations in teaching and transfer student transition, and creative thinking about policies and systems that impede transfer success. Ultimately, these examples demonstrate a range of innovative thinking at CI and our record of institutional commitment to cutting edge ideas that have the potential to impact the success of all transfer students in the region, particularly outcomes for Hispanic students.

CI has the advantage of being the first and only public university to serve Ventura County, which has the third highest community college going rate in the state. As a majority-transfer institution, CI has effectively cultivated cross-institutional and regional educational partnerships to advance the vision, mission, and development of this growing university. CI has served a leadership role by forging partnerships that engage stakeholders from education, business, and community agencies. Over the past ten years, several approaches have engaged stakeholders in ongoing discussion on regional transfer pipeline issues and to secure their commitment to unified regional goals focused on transfer success. Strategies for engaging regional stakeholders include: CI President Dr. Richard Rush chairing the Ventura County P-20 Council; establishment of a Transfer Advisory Council to pilot Solutions Summits for transfer success; inclusion of key educational, business, and community partners in the WASC accreditation process; regular cross-institutional meetings between CI's Provost/Vice President of Academic Affairs and Executive Vice Presidents at regional community colleges; the launch of the Aligning Learning and Academic Success (ALAS) Advisory Committee to work on regional innovations that align to one degree; and leveraging cross-institutional planning teams engaged in transfer success to establish unified goals with special attention to advancing the HSI purpose of our respective institutions, which is the shared responsibility for the success of historically underserved students.

Achieving cross-institutional commitment to these unified goals required a series of ongoing, facilitated focus groups and meetings with all community colleges (CCs) in the region and transfer students focused on creating a *culture of student success* in a primarily Hispanic-serving region. Furthermore, Ventura County CCs recently underwent WASC reaffirmation and master strategic planning processes; CI has nearly completed both processes, all of which has informed the development of unified goals and regional scale innovations focused on transfer success. Both processes, across all our respective campuses, involved constituencies at all levels including students, faculty, staff, administrators, and community stakeholders. The consensus among key stakeholders is an opportunity to share resources and expertise to *infuse a culture of transfer success in the region by aligning (policies, HIP practices, and systems) to one degree*. Collectively, we strive to be a regional model for transfer student success by leveraging cross-institutional resources and expertise to build capacity to pilot, implement, assess, and sustain HIP interventions that go beyond retention and increase college completion. A summary of key stakeholders and data supporting the identification of unified goals through analysis of shared strengths and opportunities is shared in Appendix G, Attachments 1 & 2.

Key to institutionalizing HIP innovations at CI and regional CCs so they outlast current campus leadership are: building collaborative relationships to produce staff and faculty “transfer champions”; reflecting on assessment (by students and faculty) to redirect resources to improve; widening participation, especially to new faculty; and, above all, integrating innovations as they mature. The CI Academic Requirements Report is more effective when transfers learn to use it from a student University Experience Associate in a Dolphin Interest Group. Begun as separate initiatives, the ISLAS Academy, SPIRaL, and Blended Learning Preparation Program complement each other, with faculty moving across the learning and development opportunities to combine organically new virtual engagement tools that foster reading and critical thinking in capable but underprepared first generation students engaged in undergraduate research or service-learning. Students in classes in the transfer pipeline face steep learning curves, but when they are helped to develop the skills they need, all Californians win.

CSU Channel Islands recently renewed its University strategic plan establishing priorities for 2015–2020. Our mission -- to place students at the center of the educational experience -- remains the fulcrum. With planning and action, the following three strategic priorities will be advanced:

1. Facilitate student success
2. Provide high quality education, and
3. Realize our future as a prominent University whose priority is to serve students of the region.

CI will continue to work with our regional community college partners to “align to one degree” and build a comprehensive transfer model that serves all students, especially students who are underrepresented and underserved. Many of these collaborative efforts going forward are funded through our newest Title V grant, Project ALAS (2014-2019). One day this model will be the exemplar to the CSU. Securing enough resources to support student success remains a challenge for many campuses within the system. As the newest campus to the CSU, Channel Islands has grown its programs and student services by innovation and ingenuity. Commitment from the state and the Chancellor’s office to fund fully enrollment growth will help us keep our promise to transfer students and sustain a pipeline for student success.

Currently, every effort to institutionalize effective HSI grant initiatives and programs is being made, especially as projects ISLAS, VISTA, ACCESO, and ASCENSION begin to sunset. A prioritization process for student success will continue as we build a comprehensive transfer model with our community college partners. We will implement and sustain this model without placing additional burden on students.

CI has fostered working relationships with community colleges and transfer counselors—both within and outside of its service area—to provide a seamless pathway in which students are able to transfer between institutions. In an effort to provide greater access to higher education and opportunities at CI, Enrollment Management will continue to strengthen its relationships with key partners through making regular school visits, conducting on-site college application workshops, providing helpful transfer-credit information, and notifying students of financial aid awards in a timely manner. In short, CI is a transfer-friendly institution committed to access, retention, and graduation of all students.

Curricular innovations that support transfer success aimed at closing achievement gaps (transfer transition seminars, undergraduate research seminars, service learning courses, hybrid and online courses, capstones) are incorporated into the base budget of academic programs. The University is committed to support alternative pathways to degree completion financially using innovative technologies that meet the needs of students with work and family responsibilities. The Blended Learning and Online Preparation Programs, Instructional Technologists, FIT Studio, and other web and tech support are core to the strategic plan for Technology and Communication and in the permanent budget. The three priorities of CI’s strategic plan intersect with the objectives of the new Title V Cooperative grants, Project ALAS, Aligning Learning and Student Success, and Project iPATH. These new federal dollars will be leveraged in the shared regional development of high impact pedagogy and better aligned curriculum through a Regional Teaching and Learning Academy where faculty from CI and four CC campuses collaborate, and a focus in Undergraduate Studies on the academic success (retention and graduation with a quality degree) of students who come to CI through the regional pipeline.

