



**Proposal for the Governor's Award for Innovation in Higher Education
Coveragepage**

Contact Information

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List of Participating Organizations

Educational Institutions & Organizations

University of California Riverside

Loma Linda University Health Systems

San Bernardino County Superintendent of Schools (on behalf of all school districts in San Bernardino County—list of districts in Appendix A, with examples of the Guaranteed Admission MOU's from district partners.)

Riverside County Superintendent of Schools (on behalf of all school districts in Riverside County—list of districts in Appendix A)

Coachella Valley, Palm Springs, & Desert Sands School Districts (co-signed through their partnership with CVEP)

Crafton Hills College

San Bernardino Valley College

Riverside Community College District

Riverside Community College

AVID

Economic Development/Advocacy Organizations

Inland Empire Economic Partnership

Coachella Valley Economic Partnership

Inland Valley Development Agency

Industry/Private Partners

Kelly Space & Technology

Bank of America

Union Pacific

Imperial Irrigation District

California Steel Industries

Cardenas Market

San Antonio Community Hospital

Redlands Community Hospital

Government & Elected Officials

County of San Bernardino

Assembly Member Brown

Mayor Montanez, Corona

Application Abstract

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

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

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."



Tomás D. Morales, President
California State University San Bernardino

1/9/15
Date

Context: Response to Item 1. (1 page)

The economic well-being of our nation, state and region requires a well-educated citizenry. Projections by the Center on Education and the Workforce indicate that by 2020, 65 percent of all jobs will require a postsecondary credential and training beyond high school (Carnevale, Smith, & Strohl, 2013).

Unfortunately, California's baccalaureate attainment rate has not kept pace with the rest of the nation. California ranks 45th among the states in terms of bachelor's degrees conferred relative to the college age population (National Science Foundation, 2014). In the racially and socioeconomically diverse Inland Empire comprised of San Bernardino and Riverside Counties, the scale and urgency of this educational challenge is more acute given that our region has significantly lower higher education attainment rates and lesser levels of academic preparation among its high school graduates compared to the rest of the state.

Too many promising low-income youth in the Inland Empire do not matriculate at colleges and universities and earn bachelor's degrees, which has profound long-term consequences for the future well-being of our local communities. Specifically, less than a quarter (17.6 %) of San Bernardino City Unified high school students who graduate from high school are considered eligible for enrollment in the four-year state university, and only 19% of San Bernardino county residents have earned a Bachelor's degree (Community Indicators Report [CIR], 2014)—that is 11% lower than the state average of 31%, making it the least college-educated metropolitan area in the country.

The statistics are quite similar in Riverside County. For example, in the Coachella Valley region 40% of the adult population is Hispanic and yet only 6% of Hispanics hold a bachelor's degree or higher (compared to 24% of the entire adult population). Unemployment rates for residents with high school graduation or less are at 19% vs 7% for residents with a bachelor's degree or higher. This disparity poses a significant threat to the regions' students, their families and the region's overall economic well-being.

In attempting to understand the statistics we can examine the college-preparedness rates. It is clear that the largest segment of our local population which are considered underrepresented students in higher education, are on average the least likely to be UC/CSU eligible upon graduation. Latino students comprise 56% and 58% of all high school graduates in Riverside and San Bernardino County, respectively; yet, only 26% of Latino students in either county are UC/CSU eligible upon graduation (CIR, 2014).

Against this backdrop of acute regional need to improve higher education attainment, California State University San Bernardino (CSUSB) and the University of California, Riverside (UCR) have formed a bi-county K-20 collaborative with the specific programmatic, policy, and institutional goals of systematically addressing college readiness and ultimately increasing baccalaureate degree attainment in our region, particularly among underrepresented groups. The goals outlined below are integral to the mission of each institution, and have driven the innovations described herein; achievement of these goals is accomplished through a regional collective impact model to align efforts in programmatic and policy change made across hundreds of institutional partners.

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

Response to Item 2. (2 pages)

The Inland Empire is one of the most populous regions in the state – one out of every 10 Californians, or 4.3 million people, live in San Bernardino and Riverside counties. There are more than 50 school districts within San Bernardino and Riverside Counties. In 2013 fully 66% of the high school graduates in the Inland Empire (San Bernardino and Riverside counties combined) were Hispanic, African American or American Indian, meaning that one in six underrepresented minority high school graduates in California comes from the Inland Empire (CA Dept. of Education, 2014). In several of our region’s school districts (e.g., Fontana Unified; Coachella Valley Unified; Colton Unified) Hispanics represent well over 80% of the high school graduates. In this region, many of our students are also English Learners (RCSS, 21%; SBCSS, 27.6%). Below are the demographic profiles for the San Bernardino County and Riverside County public schools.

San Bernardino County Superintendent of Schools (SBCSS)			Riverside County Superintendent of Schools (RCSS)		
<i>Total Student Enrollment (K-12): 412,163</i>			<i>Total Student Enrollment (K-12): 425,844</i>		
<i>Number of Public School Districts: 33</i>			<i>Number of Public School Districts: 23</i>		
<u>Ethnicity</u>	<u>All K-12</u>	<u>HS Grads 2013</u>	<u>Ethnicity</u>	<u>All K-12</u>	<u>HS Grads 2013</u>
White (not Hispanic)	21.1%	24.6%	White (not Hispanic)	23.6%	27.5%
Hispanic	61.5%	58.1%	Hispanic	61.3%	55.7%
African American	9.5%	9.3%	African American	6.5%	7.9%
Other	7.9%	8.0%	Other	8.6%	8.9%

On this backdrop, it is no surprise that our local postsecondary institutions have a similar profile of students. CSUSB is the sole public, predominately undergraduate four-year institution of higher education in the Inland Empire. UCR is the only public research-intensive university in the region, offering a range of undergraduate, professional and doctoral degrees. Both CSUSB and UCR are eligible federally as Hispanic-Serving Institutions (HSIs). Since its inception in 1965, CSUSB has grown to an enrollment of nearly 18,000 students studying in 47 baccalaureate, 28 masters, 1 doctoral, and 50 certificate degree programs. Historically, approximately 40-50% of each incoming class is comprised of community college transfer students. Furthermore, the incoming class of first-time freshman in Fall 2013 was comprised of 80% first generation college students. At UCR 32% of freshmen and 42% of transfers in 2013 were from Inland Empire high schools. The undergraduate student profile of CSUSB and UCR student body as of Fall 2013 is presented below.

CSUSB and UCR Undergraduate (FTES) Student Profiles: Fall 2013

	CSUSB	UCR
African American	7.2%	6.7%
Hispanic/Latino	55.0%	35.2%
Native American/Alaskan	0.2%	0.4%
Asian/Asian American	6.3%	38.8%
White	17.1%	14.3%
2 or more races	2.8%	2.4%
All others	11.3%	2.2%
Low-Income (Pell Grant recipients)	55%	57%
Total Undergraduate Population	16,676	18,621

For CSUSB, where nearly 90% of students are residents of either San Bernardino County (60%) or Riverside County (30%), the quality of elementary and secondary education and overall college preparedness of incoming students is of paramount importance. CSUSB students arrive on campus with an unusually high level of academic and financial need. Overall, 63% of CSUSB students received federal aid in 2011 (National Center for Educational Statistics, IPEDS, <http://nces.ed.gov/ipeds/datacenter/>). In 2013, 55% were PELL recipients. Additionally, more than half of each year's entering cohort of first time freshman requires remediation in Math, English, or both. Our analyses indicates that students who must remediate are less likely to persist, take longer than non-remedial students to earn their degree, and tend to have lower overall academic performance (Office of Institutional Research, 2012). Further, need for remediation disproportionately affects underrepresented students, particularly Native American, African American and Latino students.

With regard to other student characteristics, as of Fall 2013 2% (n=307) of CSUSB students self-identified as having a disability; and 2% (n=357) were veterans. CSUSB happens to be ranked #1 in the state and #9 in the country by *Military Times*, in terms of the quality of programming for veterans (<http://news.csusb.edu/2014/12/csusb-ranked-no-1-in-state-and-no-9-in-the-nation-as-a-best-for-vets-college/>). The number of verified current or former foster youth currently enrolled in our EOP Foster Youth Program at CSUSB is 53. Students can also self-identify as current or former foster youth or ward of the courts on the CSU Undergraduate Admission Application. According to an internal query that can be run by the Director of Admissions, the number of fall 2014 applicants that self-reported or self-identified as a foster youth or ward of the court during the most recent application cycle, was 275 students. Self-reported data (which might be considered close to a lower-bound set of estimates) indicates the UCR undergraduate population includes 114 veterans, 237 students with disabilities, and 166 foster youth.

From our analysis, the two primary factors that impede or slow progress toward attainment of a bachelor's degree for students from this region, and which we are currently devoting significant effort to address, are: (1) lack of college preparedness, particularly not having test scores for college level math placement upon matriculation to four-year institutions; and (2) the concurrent challenges posed by the institutional limits on number and frequency of course offerings and students' sometimes poor course selection or sequencing choices (i.e., students must often wait an additional term or more to enroll in needed courses). Our data indicate that these factors tend to disproportionately affect underrepresented students at our campuses—Hispanic and African American, in particular—which, combined represent the majority of our student populations at CSUSB and UCR. These challenges are precisely the factors that we have been working to address with the educational innovations described in this proposal.

Innovations: Response to Item 3. (2 pages)

"Collective impact involves key community leaders abandoning their individual agendas in favor of a collective approach to improving student achievement." "The power of collective action comes not from the sheer number of participants or the uniformity of their efforts, but from the coordination of their differentiated activities through a mutually reinforcing plan of action." "The multiple causes of social problems, and the components of their solutions, are interdependent. They cannot be addressed by uncoordinated actions among isolated organizations." (Kania & Kramer, 2011; http://www.ssireview.org/articles/entry/collective_impact)

Across San Bernardino and Riverside Counties, our educational leaders have come together to create a collective impact model to align the work we have been doing to address the unique needs of the student populations each institution serves and to address the specific challenges and opportunities that exist for our respective constituent populations along the 'cradle to career' trajectory. The Federation for A Competitive Economy (FACE) was established in 2009 with the aim of creating this collective impact climate in the Inland Empire to promote and improve education for all students, significantly benefiting the local economy whose prosperity depends on a well-trained workforce. FACE serves as a stakeholder coalition—the 'backbone organization'—for connecting the resources of higher education institutions, K-12 education, government, media, healthcare, labor, business, and community-based organizations to establish an effective P-20 continuum to promote academic success. There was the recognition that all parts of the continuum needed to be coordinated and improved at the same time, and that no one institution could address the educational attainment issues in our region alone. Thus, FACE acts as a catalyst for a regional multi-stakeholder approach to stimulating economic vitality and furthering quality of life by increasing the college going/completion and career readiness of local youth. Across our two-county region, more than 175 leaders from multiple sectors (i.e., government, K-12 education, post-secondary education, non-profit) have been participating in this effort. (See Appendix B for a list of FACE members, and examples of programmatic innovations & accomplishments).

Through the engagement of members of FACE three inter-related sub-committees, described below, have been formed among the regional partners to provide the platform from which specific strategic initiatives have been developed and launched over the past few years, and planning for future collaborative work occurs. The communication and coordination that occurs through FACE and the various sub-groups that have been formed is the mechanism through which our local leaders shape regional educational policy and procedures and coordinate and integrate the myriad local programmatic innovations that each institution provides to meet the specific needs of the constituencies they serve. Working together these groups simultaneously move the collective learning forward to create a regional system of best practices for access, retention and degree completion.

The formation of those working groups-and the specific projects that have been spawned by the members—are the core innovation for which we seek the Innovation Fund Award. One of the biggest accomplishments has been the bringing together of the region's diverse business, education and community interests. To our knowledge, there are no such similar regional collaborative group in California that represents the range of sectoral partners and cover such a vast bi-county region representing a population of more than 4 million California residents (nearly 1 million being K-12 students).

The Inland Empire Education Collaborative (IEEC)

In 2010, FACE established the Inland Empire Education Collaborative, a working partnership with FACE, Policy Analysis for California Education (PACE) and regional stakeholders (regional community colleges, Cal Poly Pomona, CSU San Bernardino, CSU San Marcos, UC Riverside, K-12 school districts, and both County Offices of Education). Combining the resources and strengths of the Collaborative partnership, the goal is to create a comprehensive model for addressing essential educational issues surrounding post-secondary readiness/completion and career success. FACE, and the Collaborative has been recognized

across the state as a trailblazer in uniting the community to push for change; members have been asked to present at state conferences, to serve on state-wide committees, and to advocate to government for education policy change. PACE featured the work of the Collaborative in a state-wide report on model partnership programs for educational change. (Please see Appendix B for excerpt.)

Specifically, the Collaborative is working to increase college going and college completion rates; to reduce the need for remediation in mathematics and English/language arts; and to bring closer alignment of standards and expectations among the multiple segments of the Inland region's education systems. A particularly successful pathway has been the work between K-12 faculty and higher education faculty in understanding the changes brought by the Common Core State Standards, the Next Generation of Science Standards and curricular alignment. Most recently the group has championed the creation of a fourth year high school mathematics class and has begun the development of such with the goal of reducing the need for math remediation at post-secondary institutions and decreasing the time to bachelor degree attainment.

FACE-IEEP Educational Council

The second group that was formed by members of FACE in 2012, in cooperation with the Inland Empire Economic Partnership (IEEP), is a regional Education Council. Comprised of Chancellors and Presidents from all post-secondary institutions in the region and Riverside and San Bernardino County Superintendents of Schools, the Education Council provides the leadership and direction for education reform. The Council is co-chaired by President Morales (CSUSB) and Chancellor Wilcox (UCR). This Council is the convening forum through which the participating institutions collaborate and communicate the various innovative practices they develop for wider dissemination/adoption, and advocate for a regional system for educational excellence. The Council has adopted three initiatives: College Success and Career Readiness, STEM Education, and a regional Communication and Advocacy Network. Members of the Council have appointed representatives from their institutions to form a Working Group that operationalizes the selected initiatives. In conjunction with members of the Education Council's Working Group, FACE created a regional Asset Map containing more than 175 programs in existence within the two county region in order to support best practices, reduce overlap and to promote our region to potential funders.

Coachella Valley Workforce Excellence Oversight Committee

The Coachella Valley has established unified, cross-sector, regional goals and systems of mutual accountability for efficient use of resources, innovative thinking to remove long-standing bottlenecks in educational pathways, and a community mandate for improvement in key college completion indicators. Under the collectively adopted *Coachella Valley Regional Plan for College and Career Readiness (Oct 2012)*, the Coachella Valley Economic Partnership, three K-12 school districts, the county education and workforce agencies, higher education institutions and hundreds of business partners have joined forces in a five-year effort to assure all students are prepared for college and career success. The collaborative sees college attainment as a poverty reduction strategy and an essential component to building a thriving economy. Through this regional Workforce Excellence Oversight Committee, education and business leaders guide the implementation of the Coachella Valley's college and career readiness plan. This highly effective localized collective impact model is a smaller version of what we are trying to achieve across the entire Inland Empire, and provides a set of critical best practices for cross-sectoral collaboration.

Through the work to develop this collective impact model some of the most salient lessons learned have been: (1) the educational problems in this region are systemic and cannot be fixed piecemeal fashion—it must be a holistic approach to P-20 educational reform; (2) the only way to have authentic collaboration among groups that may be competitors for resources or have disparate interests is to have a unifying vision, mission and set of goals that motivates and focuses the efforts of all stakeholders; (3) trust is maintained among such a large and diverse group by maintaining transparency.

Response to Item 4. (6 pages)

Recommended practice from Education Commission of the States Blueprint (2014) for increasing college readiness and degree attainment.

- *Leverage an existing entity or create a P-20 work group to clarify college readiness expectations and ensure relevant high school and postsecondary policies are aligned.*
- *Use or establish a statewide college and career readiness definition as the basis for communicating expectations and determining the criteria for students' adequate preparation for college-level coursework.*
- *Develop or expand state and local strategies to identify and intervene with high school students, especially by the 12th grade, who are not on track to be college ready.*
- *Publicly report, on a regular basis, the extent of remedial needs by recent high school graduates.*
- *Reinforcing and aligning with the Common Core State Standards and other college and career standards.*
- *Increasing collaboration between K-12 and higher education institutions to create a strong shared understanding of the knowledge and skills students need to enter a college or career pathway.*
- *Addressing the remedial needs observed by both higher education and employers.*
- *Unifying and informing K-12 and higher education policies to create a seamless and transparent system of education.*
- *Communicating to students, parents, K-12 teachers and other stakeholders the competencies high school graduates should possess to be ready for college and career.*
- *Providing a benchmark to help secondary — and even elementary — teachers understand the knowledge and skills students will need to demonstrate CCR by high school graduation.*

The work that has been undertaken in this two-county region is precisely in-line with the recommended strategies outlined by the ECS, as described in their 2014 national policy analysis for increased college readiness and degree attainment. All of the innovative changes to programs, practices and policies that are described in this proposal are based upon national best practices for achieving our goals of increasing college readiness and degree attainment. Our goals: (1) Align educational policy and initiatives regionally via development of a bi-county cradle-to-career collective impact model. (2) Increase college preparedness, particularly in math, resulting in a 20% reduction in number of students requiring remediation at matriculation from high school to CSUSB within 5 years. (3) Increase baccalaureate attainment by 15% across the two counties within 5 years. (4) Increase the number of students completing the baccalaureate degree within 6 years by 10% across the two counties within 5 years. (5) Improve career preparedness through strengthened partnership with industry to better align education with workforce development needs.

The specific challenges that our data indicate impede or slow progress toward attainment of a bachelor's degree for students from this region are: (1) lack of college preparedness, particularly not having test scores for college level math placement upon matriculation to four-year institutions; (2) the concurrent challenges posed by the institutional limits on number and frequency of course offerings and students' sometimes poor course selection or sequencing choices (i.e., students must often wait an additional term or more to enroll in needed courses). The first issue (college readiness, particularly in math) is of paramount importance, and overcoming that challenge requires the systemic changes in the entire educational continuum, which is the impetus for bringing together our regional collective impact system. Our innovative strategies are described below, first with large-scale systemic efforts, followed by key institutional-level innovations that align with our goals and are designed to address the challenges outlined above.

Key Systemic Innovations

The collaborative work that occurs through FACE and the three related convening bodies—the Educational Council, IEEC, CVEP—continues to achieve its goals through strategic meetings with multiple stakeholders resulting in policy change, continued networking, professional development, and strategic planning. Building on the regional needs identified by the various constituents, one critical initiative that is being spearheaded by the IEEC working group concerns the development of a fourth year mathematics course to be piloted through collaboration with each County Department of Education. This effort is being modeled on the CSU system's EAP program in English.

The Early Assessment Program (EAP). A key initiative of the Collaborative has been the encouragement of local school districts and community colleges to adopt an early assessment test, particularly for math. The test is administered the year prior to possible matriculation; thus, providing the opportunity for intervention to occur within the final year of high school or community college prior to going on to CSUSB or UCR. The EAP test, an indicator of college readiness, was the initial impetus for the Collaborative forming and since then numerous school districts and 9 community colleges in the Inland Empire (Chaffey, Crafton Hills, San Bernardino Valley, Moreno Valley, Norco, Riverside City College, College of the Desert, Mt. San Jacinto, and Victor Valley) are now using some or all of the EAP as an indicator of readiness for non-remedial, credit-bearing college-level coursework in English.

The California State University system created the Expository Reading and Writing Course (ERWC), a full-year college preparatory English course for high school juniors or seniors, as a way to address English preparedness within CA high schools. This course has been widely adopted, and promising evidence of impact is mounting (more can be learned at <http://calstate.edu/eap/englishcourse/index.shtml>). The ERWC aligns with the California English-Language Arts Content Standards, addresses critical reading and writing problems identified by the CSU English Placement Test Committee, and prepares students to meet the expectations of college and university faculty. With wide adoption we believe we will begin seeing improvements in English-preparedness of our incoming freshmen students in the near future.

The Collaborative has most recently worked to support the districts transitioning to the Common Core Standards and on the establishment of a mathematics companion course to the ERWC. A sub-committee of the Collaborative has been formed to guide the process and a white paper was written to share with potential funders. The goal in developing the course is to ensure students are prepared for college level mathematics and reduce the need for developmental/remedial coursework, increase options for college majors and decrease time to bachelor degree attainment.

Recently, the Collaborative has been in conversations with funders and with the two County Superintendents of Schools about the development and adoption by the districts of a 4th year math course that could be delivered by high school math teachers for students who are deemed underprepared or provisionally prepared for college math. The goal is to create a course that provides rigorous, conceptual mathematical understanding to students. UCR faculty and CSUSB faculty and administrators from the Colleges of Education and Natural Sciences are working on such a curriculum, and other members of the Collaborative are coordinating with the two Counties to implement a pilot course for delivery to teachers in their districts beginning in 2016-2017 (See Appendix C for list of Collaborative Working Groups and members). The Collaborative has also received a preliminary expression of interest and commitment of funding to support the next steps in the pilot endeavor from the College Access Foundation and the Bill & Melinda Gates Foundation. Of note, the commitment to provision of a fourth year of math has also been built into some of the MOUs described below that CSUSB is developing with our K-12 partners.

CSUSB-District Guaranteed Admission (MOU) Initiative. Prior to January 2014, CSUSB began working to secure binding memorandum of understanding with each school district superintendent in our two-county region. One such MOU was signed prior to 1/10/14. Since that time, an additional 8 school districts have signed MOUs with CSUSB to provide students with A-G education, with the promise of guaranteed admittance to CSUSB for all students who complete A-G. Please see [Appendix A](#) for MOU examples included with letters from our other institutional partners.

School District	Superintendent	Date Signed
Colton Joint	Jerry Almendarez	01/23/14
Rialto Unified	Mohammad Z. Islam	02/12/14
San Bernardino City	Dr. Dale Marsden	04/11/14
Fontana Unified	Dr. Leslie Boozer	06/04/14
Coachella Valley	Dr. Darryl Adams	08/18/14
Desert Sands	Dr. Gary Rutherford	08/18/14
Palm Springs	Dr. Christine Anderson	08/18/14
Moreno Valley	Dr. Judy White	10/07/14

In addition to the A-G educational requirements, CSUSB is encouraging districts to include commitments to a fourth year of math and to provision of college readiness summer academies within the MOUs that are being signed. One of our largest regional school districts and primary feeders to CSUSB is the San Bernardino City Unified School District. The MOU signed by Superintendent Marsden included both commitments, and also included a partnership with the Lewis Center for Educational Research, a non-profit institute in the high desert region of San Bernardino County. Through the partnership with the Lewis Center, SBCUSD is currently piloting such a summer "college readiness academy" called the K-16 Bridge Program in the district schools to ensure students are ready for college. The first cohort of students participated in the new academy during the summer of 2014.

Key Institutional Innovations: Strategies to improve college readiness & academic success **CSUSB Innovations**

On the CSUSB campus, we have initiated numerous innovative programs and policy changes during the last year. Select, key innovations that occurred during 2014 and are designed to complement the college preparedness efforts with local districts and ensure continuity of effective student support throughout their postsecondary education are highlighted here.

Pre-enrollment Mathematics Remediation Programs. Because the need for remediation in math is a significant challenge for incoming CSUSB students, the university has developed numerous highly effective Early Start math programs that are tiered based upon testing scores prior to enrollment. During the summer of 2014, we piloted a new intensive math pre-enrollment remediation program at CSUSB for students who ranked in the lowest quartile on the entrance math exam, called Coyote 1st STEP. The design of the program was based upon the successful Intensive Math Program (IMP), but with additional enhancements to help students adjust to other aspects of university life.

Intensive Math Program (IMP)/Early Start Math 81&91- a four-unit, five-week program for students with ELM scores 30-49 that provides three hours of classroom instruction in the morning and three hours of tutoring in the afternoon four days per week. IMP is an opportunity for students to complete all of their developmental coursework before their first term during the academic year. In a recent study, our institutional researchers found that when compared to peers who were considered exempt from

developmental math based on their test scores, IMP and exempt students did not differ in the time they took to complete their GE math course (IMP: 1.24; Exempt: 1.25), the letter grade they earned in GE math (IMP: B; Exempt: B) or their number of GE courses attempted (IMP: 9, Exempt: 9).

Based on the success of the highly effective IMP, in summer 2014, CSUSB offered the Coyote 1st STEP/Early Start math 75A pilot program (n=29). Similar to IMP, Coyote First STEP offered two-hour morning lectures and two-hour afternoon tutoring sessions. However, this program was designed to serve students with ELM scores between (0-18) which placed them in CSUSB's four-quarter developmental math sequence. To ensure that this new group of students had requisite supports, the new program also included assigned peer mentors who met with students for daily group mentoring sessions and afternoon student success workshops facilitated by professional staff on topics which included strategies for academic success (e.g., study skills), financial literacy, navigating campus resources, and personal-wellness. With the exception of one student, all Coyote First STEP Scholars completed the course, and 82% passed. Upon completion of Coyote First STEP, nine of the original Coyote First STEP Scholars successfully passed IMP and were eligible for GE math in the Fall quarter.

Ideally, with the success of the district MOU initiative and the fourth year math initiative described above, the need for such an intensive summer remediation experience will gradually decline over time.

Predictive Analytics. The second significant innovation which also represents a substantial investment by CSUSB in much needed infrastructure and student services staffing improvement is the implementation of a predictive analytic software/platform & university-wide intrusive academic advising for supporting student success (particularly for at-risk students). In order to improve Hispanic and economically disadvantaged students' academic success, it is imperative that relevant and common technological tools be implemented campus-wide. This was an all-encompassing weakness for CSUSB, including a complete lack of common advising software and campus-wide data reporting tools, and highly outdated and ineffective technology for student degree planning and enrollment management. The campus leadership realized that we need to be able to more effectively and efficiently analyze student information in order to identify at-risk students and plan for proactive intervention.

A critical additional piece to this problem is a lack of alignment and appropriate user-friendly technology to improve faculty, advisor, and student capacity to undertake appropriate degree planning and course selection. For example, academic counselors and faculty advisors must access multiple systems, many of which are considered antiquated, to review students records. One to two terms sometimes pass before advisors reach the target students. The importance of proactive (intrusive) student academic advising has been noted widely in the literature as a crucial contributing factor for student retention and success (Michael, 1997; Nealy, 2005; Noel, Levitz, & Saluri, 1985; Sutton & Sankar, 2011; Talbert, 2012). Drake (2011) defined "good" academic advising as follows: "[Academic advising] helps students to value the learning process, to apply decision-making strategies, to put the college experience into perspective, to set priorities and evaluate events, to develop thinking and learning skills, to make choices, and to value the learning process" (p. 10).

A comprehensive reorganization of student advising, along with acquisition of industry-leading technology are underway at CSUSB. Since January 2014, we have begun implementation of the Educational Advisory Board's Student Success Collaborative software to transform student advising at CSUSB, and have reorganized and increased professional staffing for student advising. The Educational Advisory Board's (EAB) Student Success Collaborative (SSC) software platform that we are implementing contains 10 years of historical data in its system, automates the statistical analysis in the background, and makes the at-risk flag available instantaneously to advisors. EAB allows advisors to intervene in students' lives immediately.

These are not only long-overdue needs at CSUSB, but also high-impact, evidence-based strategies that have proven effective for increasing retention and graduation of Hispanic and other low-income students. The implementation of technology in conjunction with reorganization and expansion of professional advising was undertaken specifically to address the challenges some students face with course sequencing and appropriate academic planning.

There are currently plans underway at UCR to acquire similar predictive analytic software. Through our collaborative regional partnership, CSUSB will share lessons-learned and best practices with UCR as they begin selection and implementation of their predictive analytic system via the Innovation Alliance project, and other educational institutions who may be considering similar infrastructure investments.

CSUSB-PDC: First 4-year Campus in the Coachella Valley. Through CSUSB's satellite Palm Desert Campus, the first opportunity in history for residents in the Coachella Valley to enroll in a BA granting degree program in their community has been created! Traditionally, the PDC campus offered classes to upperclassmen and graduate students, but last year it opened its doors to 106 freshmen for the first time, becoming the first and only four-year school in the desert. Through the expansion of course offerings and increased staffing, the Palm Desert Campus was able to enroll the inaugural cohort of first-time-freshman who completed their first year of study in the Spring term of 2014. Ninety-four percent of the inaugural class returned as sophomores this Fall, who have been joined by a second class of 112 new freshman, swelling the student body to more than 1,100. The Palm Desert Campus hopes to add another 150 freshmen next year.

As the student body grows, so must the campus. Currently, the Palm Desert Campus is in the process of obtaining about 122 acres of empty land from the state. The land transfer should be complete by the end of January 2015. The property, which sits adjacent to the existing campus, would give the campus enough space for many years' worth of expansion. Someday the space will be needed for more classroom buildings, but for now, the priorities are a residence hall and a new, larger library.

Advancement Via Individual Determination (AVID): Teacher Preparation Initiative. Impacting college preparedness of our local school children requires that they be taught using effective pedagogical techniques and with appropriate content knowledge—high quality education requires high quality teachers. As the primary educator of teachers within our local school districts in the two-county region, CSUSB has spearheaded the effort to adopt the AVID teacher preparation curriculum.

CSUSB was the first site (and is currently the only site) in California to adopt the AVID Teacher Preparation Initiative (TPI) program. AVID for TPI is designed to impact teacher candidates through their teacher preparation programs. Program personnel collaborate with colleges of education to systematically address the needs of teacher candidates as they enter the teaching field. It is the goal of the TPI to provide teacher candidates with a deep understanding of, and practical experience with AVID frameworks, methodologies, and strategies so they enter the teaching field having analyzed and practiced instruction that makes them successful in meeting a broad spectrum of students' needs.

One of the major components of the TPI is the embedding of AVID frameworks, methodologies, and strategies into the instructional design of the teacher preparation courses. After these base instructional concepts have been studied the next step in the process is for the faculty to work together to determine the instructional maps for their credential area. Upon completion of the maps the syllabus and daily sequence reflect the insertion of AVID into each course. The overview video on their website highlight's CSUSB's TPI program: <http://avid.org/teacher-preparation.ashx>

While CSUSB faculty began training a bit earlier, the first implementation of training within teacher preparation classrooms on campus occurred in the Spring of 2014. We are still in the process of training our faculty and incorporating AVID Techniques into our Teacher Prep Curriculum. Right now, approximately 40% of our multiple subject and single subject teacher credential classes have AVID in the curriculum. The goal is for 50% of the courses to incorporate AVID by the end of this academic year, and to have reached 100% by the end of next year. CSUSB's AVID TPI program has also trained over 100 faculty and faculty of our district partners in various AVID techniques via our AVID Development Training which we hold four times a year here on campus. Our next such professional development training is scheduled for Jan 20th, 2015. Finally we have an AVID site team with eight faculty who meet regularly to run the program and we have all the faculty from the multiple and single subject programs being trained on implementation. (See Appendix C for outcome data from region 10 AVID schools.)

UCR Institutional Innovations

UCR is proud of its record of equity in graduation rates. Over the last several years students from all racial-ethnic and socioeconomic groups have graduated at nearly equivalent levels (see Appendix). This is an accomplishment that only a handful of U.S. research universities have been able to achieve. At the same time, both four- and six-year graduation rates remain lower than the campus desires (they were 47% and 67%, respectively, in Spring 2014). Recognizing the need to increase graduation rates, in June 2013 the campus convened a Graduation Rate Task Force to make recommendations about means to raise graduation rates without sacrificing academic quality. In January 2014, the Graduation Rate Task Force, issued a report with 37 recommendations (excerpted in the Appendix). **The report sets as the major goal to raise four- and six-year graduation rates by 15% for the entering cohort of 2017.** The report made recommendations addressing the following major areas: (1) recruitment and outreach; (2) seat availability and distribution of seats; (3) the three-course norm in student culture; (4) addressing the advising and teaching needs of first-quarter freshmen; (5) financial aid incentives; and (6) student academic support services. The recommendations were endorsed by the campus leadership in February 2014. The Task Force developed an implementation plan endorsed by the Chancellor, Provost, and Deans. Between February and December 2014, the campus began to implement the recommendations. To date the majority of the recommendations have already been implemented, with others to be added in 2015.

Other related innovative student success programs at UCR include its learning communities, particularly in its College of Natural and Agricultural Sciences (CNAS) that includes all of the STEM majors on campus except Engineering. As noted in *Crossing the Finish Line* (Bowen, Chingos and McPherson 2009) learning communities are a key success tool for large U.S. public research universities that allow students to have the more intimate and high-intensity learning experiences that carry them to graduation, and this is especially so for many Latino and other educationally disadvantaged students. UCR's graduation rate within CNAS (i.e., graduating within a CNAS STEM major) used to be only 28% after four years and 36% after 6 years, but growth in CNAS learning communities has facilitated remarkable improvements to a CNAS graduation rate of 50% after four years and over 65% after 6 years (see latest data in Appendix). A third success program is UCR's supplemental instruction (SI) program, where student participants (if they attend multiple sessions) end up with better course grades than other matched students with similar backgrounds and preparation levels (see excerpt in Appendix). SI provides peer-led review and discussion of course materials in high D/F/W courses concentrated in STEM fields. Students who attended SI had about half the failure rate of students who did not attend.

Please see Appendix C for additional examples of the innovative work that our regional partnership has undertaken to address challenges related to BA attainment in the Inland Empire.

Response to Item 5. (2 pages) Please see Appendix D for innovations after 1-9-2015.

Planned Next Steps: On-going Innovations

Establish FACE as independent 'backbone'. FACE was originally created by members of UCR's ALPHA Center in 2009. To ensure the longevity and necessary 'neutrality' for such a collective impact backbone organization (Turner, Merchant, Kania & Martin, 2012), efforts will be underway during 2015 to either establish FACE as a legally independent organization, or as a semi-autonomous program under the legal sponsorship of IEEP. This step is important to the on-going maturation of the regional collective impact model we have created.

EAP/4th Year Math. Working Groups have been formed among the Collaborative's members. One group is tasked with development of the new curriculum, and includes Cal Poly Pomona, UCR faculty, CSUSB faculty and administrators from the Colleges of Education and Natural Sciences, and others. The implementation working group is coordinating with the two Counties to implement a pilot course for delivery to teachers in their districts beginning in 2016-2017. The evaluation team is developing a plan for assessment of the pilot curriculum and implementation process. The Collaborative will also begin working on formal proposals during 2015 for support to the College Access Foundation and Gates Foundation (and others) in response to their expressed interest in this work.

CSUSB's Guaranteed Admission Initiative. The long-term goal is to secure signed A-G MOUs between CSUSB and the nearly 60 districts in the two-county region. As of this writing, we have pending MOU agreements with 12 more school districts. Realistically, we anticipate having at least 5 additional MOUs signed during each year going forward after 2015.

Predictive Analytics. Continued roll-out to all end users of the EAB SSC platform with intensive training will occur throughout 2015-2016, and beyond. Sharing of lessons' learned with UCR and regional postsecondary partners via FACE and the Education Council will likely occur starting in 2016 after implementation is complete.

AVID TPI. AVID methods will be integrated into all credential courses at CSUSB by the end of academic year 2015-2016.

Next Steps: New Innovations

To prepare for this Innovation Award proposal submission, we convened two stakeholder meetings in partnership with IEEP and CVEP. In addition to using those meetings to discuss the innovations that were underway in our region, stakeholders were also asked about gaps or areas where work should still need to be conducted to achieve our regional goals. There were some consistent themes that emerged from both meetings and form the basis for collaborative planning for program design.

Common data systems/data sharing policies. The improvement of data sharing and tracking systems is essential to our region to enable us to evaluate and demonstrate to others the impact of our innovative collective impact model. CVEP is leading the way for creation of an improved educational and career data sharing system for tracking students through the cradle to career trajectory within the Coachella Valley. Through their Regional Plan, CVEP formed a Data Committee. It consists of members from all three school districts, COD, UCR, CSUSB, RCOE, and EDA, who are developing a collaborative, inter-segmental system to monitor progress on all indicators of the Regional Plan. In order to ensure regional success without creating more work on education partners, the committee is working on a regional MOU that would simplify the gathering of data and allow either RCOE to pull and compile regional data or have data uploaded into a dashboard that can be accessed for a regional snapshot. An agreed upon methodology would ensure data is comparable. The model created on a local scale by CVEP will be used as the basis for development of a larger scale data sharing system across the Inland Empire educational institutions.

Familial outreach. There are numerous innovative local programs to engage parents and family members in the educational success of their students (e.g., PIQE in our local schools, sponsored by CSUSB, PIQE in Palm Springs District). There is recognition of the importance of engaging family, particularly for educational attainment of Latino students (e.g., Delgado, 2012). However, there is a shared understanding among our educational leaders that these efforts have not yet been well-coordinated, and that in total there is not enough being done across the entire educational continuum in this regard. We will work to develop a better understanding of best practices for familial engagement at different stages in a students' education, disseminate effective models, and align our investments to increase the availability and use of the most effective programming.

Pilot an innovative *Sophomore Experience* program. CSUSB devoted a great amount of resources and time in the last ten years to create programs and services to enhance students' educational experience, retention, and graduation rates. When the Office of Institutional Research examined patterns of retention and graduation rates, we discovered that CSUSB lost 405 of the 1,968 Fall 2009 cohort, 360 of the Fall 2010 cohort, and 466 of the 2090 Fall 2011 cohort by their junior year. Subsequent analyses indicated that, for CSUSB, it was the continuation rate into the third year, not the second year that emerged as a strong predictor of a six-year graduation rate. The sophomore year was chosen for intervention because research suggests that academic disengagement tends to occur during this time (Pattengale & Schriener, 2000). Literature seems to suggest that deploying interventions during the sophomore year would enhance students' chances of continuing for the junior year. Following the strategy recommended by EAB, CSUSB will create and test interventions for sophomores over the course of calendar years 2015 and 2016: Professional advisors, peer mentors and Student Affairs staff will reach out regularly and intentionally to students beginning very early in their second year and throughout the year. These outreach efforts will be coordinated so that students in the test group are receiving timely messages, advice and encouragement throughout each quarter, and so that the multiple interventions are reinforcing but not repetitive. The goal is to help these students find purpose, meaning and support while enhancing their attachment to the institution—all of which are factors shown to lead to better persistence and graduation outcomes.

Federally Funded, District-wide College Readiness Intervention: GEAR-UP. The U.S. Department of Education has recently (November 2014) awarded a \$14.2 million, six-year grant for CSUSB's GEAR-UP program — Gaining Early Awareness and Readiness for Undergraduate Programs. Other agency partners include Excelencia in Education, Destination College, Parent Institute for Quality Education and EduGuide. The project also will include partnerships with various business, non-profit groups and civil agencies. Receiving this grant will help serve a cohort of approximately 3,500 students from San Bernardino City Unified School District, as we provide services to students starting in the seventh grade and are followed through their senior year. Staffing and planning for this grant work is now underway, and implementation should begin during academic year 2015-2016.

Develop Collaborative Plans to Increase Local Student Internships. Increasing more internships with local business, hospitals and other related institutions to provide working experiences while still in school, is a proven high impact strategy. Beyond the help to students and the employer providing the experience, this effort has the potential to increase bachelor attainment rate, improve the employability of the workforce, and may encourage our alum to remain in the area improving the economic health of the region.

University Innovation Alliance. UCR is one of 11 large public research universities across the country who has recently been awarded a grant that will involve sharing best practices so that low income students find college success. Collectively they have pledged to graduate 68,000 additional students by 2025. Partners include Michigan State, Purdue, Iowa State, University of Kansas, Ohio State ASU, UT Austin, Georgia state and others. More can be learned at <http://www.theuia.org/#our-work>. One of the first innovations that will be undertaken is the implementation of predictive analytics. Through our partnership, CSUSB will be able to share what we are learning about implementation of the EAB SSC platform.

Response to Item 6. (1 page)

College preparedness is the key problem that we have been working to address regionally, and can be affected by the policies and practices represented in our innovative regional approach described herein.

- College-ready students won't require remediation, costing the state less.
- College-ready students will graduate in less time, costing the state, them and their families less.
- College grads are more likely than high school grads to be employed, earn more, receive health and retirement benefits, support their children's education, and be civically engaged.
- College graduates are likely to establish new businesses in the region, creating more jobs.

There are numerous innovative practices described in this proposal that promise to transform the entire educational pipeline in our region. The complexity of the economic modeling necessary to estimate how each one of the on-going and planned changes, either independently or in concert, can or will affect the average cost to award a BA is outside the scope of this proposal. For the purposes of this response we focus on the projected cost-savings that will be achieved through the efforts to reduce the need for remediation. The increase in college preparedness will come about through a myriad of efforts described herein, including but not limited to: A-G MOUs with local districts, continued expansion of AVID in our schools and AVID TPI, the creation and implementation of fourth year math in 12th grade, etc.

Our research indicates that students who do not require remediation are retained at a higher rate throughout college, and are more likely to graduate (See Appendix E & H; CSUSB IR, 2012, 2014). On average, students needing remediation graduated half a year later than students who did not need remediation (CSUSB IR, 2014). Assuming that our efforts are effective in reducing the need for remediation by 20% in the next 5 years, our analysis suggests that attainment of a bachelor's degree would cost a student \$3270 less in tuition and fees. The CSU system marginal cost of instruction estimate indicates that the general fund support per student is approximately \$6504 per year; a reduction in half a year of support is \$3252 per student. The cost savings in tuition/fees and reduced general fund support for instruction of new first-time-freshman is based on the following assumptions: average class size 2700, a half-year reduction in time to degree for non-remedial students, and declining need for remediation over a five year period at 50% (baseline), 46%, 42%, 38%, 34%, 30% of students.

Thus, with no change in remediation rates we would have approximately 6750 FTF students requiring math remediation over the next five years. If our innovations are effective, we will reduce that number to 5130 over the next five years. The cost savings in tuition/fees and general fund support for the 1620 students that would not need the additional half year of study (assuming high retention rates) to attain their degree is estimated at \$10,565,640 over the five year period. This is only the impact at CSUSB, and does not include the costs of remedial programming at our community college partner institutions; nor does it take into consideration the cost savings of the reduction in the actual delivery of remedial education within our institutions. It has been estimated that nationally the cost of remedial education is over 1 billion dollars per year (Saxton & Boylan, 2001).

At the University of California the average cost of instruction in 2014-15 is estimated at \$18,060 (including \$7,090 in state general support, \$2,610 in UC general funds, plus tuition), but this figure is not disaggregated for undergraduates. UCR already has among the lowest per-student costs of instruction in the UC system (reflecting a combination of several factors, including UCR's mix of undergraduate and graduate programs, plus the fact that UCR enrolls more "unfunded" California resident undergraduates without accompanying state support than any other UC campus). By realizing incremental savings in the cost of instruction – through better K-12 preparation and by implementing the recommendations of the Graduation Rate Task Force – UCR will be able to reinvest "savings" in the form of successfully educating even more students.

Response to Item 7. (2 pages)

All of the changes described herein are specifically designed to benefit the students of the Inland Empire at all levels within the educational continuum, and to mitigate current inequalities in educational and career attainment regionally. The majority of our students and our citizenry are members of underrepresented groups. Virtually all the efforts we have described are those that explicitly address the needs of underrepresented groups in higher education, and are designed to close achievement gaps. We do not anticipate any adverse consequences for those groups; quite the contrary. We believe the risks posed to the involved institutions, are justifiable given the potential benefits that will accrue to current and future generations of citizens within the Inland Empire. Our top institutional leaders are actively involved in monitoring these innovations and the consequences of these changes—anticipated and unforeseen—and are prepared to shift resources to ensure the most effective delivery of services to achieve the long term educational goals outlined. Because we are taking a collaborative, regional approach, we feel strongly that no one institutional partner will be disproportionately exposed to risk or adverse impact, or bear an undue burden of cost associated with the bold changes we are planning and implementing in San Bernardino and Riverside Counties.

Possibly the biggest risk for CSUSB is related to the potential long-term consequences of the school district MOUs. While we anticipate significant cost-savings due to reduced need for remedial education and the associated risk factors of underprepared students, to the extent that the MOUs are implemented and effective we expect to see large increases in the number of guaranteed admittance of first-time-freshman. In conjunction with efforts to streamline and improve transferability from our community college partners (e.g, AB 1440, which also has a guaranteed admittance policy), CSUSB could see substantial growth well-beyond the student FTE that is currently supported by our general fund allocation through the California State University system. The risk of over-enrollment carries numerous potentially challenging implications: (1) having many enrolled students whose educational costs are not subsidized through the general fund; (2) large faculty-to-student ratios due to over-enrollment; (3) impaction of various high-demand majors; (4) significant demands for space and infrastructure growth.

CSUSB takes these commitments very seriously and is will use the rigorous monitoring and forecasting analytics of the Office of Institutional Research and of Admissions & Student Recruitment to carefully monitor the impact of these new guaranteed admission policies to prepare for mitigate any unforeseen negative consequences. Furthermore, CSUSB is currently undergoing comprehensive, institutional strategic planning (<http://www.csusb.edu/strategicplanning/>). The strategic planning process is only in the early phases, but will provide the framework of institutional values and mission to shape decisions made about future programs, policies, and plans for increasing enrollment without compromising the quality of instruction, availability of majors/courses, and other impacts of planned growth. The planning process is explicitly taking into account projected growth and developing strategies to allow the institution to grow both in numbers and in physical capacity. One aspect of the planned growth was mentioned with regard to the strategic expansion of the Palm Desert Campus.

With improved college preparedness across our region, we anticipate that UCR will also see increased demand for enrollment from local students. They are also undergoing a similar planning process thought the implementation of UCR 2020: Pathway to Preeminence, which involves collaboration with the Palm Desert Campus. The UCR 2020: The Path to Preeminence lays out the campus's strategic goals and vision for the next decade, as well as action steps to achieve those aspirations. The plan will serve as a

framework for decision-making and the allocation of resources centers on 4 pillars: Access, Diversity, Engagement, and Academic Excellence.

An accurate assessment of risk and tradeoffs also means having a sober understanding of the opportunity costs of not taking risks. If California and the Inland Empire do not succeed in improving the bachelor degree attainment rate and time-to-degree, it poses systemic risk for the future of the State of California, including the wellbeing of its citizens and its global competitiveness. CSUSB and UCR have a healthy appetite for risk in this endeavor – including experimenting with some innovations that are more successful than others – precisely because the alternative of maintaining the status quo is unacceptable for the future of our campuses and the young people of Inland Southern California.

Sustainability: Response to Item 8. (2 pages)

Necessity is the mother of invention. This could be the credo propelling the work by our local leaders who engage one another through FACE and other related groups. The Inland Empire has been faced with consistent multi-dimensional and related challenges of educational attainment, economic disparity, and population growth that has not been matched by local economic growth and employment opportunity. According to a recent report by the American Association of State Colleges and Universities (2012), co-chaired by CSUSB's President Morales, students living in areas of concentrated poverty are significantly disadvantaged from an education standpoint. The Southern California inland region, and the city of San Bernardino in particular, represent one of the most impoverished areas in the United States: unemployment has been among the highest in the country for more than 7 years; per capita income is less than \$30,000; and 93.6% of students in San Bernardino Unified School District are eligible for free and reduced cost lunch (compared to 59% in CA). Less than a quarter of San Bernardino high school students who graduate from high school are considered eligible for enrollment in the four-year state university, so it will come as no surprise that baccalaureate attainment has remained behind state and national averages. These challenges create the necessity that has propelled the innovative and adaptable strategies describe herein, and are the impetus that had drawn our leaders from multiple sectors together to work to overcome these challenges. With historically, disproportionately low external funding (The James Irvine Foundation, 2009), our region has had to be creative and find ways to sustain these efforts. We have created what we believe is the most efficient and impactful model for transforming the educational systems in our region, and for sustaining those improvements.

The membership of FACE and the related sub-committees (Educational Council, IEEC, CVEP's Workforce Excellence) are all comprised of the top leaders of our regional educational institutions, industry, and other related sectors. The members participate voluntarily because of their shared interest and concern for the citizens and future of the Inland Empire. The recognition of the unique challenges and strengths of our region and the dedication to creating and sustaining tailored interventions that address those issues is what unites these diverse groups. Our local leaders understand the profound, and interrelated educational and economic issues that our region faces, and know that bold and innovative approaches are necessary to overcome those challenges. They have come together to shape regional educational policy and practice that is both efficient and effective. Our region has historically been and continues to be disproportionately underfunded through philanthropic and grant-related sources when compared to other areas in CA. The leaders of our region recognize that they much use their resources wisely and ensure coordinated non-duplicative effort is targeted toward our greatest educational and economic needs if we are to achieve parity with some of our more well-resourced neighbors.

In addition to using our existing operational budgets of the collaborating partners for such innovative programs and practices, each institution also actively seeks external funds to supplement the costs of the work we undertake. For example, CSUSB is seeking funding through the CSU Chancellor's Office as well as federal and other funding to off-set some of the cost of acquisition of the EAB platform, as well as for expansion of the successful Coyote 1st Step summer preparatory program. The Collaborative has attracted funding from the Walter S. Johnson Foundation, ARCHES and the Irvine Foundation. These funds have been directed to support events, the work of the Executive Director and administrative staffing, and an evaluation of the Collaborative's work. Partner organizations have supported efforts through direct contributions to IEEP, and through in kind support—staffing, hosting events and meetings, and providing materials/supplies.

Leveraging Funds for Sustainable Change

Both CSUSB and UCR actively solicit funds for other new and innovative student success initiatives, as well as funding intended to strengthen the K-20 pipeline that involve collaboration with our regional partners for attaining the educational goals outlined in this proposal. Our institutional priority is, has historically been, to seek such funds that make substantial, lasting, systemic change in educational practice across the continuum. Annually, CSUSB secures an average of \$20-30 million in external grants and contracts. Approximately two-thirds of those dollars are specifically for systemic educational reform programs and interventions. One recent example is the \$14.2 million GEAR-UP grant mentioned in the narrative. Additional timely examples include: nearly a decade of funding from National Science Foundation (NSF) to support Noyce Teaching Scholars & Noyce Master Teaching Fellows (both projects are math teacher education programs in partnership with our local high-need districts); a nearly \$8 million Math and Science Partnership project in collaboration with Ontario-Montclair School District to improve mathematics teacher preparation; a recently awarded \$3 million i3 award from the US Department of Education for math teacher education in partnership with two high-need districts in Riverside County; four Title V (Hispanic Serving Institution) awards from the Department of Education for: 1&2) STEM internships and professional skills training (one institutional award and one in collaboration with San Bernardino Valley College-one of our largest feeder community colleges), 3) a collaborative award with Norco college for STEM and liberal arts programming and improved articulation and transfer to CSUSB, and 4) a collaborative award with College of the Desert for enhanced students support services for increased and streamlined transfer to CSUSB. UCR has recently announced its participation in the University Innovation Alliance.

These are only a few of the myriad projects we have undertaken with external funds. It is the institutional priority of CSUSB and our collective impact partners to institutionalize best practices from all such projects. It is the expressed intention of President Morales and Chancellor Wilcox that the work as articulated here will be used to solicit foundation contributions in an effort to supplement the significant institutional commitments the partnership has made over the years to create and sustain these efforts.

Examples of Leveraged Support for FACE

- \$50,000 planning grant from CSL-Net to improve STEM education in the region.
- FACE's college and career readiness work received contributions totaling \$25,000 from CSUSB, Riverside County Office of Education, San Bernardino County Superintendent of Schools, and San Bernardino Community College District Office.
- The Inland Empire Education Collaborative has received several grants to support the work in post-secondary readiness from the James Irvine Foundation, PACE, the ARCHES Foundation and the Walter S. Johnson Foundation.
- Funding from a variety of granting sources has been received to conduct programs and host events in the areas of college/career success and STEM education (For example: Southern California Gas Company, Bank of America and Southern California Edison).
- Currently, FACE is working with the Collaborative to prepare and submit proposals to the College Access Foundation and the Bill & Melinda Gates Foundation for piloting 4th year math.
- FACE has received in-kind services from many partners, related to design and production of marketing materials, meeting/event space, and staff services.

Additional examples of our efforts to encourage innovativeness and to sustain our work in Appendix F.

Response to Item 9. (1 page)

Membership in the collective impact model and the groups partnering therein is by definition cross-sectoral and widely inclusive. We have forged the partnerships within these collaborative groups over the past 5+ years, and many of the organizations involved have worked together in a collaborative manner since their inception. The educational institutions, in particular, have interdependent relationships with mutually reinforcing goals and priorities. The strength of the regional partnerships represented in this proposal and very real and in no way manufactured for the purposes of this award. These are strategic alignments that our leaders have worked to build, and which have endured many institutional changes, and leadership successions.

In addition to the obvious linkages that exist within the P-20 educational continuum, our collaborative effort also includes strong partnership and outreach to non-profit, industry, government, and the general community. We recognize the critical importance of cross-sectoral alignment to the achievement of our long-term goals of educational and economic transformation of the Inland Empire.

Educating and building awareness in the community. A top priority identified through the evaluation of the IE Collaborative's work was the prior lack of cohesion across the education pipeline. Maximizing the opportunity presented by the new Common Core State Standards to guide detailed conversations between K-12 institutions and their post-secondary counterparts in relation to curriculum alignment, professional development and clear paths to college, the Collaborative has initially begun with a series of meetings and events involving K-20 faculty, administrators and counselors using the topic of the Common Core Standards to spur dialogue and develop relationships. Similarly, the Collaborative regularly organizes large events to raise awareness of college readiness issues with key constituencies including high-school principals, counselors and teachers; community college administrators and faculty; and students.

Additional Examples of FACE Communication & Advocacy

- Over the past five years FACE has developed and maintained a website for communication of events/meetings and for sharing of regional best-practices, www.face.ucr.edu. Also, FACE has distributed a bi-monthly e-newsletter.
- In collaboration with members of the Education Council's Working Group, FACE created a regional Asset Map in order to support best-practices, reduce overlap and to promote our region to potential funders. The Asset Map contains over 175 programs in the areas of college and career readiness, communication and advocacy, and STEM education. In addition 10 stellar programs were highlighted, and further data and information provided.
- FACE's collaborative efforts across the region have received state-wide recognition: members have been asked to present at state conferences, to serve on state-wide committees, and to advocate for education policy. PACE featured the work of the Collaborative in a state-wide report on model partnership programs making a difference in educational change.
- FACE representatives regularly engage media outlets to connect the community to relevant issues and the work of FACE. Dr. Clute and FACE associates have been quoted in and written articles/Op-Eds for regional and national media. Likewise, Dr. Clute has participated in several television broadcasts such as Time Warner, CNN, CBS and NBC local affiliates, to share the work of FACE.

Additional examples of major events are described in Appendix G.

Response to Item 10. (1 page)

Participation within the collaborative networks represented by FACE, IEEP's Educational Council, the Inland Empire Education Collaborative, and CVEP's various committees are in alignment with the mission of the educational institutions and other organizational partners who are active members. As such, any allocation of funds or other resources is justifiable and sustainable to the extent that the initiatives we invest in are effective and impact the core goals and mission of our respective institutions. Our institutions share the strong commitment to such investments that are evidence based, and represent much-needed improvements to services we provide to support our students' success. Participation in the strategic dialogue itself is a low-cost method for leaders to align their efforts, create synergy rather than duplicative investments, and share in collective impact strategies. Ultimately, the most successful strategies are designed as ways for our region to become more efficient in the use of our resources and to reduce the costs of education—particularly the cost of attainment of a college degree.

Examples of Sustainable Investments

- CSUSB has built the anticipated costs of expansion of the Coyote 1st STEP program into the operational budget for the upcoming fiscal year. President Morales views these efforts to ensure our students are prepared for college (particularly college math) upon enrollment of paramount importance. He also believes that students should not have to pay to participate in such valuable programming. We will still actively seek other sources of support to off-set or leverage our investment; however, the existence of the effective program is not dependent upon alternative sources. Ultimately, we have faith that the success of our partnerships with our local school districts (as reflected in the binding MOUs) and community college partners, will reduce, if not eliminate, the need for such intensive remedial pre-enrollment preparation in the future. As that occurs, the resources we invest in such developmental programs will be redirected into other high-impact, evidence-based practices within the campus and outside the campus with our regional educational, political, and business partners.
- CSUSB made the contractual commitment to acquire the EAB Student Success Collaborative platform. It was deemed a mission-critical institutional need. Similarly, the complimentary reorganization and enhancement of academic advising services is built into the existing budgetary structure of CSUSB. There are no additional fees or costs to students for the technological and advising improvements being made.
- Over the last 5+ years, The Chancellor of UCR (Tim White/Jane Connely, Kim Wilcox) has invested approximately \$550,000 into the work of FACE.

The planned new innovations and changes described in the response to item 5 are those that are deemed necessary for the regional transformation that our leaders have envisioned. As with all of the work that has occurred to date, our organizations do actively seek alternative sources of support for our work through various grant and philanthropic avenues. However, none of the projects that we have committed to are dependent upon additional state or tuition-generated funding. In fact, reducing the financial burden on our students is one of the underlying values that propel many of our innovations.

Evaluation: Response to Item 11. (1 page)

	Goals	Measures
1	Align educational policy and initiatives regionally via development of a bi-county cradle-to-career collective impact model.	-Documentation of meetings, MOU's, new collaborations, etc. -Survey/interview with stakeholders about alignment
2	Increase college preparedness, particularly in math, resulting in a 20% reduction in number of students requiring remediation at matriculation from high school to CSUSB within 5 years.	-Placement test scores (EAP, ELM, CAHSEE, etc.) -Number of students completing A-G requirements & % UC/CSU eligible -Course taking and performance in college/university
3	Increase baccalaureate attainment (number of degrees conferred) by 15% across the two counties within 5 years.	-Individual institutional graduation records -State of CA/county graduation records
4	Increase the number of students completing the baccalaureate degree within 6 years by 10% across the two counties within 5 years.	-Institutional time-to-degree records -System (CSU/UC/CC) reporting on time-to-degree
5	Improve career preparedness through strengthened partnership with industry to better understand and align education with workforce development needs.	-Survey/interview with industry stakeholders about alignment and quality of new graduates/ employees -Number of internships -New business formation by alum

One fundamental tenant undergirding the collective impact model we have developed is the value of data-driven decision making. Rigorous assessment is built into virtually every innovation that we have discussed in this proposal. We also have enhancement of data sharing and data analytic systems regionally as a priority for our work going forward. Our post-secondary institutions all have offices of institutional research that regularly track the student performance metrics listed above. Those data are easily accessible and comparable across most institutions making tracking and analyses of progress toward our goals of reduction in remediation, increased graduation rates, and shortened time to degree very feasible with very little additional investment of resources. There will be modest cost associated with the collection of survey, interview, or other impressionistic data; however, our collaborative is fully committed to and understands the importance of evidence of effectiveness. Our institutions, and our region, cannot afford to waste our resources on programmatic practices that are not effective. We value data, and the use of that data to inform practice. Data collected as part of this on-going initiative will be analyzed carefully and used to guide our on-going efforts and decision making about future investments.

Response to Item 12. (2 pages)

CSUSB is the primary baccalaureate granting institution for residents in this region. On average, 90% of our students come from either San Bernardino or Riverside County; whereas, currently only about 30% of UCR’s undergraduate population are residents of the Inland Empire. With our coordinated efforts to improve college preparedness, we believe that more students will be eligible for UCR admittance in the future. Because most of the student-related outcomes will most directly impact CSUSB, we present the year-by-year projected goals for our students, which are indicative of the feasibility of goal attainment.

CSUSB has a robust Institutional Research (IR) office staffed by 3 social scientists and 2 graduate assistants. The office generates several studies and completes about 500 adhoc requests per year. Our dashboard and data mining tool have generated more discussions about student success and sophisticated requests from our campus constituents. Comprehensive, rigorous studies have been completed on retention, graduation rates, the effects of remediation on academic success, and many other pertinent topics. Complete reports can be found at: <http://ir.csusb.edu/>. The nature of the data and measures we are proposing to use to assess our progress toward our ambitious, but realistic, regional goals are those that are regularly monitored by IR. (See Appendix H for relevant study abstracts.) Furthermore, they are in very close alignment with CSUSB’s independent institutional goals articulated by President Morales. With the additional collaboration of our regional partners, we believe that the goals of decreasing the number of students who require math remediation by 20%, increasing the number of graduates by 10%, and shortening time to degree (increasing the number of students who complete their degree within 6 years by 10%) are achievable within five years. Our additional goals concern the quality of the relationships we are building with our regional partners, and the frequency and quality of communication and alignment of programs and policy.

Need for Math Remediation at Enrollment in CSUSB

To achieve the goals of reducing the number of students enrolled in remedial mathematics, CSUSB will continue to offer the various intensive pre-enrollment (Early Start) programs described herein. However, we will also be investing considerable energy in the development of 4th year math with our UCR and other regional partners, while also working with school districts to implement more A-G MOU’s and encourage their adoption of summer bridge programs. Eventually, we hope the need for our many Early Start programs will decline, because the college-preparedness has increased regionally.

CSUSB First-time Freshmen: Percentage Requiring Math Remediation Baseline & Projections

Ethnicity	Baseline (2013)	2015-16	2016-17	2017-18	2018-19	2019-20
African American	68.2	64.2	60.2	56.2	52.2	48.2
Hispanic/Latino	50.5	46.5	42.5	38.5	34.5	30.5
Native American/Alaskan	100	96	92	88	84	80
Asian/Asian American	37.9	33.9	29.9	25.9	21.9	17.9
White	37.8	33.8	29.8	25.8	21.8	17.8
2 or more races	28.6	24.6	20.6	16.6	12.6	8.6
All others	45.5	41.5	37.5	33.5	29.5	25.5

Number of Graduates

CSUSB has consistently increased the number of undergraduate degrees granted annually since 2006, with the exception of 2009 when there was a slight dip in degree-granting. We believe our target of a cumulative, regional increase of 15% in the number of degrees granted over the coming five years is ambitious but very realistic, given our regional investment in all the innovations described in this proposal.

CSUSB-Trends in Undergraduate Degrees Granted 2006-2013

Year	2006	2007	2008	2009	2010	2011	2012	2013
# BA/BS	2595	2626	2702	2604	2868	2983	3129	3343
% Δ	--	1.2%	2.8%	-3.8%	9.2%	3.9%	4.7%	6.4%

Baseline & Projections Undergraduate Degrees Granted—URM vs. non-URM

Graduation Year	BA/BS Pell	BA/BS Non-Pell	BA/BS URM	BA Non-URM	Total BA/BS
2013-14	2308	1035	1837	1506	3343
2014-15	2272	1121	1786	1607	3393
2015-16	2306	1138	1813	1631	3444
2016-17	2341	1155	1841	1655	3496
2017-18	2375	1173	1868	1680	3548
2018-19	2411	1190	1896	1705	3601
2019-20	2447	1208	1924	1731	3655

Length of Time to Degree

CSUSB has an institutional goal to increase the overall 6-year graduation rate, such that the number of students who graduate in 2020 is 10 percentage points higher than the number in 2014. Or in shorter words, we project a 57% graduation rate for our Fall 2014 First Time Full Time Freshmen cohort. Careful analyses by IR, has projected those numbers. We believe that with our collaborative partner UCR (as well as the private four-year institutions in our region) we will be able to achieve the 10% increase in the number of students completing their bachelor’s degree within 6 years (we have projected similar goals for our transfer students; See Appendix H). Additionally, we have the goal of achieving parity between underrepresented (URM) and majority group students. Currently, CSUSB only has a 5% achievement gap between URM and non-URM students in length of time to degree.

CSUSB Graduation Rates-Time to Degree (FTF)

Cohort	Graduation Year	URM 6-yr Grad Rate	Non-URM 6-yr Grad Rate
Fall 2008	2013-14	45%	50%
Fall 2009	2014-15	47%	52%
Fall 2010	2015-16	49%	53%
Fall 2011	2016-17	51%	54%
Fall 2012	2017-18	53%	55%
Fall 2013	2018-19	55%	56%
Fall 2014	2019-20	57%	57%

Appendix A

Letters of Support

Educational Institutions

University of California Riverside
 Loma Linda University Health Systems
 San Bernardino County Superintendent of Schools

School Districts Represented by SBCSS

Adelanto Elementary School District	Mountain View School District
Alta Loma School District	Mt Baldy Joint School District
Apple Valley Unified School District	Needles Unified School District
Baker Valley Unified School District	Ontario-Montclair School District
Barstow Unified School District	Oro Grande School District
Bear Valley Unified School District	Redlands Unified School District
Central School District	Rialto Unified School District*
Chaffey Joint Union High School District*	Rim of the World Unified School District
Chino Valley Unified School District	San Bernardino City Unified School District*
Colton Joint Unified School District*	Silver Valley Unified School District
Cucamonga School District	Snowline Joint Unified School District
Etiwanda School District	Trona Joint Unified School District
Fontana Unified School District*	Upland Unified School District
Helendale School District	Victor Elementary School District
Hesperia Unified School District	Victor Valley Union High School District
Lucerne Valley Unified School District	Yucaipa-Calimesa Joint Unified School District
Morongo Unified School District	

**Districts with whom CSUSB has signed A-G guaranteed admission MOUs. Select examples from Rialto and San Bernardino City Unified School Districts attached.*

Riverside County Superintendent of Schools

School Districts Represented by RCSS

Alvord Unified School District	Murrieta Valley Unified School District
Banning Unified School District	Nuview Union School District
Beaumont Unified School District	Palm Springs Unified School District*
Coachella Valley Unified School District*	Palo Verde Unified School District
Corona-Norco Unified School District	Perris Elementary School District
Desert Center Unified School District	Perris Union High School District
Desert Sands Unified School District*	Riverside Unified School District
Hemet Unified School District	Romoland School District
Jurupa Unified School District	San Jacinto Unified School District
Lake Elsinore Unified School District	Temecula Valley Unified School District
Menifee Union School District	Val Verde Unified School District
Moreno Valley Unified School District*	

**Districts with whom CSUSB has signed A-G guaranteed admission MOUs.*

Coachella Valley, Palm Springs, & Desert Sands School Districts (co-signed)

Crafton Hills College
San Bernardino Valley College
Office of the Superintendent, Riverside Community College District
Riverside Community College
AVID

Economic Development/Advocacy Organizations

Inland Empire Economic Partnership
Coachella Valley Economic Partnership
Inland Valley Development Agency

Industry/Private Partners

Kelly Space & Technology
Bank of America
Union Pacific
Imperial Irrigation District
California Steel Industries
Cardenas Market
San Antonio Community Hospital
Redlands Community Hospital

Government & Elected Officials

County of San Bernardino
Assembly Member Brown
Mayor Montanez, Corona



OFFICE OF THE CHANCELLOR

January 8, 2015

President Tomas Morales
 California State University, San Bernardino
 5500 University Parkway
 San Bernardino, CA 92407

Re: UCR Support and Commitment for the Innovation Award in Higher Education

Dear President Morales:

900 University Avenue
 Riverside, CA 92521
 Tel 951.827.5201
 Fax 951.827.3866
www.ucr.edu

As your partner co-chairing the FACE-IEEP Educational Council, and as Chancellor of UC Riverside, you have my full support in this two-county regional partnership application for Governor's Innovation Award in Higher Education. Individually CSUSB and UCR are doing exciting and innovative work to tackle the challenges of improving bachelor's degree attainment and time to degree – perhaps *the* challenges of our day in higher education, and certainly this is acutely so in the Inland Empire. But our regional collaboration to improve college readiness is so much more than an ensemble of small, discrete efforts. Rather, our combined efforts leverage greater collective impact by working in coordinated partnership with the Federation for a Competitive Economy (FACE), the Inland Empire Economic Partnership (IEEP), the Coachella Valley Economic Partnership, local school districts, community college districts and other stakeholders in our region.

CSUSB and UCR represent the future of California. A strong majority of the undergraduates at UC Riverside are low-income Pell Grant recipients, and the same is true of CSU San Bernardino. Likewise, we have among the highest proportion of underrepresented minority students in the CSU and UC systems, respectively. CSUSB and UCR are also bonded together by a shared set of values and commitments around the paramount importance of prioritizing the improvement bachelor degree attainment numbers and rates and to ensuring timely graduation. We are both committed to take risks and to experiment – with efforts such as predictive analytics, intrusive advising, continuous program improvement through a culture of evidence, and implementation of the UCR *Graduation Rate Task Force* report – that further our abiding goal of improving higher education attainment. We also don't accept the traditional excuses that improved performance can *only* come about through decreasing access to less prepared students or with additional state funding commitments. Rather, at UCR and CSUSB we recognize our mission-driven obligation to foster innovation on our campuses that is coordinated in partnership with community stakeholders like FACE and the IEEP Educational Council.

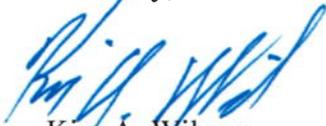
President Tomas Morales

Page 2

Through the IEEP Educational Council that represents scores of San Bernardino and Riverside county K-12 superintendents, community college presidents, business and economic development organizations as well as private colleges, our combined efforts are having tangible impacts, including on the college readiness of high school graduates in our region. I look forward to this continued progress in this bi-county initiative. On behalf of UCR I can attest that this work is of such critical importance that it will continue as a robust campus commitment regardless of and whether we receive an Award for Innovation Higher Education (receiving such an award will simply quicken the pace, scale and synergy of our efforts to promote greater opportunity and success). The young people of Riverside and San Bernardino counties deserve no less.

Thank you.

Sincerely,



Kim A. Wilcox
Chancellor

cc: Provost Paul D'Anieri



LOMA LINDA UNIVERSITY
HEALTH

January 8, 2015

Dear Innovation Award Committee Members:

On behalf of Loma Linda University I would like to express our Health System's support for CSUSB and UCR's Innovation in higher education award application. This application embodies inter-segmental linkages between business and the education community. It achieves the goals set forth by Governor Brown to significantly increase the number of bachelor's degrees awarded in the area while reducing college student time to degree completion.

As a major employer in the Inland Empire Loma Linda University Health is dedicated to improving the health of our residents and improving the business climate in the Inland Empire. Throughout the past five years IEEP, in collaboration with the Federation for a Competitive Economy (FACE) has convened regional leaders in post-secondary and K-12 institutions with the intent of establishing regional goals and priorities. Increasing college enrollments and college completion have been top priorities. Members of IEEP agree whole-heartedly that this strategy will allow our region to grow economically by developing our own regional skilled workforce needed for area our size in population density and economics.

We believe this innovative award will be of enormous benefit to business community to attract and retain a skilled workforce. This initiative will also improve the quality of life for students and community members of this area and our company is dedicated to doing everything within our means to contribute to the success of this program. The business community is a committed partner in promoting the education of our community members and increasing the economic vitality of our region.

Sincerely,

Dora J. Barilla
Assistant Vice President of Strategy and Innovation
Loma Linda University Health



Ted Alejandre
County Superintendent

January 8, 2015

President Tomas Morales – California State University, San Bernardino
Chancellor Kim Wilcox – University of California, Riverside

Re: Support for CSUSB/UCR Application for a Governor's Innovation Award in Higher Education

Dear President Morales and Chancellor Wilcox:

As the San Bernardino County Superintendent of Schools I strongly support – as did my recently retired predecessor Dr. Gary Thomas – the achievements of your two campuses in collaboration with the San Bernardino County Schools and other community partners. This remarkable initiative, which is vitally important to raising bachelor's degree attainment rates in the Inland Empire, is worthy of recognition with an Award for Innovation Higher Education by the State of California.

Governor Brown's goals of recognizing college and university efforts (to boost the number of bachelor's degrees, improve time-to-degree and ease community college transfer) speak to critical needs and the future wellbeing of the young people I serve in San Bernardino County. This is why I am deeply committed to this partnership with CSUSB and UCR, and why I am encouraging full participation by school districts in San Bernardino County.

In collaboration with the Federation for a Competitive Economy (FACE), the Educational Council that you two co-chair, and the Inland Empire Economic Partnership, we have collectively developed a regional approach to improve college readiness and degree completion. These efforts have already born significant fruit. In my county, for example, just within the past year (since January 2014) several school districts have signed MOUs with CSUSB to provide the "A-G" college preparatory curriculum to a greater number of students, with CSUSB in turn committing to guaranteed admission to the University. These MOUs have been signed by the superintendents at Colton Joint School District, Rialto Unified School District, San Bernardino City School District, and Fontana Unified. By virtue of this endeavor and the series of MOUs with CSUSB, we are collectively addressing the critical need for a fourth year of high school mathematics, which has important carryover benefits for bachelor's degree attainment rates and time-to-degree in college.

Our regional collaboration through FACE and the Education Council is of paramount importance to overcoming the challenges our institutions and our young people (including English Language Learners) face with regard to educational attainment and economic opportunity. The collective impact of this collaborative work with CSUSB, UCR, local community colleges and community stakeholders leverages better K-16 alignment, thereby promoting access and affordability for students in San Bernardino County. This work is already occurring on a significant scale, and is exciting based on the promise of increased scale in the near future. For all of the reasons above, I am proud to support this work in the Governor's Award for Innovation Higher Education competition. Thank you.

Sincerely,

Ted Alejandre
County Superintendent

Office of the Superintendent

**MEMORANDUM OF UNDERSTANDING BETWEEN THE
Rialto Unified School District
and California State University San Bernardino**

Preface: AN AGREEMENT FOR GUARANTEED ADMISSION

The Rialto Unified School District, hereinafter referred to as “the District,” is responsible for preparing students annually for college entrance and/or work placement, with many students going on to attend California State University, San Bernardino, hereinafter referred to as CSUSB.

CSUSB has a commitment to the community of Rialto and to enhancing student success. Together the participants are entering into a partnership to expand and enhance the educational opportunities for residents living in and adjacent to the District.

The District and CSUSB have agreed that a college preparation program and guaranteed admission and support partnership would provide a valuable mechanism for increasing the number and percentage of Rialto graduates qualifying for admission into CSUSB.

THE RIALTO DISTRICT COMMITMENT

The District agrees to provide all incoming ninth grade students beginning with the 2013-2014 school year with a rigorous program of studies and support which will provide them with an opportunity to meet the admission requirements for entrance to CSUSB upon graduation from high school without need for remedial college courses. Working with CSUSB, the following benchmarks will be used by the District:

1. Continuous enrollment in Rialto Unified School District for four years.
2. Completion of all A-G coursework and eligibility index required by CSU admission policies and or the CSUSB requirements for impacted majors.
3. Participation in and successful passage of the Early Assessment Test in their junior year (11th grade) in Mathematics and English or successful completion of additional coursework in the 12th grade designed to build the appropriate skills and knowledge as approved by CSUSB.
4. The student is determined to be college ready and without need for remedial course work.
5. Completion of the SAT Reasoning Test or ACT Exam.
6. Submission of a CSU application during the priority application filing period (October 1 – November 30).
7. Submission of ACT/SAT test scores, final transcripts and other required documents by the relevant deadlines.
8. Submission of their Enrollment confirmation deposit by the deadline.
9. Attendance at mandatory orientation program (SOAR) prior to registering for classes.
10. Provision to CSUSB with a list of students who are projected to complete requirements 1-7 above no later than April 1st of the preceding Fall Quarter..

The District will support the attainment of these benchmarks with an enhanced program including the following:

1. A clear statement of academic expectations to students, staff, parents, and the community for ninth grade and each year thereafter.
2. Assessment of students' CSU English and Mathematics proficiency through participation in the CSU Early Assessment Program (EAP) in the 11th grade.
3. Additional high school mathematics electives that provide students with skills to pass CSU placement examinations or to meet college course requirements.
4. Additional approved 12th grade English course based on the Expository Reading and Writing course for students who do not receive an EAP status of "proficient."
5. AVID opportunities for high school students (if available at the school district).
6. Clear criteria for identifying and supporting incoming ninth grade at-risk students.
7. A systematic program of parent communication and education.
8. Annual reports on the progress of each participating class.
9. Frequent notification to students and parents of academic progress.
10. On-going teacher, counselor and parent training regarding the CSU admission requirements and their role in facilitating students' application, admission and enrollment at CSUSB.
11. Facilitation of the development and distribution of supplemental financial aid for participating students.

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO COMMITMENT

California State University San Bernardino will provide a guarantee of admission to California State University San Bernardino for all graduating RUSD twelfth grade students who:

1. Meet the minimum CSU eligibility index requirements and additional CSUSB's requirements if applying to an impacted major.
2. Meet the Entry Level Mathematics (ELM) requirement with an Early Assessment Program math status of "Ready" or
3. Complete an approved course in mathematics in the 12th grade with a "C" or better if the Early Assessment Program math status indicates "Conditional" readiness; or
4. Achieve a passing score on the ELM (unless exempt), demonstrating that they have no remedial needs in mathematics.
5. Meet the English Placement Test (EPT) requirement with an Early Assessment Program English status of "Ready"; or
6. Meet the English Placement Test (EPT) requirement with an Early Assessment Program English status of "Conditional" and then complete an approved full year course in the 12th grade modeled on the Expository Reading and Writing Course with a grade of "C" or better; or
7. Achieve a passing score on the EPT (unless exempt), demonstrating that they have no remedial needs in English.
8. Take the SAT Reasoning Test or ACT and achieve a minimum score to be determined by CSU Eligibility Index.

In addition, CSUSB will:

1. Guarantee admission into CSUSB's 4-year Graduation Pledge program for incoming qualified RUSD students who apply for the Pledge program to facilitate graduation in four years.
2. Provide materials and information regarding CSUSB enrollment, attendance, and event data to be distributed by RUSD and other feeder districts.

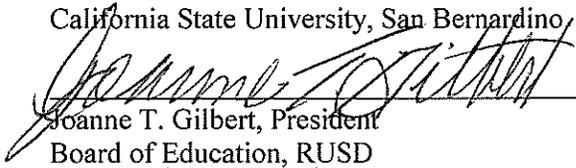
3. Work with the District to communicate this guarantee to all students, staff, and community members.
4. Share freshman course expectations with District counselors and administrators.
5. Assist and support RUSD graduates at California State University, San Bernardino with structured programs designed to improve retention and completion rates.
6. Facilitate financial aid and scholarship workshops for students and parents and distribute financial aid materials.

TERMS OF MEMORANDUM OF UNDERSTANDING

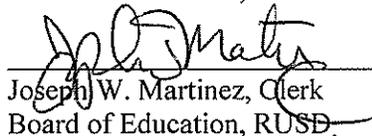
It is the intent of the partners that the first cohort of students will be the graduating class of 2014. This Memorandum of Understanding will be amended if eligibility requirements for CSUSB are made and can be amended or extended by mutual agreement of the partners and will be reviewed annually. Termination of agreement will require a year's notice and can be initiated by either party.



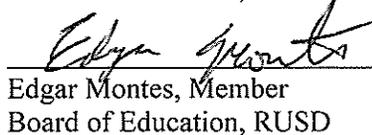
Tomás D. Morales, President
California State University, San Bernardino



Joanne T. Gilbert, President
Board of Education, RUSD



Joseph W. Martinez, Clerk
Board of Education, RUSD

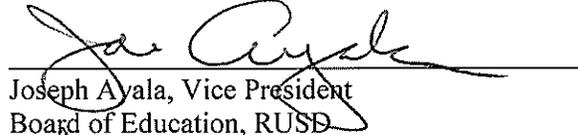


Edgar Montes, Member
Board of Education, RUSD

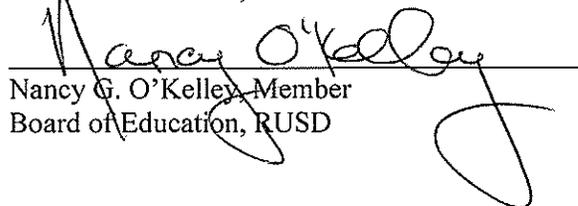
2-12-14
Date



Mohammad Z. Islam, Acting Superintendent
Rialto Unified School District



Joseph Ayala, Vice President
Board of Education, RUSD



Nancy G. O'Kelley, Member
Board of Education, RUSD

2-12-14
Date

**THE SAN BERNARDINO PROMISE
MEMORANDUM OF UNDERSTANDING
BETWEEN
San Bernardino City Unified School District, The Lewis Center for Educational Research and
California State University, San Bernardino
2013-2016**

This Memorandum of Understanding (“MOU”) is entered into as of the 9th day of April 2014, by and between **Lewis Center for Educational Research**, a non-profit public benefit corporation, having its principal location at 17500 Mana Road, Apple Valley, California 92307 (the “Lewis Center”), and **San Bernardino City Unified School District** having its principal location at 777 North F Street, San Bernardino, CA 92410 (“SBCUSD”), and **California State University San Bernardino** having its principal location at 5500 University Parkway, San Bernardino, California 92407 (“CSUSB”). This agreement will run from the date specified above until June 30, 2016.

WHEREAS:

CSUSB has a commitment to the communities of San Bernardino to enhancing student success; and is entering into a partnership to expand and enhance the educational opportunities for residents living in and adjacent to the communities listed above.

SBCUSD, the Lewis Center, and CSUSB have agreed that a rigorous college preparation program would increase the number of San Bernardino graduates qualifying for admission to CSUSB.

Lewis Center has the technical skills and expertise to provide the K-16 Bridge Program (services and general program logistics coordination) (the “Bridge Program”) to CSUSB and SBCUSD.

SBCUSD will cooperate with the Lewis Center for Educational Research and its research partners in having parents / District and School staff comply with all appropriate documentation necessary for the gathering of research data.

NOW, THEREFORE, the Lewis Center, SBCUSD and CSUSB, agree as follows:

1. Responsibilities of Lewis Center
Lewis Center shall provide the Bridge Program to CSUSB and SBCUSD as follows:
 - (a) Customized and personalized My Mentor website accounts, tailored to CSUSB.
 - (b) Integration of EUREKA career assessment accounts into My Mentor sites.

- (c) Holding and reporting of EUREKA career assessment data to teachers and administrators. General career data (not by specific student) will be available to colleges and universities.
- (d) Construction of Digital Data Pipeline with CSUSB and SBCUSD Information Technology (IT) Departments.
- (e) Electronic Preliminary and Full College Education Plans that meet or exceed California State requirements under Student Success legislation and are customized to each university's course of study.
- (f) Electronic four year education plan for secondary schools that are customized to the courses for each site. Will include pathway templates for CSUSB, and A-G check lists.
- (g) Electronic matriculation check lists for each participating senior.
- (h) Storage and reporting of data concerning matriculation.
- (i) A career survey that may be customized by colleges/universities with results placed in a database for review by CSUSB and SBCUSD.
- (j) Bridge Program training, support, and curricular materials. Initial training of staff will be provided through onsite workshops, online video's or Go-To-Meeting sessions. Additional onsite trainings and support can be scheduled through the K16 Bridge Support desk at an additional cost to be negotiated by the parties.
- (k) Lewis Center will provide a Help Desk support during regular business hours and will respond to requests made after hours and on weekends within 24 hours.
- (l) Updated versions of Bridge and My Mentor, as they become available.
- (m) Aggregated research and data reports, and electronic information storage for information provided by CSUSB and SBCUSD.
- (n) Electronic portfolios for each student.
- (o) A Mastery Learning System for online course work will be provided. Teachers using the system will be able to store their courses on Lewis Center servers at no additional cost.
- (p) The Khan Academy tutorial video library will be provided in a format that is free of all advertising and is not blocked on most educational online systems.
- (q) Support in the implementation of additional K16 Bridge Programs aimed at

increasing transition rates to post-secondary institutions while lowering remedial needs of incoming seniors.

- (r) Support in the implementation of the K16 Bridge Early Testing Program and the Bridge Night Program.

2. Responsibilities/benchmarks of SBCUSD

- (a) Completion of all A-G course work and eligibility index required by CSU admission policies and/or the CSUSB requirements for impacted majors.
- (b) Participation in and successful passage of the Early Assessment Test (or equivalent) in their junior year (11th grade) in Mathematics and English or successful completion of additional course work in the 12th grade designed to build the appropriate skills and knowledge as approved by CSUSB.
- (c) The student is determined to be college ready and without need for remedial course work.
- (d) Completion of the SAT Reasoning Test or ACT Exam.
- (e) Submission of a CSU application during the priority application filing period (October 1 - November 30).
- (f) Submission of ACT/SAT test scores, final transcripts and other required documents by the relevant deadlines.
- (g) Submission of their Enrollment Confirmation Deposit by the deadline.
- (h) Attendance at mandatory orientation program (SOAR) prior to registering for classes.
- (i) Schools will designate a staff member to be the K16 Bridge Program coordinator for their site.
- (j) Schools will agree to implement the K16 Bridge Program in core classes following the program guidelines within the duration of this MOU.
- (k) SBCUSD will be responsible for providing the EUREKA Career Assessment System at each participating K-12 school. Each student will receive the EUREKA system on their My Mentor site.
- (l) Participate in the development of stronger K-16 ties between educational institutions through committees, workshops and conferences
- (m) Fully implement the K16 Bridge Program throughout the district K-12

by the fall of 2015, including the creation of electronic four year education plans (provided by Lewis) for every SBCUSD high school student.

- (n) Schools will share four year, career, pathway and senior transcript data with CSUSB/Lewis through the Digital Data Pipeline for research and planning purposes.
- (o) Schools will implement Early Testing Program and Bridge Nights at high schools, beginning in the fall of 2014 in order to increase the number of "college ready" students in the district and parent participation.
- (p) SBCUSD will encourage high school juniors to take the EAP assessment and to create Expository Reading and Writing Courses (ERWC) at all district high schools for students who do not receive an EAP status of "Ready for College Level English."
- (i) SBCUSD will have all secondary math and English teachers at participating K16 Bridge schools take the college placement exam for purposes of understanding, alignment, and collaboration.

3. Responsibilities of CSUSB

California State University San Bernardino will provide a guarantee of admission to California State University San Bernardino for all SBCUSD K16 Bridge twelfth grade students who:

- (a) Meet the minimum CSU eligibility index requirements and additional CSUSB requirements if applying to an impacted major.
- (b) Meet the Entry Level Mathematics (ELM) requirement with an Early Assessment Program (EAP) (or equivalent) math status of "Ready"; or
- (c) Complete an approved course in mathematics in the 12th grade with a "C" or better, if the EAP Math status indicates "Conditional" readiness; or
- (d) Achieve a passing score on the ELM (unless exempt), demonstrating that they have no remedial needs in mathematics.
- (e) Meet the English Placement Test (EPT) requirement with an Early Assessment Program (EAP) (or equivalent) English status of "Ready"; or
- (f) Meet the English Placement Test (EPT) requirement with an Early Assessment Program English status of "Conditional" and then complete an approved full year course in the 12th grade modeled on the Expository Reading and Writing Course with a grade of "C" or better; or

- (g) Achieve a passing score on the EPT (unless exempt), demonstrating that they have no remedial needs in English.
 - (h) Take the SAT Reasoning Test or ACT and achieve a minimum score to be determined by CSU Eligibility Index.
 - (i) CSUSB will provide outreach personnel at yearly Bridge Night events.
 - (j) Participate in the development and maintenance of the Digital Data Pipeline. College will provide IT personnel to work with the Lewis Center Technology Department in the development and running of this program.
 - (k) Guarantee admission into CSUSB's 4-year Graduation Pledge program for incoming qualified SBCUSD K16 Bridge students who apply for the Pledge program to facilitate graduation in four years.
 - (l) Provide materials and information regarding CSUSB enrollment, attendance, and event data to be distributed by SBCUSD and other feeder districts.
4. Cost The cost for K16 Bridge and all of the above mentioned programs, training, online products, storage, and curriculum is \$50,000 for year one (CSUSB - \$25,000, and SBCUSD - \$25,000). The cost for the following two school years will be \$17,500 per year. (CSUSB - \$8,750 per year, and SBCUSD - \$8,750 per year). Payment for years two and three will be due on July 15th of that year. Additionally, each K-12 school in the San Bernardino City Unified School District will be invoiced \$530 per year to cover the cost of EUREKA, the Career Assessment System that will be utilized by K16 Bridge.
 5. Termination: This Agreement may be terminated after year one by one of the parties with or without cause, with sixty (60) days prior written notice. If notice is given but the sixty days falls into the second or third year the terminating party will be charged a daily prorated rate.
 6. Best Efforts. Notwithstanding the CSUSB, SBCUSD, and Lewis Center mutual obligation to negotiate and execute a complete written Agreement setting forth the rights and obligations relating to the subject matter of this MOU, this MOU is a binding and enforceable contract. This MOU obligates CSUSB, SBCUSD, and Lewis Center to negotiate in good faith and use commercially reasonable efforts to arrive at a mutually acceptable Agreement for approval, execution, and delivery on the earliest reasonably practicable date.
 7. Ownership of Intellectual Property. All signers to this MOU agree that the K16 Bridge Program is the intellectual property of Lewis Center, and as such, all rights, title, and interest in the Bridge Program and any materials produced by the K16 Bridge Program are owned solely by Lewis Center.
 8. Confidentiality. "Confidential Information" means all non-public information about any party (the "Disclosing Party") that is disclosed by that party to the other School and

Lewis Center or party (the "Receiving Party") in documentary or in other tangible form and marked as "confidential" or in oral form including information which is obtained by the Receiving Party as a result of the Receiving Party's presence at any premises of the Disclosing Party and/or its subsidiaries, such as without limitation technical and non-technical information including patent, trade secret, and proprietary information, techniques, sketches, drawings, models, inventions, know-how, processes, apparatus, equipment, algorithms, software programs, software source documents, and formulae related to current, future, and proposed products and services, information concerning research, experimental work, development, design details and specifications, engineering, financial information, procurement requirements, purchasing, manufacturing, customer lists, business forecasts, sales and merchandising, and market plans and information. The obligation of confidentiality shall not apply or shall cease to apply to any information disclosed by the Disclosing Party to the Receiving Party that, as can be evidenced by a document (a) at the time of the first disclosure by Disclosing Party to the Receiving Party was known to the Receiving Party; (b) is or becomes at any time publicly known through no wrongful act of the Receiving Party; (c) is at any time rightfully obtained by the Receiving Party from a third party who has same in good faith and has the right to pass it on to the Receiving Party; (d) is approved for release by the written authorization of the Disclosing Party; or (e) is disclosed under operation of law.