The evaluation plan includes systematic methods for data collection and analysis that are outcome-oriented, and intended to improve practices, systems, and policies to create curricular efficiencies that streamline 4-year degree pathways for transfer students. These efforts will be centrally coordinated by CI’s Institutional Effectiveness office, working closely with the requisite committees/councils to ensure that appropriate data is being collected, analyzed, and disseminated to key decision-makers. The plan includes two elements, formative (short-term) and summative (long-term) evaluation, to allow for data driven continuous improvement. Formative evaluation activities will be conducted regularly each semester to determine the effectiveness of practices, systems, and policies. The formative evaluation processes will be used to inform summative evaluation outcomes. On an annual basis, summative evaluation data will be compiled to provide an impact assessment of goals, objectives, and target outcomes.

By employing this systemic approach, data will be reviewed periodically and data-driven changes will be implemented to achieve better student success outcomes. The evaluation design is also intended to assist with building CI’s institutional capacity to improve transfer rates, better serve historically underserved transfer students and, in the long term, increase the number of bachelor’s degrees awarded. The plan is designed to allow for the periodic review of institutional data (using quantitative methods), collect feedback from students (using qualitative methods) and make changes that are informed by this feedback. Three examples of *quantitative* measures that will be used to monitor progress towards institutional goals are provided below for Goal 1.

<b>Table 2: Evaluation Procedures</b>	
<b>Goal 1:</b> To leverage regional expertise to develop cross-institutional student outreach, records, and HIP academic support interventions to facilitate transitions between 2-year and 4-year institutions.	<b>Objective b. - Data to be collected:</b> Admitted Students
	<b>Data collection timeline:</b> Annual
	<b>Methods of collection:</b> Annual Census
	<b>Instruments:</b> Student records database
	<b>Analysis procedures:</b> Quantitative analysis of institutional data disaggregated by race/ethnicity
	<b>Use of data:</b> To improve transfer readiness and overall transfer rates
	<b>Objective c. - Data to be collected:</b> Students retained to the second-year
	<b>Data collection timeline:</b> Retention data collected each semester, at the end of each academic year using both formative & summative evaluation
	<b>Methods of collection:</b> End-of-term reporting from student records
	<b>Instruments:</b> Student records database
	<b>Analysis procedures:</b> Quantitative analysis of participant vs. nonparticipant HIP impact disaggregated by race/ethnicity
	<b>Use of data:</b> To determine if HIP innovations retain students to graduation
	<b>Objective d. - Data to be collected:</b> Graduates by 2-year cohort
	<b>Data collection timeline:</b> Two-year (cohort) tracking of retention data
	<b>Methods of collection:</b> Annual reporting from student records
<b>Instruments:</b> Student records database	
<b>Analysis procedures:</b> Tracking and quantitative analysis of 2-year cohort data disaggregated by race/ethnicity	
<b>Use of data:</b> To determine if HIP innovations result in long-term impact of increased 2-year graduation rates particularly for Hispanic students	

CSU Channel Islands is committed to evidence-based decision making. It is our practice to discipline our planning and evaluate our success with systematic and rigorous educational research. Our goals, baselines and targets derive from this process. Table 3 lists our goals, objectives, baselines and target outcomes for each academic year through 2018-19, especially for the measures related to the success of underrepresented minority transfer students as identified in section 11 of this proposal (page 22). Baselines were established either by calculating median values or moving averages from longitudinal enrollment and related institutional data. Target outcomes were defined by examining statistical models that predict what these values would be if there was no change over and above what would be expected by current trends. Additionally, models that simulated different levels of growth (success) were examined to determine ambitious but realistic outcomes. These data were presented for a team discussion and the result are the target outcomes presented in the table below.

<b>Table 3: Goals, Objectives, and Target Outcomes</b>		
<b>Goals</b>	<b>Objectives (including baseline measures)</b>	<b>Target Outcomes</b>
<b>Goal 1:</b> To leverage regional expertise to develop cross-institutional student outreach, records, and HIP academic support interventions to facilitate transitions between 2-year and 4-year institutions.	<b>a. <u>Foster a Culture of Transfer Success:</u></b> By 2018, 70% of 320 Ventura County Community College students who participate in CI outreach efforts will indicate an increase in their transfer readiness.	2015 Target: 40/12% 2016 Target: 50/16% 2017 Target: 60/19% 2018 Target: 74/23%  <i>Outcome: 224 students</i>
	<b>b. <u>Increase Transfer Rates:</u></b> By 2018, increase the percentage of all students, with a focus on Hispanic students who transfer from a Ventura County Community College to CI, by 15% over the Fall 2013 baseline of 915.	2015 Target: 18/2% 2016 Target: 27/3% 2017 Target: 37/4% 2018 Target: 55/6%  <i>Outcome: 137 students</i>
	<b>c. <u>Increase First-Year Retention Rates:</u></b> By 2018, transfer students participating in HIP academic support interventions will be retained to their second year at a rate of 20% greater than nonparticipants (Fall 2014 baseline to be established).	2015 Target: 5% 2016 Target: 5% 2017 Target: 5% 2018 Target: 5%  <i>Outcome: 20% increase</i>
	<b>d. <u>Improve CI Graduation Rates:</u></b> By 2018, increase the percentage of all students, with a focus on Hispanic students who persist to completing a 4-year degree within two-years, by 15% over the Fall 2012 baseline of 212.	2015 Target: 4/2% 2016 Target: 6/3% 2017 Target: 9/4% 2018 Target: 13/6%  <i>Outcome: 32 students</i>

<p><b>Goal 2:</b> Co-develop and align high-impact practices, learning outcomes, and discipline-specific articulation to increase transfer rates.</p>	<p><b>e. <u>Aligning Academic Success:</u></b> By 2018, decrease the overall percentage of HIP intervention participants on first-term academic probation, resulting from implementation of cross-institutional HIP academic success interventions (i.e., thematic GE pathways, Bridge Courses, aligning student learning outcomes across institutions/ disciplines, etc.), by 20% less than nonparticipants (Fall 2014 baseline to be established).</p>	<p>2015 Target: 3% 2016 Target: 4% 2017 Target: 5% 2018 Target: 8%</p> <p><i>Outcome: 20% decrease</i></p>
<p><b>Goal 3:</b> Transform the teaching &amp; learning culture by developing capacity for faculty and staff to implement high-impact/engaging pedagogies effectively in a manner that is responsive to underserved students' needs.</p>	<p><b>f. <u>Aligning Learning to One Degree:</u></b> By 2018, 100 faculty and staff will have participated in professional development training on HIPs and will disseminate practices annually at the Regional Transfer Success Summit and faculty will integrate a minimum of <b>2 or more</b> new teaching strategies in CI upper-division GE courses.</p>	<p>2015 Target: 12 2016 Target: 18 2017 Target: 35 2018 Target: 35</p> <p><i>Outcomes: 100 faculty/staff</i></p>
<p><b>Goal 4:</b> Improve efficiency of student transition by leveraging cost-effective strategies and shared technologies.</p>	<p><b>g. <u>Virtual Student Transition Services:</u></b> By 2018, 15% of CI transfer students will participate in the virtual orientation alternative to increase student access to transition services (Fall 2014 baseline of 1,122).</p>	<p>2015 Target: 28/3% 2016 Target: 37/3% 2017 Target: 48/4% 2018 Target: 55/5%</p> <p><i>Outcome: 168 students</i></p>
	<p><b>h. <u>Virtual HIP Repository:</u></b> By 2018, 50% of 100 faculty who take part in faculty development programs on HIPs and the blended learning preparation will develop two new HIP resources to be disseminated regionally through the HIP Virtual Repository.</p>	<p>2015 Target: 6 2016 Target: 8 2017 Target: 14 2018 Target: 22</p> <p><i>Outcome: 50 faculty</i></p>

**Appendix A**

**Additional Participating Entities**

Not applicable at this time.

## Appendix B

### Frequently Used Acronyms

A number of acronyms are referenced throughout the award application, particularly in the innovations section. Below is a list of frequently used acronyms in the order of first mention.

<b>CI</b>	California State University Channel Islands
<b>SARS</b>	Student Access, Retention, and Success
<b>STEM</b>	Science, Technology, Engineering, and Mathematics
<b>HSI</b>	Hispanic Serving Institutions
<b>TLI</b>	Teaching and Learning Innovations
<b>Project ISLAS</b>	Institutionalizing Student Learning Access and Success
<b>Project ACCESO</b>	Achieving a Cooperative College Education through STEM Opportunities
<b>Project ASENCION</b>	Articulating STEM Cooperatives to Enhance Needs, Success, Integration, Outcomes & Networking
<b>Project ALAS</b>	Aligning Learning and Academic Success
<b>CC</b>	Community College
<b>CSU</b>	California State University
<b>UC</b>	University of California
<b>OC</b>	Oxnard College
<b>HIPs</b>	High Impact Teaching Practices
<b>CARR</b>	CI Academic Requirements Report
<b>IVO</b>	Island View Orientation
<b>NSF</b>	National Science Foundation
<b>LSAMP</b>	Louis Stokes Alliance for Minority Participation
<b>UEA</b>	University Experience Associates (student mentors)
<b>TRIO</b>	Federally-funded college opportunity programs
<b>PLTL</b>	Peer-Led Team Learning
<b>SRI</b>	Summer Research Institute
<b>SURE</b>	Survey of Undergraduate Research Experience
<b>SPIRaL</b>	Stepladder Program for Interdisciplinary Research and Learning
<b>UNIV</b>	University Studies Course
<b>DIGs</b>	Dolphin Interest Groups
<b>BLPP</b>	Blended Learning Preparation Program
<b>NSOTP</b>	New Student, Orientation, and Transition Programs
<b>GE</b>	General Education
<b>NSSE</b>	National Survey on Student Engagement
<b>UDIGE</b>	Upper Division Interdisciplinary General Education
<b>AS</b>	Associates of Science
<b>AA</b>	Associates of Arts
<b>ADT</b>	Associate Degree for Transfer
<b>FIT</b>	Faculty Innovations in Teaching
<b>MVS</b>	Martin V. Smith School of Business
<b>SBCC</b>	Santa Barbara City College

<b>BS</b>	Bachelors of Science
<b>TIVO</b>	Transfer Island View Orientation
<b>TEAs</b>	Transfer Experience Associates (peer mentors)
<b>TAS</b>	Transfer Academic Success
<b>ID</b>	Identification (inter-segmental student tracking system)
<b>IT</b>	Information Technology
<b>MOOC</b>	Massive Open Online Course
<b>P-20</b>	Pre-school to College/University
<b>WASC</b>	Western Association of Schools and Colleges

**Appendix B****List of hyperlinks in Innovations Section 3 text, in order of first mention**

University Culture.org

<http://www.universityculture.org/>

Channel Islands Louis Stokes Alliance for Minority Participation (LSAMP)

<http://faculty.csuci.edu/cynthia.wyels/LSAMP/>

University Experience Associates Peer Mentors

<http://www.csuci.edu/islas/associates.htm>

CI Student Writing Guide

<http://www.csuci.edu/writing-ci/guide/>

Stepladder Program for Interdisciplinary Research and Learning (SPIRaL)

<http://www.csuci.edu/spiral/>

Project ACCESO's Summer Research Institute (SRI)

<http://www.csuci.edu/projectaccesso/research/institute.htm>

ISLAS Professional Development Academy

<http://www.csuci.edu/islas/universityexperience/academy.htm>

ISLAS Faculty Fellowship Program

<http://www.csuci.edu/islas/universityexperience/academy-fellows.htm>

Teaching and Learning Innovations Program

<http://tlinnovations.cikeys.com/>

Blended Learning Preparation Program

<http://tlinnovations.cikeys.com/blended-learning/>

VoiceThread

<http://tlinnovations.cikeys.com/voicethread-2/the-new-voicethread-arrives-at-ci-this-spring/>

## Appendix C

**Attachment 1:** List of hyperlinks in Innovations Section 4 text, in order of first mention

New Student, Orientation and Transition Programs (NSOTP)