9. Student Privacy. Employees of the SBCUSD, and CSUSB have a legitimate educational interest such that they are entitled to access to education records under 20 USC Section 1232g, the Family Educational Rights and Privacy Act ("FERPA") and Education Code Section 49076(b)(6). SBCUSD, and CSUSB, their officers and employees will comply with FERPA at all times. In addition, it is agreed that the Lewis Center has an educational interest in the educational records SBCUSD, and CSUSB such that the Lewis Center will have access to those records. SBCUSD, and CSUSB have hired the Lewis Center, a nonprofit public benefit corporation and a local educational agency, as its agent in collecting and transferring data in accordance with the K-16 Bridge Program; under this Agreement only, the Lewis Center has access to education records. No other person or entity may have access to education records related to the K-16 Bridge Program. It is the responsibility of all parties that come into contact with private information to protect and secure that data. In the case of lost or unauthorized use of secure data the offending party will be considered solely liable for any damages that might occur.
10. Entire Agreement. The terms of this Agreement shall be effective from April 9, 2014, to June 30, 2016. No automatic renewals shall be valid except for written amendment signed by all parties. This MOU constitutes the complete and entire understanding between CSUSB, SBCUSD, and Lewis Center with respect to its subject matter and supersedes any and all previous and contemporaneous understandings, whether written or orally.
11. Choice of Law. This Agreement shall be governed by the laws of the State of California with venue to be in San Bernardino County, California.
12. Notices. All notices, consents, waivers, and other communications under this MOU must be in writing and will be deemed to have been duly given when (a) delivered by hand (with written confirmation of receipt), (b) sent by facsimile transmission or electronic

mail (with appropriate confirmation of receipt), provided that a copy is mailed by registered mail, return receipt requested, or (c) when received by the addressee, if sent by a nationally recognized overnight delivery service (receipt requested), in each case to the appropriate address set forth below (or to such other address as a party may designate by notice given in accordance herewith).

If to College:

California State University San Bernardino
5500 University Pkwy.
San Bernardino, California 92407
Attention: Dr. Tomas D. Morales
Email: tmorales@csusb.edu

If to Schools:

San Bernardino City Unified School District
777 North F Street, San Bernardino, CA 92410
Attention: Dr. Dale Marsden
Email: Dale.Marsden@sbcusd.k12.ca.us

If to Lewis Center:

Lewis Center for Educational Research
17500 Mana Rd.
Apple Valley, California 92307
Attention: Rick Piercy
Email: rpiercy@lcer.org

IN WITNESS WHEREOF, SBCUSD, CSUSB and Lewis Center hereto have executed this MOU as of the date first above written.

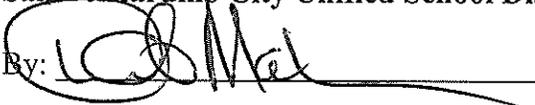
California State University San Bernardino

By: 

Print Name: Tomás D. Morales Ed. D

Title: President

San Bernardino City Unified School District

By: 

Print Name: Dale Marsden, Ed. D

Title: Superintendent

The Lewis Center for Educational Research

By: 

Print Name: Richard Piercy III

Title: Chief Executive Officer



RIVERSIDE COUNTY
SUPERINTENDENT OF SCHOOLS

KENNETH M. YOUNG

OFFICE OF THE COUNTY SUPERINTENDENT

January 6, 2015

3939 THIRTEENTH STREET
P.O. BOX 868
RIVERSIDE, CALIFORNIA
92502-0868
(951) 826-6530

47-110 CALHOUN STREET
INDIO, CALIFORNIA
92201-4779
(760) 863-3000

24980 LAS BRISAS ROAD
MURRIETA, CALIFORNIA
92562-4008
(951) 600-5651

William Kidder, Ph.D., Assistant Executive Vice Chancellor
University of California, Riverside
900 University Avenue
4148 Hinderaker Hall
Riverside, CA 92521

Dear Dr. Kidder:

The Riverside County Office of Education (RCOE) is extremely excited to join the Bachelor's Degree Attainment project in collaboration with the University of California, Riverside (UCR), California State University San Bernardino (CSUSB), and other K-12 partners. The Bachelor's Degree Attainment project in the Inland Empire is an impressive undertaking and will help us in our efforts to collectively increase college readiness.

This partnership's goal is to increase the bachelor degree attainment in a timely manner so our students can complete a college degree and be ready to enter the workforce quickly, which is in perfect alignment with our pledge that *all students in Riverside County will graduate from high school well prepared for college and the workforce*. The high expectations and goals of this project are aligned to strong research methodologies, and will not only help the students in Riverside County, but will help us continue to identify and promote best practices across the Inland Empire.

We look forward to this opportunity with UCR and CSUSB to increase the college attainment for our students in Riverside County. We are highly confident that our participation will benefit teachers and students beyond the Inland Empire through our communication and distribution of essential information generated by this project.

Sincerely,

Kenneth M. Young
Riverside County
Superintendent of Schools



Letter of Support for Governor's Innovation Award in Higher Education

January 6, 2015

Dr. Tomas Morales, President
California State University San Bernardino
5500 University Parkway
San Bernardino, CA 92407

Attention: President Tomas Morales

Re: Letter of Support - Governor's Award for Innovation in Higher Education

Dear President Morales,

As superintendents for the three K-12 school districts in the Coachella Valley, we are writing to express our support for the Inland Empire Collaborative for Educational Success' application for the Governor's Award for Innovation in Higher Education.

We believe the Inland Empire is well-poised to advance four-year baccalaureate degree completion for students in our two county region. This award would accelerate the momentum already underway to prepare all students for college, career and life success.

Under the collectively adopted Coachella Valley Regional Plan for College and Career Readiness (Oct 2012), our three K-12 school districts, the county office of education and workforce agencies, higher education institutions, the Coachella Valley Economic Partnership, and hundreds of business partners have joined forces in a five-year effort to expand opportunity for local students to prepare for and succeed in college. This strategic plan also assures students have the financial aid and scholarships necessary to enroll in college and complete a high-quality degree aligned with priority business sectors.

Through the plan, we collectively have committed to a set of goals and strategies to remove obstacles to post-secondary success and accelerate innovations impacting student readiness.

Key areas of success are:

- Coachella Valley, Desert Sands, and Palm Springs Unified School Districts have collectively increased the number of high school career academies (a proven college readiness strategy) from 5 to 18, serving approximately 850 students in 2005 and 2750 students in 2013. This comprises 50% of all career academies in Riverside County. The graduation rate for this group of students is 98%; the self-reported college going rate is 89%. Further, through the Regional Plan, our districts have committed to assuring a minimum of 30% of high school students participate in career academies by 2018. Additionally, Coachella Valley Unified School District has committed to implementing wall-to-wall high school career academies in the next three years.
- Regional FAFSA completion rates increased from 50% in 2013 to 64% in 2014, with a collective goal of 85% completion rates by 2018.
- All three districts have increased the number of students meeting 'a-g' requirements.

- Each school district has increased the number of students enrolling in upper level math and English courses, which will prepare students for the rigors of college.
- Since 2009, our districts have played a key role implementing the region's successful scholarship program supported by CVEP and 20-plus matching partner agencies. Through the hard work of school site leadership and counseling staff, the partnership has awarded more than 1850 scholarships to low-income students, totaling \$8.8 million. These scholarship students persist at a higher rate than the general student population (91% vs. 83% for class of 2011).

We believe increasing college attainment in our region is essential to transforming students' lives and our economy. Therefore we are committed to aligning our work at the K-12 level to assure students are well prepared for college success. Please accept this letter as an indication of our full support for the Inland Empire Collaborative for Educational Success' application. We sincerely hope our region will be selected so that we can build on the great work already in progress.

Sincerely,




Dr. Darryl Adams
Superintendent, Coachella Valley Unified School District




Dr. Gary Rutherford
Superintendent, Desert Sands Unified School District




Dr. Christine Anderson
Superintendent, Palm Springs Unified School District



PRESIDENT'S OFFICE
CRAFTON HILLS COLLEGE

A Campus of the San Bernardino Community College District

January 8, 2015

California State University San Bernardino
Dr. Tomás D. Morales, President
5500 University Parkway
San Bernardino, CA 92407-2393

Re: CSUSB's proposal for the Governor's Innovation in Higher Education Award

Dear President Morales:

As the CEO Representative of the Inland Empire Community Colleges, and President of Crafton Hills College, I would like to extend my support for California State University San Bernardino's selection as an Innovation Award recipient. CSUSB is a long-time collaborator with our local community colleges and the San Bernardino Community College District in developing innovative and impactful programs to assist our students in achieving their goals of transferring to the university and attaining a four-year degree. With nearly half of CSUSB's students coming from our local community colleges, the importance of the transfer pathway between our institutions is critical for helping close the educational achievement gaps that exist between our region and other parts of California and the rest of the country.

The involvement of our local community colleges in the regional collaboration through membership in FACE and the Education Council is of paramount importance to overcoming the challenges our institutions and citizens face with regard to educational attainment and employability. These forums have helped build the trust necessary to take bold steps together to create and undertake new projects such as:

- **Early Assessment Program:** Crafton Hills College participates in the EAP Program with CSUSB
- **CHC Transfer Center:** As part of Crafton Hills College's HSI Title V Grant, CSUSB has served in an advisory capacity to establish and develop our Transfer Center. CHC continues to utilize the innovative Transfer Center as a hub for increased access, increased throughput rates for students who are underrepresented in higher education, improved course success rates and increased degree and certificate completion rates.

- **AAT/AST degrees:** In an effort to ease transfer to CSUSB, Crafton Hills College has developed 17 AAT/AST degrees to help ensure student readiness for upper division work.
- **STEM Programs:** As a result of Crafton Hills College's HSI STEM Grant, a partnership with UCR has resulted in increased transfer to STEM related programs the University. Joint projects have included a wind turbine competition for community college students and regular visits to the UCR campus.

The coordinated work that has been occurring is helping Crafton Hills College students transfer more easily to four year institutions and attain their BA. On a larger scale, the collective impact our institutions are creating together holds great promise for transforming our region through this coordinated cradle-to-career model. As President of Crafton Hills College and the CEO Representative for Region 9, I extend my strong support of this proposal and of our continued collaboration with CSUSB and UCR in helping the citizens of our region have the educational opportunities and support necessary for academic and professional success.

Sincerely,



Cheryl A. Marshall, Ed.D.
President



OFFICE OF THE PRESIDENT

January 7, 2015

Tomas D. Morales, President of CSUSB
California State University, San Bernardino (CSUSB)
5500 University Parkway
San Bernardino, CA 92407-2318

Re: CSUSB's proposal for the Governor's Innovation in Higher Education Award

Dear President Morales:

I'm pleased to write this letter of support for California State University, San Bernardino's proposal for the Governor's Innovation in Higher Education Award. As president of San Bernardino Valley College, I've been involved in various capacities in partnership activities between SBVC and CSUSB, as well as with the University of California, Riverside.

All of our institutions have the aim of supporting our students as they aspire to achieve their educational goals. We've participated in this effort in a number of ways: through collaboration with LEAD (Latino Education Advocacy Days) at their Feria Educativa, centered at your campus, we've contributed bilingual workshops and educational information to students and their families to encourage their plans for college and ease the way. In addition, we've invited CSUSB and UCR to be partners in grants funded by the US Department of Education: one is the HSI STEM and Articulation grant titled "PASS GO," with emphasis on accelerated paths to college, transfer support, tutoring, and supplemental instruction. This grant has established a connection between our two institutions that creates a smooth transition for STEM students. Also through this grant, we have reviewed and updated our articulation agreements in STEM disciplines, so students lose no time in pursuing their academic paths. The CSUSB component of the project prepares students with paid internships in a field related to their career interest.

Similarly, we have established valuable connections through the US Department of Education Minority Science and Engineering Improvement Program (MSEIP), including partnerships with both CSUSB and UCR. CSUSB is providing the important element of a STEM teachers' institute in the summer, preparing students enrolled in STEM courses with the tools and strategies to teach math and science. At UCR, the partnership is expressed through a summer research program, where community college students from SBVC can work with faculty and teaching assistants in science labs. Nothing inspires students to higher academic achievement better than a taste of their future opportunities, and being involved in teaching and research programs provide this exposure early on in students' higher educational experience.

We have had a longstanding involvement with CSUSB and UCR, including campus visits by our students and faculty to these campuses, and your faculty and students visiting ours. We've worked together on college fairs, transfer events, and special events such as Celebrating Women in Mathematics and Science, and Empowering Men in Math and Science. We're developing accelerated programs combining two terms of math in one, shortening the time to transfer for those students who enter SBVC needing remedial work; this accelerated class helps them reach their transfer goals that much sooner.

I value the effort central to the collaboration of the Inland Empire Partnership and FACE to jointly support our students' academic and career goals. Our partnership holds the promise to create even more opportunities for our institutions to work together in the future, for the betterment of our students, and ultimately for our community.

Sincerely,

A handwritten signature in blue ink that reads 'Gloria Fisher'.

Dr. Gloria Fisher
President
San Bernardino Valley College

OFFICE OF THE CHANCELLOR

MORENO VALLEY COLLEGE | NORCO COLLEGE | RIVERSIDE CITY COLLEGE

January 8, 2015

Re: CSUSB's proposal for the Governor's Innovation in Higher Education Award

Dear President Morales,

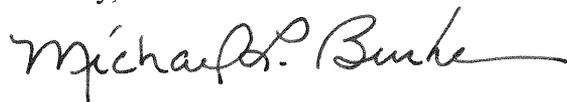
As Chancellor of Riverside Community College District (RCCD), I am honored to support the above-referenced proposal. RCCD is comprised of three-accredited colleges; Riverside City College, Norco College, and Moreno Valley College, enrolling 38,000 students and serving a large geography of inland Southern California of 1.5 million in population. Our District is a close academic partner with California State University, San Bernardino and University of California, Riverside, with shared mission and vision of student success and educational advancement. CSUSB is a long-time collaborator with our colleges and District in developing innovative and impactful programs to assist our students in achieving their goals of transferring to the university and attaining a four-year degree.

With nearly half of CSUSB's students coming from our local community colleges, the importance of the transfer pathway between our institutions is critical for closing the educational achievement gaps that exist between our region and other parts of California and the rest of the country. All of our institutions have a diverse and promising student body that would greatly advance and benefit from the proposed grant award. The involvement of our local community colleges in the regional collaboration through membership in FACE and the Education Council is of paramount importance to overcoming the challenges our institutions and citizens face with regard to educational attainment and employability.

These forums build upon the trust needed to advance bold steps to collectively create and develop new projects and programs. For many of our students, access through community college is a gateway to transfer to a university. This is key, as many of our student need remedial math and english for success at the college/university level, and we have a track record for preparation of the underprepared, which is key to advancement of our region. We are a region with underachieving educational preparedness for workplace success coupled with high unemployment rates. As such, it is imperative to advance their education to a four-year degree level, through transfer programs between community colleges and public, four-year universities.

The collective impact our institutions are creating together holds great promise for transforming our region through this coordinated cradle-to-career model. I respectfully request that this application be favorably reviewed, based upon both merit of the proposal, the great need of our students and our regional advancement; and the recognized success of the region to advance collaboration in educational attainment and advancement for an underserved and underperforming region. Education is the key to our region's advancement.

Sincerely,



Michael L. Burke, Ph.D.

Chancellor, Riverside Community College District

1533 Spruce Street, Suite 210

Riverside, CA 92507-2427

(951) 222-8800

Fax (951) 682-5339

www.rccd.edu



Office of the President

January 8, 2015

Re: CSUSB's proposal for the Governor's Innovation in Higher Education Award

Dear President Morales,

As Interim President of Riverside City College (RCC), I am honored to support the above-referenced proposal. Riverside City College is the largest college in the district with enrollment of about 20,000 and serving a large geography of inland Southern California of 1.5 million in population. The College has a close academic partner with California State University, San Bernardino and University of California, Riverside, with shared mission and vision of student success and educational advancement. CSUSB is a long-time collaborator with RCC in developing innovative and impactful programs to assist our students in achieving their goals of transferring to the university and attaining a four-year degree. RCC is equally engaged in the development of numerous pathways with UCR.

With nearly half of CSUSB's students coming from the community colleges, the importance of the transfer pathway between our institutions is critical for closing the educational achievement gaps that exist between our region and other parts of California and the rest of the country. All of our institutions have a diverse and promising student body that would greatly advance and benefit from the proposed grant award. The involvement of our local community colleges in the regional collaboration through membership in FACE and the Education Council is of paramount importance to overcoming the challenges our institutions and citizens face with regard to educational attainment and employability.

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The collective impact our institutions are creating together holds great promise for transforming our region through this coordinated cradle-to-career model. I respectfully request that this application be favorably reviewed, based upon both merit of the proposal, the great need of our students and our regional advancement; and the recognized success of the region to advance collaboration in educational attainment and advancement for an underserved and underperforming region. Education is the key to our region's advancement.

Sincerely,

Wolde-Ab Isaae, Ph.D.

Interim President, Riverside City College



AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

Dr. Sandy Husk
Chief Executive Officer

Board of Directors
Melendy Lovett
Chairman

Dr. Monte Moses
Vice Chairman

Clarence Fields
Secretary and Treasurer

Mary Catherine Swanson
Founder

Dave Gordon
Todd Gutschow
Dr. Sandy Husk
Gene I. Maeroff
Dr. Lionel "Skip" Meno
Dr. Eric J. Smith
Aracelia Vila
Dr. Stephen Weber

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Eastern Division
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Suite 118
Atlanta, GA 30329
Phone: 404.963.9300
Fax: 800.851.4159

Western Division
5889 Greenwood Plaza Blvd.
Suite 210
Greenwood Village, CO 80111
Phone: 303.436.2200
Fax: 303.741.0135

www.avid.org

January 8, 2015

Re: CSUSB's proposal for the Governor's Award for Innovation in Higher Education

Dear Innovation Award Review Panel,

I would like to extend my support as a member of the Advancement Via Individual Determination (AVID) Center Staff for California State University San Bernardino's selection as an Innovation Award recipient. CSUSB was the first and is the only higher education institution in the state of California to adopt the AVID Teacher Preparation Initiative. AVID for Higher Education's Teacher Preparation Initiative (TPI) is designed to impact teacher candidates through their teacher preparation programs. AVID TPI personnel collaborate with colleges of education to systematically address the needs of teacher candidates as they prepare to enter the teaching field. It is the goal of TPI to provide teacher candidates with a deep understanding of, and practical experience with, AVID frameworks, methodologies, and strategies so they enter the teaching field having analyzed and practiced instruction that makes them successful in meeting a broad spectrum of students' needs. CSUSB has embraced our teacher preparation program and implemented it in a manner that stands out as exemplary among all our TPI partners. CSUSB's College of Education has created active and reciprocal partnerships with local school districts. These partnerships create interests among secondary students to enter the teaching profession and to persist through college to graduation.

AVID is operating in numerous local school districts in region 10 (San Bernardino and Riverside Counties), and has shown considerable impact on public school students' academic preparation and success in a short time. With the implementation of TPI, CSUSB is ensuring that future generations of teachers in that region will be fluent in the techniques and pedagogy that are proving effective for helping students in the local schools overcome educational challenges. The partnership we are witnessing between CSUSB and the local school districts is also very impressive, as CSUSB now has a waiting list of districts who want to partner to ensure there is not a teaching gap when new teachers enter the classroom. We commend CSUSB for this leadership and commitment to improving college preparedness in California. AVID extends our strong support of this proposal and of our continued collaboration with CSUSB in helping the citizens of that region have the educational opportunities and support necessary for academic and professional success.

Sincerely,
Beth Parker
Beth Parker
Project Manager
AVID for Higher Education
Teacher Preparation Initiative

*AVID Center is a non-profit public benefit corporation under I.R.C. 501(c)(3).
Tax Identification No. 33-0522594*



December 30, 2014

Dear Innovation Award Committee Members:

On behalf of the Inland Empire Economic Partnership (IEEP) Board of Directors, I would like to express IEPP's full support for the California State University San Bernardino (CSUSB) and the University of California (UCR) submission for an Award in Higher Education. This application embodies inter-segmental linkages between business and the education community and has the potential to transform the economic vitality and the Quality of Life for those living in the Inland Empire of California. It fully addresses the goals set forth by Governor Brown, in particular to significantly increase the number of bachelor's degrees awarded in the area while reducing college student time to degree completion.

Throughout the past five years our organization in collaboration with the Federation for a Competitive Economy (FACE) has convened regional leaders in post-secondary and K-12 institutions with the intent of establishing regional goals and priorities. Increasing college going and college completion have been top priorities. Members of IEPP agree whole-heartedly that this strategy will allow our region to grow economically by developing our own regional skilled workforce needed for area our size in population density and economics.

Our regional collaborative efforts have led to the development and convening of the Inland Empire Education Council co-chaired and led by CSUSB President Tomas Morales and UCR Chancellor Kim with representation from 40 bi-county community college presidents, K-12 Superintendents and private colleges. The Education Council with the support of the business community chose three areas of reform: STEM Education; college and career readiness and communication, articulation and networking. Through the efforts of this Ed Council a regional asset map was developed to identify programs and resources for these three areas to identify and assist best practice models for scaled up purposes.

In 2010, FACE established the Inland Empire Education Collaborative, a working partnership with Education Council, the Policy Analysis for California Education (PACE) and regional stakeholders. This unique bi-county initiative is dedicated to creating a comprehensive model for addressing essential educational issues surrounding post-secondary readiness and career success by targeting Mathematics as a gateway to success. The collaborative achieves its goals through strategic meetings and policy change. Recently the Collaborative has begun steps toward developing a fourth year high school mathematics course for juniors who were assessed as conditionally ready by the Early Assessment Program exams. The purpose of the course is to ensure students are prepared for college level mathematics thus reducing the need for developmental/remedial coursework, and increasing options for college majors and decreasing time to bachelor degree attainment. A white paper has been developed to share with interested funding sources.

The Education Council is also collaborating with IEPP's Health Council to advise and assist with alignment of health care workforce pathways. The health council is comprised of regional Chief Executive Officers



Page 2 of 2

IEEP-Support-Innovation Award

of hospitals and clinics, with representation from public health officers from Riverside and San Bernardino Counties.

IEEP believes this Innovative Award will be of great benefit to employers, students and community members of this area and IEEP members are ready to help in all ways to the success of this endeavor. Thank you for your time and commitment. If you have any questions please feel free to contact me via email at pgranillo@ieep.com or by phone at (909) 215-5747.

Sincerely,

Paul C. Granillo
President & Chief Executive Officer

COACHELLA VALLEY ECONOMIC PARTNERSHIP



January 8, 2015

Dr. Tomas Morales, President
California State University San Bernardino
5500 University Parkway
San Bernardino, CA 92407

RE: Support for Governor's Award for Innovation in Higher Education

Dear President Morales:

On behalf of the membership of the Coachella Valley Economic Partnership (CVEP), we are pleased to express our support for the application for the Governor's Award for Innovation in Higher Education being submitted by the Inland Empire Collaborative for Educational Success.

As you know, the Coachella Valley is leading a model innovation to advance college completion aligned with economic development priorities. We see college attainment and career readiness as essential to building a thriving local economy. As a result, our region is pursuing an ambitious initiative to reverse the trend of low educational attainment and to begin to build a top-quality workforce for the jobs of the future.

We have dedicated the past nine years to building this unified approach. The strategies are outlined in a five year plan, the Coachella Valley Regional Plan for College and Career Readiness, which was collectively developed by leaders representing local business, the three K-12 school districts, the county office of education and workforce agencies, higher education institutions, and the Coachella Valley Economic Partnership. This strategic plan expands opportunity for students to prepare for and succeed in college and career. The strategies also assure students have the financial aid and scholarships necessary to enroll in college and complete a high-quality degree aligned with priority business sectors.

We are proud of the work that our business, education and community leaders have accomplished and are very enthusiastic about the opportunity to link our efforts with those of the broader Inland Empire.

The Governor's Innovation Award provides a compelling opportunity to transform the way our two-county region partners to support student success. The Inland Empire Collaborative for Educational Success has our full support in this application.

Sincerely,

A handwritten signature in black ink, appearing to read 'Rick Axelrod', written over a light blue horizontal line.

Dr. Rick Axelrod
Chairman, Board of Directors

A handwritten signature in black ink, appearing to read 'Joe Wallace', written over a light blue horizontal line.

Joe Wallace
Chief Innovation Officer & Interim CEO

Cc: CVEP Board of Directors



Inland Valley Development Agency San Bernardino International Airport



January 8, 2015

RE: LETTER OF SUPPORT GOVERNER'S INNOVATION AWARD

Dear Innovation Award Committee Members:

On behalf of the San Bernardino International Airport Authority, I would like to express my company's full support for CSUSB and UCR's Innovation in Higher Education award application. This application embodies inter-segmental linkages between business and the education community. It achieves the goals set forth by Governor Brown to significantly increase the number of bachelor's degrees awarded in the area while reducing college student time to degree completion.

As a major employer in the Inland Empire we are dedicated to bettering the quality of life and business climate in the Inland Empire. Throughout the past five years the Inland Empire Economic Partnership (IEEP), in collaboration with the Federation for a Competitive Economy (FACE), has convened regional leaders in post-secondary and K-12 institutions with the intent of establishing regional goals and priorities. Increasing college enrollments and college completion have been top priorities. Members of IEPP agree whole-heartedly that this strategy will allow our region to grow economically by developing our own regional skilled workforce needed for area our size in population density and economics.

We believe this innovative award will be of enormous benefit to the business community and will help to attract and retain a skilled workforce. This initiative will also improve the quality of life for students and community members of this area and as a business the San Bernardino International Airport Authority is dedicated to doing everything within our means to contribute to the success of this program. The business community is a committed partner in promoting the education of our community members and increasing the economic vitality of our region.

Sincerely,

**SAN BERNARDINO INTERNATIONAL
AIRPORT AUTHORITY**

Michael Burrows
Acting Executive Director



...Where Science Gets Down to Business!

9 January 2015

Dear Innovation Award Committee Members:

Kelly Space & Technology, Inc. (KST) wishes to express its full support of the California State University San Bernardino (CSUSB) and University of California Riverside (UCR) Innovation in Higher Education Award application. This application embodies inter-segmental linkages between business and the education community. It achieves the goals set forth by Governor Brown to significantly increase the number of bachelor's degrees awarded in the area while reducing college student time to degree completion.

As KST President and CEO, Chairman of the Career Pathways and Education Committee for the State of California Workforce Investment Board and as President of the San Bernardino City Unified School District (SBCUSD) Board of Education, I have a strong commitment to our region and to efforts that improve the education, training and career opportunities that are essential to the economic health of our region. KST, along with our 501(c)(3) non-profit, Technical Employment Training, Inc., has developed tangible business-education partnerships to provide our youth and adult students with relevant, exciting, hands-on instruction and training to encourage student academic growth, scholastic achievement and career readiness, particularly for our underserved populations.

As a longstanding partner and member of the Alliance for Education Executive Board, we have seen first-hand the value of hands-on learning in motivating students to pursue knowledge beyond even their dreams – our students are only “at-risk” if we fail to challenge them to excel or provide a vision for the future with less than limitless possibilities. We believe that incorporating hands-on instructional strategies is an essential component of a well-rounded curriculum necessary to capture student interest, motivate life-long learning and produce a technologically literate workforce.

As an inventor and technology developer, it is clear that science, technology, engineering and mathematics (STEM) industries are critical drivers of economic growth. The U.S. Bureau of Labor Statistics projects that seven of the ten fastest growing occupations are in STEM fields, and California is expected to have over 1 million STEM jobs within five years, far more than any other state. Our State's and indeed our Nation's future economic success is closely tied to developing a workforce with the talent, creativity, skills and knowledge to innovate in STEM fields.

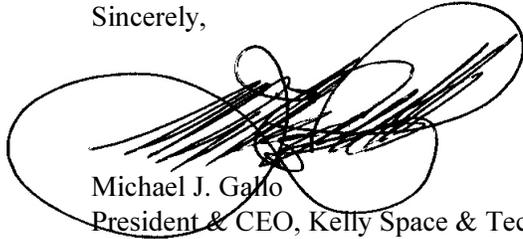
We believe this innovative award will be of significant benefit to employers, students and community members within our region and inspire even broader participation and commitment to transforming our region through educational attainment. This effort reflects my personal and my company's core values of ensuring that all students successfully graduate high school, college and career ready, and successfully pursue higher education and life-long learning opportunities. We are committed to providing a world-class education to all our students, while cultivating strong partnerships with business/industry and the community.

Kelly Space Letter to Innovation Award Committee
CSUSB/UCR Innovation in Higher Education Award Application
1/9/2015, Page 2 of 2

It is critical to the future of our Nation to be steadfast in creating a well-educated and highly-skilled workforce able to meet the occupational demands of a globally-competitive economy. This is truly the key to providing our students with a passport to prosperity.

We remain a committed partner to the advancement of quality education that leads the world in technology innovation. Thank you for your consideration and if you have any questions, please feel free to contact me anytime.

Sincerely,

A handwritten signature in black ink, appearing to read "Michael J. Gallo", is written over a large, stylized, scribbled-out signature area.

Michael J. Gallo
President & CEO, Kelly Space & Technology, Inc.

Founder & CEO, Technical Employment Training, Inc.
President, San Bernardino City Unified School District (SBCUSD) Board of Education
Governor Appointee and Chairman, State of California Workforce Investment Board, Career Pathways & Education Committee and the Certifications & Credentials Working Group
Founder & Program Director, Launch Initiative
Executive Board Member, Inland Empire Economic Partnership (IEEP)



January 7, 2015

Dear Innovation Award Committee Members:

On behalf of Bank of America, I would like to express my company's full support for CSUSB and UCR's Innovation in higher education award application. This application embodies inter-segmental linkages between business and the education community. It achieves the goals set forth by Governor Brown to significantly increase the number of bachelor's degrees awarded in the area while reducing college student time to degree completion.

As a major employer in the Inland Empire, Bank of America is dedicated to improving the quality of life and business climate in the Inland Empire. Throughout the past five years IEEP, in collaboration with the Federation for a Competitive Economy (FACE) has convened regional leaders in post-secondary and K-12 institutions with the intent of establishing regional goals and priorities. Increasing college enrollments and college completion have been top priorities. Members of IEEP agree whole-heartedly that this strategy will allow our region to grow economically by developing our own regional skilled workforce needed for area our size in population density and economics.

We believe this innovative award will be of enormous benefit to business community to attract and retain a skilled workforce. This initiative will also improve the quality of life for students and community members of this area and our company is dedicated to doing everything within our means to contribute to the success of this program. The business community is a committed partner in promoting the education of our community members and increasing the economic vitality of our region.

Sincerely,

A handwritten signature in cursive script, appearing to read "Al Argüello".

Al Argüello
Market President, Inland Empire
Bank of America

Tel: 951.274.4111 • Fax: 213.457.2500

Bank of America, CA6-129-02-04
3650 14th Street, Suite 204, Riverside, Ca 92501



Lupe C. Valdez
Director Public Affairs
(562) 566-4612

January 7, 2015

Dear Innovation Award Committee Members:

On behalf of Union Pacific Railroad, I would like to express our support for CSUSB and UCR's Innovation in higher education award application. This application embodies critical linkages between business and the education community. It achieves the goals set forth by Governor Brown to significantly increase the number of bachelor's degrees awarded in the area while reducing college student time to degree completion.

As a major employer in the Inland Empire, Union Pacific is dedicated to better the quality of life and business climate in the Inland Empire. Throughout the past five years IEEP, in collaboration with the Federation for a Competitive Economy (FACE) has convened regional leaders in post-secondary and K-12 institutions with the intent of establishing regional goals and priorities. Increasing college enrollments and college completion have been top priorities. Members of IEEP agree whole-heartedly that this strategy will allow our region to grow economically by developing our own regional skilled workforce needed for the 21st Century and beyond.

We believe this award will be of great benefit to the business community as it will help to attract and retain a skilled workforce. This initiative has the ability to improve the quality of life for students and community members of this region. UP is dedicated to doing everything within our means to contribute to the success of this program. The business community is a committed partner in promoting the education of community members and increasing the economic vitality of this region.

Sincerely,

A handwritten signature in black ink that reads "Lupe C. Valdez". The signature is written in a cursive, flowing style.



Letter of Support for Governor's Innovation Award in Higher Education

January 7, 2015

Dr. Tomas Morales, President
California State University San Bernardino
5500 University Parkway
San Bernardino, CA 92407

Attention: President Tomas Morales

Re: Letter of Support - Governor's Award for Innovation in Higher Education

Dear President Morales,

As local business professionals comprising Coachella Valley Economic Partnership's (CVEP's) Business Engagement Committee, we are writing to express our endorsement for the Inland Empire Collaborative for Educational Success' application for the Governor's Award for Innovation in Higher Education.

We believe increasing baccalaureate degree completion in the Inland Empire is critical to building a top quality workforce for the region and will have a direct impact on our economy. This award would accelerate the momentum already underway to prepare all students for college, career and life success.

Under the collectively adopted Coachella Valley Regional Plan for College and Career Readiness (Oct 2012), hundreds of business partners, the three K-12 school districts, the county office of education and workforce agencies, higher education institutions, and the Coachella Valley Economic Partnership have joined forces in a five-year effort to expand opportunity for local students to prepare for and succeed in college. This strategic plan also assures students have the financial aid and scholarships necessary to enroll in college and complete a high-quality degree aligned with priority business sectors.

As champions for the Regional Plan, our committee consists of business professionals from diverse business sectors, including media (Silver Vision Media), utilities (Imperial Irrigation District), technology (Silicon Springs Ventures), healthcare (Avid Physical Therapy), finance (Pacific Western Bank), non-profit (United Way), and government (Agua Caliente Band of Cahuilla Indians). Through the plan, we have collectively committed to a set of goals and strategies to remove obstacles to post-secondary success and accelerate innovations impacting student readiness.

Key areas of success are:

- By providing required work-based learning opportunities for students, we have supported local school districts as they increased the number of high school career academies (a proven college-readiness strategy) from 5 to 18, serving approximately 850 students in 2005 to 2,750 students in 2013. This number comprises 50% of all career academies in Riverside County. Graduation rates for these cohorts is 98%; self-reported college-going rates are 89%
- For the past five years, local businesses have supported a Regional Financial Aid/FAFSA completion campaign resulting in completion rate increases from 50% in 2013 to 64% in 2014. We continue to support our region's established goal of an 85% completion rate by 2018.

COACHELLA VALLEY ECONOMIC PARTNERSHIP



- Since 2009, CVEP and 20-plus matching partners, including UCR, CSUSB, and COD Alumni Association, have awarded more than 1850 scholarships to low-income students, totaling \$8.8 million. The partners have aligned scholarship-giving criteria, systematic student support services, and business engagement to assure student success. These scholarship students persist at a higher rate than the general student population (91% vs. 83% for class of 2011).
- During the 2013-14 academic year, more than 425 business professionals donated close to 24,000 hours to provide work-based learning opportunities for students and support for college and career success strategies.

Our region's business leadership sees college attainment as an essential component of a thriving economy. The region is committed to this ambitious initiative to reverse the trend of low educational attainment and to begin to build a top-quality local workforce for the jobs of the future.

To that end, we are in full support of the Inland Empire Collaborative for Educational Success' application for this award and are committed to providing business leadership to assure student success in college and the workforce.

Sincerely,

A handwritten signature in black ink, appearing to read 'Patrick Swarthout', is written over a light blue horizontal line.

Patrick Swarthout, Public Affairs Officer
Imperial Irrigation District
Chair, CVEP Business Engagement Committee



CALIFORNIA STEEL INDUSTRIES, INC.

1 California Steel Way; P. O. Box 5080
Fontana, California 92335
(909) 350-6300
Fax (909) 350-6223

January 9, 2015

Dear Innovation Award Committee Members:

On behalf of California Steel Industries, I would like to express my company's full support for CSUSB and UCR's Innovation in higher education award application. This application embodies inter-segmental linkages between business and the education community. It achieves the goals set forth by Governor Brown to significantly increase the number of bachelor's degrees awarded in the area while reducing college student time to degree completion.

As a major employer in the Inland Empire CSI is dedicated to better the quality of life and business climate in the Inland Empire. Throughout the past five years IEEP, in collaboration with the Federation for a Competitive Economy (FACE) has convened regional leaders in post-secondary and K-12 institutions with the intent of establishing regional goals and priorities. Increasing college enrollments and college completion have been top priorities. Members of IEEP agree whole-heartedly that this strategy will allow our region to grow economically by developing our own regional skilled workforce needed for area our size in population density and economics.

We believe this innovative award will be of enormous benefit to business community to attract and retain a skilled workforce. This initiative will also improve the quality of life for students and community members of this area and as a business CSI is dedicated to doing everything within our means to contribute to the success of this program. The business community is a committed partner in promoting the education of our community members and increasing the economic vitality of our region.

Sincerely,

A handwritten signature in black ink that reads "Brett Guge". The signature is written in a cursive, flowing style.

Brett Guge
Executive Vice President, Finance & Administration
California Steel Industries, Inc.
Incoming Chair, Inland Empire Economic Partnership, Board of Directors



January 9, 2015

Dear Innovation Award Committee Members:

On behalf of Cardenas Markets, one of the Inland Empire's largest locally owned grocery chains, I would like to express my company's full support for CSUSB and UCR's Innovation in higher education award application. This application embodies inter-segmental linkages between business and the education community. It achieves the goals set forth by Governor Brown to significantly increase the number of bachelor's degrees awarded in the area while reducing college student time to degree completion.

As a major employer in the Inland Empire Cardenas Markets is dedicated to better the quality of life and business climate in the Inland Empire. Throughout the past five years the Inland empire Economic Partnership, in collaboration with the Federation for a Competitive Economy (FACE) has convened regional leaders in post-secondary and K-12 institutions with the intent of establishing regional goals and priorities. Increasing college enrollments and college completion have been top priorities. Members of IEEP agree whole-heartedly that this strategy will allow our region to grow economically by developing our own regional skilled workforce needed for area our size in population density and economics.

We believe this innovative award will be of enormous benefit to business community to attract and retain a skilled workforce. This initiative will also improve the quality of life for students and community members of this area and as a business Cardenas Markets is dedicated to doing everything within our means to contribute to the success of this program. The business community is a committed partner in promoting the education of our community members and increasing the economic vitality of our region.

Sincerely,

A handwritten signature in black ink, appearing to read "MR", written over a white background.

Marco Robles
Public Affairs Director, Cardenas Markets
Incoming Vice Chair, Inland Empire Economic Partnership



SAN ANTONIO COMMUNITY HOSPITAL

January 8, 2015

Dear Innovation Award Committee Members:

On behalf of San Antonio Community Hospital, I would like to express my full support for California State University San Bernardino (CSUSB) and University of California Riverside's (UCR) Innovation in Higher Education Award application. This application embodies synergistic relationships between business and the education community. It achieves the goals set forth by Governor Brown to significantly increase the number of bachelor's degrees awarded in the area while reducing college student time to degree completion.

As a major employer in the Inland Empire, San Antonio Community Hospital is dedicated to improve the health of people of our region and to support a positive business climate in the Inland Empire. Our pursuit of these goals and support the Innovation Award nominations of CSUSB and UCR will improve the health status of the residents of the Inland Empire.

Over the past five years IEEP, in collaboration with the Federation for a Competitive Economy (FACE) has convened regional leaders in post-secondary and K-12 institutions with the intent of establishing regional goals and priorities. Increasing college enrollments and college completion have been top priorities. Members of IEEP agree whole-heartedly that this strategy will allow our region to grow economically by developing our own regional skilled workforce needed for area our size in population density and economics.

We believe this innovative award will be of enormous benefit to business community to attract and retain a skilled workforce. This initiative will also improve the quality of life for students and community members of this area and as a business and as a hospital, we are dedicated to doing everything within our means to contribute to the success of this program. The business community is a committed partner in promoting the education of our community members and increasing the economic vitality of our region.

Sincerely,

Harris F. Koenig
President and Chief Executive Officer

HK:bp



350 Terracina Blvd.
P.O. Box 3391
Redlands, CA 92373-0742
909-335-5500
Fax 909-335-6497

January 9, 2015

Dear Innovation Award Committee Members:

Redlands Community Hospital supports California State University San Bernardino and University of California, Riverside's Innovation in Higher Education application. This application embodies linkages between business and the education community, and it achieves the goals set forth by Governor Brown to significantly increase the number of bachelor's degrees awarded in the area while reducing college student time to degree completion.

As a major employer in our area, Redlands Community Hospital is dedicated to better the quality of health, life, and business climate in the Inland Empire. Throughout the past five years the Inland Empire Economic Partnership, in collaboration with the Federation for a Competitive Economy (FACE), has convened regional leaders in post-secondary and K-12 institutions with the intent of establishing regional goals and priorities. Increasing college enrollments and college completion have been top priorities. Members of IEEP agree whole-heartedly that this strategy will allow our region to grow economically by developing a regional skilled workforce.

We believe this innovative effort will be of enormous benefit to the Inland business community to help attract and retain a skilled workforce. This initiative will also improve the quality of life for students and community members of this area, and Redlands Community Hospital is dedicated to contributing to the success of this program. The Inland Empire business community, including this hospital, is a committed partner in promoting the education of our community members and we believe that the CSUSB / UCR initiative accomplishes that purpose.

Thank you for favorably considering this collaborative and innovative initiative for the Governor's Recognition Award.

Sincerely,

A handwritten signature in cursive script that reads "Harvey S. Hansen".

Harvey S. Hansen
Vice President, Professional and General Services



County Administrative Office
Governmental & Legislative Affairs

Josh Candelaria
Governmental & Legislative
Affairs Director

January 8, 2015

California Department of Finance
Education Systems Unit—Innovation Awards
7th Floor
915 L Street
Sacramento, CA 95814

Dear Innovation Award Committee Members:

The County of San Bernardino is pleased to support California State University, San Bernardino (CSUSB) and the University of California, Riverside's (UCR) collaborative application for the Innovation in Higher Education award. The vastness and complexity of the Inland Empire (IE), home to two four-year public universities, nine community colleges, and almost 60 school districts, combined with one of the most economically and socially disadvantaged regions in the nation, we believe makes this collaborative approach a model for other regions in the state.

In June of 2011, the San Bernardino County Board of Supervisors adopted a shared vision for the region that would enlist the support of stakeholders from private/public industries, education, and non-profit sectors to improve the ecosystem that ensures every resident has an opportunity to prosper and achieve well-being. In keeping with this vision, CSUSB adopted San Bernardino County's Cradle to Career Roadmap and is intricately involved in further developing the benchmarks and strategies along the educational continuum.

Working hand-in-hand with county education offices, colleges and universities, non-profits, businesses and local school districts, CSUSB is helping to make college a possibility for all IE high school students. Through articulation agreements with its nine community college partners in the IE, CSUSB is helping transfer students map their path from community college to university and accelerate their time to degree. This is critical to a region where 70% of CSUSB graduates are the first in their families to earn bachelor's degrees, creating a new springboard of opportunity for the city and other communities throughout the Inland Empire.

As one of the largest employers in the city and region, Cal State San Bernardino plays a vital role in growing our local economy and improving the quality of life for our community. The County fully supports their application and thanks you for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "James Ramos".

James Ramos
Board of Supervisors Chairman
Third District Supervisor
County of San Bernardino

BOARD OF SUPERVISORS

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GREGORY C. DEVEREAUX
Chief Executive Officer

STATE CAPITOL
P.O. BOX 942849
SACRAMENTO, CA 94249-0062
(916) 319-2062
FAX (916) 319-2162

DISTRICT OFFICE
290 North "D" Street, Suite 290
(909) 381-3238
(FAX) (909) 885-8589

Assembly
California Legislature

CHERYL R. BROWN
ASSEMBLYMEMBER, FORTY SEVENTH DISTRICT



January 8, 2014

Department of Finance
Attn: Innovation Award Committee
915 L Street
Sacramento, CA 95814

Dear Innovation Award Committee Members:

It is my pleasure to recommend California State University, San Bernardino (CSUSB) and the University of California, Riverside (UCR) for an Award in Innovation in Higher Education.

Despite the growth that our region has experienced, the Inland Empire continues to lag in higher education attainment in respect to other parts of the state and nation. The only way that our region can create and sustain economic growth is by ensuring that our students are successfully attaining their bachelor's degree in a timely manner. Our desire for our children is to be successful. In order for that to happen, we need to work in partnership. The support of our state leaders will be very crucial in meeting our long-term educational goals for this region.