<http://www.csuci.edu/nsotp/>

Island Compass

<http://www.csuci.edu/academics/advising/islandcompass/Island%20Compass%20Guide%2009%20web%20version.pdf>

Student Lingo On Demand Student Success Workshops

<https://www.studentlingo.com/csuci>

Veteran's Affairs Office

<http://www.csuci.edu/veterans/>

Academic Success Coaching

<http://www.csuci.edu/projectacceso/asc.htm>

STEM Center Student Support Services

<http://www.csuci.edu/projectacceso/student-support-services.htm>

NSSE CI Report 2014 News Release

<http://www.csuci.edu/news/releases/2014-nssestudy.htm>

University Studies GE

<http://www.csuci.edu/provost/ge-taskforce/>

CI GE Learning Outcome Rubrics

<http://www.csuci.edu/provost/ge-taskforce/goalsandoutcomes.htm>

ISLAS Faculty and Staff Professional Development Academy

<http://www.csuci.edu/islas/universityexperience/academy-workshop-archive.htm>

## Appendix C

### Attachment 2: Island Compass pages to Transfer Pages, 19-25

## Transferring College/University Course Work

- A. How many units can I transfer from my community college?**  
You are allowed to transfer a maximum of 70 semester units.
- B. What if I have more than 70 transferable units?**  
The additional units may still be applied as subject credit to meet GE and major requirements, but they won't count towards the total number of units needed to graduate.
- C. How can I find out which of my transfer courses will satisfy CSUCI GE or Major requirements?**  
Major course placement of previous coursework will be determined by your program faculty advisor and the program chair for your major. A substitution form will need to be completed in order to receive final approval for major courses that have not been articulated.
- D. Do I need a full evaluation of my previous coursework before choosing classes for my first semester?**  
Not necessarily, there are several areas you can choose classes from:  
1. Lower Division major or GE offered at CSUCI (refer to schedule)  
2. Upper Division GE (See Question H below)  
3. Upper Division classes in your major for which you have satisfied prerequisites  
4. Elective classes
- E. What is GE certification?**  
GE Certification means you have completed an acceptable pattern of courses at your California community college that CSUCI will accept to meet all or some of your lower division GE requirements. The two acceptable GE plans are either the CSU Transfer Plan or the Intersegmental GE Transfer Curriculum (IGETC).
- F. What if I didn't finish the entire Transfer Plan?**  
You may be partially certified for individual GE sections under the CSU Transfer Plan, but the IGETC plan requires completion of the entire plan prior to transfer for certification.
- G. How do I find out if I am GE certified?**  
Contact your California community college or look on your community college transcript. You may be fully or partially certified. If you are fully certified, all of your lower division general education requirements have been met. If you are partially certified some, not all, of your CSUCI GE requirements have been satisfied.
- H. I am fully GE certified from my community college. Do I need to complete any additional GE Classes at CSUCI?**  
Yes! You must complete 9 units of GE in residence at CSUCI; these nine units must be Interdisciplinary Upper Division GE (GE classes numbered 330-349 or 430-449).

## Key Steps to Creating your First Schedule

### What resources will I need to begin the process?

- On-line Schedule of Classes
- CSUCI Catalog
- Island Compass Guide
- Major Advisement Form
- General Education Form

### What steps should I follow to create my first schedule?

#### First determine how many units you would like to enroll in this semester.

- Complete the College Survival Assessment to determine the semester unit load that is right for you (Page 11).
- Although unit load will vary for each student, keep in mind that 12 units per semester is the minimum for full-time status. Taking 15 units per semester is the minimum to graduate in four years. If you are working part-time, full-time or have heavy family responsibilities, you will need to take all of these factors into consideration before signing up for classes. Registration is limited to a maximum of 18 units. Enrollment in 19 or more units will require the completion of the extra unit authorization form available in the Enrollment Center or the Advising Center.

#### Next complete an assessment of the general education and major requirements that you have completed to date.

- **Determine how many General Education courses you have remaining to graduate.** If you are fully certified you will not need to complete any additional lower division general education requirements. Full certification means that you have completed the appropriate General Education requirements for transfer to the CSU from an accredited community college. Certification can be completed with either the Transfer to CSU or Intersegmental GE Transfer Curriculum (IGETC). Full CSU certification completes lower division General Education, however, students will still need to complete upper division interdisciplinary General Education and certain graduation requirements.
- **Determine if lower division major courses have been completed.** The statewide student transfer information website ([assist.org](http://assist.org)) is a useful resource for obtaining the latest CSUCI articulation agreements. For courses that have not been articulated with community colleges or four-year institutions, it will be necessary to complete course substitution forms. You will have time to complete these during your first semester. Professional advisors in the Advising Center will help you begin the course substitution process.
- **Carefully look over the major advisement form for the complete list of all required courses.** Some of your required major courses may have very specific prerequisites or corequisites. Be sure to check the University Catalog course descriptions for any prerequisites.

#### Consider a balance of courses that will offer variation in types of classes and offer you a good mix of general education, major and elective courses. Are they realistic with time available for classes and time to study?

**As a transfer student, what courses should I take my first semester?** After you have completed the educational assessment, and determined a unit load that is right for you, the following are possible suggestions for transfer students:

- 🔗 **Are you missing any lower division major courses?** Review the major advisement form carefully. Not completing lower division major coursework, may keep you from enrolling in upper division courses in the future. Map out a plan for completing these lower division courses. Lower division major courses are offered at CSUCI.
- 🔗 **Are you missing any general education courses?** Many courses in the major also meet general education courses. Be sure to check the major advisement form comment column. General education content areas, as well as prerequisites, are listed.
- 🔗 **Choose an upper division major course (300-400 level).** Make sure that you have the prerequisites for your course selections. The University Catalog is a good source for this information, as well as the major advisement form.
- 🔗 **Choose an upper division interdisciplinary general education course.** All students need to take 9 units of upper division general education courses at CSUCI. All majors at CSUCI include upper division interdisciplinary courses. You are allowed to double count up to two upper division interdisciplinary general education courses within your major. Therefore, with careful planning, you will only need to choose one upper division interdisciplinary course outside your major (exception: Liberal Studies, Concentrated Studies; consult with a liberal studies advisor for information pertaining to general education).
- 🔗 **If not completed prior to transfer, enroll in a multicultural or foreign language course required for graduation.** Look for double counting opportunities such as the upper division interdisciplinary multicultural course which may count as the third upper division GE outside your major. Consequently, one course counts in more than one content area. This is just one example. Discuss with your advisor more tips on double counting that would be appropriate for your major.
- 🔗 **Choose an upper division (300-400) elective.**

**Using the catalog, on-line schedule of classes, and advisement forms as resources, start putting together some tentative courses.** List several choices on the Course Interest List on page 14.

**Next, using the on-line schedule of classes, select courses that meet your interests and time constraints.** Plot them on the weekly planner (Page 12).

**Once you are satisfied with your schedule, complete the registration worksheet** (Page 22).

**Now that I have mapped out the courses for my first semester at CSUCI, how will I register for classes?**

After you have selected your courses, you will register on-line. You will receive your on-line appointment time and password during the advisement workshop if you have completed your intent to enroll information with the Enrollment Center. Advisors will be available in the Advising Center on a walk-in basis during the first few weeks of the semester to accommodate students with scheduling concerns and issues.

## Understanding the Drop Process at CSU Channel Islands...What You Should Consider Before You Drop a Class!

The most effective way to avoid dropping a class is to make a realistic assessment of your ability to do well in a class before you enroll in it. Make sure you meet the prerequisites or have the knowledge needed to succeed.

What are some possible consequences of dropping courses that will result in less than full-time status (12 units)?

- ❏ Dropping below full time status might delay graduation plans. (Since graduation requires a minimum of 120 units, students taking 15 units per semester are more likely to graduate in 8 semesters).
- ❏ Completing fewer units in an academic semester/year could affect certain types of financial aid. In addition, a student who completely withdraws from a period of enrollment may be subject to repayment. Contact a Financial Aid representative for additional information. The Financial Aid office is located on the first floor in Sage Hall.
- ❏ Dropping below 12 units could affect benefits such as Health/Auto insurance coverage.

What procedures do I need to take to drop a course?

You may officially drop a course during the first three weeks of the semester through the web. Drops are normally not permitted after the third week of classes. During the fourth week of instruction, you must submit a "Change of Program form" available in the Enrollment Center (Sage Hall) or the Advising Center (Bell Tower). Withdrawal is permissible only for serious and compelling reasons and signature approval is required. Make sure you obtain approval signatures from your instructor and program chair before turning the change of program form into the Enrollment Center. Review the chart published in the on-line schedule of classes for policies and important dates relating to drops. The change of program form must be filed at the Records and Registration Office located in the Enrollment Center.

Before dropping, seek assistance from the professional academic advisors in the Advising Center!



## Appendix C

### Attachment 3: Associate Degrees for Transfer

### Approved Transfer Model Curriculum (TMC) Majors

CI TMC majors and the corresponding Associate Degree for Transfer

CI Major	Associate Degree for Transfer (AA/AS-T)
BA Anthropology	Anthropology AA-T
BA Art History	Art History AA-T
BS Business*	Business Administration AS-T
BA Chemistry BS Chemistry BS Chemistry, Biochemistry Option	Chemistry AS-T
BA Communication, Business and Nonprofit Communication Emphasis BA Communication, Environmental Communication Emphasis BA Communication, Health Communication Emphasis	Communication Studies AA-T
BS Computer Science*	Computer Science AS-T
BA Early Childhood Studies*	Early Childhood Education AA-T
BA Economics BA Economics, International Economics Option BA Economics, Managerial Economics Option	Economics AA-T
BA English BA English, Creative Writing Option BA English, English Education Option BA English, Multicultural Literatures Option	English AA-T
BA History	History AA-T
BA Liberal Studies, Teaching and Learning Emphasis	Elementary Teacher Education AA-T
BS Mathematics*	Mathematics AS-T
BA Performing Arts, Music Emphasis	Music AA-T
BA Political Science	Political Science AA-T
BA Psychology	Child and Adolescent Development AA-T Psychology AA-T
BA Sociology	Sociology AA-T
BA Chicana/o Studies <i>or</i> BA Spanish	Spanish AA-T
BA Studio Art	Studio Arts AA-T
BA Performing Arts, Theatre Emphasis	Theatre Arts AA-T

\*To be deemed “similar”, modifications were made to the following CI majors: BUS, COMP, ECS, and MATH.

12-11-14 jrizzoli

## Appendix C

### Attachment 4: Building Bridges Transfer Success Workshop

**BUILDING BRIDGES**

*A Moorpark College/CSU Channel Islands  
Collaboration for Transfer Student Success*

**Friday, April 11, 9am – 12 noon | Moorpark College Library, 3rd floor**

*Breakfast provided from 8.30am*

*Please join us as we work together towards  
the success of our shared transfer students!*

*Our two institutions are planning how to expand our collaboration through increased partnerships and grant opportunities. We will work together to determine what bridges we should build and how we should build them.*

*Join the conversation with your peers from CSU Channel Islands as we collectively identify the gaps that exist for students between our two schools. Help brainstorm the bridges we need to build between academic disciplines, student services, and beyond.*

*Please sign up now to represent your discipline or student service area during breakout sessions with colleagues from CSU Channel Islands.*

**For further information and to RSVP (before March 28)**  
Nenagh Brown, Academic Senate Vice President - [nbrown@vcccd.edu](mailto:nbrown@vcccd.edu)  
Dr. Amamel Gebru, Dean - 805-378-1445

Co-sponsored by Moorpark College and CSU Channel Islands'  
Project ISLAS Staff and Faculty Professional Development Academy

 MOORPARK COLLEGE

 Channel Islands  
CALIFORNIA STATE UNIVERSITY

## Appendix C

### Attachment 5: ISLAS Staff and Faculty Professional Development Academy Schedule

#### Spring 2014

---

##### **MOOCs: A (mostly) Reasoned Discussion of Education's Latest Phenomenon:**

Join us for the first of four conversations in the *Technology: Change, Threat, Opportunity* Discussion Series. Our first guest speaker will be Rolin Moe, doctoral student in Learning Technologies at Pepperdine. He will share insights from his research on Massively Open Online Courses (MOOCs), or as he calls them, free and ubiquitous learning centers. If you aren't familiar with MOOCs, check out this short article, [7 Things you Should Know About MOOCs](#). For more information please contact Jill Leafstedt at [jill.leafstedt@csuci.edu](mailto:jill.leafstedt@csuci.edu).