The Governor's award calls for a significant increase in the number of bachelor's degrees awarded; the completion of a bachelor's degree within four years after beginning higher education; and to make the transfer admissions process as easy as possible. CSUSB and UCR's application seeks to achieve the goal of significantly increasing the number of bachelor's degree awards by shortening time to completion and aligning K-12 with higher education to allow for a college-to-career pathway. Currently, time to degree within our regional higher education institutions is approximately six years. Students enter into higher education not prepared to take on the rigorous course work that would allow them to complete within a four-year window, and a large portion of that demographic is challenged by entering in with remediation requirements. Thus, the time to degree is increased by additional time in college- and also increasing their need to pay for college. In order for the Inland Empire to move forward with a highly skilled workforce to meet 21st century industry needs they must be ready for the fields of tomorrow. An essential piece to achieving a higher skilled workforce is within the Science, Technology, Engineering, and Math (STEM) fields.

This application seeks to address the issues in three different ways. One is by addressing remedial (time to degree) through the MOU process that allows for a-g requirements to be the

curriculum for students and will allow students to increase their academic rigor. The second method is by encouraging an early assessment in high school that will identify early intervention if a student needs further study in a field. In addition, the application calls for an effort to add a fourth-year math requirement for all students throughout the region. This effort is supported by both county superintendents in San Bernardino and Riverside counties. This is also highly encouraged by the higher education institutions. Studies have shown that an additional math increases the likelihood that students will not need additional remediation in college. The third way in which the application addresses the issue is by enacting college and career readiness initiatives.

Other ways that the application addresses the issue of bachelor degree attainment is through the strategic partnership both institutions have with the regional leaders and the business community. The Education Council with the support of the business community chose three areas of reform: STEM Education; college and career readiness and communication, articulation and networking. Through the efforts of this Ed Council, a regional asset map was developed to identify programs and resources for these three areas to identify and assist best practice models for scaled up purposes. The items IEEC has championed are great efforts that are already in practice throughout the Inland Empire.

For the reasons listed above, I wholeheartedly believe CSUSB's and UCR's application is an application that will truly benefit the students, community and business climate of the Inland Empire.

Sincerely,

A handwritten signature in black ink that reads "Cheryl R. Brown". The signature is written in a cursive, flowing style.

Cheryl R. Brown
Assembly Member, District 47



OFFICE OF: Mayor

Phone: 951-736-2370
Fax: 951-736-2493

400 South Vicentia Avenue, Corona, California 92882
City Hall Online All The Time – <http://www.discovercorona.com>

January 9, 2015

RE: Governor's Innovation Award Letter of Support

Dear Innovation Award Committee Members:

As Mayor for the City of Corona, I would like to express my support for California State University San Bernardino (CSUSB) and University of California, Riverside's (UCR) Innovation in Higher Education application. This application embodies inter-segmental linkages between business and the education community and achieves the goals set forth by Governor Brown to significantly increase the number of bachelor's degrees awarded in the area while reducing college student time to degree completion.

The City of Corona is dedicated to improving the quality of life and business climate in the Inland Empire. Throughout the past five years the Inland Empire Economic Partnership, in collaboration with the Federation for a Competitive Economy (FACE) has convened regional leaders in post-secondary and K-12 institutions with the intent of establishing regional goals and priorities. Increasing college enrollments and college completion have been top priorities. Members of IEEP agree whole-heartedly that this strategy will allow our region to grow economically by developing the regional skilled workforce needed for an area of our size.

This innovative award will help the business community attract and retain a skilled workforce and thus bring tremendous benefits regionally to our communities. The business community is a committed partner in promoting the education of our community members and increasing the economic vitality of our region.

Sincerely,

A handwritten signature in blue ink that reads 'Eugene Montanez'.

Eugene Montanez
Mayor

Appendix B Supporting Material Item 3

Inland Empire Collaboration for Academic Success

The beliefs and priorities that propelled the regional and institutional innovations that comprise our collective impact model and investments described in this proposal are:

- *Tied closely to economic development and quality of life, post-secondary readiness and completion are number one priorities for educators, civic leaders, businesses, and the community.*
- *Reading comprehension, mathematics and algebraic thinking, and basic writing proficiencies are skills necessary for both college and career success.*
- *Through a common language of what college readiness means, we can bring a clear and accurate message to students, parents and educators.*
- *Closer alignment of standards and expectations among the multiple segments of the region's education system will benefit all stakeholders.*
- *Reducing the need and cost for post-secondary remediation advances college completion rates, and improves organizational and individual bottom lines.*

Background Data providing justification for actions taken before 1/2014

Between 2000 and 2012, the proportion of residents in San Bernardino County over the age of 25 with a Bachelor's degree or higher rose from 16% to 19%.

- However, at 19%, San Bernardino County is below the state (31%), nation (29%), and all peers and neighboring regions compared for college graduates.
- Between 2000 and 2012, the proportion of residents over age 25 who are high school graduates rose from 74% to 78%.
- At 78%, San Bernardino County has the second lowest proportion of high school graduates among regions compared and falls below state and national averages (82% and 86%, respectively).

Within San Bernardino County, the UC/CSU eligibility rate has improved significantly, reaching the highest level in nearly 20 years of tracking:

- 31% of San Bernardino County seniors graduating in 2011/12 did so having completed the necessary coursework to be eligible for a UC or CSU campus.
- This rate builds on the previous year's six point gain and is seven points higher than the previous 10-year average for UC/CSU eligibility.
- However, San Bernardino County's rate of eligibility remains lower than the statewide average of 38%.
- UC/CSU eligibility varies by race and ethnicity, with Asian students the most likely to be UC/CSU eligible and African American and Latino students the least likely (23% and 26%, respectively).

Riverside County high school seniors made notable UC/CSU eligibility gains recently:

- 35% of Riverside County seniors in 2012/13 graduated with the necessary coursework to be eligible for a UC or CSU campus.
- This continues the upward trend of the past few years and returns Riverside County to the 15-year high of 35% last achieved in 2000/01.
- Riverside County's rate of eligibility is lower than the statewide average of 39%.

UC/CSU eligibility varies by race and ethnicity:

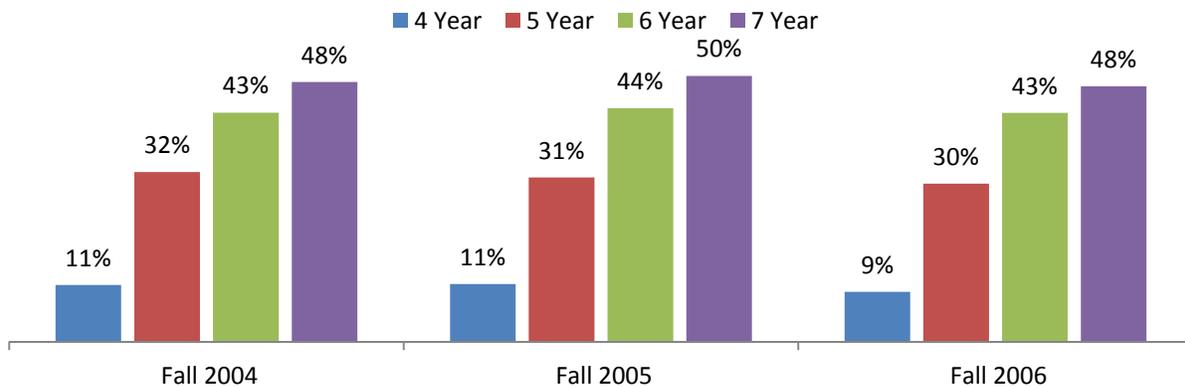
- Asian students are the most likely to be UC/CSU eligible (60%), but comprise only 6% of all high school graduates.²

- Latino students are among the least likely to be UC/CSU eligible (26%), but comprise 56% of all high school graduates.
- White students make up 28% of high school graduates, with 42% UC/CSU eligible.
- African American students comprise 8% of high school graduates, with 31% UC/CSU eligible.

CSUSB Retention & Graduation Rates

First - to - second year retention rate for CSUSB is 88 % (fall 2011) which surpasses the CSU system wide retention rate of 84 %. Second - to - third year retention for CSUSB is 79% (fall 2010) which also surpasses the CSU system wide retention rate of 75%. However, despite high retention, CSUSB is less successful graduating students in a timely fashion. The current four - year graduation rate for CSUSB is 11 % (fall 2008) which is lower than the CSU system wide graduation rate of 16 %. The six - year graduation rate for CSUSB is 43 % (fall 2006) which is lower than the CSU system wide graduation rate of 51 %. On average, students entering as first - time, full - time freshmen graduate from CSUSB in 5.3 years. Given the increase in tuition and student fees and the potential economic contribution of our alumni to the local community, the importance of graduating students in a timely manner has become an area of emphasis for CSUSB.

Cumulative Graduation Rates for CSUSB Fall Cohorts 2004-2006



FACE Membership

Name	Organization	Title
Edward Agundez	Perris Elementary School District	Superintendent
Kathy Allavie	Riverside Unified School District	Board Member
Dan Anderson	Riverside Community Health Foundation	President/CEO
Sally Andriamiarisoa	Gaia Global Elite	President
Donald Averill	San Bernardino County Schools office	Consultant on Special Assignment
Fredrick Axelrod	LifeStream	President/CEO
Jaime Ayala	Colton Joint Unified School District	Assistant Superintendent Business Services
Kevin Baker	Alliance for Education	Business/Community Liaison
Ralph Baker	Excelsior Public Charter School	Executive Director
Thomas Baldwin	University of California Riverside	Dean
Virgil Barnes	Ontario-Montclair Unified School District	Superintendent
Kathy Barr	AT&T, Greater Riverside Hispanic Chamber of Commerce	Director of External Affairs, VP Legislative
Bruce Barron	San Bernardino Community College District	Acting Chancellor/Vice Chancellor for Fiscal Services
Socorro Barron	San Bernardino County Schools	Directors of Standards-Based Curriculum/Instruction

Kathy Barton	University of California, Riverside	Director of Communications - Health Affairs
Kent Belcher	Corona-Norco Unified School District	Superintendent
Iddo Benzeevi	Highland Fairview	President
Virginia Blumenthal	Riverside Community College/ Blumenthal Law Offices	Trustee & Board President/Lawyer
Mitch Boretz	University of California, Riverside	Technical Communications Specialist
Gordon Bourns	Bourns, Inc	CEO
Linda Braatz-Brown	University of California, Riverside	Director, Special Programs
Glen Brady	Riverside Community College District	Director, Distance Education/Open Campus
Darin Brawley	Adelanto School District	Interim Superintendent
Larry Buckley	San Bernardino Valley College	Vice President
Charlotte Burgess	University of Redlands	Vice President and Dean of Student Life
Linda Callaway	Menifee Unified School District	Superintendent
Shelagh Camak	Riverside Community College	Exec Dean, Workforce Development & Student Support
Rich Cardullo	University of California, Riverside	Professor of Biology
Cindy Carpenter	BAE Systems	Program Director, Site Executive Ontario
Cheryl Carrier	Ford Motor Company	Program Director, 21st Century Education Programs
Karen Childers	Chaffey College- Chino	CTE Grant Coordinator
Jennifer Cichocki	University of California, Riverside	Special Programs Officer
Milton Clark	Cal State San Bernardino	Dean of Undergraduate Studies
Pamela Clute	University of California, Riverside	Assistant Vice Provost, Academic Partnerships
Steve Clute	Economic Development, LMCC	Business Development Director
Lisa Conyers	Riverside Community College District, Moreno Valley	Vice President, Educational Services
Kristin Crellin	Schools First Credit Union	Executive Director
Carmel Crimmins	Sisters of Mercy U.S. Province	Sister/Leadership Team
Celia Cudiamant	Community Foundation	Vice President
Jamil Dada	Provident Bank	Chairman
Debra Daniels	San Bernardino Community College District	President
Barbara Davis	Moreno Valley School District	Assistant Superintendent, Educational Services
Brenda Davis	Riverside Community College- Norco	President
Richard Delano	Social Marketing Services	President
Arturo Delgado	San Bernardino City School District	Superintendent
Nick DeMartz	Alliance for Education	Supervising Employment Services Specialist
Bob Denham	University of Redlands	Dean of Education
Brian Dietz	Helendale School District	Superintendent
Debra DiThomas	Riverside Community College	Assoc. Vice Chancellor Student Services & Operations
Tom Donahue	Marriott Resorts	General Manager
Stuart Dorsey	University of Redlands	President
Mark Dowling	Alliance for Education	Agency Administrator
James Downs	Colton Joint Unified School District	Superintendent
Elliott Duchon	Jurupa Unified School District	Superintendent
Sharon Duffy	University of California, Riverside	Acting Dean, University Extension
Kathy Dutton	Chaffey College	Director, Economic Development/Community Education
Ron Ellis	California Baptist University	President
William Ermert	Riverside Unified School District	Asst. Superintendent, Instructional Services
Jackie Espinoza	Jurupa Unified School District	Assistant Superintendent Education Services
David Fairris	University of California, Riverside	Vice Provost Undergraduate Education
Kathleen Felci	Desert Sands Unified School District	Assistant Superintendent of Education Services
Nick Ferguson	Riverside County Office of Education	Associate Superintendent, Personnel Services

Carole Ferraud	Bear Valley Unified School District	Superintendent
John Field	Office of Supervisor John F.Tavaglione	Chief of Staff
Jackie Fisher	Antelope Valley College	President
Bill Flores	HDR, Inc.	Project Manager
Daniel Foster	Community Foundation	CEO
Shari Fox	San Jacinto Unified School District	Superintendent
Bob Frost	IBEW 440	Business Manager
Richard Giese	California Collegiate Brain Trust	Consultant
Ed Gould	Imperial Valley College	President
Greg Gray	Riverside Community College District	Interim Chancellor
Jonathan Greenberg	Perris Union High School District	Superintendent
Norman Guith	Desert Center Unified School District	Superintendent
Rudy Hanley	School's First Credit Union	President/CEO
Sandy Harmsen	Alliance for Education	
Gloria Harrison	Crafton Hills College	President
Richard Hart	Loma Linda University	president
Lynn Hatton	Adelante Educ. Services, Riv. County Educational Alliance	President
Mark Hawkins	Altura Credit Union	CEO/President
Brian Hawley	Luminex	CEO
Edmund Heatley	Chino Valley Unified School District	Superintendent
Beth Higbee	San Bernardino County Superintendent of Schools	Assistant Superintendent of Curriculum/Instruction
Jay Hoffman	Nuview Union Elementary School District	Superintendent
Matthew Holten	Chaffey Joint Union	Superintendent
Jim Hottois	Palo Verde College	President
Ed Huante	Toyota, North American Parts Center	National Manager
Bradley Hyman	University of California, Riverside	Associate Vice Provost - Undergraduate Education
Marc Jackson	Silver Valley Unified School District	Superintendent
Alan Jensen	Val Verde Unified School District	Superintendent
Paul Jessup	Riverside County Office of Education	Deputy Superintendent
Mark Johnson	Murrieta Valley Unified School District	Director of Alternative Education
Anne Jones	University of California, Riverside	Director of Teacher Education
Shawn Judson	Etiwanda School District	Superintendent
Linda Kaminiski	Upland Unified School District	Assistant Superintendent
Albert Karnig	Cal State San Bernardino	President
Kristina Kaufman	Riverside Community College District	Associate Vice Chancellor Institutional Effectiveness
Barry Kayrell	Beaumont Unified School District	Superintendent
Sherry Kendrick	Yucaipa-Calimesa Joint Unified School District	Superintendent
Haragewen Kinde	San Bernardino Community Valley College	Dean of Math, Business & Computer Technology
Kathy Kinley	Engineers Without Borders	Education Lead
Jeff Kraus	University of California, Riverside	Community & Local Government Relations
Rowena Lagrosa	Moreno Valley Unified School District	Superintendent
Carol Leighty	Temecula Valley Unified School District	Superintendent
Susan Levine	Barstow Unified School District	Superintendent
Randall Lewis	Lewis Group of Companies	Executive Vice-President
Ronald Loveridge	City of Riverside	Mayor
Rudy Macioge	Lucerne Valley Unified School District	Superintendent
Ray Maghroori	Riverside Community College	Vice Chancellor Academic Affairs
Jim Majchrzak	Morongo Unified School District	superintendent

Lorri McCune	Palm Springs Unified School District	Superintendent
Sharon McGehee	Desert Sands Unified School District	Superintendent
Sue McKee	University of California Riverside	Director of State Relations
Mark McKinney	Hesperia Unified School District	Superintendent
Ricki McManuis	Altura Credit Union	Senior Vice President of Corporate Communications
Kim McNulty	Coachella Valley Economic Partnership	Consultant, Program Manager
Ricardo Medina	Coachella Valley Unified School District	Superintendent
Joe Mendoza	IBEW Local 440	Business Development
Rick Miller	Riverside Unified School District	Superintendent
Alice Molina	San Bernardino Diocese	Sister
Kim Moore	Oro Grande School District	Superintendent
Ivan Murray	Palo Verde College	Public Information Officer
Debra Mustain	Alliance for Education	Coordinator
Jan Muto	Riverside Community College- Riverside	President
Sharon Nagel	Central School District	Superintendent
Victoria Nasman	California Employment Development Department	
Kathleen Oles	SB County Workforce Development	Deputy Director of Programs
Mary Jane Olhasso	City of Ontario	Economic Development Director
Cali Olsen-Binks	Fontana Unified School District	Superintendent
Patsy Oppenheim	University of California Riverside	Assistant Vice Provost, Undergraduate Education
Frank Passarella	Lake Elsinore Unified School District	Superintendent
Jerry Patton	College of the Desert	President
Ronald Peavy	Rim of the World School District	Superintendent
Phillip Pendley	Hemet Unified School District	Superintendent
Monte Perez	Riverside Community College- Moreno Valley	President
Tom Pike	Corona-Norco Unified School District	Assistant Superintendent of Executive Services
Bobbie Plough	Romoland Unified School District	Superintendent
Leslie Pollard	Loma Linda University	Vice President
Charles Raff	Trona Joint Unified School District	Superintendent
Ron Redfern	Press Enterprise	Publisher/CEO
Lisa Reece	HDR Engineering, Inc	Vice President
Lori Rhodes	Redlands Unified School District	Superintendent
Leslie Rodden	Alliance for Education	Coordinator, Secondary Reform Unit
Diana Rodriguez	Palo Verde College	VP of Student Services
Helen Rodriguez	Colton Joint Unified School District	Director of Pupil Personnel Services
Cindy Roth	Riverside Chamber of Commerce	CEO
Gary Rutherford	Upland Unified School District	Superintendent
James Sandoval	University of California, Riverside	Vice Chancellor-Student Affairs
Julie Schaepper	Loma Linda University	CAPS Director
Stan Scheer	Murrieta Valley Unified School District	Superintendent
Roger Schultz	Mt. San Jacinto College	President
Patrick Schwerdtfeger	Riverside Community College	Vice President, Academic Affairs
Linda Scott-Hendrick	University of California, Riverside	Acad. Administrator & Director, Teacher Development
Robert Seevers	Apple Valley Unified	Superintendent
Henry Shannon	Chaffey Community College District	President
Larry Sharp	Arrowhead Credit Union	President
Robert Silverman	Victor Valley Community College	President
Maria Simani	University of California, Riverside	P-20 Director

Manuela Sosa	Inland Empire Scholarship Fund	President / CEO
Kathleen Steele	San Bernardino County Schools	CASLE Coordinator
David Stewart	The Anderson Graduate School of Management	Dean
John Stoddard	Mountain View School District	Superintendent
Gary Thomas	San Bernardino County Superintendent's Office	County Superintendent
Sylvia Thomas	Riverside Community College District	Associate Vice Chancellor, Instruction
John Tillquist	Riverside Community College District	Dean, Economic Development
Kristin Tillquist	City of Riverside, Mayor's Office	Chief of Staff
David Torres	Riverside Community College District	Dean, Institutional Research
Wendel Tucker	Alvord Unified School District	Superintendent
Chauncy Veatch	Cochella Valley High School	
Ron Vito	Riverside Community College District	Vice President, Career and Technical Programs
Roger Wagner	Copper Mountain College	President
Lars Walton	University of California, Riverside	Executive Director of Advocacy
Jay Westover	InnovateED/Riverside County Educational Alliance	Chief Learning Officer
Timothy White	University of California, Riverside	Chancellor
Yul Whitney	Palo Verde Unified School District	Superintendent
Randal Wisbey	La Sierra University	President
Kenn Young	Riverside County Office of Education	Superintendent

Specific Accomplishments & Innovations of FACE

Innovations accomplished by FACE prior to January 10, 2014 the creation of the Education Council with IEEP, the IE Collaborative for early placement testing and creation of 4th year math. Additionally, FACE members created an asset map which is guiding partnerships for grant submission.

Special events that were coordinated by FACE have included the Quality of Life Summit with IEEP, the hosting of the California Secretary of Education and local legislators for an annual summit with the Riverside Chamber of Commerce and various meetings of subgroups of the Education Council which works on various tasks such as the ERWC course and the 4 year math course. We also established a speakers' bureau whose members speak to local students and business leaders about developing a qualified workforce.

FACE partners with the Policy Analysis for California Education (PACE) and the California Diploma Project on the Inland Empire EAP Collaborative. This work is designed to improve the college readiness of high school students in mathematics and language arts, and reduce the need for developmental education at 2 and 4 year colleges and universities. One of the most important strides the Collaborative has made is the formation of an Executive Action Board for guiding this endeavor. The Board has representatives from community colleges, Cal Poly Pomona, CSU San Bernardino, CSU San Marcos, UC Riverside, both County Offices of Education and K-12 school districts. Eight community colleges are now using the EAP as an indicator of readiness. Funding for this initiative comes from the Walter S. Johnson Foundation, the Alliance for Regional Collaboration to Heighten Educational Success (ARCHES) and the Irvine Foundation. This K-College effort has the potential to be a model for the entire state.

FACE is collaborating with the San Bernardino Alliance for Education and the statewide California STEM Learning Network (CSL Net)—a non-profit organization working to catalyze innovation in Science, Technology, Engineering and Mathematics (STEM) teaching and learning in the state of California. The goal is to create an Inland Empire STEM Network that promotes significant change in policies and practices

that will scale up quality STEM education and support teachers in preparing underserved students for post-secondary success.

Statewide Recognition of FACE Collaborative as Model Practice

Description of FACE and EAP Collaborative from: Policy Analysis for California Education (2012).

California's Early Assessment Program: Its Effectiveness and the Obstacles to Successful Program Implementation. (pg. 11-12)

Inland Empire: Federation for a Competitive Economy (FACE)

The Inland Empire¹ lags behind much of California in academic achievement and economic opportunity. Riverside and San Bernardino Counties have low levels of college education among their workforce, with 20 percent of Riverside County adults 25 years or older possessing a college degree, and 18 percent of San Bernardino County adults possessing a college degree, much lower than To address the burgeoning issues hampering the region's economic productivity as well as the cost and consequence of remedial education, business leaders and education leaders from the region's K-12 community and higher education segments joined forces to establish the Federation for a Competitive Economy (FACE). FACE is a collaborative in the Inland Empire that includes leaders from the region's business, higher education, and K-12 communities. The focus of FACE is to improve education in the Inland Empire so the region can retool and improve its economy.

As an intersegmental collaborative, the work of FACE has been informed by the work of the Long Beach Promise. Participating entities include UC Riverside (UCR), CSU San Bernardino (CSUSB), Cal-Poly-Pomona, community college districts including the San Bernardino Community College District and Riverside Community College, and the County Offices of Education in San Bernardino and Riverside Counties.

FACE has prioritized the expansion of the EAP in the Inland Empire in order to improve alignment across segments and thus provide clearer and more accurate messages to students, parents and educators to increase the likelihood of student success. Since college-readiness and completion are a top concern for FACE, the use of EAP as a focal point has universal appeal to the multiple stakeholders in the region. FACE has also identified the skills assessed by the EAP as skills needed for entry-level jobs: reading comprehension, mathematics and algebraic thinking, and basic writing skills.

FACE has articulated four goals:

1. Expand the number of Inland Empire community colleges implementing EAP in cooperation with the CCCC;
2. Work with the region's County Offices of Education, Cal-Poly-Pomona, and CSUSB to increase awareness among students and educators about EAP and why it matters; expand EAP implementation in regional school districts by creating a culture of expectation that all students will take the test (by instituting an opt-out rather than an opt-in policy); and develop clear and accurate messages for students, parents, and educators about the importance of EAP and what it takes to be college-ready.
3. Improve EAP results, particularly in mathematics, through targeted Algebra Academies and increased teacher professional development opportunities.
4. Support UCR's study of EAP for possible use as an indicator of college-readiness and as a tool for reducing the need and associated cost of remedial education at 2 and 4-year institutions in the Inland area.

The EAP implementation, expansion, and research from this regional initiative is anticipated to yield rich data that can inform other regional and statewide efforts to more effectively use the EAP to improve college-readiness and college success.

The regional initiatives in Long Beach and the Inland Empire are demonstrating how educational, business and community leaders can work collaboratively to address regional workforce development needs and to improve student outcomes through improved alignment between K-12 and postsecondary institutions. The EAP can be a valuable tool in these efforts to strengthen and align the educational pipeline.

The Coachella Valley Regional Plan for College and Career Readiness: Inter-segmental, cross-sector approach to College and Career Readiness and Completion Goals

Under the collectively adopted *Coachella Valley Regional Plan for College and Career Readiness (Oct 2012)*, the Coachella Valley Economic Partnership, three K-12 school districts, the county education and workforce agencies, higher education institutions and hundreds of business partners have joined forces in a five-year effort to assure all students are prepared for college and career success. This strategic plan also assures students have the financial aid and scholarships necessary to enroll in college and complete a high-quality degree aligned with priority business sectors.

The **impact** of the Coachella Valley Regional Plan for College and Career Readiness has been significant:

- Palm Springs, Coachella Valley and Desert Sands Unified School Districts have collectively increased the number of high school career academies (a proven college readiness strategy) from 5 to 18, serving approximately 850 students in 2005 and 2750 students in 2013. This comprises 50% of all career academies in Riverside County. Graduation rates for this group of students is 98%; self-reported college going rates are 89%
- Regional FAFSA completion rates increased from 50% in 2013 to 64% in 2014
- Since 2009, CVEP and 22 matching partners, including UCR, CSUSB and COD Alumni Association, have provided a combined 1850 scholarship awards to low-income students, totaling \$8.8 million. The partners have aligned scholarship-giving criteria, systematic student support services, and business engagement to assure student success. CVEP/Matching Partner scholarship students persist at a higher rate than the local student population (91% vs. 83% for class of 2011).
- In 2012, 75 education, business and community leaders co-developed the five-year Regional Plan for College and Career Readiness with common targets, including 30% of high school students learning in career academies, increase in A-G course completion, acceleration of math and english proficiency, 85% regional FAFSA completion rate, 10% increase in college going rate and a 10% increase in high school graduation rates.
- Post-secondary institutions play key roles in advancing the college completion goals of the Regional Plan and aligning program offerings with sectors that hold economic promise for local students.

Additional Examples of Institutional Innovations

To promote degree completion and address the college-going and college preparedness inequalities that exist in the Inland Empire, CSUSB has developed numerous impactful and promising, innovative programs to promote the academic success of our students and community.

MOU Initiative. Development of MOUs with regional school districts for A-G education requirements for graduation, resulting in guaranteed admission to CSUSB. Prior to 1/10/14, one district MOU had been signed with Superintendent Holton of Chaffey Joint Union School District on 11/19/13.

LEAD. CSUSB is the founding institution, under the leadership of Professor Enrique Morrillo, for the Latino Education & Advocacy Days (LEAD) project. LEAD convenes the broad spectrum of researchers, teaching professionals and educators, academics, scholars, administrators, independent writers and artists, policy and program specialists, students, parents, families, civic leaders, activists, and advocates. In short, those sharing a common interest and commitment to educational issues that impact Latinos. The LEAD Organization serves as a primary site for a set of innovative and productive programs, publications and events in Latinos and Education. These projects involve significant participation of faculty, students and administrators, as well as partnerships in the region and nationally, and strong interactive connections with Latino networks in the U.S., as well as Latin Americans and Indigenous Peoples throughout the world, many whom are already in contact with LEAD personnel and the university. In short, our purpose is to promote a broad-based awareness of the crisis in Latino Education and to enhance the intellectual, cultural and personal development of our community's educators, administrators, leaders, parents and students.

LEAD Statement of Purpose: The competitive strength of our region, state and country in a global economy depends, and will continue to depend to a large extent, on the positive educational outcomes of Latino students at all levels. While Latinos have emerged as the largest minority in the U.S. and Latino children

form the largest demographic group in many of our public schools, Latino students: Attend schools with fewer resources; Continue to have some of the highest dropout rates (push out rates); Score among the lowest on achievement tests; Have low college enrollment and graduation rates.

As we represent a significant portion of our future strength, we must achieve a dramatic and powerful change in the future demographics of Latinos. For us to create a positive future it will require a Latino citizenry that is: Equipped to compete in a global economy; Part of a literate and well-educated labor and consumer base; A pool of linguistic and cultural talent that would serve to strengthen ties with Mexico and Latin America; Significant component of a highly productive work and business force that contributes to the tax base and therefore the economic well-being of the U.S.; Poised to participate and shape the U.S. political landscape through voting and civic engagement.

LEAD Annual Impact Numbers. Through attendance at the annual Summit, as well as webcasts, publicity and educational programming on radio, public TV, television, and publications, LEAD estimates that it reaches more than 17 million unduplicated individual annually.

Career Academics (CVUSD). Coachella Valley Unified School District has committed to implementing Wall to Wall Career Academies in their high schools in the next three years. Career Academies are a proven college readiness and success strategy.

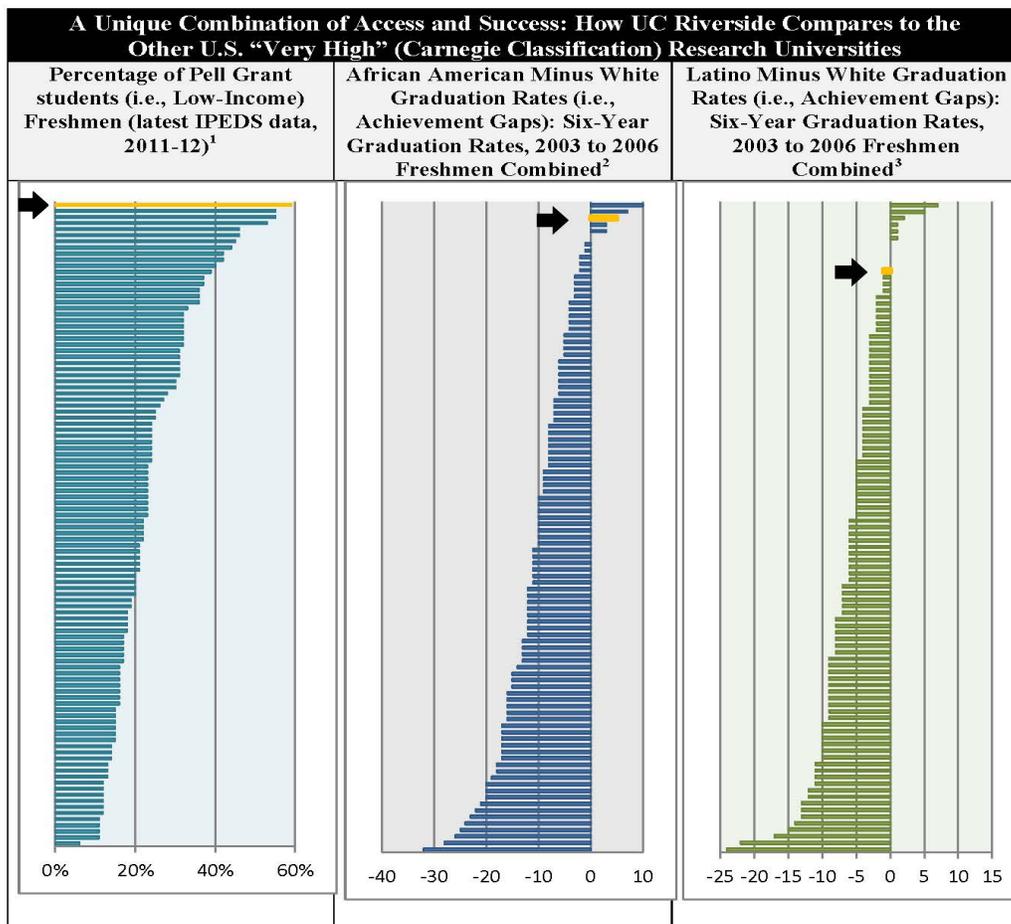
Desert Sands' California College Guidance Initiative (CCGI). California College Guidance Initiative supports secondary students (grades 6-12) as they begin to think about their future by exploring potential careers, research potential colleges, and monitoring their progress toward 'a-g' through a dashboard environment. By combining a technology based planning tool, CaliforniaColleges.edu, and working alongside school counselors, it allows for a more effective approach for supporting secondary students. Through the use of CaliforniaColleges.edu, and personal guidance, students feel empowered to successfully choose high school courses that prepare them for college and careers aligned with their areas of interests.

Desert Sands' Proactive/preparatory (rather than punitive) Summer School. Summer School is increasingly becoming an educational opportunity for students to relearn key concepts and skills required for the Common Core classroom. In the past summer school was for credit recovery and/or to validate a grade of a D or F. Additionally, the program was limited as it was offered to seniors first, then juniors. Typically sophomores and freshmen were not given the opportunity to recover credits through summer school. Now, the focus of summer school is offering support earlier and addressing areas of deficits sooner by concentrating on high leverage concepts to ensure success in the next level math or English course.

Desert Sands' English Learner Support Structure. The goal of our English Language support system is to increase levels of English acquisition by meeting/exceeding annual English language growth targets and English language proficiency levels set by the state. We believe our English learners continue to accomplish these rigorous goals by a multi-tiered system which includes:

- Reducing class size for English Language Development instruction
- Creating extended blocks of time for instruction in writing
- Scaffolding content instruction
- Delivering warm-up daily lessons focused on students speaking
- Using sentence frames/academic vocabulary

- Providing on-going professional development and collaborative conversations with teachers
- Staffing schools with English language coaches to support classroom teachers/students
- Sharing of best data collection practices
- Using research based programs
- Training staff in cultural sensitivity
- Maintaining highly effective parent advisory groups (District English Learner Advisory Committee, District Advisory Committee, English Language Advisory Committee, School Site Council)
- Scheduling parent engagement/family involvement nights
- Setting high expectations for all learners



¹ IPEDS Data Center, <http://nces.ed.gov/ipeds/datacenter/Ranking.aspx?hfSelectedIds=70331|12111>, query sorted by 2010 Carnegie Classification "Research Universities (very high research activity)".

² The freshmen six-year graduation rates are for the 2003-06 incoming classes combined, and are from the NCAA Federal Graduation Rate Reports, available at <http://fs.ncaa.org/Docs/newmedia/public/rates/index.html>. A small number of Carnegie RU-VH universities are not displayed because the combined sample of African American and/or Latino freshmen were below 100.

³ *Ibid.*

Appendix C Supporting Material for Item 4

The number and scope of innovative practices occurring throughout this vast two-county region are too great to describe here in a comprehensive manner. The programs, policies, and systems we have highlighted below are representative/indicative of some of the evidence-based, best practices being undertaken by the regional collective impact partners.

IEEC 4th Year Math Initiative

IE Collaborative Working Groups that are handling the 4 year math are organized into three areas: The chair of curriculum is Lillian Metlitsky from CSU Pomona who works closely with Davida Fischman (CSUSB). Chair of implementation is Jay Fiene (Dean, College of Education, CSUSB) with assistance from Mike Barney and others at RCOE. Chair of evaluation is Daniel Martinez from COD with assistance from Virginia Moran from Victor Valley College.

IEEC Members

Name	Organization
Diana Asseier	Riverside County Office of Education
Greg Aycock	Norco College
Mike Barney	Riverside County Office of Education
Carmen Beck	San Bernardino County Office of the Superintendent
Patricia Bejarano- Vera	Victor Valley College
Karen Brossia	Yucaipa High School
Gregory Brown	Copper Mountain College
Jeffrey M. Burke	San Bernardino County Office of the Superintendent
Diana Ceja	Riverside County Office of Education
Pamela Clute	UC Riverside
Kirsten Colvey	Crafton Hills College
Kim Costino	CSU San Bernardino
Debbie DiThomas	Norco College
Dave Doubravsky	Jurupa Unified
Barbara Favorito	La Sierra University
Jay Fiene	CSU San Bernardino
Herbert Fischer	Inland Empire EAP Collaborative
Davida Fischman	CSU San Bernardino
Antonio Garcia	Riverside County Office of Education
Patty Golder	Victor Valley College
Monica Green	Norco College
Raju Hedge	Crafton Hills College
Maral Hernandez	IEEP
Beth Higbee	San Bernardino County Office of the Superintendent
Lynn Larsen	Brandman
Sam McBride	La Sierra University

Michael McCracken	Victor Valley College
Maribel Mattox	MVUSD
Daniel Martinez	College of the Desert
Lilian Metlitsky	Cal-Poly Pomona
Virginia Moran	Victor Valley College
Annabelle Nery	College of the Desert
JoAnna Quejada	Mt. San Jacinto College
Gustavo Ocegüera	Norco College
Jody Oliver	San Bernardino County Office of the Superintendent
Sharon Pollack	Victor Valley College
Barbara Poling	University of LaVerne
Sonia Porter	Jurupa Unified School District
Nettie Roberts	Palm Springs Unified
Norma Rojero	Chaffey College
Cinthia Ruiz	Palm Springs Unified School District
Susan Smith	Riverside County Office of Education
April Summitt	La Sierra University
Daniel Todd	Riverside County Office of Education
Koji Uesugi	Norco College
Bill Vincent	Mt. San Jacinto College
Eugenia Vincent	Moreno Valley College
Kheng Tan Waiche	CSU San Marcos
Tim Ward	Corona Joint Union High School District
Neil Watkins	Chaffey College
Robin Witt	Chaffey College
Faye Wong	CSU San Bernardino
Ted Younglove	Chaffey College
Greisy Winicki-Landman	Cal Poly Pomona
Adriana Zapata	Cal Poly Pomona

Descriptions of CSUSB Early Start Math programs

- COMMIT/Early Start Math 75B- a 4.0 unit course for students with ELM scores between 19-29. Courses were offered four days per week, for three weeks with two and a half hours of instruction, an hour of lunch and two hours of mandatory tutoring each day. Students, who attended all 11 days and successfully passed the exam were eligible to participate in the Intensive Mathematics Program (IMP).
- Early Start Math 80 (ESM 80)- a six-week 4-unit course for students with ELM scores between 0-40. This course runs for one hour and fifty minutes per day, four days per week, for six weeks. Topics covered in this course include arithmetic operations, linear and quadratic equations, applications and introduction to graphing.
- Early Start Math 90 (ESM 90)- a six-week course for students with ELM scores between 41-49. This course runs for one hour and fifty minutes per day, four days per week, for six weeks. Topics

covered in this course include linear and quadratic equations and inequalities, algebraic fractions and rational equations, exponents, and radical equations, applications to word problems.

- Early Start Math 15B (ESM 15B)- a 1.5 unit course for students who do not plan to attend CSUSB with ELM scores between 0-40. This course runs for one hour and fifty minutes per day for a total of eight days and covers linear equations and inequalities, exponentiation, and introduction to graphing.
- Early Start Math 15C (ESM 15C)- a 1.5 unit course for students who do not plan to attend CSUSB with ELM scores between 41-49. This course runs for one hour and fifty minutes per day for a total of eight days and covers graphing, quadratic functions, exponentiation, solving equations and inequalities.

College Preparedness Requires Quality Teaching & Teachers

CSUSB was the first site in California to adopt the AVID Teacher Preparation Initiative (TPI) program.

AVID in our Public Schools

While the AVID program has been operational for a number of years within our local K-12 partner schools within region 10 (San Bernardino and Riverside Counties), we provide these impressive outcome data to demonstrate the importance of CSUSB's efforts to ensure future generations of teachers are fluent in the AVID techniques. CSUSB is the primary educator of teachers in our local school districts, and as such uniquely positioned to have lasting, transformational impact on our local students' educational success through the implementation and continuation of AVID.

The impact of AVID within region 10 (San Bernardino & Riverside Counties) schools has been significant. The tables below are a testament to the efficacy of this intervention.

Demographic Profile of High School Graduates in 2012

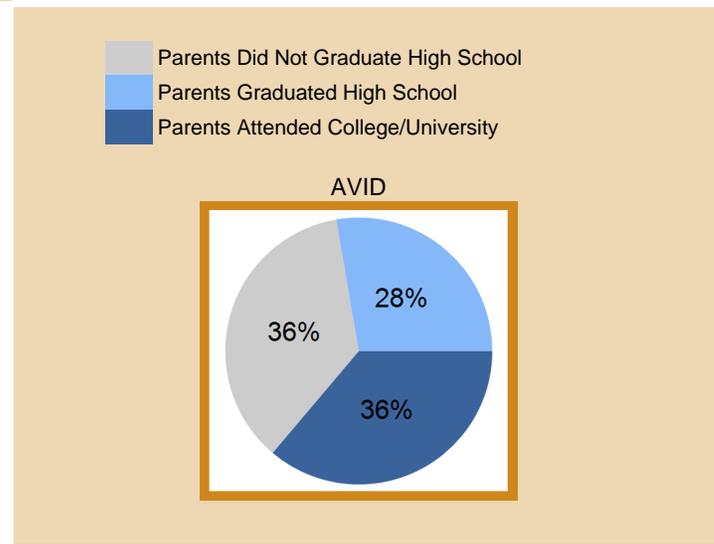
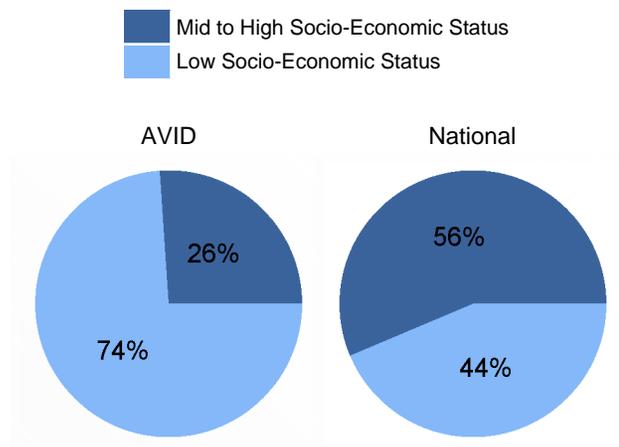
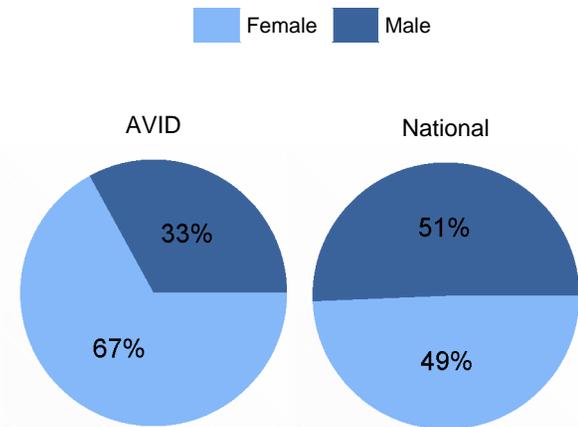
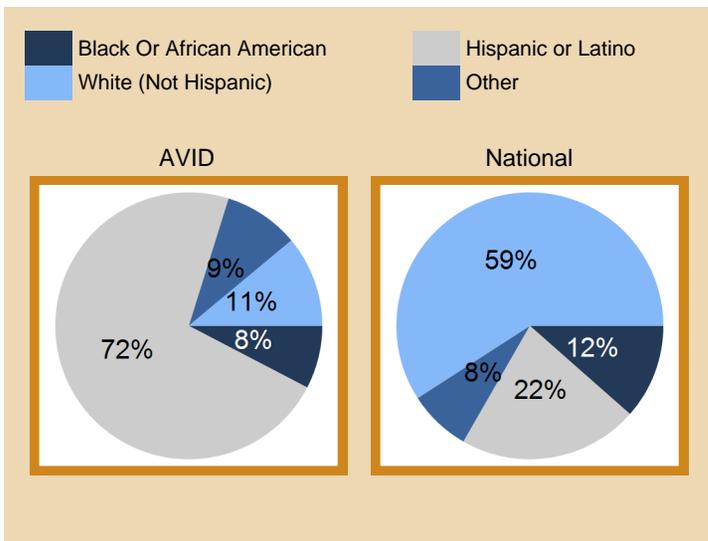
CA Region 10

AVID population size = 4,108

The demographic profile provides context for understanding all the charts that follow.

We must be mindful of who our students are and who the national students are as we interpret these charts.

AVID students often come from a more challenged and disadvantaged background. They are more likely to be the first in their family to go to college. Also, AVID students usually come from low socio-economic backgrounds.



Enrolled in College the First Fall Term after High School

Enrolled in college the first Fall term after high school:

Despite their demographic challenges, when viewed nationally, AVID students are enrolling in four-year institutions at higher rates than their national counterparts.

If your report does not show this pattern, consider what factors might lead to this outcome. Local contexts can vary greatly across the country. The causes can be several. Some possibilities may include: implementation fidelity, economic pressures, family pressures, lack of clarity on post-secondary goals.

These data can help initiate a discussion or inquiry into what the causes are, and then formulate a strategy for improvement.

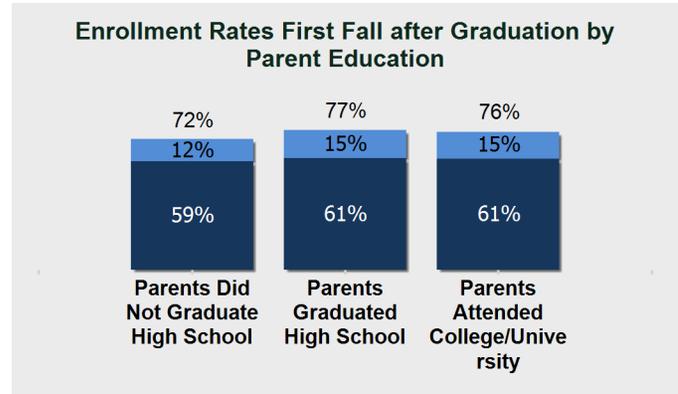
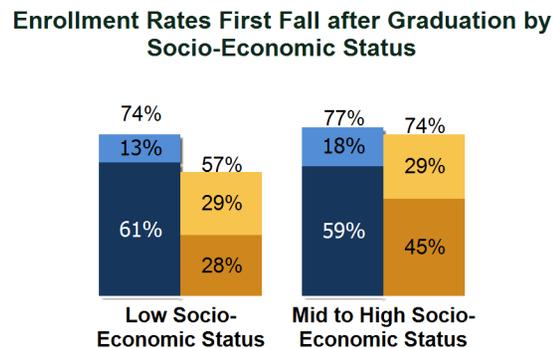
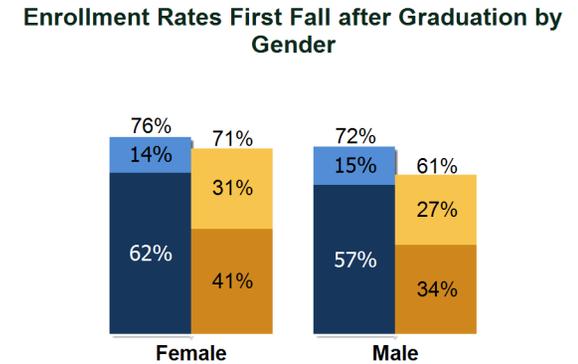
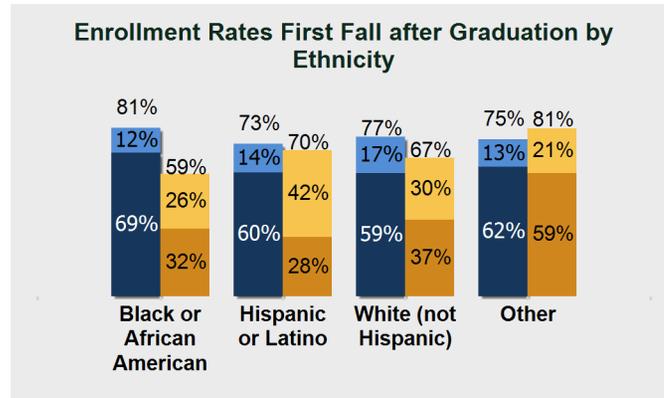
You can look at the achievement gaps in enrollment for a deeper AVID story. A gap is the difference between the highest number and the lowest number in a sub-group – in the charts to the right, the sub-groups are ethnicity, gender, socio-economic status, and parent education. Nationally, AVID student achievement gaps within the various groups are smaller than gaps for the U.S. overall.

Note: we currently do not have a national comparator of college enrollment by parent education.

Remember, our story isn't about being the silver bullet. Rather, AVID is about empowering all students, particularly underrepresented students, and preparing them for college.

75% of AVID Graduates in 2012 enrolled in either a two- or four-year college/university
66% of the graduates in the United States in 2012 enrolled in either a two- or four-year college/university

■ AVID Enrolled in Four-Year ■ AVID Enrolled in Two-Year ■ USA Overall Enrolled in Four-Year ■ USA Overall Enrolled in Two-Year



Demographic Profile of High School Graduates in 2010

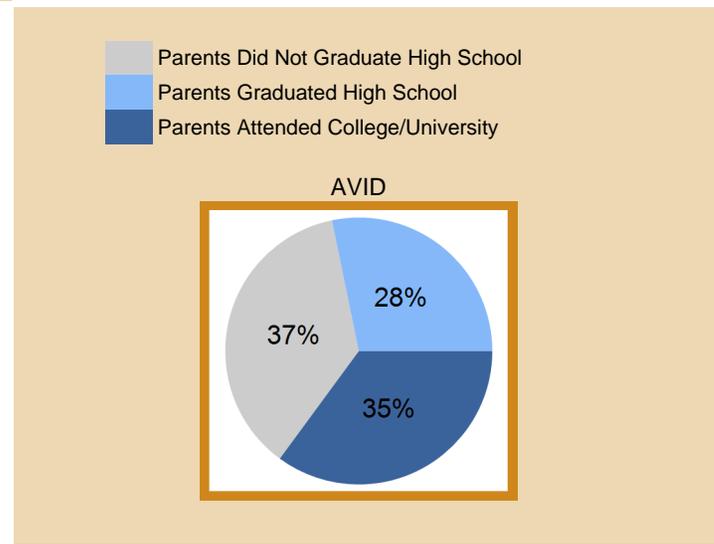
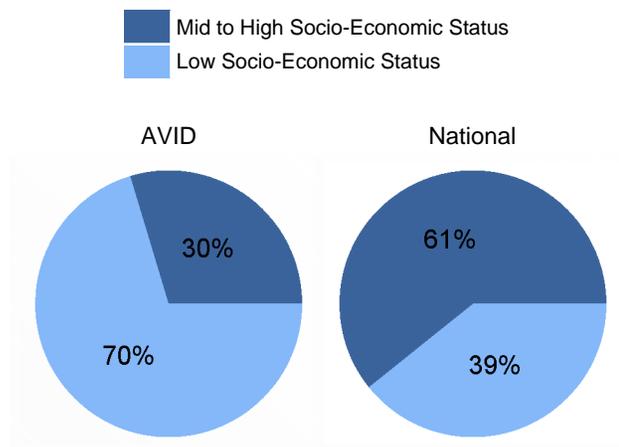
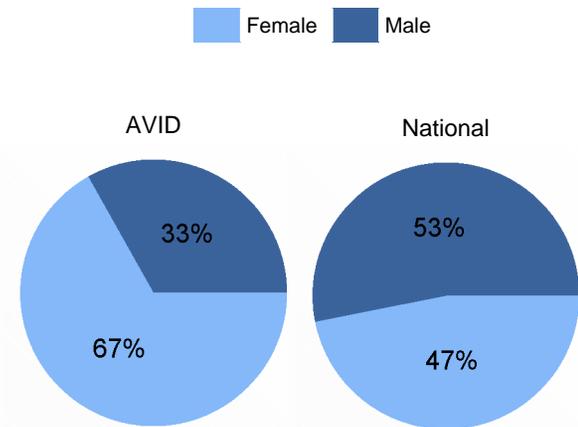
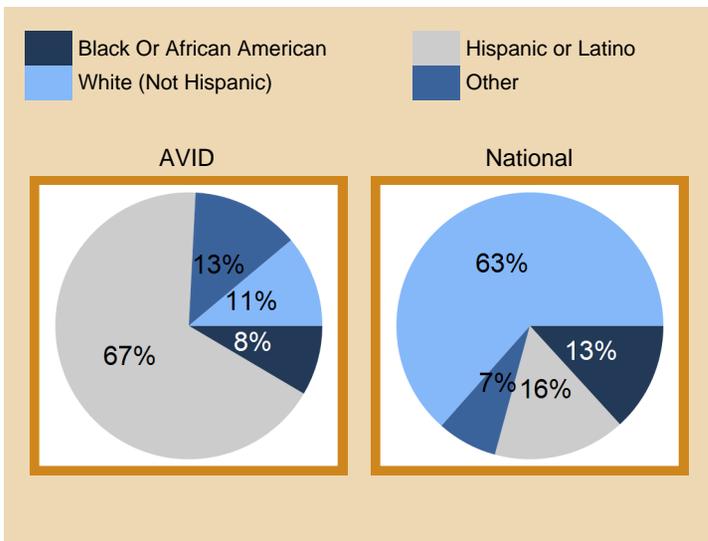
CA Region 10

AVID population size = 3,497

The demographic profile provides context for understanding all the charts that follow.

We must be mindful of who our students are and who the national students are as we interpret these charts.

AVID students often come from a more challenged and disadvantaged background. They are more likely to be the first in their family to go to college. Also, AVID students usually come from low socio-economic backgrounds.



Enrolled in College the First Fall Term after High School

Enrolled in college the first Fall term after high school:

Despite their demographic challenges, when viewed nationally, AVID students are enrolling in four-year institutions at higher rates than their national counterparts.

If your report does not show this pattern, consider what factors might lead to this outcome. Local contexts can vary greatly across the country. The causes can be several. Some possibilities may include: implementation fidelity, economic pressures, family pressures, lack of clarity on post-secondary goals.

These data can help initiate a discussion or inquiry into what the causes are, and then formulate a strategy for improvement.

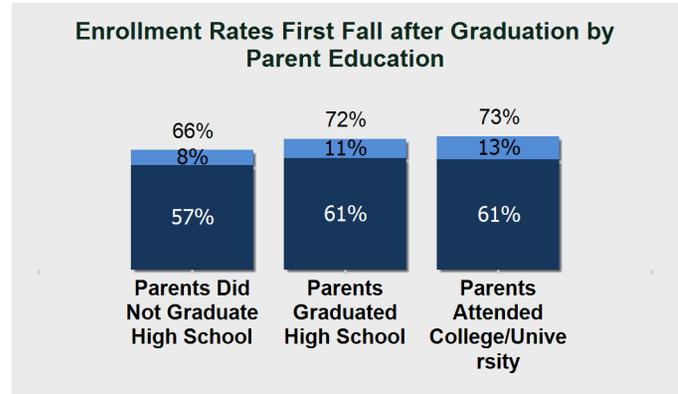
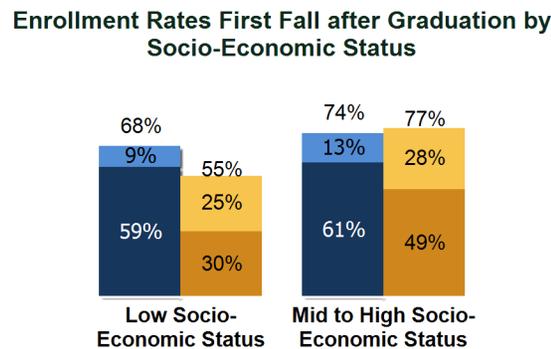
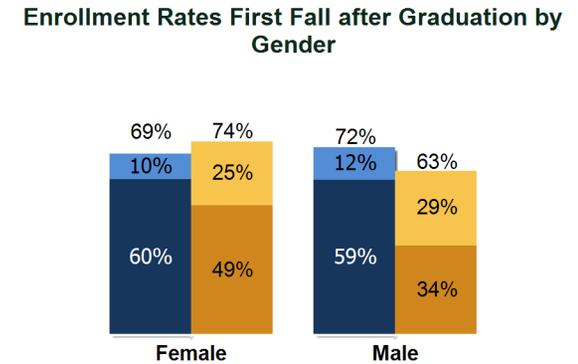
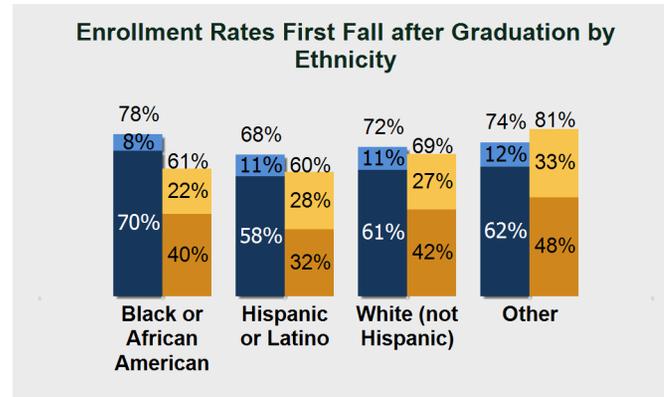
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Note: we currently do not have a national comparator of college enrollment by parent education.

Remember, our story isn't about being the silver bullet. Rather, AVID is about empowering all students, particularly underrepresented students, and preparing them for college.

70% of AVID Graduates in 2010 enrolled in either a two- or four-year college/university
68% of the graduates in the United States in 2010 enrolled in either a two- or four-year college/university

■ AVID Enrolled in Four-Year ■ AVID Enrolled in Two-Year ■ USA Overall Enrolled in Four-Year ■ USA Overall Enrolled in Two-Year



Persisted Into the Second Year of College

75% of AVID graduates enrolled in college the first academic year following high school graduation:

- » 70% began college in Fall 2010.
- » 4% began college in Spring 2011.
- » 1% began college in Summer 2011.

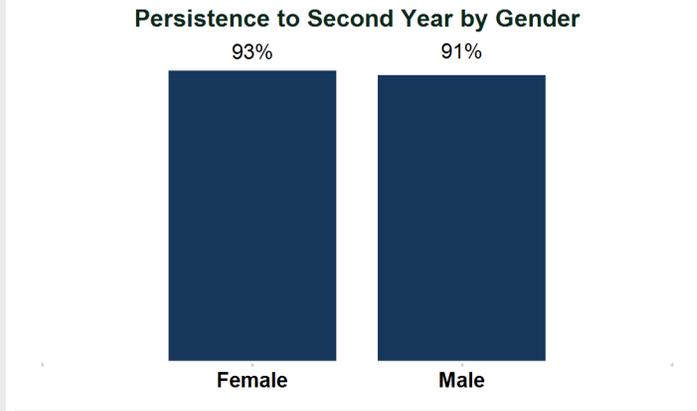
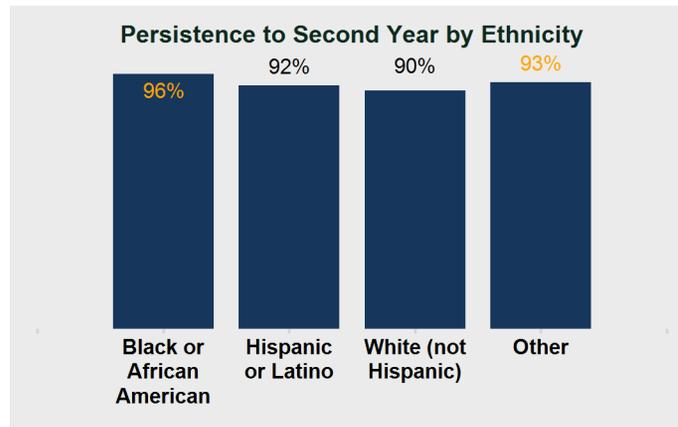
Persisted into the Second Year of college:

The previous page showed enrollment the first fall, however we want to expand that group to show those who enrolled at any point during the first year after high school, and then continued their collegiate education (e.g., persist).

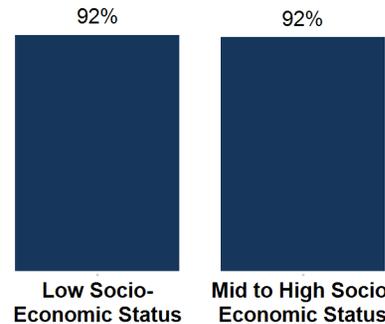
 Research* tells us that once students are enrolled in college, a number of factors contribute to or correlate with whether they succeed in their coursework and continue enrolling in subsequent years. Generally, large gaps in persistence are often expected when student populations are disaggregated by gender, ethnicity, socioeconomic status, or parents' level of education.

 When looking at the AVID cohort nationally, persistence rates of AVID graduates are similar and exhibit only small differences, suggesting that the "AVID effect" is fairly consistent across all subgroups.

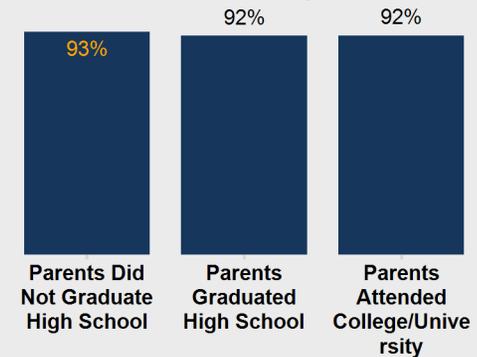
92% of AVID students who enrolled in college in the academic year after high school (either fall, spring, or summer) persisted by enrolling in the second year (fall, spring, or summer).



Persistence to Second Year by Socio-Economic Status



Persistence to Second Year by Parent Education



* For further information on students' persistence in college, please refer to the following documents:

<http://nces.ed.gov/programs/digest/d12/> | www.interscience.wiley.com | http://nces.ed.gov/programs/digest/d12/tables/dt12_009.asp | <http://files.eric.ed.gov/fulltext/ED504448.pdf>

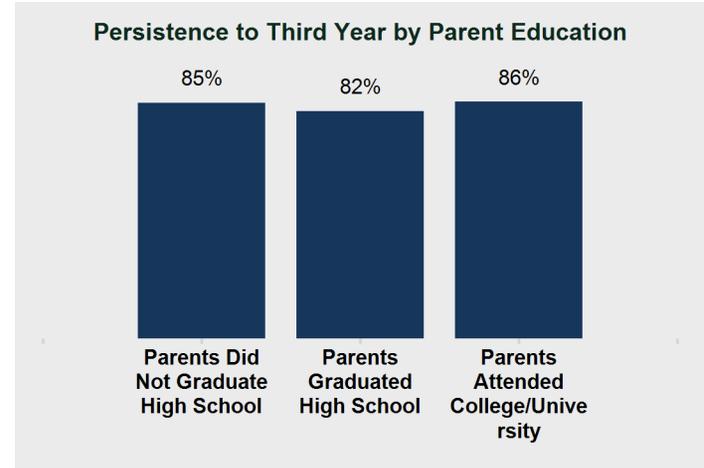
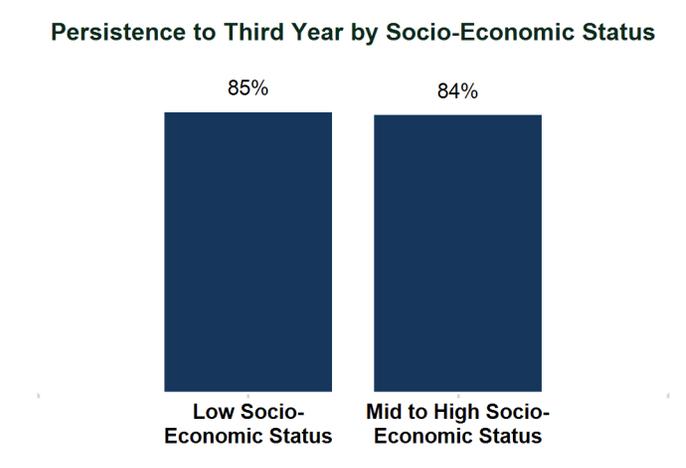
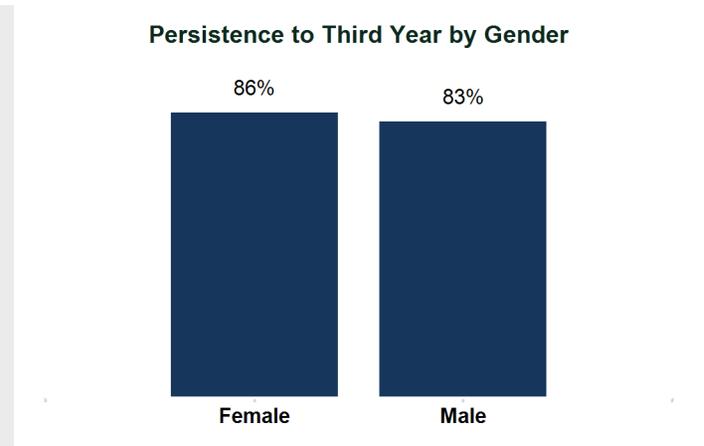
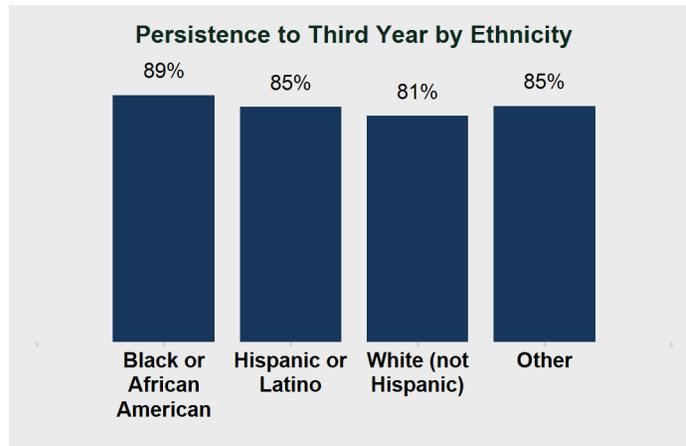
Persisted Into the Third Year of College

Persisted into the Third Year of college:

Research* tells us that once students are enrolled in college, a number of factors contribute to or correlate with whether they succeed in their coursework and continue enrolling in subsequent years. Generally, large gaps in persistence are often expected when student populations are disaggregated by gender, ethnicity, socioeconomic status, or parents' level of education.

When looking at the AVID cohort nationally, persistence rates of AVID graduates are similar and exhibit only small differences, suggesting that the "AVID effect" is fairly consistent across all subgroups.

85% of AVID students who enrolled in the academic year after high school persisted into Year Three by subsequently enrolling in the second and third year of college (fall, spring, or summer)



* For further information on students' persistence in college, please refer to the following documents:

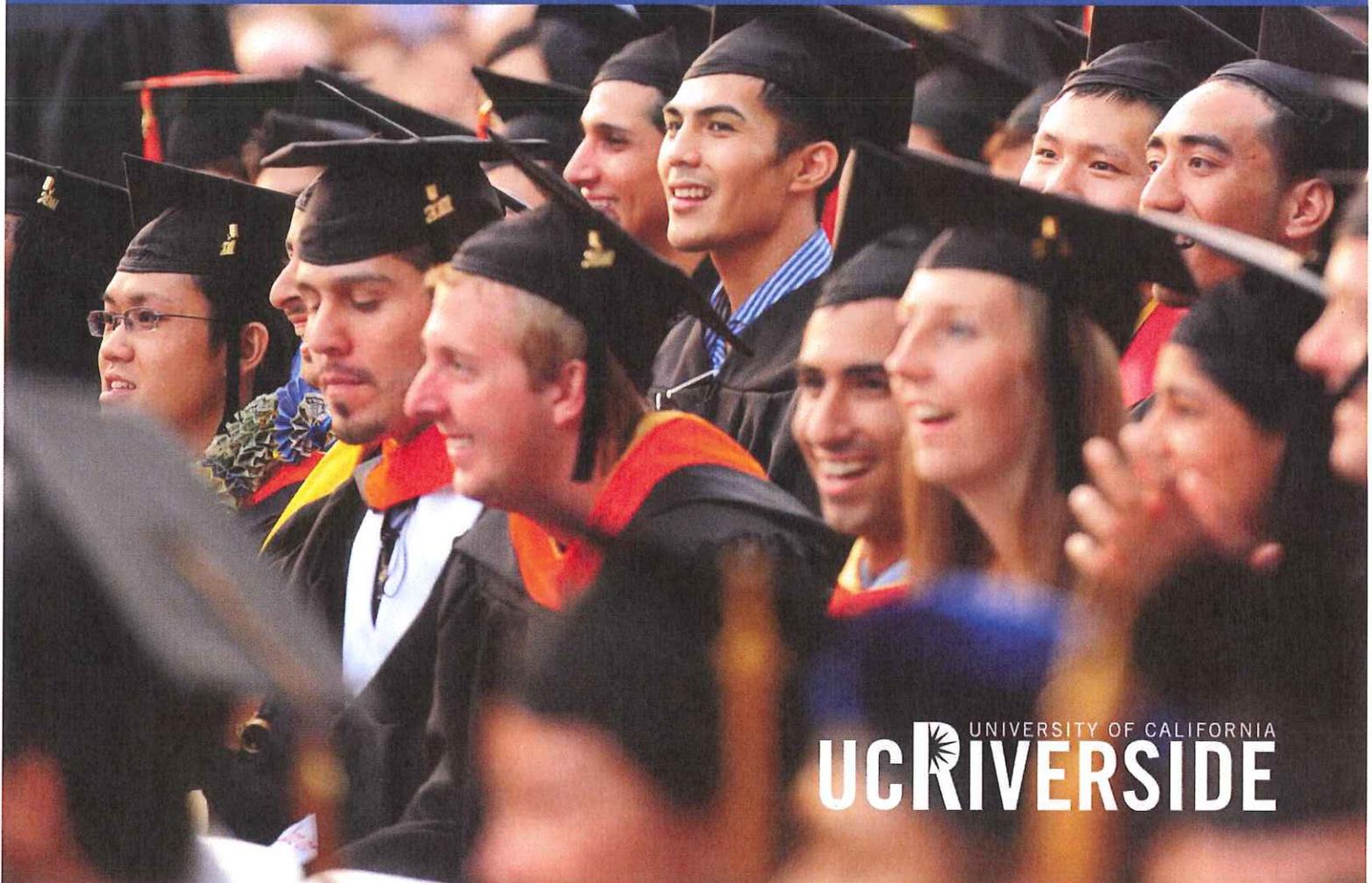
<http://nces.ed.gov/programs/digest/d12/> | www.interscience.wiley.com | http://nces.ed.gov/programs/digest/d12/tables/dt12_009.asp | <http://files.eric.ed.gov/fulltext/ED504448.pdf>

UNIVERSITY OF CALIFORNIA, RIVERSIDE

UCR

Graduation Rate Task Force Report

JANUARY 2014



EXECUTIVE SUMMARY

Graduation rates on college campuses have become an important national issue. In 2010 President Obama called for raising the college graduation rate among 25 to 34 year olds to 60% by 2020, a 20% increase in just ten years. California Governor Jerry Brown has set as a goal for each of the State's public universities a 10% increase in the proportion graduating in four years. UCR's graduation rates lag behind other UC campuses, and the average number of units taken by UCR students has also declined over time.

The factors that explain graduation rates can be divided into those rooted in student attributes and those rooted in institutional practices. The Task Force (TF) identified three major sources of low graduation rates related to student attributes: (1) the inadequate academic preparation of many incoming students; (2) the long hours some students spend in paid employment; and (3) a student culture that does not support course-taking patterns that lead to four-year graduation. The TF identified six major sources of low graduation rates related to institutional practices: (1) a deficit in the number of seats to accommodate student demand for 15 units per term; (2) an inadequate supply of some key courses to fully accommodate student demand for timely progress to degree; (3) gaps in programs that could better serve the needs of UCR students; (4) the failure of some colleges and departments to require course plans; (5) academic support services that vary in their level of effectiveness; and (6) financial aid policies that fail to provide incentives for timely graduation.

The academic preparation of incoming students is the most important predictor of graduation rates; in national studies using samples of hundreds of colleges and universities average SAT scores of incoming freshmen alone explain as much as two-thirds of the variance in six-year graduation rates. Quite a bit can be done on campus to improve graduation rates even if the academic profile of students remains constant, but we believe targeted recruiting to improve the academic profile of admitted students should also be part of the campus plan to increase graduation rates.

The report includes more than 30 recommendations. These include, among others, outreach to both very low and very high-performing feeder high schools; targeted recruitment of business students who are more likely to succeed at UCR; replacement of the current 16-unit first pass cap with a 17-unit cap; better planning in relation to the number and distribution of seats in CHASS and CNAS; allocation of high-quality teaching resources to introductory courses in fall quarter; the introduction of new health professions and science policy curricula that are more attuned to the limited math abilities of some UCR students; the development of mandatory four-year course plans in all of the colleges and departments; a redesign of CHASS learning communities; early identification of students requiring transition advising; and a study to determine whether revisions in financial aid policies can help to incentivize students' timely completion of degrees.

GRADUATION RATE TASK FORCE REPORT

I. INTRODUCTION

Campus graduation rates have become an important national issue. In 2010 President Obama called for raising the college graduation rate among 25 to 34 year olds to 60% by 2020, a 20% increase in just ten years (de Nies, 2010). This goal closely paralleled earlier calls by the Lumina and Gates Foundations for large increases in college graduation rates as a mechanism for economic opportunity, as a measure of educational productivity, and as a precondition to greater U.S. competitiveness (see, e.g., Merisotis 2009; Mangan 2013). California Governor Jerry Brown has embraced the goal of increasing college graduation rates.¹ He has set a 10% increase in the proportion graduating in four years between the entering class of 2012 and the entering class of 2017 (State of California Department of Finance 2013).

At the May 2013 Regents meeting, Governor Brown explicitly criticized UCR's graduation rates, using the Riverside campus to make his point that California public universities are not achieving performance outcomes that reflect the public interest (Gordon 2013). UCR's graduation rates lag behind those of the other UC campuses by 10% to 30% and have shown relatively little positive movement over the last two decades while other campuses have made progress in improving their graduation rates.

Executive Vice Chancellor and Provost (EVC/P) Dallas L. Rabenstein appointed a Graduation Rate Task Force in June 2013 to examine causes of UCR's comparatively low four- and six-year graduation rates and to recommend policies and practices that can lead to improvements in campus graduation rates.

The Task Force (TF) was composed of the following members:

Steven Brint, Vice Provost, Undergraduate Education (chair)
 Ward Beyermann, Associate Professor, Department of Physics
 Robert Daly, Assistant Vice Chancellor, Strategic Academic Research and Analysis
 Peter Graham, Associate Dean, Student Academic Affairs, College of Humanities, Arts, and Social Sciences
 William Kidder, Assistant Executive Vice Chancellor
 LaRae Lundgren, Associate Vice Chancellor, Enrollment Management
 Kazi Mamun, Assistant Dean, School of Business Administration
 Mindy Marks, Associate Professor, Department of Economics
 Michael A. McKibben, Divisional Dean, Student Academic Affairs, College of Natural and Agricultural Sciences
 Chinya Ravishankar, Associate Dean, Student Academic Affairs, Bourns College of Engineering

¹ Governor Brown has said he would like to see four-year graduation rates in California's public universities reach 80% (*Sacramento Bee* 2013).

Appendix D Supporting Material for Item 5

Increase Familial Engagement: Examples of Past Work

CSUSB has been partnering with the Parent Institute for Quality Education (PIQE) to provide parent education classes on site in local San Bernardino schools (initially in 5 schools). In Fall 2014, CSUSB initiated an expansion of this partnership with PIQE to sponsor 10 schools in the San Bernardino City Unified School District where on-site parent education programs will be delivered to parents and guardians of students. Parents will learn how to support their children in their studies, as well as how to navigate the educational systems, including college.

We have also been running a program called CSUSB Project UPBEAT: Project University Preparation By Early Academic Training was designed to motivate and enhance student awareness about the importance of higher education. Its objective is to intervene at the 7th and 8th grade level with a program aimed at assisting students in setting academic goals, and encourage them to continue their education beyond high school.

Many of our local school districts also engage parents in a variety of ways. What we will work on going forward is assessing the variety of programs that exist, exploring the gaps in engagement across the continuum, and determine best practices for expansion of educational familial engagement throughout the Inland Empire.

Pilot an innovative Sophomore Experience program

CSUSB devoted a great amount of resources and time in the last ten years to create programs and services to enhance students' educational experience, retention, and graduation rates. More deliberately in the last five years, the CSU Chancellor's Office asked each campus to propose a percentage target for retention and graduation rate starting with the Fall 2009 freshmen cohort. Our Fall 2009 cohort achieved a first-to-second year retention rate of 86%, which surpassed the CSU system-wide retention rate of 82% and ranked the 5th highest among the CSU campuses. Subsequent cohorts have exceeded the 86% mark. Our first-to-second year retention rate for the Fall 2012 cohort is 89% and ranked the 3rd highest among the CSU campuses. Yet, CSUSB has struggled to graduate its students within six years. The average six-year graduation rate has been at 44%. When the Office of Institutional Research examined patterns of retention and graduation rates, we discovered that CSUSB lost 405 of the 1,968 Fall 2009 cohort, 360 of the Fall 2010 cohort, and 466 of the 2090 Fall 2011 cohort by their junior year. Subsequent analyses indicated that, for CSUSB, it was the continuation rate into the third year, not the second year that emerged as a strong predictor of a six-year graduation rate. Clearly, CSUSB recognized the significant loss of students by the third year which also indicated an enormous loss of investment in these students. The sophomore year was chosen for intervention because research suggests that academic disengagement tends to occur during this time (Pattengale & Schriener, 2000). In addition, making a decision about a major and choosing a career path were troubling to sophomores (Gardner, 2000). Sophomores also reported that faculty interactions were important to them (Graunke & Woosley, 2005; Juillerat, 2000). Therefore, literature seems to suggest that deploying interventions during the sophomore year would enhance students' chances of continuing for the junior year. Two years ago, the Office of Institutional Research created a model for identifying at-risk students using simultaneous binary logistic regression (Lopez-Wagner, Carollo, and Shindledecker, 2013). The Office of Undergraduate Studies assisted in the selection of several first year predictor variables that had high intervention potential during the sophomore year.

Archival data from 3,748 Fall 2009 and Fall 2010 Freshmen cohorts were used. The following variables were found to statistically predict sophomore year retention: high school GPA, enrollment in USTD100, first term GPA, percent of units completed, and the number of general education courses enrolled. To check the accuracy of the model, probability scores were applied to the same Fall 2009 and Fall 2010 cohorts one year later, which indicated that the model was correct 80% of the time in predicting actual non-retention and 76.5% of the time in predicting retention, with an overall success rate of 77%. Next, the model was applied to each student in subsequent cohorts to predict retention into the sophomore year. The model generated probability scores which divided students into ten categories, from "1" being the highest risk to "10" being the lowest risk. Students with this grouping were reported to Undergraduate Advising for triage and intrusive advising.

Following the strategy recommended by EAB, CSUSB will create and test interventions for sophomores in "the murky middle": those students who could succeed in college with a little help, but who might not succeed otherwise. Using the combination of the EAB Student Success Collaborative platform and the IR risk model, CSUSB will identify sophomores who could benefit from supportive interventions. Then professional advisors, peer mentors and Student Affairs staff will reach out regularly and intentionally to students in the "murky middle" beginning very early in their second year and throughout the year. These outreach efforts will be coordinated so that students in the test group are receiving timely messages, advice and encouragement throughout each quarter, and so that the multiple interventions are reinforcing but not repetitive. The goal is to help these students find purpose, meaning and support while enhancing their attachment to the institution—all of which are factors shown in the research to lead to better persistence and graduation outcomes.

GEAR-UP Abstract (attached)

Increasing Student Internships

There are regular opportunities for students to engage in service learning through the Office of Community Engagement (OCE). These service opportunities, coupled with guided reflection on the events, will help students connect to purposes beyond themselves and create social support networks. Through COE, our students have opportunities to volunteer and conduct service learning for credit in hundreds of organizations across the Inland Empire. CSUSB OCE has been selected to President's Community Service Honor Roll for 8 straight years. The President's Higher Education Community Service Honor Roll recognizes institutions of higher education that support exemplary community service programs and raise the visibility of effective practices in campus community partnerships. The Honor Roll's Presidential Award is the highest federal recognition an institution can receive for its commitment to community, service-learning, and civic engagement.

Additionally, CSUSB has expanded our Office of Career Services in the last year. They offer students numerous professional skills training opportunities, career counseling services, and host CareerLaunch and INTERN for helping employers and students connect for job and internship opportunities.

Through the partnerships with industry and our local Economic Partnership organizations (reflected in the letters of support), we will work to establish MOU's for more internship opportunities—particularly paid internships—for our students.

UCR's Involvement with the Innovation Alliance (see attached excerpts from the UIA prospectus)

Applicant Name:	University Enterprises Corporation at CSUSB																															
Project Goals and Objectives:	<p>Goal: GEAR-UP will provide activities and support services to reach the overall goal of helping program participants obtain a secondary school diploma and to prepare for and succeed in postsecondary education.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Increase the academic performance and preparation for postsecondary education for GEAR UP students, 2. Increase the rate of high school graduation and enrollment in postsecondary education for GEAR UP students, and 3. Increase GEAR UP students' and their families' knowledge of postsecondary education options, preparation, and financing. 																															
Number of Student Served:	Approximate average of 3400 per year																															
Target Schools:	High Schools	Middle Schools																														
	Arroyo Valley Cajon Indian Springs Pacific San Bernardino San Gorgonio	Arrow view Chavez Curtis Del Vallejo Golden Valley King Serrano Shandin Hills																														
Partners:	<p><u>Confirmed</u></p> San Bernardino City Unified School District Excelencia in Education Destination College Parent Institute for Quality Education EduGuide <p><u>Other potential</u></p> Kiwanis of Greater San Bernardino Rotary Club Frazee Community Center Mary's House of Mercy Second Harvest Food Bank The Boys and Girls Club Court Appointed Special Advocates (CASA)																															
Activities and Services:	<table border="0" style="width: 100%;"> <tr> <td style="width: 15%;">Activity 1.1:</td> <td>Rigorous Coursework</td> </tr> <tr> <td>Activity 1.2:</td> <td>Dual Enrollment</td> </tr> <tr> <td>Activity 2.1:</td> <td>Assessment</td> </tr> <tr> <td>Activity 2.2:</td> <td>Monitoring academic progress</td> </tr> <tr> <td>Activity 2.3:</td> <td>Individualized Education Plan (IEP)</td> </tr> <tr> <td>Activity 2.4:</td> <td>Open Educational Resources</td> </tr> <tr> <td>Activity 2.5:</td> <td>Tutoring</td> </tr> <tr> <td>Activity 2.6:</td> <td>Mentoring</td> </tr> <tr> <td>Activity 3.1:</td> <td>Financial aid information</td> </tr> <tr> <td>Activity 3.2:</td> <td>Financial aid applications</td> </tr> <tr> <td>Activity 4.1:</td> <td>College entrance exam preparation</td> </tr> <tr> <td>Activity 4.2:</td> <td>College Searches</td> </tr> <tr> <td>Activity 4.3:</td> <td>College Applications</td> </tr> <tr> <td>Activity 4.4:</td> <td>College Enrollment</td> </tr> <tr> <td>Activity 4.5:</td> <td>Advice/Assistance with Course Selection</td> </tr> </table>		Activity 1.1:	Rigorous Coursework	Activity 1.2:	Dual Enrollment	Activity 2.1:	Assessment	Activity 2.2:	Monitoring academic progress	Activity 2.3:	Individualized Education Plan (IEP)	Activity 2.4:	Open Educational Resources	Activity 2.5:	Tutoring	Activity 2.6:	Mentoring	Activity 3.1:	Financial aid information	Activity 3.2:	Financial aid applications	Activity 4.1:	College entrance exam preparation	Activity 4.2:	College Searches	Activity 4.3:	College Applications	Activity 4.4:	College Enrollment	Activity 4.5:	Advice/Assistance with Course Selection
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THE UNIVERSITY INNOVATION ALLIANCE TO ENHANCE ACCESS AND SUCCESS AT PUBLIC RESEARCH UNIVERSITIES

Vision and Prospects

INTRODUCTION

The value of a college degree is as high as it has ever been, and not just for white collar professionals. More jobs than ever before, across a variety of sectors and at varying levels of experience, now require a postsecondary degree. Yet despite the rising value of a college education, the United States is for the first time losing its lead in producing college graduates, raising serious concerns about the nation's future prosperity and the economic mobility of millions of Americans. By 2018, 63% of all U.S. jobs will require postsecondary education¹ — 22 million more college-educated workers than we have today. Unfortunately, the country is on track to produce only 19 million graduates, a shortage of 3 million highly educated workers. By 2025, that gap will grow to 16 million.²

By failing to produce enough graduates, our nation is failing to capitalize on its economic potential. In 2008, McKinsey & Company reported that the education achievement gap cost between \$1.3 trillion and \$2.3 trillion in lost gross domestic product because “American workers are, on average, less able to develop, master and adapt to new productivity-enhancing technologies.”³

The consequences are also felt on a personal level. The poverty rate for Americans 25 years and older with no college (13.1%) is three times higher than the rate for those with at least a bachelor's degree (4.1%).⁴ If we hope to narrow income inequality and reinvigorate economic mobility, we must improve college graduation rates.

The need is particularly acute for students from low-income families and minorities. While 12% of first-time dependent college students nationally in 2003-04 were from families in the lowest income quintile⁵ only 6% of bachelor's graduates in 2007-08, and just 5% of graduates from public research universities⁶ were from the bottom quintile. By contrast, 46% of public research university graduates were from families in the top 20% of the income distribution.

In addition, only about 1 in 5 African Americans and Latinos aged 25-34 have earned any kind of postsecondary credential. The US population is expected to increase by 56 million between 2000 and 2020, and of those, 46 million will be members of minority groups. As a whole, ethnic

¹ Carnevale, Anthony, Nicole Smith, and Jeff Strohl. "Help Wanted: Projections of Jobs and Education Requirements Through 2018." DC: The Georgetown University Center of Education and the Workforce. Web. 09 Mar. 2011.

² Matthews, Dewayne. "A Stronger Nation Through Higher Education", Lumina Foundation for Education, Inc., February 2009

³ Source: "Postsecondary Success," *The Bill & Melinda Gates Foundation*. Web. 09 Mar. 2011

⁴ U.S. Census Bureau, 2008-2012 American Community Survey.

⁵ National Center for Education Statistics, Beginning Postsecondary Students 2008-09 Survey

⁶ National Center for Education Statistics, Baccalaureate and Beyond 2008-09 Survey

minorities are expected to make up the majority of the US population by 2043, while the under-18 population group will reach a non-white majority in just five years. If colleges and universities are unable to find a way to increase the rate at which these groups earn postsecondary credentials, many young people will suffer bleak job prospects and lower incomes and our nation as a whole will see its economic potential shrink.

While all postsecondary institutions have a role to play in raising college graduation rates, research universities in particular can be leaders in improving social and economic mobility in three ways: by serving a large proportion of low-income students; by modeling for other institutions the practices and commitment necessary to succeed; and by applying intellectual and research capacity to the issue, as they do to other significant social and scientific challenges.

University Innovation Alliance Members

- Arizona State University, Michael M. Crow
- Georgia State University, Mark Becker
- Iowa State University, Steven Leath
- Michigan State University, Lou Ann K. Simon
- The Ohio State University, Michael Drake
- Oregon State University, Edward J. Ray
- Purdue University, Mitchell E. Daniels, Jr.
- University of California-Riverside, Kim A. Wilcox
- University of Central Florida, John C. Hitt
- University of Kansas, Bernadette Gray-Little
- University of Texas-Austin, William Powers, Jr.
- California State University System Office (Observer)

While university administrators are aware of the problems facing higher education and many have developed and piloted creative solutions, interventions until now have been costly and duplicative, and essential lessons have not been widely shared across institutions. The University Innovation Alliance will take a new approach. By surmounting deeply rooted cultural and societal obstacles to collaboration, we will put our resources to best use for our students. By learning to work together, we will innovate swiftly to meet the future needs of our nation.

This concept paper presents the shared vision of the 11 large American public research universities that make up the Alliance and an ambitious prospectus for how we intend to work collectively to reshape the future of higher education. **Our vision is that by piloting new interventions, sharing insights about their relative costs and effectiveness, and scaling those interventions that are successful, we will significantly increase the number of low-income Americans graduating with quality college degrees and that, over time, our collaborative work will catalyze systemic changes in the entire higher education sector.**

UNIVERSITY INNOVATION ALLIANCE (UIA) OVERVIEW

The University Innovation Alliance is designed, organized, and led by our institutions' presidents and chancellors. Together, we draw from every region in the country and span the spectrum of U.S. public research universities, from emergent institutions to land grant universities and state flagships. Our institutions serve our respective regions and the nation by conducting transformational research, fueling innovation and economic growth, and graduating students poised to address critical needs for a productive, creative workforce. We are committed to the belief that a defining element of our public mission is to make high-quality, empowering college

degreed accessible to a diverse body of students at a cost that working and middle class families can afford.

Because we serve large numbers of first-generation, low-income students — the group lagging farthest behind in earning college degrees — we are at the forefront of America's race to regain its educational edge and increase economic opportunity and mobility. Each of our universities has been recognized for aggressively driving innovations to serve more students with quality programs at sustainable cost.⁷ Now we will work together to leverage our experience and strengths and maximize our impact.

This is the first time a group of large public research universities has self-organized across state and conference lines specifically to test and scale solutions to problems of access and graduation in higher education. The UIA's primary objective is to improve student outcomes by acting as an innovation cluster that develops and tests new initiatives, shares data, and scales best practices across the Alliance and beyond. In testing our initiatives, we will publicly set metrics by which to measure our progress.