- When: Tuesday, February 18  
Time: 4:00pm - 5:30pm  
Location: Broome Library 1710

##### **Fostering Collaborations Across Campus:**

Where and how can faculty and Academic Affairs staff and administrators connect with staff and initiatives? And what could we be doing to create other successful collaborations so that we can work smarter not harder to best serve our diverse students? *Facilitators: Kirsten Moss, Julia Balén, and Marie Francois.*

- Date: Tuesday, March 11  
Time: 3:00 pm - 4:30pm  
Location: Broome Library 1756

##### **SOS: Helping Students Cope with Crisis:**

We all have encountered students in crisis: personal, medical, psychological, financial. Sometimes students come to us; sometimes we see it in behavior, absences, or written work; sometimes we simply sense that something might be wrong. But how can we reach out to these students in a compassionate and appropriate manner? How can we, as faculty and staff, assist them, and where can we direct them when their needs exceed our individual ability to help? Come and meet members of CI's student support community, and workshop scenarios with colleagues as we learn to help students cope with crisis. *Facilitators: Alison Perchuk, Julia Balén, and Marie Francois.* Participating: Neil Rocklin from Personal Counseling, Neomi Bazquez from Student Business Services, Valeri Cirino-Paez from Disability Resource Programs, Chief Reid or his representative, and Monica Rivas from Academic Advising.

- Date: Wednesday, March 12  
Time: 4:30pm - 6:30pm  
Location: Broome Library 1756

***First Gen and Beyond: CI Employees' Higher Education Experiences:***

What educational experiences did CI staff, administrators, and faculty members have as undergraduate and/or graduate students? In this workshop, we will report some preliminary findings of the survey regarding CI employees' educational experiences conducted in November 2013. Who influenced their educational and career aspirations and experiences? How did they navigate their educational paths? Did they feel adequately prepared for undergraduate/graduate education? Particularly, we will examine if First-Gen CI employees' experiences are significantly different from those who are not First-Gen. This event is co-sponsored with Project VISTA. *Facilitators: Sunghee Nam, Kaia Tollefson, and Elizabeth Sowers.*

- Date: Thursday, March 13  
Time: 12:30pm - 2:00pm  
Location: Broome Library 1756

***Best Practices for the Inverted/Flipped Model (and How Not to Do It) with Spencer Bagley:***

The quality of education in introductory calculus classes is an issue of particular educational and economic importance. In work related to a national study of college calculus programs conducted by the MAA, I report on a study of four different pedagogical approaches to Calculus I at a single institution in the Fall 2012 semester. Using statistical methods, I analyze the effects of these four approaches on students' persistence in STEM major tracks, attitudes and beliefs about mathematics, and procedural and conceptual achievement in calculus. Using qualitative methods, I draw links from the statistical results to differences and commonalities in the four classroom strategies. This is the second talk in the 'Technology: Change, Threat, Opportunity' Discussion Series. *For more information please contact Jill Leafstedt at [jill.leafstedt@csuci.edu](mailto:jill.leafstedt@csuci.edu).*

- Date: Thursday, March 13  
Time: 4:00pm - 5:30pm  
Location: Broome Library 1756

***Make Writing Explicit Across the Curriculum:***

Learn about strategies to integrate writing with course content for your discipline, and ways to make writing expectations explicit for students. Identify the hidden skills required for success on your assignments and hear from other faculty about ways to support student achievement in these necessary skills. *Facilitators: Mary Adler and Rachael Jordan.*

- Date: Monday, March 17  
Time: 3:00pm - 4:30pm  
Location: Broome Library 1756

### *How to Use and Create Videos in Class:*

In this workshop we will discuss how you may use videos to enhance your teaching. You are encouraged to share with other participants how you use your favorite video in your own class. Online resources for finding and using free educational videos will be discussed such as YouTube EDU and TED-ED. The Video Everywhere feature in Blackboard (CI Learn) will be discussed and we will show you how to manage your YouTube collections for a course by creating YouTube playlists. Tools such as Camtasia for making your own videos will be reviewed and demonstrated. Tips and strategies for preparing and planning you video recording and production will be discussed. *Facilitators: Minder Chen and Jill Leafstedt.*

- Date: Wednesday, March 19  
Time: 10:00am - 11:30am  
Location: Broome Library 1756

### *High-Impact Practices For the Classroom:*

Share with colleagues ideas to best engage our students and promote their active learning, and hear about ways to incorporate "high-impact practices" into your everyday teaching. Builds on "Continuing the Conversation" sessions sponsored by Project VISTA and the Student Success Partnership in 2012-13. New this round: tips on using technology for engagement. *Facilitators: Marie Francois, Kaia Tollefson, and Jaimie Hoffman.*

- Date: Tuesday, April 1  
Time: 2:00pm - 4:00pm  
Location: Broome Library 1756

### *Technology Will Destroy Higher Education - If You Let It:*

Technology, economics and political forces are placing tremendous pressure on our current models of higher education. Does this mean a dim future for higher education? And is that future coming so fast that we can't control it? While the change is real, there is still the possibility that those of us with the greatest stake in higher education can respond in a meaningful way to make positive change for our students. However, if we don't respond, political and economic forces will impose change upon us, and it's not going to be pretty. I will explore my view of the challenges and opportunities we face and lead a discussion on how we can build upon the opportunity to design a better university. This workshop is part of the 'Technology: Change, Threat, Opportunity' Discussion Series. For more information please contact Jill Leafstedt at [jill.leafstedt@csuci.edu](mailto:jill.leafstedt@csuci.edu).  
*Facilitator: Michael Berman.*