Making sure our innovations are scalable is critical. Ultimately, we want other institutions to adopt, adapt, and refine UIA innovations, or be inspired to develop great solutions of their own that will be shared. Beyond enhancing our own institutions, UIA members aspire to invigorate efforts in all colleges and universities to produce the better-educated workforce our nation must have to ensure continued prosperity for Americans.

WHAT DISTINGUISHES ALLIANCE MEMBERS?

The UIA is particularly well positioned to advance this project, in part because we represent the demographic, geographic, and economic diversity of our country. Each Alliance institution has a history of national service and an egalitarian commitment to the social mobility of our students.

Representing 20% of the student population at large research universities, our 11 universities are experienced in scaling innovations from small pilots to university-wide programs serving large and diverse student populations.⁸ Our shared commitment to develop scaling methods for higher education, coupled with our willingness to partner and share information, makes UIA members uniquely suited to test and develop strategies that can be implemented nationwide.

Our student bodies include higher-than-peer-average percentages of the diverse students whose outcomes higher education urgently needs to improve. Of the 100 Carnegie "Research University-Very High" institutions in the U.S., only five have had higher African American graduation rates than white graduation rates for the past four years combined – and three of those five are members of the UIA. Likewise, the UIA includes several of the top-performing universities in the country that have minimized Latino-white gaps in graduation rates, and two UIA member institutions are in the top ten for conferring doctoral degrees to Native American students across all disciplines.^{9,10} We enroll a higher percentage than other research institutions of transfer students, full-time, first-time

⁷ Four of the universities heralded as national models in the New America Foundation's May 2013 report *The Next Generation University?* are participating in this initiative.

⁸ Integrated Postsecondary Education Data System

⁹ Six-year graduation rates for the 2003 to 2006 freshmen cohorts combined, compiled from NCAA Federal Graduation Rate reports: <http://socrcaaa.org/Docs/newgenetda/public/rates/NAckw.html>. Excludes a handful of cases with samples under 100 (e.g. California Institute of Technology).

¹⁰ Diverse: Issues In Higher Education. "Top 100 Producers of Minority Degrees 2013." <http://www.diverseeducation.com/top100/>.

undergraduates receiving Pell grants; and students age 25 and over. The Alliance includes individual institutions that vary greatly with regard to these characteristics and vary as well with regard to graduation rates, which range by institution from 51% to 82%. Sharing data and fielding innovations across this diverse grouping of universities will afford us the opportunity to discover strategies adaptable to a broad range of institutions.

In addition to our common goal of improving outcomes for low-income students, each institution will set goals appropriate to its state and region. The Alliance will also contribute to the national higher education discussion by developing appropriate common metrics that improve the measurement and reporting of low-income student progress and completion.

The Alliance's unique commitment to cross-institutional collaboration and sharing responds directly to two challenges currently presented by the broader higher education landscape:

1. **Competition discourages collaboration.** The competitive environment of higher education makes it challenging for universities to collaborate in the midst of a virtual race for faculty, students and research funds. We believe this competition, while healthy, can impede our ability to achieve collective impact, diffuse innovation, and drive needed changes in higher education. We are confident that we can accelerate the progress of higher education if we combine our intellectual resources and learn and innovate together, rather than working alone.¹¹

2. **Current structures encourage exclusivity.** Competitive evaluation metrics place a premium on maintaining exclusivity rather than broadening access and prioritizing student success. We reject the premise that a university cannot simultaneously expand access and pursue excellence. While specific strategies and interventions individual institutions elect to focus upon will vary, we are committed to working together to increase enrollments of racially and economically diverse student populations while enhancing the excellence of teaching, research and student learning on our campuses.

As a federation of universities committed to collective change, the UIA has the potential to balance healthy competition with shared progress, "raising the game" of all the institutions in higher education. By testing solutions together, and carefully measuring and sharing results, the UIA will be able to tell the nation "what works" with a unique level of confidence. Moreover, the innovations we pilot will be more scalable than most because they will be tested with multiple populations in varied settings.

PROJECT ADMINISTRATION & WORK STREAMS

The project will be led and championed by the presidents of UIA member institutions. The presidents will select a UIA Executive Director to facilitate the initiative on a day-to-day basis and support activities on all campuses. The UIA Executive Director will have appropriate administrative and research support provided through the project which may include administrative support or graduate research assistants. Each campus will also designate a liaison for the project who will serve as a primary point of contact for the initiative with the appropriate faculty or staff who

¹¹ Research by Kania and Kramer (Kania, J. & Kramer, M. (Winter 2011). *Collective Impact. Stanford Social Innovation Review*, 63) suggests complex problems yield to solution more quickly when organizations push beyond individual initiatives and adopt a "collective impact" approach. Similarly, theorists of innovation diffusion stipulate that trusting communication networks are crucial in spreading the adoption of new ideas (Rogers, E.M. (2003). *Diffusion of Innovations* (5th ed.). New York: Free Press).

manage relevant interventions and initiatives on his or her campus and form ad-hoc working groups to complete various tasks throughout the life of the project.

In addition, the Alliance will establish the UJA Fellowship Program, through which competitively selected professionals may be embedded within participating UJA institutions for the purpose of supporting relevant projects on the campus and assisting with communications and dissemination of ideas among UJA campuses. Drawing from the successes and examples of various higher education fellowships, UJA Fellows will be early career administrators, policy makers, analysts, researchers, communicators, writers, or other potential leaders in the big ideas and real program-building processes that can transform higher education institutions. The UJA seeks through these fellowships to build a pipeline of university leadership trained in developing and sustaining innovation in higher education.

We will engage in a series of three structured and distinct categories of work over the next three to five years:

- **Identifying New Solutions:** This work stream will identify and verify the effectiveness of new methods of improving student success rates;
- **Scaling Proven Innovations:** This work stream will take innovations already showing good results on one campus and transfer them to other interested campuses, with the goal of developing an innovation transfer model that can be used throughout higher education;
- **Communication and Diffusion:** This work stream will allow the UJA to bring our experiences, results, and recommendations to the broader higher education sector, policy leaders, and the general public as we share and promote good ideas.

We intend to achieve our ambitious goal of increasing graduation rates among low-income students through these streams of work, and through rigorous evaluation to study how the UJA functions as an innovation process — the effectiveness of its collaborative model; challenges and insights that emerge throughout the process; barriers to working together; and solutions for overcoming them. The level of institutional involvement in specific UJA projects or initiatives will be determined by the campus leadership in response to the local context, priorities, and diversity of activities on each campus.

Category I: Identifying New Solutions

As a national innovation cluster, UJA institutions will identify promising and innovative interventions to advance the goal of graduating more diverse and low-income students. These innovations will address challenges common to UJA institutions (and likely experienced by institutions outside the Alliance as well).

Problem-specific working groups will be assembled to lead the innovation process around specific thematic challenges. The members of each problem-specific group will work on their campuses and with each other together to identify innovative solutions that are promising for addressing these challenges. Outside consultants may be brought in to help design and implement interventions. Specific interventions will then be implemented on participating UJA campuses with ongoing communication and benchmarking to monitor processes and results across these campuses; with the goal of refining the interventions and the implementation process so that they can be introduced to the broader public and serve as open-source solutions that other institutions can draw on to solve similar problems.

In addition to helping campuses solve challenges that stand in the way of increasing student success, the Identifying New Solutions work stream will give university officers and employees the opportunity to engage in “blue sky” thinking about their own offices, campus systems and processes, and the broader higher education space. We believe this will result in stronger engagement and passion among university officials and increase the quantity and the quality of new ideas that university presidents can champion on their campuses and across the higher education sector.

Category II: Scaling Proven Innovations

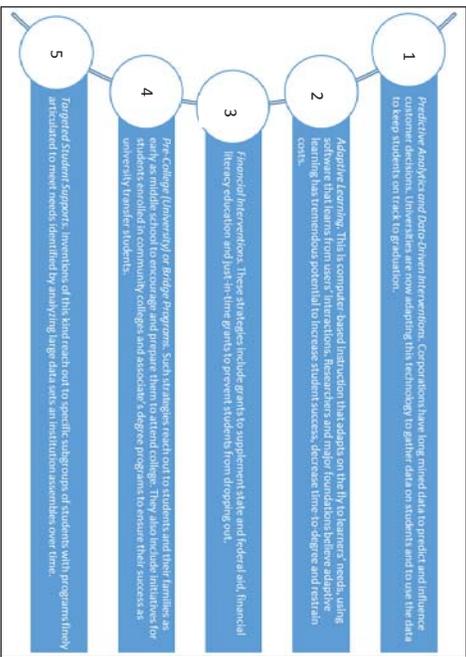
Scaling an innovation up from a smaller to a larger institution or duplicating it in a new context is a well-recognized challenge that can hinder broad adoption of successful new ideas. The UJA will provide valuable insight into how to scale more effectively and thus expand the reach of promising innovations.

UJA institutions are already engaged in a number of innovative projects that have been tested and are proving to be effective at increasing low-income students’ progression, success, and completion rates on their home campuses. (These innovations generally fall into the five focus areas included in the graphic below, and a matrix of all ongoing projects can be found in the appendix). However, incentives and structures do not currently exist to allow promising innovations to be scaled to other campuses. By scaling existing proven innovations, the UJA will develop a pilot mechanism that enhances universities’ ability to collaborate and hasten innovation for less money, with less duplication and fewer wrong turns. The UJA collaboration will more rapidly test ideas and provide solid data to guide the broader implementation of effective strategies and elimination of ineffective ones.

Our expectation is that each Alliance member will select and participate in at least one scaling project to participate in a role of their choosing, and each scaling team will comprise representatives of three or more universities.

Scaling Process: UJA members interested in testing a project will sign on as either coaches or test sites. For example, University X may have a minority retention program that universities A and B would like to try. University X might be the “coach” on the project, and universities A and B the test sites. Alternatively, a number of UJA members might elect to test a new innovation of their own collaborative design or one drawn from outside the UJA. In this case, a member with strong performance in the program area of the innovation might serve as the coaching institution.

Scaling Evaluation: Scaling teams from the participating universities will create a research design for each demonstration project and submit IRB applications or revisions as appropriate. Based on data-sharing agreements executed by all UJA members, scaling teams will establish performance metrics, supply baseline data, and create a plan for piloting the innovation at the test sites. Evaluation teams assembled and supported by the UJA Executive Director, which may include external consultants or researchers from UJA universities not participating in the project at hand will monitor, gather, and assess data and develop an evaluation report. This will measure the impact of the intervention at an intra-UJA level. These reports will be submitted to the UJA Executive Director, UJA presidents and chancellors.



Category III: Communication and Diffusion

As new solutions are identified and proven innovations are scaled successfully, results will be disseminated in professional journals, at conferences, through the media, and through other appropriate channels. The goal of the Communication and Diffusion process is to give innovative ideas the energy to break through the traditional silos that prevent ideas from being shared outside of conferences. We will encourage practitioners around the country to learn about, adapt, apply, and utilize innovations on their own campuses – and then discuss their successes and experiences with still more audiences.

The UJA Executive Director, the designated UJA liaisons on each campus, and the UJA Fellows will take the day-to-day lead in disseminating the results of the Alliance's work, however UJA presidents and chancellors will be the highest-profile advocates of both individual innovations and effective scaling models. One planned presidential initiative is to take the lessons learned in crafting new solutions and scaling existing innovations and use them to develop a "playbook" of evidence-based, proven innovations that can be implemented by colleges and universities outside the UJA network and can inform funders and policy makers. By making these innovations publicly available and customizable, the UJA will ensure that the long-term benefits of the project are shared and regenerated for maximum impact.

UJA member presidents will also leverage their status as trusted innovation experts to identify additional initiatives beyond the Alliance's target innovations that allow the members to pursue and drive sector-level solutions. Two examples will help to illustrate:

- 1) UJA leaders recently submitted an experimental site proposal proposing two programs focused on improving four-year completion via incentivized Pell grant structures, offering the UJA as a potential pilot test site. This is an example of how collective guidance from

innovative universities to external policy makers can enhance the policy arena for higher education more broadly.

- 2) Multiple UJA institutions will participate in the Gallup-Purdue Index. The largest survey of college graduates in U.S. history, this partnership of the Gallup polling organization and UJA member Purdue University will measure the long-term impact of a college degree on graduates' attainment of "great jobs" and "great lives." It will measure college graduates' well-being in five key dimensions: purpose, social, physical, financial, and community.

Participation in the Index will enable Alliance institutions to discover many issues related to the success of their students and graduates. This research design is unprecedented in U.S. higher education history, and has the potential to yield important insights for higher education.

OUTCOMES

This collaboration aims to produce outcomes at multiple levels:

- **Improvements in student success.** Alliance members commit to tracking the success of low-income students and significantly improving rates of progress and graduation. No other group of higher education institutions has a comparable commitment to collectively tracking student progress by income level, so the work of the Alliance will include the establishment and refinement of measures and goals that set a strong example for the broader higher education community.

Expected Outcomes

As a demonstration of commitment to the University Innovation Alliance, institutions have already established initial baseline data and goals for progress. These metrics, which go beyond what is normally collected and reported publicly, include historical data and goals (with and without University Alliance participation) for baccalaureate degree production and undergraduate retention and progression for all undergraduates as well as for low-income students. Please see the appendix for the complete list of metrics collected and a summary of the provided data.

Expected Outcome #1: Numbers of baccalaureate degree awards are expected to increase, particularly awards to low-income students.

UJA institutions project that annual degree awards will increase by nearly 5% within ten years, relative to current trend projections. The result will be a total gain of more than 3,300 degrees per year, more than half of which will be awarded to low-income students.

If the example of the Alliance leads to similar gains across the rest of postsecondary education, the result would be an improvement of more than 40,000 additional degrees each year.

Expected Outcome #2: The proportion of baccalaureate degrees awarded to low-income students will increase.

Participation in the UJA will help increase the proportion of baccalaureate degree awards to low-income students from 27% in 2012-13 to 30% by 2022-23.

Expected Outcome #3: Progress rates will improve for all students, and the gap between rates for the overall freshman population and low-income students will close more rapidly.

The impact on bachelor degree attainment will take a number of years to realize, but institutions will track changes in intermediate benchmarks that will provide timely indicators of institutional progress.

With UIA participation, for example, rates of annual progress (e.g. from freshman to sophomore, sophomore to junior, and junior to senior status, or similar benchmarks) are expected to improve on average by more than two percentage points over the current 10-year trend projection. The compounding effects of small improvements in progress rates at each class level will accumulate to a larger impact on total numbers of graduates.

Measuring progress in this way is already an innovation for the Alliance. Standard, publicly-reported measures of first-year retention (which members will also track and seek to improve) do not capture whether students are moving toward the goal of graduation—just whether they re-enroll after their freshman year. The standard retention measure also fails to capture the full trajectory of a student's path to graduation, and it doesn't disaggregate by students' economic background. By using more sophisticated measures Alliance institutions will add an important tool to the resource kit for the UIA's own work and perhaps set a new measurement standard for the larger community of bachelor's degree-granting institutions.

Expected Outcome #4: Transfer retention and progress rates will improve.

While the current retention rate gap between the overall population and low-income population is less pronounced in transfer students than freshmen, UIA participation is still expected to improve the rate for both groups of students, and continue to close the gap between the two groups. Based on the reported goals for eight UIA institutions, the average transfer retention rate will improve by about 1.8% for all transfers and 2.4% for low-income transfers in ten years. Transfer student success is another area in which common public measures are inadequate and the Alliance intends to develop, use and model for the broader community a set of clear and appropriate metrics.

- **Tested innovations.** The UIA's work will produce three to five thoroughly documented innovations to increase access and attainment that universities nationwide can study, adopt and adapt to their own contexts. Our outputs will include a detailed implementation model of each innovation and an open source method of continual improvement of each innovation.

- **Model for university scaling and collaboration.** In addition to research and evaluation related to specific innovation clusters, an external evaluation team will closely study the activities of the UIA over the three to five years of the project. The evaluators will document processes, obstacles, solutions and lessons from this novel collaboration. In addition, the UIA will consider using grant funds to contract with a nationally recognized higher education journalist to observe our work and tell our story to the national public.

- **Lessons in scaling.** A designated team of researchers from both inside and outside the Alliance will work with the UIA's innovation clusters to observe and document the processes of expanding our three to five innovations within and among our institutions. The team's output will include a report that details — at both the closest operating levels and leadership levels — the challenges of scale-up and the effectiveness of various solutions. We believe this report will be the closest, most transparent study of the scaling process ever seen in higher education.

- **Long term impact of university interventions.** Participating UIA institutions may work with the Gallup organization to produce a report that describes what we learn in studying linkages

between interventions students experience in their undergraduate years and their long-term well-being.

- **Talent pipeline and leadership development program.** The network of campus liaisons and Alliance Fellows will provide a cohort of individuals who will develop and apply new connections between research, leadership principles and technology to improve educational practices across the country.

- **Recommendations for national policy.** In the course of our work, UIA members will naturally develop fresh perspectives on national policies that affect student access and degree attainment. The UIA presidents will designate a cross-institutional team to produce a report that articulates those perspectives and makes recommendations for national policy makers. Utilizing the Alliance presidents as leading advocates and educators, we will present our findings and recommendations in top-level public and policy venues, and through the media.

GOVERNANCE

The governing board of the UIA will be comprised of the 11 university presidents or chancellors, or their delegates. Presidents or their designees will meet four times per year (half in person, half by teleconference or video-conference) to make UIA decisions; report progress, brainstorm and connect. Where possible, meetings will align with other national postsecondary meetings, taking advantage of travel and schedule opportunities. Leadership of the UIA is provided by a 5-person executive leadership team with rotating chair, vice chair, and past chair.

Separate from the presidents' meetings, campus liaisons and peers from each working group may also hold up to six meetings per year.

The UIA will maintain a very light administrative structure. Central staff for the Alliance will include the full time UIA Executive Director, support from a program assistant, and graduate research assistants supported by the project. The UIA Executive Director will support and facilitate each campus's involvement in the Alliance; provide logistical support for the UIA operations; provide leadership and assistance in research design and project development; manage consultants; and coordinate communication among campus liaisons and Alliance Fellows. In addition, the UIA Executive Director will act as an ambassador for the consortium, and promote the goals and objectives of the Alliance through planning, development, and communications strategies.

Campus liaisons will be supported through a matching funds program within the UIA (institutions contribute personnel costs responsive to the proportion of their UIA time allocation, matched by UIA grant funding). While campus liaisons will continue to report directly to their institution's leadership, they will work closely with the UIA Executive Director, who will support their activities and provide central coordination and logistical support for UIA meetings and communications. To assist with the various projects, the UIA will utilize expert consultants to advance, support, and complete a variety of tasks, including:

- assisting the UIA staff with project management and supporting the day to day campus work as well as supporting the strategic vision and change;
- collecting and analyzing data and producing reports and other content for the member institutions and for broader audiences, using the key student success indicators described above;
- working with institutions to facilitate the sharing and scaling of identified innovations;
- designing and implementing the evaluations discussed above;

- advising about communication and advocacy strategies;
- developing metrics to be used by institutions throughout the project.

PROJECT EVALUATION

To probe the effectiveness of the UIA structure and process, the project will use grant funds to hire an external evaluator to conduct formative and summative assessments. The evaluator will make presentations and reports to UIA presidents on a quarterly basis and produce a final report for funders. We anticipate this report may provide content for a substantial article that can be tailored for academic, policy and public audiences.

As practicable, the external evaluation team will compare the results of each demonstration project against other universities operating alternative interventions in the same areas of innovation. So, if Coach University X and Test Site universities A and B pilot Innovation C to increase minority student retention in the sciences, the evaluator will compare their outcomes to those of universities using different interventions to achieve the same effect. This will help measure the impact of the innovation against the broader higher education environment.

University Innovation Alliance Summary Statistics



University of California - Riverside	
UCR's Achieving Equity Model	<p>UCR is one of very few research universities with equal or nearly equal graduation rates between Pell Grant and non-Pell Grant students and across all major racial-ethnic groups. (Other Alliance universities are also in this group.) Currently, 4 and 6 year graduation rates are equivalent at the university between Pell and non-Pell students, and graduation rates are within a few percentage points across all major racial-ethnic groups. In several recent years, graduation rates have been higher for African American students than for white students. Some elements of the UCR model cannot be replicated at every university. For example, thanks to its efforts over many years, UCR has achieved critical mass in each of the four major racial-ethnic groups in California. Other elements of the UCR model may be replicable across many Alliance universities and nationwide. These include: (1) creating an identity in the college market place as an unusually inclusive university; (2) the use of inclusiveness as an important part of the on-campus narrative; (3) administrative efforts to hire and advance top talent from URM backgrounds; (4) influential offices responsible for encouraging diversity and inclusiveness, and leadership development; (5) active recruiting in minority-serving high schools; and (6) strong support for cultural affinity groups through Student Life organizations, but no separation of academic support services by racial-ethnic groups.</p>
Supplemental Instruction	<p>The Supplemental Instruction (SI) program is led by highly trained peer educators who have done well in the courses for which they are providing supplemental instruction. Primary courses supported are those with high D, F, W counts. In 2012-13, nearly 13,000 students participated in at least one SI session. A recent study shows statistically significant gains for students who participate in SI compared to students matched on socio-demographic and academic background characteristics, although this is not true for every supported class with students who attend SI for only one term. UC Riverside is currently working on streaming SI and looking for other D/F courses that could profit from it. The university is hiring an Assistant Director to ensure quality control.</p>
Innovating Financial Aid Awards to Incentivize Timely Graduation	<p>At several Alliance institutions, institutional gift aid is a larger funding pool than federal gift aid in the form of Pell Grants. Yet historically institutions have used the federal eligibility rules as the default rules for allocating the university's own need-based aid. There is a high likelihood that current financial aid allocation policies are not calibrated to yield maximum student success. UC Riverside is interested in partnering with other Alliance institutions to pilot test how a variety of institutional aid policy changes can incentivize better outcomes for our students, especially lower-income students. Possible changes worth considering are discounting tuition and use of reserves as scholarships for students who make expected progress to four-year graduation and making institutional aid beyond the first year contingent on making expected progress to the degree.</p>
Early Assist	<p>This is an intercollegiate academic advising model applied to "at-risk" students rather than athletes. Students receive extra course points for checking in regularly with peer educators to discuss study behaviors, motivation, learning issues, and distractions. There is follow-through in second quarter for those continuing in next course in Math and English sequences. Results from the program pilot were promising. Students who attended 6 required meetings achieved significantly higher grades than otherwise similar students who did not complete the program. The university is working on an incentivized structure to keep students in the program beyond their first term.</p>

University of California - Riverside, Cont.	
College of Natural Sciences Learning Community	<p>This is a first-year learning community program that has existed in its present form since 2007. Cohorts of 24 students with the same math placements enroll in the same core math and sciences courses for their freshman year. In addition, the student cohorts receive supplemental instruction for their most challenging core course each quarter, a Fall freshman discovery seminar with a CNAS faculty member, and a Fall academic success seminar with a CNAS professional academic advisor. The strong first-quarter mentoring by faculty and advisors, the year-long nature of the cohort course co-enrollment, and the year-long supplementary instruction distinguish CNAS learning communities from those in other UCR colleges and UC campuses.</p>
SL-CARE: Student Learning Communities and Research Engagement	<p>This initiative places CNAS learning community participants into a first-year early research engagement in life sciences or physical/mathematical sciences. Participants engage in evidence-based lab discovery in small groups of 22-24, conducting gene sequencing, computer modeling of chemical bonding, or field analysis and sampling of atmospheric gases. The initiative improved retention to sophomore year and has improved transition to upper division research activities. The university is planning on expanding the pilot and scaling up to several hundred students with increased faculty participation.</p>
Innovations seeking to adopt/scale	<ul style="list-style-type: none"> • Adaptive learning • Financial Aid Interventions • Predictive Analytics/Data Driven Interventions <p>Key objective: Improve 6-year and 4-year graduation rates.</p>

Appendix E Supporting Material for Item 6

Attached please find documentation of tuition and fee costs for undergraduate students, the marginal cost of instruction calculations from the CSU system, and an analysis of the economic impact of CSUSB in the local economy.

Reducing Time to Undergraduate Degree: Targeted Intervention Strategies

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Abstract

Attainment of an undergraduate degree is traditionally a four-year endeavor, but completion often extends beyond this timeframe. For the California State University System, the cost of undergraduate, full-time tuition has increased drastically. Given the increase in fees and the potential economic contribution of our alumni to the local community, the importance of graduating students in a timely fashion has become an area of emphasis for California State University San Bernardino. The purpose of this study was to identify predictors of time-to-degree with high intervention potential. Strategies to reduce the time required to complete an undergraduate degree will be discussed.

Key Findings

1. Total time to undergraduate degree was strongly predicted by remediation status (yes/no), the total number of terms required to complete the lower division English and math GE requirements, completion of the upper-division writing requirement by the end of the third year of enrollment (yes/no), and the number of times students changed major. On average:
 - Students who needed remediation graduated a half year later than did students who didn't need remediation.
 - Students who completed their English and math GE requirements in their first year graduated a half year earlier than did students who completed these requirements in their second year.
 - Students who completed their upper division writing requirement by the end of their third year graduated three-fourths of a year earlier than did students who completed this requirement after the end of their third year.
 - Students who never changed major graduated a half year earlier than did students who changed major twice.
2. Based on the findings of the time-to-degree model, the following targeted interventions could greatly reduce total time to undergraduate degree:
 - Verbally communicate the importance of achieving certain course milestones during students' SOAR orientation.
 - Use the Degree Audit Reporting System (DARS) to track completion of these milestones and contact students who do not complete the requirements during the proposed timeframe so as to get them back on track.
 - Remind students to adjust their schedules using notifications through email and MyCoyote.
 - Provide information about course milestones to peer advisors so they can help guide students' choice of courses as well as to monitor and discourage unnecessary major changes.



Tuition and Fees 2014-15

UNDERGRADUATE TUITION, RESIDENT STUDENT

TUITION (All Required)	Fall 2014 0-6 Units	Fall 2014 6.1+ Units	Winter 2015 0-6 Units	Winter 2015 6.1+ Units	Spring 2015 0-6 Units	Spring 2015 6.1+ Units
Tuition Fee	\$1058.00	\$1824.00	\$1058.00	\$1824.00	\$1058.00	\$1824.00
Mandatory Campus Charges	\$ 365.00	\$ 365.00	\$ 356.00	\$ 356.00	\$ 356.00	\$ 356.00
TOTAL	\$1423.00	\$2189.00	\$1414.00	\$2180.00	\$1414.00	\$2180.00

CREDENTIAL TUITION, RESIDENT STUDENTS (Qualified Programs Only: 100-199, 200, 435, 468 & 469)

TUITION (All Required)	Fall 2014 0-6 Units	Fall 2014 6.1+ Units	Winter 2015 0-6 Units	Winter 2015 6.1+ Units	Spring 2015 0-6 Units	Spring 2015 6.1+ Units
Tuition Fee	\$1228.00	\$2116.00	\$1228.00	\$2116.00	\$1228.00	\$2116.00
Mandatory Campus Charges	\$365.00	\$365.00	\$356.00	\$356.00	\$356.00	\$356.00
TOTAL	\$1593.00	\$2481.00	\$1584.00	\$2472.00	\$1584.00	\$2472.00

POSTBACH/GRADUATE TUITION*, RESIDENT STUDENTS

TUITION (All Required)	Fall 2014 0-6 Units	Fall 2014 6.1+ Units	Winter 2015 0-6 Units	Winter 2015 6.1+ Units	Spring 2015 0-6 Units	Spring 2015 6.1+ Units
Tuition Fee	\$1302.00	\$2246.00	\$1302.00	\$2246.00	\$1302.00	\$2246.00
Mandatory Campus Charges	\$365.00	\$365.00	\$356.00	\$356.00	\$356.00	\$356.00
TOTAL	\$1667.00	\$2611.00	\$1658.00	\$2602.00	\$1658.00	\$2602.00

* Masters in Business Administration (M.B.A) program requires an additional \$169 per unit.

* Masters in Accountancy (M.S.A.) program requires an additional \$169 per unit.

* Masters in Public Administration (M.P.A.) online courses require an additional \$90 per unit.

See [Other Student Charges](#)

DOCTORATE TUITION, RESIDENT STUDENTS

TUITION (All Required)	Fall 2014 0-6 Units	Fall 2014 6.1+ Units	Winter 2015 0-6 Units	Winter 2015 6.1+ Units	Spring 2015 0-6 Units	Spring 2015 6.1+ Units
Tuition Fee	\$3706.00	\$3706.00	\$3706.00	\$3706.00	\$3706.00	\$3706.00
Mandatory Campus Charges	\$365.00	\$365.00	\$356.00	\$356.00	\$356.00	\$356.00
TOTAL	\$4071.00	\$4071.00	\$4062.00	\$4062.00	\$4062.00	\$4062.00

Other Student Charges

Some programs may require [additional charges](#).

Nonresident and international Students

Nonresident tuition fees are \$248 per unit and \$124 per 1/2 unit. Nonresident tuition is charged in addition to charges listed above for residents and applies to all nonresidents of California including international (visa) students.

WICHE WUE (Western University Exchange Program) student participants pay 150% of the Tuition fee and do not pay Non-resident tuition fees.



2013-2014

SUPPORT BUDGET

[Chancellor's Message](#)**Sources of Revenue: Marginal Cost of Instruction**[Higher Education](#)[Funding](#)[Three-Year Budget](#)[Summary](#)[Budget Highlights](#)[Support Budget Plan](#)[Distribution of Funds](#)[Sources of Revenue](#)[Uses of Revenue](#)[Revenue Forgone](#)[Supplemental](#)[Documentation](#)[Home](#)[Support Budget Home](#)[Budget Office Home](#)

Program	2013/14 General Fund MC Factor Per FTES	2013/14 Net ¹ Tuition Fees MC Factor Per FTES	2013/14 Total MC ² Factor Per FTES
Instruction	\$3,934	\$1,546	\$5,480
Research	0	0	0
Public Service	0	0	0
Academic Support	747	358	1,105
Student Services	647	347	994
Institutional Support	686	320	1,006
Operation and Maintenance of Plant	409	320	729
Student Financial Aid	0	0	0
Totals	\$6,423	\$2,891	\$9,314
Instructional Equipment	81	0	81
Totals with I.E.	\$6,504	\$2,891	\$9,395
2013/14 Total Marginal Cost of Instruction²			\$10,840
Less: Forgone Financial Aid			(\$1,445)
2013/14 Total Marginal Cost of Instruction without Forgone Financial Aid			\$9,395
Net Tuition Fee Revenue¹			(\$2,891)
General Fund Support			\$6,504

¹ Tuition fees support net of forgone financial aid.

² Based on most-recent past funded total MC increased by 2.2 percent CA-CPI.

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Last Updated: November 16, 2012

Impacts by Campus

- [CSU Bakersfield](#)
- [CSU Channel Islands](#)
- [CSU Chico](#)
- [CSU Dominguez Hills](#)
- [CSU East Bay](#)
- [Fresno State](#)
- [CSU Fullerton](#)
- [Humboldt State University](#)
- [CSU Long Beach](#)
- [CSU Los Angeles](#)
- [California Maritime Academy](#)
- [CSU Monterey Bay](#)
- [CSU Northridge](#)
- [Cal Poly Pomona](#)
- [Sacramento State](#)
- [Cal State San Bernardino](#)
- [San Diego State University](#)
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Cal State San Bernardino

Cal State San Bernardino is one of the most beautiful universities in California, set at the foothills of the San Bernardino Mountains. Cal State San Bernardino has developed highly respected programs in business, computer science and engineering, geographic information, psychology, health sciences, criminal justice, social work and public administration, accounting and finance. Cal State San Bernardino has taken a leading role in studying and understanding the Middle East, and it is the only CSU campus offering Arabic language and Islamic history courses. Cal State San Bernardino science students are readily accepted into the most prestigious medical schools in the country.

High Magnitude Economic Impact

Cal State San Bernardino's annual impact on the Inland Empire region and the State of California is enormous:

- Annual spending related to Cal State San Bernardino (\$304 million) generates a total impact of \$189.5 million on the regional economy, and nearly \$536.5 million on the statewide economy.
- This impact sustains more than 2,000 jobs in the region and statewide more than 4,700 jobs.
- Per year, the impact generates more than \$10 million in local and \$32 million in statewide tax revenue.
- Even greater—nearly \$1.2 billion of the earnings by alumni from Cal State San Bernardino are attributable to their CSU degrees, which creates an additional \$2 billion of industry activity throughout the state.

CSU San Bernardino improves California's economy with research, innovation and entrepreneurship.

- Cal State San Bernardino produces the majority of teachers in the Inland Empire, thanks to active partnerships with nearly 60 school districts in San Bernardino and Riverside counties. CSUSB also ranks among the top CSU campuses that produce credentialed teachers, and the university's College of Education offers Cal State San Bernardino's only doctoral program – in Educational Leadership.
- Cal State San Bernardino is distinguished as the first Inland Empire university with the Association to Advance Collegiate Schools of Business International accreditation for programs offered by its College of Business and Public Administration. CSUSB's Inland Empire Center for Entrepreneurship captured the national Entrepreneurship Educational Award for "Outstanding Specialty Entrepreneurship Program" from the United States Association for Small Business and Entrepreneurship, recognizing the program for its work in mentoring top minority science students doing advanced graduate work in technology entrepreneurship. The university recently ranked fourth in the nation for graduate entrepreneurship programs.
- CSUSB's University Center for Developmental Disabilities is a clinical training program that provides evaluation, assessment, training, and support for autistic children, their parents, and siblings.
- Cal State San Bernardino is partnering in the National Children's Health Study, a multi-million dollar grant from the National Institutes of Health, which will enable tracking

Campus Location and Impacts



"Our firm has hired many graduates from Cal State San Bernardino, and I am one myself. Cal State San Bernardino's graduates come prepared to work; that's something that we value highly and that we've come to count on from the university."

– Lou Monville
Vice President
O'Reilly Public Relations
CSU Trustee



of about 1,000 San Bernardino County children from birth through age 21 in the largest study of its kind ever undertaken across America. Through Cal State San Bernardino's College of Social and Behavioral Sciences, the Institute for Child Development and Family Relations combines both the study of typical and atypical children from birth with family training programs under one academic unit.

CSU San Bernardino improves life in the Inland Empire region through research, arts and community service.

- Cal State San Bernardino's Robert V. Fullerton Art Museum, located on the campus, is one of only 4 percent of museums in the United States to earn accreditation from the esteemed American Association of Museums. With its impressive collections and many visiting exhibitions, the campus art museum has become a significant cultural institution not just in the inland region, but in all of Southern California, enhancing the university's and the region's cultural contributions.
- Cal State San Bernardino was recognized by the prestigious Carnegie Foundation for its ongoing community outreach and student participation through partnerships and service-learning programs. The university also has repeatedly been named to the President's Higher Education Community Service Honor Roll, the highest federal recognition a college or university can receive for its commitment to volunteering, service-learning, and civic engagement.

A University for All Californians

The Cal State San Bernardino university community is a reflection of the dynamic diversity of the local region, with a student population so diverse that there is no majority ethnic group on campus. CSUSB ranks among the national leaders for Hispanic enrollment, as well as four-year universities and colleges that award bachelor's and master's degrees to Hispanic students. In fact, Cal State San Bernardino is No. 1 in the United States among universities awarding bachelor's degrees in math to Hispanic students, according to the magazine *Hispanic Outlook* in Higher Education.

CSU San Bernardino, 5500 University Parkway, San Bernardino, CA 92407, Phone: (909) 537-5000
www.csusb.edu



Appendix F Supporting Material for Item 8

What is FACE: History, Strategic Priorities and the Path to Change

FACE began in 2009, as a coalition whose primary goal was to increase the college going rate in Riverside and San Bernardino Counties. Then Chancellor Timothy White envisioned a more robust outcome, and believed that UCR and the campus community should actively work to be a part of improving the region's quality of life by taking advantage of and building on the Inland Empire's strengths.

FACE was tasked with the goal of creating an intellectual climate in the Inland Empire that promoted and improved education opportunities by significantly furthering collaboration among stakeholders. Working closely with community partners and with the support of Interim Chancellor Dr. Jane Connelly and Chancellor Dr. Kim Wilcox, FACE has advocated for improving the number of students who graduate from high school prepared to enroll, succeed and graduate from post-secondary institutions.

FACE's strategic priorities:

- Promote the value and importance of a seamless learning system that offers accessible, quality education for all students.
- Facilitate communication within the region as a means for sharing best practices and the development of working-partnerships.
- Introduce new initiatives that address unmet needs and challenges.
- Serve as an advocate for excellence in education and foster collaboration to advance student achievement across the entire education spectrum.
- Encourage a strong pipeline of qualified workers-- especially in Science, Technology, Engineering and Mathematics fields.

A community-education partnership, FACE has focused on creating systemic change through collaboration with business, education and civic partners. During the first year FACE worked on establishing a blueprint that would effectively address the goals of the coalition. A 3-year strategic plan was developed that provided day-to-day parameters and an overall course of action. The second year was characterized by the development of the essential elements needed to further those goals: in depth engagement with the community, developing funding sources to support the mission, and forming partnership initiatives to promote best practices. In our third and fourth years, FACE continued previously successful efforts in the community with a special emphasis on strengthening working relationships with businesses and other educational institutions. Over the past year, FACE concentrated on institutionalizing the most effective efforts both on campus and in the community. In its five years of effort, FACE has made significant strides in achieving the goals set out in the initial strategic plan—namely bringing the education community together with stakeholders to identify a common agenda and to work toward long-term systemic change in educational outcomes.

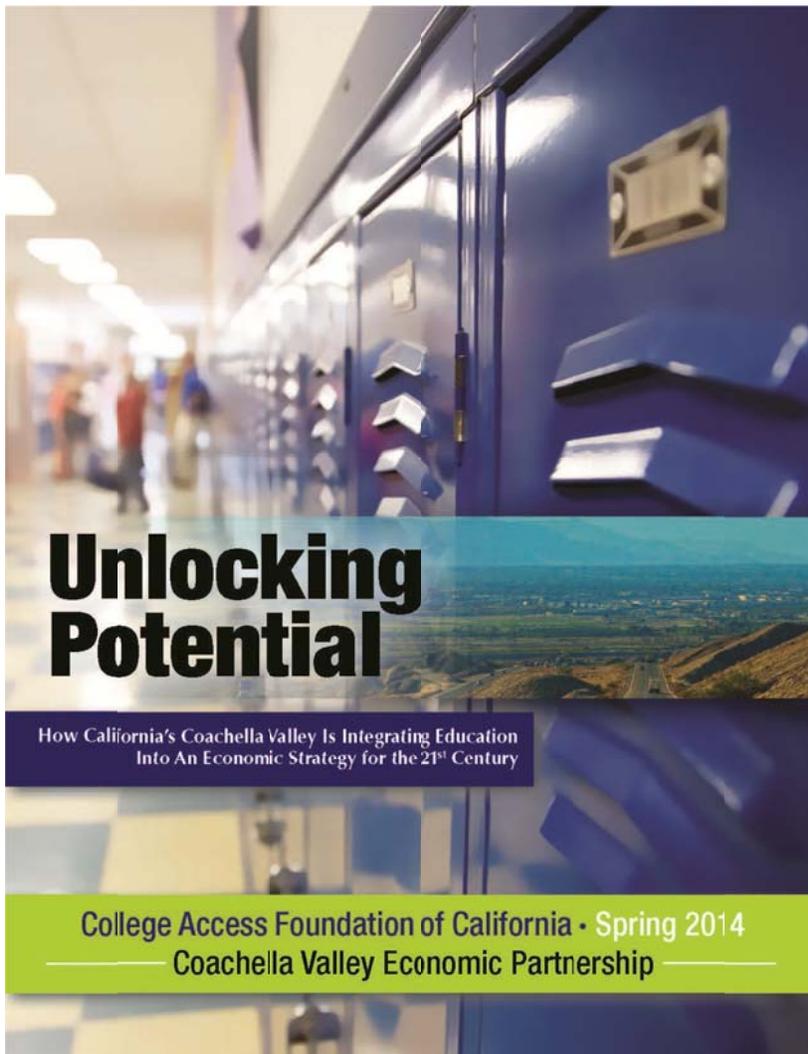
Sustainability of Predictive Analytics & Enhanced Advising

The innovative use of technology is sustainable at CSUSB and will greatly increase the productivity and efficiency of staff and faculty tasked with providing advising services to students. There is wide support and involvement in this change process at CSUSB and many critical foundational investments have been made. As of this writing, we have increased our advising staff with five new professional academic advisors, implemented and begun pilot testing and training on the new platform.

Leveraging Funds for Sustainable Change

Both CSUSB and UCR actively seek external funding to support programmatic efforts that involve collaboration with our regional partners for attaining the educational goals outlined in this proposal.

Annually, CSUSB secures an average of \$20-30 million in external grants and contracts. Approximately two-thirds of those dollars are specifically for systemic educational reform programs and interventions. One recent example is the \$14.2 million GEAR-UP grant mentioned in the narrative. Additional timely examples include: nearly a decade of funding from National Science Foundation (NSF) to support Noyce Teaching Scholars & Noyce Master Teaching Fellows (both projects are math teacher education programs in partnership with our local high-need districts); a nearly \$8 million Math and Science Partnership project in collaboration with Ontario-Montclair School District to improve mathematics teacher preparation; a recently awarded \$3 million i3 award from the US Department of Education for math teacher education in partnership with two high-need districts in Riverside County; four Title V (Hispanic Serving Institution) awards from the Department of Education for: 1&2) STEM internships and professional skills training (one institutional award and one in collaboration with San Bernardino Valley College-one of our largest feeder community colleges), 3) a collaborative award with Norco college for STEM and liberal arts programming and improved articulation and transfer to CSUSB, and 4) a collaborative award with College of the Desert for enhanced students support services for increased and streamlined transfer to CSUSB. These are only a few of the myriad projects we have undertaken with external funds. It is the institutional priority of CSUSB and our collective impact partners to institutionalize best practices from all such projects.



Coachella Valley, California

When the Great Recession hit in 2008, the business, civic and education leaders of California's Coachella Valley knew they needed a plan to take control over their economic destiny.

So they came together, did their homework and created one.

Devised under the auspices of the Coachella Valley Economic Partnership, or CVEP, the Economic Blueprint lays out a series of strategies to create a true twenty-first century economy: one with diverse industries that spur economic growth, and boasts a labor force that meets the

needs of employers and raises incomes for families throughout the region.

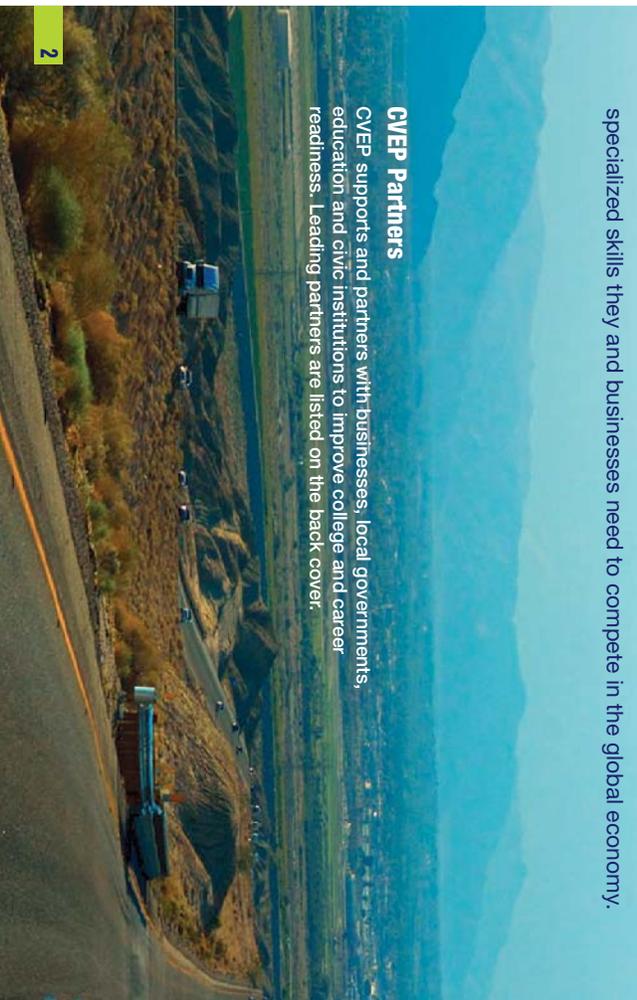
Today, much of the work to shape the blueprint into reality is grounded in tried and true economic development practices, like those seen in cities and regions in California and across the country.

What distinguishes the work from more typical economic development programs is this: at the heart of this bottom-line economic development entity is one of the most ambitious education and career preparation endeavors in California.

CVEP has created a forum where business leaders engage side-by-side with the heads of education, government and civic institutions — to listen, share ideas, and ultimately, collaborate on ways to empower more of the Valley's youth with the specialized skills they and businesses need to compete in the global economy.

CVEP Partners

CVEP supports and partners with businesses, local governments, education and civic institutions to improve college and career readiness. Leading partners are listed on the back cover.



It is an undertaking that extends throughout the K-16 system, touching students at nearly every school, college and university in the Coachella Valley.

CVEP has created a forum where business leaders engage side-by-side with the heads of education, government and civic institutions — to listen, share ideas, and ultimately, collaborate on ways to empower more of the Valley's youth with the specialized skills they and businesses need to compete in the global economy.



This highly integrated marriage of business and workforce development means that as CVEP works to help dozens of local companies create thousands of new jobs, it is also promoting intensive academic and career development programs, college scholarships and professional internship opportunities that are reaching more than 7,000 students throughout the Coachella Valley.

The level of collaboration is a tangible acknowledgment by diverse segments of this community that quality education is central to the region's economic future, and that each must play an active role to ensure success.

Coachella Valley at a Glance	
Cities	9
Population:	439,363
Number of Firms:	7,505
Adults w/College Degree:	23.5%
Median Household Income:	\$45,253

Source: CVEP Annual Economic Report 2013



Taking Charge of Its Economic Future

The 2008 housing market collapse and decline in consumer spending hit the Coachella Valley hard, sparking a realization that local economic development plans needed a reboot.

"We had a lack of focus at times, where cities next door to each other might compete for the same business," says Tom Davis, a CVEP board member and chief planning and development officer for the Agua Caliente Band of Cahuilla Indians.

"One of the things that makes the Valley unique today is we have real planning at the regional level," Davis adds. "The economic blueprint helped get us there."

So regionalism – a game plan for all nine cities in the Coachella Valley – emerged as one tenet of the new economic strategy. The second was economic diversification, a drive to expand the

Valley's economic base beyond important, yet cyclical industries such as agriculture, retail and tourism.

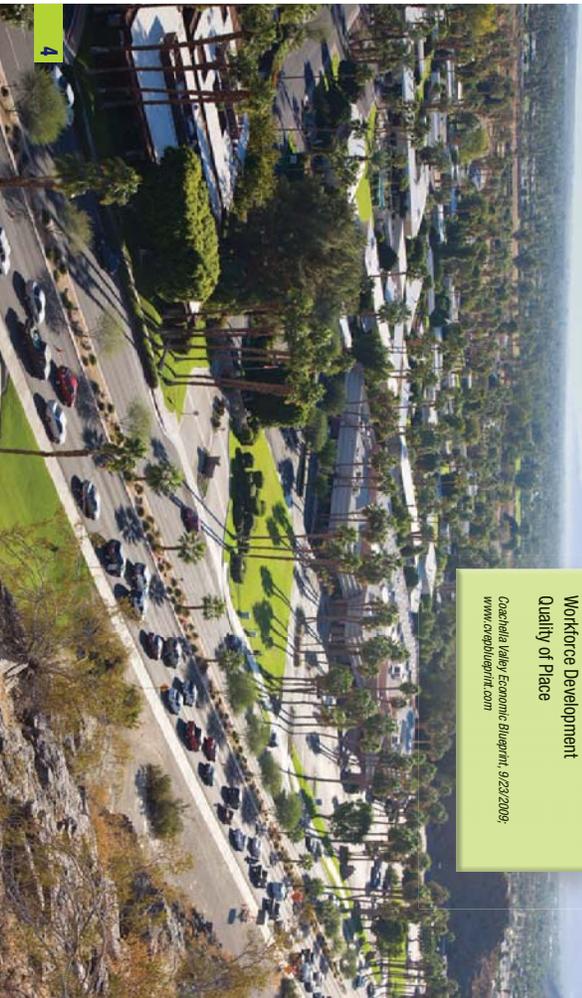
Extensive research and examination of where the Valley might have a competitive advantage led CVEP to target several industries, with a particular focus on three: health care and life sciences, energy/clean technology and creative arts and design.

Each plays to the Valley's strengths, such as the presence of large health care institutions like the Eisenhower and Desert Regional Medical Centers, a climate favorable to renewable energy development (and a need to satisfy high energy requirements in the Valley), and lower operating costs compared to regions with significant media and entertainment industries.

Coachella Valley Strategies

Regionalism
Economic Diversification
Workforce Development
Quality of Place

Coachella Valley Economic Blueprint, 9/23/2009;
www.cvepblueprint.com



One of the most visible efforts to jumpstart business growth is the new Coachella Valley Innovation Hub, or iHub. It is one of 16 centers established in partnership with the state of California to serve as a source of innovation for start-up companies, business groups and venture capitalists.¹

The Valley's iHub focuses on renewable energy development, with its start-ups pursuing a

"One of the things that makes the Valley unique today is we have real planning at the regional level. The economic blueprint helped get us there."

– Tom Davis, CVEP Board Member

range of technology innovations: from the manufacture of components to convert gas-pow- er engines to electric, to the development of earthquake warning systems, to the production of mobile farming systems that can be used in remote locations and disaster areas.

"Our work to help companies grow and create high-wage jobs, and support educators in preparing the next generation of workers is vital to the Coachella Valley's success."



Tom Flavin, CEO of CVEP and a former executive for economic development in Los Angeles and Seattle, sees local innovation as one of the keys to the region's future.

"To be successful in the economy of the twenty-first century, we believe you need to be able to compete globally, collaborate regionally and execute locally."



Unfinished homes, Coachella Valley – When the Valley's housing market collapsed in 2008, local planners realized that diversification would be critical to the region's economic success in the future.

Investing in a 21st Century Workforce

To local leaders, gaining influence over the region's economic future would also mean addressing the low education achievement levels of a sizable portion of the Valley's population. As a 2009 assessment done for CVEP stated:²

Compared to the nation and comparison communities, the Coachella Valley has a higher proportion of adults without a high school diploma and a lower number of adults with a bachelor's degree or higher.

Students at two of the region's three school districts perform at lower levels than average for California, and less than one-quarter of residents hold a bachelor's degree or higher, a smaller percentage than other areas of Califor-

nia such as Los Angeles, San Diego and Orange County.³

Thus, the region's planners understood the need for a more comprehensive workforce strategy than programs aimed at individuals on the cusp of the job market. They needed interventions at every step of the "education-to-career" pipeline.

For years, Valley educators, business and civic leaders had undertaken initiatives to improve student performance and increase workers' skills. What changed was the will to address the region's needs with a more comprehensive set of interventions – backed by an explicit strategy, with specific outcomes.

Sheila Thornton, CVEP's vice president for workforce excellence, says business concerns over the lack of marketable skills and educa-



tion attainment among local workers was the major impetus for a more intensive approach. She points to a survey of major companies that indicated 80 percent of their job recruitment was focused on attracting workers outside of the Coachella Valley.



CVEP's workforce excellence team. The need for workers with better skills and education led the organization to take a more comprehensive approach to college and career readiness.

"Simply put, the local population didn't meet the needs of our employers. They were also frustrated with the lack of basic soft skills among local job candidates, in areas like critical thinking, communication and a customer service orientation," Thornton says.

"All agreed that we had to do something if we were going to reverse the trend and have our local graduates match the real needs of employers."

In 2012, CVEP worked to align the various initiatives taking place under a single strategic plan, the Coachella Valley Regional Plan for College and Career Readiness, which has the broad agreement of school administrators, local universities and business leaders across the Coachella Valley.

The plan sets ambitious goals, including enrolling nearly 7,000 high school students – roughly one-third of the Valley's high school enrollment – into education programs that offer a path

Coachella Valley Education/ Workforce Initiatives	
Students in career-related academic programs:	6,979
Students receiving scholarships since 2009:	1,155
Total dollars of scholarships since 2009:	\$7.6 M
Business partners offering internships:	287

Source: CVEP Workforce Excellence Internal documents

to professional careers. Many of these students will emerge from career-related programs being offered to thousands of young people at elementary and middle schools throughout the Valley.

It also sets a goal of increasing high school graduation and college-going rates by 10 percent, and creating an endowment that will offer \$1 million in college scholarships to students every year. All within the next four years.

The constellation of education and career preparation activities directed at achieving these goals is substantial, and managed under several broad initiatives, including:

- **Career academics at the high school level**, which supplement core academic curricula with coursework and experiences that introduce and prepare interested students for careers in industries such as health care, energy and clean technology, and creative arts.
- **Initiatives to increase college access and success**, including college scholarships, mentoring and academic support to low-income students,



Vanessa Ruiz is a graduate of Coachella Valley High School and the University of Redlands. She is employed at RENOVA Solar, a local manufacturer of residential solar systems, assisting with business contracts.



as well as partnerships with schools to expand students' access to public financial aid, through completion of the Free Application for Federal Student Aid (FAFSA) and maximizing access to Cal Grants.

- **Workplace learning opportunities with nearly 300 business partners** throughout the Coachella Valley, which offer students at the middle, high school and collegiate level career explorations in business and professional settings, job shadowing, business mentoring and internship opportunities.

Attracting Philanthropic Investments

Coachella Valley education and workforce development efforts have secured investments from numerous local, state and national partners (public and private), including support from major foundations:

- **College Access Foundation of California** made a multi-year commitment in 2009 to encourage greater college going and completion among Coachella Valley youth, providing more than \$1 million per year for scholarships, supporting intensive post-enrollment services and investing in strategies to increase federal and state financial aid.
- **The Ford Motor Company Fund** designated the Coachella Valley as a Next Generation Learning Community (NGLC), to aid the region in its work to increase college and career readiness. NGLC helped C/VEP lead the development of a five-year strategic plan that has garnered the buy-in of the region's three school districts, the local college and universities, and numerous civic, business and community leaders.
- **The James Irvine Foundation** has been a longstanding supporter of C/VEP's work to promote college and career readiness, including support for career academics in local public schools that combine preparation for real-world professions with rigorous academics. Coachella is one of Irvine's regional "Linked Learning" sites.
- **The Desert Healthcare District** has been a key partner to C/VEP in developing a quality health care workforce for the region, supporting career explorations, scholarships and internships for college students. It is also leading the way in connecting graduates to full-time positions in the health field.

Lessons and Observations

An initiative of this size and scale is bound to face its share of uncertainties.

Natural questions arise, such as: will the jobs be there for college graduates who are ready to work? Will businesses remain committed to the effort in the face of inevitable economic swings and challenges? Can the region's K-12 institutions maintain their commitments to college and career readiness in light of changing budget conditions or new state or federal mandates? Can local colleges and universities succeed in delivering graduates, given typically low-to-moderate graduation rates statewide?



Anselmo Montez attends UC Riverside, where he is pursuing a degree in Public Policy. Over the summer, Anselmo interned at Raíces Cultura, whose mission is to create a space for artistic and cultural expression and strengthen the perspectives of the Eastern Coachella Valley.

As business, education and workforce leaders wrestle with these important questions and work together to build a 21st century workforce, early observations and lessons emerge that are relevant to other economic development and workforce initiatives taking place in California and elsewhere:

- **C/VEP has created a platform that is leveraging considerable outside expertise and financial support.** While the genesis and the leadership behind the initiatives in the Coachella Valley are home grown, the level of strategic planning, and the buy-in and participation from local government, education and business leaders has helped

attract millions in public and private support from outside the region.

- **Workforce development is viewed as more than a means of supplying qualified workers; rather, it is seen as integral to economic development.** C/VEP's mantra of "education is economic development" reflects the importance of the region's education system to its economic development planning.

Leaders of the K-12 school districts, community college and four-year universities work as full partners with business and civic leaders at all levels of planning and implementation. By aligning education needs directly with its economic goals, Valley leaders are strengthening the foundation of their education system in a way that will benefit the region for years to come.

- **Creating a "college-going culture" will have broad economic and social implications for the future of the Coachella Valley.** A region that is home to hundreds of former Fortune 500 CEOs has more than one in four children living in poverty — a microcosm of an income gap that is growing throughout the United States. The mission to create a college-going culture is central to the Coachella Valley's vision of itself as a region that is both economically vibrant and equitable in the 21st century.

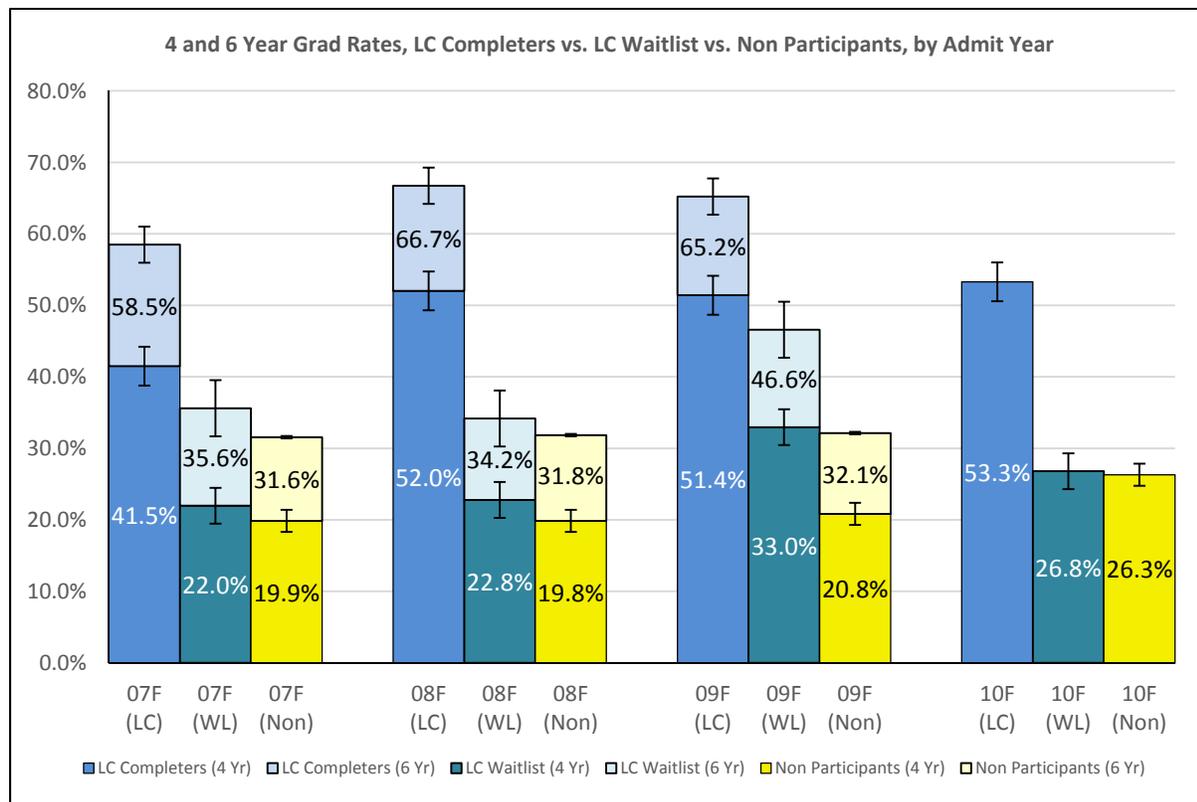
¹⁰www.cvep.org; ¹¹Coachella Valley Comprehensive Assessment, 8/2009; ¹²www.cvep.org; ¹³U.S. Census, American Community Survey, 2010; ¹⁴"Charting the Course: a Coachella Valley Healthcare Workforce Needs Assessment," Desert Healthcare District, 2009.



**4 and 6 Year Graduation Rates, 1st Term GPA and Retention Rates
CNAS Freshman Scholar Learning Community Participation, Fall 2007 through Fall 2013
Produced by CNAS UAAC Staff**

The data below look at Graduation Rates, 1st Term GPA and Retention rates by LC status. This is sorted by: students who completed the full year of the CNAS FSLC (LC Completers), students on the LC Waitlist (LC Waitlist), and students who did not enroll in the FSLC, did not join the Waitlist, or were in the FSLC in Fall but opted out or failed out along the way (Non-Participants). FSLC staff do intend to further disaggregate the Non Participant population in future analysis. The data presented herein was produced through data requests from the Registrar (4 and 6 Year Graduation Rates) and the Student Data Query System (GPA and Retention Rates), and will likely not match SARA data exactly. SARA data is static and more meaningful analysis can be done with these other data sources, particularly for longitudinal analysis.

Graph 1. The graph below shows the 4-year and 6-year Graduation Rates within CNAS for Fall 2007 through Fall 2010 Admits. Please Note: Graduation Rates, by definition, include Summer Term of the 4th and 6th year respectively.

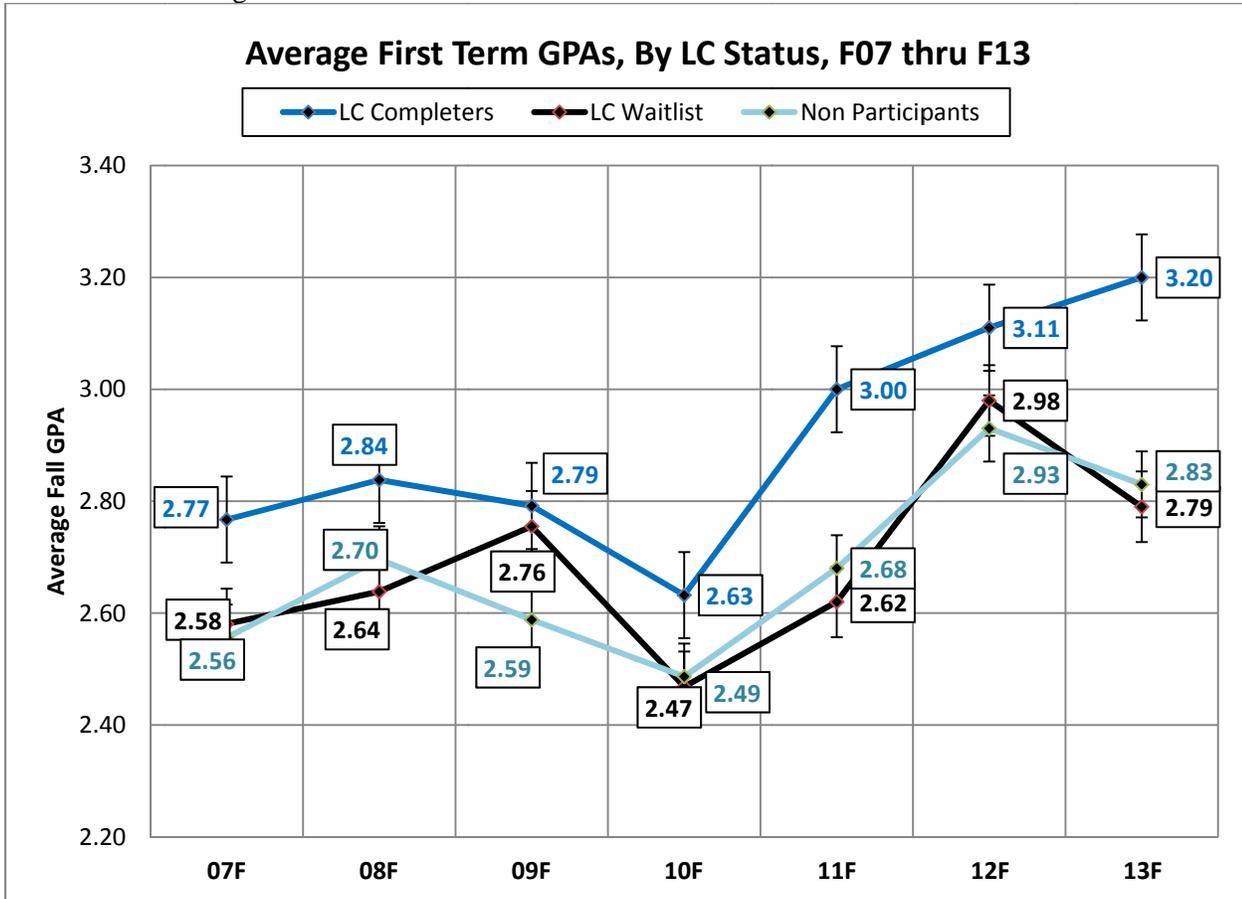


Across all cohorts for which 4 and 6-year Graduation Rate data is currently available, LC Participation consistently leads to substantive increases in the graduation rate.

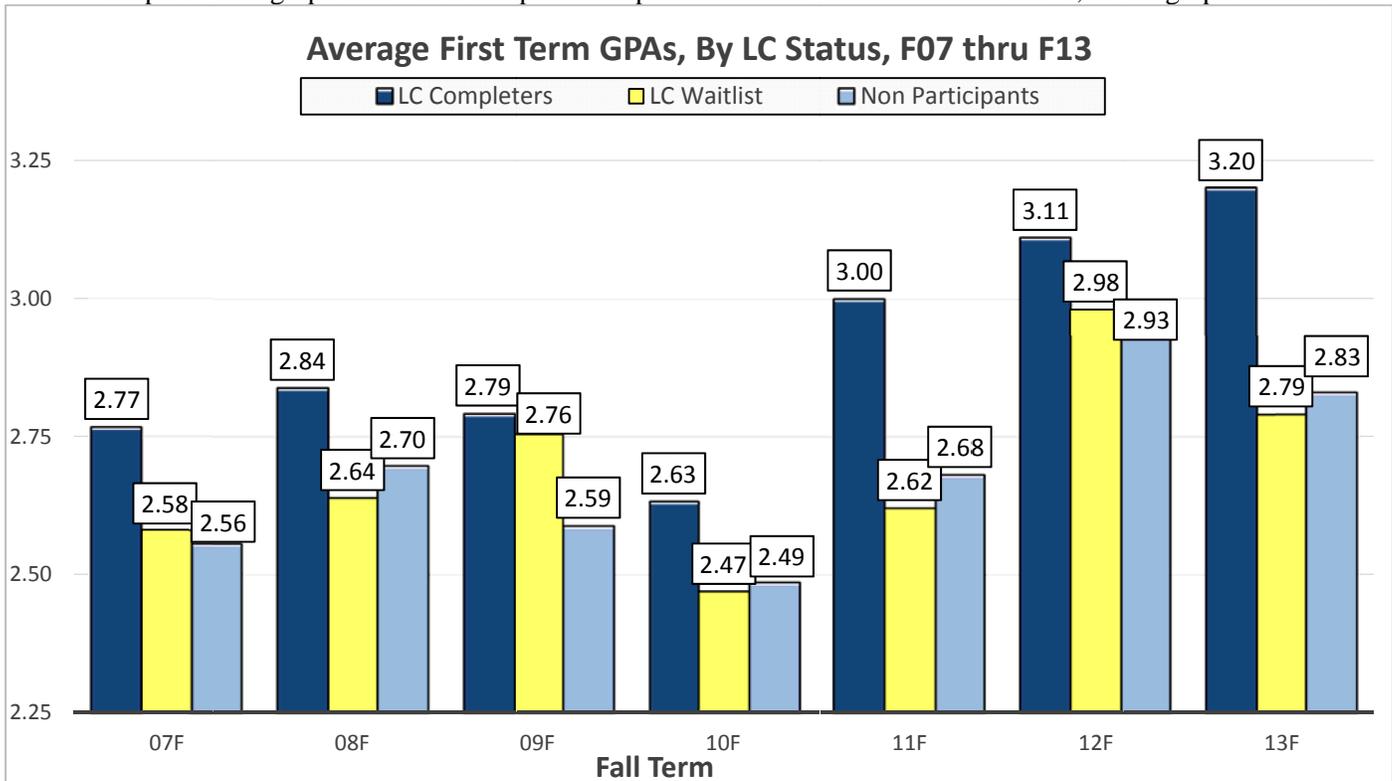
Table 1. The table below shows the total student counts for the graph above. This data was produced through a request from the Registrar's Office.

FR Admit Term	Total # CNAS FR Admits	# Who Started LC	# On Wait List for LC	# of Non Participants	# Finish FSLC that Year	4-Year CNAS Grad Rates						4 Yr =	6-Year CNAS Grad Rates						6 Yr =
						LC Completer		Wait-List		Non-LC			LC Completer		Wait-List		Non-LC		
						n	%	n	%	n	%	n	%	n	%	n	%	n	%
07F	1297	448	132	936	229	95	41.5%	29	22.0%	183	19.6%	11U	134	58.5%	47	35.6%	319	34.1%	13U
08F	1490	623	79	1090	321	167	52.0%	18	22.8%	214	19.6%	12U	214	66.7%	27	34.2%	364	33.4%	14U
09F	1601	647	88	1122	391	201	51.4%	29	33.0%	223	19.9%	13U	255	65.2%	41	46.6%	377	33.6%	15U
10F	1680	557	183	1314	366	195	53.3%	49	26.8%	249	26.3%	14U							16U

Graph 2. The graph below shows the First-Term GPA, by LC Status, sorted along Entry Term, for the Fall 2007 through Fall 2013 admits.



Graph 3. The graph below is a comparable representation of the information above, in bar graph format.

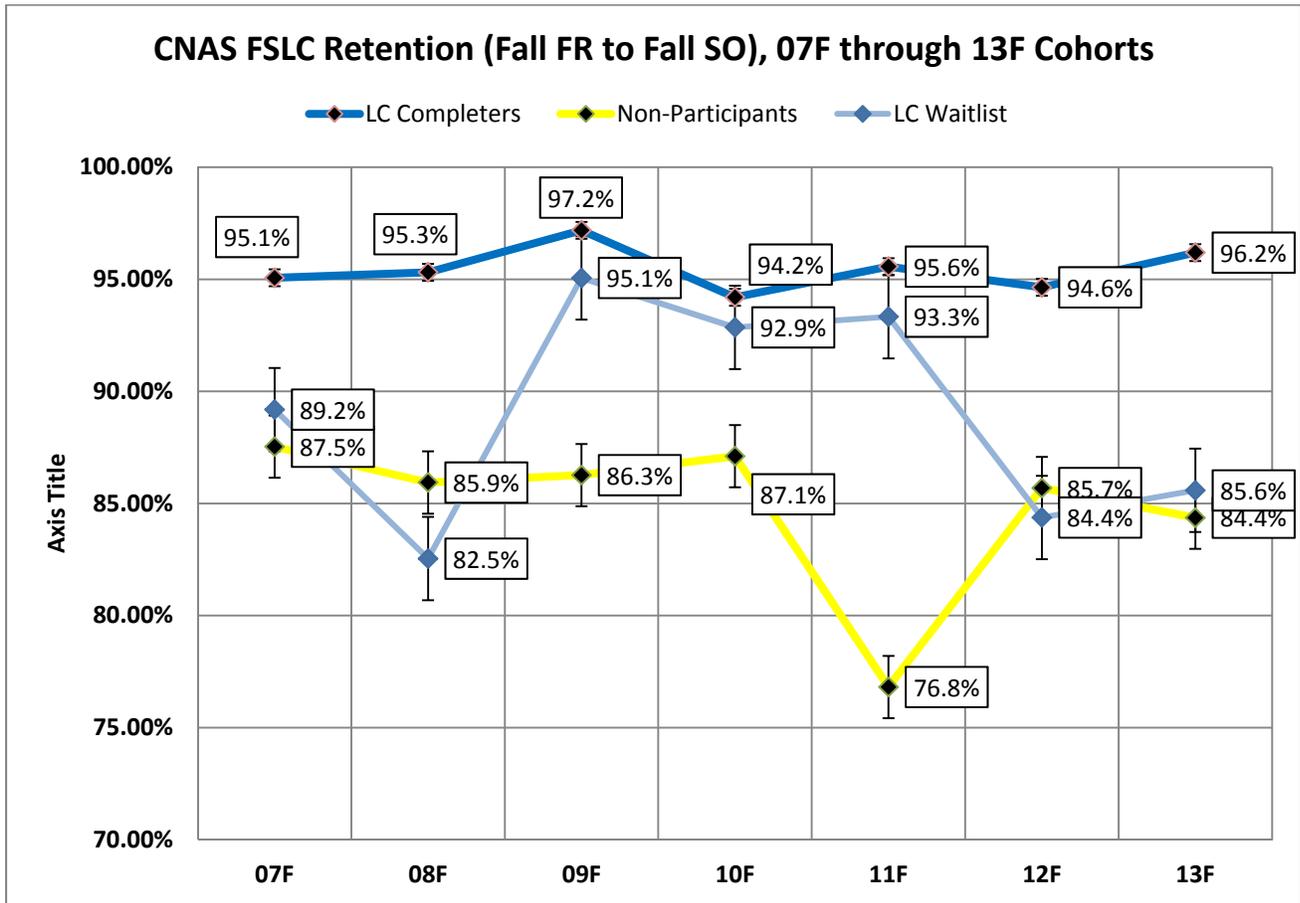


Overall, students who complete the Learning Community tend to achieve a higher first-term GPA than the Control group (LC Waitlist, and Non-Participants. In the future, disaggregating to see the GPA differential amongst the Never-In-LC, Fail-Outs, Withdraws, Opt Outs, etc will be informative. Previous attempts to look at entire FR year cumulative GPA by LC status have not been statistically significant.

Table 2. The table below shows the total student counts for the graph above.

FR	Total # CNAS FR Admits	# Who Started LC	# Who Were Wait List for LC	# of Non Partici- pants	LC Completers				LC Wait List				Non-Participant				Diff btwn LC and Non LC (not incl WL)
					Avg GPA	Variance	n as of Wk 3 Spring	Std Error	Avg GPA	Variance	n as of Wk 3 Spring	Std Error	Avg GPA	Variance	n as of Wk 3 Fall	Std Error	
07F	1297	448	132	699	2.77	0.74	223	0.06	2.58	0.72	111	0.08	2.56	0.90	746	0.03	0.21
08F	1490	622	81	787	2.84	0.56	320	0.04	2.64	0.62	63	0.10	2.70	0.68	903	0.03	0.14
09F	1601	647	88	866	2.79	0.64	391	0.04	2.76	0.65	81	0.09	2.59	0.88	881	0.03	0.20
10F	1681	557	185	939	2.63	0.54	362	0.04	2.47	0.86	154	0.07	2.49	0.77	892	0.03	0.15
11F	1199	552	67	580	3.00	0.38	406	0.03	2.62	0.51	60	0.09	2.68	0.63	565	0.03	0.32
12F	1263	597	37	629	3.11	0.27	392	0.03	2.98	0.28	32	0.09	2.93	0.44	643	0.03	0.18
13F	1343	655	120	568	3.20	0.26	394	0.03	2.79	0.30	111	0.05	2.83	0.51	678	0.03	0.37

Graph 4. The graph below shows the Retention Rate, measured by comparing enrollment in the Fall First Year/Entry Term through Week 3 of the Sophomore Fall quarter. Week 3 is the enrollment census point and is generally the benchmark when data is extracted.



For all cohorts for which data is currently available, LC Completers retain to the Sophomore year at a higher rate than both the LC Waitlist and Non-Participants.

Table 3. The table below shows the total student counts for the graph above.

Cohort	Total # CNAS FR Admits	# Enrolled in LC As of Wk 3 Fall (Yr 1)	# Who Joined the Wait List (Wk3, Yr 1)	# of Non Participants Wk 3 (Yr 1)	LC Completers			LC Waitlist			Non-Participants			OVERALL Retention
					# as of Wk 3 Spring	# in Wk 3 Fall (Yr 2)	Retention	# as of Wk 3 Spring	# in Wk 3 Fall (Yr 2)	Retention	# as of Wk 3 Spring	# in Wk 3 Fall (Yr 2)	Retention	
07F	1273	448	126	699	223	212	95.1%	111	99	89.2%	746	653	87.5%	89.3%
08F	1490	622	81	787	320	305	95.3%	63	52	82.5%	903	776	85.9%	88.4%
09F	1601	647	88	866	391	380	97.2%	81	77	95.1%	881	760	86.3%	89.6%
10F	1681	557	185	939	362	341	94.2%	154	143	92.9%	892	777	87.1%	89.2%
11F	1199	552	67	580	406	388	95.6%	60	56	93.3%	565	434	76.8%	84.7%
12F	1263	597	37	629	392	371	94.6%	32	27	84.4%	643	551	85.7%	89.1%
13F	1343	655	120	568	394	379	96.2%	111	95	85.6%	678	572	84.4%	88.7%
Average Retention Rates					95.5%			89.0%			84.8%			88.4%

Appendix G Supporting Material for Item 9

Since 2009, FACE has worked through three avenues: 1- communication and engagement with the community (note: our “community” stretches outside of Riverside and San Bernardino Counties, bringing together stakeholders from Los Angeles County and others that have interest in the Inland Empire’s success and as a model for change in their region); 2- the development and sustainability of working, mutually beneficial partnerships; and 3- the advancement of educational initiatives that have been agreed upon with partners. FACE activities have had one ultimate goal or measure of accomplishment-- college and career success for all students—that can directly affect the region’s quality of life.

1- Community Engagement and Conversations

Initially, as a new stakeholder coalition in the region it was important for FACE to “introduce” itself to a variety of organizations, groups, and individuals. FACE began with a kick-off breakfast on January 29, 2010 at the UCR Alumni Center. UCR Chancellor White, CSUSB then President Karnig, the Community Foundation’s CEO Foster, and FACE Executive Director Pamela Clute addressed the audience. Over 100 community leaders had the opportunity to learn about FACE and to discuss the connection between education, the economy and the regional quality of life.

Likewise, as FACE developed, engagement in the community was an essential component of the initiative’s mission. The FACE team worked to connect with stakeholders in a variety of ways: delivering presentations about our mission and work; sharing information and regional best-practices through outlets such as an e-newsletter and the FACE website; and working with media organizations.

FACE eagerly accepted invitations to share the mission and goals with a wide audience of stakeholders in the region and across the state. As a result, FACE representatives spoke at many conferences and meetings. Significant presentations over the past five years include:

- On October 15, 2010, FACE and the Greater Riverside Chamber of Commerce, hosted a legislative/education summit. Keynote speaker, then California Secretary of Education Bonnie Reiss, local legislators, UCR Chancellor White and business leaders highlighted how education, business and government stakeholders must work together to systemically improve education.
- On March 28th, 2011, FACE participated in the LEAD (Latino Education Advocacy Days) Summit at CSUSB which brings the regional and national community together to discuss issues in Latino educational equity and achievement. FACE Executive Director, Pamela Clute, participated in a panel discussion that addressed issues for Latino’s in STEM. The event’s keynote speaker was U.S. Secretary of Labor Hilda Solis.
- From March 31 to April 1, 2011, FACE co-hosted the Inland Empire Quality of Life Summit held at CSU San Bernardino. FACE presented a bi-county panel on improving educational outcomes.

Additional Examples of Engagement of the Community. The Collaborative has delivered presentations to policy groups such as the City of Riverside’s Business and Education Roundtable, the California Charter School Association, the California Community College System, the Riverside and San Bernardino County School Board Association, the San Bernardino Economic Development Agency, and Inland Empire Quality of Life Summit.

- November 9, 2012, the Collaborative hosted two Common Core State Standard Subject Matter workshops. English Language Arts was held at CSU San Bernardino and Mathematics was held at Cal Poly Pomona. Both events were attended by K--20 faculty and administrators and counselors with the goal

of discussing subject content and assessment for the new standards as well as K---20 articulation. Over 400 participated.

- March 4, 2013 in collaboration with the San Bernardino Community College District, the collaborative presented to an overflow audience "An inter-segmental Discussion of the Common Core Standards." This event provided an opportunity for participants to learn about the Standards from a regional, state and national perspective.
- September 10, 2013, in conjunction with CSU San Bernardino, Collaborative members presented on the connections between the Early Assessment Program and the Common Core State Standards to an audience of over 450 P---20 educators plus business, elected officials and community partners.
- May 22, 2013, Inland Empire Quality of Life Summit at which Dr. Clute presented along with a panel of experts to regional business leaders. Panel participants included: Mike Gallo President and CEO Kelly Space and Technology, Inc. and member of the SBCUSD School Board; Virginia Blumenthal Esq. and member of the RCCD Board of Trustees; Riverside Mayor Rusty Bailey; UCR students Lauren Blong and John Valdez; and California State Superintendent of Schools, Tom Torlakson.
- September 19, 2013, Riverside County Office of Education's Parent Summit, Dr. Clute engaged an audience of 300 parents on the relevance of the Common Core Standards, success in STEM courses and the connection to their child and the region's future success.

FACE regularly collaborates with a variety of partners in the region to support and host programs that are proven best practices in the region. Examples of our *Best-Practice Partnerships* include: the Science and Technology Education Partnership (STEP) Conference, the Soropotomist International of Riverside Conference, Las Alas Gems, and the STEM Professionals in the Classroom program.

Timely Example of our Collaborative, Innovative Institutional Engagement Practices

CSUSB is venue for two-day SBCUSD conference for educators

By Carmen Murillo-Moyeda– January 8, 2015

More than 3,000 teachers, principals and certificated support staff of the San Bernardino City Unified School District will convene at Cal State San Bernardino's Coussoulis Arena today, Thursday, Jan. 8, and Friday, Jan. 9, for a conference designed to support excellent teaching and learning practices.

The school district is working with CSUSB to present the professional development conference, "Making Hope Happen through High-Reliability Schools." The conference, which will run from 8:30 a.m.-3:30 p.m. on both days, is the first of its kind in the SBCUSD and will offer educators a variety of workshops focusing on diverse topics such as Common Core and technology, student engagement, helping students understand college entrance requirements, and English-language development strategies.

CSUSB President Tomás D. Morales and SBCUSD Superintendent Dale Marsden will give welcome remarks. The keynote address will be delivered by Robert J. Marzano, an internationally known trainer and leading authority on education. The author of more than 30 books, he is also the co-founder and CEO of Marzano Research Laboratory in Denver, Col0. His address will focus on what it takes to be a high reliability school.

The majority of the breakout sessions will be led by the district's own staff, said Matty Zamora, assistant superintendent of SBCUSD Educational Services. "This conference goes right along with our district's mission to prepare students to succeed in college, careers and life by providing them with talented educators who can nurture their dreams and aspirations," Zamora said.

The conference is exclusively for certificated employees and substitute teachers in the San Bernardino City Unified School District and is not open to the public.

Schedule at a Glance

AGENDA	THURSDAY, JANUARY 8, 2015 (DAY ONE) – UC RIVERSIDE	
		Location
7:30am	Trolley from Mission Inn to UC Riverside campus	
8:00-9:00am	Check-in and breakfast	<i>HUB 302 South</i>
9:00-9:30am	Welcome and opening remarks UCR Provost Paul D'Anieri and President Napolitano	<i>HUB 302 South</i>
	Conference background, purpose and outcomes UCOP Vice President for Institutional Research and Academic Planning Pamela Brown	
9:30-9:45am	Break	<i>HUB 302 South</i>
9:45-11:45am	Breakout sessions (All sessions will run concurrently)	
	Topics	Location
	Leveraging Data to Support Predictive Analytics/Early Assessment	<i>HUB 367</i>
	Strategies/Programs to Improve First-Year Retention	<i>Student Services</i>
	Academic Pathways/Timely Progress to Degree	<i>HUB 260</i>
	STEM Strategies to Improve Graduation Rates and Time to Degree	<i>HUB 355</i>
11:45-12:00pm	Break	
12:00-1:30pm	Lunch and Keynote UC Berkeley's Executive Vice Chancellor Claude Steele <i>Stereotype Threat: How it affects us and what we can do about it</i>	<i>HUB 302 South</i>
1:30-1:45pm	Break	
1:45-2:45pm	Report out from breakouts sessions	<i>HUB 302 South</i>
2:45-3:45pm	Panel discussion (All sessions will run concurrently)	
	Topics	Location
	Leveraging Summer	<i>HUB 367</i>
	Sense of Belonging	<i>HUB 260</i>
	Managing Course Offerings, Enrollments, and Curricula	<i>HUB 355</i>
3:45-4:00pm	Break	
4:00-5:00pm	Campus roundtable discussions	<i>HUB 302 South</i>
5:00-6:00pm	Reception	<i>Alumni Center</i>
6:00-7:30pm	Dinner, Welcome and Highlights of UC Riverside Student Success Plan UC Riverside Vice Provost for Undergraduate Education Steve Brint	<i>Alumni Center</i>
7:40-8:00pm	First trolley back to Mission Inn (7:40pm) Second trolley back to Mission Inn (8:00pm)	<i>Outside Alumni Center</i>

UNIVERSITY
OF
CALIFORNIA

Undergraduate
Completions Conference

Schedule at a Glance

AGENDA

FRIDAY, JANUARY 9, 2015 (DAY TWO) – MISSION INN

		<u>Location</u>
8:00am	Trolley for UC Riverside staff to go from campus to Mission Inn	<i>Parking Lot #1</i>
8:30-9:00am	Check-in and breakfast	<i>Galleria</i>
9:00-9:15am	Welcome UC Provost and Executive Vice President for Academic Affairs Aimée Dorr	<i>Galleria</i>
9:15-10:45am	Panel discussion: Organizational Change	<i>Galleria</i>
10:45-11:00am	Break	
11:00-12:30pm	Campus roundtable discussions on conference outcomes	
	<u>Campus</u>	<u>Room assignment</u>
	UC Riverside, UC Irvine, UCLA	<i>Galleria</i>
	UC Santa Cruz	<i>San Diego East</i>
	UC San Diego	<i>San Diego West</i>
	UC Berkeley, UC Davis	<i>Monterey</i>
	UC Merced, UC Santa Barbara	<i>Ho-O-Kan</i>
12:30-1:30pm	Lunch/Break	<i>Galleria/Atrio</i>
1:30-3:30pm	Campus representatives report out to larger group Closing comments/next steps Led by Provost Dorr	<i>Galleria</i>
3:30pm	Trolley for UC Riverside staff	<i>Mission Inn back to campus</i>

California State University, San Bernardino
San Bernardino-Riverside Regional Brainstorming Meeting
Minutes for July 23, 2014
2:00 p.m. – 4:00 p.m.

Purpose:

The meeting was initiated to discuss how educational institutions and partners in San Bernardino and Riverside counties might come together to develop a regional, multi-stakeholder approach to college preparation, access, and college graduation.

Welcome and Introductory Comments:

The meeting was called to order promptly at 2:00 p.m. by George Reyes and brief introductions.

Paul Granillo reiterated the purpose of the meeting to discuss and gauge the regional appetite to pursue a regional strategy to tackle college preparation, access and college graduation or the face the region being left behind as a result of growing disparity. Mr. Granillo acknowledged the varied leadership present in the room, where each contribute to the overall wellbeing of the Inland Empire's future in education, health care and workforce training.

John Husing described the metrics that illustrate the challenges the region faces. The Inland Empire unemployment rate is consistently highest in the United States for a metro area of 1 million people or more. Of those who are 25 or older, 46.7% of them do not have more than a high school degree or less. A high school does not "cut it" in the business world today. To attack poverty, we need a comprehensive approach.

Kim Wilcox also reiterated that the region is underappreciated rather under-optimized. Chancellor Wilcox highlighted the best of California in the region. He observed that everyone is on the same page, not competing but more focused on an amazing sense of aspirational alignment with a great set of relationships in the room. We have some attributes few others in the country enjoy. We have the pieces and everyone is a part of the fabric in supporting the Inland Empire. Everyone individually and their respective programs have done what they can to support the students of the region. The next step is to maximize and build on our expertise, relationships and existing programs. We need to use these three strengths and build on three key elements which may be the key elements we are lacking that push us over the threshold: alignment, coordination, and strategic positioning.

Tomás Morales welcomed everyone to Cal State San Bernardino. Dr. Morales acknowledged and expressed his gratitude to Julia Lopez' vision and College Access Foundation for serving as a welcome instigator for bringing those gathered together for this meeting. Between Riverside and San Bernardino counties the road to increasing baccalaureate attainment is college readiness which is achieved through a true partnership forged working with community college partners.

Framing the Purpose of the Meeting

Pam Clute expressed that the purpose of this meeting is to ask how we can produce more baccalaureate degrees in this region to strengthen the entire education pipeline.

Education is dramatically different today. We are preparing our youth for jobs and careers that do not exist yet in a world is dominated by change and uncertainty. What we teach our youth is less important than how they learn to teach themselves – the primary task is inspiring the next generation to want to learn and giving them multiple pathways to learn. Education is about the personal success of the young people and the economic vitality of our region, our state and our nation.

Reasons to call this meeting now:

- Bi-county leadership who is willing to work together
- The Inland Empire is a large area which can serve as a model of best-practices for other parts of the state and nation
- We have significant socio-economic statistics, with growing poverty rates

Thanks to efforts of IEEP leadership we have the attention of Senator Feinstein who recognizes education as a vehicle through which to combat and reduce poverty. Senator Feinstein is willing to support a regional effort at college completion and reducing the poverty rate.

Julia Lopez and College Access Foundation are specifically interested in increasing BA/BS degrees. This is really about a regional completion agenda, but we need to focus on how to organize ourselves and figure out how to take advantage of the Governor's Innovation in Higher Education Award. They are looking at the areas with the highest need, the Inland Empire at the forefront. After College Access Foundation's success in Coachella Valley through the Pathways to Success college attainment program, the question naturally arose: can this success be duplicated elsewhere? Yes, it can. "Aspirational alignment" is a major step forward because it is not seen everywhere. But is there an interest in a completion agenda in the Inland Empire? The answer received was "yes there is interest but what is the plan?"