- Date: Tuesday, April 1  
Time: 4:00pm - 5:30pm  
Location: Broome 1756

***Infusing International Perspectives Across the Curriculum:***

This interactive workshop addresses ways of incorporating an international dimension into the curriculum to help prepare globally competent students. It also includes ways for involving faculty in campus internationalization. *Facilitator: Antonio Jimenez Jimenez.*

- Date: Tuesday, April 15  
Time: 3:00pm - 4:30pm  
Location: Broome Library 1756

***Navigating Cultures™:***

Monica Marcel, Partner at Language and Culture Worldwide, will present LCW's Navigating Cultures™ workshop, which explores the concept of cultural diversity, allowing participants to expand their awareness, knowledge, and skills. The tools, frameworks, and concepts presented lead to higher levels of competency, greater team synergies, improved performance in a global environment, and serve as a rich base for ongoing cross-cultural and intercultural development. This workshop is co-sponsored by the Center for International Affairs. \* *Facilitator: Monica Marcel, Language & Culture Worldwide.* \*This workshop is open to students, staff, and faculty, and will fill up quickly.

- Date: Thursday, April 17  
Time: 1:00pm - 5:00pm  
Location: Broome Library 1360

***SAFE Training:***

The SAFE on Campus program seeks to reduce homophobia and heterosexism at CI. Through education, advocacy, and promoting awareness, the program contributes to building a campus climate that is safe and accepting of all members of the University community. This workshop offers participants a chance to become familiar with some of the pressing issues for lesbian, gay, bisexual, and transgender people on campus. Participants will practice dealing with specific situations like hate speech and workshop ideas for making this a more welcoming campus for all. This workshop is co-sponsored by the Center for Multicultural Engagement. *Facilitators: Julia Balén and Kirsten Moss.*

- Date: Thursday, April 24  
Time: 2:00pm - 5:00pm  
Location: Broome Library 1756

***Teaching in the Dark: Learning through Risk and Vulnerability with Michelle Pacansky-Brock:***

In this presentation, Michelle Pacansky-Brock, will share how teaching online challenged her to rethink deep-seated notions about pedagogy and learning differences, provided richer relationships with more of her students than face-to-face teaching, and even led to incorporating a flipped classroom model (which required giving up lectures -- her ultimate fear!). <http://www.teachingwithoutwalls.com/>. This workshop is part of the 'Technology: Change, Threat, Opportunity' Discussion Series. *For more information please contact Jill Leafstedt at [jill.leafstedt@csuci.edu](mailto:jill.leafstedt@csuci.edu).*

- Date: Thursday, April 24  
Time: 4:00pm - 5:30pm  
Location: Broome 1360

## Appendix C

### Attachment 6: CI Continuation Degrees at Santa Barbara City College

## CI in Santa Barbara County

CSU Channel Islands (CI) offers undergraduate degree completion and graduate degrees programs to students living in the Santa Barbara area. Programs are offered on either the Santa Barbara City College (SBCC) Campus or at CI's Goleta Campus.

### Undergraduate Degrees

#### BS Business at SBCC

The BS in Business degree completion program, offered on the SBCC campus through CI's Martin V. School of Business and Economics, has a liberal arts and interdisciplinary focus. Students learn the fundamental principles of accounting, economics, finance, information systems, management, and marketing as applied in a variety of organizational settings. Classes are offered year-round in an accelerated format that allows students to complete the degree in approximately two years.

#### BS/Business-to-MBA at SBCC

CI's Martin V. Smith School of Business & Economics (Smith School) will offer a BS/Business-to-MBA Degree Program on the Santa Barbara City College (SBCC) campus. This innovative program is open to undergraduate students with excellent academic and career potential. Students transfer to CI upon completion of 60 transferable units (minimum) and are able to complete both the BS Business and MBA in about 4 years. Admission criteria balance candidates' overall credentials including academic performance, internship and/or part-time work experience, leadership potential, and extracurricular activities. Students must maintain a 3.0 GPA throughout the BS Business completion program to advance to the MBA Program segment. Classes in the BS Business program segment are held year-round on weekends. MBA segment classes are held year-round on weekday evenings.

#### BA Psychology at SBCC

Offered on the SBCC Campus, the BA Psychology degree completion program exposes students to all major areas of Psychology through a required sequence of core courses that borrow ideas from the best undergraduate psychology programs, producing students with knowledge in all branches of psychology as well as methodological skills that can be widely applied within and outside of the discipline. The interdisciplinary nature of the program allows students to experience the intersection of psychology with other disciplines, closely following how psychology is understood and practiced in the world at large. Psychology students develop a broad skill set that will help them succeed in various careers. The hallmark of the degree, however, is a gateway to graduate school. Alumni are well prepared to enter into graduate programs such as a Master degree in Family Therapy or Social Work, Juris Doctor (JD), and doctoral programs in Psychology. Classes are offered year-round in an accelerated format that allows students to complete the degree in two years or less.

#### BS Nursing in Goleta

CI's Nursing Program offers a Track I degree completion program at our Goleta Campus. The program admits a cohort of 22 students annually each spring. The program is designed for the entry-level pre-licensure student, using the cohort model of class scheduling, and is a full time program lasting 2.5 years or 7 semesters including summers. Potential students are eligible for admission after they have completed the required GE Prerequisite courses, and are General Education Certified by a California community college or have a previous Bachelor's degree. The program utilizes supplemental admission criteria.