The Governor's Innovation in Higher Education Award is unlike anything the government has done before and there is great flexibility built in. They want more baccalaureate degrees. This is a great opportunity but very quickly we need to figure out what the opportunity is to be used towards? What is the ultimate goal (e.g. college completion, college readiness, etc.)? Ms. Lopez agrees with the observation that the already existing regional work is the Inland Empire's advantage, it enjoys social capital. The region has done this before, previous "failures" were efforts to learn from for "the next time" and that next time is here. How do we get together to do this? How can we put all of the parts together now?

Question to ask in light of the Governor's award: can we get organized around it? College Access Foundation explicitly specified an interest in working with the Inland Empire but not with individual institutions. There is great interest in partnering with the region.

Importance of Taking a Regional Approach to College Completion - Open Discussion

Paul Granillo asked the group, is this something that we want to work on as a region?

Dale Marsden emphasized we need a narrow focus with very specific strategies in place. If it is too general or broad in scope it stands a good chance of being passed over. This is not new work for this region, we have the existing programs and elements that can coalesce.

Tomás Morales asked what prevents a school district from implementing all these college success programs that are proven to work.

Christine Anderson articulated we have all sorts of learners, and various needs and various populations to serve. To set the same target, preparing for a college degree, is very challenging. Is that possible? We need to be mindful of setting this across the spectrum and provide a multiple of options.

Dale Marsden stated that schools control enough of the variables to ensure the success of students, but strong leadership is needed since no effective leader will prevent a school from being effective.

Julia Lopez agrees that it comes down to clarity on outcomes. Multiple pathways and career academy have been really successful in bringing kids in touch with the real world.

John Husing brought attention to the private sector deeply invested and involved in the success of the Coachella Valley Economic Partnership (CVEP) and has helped make it enormously successful. Dr. Husing proposed a shift in the conversation from educators to business people sharing their observations. He invited Mr. Mike Gallo to speak and share his observations.

Mike Gallo asked how do we get students to persist in a higher education environment. Mr. Gallo asserted the focus needs to be on early education. Early intervention is key such as incorporating applied learning, engaging students by third grade so at that age they are already thinking "I am going to college." We need to equip students to make choices to enter any career that they want to pursue. We start producing a "product" one can employ by blending all of the things we are talking about that will actively engage employers.

Julia Lopez asked the group if they were behind increasing baccalaureate degrees. The unanimous answer was "yes" with several thumbs up.

Tomás Morales proposed Dr. Pam Clute accept leadership to form a small writing group.

Paul Granillo said we need to do this and do it now, if no one has objections (no one voiced any at the meeting).

George Reyes summarized for the group thus far what he had heard:

1. We need a written product.
2. We need to apply to the state for grant dollars.

3. This whole endeavor needs a prospectus.

The state will ask, how are you going to spend my money? How are the dollars going to be allocated? How are we going to list our priorities? What is *it* for? This is what we need to come together to work on.

Dora Barilla suggested we ask ourselves as a group what do we want to achieve. Once we have that answer we work backwards to identify strategies to bring it about.

Mobilizing for Action, Recognizing Working Initiatives, and Identifying Resources - Open Discussion

Pam Clute was identified to take the lead. Dr. Clute said mobilizing for action is the immediate difficulty before the group. She will review other models to help break it down into focused steps so each of us with our own political agendas get something out of the process.

Start with this group and create a working group that can develop a presentation by October (TBD) and use the Governor's Innovation in Higher Education Award as our first opportunity to test our regional allegiance.

Kenneth Young emphasized we need to pick and focus in on very specific metrics that are measurable and comparable to others, such as college readiness.

Dale Marsden emphasized that a student should not think *if* they are going to college but *where* they will go to college. Dr. Marsden suggested college attainment as one of our goals.

Mike Gallo urged the group not to forget one metric in identifying our regional goal. *Placement* needs to be a driver which will target our growth and demand industry sectors. This is the ultimate outcome to keep in mind.

Julia Lopez assured the group she was walking away from the meeting with the conviction that those gathered want to forge a regional partnership.

Next Steps

Dr. Clute will form a working group and take the lead.

We need to narrow this down and select members from key institutions who will identify the group's goals and potential strategies. This group will bring the working document to the group to ensure it is on the right track.

IEEP will serve as convener.

Meeting Participants

- Tomás D. Morales, President, Cal State San Bernardino
- Paul Granillo, President and CEO, Inland Empire Economic Partnership (IEEP)
- Kim Wilcox, Chancellor, UC Riverside
- Julia Lopez, President and CEO, College Access Foundation
- Pamela Clute, Assistant Vice Chancellor, UC Riverside
- John Husing, Chief Economist, IEEP
- Tamara Moore, Program Officer, College Access Foundation
- George Reyes, Chairman, IEEP
- Mike Gallo, President and CEO, Kelly Space and Technology, Inc.
- Dora Barilla, Associate Director, Institute for Community Partnerships, Loma Linda University Health
- Dale Marsden, Superintendent, San Bernardino City Unified School District
- Kenneth Young, Superintendent, Riverside County Superintendent of Schools
- Michael Burke, Chancellor, Riverside Community College District
- Irving Hendrick, Interim Chancellor, Riverside Community College District
- Jennifer Cichocki, FACE Coordinator, UC Riverside
- Paul D'Anieri, Provost and Executive Vice Chancellor, UC Riverside
- Sharon Duffy, Dean of University Extension, UC Riverside
- Ron Vito, Executive Director Riverside County Office of Education
- Sheila Thornton, Vice President, Workforce Excellence, Coachella Valley Economic Partnership (CVEP)
- Joel Kinnamon, President, College of the Desert
- Beth Higbee, Assistant Superintendent, San Bernardino County Superintendent of Schools
- Diana Asseier, Assistant Superintendent, Riverside County Office of Education
- Marco Robles, Vice President of Public Affairs, Cardenas Markets
- Anna Davies, Executive Vice President of Student Success and Student Learning, College of the Desert
- Christine Anderson, Superintendent, Palm Springs Unified District
- Deanna Keuilian, Administrator, Career Tech Education
- Daniel Miller, Director, Curriculum, Instruction, and Assessment K-12, Desert Sands Unified School District
- Robert Hennings, Director of Secondary Education, Coachella Valley Unified School District
- Jason Angle, Executive Director of Education Services, Coachella Valley Unified School District
- Elizabeth Gonzalez, Senior Program Officer, Youth Program, Irvine Foundation
- Aaron Pick, Senior Program Officer, Irvine Foundation
- Tessa De Roy, Manager, College Access and Success, Gilbert Foundation
- Kim McNulty, Director, Next Generation Learning, CVEP
- Kim Alexander, Director of Development, Cal State San Bernardino
- Jeff Kraus, Director of Local Government and Community Relations, UC Riverside
- Joshua Gonzales, Director of Native American Student Programs, UC Riverside

- Christina Granillo, Consultant, IEEP
- Maral Hernandez, Director of Public Policy, IEEP
- Michelle Cazares, Executive Assistant to Paul Granillo, IEEP
- Sandra Chavez, Legislative Assistant, Cal State San Bernardino (note taker)

Inland Empire EAP Collaborative

May 2, 2012 from 9:30-11:30am

Riverside County Office of Education

Agenda: The Common Core Standards

- | | |
|-------------------------|---|
| 9:30-9:40 a.m. | Welcome and Introductions
Kirsten Colvey
Dean of Student Services, Counseling and Matriculation, Crafton Hills College |
| 9:40-9:50 a.m. | (Re) Introduction to FACE
Pamela Clute
Executive Director, FACE
Assistant Vice Chancellor Educational and Community Engagement, UCR |
| 9:50-10:00 a.m. | Inland Empire EAP Collaborative & Future of the EAP
Herb Fischer, Executive Director Inland Empire EAP Collaborative |
| 10:00-10:45 a.m. | Common Core: Background, Timelines & Impact
Beth Higbee
San Bernardino County, Assistant Superintendent of Education Support Services

Diana Asseier
Riverside County Assistant Superintendent of Schools, Division of Educational Services |
| 10:45-11:15 a.m. | The Intersection of the EAP & Next Steps
Lilian Metlitzky
Professor of Mathematics & EAP Coordinator, Cal-Poly, Pomona

Herb Fischer
Executive Director, Inland Empire EAP Collaborative |
| 11:15-11:30 a.m. | Closing & Next Meeting
Kirsten Colvey
Dean of Student Services, Counseling and Matriculation, Crafton Hills College |

Appendix H Supporting Material for Item 12

CSUSB has similar goals for our transfer students, who comprise nearly 50% of our undergraduate student body. Specifically, we aim to increase the 4-year transfer graduation rate, such that the number of transfer students who graduate in 2020 is 10 percentage points higher than the number in 2014.

CSUSB Graduation Rates-Time to Degree (Transfer)

Cohort	Graduation Year	Six Year Grad Rate
Fall 2010	2013-14	76%
Fall 2011	2014-15	77%
Fall 2012	2015-16	78%
Fall 2013	2016-17	80%
Fall 2014	2017-18	82%
Fall 2015	2018-19	84%
Fall 2016	2019-20	86%

Math Remediation at CSUSB (need for better college preparedness)

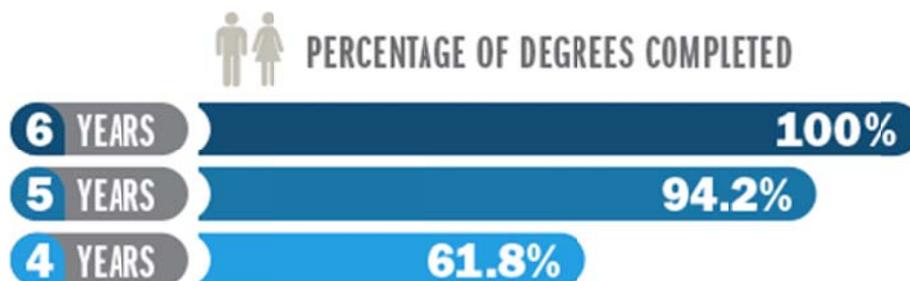
Fall 2014 FTF cohort by Math Remediation Status prior to Early Start. Overall, 52% of incoming FTF were identified as requiring math remediation.

Fall 2013 cohort: Analyses indicate that of students who enter CSUSB that have not completed Algebra II 88% require at least one term of remediation. In comparison, only 42% of entering FTF who completed Trigonometry or higher required remediation at CSUSB. However, 89% of students who have completed Trig or higher upon matriculation to CSUSB passed their GE math class during their first term (Fall).

Appended Studies & Data

Attached please find numerous examples of our rigorous academic achievement research, and a profile of UCR freshman, which depicts the residency origin, as well as other demographic and academic preparedness information.

UCR's Undergraduate Graduation Rates



Reducing Time to Undergraduate Degree: Targeted Intervention Strategies

Jacqueline McConaughy California State University, San Bernardino Office of Institutional Research mconmaj@coyoie.csusb.edu	Emily A. Shindldecker California State University, San Bernardino Office of Institutional Research eshindle@csusb.edu	Tanner Carollo California State University, San Bernardino Office of Institutional Research tcarollo@csusb.edu
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Abstract

Attainment of an undergraduate degree is traditionally a four-year endeavor, but completion often extends beyond this timeframe. For the California State University System, the cost of undergraduate, full-time tuition has increased drastically. Given the increase in fees and the potential economic contribution of our alumni to the local community, the importance of graduating students in a timely fashion has become an area of emphasis for California State University San Bernardino. The purpose of this study was to identify predictors of time-to-degree with high intervention potential. Strategies to reduce the time required to complete an undergraduate degree will be discussed.

Key Findings

1. Total time to undergraduate degree was strongly predicted by remediation status (yes/no), the total number of terms required to complete the lower division English and math GE requirements, completion of the upper-division writing requirement by the end of the third year of enrollment (yes/no), and the number of times students changed major. On average:
 - Students who needed remediation graduated a half year later than did students who didn't need remediation.
 - Students who completed their English and math GE requirements in their first year graduated a half year earlier than did students who completed these requirements in their second year.
 - Students who completed their upper division writing requirement by the end of their third year graduated three-fourths of a year earlier than did students who completed this requirement after the end of their third year.
 - Students who never changed major graduated a half year earlier than did students who changed major twice.
2. Based on the findings of the time-to-degree model, the following targeted interventions could greatly reduce total time to undergraduate degree:
 - Verbally communicate the importance of achieving certain course milestones during students' SOAR orientation.
 - Use the Degree Audit Reporting System (DARS) to track completion of these milestones and contact students who do not complete the requirements during the proposed timeframe so as to get them back on track.
 - Remind students to adjust their schedules using notifications through email and MyCoyote.
 - Provide information about course milestones to peer advisors so they can help guide students' choice of courses as well as to monitor and discourage unnecessary major changes.

Predictors of Retention: Identification of Students At-Risk and Implementation of Continued Intervention Strategies

Muriel C. Lopez-Wagner California State University, San Bernardino Office of Institutional Research mellopez@csusb.edu	Tanner Carollo California State University, San Bernardino Office of Institutional Research tcarollo@csusb.edu	Emily Shindldecker California State University, San Bernardino Office of Institutional Research eshindle@csusb.edu
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Abstract - In recent years, retention rate into the sophomore year for California State University, San Bernardino (CSUSB) has improved and surpassed the CSU system-wide average. However, it is clear that the first two years of college are difficult for some students and these difficulties influence their decision to return. We examined data from 3,790 First Time Freshmen who entered CSUSB in fall 2009 and fall 2010 quarters, and conducted a binary logistic regression on these data. Ethnicity, high school GP A, University Studies 100 enrollment, first term GP A, percent of courses completed during the first year, and number of general education courses enrolled during the first year contributed to the overall significance of the model and accounted for 42% of the variance in sophomore year retention rates. Probability scores for sophomore retention rates were calculated for each student which ranged from high to low risk. The purpose of the study was to identify predictors of retention into the sophomore year, to identify students at-risk for dropout, and to provide continued intervention during the sophomore year.

Introduction

The first year of college life appears to be a critical period for young adults as college introduces a new environment and new set of crisis, which precipitates a need for new ways to respond. Research has shown that the highest loss of students occurs during the first year of college and is typically due to a variety of factors such as lack of engagement with the institution (Asin 1993; Pascarella & Terenzini, 1991); weak academic preparation in high school (Asin, Korn, & Green, 1987; Hirschy, Brenner, & Castellano, 2011; Tross, Harper, Osher, & Kneidinger, 2000), low college grade point average (Murtagh, Burns, & Schuster, 1999), the number of developmental or remedial courses required (Brenner, Center, Opsal, Medhantje, Jung, & Geise, 2013), age, ethnicity, socioeconomic status, and other individual status factors (Hirschy et al., 2011; Peliter, Ladden, & Matranga, 1999), lack of financial aid (Fike & Fike, 2008), and the interaction of these variables. Hence, many institutional interventions have been created for first year students to enhance retention into the second year (Kuh, Cruce, Shoup, Kinzie, & Gonyea, 2008; Tinto, 1996; Upcraft & Gardner, 1989). Programs such as Freshman orientation and Freshman 101 courses have been implemented to better educate students about class registration, financial aid, time management, financial management, clubs, organizations, and advising with promising results. However, very little intentional programming exists to support students beyond their first year. Thus, at-risk students who return for their sophomore year may face additional challenges, prompting a departure between the second and third year for institutions such as CSUSB.

According to Tinto (1975, 1987, 1993), college introduces a period of transition from being a first time student to being a mature student and graduation from college indicates the student's commitment

The Study

This study examines the impact of remediation status on retention, graduation, and dropout rates. The student population consisted of a total of 4,725 first-time freshmen students entering CSU San Bernardino in the Fall quarters between 2003 and 2005. Students who were exempt, passed, or required remediation according to their English Proficiency Test (EPT) and/or Entry Level Mathematics (ELM) test were included in the analyses. Students who were untested or did not have a remediation status were excluded.

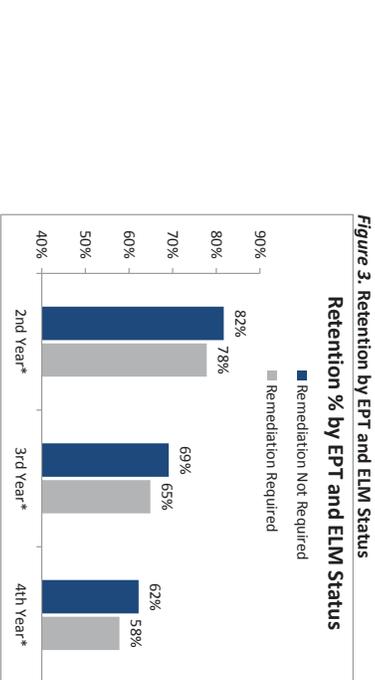
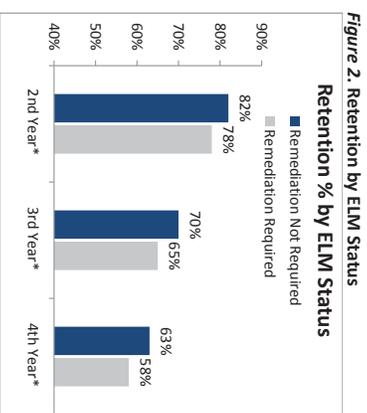
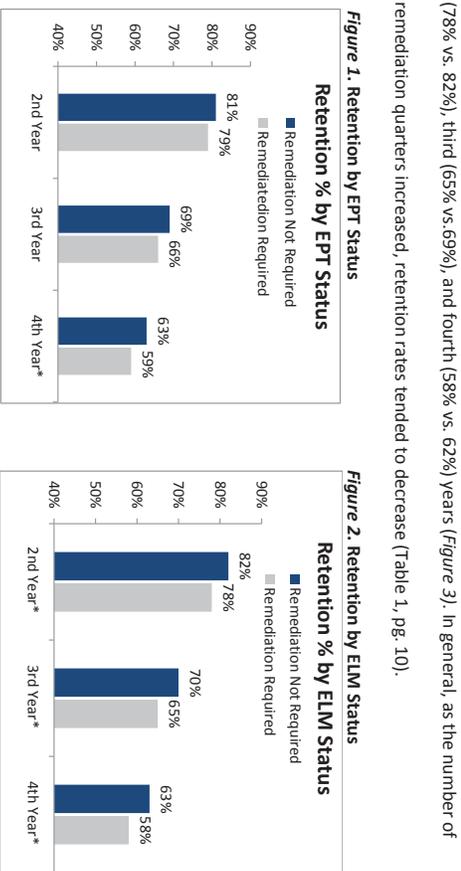
To evaluate the impact of remediation status on retention, graduation, and dropout rates, students were grouped (yes/no) for requiring English remediation, requiring math remediation, and requiring both English and math remediation. Of the 4,660 students having a valid remediation status for English, 68% required remediation. Of the 4,089 students having a valid remediation status for math, 52% required remediation. Of the 4,064 students having a valid remediation status for both English and math, 42% required remediation.

Retention Rates

Of the 4,725 first-time freshman students from the 2003 to 2005 Fall quarter cohorts, 80% returned for their second year, 67% for their third year, and 60% for their fourth year. This shows a loss of 20% from the first to second year followed by a 13% loss of students from the second to third year. These losses are comparable to the CSU system-wide retention rates for the same period.

Analyses were conducted to identify significant differences between remediation status and second, third, and fourth year retention. As shown by *Figure 1*, students requiring English remediation were retained at a lower rate in their fourth year than students not requiring English remediation (59% vs. 63%).

Additionally, students requiring math remediation were retained at a lower rate than students not requiring math remediation in their second (78% vs. 82%), third (65% vs. 70%), and fourth (58% vs. 63%) years (*Figure 2*). Finally, students requiring both English and math remediation were retained at a lower rate in their second



Graduation Rates

Of the 4,725 first-time freshman students from 2003 to 2005 Fall quarter cohorts, 11% graduated within four years, 31% within five years, and 43% within six years. This suggests that our students continue to make great strides towards completing their graduation requirements in their fifth and sixth year.

Analyses were conducted to identify significant differences between remediation status and graduation rates. Students requiring English remediation graduated at a lower rate than students not requiring English remediation in their fourth (7% vs. 19%), fifth (27% vs. 39%), and sixth (39% vs. 50%) years (Figure 4). Similarly, students requiring math remediation graduated at a lower rate than students not requiring math remediation in their fourth (7% vs. 17%), fifth (27% vs. 39%), and sixth (38% vs. 48%) years (Figure 5). In general, as the number of remediation quarters increased, graduation rates decreased (Table 1, pg. 10).

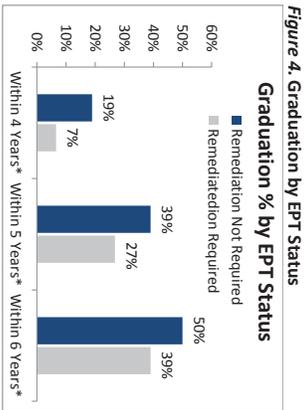


Figure 4. Graduation % by EPT Status

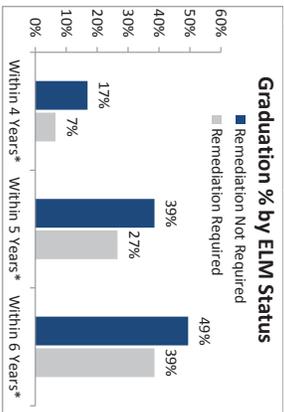


Figure 5. Graduation % by ELM Status

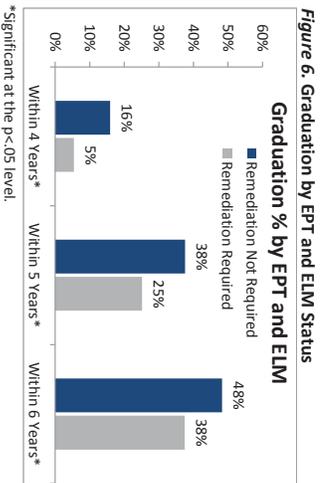


Figure 6. Graduation % by EPT and ELM Status

Dropout Rates

For the purposes of this study, dropouts were defined as students who did not graduate from CSU San Bernardino by the end of their sixth year, did not graduate in the summer term directly following their sixth year, and were not retained at the start of their seventh year. Of the 4,725 first-time freshman students from 2003 to 2005 Fall quarter cohorts, 48% dropped-out from CSU San Bernardino.

Analyses were conducted to identify significant differences between remediation status and dropout rates. Students requiring English remediation had higher dropout rates than students not requiring English remediation (50% vs. 42%; Figure 7). Similarly, students requiring math remediation had higher dropout rates than students not requiring math remediation (51% vs. 42%; Figure 8). Finally, students requiring both English and math remediation had higher dropout rates than students not requiring remediation in both English and math (52% vs. 43%; Figure 9). In general, as the number of remediation quarters increased, dropout rates tended to increase (Table 1, pg. 10).

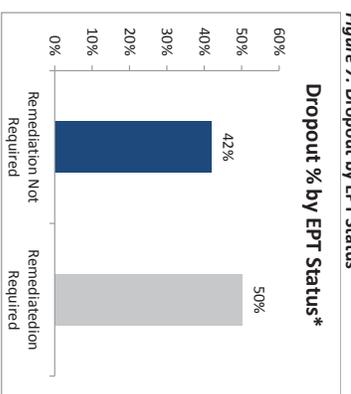


Figure 7. Dropout % by EPT Status*

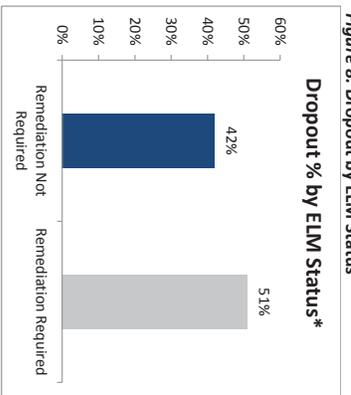
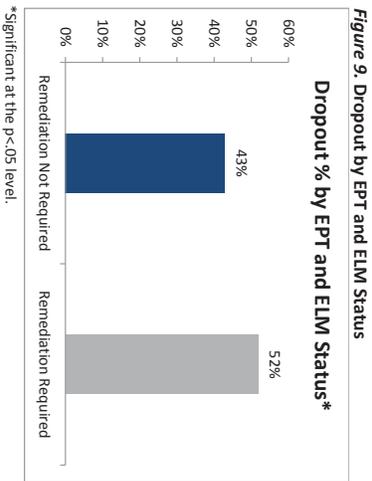


Figure 8. Dropout % by ELM Status*



Discussion

Our study supports the relationship between remediation status and retention, graduation, and dropout rates. Students requiring remediation in English were less likely to be retained in their fourth year, less likely to graduate within four, five, or six years, and more likely to dropout than students not requiring English remediation (Table 2, pg. 10). Students requiring math remediation were less likely to be retained in their second, third, and fourth year, less likely to graduate within four, five, or six years, and more likely to dropout than students not requiring math remediation (Table 3, pg. 8). Additionally, students requiring both English and math remediation were less likely to be retained in their second, third, and fourth year, less likely to graduate within four, five, or six years, and more likely to dropout than students not requiring both English and math remediation. Overall, students who required remediation tended to have lower retention rates, lower graduation rates, and higher dropout rates (Table 1, pg. 10).

This study also suggests a marked distinction between students that required two quarters of math remediation versus those that required three quarters of math remediation. Specifically, results showed a stark drop in second year retention (-12%), six year graduation rates (-15%), and an increase in dropout rates (+14%) between students who required two versus three quarters of math remediation (Table 3, pg. 10).

One prominent limitation of this study is the lack of student tracking to identify those leaving CSU San Bernardino in order to transfer to another college or university. According to the Fall 2012 first-time freshmen SOAR survey, of the 1,850 respondents, 11% intend to transfer to another four year school and 10% are unsure whether they intend to transfer or graduate from CSUSB. Recommendations based on this study suggest the importance of connecting with students requiring remediation, especially in the first two years, to offer supportive services (e.g., the writing center, math tutoring, peer advising, etc.) and increase retention and graduation rates.

Supplemental Analysis

EPT Status (see Table 2)

Detailed analyses were conducted to identify significant differences between EPT categories. Students who were exempt, passed, or required one or two quarters of remediation according to their English Proficiency Test (EPT) were included in the analyses.

Results showed that students that passed, or required one quarter of English remediation, had higher second year retention rates than students requiring two quarters of English remediation.

Students who were exempt from English remediation had higher four, five, and six year graduation rates than students who required one or two quarters of English remediation, and higher four year graduation rates than those that passed. Students who passed had higher four and five year graduation rates than students requiring one or two quarters of English remediation, and higher six year graduation rates than those that required two quarters of remediation. Students who needed one quarter of English remediation had higher four, five, and six year graduation rates than students who required two quarters of English remediation.

Students requiring one quarter of English remediation had a higher dropout rate than students who were exempt. Additionally, students requiring two quarters of remediation had a higher dropout rate than students who were exempt, passed, or required one quarter of English remediation.

ELM Status (see Table 3)

Detailed analyses were conducted to identify significant differences between ELM categories. Students who were exempt, passed, or required one or two quarters of remediation according to their Entry Level Mathematics (ELM) test were included in the analyses.

Results showed that exempt students had higher second, third, and fourth year retention rates than students requiring two or three quarters of math remediation. Additionally, students who passed, or required

one or two quarters of math remediation had higher second and third year retention rates than students requiring three quarters of math remediation.

Students who were exempt from math remediation had higher four, five, and six year graduation rates than students who required one, two, or three quarters of math remediation, and higher four and six year graduation rates than those that passed. Students that passed had higher four and five year graduation rates than students requiring one, two, or three quarters of math remediation, and higher six year graduation rates than students requiring two or three quarters of math remediation. Students requiring one or two quarters of math remediation had higher five and six year graduation rates than students requiring three quarters of math remediation.

Students requiring one or two quarters of math remediation had higher dropout rates than students who were exempt. Additionally, students requiring three quarters of math remediation had a higher dropout rate than students who were exempt, passed, or required one or two quarters of math remediation.

Table 1. Retention and Graduation by Remediation Status

Remediation	Cohort	Retention					Graduation			Dropout		
		2nd Year	3rd Year	4th Year	5th Year	6th Year	Within Four Years	Within Five Years	Within Six Years	Summer Grads	7th Year Retention	Dropout
0 Quarters	1050	82%	70%	64%	38%	17%	23%	42%	53%	0.8%	7%	40%
1 Quarter	789	82%	69%	61%	44%	18%	11%	36%	47%	0.6%	8%	44%
2 Quarters	820	81%	67%	59%	44%	21%	8%	29%	40%	0.7%	10%	49%
3 Quarters	678	80%	67%	61%	49%	22%	8%	28%	41%	0.9%	10%	48%
4 Quarters	576	76%	64%	57%	46%	22%	3%	23%	36%	1.0%	9%	54%
5 Quarters	151	70%	56%	49%	40%	21%	1%	12%	23%	1.3%	10%	66%
Total	4064	80%	67%	60%	44%	20%	11%	32%	44%	0.8%	9%	47%

Table 2. Retention and Graduation by English Placement Status

EPT Status	Cohort	Retention					Graduation			Dropout		
		2nd Year	3rd Year	4th Year	5th Year	6th Year	Within Four Years	Within Five Years	Within Six Years	Summer Grads	7th Year Retention	Dropout
Exempt	731	81%	69%	63%	38%	16%	23%	42%	52%	0.8%	7%	40%
Passed	781	82%	68%	62%	41%	20%	15%	36%	47%	0.8%	9%	43%
1 Quarter	1568	81%	67%	59%	45%	20%	9%	31%	43%	1.0%	9%	48%
2 Quarters	1580	77%	66%	58%	47%	23%	5%	23%	36%	0.9%	11%	53%
Total	4660	80%	67%	60%	44%	21%	11%	31%	43%	0.9%	9%	48%

Table 3. Retention and Graduation by Entry Level Mathematics Status

ELM Status	Cohort	Retention					Graduation			Dropout		
		2nd Year	3rd Year	4th Year	5th Year	6th Year	Within Four Years	Within Five Years	Within Six Years	Summer Grads	7th Year Retention	Dropout
Exempt	1052	84%	72%	65%	43%	18%	19%	41%	53%	0.6%	7%	40%
Passed	900	79%	67%	59%	38%	18%	14%	36%	46%	0.6%	9%	45%
1 Quarter	751	80%	67%	60%	46%	23%	8%	29%	40%	1.2%	11%	48%
2 Quarters	1189	79%	66%	59%	46%	21%	7%	27%	40%	0.8%	9%	50%
3 Quarters	197	67%	54%	49%	41%	21%	3%	13%	25%	2.0%	9%	64%
Total	4089	80%	67%	60%	44%	20%	11%	32%	44%	0.8%	9%	47%

Effect of Early Start Math (ESM) on Fall 2014 First Time Freshmen (FTF) Math Remediation Requirements

This report discusses Summer 2014 Early Start Math (ESM) participation and outcomes. Of the 2,724 incoming FTF, 44% participated in an ESM program, 45% were test/credit exempt, 11% were residency exempt or received a waiver (e.g., local decision, late admitt. etc.), and 0.3% were considered noncompliant. Overall, after ESM participation, a total of 644 (46%) of 1,400 students, who were initially identified as requiring remediation in math, were GE math ready by Fall. Additionally, 241 (17%) of the students, who were initially identified as requiring math remediation, also reduced their requirement prior to matriculation, but not GE math ready.

Table IA

Pre-ESM Math Remediation Status*	Count	%
Required	1400	52%
Not Required	1315	48%
Total	2715	100%

Table IA shows the Fall 2014 FTF cohort by Math Remediation Status prior to Early Start. Overall, 52% of incoming FTF were identified as requiring math remediation.

Table IB

Post-ESM Math Remediation Status*	Count	%
Required	756	28%
Not Required	1959	72%
Total	2715	100%

Table IB shows, post-Early Start, 28% of incoming FTF required math remediation.

*Based on ELM Test scores for nonexempt students
Note: excludes 9 students missing an ELM Score/Status

*Based on ELM Status
Note: excludes 10 students missing an ELM Score/Status

Table II

Pre-ES Math Remediation Status	Post-ES Math Remediation Status			GE Ready
	1 Qtr.	2 Qtrs.	3 Qtrs.	
1 Qtr.	369	405	-	264
2 Qtrs.	684	224	197	263
3 Qtrs.	347	17	-	34%
Total:	1400	346	213	644 (46%)

Table II shows the pre- and post-ESM math remediation requirements for Fall 2014 FTF. Overall, a total of 644 students (46%) of the 1,400 students initially identified as requiring remediation in math started Fall 2014 GE math ready. Additionally, a total of 241 students reduced but did not fully satisfy their math remediation requirements.

Of the 105 students, 4% were noncompliant, 42% were ESM exempt/waived (e.g., international, late admitt. etc.) and 54% participated in ESM but did not advance (e.g., received Report in Progress, RP).

Of the 197 students, 2% were noncompliant, 50% were ESM exempt/waived (e.g., international, late admitt. etc.) and 49% participated in ESM but did not advance (e.g., received RP).

Of the 213 students, one student (0.5%) was noncompliant, 34% were ES exempt/waived (e.g., international, late admitt. etc.) and 65% participated in ESM but did not advance (e.g., received RP).

**ESM Course Enrollments & Outcomes
(Fall 2013 vs. Fall 2014)**

This report presents Early Start Math (ESM) course enrollments and outcomes for Fall 2014 destination campus First Time Freshmen. Counts are at the course level and will include duplicate students (i.e., students enrolling in more than one ESM course).

As shown in the table below, the percentage of students receiving a Credit in Summer 2014 ESM courses increased 7% from Summer 2013 to Summer 2014. COMMIT and IMP programs showed an increase in enrollments and, in general, a decrease in the percentage of students receiving a Credit (CR); although this shift may be inaccurate due to Summer 2013 COMMIT/IMP record keeping and course offering type (i.e., treated as test preparation). Furthermore, the table shows an increase in ESM 80 and ESM 90 enrollments, as well as the percentage of students receiving a Credit and Report in Progress (RP).

ESM Program	Count*	Summer 2013				ESM Program	Count*	Summer 2014			
		Credit Progress (CR)	No. Report in Progress (RP)	% CR & RP	% CR			Credit Progress (CR)	No. Report in Progress (RP)	% CR & RP	% CR
1st Step					1st Step - Math 75A						
COMMIT - Math 75A/B	115	107	-	-	COMMIT - Math 75B	29	23	5	1	97%	79%
IMP - Math 80	440	423	-	-	IMP - Math 80	209	188	14	7	97%	90%
IMP - Math 90	440	388	-	-	IMP - Math 90	557	487	51	19	97%	87%
ESM 80	132	151	35	6	ESM 80	484	451	43	7	98%	89%
ESM 90	111	75	32	4	ESM 90	227	204	21	2	97%	90%
ESM 158	150	51	98	1	ESM 158	260	217	36	7	97%	83%
ESM 15C	44	10	34	-	ESM 15C	1766	1550	170	43	97%	88%
Total	1492	1205	199	11	Total	1766	1550	170	43	97%	88%

Note: Counts include destination campus students only.
Note: Summer 2013 COMMIT and IMP were not offered as standard courses. Grades of CR/RP were entered for course completers only.
*Counts include duplicate students.

**Effect of Early Start English (ESE) on Fall 2014 First Time Freshmen (FTF)
English Remediation Requirements**

Of the 2,724 incoming FTF, 44% participated in an ESE program, 44% were test/credit exempt, 11% were residency exempt or received a waiver (e.g., local decision, late admitt. etc.), and 0.1% were considered noncompliant. Overall, after ESE participation, a total of 12 (0.8%) of 1,442 students initially identified as requiring English remediation were GE English ready prior to matriculation.

As shown by Table I, a total of 1430 (52%) of the incoming Fall 2014 FTF required remediation at the start of the fall term.

Table I

Post-ESE English Remediation Status*	Count	%
Required	1430	52%
Not Required	1294	48%
Total	2724	100%

As shown by Table II, a total of 12 students initially identified as requiring English remediation started Fall 2014 GE English ready. Of note, all twelve students who reached GE ready English status participated in ESE at another CSU.

Table II

Pre-ESE English Remediation Status	1 Qtr.	2 Qtrs.	GE Ready
1 Qtr.	490	481	9
2 Qtrs.	952	-	3
Total:	1442	346	12

**ESE Course Enrollments & Outcomes
(Fall 2013 vs. Fall 2014)**

As shown in Table III, ESE course enrollments increased 216% from Summer 2013 to Summer 2014.

Table III

ESE Course	Count	Summer 2013				ESE Course	Count	Summer 2014			
		Credit Progress (CR)	No. Report in Progress (RP)	% CR & RP	% CR			Credit Progress (CR)	No. Report in Progress (RP)	% CR & RP	% CR
ESE 99	368	-	362	6	98%	ESE 99	1164	-	1115	49	96%

Note: Counts include destination campus students only.
*Counts include duplicate students.

By: Tanner Carollo
November 29, 2014

University of California, Riverside
Profile of New Freshmen Entering in the Fall Quarter

#	Characteristic	Fall 2011		Fall 2012		Fall 2013	
		Number	Percent	Number	Percent	Number	Percent
1. Applied for Admission							
Applicants ¹		28,101	--	30,395	--	34,816	--
Admits ²		19,389	69.0%	19,062	62.7%	20,973	60.2%
SIRs ³		3,678	13.1%	4,041	13.3%	4,245	12.2%
Enrolled ⁴		3,664	13.0%	4,034	13.3%	4,201	12.1%
2. Retention							
One Year ⁵		3232	88.2%	3598	89.9%	--	--
Two Year ⁶		2943	80.3%	--	--	--	--
3. Geographic Origin⁷							
From California		3,596	98.1%	3,900	96.7%	4,110	97.8%
Other States		32	0.9%	45	1.1%	28	0.7%
Foreign Address		36	1.0%	89	2.2%	63	1.5%
Unknown, unspecified		0	0.0%	0	0.0%	0	0.0%
4. California Origin							
Los Angeles County		1,387	38%	1,455	36%	1,526	36%
Riverside County		637	17%	711	18%	750	18%
San Bernardino County		520	14%	566	14%	579	14%
Orange County		373	10%	413	10%	415	10%
San Diego County		184	5%	186	5%	208	5%
San Francisco Bay Area ⁸		286	7%	337	8%	406	10%
Other Counties		229	6%	232	6%	226	5%
5. Gender							
Female		1,997	55%	2,108	52%	2,220	53%
Male		1,667	45%	1,926	48%	1,981	47%
6. Ethnicity⁹							
American Indian/Alaskan Native		2	0.1%	4	0.1%	6	0.2%
African American		188	4.7%	192	5.0%	166	4.2%
Hispanic		1,463	41.1%	1,445	37.5%	1,480	37.2%
Asian		1,334	37.5%	1,538	39.9%	1,688	42.5%
Total DOMESTIC Minority		2,967	83.3%	3,179	82.5%	3,340	84.0%
Caucasian		468	13.1%	525	13.6%	477	12.0%
Other		125	3.5%	151	3.9%	159	4.0%
Total Domestic		3,560	100.0%	3,855	100.0%	3,976	100.0%
Ethnicity Not Reported		34	0.9%	37	0.9%	48	1.1%
Foreign (All Ethnic Groups)		70	1.9%	142	3.5%	177	4.2%
7. Entering College							
Bourns College of Engineering		553	15%	610	15%	581	14%
College of Humanities Arts & Social Sciences		2,032	55%	2,158	53%	2,223	53%
College of Natural and Agricultural Sciences		1,079	29%	1,266	31%	1,397	33%
Campus Total		3,664	100%	4,034	100%	4,201	100%

University of California, Riverside
Profile of New Freshmen Entering in the Fall Quarter

#	Characteristic	Fall 2011		Fall 2012		Fall 2013	
		Number	Percent	Number	Percent	Number	Percent
8. Average SAT Scores							
Reading score		519		525		530	
Main score		557		566		568	
Writing score		525		536		535	
9. SAT Scores Distribution¹⁰							
1300 and Above		282	8%	338	9%	362	9%
1200-1299		555	16%	646	17%	677	17%
1100-1199		778	22%	929	24%	994	25%
1000-1099		829	23%	900	23%	1,000	25%
900-999		649	18%	714	18%	656	16%
800-899		360	10%	305	8%	290	7%
Under 800		116	3%	77	2%	55	1%
Total Taking SAT		3,559	100%	3,909	100%	4,034	100%
Average TOTAL SAT score ¹¹		1,076		1,097		1,098	
Median TOTAL SAT score ¹¹		1,080		1,090		1,100	
10. High School GPA¹²							
A or A+ (4.00 or above)		364	8%	450	10%	437	10%
A- (3.70 - 3.99)		850	19%	982	22%	1,099	25%
B+ (3.30 - 3.69)		1,638	37%	1,812	41%	1,988	45%
B (3.0 - 3.29)		772	17%	746	17%	663	15%
B- (2.70 - 2.99)		34	1%	41	1%	7	0%
C or C+ (2.00 - 2.69)		5	0%	1	0%	7	0%
Lower than C (<2.00)		0	0%	0	0%	0	0%
TOTAL "verifier" GPAs		3,663		4,032		4,201	
Average High School GPA		3.56		3.58		3.60	
Median High School GPA		3.54		3.58		3.59	
11. Majors Most Popular							
Business Adm., Pre.		491	13.4%	524	13.0%	611	14.5%
Biology		253	6.9%	435	10.8%	542	12.9%
Undeclared - CHASS		464	12.7%	417	10.3%	398	9.5%
Biochemistry		231	6.3%	240	5.9%	248	5.9%
Psychology		121	3.3%	132	3.3%	168	4.0%
Undeclared - CNAS Life Science		96	2.6%	171	4.2%	142	3.4%
Sociology		126	3.4%	128	3.2%	122	2.9%
12. Admission Status							
Regular Admits		3,570	97%	4,006	99%	4,166	100%
Special Action Admits		94	3%	28	1%	15	0%
13. Type of Prior School							
Public High School		3,343	91.2%	3,647	90.4%	3,828	91.1%
Private High School		282	7.7%	282	7.0%	304	7.2%
Foreign High School		39	1.1%	94	2.3%	64	1.5%
Unranked High School		0	0.0%	7	0.2%	5	0.1%

University of California, Riverside
 Profile of New Freshmen Entering in the Fall Quarter

#	Characteristic	Fall 2011		Fall 2012		Fall 2013	
		Number	Percent	Number	Percent	Number	Percent
14. Language first learned to speak¹³							
	English Only	1,058	28.9%	1,299	32.2%	1,303	31.0%
	English and Another Language	1,058	28.9%	1,495	37.1%	1,649	39.3%
	Another Language	1,520	41.5%	1,239	30.7%	1,246	29.7%
	Did not respond	1	0.0%	1	0.0%	3	0.1%
15. Parent Education¹⁴							
	No High School	443	12.3%	411	10.5%	397	9.6%
	Some High School	394	9.3%	298	7.6%	387	9.4%
	High School Graduate	625	17.4%	666	17.0%	693	16.8%
	Some College	537	15.0%	560	14.3%	584	14.2%
	2-Year College Graduate	224	6.2%	281	7.2%	242	5.9%
	4-Year College Graduate	788	21.9%	971	24.7%	1,031	25.0%
	Post-Graduate Studies	639	17.8%	741	18.9%	789	19.1%
	Total/Providing Parent Education Information	3,590	100.0%	3,928	100.0%	4,129	100.0%
	Did NOT Provide Parent Education Information	74	2.0%	106	2.6%	78	1.9%
16. Parent Income¹⁵							
	Under \$15,000	291	8.8%	322	8.7%	339	8.7%
	\$15,000 - \$29,999	718	21.8%	759	20.6%	786	20.1%
	\$30,000 - \$44,999	621	18.8%	683	18.5%	706	18.1%
	\$45,000 - \$59,999	350	10.6%	386	10.5%	409	10.5%
	\$60,000 - \$74,999	295	9.0%	311	8.4%	359	9.2%
	\$75,000 - \$89,999	262	8.0%	338	9.2%	370	9.5%
	\$100,000 or more	758	23.0%	889	24.1%	941	24.1%
	Total/Responding to "Income" Survey	3,295	100.0%	3,688	100.0%	3,910	100.0%
	Did NOT Provide Parent Incomes ¹⁵	369	11.2%	346	9.4%	291	7.4%
	Average Reported ¹⁶ Parent Income	\$71,801		\$72,466		\$74,346	
	Median ¹⁶ Reported ¹⁶ Parent Income	\$45,000		\$47,000		\$48,000	

Notes

1. Includes applications redirected from other UC campuses.
2. Of applicants who were admitted.
3. Of those admitted and returned a Statement of Intent to Register.
4. Of those admitted who enrolled.
5. Enrolling in second fall quarter
6. Enrolling in third fall quarter
7. From "parent" home address on UC admissions application.
8. San Francisco, Alameda, Contra Costa, and Santa Clara counties.
9. From the Personal Information Form.
10. Beginning in the Fall 2006 column, SAT scores refer to the new SAT Reasoning tests.
11. Math & Reading only.
12. Computed uncapped.
13. As reported on the UC admissions application.
14. Highest level of either mother or father.
15. On the "Income" Survey.