## **Appendix D**

### **List of hyperlinks in Innovations Section 5 text, in order of first mention**

CI Student Writing Guide

<http://www.csuci.edu/writing-ci/guide/>

Quality Assurance Project for Online Courses

<http://linnovations.cikeys.com/qolt-at-csuci/>

FIT Studio

<http://www.csuci.edu/news/channel/fall-2014/f-fit>

**Appendix G**

**Attachment 1: Cross-Institutional Teams Engaged in Transfer Success**

<b>Cross-Institutional Teams Engaged in Transfer Success</b> Directly Involved in Analysis of Shared Strengths and Opportunities that Align to One Degree		
<b>CI</b>	<ul style="list-style-type: none"> <li>• Dr. Richard R. Rush, <b>President, CI</b></li> <li>• Amanda Quintero, HSI Steering Committee Chair &amp; Dir. of HSI Initiatives</li> <li>• ★Stephanie Garcia, Political Science</li> <li>• Ginger Reyes-Reilly, Asst. VP /Dir. of Admissions &amp; Records Enrollment Management</li> <li>• Dr. Wm. Gregory Sawyer, VP for Student Affairs</li> <li>• Damien Peña, Dean of Students</li> <li>• Dr. Elizabeth Hartung, Interim Asst. Provost / Student Access, Retention, &amp; Success Committee Chair</li> <li>• Sunshine Garcia, Dir. Financial Aid &amp; Scholarships</li> <li>• Dr. Karen Carey, AVP for Arts &amp; Sci.</li> <li>• ★Ariel Sales, Anthropology</li> <li>• Dr. Michael Bourgeois, Dir. of Institutional Effectiveness</li> <li>• Dr. Marie Francois, Interim Dir. of Undergraduate Studies</li> </ul>	<ul style="list-style-type: none"> <li>• Dr. Gayle Hutchinson, Provost &amp; VP for Academic Affairs</li> <li>• Leah Alarcon, Dir. of Student Success Programs</li> <li>• Dr. Georgina Guzman, Asst. Professor of English</li> <li>• ★Carolina Martinez, Liberal Studies</li> <li>• Monica Pereira, Asst. Librarian</li> <li>• Dr. Jose Alamillo, Assoc. Professor of Chicana/o Studies</li> <li>• Dr. Julia Balén, Dir. Center for Multicultural Engagement</li> <li>• Janet Rizzoli, Articulation Officer</li> <li>• Dr. Jorge Garcia, Assoc. Professor Of Mathematics</li> <li>• Monica Rivas, Asst. Dir. Advising &amp; Special Populations Coordination</li> <li>• Dr. Jill Leafstedt, Dir. Teaching &amp; Learning Innovation</li> <li>• ★Brandon Hill, English</li> <li>• Ana Duran, Dir. Student Systems</li> <li>★ <i>Denotes student representation by major</i></li> </ul>
<b>OC</b>	<ul style="list-style-type: none"> <li>• Dr. Richard Durán, <b>President, OC</b></li> <li>• Dr. Carolyn Inouye, Dean of Math, Science, Health, PE, and Athletics</li> <li>• Dr. Erika Endrijonas, Exec.VP of Student Learning</li> <li>• Dr. Linda Kamaila, Academic Senate President &amp; Professor of Anthropology</li> <li>• Christiane Mainzer, Science Dept. Chair &amp; Professor of Geography</li> <li>• Lisa Hopper, Research Analyst</li> <li>• Shannon Davis, Articulation Officer</li> <li>• Graciela Casillas-Tortorelli,</li> </ul>	<ul style="list-style-type: none"> <li>• Dr. Shannon Newby, Assoc. Professor of Biology</li> <li>• Dr. Karen Engelsen, Dean of Student Services</li> <li>• Carmen Guerrero, Dean of Career &amp; Technical Education</li> <li>• Ken Sherwood, Dean of Liberal Studies</li> <li>• Bret Black, Mathematics Dept. Chair &amp; Professor of Mathematics</li> <li>• Jonas Crawford, Health/PE Dept. Chair &amp; Athletic Director</li> <li>• Dr. Mike Bush, VP of Business Services</li> <li>• Chris Horrock, Social Sciences Dept.</li> </ul>

	Counseling Dept. Chair & Counselor	Chair & Professor of Philosophy
<b>MC</b>	<ul style="list-style-type: none"> <li>• Dr. Bernard Luskin, <b>President, MC</b></li> <li>• Inajane Nicklas, Dean of Student Learning</li> <li>• Dr. Lori Bennett, Exec.VP of MC</li> <li>• Jessica Hasson, Part-Time Faculty English/CI Faculty Lecturer</li> <li>• Iris Ingram, VP of Business Services</li> <li>• Pamela Yeagley, Research Analyst</li> </ul>	<ul style="list-style-type: none"> <li>• Beth Gillis-Smith, Co-Dir. Teaching and Learning Center, Writing Center</li> <li>• Nenagh Brown, Academic Senate VP</li> <li>• Judi Gould, Coord. Career &amp; Transfer Center</li> <li>• Dr. Amanuel Gebru, Dean of Student Learning</li> <li>• Lisa Putnam, Dean of Student Learning</li> </ul>
<b>VC</b>	<ul style="list-style-type: none"> <li>• Dr. Greg Gillespie, <b>President, VC</b></li> <li>• Dr. Gwendolyn Lewis Huddleston, Dean of Distance Education, Professional Development, Social Sci. &amp; Humanities</li> <li>• Sharon Beynon, English Instructor, Co-Chair of Professional Development Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Dr. Marian Carrasco Nungaray, Transfer Center Coord.</li> <li>• Dr. Patrick Jefferson, Exec.VP of Student Learning</li> <li>• Dr. Kathy Scott, Dean of English and Learning Resource Center</li> <li>• David Keebler, VP of Business Services</li> </ul>
<b>SBCC</b>	<ul style="list-style-type: none"> <li>• Dr. Lori Gaskin, <b>President, VC</b></li> <li>• Dr. Jack Friedlander, Executive Vice President</li> <li>• Dr. Alice Sharper, Dean of Educational Programs</li> </ul>	<ul style="list-style-type: none"> <li>• Laura Castro, Title V Director/Articulation Officer</li> <li>• Tina Kistler, Associate Professor, Department of Communication</li> </ul>

**Appendix G**

**Attachment 1: Stakeholders and Source Documents for Unified Goals**

